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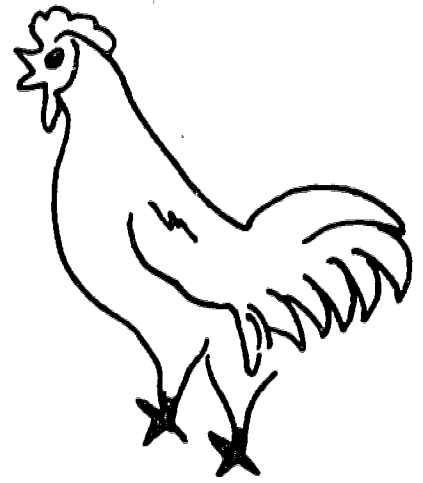
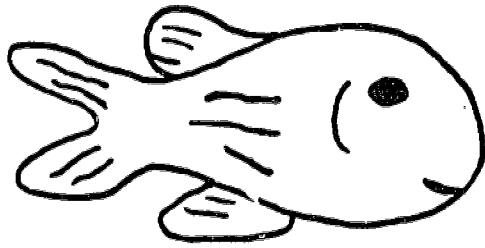
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**IDENTIFIERS** \*Humane Education

**ABSTRACT**

Responsible human behavior toward pets, farm animals, and wild animals is considered by many to be an important goal. The purpose of this elementary instructional guide is to introduce and develop in students a sense of responsibility toward animals. The teaching activities in the guide are based on nine concepts. These are: (1) many kinds of animals are pets; (2) humans must care for pets; (3) pets need proper health care; (4) more pets are born than there are homes for; (5) there are many kinds of farm animals; (6) humans must care for farm animals; (7) there are many kinds of wild animals; (8) humans must protect the homes of wild animals; and (9) wild animals that are not protected may become endangered or extinct. The objectives for each lesson are based on one or more of these concepts. Following the objective(s) is a list of materials needed to teach the activities in the lesson. The activities tend to be interdisciplinary in nature and have a hands-on orientation. Ideas for bulletin boards are included, along with reproducible worksheets for many of the activities. (TW)

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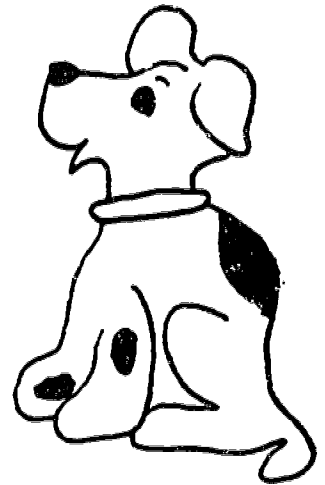


# PROJECT C.A.R.E.

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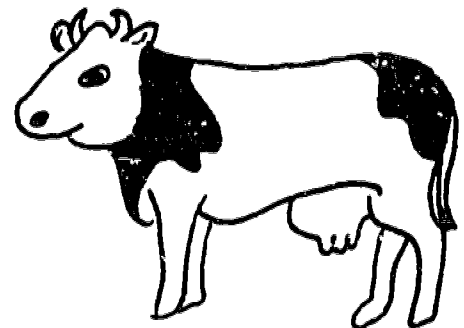
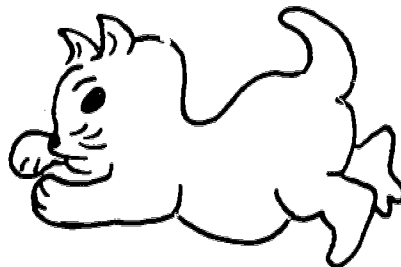
## Caring for Animals:

## Responsible Education

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P R O J E C T   C A R E

CARING FOR ANIMALS - RESPONSIBLE EDUCATION

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# P R O J E C T   C A R E

## Acknowledgements

This packet of interdisciplinary activities for Animal Care has been developed by Kennesaw College faculty and staff, and other volunteers for the Cherokee County Humane Society.

Packet Developers	Dr. Pam Rhyne Dr. Judy Mitchell
Artist	Ms. Sally Whitfield
Videotape Developers	Dr. Pam Rhyne Dr. Diane Willey Mr. Charles Morgan
Veterinarian Consultants	Dr. Ivy Lidstone
Special thanks is given to the following for their contributions	Clayton Miller Ms. Cookie Miller Courtney Miller Dr. Kathleen Pinkett Mr. Bruce Rhyne Patrick Rowe, veterinary assistant

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## Purpose of the Project

Responsible human behavior toward pets, farm/ranch animals, and wild animals is an important aspect of our daily lives. We often take this aspect for granted. The primary purpose of this instructional program is to introduce and to develop in students a sense of responsibility toward the animals that are part of all of our lives.

## Organization of the Project

This instructional program focuses on eight to nine concepts which serve as threads throughout the program. The specific objectives for each lesson reflect the concepts and are ordered from lower to higher levels of cognitive thinking based on Bloom's taxonomy.

Following the objectives is a list of materials needed to teach the activities related to the concept. The activities have been designed to utilize readily available materials. Such materials as pictures to color, graph paper, and puppet designs are included in the packet. We encourage you to provide an "Animal Library Center" with books and information on animals.

Activities are interdisciplinary in nature and utilize the process approach. Ideas for bulletin boards are included.

## USE OF THE PACKET

The primary purpose of this instructional project is to introduce and to develop in elementary students a sense of responsibility toward the animals that are part of all of our lives. While we have limited curricular material to this area, we encourage you to build upon the concepts, objectives, and activities as you develop your own instructional program.

How you use the activities provided will be determined, in part, by what has been previously taught. For example, some activities could be used to introduce, reinforce, or further develop concepts already in the curriculum, such as food groups and graphing.

We would appreciate feedback from you concerning these activities. In addition, we encourage you to send us ideas you have used with your students. We will distribute these ideas to other teachers.

### DISCIPLINES INCLUDED:

Art  
Language Arts  
Mathematics  
Music  
Science  
Social Studies

### CONCEPTS COVERED:

- Concept 1 - There are many kinds of animals that are pets.
- Concept 2 - Humans must provide pets with what they need.
- Concept 3 - Pets must have proper health care.
- Concept 4 - There are more pets than there are homes.
- Concept 5 - There are many kinds of animals that are farm/ranch animals.
- Concept 6 - Humans must provide farm/ranch animals with what they need.
- Concept 7 - There are many kinds of animals that are wild animals.
- Concept 8 - Humans must protect the homes of wild animals.
- Concept 9 - Wild animals that are not protected may become endangered or extinct.

ADDITIONAL SKILLS AND PROCESSES STRESSED:

1. Affective skills such as:
  - following instructions
  - working cooperatively with others
  - sharing with others
  - working independently
  
2. Psychomotor skills such as:
  - constructing
  - cutting
  - manipulating materials
  
3. Processes such as:
  - observing
  - inferring
  - grouping
  - classifying
  - measuring
  - collecting data
  - organizing data
  - interpreting data
  - graphing

## SUGGESTED BOOKS FOR YOUR ANIMAL BOOK SECTION

### I. PETS

A New True Book of Dogs by Elsa Posell.  
Did You Say Dogs? by Tony Palazzo.  
Harry, the Dirty Dog by Gene Zion.  
How the Puppies Grow by Millicent Selsam.  
Millions of Cats by Wanda Gag.  
Mr. Charlie's Pet Shop by Edith Thacher and Clement Hurd.  
Pets by Alice Fields.  
Pets and Their Wild Ancestors by Jane Burton.  
Pet Safety by J. J. McCoy.  
Pets Without Homes by Caroline Arnold.  
The Little Ones by Inez Hogan.  
Too Many Kittens by Ruth Schenley.  
Training a Companion Dog by Dorothy Broderick.

### II. FARM/RANCH ANIMALS

All Color World of Farm Animals by Robert Burton.  
Barnyard Family by Dorothy Hogner.  
Bright Barnyard by Dahlov Ipcar.  
Farm Animals by Hans Helwig.  
Farm Animals by John Lewellin.  
Farm Animals by Rand McNally and Co.  
Farm Animals by Irma Wilde.  
Farm Animals in Color by Peter Churchill.  
Farm Babies by Russell Freedman.  
Gobble, Growl, Grunt by Peter Spier.  
I Am A Farmer by Swayne and Savage.  
Mr. Charlie's Farm by Edith Hurd.  
Sheep on the Range by Marion Israel.  
The Remarkable Egg by Adelaide Hall.  
The True Book of Farm Animals by John Lewellin.  
What's Inside: The Story of An Egg That Hatched by Mary Garlick.  
What is a Chicken? by Gene Darby.

### III. WILD ANIMALS

Animals that Live in the Sea by Joan Straker.  
Ants are Fun by Mildred Myrek.  
A Zoo For You by Winifred & Cecil Lubell.  
Beaver Pond by Alvin Tressett.  
Be Nice to Spiders by Margaret Graham.  
Come Visit Prairie Dog Town by Eugenia Alston.  
Foxes and Wolves by Charles Ripper.  
How and Wonder Book of Ants by Ronald Rood.  
Sleepy Bear by Lydia Dabovich.  
The True Book of Animals of Small Pond by Phoebe Erickson.  
Where the Wild Things Are by Maurice Sendak.  
Where They Go in the Winter by Margaret Buck.

Who Lives Here? by John Hawkinson.  
Who Wants a Cheap Rhinoceros by Shel Silverstein.  
Wild Animals from Alligator to Zebra by Arthur Singer.  
Wild Animals by Stern Price.  
Wildlife of the Rivers by William Amos.  
Wildlife Mysteries by Raymond Holden.  
Zoos Without Cages by Judith Renard.

#### IV. ENDANGERED ANIMALS

A Heritage Restored by Robert Murphy.  
Alligators, Raccoons, and Other Survivors by Barbara Ford.  
America's Endangered Wildlife by George Laycock.  
Animals in Danger by Gill Gould.  
Conservation by Michael Crawford.  
Endangered Predators by John Harris and Aleta Pahl.  
Last Chance on Earth by Roger Caras.  
Let Them Live by Dorothy Lathrop.  
Saving America's Birds by Paula Hendrich.  
Rescue from Extinction by Joseph E. Brown.  
Rescued! America's Endangered Wildlife on the Comeback Trail  
by Olive W. Burt.  
The Doomsday Book of Animals: A Natural History of Vanished  
Species by David Day.  
The World's Endangered Wildlife by George Laycock.  
Where Can the Animals Go? by Ron Wegen.  
Wildlife in Danger by Roy Pinney.

#### V. CAREERS WITH ANIMALS

Animal Doctors: What Do They Do? by Carla Green.  
Careers in Animal Care by Christopher Bensen.  
I Am A Farmer by Swayne and Savage.  
What Can She Be? A Farmer by Goldreich.  
What Does a Veterinarian Do? by Grant Compton.

#### VI. GENERAL ANIMAL BOOKS

Animals Do The Strangest Things by Leonard & Arthur Hornblow.  
Amazing Animal Groups by Suzanne Venino.  
Animal Friends by Rand McNally & Co.  
Animals Helping People by Suzanne Venino.  
Animal Homemakers by Aurelius Battaglia.  
Are You My Mother? by P. D. Eastman.  
Baby Animals by Scholastic Inc.  
Baby Animals Coloring Book by Western Publishing.  
Everyday Animals by Gertrude Allen.  
Ways Animals Sleep by Jane McCauley.  
What Animal Is It? by Anna Pistorius.  
Wild Animals and Tame Animals by Dahlow Ipcar.



## SUGGESTED FILMSTRIPS

- A Strange Island, Scholastic Filmstrips Company, 1980.  
Kangaroo Island, Lucerne Films, L-2769.  
Living On a Farm: A Dairy Farm, Sequoyah Regional Library, FS1231.  
Living On a Farm: An Egg Farm, Sequoyah Regional Library, FS1233.  
Living On a Farm: A General Farm, Sequoyah Regional Library, FS1230.  
The White Seal, Xerox, L-6738.  
Three Thousand Wise Monkeys, Scholastic Filmstrips Co., 1980.  
Wild, Wild World of Animals: Kodiak Islands, Time-Life, L-2807.

## SUGGESTED RECORDS

- Animals by Candle with the Agapeland Singers. Budwing Records, a Division of Sparrow, Inc. Conoga Park, CA 92304.
- Songs From Doctor Doolittle, music and lyrics by Leslie Briscusse, Walt Disney Productions, 1967, Disneyland Records.
- Songs and Stories About Animals, Rocking Horse Records, Eox 5096, Newark, N.J. 07105.

## KINDERGARTEN

Concept 1 - There are many kinds of animals that are pets.

### Objectives:

The students will:

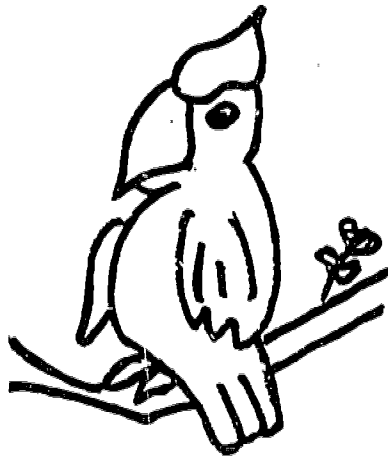
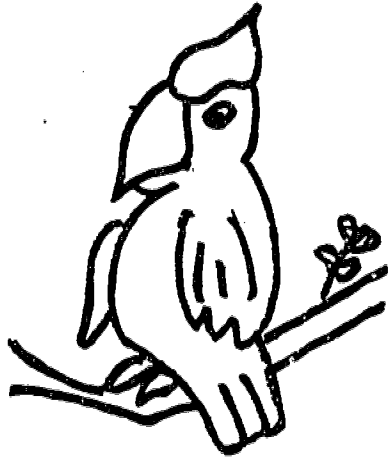
- a) name pets.
- b) match names with pets.
- c) count the number of pets in a picture.
- d) create a finger puppet.

### Materials:

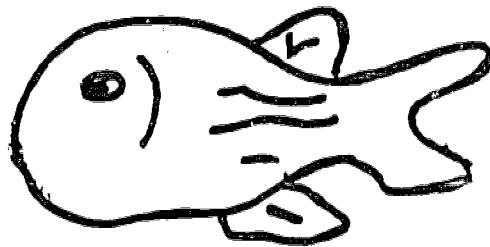
Provided: pet pictures finger puppets	Not provided: crayons, scissors
Each pet animal name should be written on a 5 X 8 card and posted in a different part of the room.	

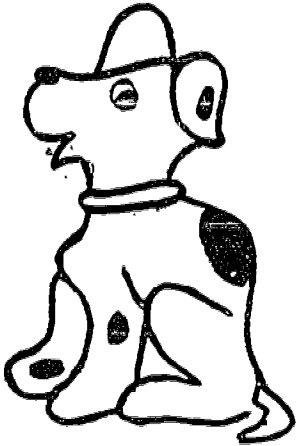
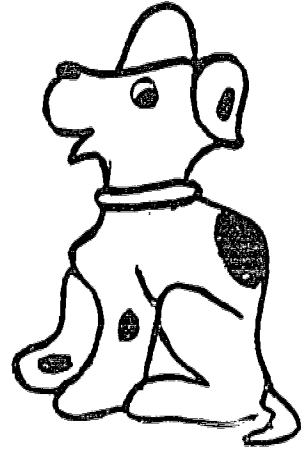
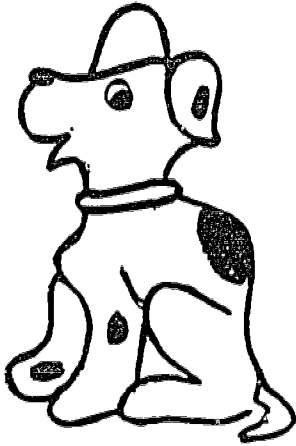
### Procedures:

1. Suggested question: "What kind of pets do you have?"
2. As they mention the pet, hold up the picture and ask them: "How many \_\_\_\_\_ are in this picture?" If appropriate, write the name of each pet on a chart. (You may want to relate these to Letter People.) (Save the chart you create for the summary activity.)
3. Have the students select a favorite pet from the following: dog, cat, bird, fish, hamster. Each will create a finger puppet.
4. Have the children stand under the correct pet symbol (face or name) displayed around the room. Ask questions such as: "How many cats are there?"











DOG



CAT



BIRD



FISH



DIRECTIONS: 1) Color each finger puppet. 2) Cut along dotted lines. 3) Wrap around index and middle finger. 4) Using masking tape, tape Tab A to Tab B. 5) Enjoy!  
(NOTE: For fish and cat, turn hand horizontally.)



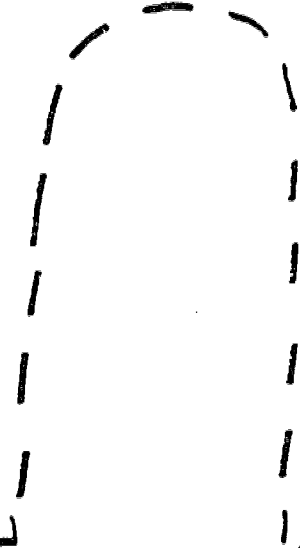
HAMSTER



A

B

This is a general pattern to be used to create your own puppets.



A

B

Concept 2 - Humans must provide pets with what they need.
---

Objectives:

The students will:

- a) state needs of pets.
- b) relate pet needs to a given situation.
- c) match pet need with a given need.

Materials:

Provided: sample outlines for felt cut-outs on pet needs	Not provided: felt, crayons
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Procedures:

## 1. Suggested questions:

- "Do owners need to take care of their pets?"
- "What food do pets eat?"
- "What else do pets need every day?"

As students mention the different needs, put up the appropriate flannel cut-out.

2. Ask the students situation-type questions such as:
  - "Sam the dog is in the house all day - what do you do for him when you come home?"
  - "It is time to take Fluffy the cat to the doctor. How do you get her ready?"
  - "Buffy the dog needs to go outside. How do you make sure she won't get hurt?"

Possible answers to develop include: let Sam go to the bathroom, play with Sam, love Fluffy, feed Sam, put Fluffy in a cat cage, put Buffy on a leash.

3. After the discussion, hand out the pet needs diagrams for students to color. (used earlier by the teacher to create felt forms).
4. Make a statement about a pet and her needs. As you mention a need, have students use their finger puppet and point to the need on their paper.

Suggested statements:

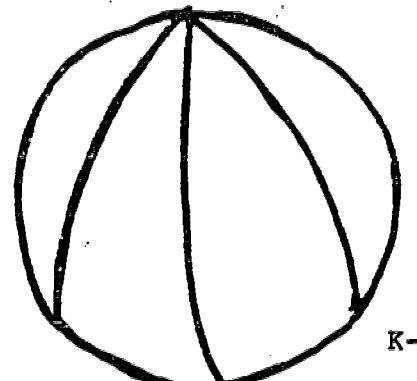
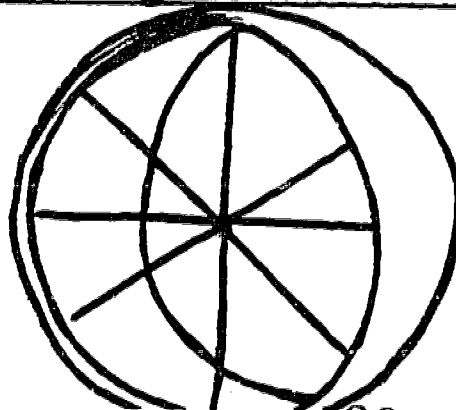
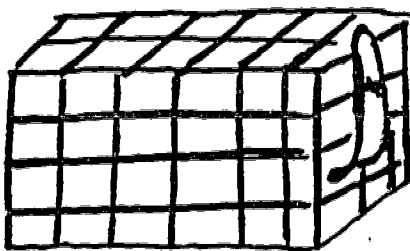
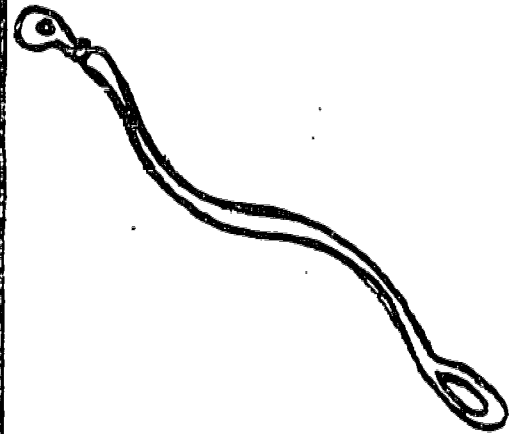
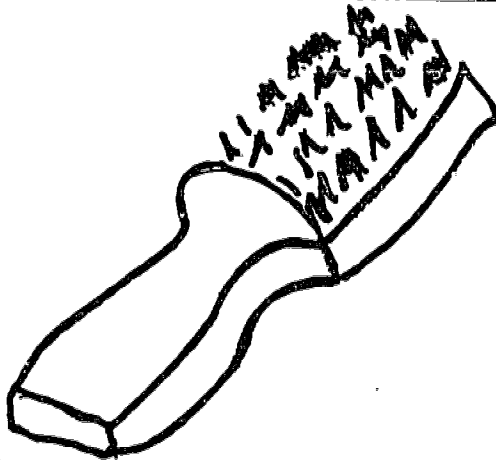
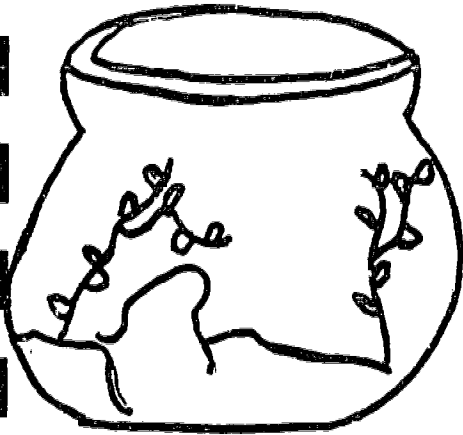
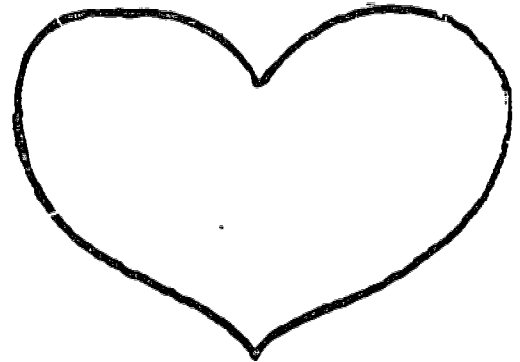
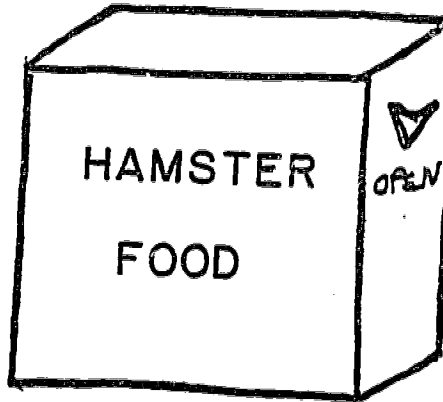
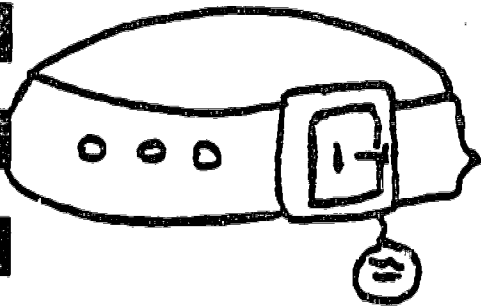
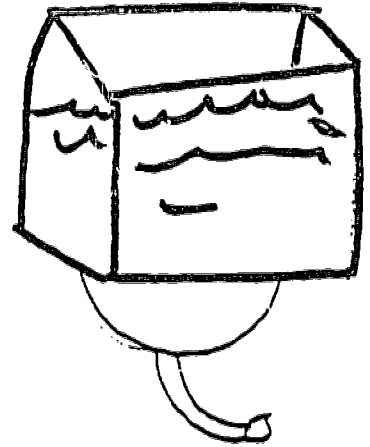
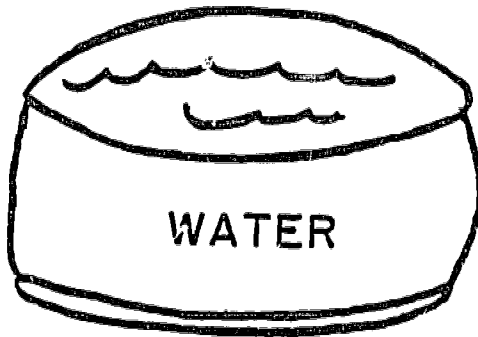
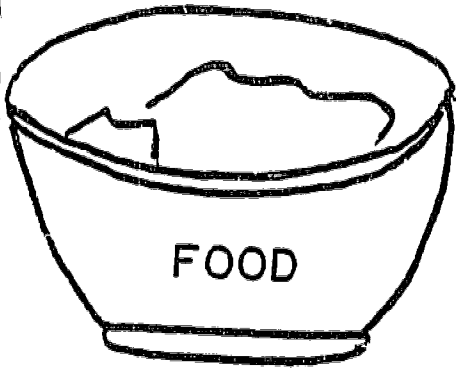
- "John's dog Blackie is hungry so John feeds him.
- "Ann, John's sister, brushes Blackie."

5. Develop a guessing game with such questions as:

"I live in water. Who am I?"

"I need to be brushed. Am I a furry pet?"

DIRECTIONS: 1) Color each object. 2) Cut out the necessary objects for your pet and glue them around the pet picture.



Concept 3 - Pets must have proper health care.
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Objectives:

The students will:

- a) identify the term veterinarian.
- b) state reasons for pet health care.
- c) create a sample rabies tag.

Materials:

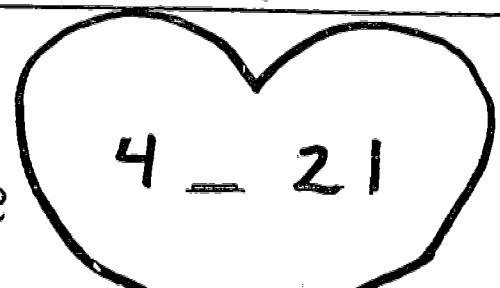
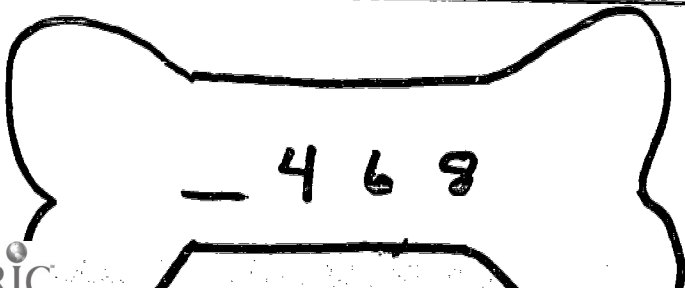
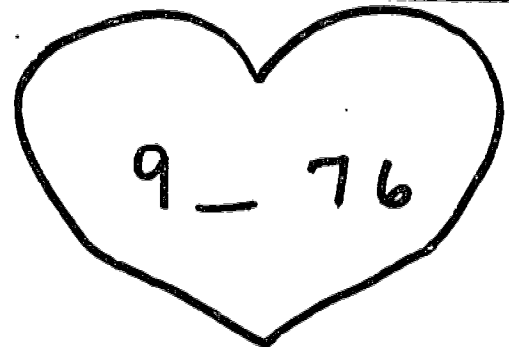
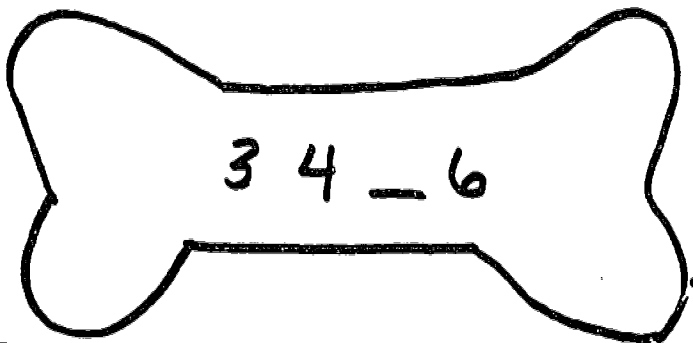
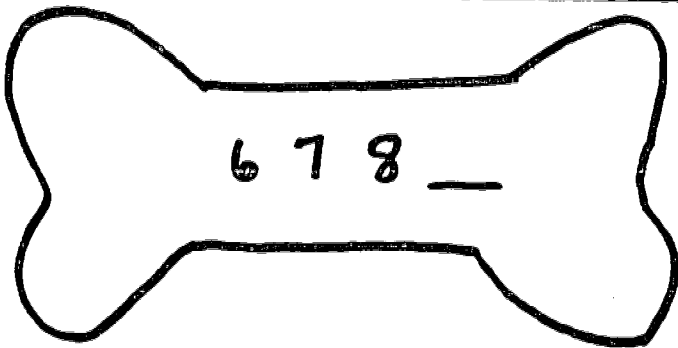
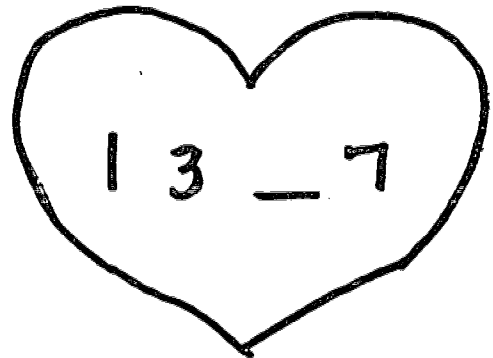
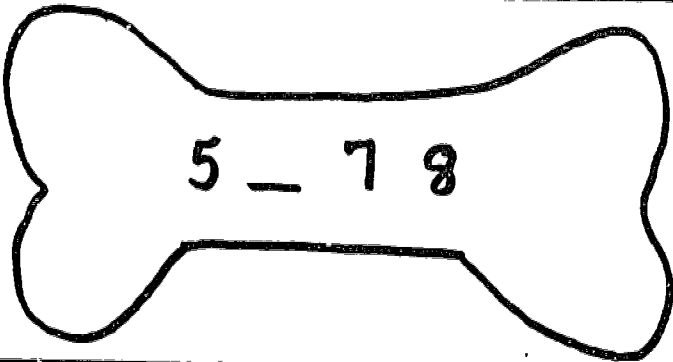
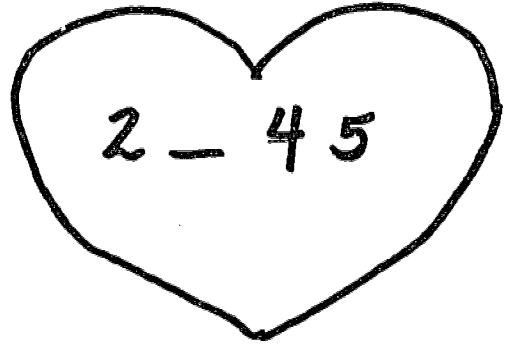
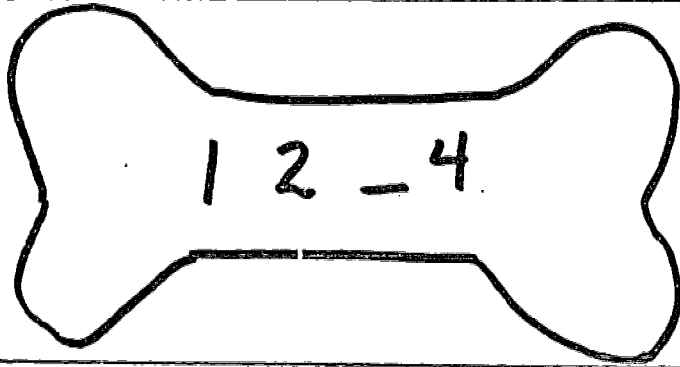
Provided: Rabies tags hand-out	Not provided: none
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Procedures:

1. Suggested questions:
  - "Health is very important. What do we do to keep healthy?"
  - "What do we do to keep pets healthy?"
  - "Do they go to a pet doctor?"
  - "What do we call the pet doctor?" (Write veterinarian on the chart if appropriate.)
  - "Have any of you gotten shots to keep you from getting sick?"
  - "Have you taken your pet to Dr. Vet for shots to keep her from getting sick?"
  - "One of the shots that dogs and cats need is a rabies shot. (Write on the chart if appropriate.) This keeps them from getting rabies."
  - "Have you ever been around a friend or relative that was sick and you got sick too? If dogs and cats are around animals with rabies, they can get rabies. Why do you think it is important for dogs and cats to get rabies shots?"
  - "After your pet gets a rabies shot, Dr. Vet gives them a special tag. Do your pets at home have a special rabies tag? What does it look like? Have you noticed that it has numbers on it?"
2. Hand out rabies tag pictures and have students fill in the proper number in sequence.

Directions: Trace the bone or heart.

Put the missing number in the blank.



Concept 4 - There are more pets than there are homes.
---

Objectives:

The students will:

- a) identify reasons pets need homes.
- b) illustrate "Pet Needs a Home" picture.
- c) describe their illustrations.

Materials:

Provided: none	Not provided: paper to draw, crayons, paints, mosaic materials, glue, yarn, toothpicks
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Procedures:

1. Suggested questions:
  - "Has one of your pets ever had babies?" (You may want to talk about names of pet babies here.)
  - "Did you try to find homes for the babies?"
  - "What happens to pets without homes?"
2. Tell the students that they are going to pretend their finger puppet pet needs a home. Have them draw a picture of the pet and make a house for it using glue and yarn, toothpicks, or mosaic materials.
3. Suggested activities:
  - a. While they are busy, walk around the room and have them dictate a sentence for you to write on their picture.
  - b. After completing the pictures, have students share their pictures and their reasons why their pet needs a home. Chart their responses.

Concept 5 - There are many kinds of animals that are farm/ranch animals.

Objectives:

The students will:

- a) list farm animals.
- b) create farm animal hand puppet.
- c) match animals with homes.
- d) match animals with sounds they make.

Materials:

<p>Provided: farm animal face parts</p>	<p>Not provided: paper bags for face masks crayons, scissors, glue</p>
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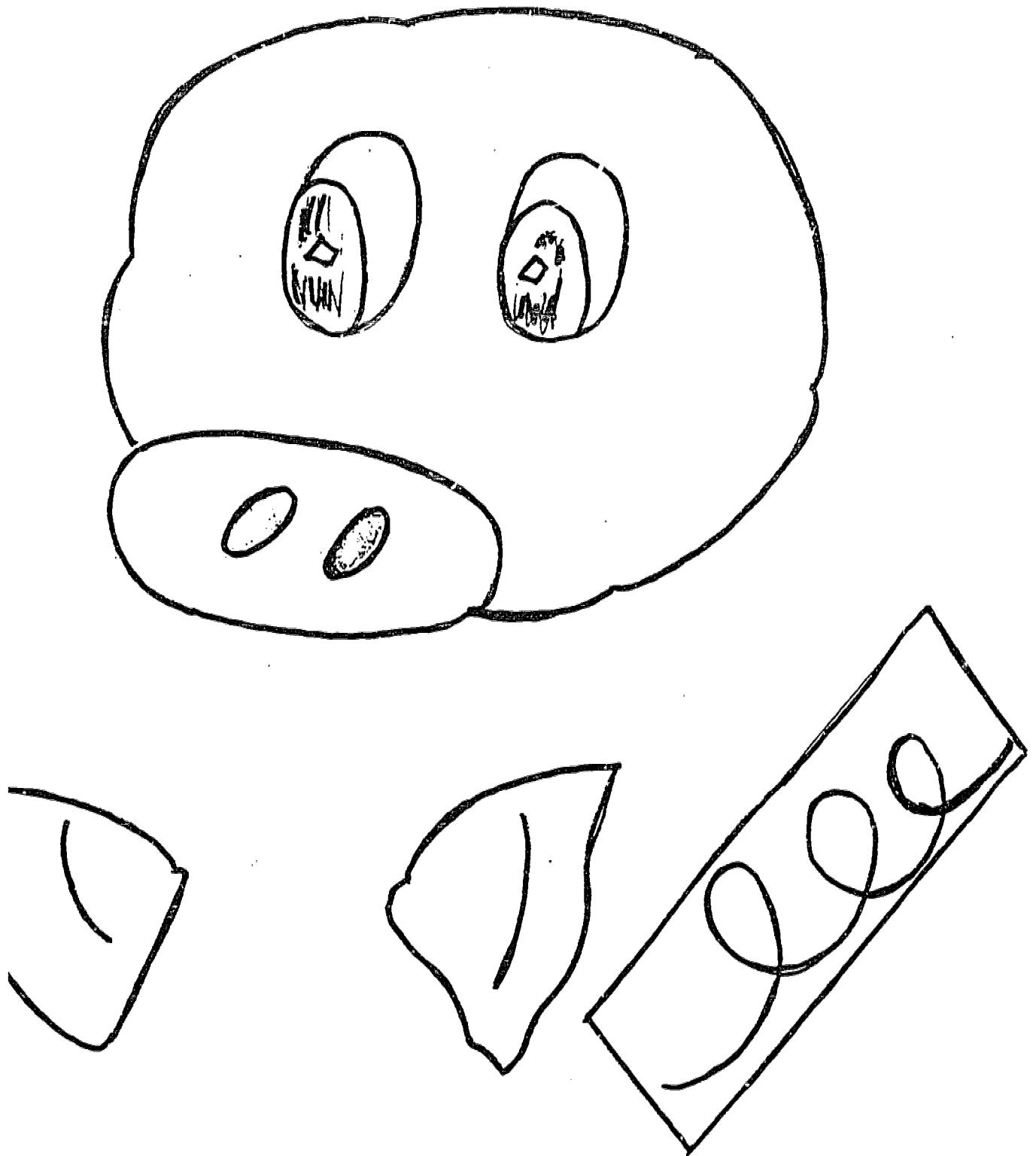
Procedures:

1. Suggested questions:  
"What animals are found on a farm?" Write the names on a chart. (Save this chart for use in the summary activity.)
2. Tell the students: "Today we are going to make hand puppet faces of some farm animals." Hand out paper bags and have each student select one of the following farm animals: a cow, horse, duck, chicken, pig, or rabbit. Hand out the appropriate face parts and have them color, cut out, and glue onto the paper bag.
3. Ask the students about sounds that farm animals make.  
"What sound does a cow make?"  
  
Divide students into groups by farm animal type and sing "Old McDonald Had A Farm". When the animal of their type is mentioned, they can pretend their hand puppet is making the sound.  
  
Near the end of the song, introduce the bee as a farm animal. Ask "Did you know a bee can be a farm animal?" "Why is a bee a farm animal?"
4. Suggested activity:  
Bring in honey with the comb in it. Discuss with the students how bees make honey and store it in the comb. Students can taste the honey and chew the comb.

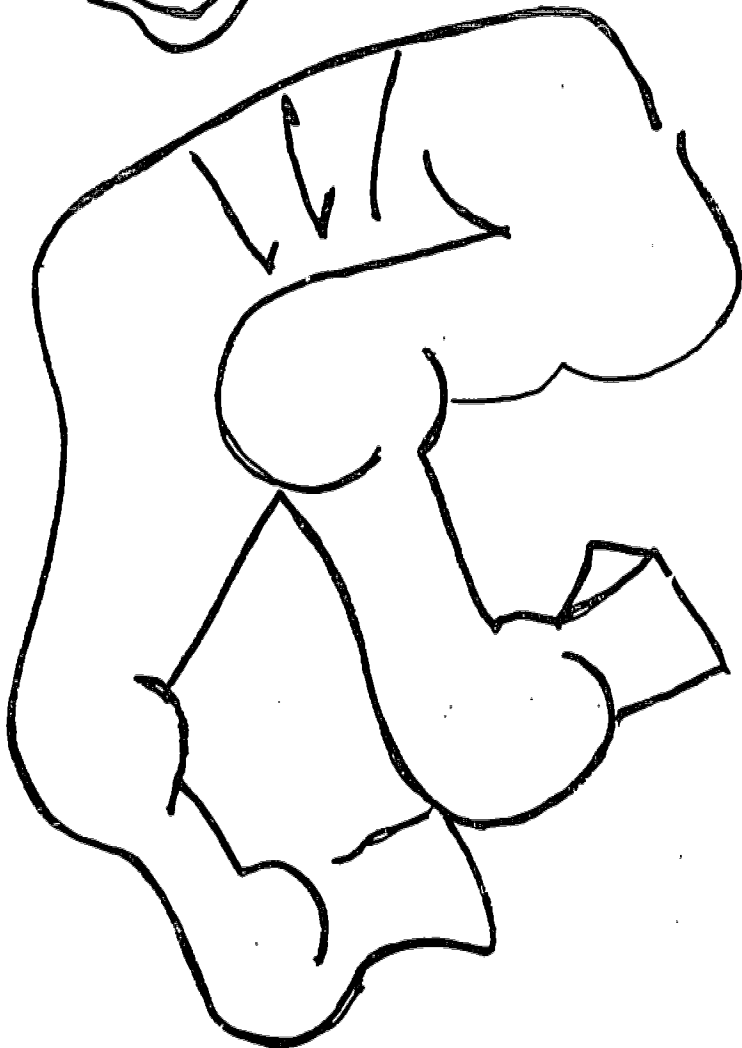




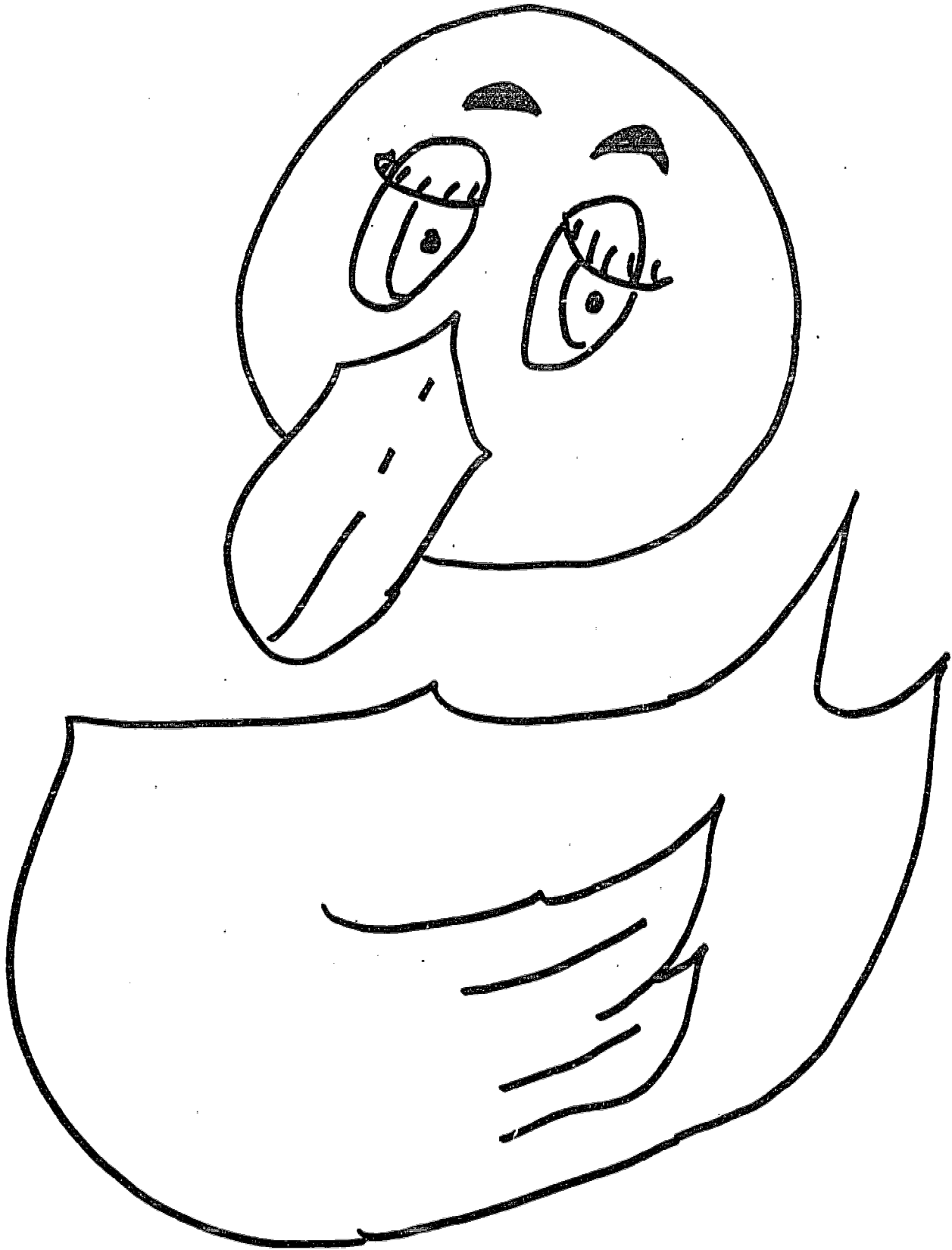
CHICKEN PUPPET



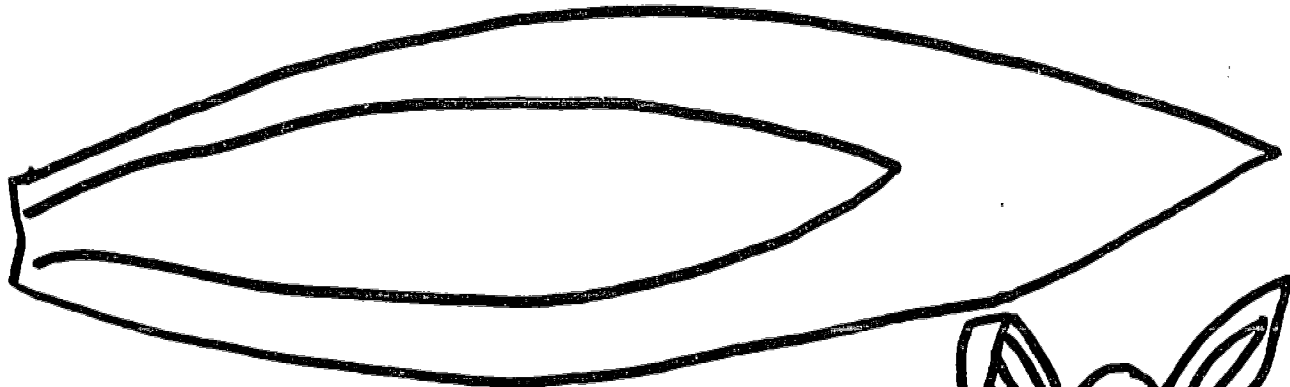
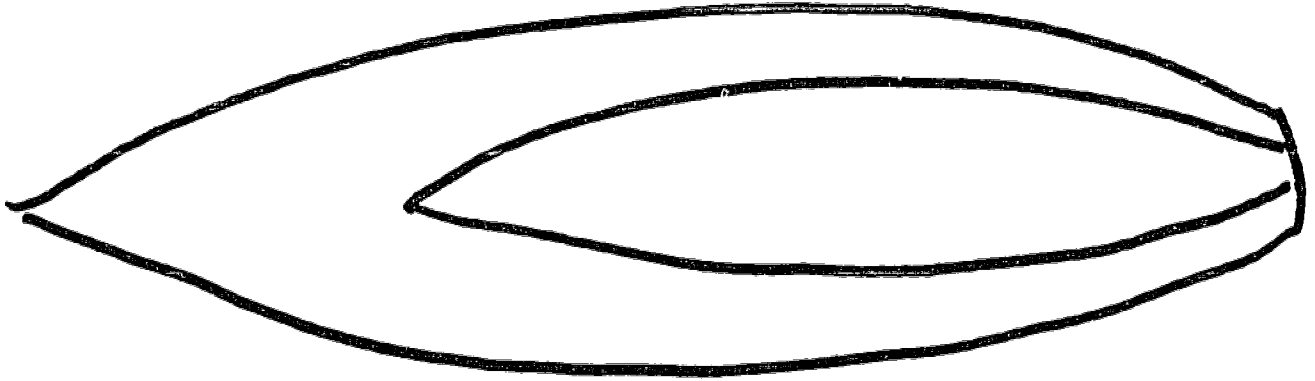
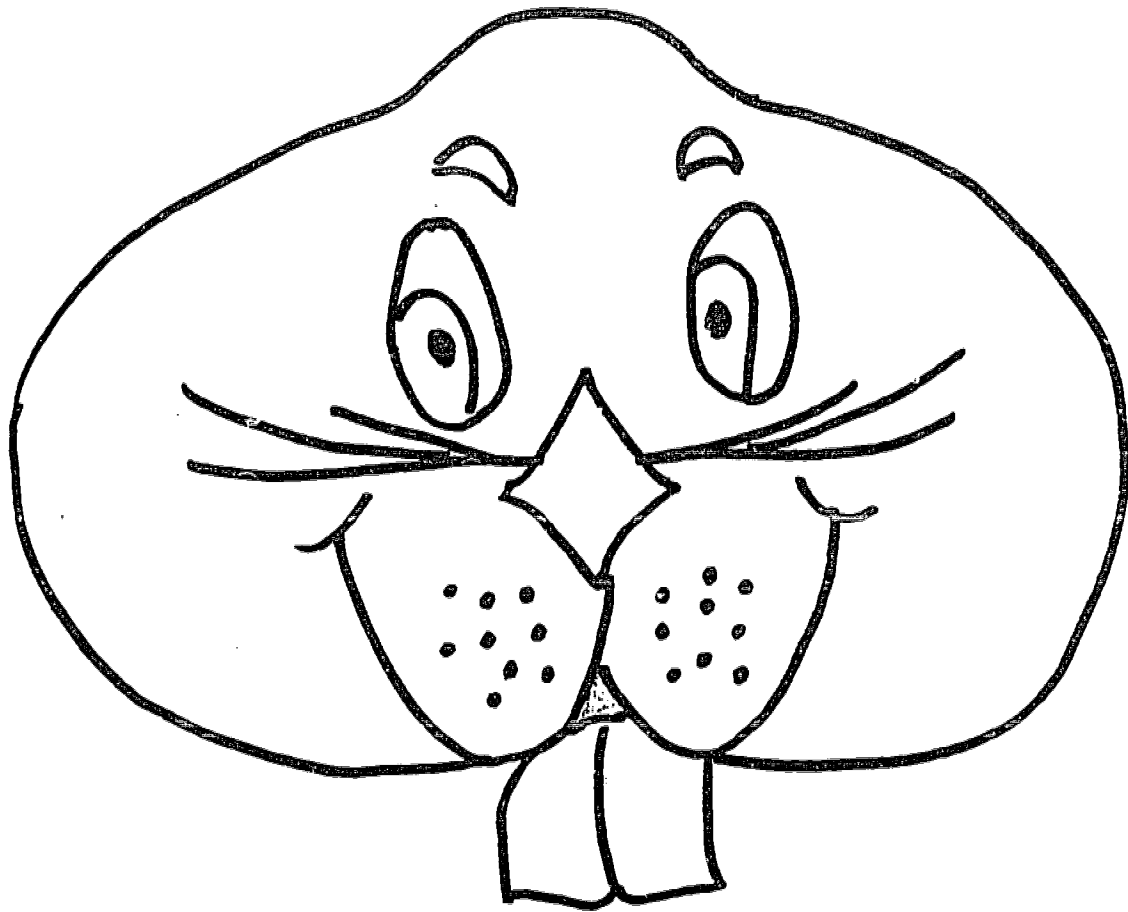
PIG PUPPET



HORSE PUPPET



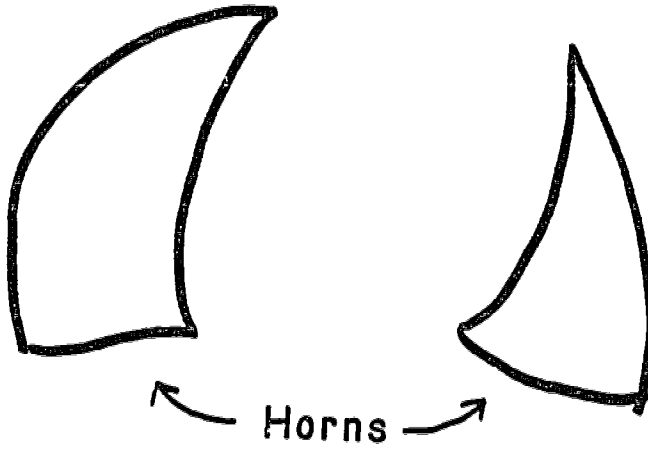
DUCK PUPPET



RABBIT PUPPET

29

K-2



Concept 6 - Humans must provide farm/ranch animals with what they need.

Objectives:

The students will:

- a) state needs of farm animals.
- b) compare the needs of farm animals with the needs of pets.
- c) match needs of farm animals with the correct animal.

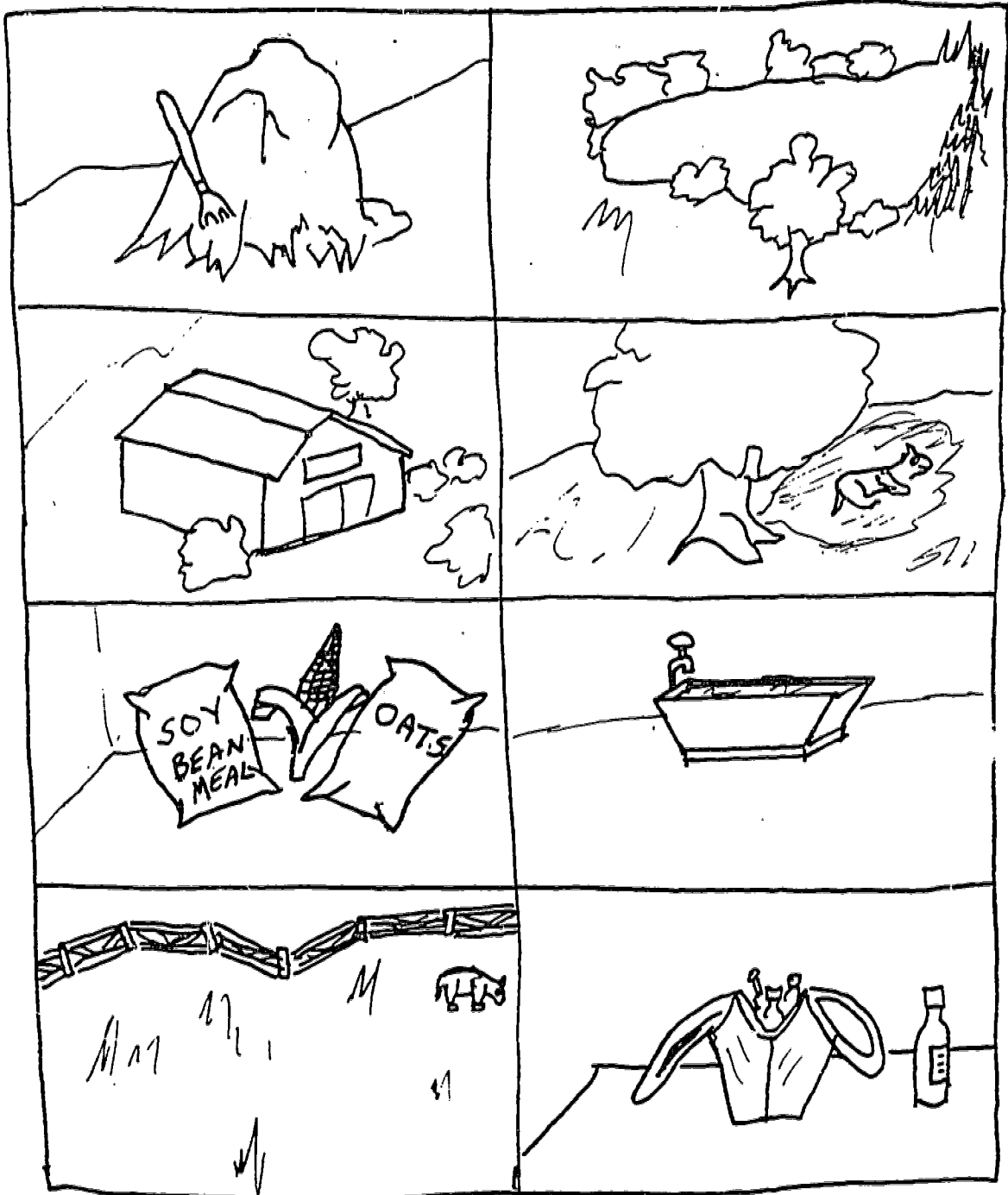
Materials:

Provided: "Farm Animal Needs"	Not provided: none
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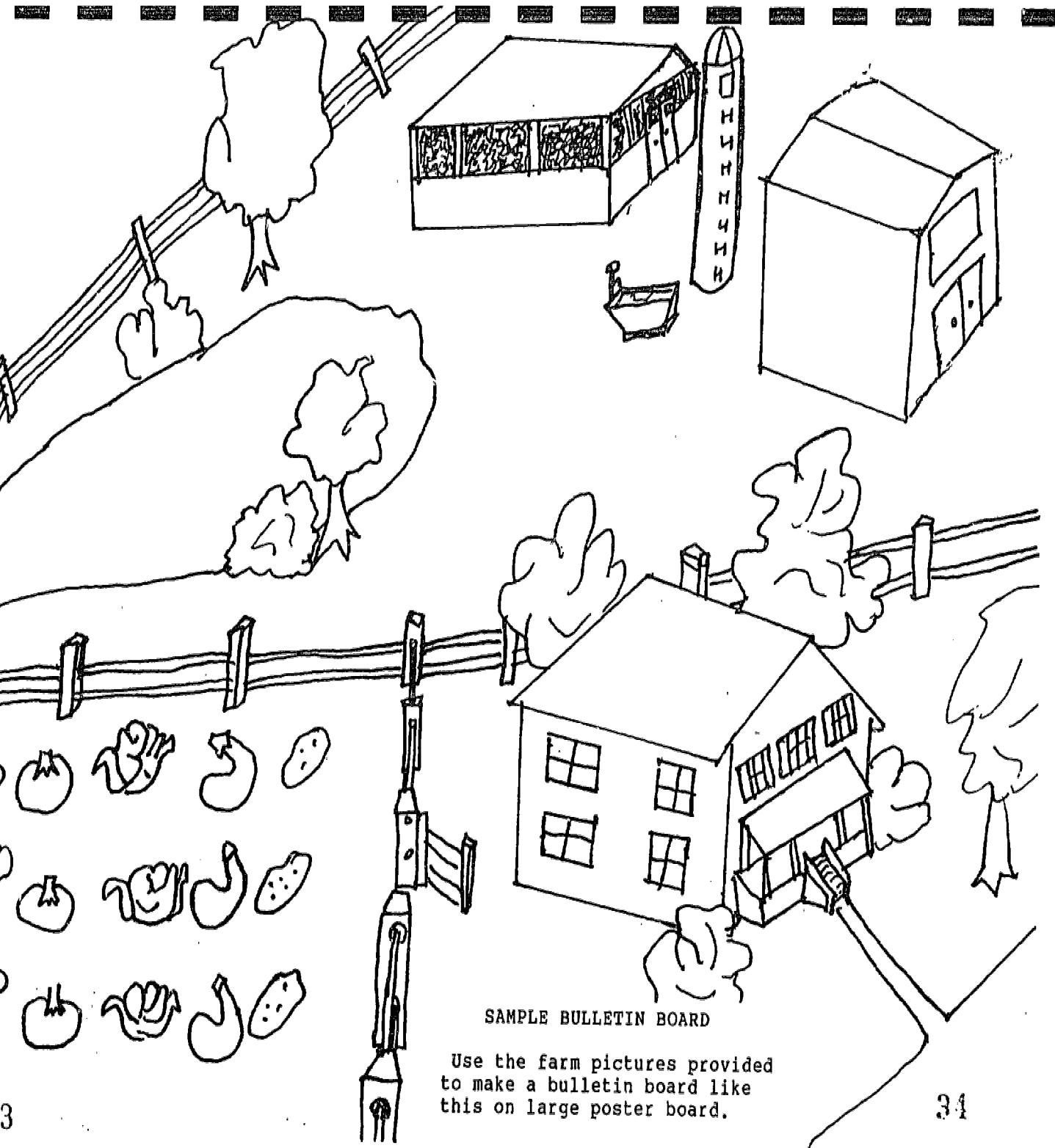
Procedures:

1. Suggested questions:
  - Review - "What were some of the needs of pets that we discussed?" (Use felt cut-outs as reminders.)
  - "What do you think farm animals need?"
  - "How are the needs of pets and farm animals the same?"
  - "How are the needs of pets and farm animals different?"
2. As students mention farm animal needs, create a bulletin board of a farm. Hold up the barn picture -
  - "What animals live in a barn?"
  - "What other needs do these animals have?"
3. When the bulletin board is completed ask such questions as: "Who lives in a coop?" Students with those hand puppets could stand up. Go through all farm animals in a similar fashion.
4. Suggested activity:  
Have students color the farm animal needs pictures.

