

## 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. Create and present an animal reserve or jungle to family members, describing habitats, naming animals, classifying them based on consumption, highlighting similarities and differences, and explaining animal adaptations.
<b>Leading Question</b>	Do you want to design your own animal park or reserve?
<b>Age group</b>	6 to 7 year olds
<b>Subjects</b>	Biology, language arts, art
<b>Total Time Required</b>	~ 2 hours total over 4 days
<b>Supplies Required</b>	Paper, color pens, pen/pencil, scissors
<b>Supervision</b>	High supervision
<b>Learning Outcomes</b>	<p>By the end of this project, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Engage in reading and writing activities throughout the project, enhancing their literacy skills.</li> <li>2. Expand their vocabulary by learning and understanding animal names, habitats, reserves, sanctuaries, food chains, and related terms such as consumer, producer, omnivore, and carnivore.</li> <li>3. Gain knowledge of animal classification based on shared characteristics and habitats, introducing them to the concept of taxonomy in the animal kingdom.</li> <li>4. Comprehend the concept of food chains, identify the types of consumers (herbivores, omnivores, carnivores), and explore the energy transfer within ecosystems.</li> <li>5. Enhance their presentation skills by effectively communicating their findings, including animal classification, habitat design, and food chains.</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.

Suggested Duration	Activity and Description
5-10 minutes	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● The purpose of this project is to design an animal park reserve that has animals grouped together in different ways.</li> <li>● Do you know what the differences are between parks/reserves and zoos. You may refer to a park or reserve that exists in your country, if applicable.               <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> </li> <li>● Do you think a zoo or park/reserve is better?</li> <li>● If you do not know what a zoo or animal park is, start by designing 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>
30 minutes	<ul style="list-style-type: none"> <li>● Play the following game with your families to think of the animals you want in your jungle.               <ul style="list-style-type: none"> <li>- Ask your parents to write the alphabets of the language they want you to conduct your project in. For example, A-Z.</li> <li>- Say the alphabets out loud (e.g.: A, B, C, D, E...) and another person will stop you 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>

**DAY 2** - Today you will learn to classify and group animals.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> <li>● We will learn about some ways to classify and group animals. Look at or draw images of different animals and think about how they are similar.</li> <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?</li> <li>- Does it have to do with how many legs they have, if they can swim or fly?</li> <li>- Where do they live?</li> <li>- What do they eat?</li> <li>- What are other ways we can compare them?</li> </ul> </li> </ul>
30 minutes	<ul style="list-style-type: none"> <li>● Write down four categories that animals can be classified into and try to put 3-5 animals under each category.</li> <li>● 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, 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>
40-45 minutes	<ul style="list-style-type: none"> <li>● Draw each animal on the list that you 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!

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> <li>• Design an animal reserve (or jungle) using the cutouts she or he made yesterday.</li> <li>• 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. Look at appendix 2 for ideas.</li> <li>• Glue the cut out of each animal where it belongs on the reserve. Do animals in the same habitat share any similarities?</li> <li>• Do the animals you put in the water have something in common? If they are different, what differences do they have?</li> <li>• Decorate, color, etc. to finalize the reserve.</li> </ul>

**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>• Present your 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>o Do you think it's right to put animals in zoos? Why or why not?</li> <li>o Parents discuss how the best thing for an animal is to be in the wild, but that a park, reserve or sanctuary is better than a zoo because animals are not caged in very small spaces and are put in places that resemble their natural habitats.</li> </ul> </li> </ul>

	Explain that many animals are protected from hunting that way
--	---

**Additional  
Extension  
Activities**

- 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.

## ASSESSMENT CRITERIA

---

A majority of my learners were able to:

- Complete a sketch of the animal reserve or park (or jungle) with 4 different habitats or other grouping categories.
- Present names of animals, animal habitats, 2-3 examples of how animals are similar or different.
- Draw the food chain that includes labels for each living thing, arrows indicating energy transfer, and clear differentiation
- Ensure the animal park/reserve includes diverse habitats and at least five different grouping categories for animals.



## APPENDIX 1

---









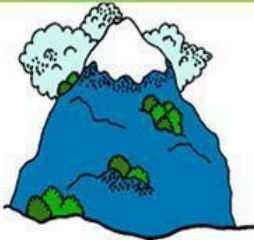


Source: <https://www.eslbuzz.com/learn-english-vocabulary-through-pictures-100-names-of-animals/>



## 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>

Source:

EAA welcomes feedback on its projects in order to improve. For feedback please use this link <https://forms.gle/pVXs3vQEufuzSShs7>

<https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/animals-habitats/1089>  
60