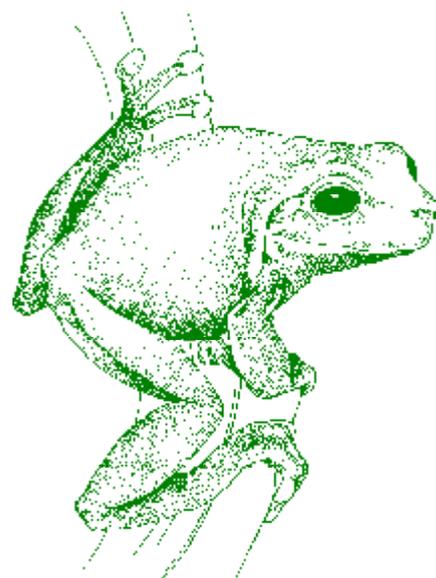
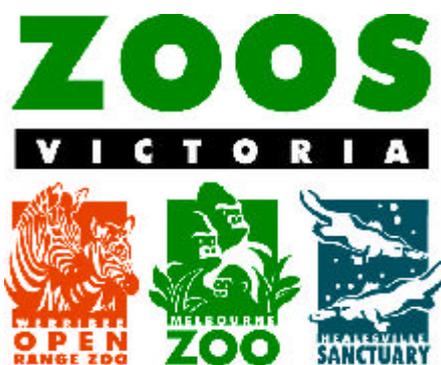

ESL Resource Book

Teacher Notes and Blackline Masters



**Discovery and Learning
Zoos Victoria**



www.zoo.org.au/education

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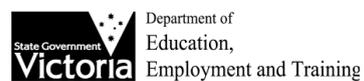
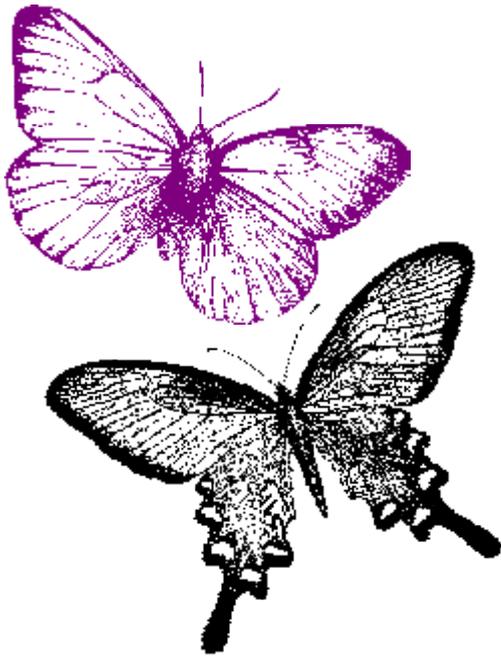


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ESL Resource Book

Introduction

This resource pack is designed for use by ESL learners to develop and enhance their understanding and awareness of Australia's unique fauna. Keeping in mind that ESL learners will be at different stages in their acquisition of English, a variety of activities and Blackline Masters have been provided. These will assist in the development of language while increasing the learner's knowledge of Australia's fauna and other related topics such as habitat, diet and locomotion.

Learning experiences become more meaningful when they are 'hands on' and relevant to the learner. This is particularly true for the ESL learner. A very practical way to introduce, or further explore a theme on Australian animals would be to visit Melbourne Zoo, Healesville Sanctuary or Victoria's Open Range Zoo at Werribee to experience Australia's wildlife in a more natural setting. Participating in an education session at one of the properties provides the learner with the opportunity to have 'hands on' experiences with a range of animals.

Some of the Blackline Masters provided in this resource book could be used as activities for students to complete while on a visit to one of the Zoos Victoria properties.

'Did You Know?' boxes provide teachers with background information to share with students.



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Topic 1: Body Parts

Language Focus:

Explore language related to animal body parts.

Suggested Vocabulary:

tail, fur, beak, legs, pouch, whiskers, shell, webbed feet, scales, wings, claws, nose, outer ears, ear holes, tongue, forked tongue, feathers, skin, toes and fingers.

Suggested Activities:

1. Label parts of the body using pictures of native Australian animals from magazines, calendars and poster sets.
2. Play games of Memory, Bingo or Dominoes to practise recognising and using body part vocabulary in speech. Use pictures from magazines or Australian animal graphics in Appendix 1.
3. Complete a jigsaw activity. Students are given an outline of an animal's body and pieces of body parts. Working individually or in pairs, they are required to fill in the pieces of the animal's body on the outline, by following the teacher's oral instructions in English. Many resources are currently available with animal body outlines.
4. Play a game of 'Celebrity Heads'. Several students are selected to each wear a hat with an animal's name or picture on it. The aim is for those students to identify their animal by asking questions about the animal's body parts. The rest of the students in the class can only provide 'yes' or 'no' answers.
5. Using Body Parts BLM 1 students fill in the missing body part on the animal's body and write the name of the missing body part below the picture.
6. Using Body Parts BLM 2 students identify the different body parts of various Australian animals. Once completed, students can discuss how these features help the animal to survive. Some suggested questions to lead student discussions are:

Q: How would whiskers be useful to a Tasmanian Devil?

A: Whiskers, highly sensitive to touch, help the Tasmanian Devil to find its way at night-time because it is nocturnal.

Q: Why do kangaroos have a pouch?

A: Marsupials are born underdeveloped and need a safe environment in which to grow further. This is why most marsupials have a pouch.





Extension Activity:

1. To further explore the body parts of various Australian animals, enlarge Body Parts BLM4 to A3 size or greater. Create a matrix by pasting animal picture cards down the left side of the matrix, and a selection of question cards from Body Parts BLM3 across the top.

Students then ask each other the questions and record their answers on the grid.

Statements could then be written using this information.

As an extension activity, students could create their own matrices.

Did you know?

Numbat *Myrmecobius fasciatus*

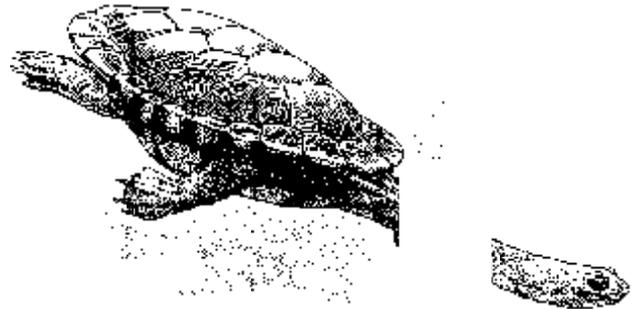
The Numbat is a small, timid marsupial with white and black stripes across its back making it quite striking in appearance. Unlike most other Australian mammals, the Numbat is diurnal being active in the daytime and sleeping during the night. The female Numbat differs from other marsupial females in that she does not possess a pouch. The young joeys attach onto their mother's four teats and hold the surrounding hairs.



Animal Body Parts

What body part is missing? Draw and write in the missing body part.

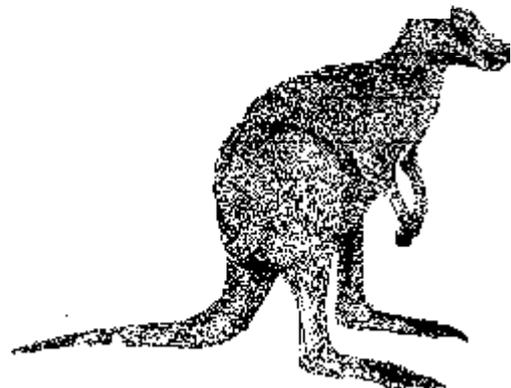












body

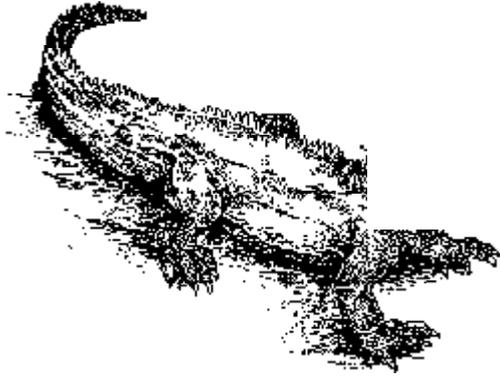
paw

tail

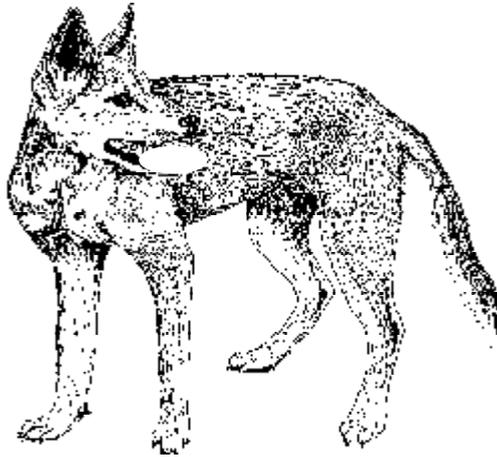
leg

ears

neck













8 head eyes beak tongue nose wing

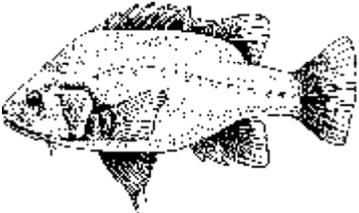
Animal Features

All these animals have different body parts that help them to survive. Tick which body parts belong to each animal.

