

Activity Guide

To be used with

Look What I See! Where Can I Be? With My Animal Friends

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The baby wonders "Where am I?"

Look What I See! Where Can I Be? With My Animal Friends

is the newest opportunity for the youngest readers and listeners to explore their world. This time, baby takes trips with her family as they search for a family pet. Rich language and warm, full-color photos help young readers label their environment and make connections to their own surroundings.



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Table of Contents

Language Arts	2
Pre-Reading/Establish Prior Knowledge/Critical Thinking	2
First Reading/Shared Reading	2
Subsequent Readings	2
Follow-Up/After-Reading Activities	2
Vocabulary Development	3
Art/Writing	4
Letter Writing	4
Make a Wall Story	4
Class Lunch-Bag Book	4
Farm Animal Book	4
Pet Bulletin Board	4
Animal Picnic	5
Animal Parade	5
Marble Paint	5
Make a Butterfly	5
Make Your Own "Look What I See" Window Book	5
Music/Self Concept	6
Skill Development/Language Skills	7
Days of the Week	7
Sentence Structure	7
Listening Center	7
Number Concept/Math	8
Calendar/Number Sense	8
Seven Days Are in Each Week/Tally	8
At the Park/Counting/ One-to-One Correspondence	8
Number Comparison	8
Number of People in Our Families	8
Science	9
Look Mom, No Hands!	9
Look Who's Talking (Animal Communication)	9
Hide and Seek (Animal Camouflage)	9
Animal Babies	10
Animal Groups	10
What Animals Eat	10
Animal Habitats	10
Farm Families	11
Horse	11
Goat	11
Lamb (Sheep)	11
Iguana	12
Dolphin	12
Butterfly	12
Dog	13
Social Studies	14
Field Trip to Visit a Place Where Animals Live	14
Animals Affect Our Lives	14
Pet Adoption	14
Cooking	15
Bagel Bird Feeder	15
Make an Aquarium	15
Class Cooking Project	15
Zebra Brownies	15
Haystacks	15
Addendum A	16
Addendum B	17
Addendum C	18
Addendum D	19
About the Author: Dia Michels	20
About the Photographer: Michael J.N. Bowles	20
Activity Guide Editor	20
Contributors	20

Language Arts

Pre-Reading/Establish Prior Knowledge/Critical Thinking

When introducing the book to the listeners, MAKE CONNECTIONS. Baby is with her family—Mom, Dad, sister and brother as they go to see different animal friends and choose a special animal that will become a family pet. Predict the types of animals baby might see and where baby might be when she visits them. Make a list, then group the list by category. Will baby see animals that are pets? Do you have a pet? Will she see animals in a zoo? Have you ever been to a zoo? (What animals might she see if she went to a zoo?) Or will baby be visiting a farm? Have you ever visited a farm? (What animals might she see?). Use the experience of the group to gauge the length and detail of discussion.



First Reading/Shared Reading

Enjoy the text with children at the first reading. Predict what the story is going to be about and brainstorm ideas of places where baby might see animals. Join in the listeners' excitement as each new location is revealed. Don't look ahead. Make each page a guessing game. Get ready to be a detective! Don't rush the first reading. Take time to allow the listeners to name as many places as they can possibly think of where baby might be before the page is turned to show the actual scene.

Subsequent Readings

Invite children to join in the reading of the story as it is read the second time.

A second reading enhances comprehension and builds fluency.

The simple text is perfect for **choral reading** (all children read together) or **echo reading** (you read first and the listener "echoes" by reading after you).

Very young children will delight in "reading" this story over and over and guessing the family's location before it is revealed on the following page. **Repetition** is wonderful!

Build self-confidence with early readers by pointing out that the illustrations will give us clues as to what the text will say.

As children become more familiar with letters and words, they will be able to identify words they know. Children will want to provide words as you read.

Follow-Up/After-Reading Activities



Refer to the list made initially as you were making connections and building background for story understanding. Check the animals baby saw and compare them to the children's list. Did we think of this animal? Is this animal a pet? Might it fit into another category as well? A horse or a goat might be someone's pet, but also would be a farm animal. Discuss each animal baby saw.



Provide large sheets of paper and crayons. Ask children to draw some of the animals that baby saw in the book. Since scribbling is a precursor to writing, encourage children to "write" about their pictures. Display pictures in a wall story to retell the story of all the animals' baby visited.



Play an animal bingo game with the children using pictures of farm animals (which can include pets), or zoo animals, or wild forest animals.



Play a matching game. Using pictures of animals, have the children match the baby animal with the mother animal.

Language Arts continued

Make a file-folder game. Use any color file folder to create a game in which older children sort the animals by type and put pictures of each animal in the correct category and younger children match pictures of the different types of animals. You could have four different folders, one each for: pets, farm animals, zoo animals, sea creatures.

For older children: On the outside of the folder write the type of animal at the top and glue a picture of something related—like a barn for farm animals—at the center. Let them put pictures of appropriate animals inside that folder.

