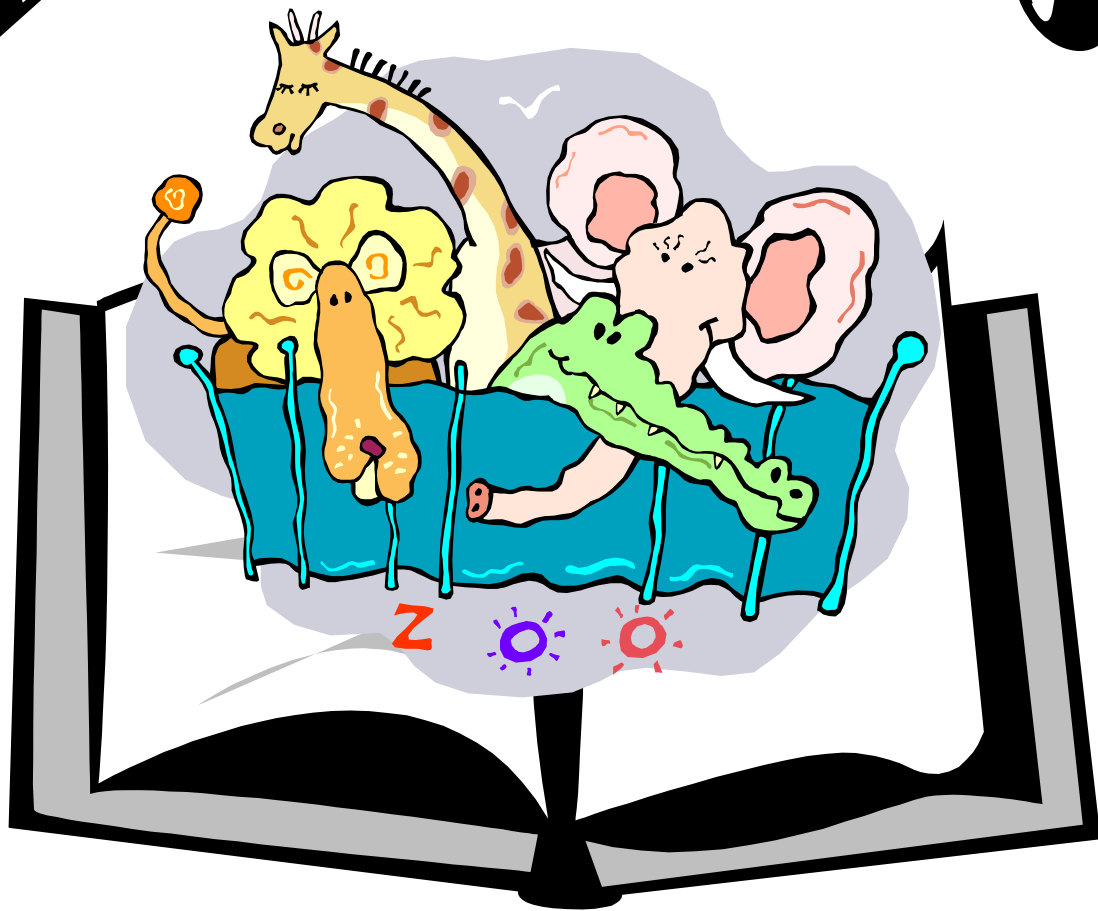


# ZOO BOOKS



**Teacher Workshop**

**Pittsburgh Zoo & PPG Aquarium**

# ZOO BOOKS

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- Little Penguin
- Who Is the Beast?
- How Giraffe Got Such a Long Neck and Why Rhino is So Grumpy
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## Suggested Reading List

There are thousands of wonderful books out there! These are some of our favorites.

Animals, Animals by Eric Carle    habitat/concept: poetry

Baby Bird by Joyce Dunbar    habitat/concept: North America

Bear Wants More by Karma Wilson    habitat/concept: bears in springtime

Bringing the Rain to Kapiti Plain by Verna Aardema    habitat/concept: African savanna

Chickens Aren't the Only Ones by Ruth Heller    habitat/concept: animals that lay eggs

Dear Zoo by Rod Campbell    habitat/concept: appropriate pets

Edward the Emu by Sheena Knowles    habitat/concept: zoo animals

An Extraordinary Egg by Leo Lionni    habitat/concept: amphibians and reptiles

A Frog in the Bog by Karma Wilson    habitat/concept: wetlands

A House for Hermit Crab by Eric Carle    habitat/concept: oceans

Good Night, Gorilla by Peggy Rathman    habitat/concept: diurnal/nocturnal animals

How Giraffe Got Such a Long Neck and Why Rhino is So Grumpy by Michael Rosen  
habitat/concept: African savanna

How to Hide a Meadow Frog by Ruth Heller    habitat/concept: camouflage

In the Tall, Tall Grass by Denise Fleming    habitat/concept: North America

In the Small, Small Pond by Denise Fleming    habitat/concept: ponds

Is Your Mama a Llama? by Steven Kellogg    habitat/concept: adaptations

Just the Way You Are by Marcus Pfister    habitat/concept: zoo animals

Little Penguin by Patrick Benson    habitat/concept: oceans/polar regions

One is a Snail Ten is a Crab by April Pulley Sayre and Jeff Sayre    habitat/concept: animal feet

One Leaf Fell by Toby Speed    habitat/concept: seasons

Play With Me by Marie Hall Ets    habitat/concept: how to act around wild animals

Polar Bear, Polar Bear, What do You Hear? by Eric Carle    habitat/concept: animal sounds

The Salamander Room by Anne Mazer    habitat/concept: habitats

Sam Who Never Forgets by Eve Rice    habitat/concept: what zookeepers do

The Seals on the Bus by Lenny Hort    habitat/concept: animal sounds

Snappy Little Colors by Kate Lee and Caroline Repchuk    habitat/concept: animal colors

Swimmy by Leo Lionni    habitat/concept: oceans

Verdi by Janell Cannon    habitat/concept: rainforests

The Very Hungry Caterpillar by Eric Carle    habitat/concept: metamorphosis

What Neat Feet! by Hana Machotka    habitat/concept: animal feet

When it Starts to Snow by Phillis Gershator    habitat/concept: seasons

When the Earth Wakes by Ani Rucki    habitat/concept: seasons

Who Hops? by Katie Davis    habitat/concept: animal movement

Who is the Beast? by Keith Baker    habitat/concept: rainforests

## Internet Resources

The Best Kid's Booksite - [thebestkidsbooksite.com](http://thebestkidsbooksite.com): interactive link to books, crafts, recipes and more!

Gayle's Preschool Rainbow - [www.preschoolrainbow.org](http://www.preschoolrainbow.org): amazing resource for preschool teachers! Thematic units, books, crafts and more!

Pratt's Educational Resources - <http://www.fastq.com/%7Ejbpratt/education/education.html>: TONS of links for themes, books, activities, you name it!

Reading Rainbow for teachers and parents - [gpn.unl.edu/rainbow/](http://gpn.unl.edu/rainbow/): amazing resource! Books, videos, themes, standards, activities and more.

Reading Rainbow for kids - [pbskids.org/readingrainbow/](http://pbskids.org/readingrainbow/): activities, book reviews, trivia, & fun!

Family Fun - [familyfun.go.com](http://familyfun.go.com): Tons of craft and recipe ideas!

ChildFun Family Website - [www.childfun.com](http://www.childfun.com): Links to themes, crafts, activities, etc. aimed at preschool age children

Party Games - [party-games.zaural.ru/party-games.html](http://party-games.zaural.ru/party-games.html): lots of fun games to play

Games Kids Play - [www.gameskidsplay.net](http://www.gameskidsplay.net): rules for dozens of traditional games

## Zoo Books Vocabulary

**Camouflage** - an organism's ability to hide or blend visually with its surroundings using color, pattern or shape.

**Carnivore** - an animal that eats other animals.

**Conservation** - the wise use of natural resources in order to insure continued availability to future generations.

**Diurnal** - refers to an animal that is mainly active during the daytime.

**Ecosystem** - refers to a description of all the components of a specified area, including the living organisms and the nonliving factors such as air, soil, and water and the interactions that exist between all these components.

**Forest** - an area with many trees and much underbrush.

**Habitat** - the place an animal lives. It provides the animal with shelter, food, water, and air/space.

**Herbivore** - an animal that eats only plants.

**Hibernation** - an extended period of sleep where an organism's metabolism is slowed to an extent that only essential life processes are at work.

**Nocturnal** - an animal that is mainly active during the night.

**Omnivore** - an animal that eats both plants and animals.

**Predator** - an animal that kills and eats other animals.

**Prehensile** - a body part that is able to grasp.

**Prey** - an animal that is hunted or killed for food.

**Rainforest** - an area of heavy rainfall, high humidity and thick vegetation found along the earth's equator.

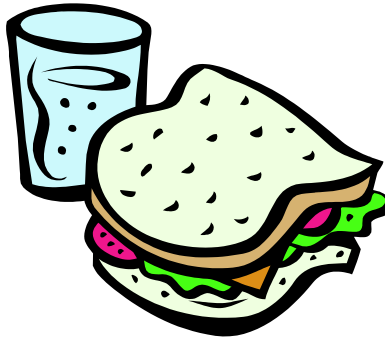
**Wetland** - a habitat such as a marsh, swamp or bog that produce huge volumes of food in the form of plants both alive and dead. These areas act like filters improving water quality and nurseries for a number of species.

