

# Teacher Guide for APPLESEEDS: *Animals and Us* Issue

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*This guide was prepared by Nancy Garhan Attebury, B.S. Elementary Education, M.A. Children's Literature. She is a children's author and retired teacher from Oregon.*

**Objectives:** to increase awareness of animal behaviors, habitats, and the people who work with them, to improve reading comprehension, and to improve verbal communication skills.

**'An Interview with Elizabeth Marshall Thomas,'** pp. 2-3.

**Warm-up Activity:** Put these headings on the board: Pets Wild Animals As a class, list animal names under each. Talk about whether any animals belong on both lists and why. Explain to students that many people such as owners, veterinarians, and scientists work with animals.

### **Interview:**

After reading the article, divide the class into groups. Ask each group to write three interview questions for one veterinarian. Assign veterinarians from this list. Share when finished.

elephant veterinarian	lizard veterinarian	dog veterinarian	cow veterinarian
mouse veterinarian	falcon veterinarian	cat veterinarian	zebra veterinarian

**'Jane Meets David: Jane Goodall and the Chimpanzees,'** pp. 4-7.

### **Comprehending and Drawing Conclusions:**

- How do you know that Jane Goodall wanted to learn about animals when she was a little girl?
- What did Jane Goodall want to learn when she studied chimps in the Gombe National Park?
- What was special about the relationship between Jane Goodall and the chimp David Greybeard?
- Chimps can make something. What can they make and use? How is this like human behavior?
- What did Jane Goodall do to remember how chimps behaved and acted?
- Chimps share information. How do they do it? Is this similar to human behavior?

**'What Casper Taught Me,'** pp. 8-9.

Ask students what they can learn from a pet and what Don learned from Casper.

### **Creative Writing:**

Write a newspaper story about your pet and how it saved someone (it could be you).

Use these prompts:	Who is the story about?
What did the pet do that was unusual?	Where did this happen?
When did this happen?	Why did the pet do this?

**'Reading the Book of Nature: The Artist's Eye,'** pp. 10-11.

### **Creative Art Activity:**

Ask students how people could record history without words. Discuss how cave and rock pictures told us things about animals and humans. Ask students to make an animal picture that tells a story. Let students share their artwork with the class.

**'Fishing for Some Answers,' pp. 12-14.**

**Critical Thinking:**

Before reading the article ask students to think about balance and what it means.

- What do you do to balance a bicycle?
- How do you balance on a balance beam? Can your arms make it easier?
- Is it easy to balance a book on your head and walk at the same time?
- If you spin around and around many times, what happens when you stop?
- Can you think of any kind of balance experiment astronauts could do in space?

**'Watch that Pet,' p. 15.**

**Drawing Conclusions:**

- What can you learn from observations?
- How do observations make a person a good scientist?
- Why is it a good idea to keep a written record of your observations?

**'Sun Catcher,' pp. 16-17.**

Read the article. Ask the class what they learned about the sun and mice in general?  
True/False: Mark these statements TRUE or FALSE.

- \_\_\_\_\_ A bright creature was caught in a net.
- \_\_\_\_\_ TCakabesh meant to catch the sun.
- \_\_\_\_\_ The hunter asked animals to help him free the sun.
- \_\_\_\_\_ A deer, a bear, and an elephant could not get close the net.
- \_\_\_\_\_ The mouse cut the net with scissors.
- \_\_\_\_\_ The sun stays away from the place where the sky touches the earth.
- \_\_\_\_\_ A mouse always has short hair on its back.

**'An Eye for Ants,' pp. 18-21.**

**Vocabulary:** *colony, naturalist, harvester, entomologists, observations, pheromones, regurgitate, specimens*

Have students use the vocabulary words to complete the blanks and answer the question.

- A group of people may live in a city. A group of ants lives in a \_\_\_\_\_. How does this group work together?
- Scientists who study bugs are \_\_\_\_\_. They gather \_\_\_\_\_ and make \_\_\_\_\_ to learn about bugs.
- What do you call a person who enjoys and studies nature? Is this a good name?
- Ants send messages in a special way. They use \_\_\_\_\_.
- What kind of ants did E.O. Wilson keep under his bed? What do you think their job was?
- Some ants \_\_\_\_\_ food to help feed others in the colony. Do other animals do this?

**'Dinosaurs Among Us,' pp. 22-24.**

Have the class talk about a few familiar dinosaurs and their physical characteristics.

**Processing Information:**

Make a chart for dinosaurs from the article. List physical characteristics under each.

Dromaeosaurids

example: 3 fingers

Archaeopteryx

Unenlagia

Have students use the characteristics to create a picture of one dinosaur. Share the pictures.

'Read My Face,' p. 25 (answers p. 31).

**Drawing Conclusions:**

Read the article together and talk about the cat faces and moods. List the words content, angry, curious, ambivalent, fearful, and aggressive on the board. Ask students to fold a piece of blank paper into 4 boxes and draw one circle about the size of a jar lid in each box. The circle will represent a person's face. Using the list, allow students to write a different word in each box. Ask them to draw facial expressions of their "person" to match their word. Share ideas and discuss how animal and human facial expressions are the same or different.

'Finding Their Way,' pp. 26-29.'

**Comprehension:**

How do bats "see?"

What do green turtles do that is unusual?

How many monarch generations does it take to travel 1,850 miles?

How do fish find the river that is their home?

**Sequencing Activity:**

Use the numbers 1, 2, 3 to put the events in order.

**CARIBOU:**

\_\_\_\_\_ Adults gain 50 pounds.

\_\_\_\_\_ A mother caribou gives birth on the Arctic plain.

\_\_\_\_\_ Caribou make their home in a forest.

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**HUMPBACK WHALE:**

\_\_\_\_\_ Humpback whales are in Glacier Bay.

\_\_\_\_\_ A humpback herd swims north.

\_\_\_\_\_ A humpback whale gives birth.

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Use the numbers 1, 2, 3, 4 to put the events in order.

**ARCTIC TERN:**

\_\_\_\_\_ A tern hatches along the coast.

\_\_\_\_\_ Arctic terns scoop up ocean food.

\_\_\_\_\_ The terns spend a short summer in the Antarctic.

\_\_\_\_\_ Arctic terns start a long journey

'You Can Change the World!' p. 30.

Talk about volunteers and what they do. Then answer these questions.

- What kind of volunteer work can kids do for other kids?
- How can kids help elderly people?

- What are some volunteer projects that take a group to complete?
- What are some volunteer projects that can be done by only one person?
- Why is Roots and Shoots a good name for a volunteer project?

**'When Animals Help Us,' p. 33**

**Persuasive Writing:**

Read the article. Then have students do this: Write a letter to persuade someone that you would be a good trainer for a Seeing Eye dog or a "helping hands" Capuchin monkey. Explain why you would be good, what you could teach a helper animal, and how you would train it.

Look up the K9 Buddy Program at [www.GuideDogs.com](http://www.GuideDogs.com) to find out more.

**Answers pp. 16-17**

TRUE  
FALSE  
TRUE  
FALSE  
FALSE  
TRUE  
TRUE

**Answers pp. 18-21**

colony  
entomologist    specimens    observations  
naturalist  
pheromones  
harvester  
regurgitate

**Answers pp. 26-29**

CARIBOU	2, 1, 3
HUMPBACK WHALE	3, 2, 1
ARCTIC TERN	1, 3, 4, 2