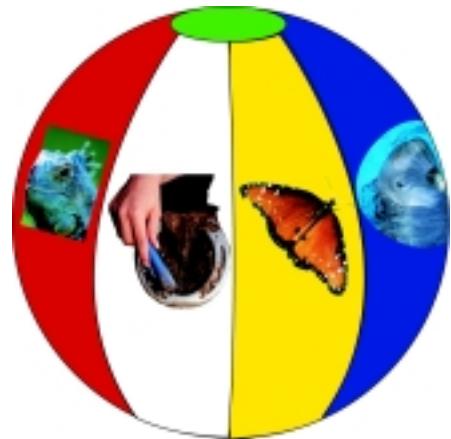
For younger children: Make the folders described above, adding pictures of the appropriate animals inside. You can glue them down on both sides of the open folder; then the younger kids can match another set of pictures to these by laying them on top. If you want to go a step further, use laminated pictures and put Velcro pieces on all the coordinating pictures, so they stay when matched. You could use animal pictures from magazines, or small notepads that are colored and shaped like a particular animal (can find these at teacher supply stores) or you could use animal pattern pictures that you have cut out, colored, and laminated. Pictures can be stored in zipped plastic bags that you attach to the back of each folder.

Vocabulary Development

Bring a striped beach ball to class. On each stripe of the beach ball draw a simple picture that gives the listeners a clue to a place baby visited (you can use pictures in Addendum A on page 16). Call out a child's name as you carefully toss the ball to him/her. "Jacob, tell me about the horseshoe."

Jacob tosses the ball back to the teacher and says, "Baby was with the horse at the farm." The tossing of the ball helps focus attention, and should give each child a chance to respond in a complete sentence while recalling a scene from the story.

Recall Riddles. Use riddles to encourage children to recall details from the text. Such as, *Baby saw me. I am orange. I fly around. I was in the garden. What am I? I am a butterfly.*

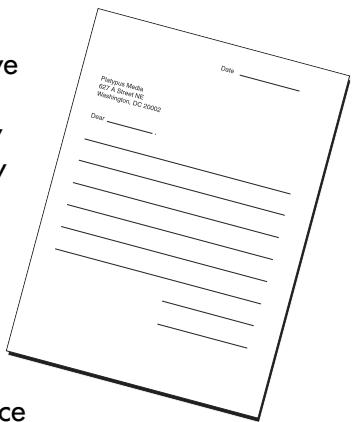


Mystery Box—Begin a Mystery Box with the children. Explain to them that you have hidden a picture (or a plastic miniature) of an animal in the box. Their job is to figure out which animal you have hidden by asking you questions about that animal that can only be answered Yes or No. "Does this animal have fur?" "Would this animal be someone's pet?" Continue the game each day. In a classroom, assign each student the task of taking the box home and putting something inside for the rest of the class to ask about. Allow that student to be in charge of the discussion until the group deciphers what is hiding in the Mystery Box. (An old lunchbox is a perfect box for this activity! It is easy to transport back and forth from home and limits the size of the object that will fit inside.)

Art/Writing

Letter Writing

The family saw many different things each day of the week in this story. If you could have joined them one day that week, which day would you have wanted to go along? What animal would be the most interesting to visit? Write a letter asking the family in the story if you could come and visit (you can use the letter in Addendum C on page 18). Tell why you think that day would be fun. Take a walk to the post office to drop off your letters.



Make a Wall Story

The family travels from place to place throughout the week to see different animals. Paint a mural to show all the places baby visited. Discuss where the children think the animal park might be in relationship to the butterfly garden. Allow each child the opportunity to work on an area of the mural. Label the mural with the name of each place visited. Older children may be able to write their own sentence to correlate with the place they drew in the mural. Younger children could use sponges in the shape of animals to add painted pictures to the mural. You can make a barnyard mural, a jungle mural, an under-the-sea mural (with real sand and shells). Display the final completed mural in a visible space where the children can continue to enjoy their animal habitat and read and reread their sentences.

In this story, baby and her family choose a new animal to come home with them and be part of their family. The animal is a pet. What other animals can we have as pets? Have each child create a picture of their pet or a pet they would like to have. Share illustrations and discuss.

Class Lunch-Bag Book

Baby saw many animals. Create a "look and see" lunch-bag book for your class to enjoy. Use regular size brown lunch bags. Each child will need one bag and a rectangle of white paper that will fit easily into the lunch bag. On the outside have the children draw the habitat of an animal they know about. Then on the rectangular white shape draw the animal. Slip the picture inside the bag. Share by having each child tell the animal that is hiding in his/her bag. Take guesses from the rest of the children. Older children can write riddles on the outside of the bag to read to the group as clues. All bags can then be put together with book rings to make a class "look and see" book.

Farm Animal Book

This could be either a classroom book, or individual books. Using brown construction paper, brown paper from a big roll, or grocery bags, cut out pages in the shape of a barn. Use smaller size barns for individual books. Have children cut out animal pattern pictures and color them with markers or crayons and glue them onto the pages of the book. Punch two or three holes at the left side of the pages and tie off with colored string or yarn. Have the children write or dictate a sentence for the last page of the book about which animal is their favorite and why.