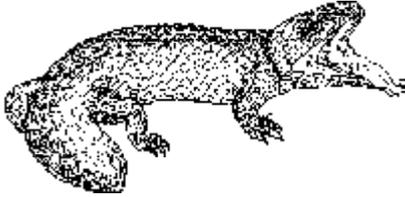
claws	webbed feet	wings	beak	pouch	ears	spines/spikes	whiskers	Features								
																

Which Animals Have

Cut out the animal picture cards and place them down the left side of Animal Body Parts Blackline Master 4. Then cut out the question cards and place these question endings across the top of the sheet.

	wings?	flippers?
	toe/finger?	fur?
	a tail?	fins?
	two legs?	claws?
	no legs?	antennae?
	six legs?	moist skin?
	gills?	spikes?

Which Animals Have

	outer ears?	feathers?
	ear holes only?	whiskers?
	a tail?	a pouch?
	webbed feet?	teeth?
	a forked tongue?	a tail?
	two legs and two wings?	a beak?
	two legs and two arms?	scales?

Place pictures of animals here

					Which animals have

Place questions here



Did you know?

Many Australian animals have unique and very interesting textures, colors or patterns that help them adapt to Australia's diverse habitats.

The echidna, for example, has modified hair or spines that give it an aggressive or threatening appearance; very helpful to scare predators.

The male Australian Inland Bearded Dragon darkens the color of his throat as a display of threat.

The Water-holding Frog uses its shed skin as a kind of waterproof cocoon. This helps it survive in some of the driest parts of Australia.



Topic 2: Body Coverings

Language Focus:

Explore language that describes patterns, textures, or functions of different animal body coverings.

Suggested vocabulary:

fur, feathers, scales, skin, rough, smooth, shiny, scaly, soft, furry, bright, spotty, striped, dull, prickly, thick, thin.

Suggested Activities:

1. Use magazines and calendars to cut out pictures of a variety of Australian animals (these pictures can be used for a number of activities). Discuss different ways to sort the pictures, including coverings and types, patterns, texture and thickness. Create posters or books of different animal body coverings. Discuss how various body coverings are useful to animals.
2. Cut a hole in one end of a box. Collect a variety of textured items; e.g feathers, sandpaper, corrugated cardboard, pineapple skin, pine cone - items that are soft, hard, smooth or prickly. Students take turns to place their hand in the feely box. Create a list of words that describe the texture of items in the feely box.

Extension Activity:

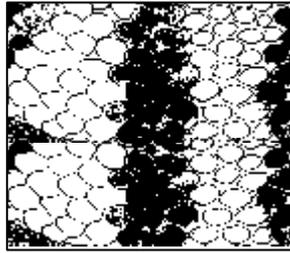
1. Animal Body Coverings BLM. Students record the body covering in column 2 of the animal named in column 1. In column 3 students circle the animal that has a similar body covering to that in column 1. In column 4 students write the name of another native animal with the same body covering. This would be best completed during or following a visit to one of the three properties.



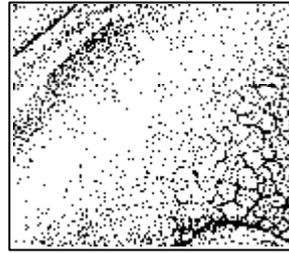
Animal Body Coverings



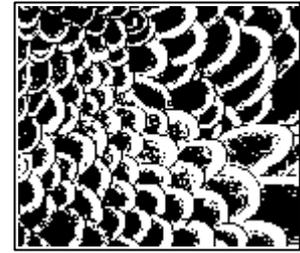
fur



scales

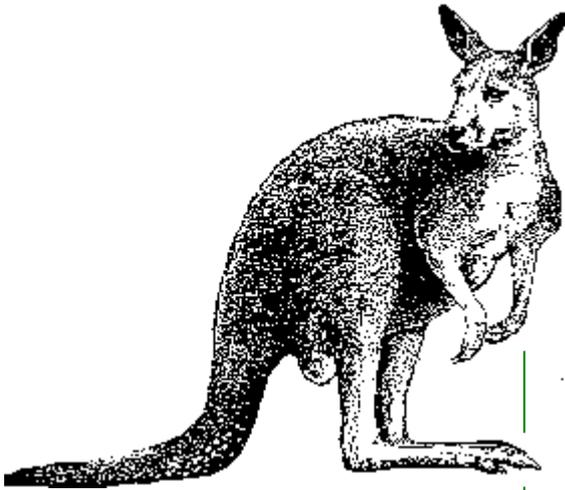


skin



feathers

Animal	Does the animal have fur, feathers, scales or skin?	Which animal has the same body covering as the one on the left?	Write the name of another animal which has the same body covering.
<p>kangaroo</p> 		<p>snake frog dingo</p>	
<p>snake</p> 		<p>turtle pelican koala</p>	
<p>emu</p> 		<p>wallaby eagle lizard</p>	
<p>eagle</p> 		<p>snake frog cockatoo</p>	
<p>koala</p> 		<p>swan turtle possum</p>	



Topic 3: Classification

Language focus:

Explore language associated with animal classification.

Suggested Vocabulary:

Bird, mammal, reptile, amphibian, fish, insect.

Extended Vocabulary:

Vertebrate, invertebrate, warm blooded, cold blooded, exoskeleton, marsupial and monotreme.

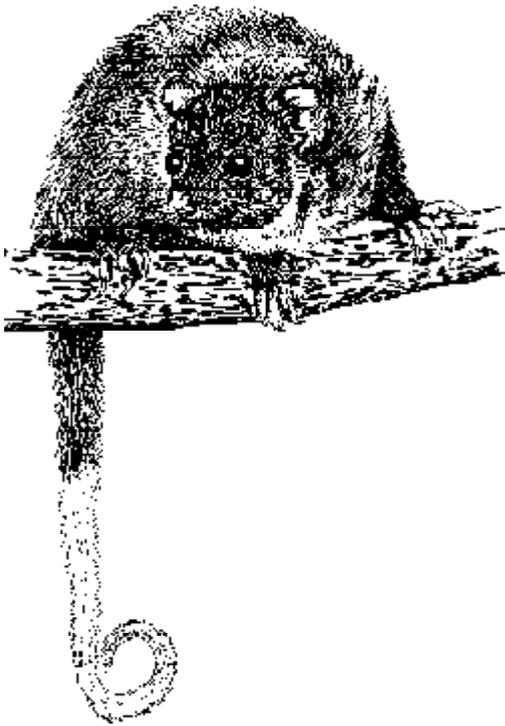
Suggested Activities:

1. Students compile a list of what they know, and what they need to know regarding birds, mammals, reptiles, amphibians, fish or insects (the largest of the invertebrate groups). Display these in the classroom to refer to during the unit of work. These can also be used by students to form questions to ask while on an excursion to one of the three properties. Refer to page 14 for background information.
2. Students use the coverings key below and animal picture cards to classify animals. This would also be a good oral activity to do at school as well as on an excursion to one of the three properties when students are observing live animals.

Coverings

1. Does it have feathers?		Yes, it is a BIRD No - go to Number 2
2. Does it have hair or fur?		Yes, it is a MAMMAL No - go to Number 3
3. Does it have fins?		Yes, it is a FISH No - go to Number 4
4. Does it have scales?		Yes, it is a REPTILE No - it is an AMPHIBIAN

3. Use Classification BLM 1 and 2. Students sort graphics according to whether they are a bird, mammal, amphibian or reptile. Once completed students can compare their findings looking for similarities and differences. Create a chart that lists the features of a mammal, bird, reptile and amphibian.



Background Information

Vertebrate Animals (Animals with a backbone)

There are five main vertebrate groups. Some of the main identifying features are listed below:

Mammals:

- are covered in fur or hair;
- have four limbs;
- most have outer ears, claws or nails and may have whiskers;
- give birth to live young, except for monotremes which lay eggs;
- are warm-blooded (endothermic);
- feed their young on milk;
- can be divided into three main groups according to reproduction.
 - Placental mammals. The young develop fully in the mother's womb drawing on food and oxygen from the placenta until birth.
 - Marsupials. Most marsupials have a pouch on their belly covering their mammary glands, in which the young continue to develop.
 - Monotremes, which lay eggs. Juvenile/young monotremes suckle milk from the mammary glands through patches of skin on the mother's stomach.



Birds:

- are covered in feathers and have scales on their legs;
- have two wings, two legs, claws and ear holes;
- are warm-blooded (endothermic);
- lay eggs.



Reptiles:

- are covered in scales or scaly skin;
- have either four legs or no legs;
- have ear-holes or remnants of ear-holes;
- are cold-blooded (ectothermic);
- most lay eggs but some give birth to live young.





