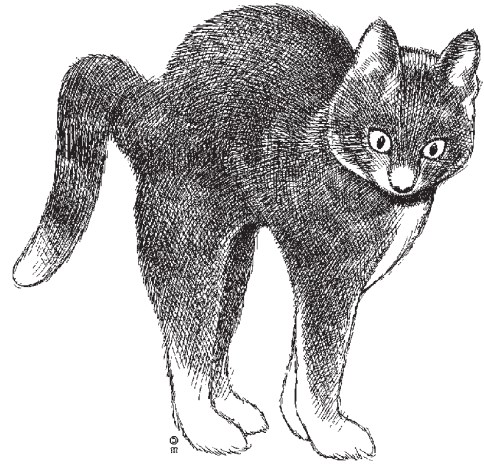


# My First Report on Cats



**Class: Mammal**  
**Order: Carnivora**

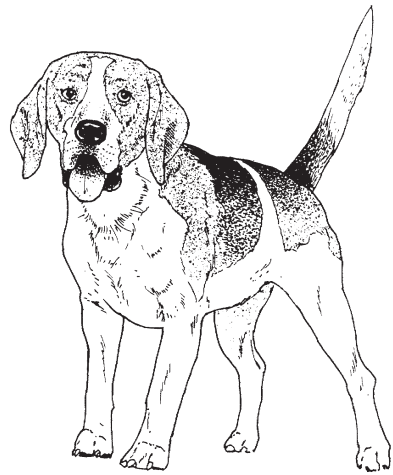
1. Describe the cat you like best.
2. Why are cats good pets?
3. Where can you keep a cat?
4. How often and what will you feed a cat?
5. Do kittens need their mother?
6. Can newborn kittens see?
7. What does a cat need to keep healthy?
8. What can a cat be trained to do?

## Vocabulary

kitten

newborn

# My First Report on Dogs



**Class: Mammal**  
**Order: Carnivora**

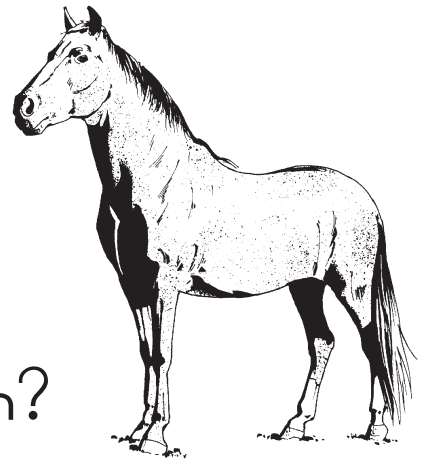
1. Name several kinds of dogs.  
Which do you like the best?
2. What do you like about dogs?
3. Where can you keep a dog?
4. What do dogs eat?
5. Can a newborn puppy run? When can  
puppies see and hear?
6. Why do puppies need their mother?
7. What do dogs need to be healthy pets?
8. What can a dog be trained to do?

## Vocabulary

litter

puppy

# My First Report on Horses



**Class: Mammal**  
**Order: Perissodactyla**

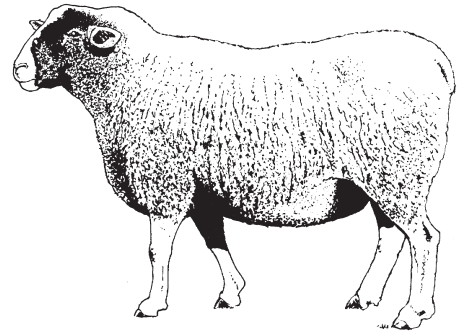
1. For what are horses known?
2. How fast can a horse run?  
How much can it carry?
3. What and how much do horses eat?
4. Why don't more people have horses for pets?
5. How have humans used horses?
6. If you had a horse, what would you do to groom and exercise it?
7. Can newborn horses walk? Do they need their mothers?

## Vocabulary

pony  
mare

filly  
colt

# My First Report on Sheep



**Class: Mammal**  
**Order: Artiodactyla**

1. Why do sheep need someone to watch them? What is this person called?
2. What can you do with your sheep's wool? its milk?
3. What and how much should you feed a sheep?
4. What must you do to keep a sheep healthy?
5. What is a baby sheep called? Does it need its mother?
6. What is a sheep dog? Will you need one?