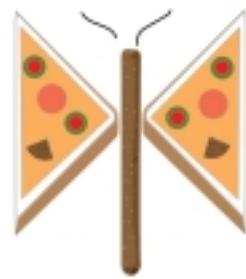
Pet Bulletin Board

Have children bring in pictures of their pets, or a pet or animal they know, and put them up on a bulletin board. They can help decorate by painting the background paper, or coloring a decorative border, or sponge-painting animals around the actual photos. The children can write or dictate a sentence about their pet.

Art/Writing continued

Animal Picnic

Have children bring in their favorite stuffed animal for a special indoor picnic. Spread checkered tablecloths and put the day's snack (a bown-bag lunch for each child) in a picnic basket. Have everyone sit on the floor with their special animal friend and enjoy the picnic. You could even make sandwiches in class (see Addendum D on page 19 to make butterfly sandwiches). If you don't have regular tablecloths readily available, you could also use large sheets of white paper that the children decorate as tablecloths.



Animal Parade

Create special "wagons" to hold the child's favorite stuffed animal. Paint and decorate shoe boxes using beads, feathers, pom poms and punch a hole in one end. Tie a long piece of yarn through the hole that child will hold to pull the wagon. Children can "parade" through the halls to show off their animals and wagons to the children in other classes.

Marble Paint

This project uses marbles to spread paint in pleasing, random patterns. The baby and her family visit many different kinds of animals. Have children cut out pattern animal shapes on colored construction paper. For example: cut out a cat from black construction paper. The outline can be drawn with a white pencil or crayon. Glue the black cat down to a large rectangular piece of white construction paper. Use bright colors such as white, orange, and yellow to paint. Place the paper into a cardboard soft drink case bottom or something with sides to keep the marbles from rolling away. Put two marbles each into the three different color paints. Use a plastic spoon to take marbles and place them on the cat. Using one color at a time, lift up ends of cardboard holder to make marbles roll across the black cat. Repeat using different colors.

Make a Butterfly

There is a picture of a beautiful butterfly in the book. You can have the children create their own by using cut-up pieces of brightly colored tissue paper. Put these in a small zippered (sandwich) bag. Take brightly colored fuzzy pipe cleaners and twist them around the middle of the bag to form the body. The children can then curl or shape the antennae as they like. Curl the pipe cleaner by wrapping it around a pencil.

Make Your Own "Look What I See" Window Book

Create a class/family book following a similar pattern as the *Look What I See!* books but add your own twist. Interview the class to see who has a pet at home. Ask parents to send in photos of the various pets. Compile the pictures to form a class Animal Friends book. Have the child help create the pages for his or her own pet (real or imagined—stuffed animals work fine here).

Cut a window in the first page to show part of the animal friend that has been glued to the second page. Page 1 might say "On Monday we went to Hassan's house. When we got there we saw his..." Page 2 would say, "goldfish." Bind the pages; place book at a central place for students to read. The completed book can be shared with parents by placing it in a protective bag or book bag. Children can "sign out" the class book and take it home overnight. Include a few blank pages at the end for parents to write comments to the class.

On Monday
we went to
Hassan's
house

When we got
there we saw...



Art/Writing continued

Music/Self Concept

Make up your own song that reinforces a skill from the story that you need to introduce or review. This one could be used to review animal names and characteristics.

Sing the following song to the tune of *Are You Sleeping?*



Look what I see! Look what I see!
It is a horse. It is a horse.
A horse lives on a farm. A horse lives on a farm.
It eats hay. It eats hay.

Look what I see! Look what I see!
It is a lamb. It is a lamb.
A lamb is a baby sheep. A lamb is a baby sheep.
It drinks milk. It drinks milk.

Look what I see! Look what I see!
It is a dolphin. It is a dolphin
A dolphin is a mammal. A dolphin is a mammal.
It can swim. It can swim.

Skill Development/Language Skills

The text of the story lends itself to the enhancement of various skills. When taught and practiced within the context of a story, the skill lesson becomes more meaningful to the learner, not just an isolated concept.

Days of the Week

The text naturally progresses through all the days of a week. Use this opportunity to review with the listeners where the days fit in a week. Illustrate using an event frame to show where the baby was visiting on what day of the week. Children could then illustrate and label their own event frame to show things they do each day of the week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

Sentence Structure

A sentence has a capital letter and a period.

Did we read sentences when we read this story?

Listen. How many sentences do you hear?

How can you tell? Stomp your foot (clap your hand) when you hear the end of a sentence.

Oral Language—Read the story in a Reader's Theater format, allowing each child to have a part. Work with the concept of adapting or changing our language to fit what is happening. When do we need a louder voice? When should we talk more softly?

Manipulate small units of sound by helping children pull apart the longer words in the text, stretch the sounds and see how many parts the word has. Using the word wheel...bar...row...the children can hear and see three distinct parts. Model with the children how to write those sounds on paper one part at a time. Share the pen with the children to make the writing interactive. Giving children a rubber band to hold and stretch while saying and working with longer words help to give them the feel of what you mean by stretching out a word and listening to each part. Stretch the children's names, your name, and names of things in the classroom as well as words from the story.

