

ANIMALS

UNIT OVERVIEW

This comprehensive, four-part study of animals is sure to captivate student interest. Flexibility is the key, with teachers choosing to present all four sections in sequence or simply selecting the parts that best meet the needs of each individual class.

PART I - Terms and Definitions (5 classes)

Part I is a knowledge-based presentation of twenty-six terms necessary for a proper understanding of animals. Students write the terms in their notebooks and then develop an understanding of the terms through related activities. Activities are:

- 1) **Wordsearch**
- 2) **Animal Crackers**
- 3) **Habitat Game**
- 4) **Camouflage Writing**
- 5) **Predator and Prey Game**
- 6) **Scavengers Are Us**
- 7) **Crossword Puzzle**
- 8) **Lion King Checklist**

PART II - Animal Characteristics and Classification (5 classes)

In this classification section, students learn the important characteristics of the major vertebrate families (groups) - fish, amphibians, reptiles, birds, mammals. Activities include:

- 1) **Fish - Where Did The Fish Go? (Graphing Activity)**
- 2) **Amphibians - The Life Cycle of A Frog (Colouring Activity)**
- 3) **Reptiles - Video Review (Them Be Dragons)**
- 4) **Birds - Birds By Numbers (Colouring Activity)**
- 5) **Mammals - Video Review (Lorne Green's New Wilderness)**
- 6) **Animal-What Am I? (20 Questions Game)**
- 7) **Mystery Animals (Enrichment Activity)**

PART III - Animal Adaptations (5 classes)

The third, more challenging part of the unit, investigates some of the ways that animals have adapted to suit their environments. Key activities include:

- 1) **Adapt an Animal**
- 2) **Dinosaur Adaptations In Jurassic Park**
- 3) **Animals Review**

PART IV - Major Report (5 classes)

In this section, students write a report on an animal. "Jot Notes" are used to collect useful information without copying out of encyclopedias.

PART I - TERMS AND DEFINITIONS (5 classes)

Student Objectives

- Students develop an understanding of twenty-six terms and definitions necessary for a proper study of animals. As well as building their vocabulary, students learn how to apply the terms and will be able to give examples of each.

Suggested Teaching Strategies

- Each day, the teacher selects about five terms that will be studied during that class and one of the related activities.
- Students begin by copying the terms and definitions down into their notebooks. The teacher can photocopy the notes onto overhead transparencies, write the notes on the board or simply photocopy the notes for students. (The overhead projector method seems to work quite well since it allows the teacher to see the class and give dirty looks to students that are not working. This method is also great for those hot days in June when writing on the chalkboard may cause extra perspiration and unsightly armpit stains on clothing)
- Teachers may choose to leave out some of the less important terms (marsupial, rodent, gestation period) which occur towards the end of the section.
- After the terms have been copied down and explained, the teacher selects a related activity which will help students better understand the terms. Some activities use all the words, while other activities are designed to help students understand specific terms. These activities include:

- 1) **Word Search (all terms)**
- 2) **Animal Crackers (all terms)**
- 3) **Habitat Game (habitat - food, water, shelter)**
- 4) **Camouflage Writing (camouflage)**
- 5) **Predator and Prey Game (predator, prey, camouflage)**
- 6) **Scavengers Are Us (scavenger)**
- 7) **Crossword Puzzle (all terms)**
- 8) **Lion King Checklist (all terms)**

