

INTRODUCTION

The main focus of this unit is Animals i.e. mammals, herptiles (i.e. reptiles and amphibians), insects, arthropods (e.g. spiders),

birds and fish. Other content areas include habitats, shelters, pets, the circus, the zoo and endangered species.

CORE TEACHING STRATEGIES

A to Z (Book 1, page 104)

Play *A to Z* using the names of all animals (or insects, spiders, birds, fish, etc.).

Acronyms (Book 1, page 105)

Select one kind of pet and write down all the components of caring for it. Then, in groups of three, use the acronym PET CARE to develop a reminder poster. For example, for a dog you might use:

Plenty of water
Exercise
Teeth care

Coat groomed
Affection is important
Remember a bone or treat sometimes
Eating needs to be regular

Alternatively, select your own word or phrase as an acronym for this purpose.

Use the word RESPECT to write about how to behave at the zoo or the word COEXIST to write about the many ways in which we should respect all animal life.

Acrostic Facts (Book 1, page 106)

Write facts about animals, using specific and relevant words like:

- MAMMALS (about mammals)
- CIRCUS (about animals and their role in circuses)
- HABITAT (about animals and environments)
- SHELTERS (about animals and their housing).

Actor (Book 1, page 106)

- 1 Act out the story in one of the picture books listed under *Picture Books* on page 29.
- 2 In a group of four, prepare a scene around the theme of a missing animal and then act it out. You should include three of the following characters:
 - a journalist
 - an ambulance officer
 - a jogger.
- 3 With a partner prepare and act out a story in which two explorers (you two!) discover a new animal that has never been observed before. Make sure the audience knows from your dialogue what the animal looks like.

Advertiser (Book 1, page 107)

In groups of three, plan one of these advertising campaigns.

- To encourage people to sponsor a zoo animal
- To save the habitat of one of the world's endangered animals
- To think more positively about dingoes
- For a new kind of birdcage with unusual features.

Advocate (Book 1, page 107)

Plan a rational, logical and well-reasoned argument to convince people that:

- all animals dangerous to people should be destroyed
- giraffes are more necessary than elephants
- it is inhumane to ride horses
- there should be no pets in a household where one of the occupants is under five
- everyone should be a vegetarian
- every school should be protected on weekends and in the evenings by pit bull terriers.

Alphabet Book (Book 1, page 108)

With a partner, write and illustrate an alphabet book about one category of animals, such as mammals, the cat family, dinosaurs, herptiles (amphibians and reptiles = herptiles), Australian animals, insects, endangered species, etc.

Analogies (Book 1, page 108)

- 1 Create a list of animal analogies for other students to complete, such as:
 - Cat is to mew as dog is to _____
 - Pig is to trotter as dog is to _____
 - Shark is to sea and _____ is to river

- Elephant is to land and _____ is to sea
- Scales are to fish as _____ are to birds
- Bee is to insect as _____ is to fruit.

- 2 Create a list of animals and place each name in a container. Create a list of objects (e.g. phone, gate, hammer) and place them in a second container. Select one animal and one object and find as many similarities as you can using the phrasing below:
 - This (animal) and this (object) (are) both _____.

For example, a cat and a mobile phone are similar because they both let you know when they want your attention by making a loud shrill sound.

- 3 Find and/or make up twenty animal sayings which are analogies and also complimentary. For example, You are:
 - as curious as a cat
 - as light-footed as a gazelle
 - as fast as a cheetah
 - as brave as a lion
 - as quick as a hare.

Artist (Book 1, page 109)

- 1 Draw or paint:
 - circus animals performing under the big top
 - three different animals and their different kinds of 'houses'.
- 2 Create a picture featuring five different animals. Paste your picture on heavy cardboard and make it into a jigsaw puzzle for the class.
- 3 Make a book of patterns found on animals.
- 4 Draw:
 - a gaggle of giggling giraffes
 - a horde of hysterical hyenas

- a school of smiling starfish
 - a flurry of flying fish.
- 5 Research and draw the real version and your own humorous version of the following: a catfish, a dogfish, a toadfish, a starfish, a flying fish, a clownfish and a seahorse.
- 6 As a class, create a collage of colourful creatures or a collage based on ‘What has spots?’, ‘What has stripes?’, ‘What has six legs?’, etc.

