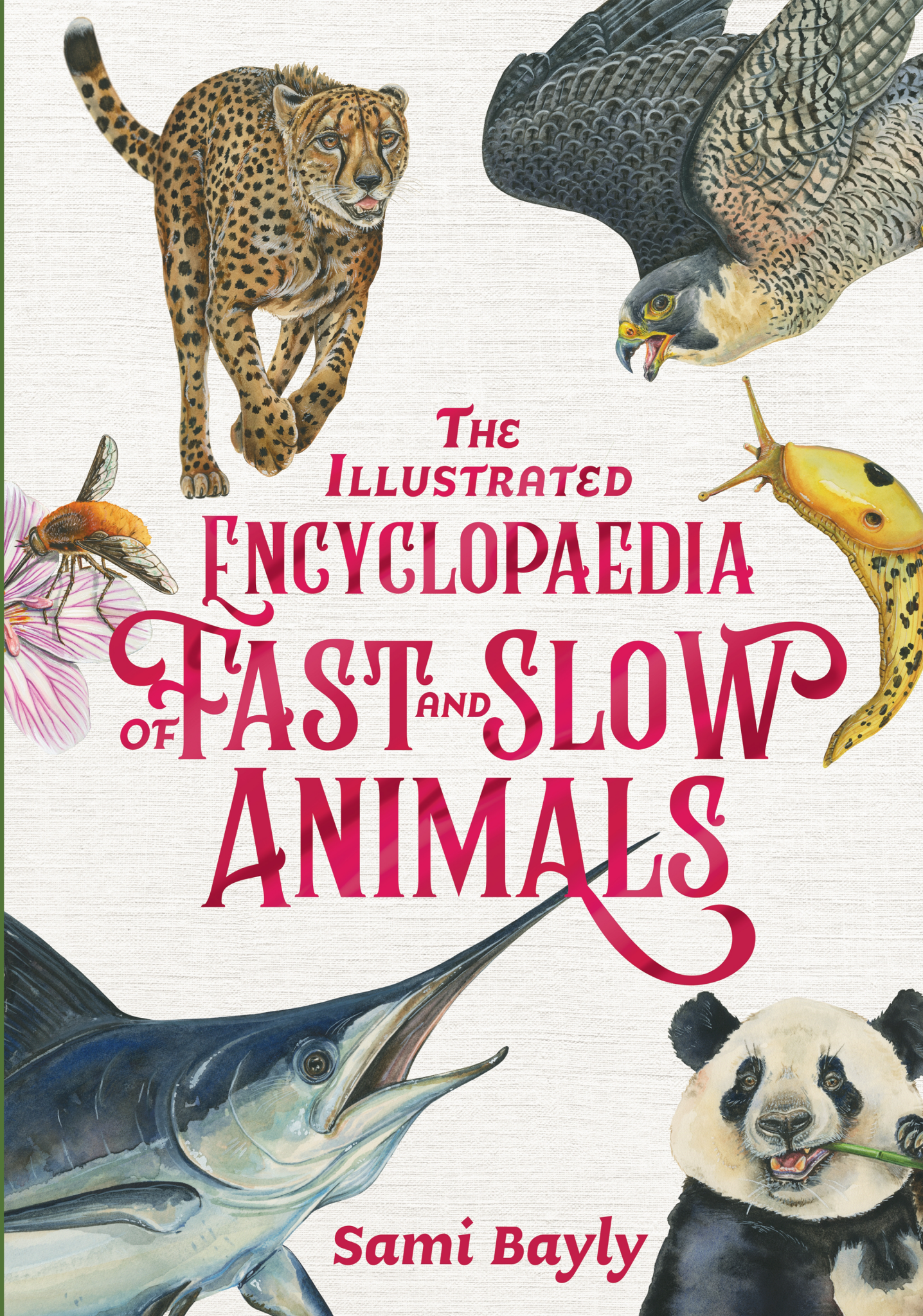




THE
ILLUSTRATED
ENCYCLOPAEDIA
OF FAST AND SLOW
ANIMALS

Sami Bayly

TEACHERS RESOURCES

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OF FAST AND SLOW
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Sami Bayly

Teachers Resources by Robyn Sheahan-Bright

Introduction	3
Themes & Curriculum Topics	3
Science	
Humanities & Social Sciences (HASS)	
English Language & Literacy	
Visual Literacy	
Creative Arts	
Learning Technologies	
Mathematics	
Conclusion	7
About the Author/Illustrator	7
About the Author of the Notes	8
Worksheets	9
Bibliography	21

INTRODUCTION

Is the Australian tiger beetle faster or slower than a basset hound? Find out all about some of the world's fastest and slowest animals in the latest beautifully illustrated encyclopaedia from award-winning author and illustrator Sami Bayly.

Whether you like to take things fast or slow, you will lose yourself in this stunning encyclopaedia filled with incredible detailed illustrations and fun facts about some of the most fascinating fast and slow animals in the natural world.

Featuring facts and astonishing illustrations about sixty amazing fast and slow animals, including the super speedy black marlin, the cheetah and the gentoo penguin, and the oh-so-slow dwarf seahorse, the Gila monster and the immortal jellyfish.