# FARM ANIMAL NEEDS

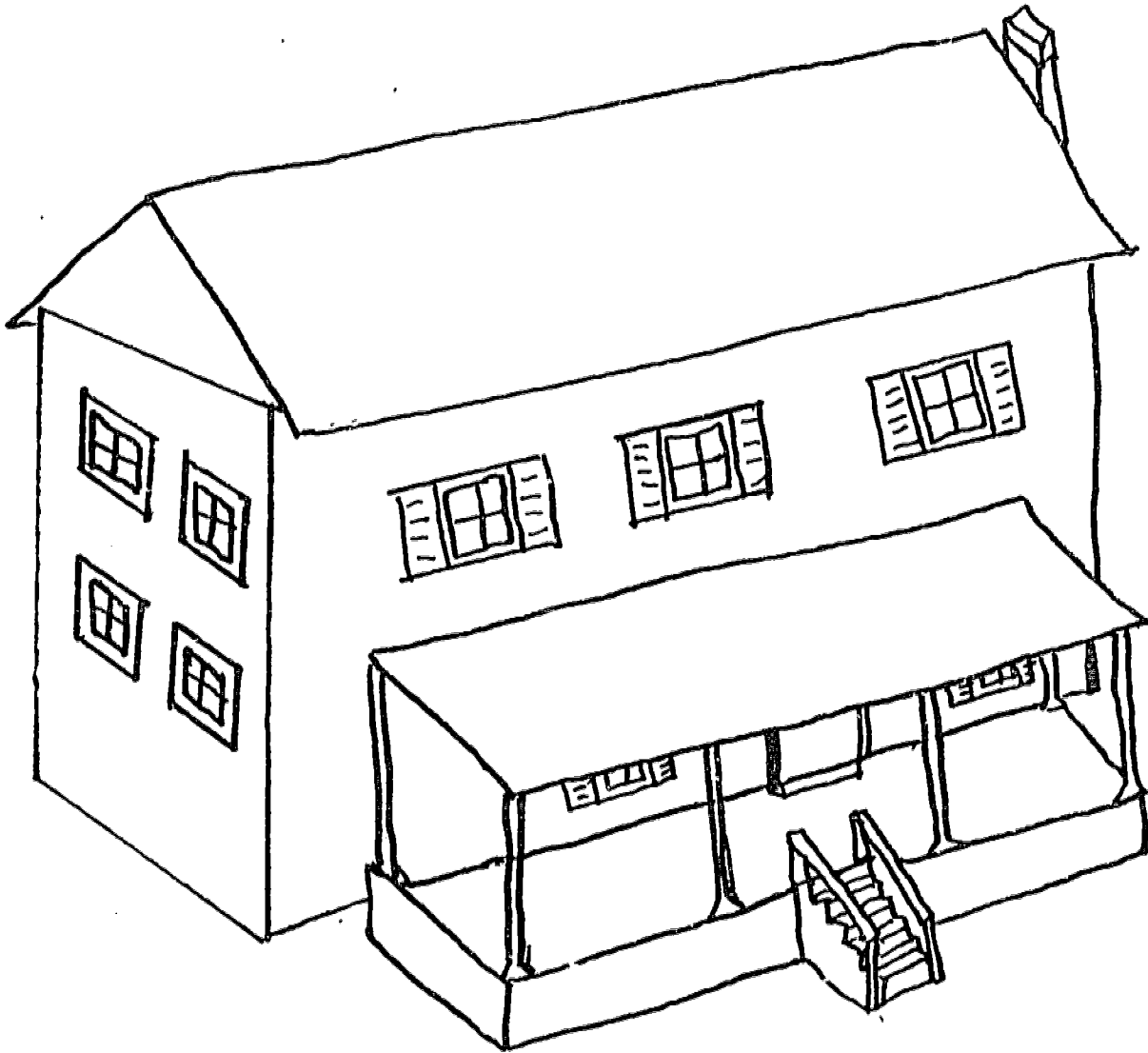




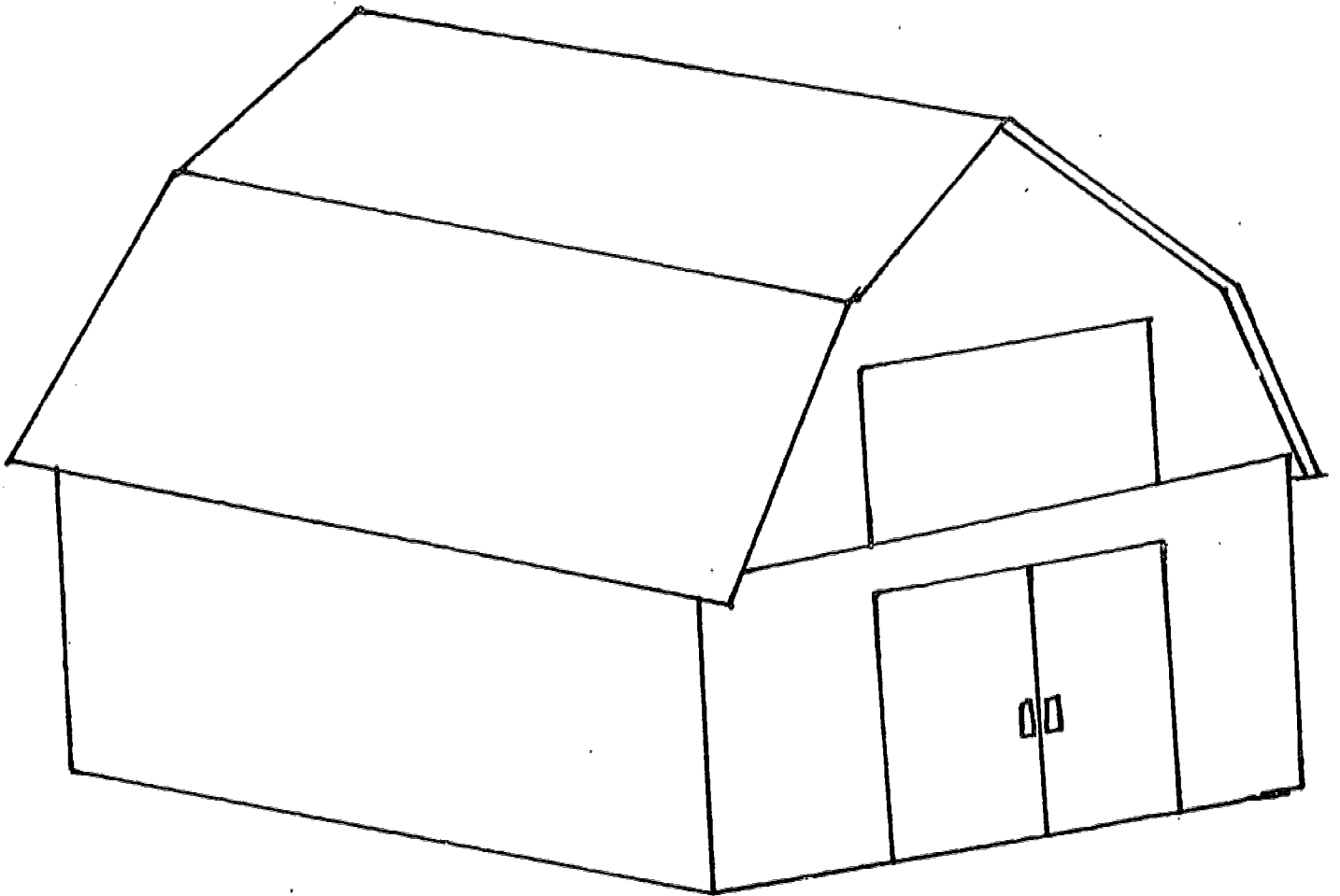


SAMPLE BULLETIN BOARD

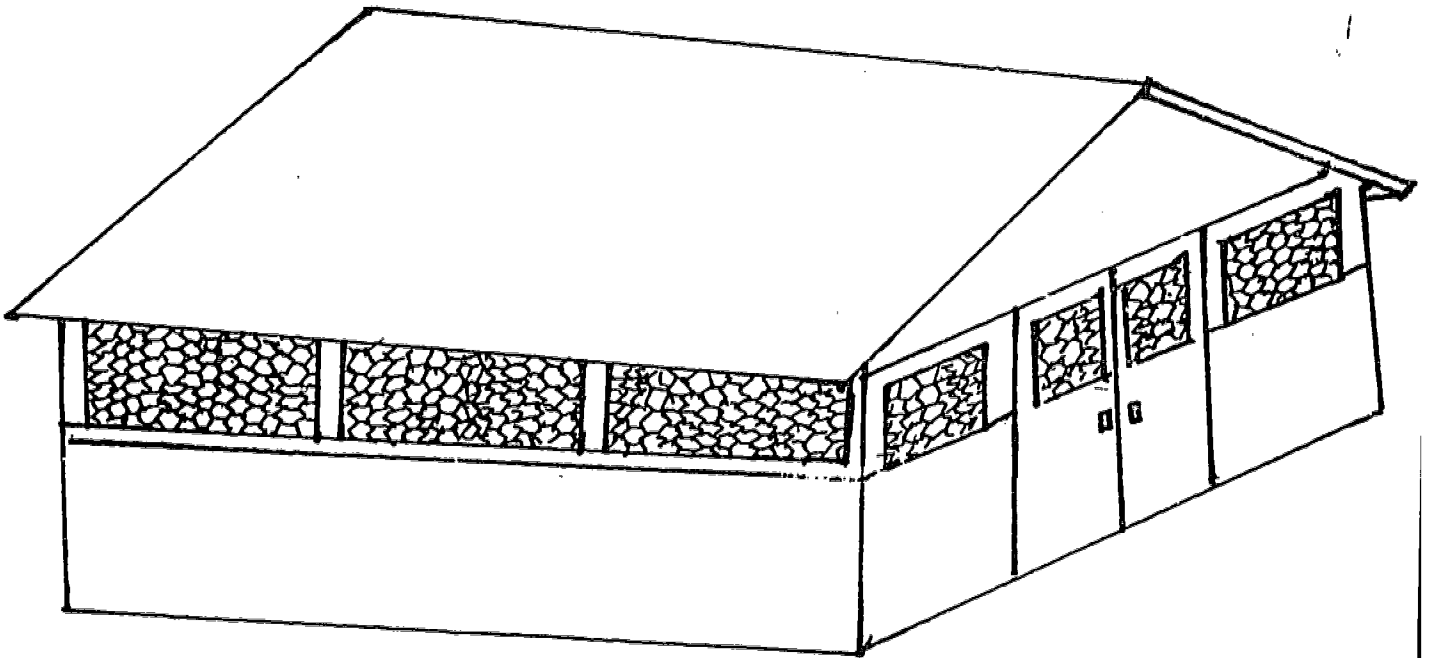
Use the farm pictures provided to make a bulletin board like this on large poster board.



HOUSE

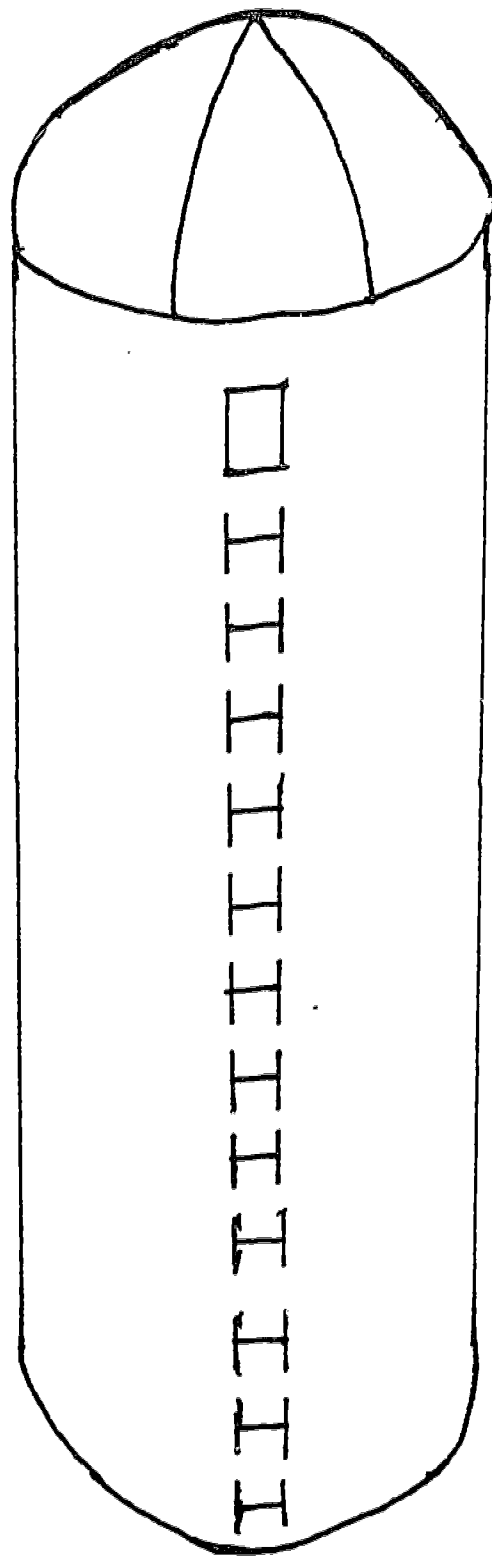


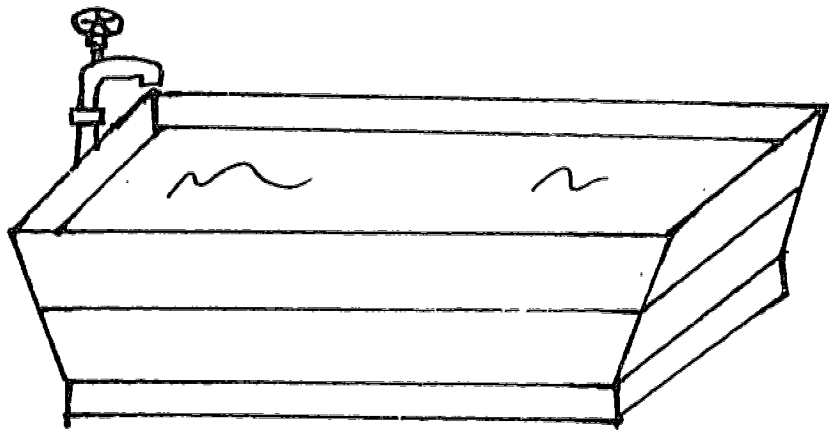
BARN



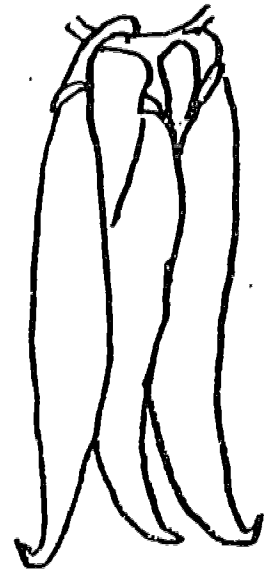
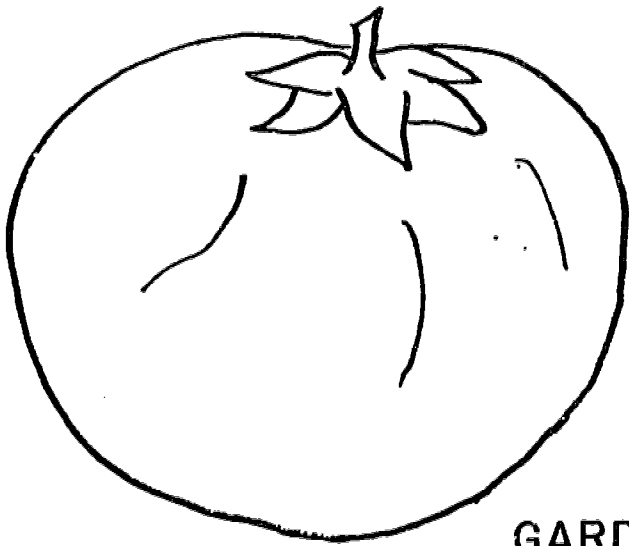
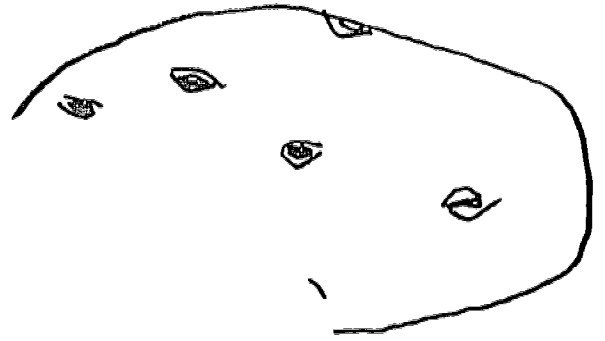
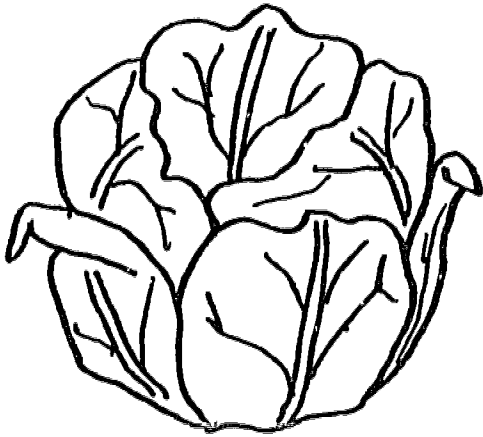
CHICKEN COOP

SILO

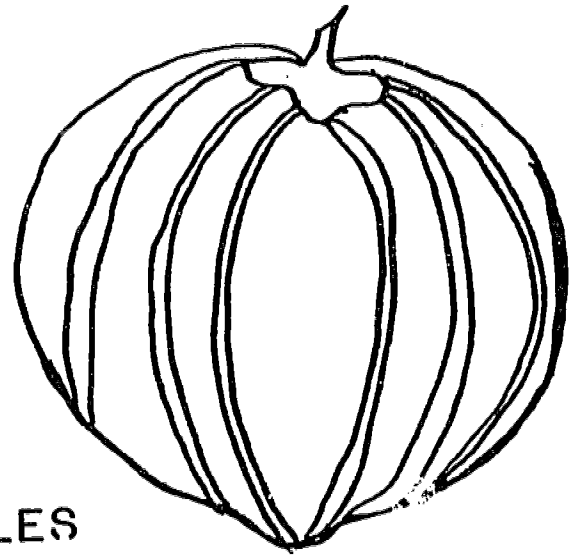
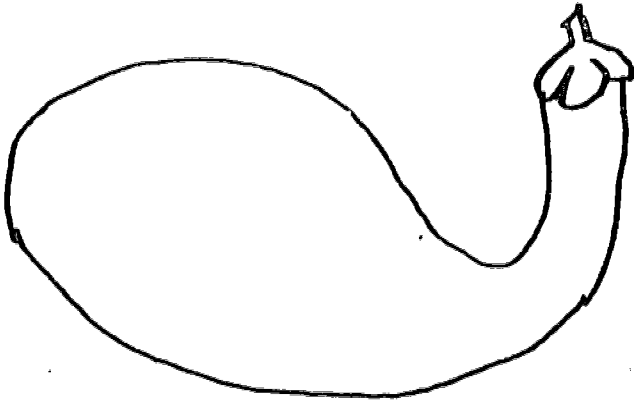
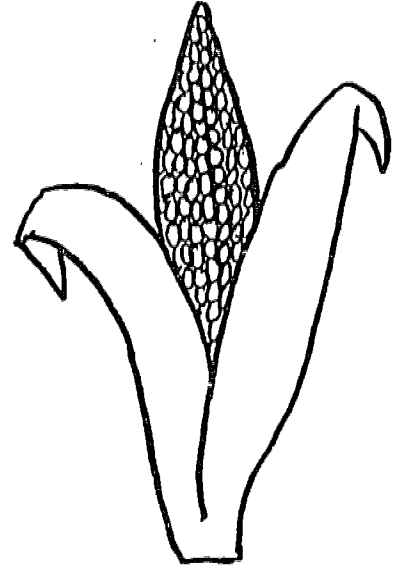
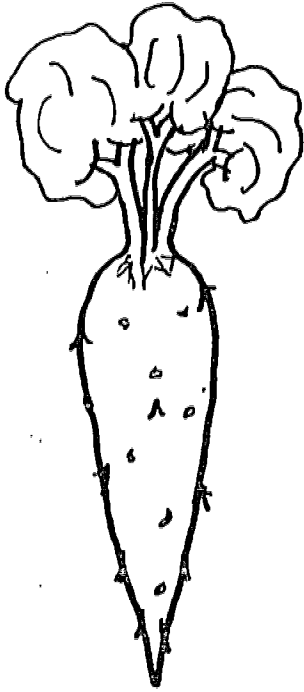




WATER TROUGH



GARDEN VEGETABLES



GARDEN VEGETABLES



Concept 7 - There are many kinds of animals that are wild animals.

Objectives:

The students will:

- a) name wild animals.
- b) role play a wild animal.
- c) identify homes of wild animals.
- d) create a spider web.

Materials:

<p>Provided: "Wild Animals In Their Homes" pictures</p>	<p>Not provided: glue, paper, glitter, yarn</p>
---	---

Procedures:

1. Suggested questions:  
"Name a wild animal you have seen." If appropriate, write the names on the chart. If particular animals are not named, ask such questions as: "Is \_\_\_\_\_ a wild animal?"

Wild animals can include: frog, fish, deer, insects, bird, robin, owl, spider, opossum, raccoon, skunk, squirrel. (You may want to limit your list to ones that might be seen in your area, and not those of other countries or even those in a zoo.)

2. After the animals have been listed, have students imitate how the wild animals move, eat, look, or sound when you say: "How does a frog move?" "Make a face like a fish." "Hold your food like a raccoon." This could be turned into a game like Simon Says.
3. Hold up pictures of wild animals in their homes and ask questions such as:  
"Where are the birds?"  
"Where is the deer?"  
"What wild animal is in this picture?"

They will see that some wild animals live in more than one home.

4. Have students make a spider home by drawing a web on paper, putting glue on the lines, and sprinkling glitter on. You could also use yarn or have them connect the dots to make the web. Students could then draw a spider in the web.
5. Suggested activity:  
Students could color the "Wild Animals in their Homes" pictures.

WOODLAND HABITAT: Skunk, Bird

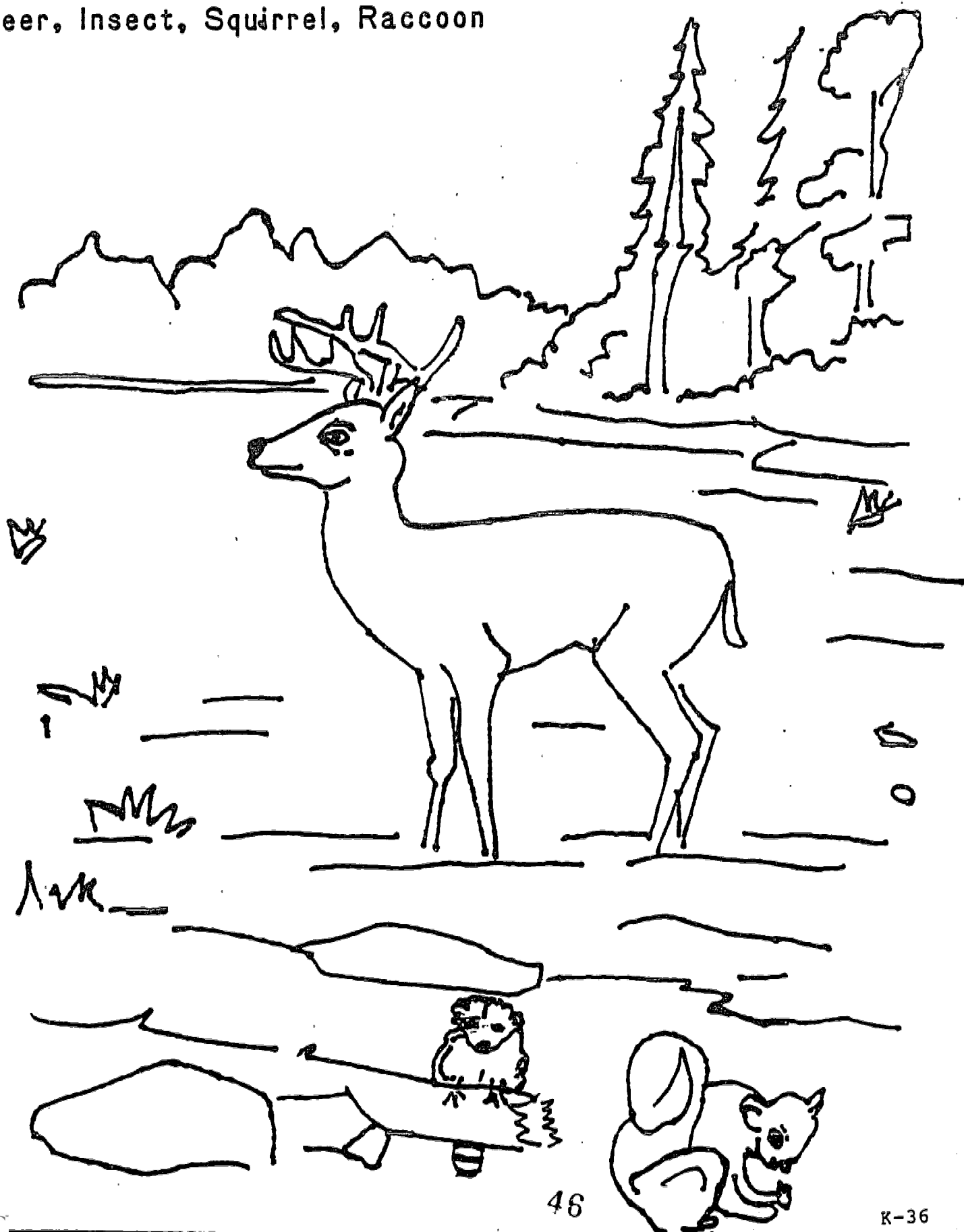


WOODLAND HABITAT: Opossum

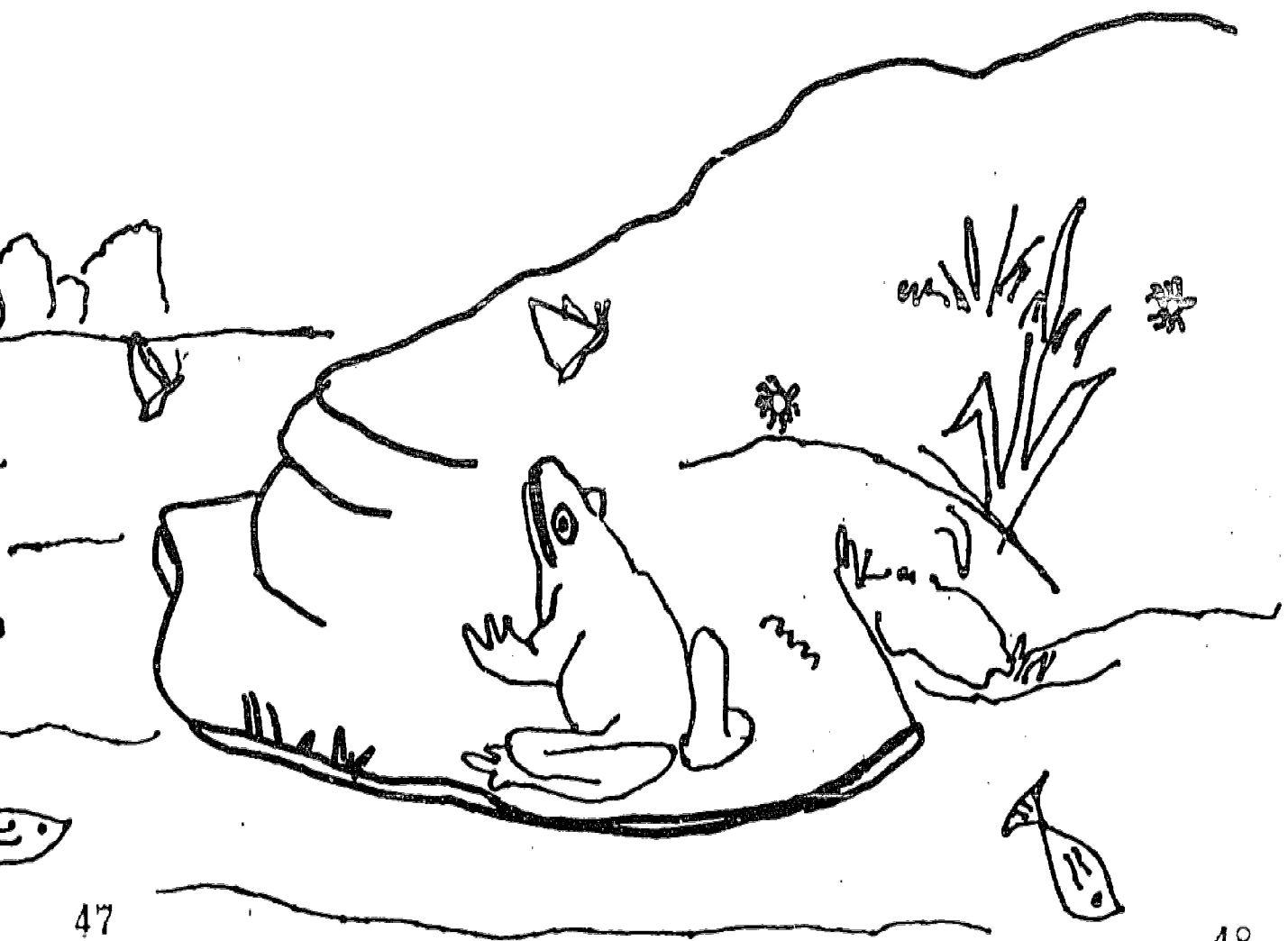


# WOODLAND STREAM HABITAT:

Deer, Insect, Squirrel, Raccoon



WATER HABITAT: Frog, Fish, Spider, Insect



Concept 8 - Humans must protect the homes of wild animals.
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Objectives:

The students will:

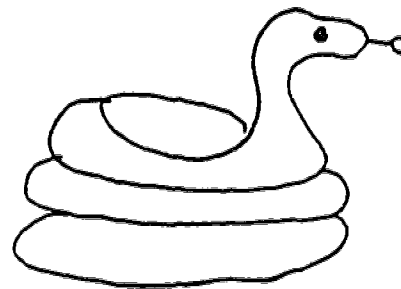
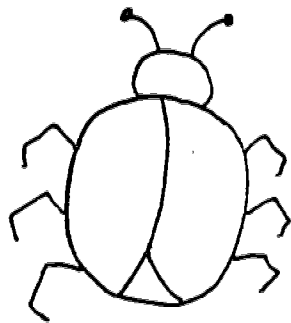
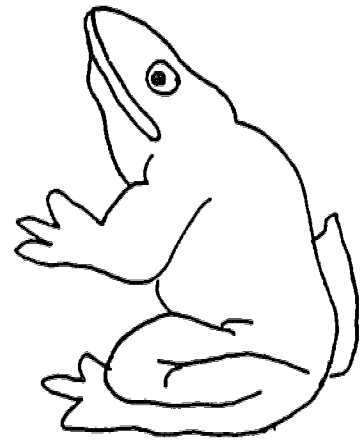
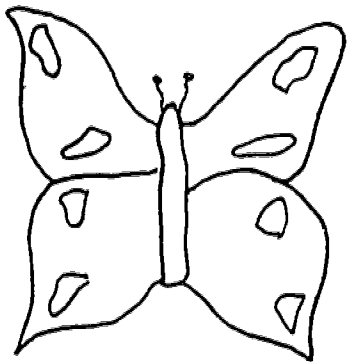
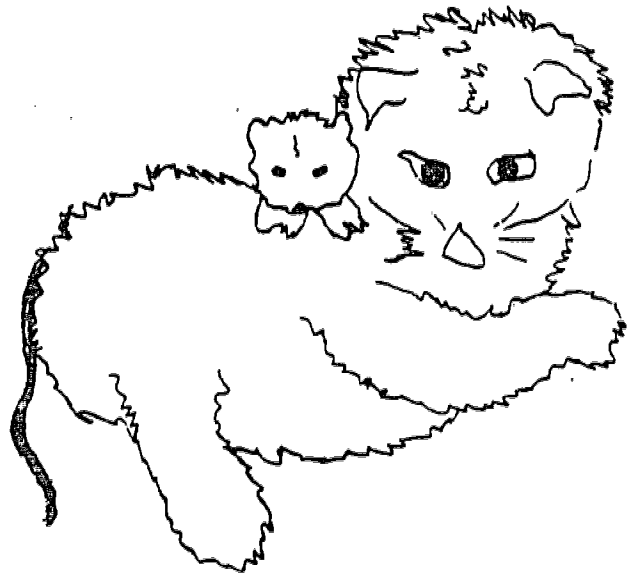
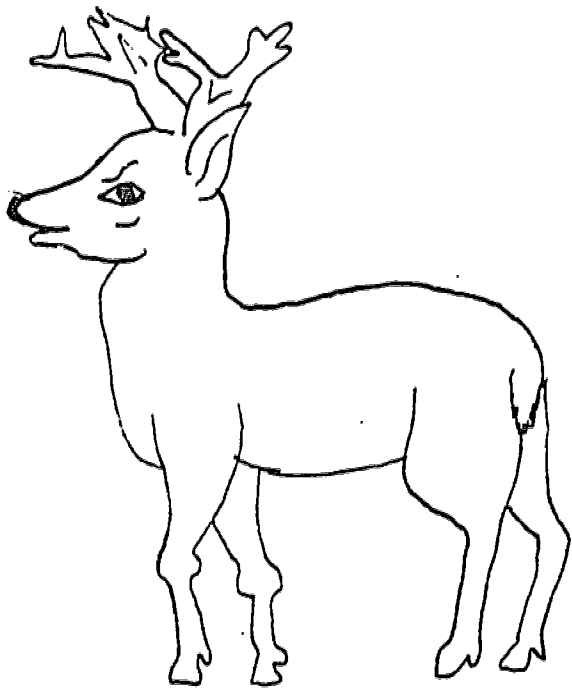
- a) describe the importance of homes to wild animals.
- b) place wild animals in their appropriate homes.

Materials:

Provided: wild animals picture wild animal homes picture	Not provided: none
--	-----------------------

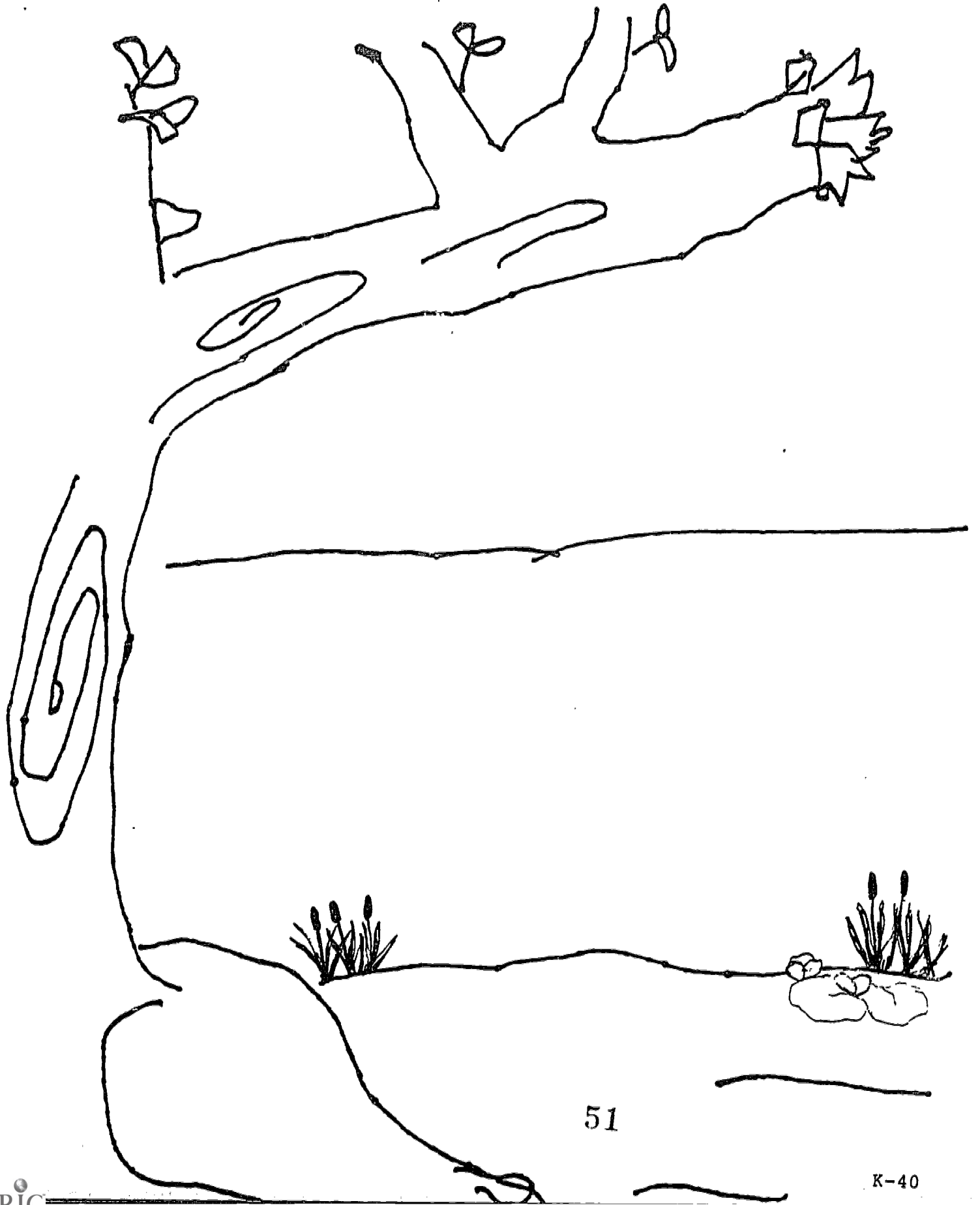
Procedures:

1. Review the names of wild animals and where they live.
2. Suggested questions:
  - "What do you do when you see a wild animal in its home?"
  - "Do you scare it?"
  - "Do you make it run away?"
  - "Do you break the home?"
  - "What would happen to wild animals if you did these things?"
3. Have each student color the wild animals, cut them out, and paste them in the correct habitat(s).





Put in the animals.



Concept 9 is omitted from the kindergarten curriculum.  
Instead do the following summary activity on animal types.

Objectives:

The students will:

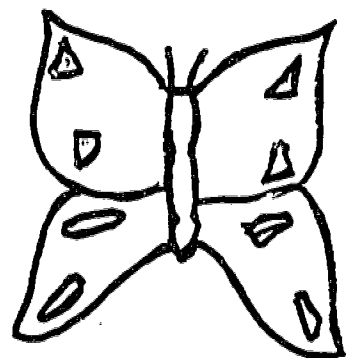
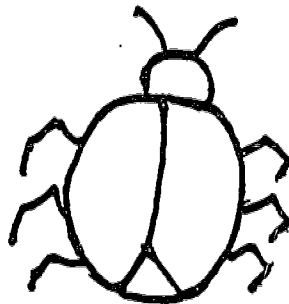
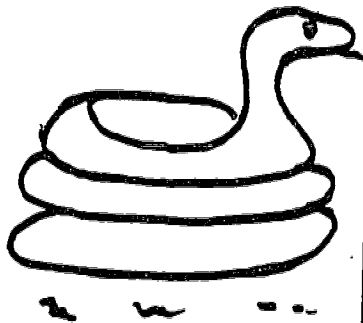
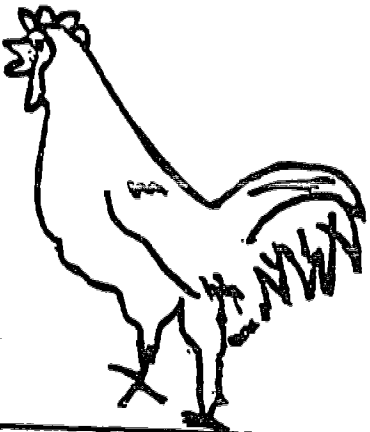
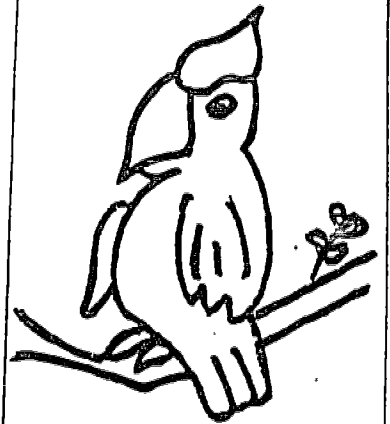
- a) categorize animals as pets, farm animals, and wild animals.

Materials:

<p>Provided: small pictures of all animals</p>	<p>Not provided: none</p>
--	-------------------------------

Procedures:

1. Have the students look at the names of the animals that are pets that were generated in Concept 1. Begin a new chart. First attach the faces of all pets in the pet column (see attached).
2. Ask the students questions such as: "We have rabbits listed as pets. Are rabbits also found on farms as farm animals?" Attach the pictures of the pets that are also found as farm animals. When all these comparisons are made, go to the list of animals found on farms generated in Concept 5 and see if any of these are also pets by asking questions such as: "Are horses also pets?" Students will see that some animals only fit into one category (such as bees) but many fit into both categories.
3. Follow the same procedure for comparing farm and wild animals, and then wild animals and pets.



## FIRST GRADE

Concept 1 - There are many kinds of animals that are pets.

### Objectives:

The students will:

- a) name pets.
- b) count the number of pets.
- c) graph pet information.

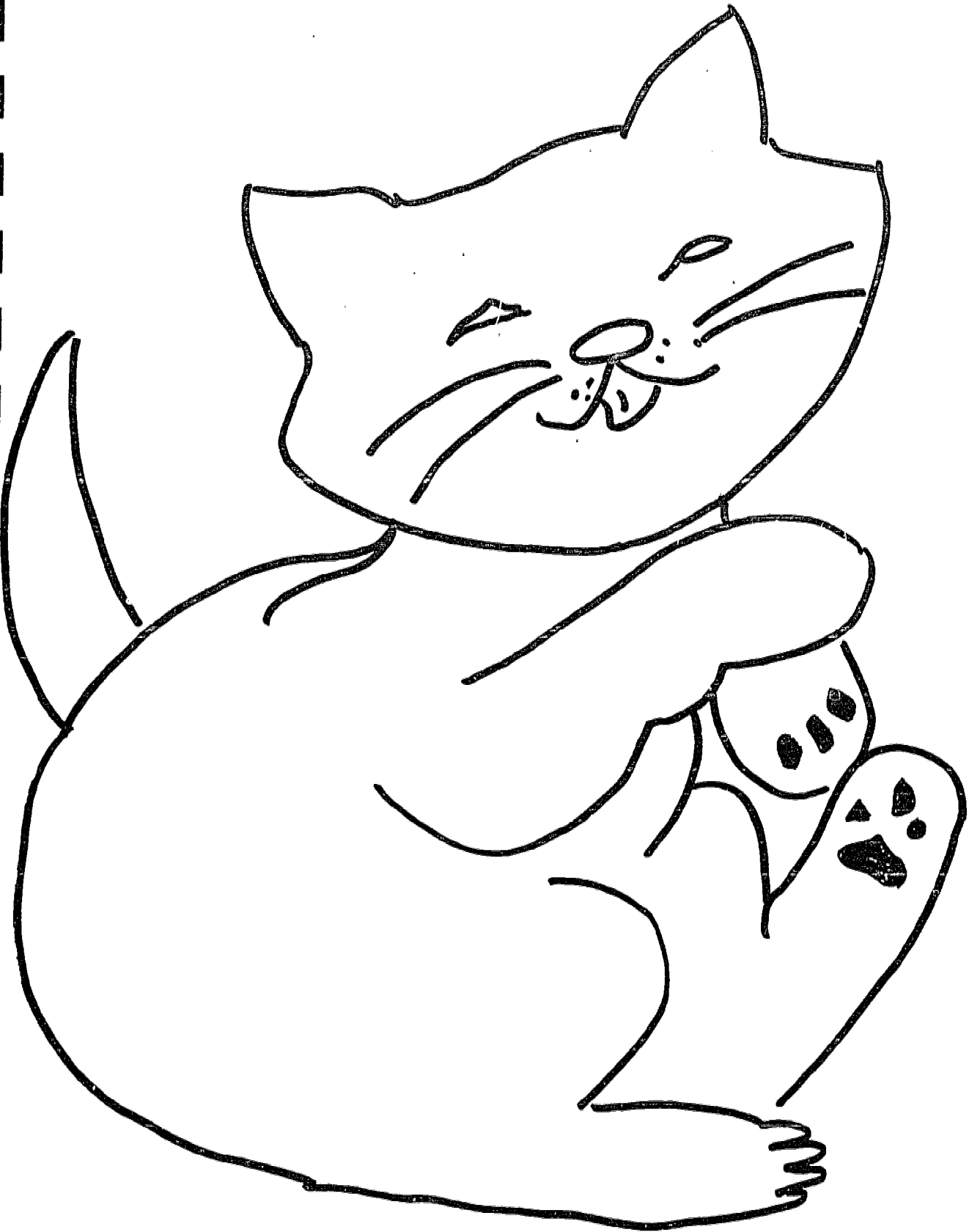
### Materials:

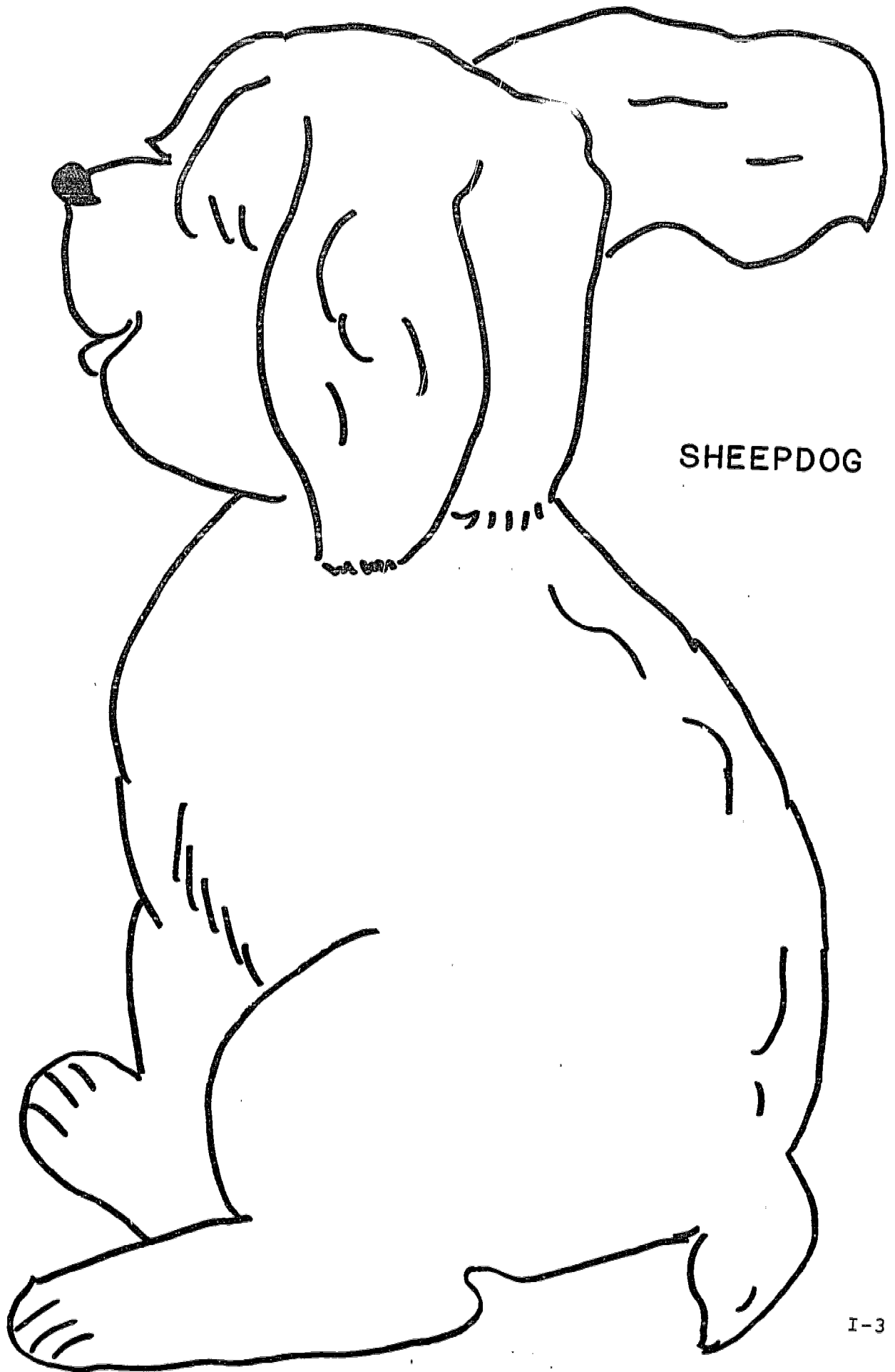
Provided: pet pictures sample bar graph for bulletin board	Not provided: magazines, scissors, glue
---	--

### Procedures:

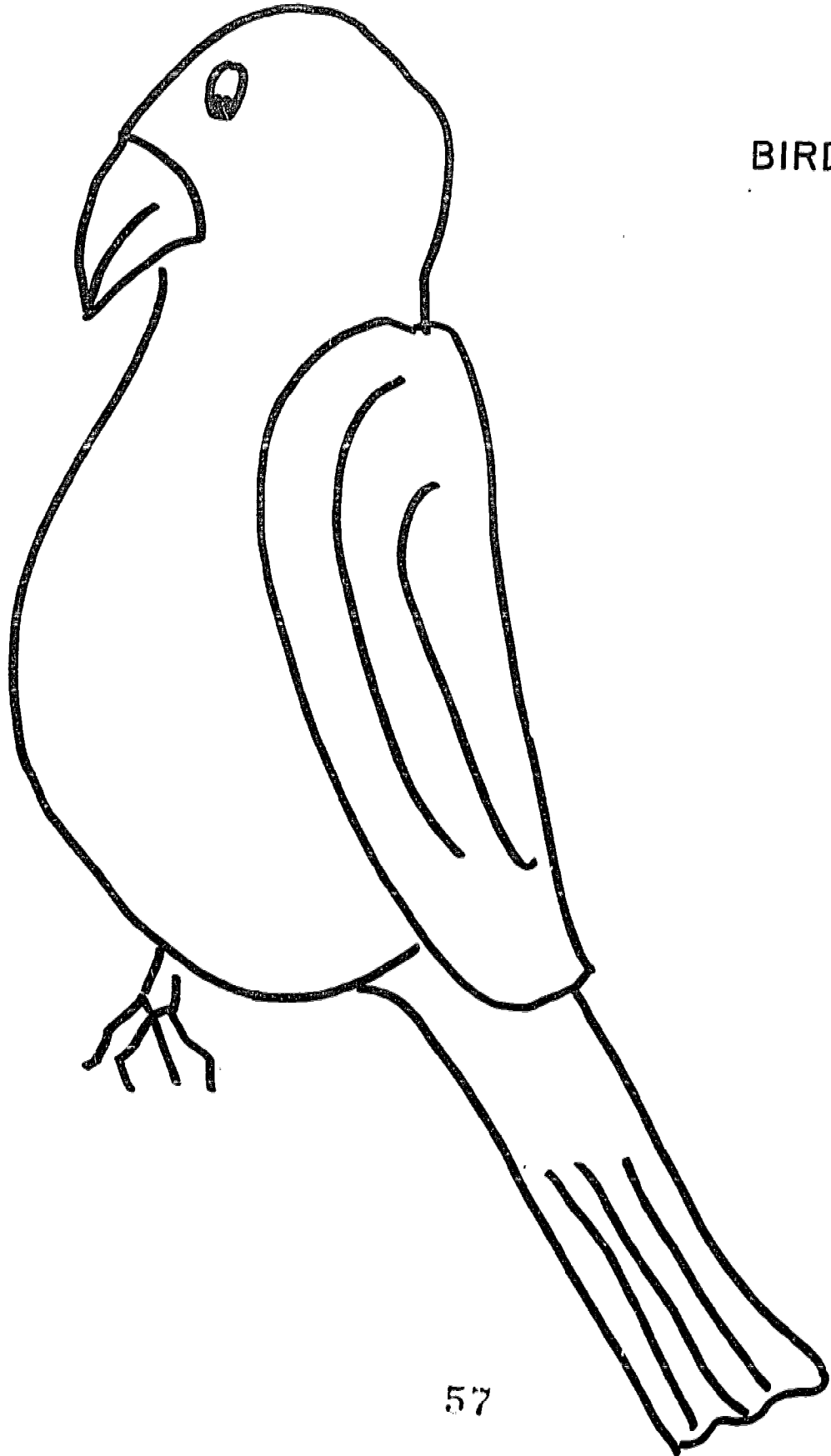
1. Suggested questions:  
"How many of you have pets?"  
Then hold up each pet picture and ask either: "How many of you have this pet?" (write the pet name on the board) or "How many of you would like to have this pet?"  
After reviewing the pets pictures and names, have students select a pet they have or would like to have to color and name.
2. When students have finished, tell them that they are going to compute what pet pictures the class has colored. Have each student tack the pet picture in the appropriate column on the bar graph on the bulletin board.
3. Once the graph is completed, ask the students such questions as: "How many cats have been colored?" Count the numbers of each pet colored. "Is there a pet that no one colored?" "How can we tell?" "Which pet did most people color?" "How can we tell?"
4. Have students work in groups and make a collage of different pets using pictures provided and those from magazines.

CAT

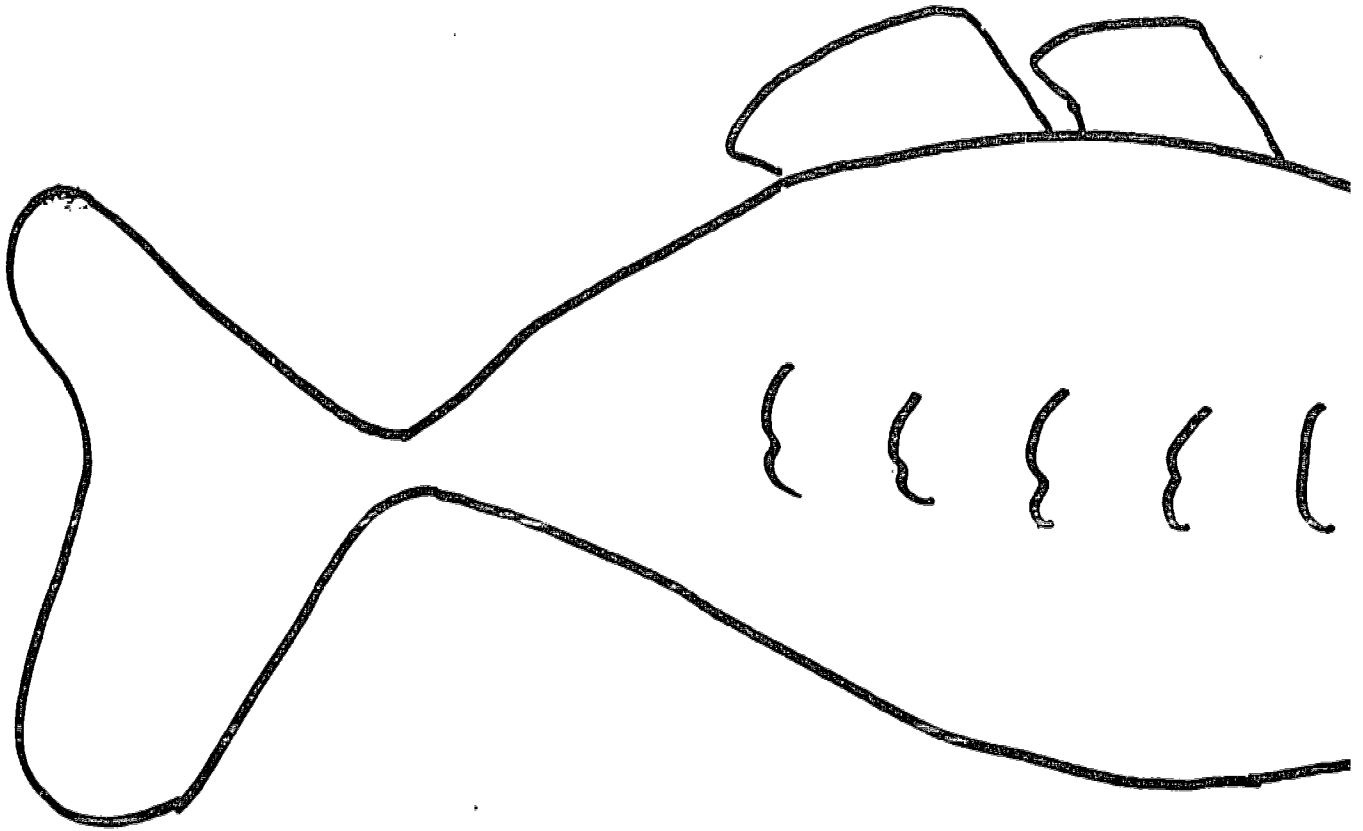




SHEEPDOG



BIRD



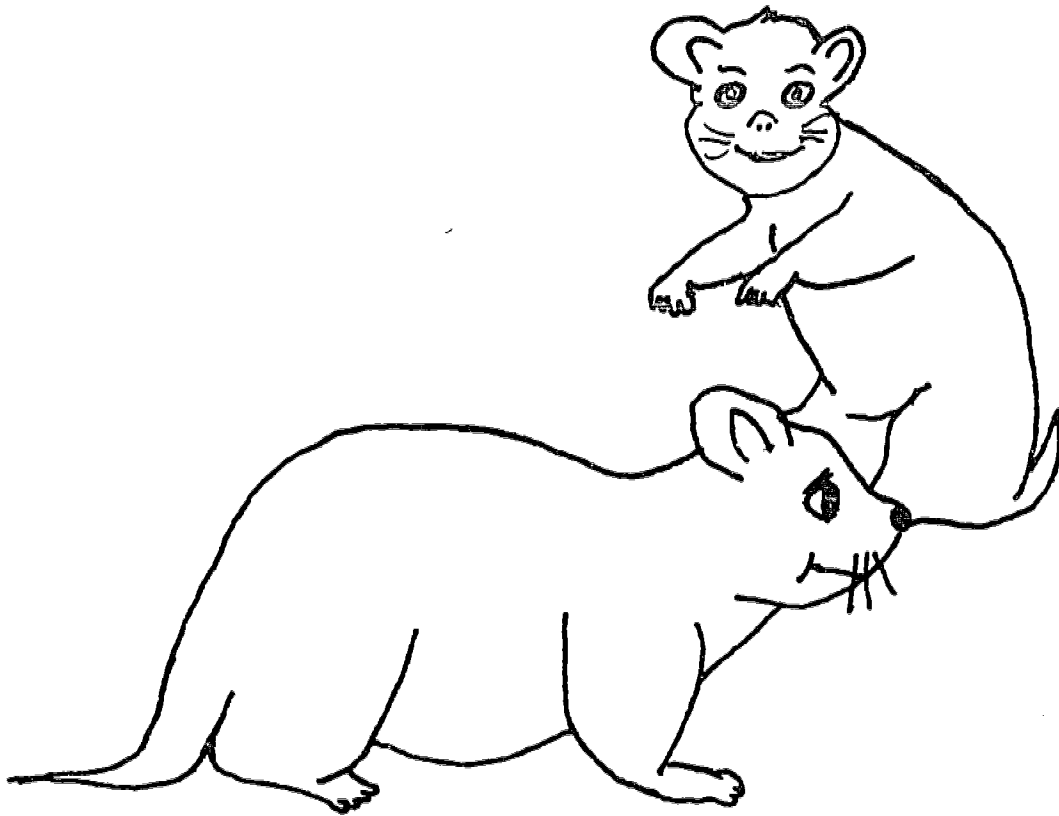
I-5

58

FISH



HAMSTER



PETS WE HAVE

SAMPLE GRAPH

<u>15</u>					
<u>14</u>					
<u>13</u>					
<u>12</u>					
<u>11</u>					
<u>10</u>					
<u>9</u>					
<u>8</u>					
<u>7</u>					
<u>6</u>					
<u>5</u>					
<u>4</u>					
<u>3</u>					
<u>2</u>					
<u>1</u>					
	DOG	CAT	BIRD	FISH	GERBIL

Concept 2 - Humans must provide pets with what they need.
---

Objectives:

The students will:

- a) illustrate a home for a pet.
- b) identify different pet needs.
- c) match each pet with its needs.

