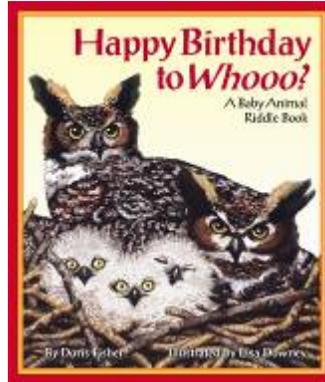


Teaching Activities

for



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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.*
- Does the title tell you what the book is about?
- Is there a subtitle to give more information?
- What animals are on the cover? How many? What noise do they make?
 - Do all of them look alike?
 - How are they different?
 - How are they alike?
 - How many are awake? How many are sleeping?

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>
When are owls awake: day or night?			Text Illustration Info in FCM Other
What animals are called “King of the Jungle?”			Text Illustration Info in FCM Other
What animals have ivory tusks?			Text Illustration Info in FCM Other
What ocean animal is as big as a school bus when it is born?			Text Illustration Info in FCM Other
What pink bird lives in the Everglades?			Text Illustration Info in FCM Other
What Australian animal baby is called “joey?”			Text Illustration Info in FCM Other

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What desert animal stores water in its hump (or humps)?			Text Illustration Info in FCM Other
What types of wild cats have spots? (more than one)			Text Illustration Info in FCM Other
What African animal has a really, really long neck?			Text Illustration Info in FCM Other
What type of daddy horse gives birth to the babies?			Text Illustration Info in FCM Other
What black & white animals have a stinky tail-spray?			Text Illustration Info in FCM Other
What bird is the US National Emblem?			Text Illustration Info in FCM Other

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

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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?
- Can you think of another title for the book?
- Draw your own cover
- Write a “Happy Birthday” song to one of the animals
- Did the illustrator include anything in the pictures that were not in the story or are there things hidden in the art?
- Did the author use puns or any play on words? Can you think of any others?
- Does everyone have a birthday? When is your birthday?
- How old will you be on your next birthday?
- What family members live in your house with you? Are there any animals in the book that have a family like yours? (both mom & dad, just a mom or dad, aunt, or grandma)
- Are you an only child, the youngest child, the oldest child, or one in the middle?
- What is your favorite animal at the zoo? Why?
- Do you have a pet? What is it and what is its name?
- If you don’t have a pet, what kind of pet would you like to have?

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?

What do children already know—activity conclusion

- Do the children have any more questions about the animals 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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Happy Birthday to *Whooo?*

Suggested vocabulary list

<u>Nouns</u>	<u>verbs</u>	<u>adjectives</u>
aunt	born	fluffy
blue whale	eat	long
camel	fly	spotted
eagle	grow	stinky
elephant	hoot	tall
father	hop	
feathers	hunt	
flamingo	jump	
giraffe	nurse	
grandmother	raise	
hatchling	swim	
herd		
ivory		
joey		
kangaroo		
leopard		
lion		
mother		
neck		
nest		
ocean		
owl		
parents		
pod		
pouch		
pride		
seahorse		
skunk		
tail		
triplets		
twins		

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Happy Birthday to *Whooo?*

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.

Both the _____s and _____s are birds of prey.
noun noun

_____s have _____ necks to reach high in the
noun ajective
trees.

The _____ dad gives birth to the fry.
noun

When born, a _____ lives in its mother’s _____
noun noun
until it grows big enough to live on its own.

_____ cubs practice pouncing and playing to
noun
learn how to hunt.

Baby _____s use their _____ spray at 7 weeks.
noun adjective

An _____ calf sucks its _____ like a human
Noun noun
child sucks its thumb.

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ZOO SEARCH!

Can you find the animals listed below?



