

Photocopiable Resources

Macmillan Children's Readers Worksheets and Teacher's Notes

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Teacher's Notes

Alex Raynham

Name: _____

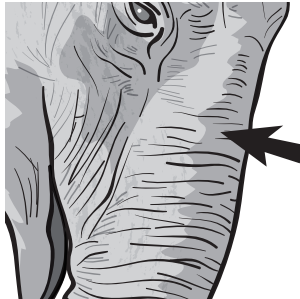
Class: _____

Endangered Animals Worksheet 1

1 Unscramble the words for the animal body parts.



1 ingws
wings



2 niks



3 orhns



4 wacls



5 theet



6 lait

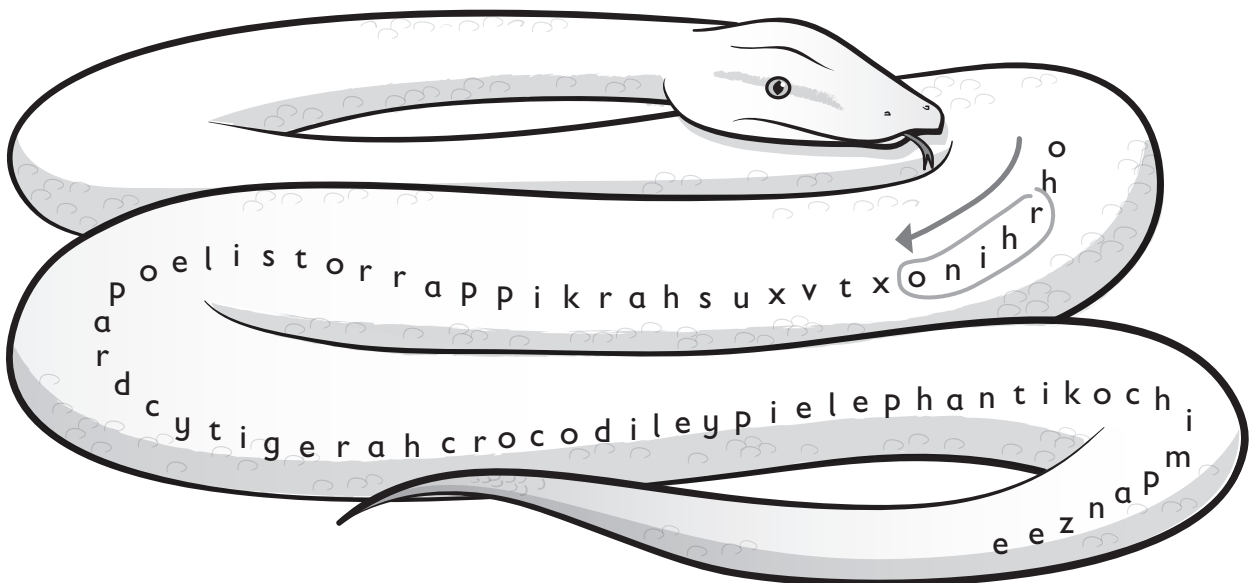


7 ertheafs



8 ruf

2 Find the names of 8 animals on the snake's skin.



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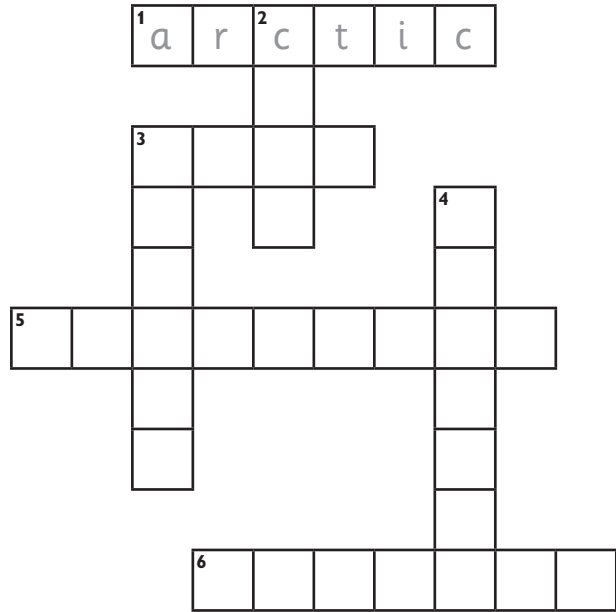
Class: _____

Endangered Animals Worksheet 2

1 Read *Endangered Animals* again. Complete the crossword.

Across

- 1 Polar bears live on ice in the ___.
- 3 People catch parrots and sell them as ___.
- 5 Water and air ___ comes from factories and farms.
- 6 A lot of animals live in ___, but people cut the trees down.



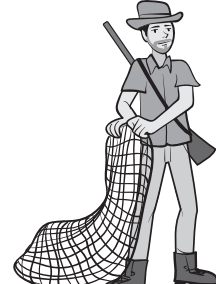
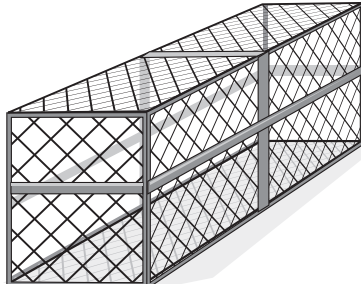
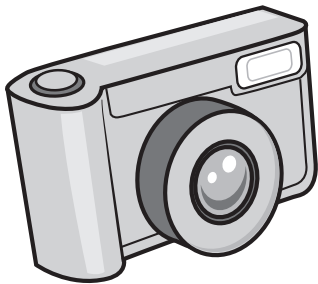
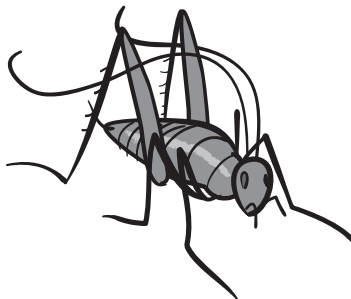
Down

- 2 Madrid is a big ___. A lot of people live there.
- 3 Bees collect ___ to make honey.
- 4 Pollen comes from ___.

2 Find these things in *Endangered Animals*. Write the words.



factory



Name: _____

Class: _____

Endangered Animals Worksheet 3

1 Read the description of a monster, then draw it.

The Jabber-Jabber monster has got orange fur on its body
and a long, yellow tail. It has got wings, like a bird. There are
pink feathers on its wings. The monster has got three big, red
eyes and a long, green beak. It has got two purple legs with big,
black claws. It's very scary!



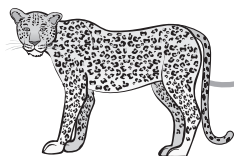
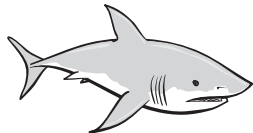
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Name: _____

Class: _____

Endangered Animals Worksheet 4

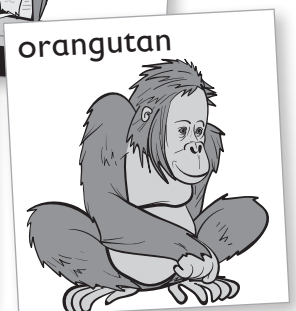
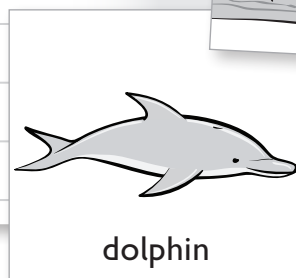
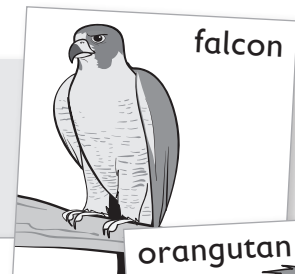
1 Read, write and match.



- 1 This animal has got big teeth and claws.
It has got beautiful fur. leopard
- 2 This animal has got beautiful feathers and a beak. It can sing and talk. _____
- 3 This animal can swim very well.
It has got a lot of teeth. _____
- 4 This small animal has got wings. It collects pollen from flowers. _____

2 Find out about one of these endangered animals. Write notes. Think about these things:

- What colour is it?
- What does it look like? (has it got fur, claws, teeth, feathers?)
- What does it eat?
- Where does it live?
- Why is it endangered?



3 Make a poster about an endangered animal. Use your notes from exercise 2. Draw a picture and write 3 sentences.

Worksheet Answer Key

Endangered Animals

Worksheet 1

1 Unscramble the words for the animal body parts.

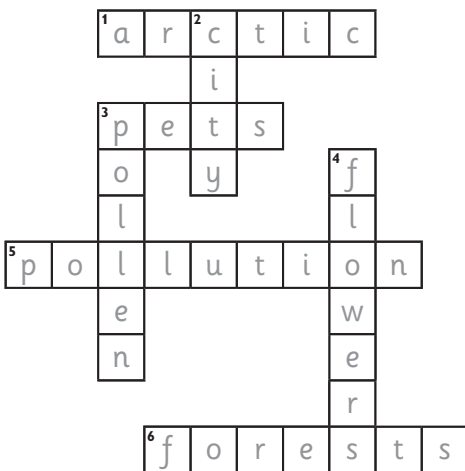
1 wings, 2 skin, 3 horns, 4 claws, 5 teeth, 6 tail, 7 feathers, 8 fur

2 Find the names of 8 animals on the snake's skin.

Top to bottom: rhino, shark, parrot, leopard, tiger, crocodile, elephant, chimpanzee

Worksheet 2

1 Read *Endangered Animals* again. Complete the crossword.



2 Find these things in *Endangered Animals*. Write the words.

1 factory, 2 insect, 3 tool, 4 camera, 5 cage, 6 hunter

Worksheet 3

1 Read the description of a monster, then draw it.

Children's own answers.

Worksheet 4

1 Read, write and match.

1 leopard, 2 parrot, 3 shark, 4 bee

2 Find out about one of these endangered animals.

Children's own answers.

3 Make a poster about an endangered animal.

Children's own answers.

Teacher's Notes (1 of 3)

Endangered Animals

Subject links

Endangered Animals can be linked to lessons about the environment, biology and geography.

Cover

Ask the children to name wild animals. Write a list of animals on the board.

Tell the children to circulate and ask five of their classmates to name their favourite wild animal. Use their results to produce a class survey of favourite wild animals.

Contents page

Ask the children if they have already heard of any of the animals listed on the contents page. Ask: *Which animal will we learn about on page 5? On which page will we learn about frogs?*

Call out the names of each of the animals on the contents page and ask the children to find the photo of them in the book.

The factual section

Using the photographs

As you read about the animals, ask the children what they can see in each photograph. Ask *Are they friendly or scary?* Don't forget about the backgrounds. Ask: *Where do they live?*

Using the Amazing Facts

When you read the Amazing Facts, encourage the children to make comparisons with other animals or with themselves. For example, ask: *What other animals have got stripes? How high can you jump?*

After reading

Pages 2–4 Ask the children to tell you what *endangered* means. Then write some of the categories of animal mentioned in pages 2–4 on the board, such as *sea animals*, *forest animals* or *animals with horns*. Ask the children to find the reasons why these animals are endangered.

Pages 5–9 Ask the children to find 3 facts about animals in the book. They can use the Amazing Facts or other information in the factual section of the book. Ask a child to read out one of their facts. The rest of the class should guess the animal.

Ask a child to mime an animal from the book. The rest of the class should guess the animal.

Ask the children to choose an animal each. Ask questions and tell the children to perform an action if they can answer 'Yes'. For example: *Can you fly? Move your wings. Have you got fur? Scratch your fur.* Remember to mime each action first as a model for the children.

Page 10 Prepare a lesson on pollination for your class. (Use the internet to find simple diagrams and explanations of pollination for children.)