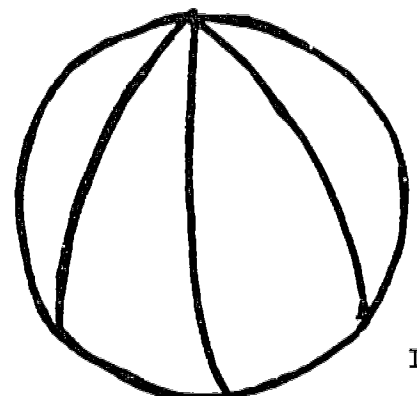
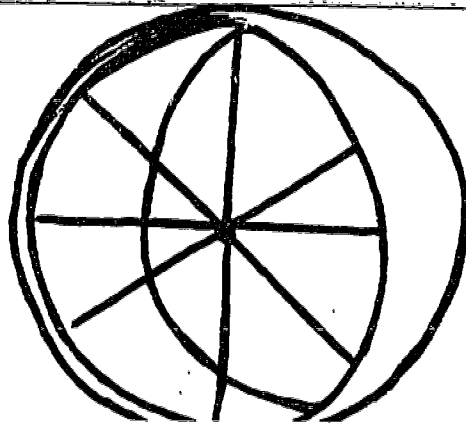
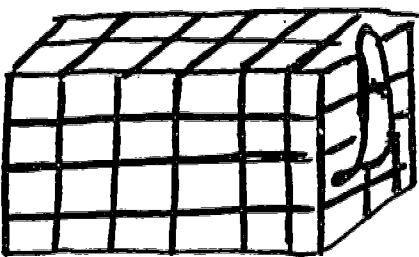
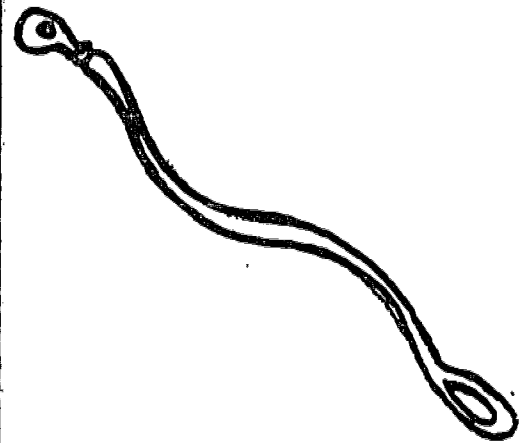
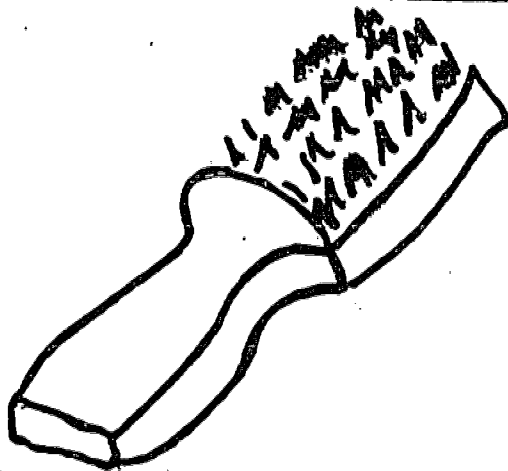
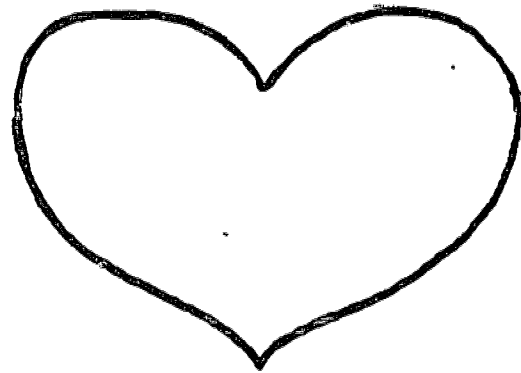
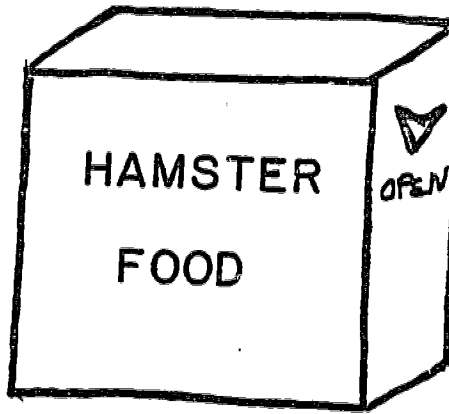
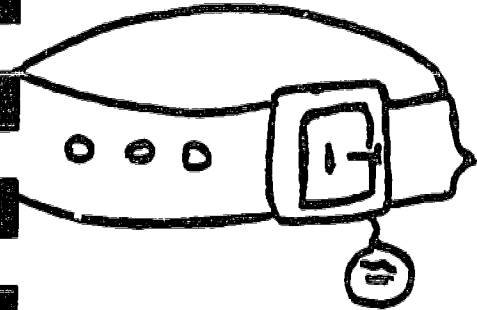
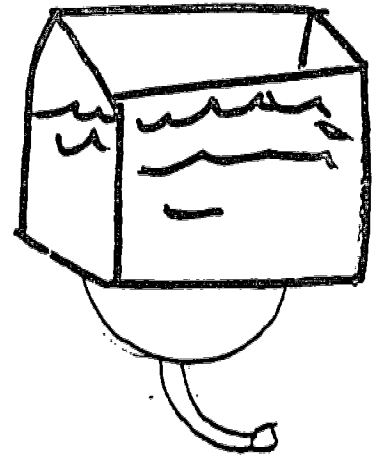
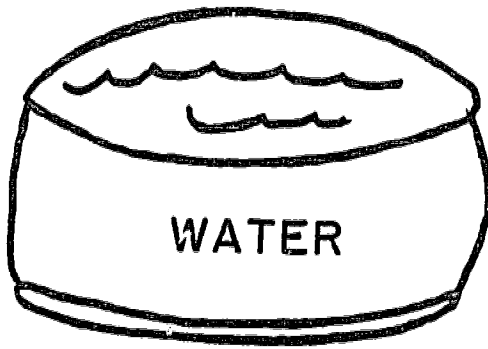
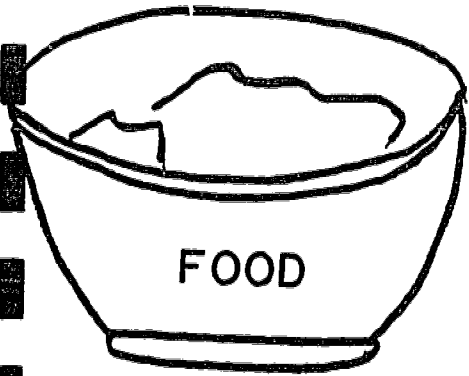
Materials:

Provided: sample outlines for felt cut-outs and pet needs	Not provided: stories on pets crayons, glue, scissors
---	---

Procedures:

1. Tell the students that they are going to pretend to adopt the pet they colored. Have each draw a picture of their pet's home. Write up on the board "MY PET'S HOME" and have students copy it onto their picture. Or, while the students are drawing the home, go to each one and have them dictate something about the pet and its home.
2. Over the next several days, read stories about pets. When there is a part about a pet need ask the students questions such as: "The pet in this story needs water. Do all pets need water?" Use the felt cut-outs and put them up as each pet need is mentioned. At the end of all the stories, some pet needs may not have been covered. If not, ask the class about the need. For example, no pet may have been on a leash. You could tell them you have a felt cut-out left and it is a leash. "What pets need leashes?" "When would you use a leash for your dog? ...for a cat?"
3. When all of the needs have been covered, hand out the pet needs pictures to the students to cut out and glue around their pet picture (some may need new pet pictures!) and then use glue and yarn to make a line between the pet and each need.

DIRECTIONS: 1) Color each object. 2) Cut out the necessary objects for your pet and glue them around the pet picture.



Concept 3 - Pets must have proper health care.
--

Objectives:

The students will:

- a) identify a doctor for pets.
- b) describe what a veterinarian does.
- c) illustrate a pet with the veterinarian for a Healthy Pet booklet.

Materials:

Provided: none	Not provided: stuffed dog or cat
-------------------	-------------------------------------

Procedures:

1. Suggested questions:  
 "Have you ever taken your dog to the doctor that cares for pets?" "What is the doctor's name?" Write veterinarian on the chart. "What has the veterinarian done for your pet?"  
 Pretend you are Dr. Vet and as the students mention what the veterinarian has done to their pet, you do it to the stuffed animal.
2. Conduct a check-up as a veterinarian would on the stuffed dog or cat and tell them why you do each thing-
  1. check eyes - not red or running.
  2. check gums - pink
  3. check teeth - clean
  4. check throat - not red or swollen
  5. check tonsils - not red or swollen
  6. check heart - beating okay
  7. feel abdomen - for bumps
  8. give shots - to prevent disease - important one is rabies.
3. Have the students draw a picture of a dog or cat with Dr. Vet. Over the next several days, they can share their drawings and tell what Dr. Vet is doing. These can be put into a Healthy Pet booklet to be shared.

Concept 4 - There are more pets than there are homes.

Objectives:

The students will:

- a) identify the need for a home for every pet.
- b) create finger puppets.
- c) state reasons pets need homes.
- d) share reasons by using finger puppet for speaker.

Materials:

Provided: dog and cat finger puppets	Not provided: none
---	-----------------------

Procedures:

1. Suggested questions:  
"Do all pets have homes?"  
"What happens to pet that have no homes?"  
Then tell them they are going to make a pet that needs a home. Have each student select either a dog or cat to create a finger puppet.
2. Have each student complete the sentence: "Please give me a home because I..." Over the next several days, students can put on their finger puppets and different students can take turns reading their sentences. (The students listening can use their puppets and pretend theirs are saying the sentences also.)

DOG



B

CAT



A

B

DIRECTIONS: 1) Color each finger puppet. 2) Cut along dotted lines. 3) Wrap around index and middle finger. 4) Using masking tape, tape Tab A to Tab B. 5) Enjoy!  
(NOTE: For fish and cat, turn hand horizontally.)

Concept 5 - There are many kinds of animals that are farm/ranch animals.

Objectives:

The students will:

- a) list farm animals.
- b) create animal faces.
- c) match animals with their names.
- d) match animal sounds with animals.
- e) role play farm animals.

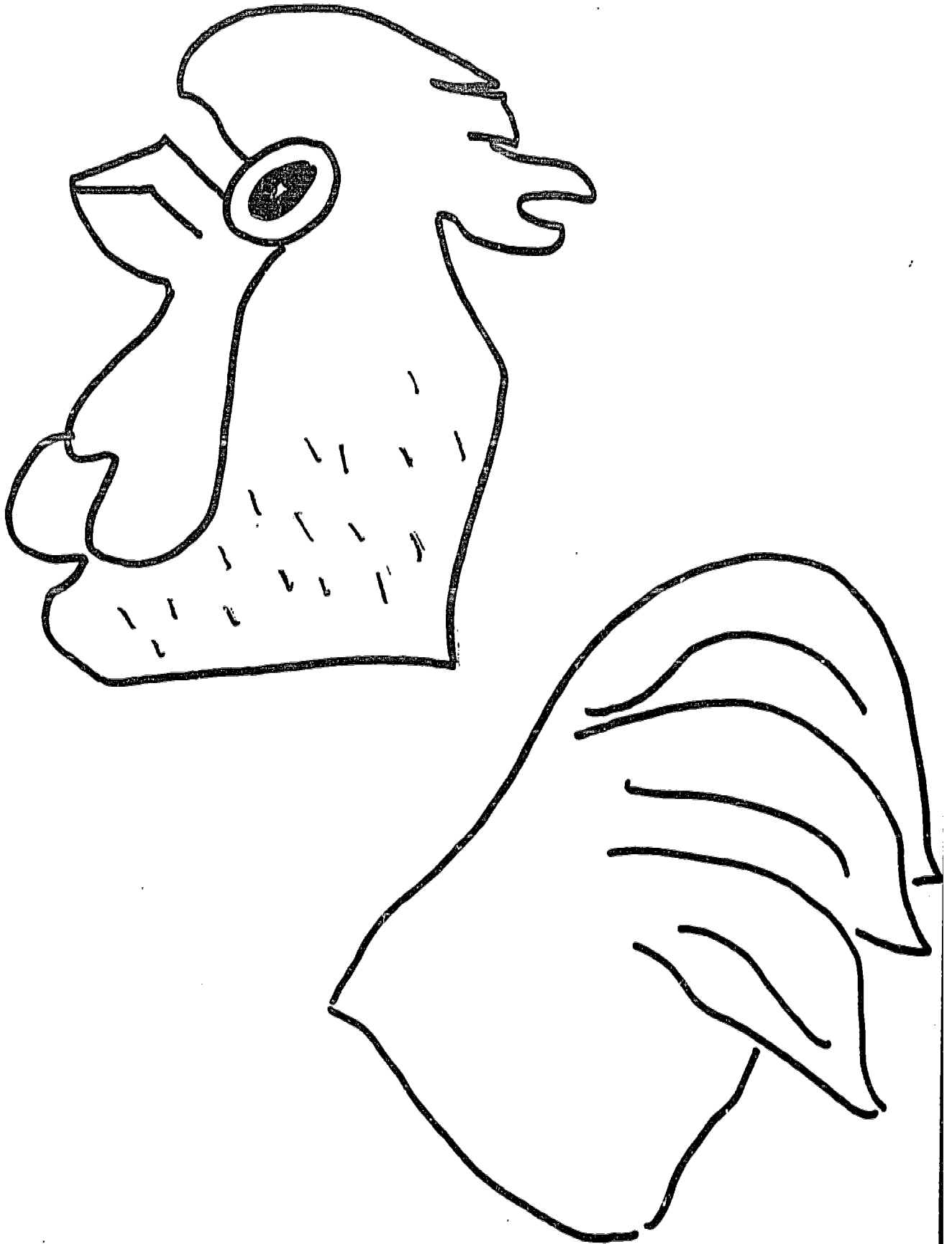
Materials:

<p>Provided: farm animal faces and face parts</p>	<p>Not provided: crayons, scissors, string, yarn, paper plates</p>
<p>Each farm animal name should be written on a 5 x 8 card and pasted in a different part of the room.</p>	

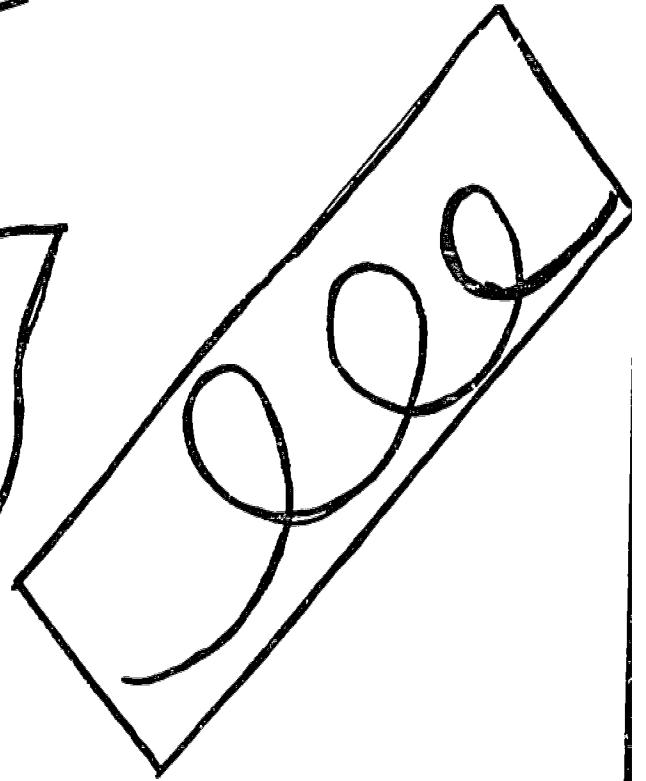
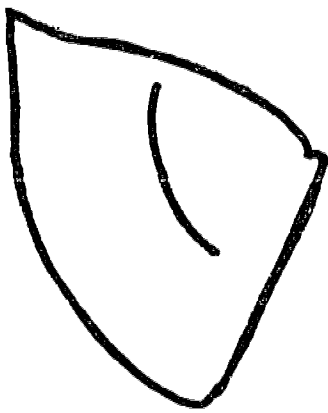
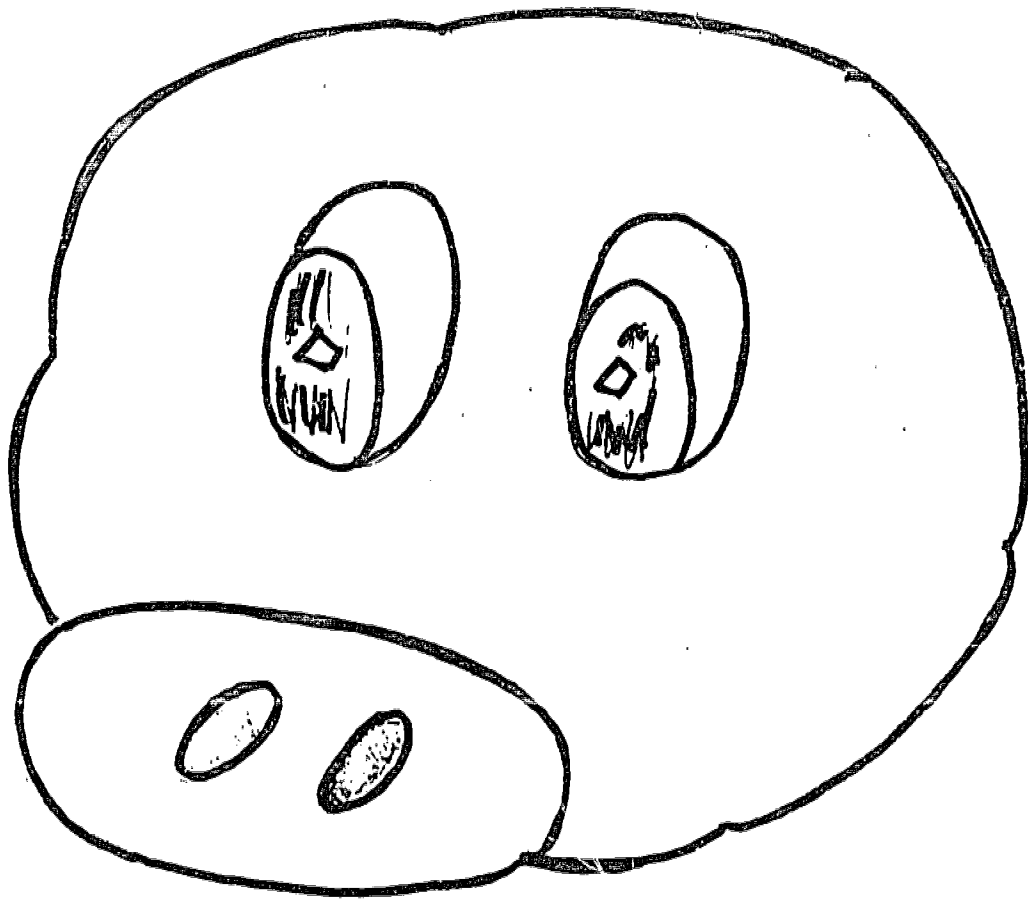
Procedures:

1. Suggested questions:  
 "What animals have you seen on a farm?"  
 "Is \_\_\_\_\_ a farm animal?"  
 Generate a list of farm animals on the chart. Students may see that some pet animals are also found on a farm, and some farm animals that they mention are also pets. The list should include: duck, pig, horse, cow, and chicken.
2. From the above list, have students select one of the farm animals to color, cut out, and glue onto paper plates. They can use string to either put them on their faces or hang around their necks.
3. Have students move to the name (placed on cards around the room) that corresponds with their farm animals. Once standing there in groups, have each group demonstrate sounds their farm animal would make (Sing "Old McDonald Had a Farm" with each group singing their part.) Ask each group to move, eat, etc. like their farm animal. Work in mathematics by asking about the number of different types of farm animals represented.

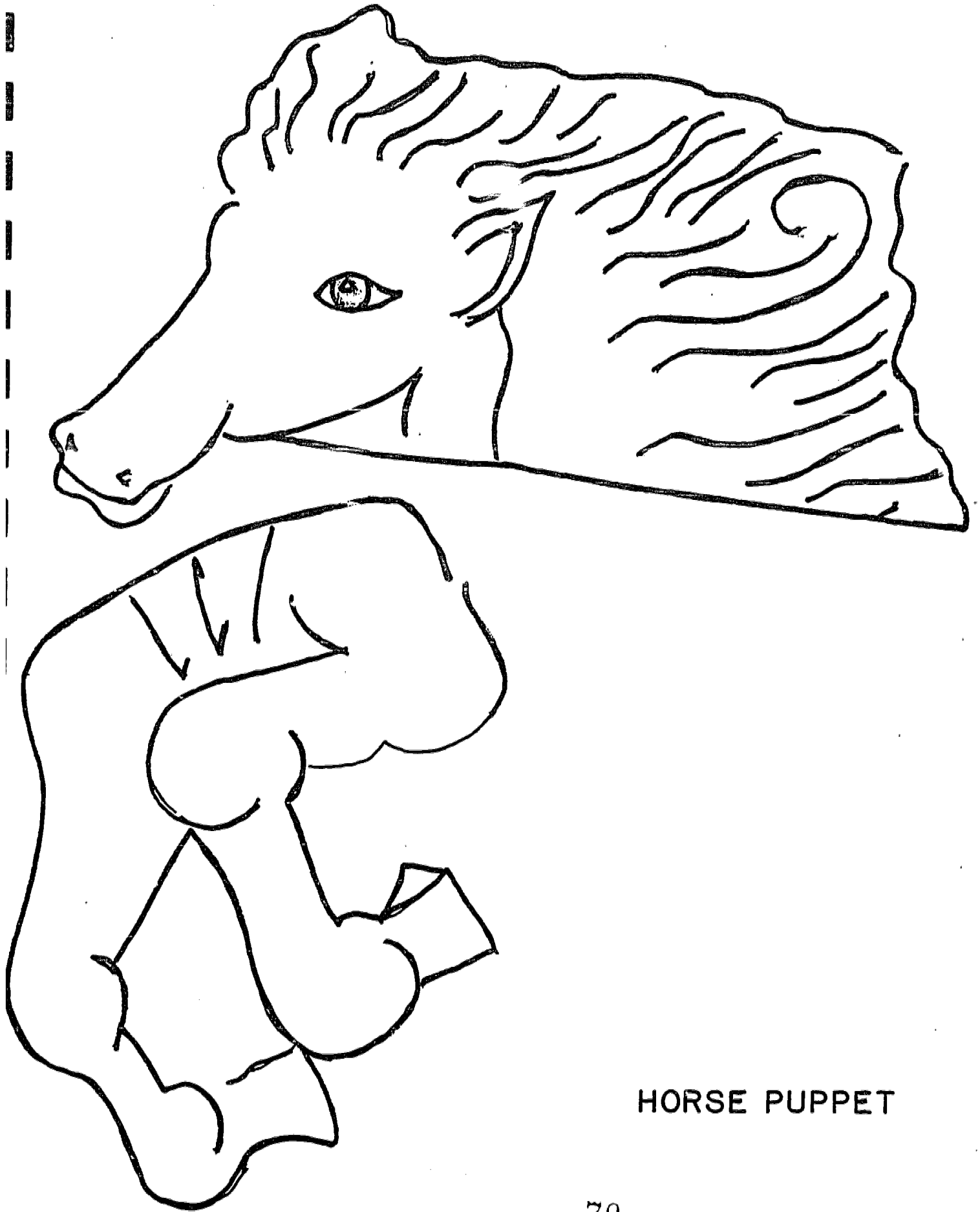




CHICKEN PUPPET



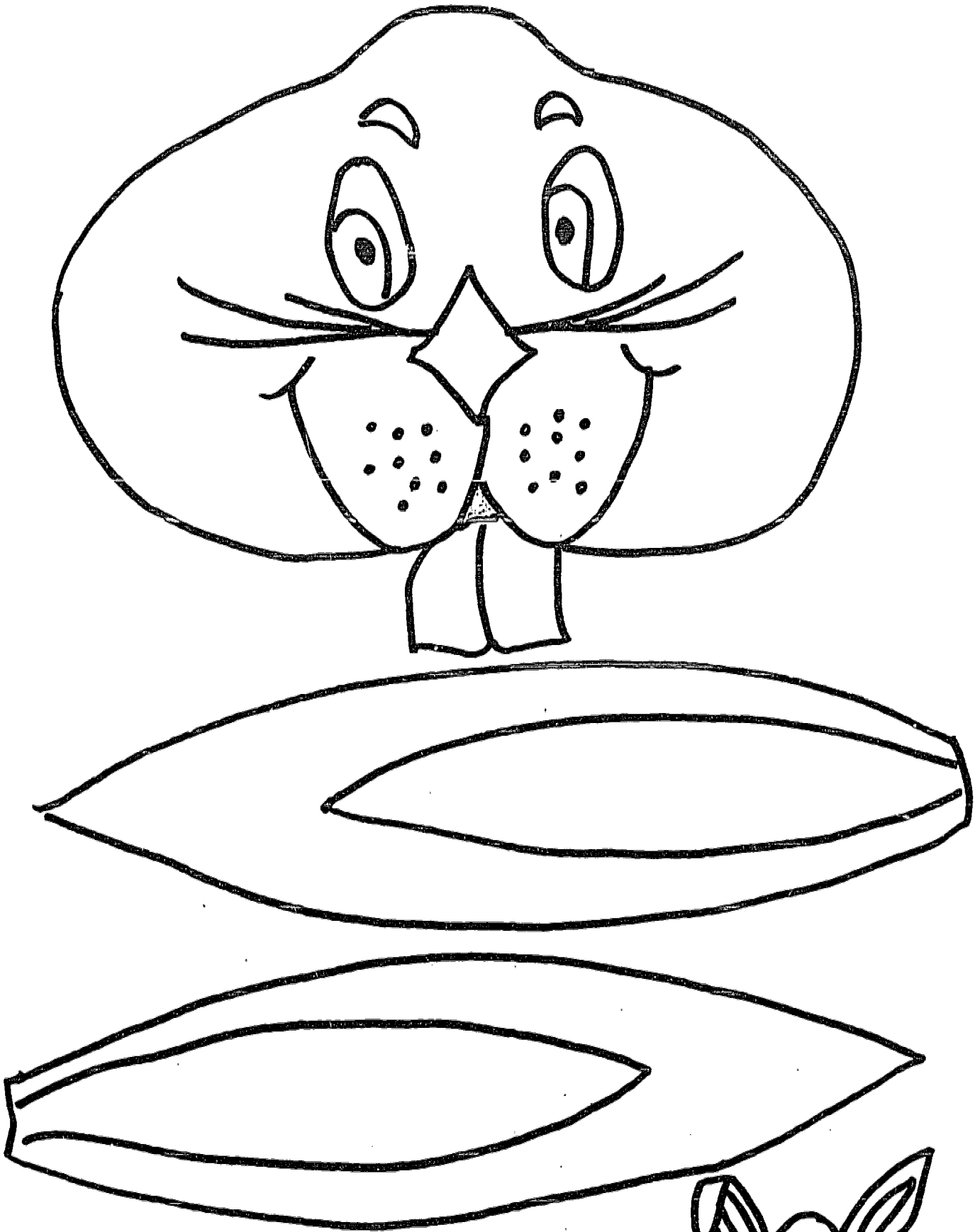
PIG PUPPET



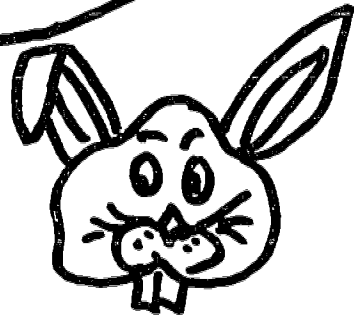
HORSE PUPPET

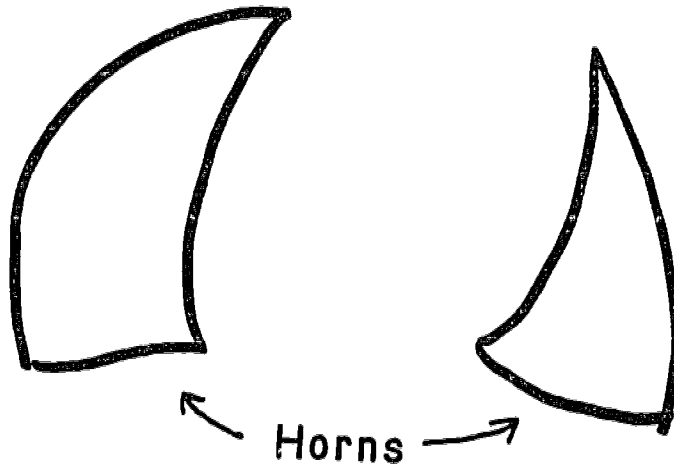


DUCK PUPPET



RABBIT PUPPET





COW PUPPET

Concept 6 - Humans must provide farm/ranch animals with what they need.

Objectives:

The students will:

- a) list some needs of farm animals.
- b) compare the needs of farm animals and pets.
- c) locate some farm animals in their homes.

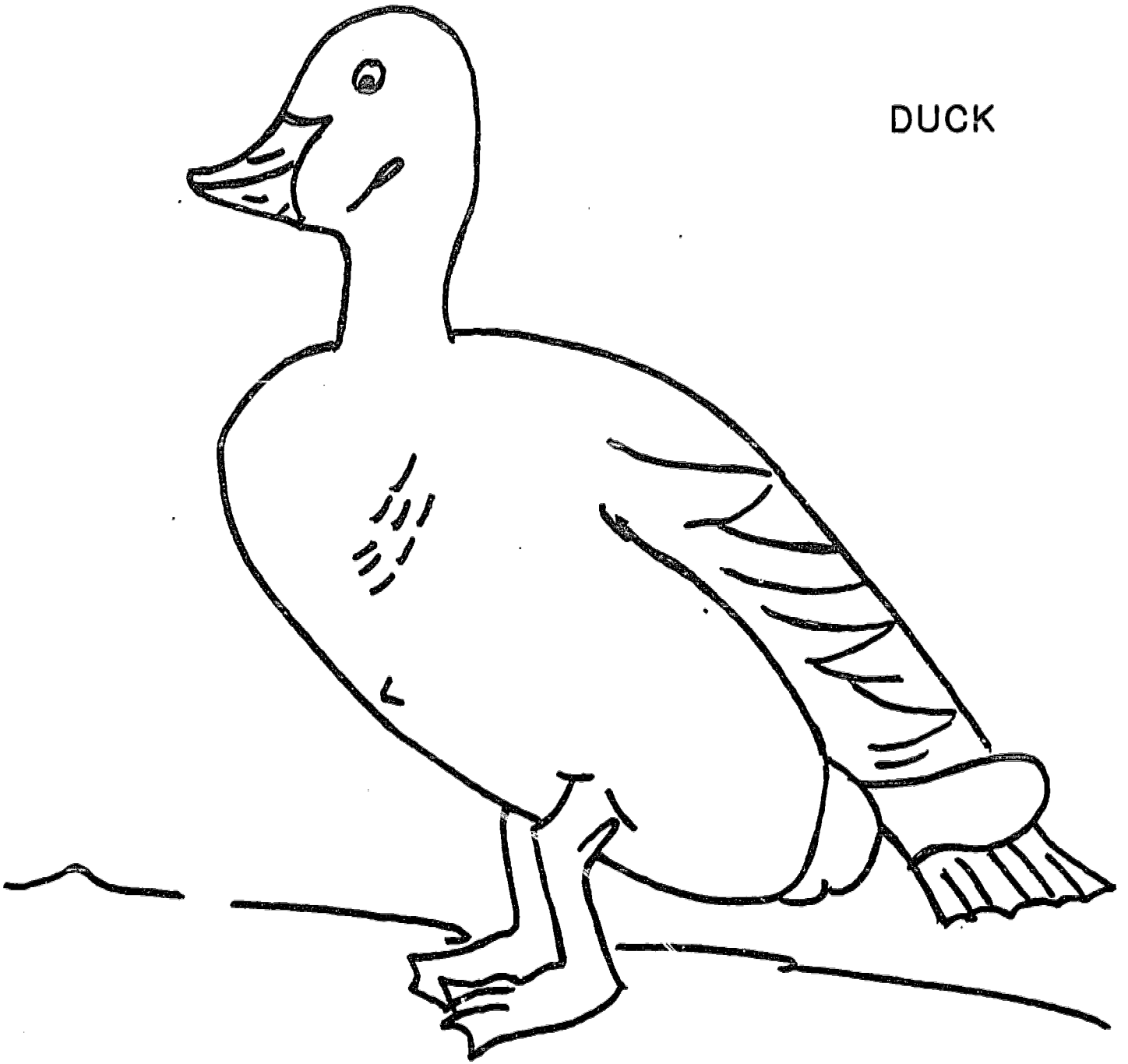
Materials:

Provided: pictures of farm animals	Not provided: crayons
---------------------------------------	--------------------------

Procedures:

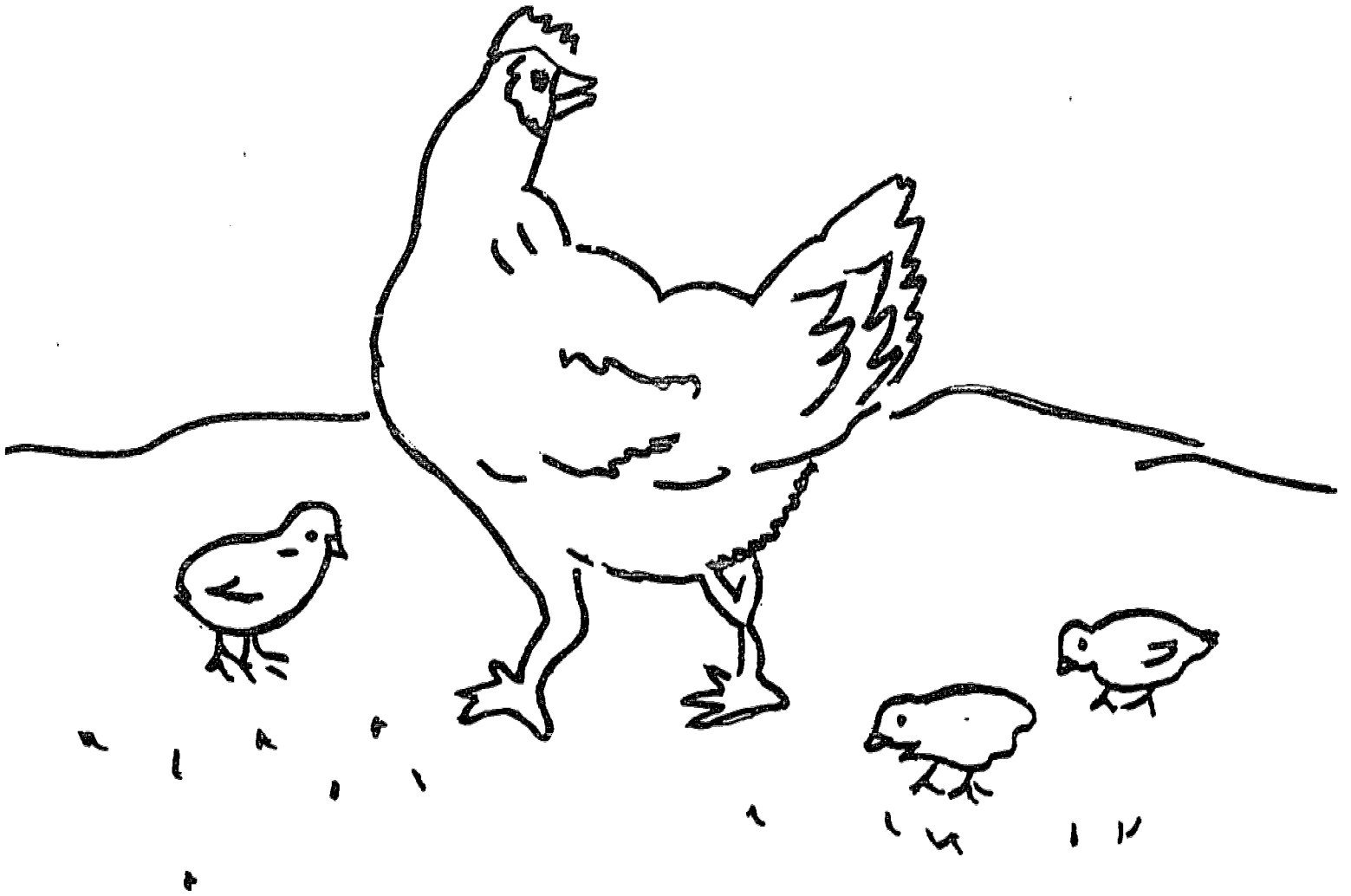
1. Suggested questions:
  - "What do farm animals need?"
  - "How are these needs like what pets need?"
  - "How are these needs different?"
  - "What kind of food would a horse eat?"
  - "Where does the cow live?"
  - "Does the cow need more room than the chicken?"
2. Hand out the farm animal pictures to the students and have each one draw the animal in its farm home.

DUCK

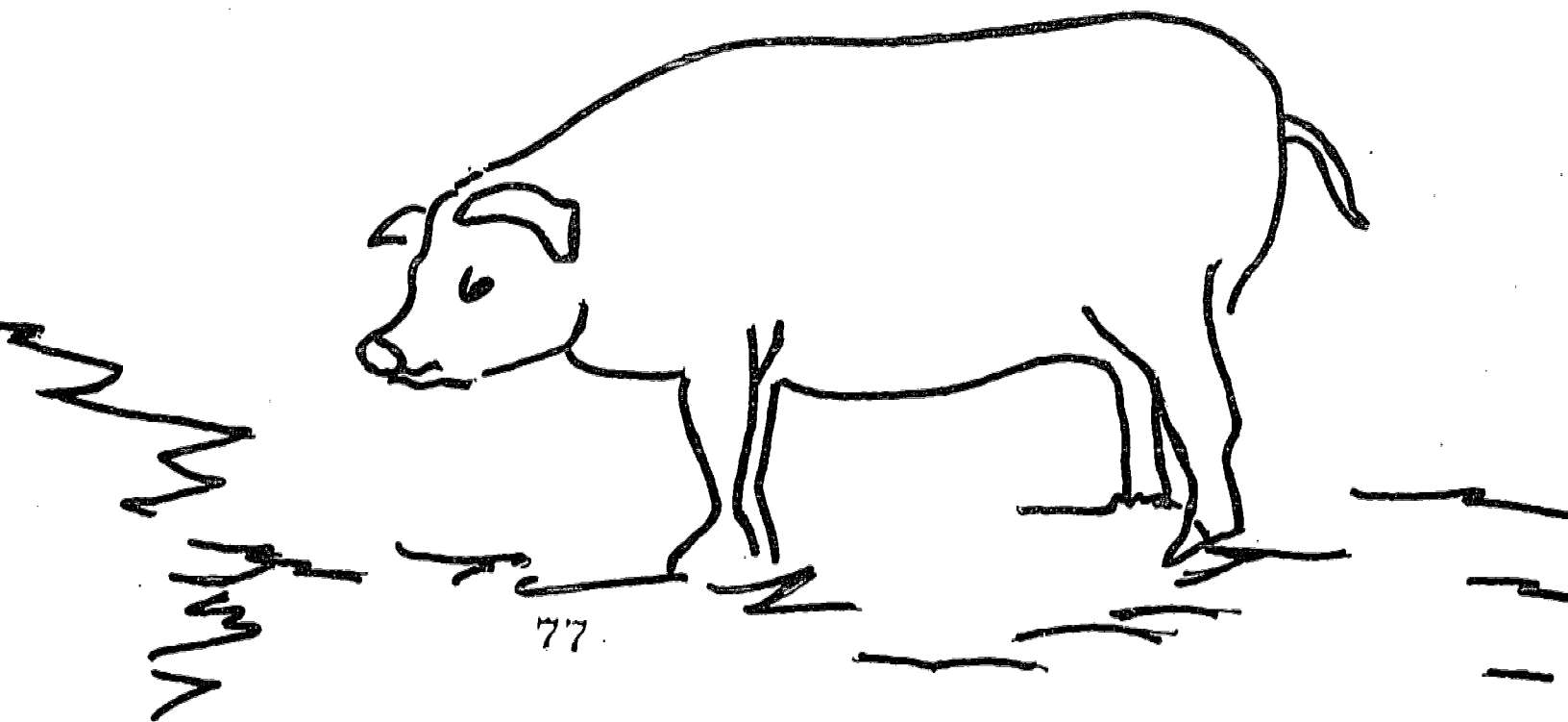




CHICKEN

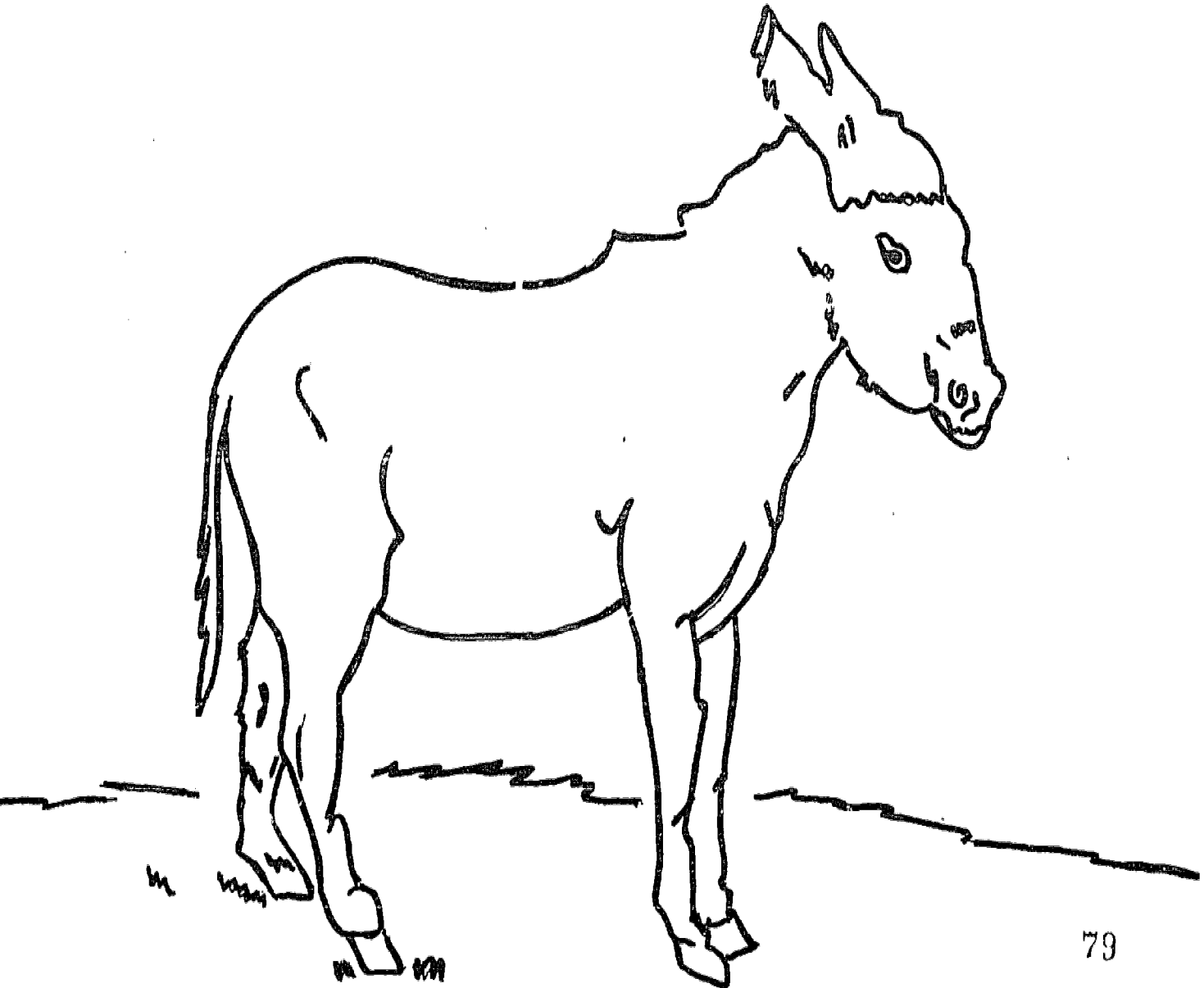


FIG

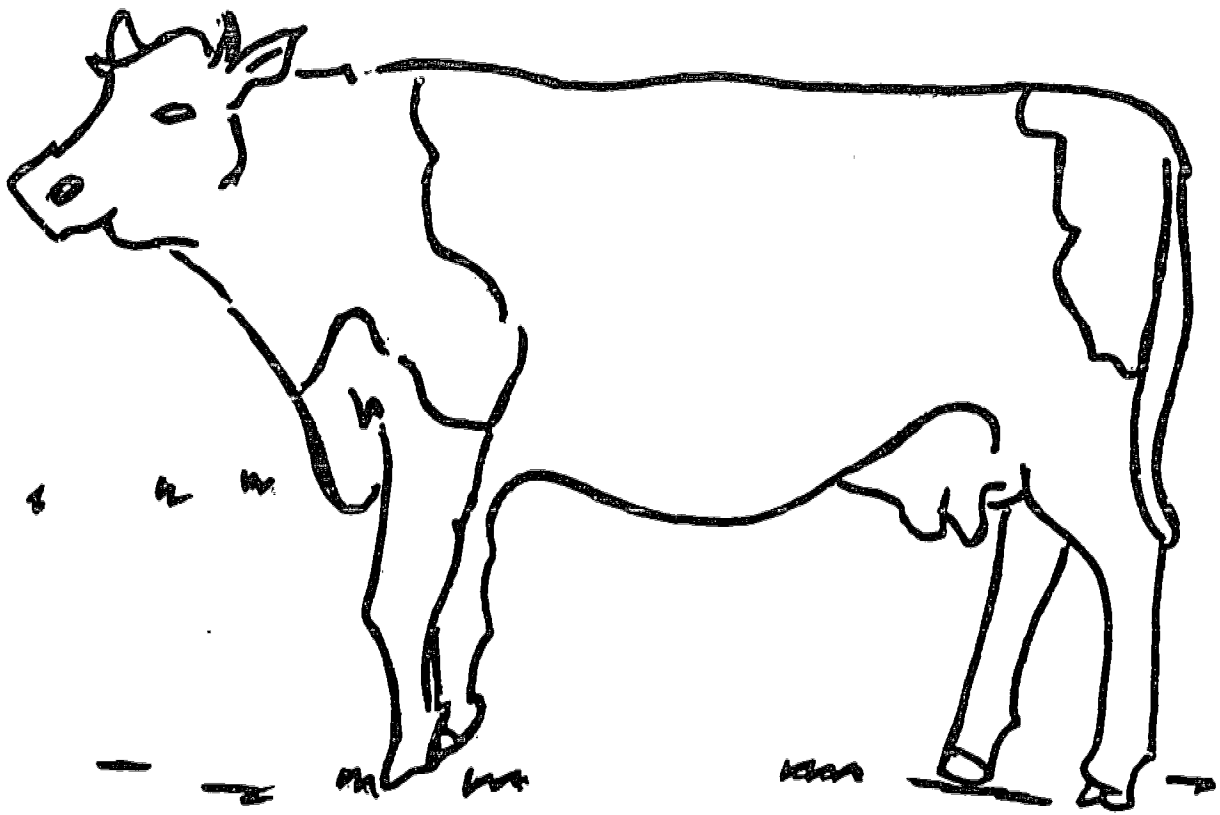


77

DONKEY



COW



Concept 7 - There are many kinds of animals that are wild animals.

Objectives:

The students will:

- a) define the term habitat.
- b) identify different habitats.
- c) describe the habitat of various animals.
- d) match the habitat with the appropriate animal.

Materials:

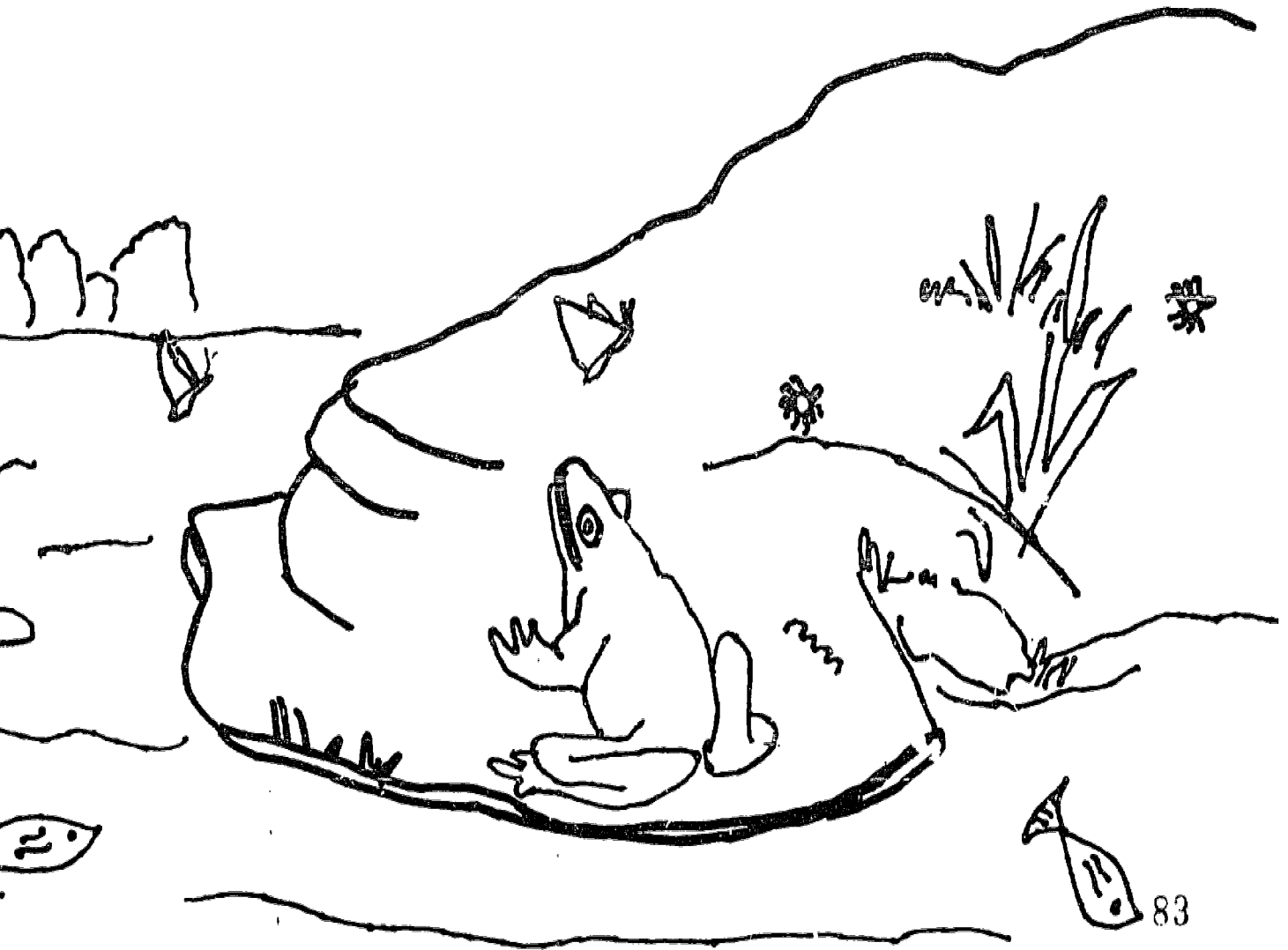
<p>Provided: habitat pictures "Which Animal/Which Habitat" pictures</p>	<p>Not provided: glue, yarn, crayons</p>
---	--

Procedures:

1. Suggested questions:  
"Do you know what a habitat is?" Write habitat on the chart.  
"In what kinds of habitats do wild animals live?"
2. Tell the students that they are going to look at three different wild animal habitats. Hand out the habitat pictures and have students identify the habitats - lake, woods (forest), field (meadow).
3. Ask them questions such as:  
"Where would a \_\_\_\_\_ live?"  
"Would a \_\_\_\_\_ live in the lake?"  
"Which animal(s) live(s) in more than one habitat?"  
Ask them about such animals as: frog, bird, squirrel, fish, deer, insect.
4. Have students color the habitat pictures and draw an animal that lives in each habitat.
5. Hand out the "Which Animal/Which Habitat" form. Draw a line or glue yarn from the animal to the appropriate habitat.
6. Suggested activity:  
Have students pretend to be one of the wild animals and complete the paragraph:  
"I am a \_\_\_\_\_. My habitat is \_\_\_\_\_. I like my home because it \_\_\_\_\_.  
This also could be done as a class story for students to copy.

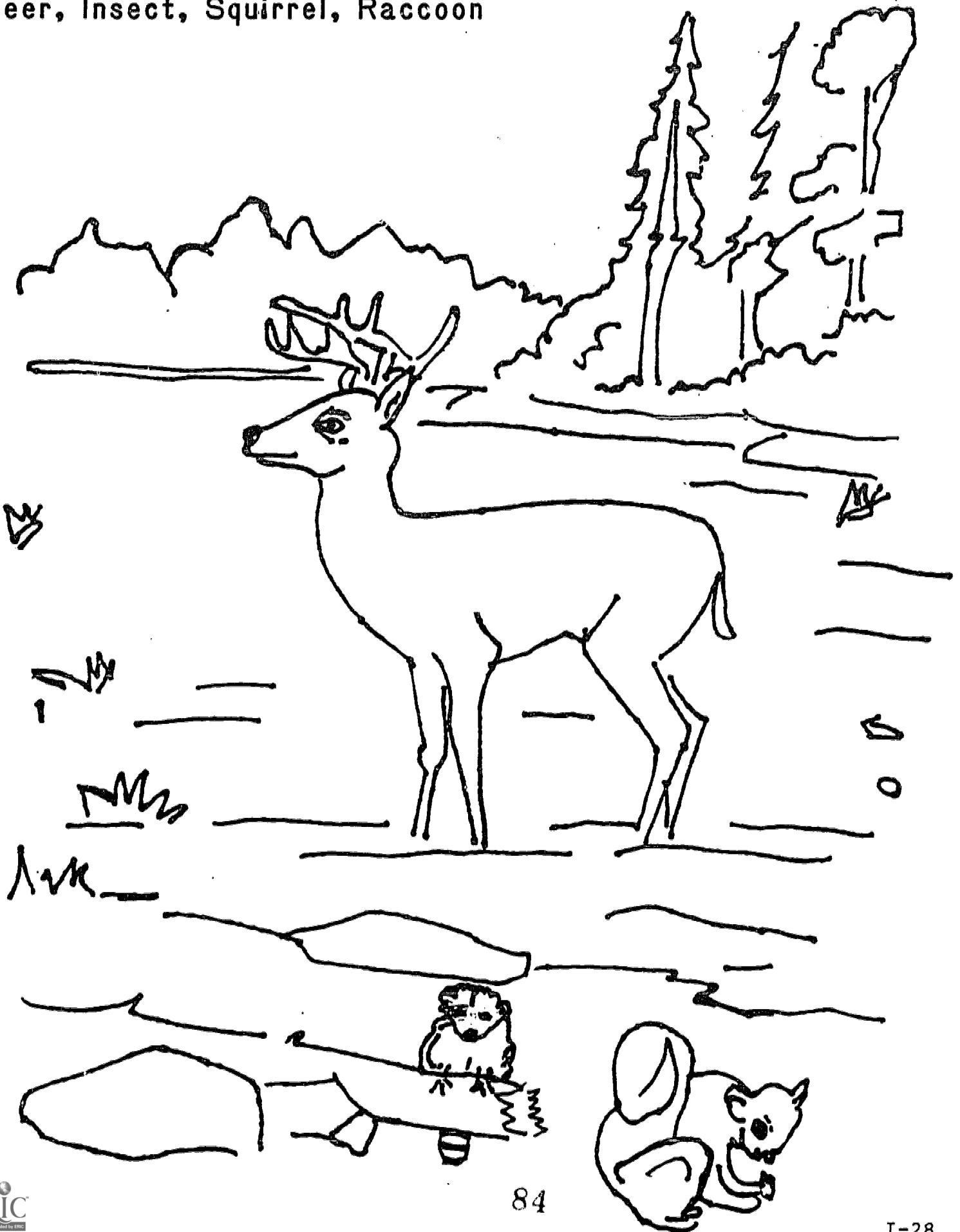
R HABITAT: Frog, Fish, Spider, Insect

I-27



WOODLAND STREAM HABITAT:

Deer, Insect, Squirrel, Raccoon



WOODLAND HABITAT: Opossum

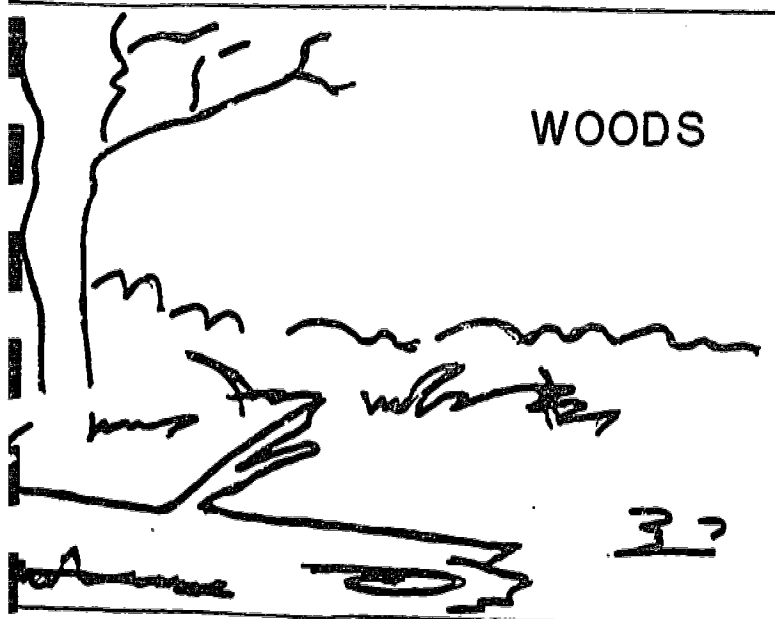




WOODLAND HABITAT: Skunk, Bird



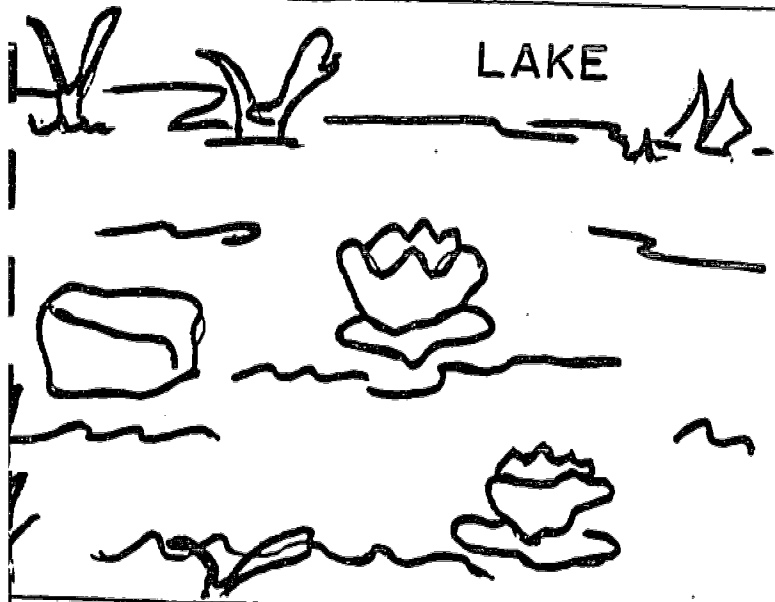
Match the animal to its habitat.



WOODS



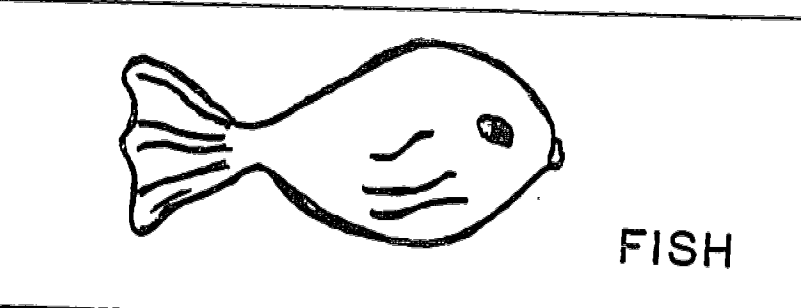
FROG



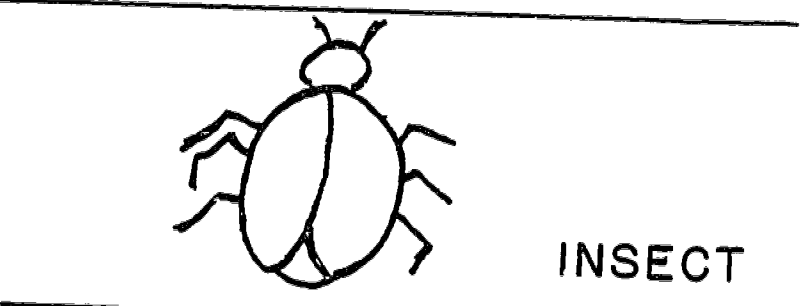
LAKE



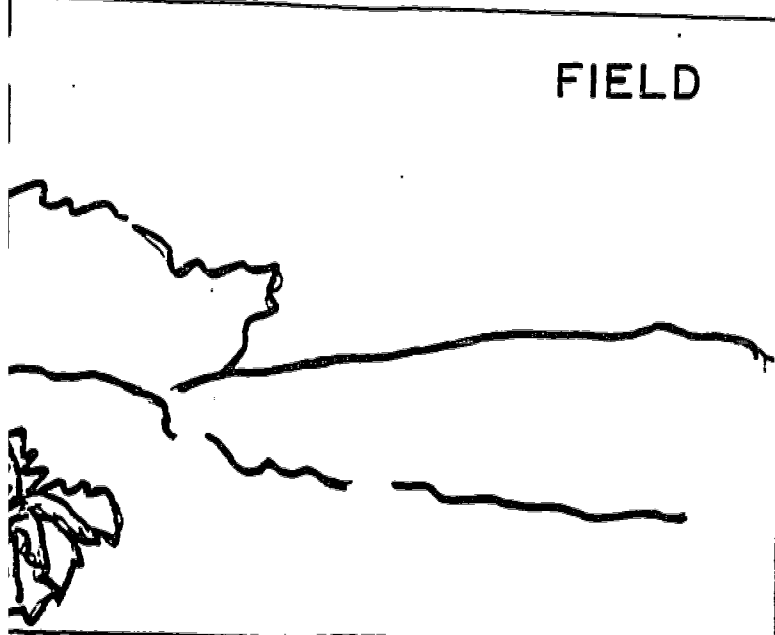
BIRD



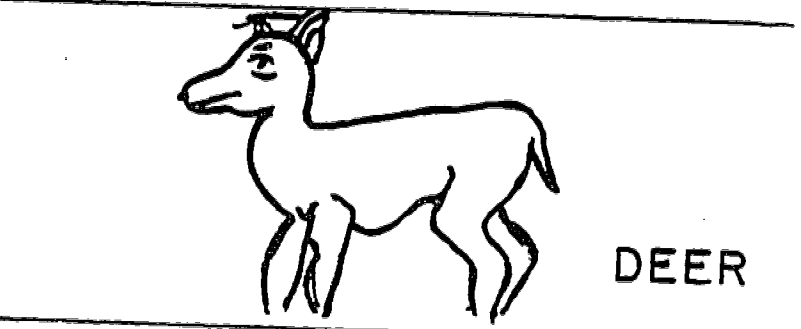
FISH



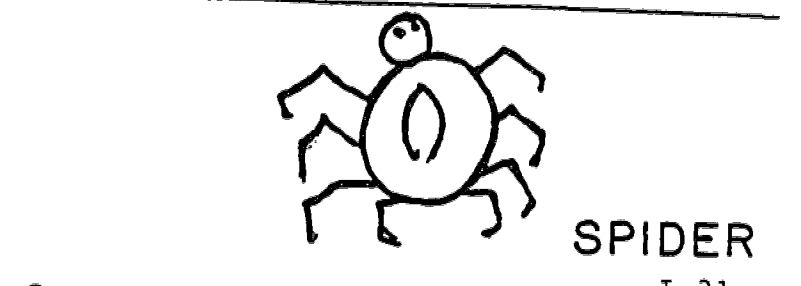
INSECT



FIELD



DEER



SPIDER

Concept 8 - Humans must protect the homes of wild animals.

