

Animals! Animals!

Three programs in the **Backyard Safari** series deal with various habits and behaviors of animals:

Program 1. THAT'S MY BABY, focuses on animals and their young.

Program 6. DINNER TOOLS, shows the many ways that animals get their food and eat it.

Program 8. HOME SWEET HOME, provides a glimpse into animal homes.

Because of the interrelated nature of these topics, this section of the Teachers' Guide combines these three programs into one unit of study.

◆ GET READY TO WATCH

Invite students to talk about their pets. How do they care for them? Were any of their pets babies when they came to live at their homes? If so, how did they care for the baby animal differently from the way they cared for the pet when it grew older?

Ask students, "If you could have a wild animal for a pet, which one would you choose and why?" Discuss some of the problems associated with having the animals they mention as pets. Help them realize that many of the problems they identified have to do with providing an appropriate home and finding food.

◆ TALK ABOUT

After viewing the three programs, discuss why animals choose to live where they do. (There is protection from enemies. They have materials they need to build or adapt a home. There is plenty of food nearby. It is a safe place to have their young.)

Discuss similarities and differences in the way human beings care for their babies and the way animals care for their babies. Make sure students understand the concept that not all animals care for their young from birth.

◆ CURRICULUM INTEGRATION ACTIVITIES

Science

Investigate some common baby animal names. Divide a large chart into boxes. Write the name of a baby animal in each box, such as "pup," "calf," "cub," "kit," "chick," etc. As students learn more about animals, write the names that the adult animals are commonly called in the box.

Pup Coyote Fox	Calf Cow Elephant Giraffe Whale	Cub Bear Tiger Lion
Chick Penguin Ostrich	Kit Beaver Skunk	Kid Goat
Colt Zebra	Infant Monkey	Lamb Llama

◆ Program Descriptions

Program 1. That's My Baby

The needs of baby animals are both similar to and different from those of human babies. In this episode, Celia shows her 10-month-old niece to Crinkleroot and Bud and learns how different animals are born. Viewers become acquainted with animal babies by observing baby birds hatch, watching a baby elephant walk within minutes of birth, and following a group of puppies during their first eight weeks of life. Animals reveal how they carry their young and how they care for them in ways that are similar to the way human babies are cared for. Young scientists explain how they take care of their baby pets and demonstrate how to make a Caretaking Chart.

Program 6. Dinner Tools

It's dinner time at the **Backyard Safari!** Bud tries to get the animals in the park to use his tools to get their food and eat, but Celia helps him understand that animals have their own tools, such as teeth and tongues, to get their food. A butterfly stretches its proboscis into a flower, a giraffe licks off leaves with its long tongue, and an anteater digs out its dinner with its long snout. Viewers see both a squirrel and shark use their teeth as tools. A young scientist teaches Crinkleroot to make a pine cone bird feeder.

Program 8. Home Sweet Home

Animal builders create homes that are just right for them. They use materials from things in nature that are around them, and they have the right tools within their physical makeup to build their homes. Viewers have the opportunity to see how a beaver and a weaver bird build their intricate homes. Celia gets a first-hand look at the plants and animals that live in a pond neighborhood on a tour with naturalist and author Hope Ryden. A young scientist shows Crinkleroot his bird nest building kit.





◆ Crinkleroot's Corner

Animals are amazing!

A blue whale is the largest animal that ever lived. On the day it is born, a baby blue whale is already as big as an elephant! The emperor penguin raises only one chick a year. The female lays the egg, but the male incubates it under a flap of skin. This same flap of skin keeps the chick warm as it grows. The snapping turtle has a fierce bite, but it has no teeth! The hard, sharp edge of its mouth does the biting. Troops of rain forest gorillas are always on the move, hunting for plants and fruit to eat. When they find plenty of food and need to digest it, they build day nests on the ground and take a nap. Then they travel until dark, when each gorilla builds a new night nest.

