

Take the ALIKI Challenge!



“If a subject interests you, you can find out about it anywhere. Dig. You will get caught up in it, and discover even what you don’t need to know. That’s the best part of research—the surprises.”

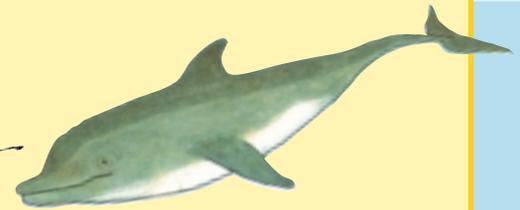
Every book I write and illustrate is a challenge. When a subject fascinates me, curiosity takes over. I want to find out everything about it—even what may not go into my books.

Writing and illustrating *My Visit to the Zoo* took me nearly three years. I used over a hundred books and magazines in my research. (I don’t like to make mistakes!) I also visited nine wonderful zoos where I took notes, snapped photos, and made sketches.

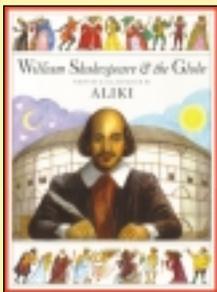
Before I began *My Visit to the Aquarium*, I didn’t know much about fish, but I soon found out. I studied more than thirty-five textbooks about fish and visited eleven aquariums. I’ll never forget watching the jellyfish that floated like a whisper, or the beluga whale’s baby-soft skin when I touched it.

Wild and Woolly Mammoths was inspired by a news report about a mammoth found buried in the ice. I wanted to know more, so I read books, talked to scientists, and visited natural history museums—but it didn’t end there. After the book was first published, more mammoths were discovered and scientists learned more about them. So I rewrote the text and created some new illustrations for a revised edition of the book. It was a mammoth challenge—but well worth it!

*With love,
Alikee*

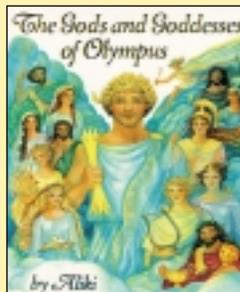


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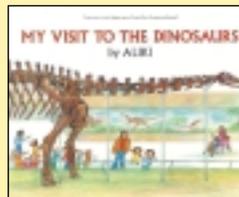
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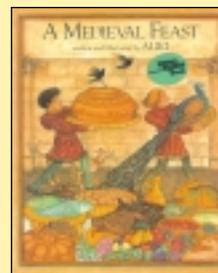
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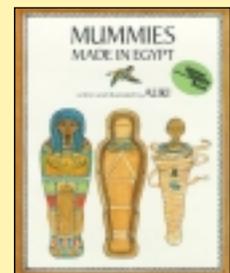
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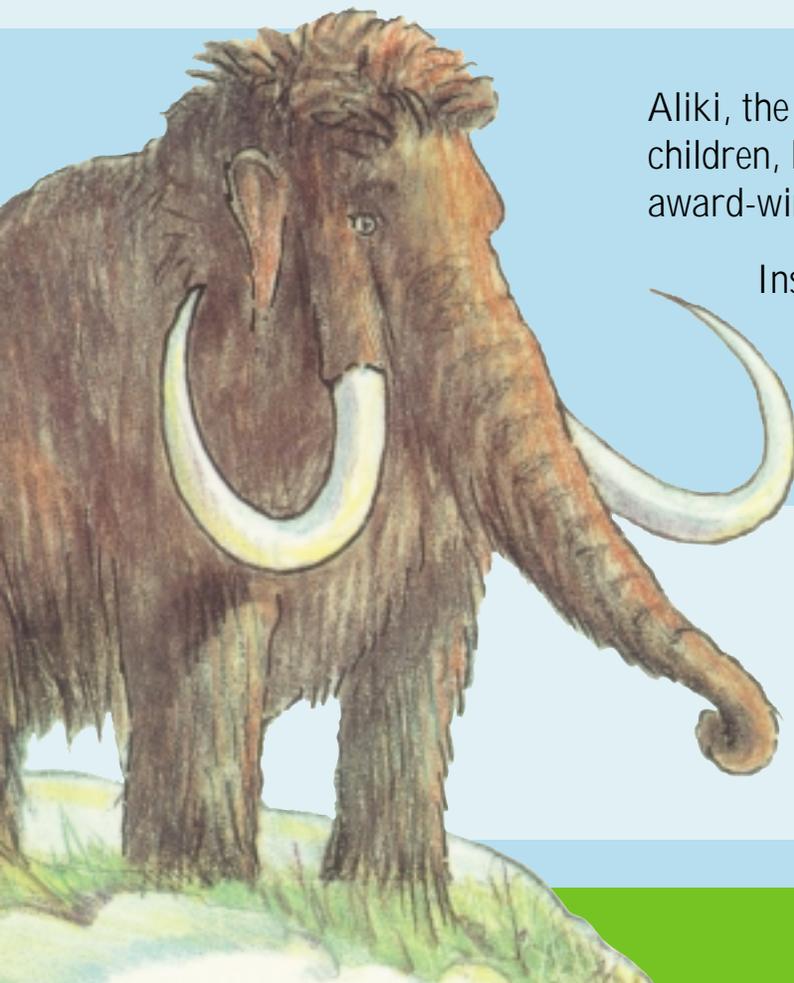
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ALIKI

