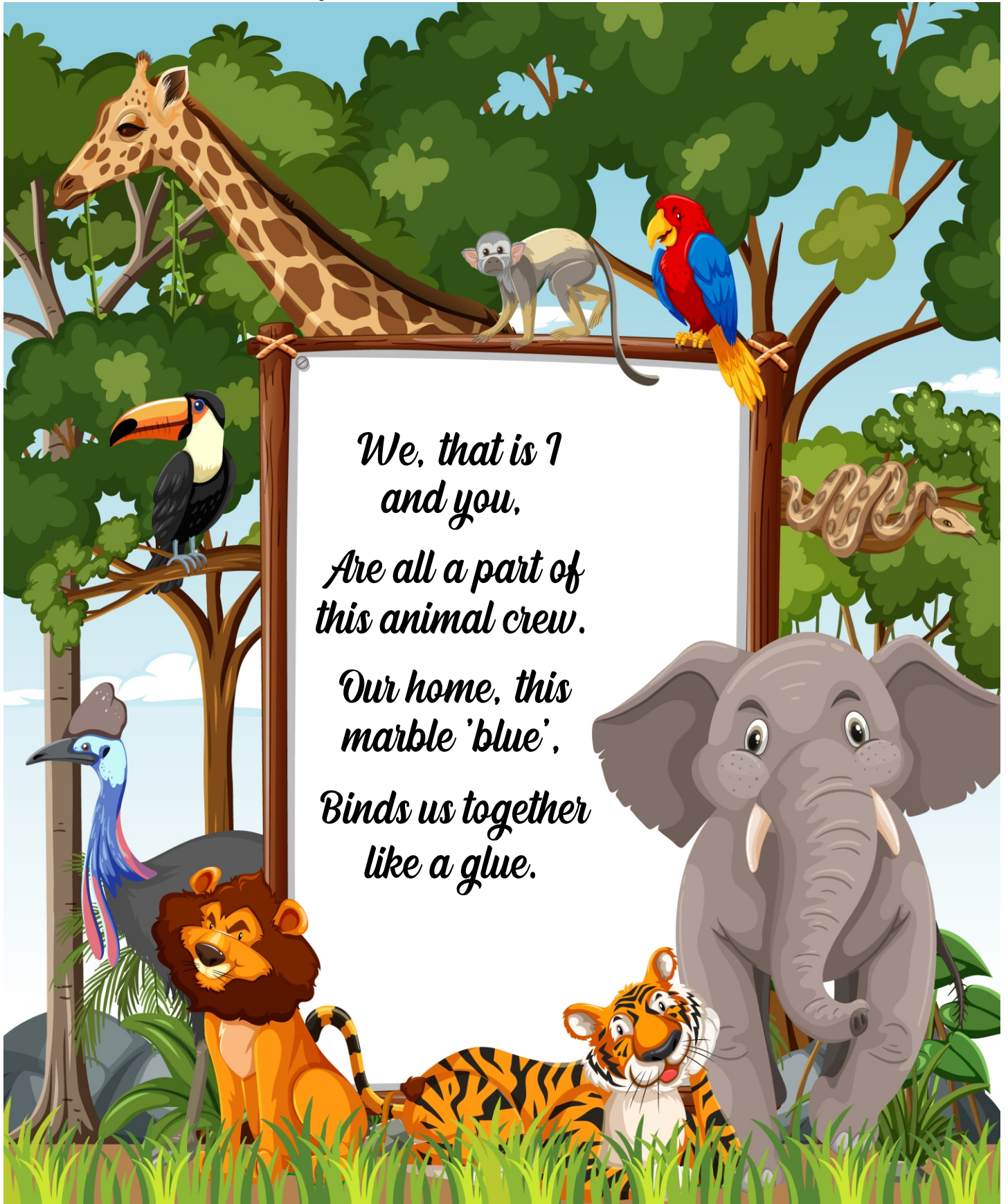


ANIMALS AGE: 5-10y

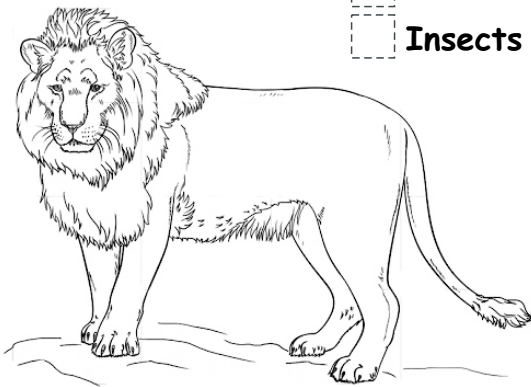
Version1, March 2021



ASSIGNMENT 1

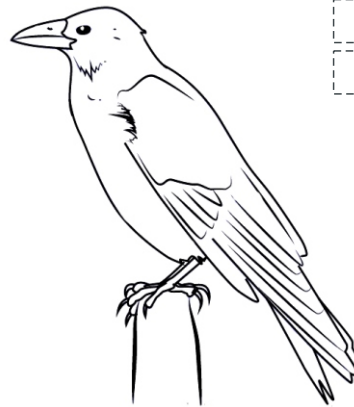
From the images below, children are encouraged to identify animals as, Birds (B), Mammals (M), or as Insects (I). The activity assesses children ability to attribute characteristics and classify animals. Children are also encouraged to explore their creative side and colour images given below.

