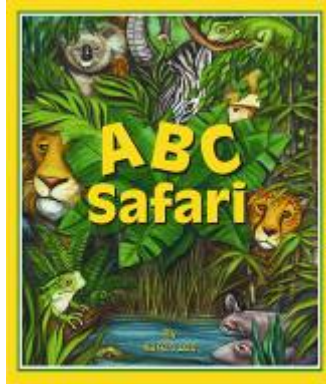


Teaching Activities

for



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| <ul style="list-style-type: none">• Questions to ask before reading the book• What do children already know? With charts• After reading the book – writing prompts & thinking it through• Re-read the book looking for more information• What do children already know activity conclusion | |
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Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- What is a safari?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

| <u>What do I think I know?</u> | <u>Yes</u> | <u>No</u> | <u>Verified</u> |
|--|------------|-----------|--|
| Do all animals have legs? Why or why not? | | | Text Illustration Info in FCM Other |
| Can animals live in water? | | | Text Illustration Info in FCM Other |
| Can big animals swim or just little ones? | | | Text Illustration Info in FCM Other |
| Where do animals live in the world? | | | Text Illustration Info in FCM Other |
| Can animals live high in the cold mountains or in the hot deserts? | | | Text Illustration Info in FCM Other |
| Do all birds fly in the air? | | | Text Illustration Info in FCM Other |

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Use this chart for any other thoughts the children might have.

| <u>What do I think I know?</u> | <u>Yes</u> | <u>No</u> | <u>Verified</u> |
|--------------------------------|------------|-----------|--|
| | | | Text Illustration Info in FCM Other |
| | | | Text Illustration Info in FCM Other |
| | | | Text Illustration Info in FCM Other |
| | | | Text Illustration Info in FCM Other |
| | | | Text Illustration Info in FCM Other |
| | | | Text Illustration Info in FCM Other |
| | | | Text Illustration Info in FCM Other |
| | | | Text Illustration Info in FCM Other |

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover
- Write a song
- Can you think of another title for the book?

Re-read the book looking for more information

Go back and re-read the book studying each page carefully.

- What, if any, facts are mentioned in the text?
- What can be seen or inferred from the illustrations that is not or are not mentioned in the text?
- What, if anything, can be inferred from the text?
- Pause during second readings and ask the child(ren) if they remember what animal comes next.

What do children already know activity conclusion

- Do the children have any more questions about the animals mentioned in the book? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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ABC Safari

Suggested vocabulary list

| <u>nouns</u> | <u>verbs</u> | <u>adjectives</u> |
|--------------|--------------|-------------------|
| Alligators | bite | long |
| Beavers | cut | fast |
| Cheetahs | run | gentle |
| Dolphins | dive | silent |
| Elephants | jump | wrinkled |
| Frogs | bathe | gray |
| Gorillas | sing | black |
| Hippos | crash | white |
| Iguanas | swim | |
| Jackrabbits | jump | |
| Koalas | hop | |
| Lions | roar | |
| Manatees | float | |
| Newts | hide | |
| Owls | wait | |
| Penguins | hunt | |
| Rhinoceroses | fly | |
| Sea Lions | soar | |
| Tigers | howl | |
| Urinals | | |
| Vultures | | |
| Wolves | | |
| X-ray fish | | |
| Yaks | | |
| Zebras | | |
| teeth | | |
| blubber | | |
| wings | | |
| claws | | |
| trunk | | |
| stripes | | |

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ABC Safari

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

The _____ loves to cut down trees with its long teeth.
noun

You might run fast but the _____ runs faster.
noun

The elephant’s skin is _____ and _____.
adjective adjective

The hippo is bulky on dry land but _____s with grace.
verb

The _____ lives in tree top eves and dines on leaves.
noun

The mighty _____ is king of his domain.
noun

The penguin doesn’t _____ through the air but through the water.
verb

The zebra has _____ and _____ stripes.
adjective adjective

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ABC Safari

Sequencing

Cut out the [sorting cards](#), mix up, and have children put into alphabetical order.

Riddle me this—who am I?