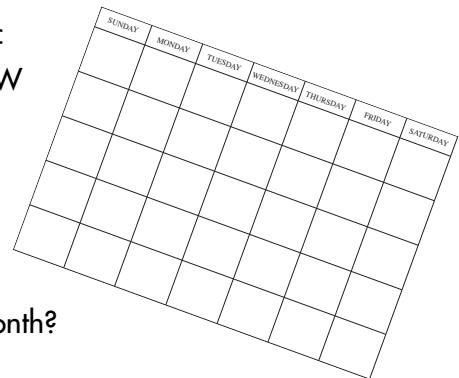
Listening Center

Tape yourself reading *Look What I See! Where Can I Be?* Place the book and tape in a place where individual children can enjoy a rereading. Individual headphone sets are great for listening center time. Be sure to include questions. Find the baby in the picture. Where do you think they will go next? Read the words to find out what is happening.

Number Concept/Math

Calendar/Number Sense

Informally use the story to help toddlers become aware of the names and order of the days of the week. Use the days as well as the words YESTERDAY, TOMORROW and TODAY in conversation. Use the blank calendar in Addendum B on page 17 to label a month. Help the children label the days of the week and numerals for the current month. In the boxes for one week, have them draw a small symbol for the family's destination in the story. In another week, keep track of class activities in a similar fashion. Discuss the number of days in a week and month, months in a year, etc. Extend with questions such as, "What will the date be next Wednesday? What day of the week is the third? How many Fridays are in this month?



Seven Days Are in Each Week/Tally

Review how many makes seven by counting the days of the week orally with the children. As a day of the week is said, make a tally mark for that day. Discover together the final number. Allow children to tally with you on a small chalkboard, white board or paper until all can have the correct amount of marks. Explore the diagonal line on the group of five...how can this help us? **Count by fives** to show how the group of 5 on the tally makes it easier for us to count how many. Tally all the days in one month and figure out how many groups of five would be in a whole month. Display and discuss daily for reinforcement of the concept of using a tally to count or keep track of a specific number.



At the Park/Counting/One-to-One Correspondence

Baby wakes up and sees the baby goat.

How many children do you see? (6)

How many grown-ups are in the picture? (3)

How many animals are in the picture? (6)



Number Comparison

Count the number of people in the baby's family. Compare that number to the number of people in your own family. Is your family different or the same? Illustrate to show the difference. Make a class graph to record the results. A similar graph could be made to compare pets and stuffed animals.

Number of People in Our Families

		Pilar		
	Charles	Brigitta		
	Megan	Catherine		
Joshua	Camryn	Jamal	Heather	Razi
Sarah	James	Jorge	Abdullah	Brittany
Families with 2 people	Families with 3 people	Families with 4 people	Families with 5 people JUST LIKE BABY!	Families with 6 people

Science

With My Animal Friends offers a diverse look at several animal species. For each type of animal, encourage the children to talk about its body covering, its habitat, and the type of food it eats, how it moves, etc. Pretend to be that animal; move the way that animal would. Can you make the sound that animal would make? Would you like to eat that animal's food? If you could be one of animals in this story, which would you choose to be and why?

Look Mom, No Hands!

Most animals don't have hands like humans. Instead they have hooves, paws, flippers, claws or other appendages. What do the animals in *Look What I See! Where Can I Be? With My Animal Friends* have? The following are some activities to try with your class or child:

-  Have children outline their own hand on a piece of paper. Cut the hand shape out and use it to make one of the animals in our book (e.g. the fingers can be the legs of an animal, or use two hands to make a butterfly).
-  Horses are measured in hands, why not kids? Have your child measure his or her height in terms of his or her own hand, using a cutout like the one above.
-  Could you imagine eating without the help of your hands? Try being a butterfly! Butterflies use their proboscis to sip things like flower nectar, tree sap and water. If you're working with one child at home, fill half a dozen cups with different flavor juices (to simulate a butterfly garden), and place them in different areas around a room. Then give the child a straw and challenge him or her to take a sip from each cup without using his or her hands. In a classroom, you may want to give each child three or four small bathroom-size cups of their own with a small amount of juice in each cup.

Look Who's Talking (Animal Communication)

Animals don't speak words like humans, but they have other ways of communicating with one another. Horses whicker and neigh, sheep bleat, and dogs bark. Even dolphins living underwater, can talk to each other through squeaks, whistles, clicks and body motions like leaping and splashing with their tail fins.

-  Try imitating some of the many sounds dolphins make by holding an inflated balloon securely at its neck, then carefully letting the air out, little by little. Try letting the air out faster, then slower. Does it make a difference in the sound? Use two or more balloons to have a dolphin-inspired conversation. (Activity for school-aged children; balloons may pose a danger to younger children.)

Talk about the different kinds of sounds made by different animals. Have children make the sounds while other children guess what animal would make that sound.

Hide and Seek (Animal Camouflage)

Animals can be found in almost any type of environment, from jungles to oceans to deserts to high mountains. Usually they are well adapted to their surroundings, meaning they have special abilities or characteristics that allow them to survive in a particular environment.