1



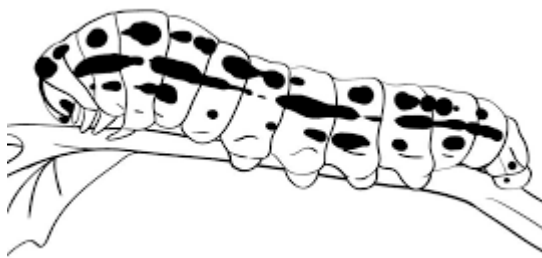
☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)

2



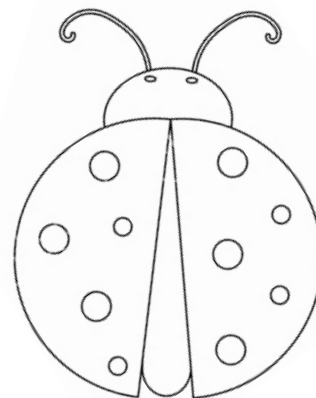
☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)

3



☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)

4



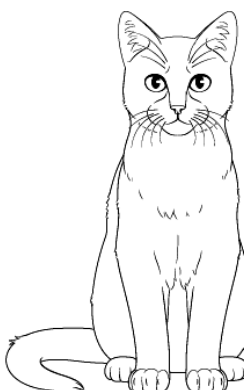
☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)

5



☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)

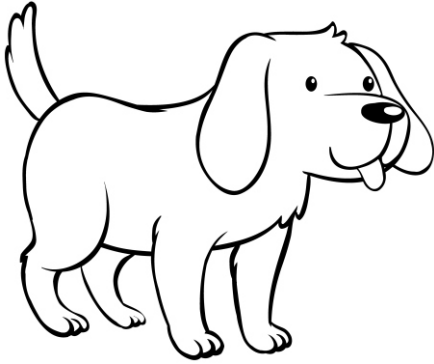
6



☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)

