



Pablo Python Looks At Animals



IN A NUTSHELL

Bronx Zoo Education
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Cost: \$350.00 for complete kit

SUBJECTS

Fine Arts
Language Arts
Physical Education/Health
Science
Social Studies

This curriculum tackles a number of common ‘how’ and ‘why’ questions about animals. It is organized around six basic animal attributes: sizes and shapes, textures and patterns, colors, sounds, styles of locomotion and feeding, and survival needs. The program consists of six illustrated student books, forty-eight activity sheets, a video cassette, an audio cassette, six classroom posters, a family handbook and a teacher’s manual. Exploration of these topics is through a combination of interactive activities, games, classroom work, and visits to a zoo or nature center. The teacher’s manual describes each activity and lesson and provides student outcomes, materials needed, recommended teacher preparation and procedure, as well as suggestions for use of the materials. The family handbook provides background information and questions to help parents teach children about animals. An aim and vocabulary are identified for each unit as well.

Grade Level
K-3

Length
290 pages +

Date Published
1994

THE BOTTOM
LINE

“Fun paper and pencil activity worksheets.”
“Questions lead to how animals are connected and could be a starting point to discuss environmental issues.”

What the REVIEWERS Said !	Key Characteristics	Strengths Noted	Other Considerations
	Fairness and Accuracy	Lists researchers and information sources.	Individual topics are discussed from one perspective and/or one information source.
	Depth	Each module has unifying theme and concepts. Includes animals from around the world. Material ties in science, math, language skills. Brings in some materials from other cultures.	
	Emphasis on Skills Building	Uses questions throughout. Provides ideas for learning and observing at a zoo.	Does not include skills for applying actions to issues.
	Action Orientation	N o t A p p l i c a b l e .	
	Instructional Soundness	Material is learner centered, uses a variety of ways of learning, and relates material to students' lives. States goals and objectives. Contains evaluation materials.	
	Usability	Lists additional materials, safety precautions, needed equipment, topics, background, extension activities. Material is long-lived and adaptable to numerous learning situations.	Needs an index and glossary of vocabulary words.

“Needs more first-hand experiences built in - more use of ‘us’ as animals, more animals that students may not be familiar with that they might find in the backyard.”