-  Green iguanas live in trees and their coloring (gray to green, with brown stripes) allows them to hide themselves from enemies. To demonstrate this, try cutting out the shape of an iguana from three different colors of paper – green, red and yellow. Then put a sheet of green cellophane over all three iguanas, and ask your child which iguana is the hardest to see and why. Note that iguanas live in both deserts and rainforests. What color do you think a desert iguana would be? A rainforest iguana?

Science continued

Animals have different body coverings for camouflage and protection. This makes animals feel different. Think of animals with fur, needles, or armor and animals that are wet or dry.

The animal world is filled with sensory stimulation – sound, touch, even smell. Animals have smells. Talk about dogs and other animals marking territory by smell, or skunks using smell for self-defense.

Animal Babies

Baby animals often have different names than they do as an adult of the species. A baby goat is called a kid. A baby horse is called a foal, or sometimes a yearling, filly or colt.

Baby sheep are called lambs. Baby dolphins are called calves. Baby dogs are puppies.

Baby butterflies are caterpillars. Try to come up with examples of other animal babies and their names.

Animal Groups

- Most of the animals in this book are mammals. What does that mean? Mammals are warm-blooded, have hair or fur, and nurse their babies. Which animals in the story are mammals? What kind of animal is a human being? Using stuffed animals or pictures, have children choose which animals are mammals and which are not.
- Animals of the same species often hunt and travel in groups for greater safety and efficiency. These groups often have special names depending on the type of animal. For instance, a group of bottlenose dolphins is called a pod, wild dogs travel in packs, sheep are tended in flocks, and horses belong to a herd. What kind of groups do humans form, and why? Explore the idea of the family or the class as a group or unit.

What Animals Eat

Animals eat widely different foods, depending on their environment and their bodies' needs. If an animal eats mainly plants, it is called an herbivore. If an animal eats mainly meat, it is called a carnivore. If an animal eats both plants and animals, it is called an omnivore (humans are omnivores).

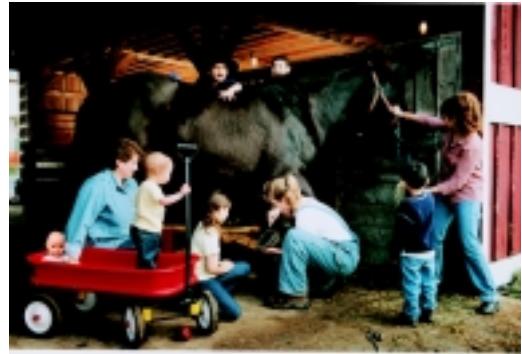
- Classify the animals in our book according to these categories.
- Ask children what they ate in the past day, and help them understand what that means. What other animals are omnivores?
- Discuss the food chain. Which animals in the book are nearer the top? Which ones are nearer the bottom?

Science continued

Farm Families

Horse

1. Horses have always been important in history and myth. In Greek legend, Pegasus was a magnificent winged horse, and the Trojan Horse was a hollow wooden horse that helped Greek warriors conquer the city of Troy. Horses provided transportation for people for thousands of years. When cars were first invented, people called them "horseless carriages."
2. The height of a horse is measured in "hands." In this case, a hand equals four inches, or the average width of a man's hand.
3. A horse can use its tail to flick annoying insects off its coat.
4. Horses have excellent memories. They can remember an incident years after it happened.
5. Horses have larger eyes than any other land animal except ostriches. Its eyes are on the sides of its head, so it can see well in almost all directions. That does leave one blind spot, however, so horses have to turn their heads to see what is directly in front of them.



Goat

1. Goats have different names depending on their age and gender. A buck or billy goat is an adult male. A doe or nanny goat is an adult female. A goat less than one year old is called a kid, just like a human child.
2. Goats, like sheep, have supplied people with meat and wool since ancient times. Goats also produce milk, and cheese made from goat's milk, including feta, is popular at our dinner tables.
3. Goats are very hardy, and can survive almost anywhere, even on steep and snowy mountainsides. They use their small mouths and supple lips to grab and eat almost any kind of vegetation, even tree bark.
4. Cashmere is a fashionable wool product that comes from Cashmere goats. Cashmere is very soft. If you own any cashmere clothing, you may want to show a piece to your child and let him/her touch it.
5. Goats often have beards, while sheep never do.



Lamb (Sheep)

1. Sheep are extremely useful animals. The soft fleece that covers their bodies can be made into wool clothing, and sheep also provide humans with meat (lamb and mutton) and milk.
2. A sheep's milk is not the same as cow's milk. Sheep's milk has more protein and is higher in fat.
3. Sheep originally came from the highlands of central Asia.
4. Sheep are raised all over the world, but China and Australia produce the most.
5. Female sheep are called ewes (yoos), while male sheep are called rams.
6. A lamb is a sheep less than a year old.
7. Some types of sheep have horns, while others do not.