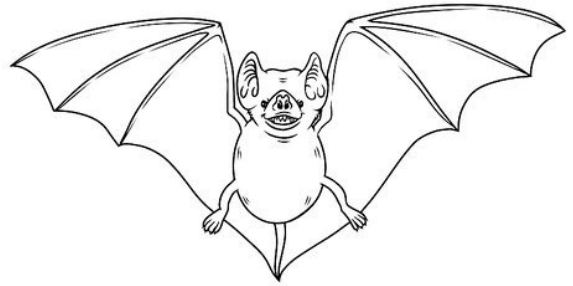
7

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



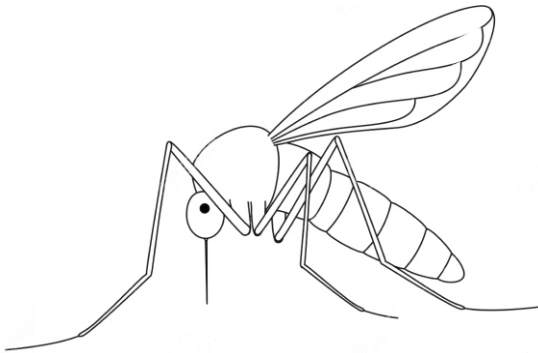
8

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



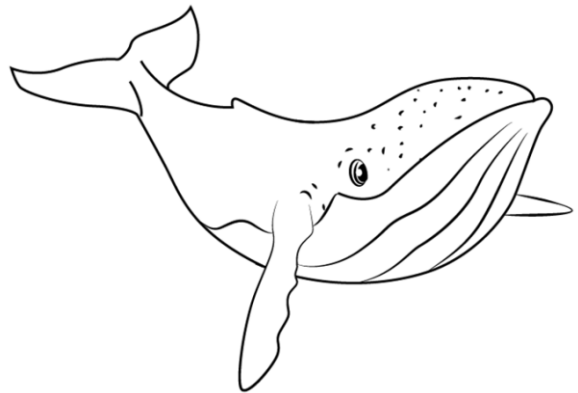
9

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



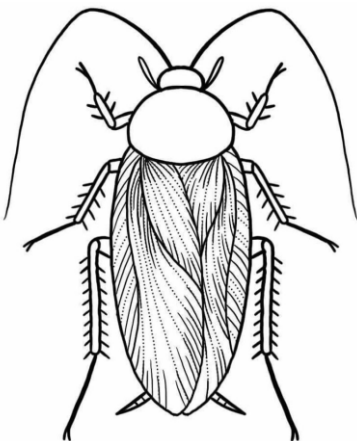
10

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



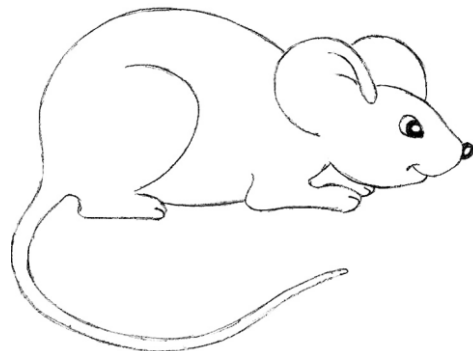
11

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



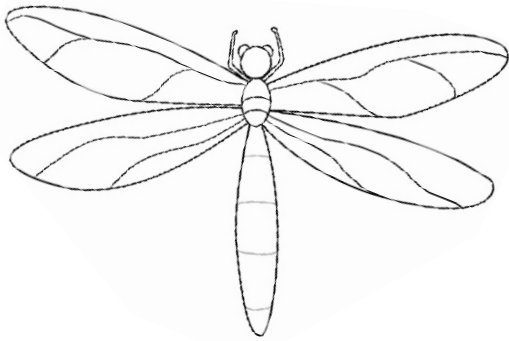
12

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



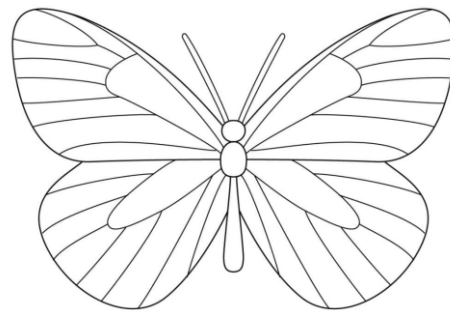
13

☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)



14

☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)



ASSIGNMENT 2

Based on prior knowledge of the use of animals and their occurrence, children are encouraged to classify the given animal images as either domesticated or wild. Additionally, children should also select the use of domesticated animals. (companionship, animals farmed for food, or work animals). Children are also encouraged to explore their creative side and colour the images given below.

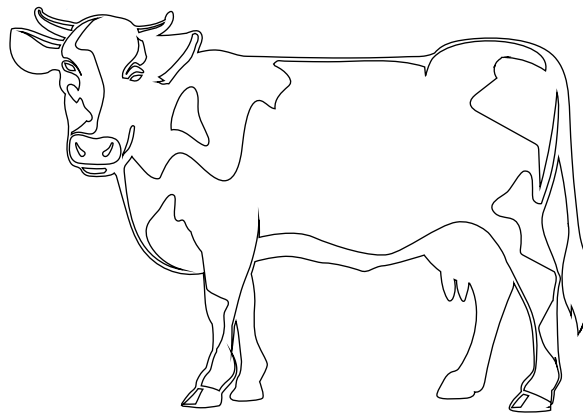
1

IDENTITY

☐
☐

Wild (W)

Domesticated (D)



UTILITY

☐
☐
☐

Pet (P)

Farming Animal (F)

Work Animal (W)

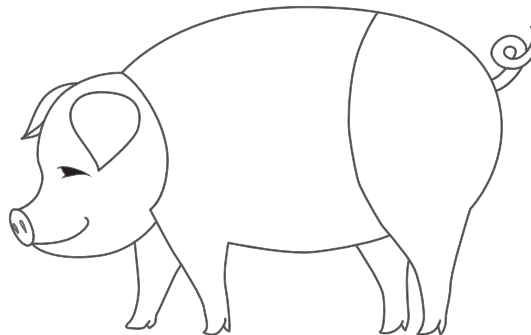
2

IDENTITY

☐
☐

Wild (W)

Domesticated (D)



UTILITY

☐
☐
☐

Pet (P)

Farming Animal (F)

Work Animal (W)

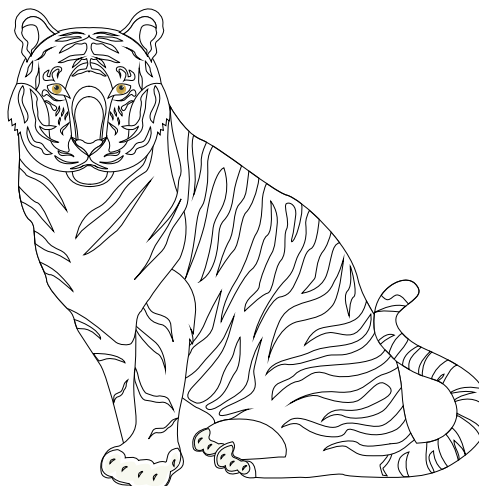
3

IDENTITY

☐
☐

Wild (W)

Domesticated (D)



UTILITY

☐
☐
☐

Pet (P)