# Zoo Books Picture Bank

Shelter



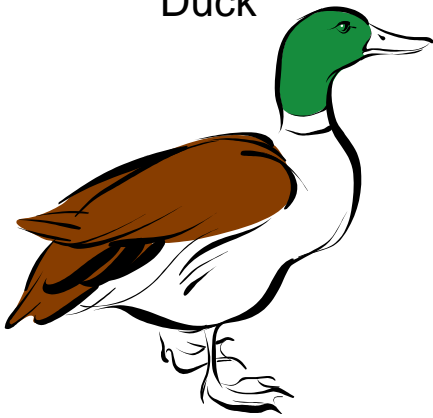
Food



Water



Duck



Owl



Bluejay



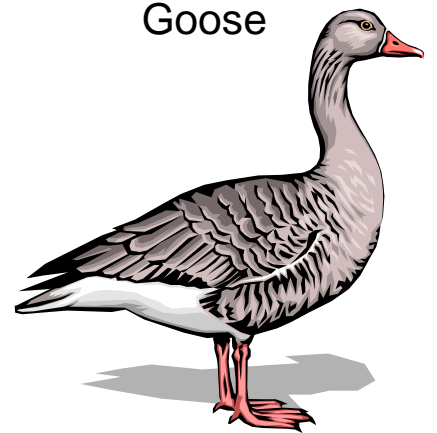
Chickadee



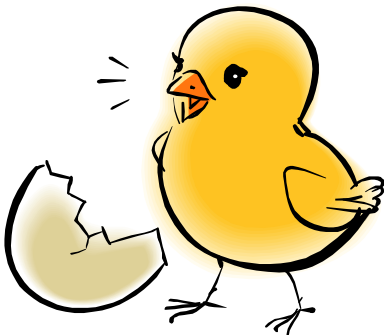
Cardinal



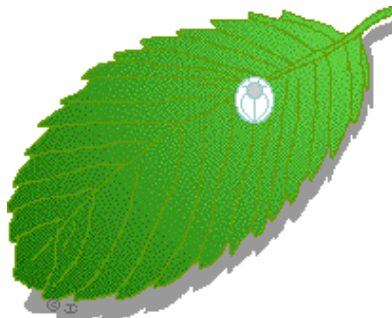
Goose



Chick



Egg



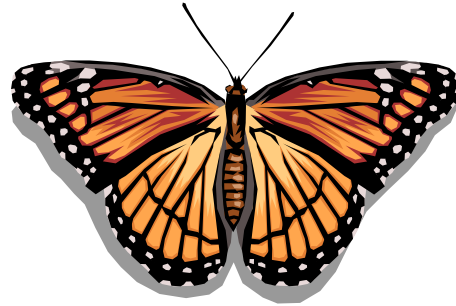
Caterpillar



Chrysalis



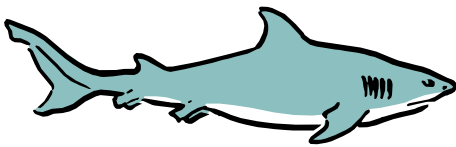
Butterfly



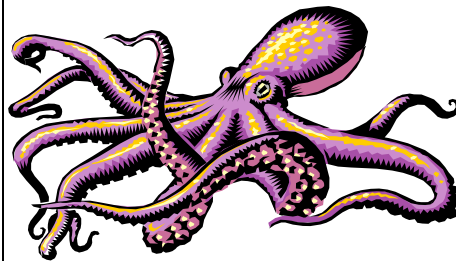
Penguin



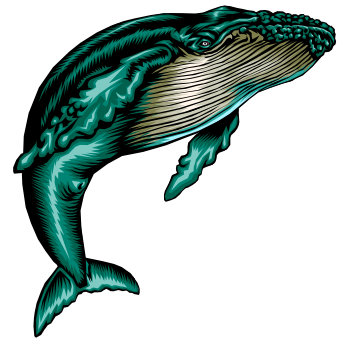
Shark



Octopus



Whale



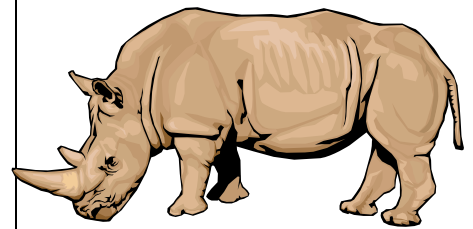
Lion



Giraffe



Rhinoceros



Zebra



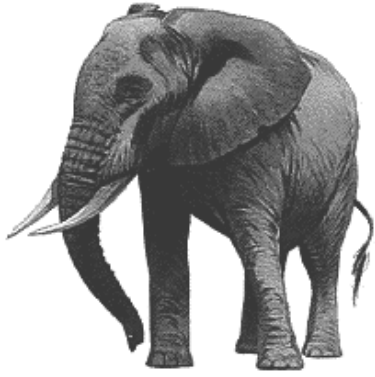
Monkey



Crocodile



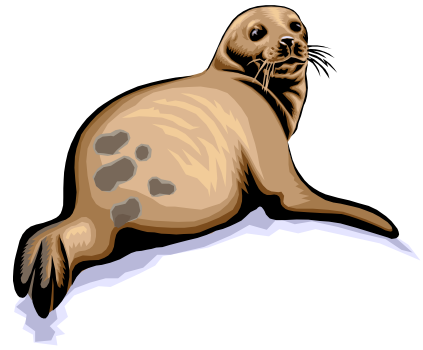
Elephant



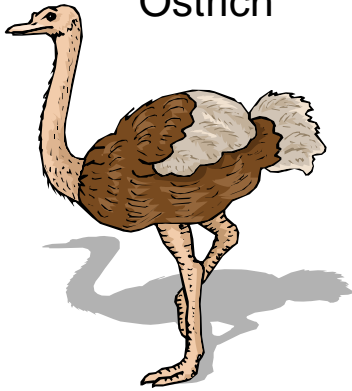
Bear



Seal



Ostrich



Tiger



Snake



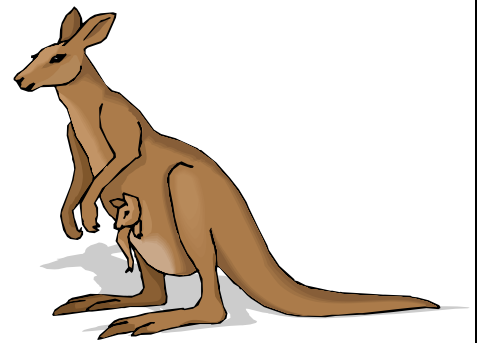
Frog



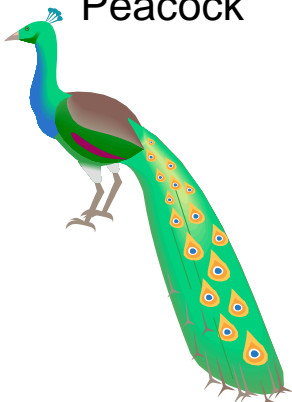
Macaw



Kangaroo



Peacock



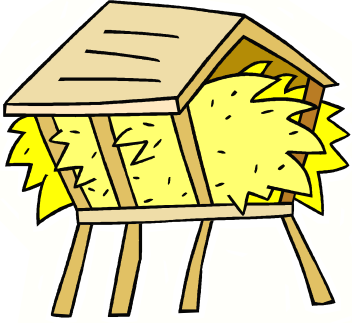
Fish



Meat



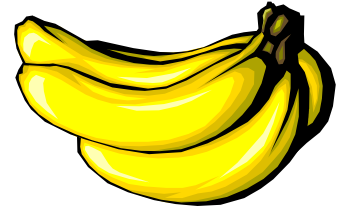
Hay



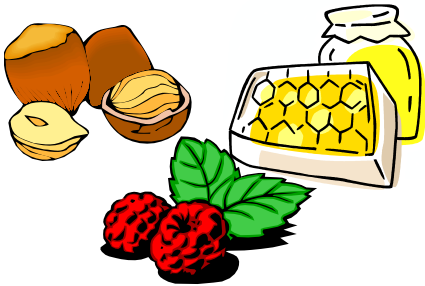
Oats



Bananas



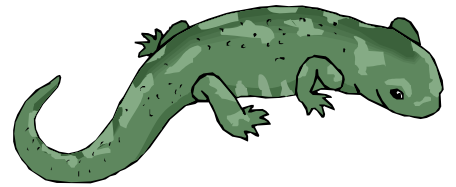
Nuts, Berries and Honey



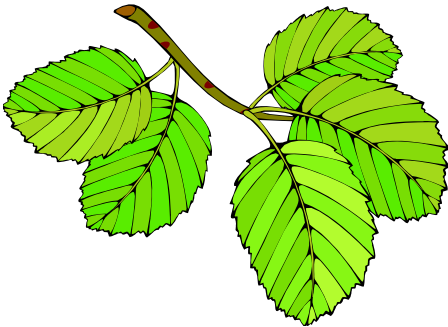
Fish



Salamander



Leaves



Africa



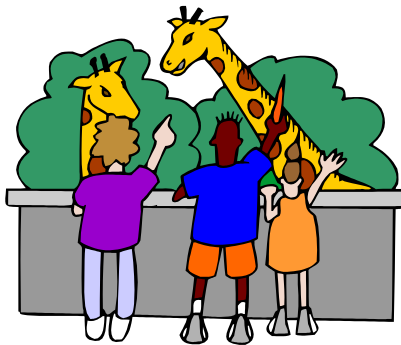
Zookeeper



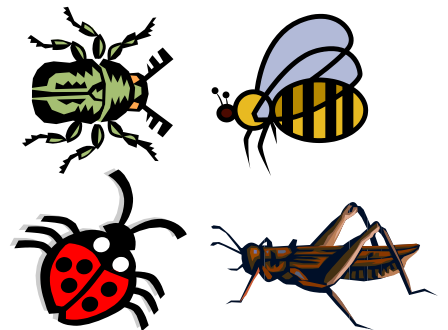
Grass



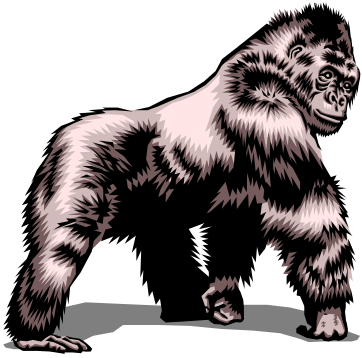
Zoo



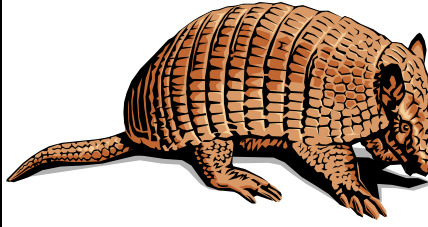
Insects



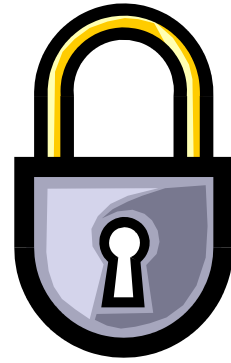
Gorilla



Armadillo



Lock



Mouse



Key



Hyena



# The Salamander Room by Anne Mazer

## **Habitat/ Concept:** Habitat Requirements

All living things have needs for survival. These include food, water, shelter, air, and space in the proper amount and the proper arrangement. They get these things from their habitat. For example, a humpback whale lives in the deep waters of the open ocean. Shallow waters do not provide enough space for its large size (up to 50 feet). The water keeps it from drying out, and allows it to grow to such a great size (if it lived on land, it would be crushed under the weight of its own body). It breathes air with lungs, coming to the surface to breathe. It eats tiny shrimp-like animals called krill, which are abundant.

**Lesson:** You Get What You Need

**Content Area:** Science

**Skills:** listening, grouping, fine motor

### Objectives:

TSW define habitat.

TSW identify 4 habitat requirements.

TSW identify ways those needs may be met.

TSW compare their needs to those of another animal.

**Materials:** The Salamander Room, old magazines, scissors, 2 large sheets of paper, glue, marker

### Procedures:

#### *Anticipatory Set:*

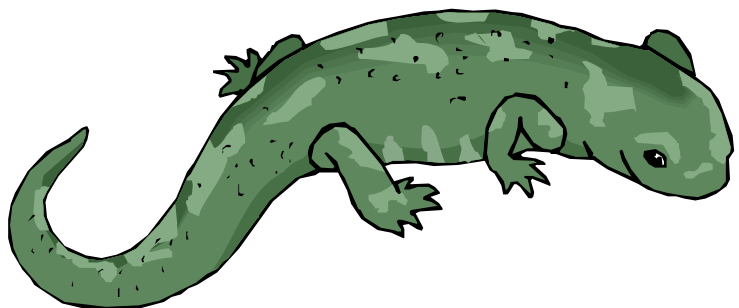
Read the story. What did the little boy want to do? (have the salamander as a pet) Was his room a good place for the salamander to live? (no) Why not? (he didn't have the things the salamander needed in his room). Everyone needs a place to live. We call that a habitat.

#### *Development of Lesson:*

1. Identify habitat requirements: What are some things you need to live? Food, water, shelter, and space – the right kind and the right amount. (May also include air) Do you have these at your house? Yes – your house is your habitat.
2. Identify the way these requirements are met: Do animals need these things, too? Yes! They get these things from their habitats, too. Do they get them the same way? Would a salamander open the refrigerator and get a snack? No! How did the salamander in the story get its food? (caught bugs)
3. Continue for water, shelter, and space, asking how their requirement is met, and how the salamander's need was met.

#### *Summary:*

Write "I Need" at the top of one sheet of paper. Draw a large circle underneath, and divide it in 4 sections. Review the 4 habitat requirements and write one beside each section of the circle. Look through the old magazines to find pictures of ways the habitat requirements can be met. Make a collage of the student's needs. Write "A \_\_\_ Needs" at the top of the other sheet, and repeat for an animal they choose. Discuss the similarities and differences.



**Craft: Recycled Bug Guestroom**

Materials: clean 2-liter soda pop bottles (1 per student), shredded paper (a few strips per student), cotton balls (1 per student), raisins (1 per student), 3"x3" squares fine mesh nylon netting (1 per student), rubber bands (1 per student), insect stickers, scissors or box cutter (to prepare bottles), small, harmless insects (ladybugs, crickets, grasshoppers, ants, etc.)

Directions:

1. Soak the raisins in water until they are softened (about 10 – 15 minutes).
2. Cut around the bottom of the 2-liter bottle (there is a seam that makes a good guide). Invert the bottom (bumps up) and fit it snugly into the upper portion of the bottle. This is the bug's shelter.
3. Put in the shredded paper. This is the bug's "furniture."
4. Moisten the cotton ball. Squeeze out any excess water. Put it in the bottle. This is the bug's water source.
5. Put the raisin in the bottle. This is the bug's food.
6. Decorate the outside of the bottle with stickers.
7. Put in the insect. Catch them yourself outside or order them. Ladybugs and other beneficial insects may be ordered from [www.planetnatural.com](http://www.planetnatural.com) and [www.bugological.com](http://www.bugological.com). Cover the top with the mesh and secure with the rubber band.
8. Watch your bug friend in its home for the rest of the afternoon! Be sure to release your guests after no more than 24 hours.

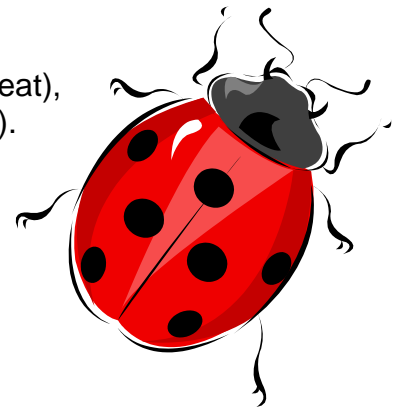
**Song: I Need A Habitat**

I need a habitat: shelter (make a roof with your hands), food (pretend to eat),  
water (make wave motions with your hands) and air (spread hands wide).

I need a habitat: shelter, food, water, and air.

I need a habitat: shelter, food, water, and air.

I need a habitat (clap, clap) and all of that! (hold hands out)



Repeat, using just the motion in place of "shelter."

Repeat for each habitat requirement until only motions are used

**Recipe: Salamander Slime**

Salamanders, like most other amphibians, have a slime coat to help keep their skin from drying out. See what it would be like if YOU had a slime coat, too!

Ingredients: ½ cup water, 3 envelopes unflavored gelatin, corn syrup

Directions:

1. Heat the water until it just boils. Remove from heat.
2. Sprinkle in the gelatin. Let it soften for a few minutes, and stir it with a fork.
3. Add enough corn syrup to make 1 cup of thick glop.
4. Stir again with the fork and lift out the long strands of gunk.
5. As this cools, you may need to add more water, a little at a time.
6. Explore this slime on a washable surface, or on cookie sheets.

*\*Note: This is best as a tactile experience. It is edible, however.*

### **Creative/Active Play: Home Sweet Home**

1. Explain that there are 4 things that every animal needs in their habitat – food, water, space (the right amount in the right places), and shelter. This game helps show the importance of these things.
2. Play in a large open area. Establish 2 lines, about 20 feet apart.
3. Count off by 4's. Have the 1's stand on one line. They are the animals. Have everyone else stand on the other line. They are the habitat.
4. Have the two groups face away from each other. Each player should select a habitat requirement: shelter (make a roof with your hands above your head), food (hold stomach), or water (hold hands over mouth). You may wish to make cards with pictures of a house (shelter), food, or water to keep them from switching signs.
5. The two groups turn to face each other, and the animals run to a person with a matching requirement. **NO SWITCHING SIGNS!!!!**
6. If the animal finds what they need, they survive and reproduce, taking their match with them to become an animal.
7. If the animal does not find what they need, they do not survive and become part of the habitat.
8. Play this several times. You may wish to keep track of the size of the animal population, or even make a simple graph (with older students).
9. Variation (older students): Introduce limiting factors. Limiting factors are things that occur in the habitat that restrict the size of the population. Introduce one limiting factor at a time, after several rounds of play. Allow a few rounds in between for recovery. Give these special instructions to the habitat:
  - a. Fire: no one may be shelter
  - b. Flood: no one may be food.
  - c. Drought: no one may be water
  - d. Long drought (2 rounds in a row): no one may be water or food.
  - e. Multiple disasters: select one or two of the factors without any recovery time in between.
10. Talk about what happened when the population size changed. Did everyone find what they needed? Why do you think that was? If you chose to include limiting factors, talk about what happened when there was a drought, fire, etc.