Objectives:

The students will:

- a) describe how animal homes are destroyed.
- b) explain the importance of protecting the homes of wild animals.
- c) create a collage.

Materials:

Provided: none	Not provided: materials for a collage.
-------------------	---

Procedures:

1. Suggested questions:  
"How are animal homes destroyed?"  
"When people clear land for new homes, what happens to the animals that lived there?"  
"For what other reasons would people destroy animal homes?"  
"What would happen to the birds in a forest if all the trees were cut down?"  
"Why is it important to protect wild animal homes?"
2. Have students work in groups and make a collage of animal homes. A suggested title for the collage might be: "This is my home. Please protect it for me."

Concept 9 - Wild animals that are not protected may become endangered or extinct.

Concept 9 has been omitted as inappropriate for this grade.

## SECOND GRADE

Concept 1 - There are many kinds of animals that are pets.

### Objectives:

The students will:

- a) name pets.
- b) make puppets of pets.
- c) graph the number of pets by type.
- d) record the graph.
- e) report the findings of the graph.

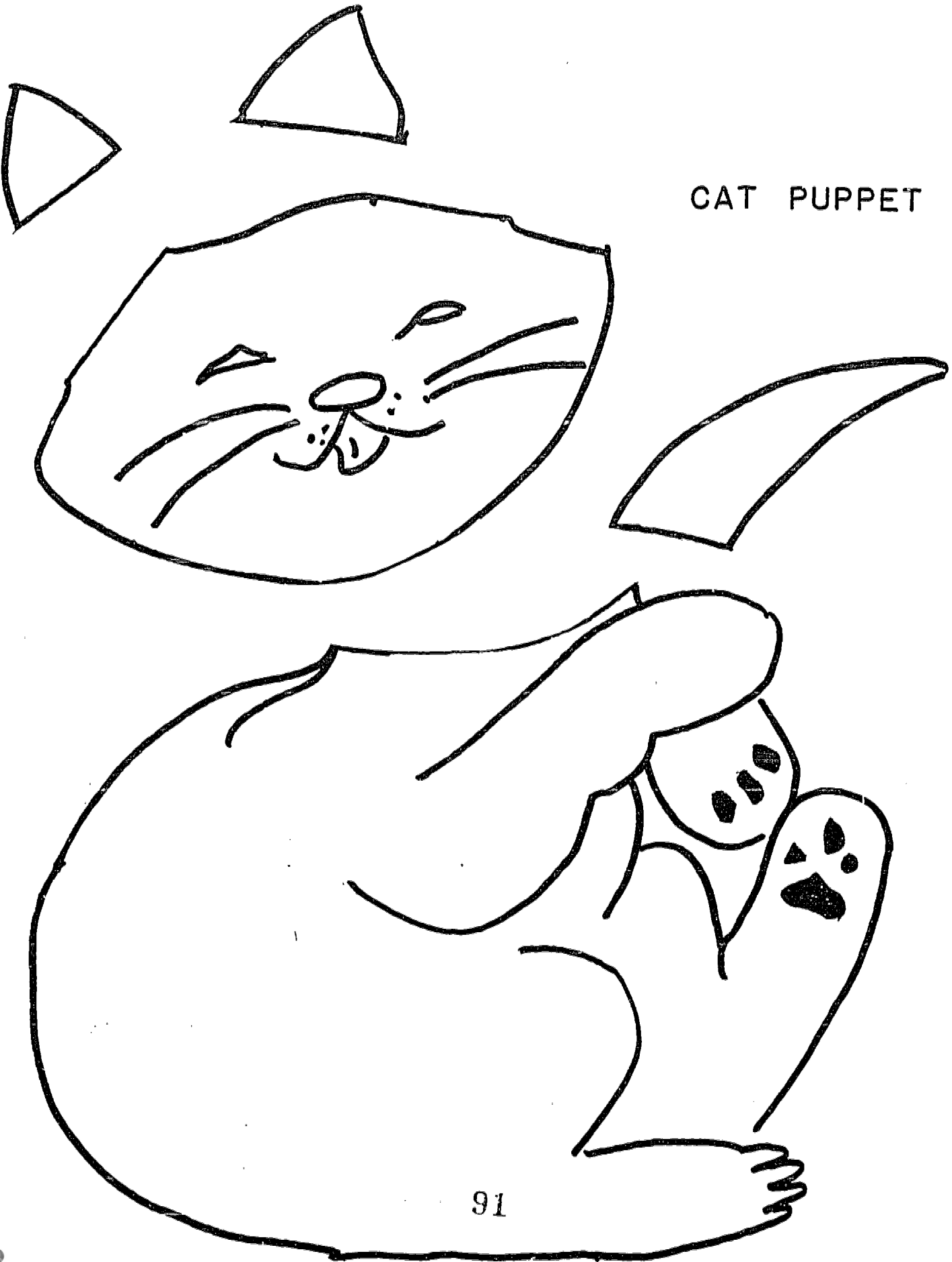
### Materials:

Provided: pet faces for sack puppets sample graph graph paper	Not provided: scissors, crayons, glue, string, sacks
--	--

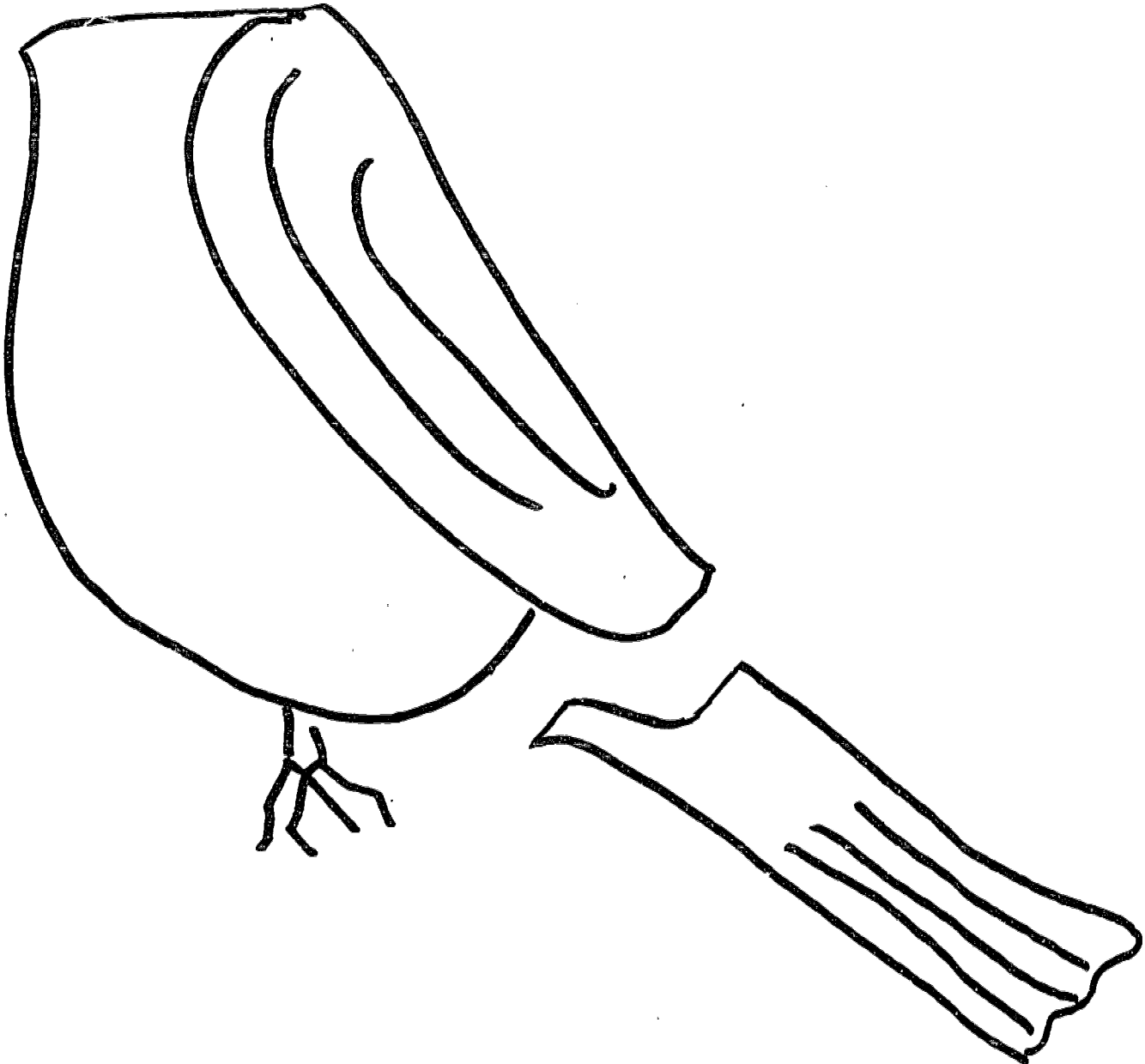
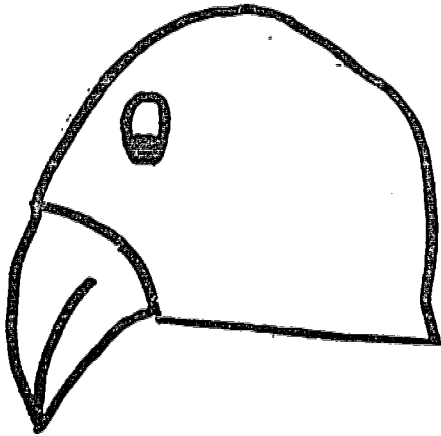
### Procedures:

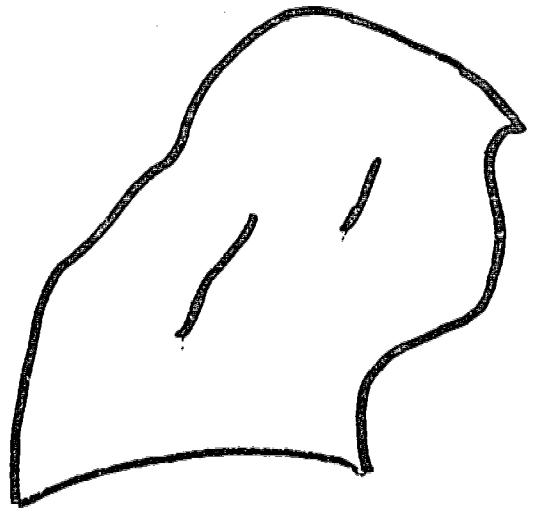
1. Ask the students to name as many pets as they can. Write the names on a chart.
2. Ask the students such questions as: "What types of pets do you think most people have? Why?" "What types of animals do you think people don't have as pets? Why?"
3. Have students select one pet to make as a hand puppet. Have them select from: dog, cat, bird, hamster, or fish.
4. As students are making the puppets, have each one chart the type of puppet they are making by putting an "x" in the correct place for their pet. The graph could be on a chart, an overhead, or the bulletin board.
5. When the graph is completed, have students copy it, and answer such questions as: "How many cats are on the graph?" "Are there more fish or birds on the graph?" "Is there any pet not on the graph?"

CAT PUPPET

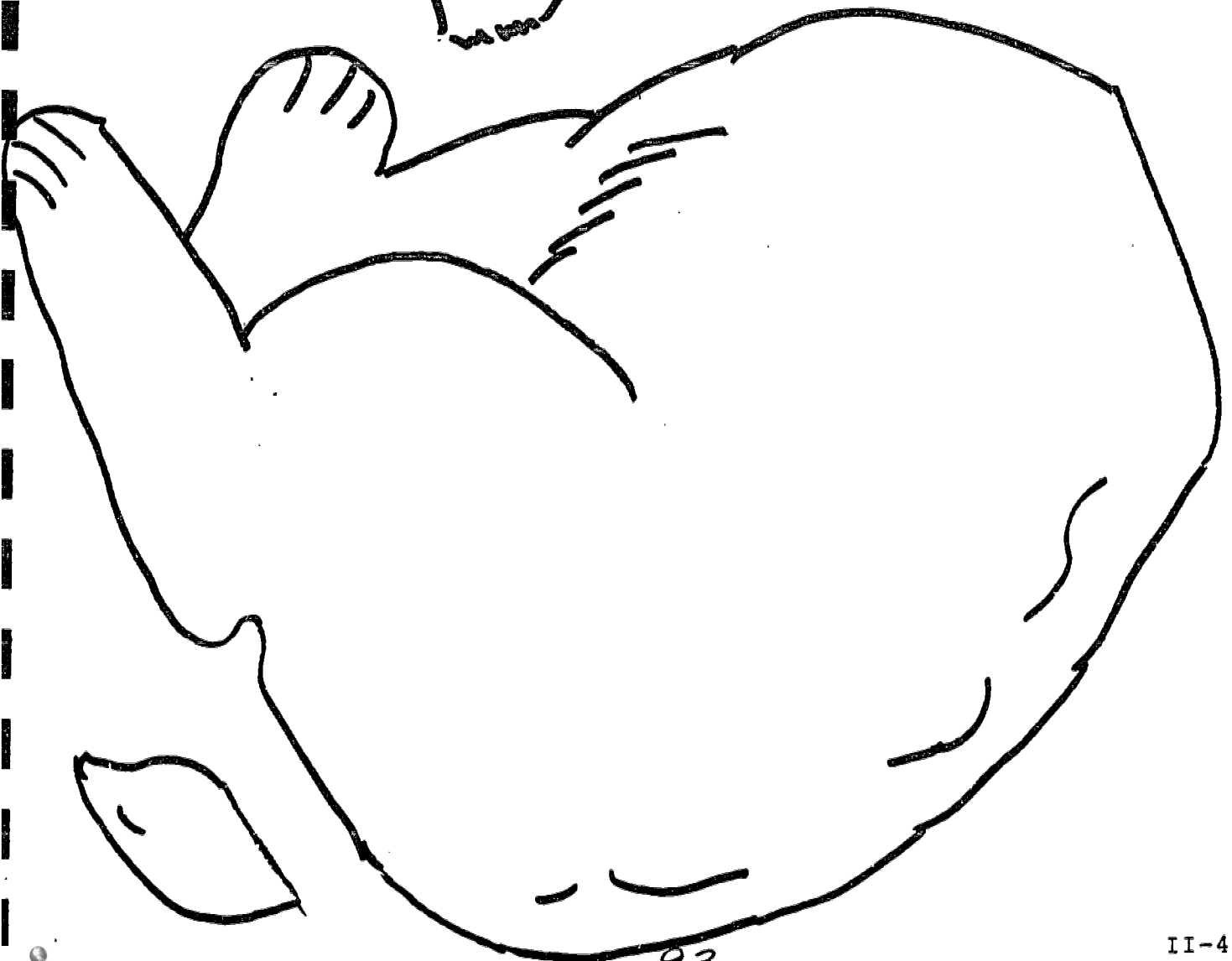


BIRD PUPPET



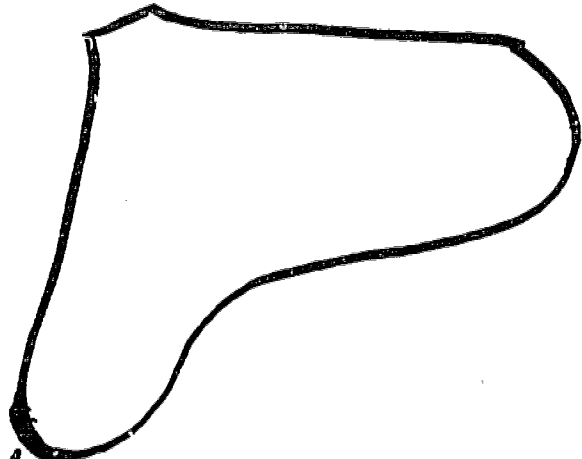
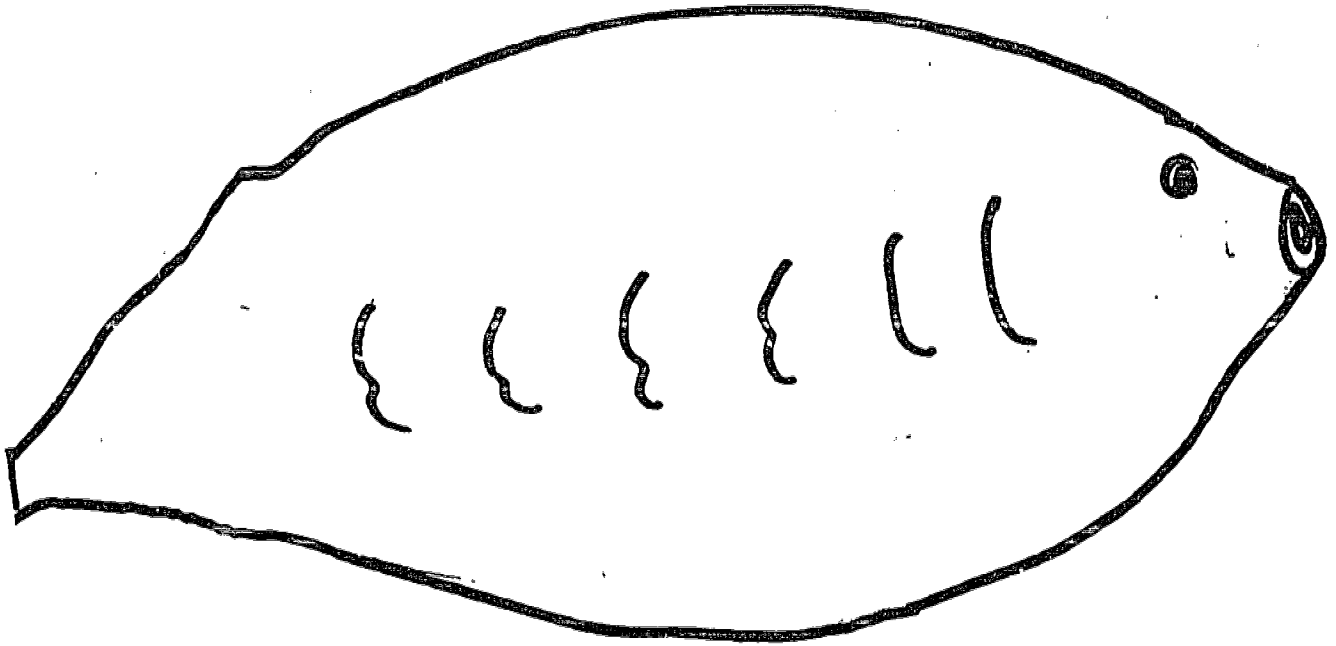


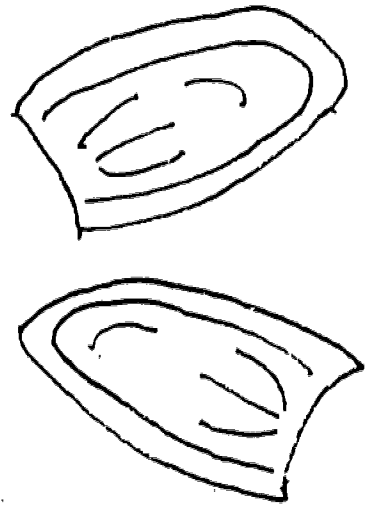
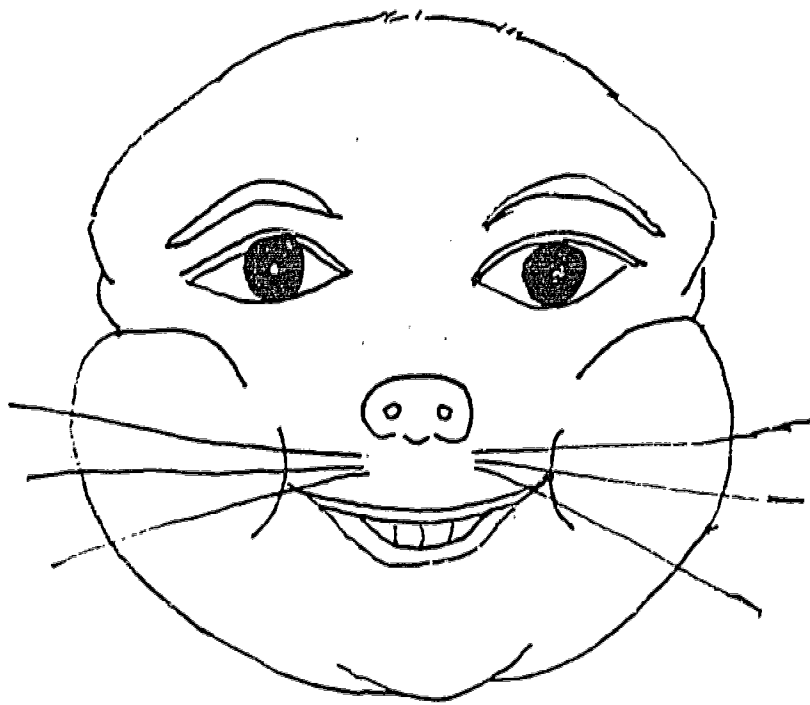
DOG PUPPET



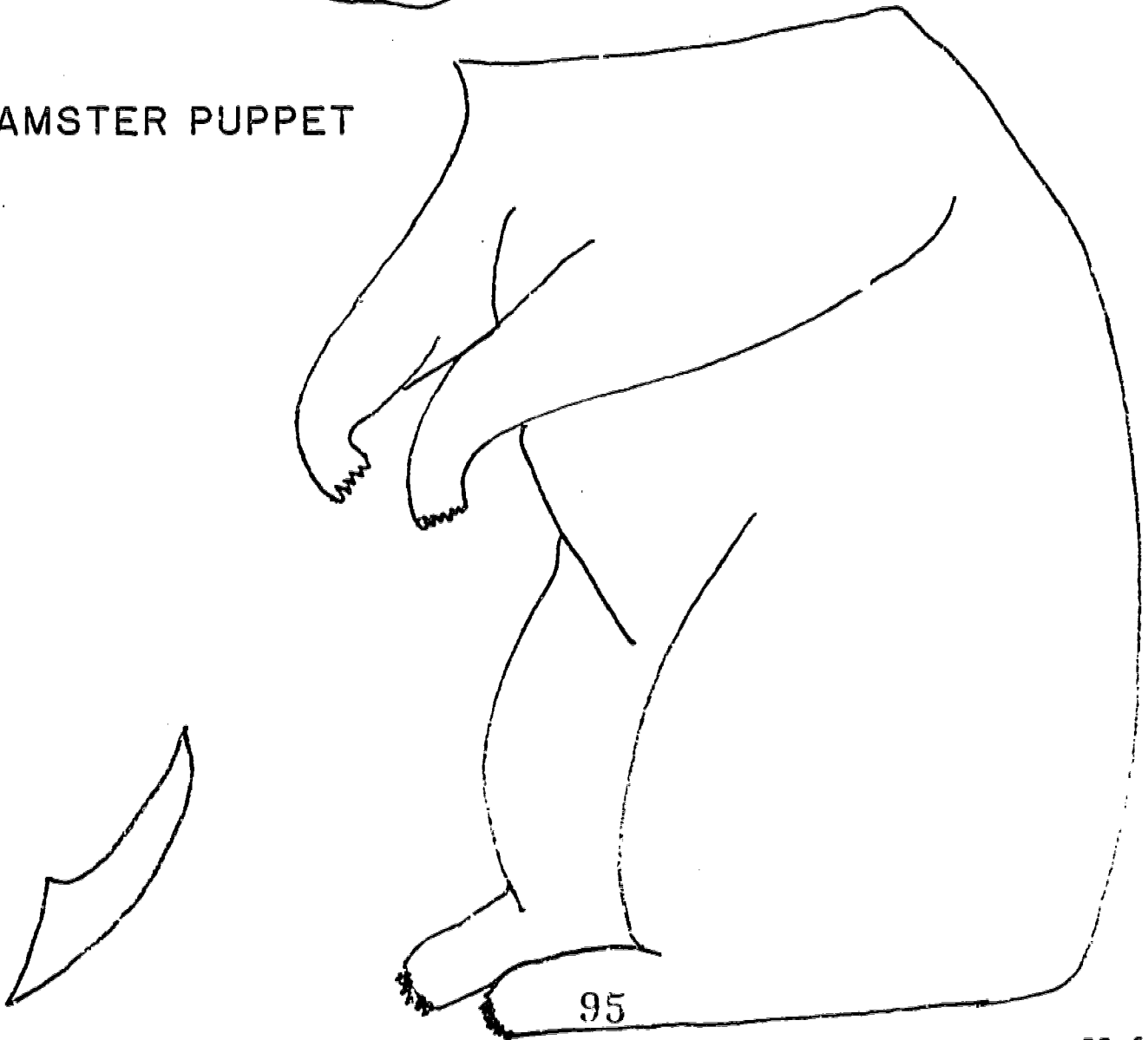


FISH PUPPET





HAMSTER PUPPET



PETS WE HAVE

SAMPLE GRAPH

<u>15</u>					
<u>14</u>					
<u>13</u>					
<u>12</u>					
<u>11</u>					
<u>10</u>					
<u>9</u>					
<u>8</u>					
<u>7</u>					
<u>6</u>					
<u>5</u>					
<u>4</u>					
<u>3</u>					
<u>2</u>					
<u>1</u>					
	DOG	CAT	BIRD	FISH	GERBIL

<u>15</u>					
<u>14</u>					
<u>13</u>					
<u>12</u>					
<u>11</u>					
<u>10</u>					
<u>9</u>					
<u>8</u>					
<u>7</u>					
<u>6</u>					
<u>5</u>					
<u>4</u>					
<u>3</u>					
<u>2</u>					
<u>1</u>					

Concept 2 - Humans must provide pets with what they need.
---

Objectives:

The students will:

- a) state the responsibilities of pet ownership.
- b) create a story.

Materials:

Provided: none	Not provided: none
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Procedures:

1. Explain to the students that, using their pet puppets, they are going to tell a story about their owners. Have each student write a story or complete a sentence that starts: "How my owner takes care of me."
2. Put the stories in a Pet Care Book and over the next several days have students read what they wrote, pretending their puppet is telling it. At the end of each presentation, ask questions of the class about the story. Questions should focus on love, play, exercise, pet space, food, water, baths, brushing, safety (leash, collar, fenced-in yard), and protection of pets from weather. You may want to make a chart to keep track of the various pet needs as they appear in the stories.

The Pet Care Book could be shared with other grades.

Concept 3 - Pets must have proper health care.
--

Objectives:

The students will:

- a) identify a doctor for pets.
- b) state how a veterinarian helps pets.
- c) record what Dr. Vet does.
- d) state the importance of getting a pet a rabies shot.

Materials:

Provided: face parts for teacher's Dr. Vet sack puppet check-up list	Not provided: sack for sack puppet
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Procedures:

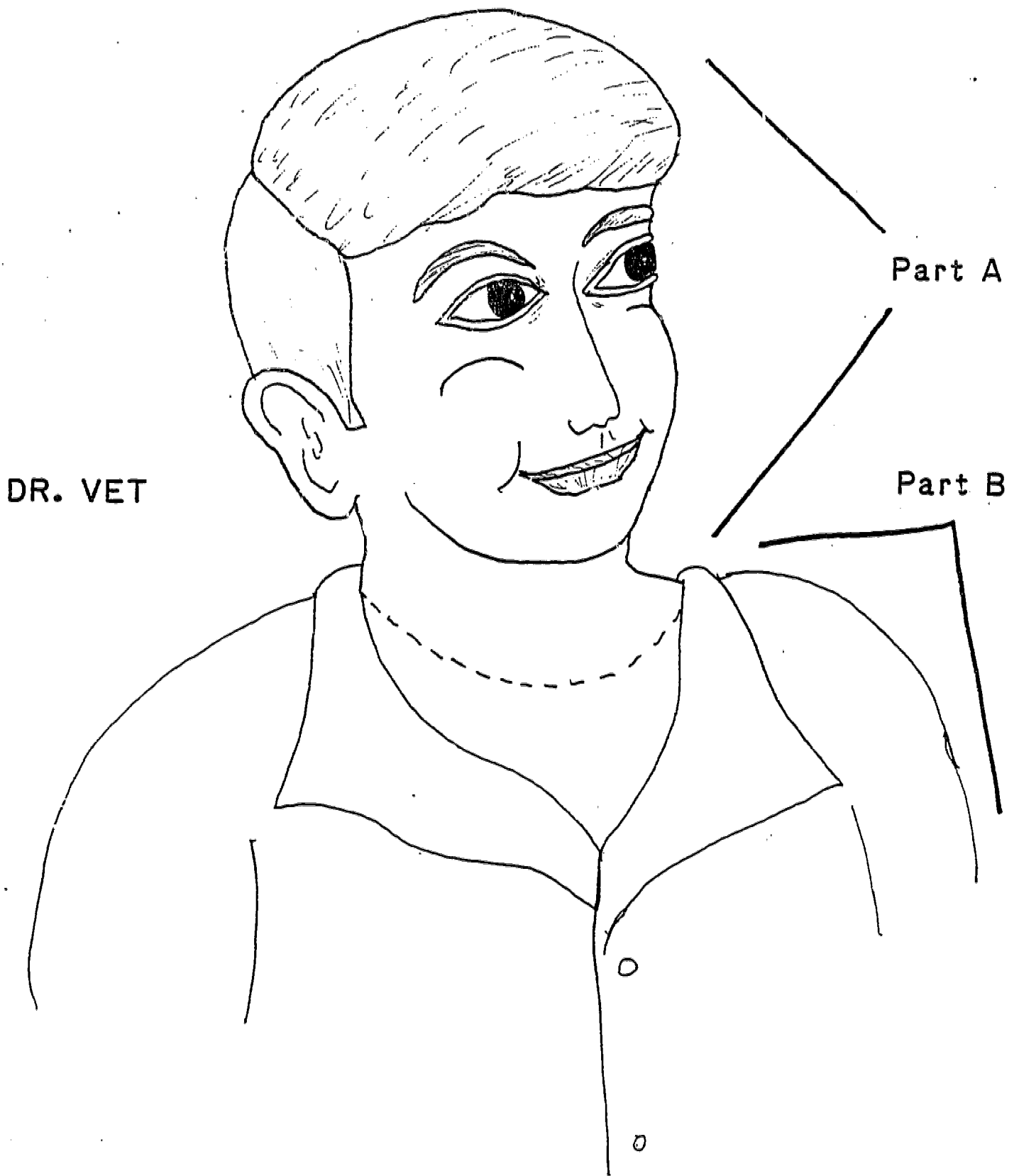
1. Suggested questions:  
 "Who takes care of your pet when it is sick?" Write the name veterinarian on the board.  
 "Do we only take our pets to the veterinarian when they are sick?"  
 "When do we take our pets to a veterinarian? Are they always sick?"  
 "Have you taken your pet to the veterinarian?"
2. Tell them that today, Dr. Vet is here to take care of them. Introduce Dr. Vet (the puppet). Have one student (whose puppet is a dog or cat) come up to get checked. Tell them that many different things must be checked by Dr. Vet and so a check list is important. Hand out the check list.

As Dr. Vet examines the student's sack puppet pet, have each student mark off the items on the check list.

Dr. Vet should do the following examinations:

1. eyes - not red or teary
2. ears - for mites and infection
3. nose - not runny
4. teeth - clean
5. gums - pink and not infected
6. tonsils - for infection
7. throat - not red or infected
8. heart - correct beat
9. abdomen - bumps

3. Once you have completed the list, have another student come up. Repeat the procedure and as you do each, check to see if the students remember why it is being done. Review the check list in random order to see if students can tell you what you forgot to check. Make sure they know that only a real veterinarian should check out their pets and that they should not do this to their pet's name.
4. Ask students such questions as:  
"Have you ever had shots? Why did you have shots?"  
Pets also need shots to keep them well. One of these shots is a RABIES shot. (write on the board). This shot will protect your dog or cat from getting rabies from other animals. Have Dr. Vet pretend to give a rabies shot to the puppet and then each can pretend they are giving their dog or cat puppet the rabies shot. Check this shot off on the check list.



**DIRECTIONS:** 1) Color and cut out. 2) Paste Part A (face and neck) onto top of bag. 3) Paste Part B (shoulders) onto bag underfold. (See diagram).





DOCTOR VET CHECK LIST

Dr. Vet Checks:

1. Eyes \_\_\_\_\_
2. Ears \_\_\_\_\_
3. Nose \_\_\_\_\_
4. Teeth \_\_\_\_\_
5. Gums \_\_\_\_\_
6. Tonsils \_\_\_\_\_
7. Heart \_\_\_\_\_
8. Abdomen \_\_\_\_\_

Dr. Vet gives shots to prevent rabies \_\_\_\_\_

Concept 4 - There are more pets than there are homes.
---

Objectives:

The students will:

- a) explain why homes for pets are important.
- b) write an ad for a home for a pet.

Materials:

Provided: none	Not provided: none
-------------------	-----------------------

Procedures:

1. Suggested questions:
  - "Has your pet ever had babies?"
  - "Did you have to find homes for these babies?"
  - "How did you try to find these babies homes?"
  - "Why is it important for pets to have homes?"
  - "If you wanted to find a home for your pet, what things about the pet would you tell people?"
 List these on a chart - items should include: type of pet, size, color, age, give away or sell.
2. Once the list has been generated, have each student pretend that he/she is trying to find a home for his/her puppet pet. Have students draw a picture, or cut out and paste a picture of the pet and then write an ad to find it a home.
3. Suggested activity:  
Write an ad to find a pet. The ads could be displayed around the room.

Concept 5 - There are many kinds of animals that are farm/ranch animals.

Objectives:

The students will:

- a) name some farm animals.
- b) state how farm animals are important.
- c) match animal products with the animal.

Materials:

<p>Provided: none</p>	<p>Not provided: glue, scissors, crayons, magazines</p>
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Procedures:

1. Ask students to name as many different farm/ranch animals as they can. As this list is generated, ask questions about the animals such as: "Why is this animal important?" "Why is this animal found on a farm?"
2. Have students work in groups. Each group selects one farm animal and makes a collage of the different products that come from that animal, such as:
 

<u>Cow</u>	<u>Chicken</u>	<u>Pig</u>
hamburger	eggs	leather
meat	feathers	fried skins
milk	fried chicken	bacon
butter		
sour cream		
leather		

Concept 6 - Humans must provide farm/ranch animals with what they need.

Objectives:

The students will:

- a) state some needs of farm animals.
- b) compare the needs of farm animals with the needs of pets.
- c) match the needs with the appropriate farm animal.

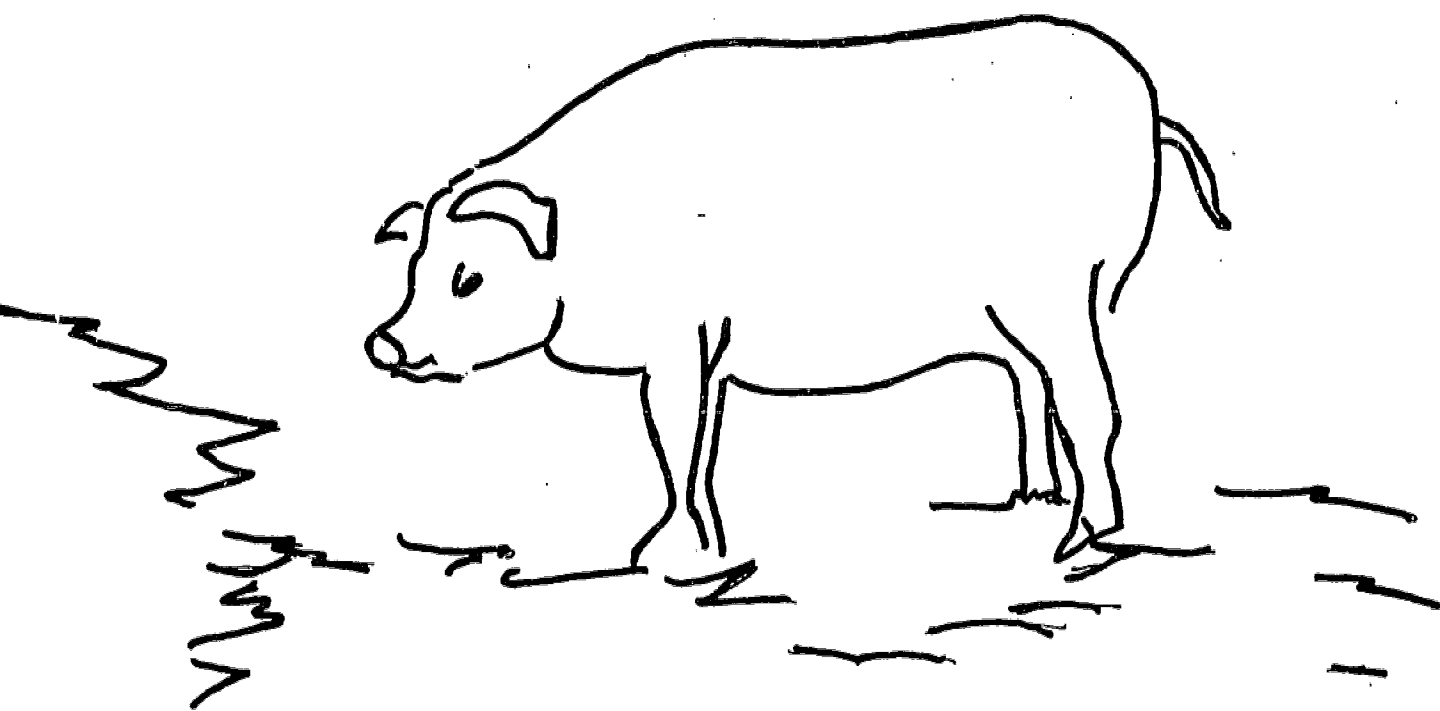
Materials:

<p>Provided: farm animal pictures farm animal needs pictures farm animal needs form</p>	<p>Not provided: scissors, crayons, cardboard, glue, coat hanger, string, straws toothpicks</p>
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Procedures:

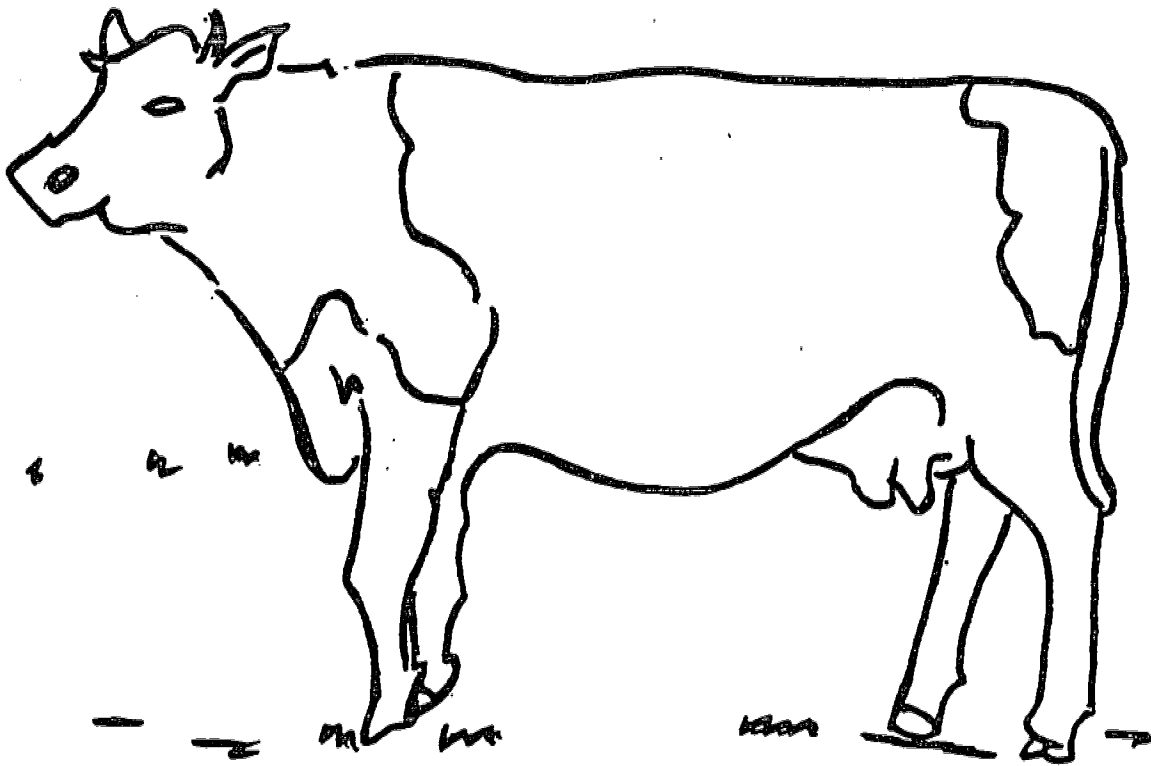
1. Suggested questions:  
 "What do cows need?"  
 "Do all farm animals need \_\_\_\_\_?"  
 "What does a chicken need?"  
 Generate the list on the board: place to live/space;  
 food; water; protection.  
 Questions can be asked such as: "Where would a cow  
 live? a chicken?"
2. Relate farm animals needs to the pet animal needs generated earlier. How are they different? How are they the same?
3. Students should work in groups and make a mobile of a farm animal and its needs. You can use the animals and needs provided, or have students draw or cut and paste pictures from magazines, or combine the three in making the mobile.
4. Display the mobiles around the room and give each student a needs form to complete from the mobile information.

PIG

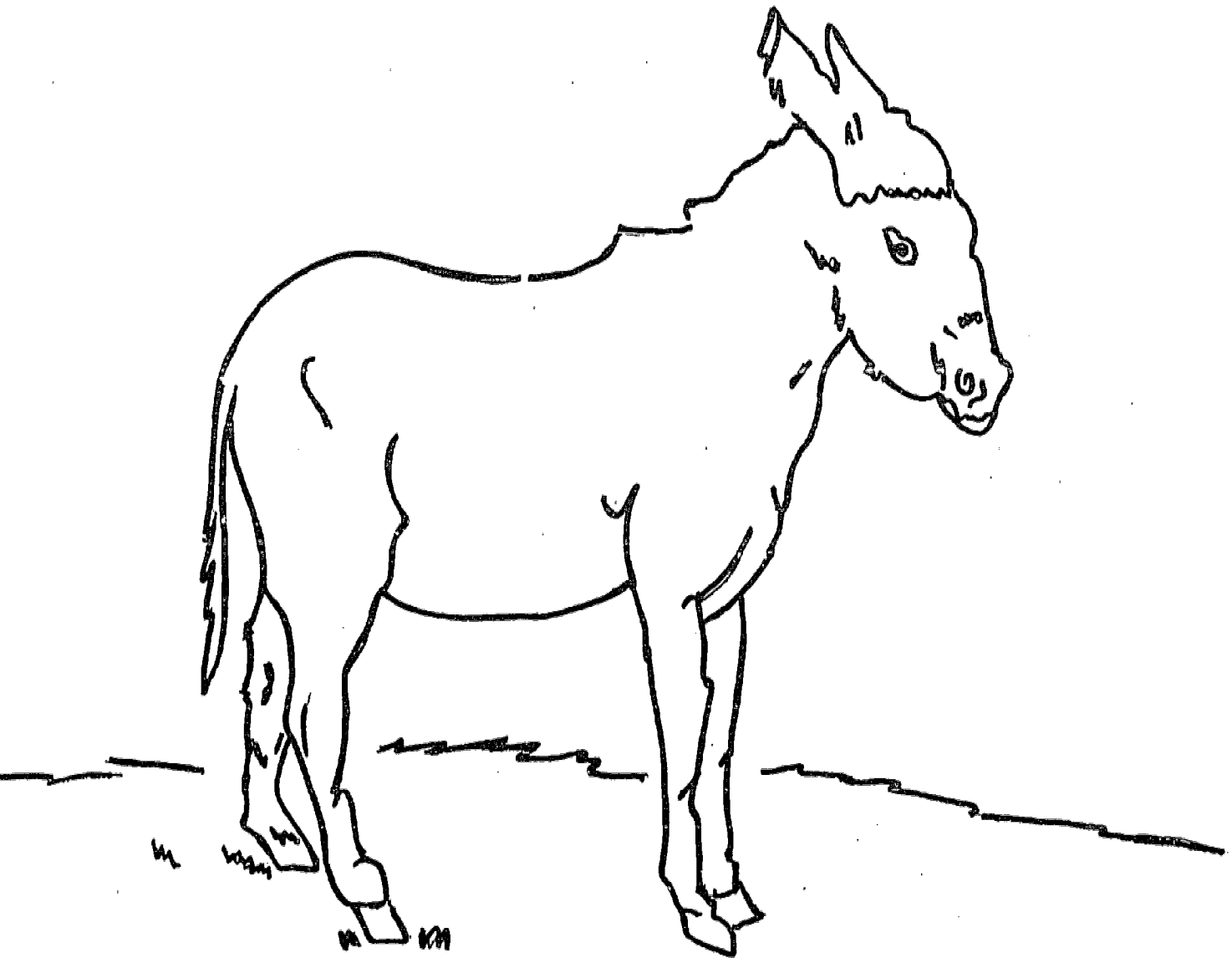


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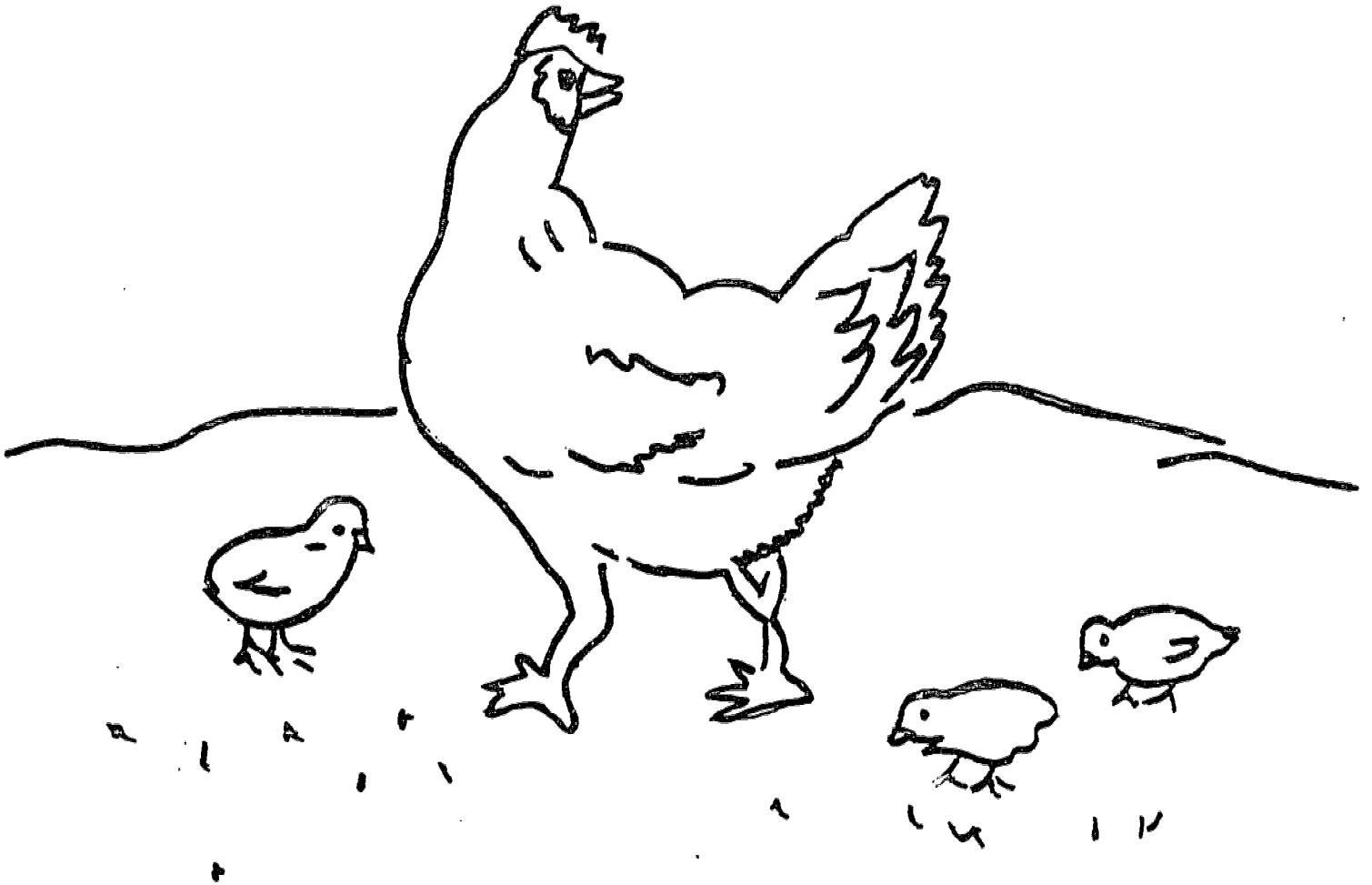
COW



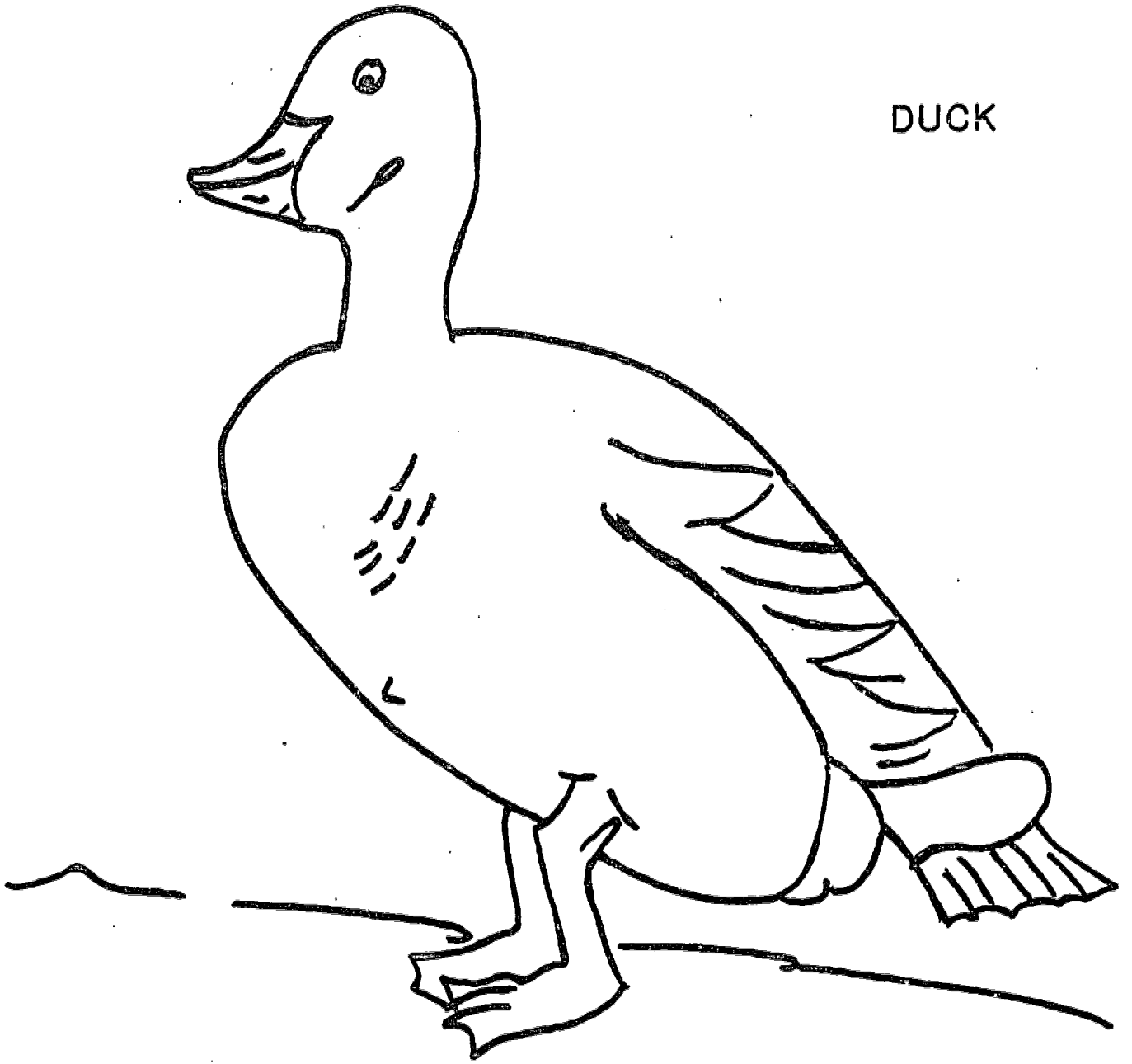
DONKEY



CHICKEN

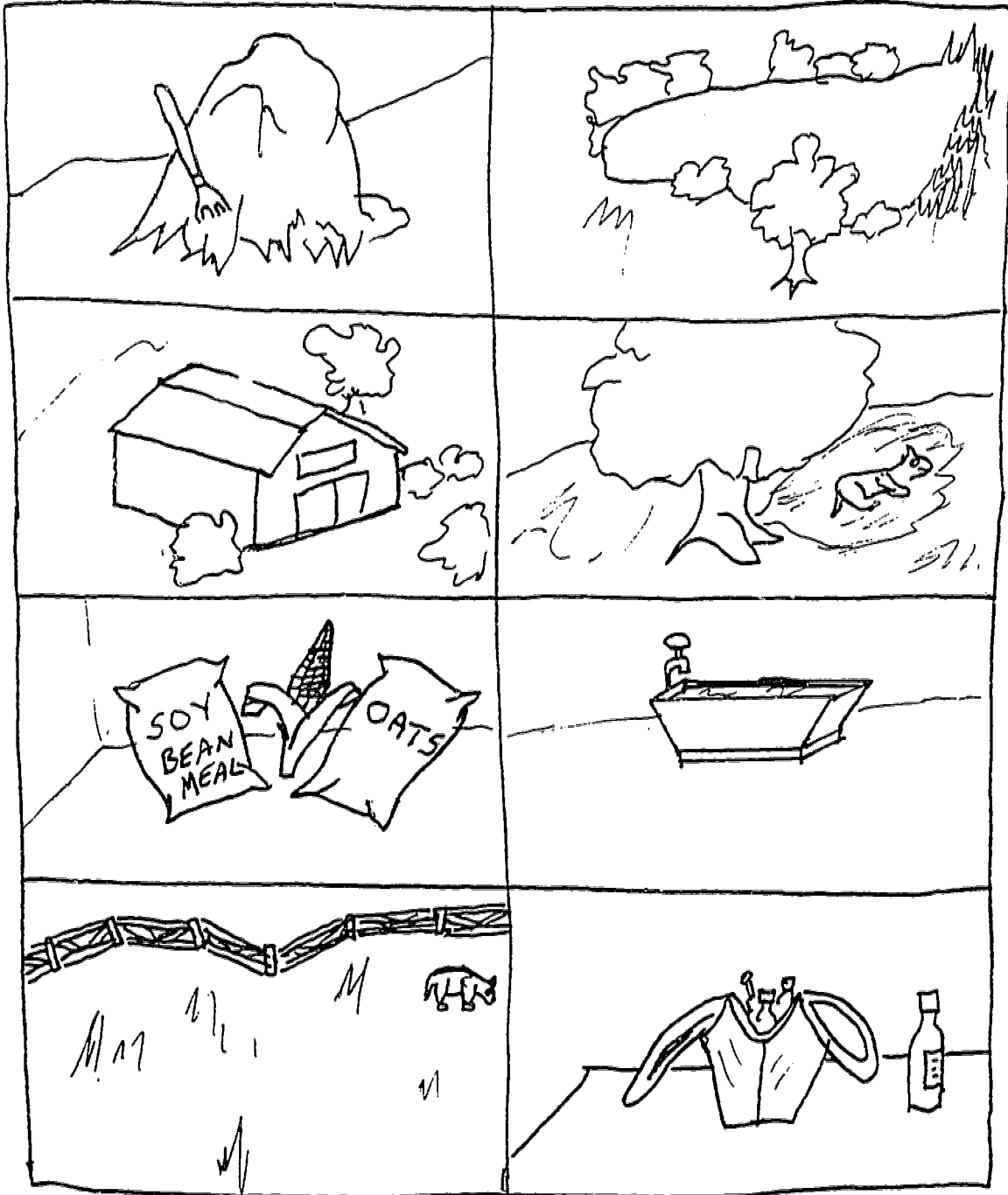






DUCK

# FARM ANIMAL NEEDS



WHAT DO FARM ANIMALS NEED?

COWS NEED:

_____	_____
_____	_____

CHICKENS NEED:

_____	_____
_____	_____

DUCKS NEED:

_____	_____
_____	_____

DONKEYS NEED:

_____	_____
_____	_____

PIGS NEED:

_____	_____
_____	_____

RABBITS NEED:

_____	_____
_____	_____

HORSES NEED:

_____	_____
_____	_____

Concept 7 - There are many kinds of animals that are wild animals.

Objectives:

The students will:

- a) describe some needs of wild animals.
- b) compare the needs of wild animals with the needs of pets and farm animals.
- c) observe and describe birds.

Materials:

Provided: bird picture	Not provided: crayons, paints
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Procedures:

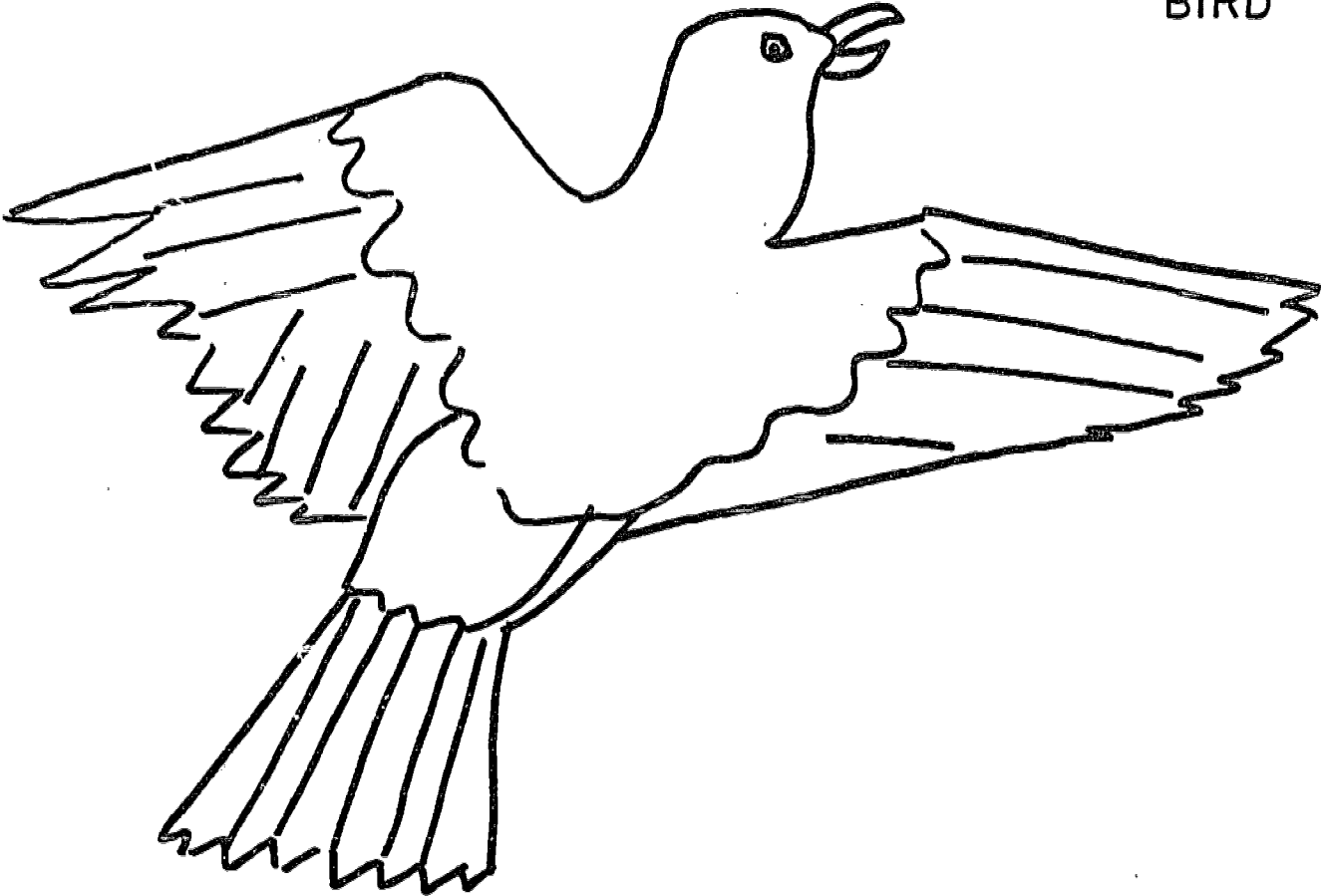
1. To start students thinking about the wide variety of wild animals, ask them to write a story about their favorite wild animal. They should pick one they would see in their area. They should make an illustration of one part of their story.