Sami Bayly in her introduction states that:

I also wanted to highlight animals that have evolved to be fast and slow in other remarkable ways. Not only will you learn about the fastest and slowest runners and fliers, but you'll find out about the slow-growing giant clam, slow-ageing Greenland shark, high-speed spitting archerfish and turbo-chewing mole. It's also important to note that the rate at which an animal can move is often influenced by its body size and location.

Children and adults alike will wonder at these speedy and not-so-speedy animals, and the fascinating facts about them that are revealed in this stunningly illustrated book.

THEMES & CURRICULUM TOPICS

Several themes and curriculum topics (for primary school students) are covered in this book which might be related to areas covered under: '**Australian Curriculum**', <www.australiancurriculum.edu.au/>

SCIENCE

FAST AND SLOW ANIMALS

Activity: Facts about each animal in this text are covered under the same headings: Description, Speed Factor, Conservation Status, Location/Habitat, Diet, Fun Facts.

After you have finished exploring this book, use these same headings to research another fast or slow animal which has not been included in this book.

Activity: Create a slogan and a poster aimed at educating the public about a particular fast or slow animal.

Activity: Study other books which focus on fast and slow animals. Are there any animals that commonly appear in all or most of these books? And which animals are different to those featured in this encyclopaedia? [See **Bibliography**.]

Activity: Quiz students regarding the scientific names of some of these animals. e.g. What is a *Culex*? Answer: A mosquito.

Discussion Point: Several animals native to Australia are fast or slow – for example, emus are fast and echidnas are slow. Research fast and slow Australian animals.

THE LIFE CYCLES AND HABITATS OF FAST AND SLOW ANIMALS

Activity: Study the life cycles of any of the animals in this book, some of which live for a very long time and others for a very short period.

Activity: Which of these animals employ unique **survival skills** in order to either avoid predators or to act as predators themselves.

Activity: Which of the animals in this book employ **camouflage** to protect themselves? Research the four main types of camouflage: concealing colouration, disruptive colouration, disguise and mimicry. [See 'Animal Camouflage: PowerPoint Lesson', *K5 Technology Lab* <oakdome.com/k5/lesson-plans/multi-media/look-again-camouflage/index.php> Apply what you have learned to your research into fast and slow animals.

Activity: Research any other **special skills or features** which these animals possess for finding food, protecting their territories and surviving harsh conditions.

HUMANITIES & SOCIAL SCIENCES (HASS)

<www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/>

ENDANGERED WILDLIFE AND CONSERVATION

Discussion Point: Read the following quote about the threatened status of the margay:

The margay population is in decline. This is due to them having been harvested for their fur in the past, habitat destruction by humans and being captured for the illegal pet trade. Additionally, margays are threatened by the ocelot (a medium-sized spotted cat), which is competitive and aggressive when competing for prey. (p 84)

Discuss these threatening factors for the margay and then research further.

Discussion Point: Research the 'vulnerable', 'endangered', 'threatened' or 'critically endangered' animals included in this book. Read books such as Jennifer Cossins' *A-Z of Endangered Animals* (Hachette, 2017) which highlights the threats to wildlife all over the world.

CLIMATE CHANGE

Activity: Climate change is a hotly contested subject between advocates arguing for the need to address climate change and deniers arguing that human beings have had no impact on biodiversity. The International Fund for Animal Welfare (IFAW) recently published an article suggesting that climate change is increasing threats to wildlife: 'Around one million animal and plant species are now threatened with extinction according to the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES). How much is climate change to blame? As of 2024, it threatens over 14,000 species on the IUCN Red List, and projections suggest that if global temperatures increase by 2°C by 2100, about 18% of all species on land will face a high risk of going extinct. More sensitive animals will fare even worse, with over 30% of insect pollinators and salamanders facing high risks in this projection. 'Which animals were most impacted by climate change in 2024?', *IFAW*, 26 March 2025, <www.ifaw.org/au/journal/animals-most-impacted-climate-change>

Research the role that climate change has had in endangering any animal included in this book. For example, the giant clam. 'This decline is thought to have been caused by overfishing (due to the clam's attractive appearance and plentiful meat), warming waters and the destruction of its

coral reef habitats.’ (p 51) Write an essay outlining your findings.-

Activity: Research the critically endangered status of any other animal mentioned in this book. See if you can find out if scientists have discovered the impact of climate change on that animal.

Discussion Point: How do you think our governments should be responding to climate change in order to combat it?

HUNTING VERSUS PROTECTION OF WILDLIFE AND MORAL ISSUES

Activity: Some animals (such as whales, elephants, tigers, crocodiles and bears) are considered so valuable by humans that, despite the fact that hunting them is prohibited, they are still illegally poached for the products that they yield – such as oil, ivory, fur, leather and medicine. Others are captured to be sold as exotic pets. Research this topic further as a class, as well as the ways in which humans can help to stop illegal wildlife trade.

Activity: Some animals (such as honey badgers) are considered pests because they destroy crops, and others are regarded as dangerous, so they face human efforts to eradicate them. How can we balance an animal’s right to live with their effect on our human ecosystem?

VALUES

Discussion Point: Discuss the key values conveyed in this text.

ENGLISH LANGUAGE & LITERACY

<www.australiancurriculum.edu.au/f-10-curriculum/english>

The text of this book might be studied in relation to the following aspects:

Activity: The entries on each fast or slow animal are written in third person as expository texts. Invite students to write an expository text about any other animal which doesn’t feature in this book that they have researched. There are different types of expository writing – e.g. descriptive, sequential, cause/effect, etc. [See **Bibliography**.] [See also **Visual Literacy** exercise below.] [See also **Worksheet 2** below.]

