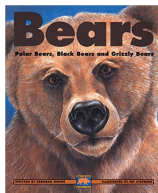


## CLASSROOM ACTIVITIES FOR

# WILDLIFE & WHO LIVES HERE? SERIES

BY DEBORAH HODGE



Use the following classroom activities to accompany books on wild animals in the *Kids Can Press Wildlife* series and the *Who Lives Here?* series, written by Deborah Hodge. The activities are designed to engage your students in learning about wild animals in North America and around the world. Feel free to print and share these activities with your colleagues. Thank you for your interest!

### LANGUAGE ARTS

**Write a poem** about a wild animal. Try a cinquain (a five-line poem) using the following pattern:

- Animal's name (one word)
- Two verbs describing how it moves
- Three adjectives describing how it looks
- A four-word phrase about the animal
- Another word for the animal

*For example:*

Cougar  
Stalking, hiding  
Strong, silent, golden  
Gliding through the trees  
Wildcat

**Brainstorm** words and phrases about a wild animal — bears, for instance. Use adjectives (huge, furry, fierce), verbs (plod, charge, snort) and settings (through the forest, on the ice, up a tree). Write and illustrate sentences or poems combining these words. For example, "Huge, furry grizzly bears plod through the forest."

**Research** a wild animal and present the information in a booklet. Describe the animal's appearance, home, food, babies and habits. Draw pictures to illustrate the information. (See more detailed instructions at the end of this document.)

### SCIENCE

**Food chain mobile:** Draw and cut out pictures of an animal and what it eats. Glue the pictures onto stiff cardboard and suspend them on strings from a coat hanger or twigs.

**Lifecycle Timeline:** Construct an illustrated time-line showing the stages in a wild animal's life — from newborn, to young animal, to adult.

**Baby care:** Choose a wild animal and learn about how it gives birth and raises its young. Display your information in an illustration or make a presentation to the class.

**Animal adaptations:** Every animal's body is suited to the place where it lives. Choose a wild animal from the *Who Lives Here?* series. In a labeled diagram, show the parts of the animal's body that help it find food and stay safe and warm (or cool) in its particular habitat.

**Fur Fun:** Experiment with the insulating properties of fur. Compare two jars filled with warm water — one jar covered with cotton batting or fake fur, the other one bare. Measure the water temperature after 15 minutes. Which jar retains heat best? Discuss how an animal's fur helps it stay warm.

**Animal Watch:** Go on a nature walk in your area and count how many animals and birds you see. Can you identify them all?

**Wildlife talk:** Invite a park ranger or wildlife expert into the classroom to talk about wild animals, birds or fish in your area. Ask about research programs that involve tagging and tracking animals.

**Field trips:** Go on a field trip to see wild animals. Try visiting: a salmon hatchery or spawning stream; a river where eagles gather; a pond where beavers live; and so on.

## GEOGRAPHY

**On a wall map** of Canada, point out the areas where various wild animals live. Cut out construction paper animals and pin them onto the map in the appropriate areas.

**Bald eagles,** whales and caribou are migratory animals. Discuss what this means and why the animals must move. Trace out their migratory routes on a map.

## ART

**Diorama:** Create a 3-D scene of a wild animal's habitat inside a shoebox. Design a setting on the sides of the box. Add animals and trees cut from cardboard or sculpted from modeling clay. Make water or ice by gluing foil onto the bottom of the box. Make snow by sprinkling salt on top of the glue.

**Mural:** Paint a mural of a group of wild animals in their habitat. Glue on twigs or grasses for a realistic effect.

**Crayon Resist Painting:** Make an underwater ocean picture using a crayon-resist technique: draw whales or salmon and other forms of ocean life with wax crayons, then paint over top with a light blue watercolour wash.

**Camouflage Picture:** Draw or paint a picture showing a wild animal hiding in its habitat. Glue on glitter to make glowing eyes.

**Modelling:** Use modelling clay to form miniature wild animal sculptures. Or, mould life-size models of claws, teeth or paws.

**Masks:** Make paper-plate wolf masks. Glue on a cardboard tube paper snout and construction paper eyes, ears and nostrils. Wear the masks and role-play a day in the life of a wolf pack.

## PHYSICAL EDUCATION/DRAMA (FOR YOUNGER STUDENTS)

**Animals in action:** Choose a wild animal and ask for action words that describe how it moves. For example: leap, run, swoop, scurry, dive, glide and so on. Write the suggestions on cards. Once you have a set of verbs (action words) for a number of animals, go to the gym or playing field. Select a card and announce an animal movement for the children to act out. Repeat with other verbs.

**Mime a wild animal:** Choose several wild animals and mime their behavior as a “day-in-the-life” activity. For example, role-play a cougar climbing a tree, waking up from a nap, stretching or pouncing. Or mime an eagle soaring in the sky, catching a fish and feeding its babies. How creative can you be?

## MATH (FOR YOUNGER STUDENTS)

**Comparing weights:** Choose ten wild animals: bald eagle, black bear, moose and so on. Give each child a sheet of paper divided into two columns: heavier than me, lighter than me. Ask each child to list her weight at the top of page. Next, ask the child to place each animal under the appropriate heading, by estimating. Check their estimates using the wildlife series.

**Comparing sizes:** Compare the physical features of different species in a wild animal family. Include body size, weight, colouring, length or shape of claws, type of teeth, and so on.

## ANIMAL RESEARCH PROJECT

The *Kids Can Press Wildlife* series is ideal for helping young readers tackle their first research projects.

Get the students started by having each child select an animal, bird or fish to research.

Give your students the wildlife books (and others) to help them focus their study.

Invite the students to make rough notes for the following topic areas (Appearance, Home, and so on) using the following research guide.

### RESEARCH GUIDE

**Appearance:** What does your animal look like? How much does it weigh?

**Home:** Where does your animal live? What kind of home does it have?

**Food:** What does your animal eat?

**Babies:** How many babies does your animal have? Where are they born?

**Enemies:** Who are enemies of your animal? How does it protect itself?

**Habits:** What are some interesting facts about your animal?

**Making a Booklet:**

Once the research is done, have your students present their findings in an illustrated booklet.

Cut 6 booklet-sized pages for each student.

Use one page for each topic in the Research Guide (Appearance, Food, Babies and so on). On each page, have the student write a short paragraph about the topic and create an illustration to accompany it.

When all six pages are finished, make a cover page from coloured construction or other thick paper. On the cover page, ask the child to include a title, a cover illustration, and his or her own name as author and illustrator. Put the pages in order, with the cover on top, and staple them together.

Invite the children to read their animal booklets to the class.

**FOR MORE INFORMATION**

For more information on Deborah's books or school visits, please see her website. Thank you for your interest!

[WWW.DEBORAHHODGE.COM](http://WWW.DEBORAHHODGE.COM)