Amphibians:

- are covered in skin;
- are cold-blooded (ectothermic);
- lay eggs;
- usually have two phases of life; one in which they are aquatic and use gills to breathe and an adult stage in which they may live on land.

Fish:

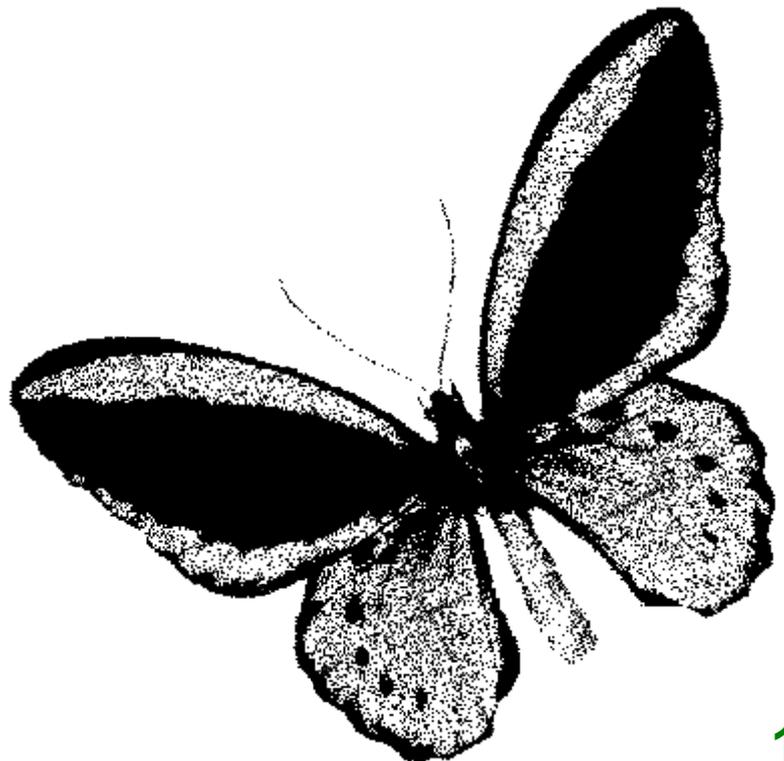
- are usually covered in scales;
- do not have legs;
- absorb oxygen through gills;
- are cold-blooded (ectothermic).

Invertebrate animals (animals without a backbone and often with an exoskeleton)

Invertebrates are grouped into five classes. The most prominent of these is the insect class. Over 750,000 different species of insects have so far been classified.

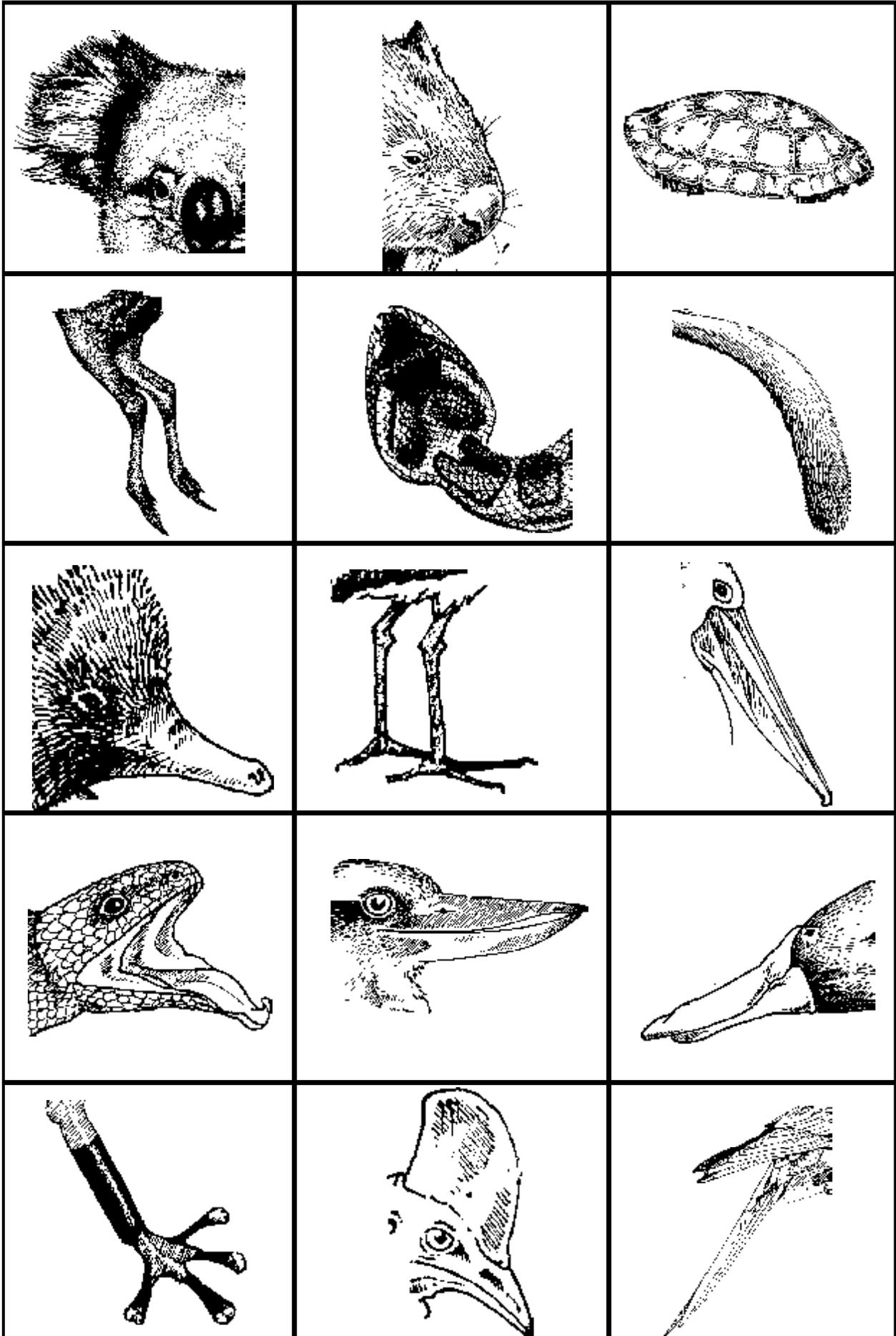
Insects:

- have three distinct body segments; the head, abdomen and thorax;
- have one pair of antennae and three pair of legs.



Classification: Who Owns What?

Cut out and paste these animal pictures on to the following grid according to their classification.



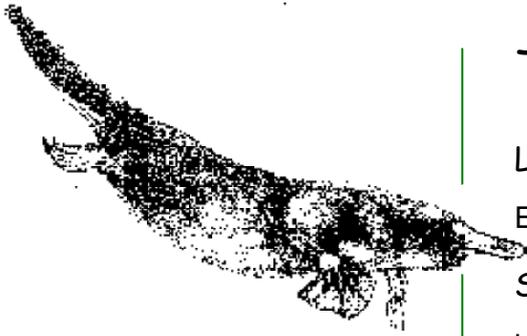
Who Owns What?

Bird

Mammal

Reptile

Amphibian



Topic 4: Habitat

Language focus:

Explore language related to animal habitats.

Suggested Vocabulary:

home, tree, grass, log, habitat, creek, hollow, burrow, nest, pond.

Extended vocabulary:

forest, bush, grassland, wetland, mountain (alpine), desert, rainforest, woodlands, shrublands, mangroves, heathlands, coastal, marine.

Did you know?

A habitat is the location or place where an organism lives.

It is characterised by its living and non-living features.