Activity: ‘The Hare and the Tortoise’ is one of Aesop’s Fables, which has been retold and illustrated in countless editions. Its moral is that slow and steady wins the race. Read the story with your students. [See **Bibliography**.] Then invite them to write an original tale about a fast and a slow animal in competition.

Activity: Test your students’ comprehension by asking them questions about the written text. [See also **Worksheets 4, 5, 6 and 7**.]

Activity: Invite students to write an acrostic poem using the letters in ‘planaria’.

Activity: After reading published poems about fast or slow animals, ask students to write a lyrical poem about one of them. [See **Bibliography**.]

Activity: The collective nouns for some of the animals in this book are included in the text. Discover other such collective nouns. [See **Worksheet 9**.]

Activity: Read picture books about fast or slow animals. Then invite students to write a simple cumulative text as the basis for a picture book about a fast or slow animal of their choosing. [See **Bibliography**.]

VISUAL LITERACY

< www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/>_

The visual text in this book has been created by Sami Bayly, a writer and natural history illustrator, and she artfully combines it with her written text to illustrate features of the various animals described.

Activity: The **cover** of the book depicts a number of fast and slow animals. Identify each of them. What does this cover suggest to you about the book's content? Which elements convey the message that Sami Bayly expresses in her introduction?

Activity: The **title page** is without images. Draw an appropriate image for this page.

Discussion Point: The **format** of the book is standardised, with an image on a page either before or after an expository text. Illustrate the expository text you wrote. [See **English Language & Literacy** exercise above.] Make a display of the texts and images created by each student. You can also copy them and make them into a class book.

Activity: The **endpapers** depict line drawings of a range of the animals included in this book. Identify each of them.

Activity: The **medium** employed is watercolour. Sami has studied natural history illustration and uses a careful drawing style to document the features of each of these animals. Sami says: 'I am inspired by artists like William T. Cooper, Bernard Durin and other natural history illustrators, after seeing their work whilst growing up'. Research natural history illustration and study the work of other artists in this field. Then create your own detailed sketch of the animal you have written about in the exercise above.

Activity: **Create a collage** image of a black marlin in its habitat. [See also **Worksheet 1** below.]

Activity: Encourage students to use **critical literacy skills** to unearth further meaning in this text by looking closely at the images and explaining what they see, and then explaining what the text says and how the images and text add meaning to each other. [See also **Worksheet 3**.]

Activity: Invite students to illustrate the cumulative picture book animal story they wrote under **English Language & Literacy** above. [Discuss the conventions of the picture book format before embarking on this exercise.]

CREATIVE ARTS

There are many creative activities suggested by this text:

1. Craft: Make a **model** of any of the animals included in this text, e.g. Gentoo penguin. [See **Bibliography**.]

2. Craft: Create an **animal mobile of a fast or slow animal**. [See **Worksheet 8**.] [See **Bibliography**.]

3. Craft: Create a **mask of a fast or slow animal** using appropriate materials such as fake hair, feathers, etc.

4. Craft: Create a diorama depicting a Gila monster in its habitat. [See **Bibliography** for relevant resources.]

5. Script: Create a book trailer to promote this book. [See **Bibliography** for relevant resources.]

LEARNING TECHNOLOGIES

Activity: Research topics suggested in these notes online.

MATHEMATICS

Activity: Investigate mathematical facts about these animals, such as their speed in running or swimming or flying. To introduce this activity, watch the video: 'Slow vs Fast: Comparison of Animal Speeds Across Species', *3D Facts Hub*, <www.bing.com/videos/riverview/>

CONCLUSION

The Illustrated Encyclopaedia of Fast and Slow Animals is a companion to Sami Bayly's earlier books, *The Illustrated Encyclopaedia of Ugly Animals*, *The Illustrated Encyclopaedia of Dangerous Animals*, *The Illustrated Encyclopaedia of Peculiar Pairs in Nature* and *The Illustrated Encyclopaedia of Extinct Animals*.

It is similarly precisely and beautifully illustrated, and carefully researched, in recognition of the fascinating skills some animals possess that make them very fast or very slow in many ways.

ABOUT THE AUTHOR/ILLUSTRATOR

Sami Bayly is a natural history illustrator based in Newcastle, NSW, who loves all things weird and wonderful. She finds the beauty and importance of all animals, regardless of their appearance, and hopes to share her appreciation with others.

Sami's first book, *The Illustrated Encyclopaedia of Ugly Animals*, won the Children's Indie Book of the Year Award and the Australian Book Design Award for Younger Readers. It was a CBCA Honour Book and was shortlisted for an ABIA Book of the Year for Younger Children and longlisted for the ABA Booksellers' Choice 2020 Book of the Year Awards. Her second book, *The Illustrated Encyclopaedia of Dangerous Animals*, was a CBCA Honour Book and an ABIA Book of the Year for Younger Children, won an Australian Book Design Award for Younger Readers and was shortlisted for the Children's Indie Book of the Year 2020. *The Illustrated Encyclopaedia of Peculiar Pairs in Nature* was shortlisted for the CBCA Eve Pownall Award and longlisted for Children's Indie Book of the Year Award. Sami's most recent books are *How We Came to Be: Surprising Sea Creatures*, *How We Came to Be: Creatures of Camouflage* and *The Illustrated Encyclopaedia of Extinct Animals*.

To keep up to date, you can follow Sami on Instagram: www.instagram.com/samibayly

ABOUT THE AUTHOR OF THE NOTES

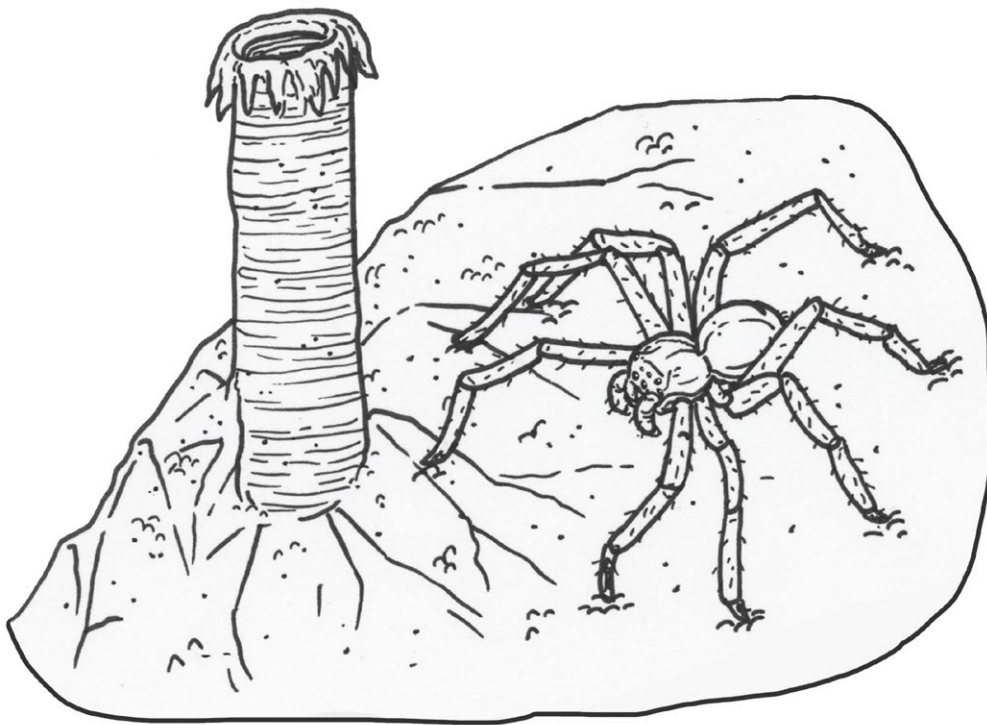
Dr Robyn Sheahan-Bright AM operates justified text writing and publishing consultancy services, and is widely published on children's literature, publishing history and Australian fiction. In 2011, she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland; in 2012, the CBCA (National) Nan Chauncy Award for Distinguished Services to Children's Literature in Australia; and in 2014, the QWC's Johnno Award. In 2021, she was appointed a Member of the Order of Australia.



WORKSHEETS

WORKSHEET 1. CREATE A COLLAGE OF A MOROCCAN FLIC-FLAC SPIDER

Enlarge this image to A3 on a photocopier and then encourage students to use a range of detailed materials, colours and textures to achieve a collage effect.



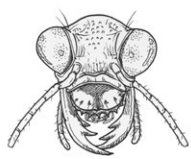
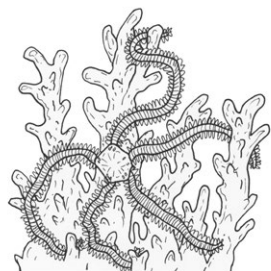
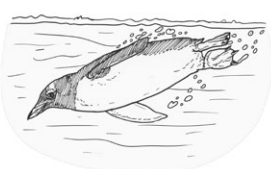
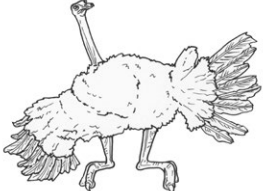
WORKSHEET 2. CREATE AN ALPHABET OF FAST AND SLOW ANIMALS

Find fast and slow animals that don't appear in this book and write one 'interesting fact' beside them. (Enlarge this sheet to A3 on a photocopier to give you more space.)

	Fast Animal	Interesting Fact	Slow Animal	Interesting Fact
A				
B				
C	e.g. Coyote			
D				
E				
F				
G				
H				
I				
J				
K				
L				
M	e.g. Moose		e.g. Manatee (Sea Cow)	
N				
O				
P			e.g Pangolin	
Q				
R				
S	e.g. Springbok			
T				
U				
V				
W				
X				
Y				
Z				

WORKSHEET 3. IDENTIFY THESE FAST AND SLOW ANIMALS

Name these animals, each of which is included in this book.

		
1.	2.	3.
		
4.	5.	6.
		
7.	8.	9.

Answers: 1. Dwarf seahorse 2. Australian tiger beetle 3. Brazilian free-tailed bat 4. Giant clam 5. Japanese pygmy woodpecker 6. Long-armed brittle star 7. Gentoo penguin 8. Basset hound 9. Ostrich

WORKSHEET 4. FAST AND SLOW ANIMALS (GENERAL)

QUIZ

1. What does the word 'coprophagic' mean in relation to animals?
2. What is an autotomic animal?
3. What is a hermaphrodite?
4. Where does 'genus' rank when classifying organisms?
5. What is echolocation?
6. Why is aggressive mimicry practised by some animals?
7. What does 'prehensile' mean?
8. Why are most bivalve mollusks called 'filter feeders'?
9. When animals including birds enter a state called 'torpor', what does that mean?
10. What is a symbiotic relationship between animals?



Answers: 1. 'coprophagic ... means they will often eat their own poo.' (p 31) 2. Animals that have discarded their arms, are called 'autotomic, which means they can grow them back!' (p 83) 3. Hermaphrodites 'have both male and female sex organs.' (p 96) 4. '(a genus is the rank above species and below family when classifying organisms)' (p 108) 5. Echolocation means '(using sounds to locate objects)' (p 119). 6. Aggressive mimicry is used to lure prey, for example, 'Margays are the first scientifically documented cat species to be recorded mimicking prey, with one imitating a baby tamarin (a species of primate) to lure in adult tamarins.' (p 84) 7. 'Prehensile' means 'capable of grasping'. (p 28) 8. 'They use their gills to Hoover up plankton or plant matter that is passing by.' (p 51) 9. 'For sleep, their bodies go into a hibernation-like mode called 'torpor'. They all but shut down and conserve their energy overnight' (p 68) 10. A close and often beneficial relationship between different species, for example, 'The pistol shrimp shares a symbiotic relationship with an animal called a 'goby'. The goby acts as the shrimp's eyes, standing guard against predators. In return, the shrimp strengthens and maintains their shared burrow.' (p 107)

WORKSHEET 5. FAST AND SLOW ANIMALS (SPECIFIC) QUIZ

Each of the questions below relates to one of the 60 animals in this book.

1. How slow-moving is the Aldabra giant tortoise?
2. What other names are given to the American woodcock?
3. How long does an Arctic woolly bear caterpillar take to transform into a moth?
4. What advantage does the slow growth of the Australian lungfish give this animal?
5. What title for its speed does the Australian tiger beetle hold?
6. What distinctive speedy skill does a banded archerfish possess?
7. What skill derives from the basset hound's sluggishness?
8. How fast can the black marlin swim?
9. How fast can a blue wildebeest run?
10. What name relating to their predatory behavior is given to a Brazilian free-tailed bat?
11. What does the Brazilian porcupine's scientific name, *Coendou prehensilis*, translate as?
12. How much food does a brown hare consume?
13. How fast can the Californian mite run?
14. What is the major food consumed by the Canada lynx?
15. What special task has the speed of the carrier pigeon equipped it to perform?
16. What speed record is the cheetah known for?
17. What is the common eider's record in the Northern Hemisphere?
18. What record does the dwarf seahorse have for sluggishness?
19. To what height can fourwing flying fish fly?
20. How slow is the garden snail?

Answers: 1. 'Moving at an average speed of just 4.57 metres a minute, the Aldabra giant tortoise is the most sluggish of all tortoises.' (p 8) 2. 'the night partridge, Labrador twister, timberdoodle and bog sucker' (p 11) 3. 'Most moth species take a couple of weeks to go from their caterpillar stage to their final moth form, but the Arctic woolly bear caterpillar takes seven years!' (p 12) 4. 'This slow growth has allowed them to retain a lot of their ancestral traits, such as the ability to breathe and their fleshy, lobed fins.' (p 15) 5. 'This beetle holds the title for the fastest-running insect on the planet.' (p 16) 6. 'Banded archerfish are known for their remarkable spitting speed, which is up to 2.8 metres per second!' (p 19) 7. It 'helped make them one of the best hunting dogs' (p 20) 8. 'The black marlin is one of the fastest fish on the planet, clocking in at 128 kilometres per hour.' (p 23) 9. Blue wildebeest 'can run at a top speed of 80 kilometres an hour, and keep an average pace of 65 kilometres an hour' (p 24) 10. 'They rely on their wing shape to help them dart through the sky to catch insects, lending them the name 'aerial insectivore'.' (p 27) 11. 'quill pig.' (p 28) 12. 'Two or three adult brown hares can eat more food than a single sheep consumes.' (p 31) 13. 'The Californian mite is the fastest running arachnid on the planet and fastest land animal in terms of speed for its size. It can cover 322 body lengths per second.' (p 32) 14. 'The snowshoe hare makes up 60–97 per cent of the Canada lynx's diet, meaning they will eat one every 1–2 days.' (p 35) 15. 'Because of their speed, humans have used them to communicate for thousands of years.' (p 36) 16. 'The cheetah is the fastest land animal in the world, with a top speed of 103 kilometres per hour – that's about 29 metres per second.' (p 39) 17. They 'are both the heaviest and fastest ducks in the Northern Hemisphere, reaching flying speeds of 113 kilometres an hour and diving speeds of up to 1 metre per second.' (p 40) 18. 'They move at a top speed of just 0.016 kilometres per hour, making them the slowest-moving fish in the world.' (p 43) 19. 'They can even shoot up vertically from the water to heights of 7 metres.' (p 44) 20. 'The garden snail is arguably the slowest-moving animal that can be easily seen with the naked eye, moving at just 1 metre per hour!' (p 47)

WORKSHEET 6. FAST AND SLOW ANIMALS (SPECIFIC)

QUIZ (CONT.)

21. How fast a swimmer is a gentoo penguin?
22. How slow is a giant clam?
23. How slow is a giant panda?
24. Is the Gila monster slow or fast moving?
25. Are great barracuda poisonous?
26. How fast does a greater bee fly?
27. What unusual record does the bird known as the greater roadrunner hold?
28. Is the Greenland shark slow or fast moving?
29. How fast can a greyhound run?
30. Where does the name of the honey badger derive from?
31. How fast is a horned sungem?
32. Why was the immortal jellyfish given this name?
33. What skill is the Japanese pygmy woodpecker known for?
34. What distinguishes a Javan slow loris from other primates?
35. Is a keeled slug snake fast or slow moving?
36. How do koalas compare to other slow animals?
37. What distinguishes the little penguin from other nocturnal species of penguin?
38. What does its speed allow the long-armed brittle star to do?
39. How high can a margay leap?
40. What special skill does a Moroccan flic-flac spider possess?

Answers: 21. 'The gentoo penguin is the world's speediest underwater bird and the fastest swimming penguin species. They swim at speeds of 36 kilometres an hour through the icy sea' (p 48) 22. 'The giant clam is one of the slowest growing animals in the world. They don't travel, and as they barely move a muscle, their ageing process is slow' (p 51) 23. Giant pandas are the second-slowest bear species in the world (coming in behind the sloth).' (p 52) 24. 'The dangerous yet docile Gila monster is one of the slowest lizards in the world, moving at just 2.4 kilometres an hour.' (p 55) 25. Yes, 'as they carry a toxin called 'ciguatera' (p 56) 26. 'The greater bee fly is known for its speed, reaching 21–28 kilometres an hour' (p 59) 27. While 'the fastest-running flying bird' may seem contradictory, roadrunners do indeed hold this record.' (p 60) 28. 'Swimming at just 3 kilometres per hour, the Greenland shark is the slowest shark species in the world, so is also known as a sleeper shark.' (p 63) 29. 'Often described as the cheetah of the dog world, the greyhound is the fastest dog breed in the world ... and they have been recorded running at 70 kilometres per hour.' (p 64) 30. 'their tendency to track and tear into bee hives for their larvae and honey' (p 67) 31. 'They move so fast you need a high-tech camera to see their wings pumping at 70 beats per second.' (p 68) 32. 'In theory, these small creatures may biologically live forever...By reverting to their polyp stage (the third stage in their life cycle), they can rejuvenate and start again.' (p 71) 33. They are 'the fastest-drumming woodpecker in the world.' (p 72) 34. 'Slow lorises are the slowest primates on the planet.' (p 75) 35. 'the keeled slug snake moves only fast enough to eat slow-moving creatures like slugs and snails. They have one of the slowest strikes in the world' (76) 36. 'Koalas are one of the slowest animals in the world.' (p 79) 37. 'The little penguin is the only nocturnal species of penguin that lives on land.' (p 80) 38. 'They can burrow under the sand in just seconds, using their long, snake-like arms to wiggle back and forth on sandy surfaces. This impressive vanishing act allows them to hide from predators.' (p 83) 39. Captive margays have been recorded leaping as far as 9 metres.' (p 84) 40. 'Moroccan flic-flac spiders are the only spiders in the world to be able to move by 'flic-flac' jumps – gymnast-like leaps that aid in avoiding threats.' (p 87)

WORKSHEET 7. FAST AND SLOW ANIMALS (SPECIFIC)

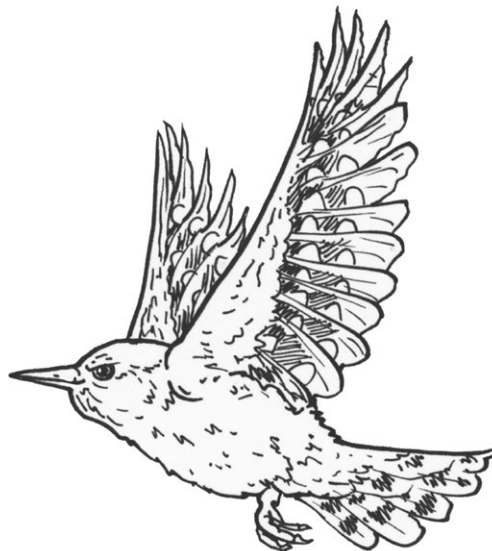
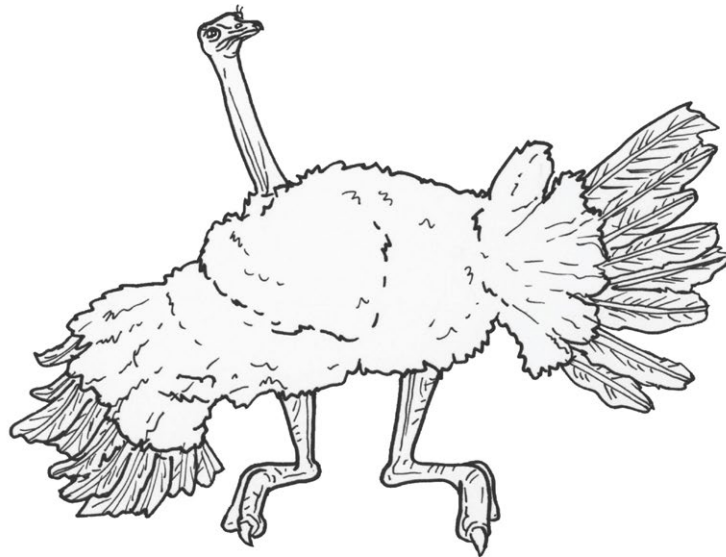
QUIZ (CONT.)