# The Very Hungry Caterpillar by Eric Carle

## **Habitat/Concept:** Metamorphosis

Some animals go through distinct stages as they grow, during which they look radically different from the stage before. This is known as metamorphosis. This “overall change” commonly happens to amphibians and insects. Many insects go through four stages: the egg, larva, pupa, and adult. The eggs are produced by the adult, and hatch out as larvae. In the case of a butterfly, the larva is known as a caterpillar. Caterpillars must grow to many times their original size, so must eat huge amounts of food. When they have reached the proper size and have stored enough food, they form a protective covering around themselves, called a chrysalis (cocoon is commonly used, but technically only moths form cocoons). This pupa stage is a time of rest and transformation. Exactly what happens inside the chrysalis is still very much a mystery, but it is during this time that the caterpillar becomes the butterfly. After a period of time (usually about 2 weeks), the adult butterfly breaks free of the chrysalis.

**Lesson:** Presto Change-o!      **Content Area:** Science, Math

**Skills:** listening, matching, sequencing

### Objectives:

TSW identify the life stages of a butterfly.

TSW put the life stages in chronological order.

TSW make a life stage book.

**Materials:** The Very Hungry Caterpillar, life stage cards, life stage books

### Procedures:

#### *Before You Start:*

Copy the life stage pictures. Glue them to index cards or pieces of construction paper. You may wish to laminate them for durability. Make 2 sets per cooperative group for younger students, and 5 – 8 sets per cooperative group for older students. You may also wish to make one large set for your use.

#### *Anticipatory Set:*

Read the story. What animal was the story about? What happened to it during the story? How did it change? When a caterpillar makes a big change into a butterfly, it is called metamorphosis.

#### *Development of Lesson:*

1. There are four stages in the life of a caterpillar: egg, caterpillar (larva), chrysalis/cocoon (pupa), and butterfly (adult). Use the story to put these in sequence. Show the matching card for each life stage.
2. Discuss what happens in each stage. How did the caterpillar start life? (egg) What did it do as a caterpillar? (eat) What did it do inside the cocoon? (change) What came out? (butterfly)
3. Divide the class into cooperative groups. Distribute life stage cards to each group.
4. Younger students may play concentration with the cards. When a match is made, they say “Presto change-o!” When all matches have been made, put the cards in chronological order.
5. Older students may play “Presto Change-o”. The cards are shuffled, and each student gets 5 cards. Any extra cards stay face down in a pile. The first player may play either an adult or an egg card. The second player must play the next life stage, and so on around the group (adult, egg, larva, pupa, adult, etc.). If a player does not have the needed card, they draw one from the pile. When the last card in a player’s hand is laid down, they call out “Presto change-o!” Play until all the cards are played.

#### *Summary:*

Give the students a set of life stage pictures. Cut long strips of paper and accordion fold them into a book with 5 sections (one for each stage, plus a title page). Glue the pictures in the book in chronological order. Color the pictures and share them!

### Extensions:

Dramatize the story! Make a caterpillar puppet: sew google eyes to a green sock, then sew chenille bumps on top for antennae. Make food from the story from tagboard or fun foam. Cut a hole in the middle for the caterpillar to “eat” through. Distribute the pieces to the students to bring up as the story is told. Roll up the puppet to make its cocoon, and bring out a butterfly puppet at the end.

### **Craft:** Caterpillar Clip

Materials: Clothespin (clip type) (1 per student), self-adhesive magnet strip (1 per student), tiny google eyes (2 per student), small pompoms (4 – 7 per student, depending on size), floral centers (1 per student), glue

#### Directions:

1. Peel and stick the magnet strip to the underside of the clip.
2. Glue the pompoms in a line to make the caterpillar’s body.
3. Glue the eyes on one end to make the head.
4. Fold the floral center in half and glue between the head and the next pompom.
5. Stick it to the refrigerator to hold your artwork!

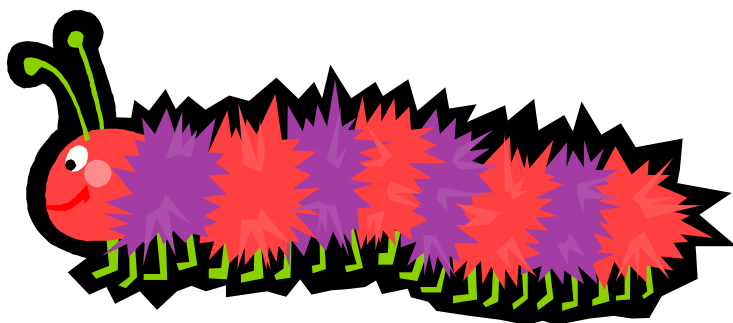
### **Song:** The Caterpillar (sung to “Skip to My Lou”)

Caterpillar, oh so fuzzy	(wiggle fingers like legs)
Caterpillar, oh so fuzzy	(wiggle fingers like legs)
Caterpillar, oh so fuzzy	(wiggle fingers like legs)
Eating green leaves today	(pretend to eat)

Caterpillar’s making a chrysalis	(roll hands in a circle)
Caterpillar’s making a chrysalis	(roll hands in a circle)
Caterpillar’s making a chrysalis	(roll hands in a circle)
Now she is sleeping.	(pretend to sleep)

Caterpillar’s waking up	(stretch)
Caterpillar’s waking up	(stretch)
Caterpillar’s waking up	(stretch)
Out of her chrysalis she comes	(pretend to peek out)

Caterpillar’s grown some wings	(flap arms like wings)
Caterpillar’s grown some wings	(flap arms like wings)
Caterpillar’s grown some wings	(flap arms like wings)
Now she’s a butterfly	(hook thumbs and flap hands)



**Recipe: Gumdrop Butterfly**

Ingredients: gumdrops (1 per student), fruit flavored mini-marshmallows (5 per student), orange candy slices cut in half (2 pieces per student), licorice whips cut in 1" pieces (2 per student), toothpicks (2 per student)

Directions:

Make the caterpillar:

1. Carefully push the toothpick through the marshmallows. This is the body.
2. Push the gumdrop on the end. This is the head.
3. Make small holes in the gumdrop with the other toothpick. Push the licorice into the holes. These are the antennae.

Make the butterfly:

1. Carefully push the other toothpick through the center marshmallow.
2. Push the orange candy slices onto the toothpick, one on each side. These are the wings.
3. Pretend to be a hungry spider and gobble up the butterfly!

*\*Note: A healthier version may be made using red and green grapes (body & head), apple slices (wings), and pretzel twigs (antennae). Use additional pretzel twigs or bamboo skewers in place of the toothpicks.*

**Creative/Active Play:** Caterpillar, Chrysalis, Butterfly! (or Larva, Pupa, Adult!)

1. Play in an open area.
2. Have the students move around the area freely.
3. When you call "caterpillar," the students crawl.
4. When you call "chrysalis," the students stop, bend over and grab their ankles.
5. When you call "butterfly," the students flap their arms while walking or running.
6. If anyone does not do the correct movement, they become eggs. They must sit out until they hatch (the next time "caterpillar" is called). The stages of metamorphosis do not have to be called in order, but you may wish to in order to reinforce the life cycle.
7. Variation: include the "egg" stage. Have students curl in a tight ball and hug their knees.



# Good Night, Gorilla by Peggy Rathman

## **Habitat/Concept:** Nocturnal/Diurnal Animals

Not every animal follows the same schedule we do. Some are active during the day, like we are. They are diurnal. Gorillas forage for food in the jungle during the day, nap during the afternoon, and sleep in a bed they make of leaves at night. They sleep about as much as they are awake. Elephants sleep about 4 hours a night. They like to lie down in grassy or dusty places. Giraffes usually sleep standing up, and only for 1 – 15 minutes! If they do lie down, it's not for more than 20 minutes. Some animals are active at night, or nocturnal. Lions use their great night-vision to hunt at night. Hyenas also look for food at night. They are not picky and will eat just about anything. They are often very noisy, making it difficult for people living nearby to sleep. Armadillos sleep about 20 hours a day! They only come out for a short time at night to feed. These different schedules help animals to survive by avoiding predators, maximizing hunting or camouflage advantages, and reducing competition for resources.

**Lesson:** Animal Bedtimes      **Content Area:** Science

**Skills:** listening, recall, matching, color recognition

### Objectives:

TSW identify three animals that go to bed at night.

TSW identify three animals that go to bed during the day.

TSW match the animal to its bedtime color.

**Materials:** Good Night, Gorilla, zookeeper key rings, animal stickers

### Procedures:

#### *Before You Start:*

Make the zookeeper key rings, one for each child: Trace and cut 3 dark blue keys and 3 yellow keys from tag board or heavy paper. Put them on plastic shower curtain rings. Laminate them for durability, if desired. To make your own stickers, use the picture bank to copy the animals from the story onto sticker paper.

#### *Anticipatory Set:*

Read the story. Why was the zookeeper's wife surprised? Would you have been surprised? What did she do? Why did she do that? The animals went back because it was bedtime for the zookeeper and his wife. Do animals have bedtimes? Yes, they do! Not all of them go to bed when we do, though.

#### *Development of Lesson:*

1. When do we go to bed? Is it dark or light outside? Why do you think we sleep at night?
2. Talk about the animals from the story that go to bed at the same time we do (gorilla, elephant, giraffe). These animals are diurnal. They are awake during the day and sleep at night.
3. Talk about the animals from the story that go to bed during the day (lion, hyena, armadillo). These animals are nocturnal. They are awake at night and sleep during the day. A few people sleep during the day, too. Doctors and nurses, firefighters, policemen, truck drivers, etc. work at night. Do you think that would be hard to do?
4. Hold up the pictures of the animals from the story. Ask the students to recall if they are nocturnal or diurnal.
5. Give each student a zookeeper key ring and animal stickers. Have them put the stickers of nocturnal animals on the blue keys. Have them put the stickers of diurnal animals on the yellow keys.

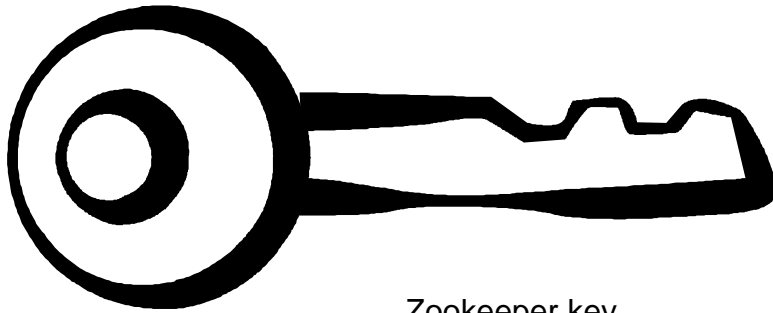
#### *Summary:*

Check their answers. Discuss any mistakes. Would they rather be busy during the day or at night? Why or why not?



Extensions:

Bring in an assortment of stuffed animals. Have the students sort them by bedtime (day or night).



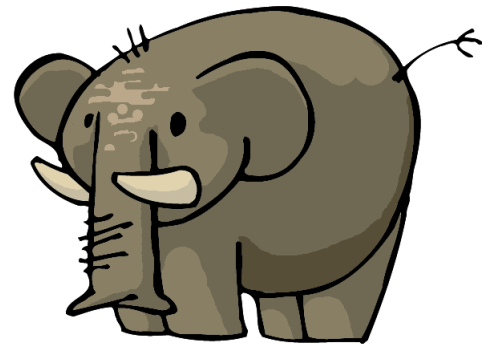
Zookeeper key

**Song:** Night and Day (sung to "London Bridge")

The gorilla likes to beat his chest,  
Beat his chest, beat his chest  
The gorilla likes to beat his chest,  
All through the day



The elephant likes to swing her trunk,  
Swing her trunk, swing her trunk  
The elephant likes to swing her trunk,  
All through the day



The lion likes to loudly roar,  
Loudly roar, loudly roar  
The lion like to loudly roar  
All through the night



The giraffe likes to reach real high  
Reach real high, reach real high  
The giraffe likes to reach real high  
All through the day

The hyena likes to look for food  
Look for food, look for food  
The hyena likes to look for food  
All through the night

The armadillo sleeps and hides  
Sleeps and hides, sleeps and hides  
The armadillo sleeps and hides  
All through the day

**Craft:** Gorilla Fur Handprints

Materials: black construction paper, white crayons or chalk, scissors, gorilla poster, tape or glue

1. Make a gorilla poster: Draw or use an overhead projector to trace a simple picture of a gorilla onto a large sheet of paper. It should be approximately child-sized.
2. Have the students trace their hands on the black paper.
3. Cut the handprints out and write the students' names on their handprints.
4. Tape or glue the handprints on the picture of the gorilla to make fur!
5. Use the poster to decorate your classroom.