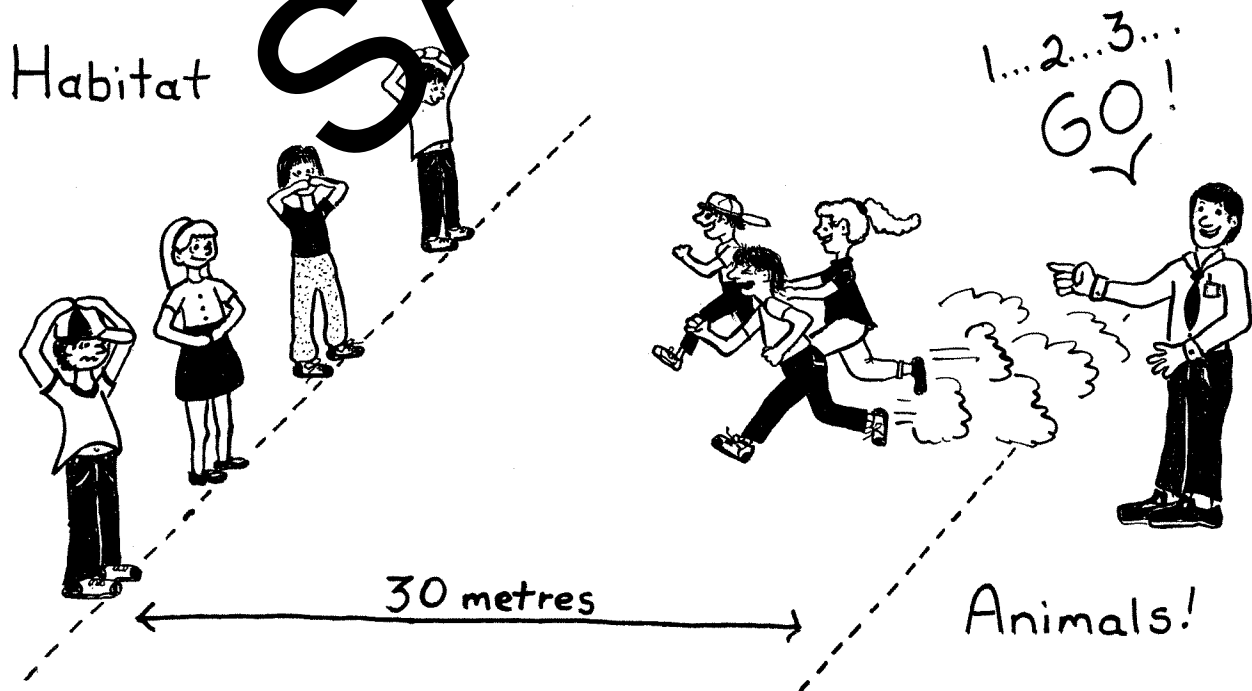
Activity 3 - Habitat Game

This game can be used to explain the term “habitat” and its three components - food, water and shelter. It can be played outside or in the gym.

Divide students into two groups - the “animals” and the “habitat” and have them line up about thirty meters apart. (It is not important to have evenly matched teams or the same number of people on each team) The animals go into a huddle and decide which of the three types of habitat they need. (If, for example, the animals decided that they needed water, *all* of the animals must go after water) In the mean time, the habitat people individually choose what kind of habitat they will be for the round and demonstrate this by giving a signal. Students show they are shelter by putting their hands over their head like a tent, water is shown by putting their hands over their mouth and food is shown by putting their hands on their stomach.

The animals line up facing away from the habitat and when the habitat people are all showing their signal, the teacher yells go. The animals turn around and run to the particular habitat that they need. When an animal reaches a habitat person with the right type of habitat they transform the habitat person into an animal and take them back to the animal side for another round. Animals who do not get to a habitat person die and get turned back into habitat.

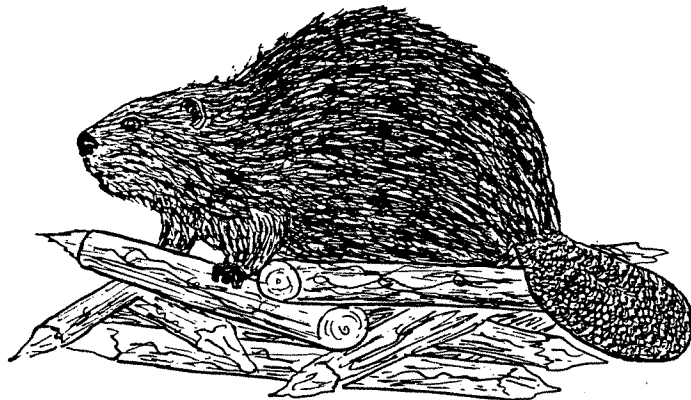
The game demonstrates how food, water and shelter are all necessary for animals to survive. (The game also shows how animal populations can build slowly until the available habitat cannot sustain the numbers, at which point there is a “die-off”. This simulates real life situations commonly encountered with many natural animal populations)



2. Match (the letters may be used more than once)

a) fish b) mammal c) bird d) reptile e) amphibian f) insect

- ___ Wolf
- ___ Salamander
- ___ Cod
- ___ Hawk
- ___ Cheetah
- ___ Whale
- ___ Frog
- ___ Turtle
- ___ Snake
- ___ Crocodile
- ___ Ant
- ___ Shark
- ___ Penguin
- ___ Bear
- ___ Lizard
- ___ Butterfly
- ___ Bat
- ___ Dog
- ___ Sparrow
- ___ Tasmanian Devil



SAMPLE