CLASSROOM ACTIVITY GUIDE • GRADES 3 TO 5

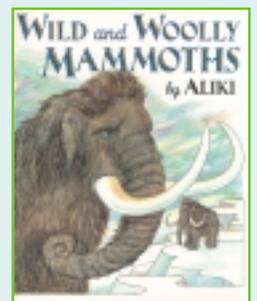
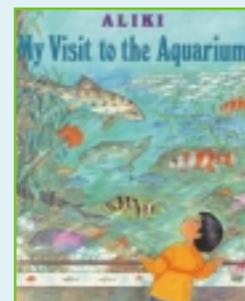
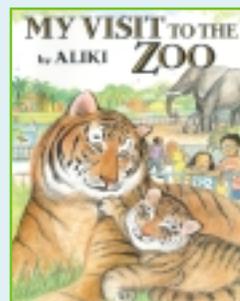
Visit the wilds of the jungle,
the depths of the ocean,
and the mystery of the Stone Age —
all without leaving your classroom!



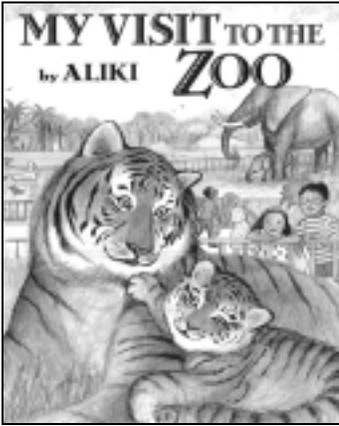
Aliki, the master of nonfiction for children, leads the way with her award-winning books.



Inside this guide you'll find book-related activities to sharpen skills in reading, social studies, science, and math, along with a healthy helping of Aliki-inspired fun.



FREE ACTIVITIES WITH REPRODUCIBLE MASTERS!



KINDERGARTEN – GRADE 3 • MY VISIT TO THE ZOO

MATH SKILLS:
Sorting

SCIENCE SKILLS:
Examining animals
and habitats

SOCIAL STUDIES SKILLS:
Making and using models

GETTING READY: SORTING ANIMALS

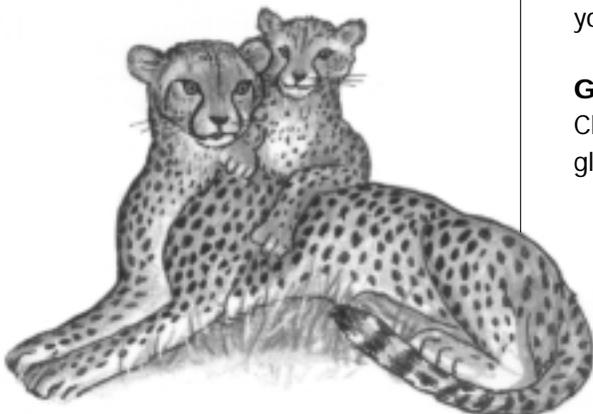
Materials: Paper and crayons or markers OR magazines and scissors

- Ask children to draw a picture of any animal or cut one out of a magazine.
- As a group, sort and then re-sort the collection of animals according to their different characteristics: size, habitat, covering (e.g. fur vs. no fur), number of legs, plant eaters vs. meat eaters, etc.



