



Classroom Resources - Tigers

The ideas on this sheet are examples of what can be done with the information collected on the *Tiger Information Sheet*. They are intended for Year 3 and 4.

It is certainly not the intention to be prescriptive, or to give the impression that all of these activities should be completed. If a particular topic is being pursued, for instance in the numeracy hour, it would be natural to put more bias there.

Teachers and children are encouraged to use the information in any way they wish.

The letters in each section refer to those on the Tiger Information Sheet.

- A.** Look at your time chart - put the events in order and rewrite the timetable for your day.

Think of 5 questions about the times.

Write them underneath for your friends to answer.

- B.** Information could be displayed on a pictogram. Examples of questions that could be asked :

Which animal has the longest lifespan?

Which animal has the shortest lifespan?

What is the difference between the longest and the shortest lifespan?

What is the total lifespan of all the animals?

- C.** A simple database could be designed using the data. Children could be asked :

Which tiger is the heaviest?

Which tiger is the lightest?

How much do the tigers weigh altogether?

If a tiger weighs 210 kg, which tiger could it be?

If a tiger weighed 80kg, which tiger would it most likely be?

What is the total number of **Sumatran** and **Amur** tigers living in the wild?

- D.** What is the estimated perimeter of the tiger enclosures?

Which tiger enclosure has the largest area? Why?

- E.** How many posts were needed to make the climbing frame?

What is the difference between the number of horizontal and vertical posts?

How many posts would they need to make another 5 climbing frames?

How many posts would they need to make a climbing frame half the size?

- F.** What is the perimeter of the **spider monkey** enclosure?

What is the difference between the perimeter of the tiger enclosure and the spider monkey enclosure?

- G.** Fill the “Gibbons’ Ages Now” on your sheet if you have not filled it in yet.

Draw a block graph to show the ages of the gibbons.

Use a graph to answer this question. Which gibbon is the oldest?

Think of four questions to ask a friend which they can answer using the graph.

- H.** Look at the percentage of food.

Can you put the four foods they eat in order, starting with the smallest percentage.

Convert the % to fractions of 100.

- I.** How much fencing will be needed to surround the **cotton topped tamarin** enclosure?

- J.** Look at your plan of the **rhino** house. Use your measurements to find :

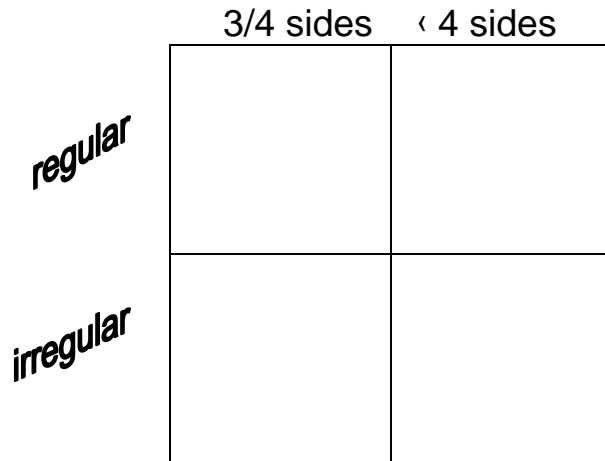
1. The perimeter and area of the **rhino** enclosure.
2. The perimeter and area of the **capybara** enclosure.
3. The perimeter and areas of the **tapir** enclosure.

Estimate what fraction of the whole building is used for the rhinos.

- K.** On a piece of paper, make a design based on the repeated pattern you found at the Park. (You can use a computer)

Paint a picture using the example of symmetry found as your main theme. (You can use a computer)

- L. Put the examples of shapes you found in the Park in the Carroll diagram below.



Put one more shape into each section of the Carroll diagram.

- M. Look at the information you found in the shop.

If you bought all the items on the list, how much would you have spent?

How much would a large model animal and a film for your camera cost?

If a badge costs 50p, how much would it cost to buy a badge for every child in your class?

If you spent £7.78 in the shop, how much change would you get from £10?

What could you buy with £5?

Using the map

Using N, S, E, W, NW, SW, NE, SE.

Follow the suggested route around the Park. Write down the directions which you walk.

E, S, SW,

Which animals would you pass?