Autobiographer (Book 1, page 109)

Use sentences or drawings to record your personal experiences with three of these:

- dogs
- crocodiles
- pet shops
- circus animals
- zoos
- rats
- budgerigars
- wombats
- sea creatures

BALD is Better! (Book 1, page 110)

Use the *BALD is Better* acronym (and record your thinking in your personal journal) before you:

- draw an animal
- go looking for a spider’s web
- find information about a specific living creature on the internet.

Beat the Panel (Book 1, page 110)

Work in a group to become experts on one of the following, and then play *Beat the Panel*.

- the cat family
- dinosaurs
- herptiles (herptiles = amphibians + reptiles)
- endangered animals
- a specific animal/insect or species of animal/insect
- animal protection societies

- sea creatures
- wasps and bees
- birds and migration
- food chains
- ‘vicious fishes’
- ‘animal architects’.

Before or After? (Book 1, page 110)

In groups, play *Before or After* with words from the word list on page 43.

Big Picture (Book 1, page 111)

In a group of three, plan and present a project on a selected animal/insect/dinosaur species. Make sure that your project features at least four of these components:

- music
- visual images
- specimens or models
- statistics
- a poem
- a picture book or story
- four useful website addresses.

Here are some other ‘big picture’ topics:

- Big animals/small animals
- Whales
- Animals: Friends or Foe? (e.g. animals who help people/predators/transmission of disease by animals to humans — rabies, mad cow disease, bubonic plague, bird flu, SARS, malaria, etc.)
- Animals: Servitude or Co-existence?
- Insects: Help or Hindrance?
- Human life would cease if we didn’t have insects
- Birds are dinosaurs.

Bingo (Book 1, page 112)

Make cards for, and then play, *Bingo* using one of the following:

- animals and their starting letter
- animals and their habitats
- animals and their collective nouns or offspring names.

Biographer (Book 1, page 113)

Complete a biography of one of the following:

- Joy Adams (author of *Born Free*)
- David Attenborough (director and presenter of TV shows about nature)
- Diane Fossey (author of *Gorillas in the Mist*)
- Professor Peter Singer (animal rights activist)
- Rudyard Kipling (author of the *Just So Stories*)
- George Orwell (author of *Animal Farm*)
- Kenneth Graham (author of *Wind in the Willows*)
- Hugh Lofting (author of *Dr Doolittle*)
- Graeme Base (author of *Animalia* and *Eleventh Hour*)
- Edgar Rice Burroughs (author of *Tarzan*)
- any other person who has made a significant contribution to our understanding and support of animals.

Bio-Poem (Book 1, page 113)

Create a bio-poem about one of the people in *Biographer* (see above).

Body Flow Chart

(Book 1, page 114)

Create and perform a body flow chart about:

- the life cycle of an animal, insect or sea creature
- a food chain
- how to care for a cat or a budgie
- reproduction in fish
- buying and then caring for a pet rabbit
- how milk arrives on our breakfast table from the farm
- how a mosquito feeds on humans (they prefer people with group O blood who are sporty and a bit overweight)
- how to wash a dog or give a cat a pill.

Body Fun and Games

(Book 1, page 115)

- 1 Play *Magic Card* with the following cards and animal behaviours.
 - Ace = act like a Rabbit
 - King = act like a Kangaroo
 - Queen = act like a Dog
 - Jack = act like a Lion.
- 2 Play one of these class floor games:
 - Cat and Mouse
 - Pin the Tail on the Donkey
 - What's the Time, Mr Wolf?
- 3 In teams of 10, see which team can come up with the right answer in the time limit. You have 10 minutes to solve the problem. You must use your bodies to solve the problem, not paper and pencil.

Eric the sheep is standing in a line with other sheep waiting to be shorn. There are 50 sheep in front of Eric. Eric is impatient so every time a sheep is taken

from the front of the line to be shorn, Eric jumps past two sheep. How many sheep will be shorn before Eric? (The answer is 16.)