READING: MY VISIT TO THE ZOO

- Visit the primates on pp. 7–9 and 12–15. Talk about the differences between monkeys and apes. Discuss the monkey's amazing prehensile tail.
- Introduce the great cats on pp. 16–17 and discuss how great cats are similar to house cats.
- Look at the birds on pp. 26–27. Discuss how they are both similar and different from the birds in your backyard.
- Ask children to share their experiences with animals at a zoo, pet shop, farm, or petting zoo.



USING THE ACTIVITY PAGE: MAP OF MY ZOO

Materials: Markers or crayons

- Introduce the idea that a map is a drawing that shows where things are. Show a road map as a familiar example.
- Choose three different animals for your zoo. Research each animal's habitat—e.g., the spider monkey lives in the rain forest.
- Draw an animal and its habitat in each of the circles on the Activity Page. (Note: Animals from the “Getting Ready” activity above can be reused here.) Feel free to expand the size of the zoo using additional paper.
- Label each exhibit with the name of the animal and its habitat (e.g., lion, African plain). Then draw a dotted line on your map to show the route you would take on a visit to your zoo.

ENRICHMENT ACTIVITIES:

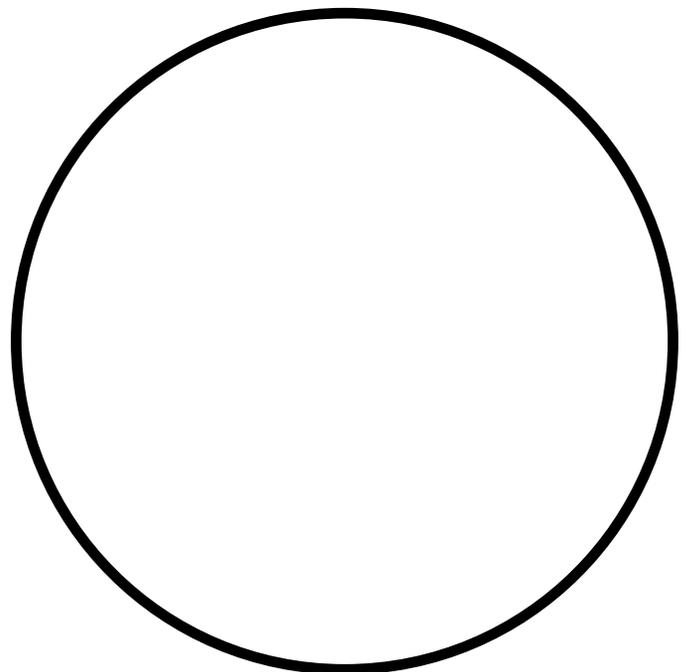
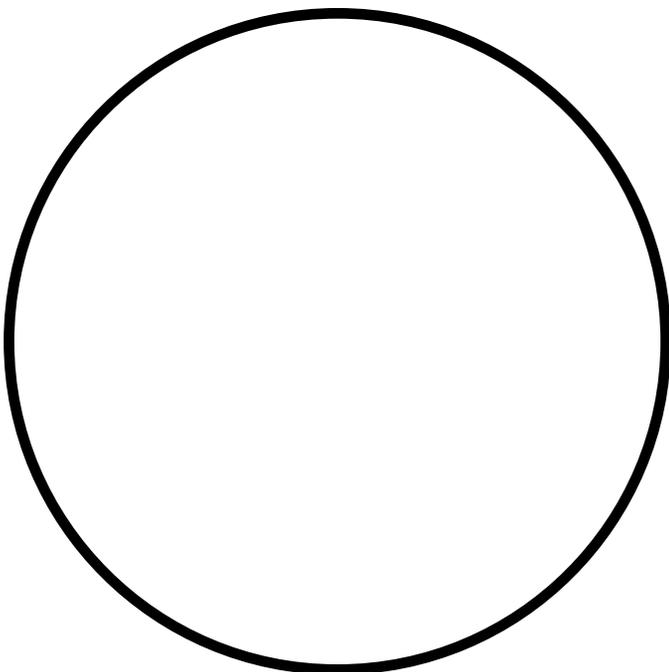
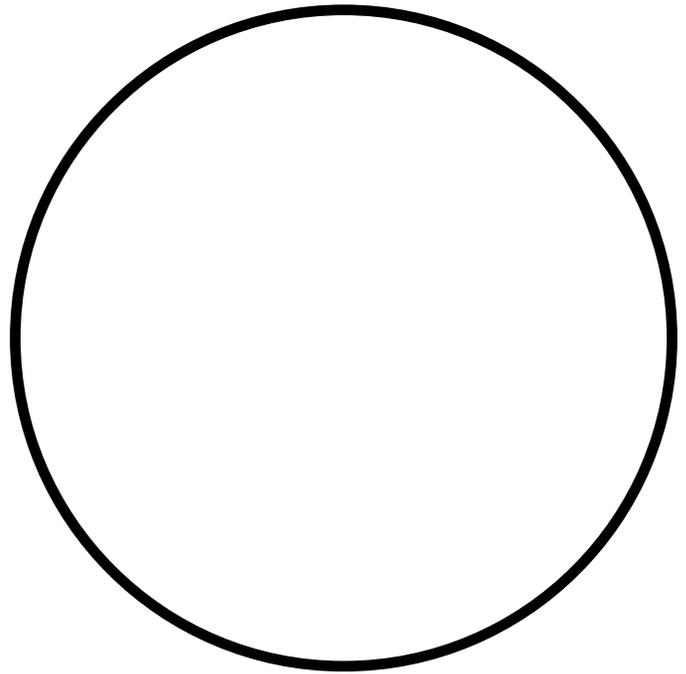
Mouse House:

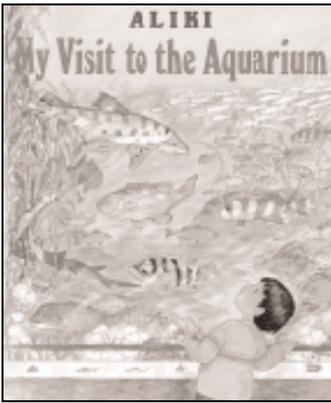
Follow the directions on p. 30 for making a mouse house. Research what kind of mouse lives in your area. Find out both what you should feed your mouse and what it might eat in the wild.

Globe Safari:

Choose animals in the book and locate their country of origin on your globe. Use p. 33 as reference. Discuss why animals live where they do.

ACTIVITY PAGE: MAP OF MY ZOO





KINDERGARTEN – GRADE 3 • MY VISIT TO THE AQUARIUM

SOCIAL STUDIES SKILLS:
Using a globe; recognizing
bodies of water

SCIENCE SKILLS:
Examining marine life and
habitats

GETTING READY: A WATERY WORLD

Materials: A globe

- Using a globe, point out how much of the earth is made up of water. Locate major bodies of water, such as the earth's seven oceans. Pick a major river and trace its path to the ocean.
- Note the difference between salt water and fresh water and point out some places on the globe where each is found.
- Ask children to name bodies of water in their community or ones they have visited. Have them locate the places on a globe. Explain that small bodies of water cannot be shown on a globe.
- Ask children to name examples of marine life and then have them guess where they might be found on the globe.



READING: **MY VISIT TO THE AQUARIUM**

Materials: A spray bottle and water

- At the giant kelp forest explain that kelp is a kind of seaweed. Discuss how and why some animals live in the kelp forest—camouflage, food source, etc. Ask if anyone has ever eaten seaweed.
- At the tide pool ask children if they have ever seen a tide pool on a trip to the beach. What kind of creatures did they observe in the tide pool? Explain that tide pools exist only for a few hours—until the tide comes back in.
- Discuss what rain forests are like. Mention the different types of rain forests that are found around the world. Spray children with fine mist from a hose or spray bottle so they can get a sense of what it feels like to walk through a rain forest. Locate rain forests on the globe.

USING THE ACTIVITY PAGE: CORAL REEF AQUARIUM

Materials: One shoe box per child, blue paint, paintbrushes, scissors, markers or crayons, thread, tape, glue, sand or aquarium gravel, clear or blue plastic wrap

- Paint the inside of the box blue. Color and cut out fish and coral from the Activity Page or research and draw other fish and creatures that live in the coral reef.
- Stand box on its side horizontally. Glue some cutouts over the paint. Attach thread to others and hang them from the top of the box.
- Spread glue on the bottom and sprinkle sand or gravel over it. Cover the opening with plastic.