Over the next several days have students share their stories and pictures. As the different wild animals are mentioned, write their names on the chart. When the sharing is finished, ask if there are other wild animals not written about. Add these to the list and ask them questions about each one. The stories and illustrations can be put into a Wild Animal Book and shared with other grades.

2. Have students look at the names of the wild animals on the chart. Then ask them questions such as:  
 "What does a deer need to be healthy?"  
 "Why does an insect need a place to live?"  
 As the needs are written on the chart, compare these with those needs generated for pets and farm animals.
3. Give each student the picture of the bird to draw in its home (not a bird house). Include in the picture where the bird gets food and examples of its food (insects, spiders, worms, seeds, nuts). These can be displayed around the room.

4. Suggested activity:  
If students know about various types of birds or you want to teach them about different types, each student could select a specific bird to be represented by the picture. They would then do research to find out about its color and home and illustrate their findings. Students could then go around the room and gather information about different kinds of birds by filling in a chart or sentence completions such as:  
A bird that lives in trees is \_\_\_\_.  
A bird that lives in tall grasses is \_\_\_\_.  
A bird that eats worms is \_\_\_\_.
5. Informally, over the next week, have students observe birds. Ask them about their observations by asking questions such as:  
"What colors of birds did you see?"  
"What types of birds did you see?"  
"Were the birds big or little?"  
"Did you see different kinds of birds together?"  
"What did you see the birds eating?"

BIRD



Concept 8 - Humans must protect the homes of wild animals.

Concept 9 - Wild animals that are not protected may become endangered or extinct.

Objectives:

The students will:

- a) define habitat.
- b) list animals and their habitat.
- c) order habitats as before and after destruction.
- d) give examples of the impact of destroyed homes on animals.
- e) define endangered.

Materials:

<p>Provided: pictures of forest fire, cut forest, drained pond pictures of endangered animals information sheet for teacher on endangered animals</p>	<p>Not provided: None</p>
---	-------------------------------

Procedures:

1. Review the concept of habitats by asking such questions as:  
 "What is a habitat?"  
 "Do all animals have a habitat?"  
 "What habitat does a fish live in?"  
 By asking the habitats of different animals, a list of habitats should be generated on the chart (lake, forest, meadow, etc.) You may need to show some pictures of habitats and define the term for them.
2. Hold up the picture of the forest that had been burned. Ask such questions as:  
 "What has happened in this picture?"  
 "How does this affect the animal homes there?"  
 "What do you think will happen to the animals?"  
 Repeat for the other two pictures.
3. Have each student select one of the "after" pictures you held up and have them draw it "before".

4. Ask students - "What will happen if a lot of animal homes are destroyed?" When these habitats are destroyed, animals may become endangered - write the word endangered on the chart. When an animal is endangered that means that there are few of them left. Ask the students to name any endangered animals and what their habitats are. Write their answers on the chart. If they don't know of any, list the following and show the picture of the animal.

<u>Endangered Animal</u>	<u>Habitat</u>
Hawaiian monk seal.....	Pacific Ocean near Hawaii
California condor.....	Mountains near Los Angeles
American alligator.....	Swamps in Florida, Mississippi, Louisiana
Mountain Lion.....	Western U.S. forests
Key deer.....	Florida Keys in forests
Whooping crane.....	Near water in Canada & Texas
Red Wolf.....	Southeastern U.S. forests (today just lives in a breeding facility)
Mexican Grizzly Bear.....	Southern midwest forests
Walrus.....	Arctic Ocean in Alaska
Eastern Brown Pelican.....	Florida Everglades
Black-footed Ferret.....	Grasslands
Pronghorn Antelope.....	Rocky Mountains
American Buffalo.....	Plains in Canada
Ivory-billed Woodpecker.....	Swamps in Florida
Swift Fox.....	Forests in southwestern Canada to Texas

5. Each student should select one of the endangered animals. Give him a picture of that animal and have him draw it in its habitat.



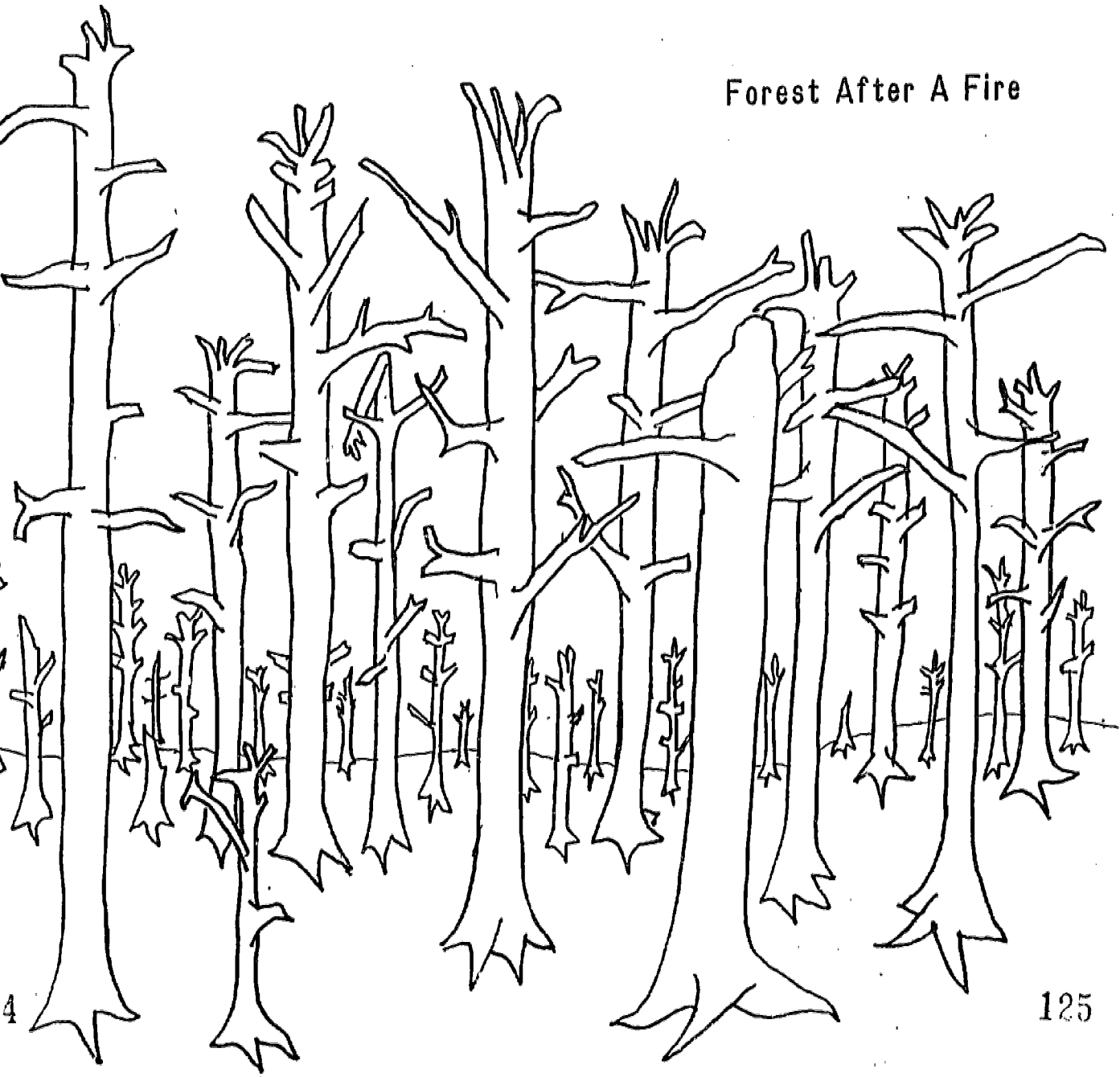
Drained Lake or Swamp



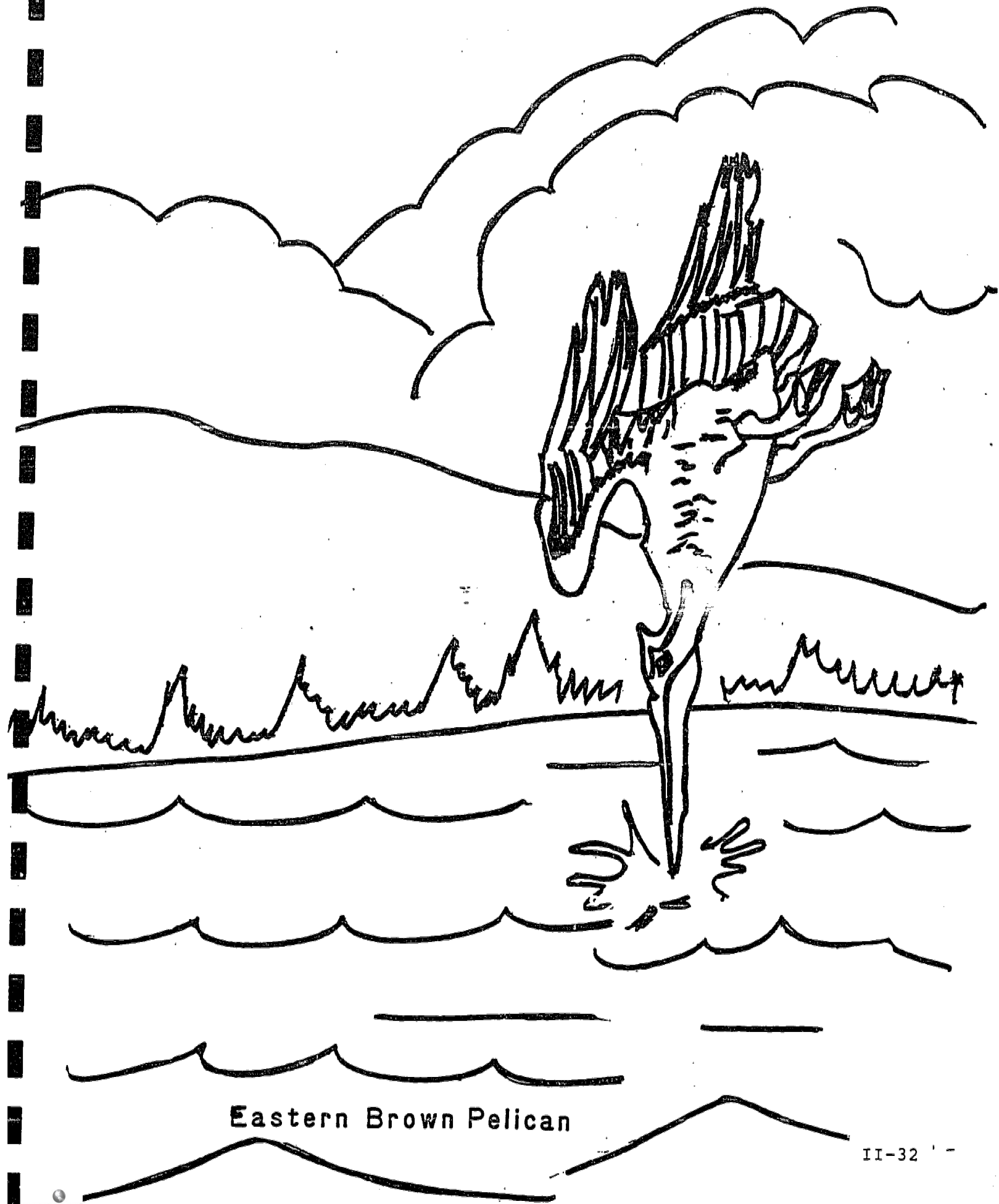
# Logged Out Forest



Forest After A Fire

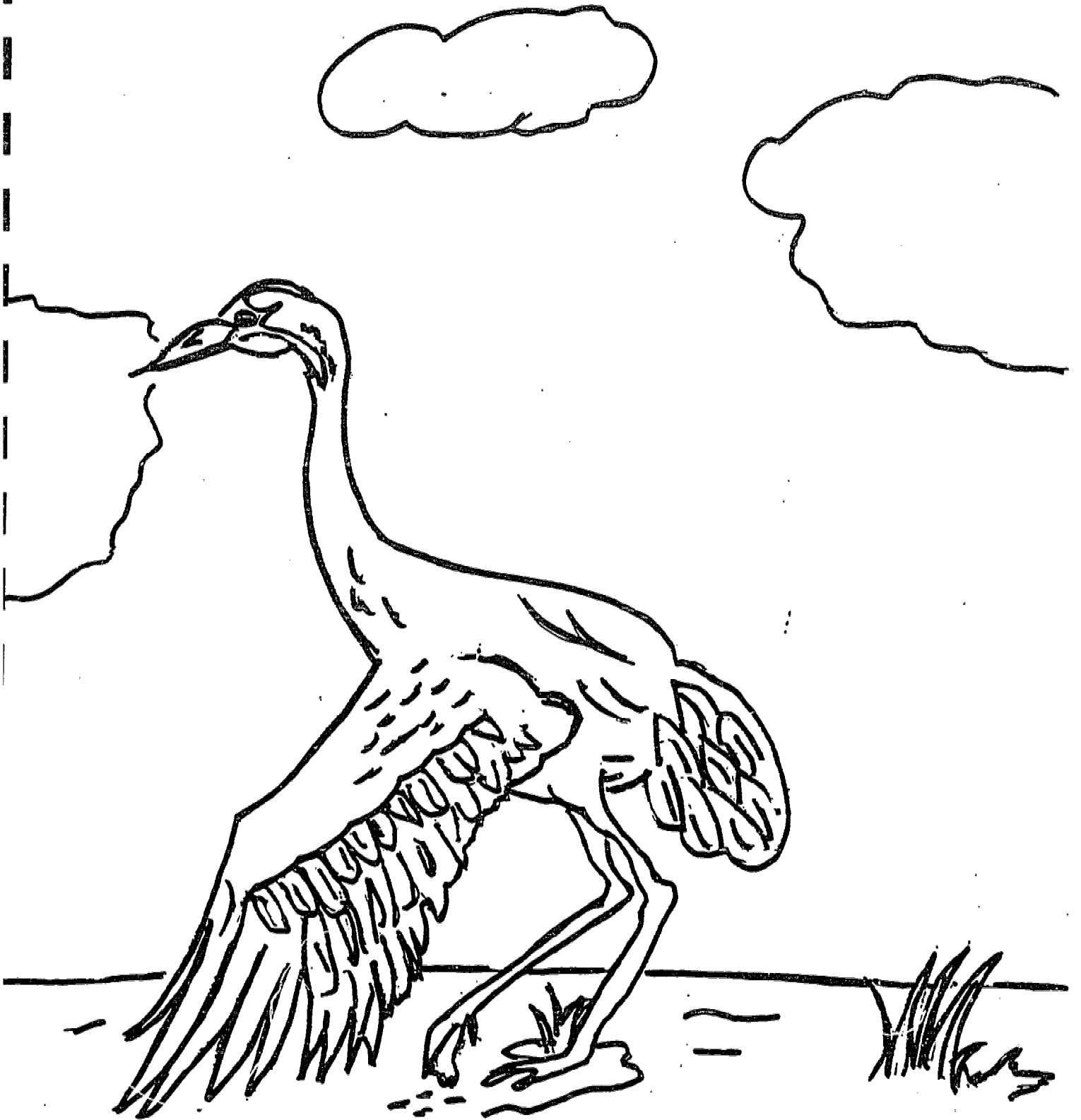


4



Eastern Brown Pelican

II-32

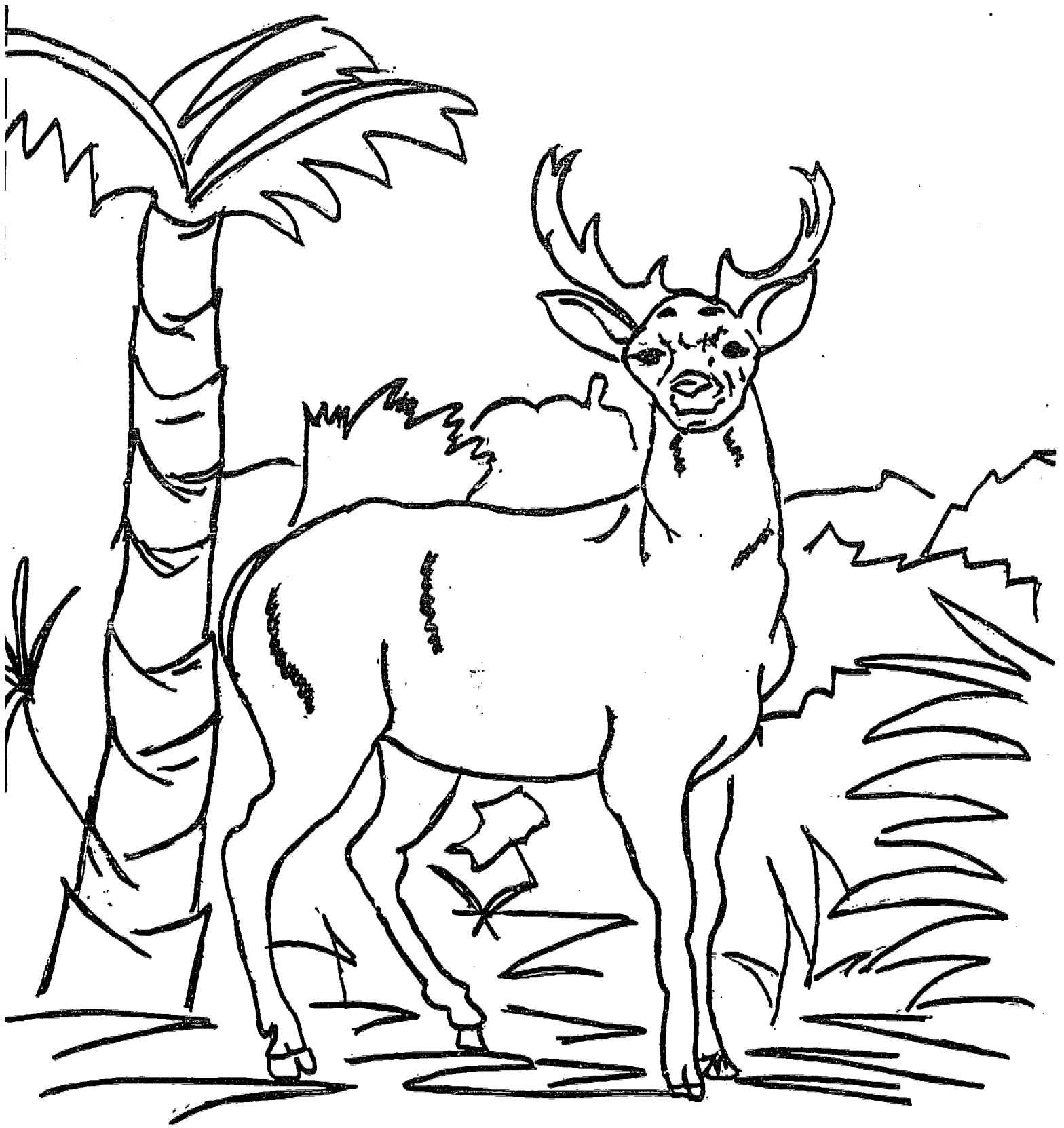


Whooping Crane



California Condor  
128

II-34



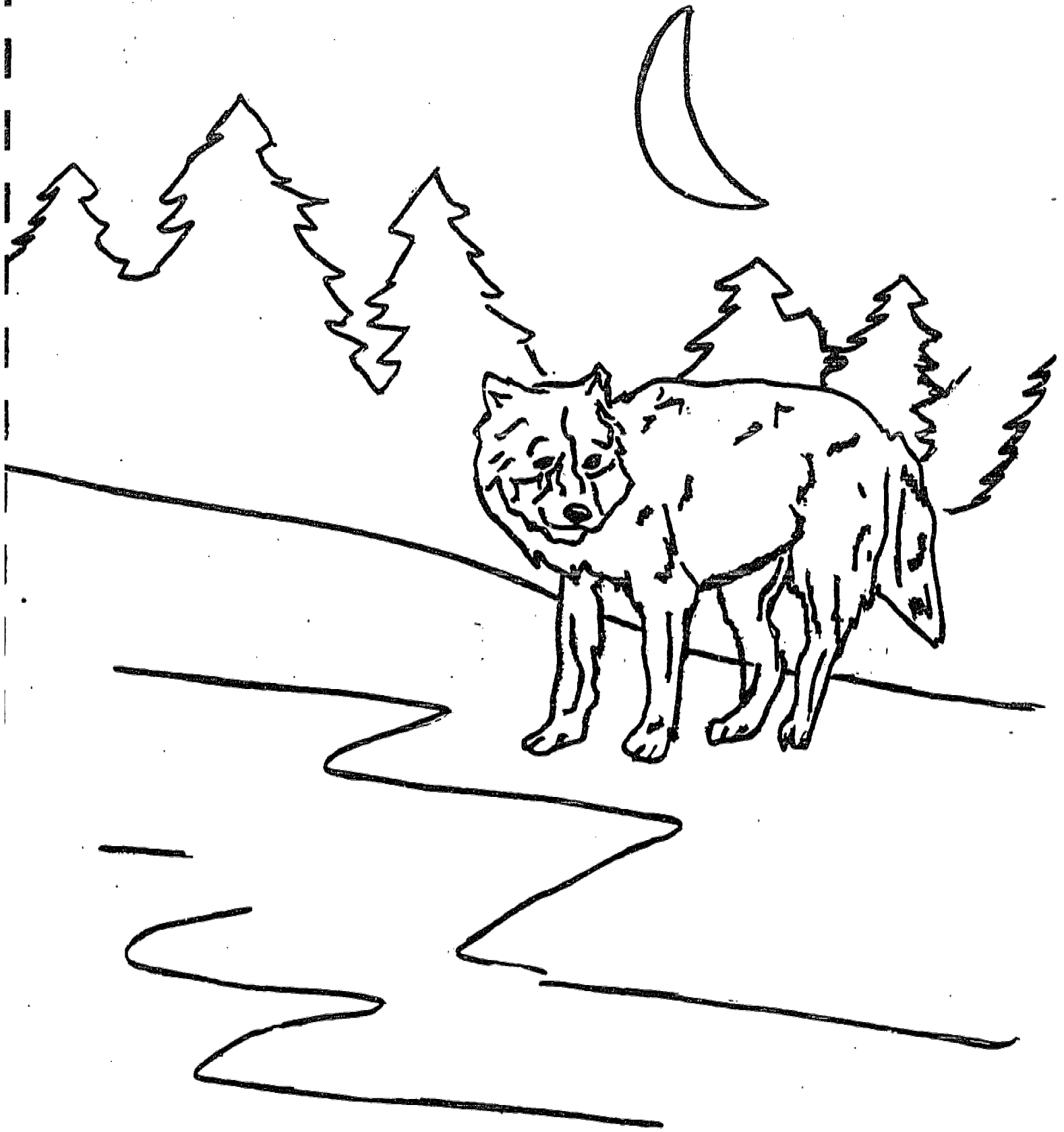


130

II-36

Hawaiian Monk Seal

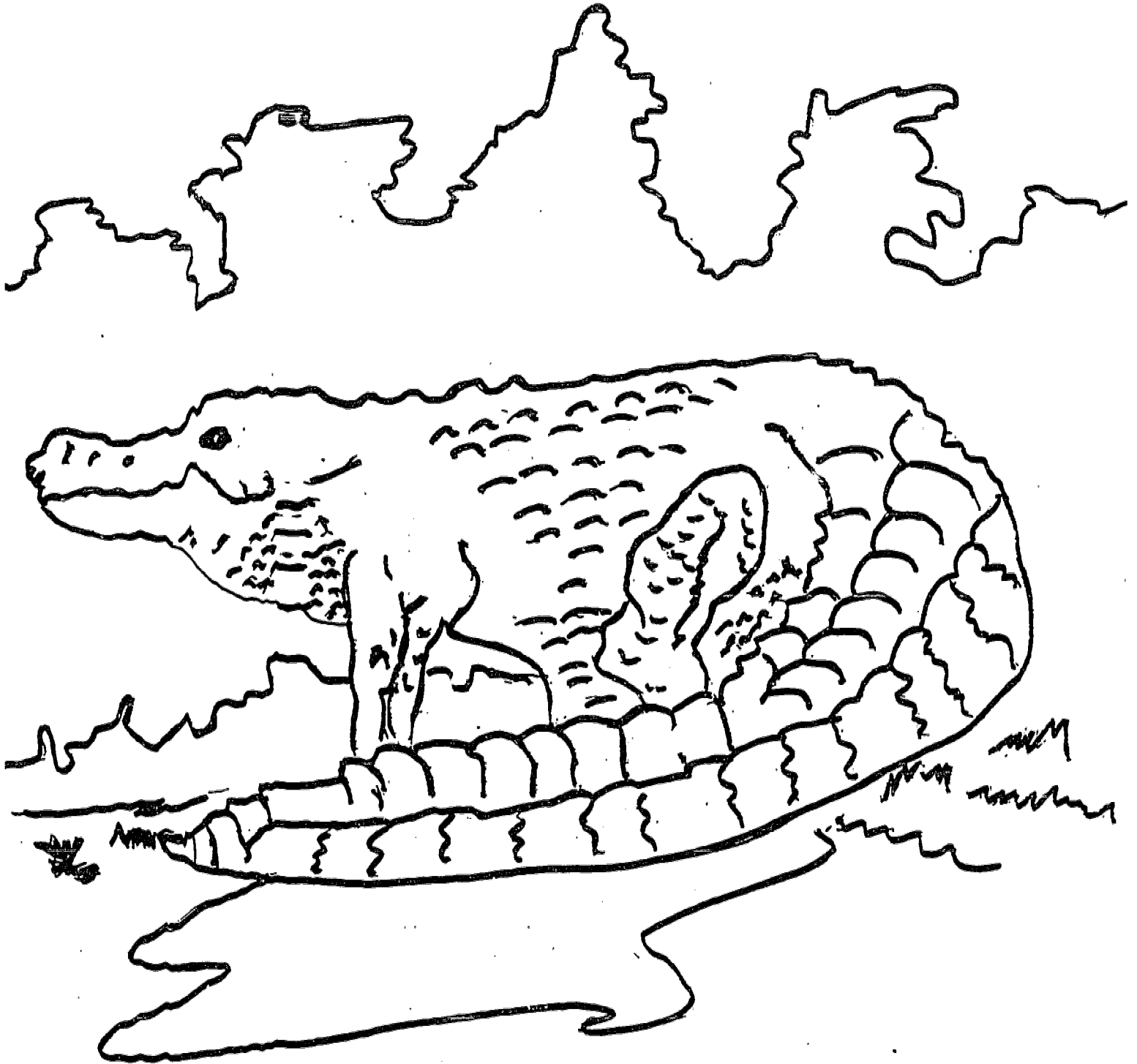




131

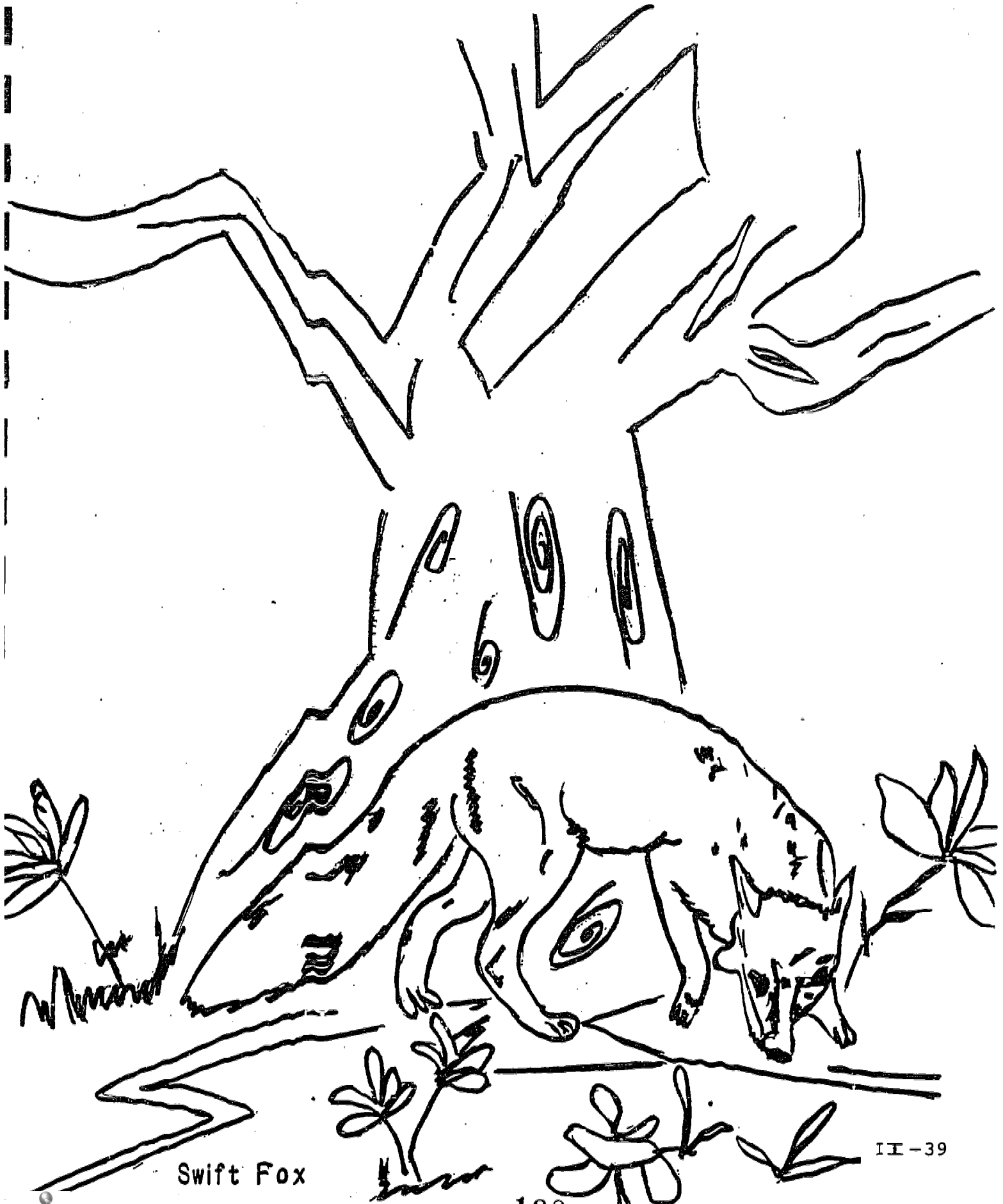
II-37

Red Wolf



American Alligator 132

II-38

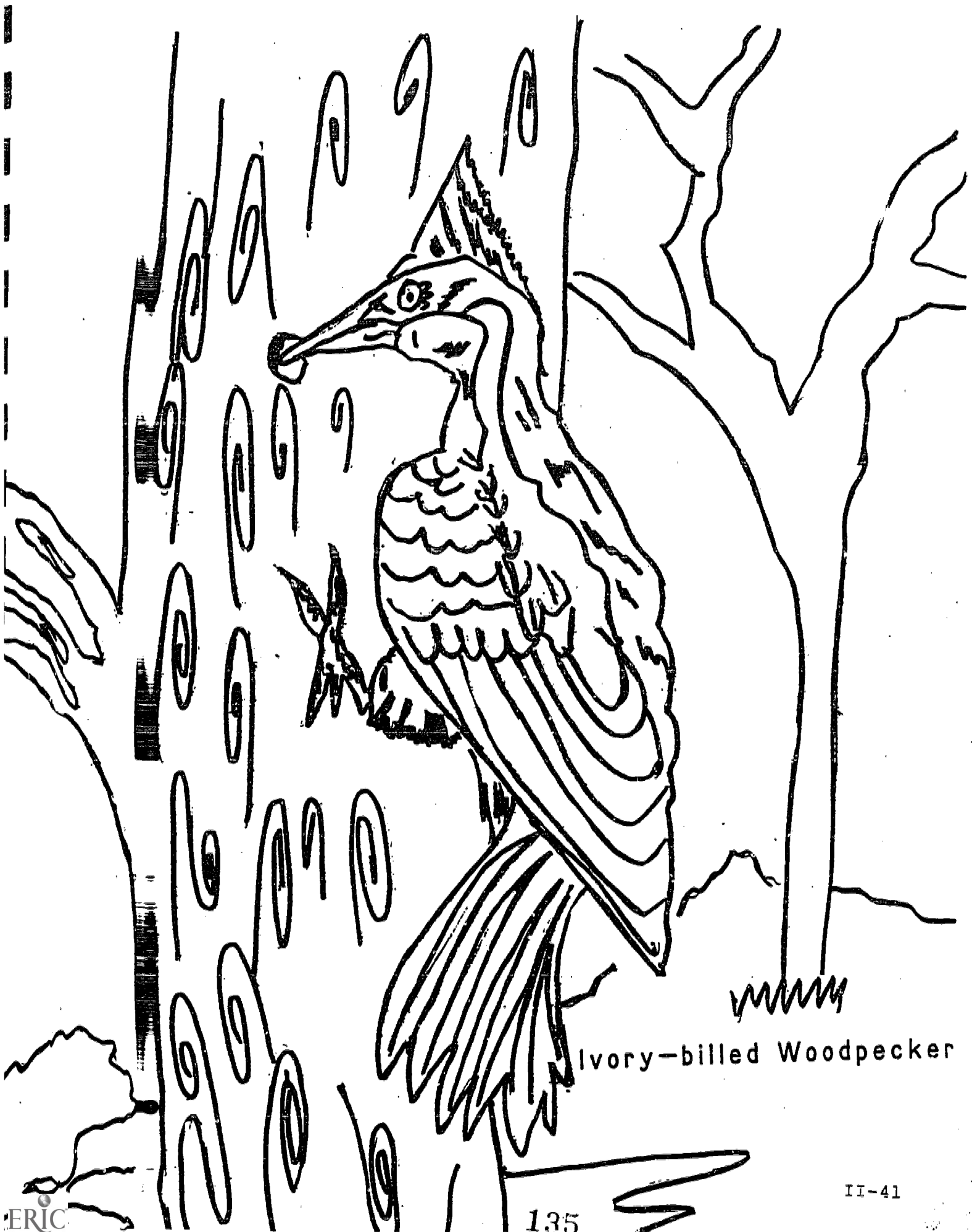


Swift Fox

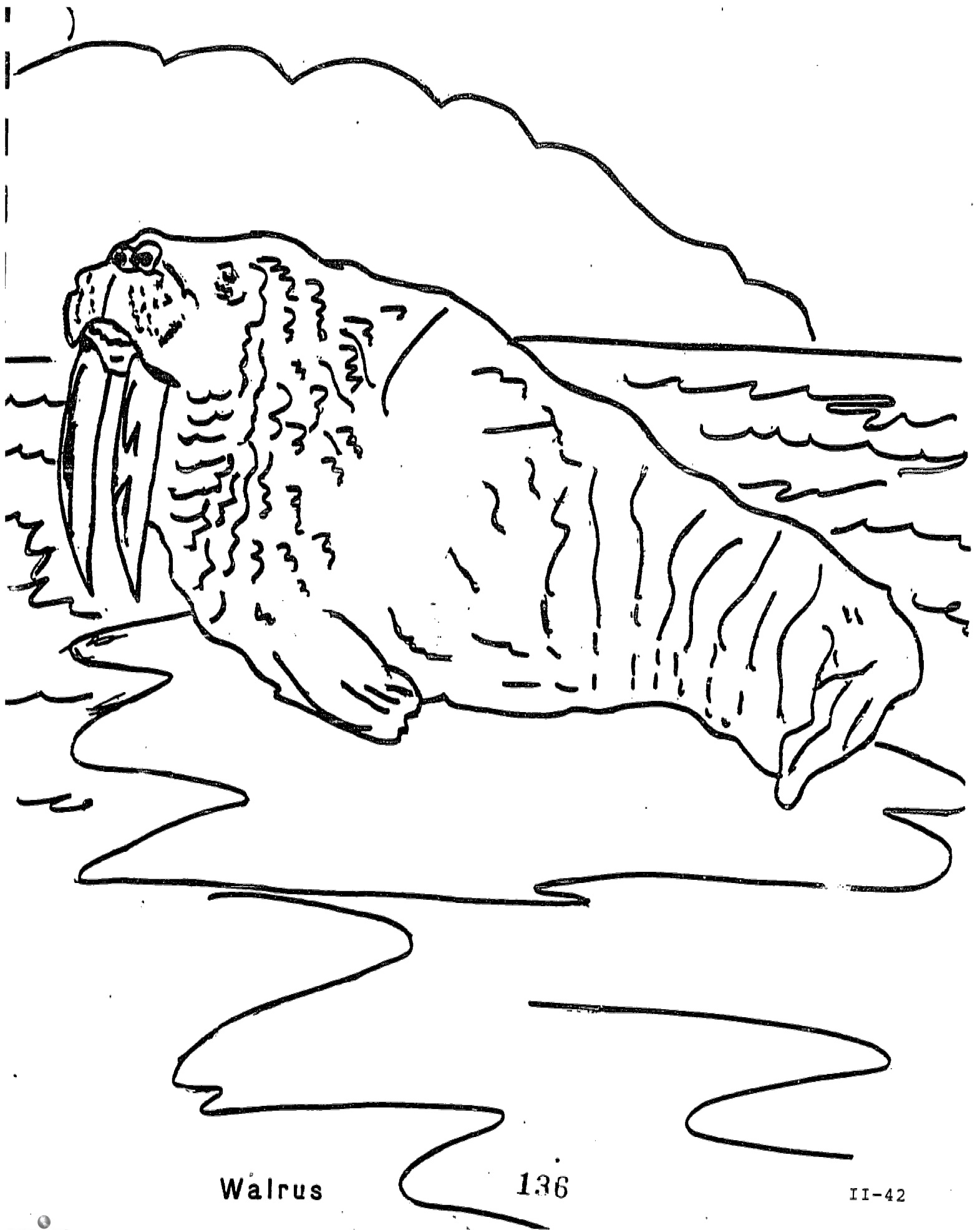
II-39



Black-footed Ferret



Ivory-billed Woodpecker



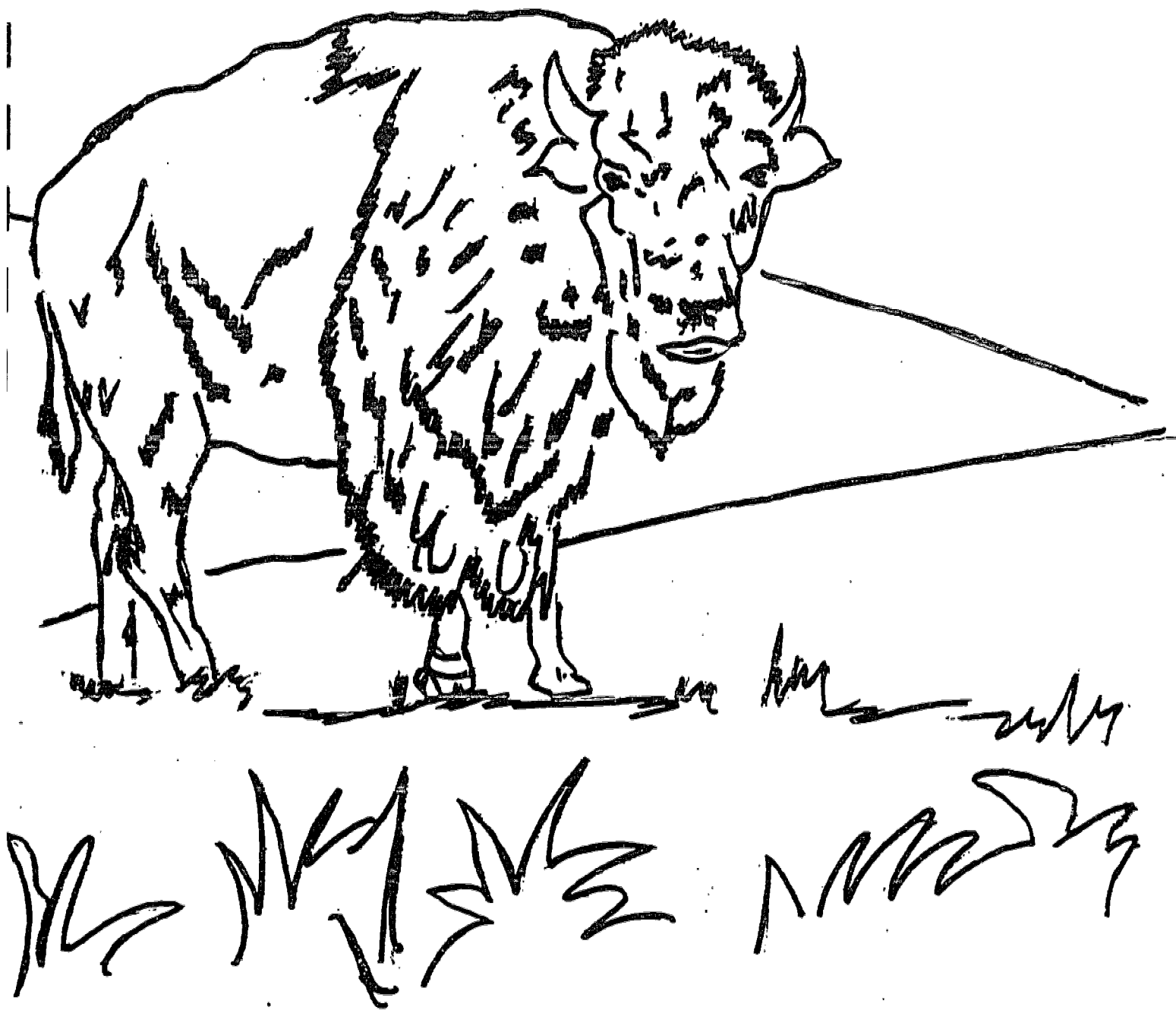
Walrus



137

II-43

Mexican Grizzly Bear



138

American Buffalo

II-44



## TEACHER INFORMATION SHEET ON ENDANGERED SPECIES\*

## 1. American alligator

The American alligator is a reptile with a gray-green color on its back and a yellowish-white stomach. No one knows for sure how many alligators are living in the swamps of Florida, Mississippi, and Louisiana. This once common creature of the southeastern United States swamps spends most of its time basking in the sun and eating such animals as turtles, fish, and birds. It has been killed in great numbers for its skin which is used in purses, belts, and shoes. In addition, as swamps are drained for construction, available homes for the alligator have dwindled.

## 2. American Buffalo

This large mammal is red-brown in color with a dark brown face, legs, and feet. It's horns are a gray-brown. It is America's heaviest land animal and lives in Wood Buffalo National Park in California. At one time over 60 million of these animals roamed North America feeding on leaves, shrubs, grass, and twigs. Buffalo were hunted in great numbers for food, fur, and sport. Not long ago, only 200 were alive, but tremendous efforts were made to save the buffalo. Today, this effort has paid off because the buffalo has made a tremendous comeback.

## 3. Black-Footed Ferret

The little ferret is a light tan mammal with a black face mask and black legs and tail tip. Where, and how many of these animals are alive today is unknown. The ferret's main diet is prairie dogs, mice, gophers, and ground squirrels.

## 4. California Condor

The largest American land bird has a ten foot wing span. It has dark gray-brown feathers that have white edges on the inner part of the wings. The head is a light red in color and its beak is gray. The legs and feet are pink! At one time these birds were prevalent west of the Rocky Mountains from Canada to California. It's main food is carrion. Because of humans altering its habitat and its slow reproduction rate (one egg every other year), the number of condors has dwindled to 27. Today the condors are being rounded up to be bred in captivity.

## 5. Cougar or Mountain Lion

This yellow-brown mammal is the largest cat in the United States. Because it lives in the wildest areas in Florida and the western states, no one knows how many are alive. Although it will attack domestic animals when hungry, its main food is animals like deer and elk.

#### 6. Eastern Brown Pelican

The Eastern Brown Pelican is the smallest of the pelicans and, as its name implies, it is brown. There is a white stripe on its neck and its forehead is yellow. It is the only plunge-diving pelican and dives for fish. We do not know how many are alive today in the Florida Everglades. It will not reproduce near polluted water.

#### 7. Hawaiian Monk Seal

This seal is a mammal with a gray spotted back. Its stomach is a yellow-white. Today only between 1000 and 1500 are alive, living on the westernmost of the Hawaiian Islands. It eats reef fish and mollusks. Although at first it appears that the seal is tame, it cannot tolerate humans. If humans are present, the seals will leave the area and not return.

#### 8. Ivory-Billed Woodpecker

This black bird with a red crested head is the largest woodpecker in the United States. It has white stripes on its neck, body, and wing feather tips. It is believed that at least one pair of these birds lives in Florida. Each pair requires 2000 acres of forest territory. It drills into the forest trees and it eats the insects and spiders found there.

#### 9. Key Deer

The tiny Key Deer is a gray-brown mammal. The inside of its legs and its belly are a gray-white color. It has a black nose. Today only about 350 Key Deer are alive in the Florida Keys. It is a herbivore and eats mangrove and other leaves. The Key Deer almost became extinct due to automobile accidents and lack of fresh water.

#### 10. Mexican Grizzly Bear

The Mexican Grizzly Bear is light brown in color, but the light-colored hair growing in their fur gives them a grizzled color. Its stomach, legs, and feet are dark brown. Only a few of these large bears are alive and live in the Yaqui Basin of Smora. They were hunted and poisoned in great numbers. The grizzly feeds on such animals as birds, insects, and fish, but also eats roots and berries.

#### 11. Pronghorn

The beautiful red-brown pronghorn has white neck bands, rump, and stomach. It is the fastest mammal in America. There are over half a million today that live mainly in Montana and Wyoming. The pronghorn is a herbivore and eats shrubs, grasses, and weeds. Today the numbers are increasing due to efforts to prevent it from becoming extinct. Humans hunted the pronghorn almost to extinction.

**12. Red Wolf**

The reddish-brown colored Red Wolf has black hair on its back and tail. Its face is a gray-red and its chin and neck are white. There are about 24 Red Wolf surviving in a breeding facility in Washington state. Its diet consists of rabbits and small rodents. The Red Wolf almost became extinct because humans killed them in great numbers.

**13. Swift Fox**

The Swift Fox has a gray-brown back and red-brown sides and legs. Its belly and the inside of its legs are white. It has a black nose and tail tip. It is a night feeder and eats rabbits, insects, lizards, and rodents. Unknown numbers of the Swift Fox live from southwestern Canada to Texas. The Swift Fox was hunted and poisoned for its fur.

**14. Walrus**

This reddish-brown mammal has white tusks. Today, about 45,000 survive in the Arctic Ocean to the northwest coast of Alaska. It feeds on mollusks and other small marine animals. The walrus was extensively hunted for food, for its tusks and for sport. In addition, it has a low reproduction rate (one pup every two years) and its numbers continue to drop.

**15. Whooping Crane**

The Whooping Crane stands 5 feet tall, making it the tallest American bird. It is white with black wing tips and a black face mask. There is a red patch on its head and its long legs are gray. It gets its name from the call that it makes that sounds like a whoop. The Whooping Crane eats birds, eggs, fish, insects, worms, and grains. Today less than 100 are alive. It breeds in Wood Buffalo National Park in Canada, where one pair needs 1000 acres of territory.

\* The status of our endangered species is an ever-changing one. This summary should be updated yearly by the teacher.

## THIRD GRADE

Concept 1 - There are many kinds of animals that are pets.

### Objectives:

The students will:

- a) list kinds of pets.
- b) state reasons for liking pets.
- c) develop a data-gathering instrument.
- d) graph the data.
- e) interpret the graph.

### Materials:

Provided: sample data-gathering instrument sample graph graph paper and questions	Not provided: None
--	-----------------------

### Procedures:

1. Have the students name different kinds of pets - write on a chart. Have each student pick one of these pets and write two reasons why they like this pet, illustrating one of these reasons.
2. Work with students to develop a data-gathering instrument to keep a record of pets that students wrote about. Ask them what pets they think others wrote about and develop the instrument on a chart or overhead. Have students copy the instrument.
3. Over the next several days have students share their reasons and illustrations. As the pets are read about, have students record the data. These can be put into a "Pets I Like" book and shared with other grades.
4. When all reasons have been shared, have students graph the data and answer the questions.

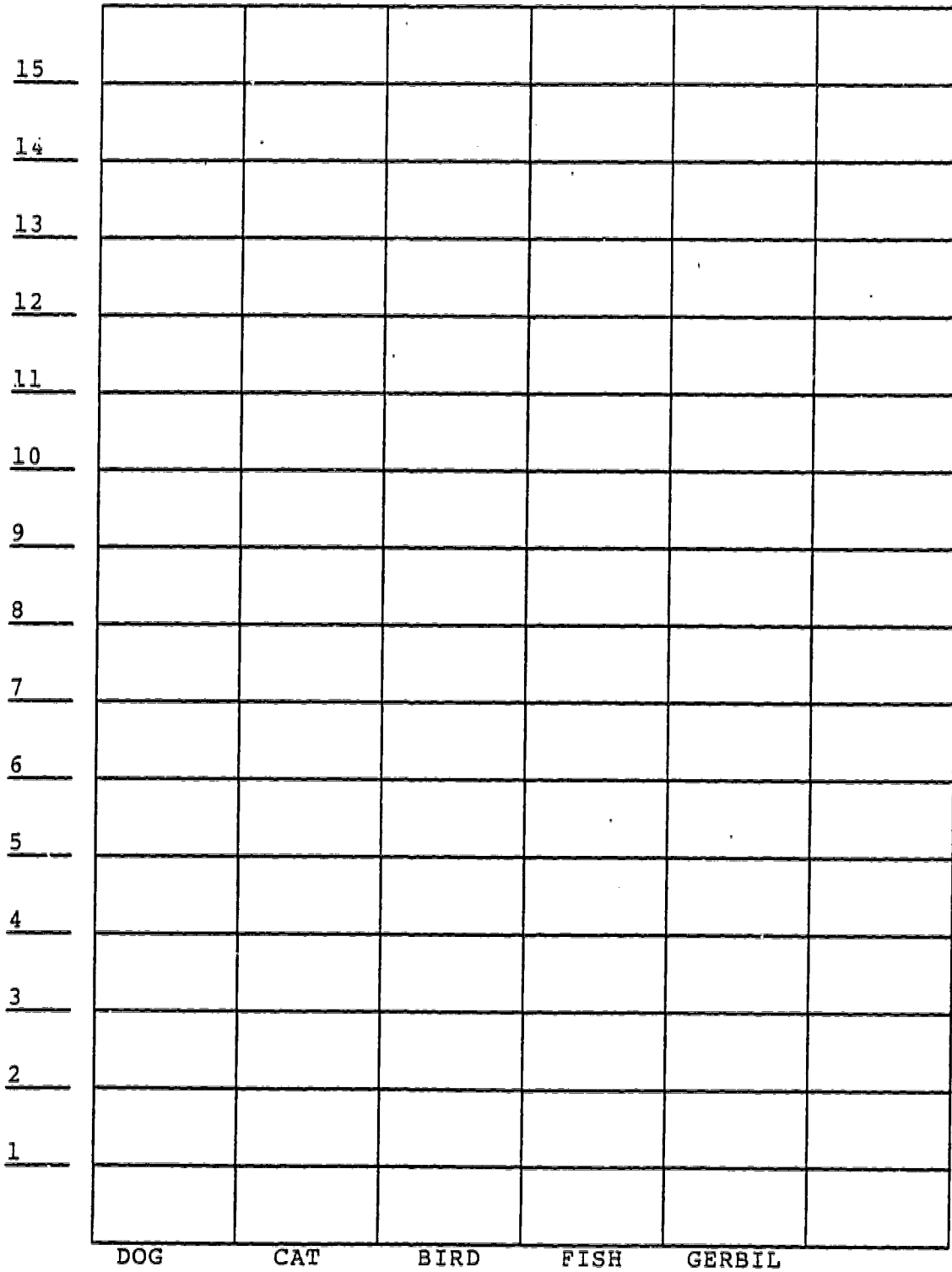
## PETS WE LIKE

ANIMAL	NUMBER OF STUDENTS WHO LIKE THIS ANIMAL AS A PET	TOTAL
DOG		
CAT		
BIRD		
FISH		
GERBIL		

Put an "X" in the row if someone wrote about that animal as a pet.

PETS WE HAVE

SAMPLE GRAPH



15

14

13

12

11

10

9

8

7

6

5

4

3

2

1


QUESTIONS ABOUT PETS WE HAVE

Use the graph you made and fill in the blanks with the correct number.

- 1. Number of dogs? \_\_\_\_\_
- 2. Number of cats? \_\_\_\_\_
- 3. Number of birds? \_\_\_\_\_
- 4. Number of fish? \_\_\_\_\_
- 5. Number of gerbils? \_\_\_\_\_
- 6. Are there more dogs or cats? \_\_\_\_\_
- 7. Are there more fish or birds? \_\_\_\_\_



Concept 2 - Humans must provide pets with what they need.
---

Objectives:

The students will:

- a) describe some needs of pets.
- b) identify a pet tag.
- c) identify tag characteristics.
- d) complete pet tag order form.
- e) describe a good pet owner.

Materials:

Provided: outlines of pet needs for felt cut-outs	Not provided: pet collar
---	-----------------------------

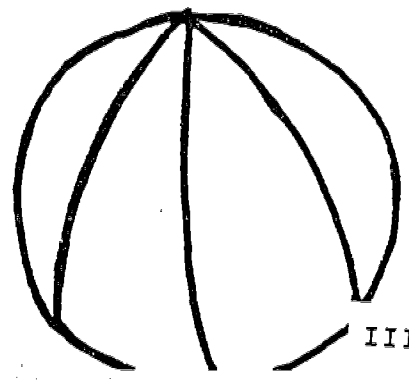
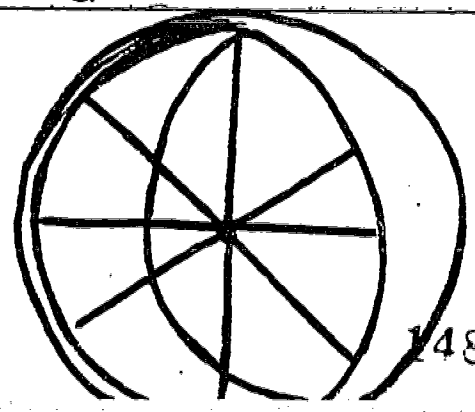
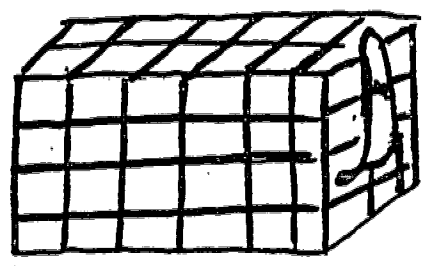
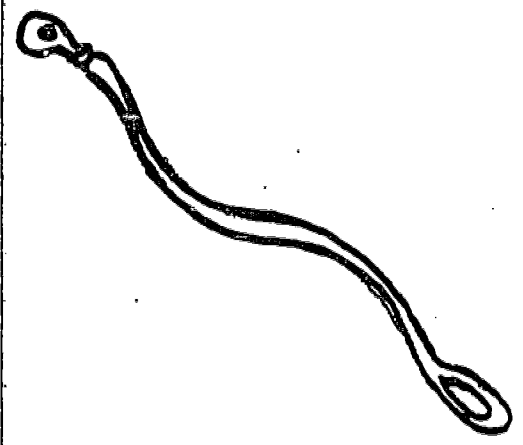
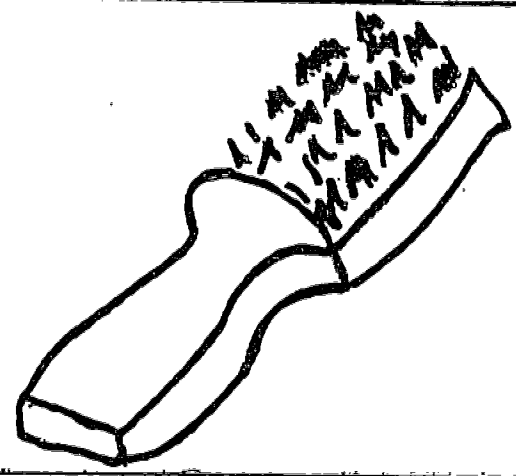
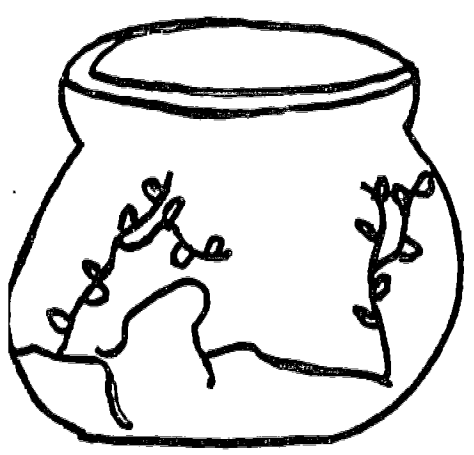
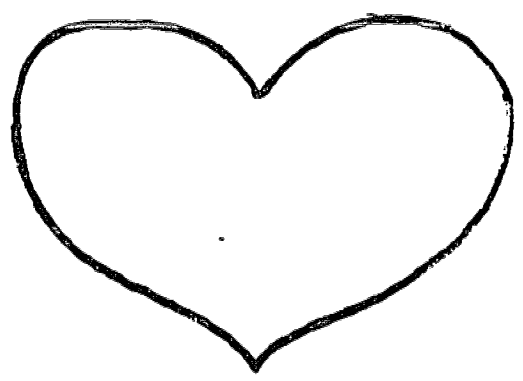
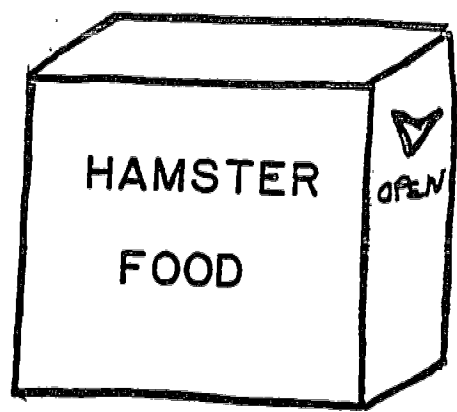
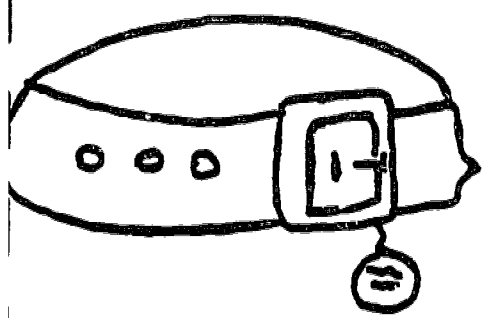
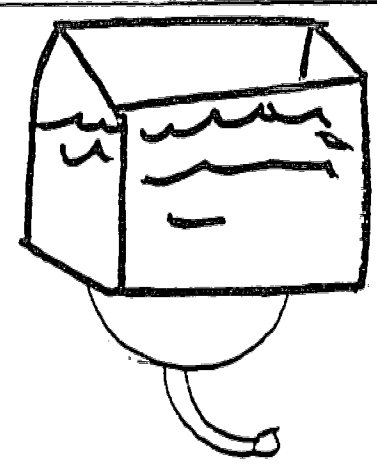
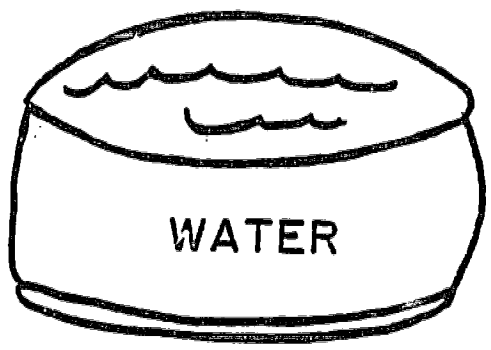
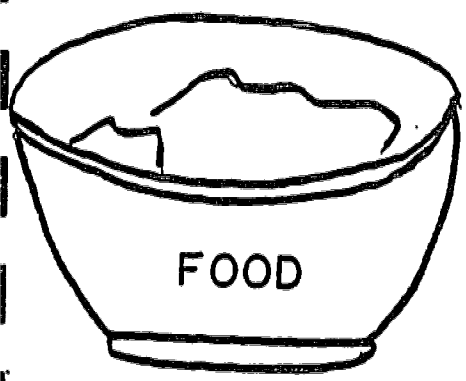
Procedures:

1. Suggested questions:
  - "How do you take care of your pet?"
  - "Do you feed your pet?"
  - "Do you play with your pet?"
  - "How do you show your pet you love it?"
  - "How do you protect your pet from getting lost?"