Based on a task by Charles Lovitt in *Classroom Connection* Vol. 2, No. 1, Jan–March 1994.

- 4 Play *Jungle Warriors*. The class is divided into three teams — Warriors, Pythons and Lions. The teams rotate so that each team takes a turn at being the Warriors. The Warriors have four minutes to get from one side of a bounded space to the other without being touched by a Python or a Lion. The Pythons are everywhere but are tree-bound, so one foot must stay in the same place at all times. They can move only their arms, one leg and their body. The Lions stand around the sides of the space, sleeping. They must keep their eyes shut at all times. If they hear a noise they can move their arms and, if they touch a Warrior, the Warrior is out.
- 5 Play an animal version of the *Instructions Game*. Use the movements and noises of a lion, a giraffe, a cow, a pig and a cat. Designate three parts of the room or ground as the farm, the jungle and the zoo.
- 6 Play *Body Words* with the letters from the names of animals. For example, SHEEP, CANARY, INSECT, REPTILE.
- 7 Play *Charades* using the names of animals, insects or sea creatures *or* with the names of books, films and animals associated with them (e.g. *Finding Nemo*, *Free Willy*, *Gorillas in the Mist*, *Chicken Run*, *The Incredible Journey*).
- 8 Try this simulation. Every table becomes a geographical area for a particular species — that is, they feed, drink water and have their habitat there. Divide yourselves up between these areas (tables). Now all go outside for a

while. Ask two students to remove half the tables while you are out. What happened? What did you learn about the effects of habitat destruction?

- 9 Play the *Whisper Game* with animal words.
- 10 Play the *Numbered Chairs Review Game*, *Twister* or *Basketball Quiz* with facts about animals.

Body Sculpture (Book 1, page 118)

- 1 In groups of three, make an elephant or camel train. Then join up with the rest of the class and move around as a very large elephant or camel train.
- 2 In groups of four, become a pride of lions.
- 3 Find a large room and, as a class, become a school of fish and observe a complex system in action. Designate two people as sharks. Individual fish that are eaten (touched with two hands by a predator) must leave the ‘school’ and sit down. How did your school manage to avoid predators? How is being part of a school a safer plan for fish?

BRAIN and RECREATE

(Book 1, page 118)

Use BRAIN or RECREATE to develop a new and better dog kennel, cat’s basket, bird bath, mouse trap, circus, bird cage, zoo, cat flap or bird feeder.

Brain Walk (Book 1, page 120)

‘Brain walk’ the animals (including insects and birds) you regularly see on the way to and from school or in your garden. Draw your route to school and draw in where you see these animals. Check to see how accurate your drawing is on the way home.

Builder (Book 1, page 121)

- 1 In groups of three, construct a circus tent using 12 straws, cardboard or plastic bags, sticky tape and plasticine. Make sure it will stay up by itself. Put animal figures inside.
- 2 Make an animal or an animal's home using plasticine, clay, Lego (or similar) or reverse garbage materials.
- 3 Make a zoo or jungle diorama.
- 4 Make a bird feeder for the school grounds.

Bundling (Book 1, page 121)

Write four sentences about one of the following and then 'bundle' them:

- Endangered species
- Pet care
- Animals in circuses
- Zoos
- Animals and medical experiments.

Calligrapher (Book 1, page 122)

- 1 Make a well-labelled poster showing all the places where you can buy or get pets.
- 2 Make a poster showing different types of vermin and how they are harmful to humans.
- 3 Make a 'Who am I?' poster for an animal of your choice. Describe the animal's features. See if your classmates can guess what animal you have described.
- 4 Find out which animals are protected species in Australia and make a poster about them.
- 5 Make a poster showing the work of 'animal architects'.
- 6 Make a poster about herptiles (= reptiles + amphibians).
- 7 Make a brochure designed to warn tourists about the dangerous creatures in Australia.

- 8 Make a poster showing how birds' beaks predict what they eat.
- 9 Make a brochure on LEGS showing how and why different animals and insects have a different number of legs/tentacles (e.g. octopus has 8, squid has 10, spider has 8, butterfly has 6).

