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Some of the many ways to use Animals of a Biome Language Cards

Level One

Ages 2-4 • visual discrimination • visual memory • auditory recognition

- Child matches large picture card to small picture card. Set may be divided to use as few as four cards.
- Small picture cards are placed at some distance. Child is shown a large picture card and asked to go and get the matching small card.
- Large picture cards are laid out and identified by adult or older child. Child is asked to point to an animal. “Show me the elephant”.
- Distribute the small picture cards among children. Hold up a large picture and ask “Who has the giant anteater?”

Level Two

Ages 3-6 • visual discrimination • visual memory • auditory recognition • auditory memory • comprehension of facts • comparison

- Child matches label to large picture card with label. (It is not necessary to read to do this.)
- Small picture cards are placed at some distance. Child is whispered the name of an animal and asked to bring back its picture.
- Large picture cards are placed at some distance. Child is given label card and takes the label card to match with the corresponding large picture card which she returns with.
- Child is asked to tell the name of the animal in the picture pointed to.
- Large picture cards are placed face down on the table or mat. Child knocks on the back of the card and says “knock knock, who’s there?” Child turns over card and names the animal.
- Distribute the large picture cards among children. Read the riddles on the back of the small picture card and have the children guess which animal is described.
- Distribute the large picture cards among children. Ask for an animal card by describing its characteristics, eg. who has scales, paws, who lays eggs, etc.



large picture card



small picture card



label

Level Three

Ages 4-7 • visual discrimination • visual memory • auditory recognition • auditory memory • comprehension of facts • comparison • reading words

- Child lays out the small picture cards and matches the label cards by reading the name of the biome and placing it under the appropriate picture. The large cards can be used as a control of error.
- After discussing the animal with the child or children as the large picture cards are laid on the mat, the adult or older child reads the description on the back of the small picture card and asks the child to guess the name of the animal. The card is turned over as a response. The child is asked to place the card with the animal it matches.
- Distribute large picture cards among younger children. One child who reads can read the labels and have the other children find the animal. The labels and the large picture cards can be compared to check.

Level Four

Ages 5-9 • visual discrimination • visual memory • auditory recognition • auditory memory • comprehension of facts • comparison • reading sentences

- Child lays out the large picture cards, reads the definition card and matches it with the corresponding animal. Child can turn over definition card for self-check.
- The large picture cards are placed at some distance. The child is given the definition card which she reads and puts down and is asked to bring back the picture of the animal described.
- Child can read to learn more about an animal chosen and write a “research”.
- One child secretly picks an animal from one of the large cards. Other children try to guess the animal by taking turns asking questions that can be answered yes or no.

Suggested ways to use the blackline masters

You will find the blackline masters formatted to make books for each child. There is a book to make for each of the card sets included in the continent package. To make the books follow the directions below.

1. Take the first two pages of a set for a specific biome and copy them 2-sided onto cardstock pages (print half as many as the number of books you need since there are two to a page). You can use the color-coding from the puzzle maps to color-code the book covers.
2. Take the blackline animal drawings and copy them 2-sided onto plain paper.
3. Cut the cover and pages in half lengthwise.
4. Collate the half pages to make a set. Place the cover on top and fold. Staple in the crease.

Children can color the animals “like scientists” by paying attention to the coloring and markings of the animals. There is a line for them to label each animal. Then, they take the books home to share with parents.

You may choose to have the masters available for the children to trace and color. You can use the blackline drawings to make nomenclature of different animals, pointing out their different parts and how they are adapted. Pictures can be used as part of research projects.