Suggested Activities:

1. Using one of the following common card games Memory, Dominoes or Snap, students match up the animal with its appropriate habitat.
2. Collect and label habitat pictures from calendars, magazines and posters. In groups students discuss and then match Australian animals to their appropriate habitat. Encourage students to describe the animal's habitat both orally and in writing.
3. Students construct dioramas of different habitats eg. grassland, wetland, desert etc. Place Cadbury Yowies or other model animals in their preferred habitats. Students could provide oral and written reports describing the habitat and how it meets the basic survival needs of the animals that live in it.
4. Using Habitat BLM 1 students cut and paste to match each animal to an appropriate habitat:

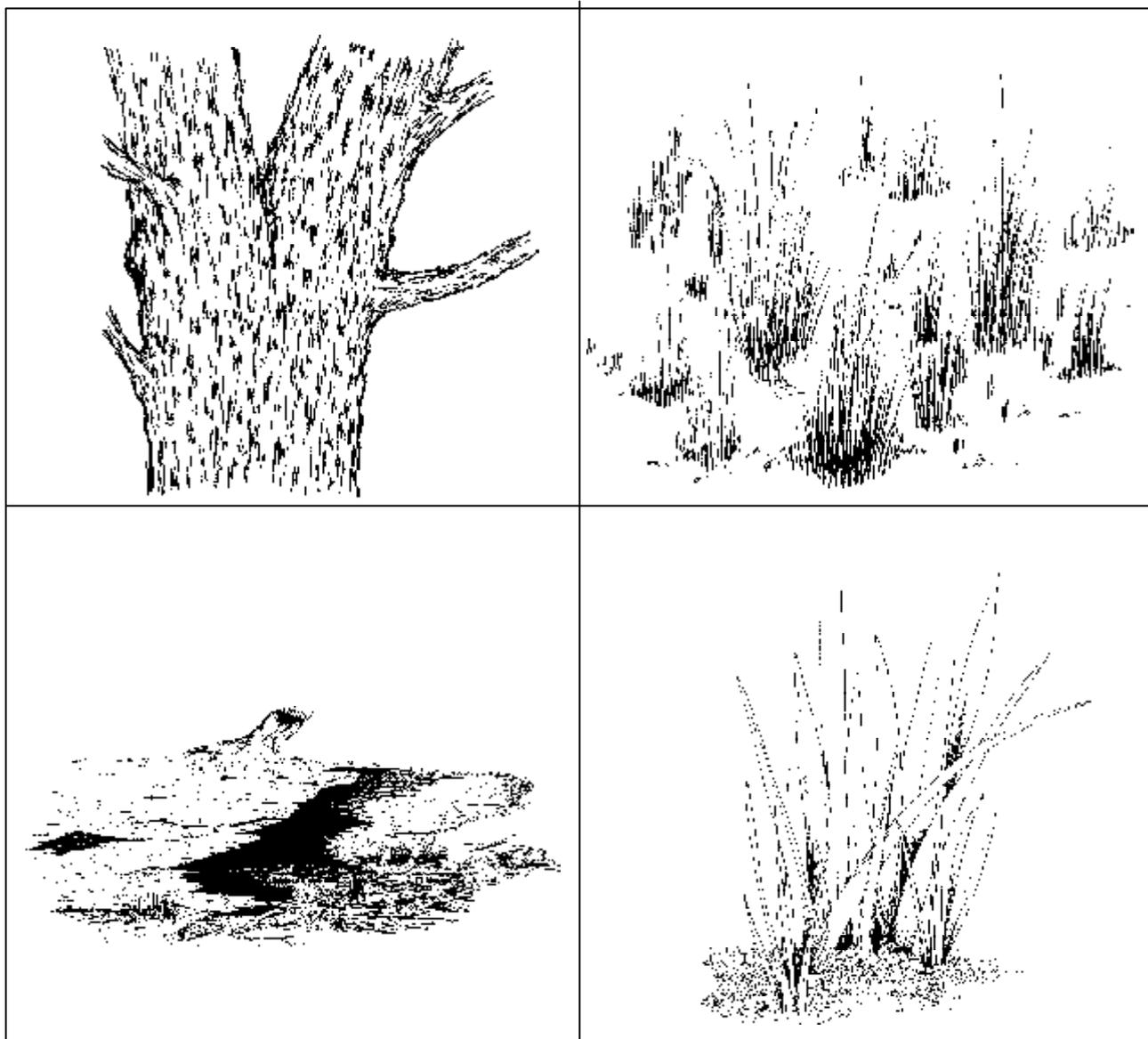
Extension Activity:

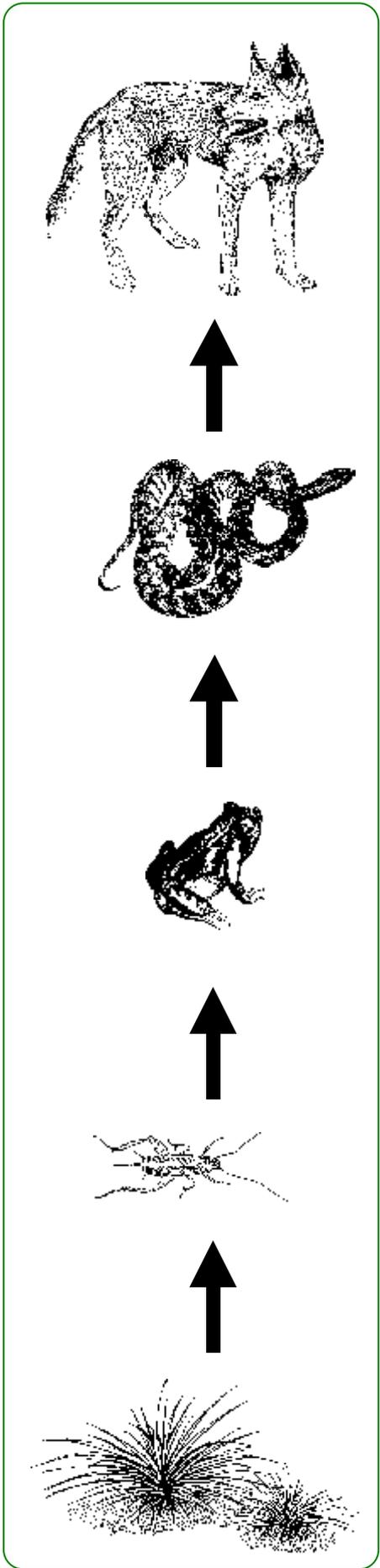
Using Habitat BLM 1 students cut and paste to match each animal to an appropriate habitat. Ask students the following questions to discuss how the animals are utilising their habitat.

- (a) Which animal is hiding?
- (b) Which animal is finding food?
- (c) Which animal is using shelter?
- (d) Which animal is using water?



Cut and paste the animals to match them with a suitable habitat:





Topic 5: Food

Language focus:

Explore language related to animal food and diets.

Suggested Vocabulary:

herbivore, carnivore, omnivore

Extended Vocabulary:

insectivore (eats insects), fructivore (eats fruit), piscivore (eats fish), folivore (eats foliage), granivore (eats grain).

Suggested Activities:

1. Read the story 'What's for Lunch?' by David Miller to stimulate a discussion on the type of food eaten by different Australian animals. Students then sort pictures of animals into groups according to what they eat. Eg, plants, animals, or plants and animals. Introduce the terminology herbivore, carnivore and omnivore, discussing the Latin roots.

For example:

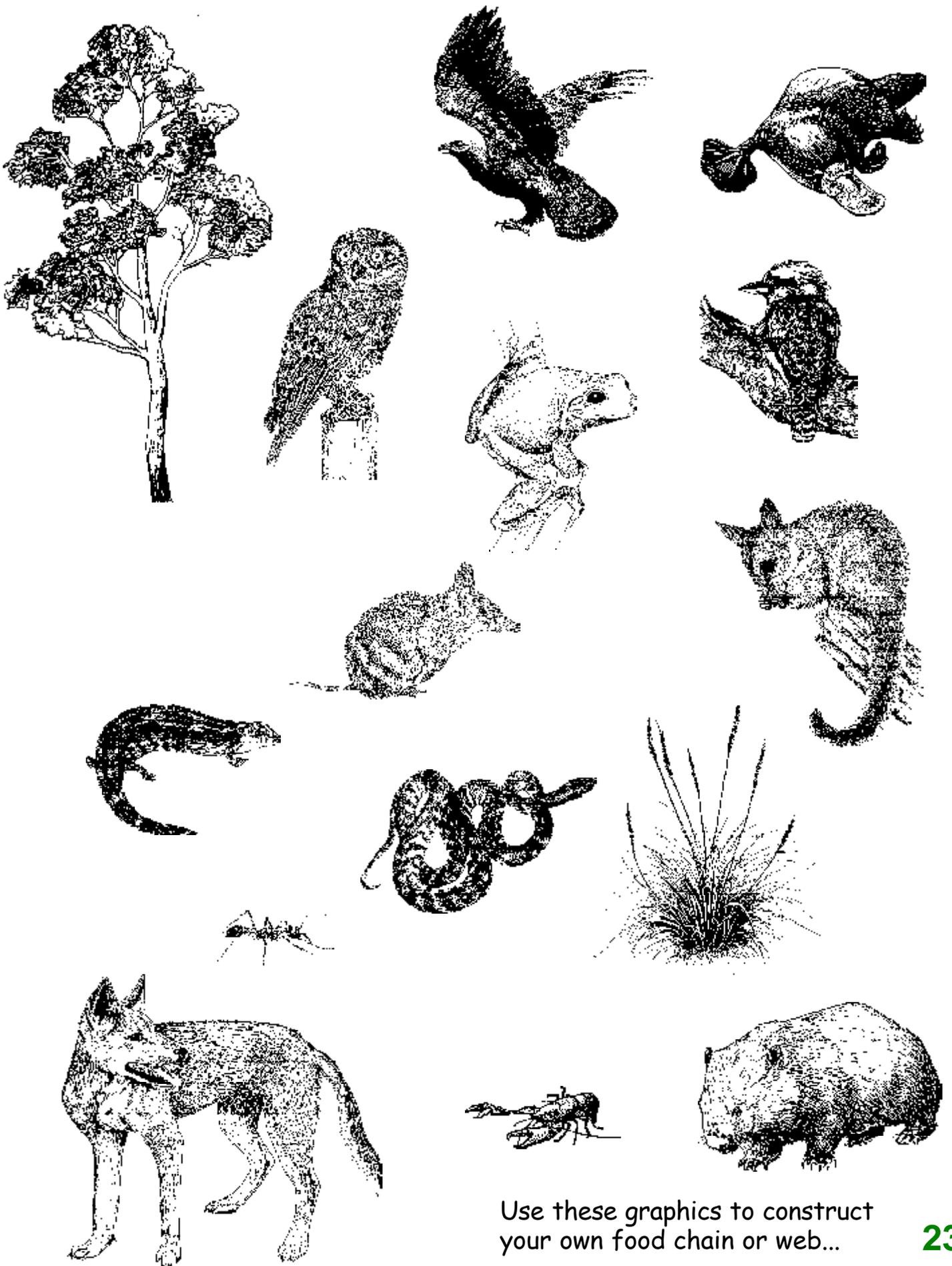
- vore, is the verb to eat;
- omni, is everything;
- carni, is meat;
- herb, is plant.