Careers (Book 1, page 122)

Generate a list of all the occupations that involve working with living creatures. Find out more about the three that you are most interested in. Then write about the one that would suit you in terms of the skills and characteristics you have. Give evidence for any skill or characteristic that you claim to have. Here are some examples:

- | | | |
|--------------------|------------------|---------------------|
| • vet | • zoologist | • farrier |
| • marine biologist | • animal trainer | • pet shop owner |
| • farmer | • animal handler | • animal researcher |
| • pet walker | • in a zoo | |

Cartographer (Book 1, page 122)

- 1 Make a two-dimensional or three-dimensional map to show:
 - where unusual animals are found, or the migratory paths of specific species of birds
 - where the local vets, shelters, animal hospitals and pet shops are in your area.
- 2 Look at maps (or aerial photos, if available) of your local area.
 - Are there any areas of natural bushland? What percentage of natural bush remains in your area?
 - Is there any habitat in your area where these animals live: kangaroos, parrots, lizards, possums, wrens?

Cartoonist (Book 1, page 123)

- 1 Draw a cartoon strip featuring a monkey and a zebra who are best friends.
- 2 Collect cartoons and cartoon strips about animals. Then draw a cartoon animal character of your own.
- 3 Find, and put into a PowerPoint presentation, cartoons that feature animal characters — for example, Garfield, Snoopy, Dog in *Footrot Flats*. Show them to the class.
- 4 Make a flick cartoon book of a fish catching a boy.
- 5 Discuss: Why are animals so popular as cartoon characters?

Circuit Brainstorm

(Book 1, page 124)

Complete a circuit brainstorm using stations with questions such as these.

- Write down the name of one mammal.
- Write down the name of one animal and the name of its offspring.
- Write down the name of one animal, insect or sea creature from Australia or New Zealand.
- Write down the name of an animal outside your own country and name the country where it is mostly found.
- Write down the name of one sea creature.
- Write down the name of a bird that eats fish.
- Give an example of a jungle animal.
- Give an example of a desert animal.
- Give an example of an animal that lives in a very cold country where it snows.
- Write down the name of an animal and its collective noun: for example, a pride of lions.
- Give an example of a herptile (= reptile + amphibian).

Class Collections

(Book 1, page 125)

As a class, put together a collection of:

- pictures or cartoons of animals cut out of magazines
- photos of class members' pets
- books about animals
- poems about animals
- films, videos and TV shows featuring animals
- plastic models of animals.

Class Listening Triangles

(Book 1, page 125)

In groups of three, take turns at talking about:

- when you were frightened by an animal, and what animal you think is most frightening
- what you think about zoo sponsorship to help pay for the upkeep of the animals, and which animal you would choose to sponsor
- the positive things you have gained from:
 - owning a pet
 - going to the circus
 - going to the zoo
 - not having a pet
 - watching animal movies or TV shows
 - having insects live near or in your house
 - local bird life
 - fish.

*For more ideas to use with this strategy, see **Class Statistics** (page 9), **Movers and Shakers** (page 24), **Musical Stop and Share** (page 25), **North Wind** (page 26), **Partner Retell** (page 27), **People Pie** (page 28), **Throw the Dice** (page 38) and **Talking Chips** (page 36).*

Class Recommendations

(Book 1, page 126)

In the class book, record everyone's one best recommendation and reasons for:

- a book about a living creature
- a film or DVD about a living creature
- a pet
- a poem about a living creature
- a song about a living creature
- a painting of a living creature
- the most unusual animal, insect, bird or fish
- the most interesting fact about a living creature.

Class Statistics (Book 1, page 126)

In groups of four, survey class members and compile class statistics on:

- pets
- favourite animals
- most feared animals or insects
- who has seen . . . (e.g. a real toucan, a real panther, a real crocodile, etc.)
- who has been to a circus/zoo/performance by seals or dolphins.

For more ideas to use with this strategy, see Class Listening Triangles (page 8), Movers and Shakers (page 24), Musical Stop and Share (page 25), North Wind (page 26), Partner Retell (page 27), People Pie (page 28), Throw the Dice (page 38) and Talking Chips (page 36).

