



Measure, present and reflect

6th Class

Print and cut along the dashed lines. These carry the **text a group reads** — a job to do, a brief to research, or notes to identify by. Check the lesson's teacher notes for how many sets each group needs and how they are used: some lessons hand out one card per group, others sort or sequence a full set.

Woodlouse

grey, many legs; scurries or rolls under logs and pots ^{Rs} ^{Rs}

Earthworm

long, soft, pink or brown; in soil ^{Rs} ^{Rs}

Snail

soft body with a spiral shell ^{Rs} ^{Rs}

Slug

soft body, no shell ^{Rs} ^{Rs}

Spider

eight legs; on webs, leaves or walls ^{Rs} ^{Rs}

Ant

small, six legs; often in lines ^{Rs} ^{Rs}

Beetle

hard wing cases, six legs ^{Rs} ^{Rs}

Ladybird

round beetle; often red with black spots ^{Rs} ^{Rs}

Caterpillar

soft body, many legs; on leaves ^{Rs} ^{Rs}

Millipede

long body, many pairs of legs; often curls when touched

Grass

long thin green blades ^{Rs} ^{Rs}

Daisy

white petals, yellow centre ^{Rs} ^{Rs}

Dandelion

bright yellow flower, jagged leaves ^{Rs} ^{Rs}

Clover

three round leaflets; pink or white flowers ^{Rs} ^{Rs}

Buttercup

shiny yellow petals ^{Rs} ^{Rs}

Plantain

leaves in a rosette; tall flower spike ^{Rs} ^{Rs}

Dock

large broad leaves ^{Rs} ^{Rs}

Nettle

toothed leaves (do not touch; stings) ^{Rs} ^{Rs}

Ivy

shiny climbing leaves ^{Rs} ^{Rs}

Bramble

thorny stems, lobed leaves ^{Rs} ^{Rs} During the re-survey Circulate within the single zone. Ask: "Are you counting in the same way as the audit?" "Is that a different kind, or another of the same?" "What are you seeing that you did not see before?"