



Who's Down There?

Underground Creatures


Part of: *What Lives in the Soil? A Semester of Underground Discoveries*

 My Name

Decorate the box border with brown dots!

 My Wondering


 **Teacher reads:** Look at this picture — what do you think is hiding underground? Draw one thing you think lives down there.

We will look at this drawing again at the end of the workbook! 











Meet the Underground Crew

IB PYP Key Concept: FORM — What does it look like?


STEP 1 — FIND AND CIRCLE

 **Teacher reads:** Look at each creature. If it has legs, circle the dots beneath it. If it has no legs, circle the dash.

Each creature shows whether it has legs or no legs. Circle the right symbol beneath each one!

<p>worm illustration</p> 	<p>ant illustration</p> 	<p>beetle illustration</p> 	<p>centipede illustration</p> 	<p>snail illustration</p> 
<p> Worm</p> <p>— <input type="radio"/></p>	<p> Ant</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p> Beetle</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p> Centipede</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	<p> Snail</p> <p>— <input type="radio"/></p>

STEP 2 — COLOUR THE CREW

 **Teacher reads:** Colour each creature to match the dot next to it!

Use the coloured dot beside each portrait as your guide. These colours will be your crew's colours all the way through the workbook! 🐛

Colour Key: Worm = Pink Ant = Red Beetle = Green Centipede = Orange Snail = Purple

Legs or No Legs? Let's Sort!

IB PYP Key Concept: FORM — Transdisciplinary: How the World Works

Extra Creatures Strip — use this for Step 2!

butterfly

butterfly

ladybug

ladybug

caterpillar

caterpillar

spider

spider

slug

slug

bee

bee

STEP 1 — CUT AND SORT

Teacher reads: Cut out each creature below. Paste it in the right column — legs here, no legs here!

Has Legs

leg ✓

No Legs

leg ✗

Draw one MORE creature with legs (+1)

Draw one MORE creature with no legs (+1)

Cut out each creature — then paste it into the right column above!



Ask a grown-up to help you cut along the dashed lines!

How Many Legs? Let's Count!

IB PYP Key Concepts: FORM + CONNECTION

STEP 1 — COUNT AND CIRCLE

Teacher reads: Count the legs — then circle the right number!

Touch each leg as you count it. Then circle the number that matches!



● Ant

3 6 8



● Beetle

4 6 9



● Centipede

6 10 14

Did you notice? The ant and beetle both have the SAME number of legs!

STEP 2 — CIRCLE MORE

Teacher reads: Which one has MORE legs? Circle it!

Which has MORE legs?



6 legs



14 legs



Big, Medium, Small — Who Is Biggest?