As the students talk about these different needs, put the felt cut-outs up on the flannel board.
2. Show them a pet collar and ask them if they know where the tag would go. Ask them questions such as:
  - "What information should be on the tag?"
  - "Do you think the pet's name would go on the tag?"
  - "...the owner's phone number?"

Hand each student an order form and have them complete it, selecting a tag for a dog or cat.
3. Working in groups, students should respond to the following question as a pet would:
  - "My owner should get the good owner award because..."
  - "My owner is wonderful because..."

DIRECTIONS: 1) Color each object. 2) Cut out the necessary objects for your pet and glue them around the pet picture.



Concept 3 - Pets must have proper health care.

Objectives:

The students will:

- a) identify a pet doctor.
- b) write a play about a trip to the veterinarian.
- c) perform their plays with puppets.

Materials:

Provided: finger puppet pictures for dog, cat, and Dr. Vet check-up list rabies tag and form	Not provided: crayons, scissors
--	------------------------------------

Procedures:

1. Ask the students the name of the doctor that takes care of pets. Write veterinarian on the board. Each student will select a dog or cat to make as a finger puppet and give them the appropriate sheet with the pet and Dr. Vet puppet on it. Hand out the check list.
2. Have each student write a play about their pet puppet's trip to the veterinarian for a check-up.
3. Over the next several days the students will put on their plays. As each student puts on the play, the other students will look at their check list to make sure everything is included. After the student gives the rabies shot to the pet, give them a rabies tag and the form to fill in.

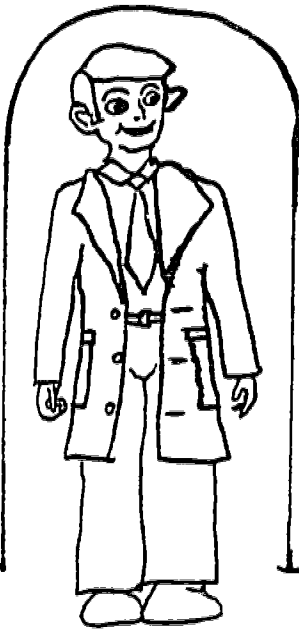
DOG



CAT



DR. VET



DIR ECTIONS: 1) Color each finger puppet. 2) Cut along dotted lines. 3) Wrap around index and middle finger. 4) Using masking tape, tape Tab A to Tab B. 5) Enjoy!  
(NO TE: For fish and cat, turn hand horizontally--)

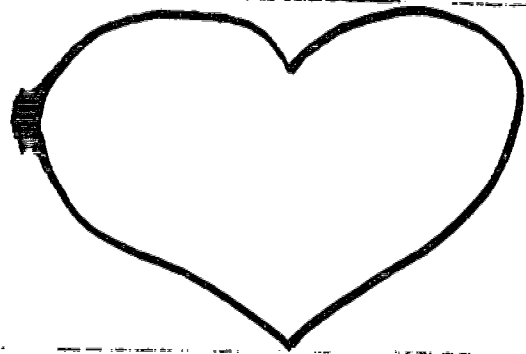
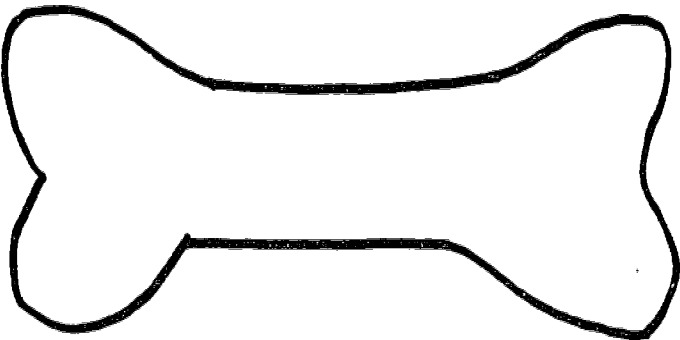
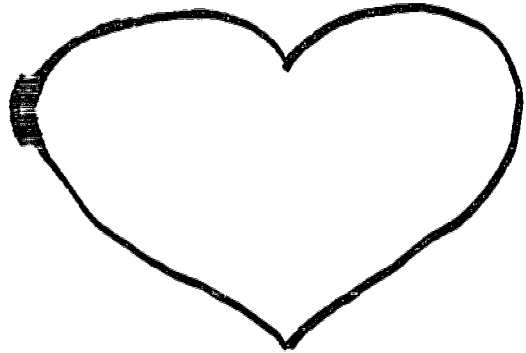
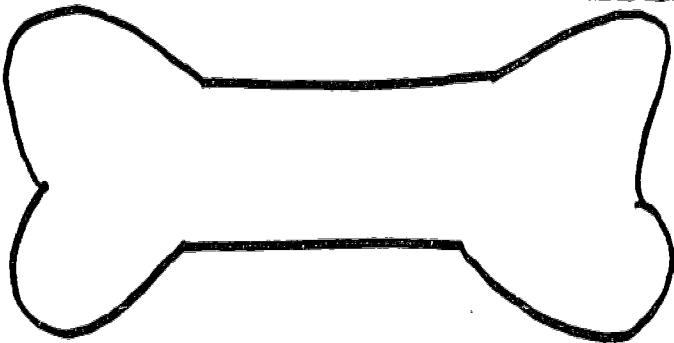
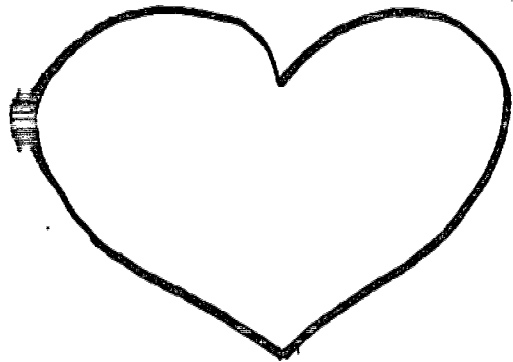
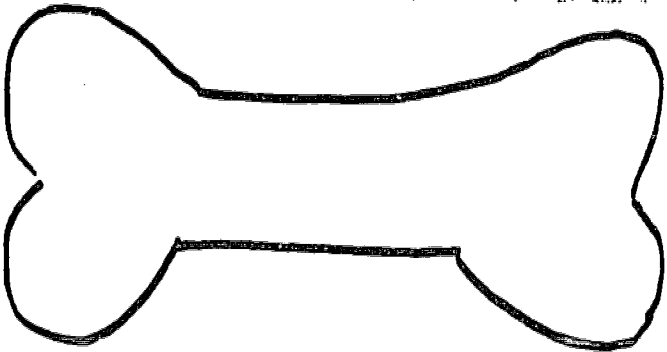
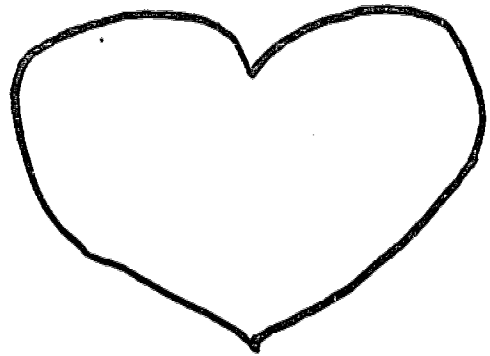
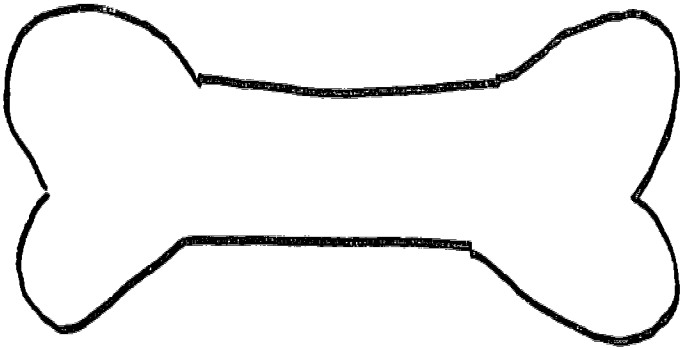
DOCTOR VET CHECK LIST

Dr. Vet Checks:

1. Eyes \_\_\_\_\_
2. Ears \_\_\_\_\_
3. Nose \_\_\_\_\_
4. Teeth \_\_\_\_\_
5. Gums \_\_\_\_\_
6. Tonsils \_\_\_\_\_
7. Heart \_\_\_\_\_
8. Abdomen \_\_\_\_\_

Dr. Vet gives shots to prevent rabies \_\_\_\_\_

RABIETA GS



GEORGIA RABIES VACCINATION

OWNER \_\_\_\_\_ PHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_  
\_\_\_\_\_

TAG NUMBER \_\_\_\_\_ TYPE OF PET \_\_\_\_\_

COLOR \_\_\_\_\_ BOY OR GIRL \_\_\_\_\_ NAME \_\_\_\_\_

DATE \_\_\_\_\_ GIVEN BY DR. VET \_\_\_\_\_

NEXT VACCINATION NEEDED: \_\_\_\_\_

Concept 4 - There are more pets than there are homes.
---

Objectives:

The students will:

- a) explain why homes for pets are important.
- b) generate a data-gathering instrument.
- c) gather data from newspaper ads.
- d) use the data to write and put on a T.V. show.

Materials:

Provided: sample newspaper ads sample data-gathering instrument	Not provided: none
---	-----------------------

Procedures:

1. Suggested questions:  
 "Do all pets have homes?"  
 "Why don't all pets have homes?"  
 "How could you find a home for a pet?" (sell them, give them away, advertise, go to the Humane Society, etc.)
2. Provide students with newspaper ads from the pet section. Ask them about the ads using such questions as:  
 "What kinds of pets need homes?"  
 "Are more pets given away or sold?"  
  
 "What other kinds of things can we learn about by reading the ads?" List these on a chart, and then help them design a data-gathering instrument to answer the questions. Have each student gather the data.
3. Once the data is collected, have each pretend to be a newspaper reporter and write a newspaper article for the Pet Section on topics related to data gathered.
4. Have students work in groups to put on a television show on such topics as:  
 Pets That Need Homes  
 Where Can People Find Pets  
 What Happens to Pets Without Homes  
 If possible, videotape the "live T.V. shows".



PETS FOR SALE

BASSETT - healthy, see to love, \$200, 555-1976.	Schnauzer puppies. Male. Clipped. \$250. 555-7015.	GRAY BIRD - missing some feathers on head. \$125. Bad eye. 555-8903.
Beagle puppies, good price. 555-5585.	Sheepdog. Lost. Canton area. Black with red collar. Answers to Ollie. 555-6731.	Parrot - blue, with cage. \$500. 555-8947
Beagles- good rabbit dogs. \$150 each. 555-4075.	POODLE. Large, chocolate, female, 5 years old, house dog. Needs good home. 555-4552.	
Bird dogs - trained. \$75. 555-4573.	Husky puppies. Red & white with blue eyes. 8 weeks old. 555-3257.	
Boxer puppies. 555-0145.	FREE to good home - 5 year old, 12 pound male peekapoo. Needs lots of love. 555-0240.	
Boxers. white & tan. Beautiful. 6 weeks old. Healthy. \$150. 555-2933	FREE - black male cat, friendly, healthy, playful. 555-1258.	
Chihuahua, male, tan, 3 pounds. 555-2531.	Persian kittens - 4 months old, healthy. 555-4057.	
DASCHUND, small, red male, 2 years old. \$100. 555-8843.	Siamese kitten. Four months. 555-4057.	
Doberman, smart, large, red. \$350. 555-2039.		
German shepherd. Female puppies. Shots. Black & tan. 555-4780.		

PETS WHO NEED HOMES?

QUESTION	NUMBER OF PETS	TOTAL
1. How many puppies need homes?		
2. How many dogs need homes?		
3. How many kittens need homes?		
4. How many cats need homes?		
5. How many dogs and puppies are for sale?		
6. How many dogs and puppies are to give away?		
7. How many cats and kittens are to give away?		
8. How many other types of pets are for sale? a. snake b. bird c. d.		
9.		
10.		
11.		
12.		

<p>Concept 5 - There are many kinds of animals that are farm/ranch animals.</p>
---

Objectives:

The students will:

- a) list some farm animals.
- b) list products from farm animals.
- c) identify foods from farm animals.
- d) describe some characteristics of farm animals.

Materials:

<p>Provided: lunch survey form</p>	<p>Not provided: none</p>
--	-------------------------------

Procedures:

1. Review with the students some types of farm/ranch animals and where each is found on a farm.
2. Have students list or name as many products from each farm animal as possible.
3. Ask students to name farm animal products that are in such foods as bread, crackers, noodles, and cake.
4. Over the next week, have students record what they ate at lunch and check which of the items was, or contained, a farm animal product.
5. Working in pairs, students should do library (or classroom) research about a farm animal. They will write a riddle that describes the animal. Either the students or teacher read the riddle aloud to the class. Other students should write down what farm animal they think it is. When all riddles have been read, the correct answers can be given.
6. Suggested activity:  
Students could bring in empty boxes of farm animal products to share.

LUNCH SURVEY FORM

LUNCH ITEMS	CHECK IF IT CONTAINS FARM ANIMAL PRODUCT
<u>MONDAY</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<u>TUESDAY</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<u>WEDNESDAY</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<u>THURSDAY</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<u>FRIDAY</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Concept 6 - Humans must provide farm/ranch animals with what they need.

Objectives:

The students will:

- a) list needs of farm animals.
- b) compare needs of pets to needs of farm animals.
- c) identify sources for providing needs.

Materials:

Provided: sample yellow pages	Not provided: scissors, glue, yellow paper
----------------------------------	--

Procedures:

1. Ask students to name things which a farmer must provide for the animals on a farm (food, water, shelter, etc.) Compare the needs of different farm animals. How are they the same and how are they different?
2. "Since farmers need to provide for farm animals, where could they find what they need?" (Answers will vary.)
3. Have students examine sample yellow pages for examples. Working in pairs or groups, have them determine types of information provided in the yellow pages. For example: What is being provided? What animal will it benefit?
4. Students should develop their own yellow pages for an animal need which may be illustrated and put into a class "yellow pages."

YELLOW PAGES

ANIMAL TRANSPORT

**ANIMAL TRAVEL AGENCY**  
Airport Pick-up..Delivery  
Shipping..Boarding..Recv.  
Domestic..International  
Atlanta Rd. Smyrna 555-0589

FARM CONSTRUCTION & IMPROVEMENT

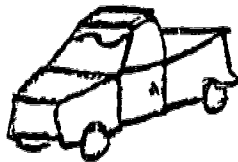
**JOHN'S TRUCKING CO.**  
Individual \* Commercial  
Contract Hauling for  
Builders  
\*Sand \*Gravel \*Dirt  
We sell and haul.  
Greers Rd. 555-0826

**Ryne Tree Care, Inc.**  
Commercial - Farm  
Land Clearing  
Dirt Moving  
Excavating  
Front End Loader  
Acworth 555-6145

**MITCHELL GRADING CO.**  
Specializing in Farm  
Grading & Excavating  
  
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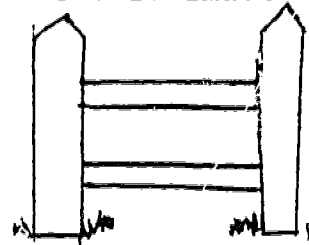
555-8028

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for the  
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Farm Rd. 555-7346  
Livestock Supply Inc.  
Hoshen Rd. 555-0805

<p>Concept 7 - There are many kinds of animals that are wild animals.</p>
---

Objectives:

The student will:

- a) list foods wild animals eat.
- b) categorize foods eaten as plant or animal.
- c) define terms herbivore/carnivore.
- d) identify wild animals as herbivore or carnivore.
- e) define food chain.

Materials:

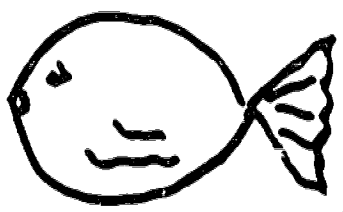
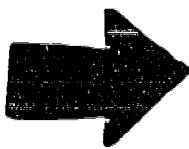
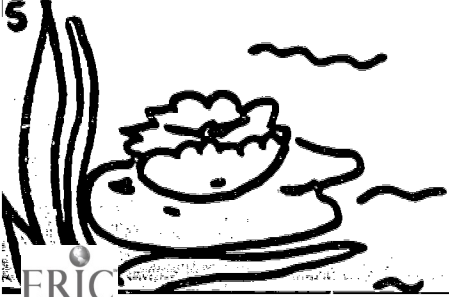
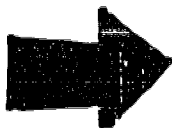
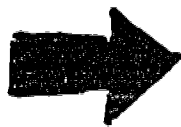
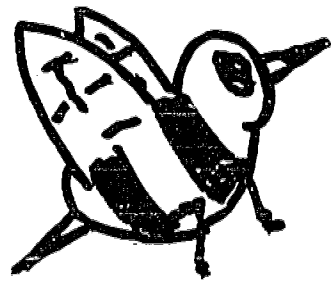
<p>Provided: missing animal sheet food chain</p>	<p>Not provided: none</p>
--	-------------------------------

Procedures:

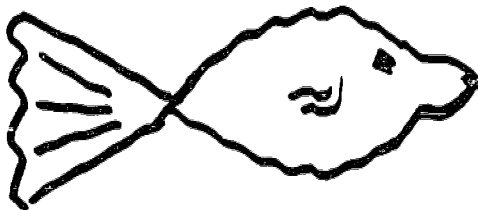
1. Suggested questions:
  - "What kinds of food do wild animals eat?" Write on chart.
  - "Can we categorize the answers into two groups? (plant and animal).
  - "Animals that only eat plants are called herbivores."
  - "Animals that only eat animals are called carnivores."
  - "Do some animals eat both plants and animals? These animals are called omnivores."

Write the terms on a chart.
2. To develop the concept of a food chain, hand out the Missing Animal Sheet, and have the students identify the missing animal as a herbivore or a carnivore.
3. When this task is completed, ask the students to look at the last example and see how the animals have been arranged according to what they eat. Identify this arrangement as a food chain - write on a chart.
4. Hand out the food chain. Have the students color the food chain and correctly identify each animal as a herbivore, carnivore, or omnivore.

# ANIMALS AND THEIR FOOD

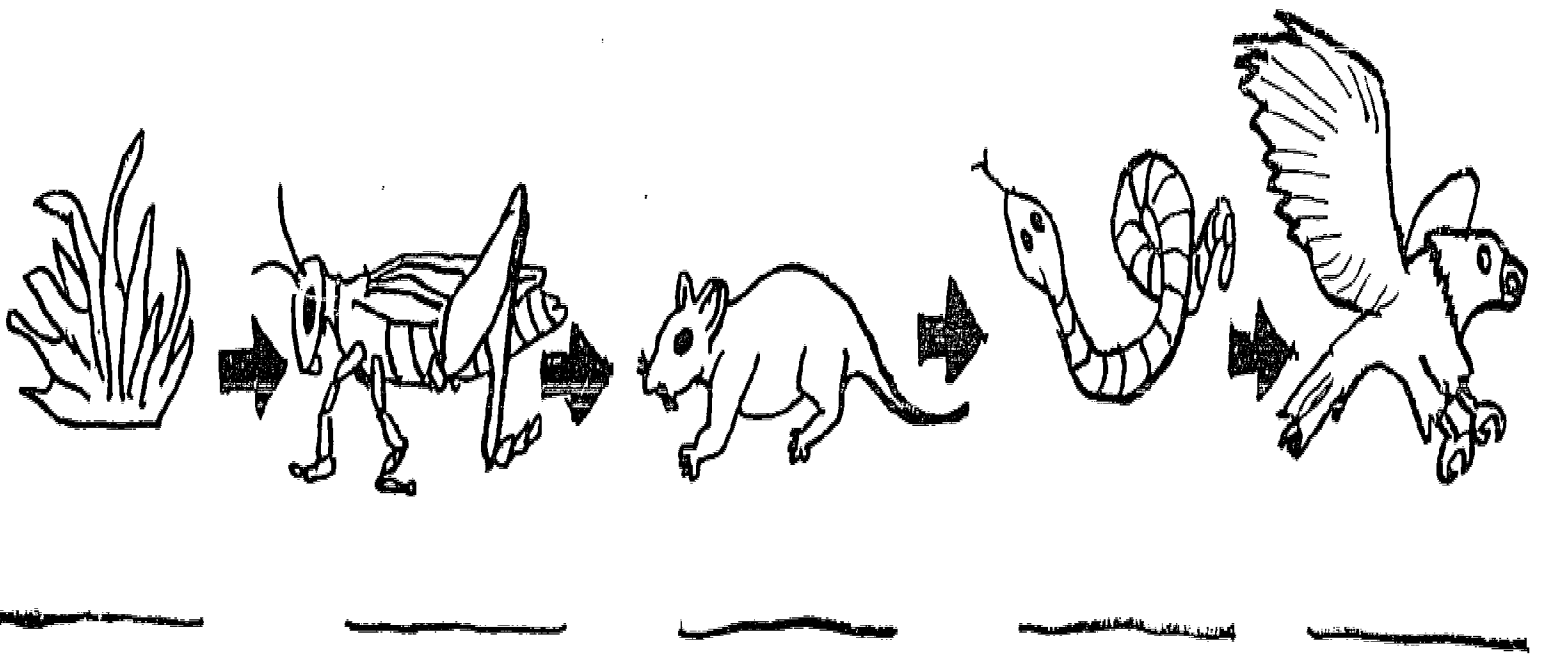
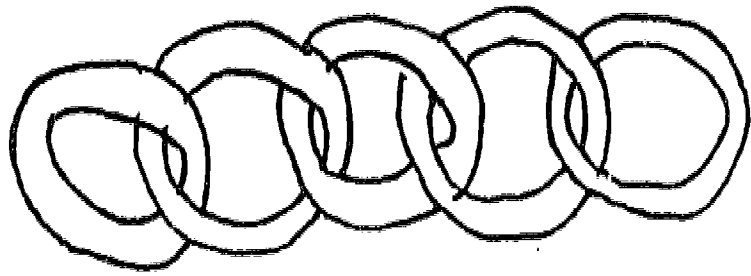




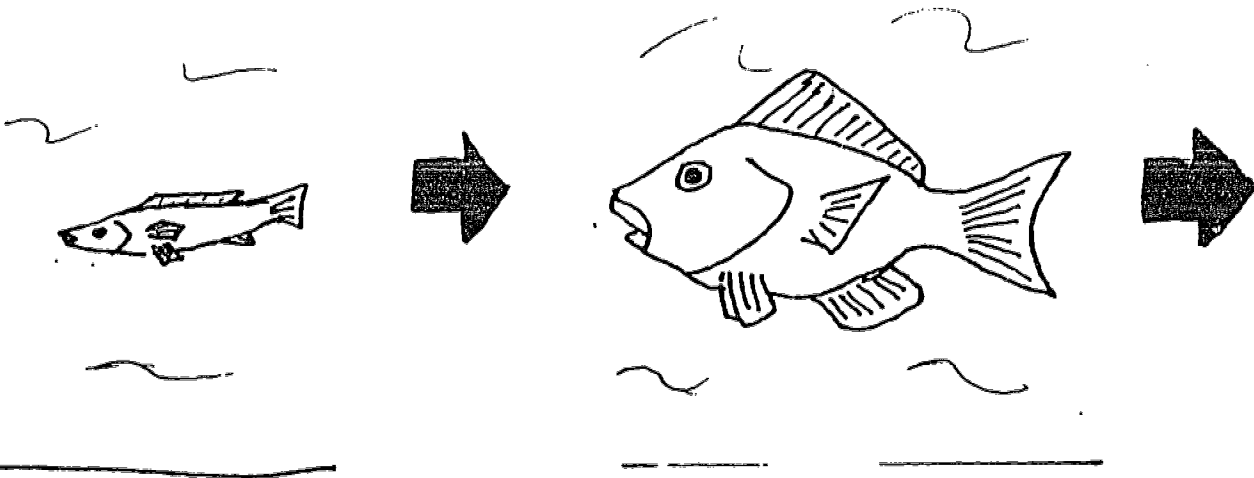


DIRECTIONS: Color each picture. Cut the pictures out. Paste each picture in the correct empty space to show animals and their food.

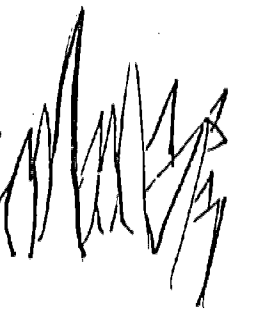
# FOOD CHAIN



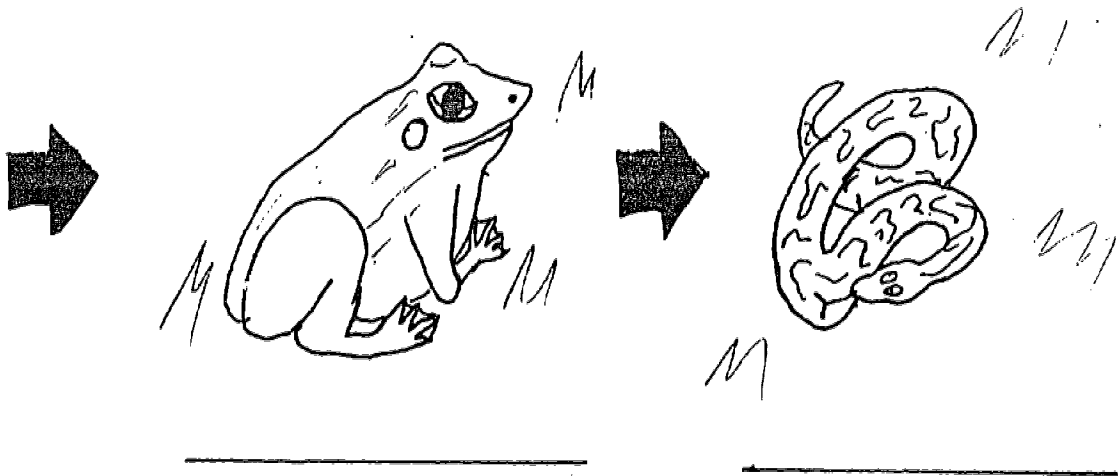
# A FOOD CHAIN



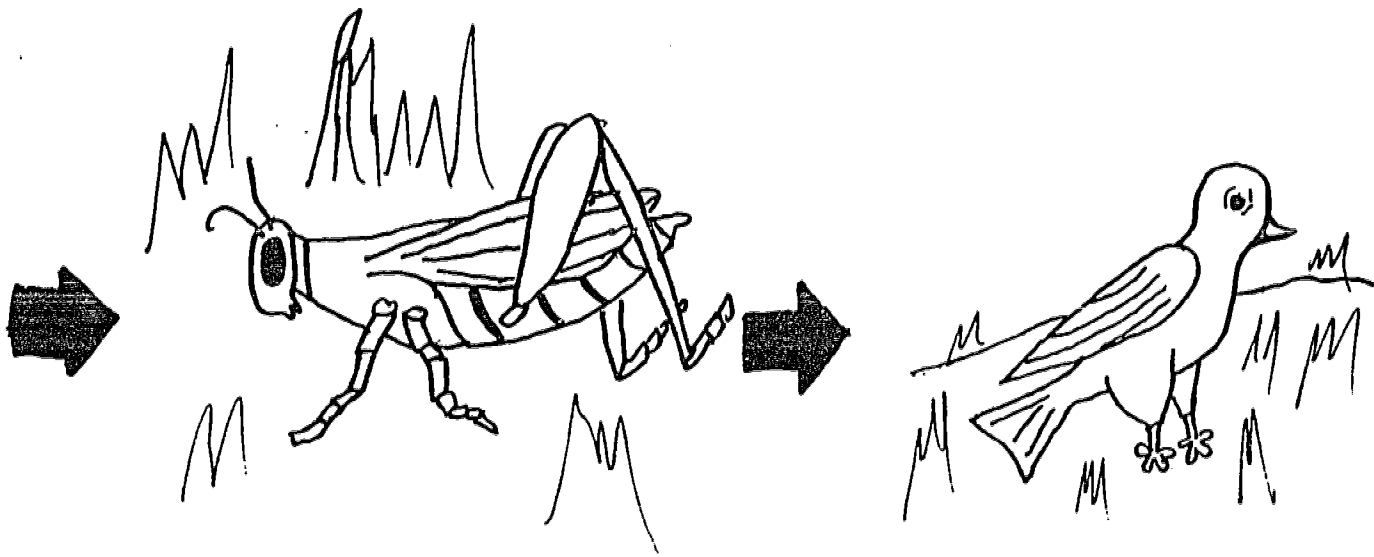
# A FOOD CHAIN



# A FOOD CHAIN



# A FOOD CHAIN



Concept 8 - Humans must protect the homes of wild animals.

Concept 9 - Wild animals that are not protected may become endangered or extinct.

Objectives:

The students will:

- a) using a food chain, explain population changes that can occur.
- b) define endangered.
- c) define extinct.
- d) explain the importance of caring for endangered species.

Materials:

<p>Provided:          picture of passenger pigeon          Endangered Animal pictures          teacher information sheet on          endangered animals</p>	<p>Not provided:          poster paper          crayons          glue          scissors</p>
---	---

Procedures:

1. Using the colored food chain, have students think about the importance of protecting animal homes by asking such questions as:  
 "What would happen to the grasshopper if its home were destroyed?"  
 "If there weren't as many grasshoppers, what would happen to the mice?"  
 "If the mouse population got smaller, what would happen to the snakes?"  
 "If the birds' homes were destroyed, what would happen to the snakes?"
2. Ask the students to pretend that the birds' homes were destroyed and complete the sentence: "If all the birds were gone, the world ..." Have students share their answers.
3. Hold up the picture of the passenger pigeon and explain that at one time this bird was very abundant. When it began to be killed in great numbers for food, it became endangered. Write endangered on a chart and ask them what it means (not many are left). As time passed, all of the passenger pigeons were killed and the pigeon is now extinct. Write extinct on the chart and ask them what it means (none are left).

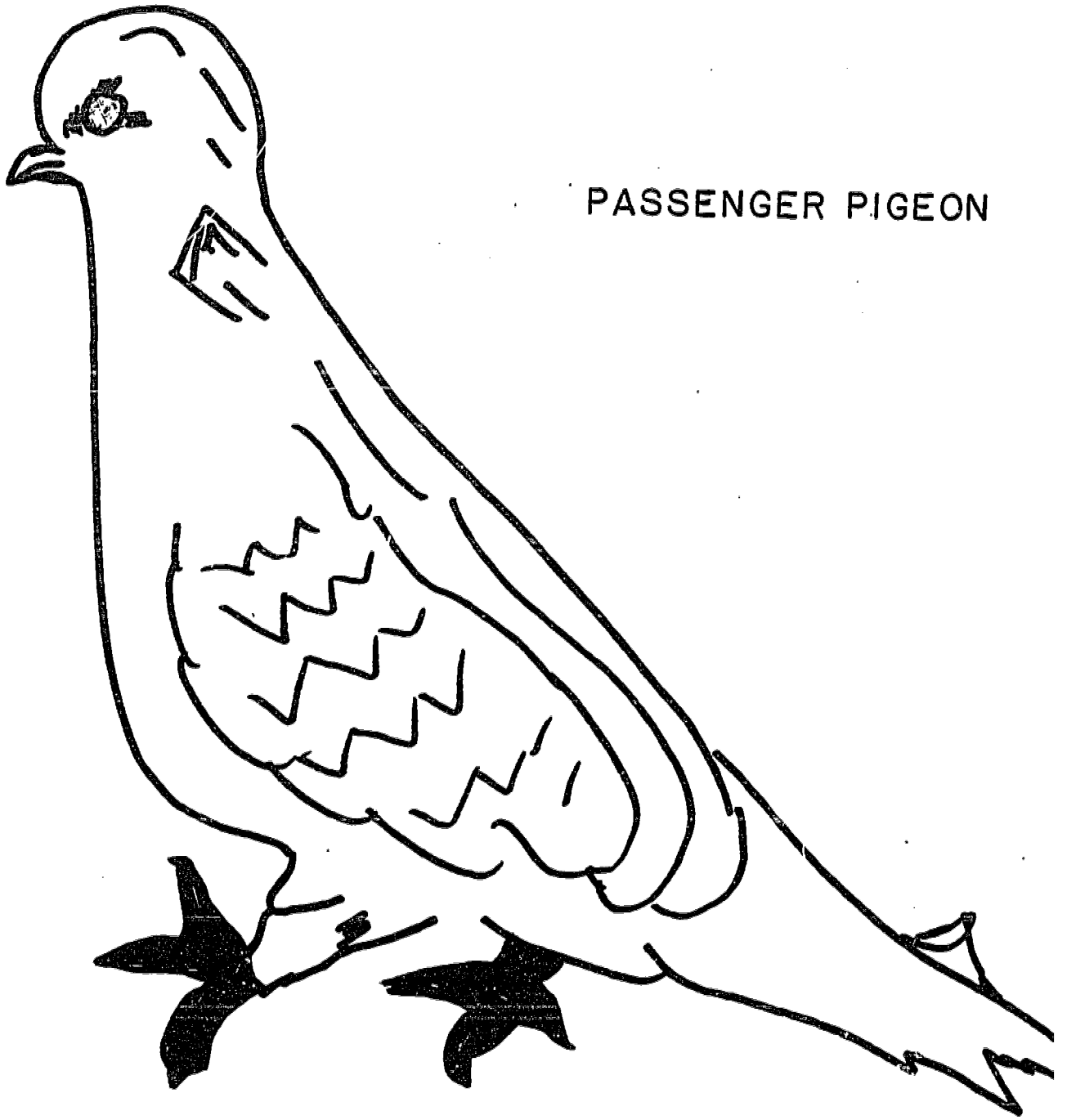
"Will you ever see a real passenger pigeon?"

"How can we know what extinct animals look like?"

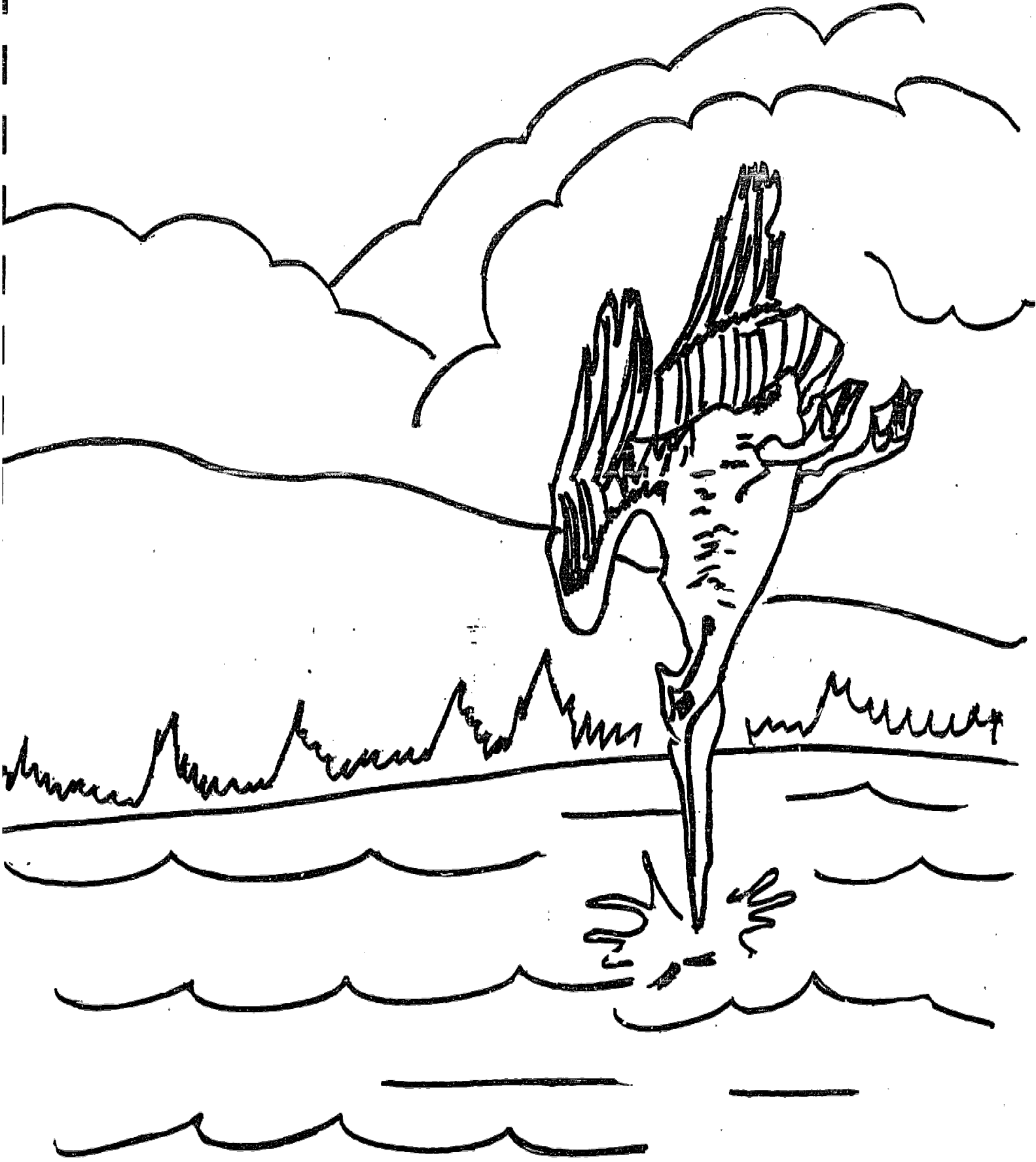
Tell them that the saber tooth tiger is also extinct and ask them to describe it.

4. Ask students: "Why is it important to take care of our endangered animals?" Hand out the pictures of the endangered animals. Working in groups, have students make a poster of the endangered animals. These posters can be displayed around the room or school.

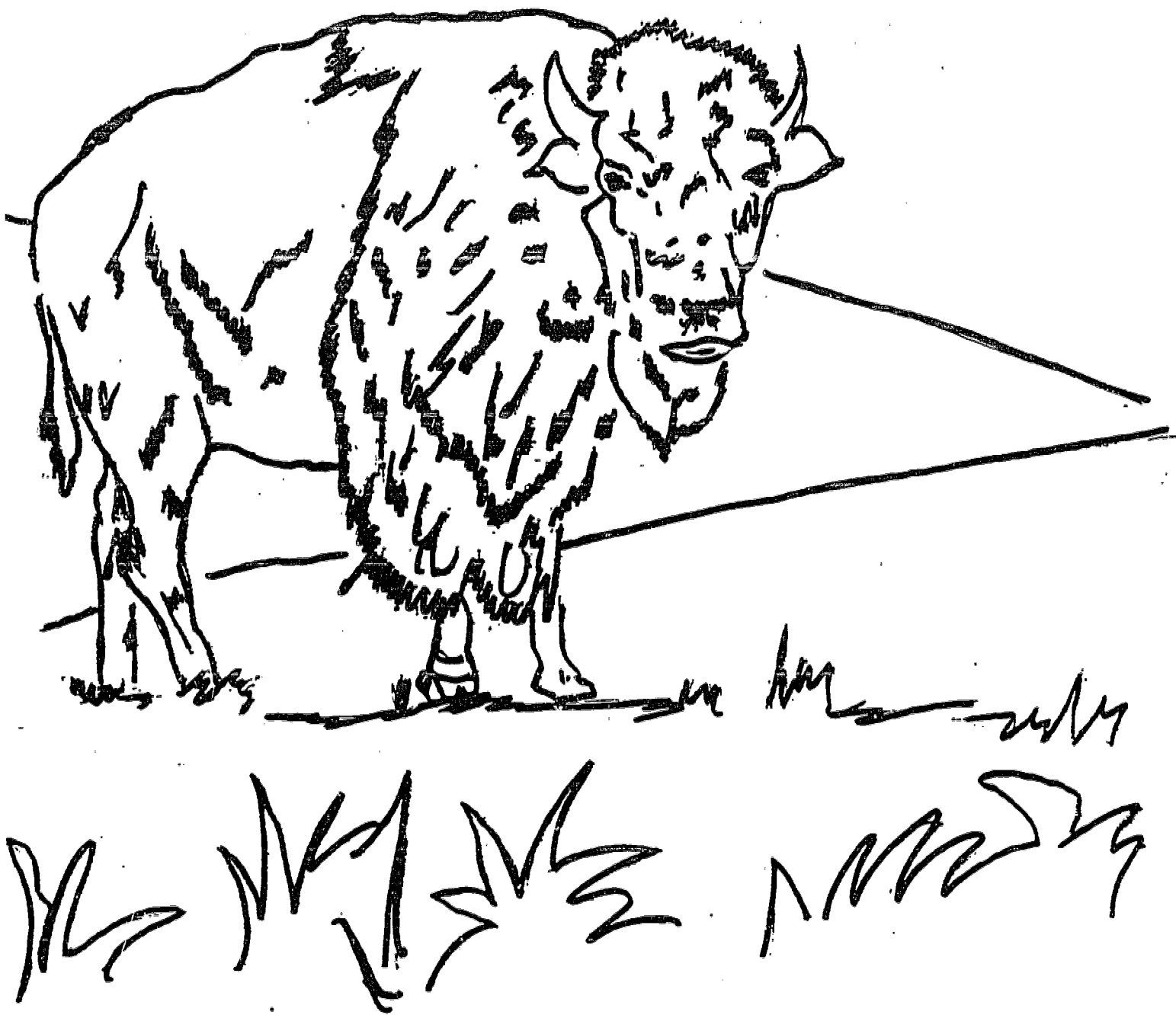




PASSENGER PIGEON



Eastern Brown Pelican



American Buffalo  
176

III-32

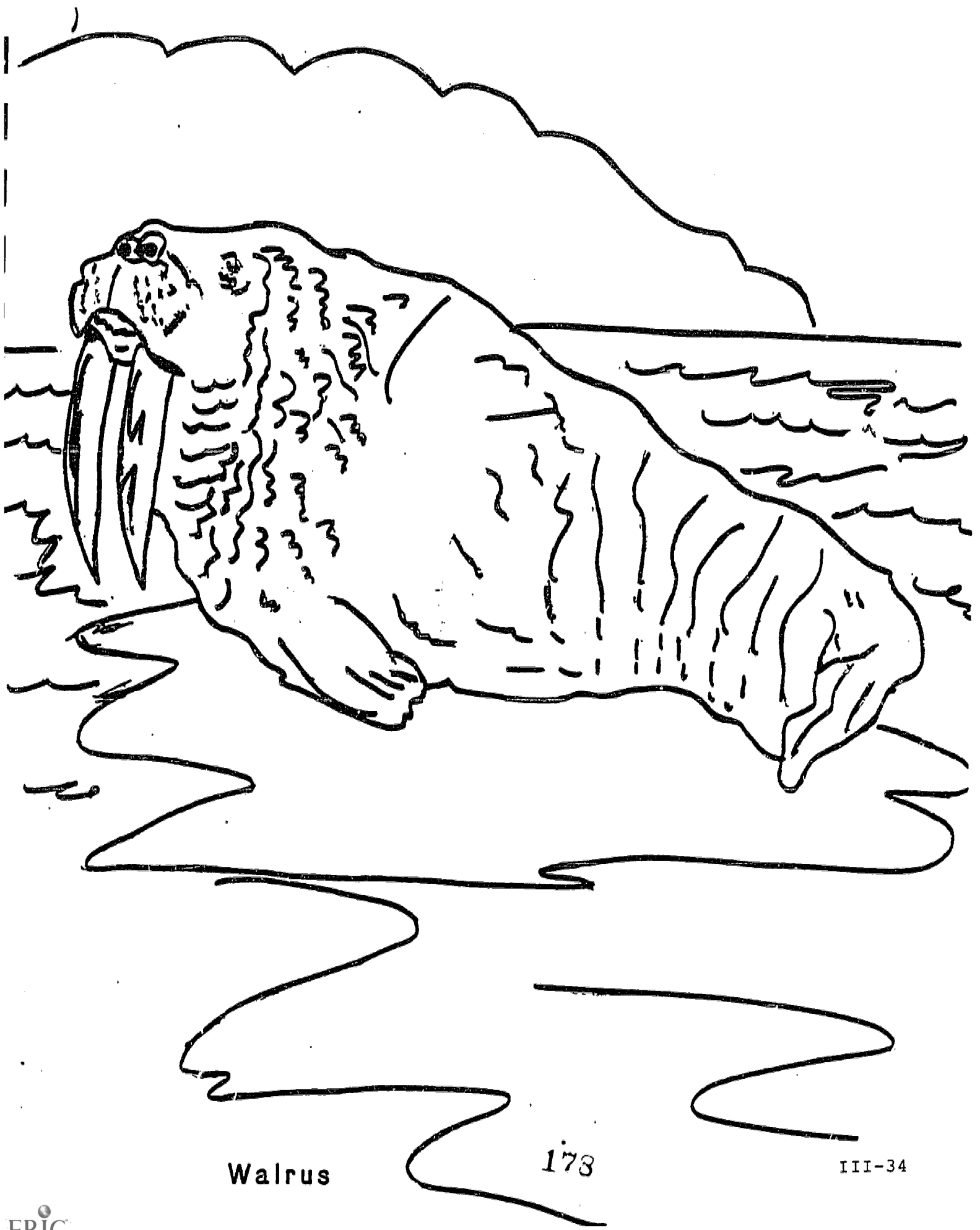


177

Mexican Grizzly Bear

III-33

1. n



Walrus

178

III-34

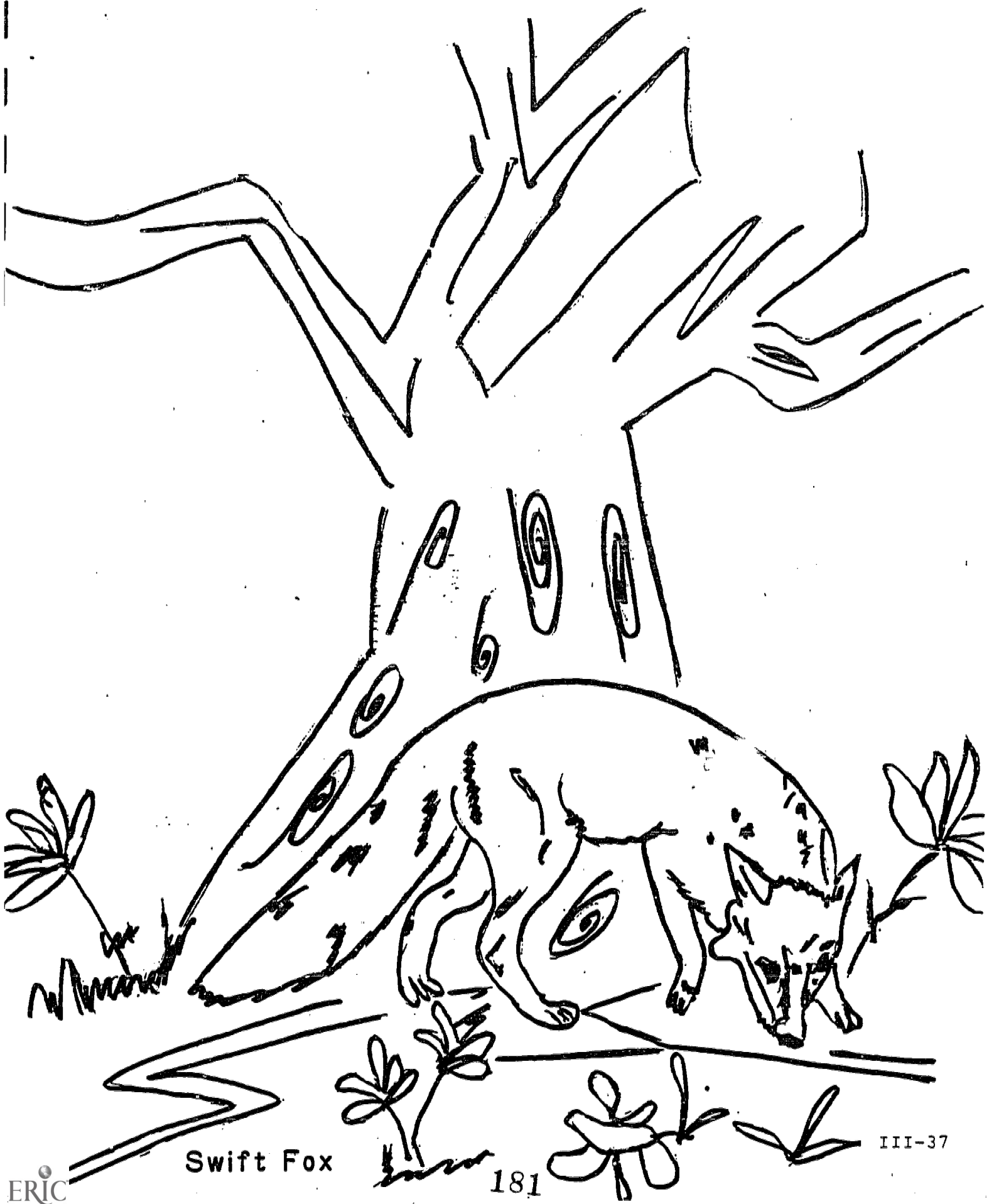


Ivory-billed Woodpecker



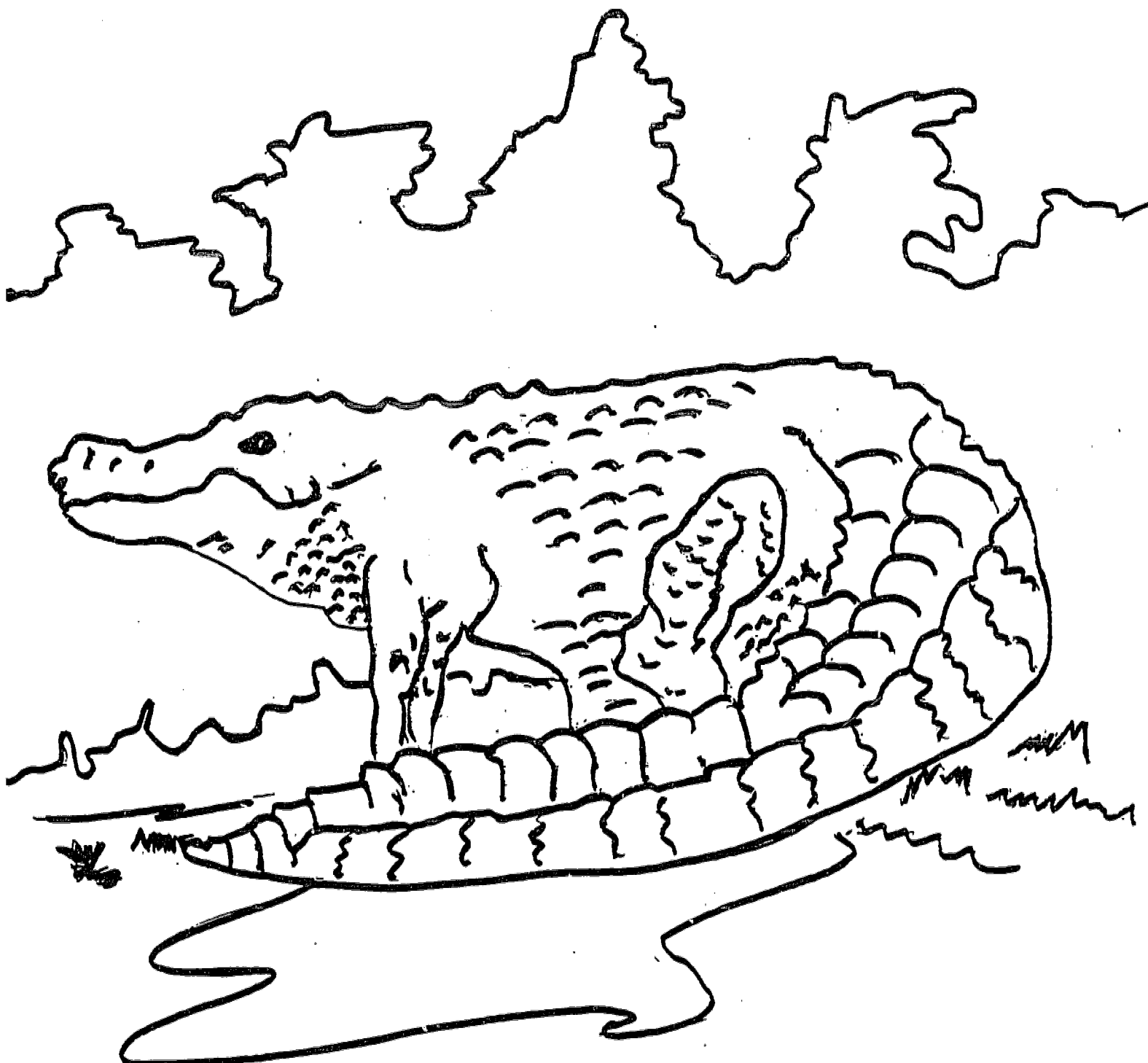
Black-footed Ferret

III-36



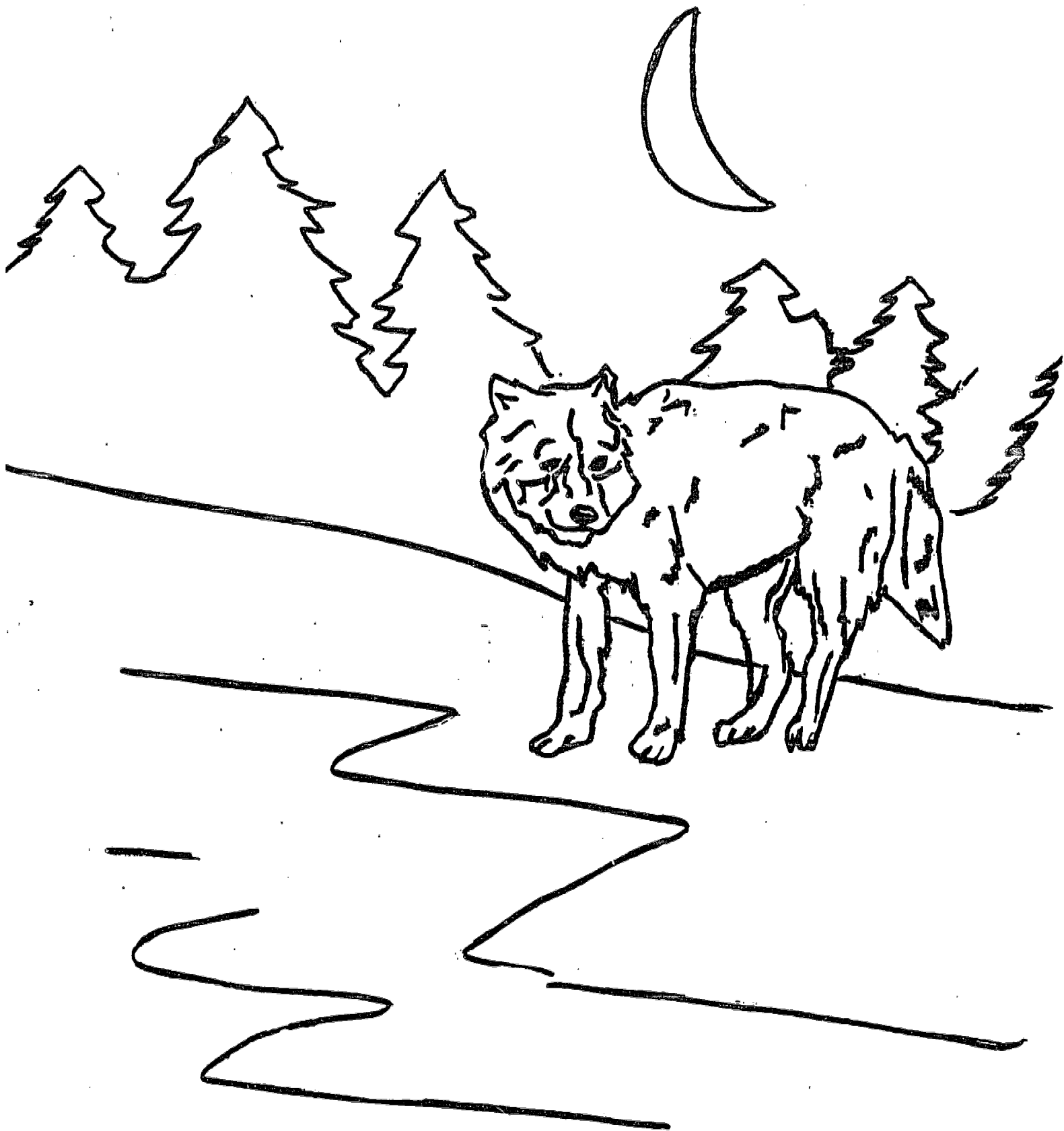
Swift Fox





American Alligator  
182

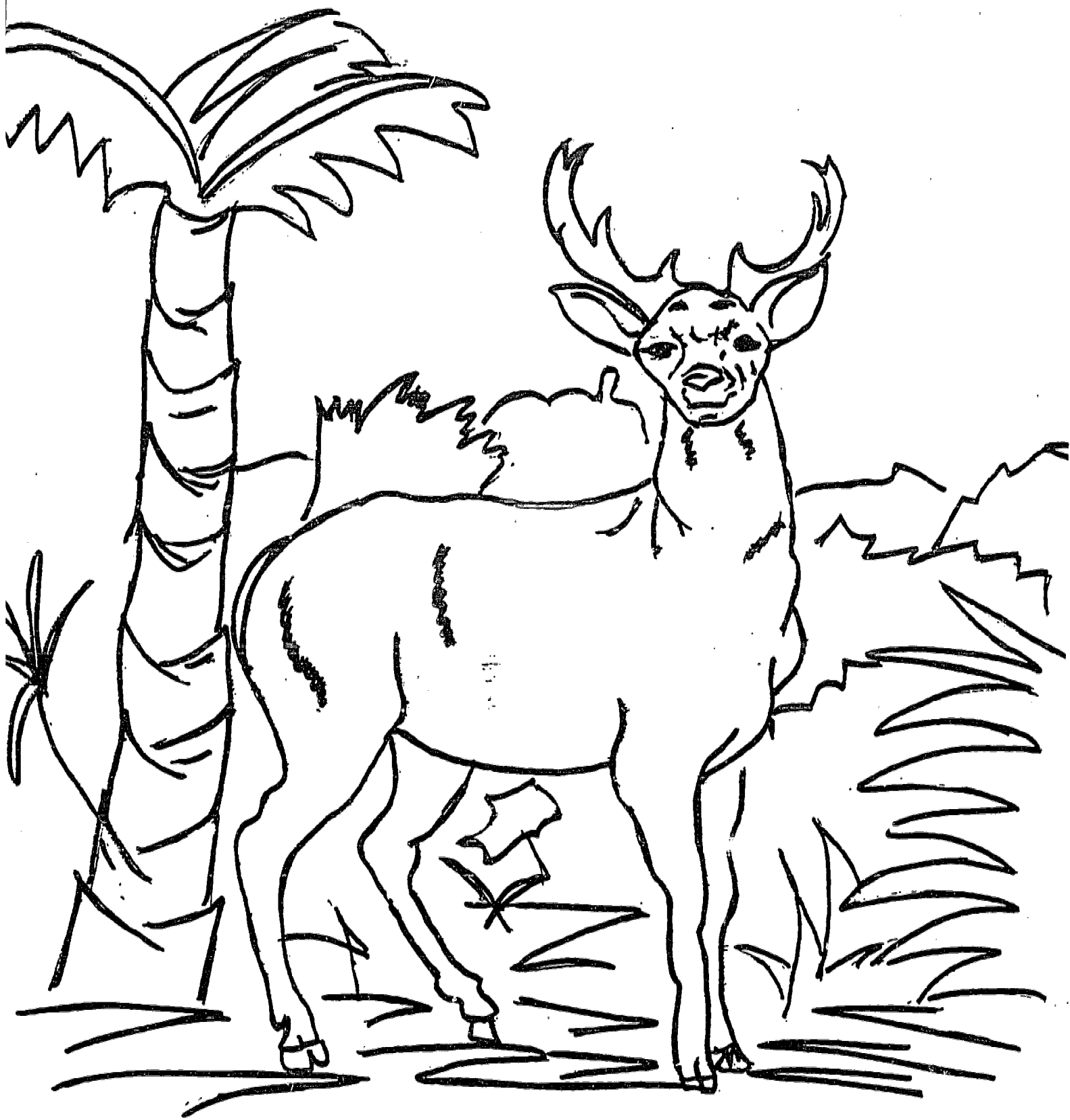
III-38



III-39

Red Wolf 183





185

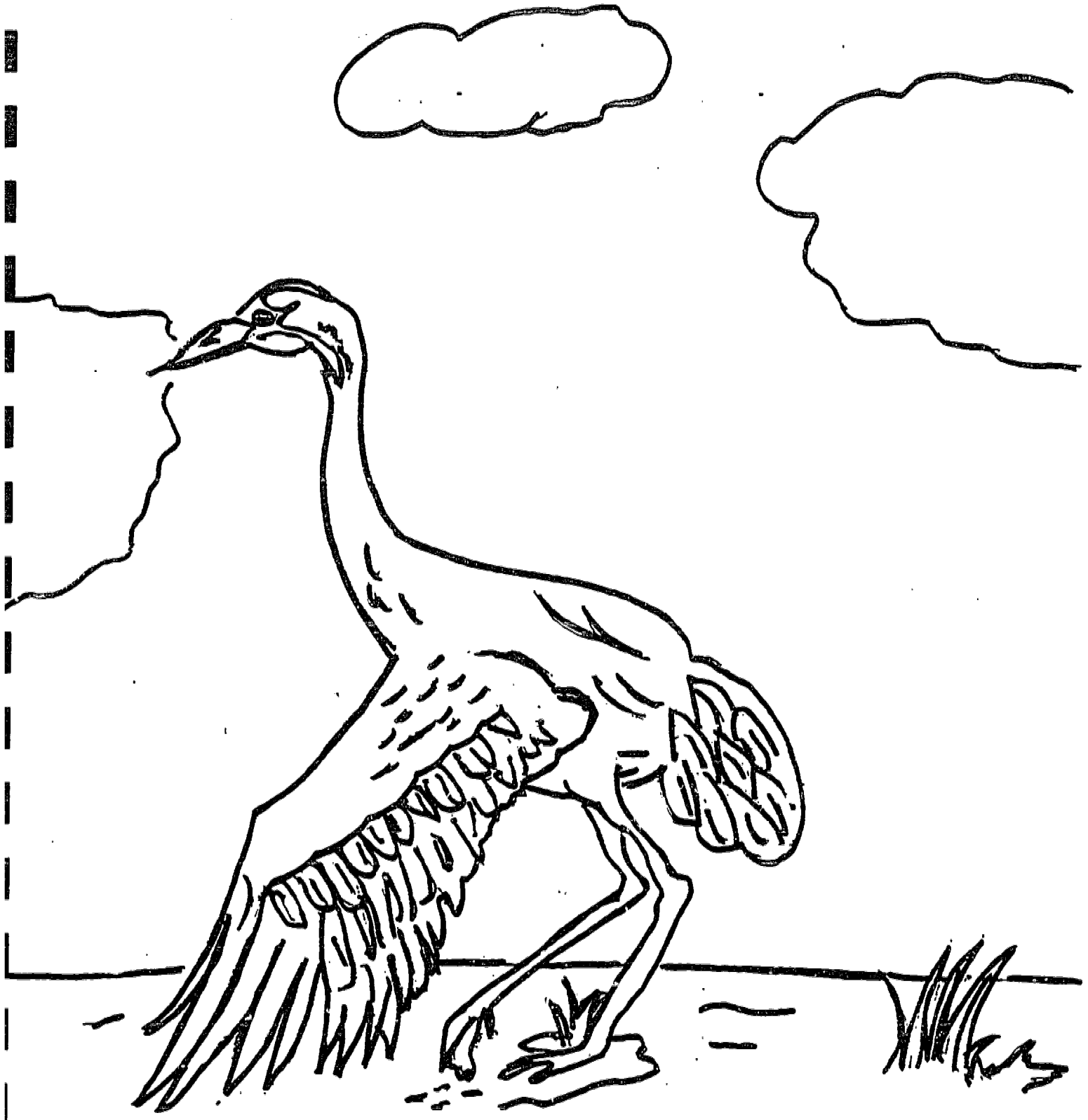
Key Deer

III-41



California Condor

111-42



Whooping Crane  
187

III-43

## TEACHER INFORMATION SHEET ON ENDANGERED SPECIES\*

### 1. American alligator

The American alligator is a reptile with a gray-green color on its back and a yellowish-white stomach. No one knows for sure how many alligators are living in the swamps of Florida, Mississippi, and Louisiana. This once common creature of the southeastern United States swamps spends most of its time basking in the sun and eating such animals as turtles, fish, and birds. It has been killed in great numbers for its skin which is used in purses, belts, and shoes. In addition, as swamps are drained for construction, available homes for the alligator have dwindled.