I am a bird but don't fly through the air—who am I? _____

I am a mammal from Africa with black and white stripes—who am I? _____

I live in the sea and I love to flip, spin, and leap—who am I? _____

I use my big teeth to cut down trees and build dams—who am I? _____

I use my trunk like a hose—who am I? _____

I come from Australia, live in trees but am not a bear—who am I? _____

I'm awake at night and am a silent hunter as I fly—who am I? _____

I come from South America and you can see through my skin—who am I? _____

I live high in the Himalayan mountains and carry things—who am I? _____

Some people think I look like a log floating in the water—who am I? _____

I am a fast-running mammal from Africa—who am I? _____

I am a mammal from the sea and eat sea grass—who am I? _____

I live in the African mountains, am big & strong and eat plants—who am I? _____

You can hear me croak as I sing—who am I? _____

You might hear me howl but I don't attack humans—who am I? _____

I love eating dead animals in the middle of the road—who am I? _____

I'm from Africa and India, have stripes, and am related to cats—who am I? _____

I'm mighty big and like to lie around in rivers—who am I? _____

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ABC Safari

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

| | A | B | C | D | E | F | G | H | I | J |
|----|---|---|---|---|---|---|---|---|---|---|
| 1 | I | C | E | Z | F | Z | E | B | R | Z |
| 2 | G | D | A | O | R | H | I | N | O | T |
| 3 | U | O | E | O | O | Y | E | S | T | O |
| 4 | A | L | L | I | G | A | T | O | R | S |
| 5 | N | P | E | A | S | K | E | Y | Z | I |
| 6 | A | H | P | B | E | A | V | E | R | S |
| 7 | S | I | H | I | P | P | O | W | L | M |
| 8 | A | N | A | T | W | I | N | Z | I | L |
| 9 | T | S | N | S | O | A | T | Y | O | O |
| 10 | E | O | T | I | G | E | R | A | N | W |

___, ___ ALLIGATORS
 ___, ___ ELEPHANT
 ___, ___ DOLPHINS
 ___, ___ OWL

___, ___ FROGS
 ___, ___ RHINO
 ___, ___ TIGER
 ___, ___ LION

___, ___ BEAVERS
 ___, ___ IGUANAS
 ___, ___ YAK
 ___, ___ ZEBRA

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Science

Edible sorting and classifying activity

Gather together a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts

Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. (*blank graph below*)

Sorting by attribute graph

Graph the attributes that children used to sort their items.

What was the most common attribute (size, shape, color, etc.) used?

| | | | | | |
|------------|--|--|--|--|--|
| 10 | | | | | |
| 9 | | | | | |
| 8 | | | | | |
| 7 | | | | | |
| 6 | | | | | |
| 5 | | | | | |
| 4 | | | | | |
| 3 | | | | | |
| 2 | | | | | |
| 1 | | | | | |
| Attribute: | | | | | |

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Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have a backbone?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe oxygen from air through lungs or from water through gills?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

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ABC Safari Teaching Activities Animal Sorting and Graphing

Copy enough pages for each child or group and have children cut out the animals below.

Using the fun facts in the book, children should determine what class of animal it is and whether it eats plants or meat.

Have them place the card in a pile in the appropriate square of the chart on the next page.

As a variation for older children, have them guess which square should be used and then check their answers with the information in the book.

Graph the number of cards in each square.

Have children refer to the chart and the graph to help answer the following questions:

Which animal class has the highest amount of animals in the book?

Do you think this means there are more of those animals on the earth?

Why or why not?

Do all mammals, reptiles, amphibians or birds eat the same thing?

Which animal class eats the most plants?

Which animal class eats the most meat?

Are there any animal eating habits that surprise you?



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Chart of animal classes and what they eat




| Animal Class | Plants | Meat |
|---------------------|---------------|-------------|
| Mammals | | |
| Reptiles | | |
| Amphibians | | |
| Birds | | |
| Fish | | |





[Graph](#) the results.

