

# Exploring Animal Features



Animals have many special features which help them survive. This activity will help you explore animals which live in and around your home or school and the features they have to help them survive.

## Activity instructions:

1. Find an animal in or around your house that you can watch or take a picture of easily and safely. This could be a beetle, butterfly, moth, possum, magpie, wattlebird, pigeon or a different animal.
2. Use words and different materials to describe the animals' features on the following pages. You can also use the online resources on the second last page to help you research more information about them.

## What you will need:

- Something to take or draw pictures with (tablet, camera, scrapbook, pencils, chalk)
- Craft materials to fill in pictures. For example wool, cotton balls, string, sandpaper, material cut offs, dry leaves, pipe cleaners, leaves, dirt, feathers.
- Glue or sticky tape
- Scissors
- Internet or animal books (*see the last page for a list of great online resources*)

## Enjoy exploring animal features!

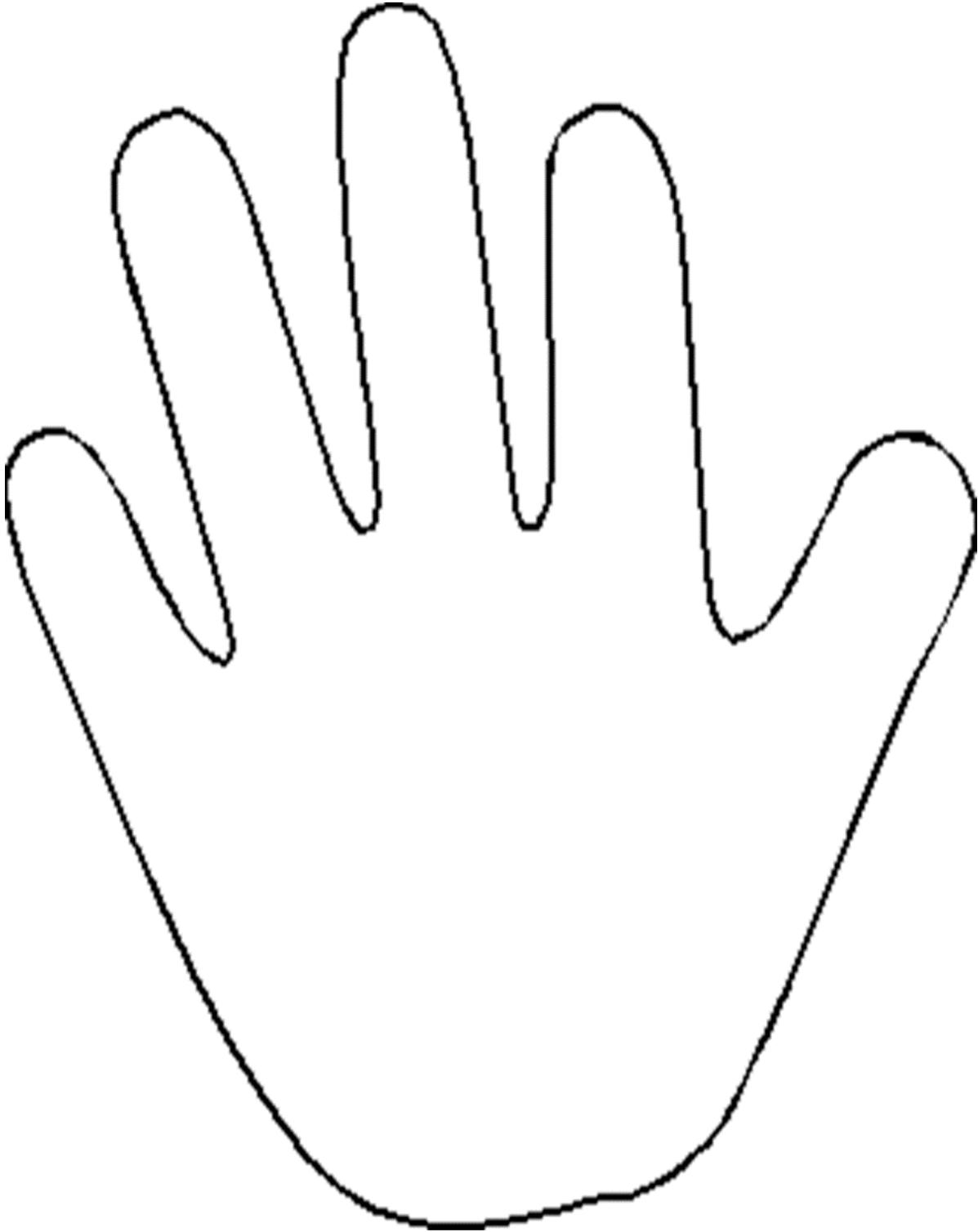
Once you're done we'd love to see your Creature Features!  
Photos can be sent to [education@gorcc.com.au](mailto:education@gorcc.com.au)  
or posted to our Facebook page.