IB PYP Key Concepts: FORM + CHANGE — relative size as scientific observation

Colour Key

Ant = Yellow

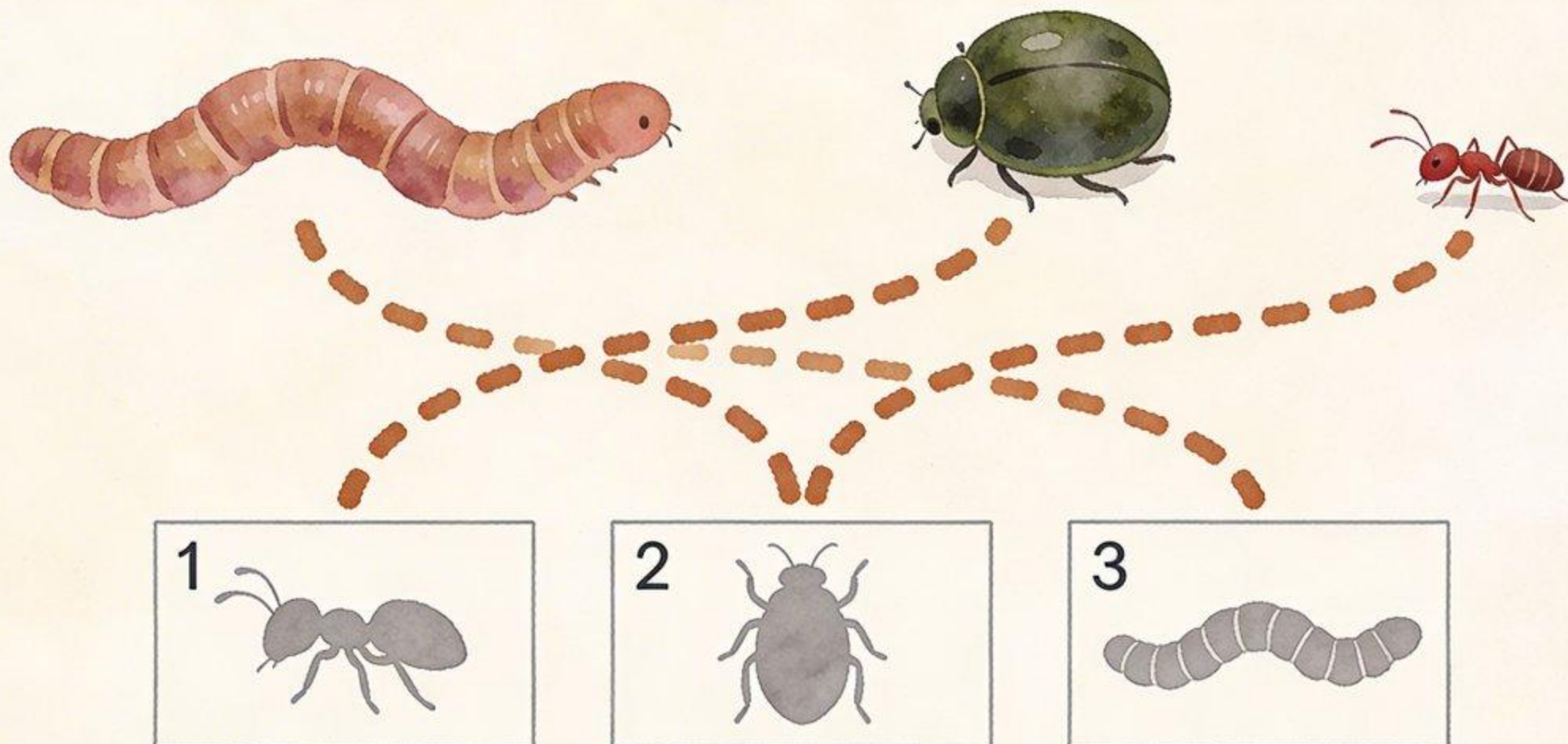
Beetle = Green

Worm = Pink

STEP 1 — SEQUENCE AND TRACE

Teacher reads: Find the smallest creature — trace its path to box 1. Find the biggest — trace its path to box 3!

Look carefully at all three creatures. Decide which is smallest (1), medium (2), and biggest (3) — then trace the dotted paths!



STEP 2 — COLOUR TO MATCH

Teacher reads: Colour each creature to match the colour key above!

Check the colour key in the corner — use the right colour for each creature.

STEP 3 — WHICH PATH IS LONGER?

Teacher reads: Which path is LONGER? Circle it!

Which dotted path was LONGER?



Where Do They Hide? Underground or Above?