Classifier (Book 1, page 126)

- 1 In groups of three, make a list of all the living creatures you can think of and categorise them in as many ways as you can. Some categories could be:
 - farm, wild, domestic, jungle, circus
 - size or speed
 - kind of body covering (fur, feathers, scales)
 - nocturnal or diurnal
 - helpful to humans or not
 - habitat
 - mammals, monotremes, herptiles (= reptiles + amphibians)
 - diet
 - type of tail, feet, hands
 - ways of avoiding predators (self-protection)
 - geographical location
 - kinds of movements
 - eaten by humans for food or not
 - carnivores, herbivores, omnivores.
- 2 Use a matrix to compare four animals in terms of simple dimensions such as appearance, location, reproduction and life cycle, habitat and eating habits.

Collective Class Research

(Book 1, page 127)

As a class, collect as many examples as you can of:

- unusual animals or insects (and say why they are unusual)
- insects that are useful to humans (and say how they are useful)
- animals with interesting methods of camouflage and defence
- animals and their predators

- proverbs/sayings which have some reference to animals — for example, *It's raining cats and dogs; as poor as church mice*
- riddles or jokes featuring animals
- famous cats, dogs or horses.

Commonalities (Book 1, page 127)

Work in groups of four to find as many things as you can that you have in common relating to animals/insects/zoos/circuses, etc. For example, three of us have been to a circus; two of us have seen a snake in the bush.

Concept Mapping

(Book 1, page 127)

- 1 Make a concept map about:
 - the life cycle of an animal or insect
 - vertebrates and invertebrates
 - a zoo
 - Arctic or Antarctic animals.
- 2 In a group of three, arrange these word cards into a concept map on the wall. Start with the word ANIMALS at the top. Then work out the logical places and links for each of these cards.

Vertebrates	Warm-blooded
Invertebrates	Cold-blooded
Birds	Kangaroo
Mammals	Platypus
Marsupials	Dogs
Monotremes	Monkeys/primates
Fish	Lay eggs
Insects	Suckle their young
Arachnids (spiders)	Horses
Primates	

Use this information sheet to assist students to create a concept map.

- Animals can be either vertebrates or invertebrates. Vertebrates have a backbone and invertebrates do not.
- All invertebrates are cold-blooded. Some examples of invertebrates are insects and arachnids (spiders).
- Vertebrates can be either warm-blooded or cold-blooded.
- Fish and reptiles are examples of cold-blooded vertebrates.
- Mammals and birds are two types of warm-blooded vertebrates.
- Mammals suckle their young. Dogs, humans and primates are examples of mammals. There are also two other sub-categories of mammals. The first sub-category is monotremes. These are mammals that lay eggs, such as the platypus. The second sub-category is marsupials. These mammals have pouches, such as the kangaroo.

Cooperative Controversy

(Book 1, page 129)

Use this strategy to decide on the one strongest argument for and the one strongest argument against one of these propositions.

- People who want to own a pet must go through a training program and pass a licence test
- All nursing homes for the elderly should have a collection of pets
- Everyone should spend one month per year being a vegetarian
- The government should subsidise the costs of people wanting to clone their pet.

See *Debater* (page 14), *Ten Thinking Tracks* (page 37), *SPEED SWOT* (page 36) and *The Good, the Bad and the Ugly in Graphic Organisers* (page 18) for other ideas of issues and propositions to think about and discuss.

Cooperative Number-Off

(Book 1, page 130)

Play *Cooperative Number-Off* using topics like these:

- facts about unusual animals
- animals and their offspring/collective nouns (e.g. don't forget a gaggle of geese, a parliament of owls, a murder of crows and a raft of penguins)
- insects and their characteristics
- spelling, definitions and categories related to animals and insects
- fish facts.

Correspondent

(Book 1, page 131)

- 1 Pretend to be a dingo and write a letter to the editor of your local paper complaining about the bad things people have been saying and writing about you.
- 2 Pretend to be a koala and write a letter to your local paper complaining about being cuddled too much by overenthusiastic tourists.
- 3 Write to the staff of your local zoo and ask them questions on two animals you would like to know more about.
- 4 Write a letter from your pet to you (or a letter from a pet to its owner).