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For Creative Minds

For easy use, this section may be photocopied or downloaded from the *ABC Safari!* homepage at www.SylvanDellPublishing.com by the owner of this book. Copy and cut out the "animal cards." If desired, use a card stock when copying or printing. Sort the cards by animal class or by what the animals eat. If desired, make two copies and use cards to play "Memory."

| | |
|---|---|
|  | <h1>Aa</h1> <p>Alligators Reptiles Meat eaters</p> <p>Their eyes are high on their heads so that they can see while they are in the water.</p> |
|  | <h1>Cc</h1> <p>Cheetahs Mammals Meat eaters</p> <p>Cheetahs usually run about 30 miles per hour (mph) but can run short distances at 60 or 70 mph!</p> |
|  | <h1>Ee</h1> <p>Elephants Mammals Plant eaters</p> <p>Elephants can use their trunks to pick berries or to push over trees.</p> |
|  | <h1>Gg</h1> <p>Gorillas Mammals Plant eaters</p> <p>Their hands are similar to ours—five fingers, and they even have "thumbs."</p> |

| | |
|--|--|
|  | <h1>Bb</h1> <p>Beavers Mammals Plant eaters</p> <p>Beavers' teeth grow, like our hair. They have to nibble on trees to keep their teeth from getting too long!</p> |
|  | <h1>Dd</h1> <p>Dolphins Mammals Meat eaters</p> <p>Even though dolphins live in the ocean, they breathe air.</p> |
|  | <h1>Ff</h1> <p>Frogs Amphibians Meat eaters</p> <p>There are over 4,900 species of frogs in the world that range in size from $\frac{1}{2}$ inch to 15 inches.</p> |
|  | <h1>Hh</h1> <p>Hippopotamus Mammals Plant eaters</p> <p>They can close their nostrils so they don't get water up their noses!</p> |



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| | |
|---|--|
|  | <p>Ii</p> <p>Iguanas Reptiles Plant eaters Iguanas are lizards that live all over the world including rainforests and deserts.</p> |
|  | <p>Kk</p> <p>Koalas Mammals Plant eaters Koalas have extra fur on their bottoms to keep them comfortable while sitting in trees.</p> |
|  | <p>Mm</p> <p>Manatees Mammals Plant eaters Manatees sometimes use their front flippers to push food into their mouths.</p> |
|  | <p>Oo</p> <p>Owls Birds Meat eaters Their eyes are very big in order to let the light in at night.</p> |
|  | <p>Qq</p> <p>Quails Birds Plant eaters Quails "quack" for life.</p> |

| | |
|--|--|
|  | <p>Jj</p> <p>Jackrabbits Mammals Plant eaters Jackrabbits have very long ears - up to five inches long.</p> |
|  | <p>Ll</p> <p>Lions Mammals Meat eaters Lions sleep between 16 and 20 hours a day.</p> |
|  | <p>Nn</p> <p>Newts Amphibians Meat eaters Newts have four "toes" on their front feet and five "toes" on their back feet.</p> |
|  | <p>Pp</p> <p>Penguins Birds Meat eaters These birds do not fly, but they swim and can see underwater.</p> |
|  | <p>Rr</p> <p>Rhinoceroses Mammals Plant eaters Men hunt Rhinos for their horns, and these mammals are close to extinction.</p> |



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Ss

Sea Lions

Mammals
Meat eaters

Sea lions can dive up to 600 feet in order to get their fish dinner.



Uu

Urials

Mammals
Plant eaters

Urials are a type of wild sheep that live high in the mountains.



Ww

Wolves

Mammals
Meat eaters

Wolves hunt as a group but will only kill animals that they need.



Yy

Yak

Mammals
Plant eaters

Himalayan Natives use yaks to carry things high in the mountains.



Tt

Tigers

Mammals
Meat eaters

After eating, tigers bury leftovers in order to hide them from other animals.



Vv

Vultures

Birds
Meat eaters

Vultures' heads don't have many feathers so they won't get all dirty when they eat.



Xx

X-ray Fish

Fish
Meat eaters

These tiny fish (less than two inches long) live in some freshwater rivers in South America.



