

#12188

DOGS & CATS

CLEARVUE/SVE, 2004
Grade Level: 2-6
13 Minutes

CLEARVUE & SVE



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#8792 KITTENS TO CATS](#)
[#10010 WILBUR VISITS THE FARM](#)
[#10856 BABY FARM ANIMALS AND FRIENDS](#)

ANIMAL STORIES FOR STUDENTS

Dogs & Cats



Learning Objectives

After completing the program and participating in discussion, students will be able to:

- Explain the common ancestry that scientists believe dogs share;
- Understand the process of breeding and why it is done;
- Discuss a few different breeds of dogs and what they are typically known for;
- Relate facts about cats and their development from the wild; and
- Describe the benefits of camouflage in the wild.

Review Questions

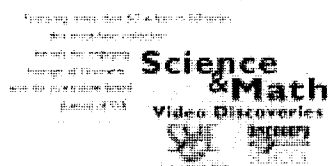
1. Ask students to explain the relationship between dogs and wolves. Why did dogs and wolves evolve differently? Did humans affect the way dogs evolved?
2. Ask students to describe a few breeds of dogs. What are some of their characteristics? What special strengths do they have? What breeds of dogs do students have at home?
3. Explain how wolves live and hunt in the wild. What is the "top wolf"?
4. From which species did cats develop? What characteristics do all cats share?
5. What is special about a cat's tongue? For what is it used? What do you think a cat's tongue feels like?
6. Explain how a few catlike animals behave differently, what they are known for, and why.
7. How does camouflage help cats hunt for prey?

Target Vocabulary

breeding	tigers
marking	cheetah
pack	lions
alpha wolf	claws
predator	camouflage
leopards	papillae

Activities

1. Have each student pick a certain breed of dog or cat. Ask each student to research this particular animal at the library and on the Internet. What are its characteristics? What special features does it have? What was it bred for in past times? For example, what did people use the breed for? Ask each student to create a poster with facts and images about the animal and share it with the class.
2. Break students into groups of four and ask each group to discuss the idea of camouflage. What is it? How does it help animals in the wild? Have them create drawings that show camouflaged animals in their habitats and then ask the class to try and find the animals in the drawings.
3. Invite students to bring in photographs of their own pets and share them with the class. Review the wild animals from which the species of dogs and cats evolved and ask students to discuss if and how their pets are similar to these animals.



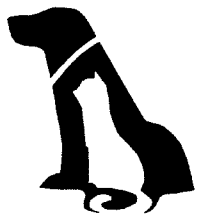


Dogs & Cats

Name _____

*Read the list of words on the left and the definitions on the right.
Match each definition to its word by writing the letter in the blank.*

- | | | |
|-------|------------|---|
| _____ | breeding | A. The beard on a male lion. |
| _____ | alpha wolf | B. Close family groups of lions in the wild. |
| _____ | pack | C. The leader of a pack. |
| _____ | papillae | D. The animal called the king of the jungle. |
| _____ | camouflage | E. The ability to blend into your surroundings. |
| _____ | mane | F. Producing animals for their special traits. |
| _____ | lion | G. The fastest cat on Earth. |
| _____ | cheetah | H. The special part of a cat's tongue. |
| _____ | prides | I. Groups of animals that live and hunt together in the wild. |



Dogs & Cats

ANSWER KEY

*Read the list of words on the left and the definitions on the right.
Match each definition to its word by writing the letter in the blank.*

- | | | |
|---|------------|---|
| F | breeding | A. The beard on a male lion. |
| C | alpha wolf | B. Close family groups of lions in the wild. |
| D | lion | C. The leader of a pack. |
| H | papillae | D. The animal called the king of the jungle. |
| E | camouflage | E. The ability to blend into your surroundings. |
| A | mane | F. Producing animals for their special traits. |
| I | pack | G. The fastest cat on Earth. |
| G | cheetah | H. The special part of a cat's tongue. |
| B | prides | I. Groups of animals that live and hunt together in the wild. |