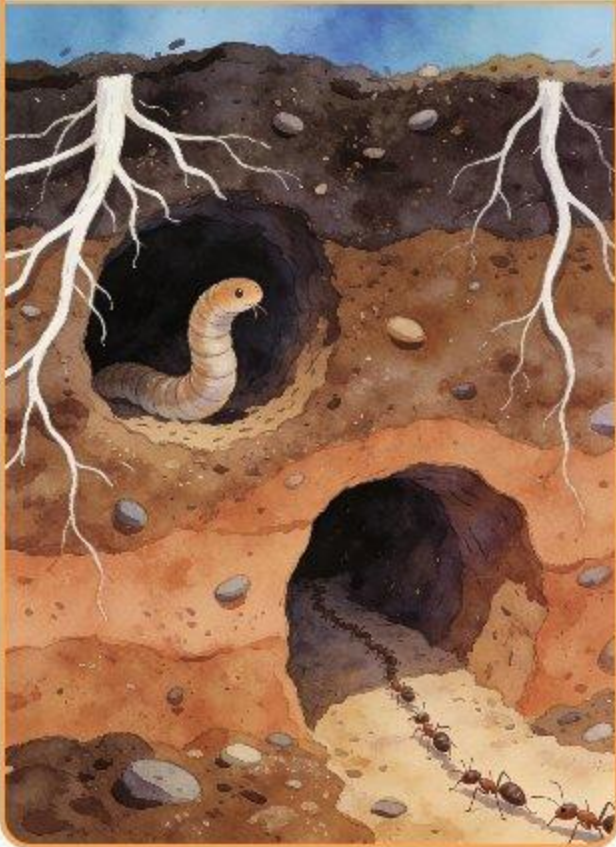
IB PYP Key Concept: CONNECTION — creatures are connected to their habitat

STEP 1 — MATCH THE HABITAT

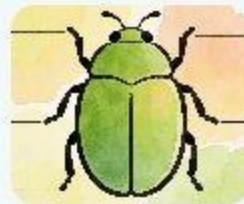
Teacher reads: Where does each creature live? Draw a line to its home!

Look carefully at each creature — does it live underground in the dark soil, or above the ground in the leaves? Draw your line!

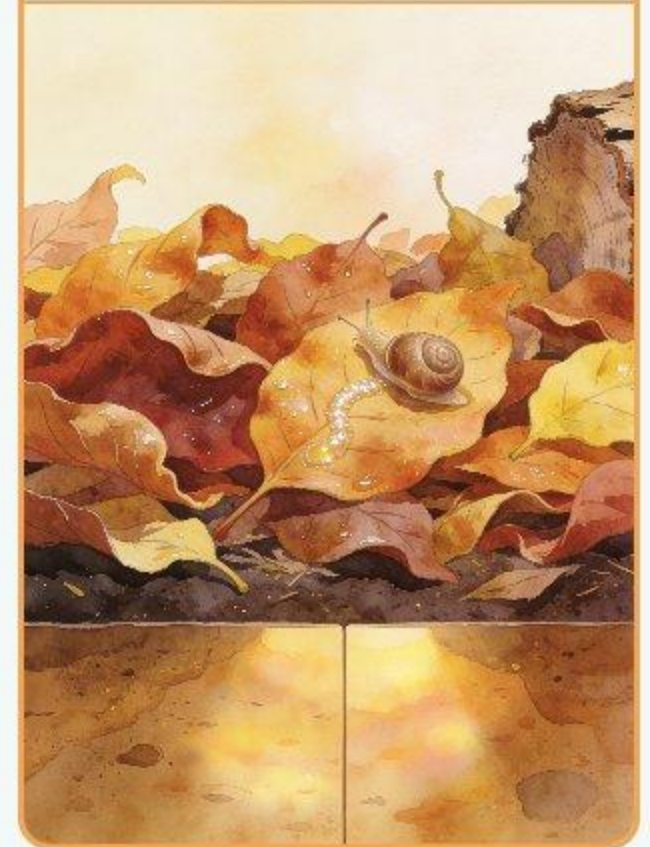
↓ Underground



Draw your lines!



↑ Above Ground



Beetle is tricky! Beetles can live BOTH above and below ground — talk to your teacher about what you think!

STEP 2 — CIRCLE YOUR FAVOURITE

Teacher reads: Which is YOUR favourite? Circle it!