Science continued

Iguana

1. Most iguanas live in the desert or other dry places, but some iguanas do live in tropical rainforests.
2. Iguanas are active during the day, and sleep at night, just like us.
3. Lots of people think an iguana would make a simple household pet, but iguanas actually require a lot of specialized care. Green iguanas, the most common, can grow up to six feet long, most of which is tail!
4. In the wild, green iguanas live on the branches of trees, often close to rivers. They are excellent swimmers and, when threatened by predators, can easily hide below the surface of the water.
5. Iguanas are herbivores, meaning they eat mostly plants. While the majority of lizards eat insects, iguanas prefer to eat flowers, fruit and leaves.
6. Iguanas are long-lived animals. Some have been known to live for 30 years or more.



Dolphin

1. Though dolphins live in water and look like fish, they are actually mammals. They need air to breathe, just like humans.
2. The dolphins you see at aquariums are generally bottlenose dolphins. Bottlenose dolphins earned their name because their short, rounded beaks look like bottles.
3. Despite being known for their distinctive "nose," bottlenose dolphins have a poor sense of smell. They do, however, have excellent hearing and vision.
4. A dolphin's skin is sleek. If you touched one, it would feel like a wet inner tube.
5. Dolphins swim together in groups called pods. While each pod includes about a dozen animals, pods sometimes combine to form even larger groups called herds. A herd can include hundreds, even thousands, of dolphins.
6. Dolphins love seafood! They eat almost any type of fish, as well as squid and shrimp.
7. Dolphins are a type of toothed whale. They use their teeth to catch and hold onto slippery prey, but they don't chew before they swallow! Other toothed whales include porpoises, narwhals and sperm whales. A killer whale is actually a type of dolphin.
8. Unlike humans, baby dolphins nurse underwater—while they are swimming!



Butterfly

1. A butterfly starts its life as a very hungry caterpillar, hatching from a tiny egg no larger than the head of a pin. The caterpillar eats several times its own weight every day so that it has energy to grow and change into an adult butterfly. This transformation takes place inside a special case called a *chrysalis*.
2. A butterfly doesn't have a mouth. Instead it has a *proboscis* (pro-BO-is), which looks like a long, coiled up straw.
3. There are 20,000 different kinds of butterflies in the world, 700 of which live in North America.



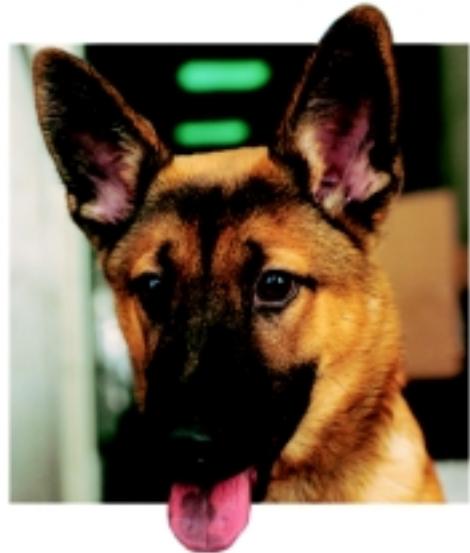
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Science continued

4. A butterfly is very light, weighing less than a penny!
5. Butterflies have lived on Earth since the age of the dinosaurs.
6. The largest butterfly in the world is known as the Queen Alexandra's Birdwing, growing as large as 12 inches across! The smallest butterfly in the world is called the Western Pygmy Blue, measuring less than half an inch across.
7. The word "butterfly" may have come from the old belief that butterflies were actually fairies that stole people's butter and milk.
8. A good class project is to grow butterflies and release them. One source is Insect Lore, insectlore.com, 805-746-6047.

Dog

1. Dogs may have been the very first domesticated animal. They have lived close to humans for more than 10,000 years.
2. Adult dogs weigh anywhere from 4 to 200 pounds and are 5 to 35 inches tall.
3. Dogs do not perspire; they cool off by panting and releasing heat from their nose and footpads.
4. Dogs cannot differentiate among shades of yellow, orange, or red but they can tell the difference between colors at the opposite ends of the color spectrum.
5. DOGNY (sm) was created by the American Kennel Club to support canine search and rescue organizations around the country. It was created after September 11 when search and rescue dogs worked tirelessly to recover victims. Find out more at <www.akc.org>.
6. It takes a lot of time, energy, and patience to raise a puppy. Just like children, puppies need to be taken to new places and exposed to new things and new people. Make sure everyone in the family know what's involved before you buy or adopt a dog, especially a puppy.



Social Studies

Families and communities are part of each child's environment. There are families of all sizes and combinations. Have a family day and invite parents to come in and listen to the children read or sing about what things they have been working on. Invite parents to share things from their culture if appropriate. Or bring the family pet to visit the classroom.

Field Trip to Visit a Place Where Animals Live

- A farm or nature center will give children a first-hand look at animal habitats.
- Talk about the importance of NOT touching wild animals. Why not?
- Other possible field trips: wildlife refuge, a center that cares for injured wild animals, an animal shelter, working farm, pet store, veterinarian.
- Discuss natural resources and how it is important for the earth to remain clean so that the animals can have a safe place and we can too.

