

MY ANIMAL PARK (ALL AGES)

Ages 4 to 7 (Level 1)

Description:	Learners will design their own animal park to learn to group animals based on shared characteristics as a way to introduce taxonomy in the animal kingdom.
Leading question:	Do you want to design your own animal park or reserve?
Age group:	4-7 years old.
Subjects:	Biology, language arts, art
Total time required:	~ 2 hours total over 4 days
Self-guided / Supervised activity:	High supervision
Resources required:	Paper, color pens, pen/pencil, scissors

Day	Time	Activity and Description
1	5-10 minutes	<p>Introduction: the purpose of this project is to design an animal park reserve that has animals grouped together in different ways.</p> <p>Ask the learner if she or he knows what the differences are between parks/reserves and zoos. You may refer to a park or reserve that exists in your country, if applicable. Explain that:</p> <ul style="list-style-type: none"> Animals are caged in zoos and they do not have enough space to walk around freely Animal parks and reserves are more open for animals and they can walk around freely in places that look like their real homes <p>Ask the learner if they think a zoo or park/reserve is better.</p> <p>Alternative: if learners do not know what a zoo or animal park are, it might be easier to ask them to design a jungle that has at least three different types of habitats (places where animals live). Suggested habitats:</p> <ul style="list-style-type: none"> An area with many trees An open area with grass An area with a pond/lake or other water body
	30 minutes	<p>Learners will play the following game with their families to think of the animals they want in their jungle:</p> <ul style="list-style-type: none"> On a piece of paper, the learner will write the alphabets of the language you want her or him to conduct the project in. For example, A-Z

		<ul style="list-style-type: none"> The learner will say the alphabets out loud (e.g.: A, B, C, D, E...) and another will stop him or her at any letter. All players must then come up with an animal name that starts with or contains that letter. For example, if the learner is stopped at the letter E, each player must come up with an animal name that begins with or contains that letter (e.g. elephant, snake etc.) If learners do not know many animals yet, they can look at appendix 1 and identify an animal whose name contains that letter <p>The game can stop when 10-20 animal names have been collected</p>
2	<p>10 minutes</p> <p>30 minutes</p> <p>40-45 minutes</p>	<p>Learners will learn about some ways to classify and group animals. Ask the learner to look at or draw images of different animals and think of how they are similar. Prompts:</p> <ul style="list-style-type: none"> What are some animals that are similar to each other? Why are they similar? Does it have to do with how many legs they have, if they can swim or fly? Where do they live? What they eat? What are other ways we can compare them? Allow the learner to brainstorm. <p>The learner will write down four categories that animals can be classified into and try to put 3-5 animals under each category. Suggested categories:</p> <ul style="list-style-type: none"> Number of limbs (like legs and hands in humans) Ability to fly, swim or run The food they eat (grass, fruits, bugs, other animals) Habitat (where they live – snakes live in the desert; monkeys live in forests etc.) <p>Alternative: if it is easier, learners can categorize animals by habitat into:</p> <ul style="list-style-type: none"> Pets Farm animals Wild animals <p>Tip: If he or she cannot write yet, you can write down the names of the animals and categories in dotted lines and ask the learner to trace them AFTER he or she has come up with the categories and animal names</p> <p>The learner will draw each animal on the list they came up with from yesterday's game and make cut outs of the animals using a pair of scissors</p> <p>Tip: the learner can look at the animals in the in appendix 1, or any other book, magazine, textbook etc. that contains images of animals</p> <p>Tip: limit the habitats to ones that are familiar to the learner. If you live in a dry country, the learner will likely know what a desert is. If you live in a country with a lot of forests, use forests or jungles, water bodies etc.</p>
3	30 minutes	<p>The learner will design an animal reserve (or jungle) using the cutouts she or he made yesterday. Ask the learner to:</p>