## Vocabulary

flock

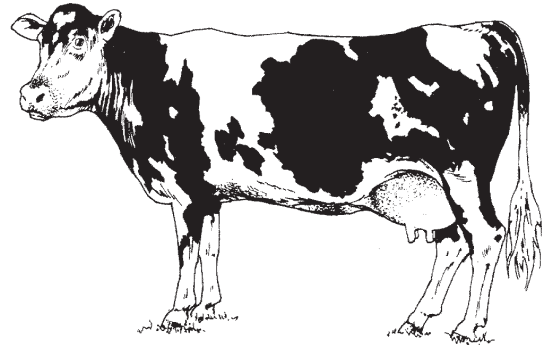
ram

ewe

shepherd

lamb

# My First Report on Cattle



**Class: Mammal**  
**Order: Artiodactyla**

1. Why or why not would cattle make good pets?
2. What do cattle need to keep healthy?
3. How many divisions do cattle's stomachs have? What do cattle do with a cud?
4. How have cattle been used by people?
5. What have you eaten or worn this past week that came from cattle?
6. Describe a rodeo. Why would you like to go to one? why not?

## Vocabulary

bull

cow

cud

dairy

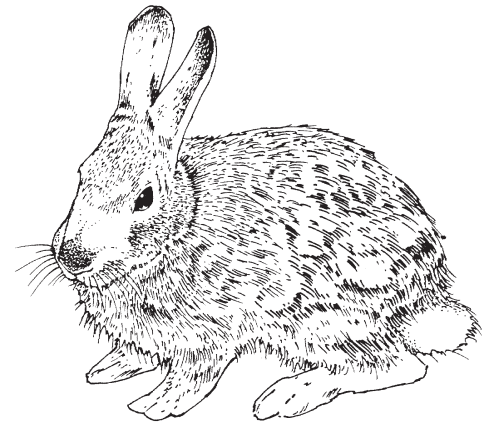
calf

herd

leather

rodeo

# My First Report on Rabbits



**Class: Mammal**  
**Order: Lagomorpha**

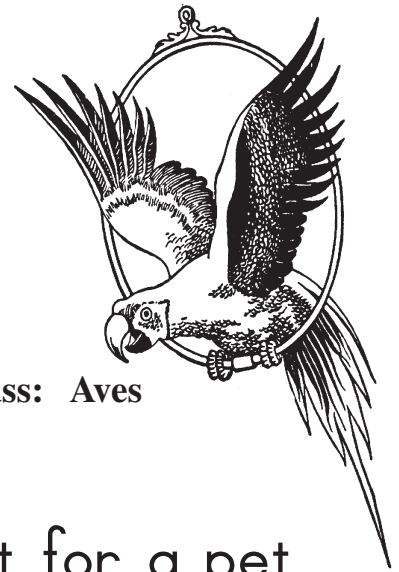
1. What animal is close to a rabbit in size?
2. Where do wild rabbits usually build their homes?
3. What are their homes called?
4. How many babies are usually in a litter?
5. How does a mother rabbit take care of her newborn? When can they leave her?
6. Why do rabbits make good pets?
7. For what have people used rabbits?

Vocabulary

warren

hare

# My First Report on Birds



Class: Aves

1. Which bird would you like best for a pet and why?
2. Where will you keep your bird?
3. What will you feed the bird?
4. What are reasons for keeping a bird for a pet?
5. What will you do to keep a bird healthy?
6. How does a parrot learn to talk? Can it understand what it says?

## Vocabulary

parakeet

canary

cockatoo

parrot

toucan

macaw

# My First Report on Hamsters



**Class: Mammal**  
**Order: Rodentia**

1. In what can you keep a hamster?
2. What does a hamster eat?
3. How will you exercise your hamster? What time of the day are they active?
4. Do baby hamsters need their mother? When can they leave her?
5. What other pets are like the hamster?
6. Why would you like a hamster for a pet?

## Vocabulary

gerbils

mice

hamster

## *Unit Study on Pets and Farm Animals*

Select from the following student activities those that meet your student's needs. Suggestions can be adapted to the student's abilities and used as a springboard for other activities. Questions can be discussed with younger students or used by older students as research projects (these are in bold type).

### *Bible*

- Discuss Genesis 1:20 and God's creation of animals. **What does Genesis 9:2 mean when it says all creatures are given into man's hand? Who owns the animals (Psalm 50:10)?**
- Read Job 12:7–10. Discuss why we study animals and what they can teach us.
- After studying the animals in this unit, how do you understand the following scriptures: "do not throw pearls before swine" (Matthew 7:6); "do not be like the horse or mule" (Psalm 32:9); "do not give what is holy to dogs" (Matthew 7:6); "the poor man had only little ewe lamb" (2 Samuel 12:3); "I am sending you as sheep among wolves (Matthew 10:16); "all we like sheep have gone astray" (Isaiah 53:6); "who tends a flock and does not drink its milk?" (1 Corinthians 9:7); "sheep without a shepherd" (Mark 6:34)?
- Read Psalm 23, Psalm 95:5, Isaiah 40:11 and discuss God's care for His people.
- Read the parable of the lost sheep (Matthew 18:12–14; Luke 15:4–7), about Jesus as the Lamb of God (John 1:29, 36), the good Shepherd (John 10:15) and the chief Shepherd (1 Peter 5:4), and "the Lamb will be their shepherd" (Revelation 7:17).
- Read about the sheep and goats in Matthew 25:31. **What characteristics of each of these animals would make Jesus compare sheep to His followers and goats to disobedient people?**