Zz

Zebra

Mammals
Plant eaters

Zebras can be identified by their stripe patterns.



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Animal card games

Memory Card Game Make two copies of each of the sorting cards in the For Creative Minds pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy or download the cards. Poke a hole through the card and tie onto a piece of yarn. Each child should put on a "card necklace" so that the card is on their back. Each child should ask "yes/no" questions to guess what animal they are.

Go Fish Make two copies of the cards to play "Go Fish." Deal four cards to two players or three cards to three or four players. Instead of asking for the animal by name, the child must ask for the card using some kind of animal description, such as "do you have a bird that flies in the water?" The other player verifies the animal with "do you want a penguin?" before giving away the card. If the person does not have a match, they say "go fish" and the first child draws a card from the pile. A match is set down and the child continues with his/her turn until he/she has no more matches and the play goes to the next child. The first child to get rid of all his/her cards, wins.

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A day in the life of . . .

Pick an animal from the book and pretend that you are that animal.

- Explain where you live (habitat).
- What do you eat?
- What animals might eat you?
- How do you protect yourself from those animals?
- Where do you sleep or rest?
- Write a paragraph about what do you do during the day (or night if nocturnal).

Life cycles

Pick an animal from the book and research the life cycle of that animal.

- What are the babies called?
- How are the animals born? (hatched from eggs, born alive, etc.)
- How many brothers and sisters might be born at the same time?
- How big is the baby (length, height, weight, etc.) when born?
- What is the “house” like if applicable (nest, den, burrow)?
- Where is it found (underground, in trees, etc)?
- Which parent(s), if any, are involved in raising the young?
- What does the baby eat and for how long?
- How long will the babies stay with the parent (if parents are involved)?
- When is the “baby” considered an adult?
- How will it find a mate and have babies?
- Who prepares the nest/den and how (if applicable)?
- Some animals are only born at specific times of the year (to coincide with food availability). Is the animal born any time or just during special times of the year?

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Adaptations

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes.

- Physical Adaptations include body shape. (teeth, feet, body covering, hair, blubber, ability to move, climb, etc.)
- Camouflage: color of skin or pattern to blend into background.
- Mimicry: Pretending to be something else to fool predators (Katydid)
- Behavior: opossum plays dead, social groups
- Migration: the seasonal movement of animals from one location to another
- Hibernation: a long, deep sleep in which the animals breathing and heartbeat are lower than usual.

Pick an animal from the book and try to figure out some of the animal's adaptations.

- How does it move and what parts of its body does it use to move?
- How does it see?
- How does it hear?
- How does it get its food?
- What parts of its body does it use to gather the food?
- How does it eat its food?
- What parts of the body does it use to eat the food? (teeth are different for carnivores than herbivores...)
- How does it hide from predators or prey (so it can catch the prey)?
- How does it protect itself from predators?
- In what habitat does it live?
- What adaptations does the animal need to help it survive in that habitat? (heat, cold, land, water, underground, high altitude, et.)
- Where does the animal live and does it make a “house?”
- Does it live alone or with a group?
- How does it “communicate” with others of its kind?
- How does it sleep?
- When does it sleep?
- Is food readily available all year?
- How does the animal deal with seasonal changes (if applicable)?

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Biomes and habitats of the world

See if you can identify the biomes and habitats in which the animals live.

Aquatic

Marine

Oceans

Open

Deep sea

Tropical

Temperate

Arctic

Estuaries and Inter-tidal Zones

Coral reefs

Freshwater

Lakes and ponds

Rivers and streams

Wetlands & swamps

Desert (less than 10 inches of rain a year)

Hot

Cold (Antarctica)

Forests

Boreal or Taiga: cold winters & warm summers

Temperate Deciduous: well defined growing seasons

Rainforest: over 85 inches of rain per year

Tropical: found in tropics 0 to 22.5 degrees latitude

Temperate: between 22.5 and 50 degrees latitude

Grasslands (also called prairies, savannas, or steppes)

Temperate: defined growing seasons

Tropical: hot all year

Tundra (cold and no trees)