Students can then create posters to identify animals that have a similar diet.

2. Students can play a game of 'Around the World' to practise identifying foods eaten by different animals. To play this game students remain seated while one student is selected to stand up behind another student. Those two students compete to answer the question asked by the teacher. The teacher asks: 'What does a frog eat?' The first student to answer correctly: 'A frog eats insects' then moves along to challenge the next student. The aim is to 'travel' as far as possible around the room.
3. Students construct food chains or webs indicating who eats who/what. Pictures of native plants and animals from Food BLM1, magazines or calendars could be used.

Extension Activity:

Using Food BLM 2 students identify foods eaten by the animals pictured and state whether they are a herbivore, carnivore or omnivore. Depending on the ability and language level of students you may wish to use some of the extension vocabulary listed above.



Use these graphics to construct your own food chain or web...

Who eats what? Fill in the foods that are eaten by the following animals and then state if the animal is a herbivore, carnivore or omnivore.			
Animal	Animal(s) eaten	Plant(s) eaten	Is the animal a: Herbivore - eats plants Carnivore - eats animals/meat Omnivore - eats plants and animals
Type: Bird Name: Red-tailed Black Cockatoo 			
Type: Mammal Name: Eastern Grey Kangaroo 			
Type: Bird Name: Tawny Frogmouth 			
Type: Mammal Name: Short Beaked Echidna 			
Type: Mammal Name: Platypus 			
Type: Reptile Name: Lace Monitor 			
Type: Mammal Name: Grey-headed Flying Fox 			
Type: Mammal Name: Dingoo 			



Topic 6: Describing Animal Features

Language Focus:

Explore descriptive/comparative vocabulary in relation to animals and their body parts or features.

Suggested Vocabulary:

Small, smaller, smallest; big, bigger, biggest; heavy, heavier, heaviest; light, lighter, lightest; slow, slower, slowest; fast, faster, fastest etc. Also use furry, sharp, soft, spiky, colorful.

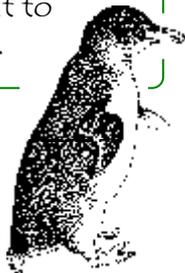
Suggested Activities:

1. Students compare animals according to different criteria. For example, size, weight, speed of movement, color or pattern using plastic animals or pictures of native Australian animals. Students sort them into a particular order or sequence according to the criteria being used. Alternatively students use their own criteria to sort animals and ask other students to guess the criteria used. This could be done both orally and in writing.
2. 20 Questions. A small animal picture is needed for each student. Demonstrate by having a student place an animal picture on the teacher's back so that all students can see the picture except the teacher. Ask the students questions about the possible characteristics of your animal. They can only respond 'yes', 'no', or 'I don't know'. The aim is to identify the animal in 20 questions or less. The next stage is for students to work in small groups so they can practice asking questions of each other using descriptive/comparative vocabulary.
3. Using Animal Features BLM 1, students choose a bird, mammal, reptile or amphibian from their own country to compare with Australian animals of a corresponding classification, i.e. mammals with mammals, reptiles with reptiles. Students can write the names, draw or paste pictures of their chosen animals into the boxes on the left. They then compare their animal with the Australian animal on the right side, and write a comparative statement in the middle.

Did you know?

The word 'macropod' means great-footed animal. A large macropod, such as a kangaroo, uses its tail as a fifth leg.

Small spines cover a penguin's tongue and mouth, helping it to grip slippery prey.



Some sentence structures that could be used are:

A _____ is bigger than a _____.

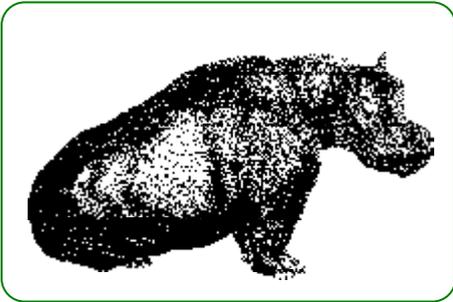
A _____ is like a _____ because _____.

A _____ eats grass but it doesn't eat leaves.

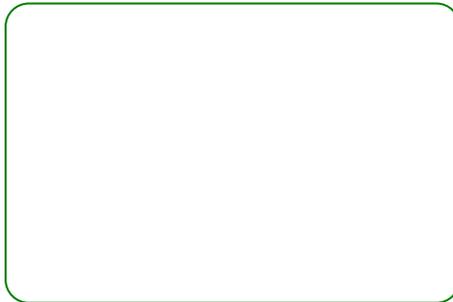
A _____ is big, a _____ is bigger, but a _____ is the biggest.

Comparing Animal Features

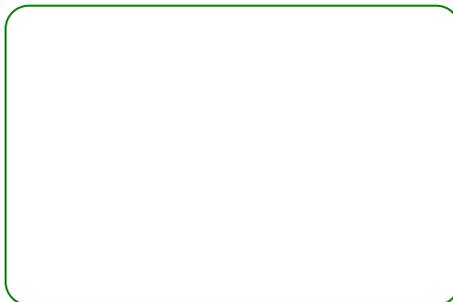
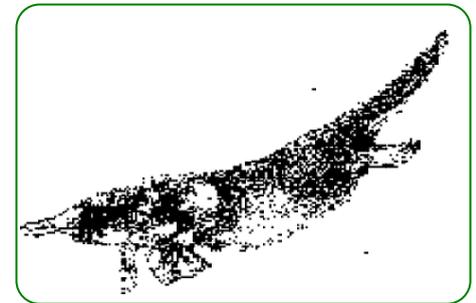
Draw or write the name of an animal that you know. Write statements comparing these animals with the Australian animals pictured. Compare mammals with mammals, reptiles with reptiles, and so on!



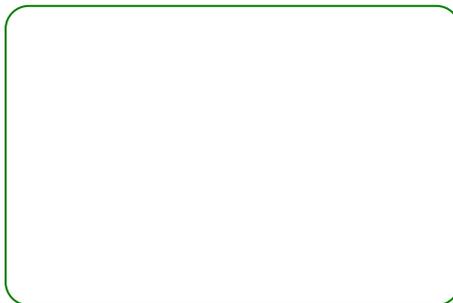
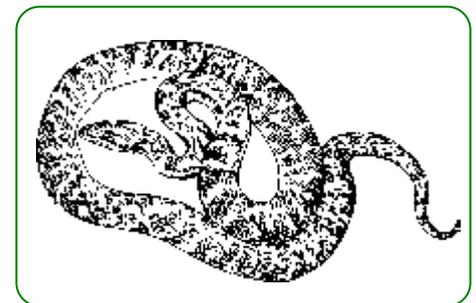
Example:
The Hippopotamus is
bigger than the Koala.