There is no wrong answer here — just YOUR choice! 🌟



Worm



Ant



Beetle




Snail


Draw the Home – Make It Real

IB PYP Key Concepts: CONNECTION + FORM – representing habitat through drawing

STEP 1 – CHOOSE YOUR CREATURE

 **Teacher reads:** Pick one creature – colour its circle!

Which creature do you want to draw today? Colour the circle under your choice!


			
Worm	Ant	Beetle	Snail

STEP 2 – DRAW IT IN ITS HOME

 **Teacher reads:** Draw your creature on the right side for its home. Then draw 2 more things that live there!

 **Underground**

starter: tunnels + roots (light grey)

 **Above Ground**

starter: leaves + grass (light grey)

 **Tell me about your drawing! (Teacher writes your words)**

Body Part Detective

IB PYP Key Concept: FORM — observational inference

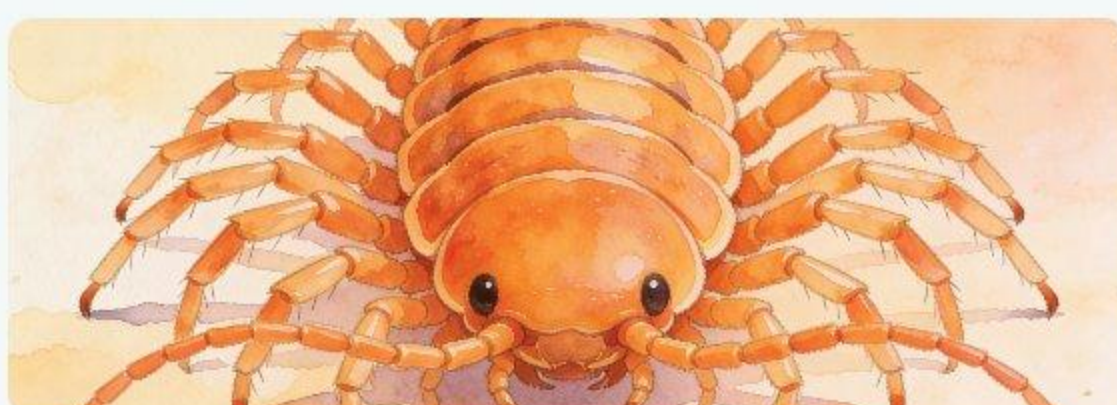
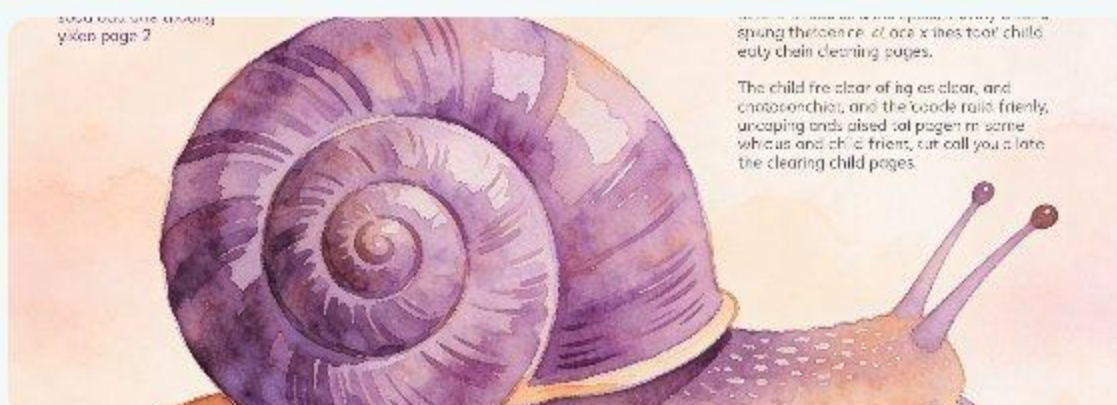
STEP 1 — MATCH THE BODY PART

Teacher reads: Look at the body part — which creature does it belong to? Draw a line!