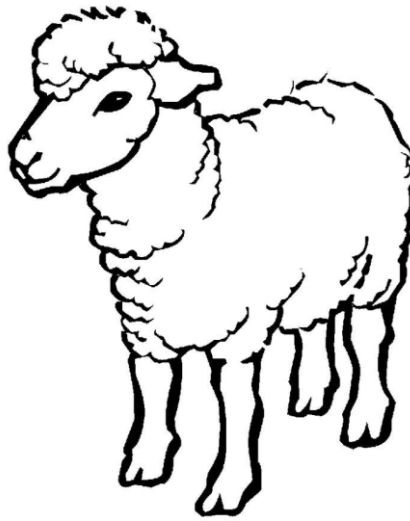
Farming Animal (F)

Work Animal (W)

4

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)



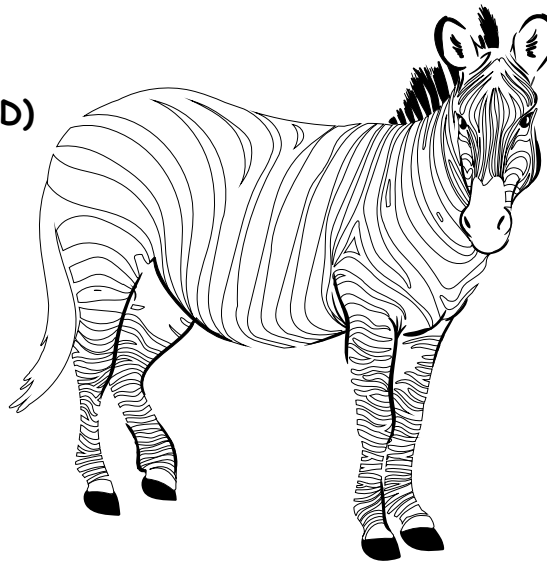
UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)

5

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)



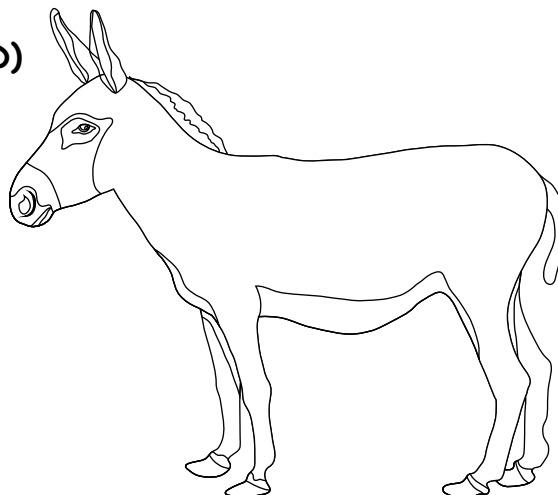
UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)

6

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)



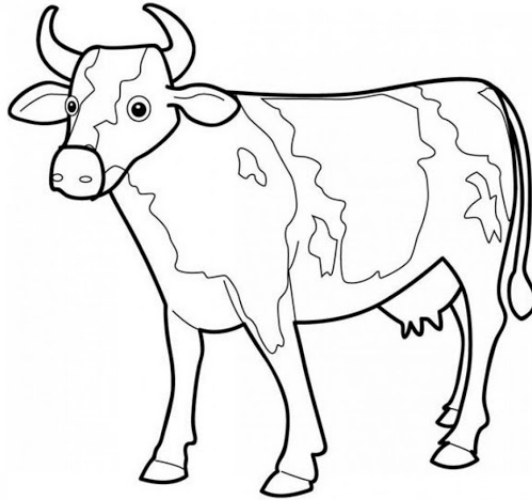
UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)

7

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)



UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)

8

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)



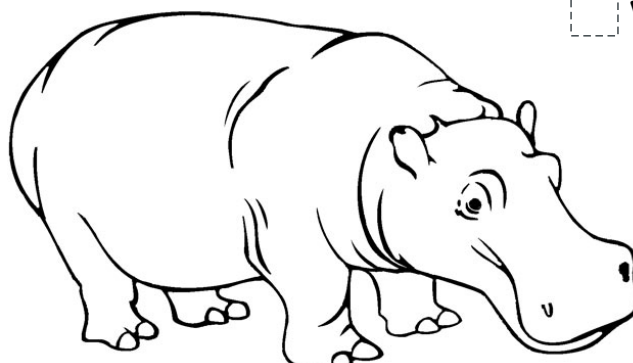
UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)

9

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)



UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)

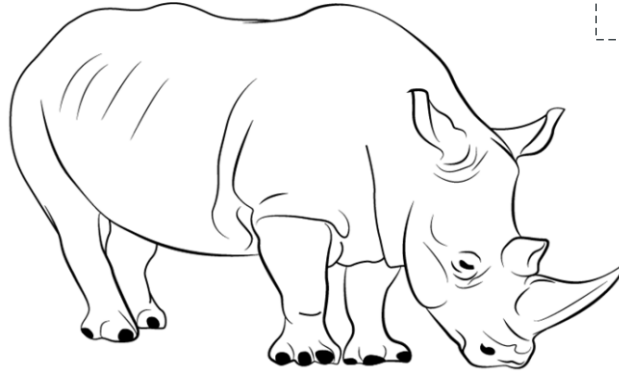
10

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)

UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)



