

Food For Animals



Topic: Animals around us

Curriculum link: Living Things; Society and Environment

Text type: Compare and contrast/report

Reading level: 8

Word count: 223

High-frequency words: all, in, the, they, where, are, by, eat, so, that, can, at, is, put, into, by, and, this, have, for, from, of, up, it, but, keep

Vocabulary: wild, zoos, zoo keepers, butterflies, nectar, gorillas, nuts, fruit, vegetables, forests, plants, giraffes, hay, bamboo, pandas, eggs, rice, meat, lions, snakes, mice

Possible literacy focus:

Understanding the structure of compare and contrast texts: in the wild/at the zoo.

Using an index.

Follow-up activities

Summary chart

Draw up a large chart like the one below. With the children, use *Food For Animals* to find the information needed to fill in the chart. Scribe children's ideas. Encourage them to use the index to find the appropriate information.

Animal	Food eaten in the wild	Food eaten at the zoo
Butterflies		
Gorillas		
Giraffes		
Pandas		
Lions		
Snakes		

Upon completion ask the children: *What else could we compare between animals in the wild and animals at the zoo?*

Discussion

Talk with the children about the pros and cons of having animals in captivity. Ask them:

What are the different purposes for having animals in captivity?

What do you consider to be important reasons to have animals in captivity?

What would happen to some animals if there were no zoos?

Do you think that having animals in captivity is a good thing? Why?

How might you feel if you were an animal in a zoo?

If you were in charge of a zoo, what things would you do to ensure that the animals were happy?

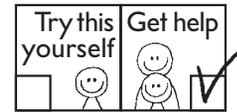
Understanding text structure – Compare and Contrast Reports

Explore the structure of a compare and contrast report with the children. Compare and contrast texts are a simple form of a report. Reports are used to organise and present factual information in a short and precise way. The purpose of a report can be to classify and describe; to compare and contrast; and to record feelings and observations. You could use a chart to deconstruct the book *Food For Animals* to reveal its structure:

Opening statement	
Fact 1	But...
Fact 2	But...
Fact 3	But...
Fact 4	But...

Children could work in small groups to write their own compare and contrast report using this structure, e.g. feeding pets.

Animal collage



You will need

paper, collage materials such as leaves, tissue paper, pipe cleaners, coloured paper and grass; glue

1. Choose an animal.
2. Divide your paper into two. On each side of the paper, use collage materials to show the animal's home in the wild and its home in the zoo.
3. Label your picture.



Animal talk



You will need

tape recorder, blank tape

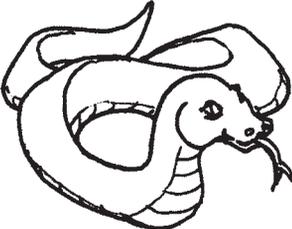
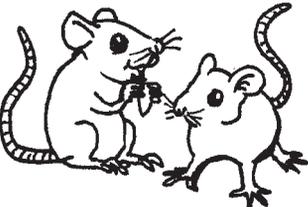
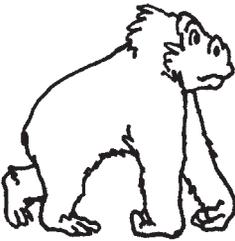
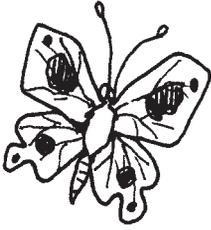
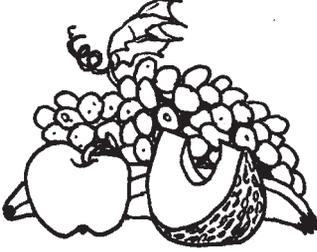
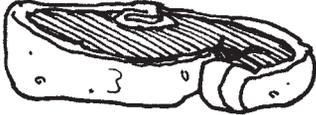
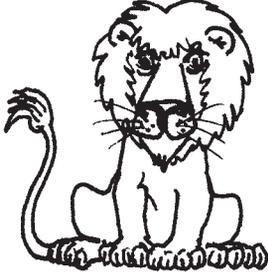
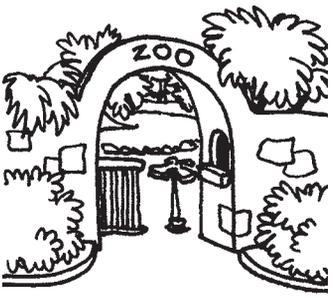
1. Choose an animal from the book *Food For Animals*.
2. Pretend to be this animal living in a zoo. Think of the good things about your life in the zoo and the things that are not so good.
3. Talk about your life in the zoo.
Record your talk.
4. Listen to everyone's talk.



Name _____

Zoo animals and wild animals

Use the word bank to write about an animal.

zoo keepers 	snake 	mice 	nuts 
gorillas 	butterflies 	pandas 	bamboo 
fruit 	vegetables 	meat 	lion 
eggs 	giraffes 	flowers 	zoo 

Instructions Ask the children to choose one of the animals from *Food For Animals* and use the word bank to write about its life in the wild and at the zoo.

Name _____

True or false

Write 'true' or 'false'.

<p>Butterflies eat nectar from flowers.</p>		<hr/>
<p>Gorillas eat meat.</p>		<hr/>
<p>Giraffes eat plants.</p>		<hr/>
<p>Pandas eat meat.</p>		<hr/>
<p>Lions eat plants.</p>		<hr/>

Instructions Ask the children to read each statement, look at the picture and then write 'true' or 'false' in the last column.