



# Wild or Domestic?

SUGGESTED GRADE LEVEL 3

<b>Objective</b>	<b>To learn how to select a proper pet and to learn about the differences between domestic and wild animals.</b>
<b>Materials</b>	<i>Activity Sheet</i> Who Am I, and Where Do I Live?

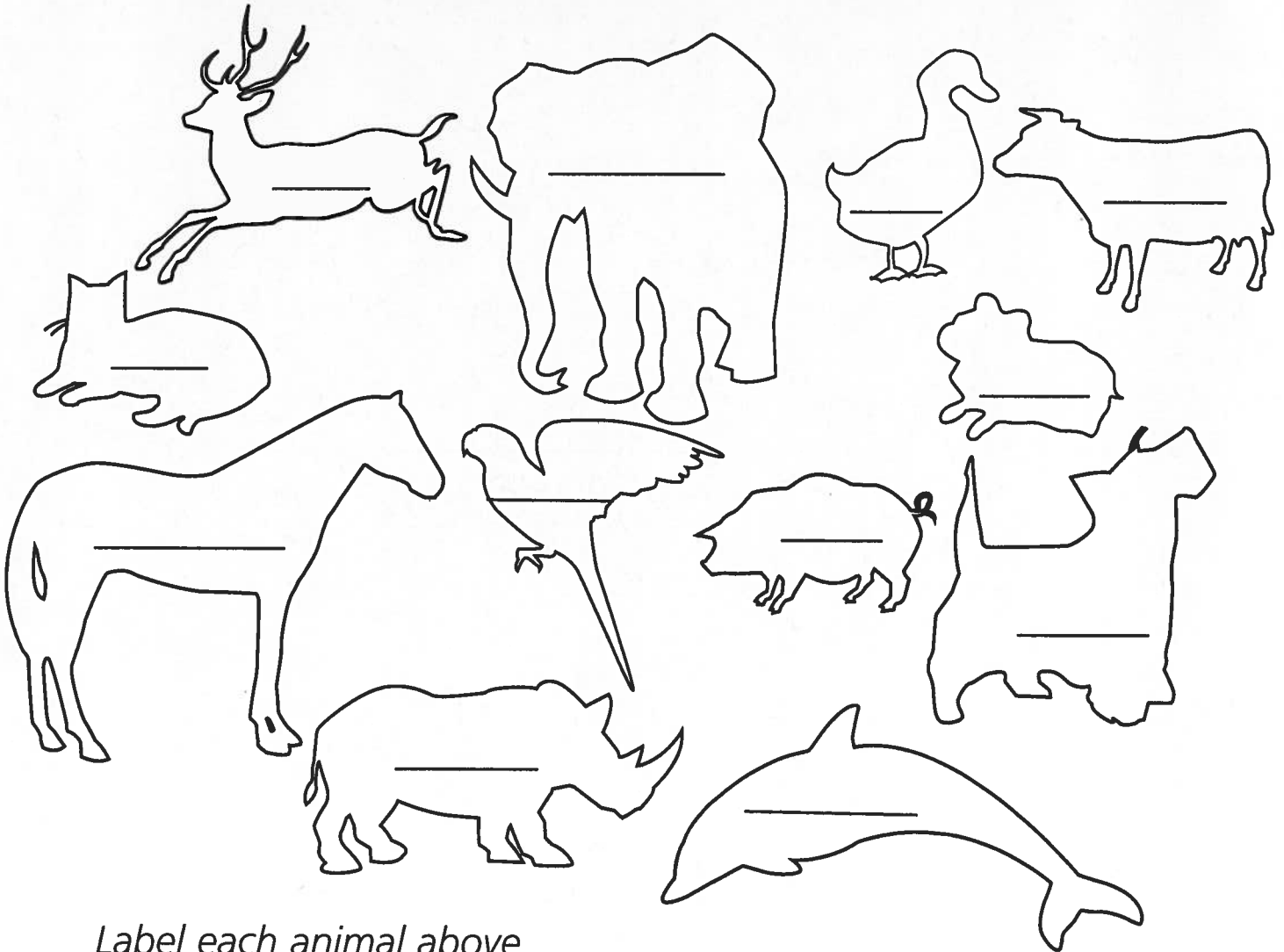
<p><b>Activity Procedure</b></p> <p><b>National Standards:</b></p> <p><b>Science</b> 4.3 Life Science</p> <p><b>English</b> 12.3 Evaluation strategies 12.4 Communication skills 12.5 Communication strategies</p>	<ol style="list-style-type: none"> <li>1. Put the headings "Wild" and "Domestic" on the board. Explain that domestic animals are animals that rely on people to provide most of their basic needs and have lost their ability to fend for themselves. Wild animals don't need people or don't know how to live with them. Ask the students to give examples of wild and domestic animals. (Please note that they may name some animals—rabbits, for instance—that can go into both categories.)</li> <li>2. Ask students: <i>Would an elephant make a good pet? Why or why not? Would a deer make a good pet? Why or why not? Would an owner be able to give these animals the things they need to be happy and healthy? Where would each one be healthy and happy?</i></li> <li>3. Distribute copies of the Activity Sheet to students and ask them to complete it. Have students report on their answers. Extend the activity by asking students where the various habitats exist.</li> </ol>
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<b>Science/Technology</b>	<b>EXTEND THIS LESSON</b>
<b>Language Arts</b>	<p>Have students take a virtual online tour of a zoo to learn about how zoos work to create natural environments for the animals in their care. Have students report on their findings.</p> <p>Using index cards, create several sets of playing cards. Each one should have the name of an animal and, above it, the phrase, "Wild or Domestic?" Divide the class into small groups. Shuffle the cards and stack one set in the middle of each group. Ask students to take turns choosing a card from the pile. On each turn, a student reads aloud the animal name and says whether it's wild or domestic and how they know this. If the player answers correctly, the player can keep the card. If he or she is incorrect, the card must be returned to the bottom of the stack. Continue playing until no cards are left. Players count how many cards they have collected. The student with the most cards wins.</p>
<b>Science/Language Arts</b>	<p>Ask each student to choose one wild animal to research. Ask students to find three interesting facts about it, such as where the animal lives, what food it eats, and the amount of space it needs. Have students use these facts in a paragraph that describes why this animal should live in the wild and not as a pet in a person's home.</p>

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



# Who Am I, and Where Do I Live?



Label each animal above.

- |            |             |               |           |
|------------|-------------|---------------|-----------|
| 1. dog     | 4. duck     | 7. rhinoceros | 10. cow   |
| 2. cat     | 5. elephant | 8. parakeet   | 11. pig   |
| 3. dolphin | 6. deer     | 9. hamster    | 12. horse |

Where does each animal like to live? Make a list under each heading.

Jungle      Forest      Ocean or Pond      House      Farm