Animals Affect Our Lives

Have children think of all the different ways animals affect our lives.



Milks from cows and goats

Wool from sheep

Cats hunt mice

Bats eat mosquitoes

Dogs sniff bombs

Elephants move logs

Camels are transportation

Pet Adoption

- Approximately 10 million animals enter the shelter system every year across the country. Often these are pets that have been abandoned by their owners and desperately need a loving home. Fewer than fifteen of every hundred cats and dogs owned by Americans comes from a private or public animal adoption center or shelter. However, you can save a lot of money by adopting rather than purchasing a new pet from a store or breeder. Adopted animals come already vaccinated, defleaed, and dewormed, and you can have the pleasure of knowing that you saved an animal's life. It is extremely important to have your pets spayed or neutered in order to prevent pet overpopulation.
- Many shelter animals are trained to give back to their community as hearing-assistance dogs for the deaf, or in animal assisted therapy, bringing joy and relief to patients in hospitals or nursing homes. Invite someone who works with animals to talk to the class: seeing-eye dog trainers, horseback-riding therapists, people who take dogs to see elderly people in nursing homes, etc.
- You can find an animal shelter near you on the website of the American Society for the Prevention of Cruelty to Animals (ASPCA), at www.aspca.org. Visit the shelter or have



Social Studies continued

someone from the ASPCA come to your class. The ASPCA also has a bibliography of books on humane education, including Platypus Media's *If My Mom Were a Platypus: Animal Babies and Their Mother*; this bibliography is at the ASPCA website. The ASPCA explains that "At its most basic level, humane education is about learning to care for the animals in our homes and communities. It is about fostering kindness, respect and empathy for both human and nonhuman animals, and looking after the environment and its diverse habitats. Unlike science and other academic disciplines, humane education has a philosophical component that strives to establish a sense of responsibility and make the world a better, more humane place." Check out this annotated bibliography of children's literature at <http://www.aspca.org/bibliography>.

Cooking

Bagel Bird Feeder

Cut bagels in half. Let children spread peanut butter on one half and then place peanut butter side down into a paper plate or shallow dish filled with bird seed. The seed sticks to the peanut butter. Tie a piece of colorful yarn through the hole in the bagel. Put in zip lock plastic bags and label with each child's name. They can hang bird feeder from a tree in their yard. You could also use pine cones instead of bagels.

Make an Aquarium

Prepare blue jello as directed on package. Once cool, pour into small, clear plastic cups. Let children add edible fruit snacks in the shape of sharks, whales, and fish. Refrigerate. Cover with plastic wrap to send home or eat for snack. You can send home a note to parents saying "I ate my art project at school today."

Class Cooking Project

Make recipes that relate to animals.

Zebra Brownies

1 (20.5 oz.) brownie mix
1 (8 oz.) cream cheese, softened
1/3 cup sugar
1 egg
1/2 tsp vanilla
1 cup semi-sweet chocolate chips

Preheat oven to 350 degrees. Prepare brownie mix as directed and pour into greased 13 x 9 inch baking pan. In medium bowl, beat cream cheese and sugar with electric mixer on medium speed until well blended. Add egg and vanilla, mix until smooth. Pour cream cheese mixture over brownie mixture; cut through batter with knife several times to create a marble effect. Sprinkle with chocolate chips. Bake for 35 – 40 minutes.

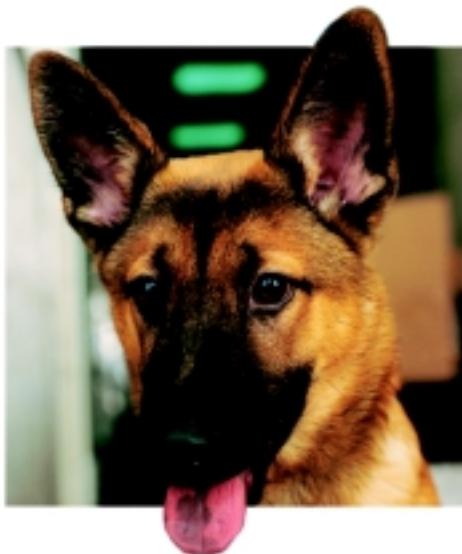
Haystacks

4 cups butterscotch chips (peanut butter chips may also be used)
1 large can chow mein noodles
Nuts (optional) 1 can of peanuts, or any other kind you choose

Melt flavored chips over low heat in a medium sized pan. Remove pan from heat and stir in noodles and nuts. Drop by spoonfuls onto wax paper or foil to cool. Note: if you want chocolate haystacks, use chocolate flavored chips.

Addendum A

To be used with Vocabulary Development on page 3.



Addendum B

To be used with Calendar/Number Sense on page 8.

Addendum C

To be used with Letter Writing on page 4.

Date _____

Platypus Media
627 A Street NE
Washington, DC 20002

Dear _____ ,

Addendum D

To be used with Animal Picnic on page 5.