EAGLE

LEOPARD

KANGAROO

OWL

SKUNK

GIRAFFE

FLAMINGO

LION

CAMEL

ELEPHANT

SEAHORSE

WHALE

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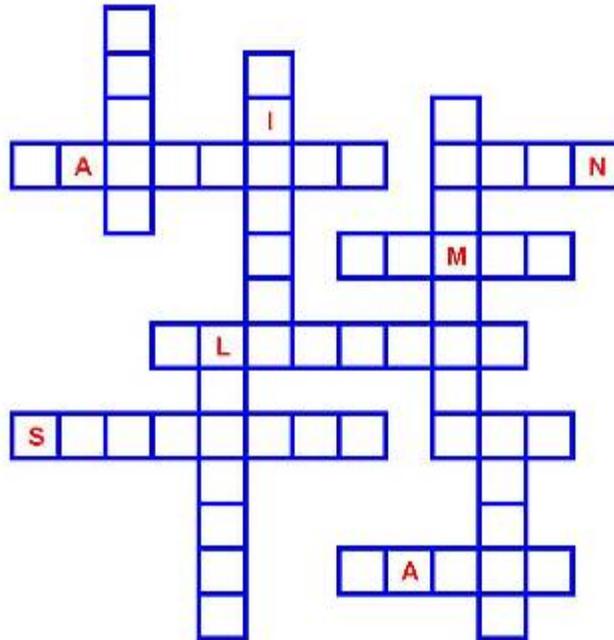
HAPPY BIRTHDAY TO WHOOO?

These animal names all fit inside the boxes.

Can you write the twelve names in the boxes?

A N I M A L S has been inserted in the puzzle as a clue.

OWL	LION	EAGLE
WHALE	SKUNK	CAMEL
GIRAFFE	ELEPHANT	KANGAROO
FLAMINGO	SEAHORSE	LEOPARD



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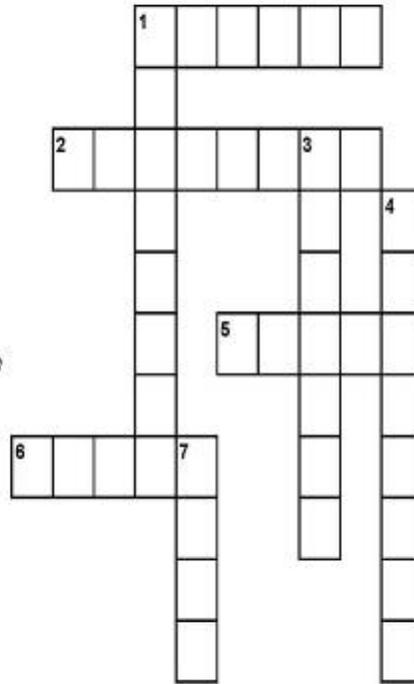
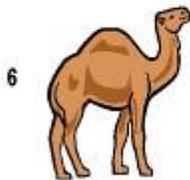
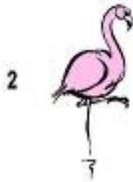
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HAPPY BIRTHDAY TO WHOOO?

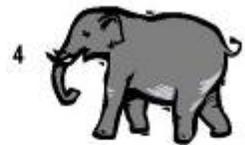
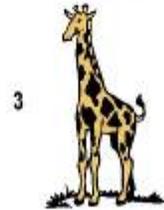
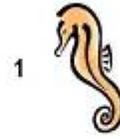
This puzzle has pictures for clues.

Can you put the animal names in the correct boxes?

ACROSS



DOWN



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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 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.

Happy Birthday to *Whooo?* Animal Classification Chart

<u>animal</u>	<u>class</u>	<u>mostly eat:</u>
Blue Whales	mammal	carnivore
Camels	mammal	herbivore
Eagles	bird	carnivore
Elephants	mammal	herbivore
Flamingos	bird	omnivore
Giraffes	mammal	herbivore
Great Horned Owls	bird	carnivore
Kangaroos	mammal	herbivore
Leopards	mammal	carnivore
Lions	mammal	carnivore
Seahorses	fish	carnivore
Skunks	mammal	omnivore

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Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal breathes water, it will be shown living in the water. If the information is not in the book, it has already been filled in.