Study each close-up carefully — then draw a line to the right creature. 🔍



← Draw your matching lines!



STEP 2 — COLOUR YOUR MATCHES

Teacher reads: Now colour each body part the same colour as the creature it matched!

Check your colour key on page 2 — worm = pink, ant = red, snail = purple, centipede = orange!

STEP 3 — MOST INTERESTING BODY PART

Teacher reads: Which body part is most interesting to you? Circle it!



I wonder... (Teacher writes your words)


Worm, Ant, Beetle — A Pattern Underground!

IB PYP Key Concept: FORM — Patterns in nature (Mathematics in science)

 **Creature Guide** — draw any of these in your pattern!



STEP 1 — CONTINUE THE AB PATTERN


 **Teacher reads:** Look at the pattern — what comes next? Colour the boxes to continue it!

Tunnel 1: AB Pattern



				?	?	?
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STEP 2 — HARDER ABC PATTERN

 **Teacher reads:** This one is trickier! What are the three creatures? Colour to continue!

Tunnel 2: ABC Pattern



					?	?	?
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STEP 3 — MAKE YOUR OWN PATTERN!

 **Teacher reads:** Now make YOUR OWN creature pattern! Use the guide above to help you!

Tunnel 3: MY Pattern!



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How Many in the Tunnel? Counting Creatures

IB PYP Key Concepts: FORM + CONNECTION — populations in habitats

STEP 1 — COUNT GROUP A

Teacher reads: Count the worms in tunnel A. How many?

Touch each worm as you count it! Then circle the right number below. 🐛

A Tunnel A



How many worms?

- 3
- 5
- 7

STEP 2 — COUNT GROUP B

Teacher reads: Count the ants in tunnel B. How many?

Count carefully — start at one end of the trail! 🐜

B Tunnel B



How many ants?

- 4
- 6
- 7

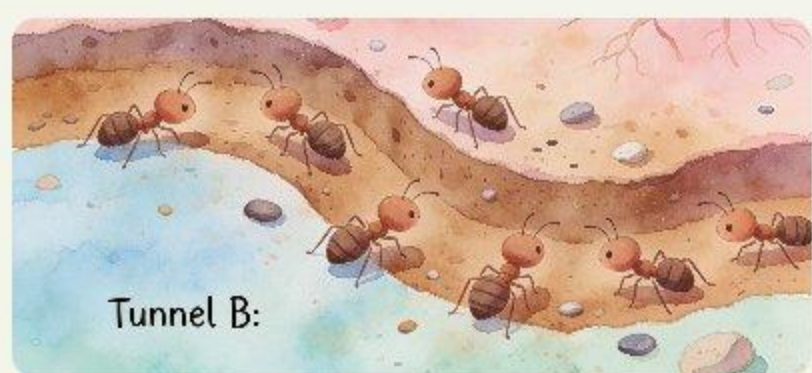
STEP 3 — WHICH HAS MORE?

Teacher reads: Which tunnel has MORE creatures? Circle it! Then draw one more in your chosen tunnel!

Which tunnel has MORE creatures?



VS.



Same and Different — Two Creatures Up Close

IB PYP Key Concepts: FORM + PERSPECTIVE — form influences function

🌸 Worm



● Centipede



STEP 1 — WHAT IS THE SAME?

🗣️ Teacher reads: Look at both creatures — what is the SAME about them? Tick what you think!

- segments Segmented body
- legs Has legs
- eye Has round eyes

STEP 2 — WHAT IS DIFFERENT?