		<ul style="list-style-type: none"> • Draw the layout – where are the animals going to be living? Options include: grass, pond or aquarium, desert-like area, forest-like area with trees. Learners can see appendix 2 for ideas • Glue the cut out of each animal where it belongs on the reserve. Ask the learner if animals in the same habitat share any similarities. Suggested prompt: do the animals you put in the water have something in common? If they are different, what differences do they have? • Decorate, color etc. to finalize the reserve
4	10-20 minutes	<p>Learners will present their reserve or jungle to the family and explain:</p> <ul style="list-style-type: none"> • The different types of animal habitats • The names of animals in each habitat • 2-3 examples of similarities and differences between animals. For example, snakes and camels both live in the desert, monkeys eat plants but lions eat meat.
	10-15 minutes	<p>Parents/guardians will give feedback on the reserve/jungle design and presentation and revisit the discussion from day 1 around animal parks or reserves and zoos (optional):</p> <ul style="list-style-type: none"> • Do you think it's right to put animals in zoos? Why or why not? <p>Parents discuss how the best thing for an animal is to be in the wild, but that a park, reserve or sanctuary is a better than a zoo because animals are not caged in very small spaces and are put in places that resemble their natural habitats. Explain that many animals are protected from hunting that way</p>
Assessment Criteria:		<ul style="list-style-type: none"> - Completed sketch of animal reserve or park (or jungle) with 4 different habitats or other grouping categories - Presentation: names of animals, animal habitats, 2-3 examples of how animals are similar or different

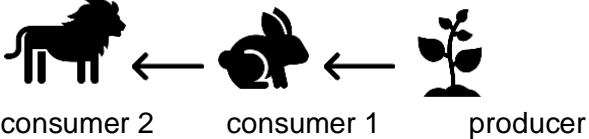
Learning outcomes:	<ul style="list-style-type: none"> - Revision of alphabets - Reading practice - Vocabulary – animal names and habitats, reserves, sanctuaries - Animal classification based on similar traits and/or habitats - Animal rights and ethics - Presentation skills
Required previous learning:	<ul style="list-style-type: none"> - Knowledge of alphabets in the language of instruction - Familiarity with some animals and their names
Inspiration:	n/a
Additional enrichment activities:	<ul style="list-style-type: none"> - You can extend the learning from this activity by increasing the number of categories on which learners can compare animals - You can also ask the learner to write a sentence on each animal describing its appearance or behavior in their notebook.

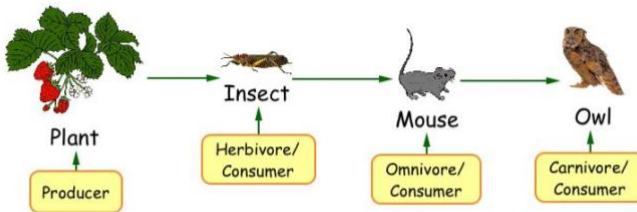
Ages 8 to 10 (Level 2)

Description:	Learners will design their own animal park to learn to group animals based on shared characteristics as a way to introduce taxonomy in the animal kingdom.
Leading question:	How would you organize animals in a park/reserve?
Age group:	8-10 years old.
Subjects:	Biology, language arts, art
Total time required:	3.5 hours total over 4 days
Self-guided / Supervised activity:	Medium supervision
Resources required:	Paper, color pens, pen/pencil, scissors

Day	Time	Activity and Description
1	10-15 minutes 30 minutes	<p>Introduction: the purpose of this project is to design an animal park or reserve that has animals grouped together based on things they share.</p> <p>Ask the learner if she or he knows what the differences are between parks/reserves and zoos. You may refer to a park or reserve that exists in your country, if applicable. Explain that:</p> <ul style="list-style-type: none"> Animals are caged in zoos and people come watch them. Animals can also be sold to and by zoos Animal parks and reserves are more open for animals and they can walk around freely in places that look like their real homes. Animals are not sold in reserves or parks and are protected <p>Ask the learner if they think a zoo or park/reserve is better and why.</p> <p>Alternative: if learners do not know what a zoo or animal park are, it might be easier to ask them to design a jungle that has at least three different types of habitats (places where animals live). Suggested habitats:</p> <ul style="list-style-type: none"> An area with many trees An open area with grass An area with a pond/lake or other water body <p>Learners will play the following game with their families to generate as many animal names as possible:</p> <ul style="list-style-type: none"> On a piece of paper, the learner will write the alphabets of the language you want her or him to conduct the project in. For example, A-Z The learner will say the alphabets out loud (e.g.: A, B, C, D, E...) and another will stop him or her at any letter. All players must then come up with an animal name that starts with that letter. For example, if the learner is stopped at the letter E, each player must come up with an

