

SPCA Auckland Education Teacher Guide Sheet

Features for Survival 'Those lovely Pets' – Level 4 Science Curriculum

'Science in the New Zealand curriculum, Learning Media,
Ministry of Education, 1994, pg 62.

'Investigate and classify closely related living things on the basis
of easily observable features'

Achievement Standard 4.4

'Use simple food chains to explain the feeding relationships of familiar
animals and plants, and investigate effects of human intervention on
these relationships'.

It is assumed that students will be familiar with the following;

Adaptation
Adaptive feature
Producer
Herbivore
Carnivore
Food Chain
Food Web
Habitat

'Those Lovely Pets' Worksheet – Level 4 & 5



**Dogs and Cats both belong to
'ANIMAL' groups.**

What '7 Essential Life Processes' do these animals have in common?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Visiting both the SPCA Auckland *Cattery* and *Dog Adoption Centre*, observe closely the animals that are in the kennel and cage areas. List the physical 'features' that the animal would use for survival.

CATS - _____



DOGS - _____



Construct a food chain which includes the 'cat' as one of the feeding levels:

PLANT

HERBIVORE

CARNIVORE

Construct a food chain which includes a 'dog' as one of the feeding levels:

PLANT

HERBIVORE

CARNIVORE

Make a **'FOOD WEB'** which contains both 'Cat' and 'Dog' -



Take a look at the food chains – If you removed the cat and dog, which species now increase in numbers?

As a responsible owner of a cat, what are some of the rules you should follow?

Cats eat a variety of endangered species i.e. wetas, skinks, geckos, native birds and chicks. What are some of the ways they can be discouraged from eating these animals?

Dogs can also be responsible for the damage to native wildlife i.e. birds. What would be some of the ways they can be discouraged from doing this?