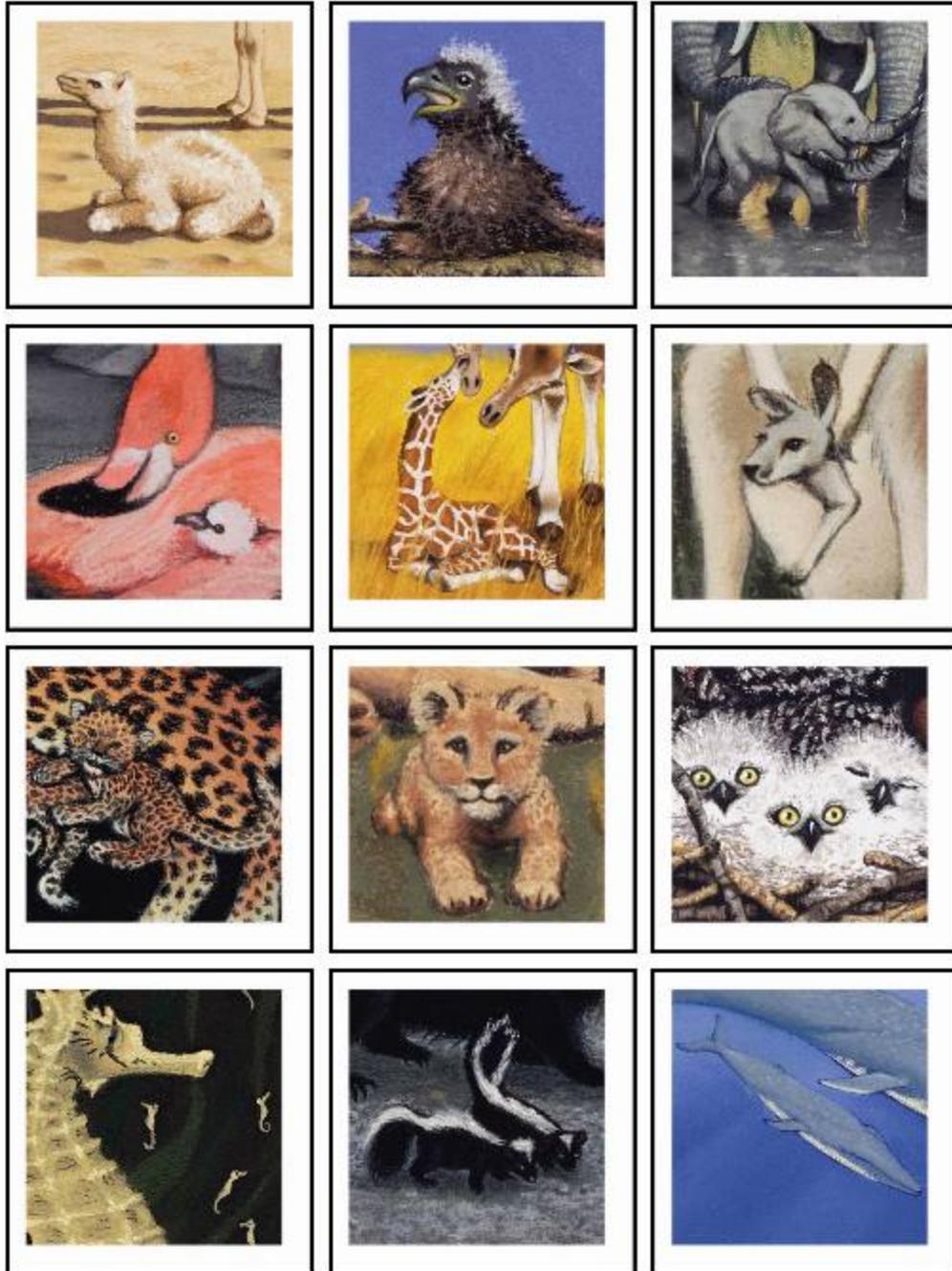
Have the children use the chart to determine to which class of animals each animal belongs (mammal, bird, fish, or reptile). The chart may also be used to complete a Venn diagram.