**Recipe: Gorilla Pops**

Ingredients: 8 – 10 wooden skewers, 4 – 5 bananas,  $\frac{3}{4}$  c peanut butter,  $\frac{1}{2}$  c butterscotch or chocolate chips, 2T vegetable oil, crushed cereal

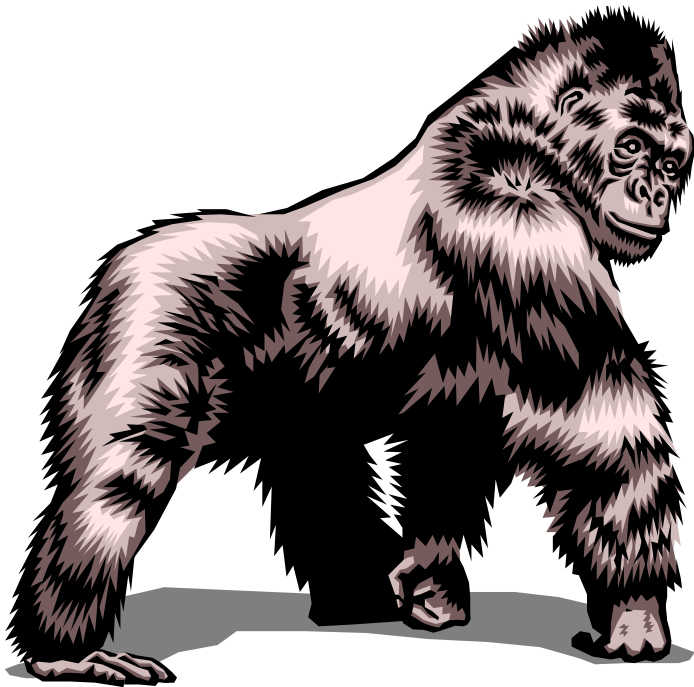
**Directions:**

1. Peel the bananas and cut them in half. Insert a skewer into each half.
2. Melt the peanut butter, chips, and oil. Pour into a tall glass.
3. Dip the banana halves.
4. Roll in crushed cereal and place on cookie sheets covered with waxed paper.
5. Freeze and enjoy!

**Creative/Active Play: Gorilla Races**

Materials: none

1. Gorillas do not walk on just their legs like we do. They stand on their legs and lean on their knuckles as they go. This is called “knuckle walking.” This is easy for them because their arms are much longer than ours are. We will be walking like a gorilla for this race!
2. Divide the class into two teams.
3. Establish a start and finish line.
4. At your signal, the students knuckle walk to the finish line and sit down.
5. The first group to have all its members across the finish line and sitting down wins.



# Sam Who Never Forgets by Eve Rice

## **Habitat/Concept:** Zookeeper's Job

Zookeepers have many responsibilities. They feed their animals daily or weekly, and monitor how much food the animals are eating, prepare diets, and clean the exhibit and bedroom areas of the animals. They also medicate any sick animals, restrain animals for vet procedures, and work closely with the vet staff and other departments to keep their animals healthy and their exhibits safe. To help them do this, zookeepers also train their animals. To better care for their animals, they can train animals to move from one area to another, and to allow them to give treatments or medications. This lets them have better control over their animals, and is fun and interactive for the animals. They are often asked to interact with the public, too, to help educate them about the animals they care for. Zookeepers usually have degrees in biology or a related field, and **lots** of experience working with animals. Being a zookeeper is hard work, but they think it's all worth it to care for the amazing animals that share our planet.

**Lesson:** What's for Dinner?

**Content Area:** Science

**Skills:** listening, matching

**Objectives:**

TSW describe a zookeeper's job.

TSW identify what animals from the story eat.

TSW match the animal to its food.

**Materials:** Sam Who Never Forgets, animal and food cards

**Procedures:**

*Before You Start:*

Make the animal and food cards, one set for each cooperative group. Using the picture bank, copy the animals from the story and their food. Matches are: lion/meat, monkey/banana, giraffe/leaves, bear/berries, nuts and honey, elephant/hay, zebra/oats, seal/fish, crocodile/fish, ostrich/grass. Mount them on construction paper or index cards. Laminate them for durability, if desired.

*Anticipatory Set:*

Read the story. Who was Sam? What kinds of things did he do? Zookeepers have an important job. They take care of the animals.

*Development of Lesson:*

6. Talk about some of the other things zookeepers do, such as clean up after the animals, feed them, make sure they are healthy.
7. Sam had to feed his animals. Is it important that they get the right kind of food? Why? Would a lion eat hay? Would a giraffe eat fish?
8. Hold up the pictures of the animals from the story. Ask the students to recall what the animals like to eat. Put the food card next to the animal's picture as they do.
9. Divide the students into cooperative groups. You may wish to do this as a class with the youngest students. Explain that they are now going to be zookeepers. They have to find the right food for their animals.
10. Give each group a set of cards. Spread them out, face down. Select one student to go first.
11. Turn over two cards, one at a time. If they are an animal/food match, pick them up. If not, turn them face down again. It is now the next player's turn.
12. Continue until all matches are made.

*Summary:*

Discuss what they learned about being a zookeeper. Would they like to be a zookeeper when they grow up? Why or why not?



Extensions:

Make the zookeeper vests. Bring in items that a zookeeper might use such as a leash, brush, pet harness, food dishes, broom, bird and other pet toys, pet carriers, etc. Provide stuffed animals and play food and allow them to role-play being zookeepers.

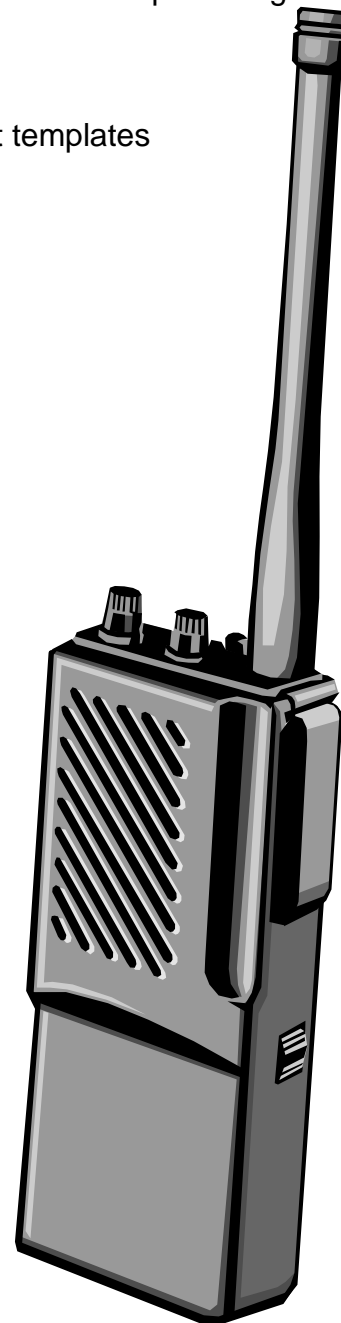
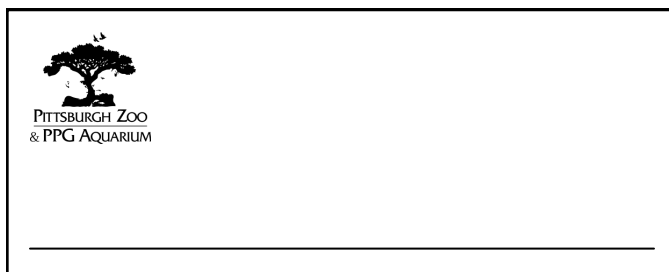
**Craft:** Zookeeper Vest

Materials: large paper grocery bags, zookeeper badge, nametag, radio, animal pictures from magazines and/or picture bank, scissors, glue

Directions:

1. Cut the bag up the center. Cut a neckline from the front and bottom of the bag.
2. Cut arm holes from the sides of the bag, near the bag bottom.
3. Glue on the radio, zookeeper badge and nametag. Write your name on the nametag.
4. Cut out pictures of animals that you would take care of as a zookeeper and glue them to the vest.
5. Put on your vest and pretend to be a zookeeper!

Zookeeper Vest templates



**Song:** In the Zoo (sung to “The Farmer in the Dell”)

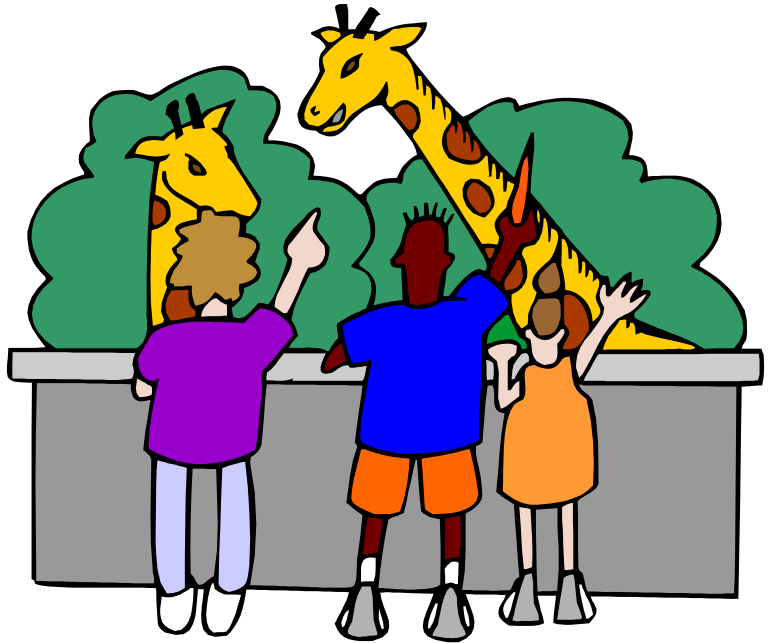
The monkeys in the zoo,  
The monkeys in the zoo,  
They bend their knees and swing from trees,  
The monkeys in the zoo.

The zebras in the zoo,  
The zebras in the zoo,  
They look so right in black and white  
They zebras in the zoo.

The seals in the zoo,  
The seals in the zoo,  
They splash and swim and dive right in,  
The seals in the zoo.

The lions in the zoo,  
The lions in the zoo,  
They roar and roar and roar some more,  
The lions in the zoo.

The children at the zoo,  
The children at the zoo,  
They have such fun till the day is done,  
The children at the zoo.



**Recipe:** Sam’s Haystacks

Ingredients: 2 c. chow mein noodles, 1 c. butterscotch chips, 1T butter

**Directions:**

1. Put the chips in a microwave-safe bowl. Heat on HIGH for 45 seconds. Stir. Heat for an additional 30 seconds, if needed. Stir. Repeat until melted and smooth.
2. Add the butter. Stir until melted and smooth.
3. Add the chow mein noodles. Stir until evenly coated.
4. Spoon in small heaps on waxed paper. Refrigerate until firm.
5. Enjoy your haystacks!

**Creative/Active Play:** Zookeeper, Zookeeper

Materials: stuffed animal (such as a monkey)

1. Sit in a circle.
2. Select one student to be the zookeeper. The zookeeper moves to the center of the circle and hides his/her eyes.
3. The students pass the stuffed animal around the circle.
4. When the leader gives a signal, the students in the circle should all put their hands behind their back, hiding the stuffed animal.
5. The leader says “Zookeeper, Zookeeper, where is your monkey (stuffed animal)?” The zookeeper opens his or her eyes and tries to guess which student in the circle has the stuffed animal. Encourage the students in the circle to keep it a secret and not give any hints. Allow the zookeeper several guesses (3 is usually a good number).
6. The person with the stuffed animal becomes the next zookeeper.

# Animals, Animals by Eric Carle

## **Habitat/Concept:** Poetry and Creative Expression

Poetry is a wonderful way for students to tap into their creativity. It allows them to “break the rules” of sentence structure found in prose to express themselves in new and different ways. Instead of focusing on a sequence of events that tell a story, they can use poetry to paint a word picture. It is also a great way to teach the parts of speech, since they often call for specific kinds of words. There are many simple forms that can be used, several of which are included in the lesson. Have fun exploring the wonderful world of expressive language!

**Lesson:** Animal Poems    **Content Area:** Language Arts

**Skills:** listening, verbal, language arts

### Objectives:

TSW describe physical characteristics of animals.

TSW describe where animals live and/or how they move.

TSW create a poem about animals and their characteristics.

**Materials:** Sample poem, paper, crayons or markers

### Procedures:

#### *Anticipatory Set:*

Read a few selections from the book. What kind of writing is this? It is a poem. Poems are special ways to say what you think or feel about something.

#### *Development of Lesson:*

1. Select one of the following poem forms and copy it on the board:

### Zoo Chant

What do you see at the Zoo?

I see a(n) \_\_\_\_ at the Zoo.

What else do you see at the Zoo?

I see a(n) \_\_\_\_ and he's looking at me!

What do you see at the Zoo?

I see a lion at the Zoo.

What else do you see at the Zoo?

I see a rhino and he's looking at me!



### What and Where Poem

#### Title

(Noun) here, (noun) there,  
(Noun), (noun) everywhere!

Adjective noun participle

Adjective noun participle

Adjective noun participle

Adjective noun participle

Noun prepositional phrase

Noun prepositional phrase

Noun prepositional phrase

Noun prepositional phrase

Noun, Noun, Noun!

#### Monkeys

Monkeys here, monkeys there,  
Monkeys, monkeys everywhere!

Noisy monkeys chattering,

Furry monkeys climbing,

Big monkeys eating,

Little monkeys jumping.

Monkeys in the jungle,

Monkeys in the zoo,

Monkeys in the treetops,

Monkeys on the vines.

Monkeys, monkeys, monkeys!

