Using your Zoology/Natural World Cards

Before you Begin

These activities can be done with one or several children. Remove the cards from the bag and place them in a beautiful basket on the child's work shelves (leave the description of the group characteristics in the bag for storage; this is for your reference only). You will usually only have a few packets available/in baskets at a time. Proceed through these presentations in the following order.

Presenting the Vocabulary (using the 3-period lesson)

Begin by naturally exposing the children to the new vocabulary by regularly using it in conversations, by noticing the actual subjects in their natural environment, and by reading aloud books that feature the subjects. Then, use these cards in 3-period lessons as described in the *Using Your Vocabulary Cards* lesson.

Presenting Group Characteristics

Each packet includes a description of the main, distinguishing features of that group. Memorize this information before presenting this work to a child. You must be able to clearly state the characteristics of each group as you begin this work.

1. Find a clean workspace that is free from distractions. Place the cards upside-down on the workspace.
2. If you are presenting this information to younger, primary-aged children say, "Let's learn about things that are living. We are living. This rug is not living. Living things eat, grow, move, and reproduce. Let's look at some living things." If you are presenting this information to older, elementary-aged children say, "Let's learn about what it means to be living. We are living. We are alive. This table is not living. It is not alive. Living things consume food, excrete wastes, grow, move, reproduce, are irritable, and adjust to fit into their environment. Let's look at some pictures of other living things."
3. For younger children, review each photo and discuss what each living thing eats, how it grows, how it moves, and whether its young are born or hatched. For older children, review each photo and discuss what each living thing consumes and excretes, how it grows, how it moves, whether its young are born or hatched, how it displays irritability (responds to stimuli from its environment), and how it adjusts to fit into its environment.

Sorting the Photos

Create a sorting game by using the photo-only cards from two different packets (e.g., Plant Kingdom and Animal Kingdom). When you choose your packets, remember to start with packets of great contrast (eg, Living and Non-Living) and move to those of finer detail (eg, invertebrates and vertebrates).

1. Mix the photo-only cards together and place them in a neat stack, face up on the workspace.
2. Take the first card and say, "This is a rabbit. A rabbit is an animal." Place the card in a column on the left side of the workspace. Take the next card out and say, "This is moss. Moss is a plant." Place the card in a column on the right side of the workspace. Continue to take out and name a few more cards. If it is an animal, place it in the animal column. If it is a plant, place it in the plant column.
3. Ask the child to take the next card out, name it, and place it in the proper column. When the child is finished with all the cards, admire his/her work: even if it is not perfect. Find something that was well done and notice it. This is an opportunity to inspire the child to repeat the work later.
4. When finished say, "Let's put the tree away first." Have the child place it in its container. Continue to put the cards away one at a time, naming each as you go.
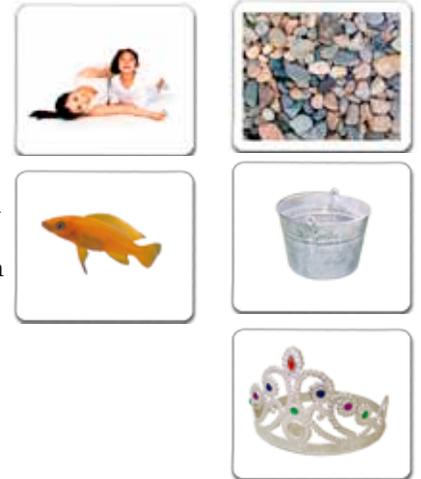
Reading the Words

1. This is the same as the lesson used for Phonetic Reading Cards and 3-Part Reading Cards. Find a clean workspace that is free from distractions. Place the control cards and word labels upside-down on the workspace.
2. Place the photo-only cards right side up in a column on the left side of the workspace. Say the name of each as you put it down.
3. Pick up a word only card. Say, "Let's see if you can match the pictures with these names." Help them with a few (sound out each letter/phonogram) and then place the labels under the corresponding picture.
4. Say, "Now, let's check and see if we were right!" Layout the control cards next to the matching pictures. Let the child discover his/her own errors and fix them independently. If s/he can't see the errors, s/he may not be ready for this work.