

Name \_\_\_\_\_ Date \_\_\_\_\_

# My Research Project on \_\_\_\_\_

Eats

Habitat

Animal Name

Prey/Predators

Babies/Young

Interesting  
Facts

The thing that is most interesting about the \_\_\_\_\_ is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Wild Animal Safari (Pk/12)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING

### YOUR KIT CONTAINS:

- Pre-Cut and Printed Animals
- Markers
- Instructions
- Tablecloth

### YOU WILL NEED:

- Glue (optional)

**AGE GROUP: 7 and up**  
**PROJECT TIME: 45 minutes**



### INSTRUCTIONS:

1. Pop out each pre-printed animal part and group all parts together by each animal.
2. Use markers to decorate both sides of each animal. You may color animals realistically or create a unique fantasy safari by making polka dot, checkered and zig-zag lined creatures. Use your imagination and have fun!
3. Let marker dry for 10 minutes.
4. Assemble animals by slot fitting the legs and head onto the body. Can be glued in place for stability.

## LANGUAGE ARTS

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**OBJECTIVE:** To create original poetry.

**SUGGESTED TIME FRAME:** 45 minutes.

**ADDITIONAL MATERIALS:** Non-fiction books that relate to the animals from this project, chart paper, magic markers, writing paper, pencils.

**PROCEDURE:** Allow time for students to share about their completed animal projects. Show them one of your completed teacher samples, for example, a zebra. Read a little bit of information about zebras from one of the books you chose. On the chart paper, model how to use some of the information you read to create a poem.

Example:

ZEBRAS  
I like zebras.  
Zebras have stripes.  
Zebras run fast.  
Zebras are cute.  
I like zebras.

Allow time for the students to read about a favorite animal and to create their own poem. Have them share with their classmates by holding up their completed project and reading their poem.

## LANGUAGE ARTS

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**OBJECTIVE:** To write and perform a skit.

**SUGGESTED TIME FRAME:** 45 minutes.

**ADDITIONAL MATERIALS:** Writing paper, pencils, puppet theater (optional).

**PROCEDURE:** Separate students into 4 small groups or as many small groups as needed, depending on your class size. Students should work cooperatively to create a short skit based on their animal projects. Have non-fiction and fiction books about animals and animal safaris available for students to use as a reference for ideas. Allow students to use dictionaries and more paper as needed. Each group should practice their skit for you before performing for the whole class. Offer assistance as needed.

## MATH

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**OBJECTIVE:** To write number stories.

**SUGGESTED TIME FRAME:** 30 minutes.

**ADDITIONAL MATERIALS:** Writing paper, pencils, crayons, chalkboard, chalk.

**PROCEDURE:** At the chalkboard, model how to write addition and subtraction equations. Allow students to come to the board to solve them. Next, model how to write a number story using words, numbers, pictures and an equation.

Example:

(Pictures go Here)  5 Zebras ran through the safari  
4 Giraffes ran through the safari  
How many animals ran through the safari?

$$5 + 4 = 9 \text{ animals}$$

## SCIENCE

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**OBJECTIVE:** To conduct research (notes only).

**SUGGESTED TIME FRAME:** Two 30-minute time blocks.

**Additional Materials:** Non-fiction books based on the animal the students chooses to research, copies of the EduCraft® worksheet, pencils.

**PROCEDURE:** Explain to students what it means to research something. They will each have to select an animal that they would like to research. Make a list for yourself of students' names and the animal they have chosen. Model how to read and take notes using the semantic web worksheet. Pass out student copies of the web. Have them fill in the name of the animal they want to research. They should write this animal name on the blank in the title. After you have checked the spelling, have them write the name in the center of their web. Student will use the non-fiction books to complete their web. Upon completion, there should be a class discussion on all research. Students should share their results.

**Note:** More branches can be added to the web according to the students' individual needs.

## SOCIAL STUDIES

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**OBJECTIVE:** To enhance mapping skills; stimulate creative thinking.

**SUGGESTED TIME FRAME:** 30 minutes

**ADDITIONAL MATERIALS:** World maps and/or globes, non-fiction books about animals and a safari, writing paper, pencils.

**PROCEDURE:** Review map/globe skills with students. Place an emphasis on the care of these materials. Read a portion about a safari from one of the non-fiction books that you have selected. Bring attention to the location of the safari according to the text information. Work with students to see if they can find such safari locations on the maps/globes. Have students write about what they have learned about the various animals, the safaris and their locations. Allow time for sharing. Discuss whether or not people go on safaris in the United States. If not, why?

To stimulate children's imaginations, suggest that they create safaris (a hunting expedition) for other things besides animals. Explain that hunting doesn't always involve killing. A safari can be organized to look for or photograph different things. The students can suggest a location, prey, appropriate supplies, etc.

## ART

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**OBJECTIVE:** To create a safari diorama.

**SUGGESTED TIME FRAME:** 45 minutes.

**ADDITIONAL MATERIALS:** Shoeboxes, glue, scissors, construction paper, pictures of a safari.

**PROCEDURE:** Show students pictures of what a safari looks like. Explain to them some of the facts related to the safari including the habitat of the animals they created. You may have to describe the concepts of habitat depending on your students' level. Explain that today they will be creating an art project called a diorama, a box with scenery inside. Allow students to create their dioramas using various art supplies. Although they have seen a picture of a safari, encourage them to use their imaginations when creating their scenes. When students are done, have them place their animal model inside the diorama. Allow plenty of time for sharing. Encourage students to talk about their project as they show it.

## MUSIC/MOVEMENT

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**OBJECTIVE:** To sing and dance to a specific theme.

**SUGGESTED TIME FRAME:** 30 minutes.

**ADDITIONAL MATERIALS:** Copy of the song *Going to the Zoo* by Raffi, copies of the words to the song.

**PROCEDURE:** Ask if anyone has ever gone to the zoo. Allow students to share their experiences. Explain to the students that you are going to pretend to go to the zoo with "Mama." Play *Going to the Zoo* for the students and encourage them to just listen to the song. Pass out copies of the song. Students should track as the song is being played a second time. Play the song a third time and allow students to sing along. Once the students have become familiar with the lyrics, allow them to get up and create animal movement to the song. Have fun!

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