### Add-on poem

Noun  
Adjective noun  
Adjective adjective noun  
Adjective adjective adjective noun

Fish  
Scaly fish  
Six scaly fish  
Six slippery scaly fish

### Diamante

Noun  
Adjective, adjective  
Participle, participle, participle  
Four word prepositional phrase  
Participle, participle, participle  
Adjective, adjective  
Noun (synonym to subject)

elephant  
huge, powerful  
walking, swimming, trumpeting  
across the African savanna  
charging, standing, eating  
beautiful, regal  
giant

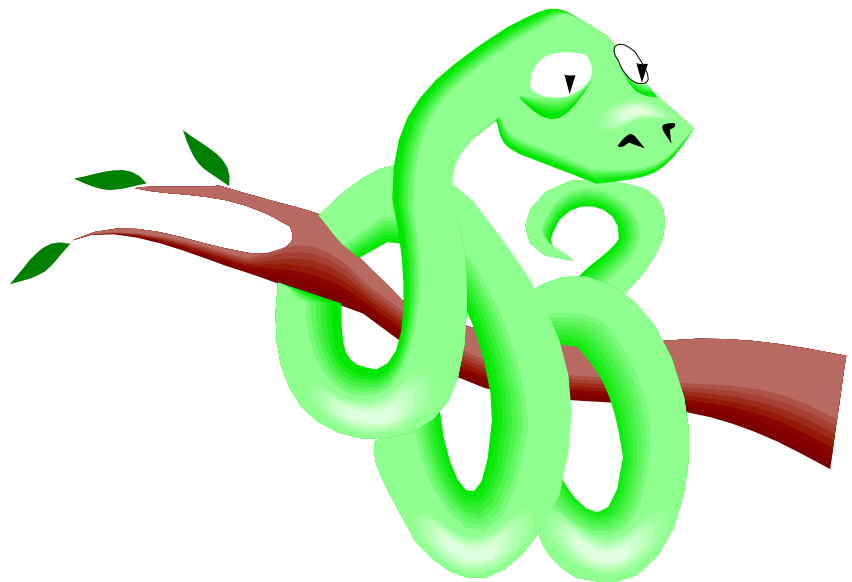
2. Read the poem aloud to the students. Have older students identify the parts of speech used. Write the “recipe” on the board for younger students or use one of the poem fill-in sheets.
3. Brainstorm a list of Zoo animals. Depending on the poem style selected, come up with words to describe where they live, how they move, or what they look like. Write these words next to the animals’ names.
4. Have the students select an animal and write their poem. You may wish to present all three styles to older students and allow them to choose for themselves. For the youngest students, write the poem as a class.
5. Have the students illustrate their poem.

### *Summary:*

Share your poems as a class.

### Extensions:

- Publish your poems as a class collection. Bind them together and design a cover.
- Share your poems with another class.
- Try writing other kinds of poems like haikus, limericks, and concrete poems.



Add-on poem

**Title:** \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**Title** \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_ing, \_\_\_\_\_ing, \_\_\_\_\_ing

\_\_\_\_\_

\_\_\_\_\_ing, \_\_\_\_\_ing, \_\_\_\_\_ing

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

What and Where poem

**Title:** \_\_\_\_\_

\_\_\_\_\_ here, \_\_\_\_\_ there,  
\_\_\_\_\_, \_\_\_\_\_, everywhere!

\_\_\_\_\_ ing,  
\_\_\_\_\_ ing,  
\_\_\_\_\_ ing,  
\_\_\_\_\_ ing,

\_\_\_\_\_ in the \_\_\_\_\_  
\_\_\_\_\_ in the \_\_\_\_\_  
\_\_\_\_\_ in the \_\_\_\_\_  
\_\_\_\_\_ in the \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_!

# Zoo Animal Chant

Create a chant about Zoo animals with a partner. Draw the animals below.

Written by: \_\_\_\_\_ Illustrated by: \_\_\_\_\_

**What do you see at the Zoo?**

**I see a(n) \_\_\_\_\_ at the Zoo.**

**What else do you see at the Zoo?**

**I see a(n) \_\_\_\_\_**

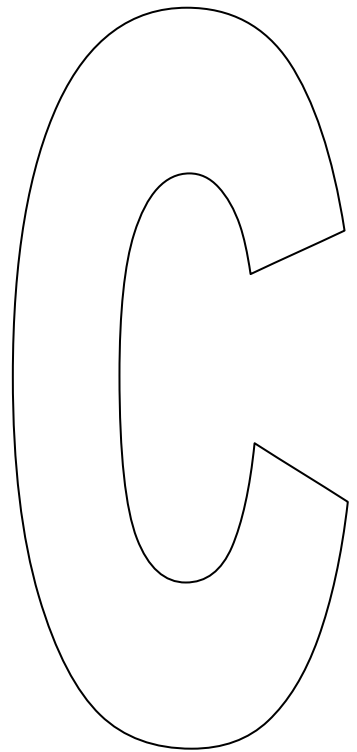
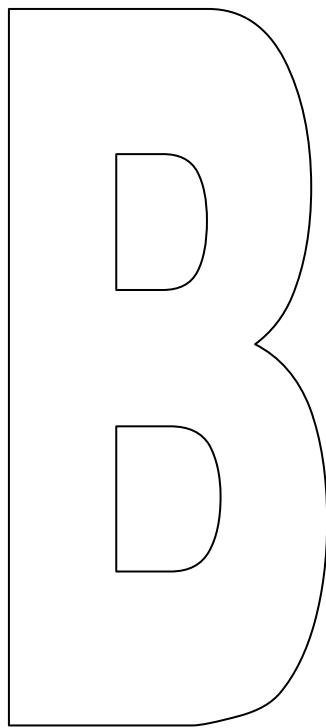
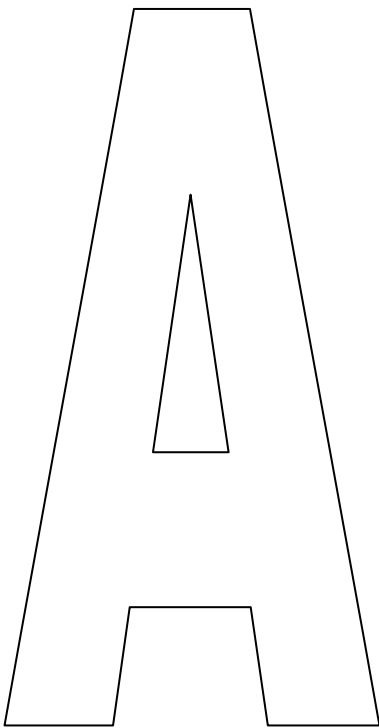
**And he's looking at me!**

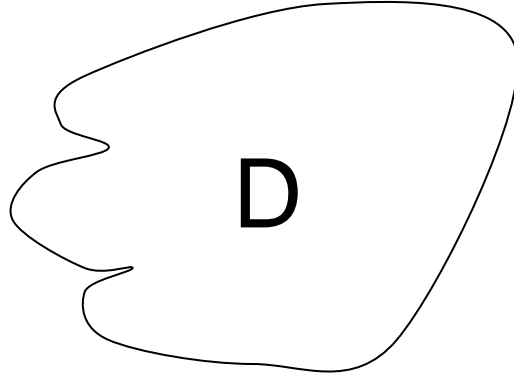
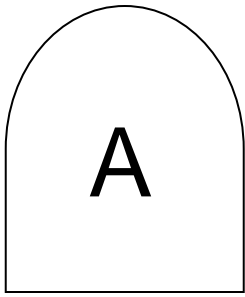
**Craft:** Alphabet Animals

Materials: craft foam letters: A – green, B – black or white, C – brown, pinking shears, black, pink, green, red, orange, brown and white construction paper, scissors, cotton balls, ¼” pink pompoms, self-adhesive magnet strips, google eyes, black marker

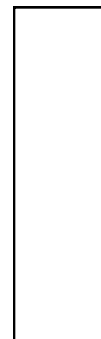
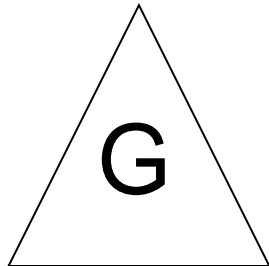
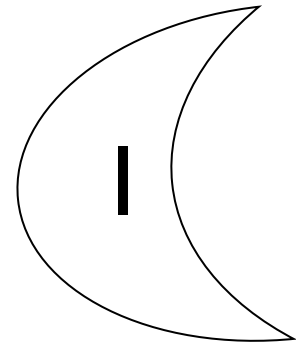
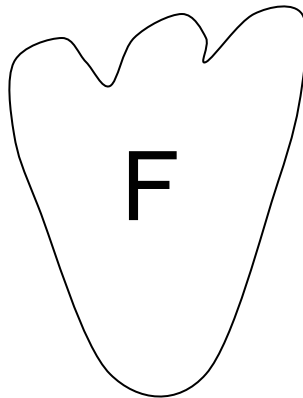
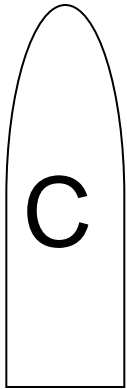
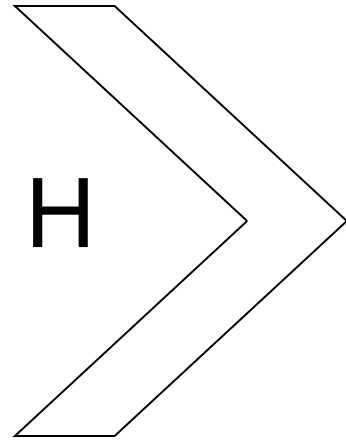
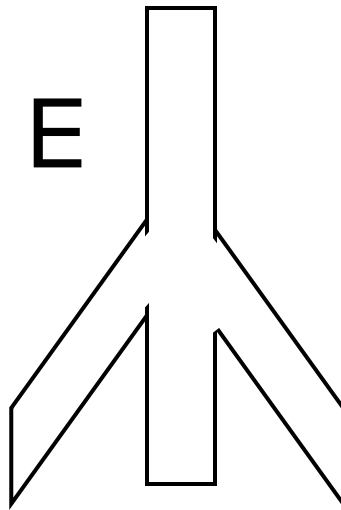
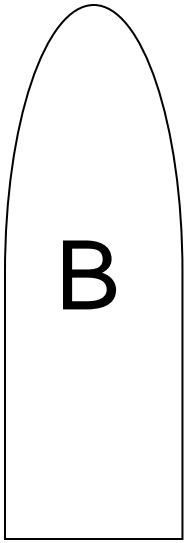
Directions:

1. Select a letter magnet to make. Enlarge the letters to fit an 8 ½” x 11” piece of paper. Trace and cut from foam.
2. A is for Alligator: Trace and cut green eye bumps. Use pinking shears to cut white teeth for the alligator. You will also need a black marker to draw eyes and nostrils.
3. B is for Bunny: Trace and cut black and pink ears. Cut thin black whiskers for the bunny. You will also need a pink pom-pom nose, a google eye, and a cotton ball tail.
4. C is for Chicken or Crab: Trace and cut red combs, brown wings, orange feet and beaks for the chicken. You will also need a google eye. **OR** Trace and cut brown legs and claws, and orange eye stalks for the crab. You will also need two google eyes.
5. Peel and stick 2 small magnets on the back of each letter **before** attaching the animal body parts.
6. Glue on the body parts for your chosen letter.





- A—Alligator eye bump—cut 2
- B—Bunny ear—cut 2
- C—Bunny inside ear—cut 2
- D—Chicken wing—cut 2
- E—Chicken leg—cut 2
- F—Chicken comb—cut 1
- G—Chicken beak—cut 1
- H—Crab leg—cut 10
- I—Crab claw—cut 2
- J—Crab eye stalk—cut 2

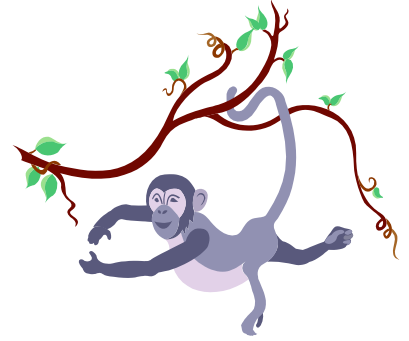


J

**Song:** Have you seen the animals? (sung to “Have you seen the muffin man”)

Have you seen a lizard’s tongue,  
A lizard’s tongue, a lizard’s tongue?  
Have you seen a lizard’s tongue? It is nice and sticky.

Have you seen rabbit ears...                   ...they are long and furry.  
Have you seen a monkey swing...           ...with its curly tail.  
Have you seen an alligator’s tail...       ...it is strong and scaly.  
Have you seen a robin’s beak...           ...while it picks up worms.  
Have you seen a peacock’s feathers...     ...they are long and bright.



Make up your own verses!

**Recipe:** Moose Moss Crispy Squares

Moose live in northern wetlands. Even though they are huge, they are very much at home in the water where they love munching on water plants. They can often be seen with moss hanging from their huge antlers.

Ingredients: 3 c. shredded coconut, 1 T water, 1 c. butter, 4 c. marshmallows, 8 c. crispy rice cereal, green and blue food coloring, nonstick cooking spray

**Directions:**

1. Mix 6 drops green food coloring with the water. Put the coconut in a 1 qt. container and add the green mixture. Cover the container and shake vigorously until the coconut is evenly colored. Set aside.
2. Melt the butter in a large saucepan. Add the marshmallows. Stir over low heat until the marshmallows are melted and the mixture is smooth. Add a few drops of blue food coloring to make the mixture bright blue.
3. Remove pan from heat and add the cereal. Stir until evenly coated. With buttered hands, put the mixture in a 9x12 inch baking pan that has been sprayed with nonstick cooking spray. Cover with the coconut and press firmly into place, compressing the mixture slightly. Cut into squares and serve at room temperature. If not serving immediately, store in refrigerator until about 1 hour before serving.

**Creative/Active Play:** Guess the Animal

1. Provide a bag of animal crackers. Have the first player pull a cracker from the bag.
2. Act out the animal pulled. Younger players can make the noise or move like the animal. Older students may follow charades rules (no talking, etc.) or play as a game of pictionary.
3. The rest of the players try to guess the animal selected. The person who guesses is the next actor.
4. Play until everyone has had a turn. Enjoy your animal crackers!



## Baby Bird by Joyce Dunbar

**Habitat/Concept:** North America

Where does the world begin? Right in our own backyards! We don't have to travel the world to find amazing animals; our continent is rich in wildlife. One reason for this is the variety of habitat found here.