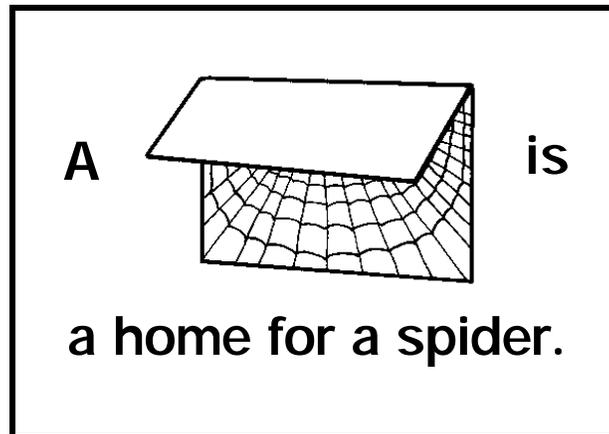
Compare the functions of homes for different animals. Make a list of functions of homes down the side of a chart (e.g., safe from enemies; protection from other dangers, such as weather; place to care for young; enough food; materials for building or adapting home; "fits," i.e., appropriate for, the animal, etc). Across the top of the chart, list different types of animal homes (e.g., nest, den, burrow, mound, hive, hole, web, etc.). Discuss each animal home according to the list of functions and put a "+" for "yes" and a "-" for "no" next to each function. Even though different animals have different needs, there should be many more pluses than minuses, demonstrating that animals are similar in their needs for shelter.

Invite a dentist into the classroom to describe and show models of how people use their teeth for tearing and grinding food. Discuss how some animals have teeth that are adapted for similar functions depending on what they eat.

Play "Guess Who I Am." One child thinks of an animal, and the other students ask five questions, all of which can be answered "yes" or "no." One of the questions has to do with where the animal lives (e.g., "Do you live in a tree?"). One question must be about what the animal eats (e.g., "Do you eat insects?"). One question must concern the animal's young (e.g., "Do you lay eggs?") The remaining two questions may be on any topic that leads to guessing the animal's identity. At the end of five questions, allow three guesses as to what animal the child is describing.

Language Arts

Have students make a lift-the-flap book about animals and their homes. Use the sentence frame, "A _____ is a home for a _____," on a page. For the first blank, substitute a box that can be cut around three sides and folded along the top. In the second blank, students supply the name of an animal. Give students a piece of paper slightly larger than the opening created by the box. They draw the appropriate animal home on this paper, and position it so it can be seen through the opening. They then glue the edges of the paper around the opening. Bind all the pages into a book that students can read by reading the sentences and lifting the flaps to reveal the homes of each animal.



Write want ads for animal homes. Share a few want ads from the newspaper with students so they see the style of such an ad—very short with specific details. Make available several books about animals, that include a section on where the animals live. Discuss how what animals eat influences where they live. Have students each choose an animal and write two things the animal would want for its home. Post all the want ads on a bulletin board.

WANTED

A home for a squirrel.

Desire nice hole in a tree.

Must be able to find nuts.

Call 123-NUTS

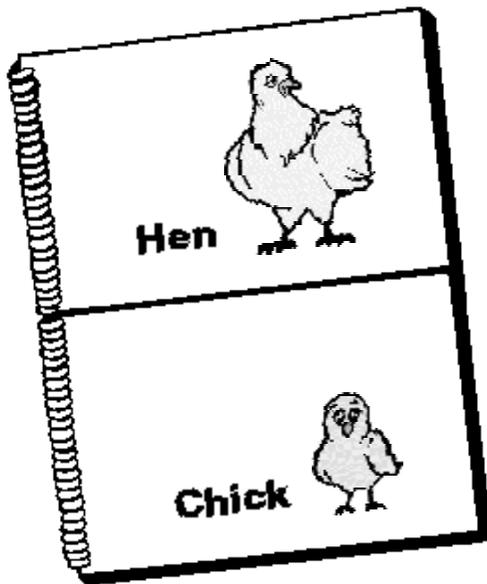
WANTED

Bee wants home.