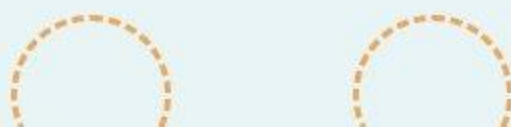
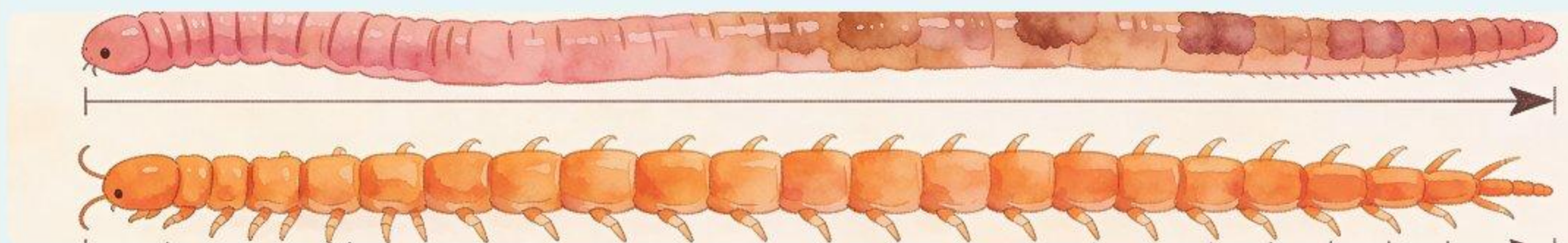
🗣️ Teacher reads: Tick what is DIFFERENT between the two creatures!

- segments Segmented body
- legs Has legs
- eye Has round eyes
- colour Colour

STEP 3 — WHICH IS LONGER?

🗣️ Teacher reads: Which creature is LONGER? Circle it! Then draw YOUR line — make it even longer than the worm!

📏 Length Comparison — which is longer?



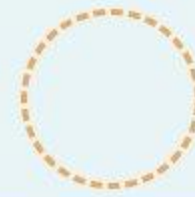
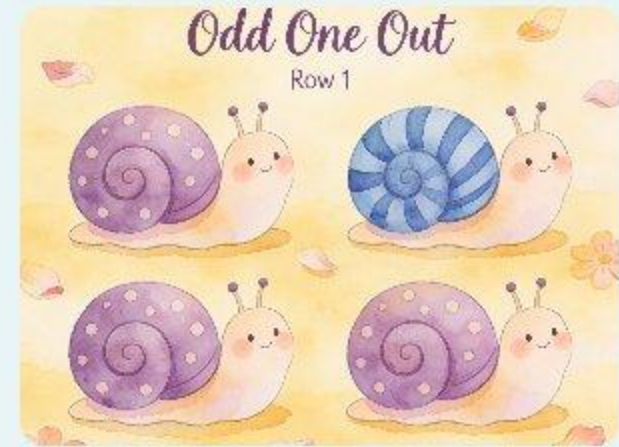
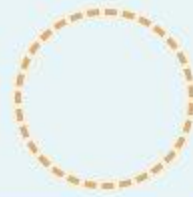
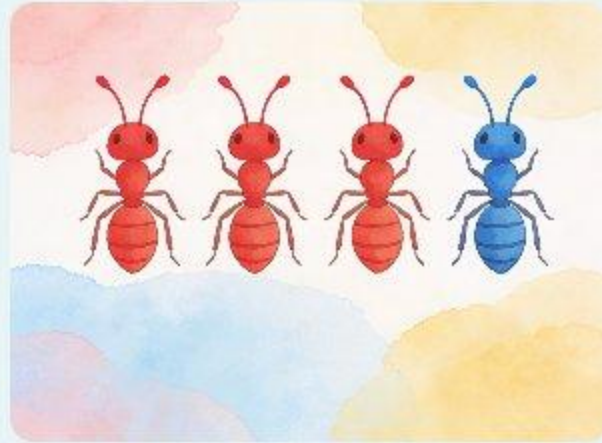
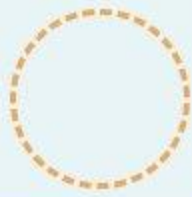
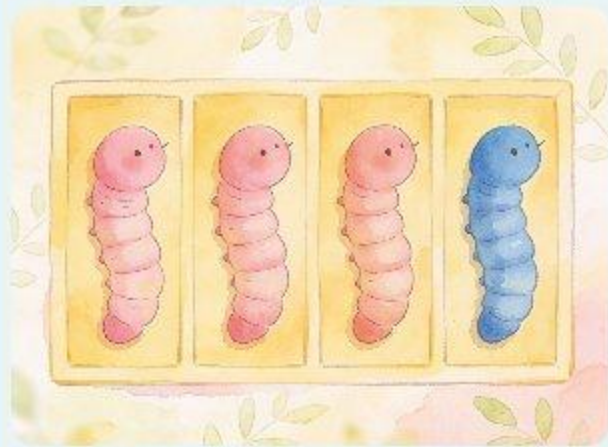
Find the Odd One Out!

