

Guardians of the Future Programme

Curriculum Booster – Animal anatomy

Grade:	4
Subject:	Natural Science and Technology
Subject area:	Life and Living
Topic:	Structure of animals
Term:	1
Time allocation:	1 hour
Content and concepts:	<p>Structure of animals</p> <ul style="list-style-type: none"> The basic structure of animals: head, tail, body, limbs, sense organs Visible differences between animals: such as size, shape, body covering and sense organs
Major processes and design skills practised:	<ul style="list-style-type: none"> Observing Designing and recording (Drawing, labelling and describing) Accessing and recalling knowledge Communicating and sharing knowledge
Methods of teaching used:	<ul style="list-style-type: none"> Demonstration Practical work (action learning)
Methods of assessment:	Post-evaluation worksheet after all activities
Review (15 mins)	Recap on previous lessons
	<ul style="list-style-type: none"> Recalling knowledge from plant structures lesson
Activity 2 (Time prescribed: 60 mins)	
<p>Materials required:</p> <ul style="list-style-type: none"> “How to draw” instructions. Blank sheet of paper Pencil Erasure Coloured pencils or crayons (optional) 	<ol style="list-style-type: none"> Select one of the following animals for learners to learn to draw: <ol style="list-style-type: none"> Wattled Crane Riverine Rabbit Giant Bullfrog African Wild Dog Give each learner a set of instructions on how to draw the animal. The instruction sheet also includes facts about the animals. <i>If you are unable to provide the learners with individual printouts, you can also go through the drawing process with them, while teaching them the facts about the animal that explain their body structures</i> Give them time to draw their animal Request that they label the body parts of the animal drawn and indicate which body parts help that animal to do what it does and live where it lives. Ask a volunteer to come up and explain the structure of their animal, and what structural aspects help the animal to live in the habitat in which they live, and allow the animal to enact certain behaviours.
Reflection (Time prescribed: 15 mins)	Review relevant content connections from previous lessons

Question sheet	Ask learners to answer questions relevant to the animal drawn. Also, ask the learners to explain the differences between all of the species listed (recalling the information shared by their classmates).
Post-evaluation:	Place the accompanying questions into a test or use alone as a post-evaluation exercise.