	Breathes oxygen from air or water	Warm or cold-blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
Blue whale	Air	Warm	Live	Hair
Camels	Air	Warm	Live	Hair
Eagles	Air	Warm	Egg	Feathers
Elephants	Air	Warm	Live	Hair
Flamingoes	Air	Warm	Egg	Feathers
Giraffes	Air	Warm	Live	Hair
Great horned owls	Air	Warm	Egg	Feathers
Kangaroos	Air	Warm	Live	Hair
Leopards	Air	Warm	Live	Hair
Lions	Air	Warm	Live	Hair
Seahorses	Water	Cold	Live	Scales
skunks	Air	Warm	Live	Hair

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Happy Birthday to *Whooo?*

Sorting Cards



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- Which animals have two legs?
- Which animals have four legs?
- Which animals have no legs?
- Which animals have feathers?
- Which animals live in the ocean?
- Which animals live in a river, lake, or pond?
- Which animals have pouches?
- Which animals have tails?
- Which animals have a trunk?
- Which animals have a hump?
- Which animals are awake at night and sleep during the day?

Animal card games

Memory Card Game Make two copies of each of the sorting card 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 pink bird that stands on one leg?" The other player verifies the animal with "do you want a flamingo?" 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.

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?

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)

Arctic

Alpine (mountain) tundra

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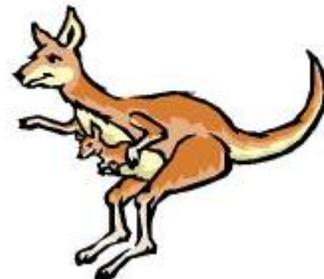
ANIMAL DETAILS



Put an X in each box with a characteristic that matches the animal name.



Animal Name	Two legs	Tail	Pouch	Beak	Hump	Trunk	Four legs	Feathers
Skunk								
Elephant								
Flamingo								
Giraffe								
Camel								
Seahorse								
Owl								
Whale								
Lion								
Eagle								
Leopard								
Kangaroo								



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Science journal

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

Feathers

Nest

Habitat

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Animal families

herd

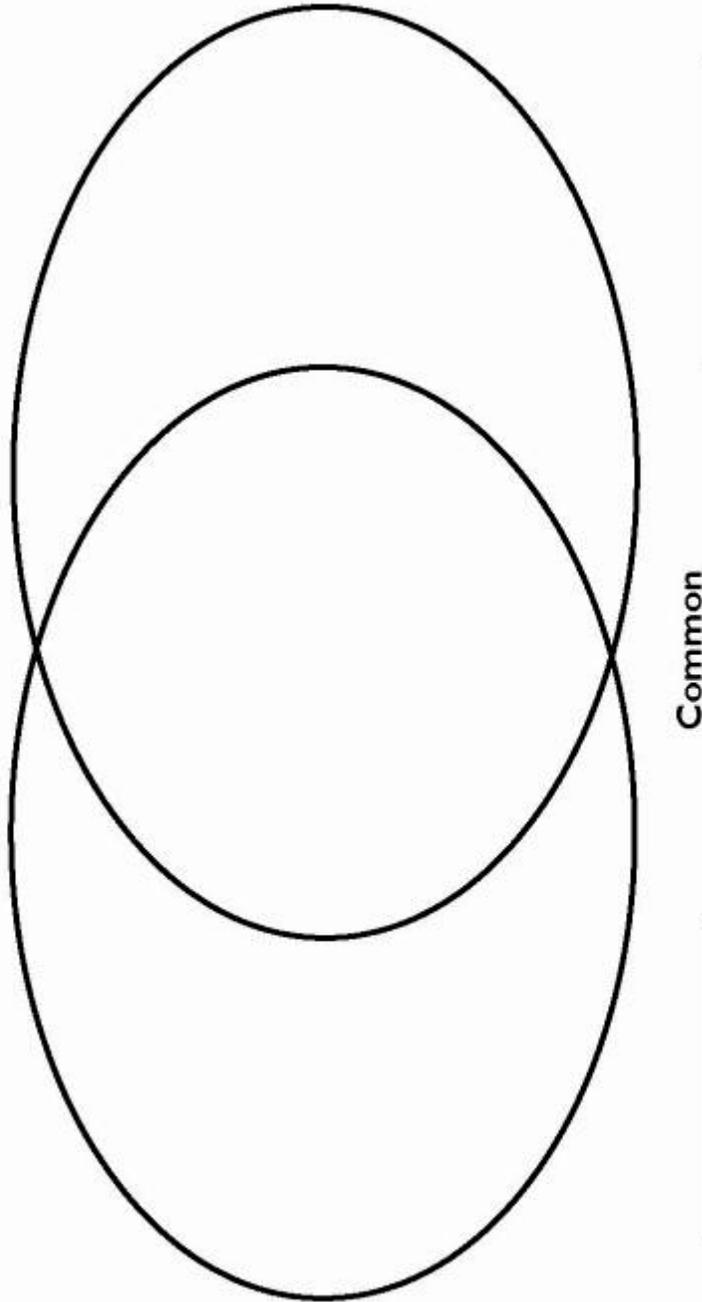
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Venn diagram