### 2. American Buffalo

This large mammal is red-brown in color with a dark brown face, legs, and feet. Its horns are a gray-brown. It is America's heaviest land animal and lives in Wood Buffalo National Park in California. At one time over 60 million of these animals roamed North America feeding on leaves, shrubs, grass, and twigs. Buffalo were hunted in great numbers for food, fur, and sport. Not long ago, only 200 were alive, but tremendous efforts were made to save the buffalo. Today, this effort has paid off because the buffalo has made a tremendous comeback.

### 3. Black-Footed Ferret

The little ferret is a light tan mammal with a black face mask and black legs and tail tip. Where, and how many of these animals are alive today is unknown. The ferret's main diet is prairie dogs, mice, gophers, and ground squirrels.

### 4. California Condor

The largest American land bird has a ten foot wing span. It has dark gray-brown feathers that have white edges on the inner part of the wings. The head is a light red in color and its beak is gray. The legs and feet are pink! At one time these birds were prevalent west of the Rocky Mountains from Canada to California. Its main food is carrion. Because of humans altering its habitat and its slow reproduction rate (one egg every other year), the number of condors has dwindled to 27. Today the condors are being rounded up to be bred in captivity.

### 5. Cougar or Mountain Lion

This yellow-brown mammal is the largest cat in the United States. Because it lives in the wildest areas in Florida and the western states, no one knows how many are alive. Although it will attack domestic animals when hungry, its main food is animals like deer and elk.

#### 6. Eastern Brown Pelican

The Eastern Brown Pelican is the smallest of the pelicans and, as its name implies, it is brown. There is a white stripe on its neck and its forehead is yellow. It is the only plunge-diving pelican and dives for fish. We do not know how many are alive today in the Florida Everglades. It will not reproduce near polluted water.

#### 7. Hawaiian Monk Seal

This seal is a mammal with a gray spotted back. Its stomach is a yellow-white. Today only between 1000 and 1500 are alive, living on the westernmost of the Hawaiian Islands. It eats reef fish and mollusks. Although at first it appears that the seal is tame, it cannot tolerate humans. If humans are present, the seals will leave the area and not return.

#### 8. Ivory-Billed Woodpecker

This black bird with a red crested head is the largest woodpecker in the United States. It has white stripes on its neck, body, and wing feather tips. It is believed that at least one pair of these birds lives in Florida. Each pair requires 2000 acres of forest territory. It drills into the forest trees and it eats the insects and spiders found there.

#### 9. Key Deer

The tiny Key Deer is a gray-brown mammal. The inside of its legs and its belly are a gray-white color. It has a black nose. Today only about 350 Key Deer are alive in the Florida Keys. It is a herbivore and eats mangrove and other leaves. The Key Deer almost became extinct due to automobile accidents and lack of fresh water.

#### 10. Mexican Grizzly Bear

The Mexican Grizzly Bear is light brown in color, but the light-colored hair growing in their fur gives them a grizzled color. Its stomach, legs, and feet are dark brown. Only a few of these large bears are alive and live in the Yaqui Basin of Smora. They were hunted and poisoned in great numbers. The grizzly feeds on such animals as birds, insects, and fish, but also eats roots and berries.

#### 11. Pronghorn

The beautiful red-brown pronghorn has white neck bands, rump, and stomach. It is the fastest mammal in America. There are over half a million today that live mainly in Montana and Wyoming. The pronghorn is a herbivore and eats shrubs, grasses, and weeds. Today the numbers are increasing due to efforts to prevent it from becoming extinct. Humans hunted the pronghorn almost to extinction.



#### 12. Red Wolf

The reddish-brown colored Red Wolf has black hair on its back and tail. Its face is a gray-red and its chin and neck are white. There are about 24 Red Wolf surviving in a breeding facility in Washington state. Its diet consists of rabbits and small rodents. The Red Wolf almost became extinct because humans killed them in great numbers.

#### 13. Swift Fox

The Swift Fox has a gray-brown back and red-brown sides and legs. Its belly and the inside of its legs are white. It has a black nose and tail tip. It is a night feeder and eats rabbits, insects, lizards, and rodents. Unknown numbers of the Swift Fox live from southwestern Canada to Texas. The Swift Fox was hunted and poisoned for its fur.

#### 14. Walrus

This reddish-brown mammal has white tusks. Today, about 45,000 survive in the Arctic Ocean to the northwest coast of Alaska. It feeds on mollusks and other small marine animals. The walrus was extensively hunted for food, for its tusks and for sport. In addition, it has a low reproduction rate (one pup every two years) and its numbers continue to drop.

#### 15. Whooping Crane

The Whooping Crane stands 5 feet tall, making it the tallest American bird. It is white with black wing tips and a black face mask. There is a red patch on its head and its long legs are gray. It gets its name from the call that it makes that sounds like a whoop. The Whooping Crane eats birds, eggs, fish, insects, worms, and grains. Today less than 100 are alive. It breeds in Wood Buffalo National Park in Canada, where one pair needs 1000 acres of territory.

\* The status of our endangered species is an ever-changing one. This summary should be updated yearly by the teacher.

## FOURTH GRADE

Concept 1 - There are many kinds of animals that are pets.

### Objectives:

The students will:

- a) name kinds of pets.
- b) generate a survey form.
- c) conduct a survey and gather data.
- d) graph the data gathered.
- e) compare findings.
- f) infer need for larger sample.
- g) interpret graph.

### Materials:

Provided: sample survey form graph paper and questions	Not provided: none
--	-----------------------

### Procedures:

1. Introduce the concept by asking students to name as many pets as they can. Write their answers on a chart. Tell the class that they are going to pretend to be detectives - to find out types of pets we have. "What kinds of pets do you have?"
2. Using the chart or overhead, help students generate a survey form (see sample). Students should copy the form. Each student will ask four students around them to complete the questions.
3. Have students come up to the chart or overhead individually and fill in the teacher's form. (This could be done while students are completing the survey form with just their own answers.)
4. When student and teacher forms are completed, have each person in the class look at his data and at the teacher's total class data. Ask such questions as:  
"How are our forms alike?"  
"How are they different?"  
"Why are there differences?"  
"Which gives us the most information?"  
"By asking just four people do we really learn about the entire class?"

5. Suggested activity:  
Ask the students:  
"Do you think we would get the same answers if we surveyed the third grade?" "Why?"  
If appropriate, arrange to have another class complete the survey.
6. Have the students use the survey results to graph their data and answer the questions.

## PETS WE HAVE

ANIMAL	NUMBER OF STUDENTS WHO HAVE THIS ANIMAL AS A PET	TOTAL
DOG		
CAT		
BIRD		
FISH		
GERBIL		

Put an "X" in the row if someone has that animal as a pet.

<u>15</u>					
<u>14</u>					
<u>13</u>					
<u>12</u>					
<u>11</u>					
<u>10</u>					
<u>9</u>					
<u>8</u>					
<u>7</u>					
<u>6</u>					
<u>5</u>					
<u>4</u>					
<u>3</u>					
<u>2</u>					
<u>1</u>					

QUESTIONS ABOUT PETS WE HAVE

Use the graph you made and fill in the blanks with the correct number.

- 1. Number of dogs? \_\_\_\_\_
- 2. Number of cats? \_\_\_\_\_
- 3. Number of birds? \_\_\_\_\_
- 4. Number of fish? \_\_\_\_\_
- 5. Number of gerbils? \_\_\_\_\_
- 6. Are there more dogs or cats? \_\_\_\_\_
- 7. Are there more fish or birds? \_\_\_\_\_

Concept 2 - Owners must provide pets with what they need.
---

Objectives:

The students will:

- a) describe and illustrate the responsibility of proper care of pets for a Pet Care Poster.
- b) identify types of information in the lost and found section of the newspaper.
- c) write an ad for a lost pet.

Materials:

Provided: "Pet Care" information sheet sample lost and found section from newspaper	Not provided: none
--	-----------------------

Procedures:

1. Today we are going to make posters on the proper care of dogs and cats. Have students work in groups and use the pet care information. If appropriate, library research can be included. The theme of the posters could be: "A Good Pet Owner Is..."  
The posters could be displayed around the school.
2. Tell students that often people lose pets. Even good owners sometimes lose pets. Ask the students such questions as:  
 "Have you ever lost a pet?"  
 "What did you do to find it?"  
 "How do people find pets they have lost?"  
 Show students the sample lost and found section from the newspaper and ask them questions such as:  
 "What do the ads tell people about the lost pet?"  
 "What is in the ad?"
3. Have each student write an ad for a pretend (or real) pet they have lost.

## TAKING CARE OF YOUR DOG

Your dog is an important part of your life. She needs very special care. Love is very important to your dog. There are many ways you can show your dog you love her. The best ways are to play with her and to take good care of her.

Playing with your dog gives her exercise. Dogs need lots of exercise. Your dog should have a nice and safe place to run. A fenced yard keeps your dog out of the street and away from danger. It is important to walk your dog on a leash. The leash is attached to the collar.

Your dog should have a collar. On the collar, the veterinarian will put her rabies tag. You should put a name tag on the collar. The name tag should have your dog's name, your name and address, and your phone number.

You need to keep your dog clean and brushed. Dogs like baths. Just like you, your dog will not like to get soap in her eyes. After you give your dog a bath, you should dry her. Your dog will like to get brushed and combed. She should also have her fleas removed. Flea powder or flea spray can be put on her once she is brushed.

Your dog must get the right food. Table scraps are not good for your dog. She should never get chicken or pork bones. These bones can get caught inside her and hurt her. Be sure your dog does get some hard food to help clean her teeth. She should always have plenty of fresh water.

Your veterinarian should see your dog at least once a year. He will check your dog to make sure she is healthy. He will check your dog for parasites. If your dog has worms, the veterinarian will give her medicine. He will also check your dog for heartworms. You must give your dog medicine every day so she will not get heartworms. Your dog will also get shots to keep her well.

Never go away on a trip and leave your dog alone. Make sure someone you trust is taking care of her. You can also put her in a kennel.

These are a few ways to take good care of your dog. She will be a happy dog and know that you love her.

\* You may need to increase or decrease the reading level of this material depending on the ability level of your students.



## TAKING CARE OF YOUR CAT

Your cat is an important part of your life. He needs very special care. Love is very important to your cat. There are many ways you can show your cat you love him. The best ways are to play with him and take good care of him.

Playing with your cat gives him exercise. Cats need lots of exercise. Your cat should have a nice and safe place to play. He should also have a collar. On the collar, the veterinarian will put his rabies tag. You should put a name tag on the collar. The name tag should have your cat's name, your name and address, and your phone number. Often cat collars have bells on them. The bells will tell the birds that a cat is near.

You need to keep your cat clean and combed. Your cat will bathe himself. Often he will get fur inside him from washing himself. If he gets fur inside, put a little vaseline on his paw. He will lick his paw and eat the vaseline. This will help get rid of the fur inside. Your cat will also need to have his fleas removed. You can put flea powder or flea spray on him.

Your cat must get the right food. Table scraps are not good for your cat. He should get food made for cats. Your cat also needs hard food to keep his teeth clean. He should always have plenty of fresh water.

Your veterinarian should see your cat at least once a year. He will check your cat to make sure he is healthy. He will check your cat for parasites. If your cat has worms, the veterinarian will give him medicine. He will also give your cat shots to keep him well.

Never go away on a trip and leave your cat alone. Make sure someone you trust is taking care of him. You can also put him in a kennel.

These are a few ways to take good care of your cat. He will be a happy cat and will know that you love him.

\* You may need to increase or decrease the reading level of this material depending on the ability level of your students.

PETS LOST, MISSING
AMERICAN Eskimo Spitz Puppy, 5 months old, very white, very furry & very friendly. Answers to "Gabriel" or "Gabe". No collar, tag. Lost Tuesday, 3/11. Reward. 555-5711 anytime.
LOST: "Mitzie", white fluffy cat with green eyes. No collar. Reward \$25. Call 555-1227 after 6:00.
CAT - in Rox Road/East Paces area. Golden color, fluffy tail. 555-8500.
DACHSHUND - wirehaired, small dark brown. Reward \$25. Lost Monday, Grant Park. White muzzle, no collar. Stitches in right upper lip. Name "Meatloaf". 555-4980.
DOG - Reward for large male Husky. Brown eyes. Lost in the Powder Point area. Please call 555-8917 after 7:00 pm.
PERSIAN CAT - grey with blue. Lost in Marietta area Sunday. Call 555-4532.
GOLDEN RETRIEVER - female, missing since 2/23. Lost near Peachtree Rd. \$100 reward. Call 555-1340.
GOLDEN RETRIEVER - male, lost in Alpharetta. Reward. Call 555-8969.
LABRADOR - part-black puppy with pink collar. Forest Park area. Reward. If found please call 555-9451.
PARROT - "Polly". 555-3576.

LARGE male long haired Black cat. Lost Dresden area. Any information please call 555-5330.
MINIATURE pekingese - silver mink (off white), male, lost December 26 close to Valley Hill area. 555-7923. REWARD.
OLD ENGLISH Sheepdog. Named "Maggie". Female. Northwest Atlanta. Reward! 555-6627.
POODLE Toy - black male, lost in Alta area. Reward offered. 555-0146.
PETS - FOUND
Found - Tropical bird, blue & green. Acworth. 555-3471.
ENGLISH SHEEPDOG - young male with black collar. Found near Lake Lucerne. Very friendly. 555-4550.
COCKER mixed female, 8 months black w/white markings. Found near AT&T in Alpharetta. 555-9792 evenings.
BOSTON terrier, black male with white face markings. Found Roswell Rd./Hammond Dr. area. 555-8968 nights.
Small yellow & white female cat. Flea collar. Near Town Center Mall. 555-7364.
Blue Persian cat, male, named "Blue". Near Jonesboro Rd. 555-6321.
FOUND - Tabby cat near Woodstock Elementary 555-4362

Concept 3 - Pets must have proper health care.
--

Objectives:

The students will:

- a) identify parasites.
- b) chart data on parasites.
- c) write an article using the data.

Materials:

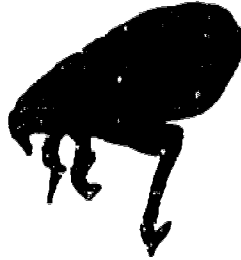
Provided: parasite information sheet sample pet section of newspaper	Not provided: none
--	-----------------------

Procedures:

1. Students will learn about pet parasites by reading the information sheet. Each student should make a list by naming the parasite in one column, the pet that gets the parasite in the middle column, and how the pet gets the parasite in the right hand column.
2. Working in groups, students will create a pet section for a newspaper. Suggested topics include:
  - How pets get parasites.
  - Problems of pet parasites.
  - How to keep your pets from getting parasites.
  - An editorial on: Responsible pet ownership.

DOG PARASITES

## THE FLEA



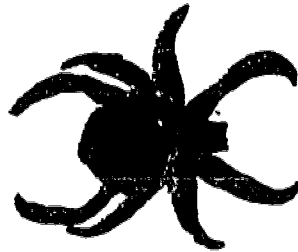
Fleas are brown, wingless insects. (Insects have 6 legs.) In warm weather, your dog may get fleas. Fleas live near your dog's tail and on his stomach. They bite your dog and eat his blood. The bites make your dog itch. Fleas can also give your dog tapeworms.

Fleas lay eggs on your dog. The eggs can fall off your dog and be all over your house. In about 4 weeks the eggs hatch.

You must keep fleas off of your dog. You can bathe him with flea shampoo. You can use flea powder or flea spray on your dog. The veterinarian can dip your dog. All of these things help get rid of fleas.

DOG PARASITES

THE TICK



Ticks are round with small heads. They have 8 legs. Your dog can get ticks in the woods when it is warm. Ticks attach to your dog's skin and suck his blood.

Ticks should be removed from your dog. Alcohol can help prevent an infection.

You must keep ticks off of your dog. The veterinarian can dip your dog. The dip keeps ticks from attaching to your dog.

DOG PARASITES

## WORMS

Your dog can get many different kinds of worms. Each worm can harm your dog in a different way. They can make your dog throw up. Your dog may become weak and thin.

Most worms live in your dog's intestines. Female worms make a lot of eggs. The eggs leave your dog and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your dog may have. Your dog may have worms if he has diarrhea. You should take him to the veterinarian. The veterinarian can give him medicine to get rid of worms.

## HEARTWORM



One kind of worm your dog can get is HEARTWORM. Your dog can get heartworms from a mosquito. The worms live in your dog's heart. These worms make the heart very weak. The veterinarian can give you medicine for your dog so he won't get heartworms.

DOG PARASITES

## WORMS

Your dog can get many different kinds of worms. Each worm can harm your dog in a different way. They can make your dog throw up. Your dog may become weak and thin.

Most worms live in your dog's intestines. Female worms make a lot of eggs. The eggs leave your dog and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your dog may have. Your dog may have worms if he has diarrhea. You should take him to the veterinarian. The veterinarian can give him medicine to get rid of worms.

## ROUNDWORMS



One kind of worm your dog can get is ROUNDWORMS. Many puppies have roundworms. Roundworms look like spaghetti. They are about 5 inches long. The veterinarian will check your dog for roundworms and give him medicine.

DOG PARASITES

## WORMS

Your dog can get many different kinds of worms. Each worm can harm your dog in a different way. They can make your dog throw up. Your dog may become weak and thin.

Most worms live in your dog's intestines. Female worms make a lot of eggs. The eggs leave your dog and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your dog may have. Your dog may have worms if he has diarrhea. You should take him to the veterinarian. The veterinarian can give him medicine to get rid of worms.

## HOOKWORMS AND WHIPWORMS



Your dog can get HOOKWORMS and WHIPWORMS. These worms live in your dog's intestines. They eat your dog's blood. The veterinarian will check your dog for hookworms and whipworms and give him medicine.



DOG PARASITES

## WORMS

Your dog can get many different kinds of worms. Each worm can harm your dog in a different way. They can make your dog throw up. Your dog may become weak and thin.

Most worms live in your dog's intestines. Female worms make a lot of eggs. The eggs leave your dog and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your dog may have. Your dog may have worms if he has diarrhea. You should take him to the veterinarian. The veterinarian can give him medicine to get rid of worms.

## TAPEWORMS



One kind of worm your dog can get is TAPEWORMS. Your dog can get tapeworms from fleas. Tapeworms live in your dog's intestines and eat his blood. The veterinarian will check your dog for tapeworms and give him medicine. You must also get rid of your dog's fleas, so your dog will not keep getting tapeworms.

CAT PARASITES

## THE FLEA



Fleas are brown, wingless insects. (Insects have 6 legs.) In warm weather, your cat may get fleas. Fleas live near your cat's tail and on his stomach. They bite your cat and eat his blood. The bites make your cat itch. Fleas can also give your cat tapeworms.

Fleas lay eggs on your cat. The eggs can fall off your cat and be all over your house. In about 4 weeks the eggs hatch.

You must keep fleas off of your cat. You can bathe him with flea shampoo. You can use flea powder or flea spray on your cat. The veterinarian can dip your cat. All of these things help get rid of fleas.

CAT PARASITES

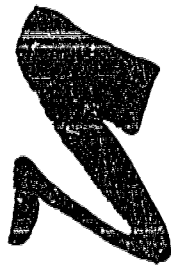
## WORMS

Your cat can get many different kinds of worms. Each worm can harm your cat in a different way. They can make your cat throw up. Your cat may become weak and thin.

Most worms live in your cat's intestines. Female worms make a lot of eggs. The eggs leave your cat and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your cat may have. Your cat may have worms if she has diarrhea. You should take her to the veterinarian. The veterinarian can give her medicine to get rid of worms.

## TAPEWORMS



Tapeworms are long worms. They live in your cat's intestines and eat her blood. Your cat can get tapeworms from fleas. She can also get tapeworms when she eats a mouse.

You can't tell when your cat has tapeworms. Your veterinarian will check your cat for tapeworms and give her medicine. You must also get rid of your cat's fleas so your cat won't keep getting tapeworms.

CAT PARASITES

## WORMS

Your cat can get many different kinds of worms. Each worm can harm your cat in a different way. They can make your cat throw up. Your cat may become weak and thin.

Most worms live in your cat's intestines. Female worms make a lot of eggs. The eggs leave your cat and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your cat may have. Your cat may have worms if she has diarrhea. You should take her to the veterinarian. The veterinarian can give her medicine to get rid of worms.

## ROUNDWORMS



Many kittens have roundworms. They live in your cat's intestines and eat her blood. The female roundworm makes many eggs. They leave your cat and are on the ground. Other cats can get roundworms this way.

The veterinarian will check your cat or kitten for roundworms and give you medicine for her.

YOU AND YOUR PET

<p>PET PARASITES by Johnny Jones</p>	<p>Mindy Miles drew this picture of her cat Fluffy.</p>
<p>NO PARASITES! by Sue Smith</p>	<p>PET OF THE WEEK</p>
<p><u>SOME GOOD NAMES FOR DOGS</u></p>	<p>A GOOD PET OWNER by Joseph Jackson</p>

Concept 4 - There are more pets than there are homes.
---

Objectives:

The students will:

- a) explain why homes for pets are important.
- b) compute population growth.
- c) define pet population explosion.
- d) explain the purpose of spaying.
- e) generate data-gathering instrument.
- f) collect and record data.
- g) graph the data.
- h) interpret the data.

Materials:

<b>Provided:</b> math work sheet "Pets for Sale" section of newspaper sample data-gathering instrument graph paper	<b>Not provided:</b> 5x8 cards with the following: <table border="1"> <thead> <tr> <th># needed</th> <th>written on card</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>mother</td> </tr> <tr> <td>2</td> <td>daughter</td> </tr> <tr> <td>2</td> <td>son</td> </tr> <tr> <td>4</td> <td>grandson</td> </tr> <tr> <td>4</td> <td>granddaughter</td> </tr> </tbody> </table>	# needed	written on card	1	mother	2	daughter	2	son	4	grandson	4	granddaughter
# needed	written on card												
1	mother												
2	daughter												
2	son												
4	grandson												
4	granddaughter												

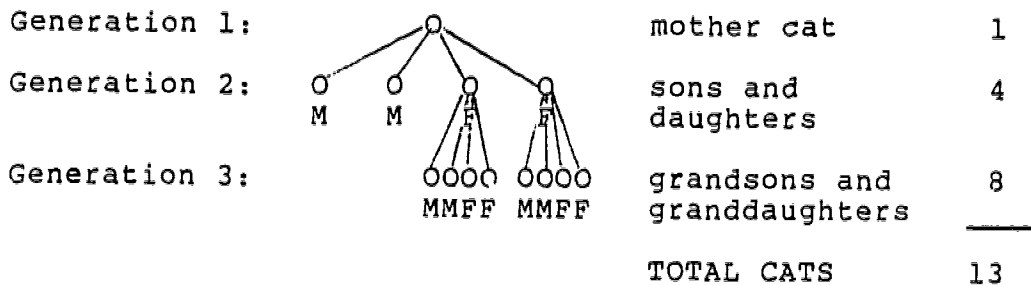
Procedures:

1. Suggested questions:  
 "Have you ever tried to find a pet a home?"  
 "Have you seen or heard of people trying to find a home for their pet?"  
 "Is it always easy to find a pet a home?"  
 "Why isn't it always easy to find a pet a home?"  
 Answers might include: There are so many pets. People already have pets.  
  
 "What are some of the reasons why there are too many pets and not enough homes?"  
 "Let's see if we can figure out how many kittens would be born from one cat if four kittens were born in each litter and there are 3 litters per year. We'll see what happens over three generations." (Be sure students are familiar with the concept of "generation", and that they know that four kittens per litter and 3 litters per year is just an example and the numbers of kittens and litters will vary.)

- Ask one student to pretend to be the mother cat and give her a 5x8 card with "mother" written on it. The mother has four kittens. Half (2) are males and half (2) are females. Give two students the "son" 5x8 cards and two students the "daughter" 5x8 cards. Ask: "How many cats are there after two generations?" (All the students with cards hold them up.) The answer is five.

Now, the two daughters each have four kittens, half male and half female. Ask: "How many male kittens have been born?" The answer is four. "These are the grandsons." Hand out four 5x8 cards with "grandson" on them. "How many female kittens have been born? These are the granddaughters." Hand out four 5x8 cards with "granddaughter" written on them. "How many grandkittens do we have?" (All the students with cards hold them up.) The answer is eight. "How many cats are there after three generations?" All the students with cards hold them up. The answer is thirteen.

You may want to make a diagram up on the chart or overhead similar to the following:



If students are following this well, you may want to continue to generation four.

A math worksheet is provided for each student to compute the total number of cats.

- Tell the students that they have been looking at the kittens from just one cat. Ask them: "How many mother cats live in your neighborhood?" "There could then be lots of kittens born that need homes. When so many pets are born, it is called a Pet Population Explosion. (Write this on the chart.) In order to help with the pet population explosion, the veterinarian can spay your cat or dog (write this on the chart.) The veterinarian does this operation in the operating room while the pet is asleep. The veterinarian removes the part of the mother pet's body where the babies grow so she won't have babies. This helps keep the pet population down and helps insure homes for all pets."

4. One way to see how many dogs and cats need homes is to look in the newspaper. Ask: "What do you think the newspaper will tell you about pets that need homes?" Help them design a data-gathering instrument to answer their questions. Questions could be:  
"How many adult dogs need homes? puppies?"  
Once the instrument has been designed, have students collect the data from the newspaper "Pets for Sale" ads, summarize, and graph the data.



HOW MANY CATS AND KITTENS?

Number of cats  
or kittens

MOTHER CAT	_____
MOTHER CAT HAS 4 KITTENS (2 daughters and 2 sons)	_____
THE TWO DAUGHTER KITTENS HAVE 4 KITTENS EACH (2 daughters X 4 kittens each)	_____
TOTAL NUMBER	_____

PETS FOR SALE

BASSETT - healthy, see to love, \$200, 555-1976.	Schnauzer puppies. Male. Clipped. \$250. 555-7015.	GRAY BIRD - missing some feathers on head. \$125. Bad eye. 555-8903.
Beagle puppies, good price. 555-5585.	Sheepdog. Lost. Canton area. Black with red collar. Answers to Ollie. 555-6731.	Parrot - blue, with cage. \$500. 555-8947
Beagles- good rabbit dogs. \$150 each. 555-4075.	POODLE. Large, chocolate, female, 5 years old, house dog. Needs good home. 555-4552.	
Bird dogs - trained. \$75. 555-4573.	Husky puppies. Red & white with blue eyes. 8 weeks old. 555-3257..	
Boxer puppies. 555-0145.	FREE to good home - 5 year old, 12 pound male peekapoo. Needs lots of love. 555-0240.	
Boxers. white & tan. Beautiful. 6 weeks old. Healthy. \$150. 555-2933	FREE - black male cat, friendly, healthy, playful. 555-1258.	
Chihuahua, male, tan, 3 pounds. 555-2531.	Persian kittens - 4 months old, healthy. 555-4057.	
DASCHUND, small, red male, 2 years old. \$100. 555-8843.	Siamese kitten. Four months. 555-4057.	
Doberman, smart, large, red. \$350. 555-2039.		
German shepherd. Female puppies. Shots. Black & tan. 555-4780.		

PETS WHO NEED HOMES?

QUESTION	NUMBER OF PETS	TOTAL
1. How many puppies need homes?		
2. How many dogs need homes?		
3. How many kittens need homes?		
4. How many cats need homes?		
5. How many dogs and puppies are for sale?		
6. How many dogs and puppies are to give away?		
7. How many cats and kittens are to give away?		
8. How many other types of pets are for sale? a. snake b. bird c. d.		
9.		
10.		
11.		
12.		

<u>15</u>					
<u>14</u>					
<u>13</u>					
<u>12</u>					
<u>11</u>					
<u>10</u>					
<u>9</u>					
<u>8</u>					
<u>7</u>					
<u>6</u>					
<u>5</u>					
<u>4</u>					
<u>3</u>					
<u>2</u>					
<u>1</u>					

<p>Concept 5 - There are many kinds of animals that are farm/ranch animals.</p>
---

Objectives:

The students will:

- a) name farm animals.
- b) match products with animals.
- c) categorize types of products.
- d) illustrate food with farm animal products.

Materials:

<p>Provided: none</p>	<p>Not provided: lunch menus for one week</p>
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Procedures:

1. To get the students to begin to think about the wide variety of animals and animal products, ask them to name as many farm/ranch animals as they can. Write the names on the chart. Ask the students to name as many products as they can and write these beside the animal name.
2. Have the students categorize the products listed (categories such as food and clothes).
3. Ask the students:  
"How many animal products did you eat for dinner last night?"  
"What animal products are in cereal?" "in bread?"
4. Give the students the menus used that week at school. Working in groups, have the students select what farm products are on the menus. Have each group make a poster on types of animal products consumed. These posters could be displayed around the school.

Concept 6 - Humans must provide farm/ranch animals with what they need.
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Objectives:

The students will:

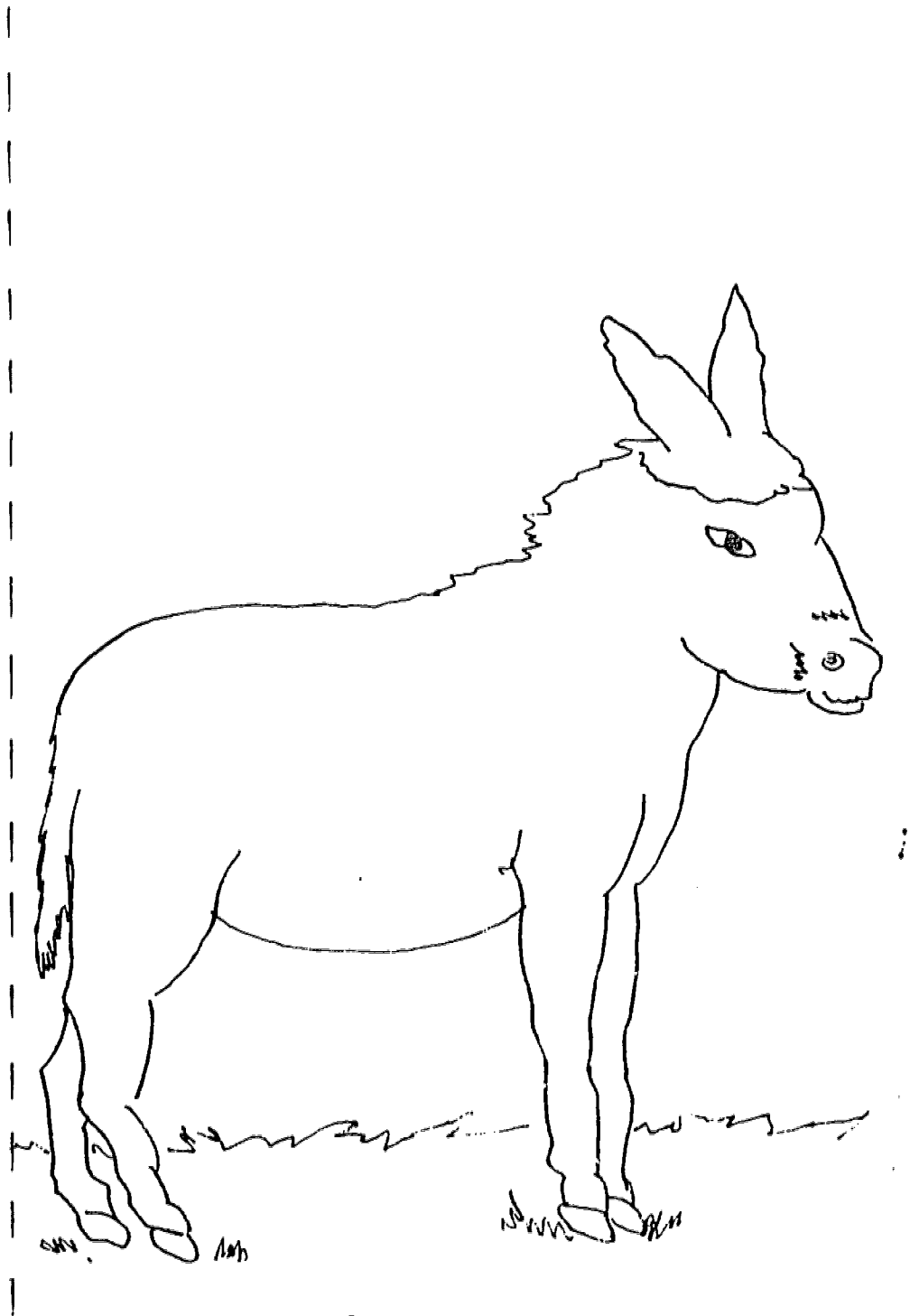
- a) conduct research.
- b) report findings in a creative form.

Materials:

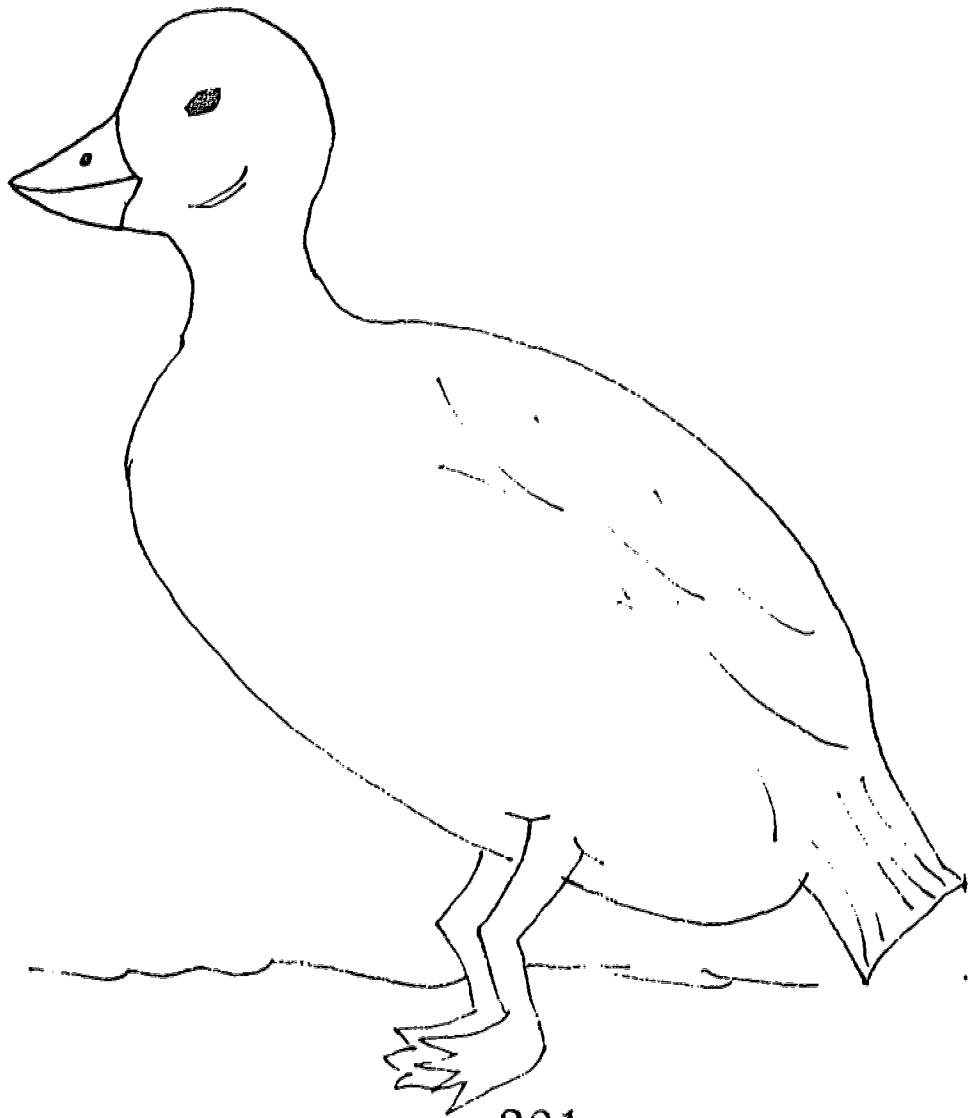
Provided: booklet covers	Not provided: yarn, crayons, scissors
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Procedures:

1. Have each student select one farm/ranch animal to research in the library. The theme they are to develop is: "ONE DAY IN THE LIFE OF....."  
From their research, each student should make an illustrated booklet on the animal. The information in the booklet should include general information about the animal, and how the farmer helps to care for it. Booklet covers are provided. These booklets can be shared with the class and with other classes.

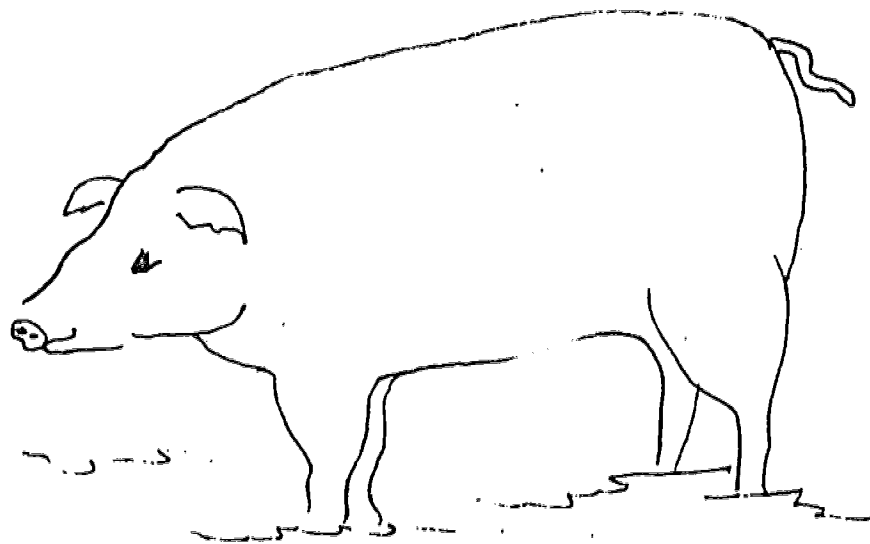


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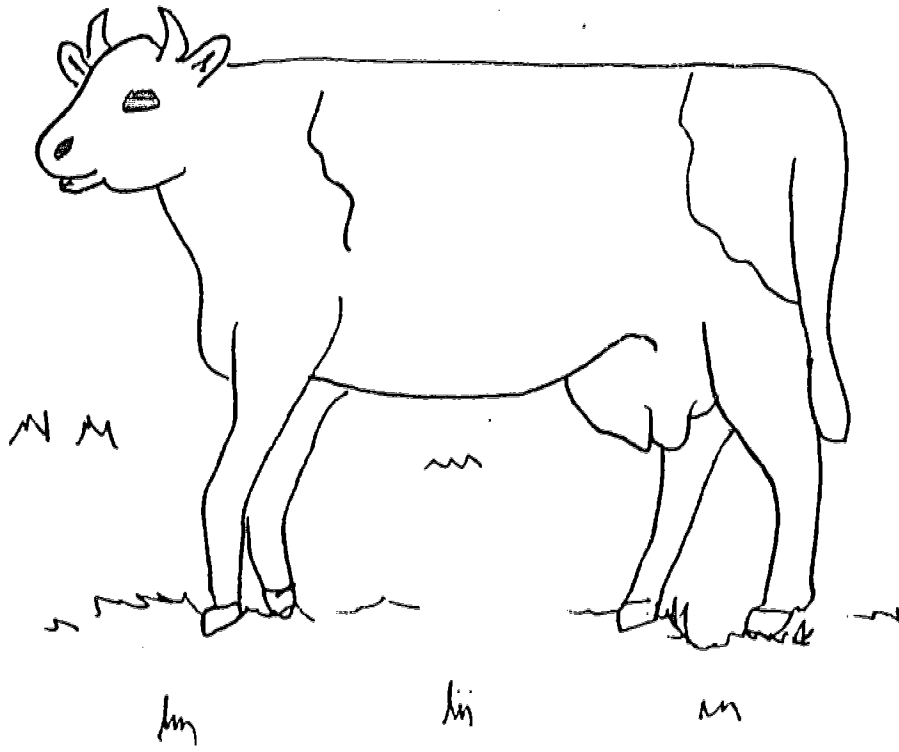


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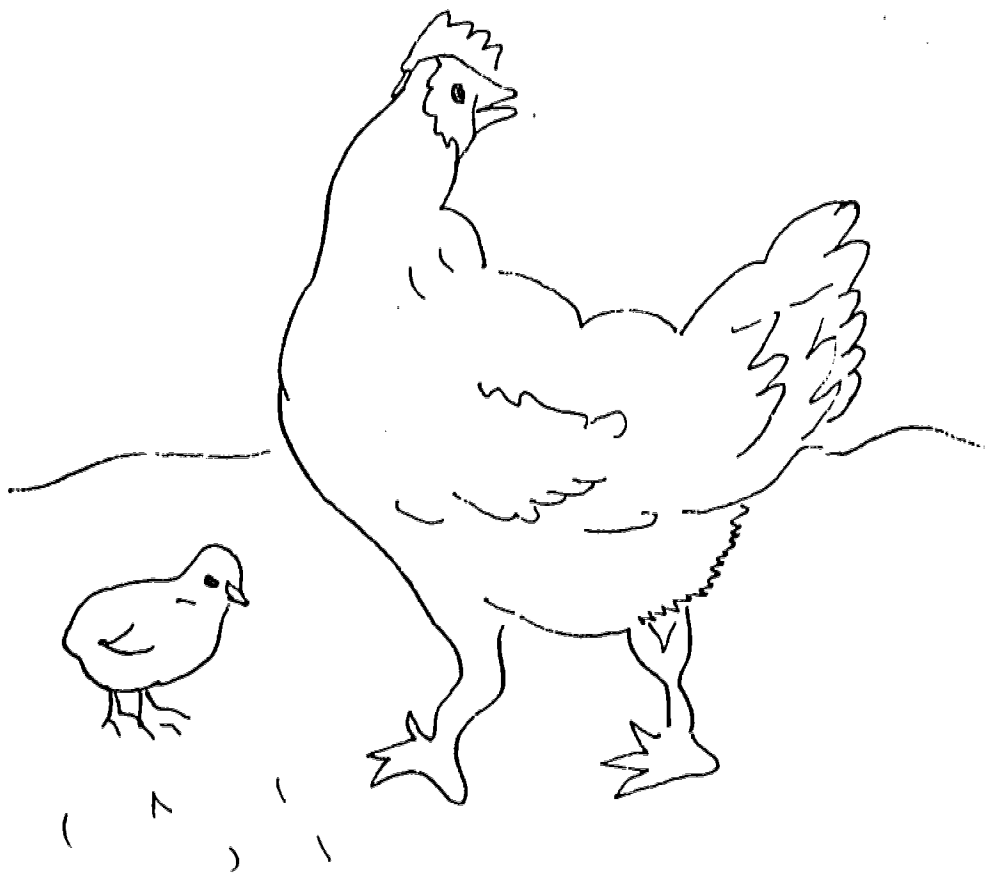




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Concept 7 - There are many kinds of animals that are wild animals.

Objectives:

The students will:

- a) generate a survey questionnaire.
- b) conduct the survey.
- c) organize and summarize the data.
- d) report the findings.

Materials:

<p>Provided: wild animal list sample data-gathering instrument</p>	<p>Not provided: none</p>
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Procedures:

1. Suggested questions:  
"Do all people feel the same way about wild animals?"  
"What feelings do people have?" List them on a chart  
(fear, like, dislike, etc.)
2. Hand out the wild animal list and ask:  
"Since people have different feelings about wild animals, how can we find out how they feel about the animals on the list?"
3. Divide students into groups of three and have each group develop a survey. You may want this to be open-ended, or may select some feelings mentioned in #1 above for the form (fear, like, dislike).
4. Have each group describe their survey form and, from their ideas, create one form on a chart or overhead. (The form will not be that long as many groups will have done it the same way.) You may want to ask the students if they want to add any other wild animals to the list.
5. Obtain class results of the survey by having students raise their hands in response to survey questions. Ask questions about the different feelings as they respond. Typical questions would be:  
"Why do you think people are afraid of spiders?"  
"Of all the animals, which do people dislike the most?"  
"Why?"

"How could people overcome their fear of \_\_\_\_\_?"  
"Are there some animals we should fear?" "Why?"  
"How can we change people's dislike of the \_\_\_\_\_?"

6. Optional activity: Students may graph the class responses.
7. Optional activity: Have students survey other classes using the form and compare results.

HOW WE FEEL ABOUT WILD ANIMALS

GRIZZLY BEAR

RACCOON

CARDINAL

GRASSHOPPER

SPIDER

RATTLESNAKE

OPPOSSUM

ROBIN

EARTHWORM

RAINBOW TROUT

BUZZARD

BOBCAT

GRASS SNAKE

ALLIGATOR

SQUIRREL

SHARK

DEER

ROBIN

CHIPMUNK

PORCUPINE

BUTTERFLY

HOW WE FEEL ABOUT WILD ANIMALS

WILD ANIMAL	LOVE	LIKE	DISLIKE	FEAR			TOTAL

PUT AN "X" IN THE BLOCK FOR EACH PERSON THAT HAS THAT FEELING ABOUT THE WILD ANIMAL.

Concept 8 - Humans must protect the homes of wild animals.

Concept 9 - Wild animals that are not protected may become endangered or extinct.

Objectives:

The students will:

- a) define endangered species.
- b) conduct library research.
- c) report their findings.
- d) define extinct.
- e) describe the impact of animals that become extinct.

Materials:

Provided: endangered animal list teacher information sheet on endangered animals Georgia's protected wild- life list	Not provided: none
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Procedures:

1. From the previous activity, students should realize that people do not feel the same way about wild animals.  
 Ask:  
 "If people dislike or fear certain animals, will they be as concerned about their welfare?"  
 "What happens to the wild animals when people do not take proper care of them?"
2. Hand out the endangered animal list. Review the names of the animals.  
 "These wild animals were not taken care of properly and now they are endangered. (Write the term on a chart.)"
3. Using books in the classroom or the library, students should write a report on one of the endangered animals (teacher information sheets are provided to help). The report should describe the animal, its habitat, what it eats (herbivore/carnivore/omnivore) and why it is endangered. You may need to review some of the terms with the students.
4. After the students have written their reports, have each design a bumper sticker for a car that supports the protection of the endangered animal.



5. Over the next week you may want several of the reports read aloud. Students who made bumper stickers about that animal can show them to the class. The bumper stickers could be displayed around the school.

ENDANGERED SPECIES

American Alligator  
American Buffalo  
Black-Footed Ferret  
California Condor  
Cougar or Mountain Lion  
Eastern Brown Pelican  
Hawaiian Monk Seal  
Ivory-billed Woodpecker  
Key Deer  
Mexican Grizzly Bear  
Pronghorn  
Red Wolf  
Swift Fox  
Walrus  
Whooping Crane

## TEACHER INFORMATION SHEET ON ENDANGERED SPECIES\*

## 1. American alligator

The American alligator is a reptile with a gray-green color on its back and a yellowish-white stomach. No one knows for sure how many alligators are living in the swamps of Florida, Mississippi, and Louisiana. This once common creature of the southeastern United States swamps spends most of its time basking in the sun and eating such animals as turtles, fish, and birds. It has been killed in great numbers for its skin which is used in purses, belts, and shoes. In addition, as swamps are drained for construction, available homes for the alligator have dwindled.

## 2. American Buffalo

This large mammal is red-brown in color with a dark brown face, legs, and feet. Its horns are a gray-brown. It is America's heaviest land animal and lives in Wood Buffalo National Park in California. At one time over 60 million of these animals roamed North America feeding on leaves, shrubs, grass, and twigs. Buffalo were hunted in great numbers for food, fur, and sport. Not long ago, only 200 were alive, but tremendous efforts were made to save the buffalo. Today, this effort has paid off because the buffalo has made a tremendous comeback.

## 3. Black-Footed Ferret

The little ferret is a light tan mammal with a black face mask and black legs and tail tip. Where, and how many of these animals are alive today is unknown. The ferret's main diet is prairie dogs, mice, gophers, and ground squirrels.

## 4. California Condor

The largest American land bird has a ten foot wing span. It has dark gray-brown feathers that have white edges on the inner part of the wings. The head is a light red in color and its beak is gray. The legs and feet are pink! At one time these birds were prevalent west of the Rocky Mountains from Canada to California. Its main food is carrion. Because of humans altering its habitat and its slow reproduction rate (one egg every other year), the number of condors has dwindled to 27. Today the condors are being rounded up to be bred in captivity.

## 5. Cougar or Mountain Lion

This yellow-brown mammal is the largest cat in the United States. Because it lives in the wildest areas in Florida and the western states, no one knows how many are alive. Although it will attack domestic animals when hungry, its main food is animals like deer and elk.

#### 6. Eastern Brown Pelican

The Eastern Brown Pelican is the smallest of the pelicans and, as its name implies, it is brown. There is a white stripe on its neck and its forehead is yellow. It is the only plunge-diving pelican and dives for fish. We do not know how many are alive today in the Florida Everglades. It will not reproduce near polluted water.

#### 7. Hawaiian Monk Seal

This seal is a mammal with a gray spotted back. Its stomach is a yellow-white. Today only between 1000 and 1500 are alive, living on the westernmost of the Hawaiian Islands. It eats reef fish and mollusks. Although at first it appears that the seal is tame, it cannot tolerate humans. If humans are present, the seals will leave the area and not return.

#### 8. Ivory-Billed Woodpecker

This black bird with a red crested head is the largest woodpecker in the United States. It has white stripes on its neck, body, and wing feather tips. It is believed that at least one pair of these birds lives in Florida. Each pair requires 2000 acres of forest territory. It drills into the forest trees and it eats the insects and spiders found there.

#### 9. Key Deer

The tiny Key Deer is a gray-brown mammal. The inside of its legs and its belly are a gray-white color. It has a black nose. Today only about 350 Key Deer are alive in the Florida Keys. It is a herbivore and eats mangrove and other leaves. The Key Deer almost became extinct due to automobile accidents and lack of fresh water.

#### 10. Mexican Grizzly Bear

The Mexican Grizzly Bear is light brown in color, but the light-colored hair growing in their fur gives them a grizzled color. Its stomach, legs, and feet are dark brown. Only a few of these large bears are alive and live in the Yaqui Basin of Smora. They were hunted and poisoned in great numbers. The grizzly feeds on such animals as birds, insects, and fish, but also eats roots and berries.

#### 11. Pronghorn

The beautiful red-brown pronghorn has white neck bands, rump, and stomach. It is the fastest mammal in America. There are over half a million today that live mainly in Montana and Wyoming. The pronghorn is a herbivore and eats shrubs, grasses, and weeds. Today the numbers are increasing due to efforts to prevent it from becoming extinct. Humans hunted the pronghorn almost to extinction.

## 12. Red Wolf

The reddish-brown colored Red Wolf has black hair on its back and tail. Its face is a gray-red and its chin and neck are white. There are about 24 Red Wolf surviving in a breeding facility in Washington state. Its diet consists of rabbits and small rodents. The Red Wolf almost became extinct because humans killed them in great numbers.

## 13. Swift Fox

The Swift Fox has a gray-brown back and red-brown sides and legs. Its belly and the inside of its legs are white. It has a black nose and tail tip. It is a night feeder and eats rabbits, insects, lizards, and rodents. Unknown numbers of the Swift Fox live from southwestern Canada to Texas. The Swift Fox was hunted and poisoned for its fur.

## 14. Walrus

This reddish-brown mammal has white tusks. Today, about 45,000 survive in the Arctic Ocean to the northwest coast of Alaska. It feeds on mollusks and other small marine animals. The walrus was extensively hunted for food, for its tusks and for sport. In addition, it has a low reproduction rate (one pup every two years) and its numbers continue to drop.

## 15. Whooping Crane

The Whooping Crane stands 5 feet tall, making it the tallest American bird. It is white with black wing tips and a black face mask. There is a red patch on its head and its long legs are gray. It gets its name from the call that it makes that sounds like a whoop. The Whooping Crane eats birds, eggs, fish, insects, worms, and grains. Today less than 100 are alive. It breeds in Wood Buffalo National Park in Canada, where one pair needs 1000 acres of territory.

\* The status of our endangered species is an ever-changing one. This summary should be updated yearly by the teacher.

GEORGIA'S PROTECTED WILDLIFE

## LAND MAMMALS

<u>Common Name</u>	<u>Scientific Name</u>
Cougar	<u>Felis concolor</u>
Colonial Pocket Gopher	<u>Geomys colorus</u>
Sherman's Pocket Gopher	<u>Geomys fontanelus</u>
Gray Bat	<u>Myotis grisescens</u>
Indiana Bat	<u>Myotis sodalis</u>

## WATER MAMMALS

Right Whale	<u>Eubalaena glacialis</u>
Humpback Whale	<u>Megaptera novaeangliae</u>
Manatee	<u>Trichechus manatus</u> <u>latirostris</u>

## BIRDS

Ivory-billed Woodpecker	<u>Campephilus principalis</u>
Red-cockaded Woodpecker	<u>Picoides borealis</u>
Kirtland's Warbler	<u>Dendroica kirtlandii</u>
Peregrine Falcon	<u>Falco peregrinus</u> (subsp.)
Southern Bald Eagle	<u>Haliaeetus leucocephalus</u> <u>leucocephalus</u>
Brown Pelican	<u>Pelecanus occidentalis</u> <u>carolinensis</u>
Bachman's Warbler	<u>Vermivora bachmanii</u>

## REPTILES AND AMPHIBIANS

American Alligator	<u>Alligator mississippiensis</u>
Indigo Snake	<u>Drymarchon corais couperi</u>
Atlantic Leatherback Turtle	<u>Dermodochelys coriacea</u>
Atlantic Hawksbill Turtle	<u>Eretmochelys imbricata</u>
Atlantic Ridley Turtle	<u>Lepidochelys kempi</u>
Georgia's Blind Cave Salamander	<u>Haideotriton wallacei</u>

## FISH

Shortnose Sturgeon	<u>Acipenser brevirostrum</u>
Southern Cave Fish	<u>Typhlichthys subterraneus</u>

## FIFTH GRADE

Concept 1 - There are many kinds of animals that are pets.

### Objectives:

The students will:

- a) generate a survey form.
- b) conduct a survey and gather data.
- c) graph the survey data.
- d) interpret the graph.

### Materials:

Provided: sample survey form	Not provided: none
---------------------------------	-----------------------

### Procedures:

1. Ask the students:  
"If you wanted to find out the types of pets that people have, what would you do?"  
(Answer - Develop a survey form and conduct a survey.)
2. Put students into groups of four and have each group develop a survey form. From group responses, develop a composite survey form on the chart or overhead.
3. Have students copy the survey form and gather the data from classmates, or have each student complete his/her own form and turn it in. The teacher summarizes the data and puts it on the form generated in activity #2.
4. Once the data is collected, each student should organize and graph the data and write a paragraph about the information on the graph.
5. Optional activity - Give the survey form to another class and compare the results.

PETS WE HAVE

ANIMAL	NUMBER OF STUDENTS WHO HAVE THIS ANIMAL AS A PET	TOTAL
DOG		
CAT		
BIRD		
FISH		
GERBIL		

Put an "X" in the row if someone has that animal as a pet.



Concept 2 - Humans must provide pets with what they need.
---

Objectives:

The students will:

- a) list methods of pet care.
- b) design a pet care booklet using the information.

Materials:

Provided: Pet Care information sheet booklet covers	Not provided: crayons, yarn
---	--------------------------------

Procedures:

1. Ask the students:  
 "How do you take care of your pets?"  
 Generate a list on a chart.
2. Tell the students that, using this list and the pet care information sheet (each should select a dog or cat) they are going to design a Pet Care booklet. They should include illustrations. Before beginning, show them the booklet covers and have them fold paper to fit into the booklet. The completed booklet pages can be held together with yarn.
3. These booklets can be shared with other grades and later taken home.
4. Optional activity - Have different groups of students design the booklets for different grades.

## TAKING CARE OF YOUR DOG

Your dog is an important part of your life. She needs very special care. Love is very important to your dog. There are many ways you can show your dog you love her. The best ways are to play with her and to take good care of her.

Playing with your dog gives her exercise. Dogs need lots of exercise. Your dog should have a nice and safe place to run. A fenced yard keeps your dog out of the street and away from danger. It is important to walk your dog on a leash. The leash is attached to the collar.

Your dog should have a collar. On the collar, the veterinarian will put her rabies tag. You should put a name tag on the collar. The name tag should have your dog's name, your name and address, and your phone number.

You need to keep your dog clean and brushed. Dogs like baths. Just like you, your dog will not like to get soap in her eyes. After you give your dog a bath, you should dry her. Your dog will like to get brushed and combed. She should also have her fleas removed. Flea powder or flea spray can be put on her once she is brushed.

Your dog must get the right food. Table scraps are not good for your dog. She should never get chicken or pork bones. These bones can get caught inside her and hurt her. Be sure your dog does get some hard food to help clean her teeth. She should always have plenty of fresh water.

Your veterinarian should see your dog at least once a year. He will check your dog to make sure she is healthy. He will check your dog for parasites. If your dog has worms, the veterinarian will give her medicine. He will also check your dog for heartworms. You must give your dog medicine every day so she will not get heartworms. Your dog will also get shots to keep her well.

Never go away on a trip and leave your dog alone. Make sure someone you trust is taking care of her. You can also put her in a kennel.