FORESTS provide a wide variety of foods and shelter for a diverse animal population. The berries, nuts, fish and small animals found in abundance give black bears the fat stores they need to get through the winter. White-tailed deer can be found nibbling on wild apple trees. Skunks waddle through the underbrush, their bold markings warning all to steer clear. At nightfall, owls soar silently in search of food.

At the forest's edge, the MEADOWS open out to reveal a lush habitat for wildlife. Among the goldenrod, bees buzz and butterflies flutter as they carry pollen from flower to flower. Rabbits nibble grasses and sniff the air. Snakes slither over rocks and between tufts of grass in search of food. At night, fireflies put on a light show to attract a mate.

PONDS and the WETLANDS that surround them not only provide a home for animals, but also act as a water filtration system for our groundwater. Most of the ponds in our state were created by nature's master architect - the beaver. These still waters host millions of mosquito larvae, developing in the water to emerge as the familiar summertime pest. Bats, the only true flying mammals, always stay within a mile of such a water source, attracted nightly to feast on insects. Frogs also take advantage of this plentiful food supply, flicking out long sticky tongues to capture a moving meal. As tadpoles, they eat the developing larvae (baby insects) in the water.

Lesson: Find Your Flock Content Area: Science

Skills: listening, gross motor, grouping

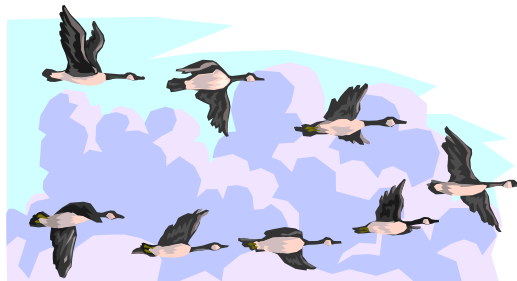
Objectives:

TSW identify a group of birds as a flock.

TSW give at least 1 reason birds form flocks.

TSW identify bird calls as a means of communication.

TSW demonstrate how flocks help keep birds safe.



Materials: Baby Bird, Find Your Flock cards, pictures of birds from game.

Procedures:

*Before You Start:*

Make the Find Your Flock cards. Use the bird pictures from the picture bank, and write the bird's call underneath them. Bluejay: jay, jay; Owl: whoo, whoo; Duck: quack, quack; Cardinal: cheer, cheer; Chickadee: chick-a-dee-dee-dee; Chick: peep, peep, Goose: honk, honk. You may wish to punch holes in the top and string yarn so the students may wear them.

*Anticipatory Set:*

Read the story. What animal was the story about? What happened to the bird in the story? Did the bird face any dangers? How did it escape? How else could the bird stay safe?

*Development of Lesson:*

1. Many birds count on safety in numbers. They stay with their group so that nothing happens to them. They must be able to communicate with the other members of their flock.
2. Show the different birds used in the game and go over their sounds.
3. Give each child a bird/sound card. No peeking!
4. Have the children scatter all over the area. They may now look at their bird/sound card.
5. Make your bird's sound and try to find others of their kind. Don't show your card!
6. When you find others of your kind, form a flock by linking arms or holding hands. Do this until everyone finds their flock.

7. Variation: Introduce the owl as a predator (an animal that eats other animals). Owls hunt smaller birds, so they must listen for and avoid owls while they try to find their flock. Owls tend to be solitary, rather than flock, so owls will move away from each other, rather than linking up to form a flock.

*Summary:*

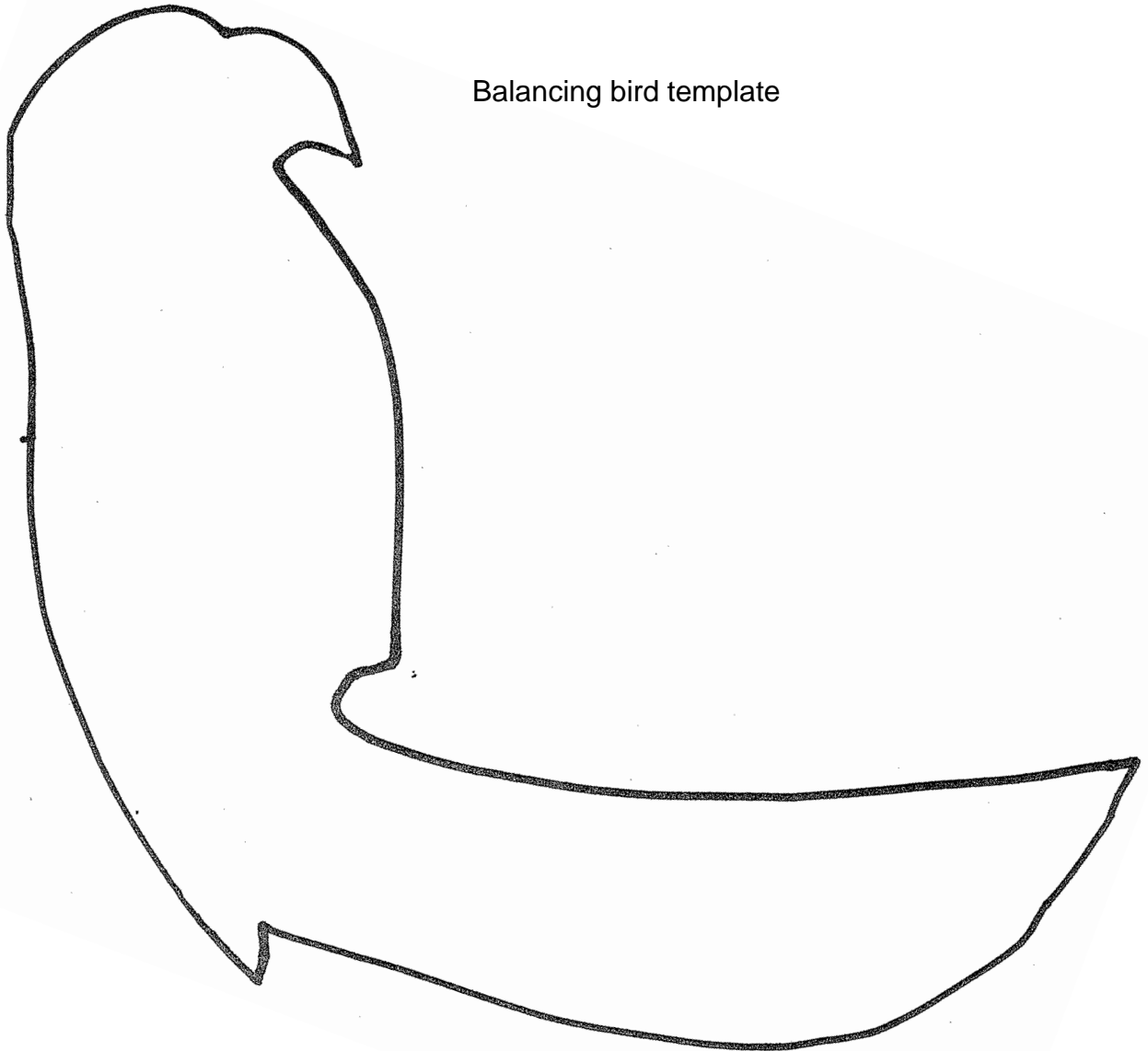
Talk about how you felt when you were alone vs. when you found your group. How do you think this helps birds to survive?

**Craft: Balancing Bird**

Materials: tagboard, bird template, dot markers, craft feathers (4-6 per student), small google eye (1 per student), masking tape, pennies (1 per student)

Directions:

1. Enlarge the template to fit an 8 ½ " x 11" sheet of paper. Trace and cut from tagboard.
2. Use dot markers to decorate the body.
3. Glue feathers on for wings and tail.
4. Glue on the google eye.
5. Tape a penny to the back of the tail as a counterweight.
6. Balance your bird on your finger!



Balancing bird template

**Song:** The Owl (sung to “The Farmer in the Dell”)

The owl in the woods  
The owl in the woods  
Whoo! Whoo! I hear him call  
The owl in the woods.

The owl flies at night . . .

His eyes see in the dark . . .

His talons catch his food . . .



**Recipe:** Nests to Nibble

Ingredients: 2 large shredded wheat biscuits, ¼ c. coconut, 1 T. brown sugar, ¼ c. melted butter or margarine, fruity bird eggs: red or green grapes, melon balls, blueberries, strawberries, melon balls, canned fruit (drained), or jelly beans

**Directions:**

1. In a mixing bowl, crumble the shredded wheat biscuits. Stir in the coconut and sugar.
2. Add the melted butter. Stir everything together to blend thoroughly.
3. Line muffin cups with foil. Press the shredded wheat mixture onto the bottoms and up the sides of the cups.
4. Bake at 350° about 10 minutes, until crisp. Allow to cool in the cups.
5. Remove the nests from the muffin tin by lifting the foil. Carefully peel the foil off the nests.
6. Fill the nests with fruity bird eggs. Top with yogurt, if you want.

**Creative/Active Play:** Moving Meals

1. Explain that hawks are predators. They soar high above them, but have amazing eyesight that lets them see even tiny mice on the ground. However, their food must be moving for them to be able to see it.
2. One child is appointed to be the hawk. The rest of the class are mice.
3. The hawk, standing with his or her back to the mice and about 20 feet from them, calls out “1-2-3 food for me!” and turns.
4. Any mice seen moving are lunch. To discourage running, remind the kids that mice must be able to freeze in place instantly. Also, if anyone is seen running while the hawk is counting, they are also lunch. All mice that are lunch must return to the starting line and begin again from there.
5. Mice may get to safety by crossing an imaginary line even with the hawk.



## Little Penguin by Patrick Benson

### **Habitat/Concept:** Oceans

Seventy percent of the earth is covered by water. About 97% of this water is held by the oceans. Only 1% is accessible to us humans as fresh water in rivers, streams and lakes. The other 2% is frozen in the icebergs of the arctic, and in the polar ice caps. That makes the oceans very important. Just imagine all of the things that live in all that water! The oceans are home to more animals on our planet than dry land. There is also a wide variety of habitats in the oceans, just as there is on land.

**Coral reefs** are mostly found in clean, warm (78-82°F), salty water that is shallow enough for sunlight to reach them. A coral reef is made up from millions of skeletons of tiny animals called coral polyps. These tiny animals produce shells made of calcium, and when they die their shell stays to make another layer of the reef. Over many years all of the shells build up, and make the reef! Coral reefs are home to creatures such as sea turtles, sea anemones, clownfish, and reef sharks.

**Open ocean** is a vast habitat of deep waters far from shore. These wide-open spaces allow for the growth, development and movement of the planet's largest inhabitants. It is home to such giants as the great whales (blue, humpback, and others), sea turtles, and most sharks, including the whale shark – the world's largest fish.

**Deep Sea.** If we were to travel to the deep sea, we would have to be transported in a submersible to a depth of 7 miles below the surface. The water pressure in the deep sea is equivalent to holding 50 jumbo jets over your body. Sunlight does not reach these dark waters, giving it the name "midnight zone." Without sunlight, not only is it dark, but it is also very cold. The average water temperature is a chilly 39°F. There is no plant or planktonic life (tiny animals that live in the water), but it is home to some bizarre-looking creatures such as the deep-sea angler, deep-sea gulper, and lantern fish.

**Polar Regions.** Like the deep sea, these waters are extremely cold, with temperatures just above freezing. However, they are rich in planktonic, animal, and even plant life. This helps to maintain the often large creatures, including whales, polar bears, sea lions, and penguins, that call them home.

### **Lesson:** Chill Out! **Content Area:** Science

**Skills:** sensory, comparing, verbal

#### Objectives:

TSW name at least two animals with blubber.

TSW identify blubber as a cold climate adaptation.

TSW evaluate the insulating properties of blubber.

**Materials:** Little Penguin, zip-lock type sandwich-sized baggies (**NOT** the easy-zip type), stapler, packing or duct tape, shortening, plastic tub or bucket, snow or ice cubes, water

#### Procedures:

##### *Before You Start:*

Make a blubber glove:

1. Take the zip-lock bag and add about ½ c. of shortening. **DO NOT** get shortening on the outside of the bag. Note: if you are going to have this set up in your room for several days as a discovery station, use a heavy freezer bag or it may break open and you will have a big mess!
2. Take another zip-lock bag and carefully turn it inside out. Be careful not to tear the sides as you do this. Put it inside the first bag, aligning the male and female sides of the zip-locks. **DO NOT** get shortening on the inside of the bag.
3. Zip the bags together. Reinforce the top with staples, if necessary, **ABOVE THE ZIP-LOCK ONLY**, smooth side of the staple facing out. Cover the top edge with duct tape, cuff the top, and reinforce again with duct tape.
4. Distribute the shortening inside the bag, making sure that the bottom and sides are covered.

Fill your tub with snow or ice water.

### *Anticipatory Set:*

Read the story. What animal was the story about? What was the weather like where it lives? (cold, snowy, ice, etc.) What other animals live in the cold? (polar bears, penguins, sea lions, walruses, whales, etc.)

### *Development of Lesson:*

1. What do we do when it is cold outside? (wear coats, mittens, etc.) How do you think the animals stay warm? (fur, feathers, etc.) Animals use fur and feathers, but some also have blubber. It is a thick layer of fat that keeps them warm, even when they swim in icy water! We are going to see how it works.
2. Show the blubber glove. Explain that this glove is filled with shortening, which will work like blubber.
3. Place the glove in the snow or ice water.
4. Have the students take turns trying on the glove. Put one hand in the glove and one hand in the snow.

### *Summary:*

How did it feel when you put your hand in the snow/ice water? What happened when you put on the blubber glove? Discuss how the blubber helped keep their hand warm and relate it to the polar animals.