Polar

Alpine (mountain) tundra

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Science journal

Have children draw a picture to define the vocabulary word or concept

Habitats

Animal classes

carnivore

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herbivore

Safari

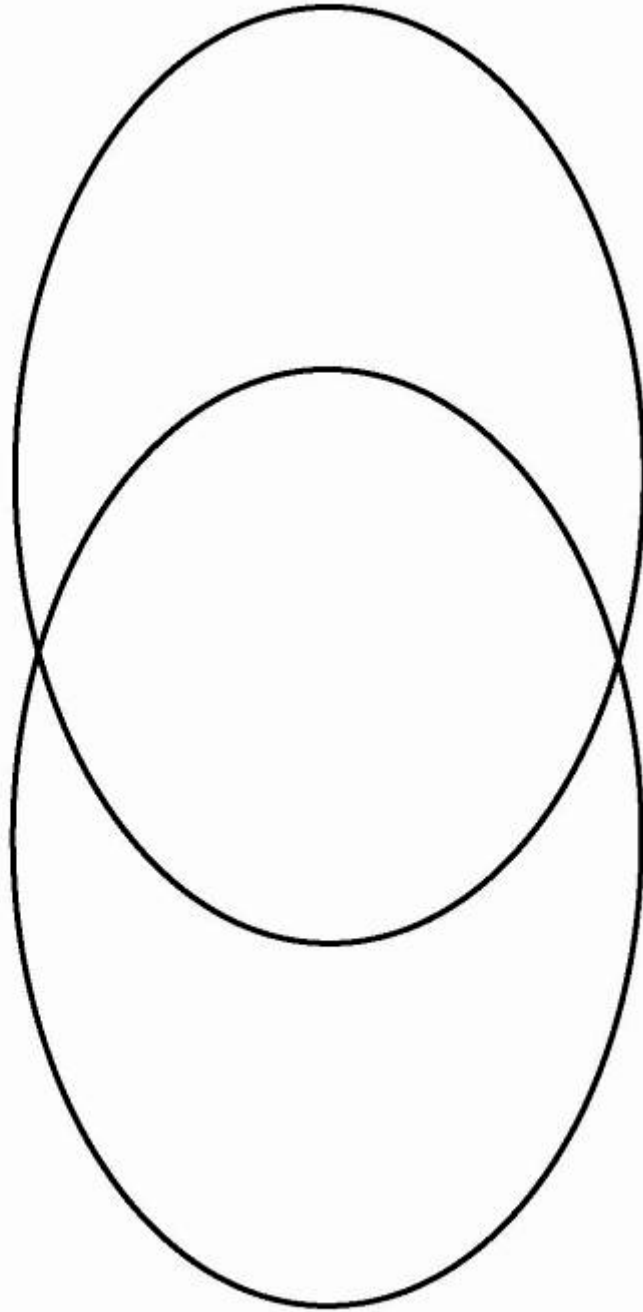
adaptation

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Venn diagram

Two Animal Comparison

Pick any two animals and compare and contrast them.



Common

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Math

Using the information from the animal class and what they eat [chart](#), graph the results:

| | | | | | | | | | | |
|----|-----------------------|--------------------|------------------------|--------------------|--------------------------|--------------------|----------------------|--------------------|----------------------|--------------------|
| 10 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 1 | | | | | | | | | | |
| | <u>Mammals</u> | | <u>Reptiles</u> | | <u>Amphibians</u> | | <u>Birds</u> | | <u>Fish</u> | |
| | <u>plants</u> | <u>meat</u> | <u>plants</u> | <u>meat</u> | <u>plants</u> | <u>meat</u> | <u>plants</u> | <u>meat</u> | <u>plants</u> | <u>meat</u> |

- Which animal class has the most plant eaters?
- Which animal class has the least plant eaters?
- Which animal class has the most meat eaters?
- Which animal class has the least meat eaters?
- Are there any animal classes where the meat eaters equal the plant eaters?
- Which animal class has the most animals in the book?
- Which animal class has the least animals in the book?