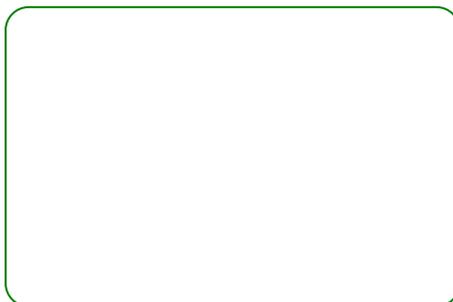
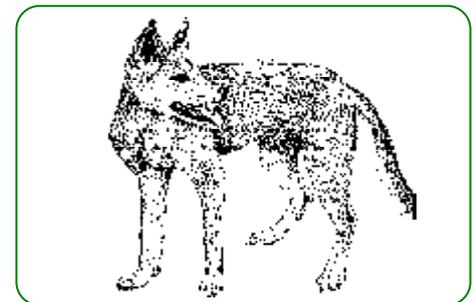
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Comparing Animal Features

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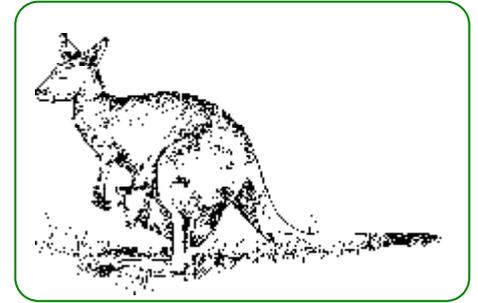


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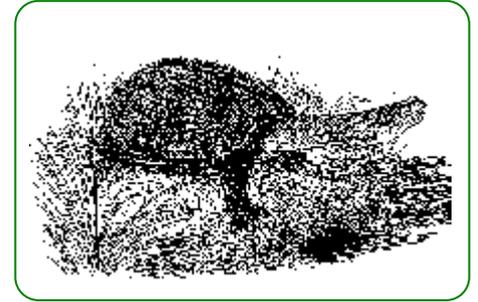


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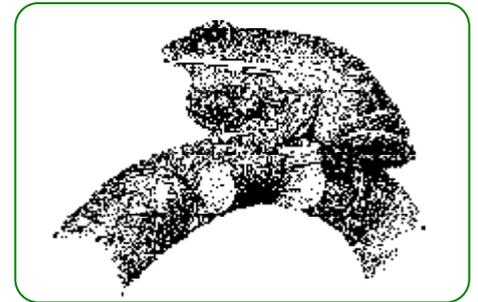


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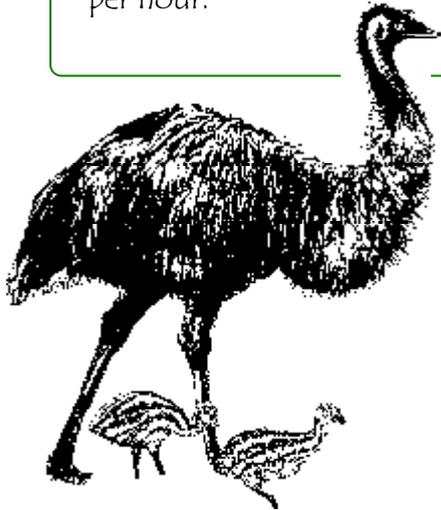
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Did you know?

A turtle uses its front flippers to row through the water and its back flippers to steer.

An emu can run up to 48km an hour, whereas an ostrich can do 60km per hour.



Topic 7: Movement

Language focus:

Explore vocabulary related to animal locomotion.

Suggested Vocabulary:

slither, run, walk, crawl, jump, hop, glide, fly, soar, swim, paddle, waddle.

Suggested Activities:

1. Students sort pictures of animals into groups according to the way they move. For example, flies, slithers, swims, paddles, jumps, hops, crawls, climbs etc.
2. Students play a game of 'Around the World' to practise describing how different animals move. Refer to Topic 5: Food for a description of how to play this game.
3. Each student receives a picture/photo of an animal. Without talking they must mime the movement of that animal and gather in a group with students making the same movement. Each group identifies its animal and the movement it makes.

Drama/Movement Activities:

These activities are best undertaken indoors with sufficient space for movement.

1. How do these animals move?
 - a) Snake:
 - Students use their hand as the snake's head and arm as the snake's body. "Explore your area by yourself – do you need to go over objects? Use different pressure."
 - Students now explore their area watching out for other snakes – "Do you back away, go over or under other snakes or just ignore each other and keep on going?"
 - Students curl into a ball and go to sleep.
 - b) Kangaroo:
 - Students squat or bend and jump like a kangaroo. "Stop jumping and scratch your tummy. Can you lick your tummy? You hear a hunter coming" (use quick sharp listening movements of the head).
 - Students can put these three different movements into a sequence.
 - Children lie down on side and shake their head to shoo away flies.





c) Wombat:

- Students try the 'wombat shuffle', rooting around for food digging and scratching. Movements should be strong and heavy.

Students can experiment with different Australian animals, such as the Australian Fur Seal, Wedge-tailed Eagle, Bearded Dragon and others.

2. Animal Trains

- Students form groups of 5, with one of them as the designated leader. The four other students bunch up behind the leader in a train.
- The students behind the leader watch and copy everything the leader does – the leader's movements are based on the animal movements as per activity one.
- The leader needs to look after the followers and make movements slow and deliberate.
- All groups can move around the room at the same time
- If the leader becomes tired they turn to one of their followers and signals for them to take over as leader. The signal needs to be agreed upon by the group before hand and not easily detected by other observers, e.g. a wink or a smile. In this way the animal trains are fluid and the changes subtle.
- Finally each group can perform for the remainder of the class. The observers need to try and pick the changeover point and signal.

Extension Activity

Students could create a crossword for a friend to solve. The clues given could relate in particular to an animal's locomotion, but other characteristics, such as body coverings, could also be utilised.





Topic 8: Cultural Perspectives - Animals and zoos

The cultural and religious backgrounds and personal experiences of students may affect their attitudes and behaviour towards animals and therefore, the value of a visit to one of the zoo sites.

Attitudes to animals vary between cultures and religions. These attitudes can range from viewing animals as symbolic or iconic, to using them for entertainment or as a food, resource or commodity. Teachers may already be aware of particular beliefs or understandings relating to animals, such as indigenous Australian totems, Hindu gods, Chinese horoscopes and religious taboos. It is more likely that students will have developed particular views about domestic or agricultural animals than about the animals they will encounter in an Australian zoo.

Nonetheless, investigating individual students' attitudes to zoo animals and the understandings of the function of a zoo before the visit, can provide information which can assist both the classroom teacher and the education officer with planning appropriate activities and ensuring the success of the experience for all students.

Suggested activities

1. Engage students in a class brainstorming activity where they share what they know about animals. Use this information to create a concept map which shows both student knowledge and attitudes to animals. It may be necessary to provide a visual stimulus for this activity.
2. Attitudes to animals can also be reflected in and shaped by language. Ask students about the sounds made by different animals in their first languages and record these in writing on a class chart or even on tape. This activity can be used to introduce and help students accept the diverse range of views about animals.
3. Using photographs or picture resources, students classify animals into groups according to one of the following criteria:
 - a. **Where** they would expect to find them – at home, on a farm, in a zoo, in the wild/country/jungle/bush, in a circus.
 - b. **What** they think the animals do – help us/work for us, keep us company/pets, entertain us, feed us/we eat them, live in the wild/country/bush/jungle.



The following charts could be used to present the students' findings. The boxes could be ticked or pictures of animals used where appropriate.

Where can you find me?

ANIMAL	at home	on a farm	in a zoo	in the wild* in the country in the jungle in the bush	in a circus

* Choose language and a landscape appropriate to the students.

Animal activities

ANIMAL	helps us works for us	keeps us company pets	entertains us makes us laugh	feeds us gives us food	lives in the wild in the country in the jungle in the bush

Choose headings/language appropriate to the students.

1. Mapping activity

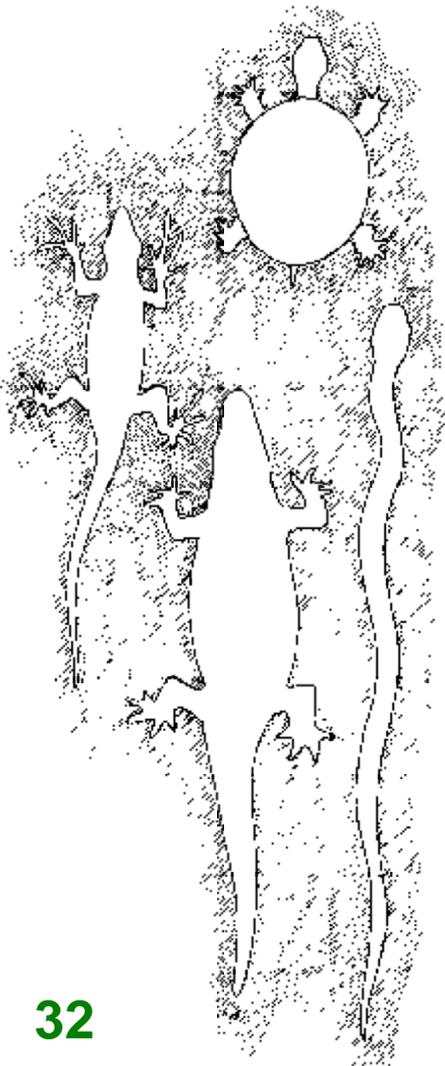
Using pictures of animals and outline maps of the world, students place the animals on the countries where they think they would be found in the wild. They then move the pictures or complete the activity on another map to show countries where they think those same animals would be kept in zoos. These classifications can be used to discuss zoos in different countries and the purposes of zoos, as well as to build student knowledge about animals.

These activities may alert teachers to the need to provide students with information about the role of zoos and the way animals are treated in them in Australia. If there are particular issues likely to arise during the zoo visit, the education officer should be informed in advance.