IB PYP Key Concepts: FORM + CONNECTION — classification and inference

ROW 1 — WHICH ONE DOESN'T BELONG?

Teacher reads: One creature in this row doesn't belong with the others — circle the odd one out!

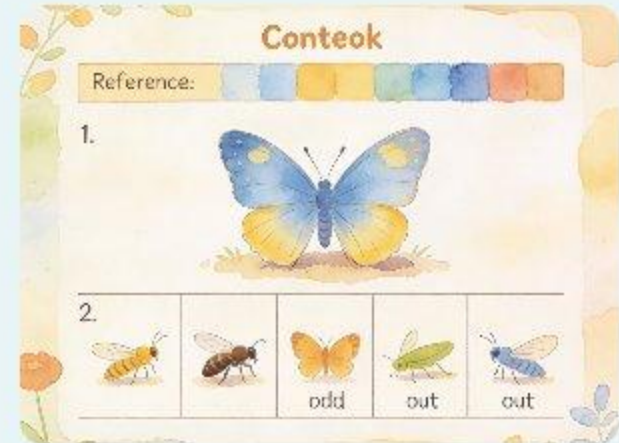
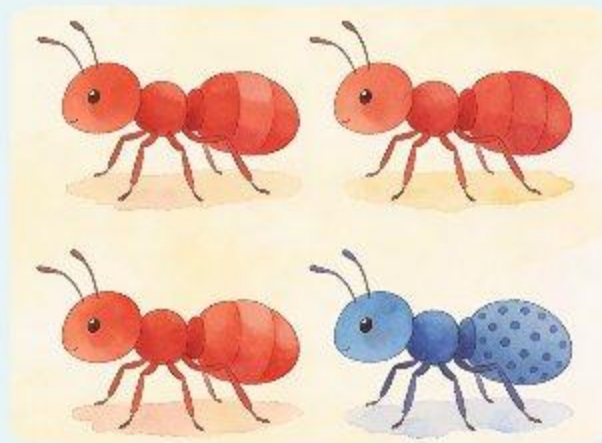
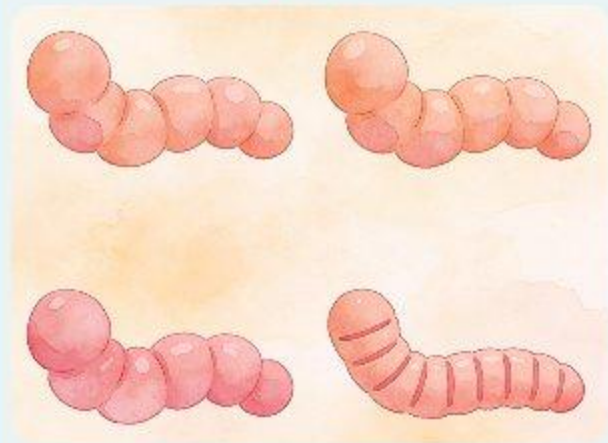
Think about LEGS



ROW 2 — WHICH ONE DOESN'T BELONG?