Ask the children to produce a poster about bees, and why they are important for us.

Project work

Ask the children to choose their favourite animal from the book and prepare a presentation for their class. They should find a photo of the animal and three more facts about their animal to tell their class.

Ask the children to find out about another endangered animal and make a poster for the classroom wall.

Teacher's Notes (2 of 3)

The story section

Before reading

Ask the children to look at the title page and guess what the story might be about. Ask: *What animals can you see?*

While reading

At the end of each double page spread in the story, ask the children to predict what is going to happen on the next two pages.

After reading

Write the animals from the story on the board and ask the children to put them in the order that they appear.

Divide the class into groups and ask the children to act out the whole story as a class play. This can be performed at the end of term for the parents.

Using the activities

Here are some ideas for ways to extend activities in the book.

- After exercise 3, read out the animal body parts one by one. Ask the children to flick through the book and point to an animal which has that body part. Alternatively, invent mimes for each body part and ask the children to mime them as you call them out.
- After exercise 5, ask the children to write one true and one false sentence about an animal in the book. When they have finished, ask children to read out their sentences. The rest of the class should call out 'True!' or 'False!'
- After exercise 8, ask the children to find more quotes in the story. When children read out their quotes, the rest of the class should guess which character says them.

Using the picture dictionary

Use the words in the picture dictionary to make two sets of flashcards: one set for the words and one set for the pictures. To make the picture flashcards, use enlarged photocopies of the picture dictionary pages or download pictures from the internet. You can use flashcards in many different ways. Here are two suggestions.

- Hold up the picture flashcards and alternate between saying the correct word and an incorrect word. Ask students to call out corrections or clap when they hear the correct word.
- Put picture flashcards around the room and hold up word flashcards. Students point to the correct pictures.

Using the worksheets

The worksheets can be used at home or in class. Children can complete the activities individually or in pairs, or if you have an interactive whiteboard, you can complete the worksheet activities as a class.

Teacher's Notes (3 of 3)

Activities answer key

1 Complete the crossword and find the secret word.

1	C	H	I	M	P	A	N	Z	E	E
2	B	U	F	F	A	L	O			
3		S	H	A	R	K				
4	T	I	G	E	R					
			5	F	R	O	G			
6	E	L	E	P	H	A	N	T		

Secret word: parrot

2 Match the parts of the sentences.

- 1 Many animals are endangered.
- 2 Pollution is making the weather hot.
- 3 Water pollution is bad for animals in rivers.
- 4 People hunt tigers because of their beautiful fur.
- 5 Hunters catch animals and sell them as pets.

3 Match the pictures to the animal body parts. Draw lines.

- 1 claws, 2 teeth, 3 feathers, 4 horns, 5 wings, 6 fur, 7 fingers, 8 skin

4 Which 3 body parts have people got? Write 3 words from activity 3.

teeth, fingers, skin

5 Match the people to the things they say in the story.

Have you got your camera, Jack? – Molly

Tigers haven't got black tails. – Sunil

Look, monkeys! – Molly

Where's my hat? – Jack

Elephants eat a lot of food. – Aunt Sally

That's our tiger! Its stripes are the same. – Jack

6 Write T (True) or F (False).

- 1 F (Tigers live in Asia.), 2 T, 3 F (Most sharks have got thousands of teeth.), 4 T, 5 T, 6 F (Parrots are endangered because hunters catch them and sell them as pets.), 7 F (Frogs live in rivers and lakes, and in trees.), 8 T

7 Put the story in the correct order. Write numbers.

- 1 Sunil takes the children into the safari park.
- 2 They see crocodiles in a river.
- 3 They see a leopard in a tree.
- 4 A monkey takes Jack's hat.
- 5 Hunters catch a tiger.
- 6 Jack takes a photo of the hunters.
- 7 The police arrive.

8 Tick the animals you read about in the story.

In the story: a leopard, a buffalo, a crocodile, a monkey

Not in the story: a frog, a parrot

9 There are two more animals in the story. What are they? Write their names.

a tiger, an elephant