Create-A

(Book 1, page 131)

Create:

- an economical and safe form of transport to take people around a zoo
- an animal that can swim, fly, climb and carry people; give your animal a name and create a zoo enclosure for it
- a machine to feed your pet when you are away for a week
- an amazing animal that incorporates one of the best features from each of the following animals: a seagull, a fish, a zebra, a cheetah, a dog and a giraffe. Write a brief explanation saying what benefit each feature is to your amazing animal
- a zoo enclosure for an animal of your choice; label the features of the enclosure and write a list of them in order of importance
- the perfect pet shop — draw and label it
- a zoo enclosure for humans who are captured and put on show on an alien planet
- a treadmill for a dog to use inside during winter
- a new animal or insect that has the features of four others combined. Describe and draw it.

Criteria Grids

(Book 1, page 132)

- 1 Develop a criteria grid to compare several animals as pets (consider features, cost, hard work, care requirements, usefulness, capacity for displaying affection). Make recommendations based on your ratings; for example, which is the best pet for:
 - a classroom
 - an apartment
 - a small child/older child
 - an elderly person living alone.

- 2 Develop a criteria grid to evaluate four possible new zoo animals and generate your own criteria (e.g. appeal, diurnal/nocturnal, smell, cost to maintain). Make recommendations as to which animal will be the best choice.
- 3 Develop a list of criteria that could be used to evaluate a cattery, boarding kennel or pet show.

Cross-Offs (Book 1, page 132)

Make a cross-off about animals or insects. Here are two examples of messages you could use in your cross-off:

- Save the whales
- A pet is for life not just for Christmas.

Here are some suggestions for categories:

- Animal body parts (claw, beak, antenna, tail, gills, wing, spur, mane, trunk)
- Shelters (nest, kennel, cage, cave, burrow, den)
- Sea creatures (fish, octopus, shark, jellyfish, eel)
- Jungle animals (elephant, lion, tiger, giraffe, gnu)
- Polar animals (penguin, seal, polar bear, Arctic fox)
- Animals with prickles (hedgehog, spiny anteater, echidna)
- Insects that fly (butterfly, wasp, bee, moth)
- Herptiles (snake, lizard, iguana, chameleon, gecko)
- Extinct animals (dodo, moa, pteradactyl, Tasmanian tiger (thylacine), mammoth).

Cube-It (Book 1, page 133)

Make your personal cube and on the six faces write answers to six of the following questions.

- Which animal are you most like and why?
- Which animal do you most fear and why?
- Which animal can you most relax with and why?
- Which animal do you find most intriguing and why?
- Which animal would you most like to have as a pet?
- What would you most like to do to help animals?
- Which sea creature do you find the most beautiful?
- Which insect do you most enjoy observing?

Culture Hunter (Book 1, page 134)

- 1 Select six countries and identify and research one indigenous animal from each.
- 2 What kinds of pets do children have in other countries?
- 3 Tell an Aboriginal Dreaming story that features an animal.
- 4 Around the world different people have different beliefs in regard to animals (Muslims and Jews and pigs, Hindus and cows, etc.) What are these beliefs and can you find any more examples in other cultures?
- 5 Collect animal stories from countries around the world.
- 6 Find out what countries are working together to save the world's whales.
- 7 Find out about CITES (Convention on International Trade on Endangered Species) and what is happening around the world to save endangered species.
- 8 Find out about zoos in other countries.

- 9 What kind of creatures are used for food in other countries that are not used in your country?
- 10 Which countries are more liberal about wild animals being kept as pets (e.g. some countries allow sugar gliders and Australian hopping mice to be kept as pets but in Australia they are protected species).