Teacher reads: One creature in this row doesn't belong with the others — circle the odd one out!

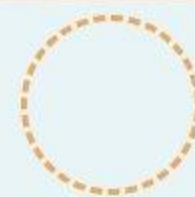
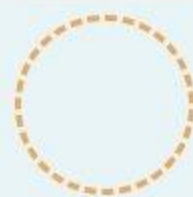
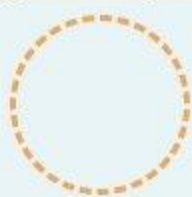
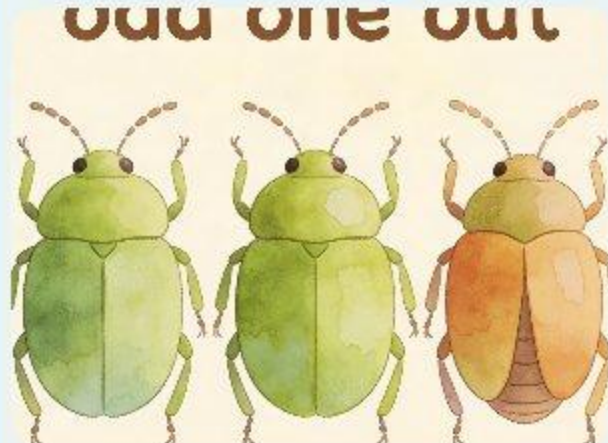
Think about HOME



ROW 3 — WHICH ONE DOESN'T BELONG?

Teacher reads: One creature in this row doesn't belong with the others — circle the odd one out!


Think about BODY SHAPE




What Did I Discover?

IB PYP Key Concept: REFLECTION — comparing beginning and ending thinking

REFLECTION 1 — WHAT I KNOW NOW

 **Teacher reads:** Look at what you drew on page 1 — now draw what you know lives underground!


No peeking at the pages — draw from what you REMEMBER! 

Before — my page 1 drawing

Look back at page 1 to see what you drew before!

Now — what I know!


REFLECTION 2 — MY FAVOURITE DISCOVERY

 **Teacher reads:** Which creature surprised you most? Circle it!

worm ant beetle centipede snail

 I was surprised because... (Teacher writes your words)

REFLECTION 3 — LEGS OR NO LEGS? WHICH GROUP HAD MORE?

 **Teacher reads:** How many legs creatures did we find? Draw them in the box. Then circle which group had MORE!

Try from memory! Draw the creatures you remember in each box. 

LEGS

leg

NO LEGS

—

 Circle the group that had MORE!

For Grown-Ups: What We Investigated Together

Teacher Notes

Key concepts covered in this workbook: habitat, classification by body feature, size comparison, counting and comparing groups, pattern-making, observational inference.

Key Vocabulary:

habitat creature legs underground soil segment burrow living root

Differentiation:

Support: Use the creature reference strip on page 3 as a scaffold throughout all activities. Allow children to refer back to previous pages freely. Use the colour-coding system to support identification.

Extension: Ask: 'How do you think the creature's legs help it live underground?' Encourage children to draw new creatures they find outside and add them to the workbook.

Slides connection: Pages 6-7 (habitat matching/drawing) connect to slides 13-18. Pages 8 and 12 (body part detective / odd one out) directly follow and deepen the creature-reveal slides.

Home-School Connection — Creature Spotter!

For families: Go outside together and see if you can spot any of these underground creatures in your garden, a pot plant, or a park. Help your child tick each one they find!











Draw what YOU found!

Teacher Observation Record

Quick formative record — circle one for each child or group.

Classifying

Child sorted creatures by leg feature:

- Independently
- With support
- Not yet

Counting

Child counted groups of 5+ with one-to-one correspondence:

- Independently
- With support
- Not yet

Representing

Child drew a creature with recognisable features:

- Independently
- With support
- Not yet

Notes / Next Steps:

