

# All Creatures Cute and Creepy

*By understanding the important role of all animals, students can gain an appreciation for these animals regardless of physical appearance. From this appreciation, students can then extend this concept to other areas of life, including people within our society.*

## Curriculum Connection

### **Alberta Education Program of Studies: English Language Arts (2000)**

**Grade 2:** *SLO 2.2 Respond to Texts*  
identify and use words and sentences that have particular emotional effects

**Grade 3:** *SLO 2.2 Respond to Texts*  
discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts

**Grade 4:** *SLO 2.2 Respond to Texts*  
develop own opinions based on ideas encountered in oral, print and other media texts

**Grade 5:** *SLO 2.2 Respond to Texts*  
support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

**Grade 6:** *SLO 2.2 Respond to Texts*  
experiment with sentence patterns, imagery and exaggeration to create mood and mental images

*SLO 2.4 Create Original Text*  
use literary devices, such as imagery and figurative language, to create particular effects

### **Science (2000)**

#### **Grade 2 Topic E: Small Crying and Flying Animals**

1. Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally.

#### **Grade 5 Topic E: Wetland Ecosystems**

5. Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community.

## Materials

- Old magazines and calendars with photos of different animals (including insects)
- *All Creatures Cute and Creepy Activity Sheet.*

## Activity

### 1 All Creatures Cute and Creepy

Have students look through the magazines and calendars and cut out pictures of different animals. In small groups, students discuss the animals and which one they would like to have with them, and which ones they don't want to be near.

As a whole class, discuss which animals seem "cute" and which ones don't seem that way. Discuss how we act toward animals – do we treat them differently depending on how nice they appear to us? Do all animals deserve the same treatment, or just the ones we think look nice?

Read the poems *All Things Bright and Beautiful* and *All Things Dull and Ugly*. Discuss what the authors were trying to convey in each poem. Ask students to write another verse to one of the poems.

Stress that all animals play an important role in the ecosystem, and deserve proper treatment, whether we view them as "beautiful" or "ugly."

How can we apply this concept to people that we meet in our life? Have a class discussion on the how this concept can be applied with people living in our society. Do we judge people based on their appearance?



# All Creatures Cute and Creepy

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the following two poems. The first is an excerpt from the classic by Cecil Frances Alexander. The second is a more modern variation. What do you think the authors were trying to convey in each poem? Do you think the second version is a parody, or does it have some serious meaning? For each version, write another verse of your own adding other animals. Which is easier to write? Do you think some animals are more likeable than others because of how they look? Why or why not?

## All Things Bright and Beautiful

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful:  
The Lord God made them all.

Each little flower that opens,  
Each little bird that sings,  
God made their glowing colours,  
And made their tiny wings.

The purple-headed mountains,  
The river running by,  
The sunset and the morning  
That brightens up the sky.



God gave us eyes to see them,  
And lips that we might tell  
How great is God Almighty,  
Who has made all things well.

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## All Things Dull and Ugly



All things dull and ugly,  
All creatures short and squat,  
All things rude and nasty:  
The Lord God made the lot.

Each little snake that poisons,  
Each little wasp that stings,  
He made their brutish venom,  
He made their horrid wings.

All things scabbed and ulcerous,  
All vermin great and small.  
Fireblight and maggots fat and white,  
The Lord God made them all.

Each nasty little hornet,  
Each beastly little squid,  
Who made the scampering cockroach?  
Who made the skunks? God did!

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