Butterfly Sandwiches

Supplies:

Plates

Pretzel logs

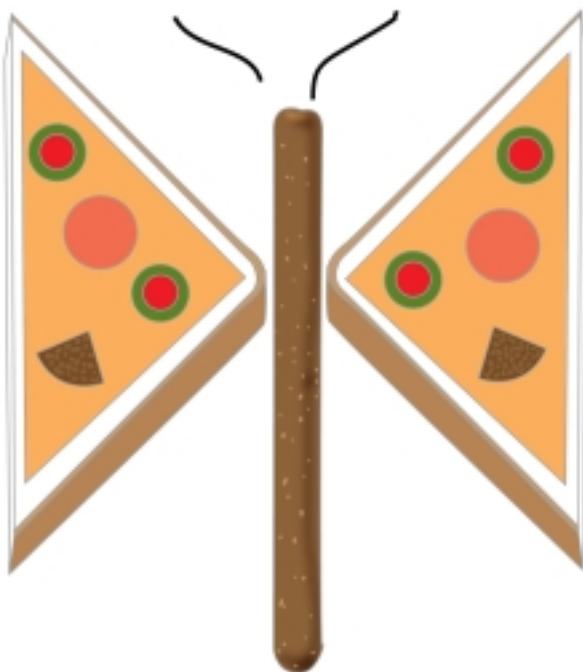
Slices of bread

Individually wrapped cheese slices (or soy-based cheese)

Sliced cherry tomatoes, olives, or pepperoni to decorate the wings

Licorice whip candy

Place the pretzel log in the middle of the plate. Cut a slice of bread into triangles and place halves on either side of the pretzel, as shown, to form wings. Cut a slice of cheese into triangles and place on bread. Cut pepperoni slices into quarters and arrange with slices of cherry tomatoes on cheese to decorate wings. Place pieces of licorice to form antennae.





About the Author: Dia Michels

Dia lives with her family in Washington, D.C. Their house was built when Theodore Roosevelt was president, almost a century ago. It's right near the United States Capitol and is in a part of Washington called Capitol Hill; you can see pictures of her neighborhood in *Look What I See! Where Can I Be? In the Neighborhood*.

Dia is married to Tony Gualteri, a scientist at NASA Goddard Space Flight Center, but his real love is playing with model trains. Dia and Tony have three children, Akaela, Zaydek, and Mira. Dia thinks that is perfect. She says, "to me, a family really becomes a family when there are more kids than grown-ups." There are also

a couple of cats in the house to add to the commotion. Dia's hobbies include writing children's books, going for long walks, and singing songs from Broadway musicals.

Like many people, Dia struggles with wanting to have it all—to be a good mother, a good wife, get regular exercise, volunteer in her community, and have a successful career as a writer. Often it seems impossible. But Dia always makes time for writing. She does it all the time—sometimes she has to pull the van over to the side of the road to write an idea on paper. You might see her writing away in a restaurant and she even keeps pen and paper in the bathroom.

Most of all Dia likes being a public speaker, especially when she gets to speak at schools, libraries, and big meetings or conferences. "I like to connect with people through the words in my books," she says, "but it is even better to connect face-to-face. The magic of words, whether written or spoken, is that they can bring us together. That's what learning how to write is all about—and that's what life is all about."

About the Photographer: Michael J.N. Bowles

Michael grew up in Harare, Zimbabwe (can you find Zimbabwe on a map of Africa?) and in Madison, Virginia. He taught himself to be a photographer and his pictures have been published in national magazines like *People*, *Forbes*, *Business Week*, and *Time*. His special interest is pictures of people, called portraiture. His photographs have been shown at galleries in New York and London. Michael loves to travel and he has been on every continent, including Antarctica—but home is New York City.



Activity Guide Editor

Kathy Leggett has been creating exciting schooldays for little people for over 20 years, most of them as a first grade teacher in Prince William County, Virginia, public schools. She incorporates ideas that have worked in real classrooms into our Platypus Media activity guides. Kathy earned her teaching degree from Fairmont State University and her masters in gifted and talented education from West Virginia University. The mother of two boys, Kathy was also an active Cub Scout pack and den leader.

Contributors

Writer **Lee Bartolomeo** has been reading, painting, cutting, and gluing with preschoolers for the past ten years at St. David's Preschool in Roswell, Georgia. Lee graduated from American University with a degree in communications. She and her husband Mark have a teenage daughter. Lee was an active Girl Scout leader for seven years. She enjoys cooking and is always trying out new recipes.

Researcher **Alenda Chang** has a lot of experience studying unusual animals. She researched komodo dragons for the National Zoo in Washington, D.C. and volunteered for several animal research labs where she studied Indonesian bowerbirds and a fish called the plainfin midshipman. She studied biology, English, and film at Cornell University and is now a graduate student at the University of Maryland.

Graphic artist **Debra Stover** is a freelance designer and illustrator living in Sterling, Virginia. She has a degree in graphic design and has been a designer and illustrator for over 20 years. The illustrations in this publication are by Deb, and she took the photo of the sheep on page 11. In her spare time she enjoys painting, drawing, and gardening.

You can write to Dia, Michael, Kathy, Lee, Alenda, and Deb at:



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