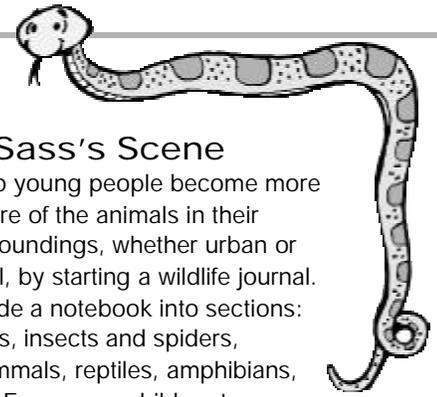
Must have lots of rooms, and flowers nearby.

Call 555-BUZZ

Make a mix-and-match book of animal parents and their babies. Give students a piece of 9" x 12" construction paper with a line drawn across the middle. On the top half of the paper, they draw an adult animal and label it. On the bottom half, they draw the baby animal and label it. Spiral-bind all the pages, then cut along the line on each page. The tops and bottoms of the pages now move independently of each other. As students read through the book, they need to find the two halves that match.



Have students write menus for the "Creature Café." Each student will need to choose an animal, research its diet, and write what the animal might order at the café. Supply paper plates for each student to draw a picture of a "meal" their animals might enjoy. Students might wish to use puppets to act out ordering from the menus.



◆ **Sass's Scene**

Help young people become more aware of the animals in their surroundings, whether urban or rural, by starting a wildlife journal. Divide a notebook into sections: birds, insects and spiders, mammals, reptiles, amphibians, etc. Encourage children to use their senses to detect the presence of wildlife. What sounds do they hear? Are these daytime or nighttime sounds? What signs of animals do they find, e.g., tracks, homes, food leavings, etc.? Have children record their observations in the appropriate sections in their notebook. They should write what they observed, where they observed it, and the date and time. (The activity of animals varies according to time of year and time of day. For example, some animals may be more active in the evening than during the day, and many animals have their young in the spring and gather food in the fall.) They may also wish to include sketches in their notebook. Follow up nature walks with a trip to the library to check out field guides on birds or insects and informational books about mammals. Notes from these reference books can be added to appropriate notebook pages. Encourage curiosity about animals and make wildlife watching a habit, but caution children about the dangers of approaching and touching wild animals. They may bite and/or carry diseases. Injured or sick animals should be reported to an animal control facility.





Math

Compare animal birth sizes. Not all babies are small. Brainstorm a list of large animals, e.g., elephant, whale, giraffe, hippopotamus, anaconda, polar bear, etc. List them on a chart titled, "Who Has the Biggest Baby?" Send students on a fact-finding mission to learn the birth size of each of the animals. Have them record the information they find on the chart, and order the animal babies by size from largest to smallest. They may be in for some surprises! A similar activity can be done with small animals. Then students can compare the two charts to see if any babies of large animals are comparable in size to babies of small animals.

Have students research the lengths of some animal teeth and use the lengths as alternative units of measurement. Pose estimation problems such as, "How many of our teeth would equal the length of a great white shark's tooth?" and "Find some common objects that are about the same length as a polar bear's tooth." Students will devise other problems for classmates to solve.

Social Studies

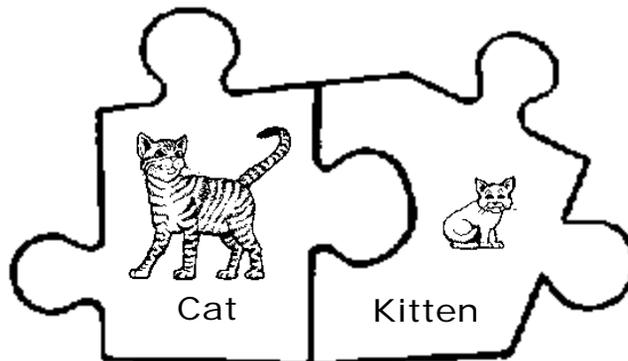
Take a field trip to a zoo, if possible, and visit both the zoo nursery and the kitchen. Request that zoo workers explain how they care for the animals' young and why they prepare certain foods for different animals.