ENRICHMENT ACTIVITIES:

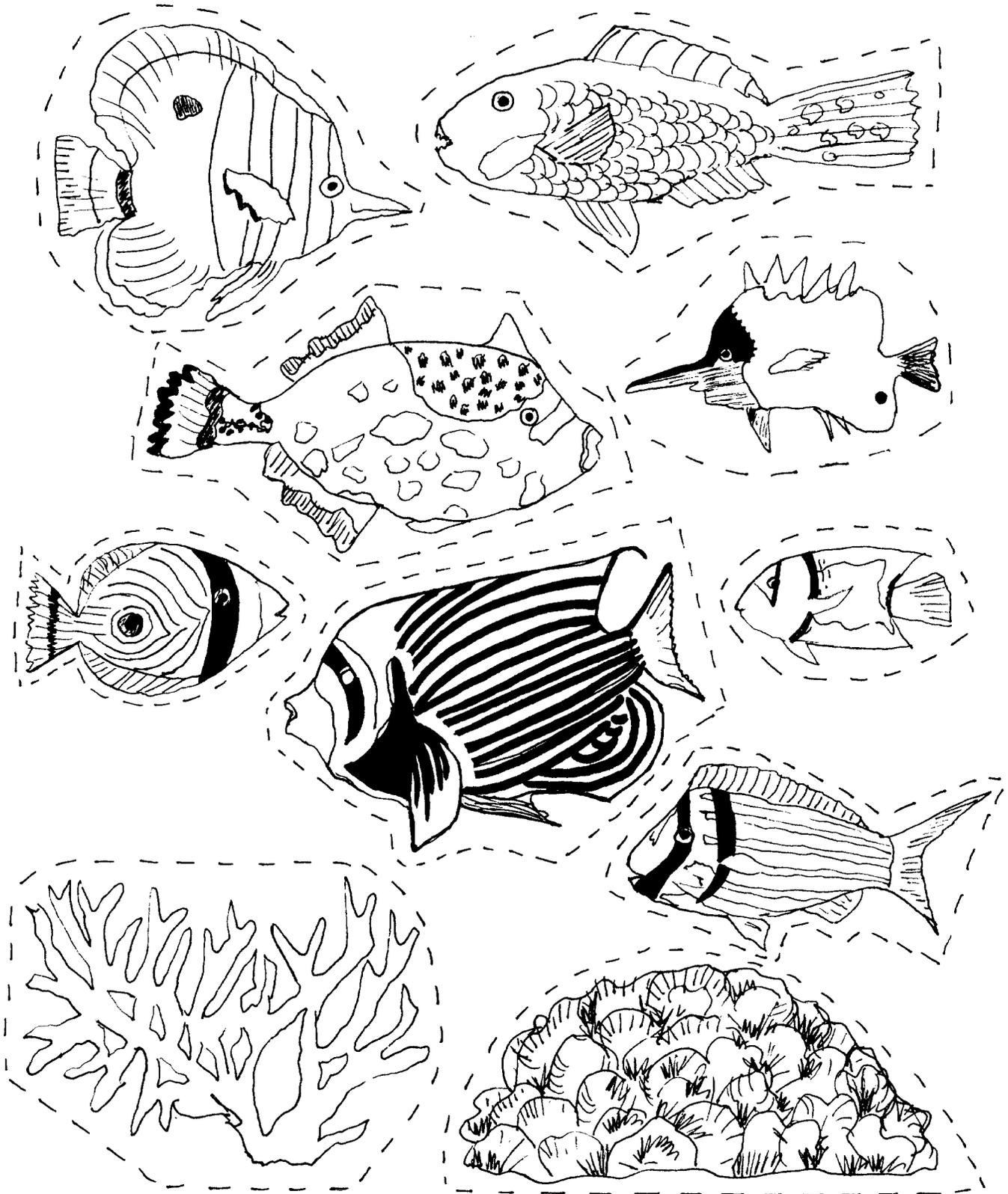
Put a Pond in Your Classroom

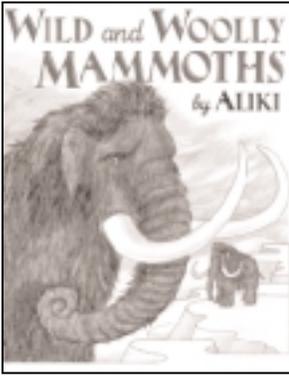
Create a pond by painting butcher paper blue and covering a wall or bulletin board. Paint in a couple of logs and rocks. Ask each child to study one animal that lives in a pond and then draw it life size. Possible animals include: fish, frogs, turtles, ducks, snakes, dragonflies, and crayfish. Discuss the differences and similarities between the freshwater environment of the pond and the saltwater environment of the ocean. Invite other classes to visit your aquarium.