Curiosity (Book 1, page 134)

- Why are there so many sayings about cats?
- Why does Australia have so many unusual animals?
- Why are there signs in zoos saying ‘Don’t Feed the Animals’?
- Why is the platypus such a curious-looking animal?
- Why are mice seen as pests when they are such cute-looking animals? Why are they so often characters in movies and books?
- Is a bat a bird?
- Do polar bears eat penguins?
- Given that a lot of animals get killed on the road, why don’t we see heaps of dead animals when we drive in the country? (Answer: decomposition)
- Do sheep and cows get cold?
- Do horses sleep standing up?
- How do fish sleep?
- What is a puggle?
- How do fireflies give off light?
- What happens if a lion and tiger mate?
- Why can a flea jump so high?
- How do free-range eggs differ from ordinary eggs?
- Why are most dingoes now cross-breeds with domestic dogs (as found by Dr Alan Wilton in his recent DNA study)? How might this happen, and why does this cross-breeding

make them bigger and more aggressive? What might be done to help return them to their ‘pure dingo’ status?

- Why has the cuttlefish been described as a ‘cross-dresser’?
- Why do people try to smuggle exotic animals and animal parts?
- How do bees communicate with each other?
- Why have meerkats been described as the world’s most cooperative animal society?
- What are the rules about naming racehorses?
- What is the Great Barrier Reef and why is its fish life so beautiful?

Find out about these unusual living creatures.

Romer’s tree frog	Archey’s frog
Leadbeater’s possum	white rhinoceros
snow leopard	phasamid
helmeted honeyeater	frill-necked lizard
orange-bellied parrot	manatee
gibbon	legless lizard
red panda	brown booby bird
alpaca	cuscus
ladybird	dugong
lyrebird	bush baby
bowerbird	pademelon
weta	bird-eating tarantula
armadillo	aardvark
warthog	springbok

Dancer (Book 1, page 134)

- 1 In groups of three, make up a 2-minute dance where you all become a different animal whenever a magician points his magic finger at you.
- 2 Create and perform a dance about the life cycle of a specific living creature.
- 3 In groups of four, prepare and perform a dance called ‘The Carnival of the Animals’

using the music with the same name by Saint-Saens.

- 4 Create and perform a frog dance.

Data Chart (Book 1, page 135)

Use a data chart to research:

- animals and insects that can transmit diseases to humans — for example, mosquitoes (malaria), rats (bubonic plague), cows (mad cow disease), chickens and other birds (SARS, bird flu) and cats (toxoplasmosis)
- unusual living creatures
- endangered species
- cephalopods (e.g. octopus)
- unusual animal habitats.

Debater (Book 1, page 135)

Debate one of these topics.

- People should be allowed to keep wolves as pets.
- All pets should be registered, not just dogs.
- There should be a 7 pm curfew on cats and dogs.
- The Easter Bilby should replace the Easter Bunny.
- Animals should never be kept in zoos.
- Dogs should never be allowed on beaches.
- Animals should never be used for cosmetics testing.
- Too much money is spent on pets (Australians spend \$2.2 billion on pets each year, more than the nation spends on foreign aid).

See *Cooperative Controversy* (page 10), *Ten Thinking Tracks* (page 37), *SPEED SWOT* (page 36) and *The Good, the Bad and the Ugly in Graphic Organisers* (page 18) for other ideas of issues and propositions to think about and discuss.

Deconstructor (Book 1, page 136)

Deconstruct a mousetrap or a bird toy and draw a diagram to show how it works.

Definitive Definitions (Book 1, page 136)

With a partner use this strategy to come up with agreed definitions of:

mammal	reproduction	camouflage
bird	predator	feral
herptile	amphibious	marsupial
habitat	herbivore	habitat
insect	carnivore	hibernation
endangered	omnivore	migratory
extinct	gestation	dinosaur

Designer (Book 1, page 137)

Design:

- animal pyjamas for toddlers
- a Bambi motif for a baby's jumpsuit
- a new coat of arms for Australia, using two animals not used in the current coat of arms
- an animal hat or mask that will attract attention
- underpants with a crocodile design
- a hat with a design of animal footprints
- a badge to encourage support for plans to help an endangered animal
- a postage stamp with a sea creature theme, and explain why you chose this creature
- a cover for the first edition of a new magazine called *Living Creatures*
- a whole wardrobe in animal prints
- unusual and eye-catching packaging for birdseed or dog food.