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Measuring (comparing and contrasting by size or weight)

Animals come in all shapes and sizes. Some animals are so small, they can only be seen with a microscope. Other animals are so big that they are the size of a school bus when they are born! Look up how big the animals are as adults or as babies and compare the size to something you know.

It is easy to say that a giraffe is 6 feet tall when born or an adult alligator is 12 feet, but what does that really mean?

What standard measuring tool would you use to measure something in:

- Inches or centimeters
- Feet or meters
- Pounds or kilograms

Try to imagine how big or small the animal is compared to something you know:

If it is small, what are some other things about the same size? *How many pennies, paperclips, quarters, hands, shoes, etc.*

If it is very big, how many “things” would equal it?

How big is that 12-foot alligator?

- Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big 12 feet is on the playground, sidewalk, or driveway.
- If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size of the alligator?
- If someone shorter or taller than you did it, how many times do they have to lie down?
- How many times would an adult have to lie down?
- What does it weigh?

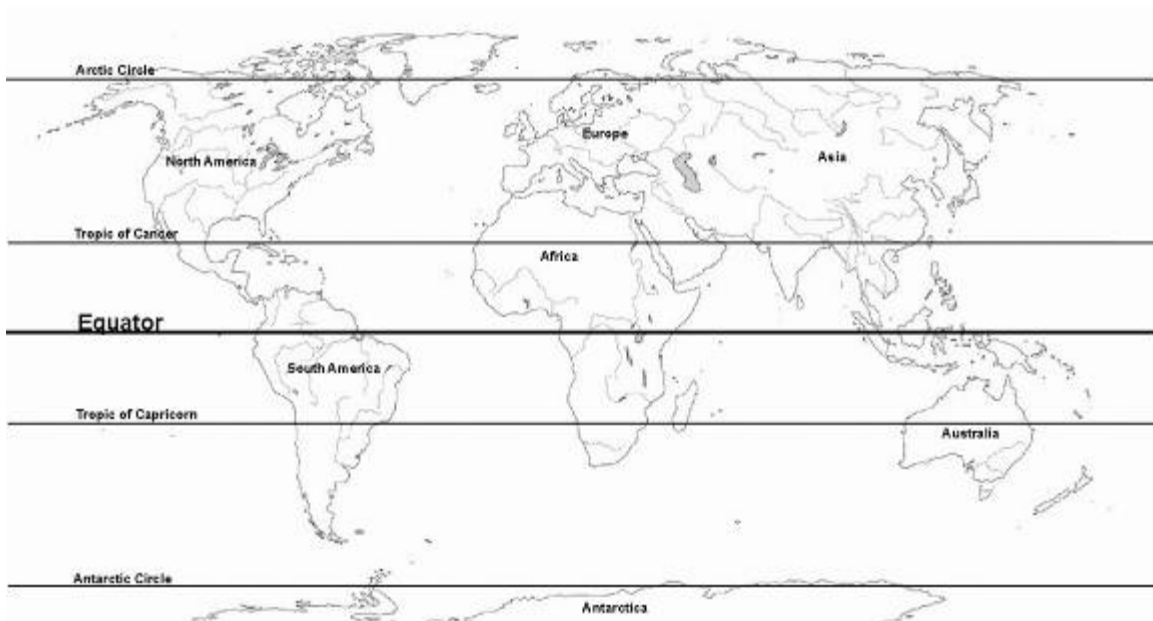
Suppose something weighs five pounds. Guess what other things weigh about five pounds (how many books, a bag of flour, etc.) Weigh the items to see? Were you right?

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Research and geography

Some of the animals in the book are found all over the world. But some, like those listed below, only live in certain areas or on one or two continents. Match the animal to the continent(s) to which it is native:

| | |
|--------------|---------------|
| cheetah | Africa |
| elephant | Africa |
| gorilla | Africa |
| hippopotamus | Africa |
| koala | Africa |
| lions | Africa |
| penguin | Antarctica |
| rhinoceros | Asia |
| tiger | Asia |
| urial | Asia & Africa |
| x-ray fish | Asia & Africa |
| yak | Australia |
| zebra | South America |



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