Appendix 1: Writing Activities

1. Support students to formulate statements of what they would 'like to know' when they are visiting one of the zoo properties. They write 1 or 2 questions on the flip side of their name tags. In this way the students can come to a Zoo or Sanctuary lesson with questions to ask or group leaders could help direct them to where answers may be found.
2. Read one or more of the Aboriginal Dreaming Stories that explain how an animal or the Earth was created. Students talk/dramatise/write about a creation myth or cultural belief about an animal from their own culture. They then compare the stories, highlighting similarities and differences.
3. Using Writing Activities BLM 1 students create a cinquain poem about an Australian Animal. This activity could be used in conjunction with Topic 7- Describing Animal Features. Following this activity, students may wish to create another poem using a different structure.



Animal Poetry

Create a cinquain poem about an animal using the following structure.

Example

Title	Snake
Two describing words	cold, scaly
Three words expressing actions	sliding, slithering, sleeping
A four word phrase describing surroundings	dark green, lush forests
One word - repeat title or use a synonym	snake



Title - animal name

Two describing words

Three words expressing actions

Four word phrase describing surroundings

One word - repeat title

picture of animal

Appendix 2: Australian Animal Graphics



Corroboree frog



Green Tree frog



Little Penguin



Pelican



Brolga



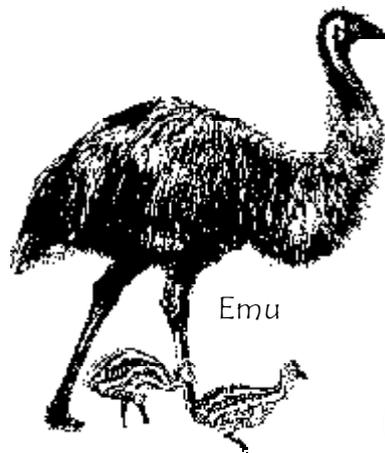
White faced Heron



cockatoo



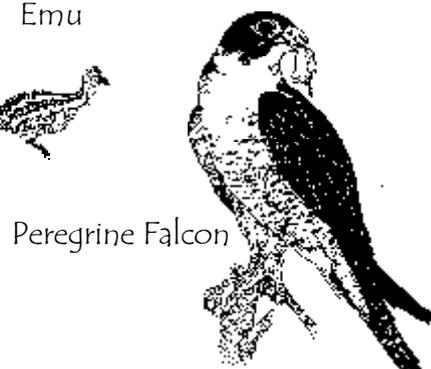
Rosella



Emu

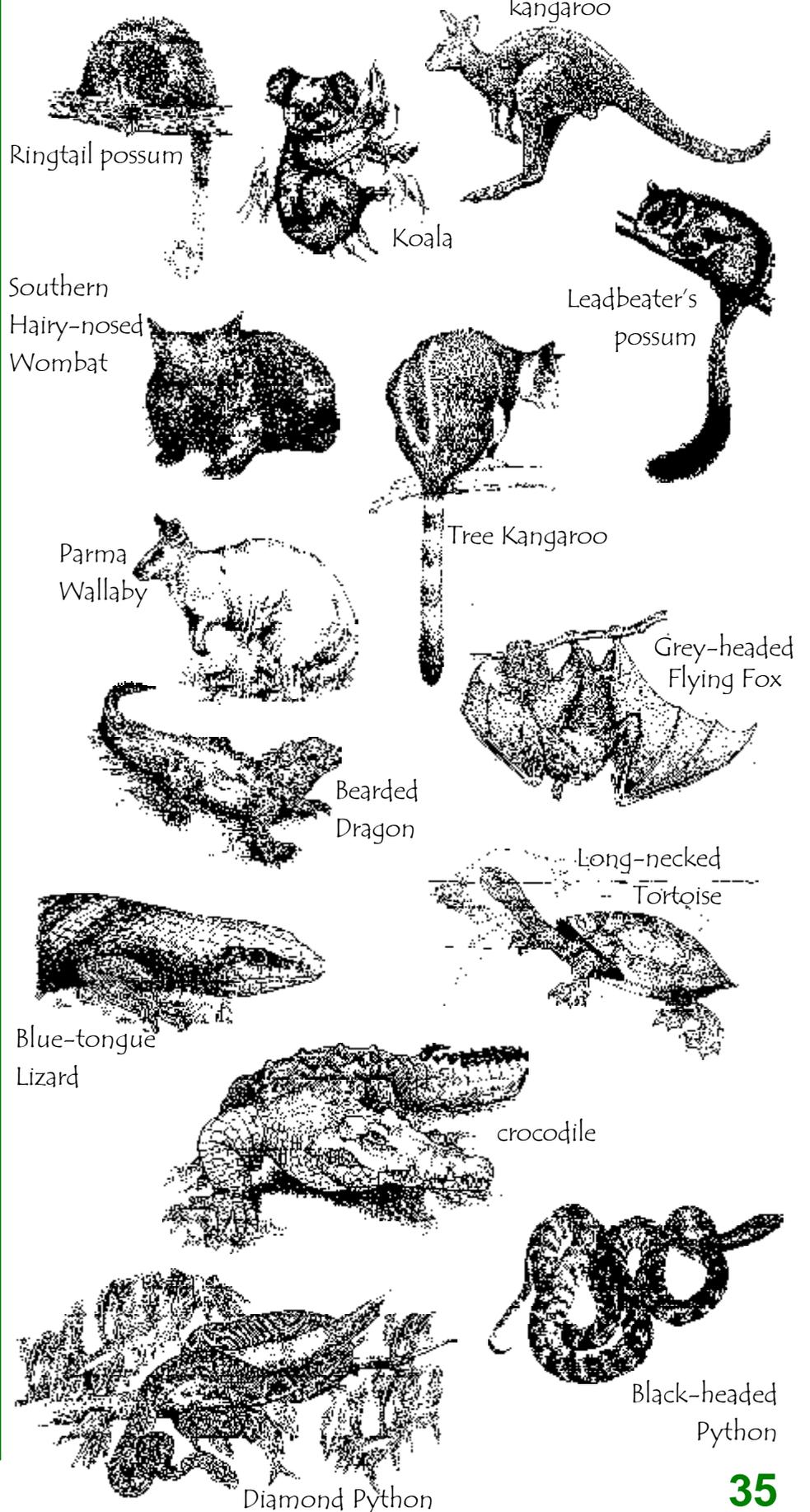


Cassowary



Peregrine Falcon

Appendix 2: Australian Animal Graphics



Appendix 3: Resources

The following resources are available for borrowing from the Languages and Multicultural Education Resource Centre (LMERC), 150 Palmerston Street, Carlton, 3053. Telephone: 9349 2400.

LMERC holds a large collection of materials about individual animals, types of animals and animals native to particular regions. These may be useful as picture resources for language activities as well as providing information relevant to the topics covered in this book. Selected general resources which cover a range of the topics are at the end of this list. LMERC also has a collection of picture books with animal themes.

Body parts

Carle, E. (1985) *The Mixed Up Chameleon* Hamish Hamilton, London

Gibbs, B. (1997) *Eyes* Heinemann, Oxford

Morris, J. (1988) *Whose pouch?* Curriculum Development Centre, Canberra

Moses, B. (1999) *Munching, Crunching, Sniffing and Snooping* Dorling Kindersley, London

Moses, B. (2000) *Winking, Blinking, Wiggling and Wagging* Dorling Kindersley, London

Theodorou, R. (1997) *Animal Legs* Heinemann, Oxford

Body coverings

Coupe, R. (1999) *Feathers and Flight* Shortland-Mimosa, Hawthorn, VIC

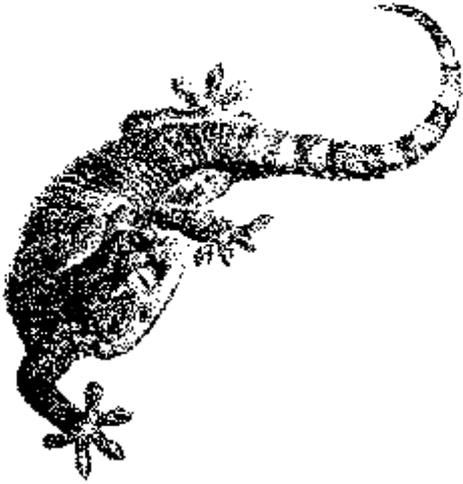
Dagleish, S. (1999) *Scaly Things* Shortland-Mimosa, Hawthorn, VIC

Gaynor, B. (1996) *What keeps them warm?* Learning Media, Wellington, NZ

Classification

Amber, J. (2000) *What Am I?* Rigby Heinemann, Port Melbourne, VIC (big book)

Garelick, M. (1998) *What Makes a Bird a Bird?* Bookshelf, Gosford, NSW



Students from Dubbo West Primary School (1996) *What Am I?* Board of Studies NSW and NSW DSE (kit with big book and booklets)

Habitat

Atkinson, K. (1997) *A Place to Live* Rigby Heinemann, Port Melbourne, VIC (big book)

Bolton, F. and Cullen, E. (1987) *Animal Shelters* Martin Educational, Gosford, NSW (big book)