# I think the animal would feel.....

Looking closely at an animals' body will give you all the clues you need to know about how they would feel. What are they covered in? What shape are they?

Write describing words & stick on materials below which you think are similar to how the animal would feel. For example, they might look soft like cotton balls, or hard and smooth like an apple seed.



# The animals' body looks like.....

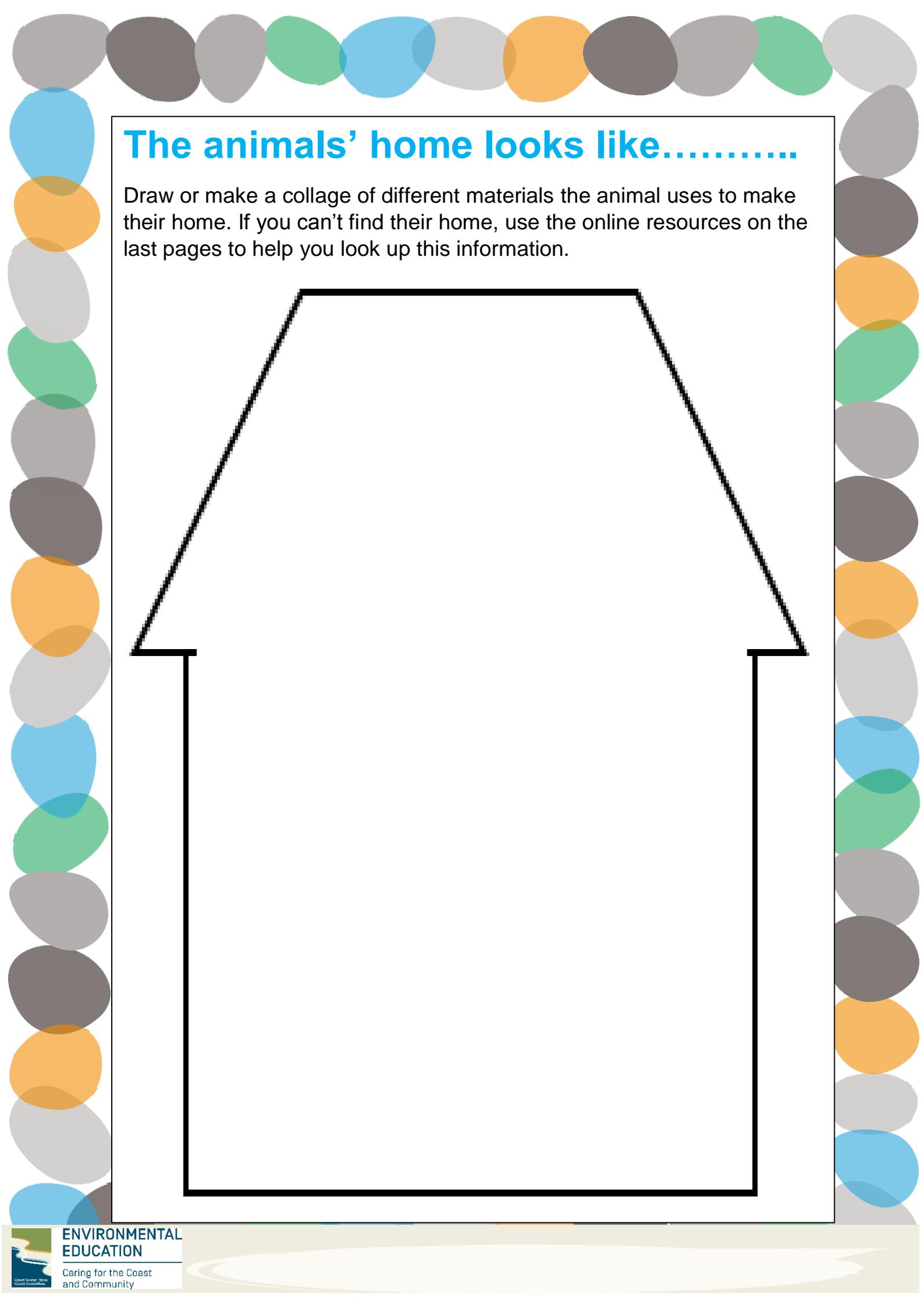
Use describing words or draw the patterns or shapes you see on different parts of the animals' body.