41. What does a mosquito feed on?
42. What does a North Pacific right whale feed on?
43. How slow moving is an olm?
44. How fast can an ostrich run?
45. How does the immobility of an ox heart ascidian compare to other marine invertebrates?
46. How does the Pacific banana slug's speed relate to that of other slugs?
47. What two animals does the Patagonian mara resemble?
48. What record does the peregrine falcon possess in relation to their flying speed?
49. Is the pin-cushion sea star completely immobile?
50. What distinguishes the pistol shrimp's claws?
51. A planaria is able to regenerate. What does this mean?
52. What speed record does the pronghorn antelope possess?
53. How critically endangered is the pygmy three-toed sloth?
54. How does the rosy boa overwhelm its prey?
55. What makes the Saharan silver ant so well-suited to desert conditions?
56. How slow-moving is the silver-haired bat?
57. What record does the star-nosed mole possess?
58. How does the Tuatara relate to the order rhynchocephalia?
59. How does a Virginia opossum elude its predators?
60. How fast-moving is the yellow-bellied sea snake in relation to other sea snakes?

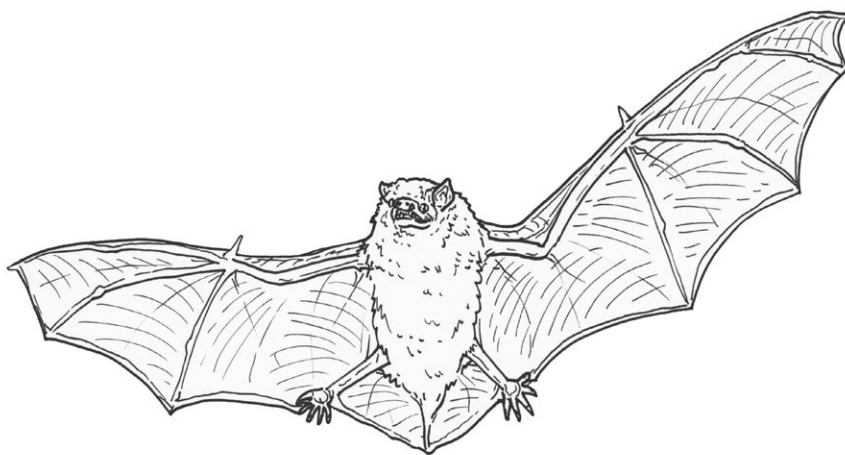
Answers: 41. 'While male mosquitoes feed entirely upon nectar, females gain most of their nutrients from the blood of animals and humans, drinking it up through their proboscis.' (p 88) 42. They 'source their meals by swallowing huge amounts of water and filtering out the tiny creatures floating within.' (p 91) 43. 'Over a recent seven-year period of observation, one olm did not move at all! It's believed that they refrain from quick (or any!) movement to conserve energy in their extreme habitats.' (p 92) 44. 'it is the speediest bird when it comes to sprinting, reaching 70 kilometres per hour. They can cover distances of 3–5 metres in a single stride.' (p 95) 45. 'This makes it one of the world's most immobile marine invertebrates.' (p 96) 46. 'the Pacific banana slug is one of the slowest, sliding at just 16 centimetres per minute.' (p 99) 47. 'At first glance, you could be forgiven for thinking the Patagonian mara was the result of a deer and a rabbit having a baby.' (p 100) 48. It 'holds the title of the fastest animal on the planet!' (p 103) 49. 'In fact, they are constantly shuffling slowly on their tiny tube feet, located on their underside in rows of five – which can also be retracted into their bodies.' (p 104) 50. 'Pistol shrimp snap their claws shut so quickly – at 100 kilometres an hour! – that it creates a water jet.' (p 107) 51. 'If injured, a planaria can slowly regrow into two separate individuals in a period of weeks.' (p 108) 52. It 'can sprint at up to 98 kilometres an hour and maintain an average speed of 65 kilometres an hour, making it the second-fastest land animal, and the fastest sustained runner on the planet.' (p 111) 53. 'A study in 2017 shared that there are less than 48 pygmy three-toed sloths left in the wild.' (p 112) 54. 'This snake does not rely on its bite, venom or sheer size to hunt its prey but its stealthy nature and slow squeezing ability.' (p 115) 55. 'Saharan silver ants are one of the most heat tolerant creatures in the world' (p 116) 56. 'Silver-haired bats are the slowest bats in North America, flying at just 18 kilometres an hour.' (p 119) 57. It is 'the world's fastest eater!' (p 120) 58. 'Tuataras are the last living reptile of the order Rhynchocephalia, which existed as far back as the Middle Triassic Period (around 200 million years ago)' (p 123) 59. 'The Virginia opossum plays dead, which is where the term "playing possum" comes from.' (p 124) 60. 'the yellow-bellied sea snake is the fastest swimming snake in the world.' (p 127)