### Extensions:

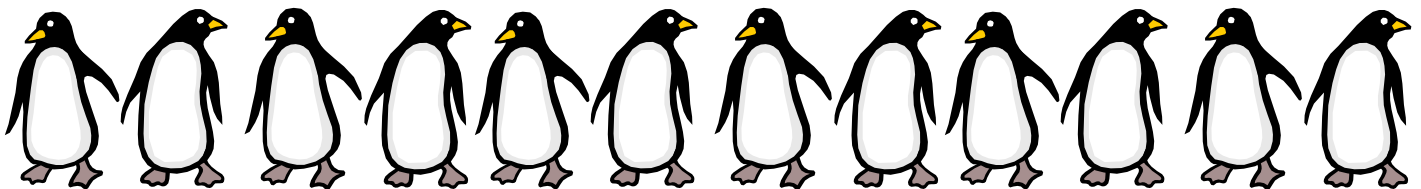
Try other insulators, too! Make “gloves” out of feathers (you can often get old down jackets, comforters, or pillows at thrift stores, or use craft feathers), and quilt batting (to simulate fur). You could also try pet hair (beware of allergies) or wool. Have the students try the different gloves, and evaluate their effectiveness. Graph your results.

### **Craft:** Penguin Pin

Materials: wooden spoon craft sticks (3 per student), tiny google eyes (2 per student), paint brushes, black and white tempera paint, glue, orange construction paper triangles (1 per student), pin backs (one per student)

#### Directions:

1. Paint 2 spoons black and 1 spoon white. Let them dry.
2. Glue the black spoons in a V. Glue the white spoon behind them so that it shows in the open space.
3. Glue on the orange construction paper triangle. This is the penguin’s beak.
4. Glue on 2 small google eyes.
5. Glue the pin on the back.



**Song:** Peter Penguin (chant)

Peter, Peter Penguin	
Marching by	(march in place)
Toes turned out,	(point to toes, then point out)
And his head held high.	(lift chin up with finger)
With a long black coat	(make coat tails with your hands)
And a clean white vest,	(put thumbs to chest and sway)
Peter, Peter Penguin,	(march in place)
You're the best!	(point to a friend, then pump arm in air)

**Recipe:** Edible Ocean

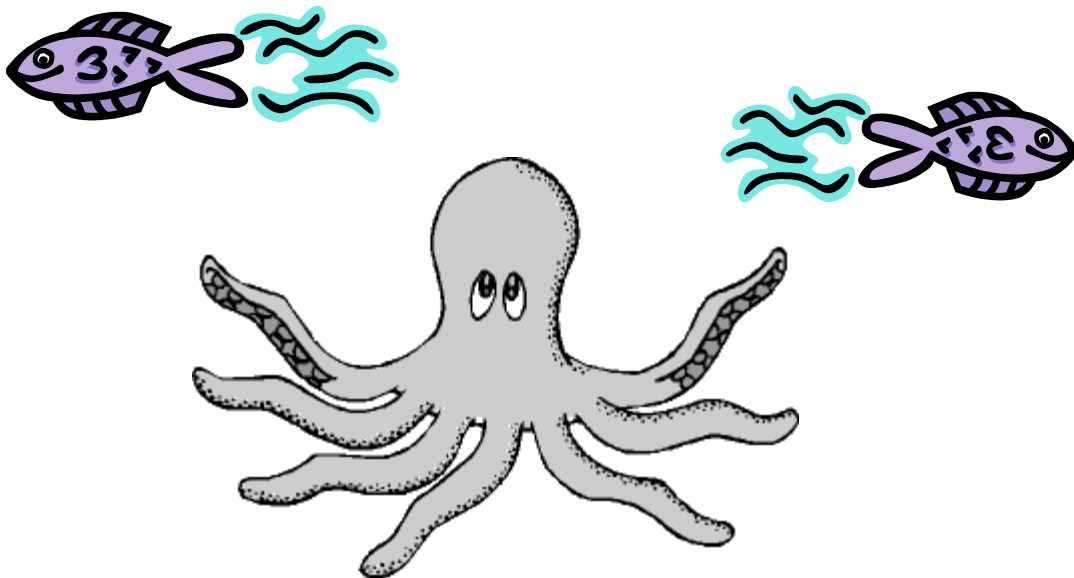
Ingredients: Clear plastic cups, 2 boxes blue or clear jello (flavor doesn't matter), Gummy fish, graham cracker crumbs

Directions:

1. Make the jello according to the directions on the box for finger jello.
2. Sprinkle a few spoonfuls of graham cracker crumbs in the bottom of each cup for sand.
3. Fill the plastic cups about 2/3 full of jello. It is helpful to do this on a tray.
4. Chill until the jello is partly set.
5. Put a gummy fish in the jello. Push it down so that it looks like it is swimming.
6. Chill until jello is completely set.
7. Enjoy!

**Creative/Active Play:** Octopus

1. Play this in a large, open area. Establish two safe zones about 20 yards apart.
2. Select one child to be the octopus. The octopus is free-moving in the area between the safe zones. The rest of the students are fish.
3. Line the fish up in one safe zone. When the leader calls out, "Swim, fish, swim!" the fish try to run to the other safe zone without getting caught by the octopus.
4. The octopus tries to tag the fish. Any fish tagged becomes one of the octopus' tentacles. Tentacles may either be free-moving or stay put where they are caught. During the next round, the tentacles also try to tag fish as they swim by.
5. Any fish tagged become tentacles. Continue this way until either all the fish are caught or only one remains.

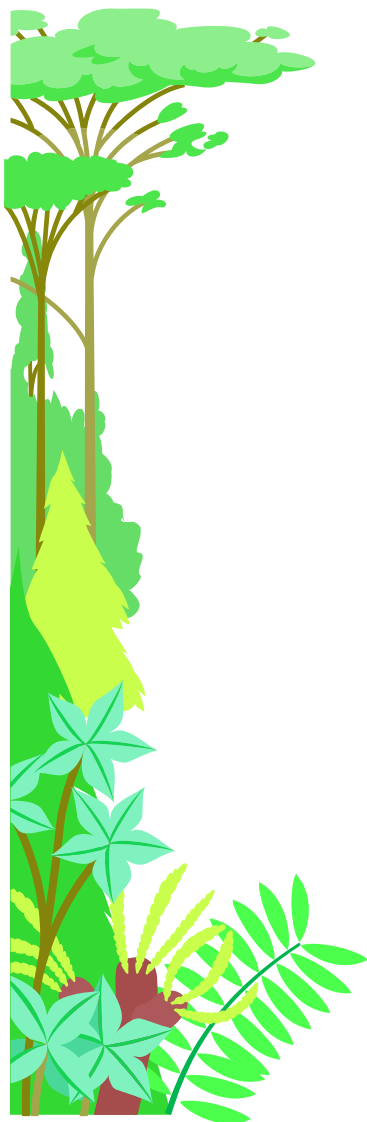


## Who Is the Beast? by Keith Baker

### **Habitat/Concept:** Rainforest

A tropical rainforest is an area of heavy rainfall, high humidity and thick vegetation found along the earth's equator. Each year they receive at least 160 inches of rain, with some areas getting up to 400 inches. Temperatures are usually 75-85°F. Though they cover less than 4% of the earth's surface, they have a huge impact. Tropical trees help to maintain worldwide oxygen levels, absorb carbon dioxide, and assist in cooling the earth. They are areas of astounding diversity, home to about half of the world's known plant and animal species. Gorillas roam the dim forest floor. Jewel-like tree frogs and jaguars move through the understory. The canopy bustles with the activity of monkeys, lizards, snakes and orangutans. High above, macaws and brightly colored butterflies float among the branches of the emergent layer.

Rainforests provide us with many things we use every day. Fruits like pineapples, mangoes, bananas, dates, and papayas grow there. Coffee, tea, chocolate, vanilla, and cinnamon are also produced by the trees. The rainforests also provide us with rice, rubber, and many medicines.



**Lesson:** Who is the Beast?

**Content Area:** Language Arts

**Skills:** Listening, writing, deductive reasoning, fine motor

**Objectives:**

TSW use clues to identify an animal.

TSW identify clues in the story.

TSW come up with clues about another animal.

TSW create a clue book.

**Materials:** Who is the Beast?, paper, pencils, crayons, hole punch and yarn or stapler

**Procedures:**

*Anticipatory Set:*

Read the story. Who was the beast? What helped you figure it out?

These are clues. They are hints that help you figure out the answer.

Each one tells you a little bit about the animal. When you look at them all together, you can figure out what it is.

*Development of Lesson:*

1. Give clues about an animal. For example: I am thinking of an animal. It lives in the rainforest. It is a good climber. It makes a lot of noise. It has a curly tail. It likes to eat bananas. Can you guess it? (a monkey)
2. Choose an animal that is familiar to the students. Have them come up with clues about it. Which clues give just a little hint? Which ones give it away? Help them put them in order from little to big hints.
3. Explain that they are going to create their own clue books. This may be done individually or in cooperative groups. The very youngest students may do this as a class.
4. Choose an animal and come up with 4 or 5 clues about it. They should include both big and little hints.
5. Write each clue on a page and illustrate it. Put the clues in order, little to big. The last page should have the solution. If you are using cooperative groups, each student should be in charge of a page.
6. Make a cover for the book, and a title page, if desired. Bind them together with staples or by punching holes down one side and tying the pages together with yarn.

*Summary:*

Share the clue books. Can you solve the mystery?

**Craft:** Tiger Mask

Materials: large paper grocery bag, 3"X ½" yellow paper strips, 3"x1" black and orange paper strips, white paper triangles, scissors, glue, markers or crayons

Directions:

1. Cut eye holes near the bottom fold of the paper bag.
2. Draw a nose and mouth under the eyes.
3. Glue black and orange strips around the face. These are the stripes.
4. Glue the yellow strips below the nose. These are the whiskers.
5. Glue the white triangles in the mouth. These are the teeth.
6. Put the bag on over your head and shoulders, looking out through the eyeholes.
7. Pretend you are a tiger!

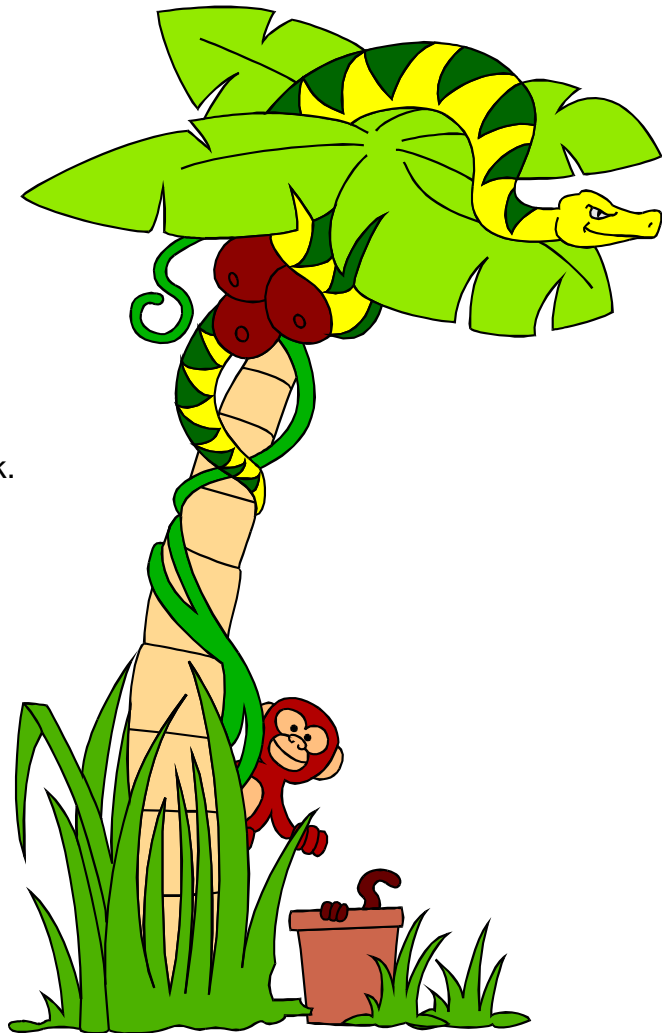
**Song:** All Through the Jungle (sung to "Frere Jacques")

Snakes are sliding, snakes are sliding,  
In the trees, in the trees,  
All through the jungle, all through the jungle,  
Hiss, hiss, hiss. Hiss, hiss, hiss.

Apes are swinging, apes are swinging,  
In the trees, in the trees.  
All through the jungle, all through the jungle,  
Swing, swing, swing. Swing, swing, swing.

Parrots are talking, parrots are talking,  
In the trees, in the trees.  
All through the jungle, all through the jungle,  
Squawk, squawk, squawk. Squawk, squawk, squawk.

Tigers are growling, tigers are growling,  
In the trees, in the trees.  
All through the jungle, all through the jungle,  
Grrr, grrr, grrr. Grrr, grrr, grrr.