11

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)

UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)



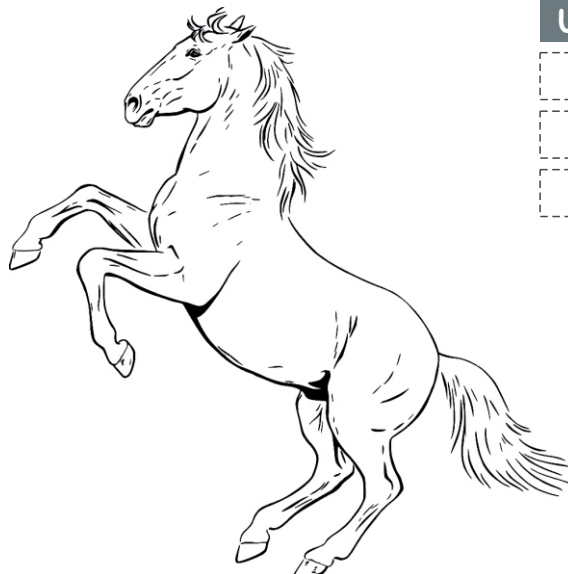
12

IDENTITY

- ☐ Wild (W)
☐ Domesticated (D)

UTILITY

- ☐ Pet (P)
☐ Farming Animal (F)
☐ Work Animal (W)



ASSIGNMENT 3

Based on animal eating habits, children are encouraged to classify the given animals (images) as Omnivore (O), Herbivore (H), and Carnivore (C). Simultaneously, children may also classify the animals into respective phylum viz, Birds (B), Mammals (M), or as Insects (I). The activity is aimed at enhancing multiple skill attribution among children.

1

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



- ☐ Herbivore (H)
- ☐ Carnivore (C)
- ☐ Omnivore (O)

2

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



- ☐ Herbivore (H)
- ☐ Carnivore (C)
- ☐ Omnivore (O)

3

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)



- ☐ Herbivore (H)
- ☐ Carnivore (C)
- ☐ Omnivore (O)

4

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)

- ☐ Herbivore (H)
- ☐ Carnivore (C)
- ☐ Omnivore (O)



5

- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)

- ☐ Herbivore (H)
- ☐ Carnivore (C)
- ☐ Omnivore (O)



6

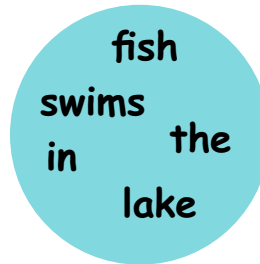
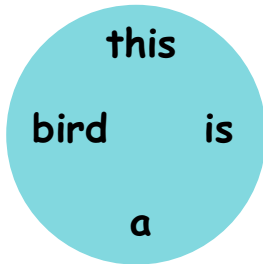
- ☐ Birds (B)
- ☐ Mammals (M)
- ☐ Insects (I)

- ☐ Herbivore (H)
- ☐ Carnivore (C)
- ☐ Omnivore (O)

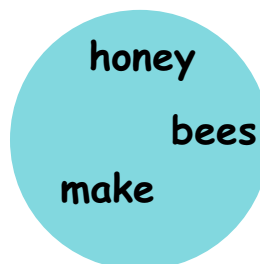
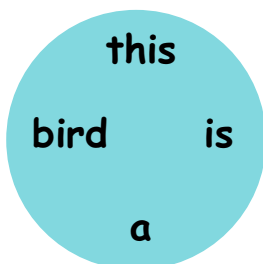


ASSIGNMENT 4

The activity is aimed at encouraging children to construct sentences and learn a few words with their meaning. The words are jumbled and children are expected to make grammatically correct sentences from these words. Each circle represents a sentence.



Sr.No.	Sentence



Sr.No.	Sentence

ASSIGNMENT 5

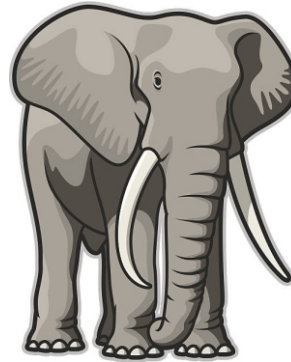
Based on prior information that children have about animal diet (omnivore, carnivore, and herbivore) the children should pick the appropriate diet for a given animal. For instance, Rabbit is an herbivore, so children should select . Lion is a carnivore, so selection should be made for . To represent an Omnivore, selection should be made for both. The activity is aimed at encouraging pictographic recollection and processing of information.