WORKSHEET 8. FAST AND SLOW ANIMALS MOBILE

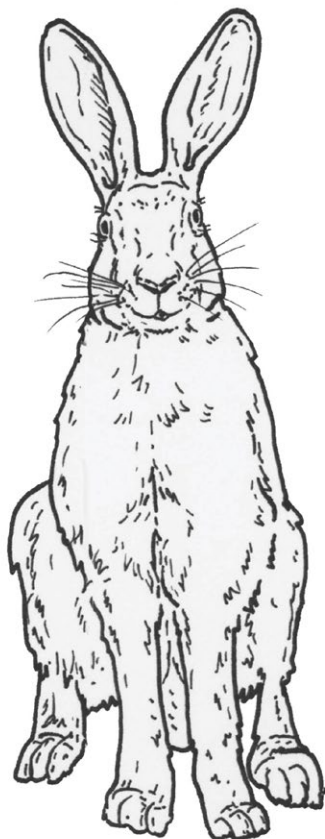
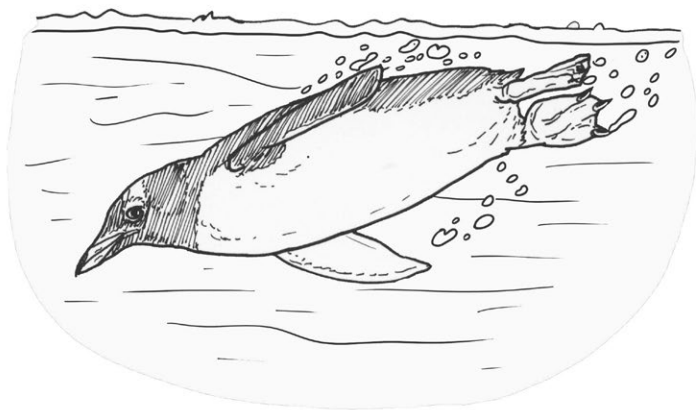
Enlarge these sheets to A3 and stick them on craft paper. Invite students to cut out the animals, then attach them to fishing line and hang them from a straw, a metal hanger or an embroidery hoop to create an animal mobile. [See 'How to Make a Mobile', *Wikihow*, <www.wikihow.com/Make-a-Mobile>]



WORKSHEET 8. FAST AND SLOW ANIMALS MOBILE (CONT.)



WORKSHEET 8. FAST AND SLOW ANIMALS MOBILE (CONT.)



WORKSHEET 9. FAST AND SLOW ANIMALS COLLECTIVE NOUNS

This book records that:

The collective noun for a group of wildebeest is a 'confusion'. (p 24)

Like many bats, this species (Brazilian free-tailed bat) is known for its migration habits, including forming large groups called 'colonies'. (p 27)

The collective noun for a group of porcupines is a 'prickle'. (p 28)

The collective noun for a group of pandas is an 'embarrassment' (p 52)

The collective noun for a group of honey badgers is a 'cete' (pronounced 'seet'). (p 67)

The collective noun for a group of woodpeckers is a 'descent'. (p 72)

The collective noun for the Javan slow loris is a 'troop'. (p 75)

The collective noun for a group of mosquitoes is a 'swarm' or 'scourge'. (p 88)

The collective noun for sea stars is a 'galaxy'. (p 104)

The collective noun for a group of shrimp is a 'troupe'. (p 107)

Some collective nouns used for a group of antelope are a 'herd', 'cluster' and 'troop'.

(p 111)

Commonly used collective nouns for snakes are a 'bed', 'pit' and 'den'. (p 115)

Some collective nouns used for a group of bats are a 'colony', 'cloud' and 'swarm'. (p 119)

The collective noun for a group of moles is a 'labour'. (p 120)

The collective noun for a group of opossums is a 'passel'. (p 124)

Try to discover the collective nouns for the following animals:

1. A ... of gentoo penguins.
2. A ... of cheetahs.
3. A ... of Gila monsters.
4. A ... of spiders.
5. A ... of dwarf seahorses.
6. A... of slugs.
7. A... of barracuda.
8. A ... of ants.
9. A ... of peregrine falcons.
10. A ... of koalas.

Answers: 1. 'The most common collective nouns for a group of penguins are colonies, rookeries or huddles.' From: *Bird Fact*, birdfact.com/articles/what-is-a-group-of-penguins-called. However, 'Young penguins form groups called "creches" that help to protect them from fierce birds'. (p 48) 'The collective noun for penguins on land is a "waddle", but for penguins at sea, it is a "raft".' (p 80) 2. A coalition 3. 'Technically, a group of Gila monsters is called a "lounge", which is quite fitting considering their relaxed approach to life. However, this term is rarely used in the scientific community or even in casual conversation. Gila monsters are largely solitary creatures, and gatherings are exceptionally rare, making the collective noun almost purely academic. From: *EnviroLiteracy*, enviroliteracy.org/animals/what-is-a-group-of-gila-monsters-called/ 4. A cluster 5. A herd, troop, colony, school or squadron 6. A cornucopia 7. A battery 8. An army 9. A cadge 10. There is no collective noun for koalas since they don't move around in groups and are solitary animals.

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