### *History/Geography/Social Skills*

- Start collecting stamps that picture animals. You can label pages "Pets," "Farm Animals," etc. Since countries picture animals native to them, stamps are a colorful and interesting way of remembering animals and where they live.
- Read the story of the birth of Christ. **What do you learn about shepherds in Bible lands and Bible times? How are things the same today for modern shepherds in the United States?**
- Different countries use different calendars. The Chinese, for instance, not only number their years, they also name them after animals in this order: rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, pig. 1995 was the year of the pig. Figure in what year you were born, your parents, brothers, sisters, etc.

- ❑ Study the social habits of animals. Which ones live in groups? in families? How do they take care of their young? When does the youngster go out on its own (which helps us to know when to separate a youngster from its mother)?
- ❑ Plan a party where each child dresses as a pet or farm animal. He/she should imitate the animal's walk, eat (if possible) what that animal would eat, etc. The more he can imagine, the more fun he will have; e.g., if he is an animal that lives in grassy areas, he should feel its softness under his paws. The following are other games that can be played:
  - ◆ **Noah's Ark:** Make two cards for each animal and distribute to guests. At a signal, everyone is to find his mate only by making the sound of that animal's voice.
  - ◆ **Question Match:** Make duplicate pictures of enough pets and farm animals so everyone can have a picture pinned on his back. Each person must find his match by asking questions requiring yes or no answers only. You may need to discuss what kind of questions will narrow possibilities.
  - ◆ **Twenty Questions:** Use only pets and farm animals as the answers.
  - ◆ **Pin the Tail on the Animal:** Draw a large picture of several pets and farm animals leaving off their tails. Draw and cut out each of their tails. Line up the pictures on a wall. Give each child a tail. Let the child decide which animal he is aiming for before blindfolding him.
  - ◆ **Matching Pictures:** Cut pictures of pets and farm animals from magazines. Cut the pictures in half and glue each half on a separate piece of construction paper. Games can be made up using these; e.g., give each child a half and at a signal everyone is to find the other half of his pet or farm animal.
- ❑ Choose an animal you'd like for a pet. What are the factors in making the decision? (ease of care, space available, does it like to be handled and you want a pet you can handle, is it fun to watch, do you want an animal you can train, how the animal will relate to other family members) Read about the animal (see Resources for suggestions) and talk to people who have one. What will be needed to care for the animal? (food, exercise, cleaning the animal and its habitat, obedience training) Who is going to pay for the animal and its care?
- ❑ If you are unable to keep a pet permanently, there are other ways to get to know these animals:
  - ◆ Try a temporary pet, such as keeping a bug, frog, or turtle for a few hours in a jar, then letting it go.
  - ◆ If you spy a bird's nest in the spring with eggs in it, watch it and the baby birds after they hatch.
  - ◆ You can also borrow a pet from a friend, baby-sit a friend's pet while he is on vacation, or visit with a friend who has a pet (find out when the pet is fed and exercised and try to visit at that time). Discuss the safe ways to care for the pet, to watch it, and to hold it. Try to learn as much as possible about the animal before you meet it (does it have hair or fur, nurse its young, build a shelter for its young, protect itself).
- ❑ The death of a pet provides an opportunity to discuss death. In *The Dead Bird* by Margaret Wise Brown the sadness of death is softened by ceremony and remembrance.



- ❑ Learn or review things that should never be done to pets (teased, harshly punished, neglected, handled too much, snatched up, frightened by sudden movements and loud noises which they do not understand).
- ❑ Though some animals do humanlike things, it is only coincidental. Their eating and social habits are different from ours. Study what different behaviors mean. For instance, why does a dog lick your face? (the underdogs in a wolf pack [dogs are closely related to wolves] lick the muzzle of the dominant wolf; to your dog you are the dominant one) Why does it roll over on its back when you are mad at it? (in a wolf pack the belly-up posture signals defeat)
- ❑ Name some of the ways people use these animals (for food; hair and hides for clothing, fertilizers from bones and blood; glue from hides; paint brushes from bristles; violin bows from tail hair; as beasts of burden; riding, breeding and showing in animal shows; in research and for medicines such as insulin).
- ❑ Help to take care of animals: See if a veterinarian or an animal breeder would let you help. Or offer your services at a nature center or science museum that has caged animals. *A Day in the Life of a Veterinarian* by William Jaspersohn, *Large Animal Veterinarians* by Rod and Cheryl Bellville, and *Watching Them Grow* by Joan Hewett are good books to read relating to this activity.