Brainstorm a list of different types of dwellings that people might live in, e.g., cabin, palace, castle, condo, mobile home, apartment, mansion, tent, etc. Discuss similarities and differences among the dwellings. Relate the functions of a home for people to homes for animals.

Art

Build animal homes using a variety of materials, such as clay (or clay dough), craft sticks, cardboard, different types of paper, sticks, leaves, toothpicks, small rocks, shells, string or yarn, small boxes, egg cartons, paints, containers of different shapes and sizes, etc. Invite students to create an animal home using the materials. Provide time for them to tell about the home they designed and why it is a good home for a particular animal.

Have students make adult-baby animal puzzles. Use oaktag or stiff paper cut in 9" x 3" pieces. Draw a puzzle cut line down the center of the piece. On the left side of the line, have students draw and label a picture of an adult animal. On the right side, draw and label the baby animal. Laminate the pieces and cut along the puzzle line. Mix up all the pieces and invite students to match the adult and baby animals.



Make an animal concentration game that requires matching adult animals with their young. Cover one side of a piece of 12" x 8" construction paper with colorful contact paper. Cut the construction paper into eighteen 4" x 3" cards. (If more cards are desired, follow the same procedure.) Provide magazines that have pictures of animals (e.g., *Ranger Rick*, *Your Big Backyard*, *Owl*, *National Wildlife*, *National Geographic*, and others), and advertisements in the mail that feature animals (catalogs, discarded books, etc.). Have students search these materials for pictures of adult animals and their young. Glue cutouts on the uncovered sides of the cards, so that there are matching adult and baby animal pairs. Laminate all the cards. Have students play "Concentration" by laying all the cards face down and turning up two at a time in an attempt to match the picture of the animal adult with the animal baby.

◆ **CRINKLEROOT SAYS,
"DO YOU WANT TO KNOW MORE?"**

Check out the local library or bookstore for these books about animals:

Animal Babies

Bauer, Marion Dane. *If You Were Born a Kitten*. Illus. by Ellen McAllister Stammen. Simon & Schuster, 1997.

Collard, Sneed B. *Animal Dads*. Illus. by Steve Jenkins. Houghton Mifflin, 1997.

Darling, Kathy. *Arctic Babies*. Photos by Tara Darling. Walker, 1996. (see also *Rain Forest Babies*, *Desert Babies*, and *Seashore Babies*)

Elwood, Ann. *Baby Animals 2* "Zoobooks." Wildlife Education, 1993.

Fowler, Allan. *Cubs and Colts and Calves and Kittens*. Children's Press, 1991.

Greenway, Shirley. *Whose Baby Am I?* Photos by Oxford Scientific Films. Ideals Children's Books, 1992.

Heller, Ruth. *Chickens Aren't the Only Ones*. Grosset & Dunlap, 1981.

Hirschi, Ron. *A Time for Babies*. Photos by Thomas D. Mangelson. Cobblehill/Dutton, 1993.

Komori, Atsushi. *Animal Mothers*. Illus. by Masayuki Yabuuchi. Philomel, 1988.

Manning, Mick & Granstrom, Brita. *The World Is Full of Babies!* Delacorte, 1996.

Maynard, Christopher. *Amazing Animal Babies*. "Eyewitness Juniors." Alfred A. Knopf, 1993.

McMillan, Bruce. *The Baby Zoo*. Scholastic, 1992.

Penny, Malcolm. *Animals and Their Young*. Illus. by Wendy Meadway. Bookwright, 1987.

Podendorf, Illa. *Baby Animals*. Children's Press, 1981.

Schneck, Marcus. *Baby Animals*. Gallery Books, 1990.

Simon, Seymour. *Wild Babies*. HarperCollins, 1997.

Smith, Roland. *Inside the Zoo Nursery*. Photos by William Munoz. Cobblehill/Dutton, 1993.