These are a few ways to take good care of your dog. She will be a happy dog and know that you love her.

\* You may need to increase or decrease the reading level of this material depending on the ability level of your students.

## TAKING CARE OF YOUR CAT

Your cat is an important part of your life. He needs very special care. Love is very important to your cat. There are many ways you can show your cat you love him. The best ways are to play with him and take good care of him.

Playing with your cat gives him exercise. Cats need lots of exercise. Your cat should have a nice and safe place to play. He should also have a collar. On the collar, the veterinarian will put his rabies tag. You should put a name tag on the collar. The name tag should have your cat's name, your name and address, and your phone number. Often cat collars have bells on them. The bells will tell the birds that a cat is near.

You need to keep your cat clean and combed. Your cat will bathe himself. Often he will get fur inside him from washing himself. If he gets fur inside, put a little vaseline on his paw. He will lick his paw and eat the vaseline. This will help get rid of the fur inside. Your cat will also need to have his fleas removed. You can put flea powder or flea spray on him.

Your cat must get the right food. Table scraps are not good for your cat. He should get food made for cats. Your cat also needs hard food to keep his teeth clean. He should always have plenty of fresh water.

Your veterinarian should see your cat at least once a year. He will check your cat to make sure he is healthy. He will check your cat for parasites. If your cat has worms, the veterinarian will give him medicine. He will also give your cat shots to keep him well.

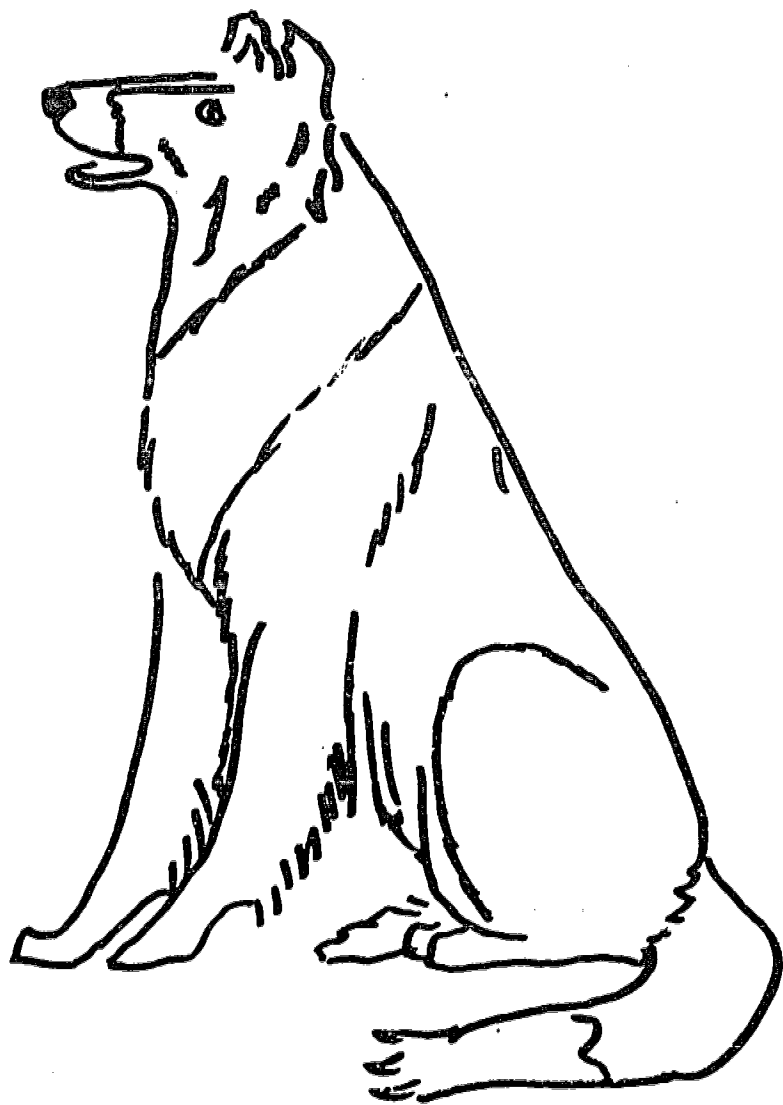
Never go away on a trip and leave your cat alone. Make sure someone you trust is taking care of him. You can also put him in a kennel.

These are a few ways to take good care of your cat. He will be a happy cat and will know that you love him.

\* You may need to increase or decrease the reading level of this material depending on the ability level of your students.



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Concept 3 - Pets must have proper health care.
--

Objectives:

The students will:

- a) list parasites.
- b) describe characteristics of parasites.
- c) trace the life cycle of a parasite.
- d) describe the effects of parasites.
- e) discuss treatments for parasites.

Materials:

Provided: parasite information sheets comic strip forms	Not provided: crayons
---	--------------------------

Procedures:

1. Suggested questions:  
 "Have you ever taken your pet to the veterinarian?"  
 "What does the veterinarian do for your pet?"  
 "Has your veterinarian ever told you she has found parasites?"  
 "What is a parasite?" Write the term on the board.  
 If no one knows what a parasite is, explain that it is an animal that feeds off of another. Tell them that a mosquito is a parasite. Pets get parasites, too. Some are worms, and one is the flea.
2. Tell them they are going to learn about these pet parasites. Have each read about the different parasites and pick one to use to make a comic strip. (You may want to show examples of comic strips to show how they are sequenced.) Ask students what topics they could put into the comic strips. Topics for comic strips could be:
  - Life Cycle of the Parasite
  - What The Parasite Does To The Pet
  - How the Pet Gets the Parasite
  - How the Veterinarian Helps Get Rid of Pet Parasites

DOG PARASITES

## THE FLEA



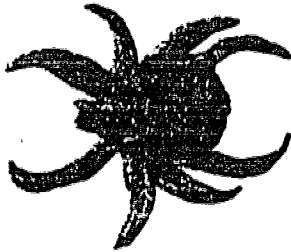
Fleas are brown, wingless insects. (Insects have 6 legs.) In warm weather, your dog may get fleas. Fleas live near your dog's tail and on his stomach. They bite your dog and eat his blood. The bites make your dog itch. Fleas can also give your dog tapeworms.

Fleas lay eggs on your dog. The eggs can fall off your dog and be all over your house. In about 4 weeks the eggs hatch.

You must keep fleas off of your dog. You can bathe him with flea shampoo. You can use flea powder or flea spray on your dog. The veterinarian can dip your dog. All of these things help get rid of fleas.

DOG PARASITES

THE TICK



Ticks are round with small heads. They have 8 legs. Your dog can get ticks in the woods when it is warm. Ticks attach to your dog's skin and suck his blood.

Ticks should be removed from your dog. Alcohol can help prevent an infection.

You must keep ticks off of your dog. The veterinarian can dip your dog. The dip keeps ticks from attaching to your dog.



DOG PARASITES

## WORMS

Your dog can get many different kinds of worms. Each worm can harm your dog in a different way. They can make your dog throw up. Your dog may become weak and thin.

Most worms live in your dog's intestines. Female worms make a lot of eggs. The eggs leave your dog and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your dog may have. Your dog may have worms if he has diarrhea. You should take him to the veterinarian. The veterinarian can give him medicine to get rid of worms.

## HEARTWORM



One kind of worm your dog can get is HEARTWORM. Your dog can get heartworms from a mosquito. The worms live in your dog's heart. These worms make the heart very weak. The veterinarian can give you medicine for your dog so he won't get heartworms.

DOG PARASITES

## WORMS

Your dog can get many different kinds of worms. Each worm can harm your dog in a different way. They can make your dog throw up. Your dog may become weak and thin.

Most worms live in your dog's intestines. Female worms make a lot of eggs. The eggs leave your dog and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your dog may have. Your dog may have worms if he has diarrhea. You should take him to the veterinarian. The veterinarian can give him medicine to get rid of worms.

## ROUNDWORMS



One kind of worm your dog can get is ROUNDWORMS. Many puppies have roundworms. Roundworms look like spaghetti. They are about 5 inches long. The veterinarian will check your dog for roundworms and give him medicine.

DOG PARASITES

## WORMS

Your dog can get many different kinds of worms. Each worm can harm your dog in a different way. They can make your dog throw up. Your dog may become weak and thin.

Most worms live in your dog's intestines. Female worms make a lot of eggs. The eggs leave your dog and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your dog may have. Your dog may have worms if he has diarrhea. You should take him to the veterinarian. The veterinarian can give him medicine to get rid of worms.

## HOOKWORMS AND WHIPWORMS



Your dog can get HOOKWORMS and WHIPWORMS. These worms live in your dog's intestines. They eat your dog's blood. The veterinarian will check your dog for hookworms and whipworms and give him medicine.

DOG PARASITES

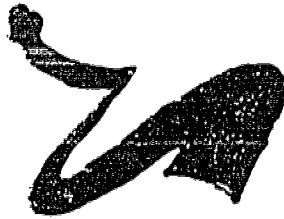
## WORMS

Your dog can get many different kinds of worms. Each worm can harm your dog in a different way. They can make your dog throw up. Your dog may become weak and thin.

Most worms live in your dog's intestines. Female worms make a lot of eggs. The eggs leave your dog and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your dog may have. Your dog may have worms if he has diarrhea. You should take him to the veterinarian. The veterinarian can give him medicine to get rid of worms.

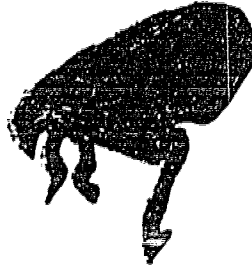
## TAPEWORMS



One kind of worm your dog can get is TAPEWORMS. Your dog can get tapeworms from fleas. Tapeworms live in your dog's intestines and eat his blood. The veterinarian will check your dog for tapeworms and give him medicine. You must also get rid of your dog's fleas, so she will not keep getting tapeworms from them.

CAT PARASITES

## THE FLEA



Fleas are brown, wingless insects. (Insects have 6 legs.) In warm weather, your cat may get fleas. Fleas live near your cat's tail and on his stomach. They bite your cat and eat his blood. The bites make your cat itch. Fleas can also give your cat tapeworms.

Fleas lay eggs on your cat. The eggs can fall off your cat and be all over your house. In about 4 weeks the eggs hatch.

You must keep fleas off of your cat. You can bathe him with flea shampoo. You can use flea powder or flea spray on your cat. The veterinarian can dip your cat. All of these things help get rid of fleas.

CAT PARASITES

## WORMS

Your cat can get many different kinds of worms. Each worm can harm your cat in a different way. They can make your cat throw up. Your cat may become weak and thin.

Most worms live in your cat's intestines. Female worms make a lot of eggs. The eggs leave your cat and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your cat may have. Your cat may have worms if she has diarrhea. You should take her to the veterinarian. The veterinarian can give her medicine to get rid of worms.

## TAPEWORMS



Tapeworms are long worms. They live in your cat's intestines and eat her blood. Your cat can get tapeworms from fleas. She can also get tapeworms when she eats a mouse.

You can't tell when your cat has tapeworms. Your veterinarian will check your cat for tapeworms and give her medicine. You must also get rid of your cat's fleas, so he will not keep getting tapeworms from them.

CAT PARASITES

## WORMS

Your cat can get many different kinds of worms. Each worm can harm your cat in a different way. They can make your cat throw up. Your cat may become weak and thin.

Most worms live in your cat's intestines. Female worms make a lot of eggs. The eggs leave your cat and are on the ground. Other pets can get worms from these eggs.

You cannot see most of the worms your cat may have. Your cat may have worms if she has diarrhea. You should take her to the veterinarian. The veterinarian can give her medicine to get rid of worms.

## ROUNDWORMS



Many kittens have roundworms. They live in your cat's intestines and eat her blood. The female roundworm makes many eggs. They leave your cat and are on the ground. Other cats can get roundworms this way.

The veterinarian will check your cat or kitten for roundworms and give you medicine for her.

COMIC STRIP FORMS

The form is a template for a comic strip, divided into two columns by a vertical dashed line. The left column contains three large, vertically-oriented rectangular panels stacked on top of each other. The right column contains four smaller, horizontally-oriented rectangular panels stacked on top of each other. All panels are empty, intended for drawing and writing.



WORD FIND PUZZLE

N	F	O	L	W	S	H	L	M
A	S	K	W	O	L	F	I	A
M	B	U	F	F	A	L	O	D
E	E	P	R	I	N	C	N	O
I	A	S	E	A	L	D	O	N
C	R	A	N	E	K	E	V	N
K	G	O	B	A	T	A	E	A
Y	A	F	O	X	S	R	D	S

AMERICAN \_\_\_\_\_

MOUNTAIN \_\_\_\_\_

KEY \_\_\_\_\_

GRIZZLY \_\_\_\_\_

HAWAIIAN MONK \_\_\_\_\_

RED \_\_\_\_\_

WHOOPING \_\_\_\_\_

Concept 4 - There are more pets than there are homes.
---

Objectives:

The students will:

- a) define pet population explosion.
- b) calculate population growths.
- c) report findings.
- d) explain methods of preventing population explosions.
- e) label operating room features for a spay.

Materials:

Provided: math worksheet sample diagram spay picture	Not provided: crayons
---	--------------------------

Procedures:

1. Suggested questions:  
 "Do you know what the Pet Population Explosion is?"  
 Write Pet Population Explosion on the board.  
 "Why is there a pet population explosion?"
2. "To see how a pet population explosion can happen, the class will mathematically compute how many puppies could be born from one mother dog. In order to compute this we are going to assume that female dogs always have six puppies. Do female dogs always have six puppies? We are also going to pretend that half of the six will be female puppies. How many will be girl puppies? How many will be male puppies? We will see how many puppies will be born after four generations." (You may need to define generation.)
3. Hand out the math sheet and have the students complete as you make the diagram on the overhead or chart.
4. When the previous activity is completed, ask the students:  
 "What can be done to prevent the pet population explosion?"  
 "One way we can prevent a pet population explosion is by an operation that female pets can have. This special operation is called a spay. (Write on a chart.) This operation is done by a veterinarian in an operating room and the parts of the female's body where babies grow are removed.

5. Hand out the picture of the spay and as they look at it, describe the picture and have students label it.
  - a) This is a sterile (write on chart) operation so there are no germs around. Why would this be important? The operation is very safe.
  - b) The pet is on the operating table.
  - c) The pet is put to sleep using anesthesia.
  - d) The veterinarian must wear a sterile gown, gloves, and mask to keep the germs away.
6. After they have labeled the drawing, they may want to color it.

HOW MANY DOGS AND PUPPIES?

NUMBER OF DOGS  
AND PUPPIES

<p><u>GENERATION 1</u></p> <p>Mother dog</p>	<p>_____</p>
<p><u>GENERATION 2</u></p> <p>Mother dog has 6 puppies (3 sons and 3 daughters)</p> <p style="text-align: center;">Total dogs and puppies Generation 1 and 2</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p><u>GENERATION 3</u></p> <p>Each daughter dog has 6 puppies (3 grandsons &amp; 3 granddaughters)</p> <p>3 daughters X 3 grandsons</p> <p>3 daughters X 3 granddaughters</p> <p style="text-align: center;">Total grandsons &amp; granddaughters</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><u>GENERATION 4</u></p> <p>Each granddaughter dog has 6 puppies (3 great-grandsons and 3 great-granddaughters)</p> <p>9 granddaughters X 3 great-grandsons</p> <p>9 granddaughters X 3 great-granddaughters</p> <p style="text-align: center;">Total great-grandsons &amp; great-granddaughters</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p>To find the total number of dogs and puppies, add the numbers in the boxes together.</p> <p>Generation 1 and 2 (mother, sons, and daughters)</p> <p>Generation 3 (grandsons and granddaughters)</p> <p>Generation 4 (great-grandsons &amp; great-granddaughters)</p> <p>TOTAL NUMBER OF DOGS &amp; PUPPIES!</p>	<hr/> <hr/> <hr/> <hr/> <div data-bbox="1179 751 1369 821" style="border: 1px solid black; width: 117px; height: 33px;"></div>
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SAMPLE OF DIAGRAM FOR OVERHEAD

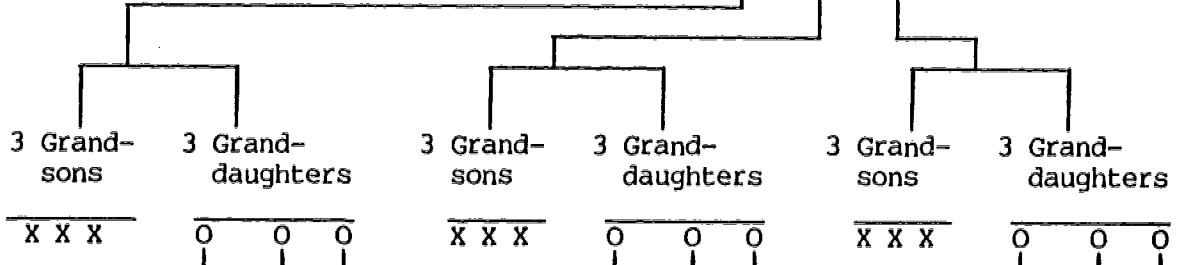
Generation 1:



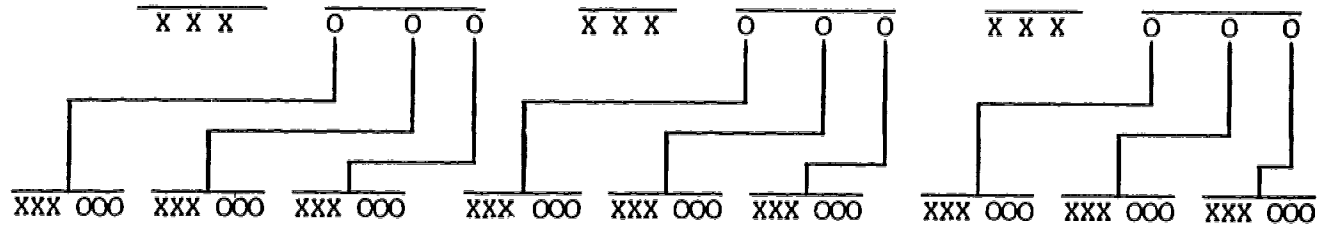
Generation 2:



Generation 3:

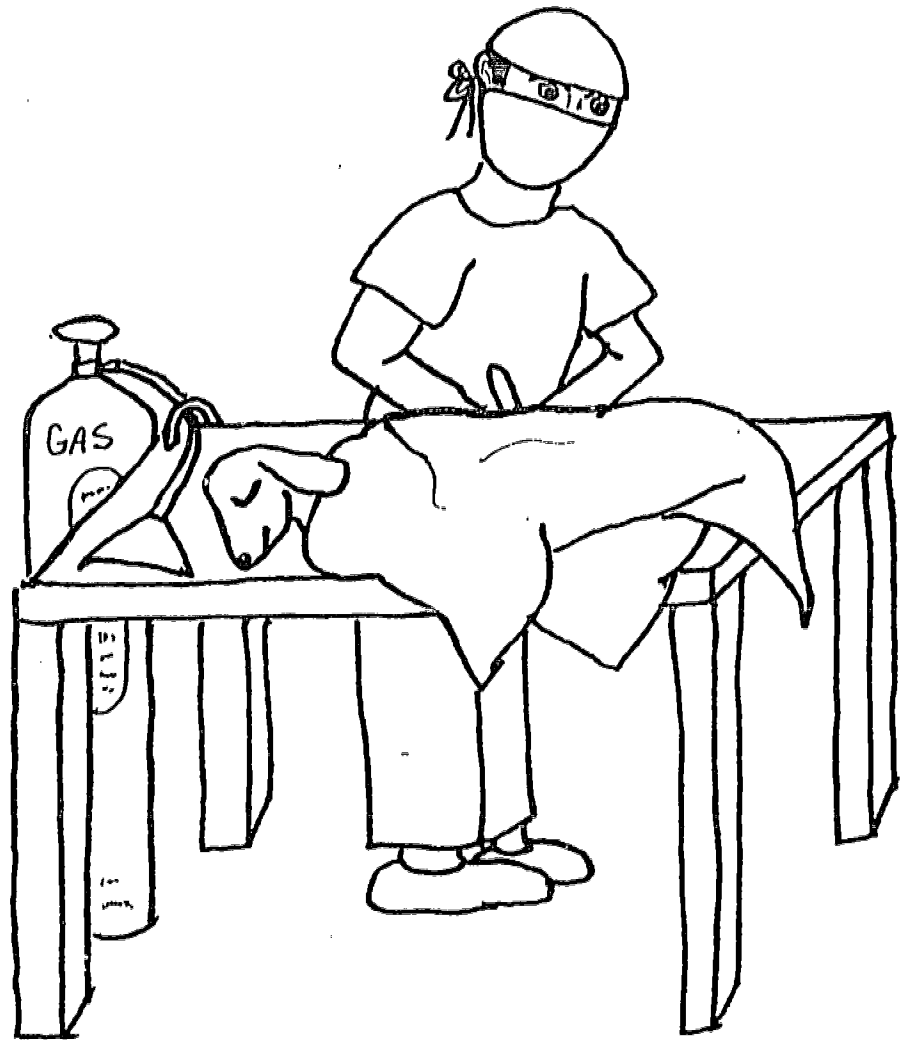


Generation 4:



\* X = MALE

O = FEMALE



Concept 5 - There are many kinds of animals that are farm/ranch animals.

Objectives:

The students will:

- a) list products from farm animals.
- b) categorize products into food groups.
- c) design a snack containing farm animal products.
- d) design a label for the snack.

Materials:

Provided: ingredient labels	Not provided: none
--------------------------------	-----------------------

Procedures:

1. To get students thinking about the concept, ask such questions as:  
"What products of farm/ranch animals do you use each day?"  
Generate a list.
2. Students investigate ingredient labels from foods bought at the store to discover whether or not they contain farm animal products, and if so, which products. (Students could bring in some from home, too.) Using ingredient labels, have students circle the farm animal products. You may want them to arrange the products into food groups or into groups by the animal from which the products come.
3. Optional activity:  
Have them make a snack that has something from different food groups, one of which must be or contain a farm animal product:  
Example: crackers with peanut butter sprinkled with sesame seeds  
and have students design an ingredient label.
4. Have each student create her own snack that contains at least one farm animal product. She should name it, then draw a picture of it for a can label, and make an ingredient list.



## INGREDIENT LABELS

<b>Biscuit Mix:</b> Enriched flour, animal shortening, soybean oil, salt, beef fat, baking soda, cultured buttermilk.	<b>Bread Crumbs:</b> Enriched flour, water, sugar, yeast, salt, corn syrup, lard.
<b>Mixed Chicken:</b> Chicken, chicken broth.	<b>Crackers:</b> Enriched wheat flour, animal shortening, corn syrup, baking soda, salt.
<b>Bread:</b> Flour, water, nonfat dry milk, salt, yeast, whole eggs, shortening.	<b>Noodles:</b> Enriched flour, water, eggs, salt.
<b>Macaroni and Cheese Dinner:</b> Macaroni, cheese sauce, skim milk, salt, buttermilk.	<b>Thousand Island Dressing:</b> Soybean oil, sugar, water, tomatoes, salt, vinegar, pickles, egg yolks, corn syrup, spices.
<b>Baked Beans:</b> Cooked beans, water, tomatoes, corn syrup, sugar, pork, salt.	<b>Granola Bars in Chocolate:</b> Chocolate, sugar, milk, salt, caramel, rice, oats, brown sugar, peanuts.
<b>Toaster Tarts:</b> Flour, sugar, corn syrup, water, cocoa, salt, baking powder, egg whites.	<b>Spaghetti Sauce:</b> Water, tomato paste, soybean oil, beef, salt, sugar, corn syrup, onions, cheese, spices.
<b>Vegetable Soup:</b> Beef broth, carrots, peas, potatoes, celery, corn, oil, green beans, lima beans, cabbage, macaroni.	<b>Chicken and Rice Soup:</b> Chicken broth, rice, chicken meat, celery, salt, butter.
<b>Beef and Macaroni:</b> Tomatoes, water, beef, corn syrup, macaroni, salt, onions.	<b>Beef Stew:</b> Beef broth, beef, potatoes, carrots, flour, beef fat, salt, tomato paste, sugar.

\* Colorings, most seasonings, and preservatives have been omitted.

Concept 6 - Humans must provide farm/ranch animals with what they need.

Objectives:

The students will:

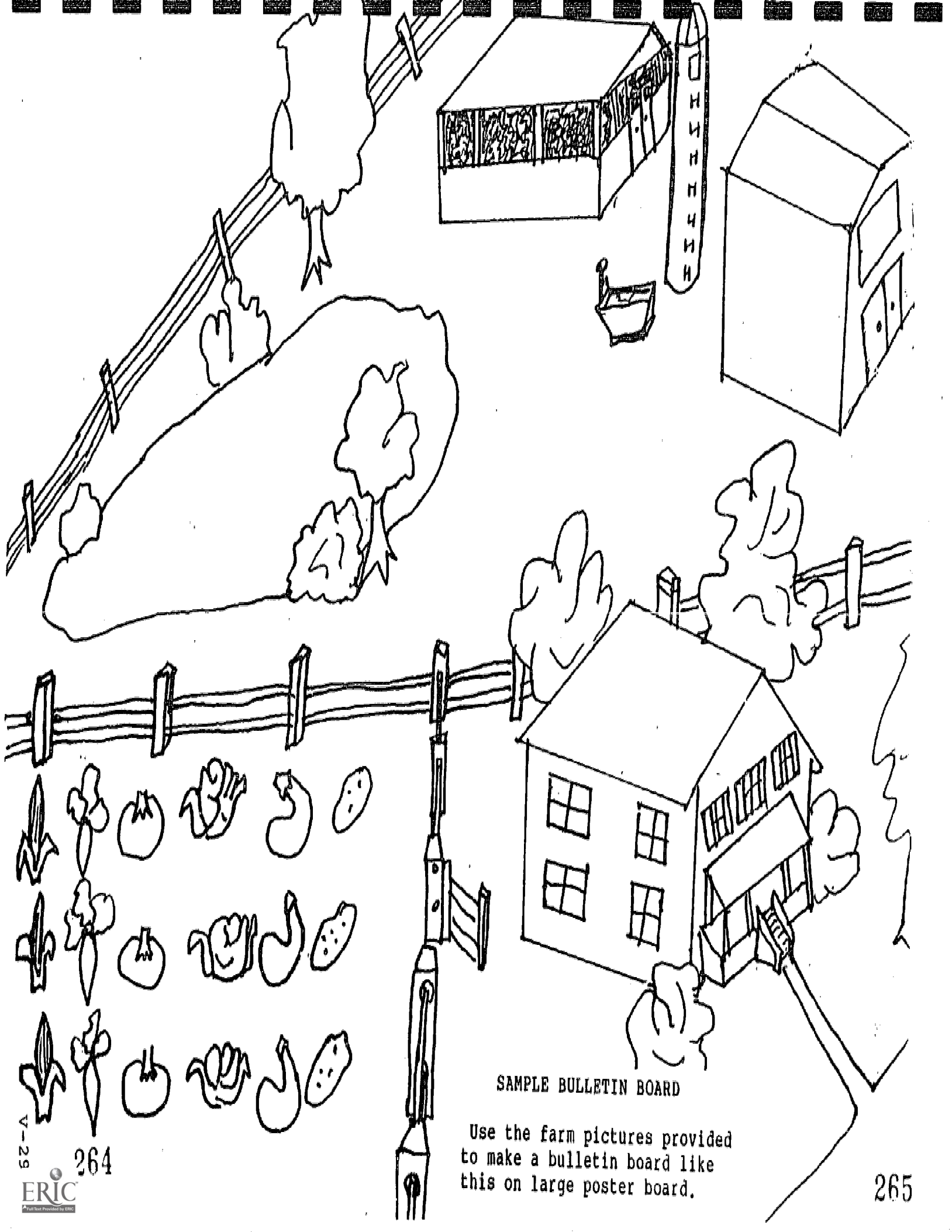
- a) categorize animal needs.
- b) design a farm that meets those needs.

Materials:

Provided: farm parts	Not provided: poster paper, crayons, glue, scissors
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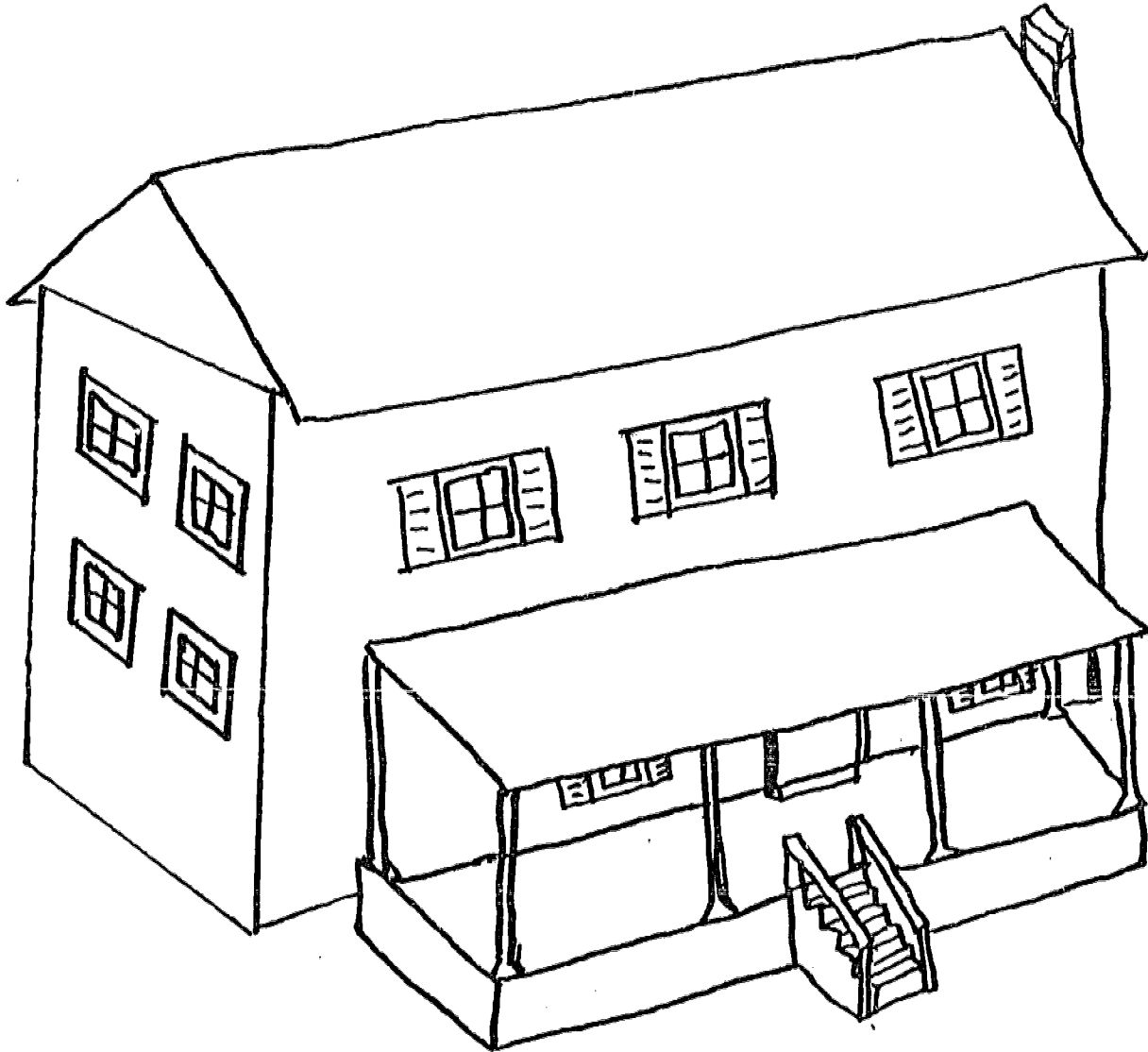
Procedures:

1. Ask the students:  
"What do farmers do to meet the needs of animals?"  
(These should include: provide food, water, and shelter. If answers are not this general, all answers could be categorized into one of these three.) Generate the list on a chart.
2. All of these needs must be met on a farm. Students will work in pairs to design a farm to meet these needs. Horses, cows, chickens, pigs, and ducks will be on the farm.
3. Hand out the farm handouts. They can use poster board for the background. They will have to draw in roads, fences, trees, and the duck pond. Each should have a title or name for their farm.
4. These could be displayed around the school.

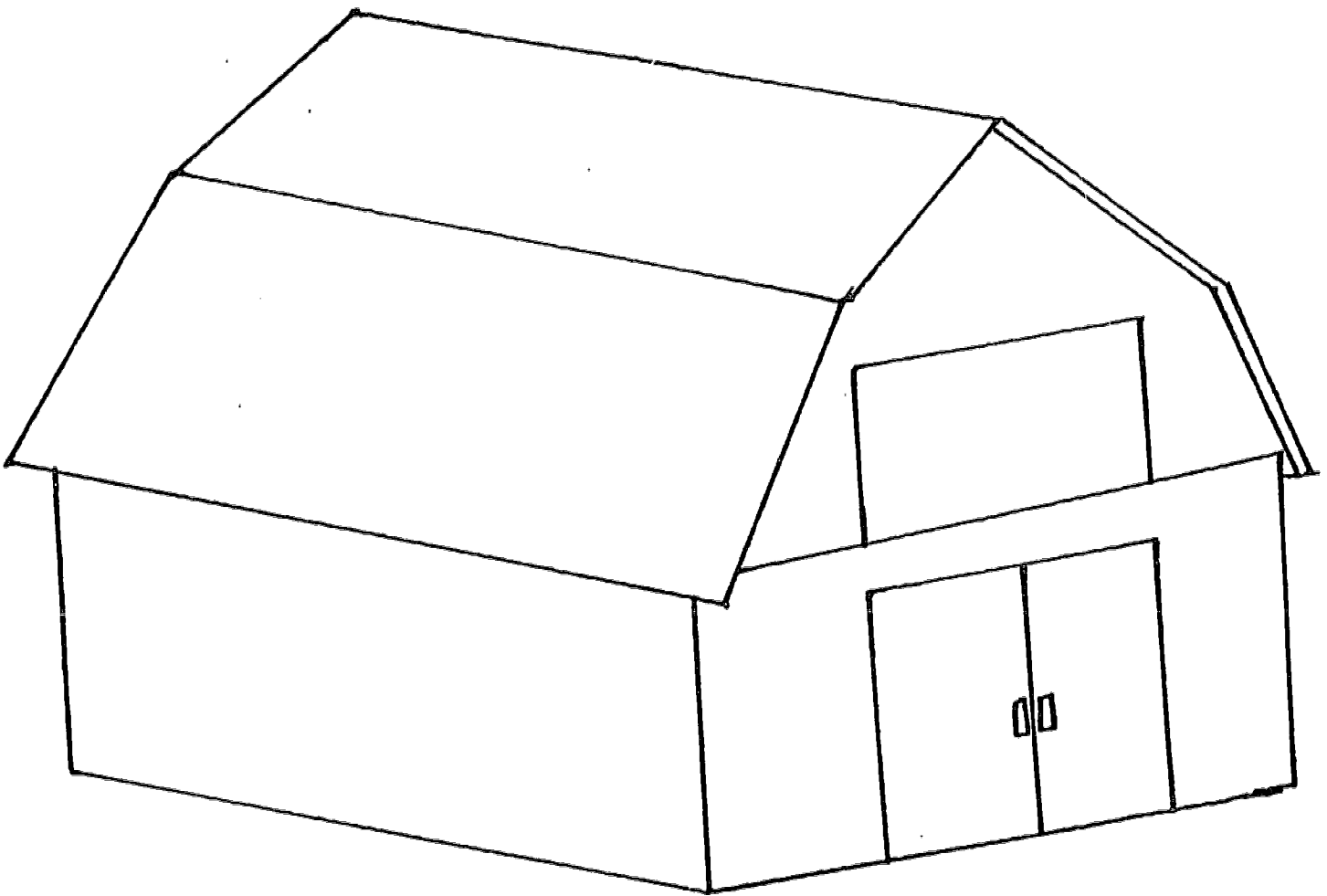


SAMPLE BULLETIN BOARD

Use the farm pictures provided to make a bulletin board like this on large poster board.

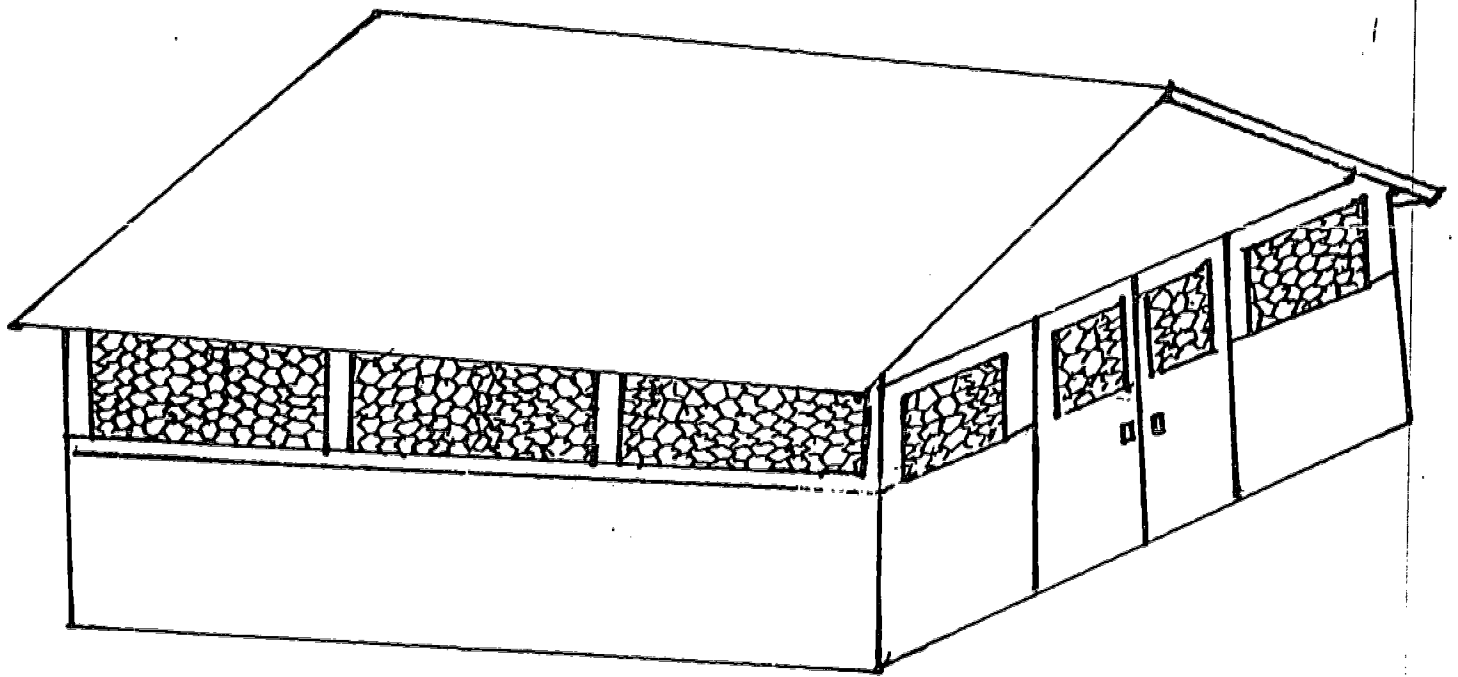


HOUSE



BARN

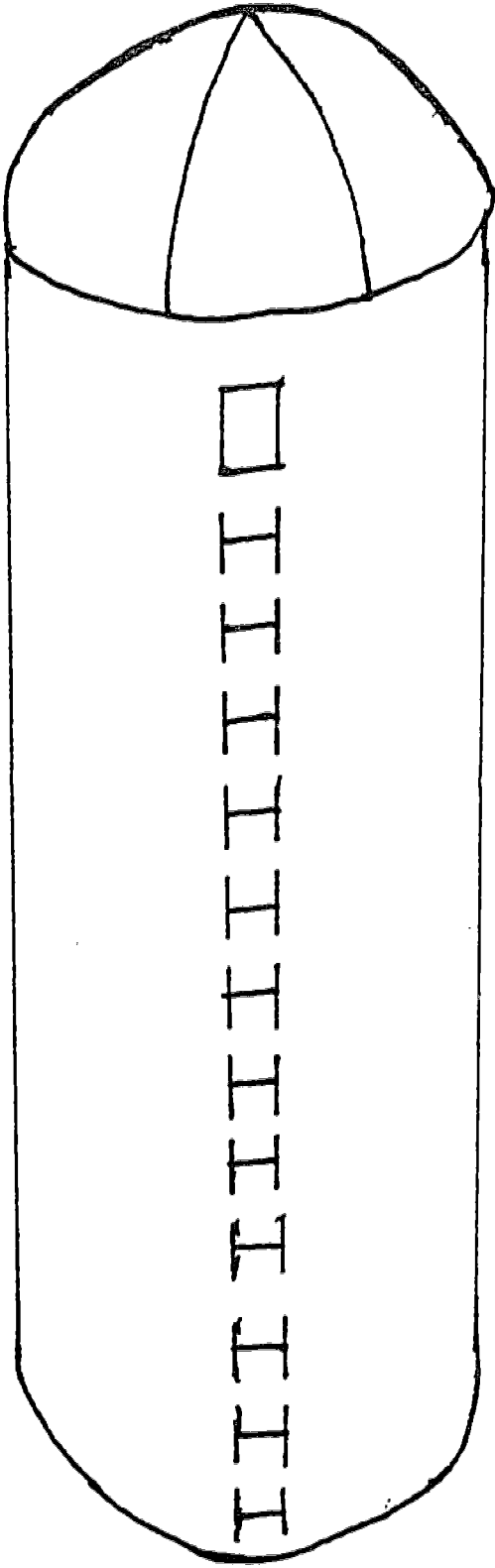
267



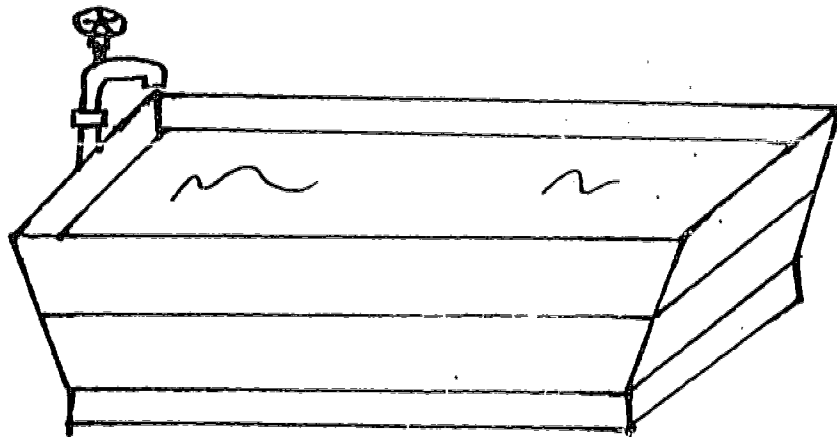
CHICKEN COOP

268

SILO



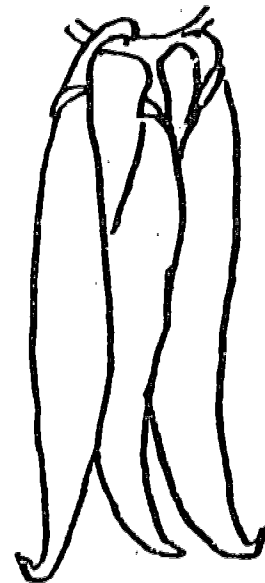
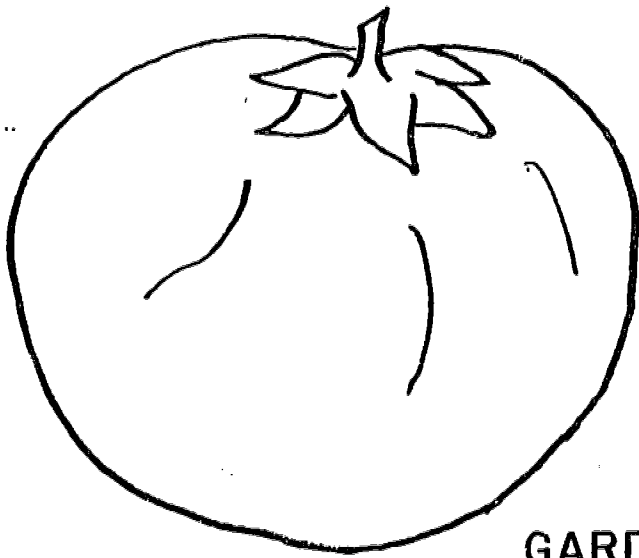
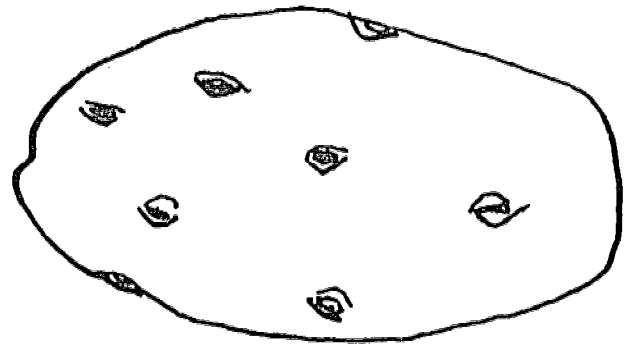
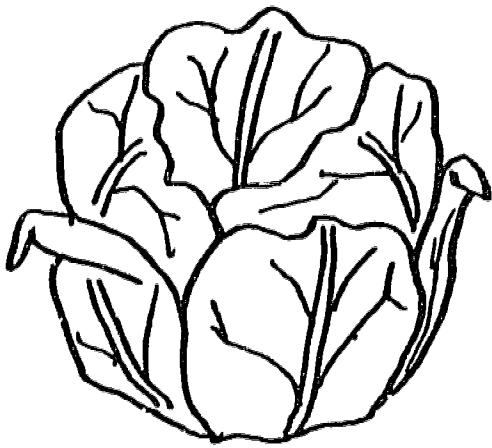
269



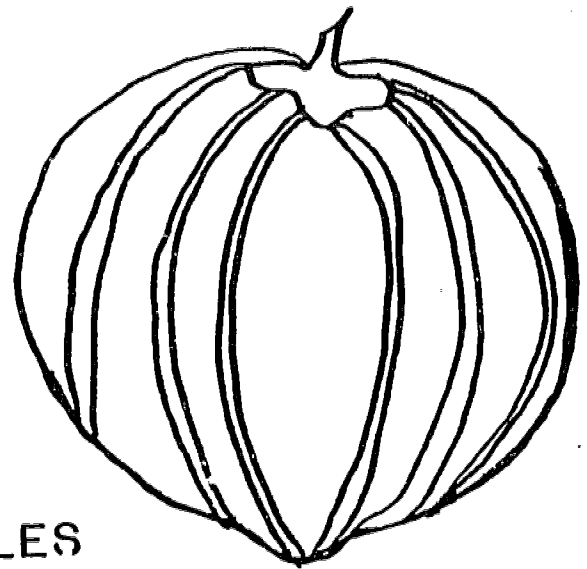
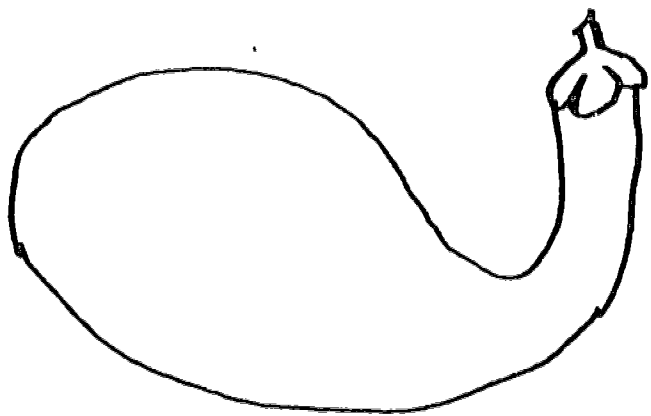
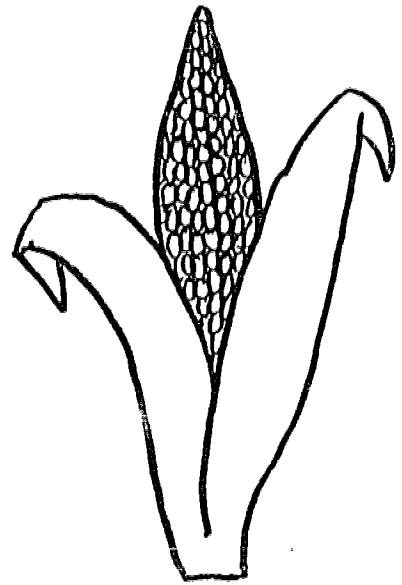
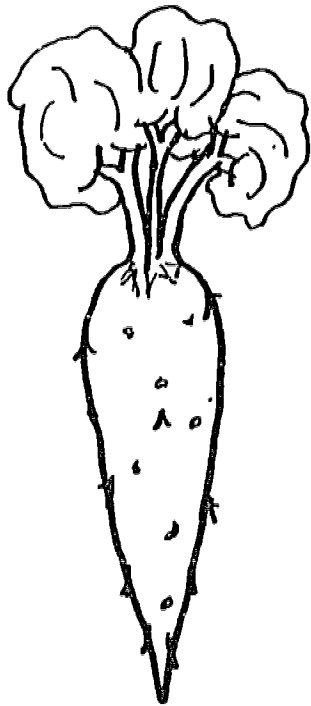
WATER TROUGH

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**GARDEN VEGETABLES**



GARDEN VEGETABLES

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Concept 7 - There are many kinds of animals that are wild animals.
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Objectives:

The students will:

- a) describe wild animals.
- b) categorize wild animals as herbivore, carnivore, or omnivore.

Materials:

Provided: directions for haiku	Not provided: none
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Procedures:

1. Have the students close their eyes and pretend they are walking in a woods, a meadow, or by a lake. They see a wild animal. Have the students write a haiku about their animal.
2. Have students illustrate their haiku.
3. During the week, have students read the haiku and have others try to guess the animal. Give them the correct answer by showing the picture. Have the students identify the animal as a herbivore, carnivore, or omnivore.

DIRECTIONS FOR HAIKU AND CINQUAIN

Haiku

Three lines:

First line contains 5 syllables.  
Second line contains 7 syllables.  
Third line contains 5 syllables.

Example:

The armadillo  
Covered with strong armored plates  
Like an army tank.

Cinquain

Five lines:

First line names the animal.  
Second line is a two-word description of the animal.  
Third line contains three action words that tell something about the animal.  
Fourth line is a short statement about the animal.  
Fifth line is a synonym or another description of the animal.

Example:

Bee  
Yellow, fuzzy  
Busy, buzzing, gathering  
Honey for its hive  
Flying butter

Concept 8 - Humans must protect the homes of wild animals.

Concept 9 - Wild animals that are not protected may become endangered or extinct.

Objectives:

The students will:

- a) define endangered and extinct.
- b) use various sources to gather data.
- c) report findings.

Materials:

<p>Provided:  suggestions of groups  from which students  can obtain information</p>	<p>Not provided:  yellow pages  phone book</p>
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Procedure:

1. Suggested questions:  
"What does it mean when an animal is an endangered one?"  
"Do you know of any animals that are endangered?"  
"Animals that are endangered may become extinct. What does the term extinct mean?"
2. Divide the class into the following task groups to learn about endangered animals:
  - a. Task Group I - Writing letter, students ask for brochures and information on endangered animals from agencies listed. From this information they should write a front page article for a newspaper about the various endangered animals.
  - b. Task Group II - Using the yellow pages and phone book, students should learn of local groups of people who help with animal protection. They should write to these groups and get information about what each group does. They should then make their own directory.
  - c. Task Group III - Writing to the Game and Fish Commission, students learn about state laws concerning fishing and hunting regulations. They can then make posters on the various regulations with information about licenses, etc.
  - d. Task Group IV - Researching about extinct animals, students can make a poster or booklets on these extinct animals.

AGENCIES STUDENTS CAN CONTACT TO LEARN ABOUT ANIMAL PROTECTIONLOCAL;

Department of Natural Resources  
 Environmental Protection Division - Information Office  
 270 Washington St., S.W.  
 Atlanta, GA

Georgia Conservancy, Inc.  
 3110 Maple Drive, Suite 407  
 Atlanta, GA 30305

Chattahoochee Nature Center, Inc.  
 9135 Willeo Road  
 Roswell, GA 30075

Cherokee County Humane Society

U.S. GOVERNMENT:

Department of Agriculture  
 Fourteenth Street & Jefferson Drive, S.W.  
 Washington, D.C. 20250

Animal and Plant Health Inspection Service  
 Washington, D.C. 20250

Administrator, Richard Frank  
 Department of Commerce  
 National Oceanic and  
 Atmospheric Administration  
 Washington, D.C. 20230

To improve man's comprehension  
 and uses of the physical  
 environment and its oceanic  
 life.

National Marine Fisheries Service  
 Washington, D.C. 20235

Promotes the protection and  
 rational use of living marine  
 resources.

U.S. Office of Education  
 Washington, D.C. 20202  
 Director, Office of Environmental Education

Department of the Interior  
 Interior Building  
 C Street between Eighteenth &  
 Nineteenth, N.W.  
 Washington, D.C. 20240  
 Secretary: Cecil D. Andrus

United States Fish and  
Wildlife Service  
Washington, D.C. 20240

The service aids in conserva-  
tion of the nation's migratory  
birds, certain mammals, and  
sport fishes.

Department of State  
Bureau of Oceans and  
International Environmental  
and Scientific Affairs  
New State Building  
C Street N.W.  
Washington, D.C. 20520

Has principal responsibility  
to work with other governments  
on issues relating to oceans,  
fisheries, environment, popula-  
tion, nuclear energy, new 2201  
energy technology, space, and  
other fields of advanced tech-  
nology.

#### INDEPENDENT AGENCIES:

Endangered Species  
Scientific Authority  
Eighteenth and C Streets, N.W.  
Washington, D.C. 20240

Established in 1976 by Execu-  
tive Order 11911 to ensure the  
scientific soundness of govern-  
mental decisions concerning  
trade in wild animals and  
plants and international wild-  
life conservation in general.

Environmental Protection Agency  
401 M. Street S.W.  
Washington, D. C. 20460

Charged with mounting a  
coordinated attack on the  
environmental problems of air  
and water pollution, solid  
wastes management, pesticides,  
toxic substances, radiation,  
and noise.

International Whaling Commission  
The Red House  
Station Road  
Histon, Cambridge CB4 4NP  
England

Established under the Int'l  
Convention for the Regulation  
of Whaling, 1946, to provide  
for conservation, development,  
and optimum utilization of  
whale resources.

Marine Mammal Commission  
1625 I Street, N.W.  
Washington, D.C. 20006

Established by the Marine  
Mammal Protection Act of 1972,  
in consultation with the Comm.  
of Scientific Advisors on  
Marine Mammals, to review the  
status of marine mammal  
populations; to manage a  
research program concerned with  
their conservation; and to  
develop, review, and make

recommendations on federal activities and policies which affect the protection and conservation of marine mammals.

### PRIVATE ORGANIZATIONS

African Wildlife Leadership  
Foundation, Inc.  
1717 Massachusetts Ave. N.W.  
Washington, D.C. 20036

Provides scholarships for wildlife management training at colleges of wildlife management in Africa; finances and operates wildlife conservation projects in Africa in cooperation with African governmental ministries; maintains an international office in Nairobi which includes wildlife management, scientific, and conservation experts; assists in development of national parks and reserve areas and carries out ecological and game ranching programs.

Animal Welfare Institute  
P.O. Box 3650  
Washington, D.C. 20007

Active in improvement of conditions for laboratory animals, protection of endangered species, and humane education. Albert Schweitzer Award presented annually for outstanding contributions to animal welfare.

Center for Law and Social Policy:  
The International Project  
1751 N Street, N.W.  
Washington, D.C. 20036

A public interest law firm that specializes in representing public groups with respect to marine pollution, deep-sea mining, and protection of endangered species.

Defenders of Wildlife  
1244 Nineteenth Street, N.W.  
Washington, D.C. 20036

A national non-profit educational organization, dedicated to the preservation of all forms of wildlife. Promotes, through education and research, protection and humane treatment of all mammals, birds, fish, and other wildlife and the elimination of painful methods of trapping, capturing, and killing wildlife.



Environmental Action, Inc.  
Room 731  
1346 Connecticut Ave. N.W.  
Washington, D. C. 20036

A non-profit action organization which grew out of the Environmental Teach-In. Orientation is toward political and social change in a broad range of environmental issues, including solid waste, transportation, electric utilities, water, and others. Est. 1970.

Environmental Defense Fund, Inc.  
475 Park Avenue South  
New York, N.Y. 10016  
1525 Eighteenth Street N.W.  
Washington, D.C. 20036  
2827 Durant Avenue  
Berkeley, Calif. 94704  
1657 Pennsylvania St.  
Denver, Colo. 80203

A national organization of lawyers and scientists which serves as the legal action arm for the scientific community in the following areas: pest control, water resources, water quality, land use, energy, transportation, noise, wildlife.

Environmental Policy Center  
317 Pennsylvania Ave. S.E.  
Washington, D.C. 20003

Works to influence congressional and executive branch decisions about national environmental issues, specializing in national energy policy, water resources, oil, gas, coal, nuclear, synthetic, and alternative energy sources and energy conservation; develops information needed for informed public participation in environmental decisions; serves as a Washington base for local and regional citizens' groups. Founded 1972.

Fauna Preservation Society  
c/o Zoological Society of London  
Regent's Park  
London NW1 4RY  
England

To conserve wildlife throughout the world. Founded 1903.

Friends of the Earth  
124 Spear Street  
San Francisco, Calif. 94105

Committed to the preservation, restoration, and rational use of the earth. Founded 1969.

The Humane Society of the U.S.  
2100 L Street N.W.  
Washington, D.C. 20037

Committed to the prevention of cruelty to animals. HSUS major goals include reducing the overbreeding of cats & dogs;

Regional Office:  
Southeast Region (Ala., Fla.,  
Ga., Miss.)  
3165 McCrory place  
Suite 215  
Orlando, Florida 32803

opposing sport hunting and trapping, education people to respect all living things; eliminating animal abuse in entertainment; correcting inhumane conditions in zoos & other exhibitions; stopping cruelty in the handling and transporting of food animals; providing technical assistance to local humane groups; ending cruelty in biomedical research and testing; strengthening anti-cruelty laws and their enforcement; extending animal protection into areas where there is none; monitoring federal laws to protect animals. Incorporated 1954.

The Institute for the Study of  
Animal Problems  
2100 L Street N.W.  
Washington, D.C. 20037

Established as a scientific organization to explore the various relationships between humans and animals. Areas of investigation include: the potential for balancing the farm animal's environment requirements and efficient production and slaughter; the reduction in number of laboratory animals and in the stress involved in housing and experimentation; humane and practical methods of birth control for companion animals to reduce the problem of dog and cat overpopulation; wildlife management practices and the maintenance of captive wild animals; animals as an educational resource; the practicality of some of the legal and moral aspects of animal rights.

International Society for the  
Protection of Animals  
29 Perkins Street  
Boston, Mass. 02130

Functions to conserve and protect animals, both domestic and wild. Field staff are deployed to aid animals and advise animal welfare societies throughout the world.  
Incorporated: 1959.  
Publication: ISPA News.

International Union for Conserva-  
tion of Nature and Natural  
Resources  
IUCN, 1110 Morges  
Switzerland

An independent nongovernmental  
body founded in 1948 to promote  
scientifically based action for  
the conservation of wild living  
resources.

League of Conservation Voters  
317 Pennsylvania Ave. S.E.  
Washington, D.C. 20003

National political campaign  
committee to promote the elec-  
tion of public officials who  
will work for a healthy envir-  
onment.  
Publication: How Congress Voted  
on Critical Environmental  
Issues and How Senators Voted  
on Critical Environmental  
Issues.

Natural Resources Council of Amer.  
Box 20  
Tracys Landing  
Maryland 20869

A society to advance sound  
management of natural re-  
sources in the public  
interest.

Natural Resources Defense Council,  
Inc.  
122 East Forty-Second Street  
New York, N.Y. 10017

Nonprofit membership organiza-  
tion dedicated to protecting  
America's endangered natural  
resources and improving the  
quality of the human environ-  
ment. Areas of concentration:  
air and water pollution, nu-  
clear safety, land use, trans-  
portation, environmental car-  
cinogens, resource management,  
international environment.  
Founded: 1970.  
Publications: Land Use Con-  
trols in the United States: A  
Handbook on the Legal Rights  
of Citizens.

The Nature Conservancy  
Suite 800  
1800 North Kent Street  
Arlington, Va. 22209

Dedicated to the preservation  
of natural areas for present  
and future generations.

Sierra Club  
530 Bush Street  
San Francisco, Cal. 94108

To protect and conserve the  
natural resources of the  
United States, and the world.  
Program includes wilderness  
outings, whitewater trips,  
skiing, mountaineering, knap-  
sacking, films, exhibits, con-  
ferences, fourteen huts and

PROJECT C.A.R.E.

World Wildlife Fund  
1601 Connecticut Ave. N.W.  
Suite 800  
Washington, D. C. 20009

lodges, a library, and publishing.  
Founded: 1892. by John Muir.  
Publication: Sierra.

Largest private international conservation organization supporting programs to save threatened and endangered wildlife and habitats.