1



☐ Herbivore 
☐ Carnivore 

2



☐ Herbivore 
☐ Carnivore 

3



☐ Herbivore 
☐ Carnivore 

4



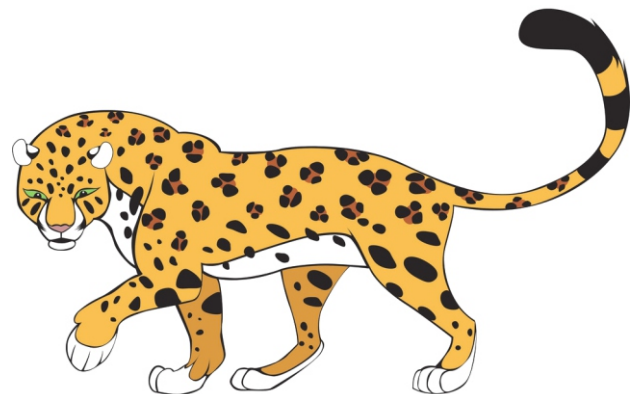
☐ Herbivore 
☐ Carnivore 

5



☐ Herbivore 
☐ Carnivore 

6



☐ Herbivore 
☐ Carnivore 

7



☐ Herbivore 
☐ Carnivore 

ASSIGNMENT 6

The activity is aimed at encouraging students to construct complex sentences and learn a few words with their meaning. The words are mixed up and children are expected to make grammatically correct sentences from these words. Each circle represents two sentences.

carnivore
eats a
is
it meat
lion

rabbit
herbivore a
it is love
carrots

some
they are
omnivorous
eat and both
animals
greens

are
few a they
eat are
birds
insectivorous
insects

Sr.No.	Sentence

the
bird eggs
it is
lays
oviparous

the
cat birth
it to one
young is
viviparous

hair
do have
mammals
but whales
body not
on

ducks
birds fly
but do
not
most

Sr.No.	Sentence

ASSIGNMENT 7

Based on prior information about animal reproduction (oviparous, viviparous) children should tick the appropriate choice. The activity is aimed at enabling children understand the difference in the reproductive behaviour of animals (Birds, mammals, and insects). Additionally, children may also refresh their understanding of animal groups by classifying the animal in the image as either a Bird (B), Mammal (M), or an Insect (I). Note: Oviparous: young ones hatch out of eggs outside the body; viviparous: giving birth to living young ones that develop inside the mother's body.

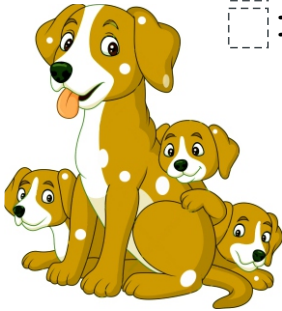
1

IDENTITY

- ☐ Oviparous
☐ Viviparous

ANIMAL GROUP

- ☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)



2

IDENTITY

- ☐ Oviparous
☐ Viviparous

ANIMAL GROUP

- ☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)



3

IDENTITY

- ☐ Oviparous
☐ Viviparous

ANIMAL GROUP

- ☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)



4

IDENTITY

- ☐ Oviparous
☐ Viviparous

ANIMAL GROUP

- ☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)



5

IDENTITY

- ☐ Oviparous
☐ Viviparous

ANIMAL GROUP

- ☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)



6

IDENTITY

- ☐ Oviparous
☐ Viviparous

ANIMAL GROUP

- ☐ Birds (B)
☐ Mammals (M)
☐ Insects (I)



ASSIGNMENT 8

Based on prior information regarding animal social behaviour, from the images below, children should identify whether these animals live, hunt, and move in a group or remain single. Additionally, children may also refresh their understanding of animal groups by classifying the animal in the image as either a Bird (B), Mammal (M), or an Insect (I).

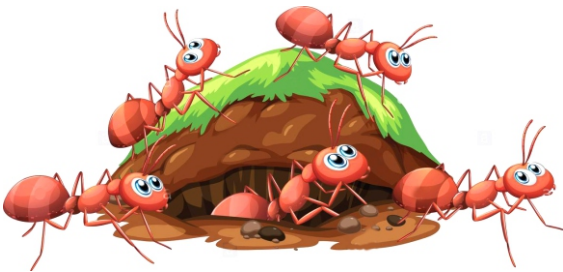
1

BEHAVIOUR

☐	Group
☐	Single

ANIMAL GROUP

☐	Birds (B)
☐	Mammals (M)
☐	Insects (I)



2

BEHAVIOUR

☐	Group
☐	Single

ANIMAL GROUP

☐	Birds (B)
☐	Mammals (M)
☐	Insects (I)



3

BEHAVIOUR

☐	Group
☐	Single

ANIMAL GROUP

☐	Birds (B)
☐	Mammals (M)
☐	Insects (I)



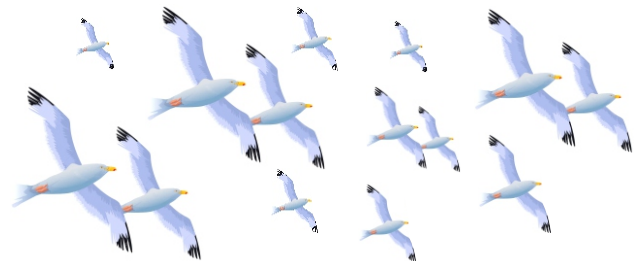
4

BEHAVIOUR

☐	Group
☐	Single

ANIMAL GROUP

☐	Birds (B)
☐	Mammals (M)
☐	Insects (I)



