

Asia Animal and Story Detectives

student worksheet | Foundation-Year 2 | Asia experience

CURRICULUM-LINKED RELEASE CANDIDATE

Name: _____ Class: _____ Date: _____

Learning task: Students observe represented animals and settings, identify external features and habitat needs, and separate living animals from moving images and cultural stories.

1. Experience evidence capture

Evidence rule: The show contains moving digital representations. Record what the animation shows, then use a reliable source before making a biological, geographical or cultural claim.

Scene / file	What I observed	My inference or question	What evidence could check it?
_____ —	_____ _____	_____ _____	_____ _____
_____ —	_____ _____	_____ _____	_____ _____
_____ —	_____ _____	_____ _____	_____ _____

2. Features and habitats

Animal	Feature I noticed	Where it could live	What it needs
Panda	_____	_____	_____
Tiger	_____	_____	_____
Crane or monkey	_____	_____	_____

Draw one animal in a habitat that provides food, water and shelter. Label one body part.

3. Science, story or design?

Choose one: a real animal fact / a cultural story / a special effect. Draw or write what you noticed.

The animal is living. The moving picture is living / non-living (circle one).

Source starting points

- Smithsonian National Zoo - Tiger
- Smithsonian National Zoo - Giant panda
- PubMed / Primates - Japanese macaque hot-spring study
- San Diego Zoo Wildlife Alliance - Chinese giant salamander
- Smithsonian National Zoo - Red-crowned crane
- Hong Kong AFCD - Reptiles of Hong Kong