Discuss Fishing

Ask if anyone has ever been fishing. What kinds of fish did they catch? With what bait? What kind of water did they fish in—fresh or salt water, lake or ocean, etc? Introduce the concept of overfishing and its consequences. Mention oil spills and their devastating effect on the marine environment.

ACTIVITY PAGE: CORAL REEF AQUARIUM





KINDERGARTEN – GRADE 3 • WILD AND WOOLLY MAMMOTHS

SOCIAL STUDIES SKILLS:
Using a globe;
understanding Stone
Age structure

SCIENCE SKILLS:
Recognizing how
scientists learn about
extinct animals

STUDY SKILLS:
Using a graphic
organizer

GETTING READY: EXPLORE THE GLOBE

Materials: Globe, photographs of arctic animals

- Locate the four oceans and seven continents. Identify the continent and country in which you live.
- Locate the North and South Poles and the Equator. Note that the poles are the coldest places on earth, while the places near the Equator are the warmest. Which is closer to you?
- Show pictures of animals that live at the poles, such as polar bears, penguins, and seals. What traits do these animals share? How do their diets compare? How do they protect themselves from the cold? Describe the environment in which they live.



READING:

WILD AND WOOLLY MAMMOTHS

- On p. 8 introduce the term *migrate* as meaning “to move from one place to another.” Ask children if they can name modern animals that migrate (e.g., some kinds of birds and monarch butterflies).
- Use a tape measure to show children the actual heights of several mammoths on pp. 14–15. What kind of mammoth was the tallest? The smallest?
- On p. 17 share that the term *carnivores* means “meat eaters.” Explain how you can tell whether a dinosaur was carnivorous by the look of its teeth. Ask children to name some modern carnivores.
- Review the ways in which scientists have learned about animals and people from the Stone Age. Discuss cave paintings and artifacts on p. 19. Introduce the term *archaeologist* and discuss the discoveries on pp. 20–25 and some of their investigative methods.

USING THE ACTIVITY PAGE:

WILD AND WOOLLY INFORMATION WHEEL

Materials: Pencil and markers or crayons

- Introduce the idea that people in the Stone Age used the parts of the woolly mammoth in many different ways.
- Ask children to study pp. 28–29 and then write the uses in the appropriate section of the wheel. For example, they would write “containers” and “cooking pots” in the Stomach section and “musical instruments” and “shelter foundations” in the Tusks section.
- Discuss or make similar information wheels showing how the American Indian used the buffalo or how the Eskimo uses the whale.

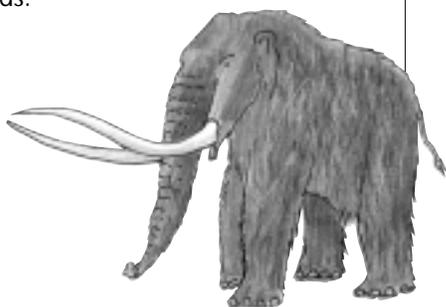
ENRICHMENT ACTIVITIES:

Reading a Chart

Show pp. 14–15. Ask children questions that can be answered by studying the chart, such as: Which mammoths had straight tusks? Which were furry and which were not? What kind might have lived closest to where you live? Using the globe, locate places where different mammoths lived and where the modern Indian elephant and modern African elephant live today.

Invite a Mammoth into Your Classroom

Use butcher paper, a marker, glue, and brown yarn to create a life-size woolly mammoth (nine feet tall). Draw an eye and a pair of tusks. Have children glue on brown yarn to simulate the mammoth’s shaggy fur. Have the class choose a name for their woolly mammoth.



ACTIVITY PAGE: WILD AND WOOLLY INFORMATION WHEEL

How was the woolly mammoth used by cave dwellers?