	10-20 minutes	<p>animal name that begins with or contains that letter (e.g. elephant, eel etc.)</p> <ul style="list-style-type: none"> If learners do not know many animals yet, they can look at appendix 1 and identify an animal whose name contains that letter. To make this easier, players can mention any name that contains the letter, and not just a name that starts with it. For example, if players stop at letter E, snake, crocodile etc. can also be mentioned as they contain the letter E. The game can stop when 20-30 animal names have been collected <p>Explain that animals are classified by scientists based on things we observe about them like how their skin or teeth look, where they live, what they eat etc. Ask the learner to look at images of different animals and think of how they are similar. Prompts:</p> <ul style="list-style-type: none"> What are some animals from our list that are very similar to each other? Why are they similar? Does it have to do with how many legs they have, if they can swim or fly? What are other ways we can compare them? Allow the learner to brainstorm. What are some animals that are very different? How are they different? Does the place an animal lives in change the way it looks? What are some examples? How do you think animals that live in very hot and very cold places handle the weather in these places? What about places where it rains all the time? Places that get very little rain? Give the learner some examples: animals like squirrels and bears that live in very cold places hibernate (or sleep through) the coldest months! Animals in very hot places like camels in deserts can use fat from their bodies to feed themselves, which means they can survive without eating or drinking for weeks! They also don't really sweat! <p>Explain that the ways animals have adapted to their environments is called adaptation.</p>
2	<p>5-10 minutes</p> <p>5-10 minutes</p> <p>10-20 minutes</p>	<p>Introduction: today, we will learn about different ways animals are classified based on what they eat and where they live.</p> <p>Ask the learner if they know what the different types of consumers are? Explain that, based on the food they eat, animals are classified into:</p> <ul style="list-style-type: none"> Herbivores: animals that eat plants and bacteria only Omnivores: animals that eat both plants and other animals Carnivores: animals that eat mainly other animals <p>Ask the learner to guess what type of consumer he or is she is? Explain that people who are vegetarian and vegan are herbivores, while meat eaters are mostly omnivores! Ask the learner to come up with other examples in each category.</p> <p>Introduction to food chain:</p>

	20 minutes	<ul style="list-style-type: none"> • Explain that every living thing either eats another living thing or is eaten by another living thing! • Ask the learner to think of a carnivore and something it eats, then think about what that animal eats. • Explain that everything that is eaten is considered energy, and that the food chain shows us how energy is transferred from one living thing to another in the form of food! • Explain that living things can be classified into producers of energy and consumers of energy. Plants produce their own energy from the sun, which is the source of energy. Animals get energy by eating or consuming other plants and animals. Therefore, the sun is the source of energy, while plants are producers of energy and animals are consumers of energy. <p>Example:</p>  <p>The learner will write down five categories that animals can be classified into and place 4-6 animals from the list they made yesterday under each category. Suggested categories:</p> <ul style="list-style-type: none"> • Number of limbs (like legs and hands in humans) • Ability to fly • Ability to breathe under water • Ability to live in water and on land • Ability to swim • Food they consume • Habitat (where they live – snakes live in the desert, monkeys live in forests etc.) <p>Example:</p> <table border="1" data-bbox="495 1428 1161 1711"> <thead> <tr> <th>Category 1: Live in forest</th> <th>Category 2: Have 4 limbs</th> </tr> </thead> <tbody> <tr> <td>1. <i>Monkey</i></td> <td>1. <i>Cat</i></td> </tr> <tr> <td>2. <i>Bear</i></td> <td>2. <i>Lion</i></td> </tr> <tr> <td>3. <i>Animal 3</i></td> <td>3. <i>Animal 3</i></td> </tr> <tr> <td>4. <i>Animal 4</i></td> <td>4. <i>Animal 4</i></td> </tr> <tr> <td>5. <i>Animal 5</i></td> <td>5. <i>Animal 5</i></td> </tr> <tr> <td>6. <i>Animal 6</i></td> <td></td> </tr> </tbody> </table>	Category 1: Live in forest	Category 2: Have 4 limbs	1. <i>Monkey</i>	1. <i>Cat</i>	2. <i>Bear</i>	2. <i>Lion</i>	3. <i>Animal 3</i>	3. <i>Animal 3</i>	4. <i>Animal 4</i>	4. <i>Animal 4</i>	5. <i>Animal 5</i>	5. <i>Animal 5</i>	6. <i>Animal 6</i>	
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3	40-45 minutes	The learner will draw each animal on the list he or she made yesterday and make cut outs of the animals using a pair of scissors														

	30 minutes	<p>Tip: the learner can look at the animals in the in appendix 1, or any other book, magazine, textbook etc. that contains images of animals</p> <p>The learner will design an animal reserve or jungle using some of the cutouts she or he made. Do not use all the cutouts for this activity. Ask the learner to:</p> <ul style="list-style-type: none"> • Draw the layout with the different habitats the learner identified – where are the animals going to be living? Options include: grassy area, water body or aquarium, desert-like area, forest-like are with trees. Learners can see appendix 2 for ideas • Glue the cut out of each animal where it belongs on the reserve. Ask the learner if animals in the same habitat share any similarities. Suggested prompt: do the animals you put in the desert have something in common? If they are different, what differences do they have? • Decorate, color etc. to finalize the reserve or jungle design
4	20-30 minutes	<p>On a separate large piece of paper, the learner will use the leftover animal cutouts or draw new animals and plants to create a food chain:</p> <ul style="list-style-type: none"> • The learner will glue or draw each living thing in its correct position • The learner will draw arrows clearly indicating the direction of energy transfer from one living thing to another • The learner will label each living thing as consumer or producer of energy • Example: <p style="text-align: center;">The Food Chain Of An Owl</p> 
	10-20 minutes	<p>Source: https://www.tes.com/lessons/cqHs1lgfblsRtQ/food-chain-references</p> <p>Learners will present their reserve to the family and explain:</p> <ul style="list-style-type: none"> • The different types of animal habitats • The names of animals in each habitat, and their classification as consumers (herbivores, omnivores, or carnivores) • 2-3 examples of similarities and differences between animals. For example, both camels and snakes can be found in the desert, but snakes are carnivores while camels are herbivores. • 2-3 examples of how different animals adapt to their environments
	10-15 minutes	<p>Parents/guardians will give feedback on the reserve design and presentation and revisit the discussion around animal parks or reserves and zoos (optional):</p>

	<ul style="list-style-type: none"> Do you think it's right to put animals in zoos? Why or why not? Parents discuss how the best thing for an animal is to be in the wild, but that a park, reserve or sanctuary is a better than a zoo because animals are not caged and are placed in settings that resemble their natural habitats. Explain that many animals are protected from hunting that way
Assessment Criteria:	<ul style="list-style-type: none"> Completed sketch of animal reserve or park (or jungle) with 5 different grouping categories and diverse habitats Completed food chain sketch with labels for each living thing Presentation: names of animals, animal habitats, animal consumption classification, 2-3 examples of how animals are similar or different, 2-3 examples of adaptation

Learning outcomes:	<ul style="list-style-type: none"> Literacy: Reading and writing practice Literacy: Vocabulary – animal names and habitats, reserves, sanctuaries, food chain, consumer, producer, omnivore, carnivore, adaptation Biology: Animal classification based on similar traits and/or habitats Biology: Food chain and types of consumers Biology: Animal rights and ethics Presentation skills
Required previous learning:	<ul style="list-style-type: none"> Ability to read and write in the language of instruction or at least be familiar with alphabets Knowledge of ~20 animals
Inspiration:	n/a
Additional enrichment activities:	<ul style="list-style-type: none"> You can extend the learning from this activity by increasing the number of categories on which learners can compare animals You can also ask the learner to write 2-3 sentences on each animal and create a booklet of these animal descriptions for park visitors to read about the animals

Ages 11 to 14 (Level 3)

Description:	Learners will design their own animal park to learn to group animals based on shared characteristics as a way to introduce taxonomy in the animal kingdom.
Leading question:	How would you organize animals in a park/reserve?
Age group:	11-14 years old
Subjects:	Biology, language arts, art
Total time required:	~4.5 hours total over 4 days

	<p>20 minutes</p>	<p>Alternative: if learners find the above too difficult, they can play the following game with their families to generate as many animal names as possible:</p> <ul style="list-style-type: none"> • The learner will say the alphabets out loud (e.g.: A, B, C, D, E...) and another player will stop him or her at any letter. All players must then come up with an animal name that starts with or contains that letter. For example, if the learner is stopped at the letter E, each player must come up with an animal name that begins with (e.g. elephant, eel etc.) • Learners can look at appendix 1 and identify an animal whose name contains that letter if they are unable to come up with many animal names • If learners do not know many animal names, they can also mention names that contain the letter they stop at. For example, if players are stopped at letter E, they can also mention snake, giraffe etc. since these contain the letter E. • The game can stop when 20-30 animal names have been collected <p>Explain that animals are classified by scientists based on things we observe about them like how their skin or teeth look, where they live, what they eat etc. Ask the learner to look at images of different animals and think of how they are similar. Prompts:</p> <ul style="list-style-type: none"> • What are some animals from our list that are similar to each other? Why are they similar? Does it have to do with how many legs they have, if they can swim or fly? Perhaps the type of feet or beaks they have? What are other ways we can compare them? Allow the learner to brainstorm. • What are some animals that are very different? How are they different? • Does the place an animal lives in affect the way it looks or how it behaves? What are some examples? For example, many monkey species, like the one in the picture below, have long limbs (like arms and legs) that allow them to live in forests where there are many trees. Because forests are huge and often difficult to navigate, they also developed the ability to locate each other by sound. Explain that these are examples of animal adaptation, and that every animal species has adapted to its environment to allow it to survive – survival is the goal of every animal species.
	<p>15-20 minutes</p>	



Source: <https://sciencing.com/adaptations-monkeys-jungle-8574476.html>

The learner will brainstorm and write down some examples of adaptation in the animals he or she identified from the earlier game. If the learner is struggling, remind them that:

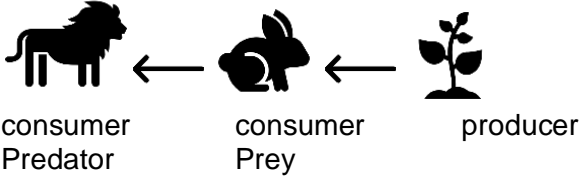
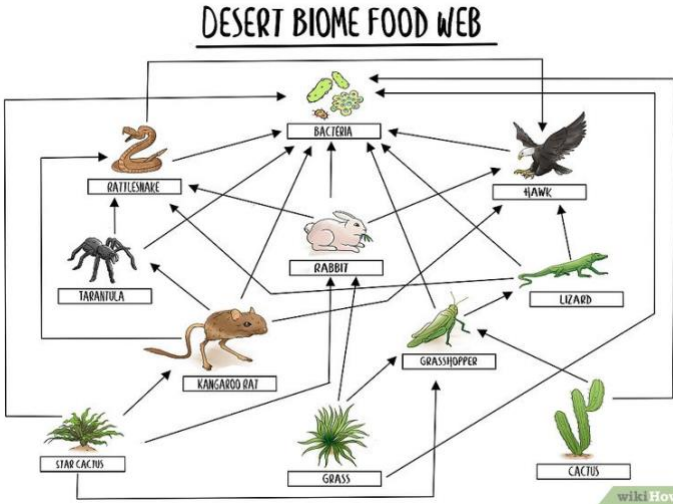
- Every feature in an animal is useful and serves some purpose
- Sharp front teeth, called canines, help humans and other animals cut through meat
- Think about why fish have gills, birds have wings, and grasshoppers have long legs that allow them to jump quickly? How are these useful for the survival of these animals?

Other examples of adaptation for reference:

- Animals like squirrels and bears that live in very cold places hibernate (or sleep through) the coldest months!

Animals in very hot places like camels in deserts can use fat from their bodies to feed themselves, which means they can survive without eating or drinking for weeks! They also don't really sweat!

2	5-10 minutes	Introduction: today, we will learn about different ways animals are classified based on what they eat and where they live.
	5-10 minutes	Ask the learner if they know what the different types of consumers are? Explain that, based on the food they eat, animals are classified into: <ul style="list-style-type: none"> • Herbivores: animals that eat plants and bacteria only • Omnivores: animals that eat both plants and other animals • Carnivores: animals that eat mainly other animals
	(10 minutes)	Ask the learner to guess what type of consumer he or is she is? Explain that people who are vegetarian and vegan are herbivores, while meat eaters are mostly omnivores! Ask the learner to come up with other examples in each category. <p>Optional: Introduction or refresher on food chains:</p> <ul style="list-style-type: none"> • Explain that every living thing either eats another living thing or is eaten by another living thing! The animal that eats another animal is called a predator while that which gets eaten is called a prey.

	<p>10-15 minutes</p>	<ul style="list-style-type: none"> • Ask the learner to think of a carnivorous animal and something it eats, then think about what that animal eats. • Explain that everything that is eaten is considered energy, and that the food chain shows us how energy is transferred from one living thing to another in the form of food! • Explain that living things can be classified into producers of energy and consumers of energy. Plants produce their own energy from the sun, but animals get energy by eating other plants and animals. <p>Example:</p>  <p>consumer Predator consumer Prey producer</p> <p>Food webs:</p> <ul style="list-style-type: none"> • Food chains are very simple, but nature is complicated! In nature, many food chains are happening at the same time, which creates a complex web of food chains that depend on each other. • Illustrative example: both rabbits and grasshoppers eat grass, then they are eaten by different animals, and in the end, all animals are eaten by bacteria in the soil when they die. This is called decomposition • Example of a food web:  <p>Source: https://www.wikihow.com/Draw-a-Food-Web</p> <ul style="list-style-type: none"> • Can you identify the different food chains in this food web? • Explain that the word biome on the food web means an area that has plants and animals living in it that share some features and have adapted to life in that area. The fish, ocean plants and other
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	10-15 minutes	<p>animals living in the ocean are a biome. Forest animals and plants are also a biome.</p> <p>The learner will create a table such as the one below and write down 4-5 habitats in the columns. The learner will then place animals from the list they made yesterday in their appropriate habitat. Suggested habitats:</p> <ul style="list-style-type: none"> • Deserts • Forests • Water body • Snowy mountainous area • Grassland <p>Example:</p> <table border="1" data-bbox="505 684 1183 963"> <thead> <tr> <th>Forest dwelling animals</th> <th>Snowy mountainous area dwelling animals</th> </tr> </thead> <tbody> <tr> <td>1. Gorilla</td> <td>1. Polar bear</td> </tr> <tr> <td>2. Snake</td> <td>2. Reindeer</td> </tr> <tr> <td>3. Animal 3</td> <td>3. Animal 3</td> </tr> <tr> <td>4. Animal 4</td> <td>4. Animal 4</td> </tr> <tr> <td>5. Animal 5</td> <td>5. Animal 5</td> </tr> <tr> <td>6. Animal 6</td> <td></td> </tr> </tbody> </table>	Forest dwelling animals	Snowy mountainous area dwelling animals	1. Gorilla	1. Polar bear	2. Snake	2. Reindeer	3. Animal 3	3. Animal 3	4. Animal 4	4. Animal 4	5. Animal 5	5. Animal 5	6. Animal 6	
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3	20-30 minutes 30 minutes	<p>The learner will draw each animal on the list he or she made yesterday and make cut outs of the animals using a pair of scissors</p> <p>Tip: the learner can look at the animals in the in appendix 1, or any other book, magazine, textbook etc. that contains images of animals</p> <p>The learner will design an animal reserve using some of the cutouts she or he made. Do not use all the cutouts for this activity. Ask the learner to:</p> <ul style="list-style-type: none"> • Draw the layout with the different habitats the learner identified in the table they created yesterday. Options include: grassy area, water body or aquarium, desert-like area, forest-like are with trees. Learners can see appendix 2 for ideas • Glue the cut out of each animal where it belongs on the reserve. • Decorate, color etc. to finalize the park or reserve • Alternative: the learner can also directly draw the animal biomes in their respective habitats instead of gluing cutouts. 														
4	20-30 minutes	<p>Learners will develop their visitor guide in a notebook or separate pieces of paper where each page is a biome or habitat. The guide must include:</p> <ul style="list-style-type: none"> • Name of each animal • Type of habitat • Examples of adaptation: features or behavior that the animal has that helps it survive in its habitat • Rank in food chain or web: consumer or producer of energy • A well-labeled example of a food chain or food web in a specific biome in your park or reserve 														

<p>10-20 minutes</p>	<p>On a separate large piece of paper or in a different page of the guide notebook, the learner will use the leftover animal cutouts from yesterday's activity (or draw new animals and plants) to make a food chain or web for a specific biome (e.g. desert animals and plants, forest animals and plants):</p> <ul style="list-style-type: none"> • The learner will glue or draw each living thing in its correct position • The learner will draw arrows clearly indicating the direction of energy transfer from one living thing to another • The learner will label each living thing as consumer or producer of energy and predator vs prey • Example: <p style="text-align: center;">Food Web in a Forest</p> <p style="text-align: center;">Source: https://www.edrawsoft.com/template-food-web-diagram.php</p> <p>Note: Please make sure to label each living thing in the food chain or web (producer vs consumer, predator vs prey)</p> <p>Learners will present their reserve and guide to the family and explain:</p> <ul style="list-style-type: none"> • The different types of animal habitats • The names of animals in each habitat, and their classification as consumers (herbivores, omnivores, or carnivores) • 2-3 examples of adaptation in each biome
<p>10-20 minutes</p>	<p>Parents/guardians will give feedback on the reserve design, visitor guide and presentation and revisit the discussion around animal parks or reserves and zoos:</p> <ul style="list-style-type: none"> • Do you think it's right to put animals in zoos? Why or why not? • Parents discuss how the best thing for an animal is to be in the wild, but that a park, reserve or sanctuary is a better than a zoo because animals are not caged and are placed in settings that resemble their natural habitats. Explain that many animals are protected from hunting that way

	10-15 minutes	
Assessment Criteria:		<ul style="list-style-type: none"> - Completed sketch of animal reserve or park with 4-5 different habitats - Completed visitor guide and labeled food chain or web - Presentation: names of animals, animal habitats, animal consumption classification, 2-3 examples of animal adaptation
Learning outcomes:		<ul style="list-style-type: none"> - Literacy: Reading and writing practice - Literacy: Vocabulary – animal names and habitats, reserves, sanctuaries, food chain, consumer, producer, predator, prey, herbivore, omnivore, carnivore, adaptation, biomes, decomposition - Biology: Animal classification based on habitats - Biology: Food chain and web and types of consumers - Biology: Animal rights and ethics - Presentation skills
Required previous learning:		<ul style="list-style-type: none"> - Ability to read and write in the language of instruction or at least be familiar with alphabets - Knowledge of ~20 animals
Inspiration:		n/a
Additional enrichment activities:		<ul style="list-style-type: none"> - You can extend the learning from this activity by increasing the number of categories on which learners can compare animals in addition to habitat to include similar features

Appendix 1



Source: <https://www.eslbuzz.com/learn-english-vocabulary-through-pictures-100-names-of-animals/>

Appendix 2

Habitats

List as many animals as you can find for each habitat.

 <p>ON A FARM</p>	 <p>IN THE FOREST</p>	 <p>IN THE DESERT</p>
 <p>IN THE SEA</p>	 <p>IN A HOME</p>	 <p>IN THE JUNGLE</p>
 <p>IN THE MOUNTAINS</p>	 <p>IN THE SAVANNAH</p>	 <p>IN VERY COLD PLACES</p>

iSLCollective.com

Source: <https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/animals-habitats/108960>