Gaynor, B. (1996) *A Tree is a Home* Learning Media, Wellington, NZ

Stradling, J. (2000) *Nests and Shelters* Shortland-Mimosa, Hawthorn, VIC

Stradling, J. (2000) *Ponds and Rivers* Shortland-Mimosa, Hawthorn, VIC

Stradling, J. (2000) *Rainforest Life* Shortland-Mimosa, Hawthorn, VIC

Food

Bodworth, N. (1991) *A Nice Walk in the Jungle* Penguin, Ringwood, VIC

Coupe, R. (1999) *Attack and Defence* Shortland-Mimosa, Hawthorn, VIC

Describing Animal Features

Atkinson, M (1993) *Nature's Shapes and Patterns* Shortland, Auckland, NZ (big book)

Drew, D. (1987) *The Book of Animal Records* Methuen, North Ryde, NSW (kit – big book and booklets)

Gates, P. (1997) *Camouflage* Cambridge University Press, Cambridge (big book)

Irons, C. (1999) *Longest, Tallest, Heaviest* Mimosa, Auburn, VIC (big book)

Irons, C. (2001) *Longest, Tallest, Heaviest Teachers' Notes* Mimosa, Auburn, VIC

Telford, C. (1996) *Fast and Slow* Heinemann, Oxford

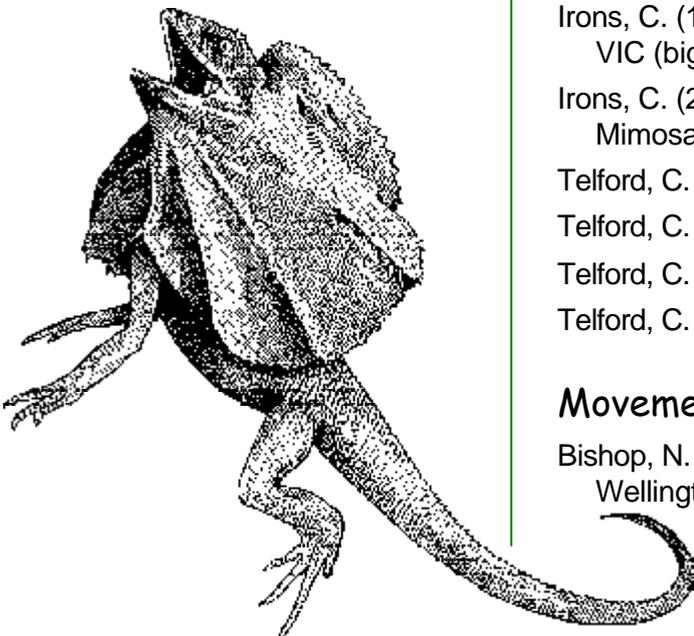
Telford, C. (1996) *Hard and Soft* Heinemann, Oxford

Telford, C. (1996) *Heavy and Light* Heinemann, Oxford

Telford, C. (1996) *Prickly and Smooth* Heinemann, Oxford

Movement

Bishop, N. (1995) *Ready, Steady, JUMP!* Learning Media, Wellington, NZ





Coupe, R. (1999) *Up and Away* Shortland-Mimosa, Hawthorn, VIC

Stradling, J. (2000) *On the Move* Shortland-Mimosa, Hawthorn, VIC

Cultural perspectives – animals and zoos

Bernard, P. (1997) *Duffy, Everyone's Dog* Random House, Australia

Corbett, S. (1995) *Animals and Us* Children's Press, Chicago

Cosgrove, M. (1987) *The Modern Ark?* Martin Educational, Gosford, NSW

Craig, M. and MacDonald, C. (1995) *Behind the Scenes at the Zoo* Era Publications, Flinders Park, SA

<http://www.georgetown.edu/cball/animals/>

(This website catalogues animal sounds in a number of languages. Students might also be able to contribute to the site.)

King, V. (1993) *Food at the Zoo* Rigby Heinemann, Port Melbourne, VIC

Robinson, M. (1993) *Cock-a-doodle-doo! What does it sound like to you?* Stewart, Tabori and Chang, New York

General resources

(1997) *Australian Animals* RIC Publications, Greenwood, WA

Atkinson, K. (1994) *A is for Australian Animals* Omnibus Books, Norwood, SA

Browne, P. (1995) *A Gaggle of Geese The Collective Names of the Animal Kingdom* Scholastic, Gosford, NSW

Hodge, J. (1994) *Life and Living* Shortland, Auckland, NZ (big book)

Legg, G. (1997) *From Egg to Chicken* Franklin Watts Australia, Lane Cove, NSW

Legg, G. (1998) *From Caterpillar to Butterfly* Franklin Watts Australia, Lane Cove, NSW

Mullins, P. (1993) *V for Vanishing* Margaret Hamilton Books, Sydney, NSW

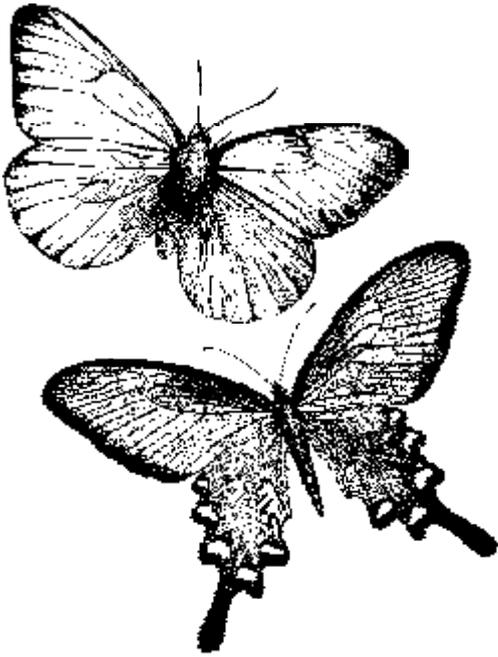
Parker, S. (1994) *How do we know animals can think?* Simon and Schuster Young Books, Hemel Hempstead, UK

Pyers, G. (2000) *An Encyclopedia of Night Animals* Rigby Heinemann, Port Melbourne, VIC

Schwartz, D. (1997) *At the Zoo* Creative Teaching, USA

Scott, J. (1995) *Sharing Our World* Shortland, Auckland, NZ (big book)

Sloan, P. and Latham, R. (1989) *Animal Reports* Harcourt Brace Jovanovich, Marrickville, NSW (big book)



Teaching Australia (1995) *Australian Birds with Aboriginal Perspectives and Language Supplement* Intechincs, Carlingford, NSW

Thomas, R. and Sydenham, S (1996) *Life Cycles* Macmillan, South Melbourne, VIC

Useful Websites

<http://www.zoo.org.au>

Provides information on The Melbourne Zoo, Healesville Sanctuary and The Victoria's Open Range Zoo at Werribee. Information on various animals including native Australian animals can be sourced from this site.

<http://frogs.org.au>

The Victorian Frog Group provides current information on Victorian frog species.

www.asx.frogfocus.com

The Australian Stock Exchange site provides general information about frogs.

www.birdsaustralia.com.au

Provides information about many of Australia's bird species.

<http://reptilesdownunder.com/>

Provides information on Australian herpetology.

<http://www.gould.edu.au/>

The Gould League of Victoria provides information on native animals and plants.

<http://nre.vic.gov.au>

The Department of Sustainability and Environment provides information on a wide variety of Australian plants and animals.



Appendix 4: Aboriginal Dreaming Stories

The text displayed in the Australian Bush section is as follows:

The Koala Dreaming.

Why the Koala has no tail.

Once there was a great shortage of water. Kurbura, the koala, seemed to be the only one who was not worried. Everyone suspected that he had a hidden water supply, but no one could find it. At last, Buln-buln, the lyrebird, offered to help. He followed Kurbura and saw him climb a tree.

In those days, Kurbura had a tail, and Buln-buln watched as the Koala hung by his tail, like a possum, and drank from a hollow in the tree.

Buln-buln decided what to do. Using a fire stick, he set fire to the tree. This made the tree explode and the water it was holding burst in every direction.

All the people took some. Kurbura the Koala jumped away quickly to save himself and left his tail behind, coiled around the branch.

That is why, to this, day, Koalas have no tail and the lyrebird has reddish-brown marks on his tail feathers, marking the spot where he carried the fire stick.

The Kangaroo and The Wombat Dreaming.

Why the kangaroo has a tail and the wombat has not.

Long ago Mirram, the kangaroo and Wareen, the wombat were men. They were good friends and hunted and fished together.

One day, Wareen made a home for himself under the ground where it was warm and comfortable. Koim said he preferred to sleep in the open, under the stars.

But then the rains came and put out the kangaroo's fire and Koim was wet and cold. He asked if he could come into Wareen's home to dry off, but the wombat would not let him.

Koim, the kangaroo became very angry and quarrelled with Wareen. He took an axe and cut off the wombat's tail.

Wareen took his spear and chased after the kangaroo. When he found him, he drove the spear into the base of Koim's back, where it stuck fast.

This is the reason why kangaroos carry a heavy tail which sticks straight out behind them and wombats have no tail at all.