Spencer, Eve. *Animal Babies 1, 2, 3*. Illus. by Susan David. Raintree, 1990.

Spinelli, Eileen. *Baby Animals*. "Children's Nature Library." Publications International, 1991.

Wood, Jenny. *I Wonder Why Kangaroos Have Pouches and Other Questions About Baby Animals*. Kingfisher, 1996.

Yabuuchi, Masayuki. *Whose Baby?* Philomel, 1985.

Animal Homes

Arnosky, Jim. *Crinkleroot's Guide to Knowing Animal Habitats*. Simon & Schuster, 1997.

Bare, Colleen Stanley. *Who Comes to the Water Hole?* Cobblehill/Dutton, 1991.

Burton, Jane. *Animals at Home*. Newington Press, 1991.

Crewe, Sabrina. *The Beaver*. Illus. by Andrew Pepworth. Raintree Steck-Vaughn, 1998.

Dewey, Jennifer Owings. *Animal Architecture*. Orchard, 1991.

Fleming, Maria. *How to Build a Home*. Scholastic, 1997.

Foster, Joanna (retold). *The Magpie's Nest*. Illus. by Julie Downing. Clarion, 1995.

George, William T. *Beaver at Long Pond*. Illus. by Lindsay Barrett George. Greenwillow, 1988.

Hoberman, Mary Ann. *A House Is a House for Me*. Illus. by Betty Fraser. Viking, 1978.

Holmer, Marilyn F. *Beaver Stream*. Soundprints, 1994.

Lavies, Bianca. *Tree Trunk Traffic*. Dutton, 1989.

Lepthien, Emilie. *Beavers*. Children's Press, 1992.

Penny, Malcolm. *Animal Homes*. Illus. by Robert Morton. Bookwright, 1987.

Podendorf, Illa. *Animal Homes*. Children's Press, 1982.

Eating Habits of Animals

Bare, Colleen Stanley. *Busy, Busy Squirrels*. Cobblehill/Dutton, 1991.

Burton, Jane. *Animals at Work*. Newington Press, 1991.

Corrigan, Patricia. *Shark Magic for Kids*. Gareth Stevens, 1996.

Ehlert, Lois. *Nuts to You!* Harcourt Brace, 1993.

Gibbons, Gail. *Sharks*. Holiday House, 1992.

Lauber, Patricia. *What Big Teeth You Have!* Illus. by Martha Weston. Crowell, 1986.

MacQuitty, Miranda. *Shark*. "Eyewitness." Alfred A Knopf, 1992.

Markle, Sandra. *Outside and Inside Sharks*. Atheneum, 1996.

McCauley, Jane R. *Dinnertime for Animals*. National Geographic Society, 1991.

Nicoll, David & Donnelly, Jane. *Fearsome Hunters of the Wild*. DK, 1996.

Penny, Malcolm. *The Food Chain*.



Royston, Angela. ***The Squirrel.***

Illus. by Maurice Pledger. Warwick Press, 1989.

Thomson, Ruth. ***Look at Teeth and Tusks.*** Franklin Watts, 1989.

Wildsmith, Brian. ***Squirrels.*** Oxford University Press, 1974.

Ziefert, Harriet. ***All Gone!***

Illus. by Henrik Drescher. HarperCollins, 1986.

Zoehfeld, Kathleen Weidner. ***Great White Shark.***

Illus. by Steven James Petruccio. Soundprints, 1995.

Additional Resources

Animal Appetites. Amazing Animals video. DK, 1997.

Animal Builders. Amazing Animals video. DK, 1997.

Animal Mothers. Amazing Animals video. DK, 1997.

Change: Living Things. Featherby's Fables video series. GPN

The Eater and the Eaten. Images of Nature video series. GPN.

Gregory, the Terrible Eater. Reading Rainbow video. GPN.

Is This a House for Hermit Crab? Reading Rainbow video. GPN.

Let's Eat. Images of Nature video series. GPN.

See How They Grow series. Books and videos. DK.

Who's There? Images of Nature video series. GPN.