**Body**

**Tail**

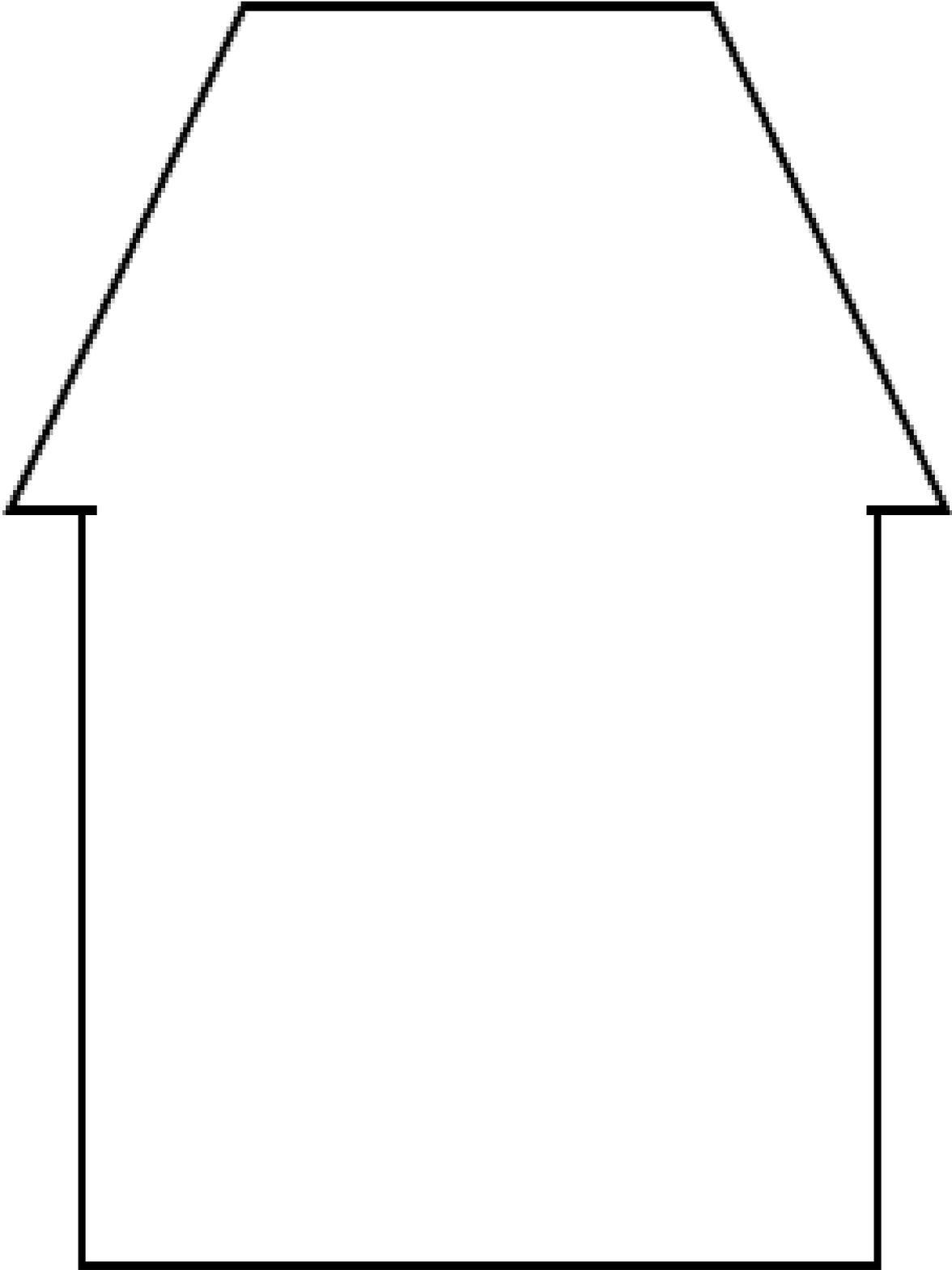
**Head**

**Feet or hands**



## The animals' home looks like.....

Draw or make a collage of different materials the animal uses to make their home. If you can't find their home, use the online resources on the last pages to help you look up this information.



# Online Resources

## All Animals

Australian Museum

<https://australianmuseum.net.au/learn/animals/>

Backyard Buddies

<https://www.backyardbuddies.org.au/explore-backyard-buddies>

## Birds

Australian Museum: Urban Birds

<https://australianmuseum.net.au/learn/animals/birds/birds-in-backyards-top-30-urban-birds/>

Royal Botanic Gardens

[https://www.rbgv.vic.gov.au/documents/RBGV\\_Birds\\_of\\_the\\_Melbourne\\_Gardens\\_-\\_2017-\\_FINAL.pdf](https://www.rbgv.vic.gov.au/documents/RBGV_Birds_of_the_Melbourne_Gardens_-_2017-_FINAL.pdf)

## Insects and Spiders

Australian Museum: Beetles

<https://australianmuseum.net.au/learn/species-identification/ask-an-expert/common-identifications-beetles/>

Backyard Buddies: Explore Bugs & Insects

<https://www.backyardbuddies.org.au/explore/bugs-and-insects>

Backyard Buddies: Butterflies

<https://www.backyardbuddies.org.au/fact-sheets/butterflies>

CSIRO: Insect Families

<http://anic.ento.csiro.au/insectfamilies/>

Spidentify: App store

<https://identify-spiders.com/>

## How to make an animal friendly garden

Backyard Buddies: Create

<https://www.backyardbuddies.org.au/create>

Gardening Australia: Backyard Biodiversity

<https://www.abc.net.au/gardening/factsheets/backyard-biodiversity/11260610>

Wildlife Rescue

<https://www.wires.org.au/wildlife-information>

## Teachers Notes & Curriculum Links

This resource has been designed to cater for students in preschool through to Level 2. It is suggested a range of recycled and natural materials be made available for inspiration and use to complete activities. Pages can be printed out as A4 or A3, and pages completed at different stages of their learning.

Older students learning can be extended by the addition of an aural or written explanation of their findings, and creation of a basic glossary of adjectives relevant to adaptations.

### VICTORIAN CURRICULUM LINKS

#### Early Years Learning Framework For Australia

Outcome 4: Children are confident and involved learners	Evidence
Children resource their own learning through connecting with people, place, technologies and natural and processed materials	Children use their senses to explore natural and built environments
Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity	Express wonder and interest in their environments

#### Foundation – Level 2

Science	Elaborations
Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)	<ul style="list-style-type: none"> <li>• recognising common features of animals, for example, head, legs and wings</li> <li>• describing the use of animal body parts for particular purposes, for example, moving and feeding</li> <li>• recognising that different living things live in different places, for example, land and water</li> </ul>