## Reading

- ❑ Look in anthologies of children’s poetry for poems about animals; e.g., “Cats and Dogs” by N. M. Bodecker, “Chums” by Arthur Guiterman, and “Hamsters” by Marci Ridlon. *The Book of Virtues* includes “The Pasture” by Robert Frost and “All Things Beautiful” by Cecil Alexander which is about God’s creation of the natural world.
- ❑ Read stories in *The Book of Virtues* concerning the animals in this study: “The Tortoise and the Hare,” “The Three Little Pigs,” “The Sheep and the Pig Who Built a House,” “The Duel” (between the gingham dog and the calico cat), “Cat and Mouse in Partnership,” and “The Velveteen Rabbit.”
- ❑ Read biographies of veterinarians; e.g., *All Creatures Great and Small* by James Herriot.
- ❑ Read *Pelle’s New Suit* by Elsa Beskow, which tells about changing wool from a lamb into a wool suit.
- ❑ Read *Wild Orphan Babies* by William J. Weber and discuss keeping wild animals for pets.
- ❑ Read or listen to someone else read books about animals that can be pets and farm animals. See literature selections under Resources.

## Language

- ❑ Make a vocabulary notebook (or section in a notebook) for the words you have learned in this unit that pertain to pets and farm animals; e.g., *cattle, calf, cow, shepherd, rabbit, aquarium, monkey, baboon*.
- ❑ Learn to spell words pertaining to pets and farm animals; e.g., *fur, shell, hatch*.

Learn the words for groups of animals; e.g., a *string* of ponies, a *kindle* of kittens, *brood* of chickens, *rafter* of turkeys, *flock* of sheep, *litter* of puppies, *warren* of rabbits, *drift* of hogs, *paddling* of ducks, *gaggle* of geese.



Learn the words for male, female, and baby animals; e.g., *nanny*, *billy*, *kid* for goats.

Write several words related to pets and farm animals across the top of a sheet of paper. Under each word, write as many other words as you can, using only the letters in the name. To make it more challenging, use only actual words contained in it; e.g., *aquarium* has *aqua*. You could also stipulate that letters have to come in the same order in the new words as in the original; e.g., *aquarium* has *aqua*, *aim*, *arm*, *rim*, *rum*.

Use correct grammar and punctuation in your reports.

Print sayings that have to do with animals; e.g., “raining cats and dogs,” “meek as a lamb.”

Make up sayings of your own, or change familiar ones: “raining frogs and turtles.”

Put your reports in alphabetical order.

How many words can you find that rhyme with each of these animals’ names? (e.g., *cat*: *fat*, *that*, *hat*, *bat*, *rat*, *mat*, *gnat*, *pat*, *sat*, *vat*)

Try wearing clothing made of wool, leather, or down. Write a story (print or tape-record it) describing how it feels.

Dramatize one of the poems or stories you’ve read about pets.

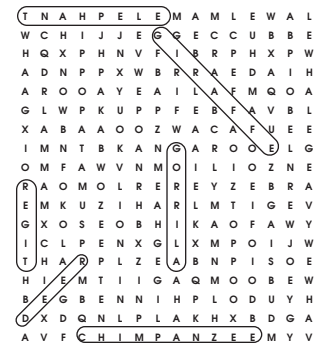
Write a “newspaper interview” with someone who has a pet that wins first place in a pet show.

Write a poem about your pet or one you would like to have.

Combine penmanship and Bible/Character by writing Scripture verses. See page 49 for a couple of samples. These can be made into posters by decorating them, thus also become an art project.

Work the crossword on page 47. Answers are on page 45.

Copy the grid paper pattern on page 48 and use it to create wordfinds (an example is to the right) using words from this study.



Play an alphabet game: Take turns naming terms pertaining to pets or farm animals beginning with successive letters of the alphabet: *A* is for *Angus*, *B* is for *billy goat*, *C* is for *canary*, etc. Place counters in the middle of the table and number the players. For each term he says, Player 1 may draw a counter. When he cannot think of something for a letter, the next person gets a chance and two counters for each term he says. When he runs out of ideas, it goes to the next person who gets three counters if he can think of something. Continue in this way until all players have had a chance for that letter before going to the next letter with the next numbered player going first.

Projects for other subjects can be made into a language exercises; e.g., report (by writing, tape-recording, videoing the project or an oral presentation of it) on the dish you prepared for math or what you learned about feathers in science.