5

BEHAVIOUR

☐	Group
☐	Single

ANIMAL GROUP

☐	Birds (B)
☐	Mammals (M)
☐	Insects (I)



6

BEHAVIOUR

☐	Group
☐	Single

ANIMAL GROUP

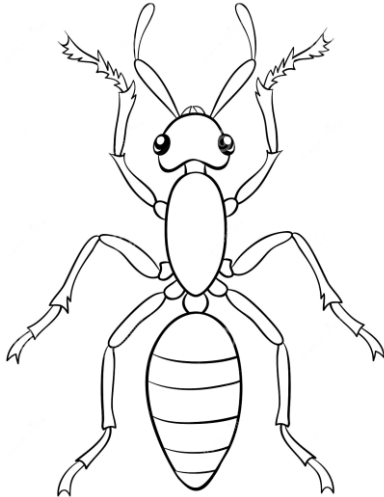
☐	Birds (B)
☐	Mammals (M)
☐	Insects (I)



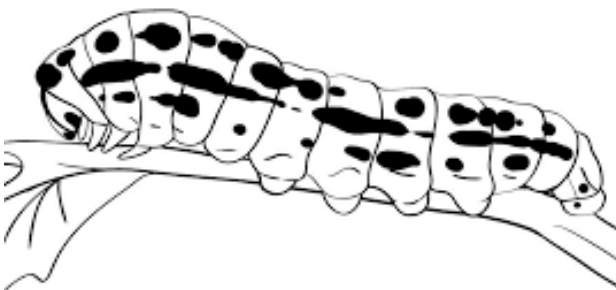
ASSIGNMENT 9

For the images shown below, label the parts of the body correctly.

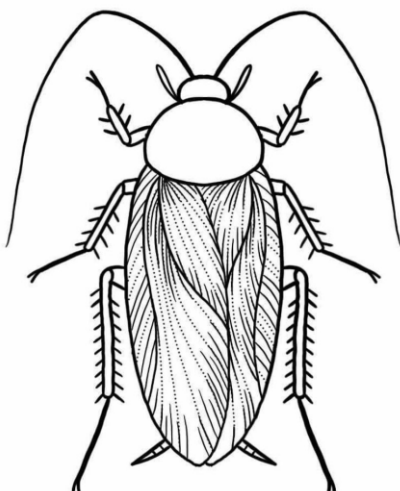
1



2



3



ASSIGNMENT 10

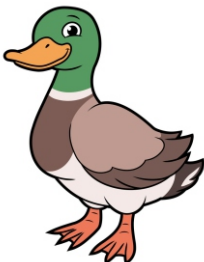
This activity helps children identify and list the various changes (Body structure, presence of hair, feet, eyes, and mouth) that allow animals adapt to the given environment. The activity is aimed at encouraging ability of children to observe, infer, and communicate the available information.

1	HABITAT	ANIMAL	ADAPTATION
			

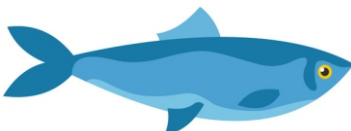
Answer: _____

2	HABITAT	ANIMAL	ADAPTATION
			

Answer: _____

3	HABITAT	ANIMAL	ADAPTATION
			

Answer: _____

4	HABITAT	ANIMAL	CHANGES
			

Answer: _____

ASSIGNMENT 11

This activity is aimed at enabling children's ability to comprehend the passage and answer the questions that follow. The exercise encourages reading and writing ability for children.

Our planet, the Earth has diverse habitats. We have dense forests, oceans, deserts, mountains, and polar caps. Each habitat has a peculiar pattern to itself. Deserts have sand, they are extremely hot, cactus plants grow abundantly in deserts. Evergreen Forests on the other hand are richly covered with dense trees. There is a lot of tree variety found in the forests. At times, the tree cover is so dense that sunlight barely reaches the forest floor. There are various water bodies on the earth- Oceans, lakes, and rivers. Oceans have salty water whereas lakes and rivers have freshwater. The polar habitats have snow and ice. As the name indicates they are found at the poles of the earth. Each habitat has birds, insects, mammals, and other animal groups. To live in this habitat, animals show some changes which help them adapt to their surroundings. For example, polar bears and brown bears are both bears but one has white fur and other has brown fur to camouflage in their respective surroundings. Polar bears have more fur compared to brown bear. Polar bears are carnivorous (seals and fishes) but brown bears are omnivorous. This example shows how similar animals adapt to their own habitat.

Different animal groups have different dietary patterns. Some are omnivorous, some are carnivorous, and some are herbivorous. Different animals also have different behaviours. Some animals move in groups, hunt, or gather food in groups, others move alone. Mammals such as lions move and hunt in group, but bears move alone. Similarly, insects such as ants move in groups, build colonies together but others such as butterflies move alone. Birds such as eagles move alone but pigeons' group together. Some animals such as ducks, chicken, butterfly lay eggs that hatch to give their young ones (oviparous), others such as cattle's, lions give birth to young ones (viviparous). Humans are also a type of animal. we all need to share the earth and its resources equally.