### **Recipe: Fruit Bat Salad**

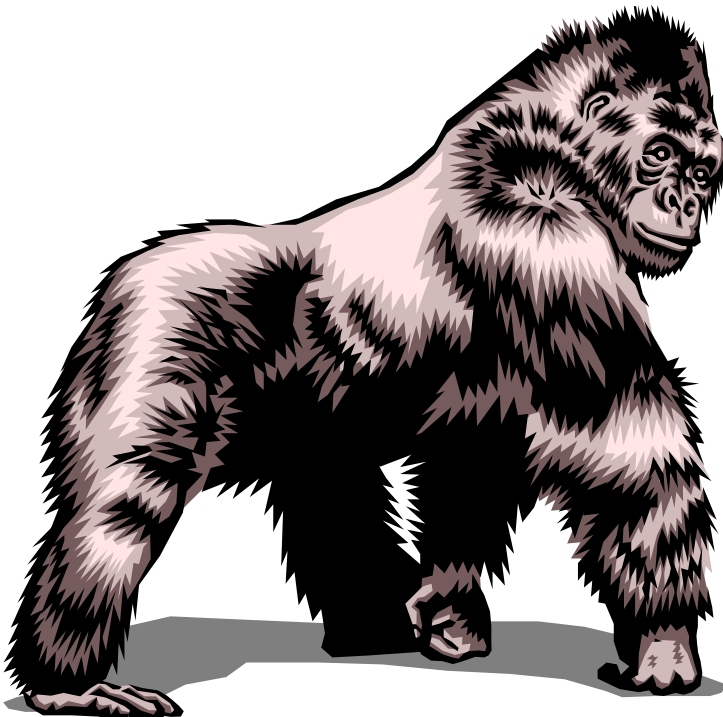
Many of the foods we enjoy rely on bats to pollinate them or to distribute their seeds. Enjoy a batty fruit salad by combining any of the following:

Bananas	Carob	Cantaloupe	Coconut
Mangoes	Figs	Grapes	Papaya
Dates	Peaches	Chocolate	Sesame seeds (toasted)
Cashews	Guava	Kiwi	Pineapples

Peel and cut the fruit into chunks. Include as much variety as possible. Enjoy!

### **Creative/Active Play: Rainforest Relays**

1. There are many kinds of animals in the rainforest! They all get around in different ways. Review the animals and their movements. Gorilla: walk with feet and knuckles on the ground. Lemur: jump on two feet. Frog: hop on all fours. Snake: lie on belly, arms at sides, no use of knees or feet, slither. Lizard: scuttle along on hands and feet (no knees), with arms and legs far apart. Feel free to make up your own movements.
2. Establish a start and finish line about 10 feet apart. Divide the class into 2 – 4 groups. Line them up single file behind the starting line. Assign each position an animal.
3. The first person in line must move like their animal to the finish line. After they cross, they should sit down behind the line. You may wish to have older players go to the finish line and return. If you do, have the first person go to the end of the line and sit down when they are finished.
4. When the first player is seated, the second person may start. They should sit behind the first person when they finish.
5. Continue until everyone has gone.
6. Variations: Instead of assigning a movement to a position, call out animals at intervals during the race. The players must change to that animal's movement wherever they happen to be in the race.



# How Giraffe Got Such a Long Neck and Why Rhino is So Grumpy by Michael Rosen

## **Habitat/Concept:** African Savanna

The African savanna is the grassland that stretches between the desert and rainforest regions of Africa. Daily temperatures often reach 130°F. There are only two seasons – the rainy season and the dry season. During the dry season, no rain falls; the rivers and waterholes dry up, and food becomes scarce as grasses become dry and parched. Wild fires are common, enriching the soil and releasing seeds for when the rains return. During the rainy season, torrential rains sweep across the plains. Once-dry riverbeds flood and waterholes overflow. The grasses return, lush and green, and food and water are plentiful.

In this land of extremes, the animals rely on each other for survival. During the dry season, elephants dig for underground water sources, providing all with life-sustaining moisture. Giraffes are the lookouts. When a giraffe drinks, other animals can feel secure that the coast is clear. Lions and cheetahs, like other predators, target the slow, the old, and the weak animals in the herd. This ensures that the strong will survive, strengthening the herd.

Nothing goes to waste on the savanna. Leftover kills and dead and dying animals are quickly consumed by scavengers, nature's own clean-up crew. Vultures circle overhead, marking the location of their meal. Hyenas also soon gather at the site. Their powerful jaws can crack bones, making them one of the few animals that can consume an entire carcass. Anything that still remains is broken down by decomposers. Termites break down dead plant materials. Dung beetles break down animal waste. Fly and other insect larvae take care of any animal remains left by the scavengers. They break these down into nutrients which enrich the soil and are then used by plants.

**Lesson:** Same or Different?      **Content Area:** Math

**Skills:** verbal, listening, grouping, comparing

### Objectives:

TSW define adaptation.

TSW identify characteristics of two animals from the savanna.

TSW compare and contrast animal characteristics.

TSW distinguish between discrete and shared characteristics of the animals.

TSW chart the characteristics using a Venn diagram.

**Materials:** How Giraffe Got Such a Long Neck and Why Rhino is So Grumpy, chalk, blackboard, pencils, student copies of Venn diagram, pictures of Africa, leaves, water, giraffe and rhino from picture bank, glue (younger students), stuffed African animals or African animal pictures (younger students)



Procedures:

*Before You Start:* Make copies of the giraffe and rhino. Cut them into parts, according to the characteristics (long neck, horn on nose, etc.)

*Anticipatory Set:*

Read the story. Where did the story take place? What was the weather like? What animals were in the story? What was their problem? How did giraffe's changes help her solve her problem? Animals have things about their bodies or the way they act that help them to survive. We call these adaptations.

*Development of Lesson:*

1. Pick two African animals (not giraffe or rhino) that are familiar to the students. Write their names on the board in two columns.
2. Have the students identify five characteristics of these animals (what they eat, where they live, body features, etc.) List these on the board under the animals' names. For the youngest students, hold up pictures or stuffed animals and point out the characteristics.
3. Discuss the similarities and differences of the animals. If the students did not mention shared characteristics, have them brainstorm what these two animals have in common.
4. Put a Venn diagram on the board. Explain that this is a way to show which characteristics are shared and not shared.
5. Label the Venn diagram with the animals' names and the word "both." Have the students determine which characteristics belong where.
6. Give the students the Venn diagram. Put the following list of animal characteristics on the board for older students:

Has a long neck  
Has a horn on its nose  
Lives on the African savanna  
Eats plants  
Has long legs  
Has short legs  
Has spots  
Drinks water  
Has thick, tough skin

Give younger students the animal pictures and read the list aloud.

7. Ask the students to chart the characteristics for rhinos and giraffes on their own or in small cooperative groups.

*Summary:*

Go over the student diagrams. Discuss any trouble points. Answers should be:

Rhino

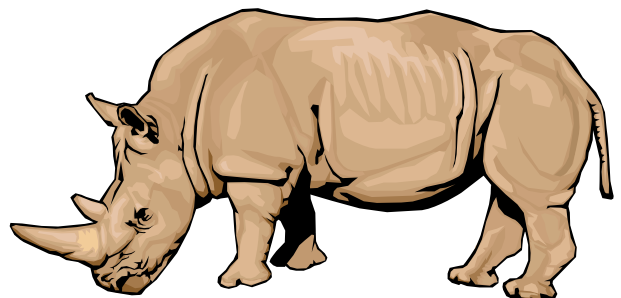
Has a horn on its nose  
Has short legs  
Has thick, tough skin

Both

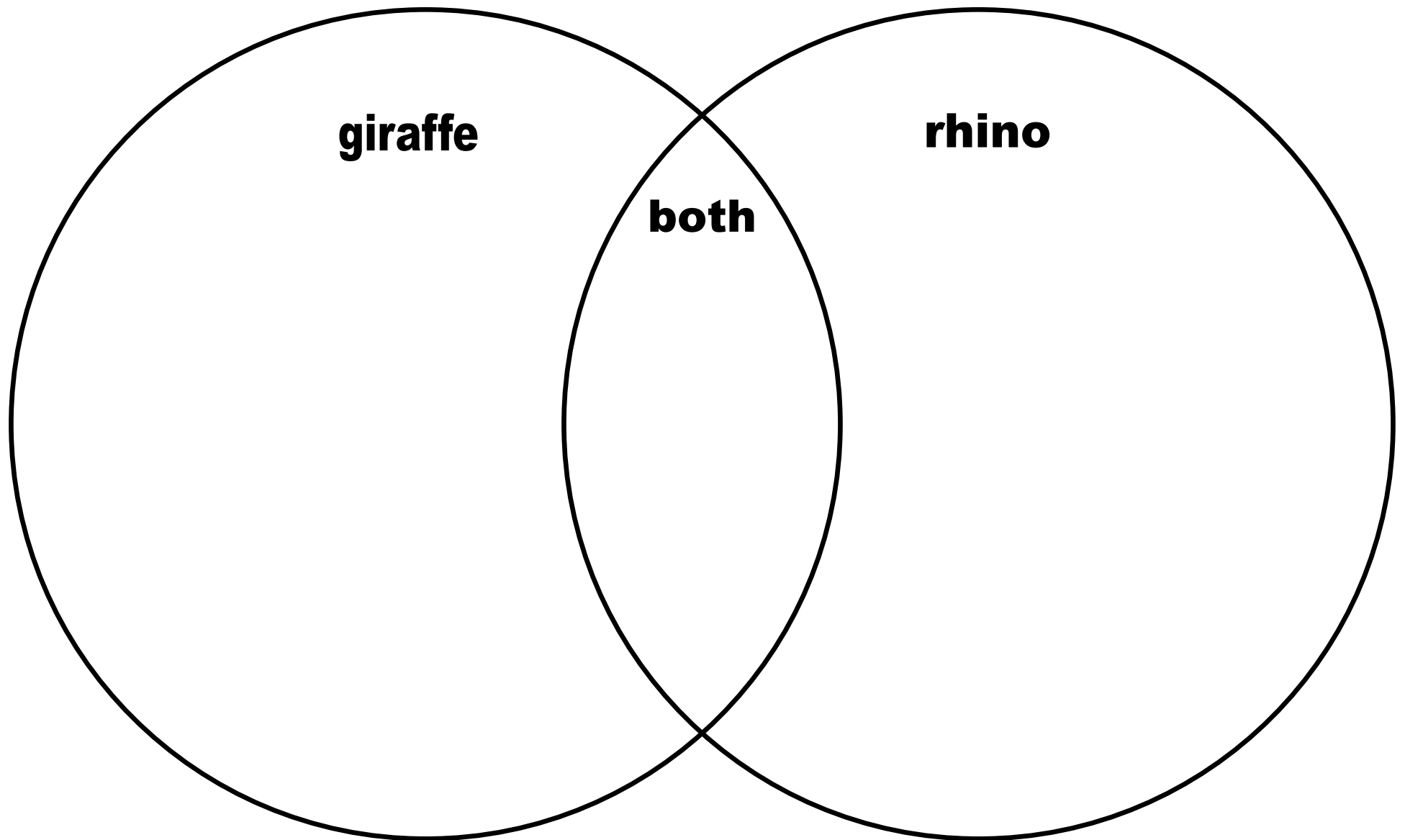
Lives on the African savanna  
Eats plants  
Drinks water

Giraffe

Has a long neck  
Has long legs  
Has spots



Name \_\_\_\_\_



### **Craft:** Neck Stretching Giraffe

Materials: yellow construction paper cut into: 6"x9" rectangles (1 per student), 3"x9" strips (1 per student), 1/2"x1 1/2" strips (2 per student), 1/2"x3" strips (1 per student), 3" circles (1 per student), and 3"x1 1/2" ovals (1 per student), 1 1/2"x 1" football shapes (2 per student), large google eyes (2 per student), 1" brown or black pompoms (2 per student), brown tempera paint, sponges or paintbrushes, stapler, glue

Directions:

1. Roll the rectangle into a tube that will fit around your hand and arm. Staple or glue in place. This is the giraffe's body.
2. Accordion-fold the long strip. This is the giraffe's neck. Glue it to the top edge of the giraffe's body.
3. Glue the oval at the bottom of the circle. This is the giraffe's head.
4. Glue the short strips to the top center of the head. These are the giraffe's horns. Glue a pompom to the top of each horn.
5. Glue the football shapes on either side of the horns. These are the ears.
6. Glue the head to the neck.
7. Use the paint to make spots on the giraffe: large ones on the body and neck, small ones on the head. Allow to dry.
8. Make the 3" strip into a ring and glue to the back of the head.
9. Put the body on your arm. Slip your fingers into the loop on the back of the head. Pull the giraffe's body down your arm to make it's neck stretch!

**Song:** I'm a Lion and I Know It" (sung to "If You're Happy and You Know It")

I'm a lion and I know it, hear me roar (roar!)  
I'm a lion and I know it, hear me roar (roar!)  
I'm a lion and I know it,  
And my mane will surely show it  
I'm a lion and I know it, hear me roar (roar!)

Giraffe – stretch – long neck  
Leopard - jump - rosettes  
Cheetah - run (zoom!) - tear marks  
Rhino - charge - horn  
Elephant - trumpet – trunk

Make up your own verses!

### **Recipe:** Apple Lions

Ingredients: apples, cream cheese or peanut butter, raisins

Directions:

1. Core the apple. Fill the space with cream cheese or peanut butter.
2. Turn the apple on its side. Carefully slice rings. The apple makes the lion's mane, and the filling makes the face.
3. Use raisins to add eyes, ears, and a nose.
4. Roar as you enjoy your snack!



**Creative/Active Play: One Elephant Went Out One Day**

1. Sit in a circle on the floor. One child gets up and imitates an elephant with one arm dangling like a trunk, and the other arm dangling behind like a tail. The child then skips around the circle while everyone chants:

One elephant went out one day,  
Upon a spider's web to play,  
He / she had such tremendous fun,  
That he called for another elephant to come.

2. The child then picks a friend to come and join him/her. The friend stands behind the first child in the same position holding hands, as if they are elephants in the zoo, and skip around the circle.
3. Everyone then continues to chant:

Two elephants went out one day,  
Upon a spider's web to play,  
They had such tremendous fun,  
That they called for another elephant to come.

4. Continue this way with each new elephant picking a friend until everyone is up. Then everyone sings:

Five elephants went out one day,  
Upon a spider's web to play,  
They had such tremendous fun,  
But the web it broke and they all fell down!

5. Everyone falls to the floor and giggles!

