

## MY ANIMAL PARK (LEVEL 1)

<b>Description</b>	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.
<b>Leading Question</b>	Do you want to design your own animal park or reserve?
<b>Total Time Required</b>	~ 2 hours total over 4 days
<b>Supplies Required</b>	Paper, color pens, pen/pencil, scissors
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Literacy: Reading and writing practice</li> <li>2. Literacy: Vocabulary – animal names and habitats, reserves, sanctuaries, food chain, consumer, producer, omnivore, carnivore, adaptation</li> <li>3. Biology: Animal classification based on similar traits and/or habitats</li> <li>4. Biology: Food chain and types of consumers</li> <li>5. Biology: Animal rights and ethics</li> <li>6. Presentation skills</li> </ol>
<b>Required Previous Learning:</b>	<ul style="list-style-type: none"> <li>• Knowledge of alphabets in the language of instruction</li> <li>• Familiarity with some animals and their names</li> </ul>

## DAY 1

Today you will learn about the different places animals can live.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5-10 minutes</b>	<ul style="list-style-type: none"> <li>• Introduction: the purpose of this project is to design an animal park reserve that has animals grouped together in different ways.</li> <li>• 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:</li> </ul>

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<ul style="list-style-type: none"> <li>- Animals are caged in zoos and they do not have enough space to walk around freely.</li> <li>- Animal parks and reserves are more open for animals and they can walk around freely in places that look like their real homes.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask the learner if they think a zoo or park/reserve is better</li> <li>● 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:           <ul style="list-style-type: none"> <li>- An area with many trees</li> <li>- An open area with grass</li> <li>- An area with a pond/lake or other water body.</li> </ul> </li> </ul>
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<p><b>30 minutes</b></p>	<ul style="list-style-type: none"> <li>● Learners will play the following game with their families to think of the animals they want in their jungle.           <ul style="list-style-type: none"> <li>- 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</li> <li>- 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.)</li> <li>- If learners do not know many animals yet, they can look at appendix 1 and identify an animal whose name contains that letter</li> </ul> </li> <li>● The game can stop when 10-20 animal names have been collected.</li> </ul>
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## DAY 2

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Today you will learn to classify and group animals.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Prompts: <ul style="list-style-type: none"> <li>- What are some animals that are similar to each other?</li> <li>- 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.</li> </ul> </li> </ul>
<b>30 minutes</b>	<ul style="list-style-type: none"> <li>● 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: <ul style="list-style-type: none"> <li>- Number of limbs (like legs and hands in humans)</li> <li>- Ability to fly, swim or run</li> <li>- The food they eat (grass, fruits, bugs, other animals)</li> <li>- Habitat (where they live – snakes live in the desert; monkeys live in forests, etc.)</li> </ul> </li> <li>● Alternative: if it is easier, learners can categorize animals by habitat into: <ul style="list-style-type: none"> <li>- Pets</li> <li>- Farm animals</li> <li>- Wild animals</li> </ul> </li> <li>● <i>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</i></li> </ul>
<b>40-45 minutes</b>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● <i>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</i></li> <li>● <i>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.</i></li> </ul>

## DAY 3

Today you will use your art skills to design and create your own animal reserve!

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>30 minutes</b>	<ul style="list-style-type: none"> <li>● Learners will design an animal reserve (or jungle) using the cutouts she or he made yesterday. Ask the learner to:</li> </ul>

- 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.

## DAY 4

Today you will present your jungle and get feedback about it.

Suggested Duration	Activity and Description
10-20 minutes	<ul style="list-style-type: none"> <li>● Learners will present their reserve or jungle to the family and explain:               <ul style="list-style-type: none"> <li>- The different types of animal habitats</li> <li>- The names of animals in each habitat</li> <li>- 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.</li> </ul> </li> </ul>
10-15 minutes	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Optional:               <ul style="list-style-type: none"> <li>- Do you think it's right to put animals in zoos? Why or why not?</li> <li>- 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</li> </ul> </li> </ul>

## ASSESSMENT CRITERIA

- 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.

## **ADDITIONAL ENRICHMENT ACTIVITIES**

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- 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.

## APPENDIX 1









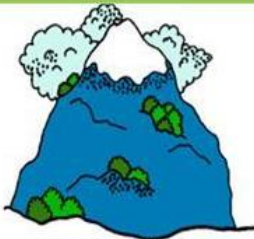


Source: <https://www.eslbuzz.com/learn-english-vocabulary-through-pictures-100-names-of-animals/>

EAA welcomes feedback on its projects in order to improve, please use this link:  
<https://forms.gle/LGAP9k17fMyJrKJN7>

## 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>

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

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