Questions

1. Which planet do we live on? And why do you think earth is different from other planets?
2. Can you tell us about the different type of habitats?
3. Which are the different animal groups?
4. What is adaptation? Can you explain with the help of an example.
5. What are different animal behaviors?
6. Why do you think some animals stay together?
7. What are oviparous and viviparous animals? give examples.

Below is our collection of worksheets of various other topics:-

KriVid(ya) Encouraging Rationale Practice Worksheet for Children

FORCE AGE: 5-10y Version:1, March 2021

Pushing and pulling,
Resting and moving,
I want to be in a steady state.
Change, oh! I hate.
Surrounded by forces, some
I know, some not,
Yet, a beautiful thought



Push Pull

KriVid(ya) Encouraging Rationale Practice Worksheet for Children

LIVING/NON-LIVING AGE: 5-10y Version:1, March 2021

Living / Non-Living

We breathe and move,
We grow and reproduce,
If you do the same,
Living thing is your name.
If you think otherwise,
You shall be called,
Nonliving, high fives!!



KriVid(ya) Encouraging Rationale Practice Worksheet for Children

PLANTS AGE: 5-10y Version:1, March 2021

We have sown a seed,
We have removed the weed.
It takes a few weeks,
The future ain't bleak.
Two leaves sprout,
Like stretching their art,
The roots are growing deep underground,
she is beginning to GROW and make us PROUD.



KriVid(ya) Encouraging Rationale Practice Worksheet for Children

MATTER AGE: 5-10y Version:1, March 2021

I am here, I am there,
I am everywhere
I can flow and stay,
You can touch it you may
You can see, hear and touch,
There is no rush
My form will change,
When particles re-arrange.

States of Matter



KriVid(ya) Encouraging Rationale Practice Worksheet for Children

WORK AND ENERGY AGE: 5-10y Version:1, March 2021

I eat well,
No, no, not until my stomach swells.
My food gives me energy,
Making me feel like a charged battery.
Now I can do some work,
And add to it my little quirk.

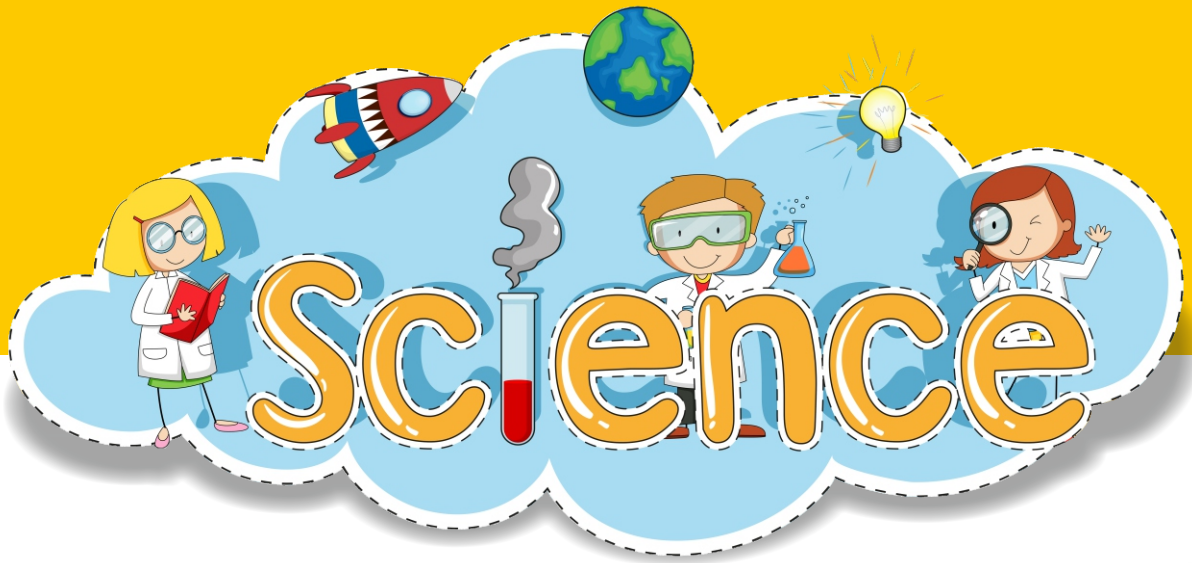


KriVid(ya) Encouraging Rationale Practice Worksheet for Children

HUMAN BODY AGE: 5-10y Version:1, March 2021

How happy I am
For I have this form
I sing, I kick,
I see and I lick,
I dance, I sing,
I wink and I think,
I hear, I speak,
Oh! my body is a trick,
A trick, a trick,
Oh! my body is a trick





KriVid(ya)

We practice **Kriya (action)** based **Vidya (learning)**
We aid experiment-oriented science learning through a do-it, see-it, learn-it approach. Our learning models are aimed at encouraging rationale and fostering a concept driven understanding of science.