Two Animal Comparison

Pick any two animals and compare and contrast them.



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Math

- What is the largest baby in this book?
- What is the tallest baby in this book?
- What does the word “twins” mean?
- What does the work “triplets” mean?

Measuring (comparing and contrasting)

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!

It is easy to say that a giraffe is six feet tall when born, 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 six-foot giraffe?

- Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big six 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 giraffe baby?
- 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?

Don't forget about the number line activity in the book's [For Creative Minds](#).

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TODD'S BIRTHDAY PARTY

By Doris Fisher

Todd is planning his birthday party. Find out when it is by crossing out the clues. Then write Todd's birthday in the sentence below.

- 1 It is not on Monday.
- 2 It is not on a date with a one-digit number.
- 3 It is not on a day that starts with the number 2.
- 4 The two numbers in the date add up to the number 7.



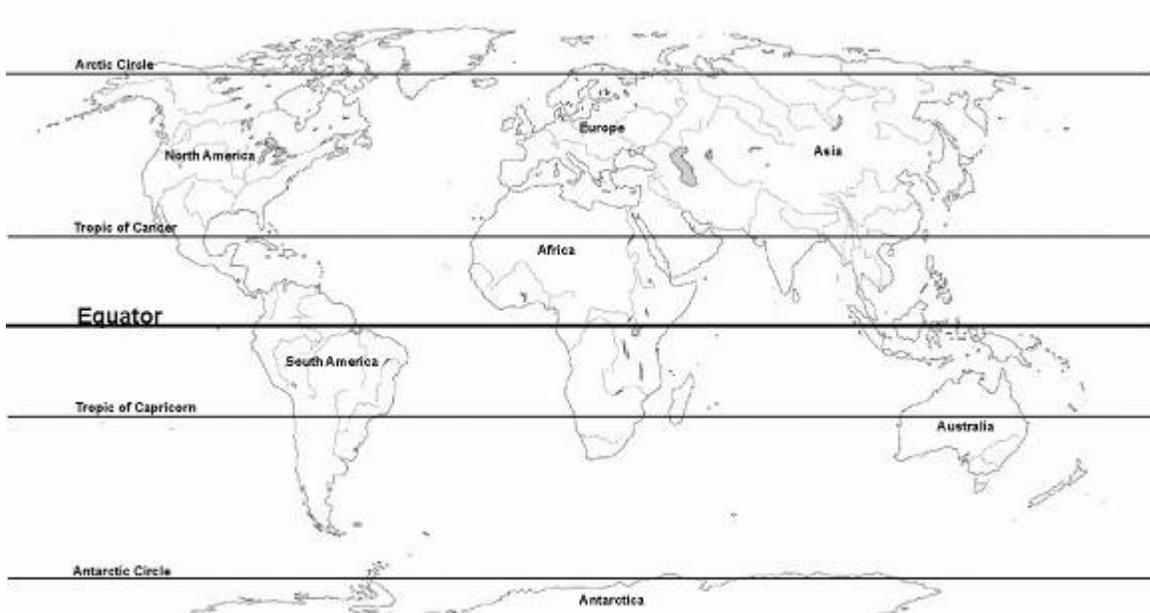
JANUARY						
SUN	MON	TUE	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Todd's birthday is January ____.



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Research and geography



Research where in the world the animals live. Some animals live all over the world, others only live on one or two continents.

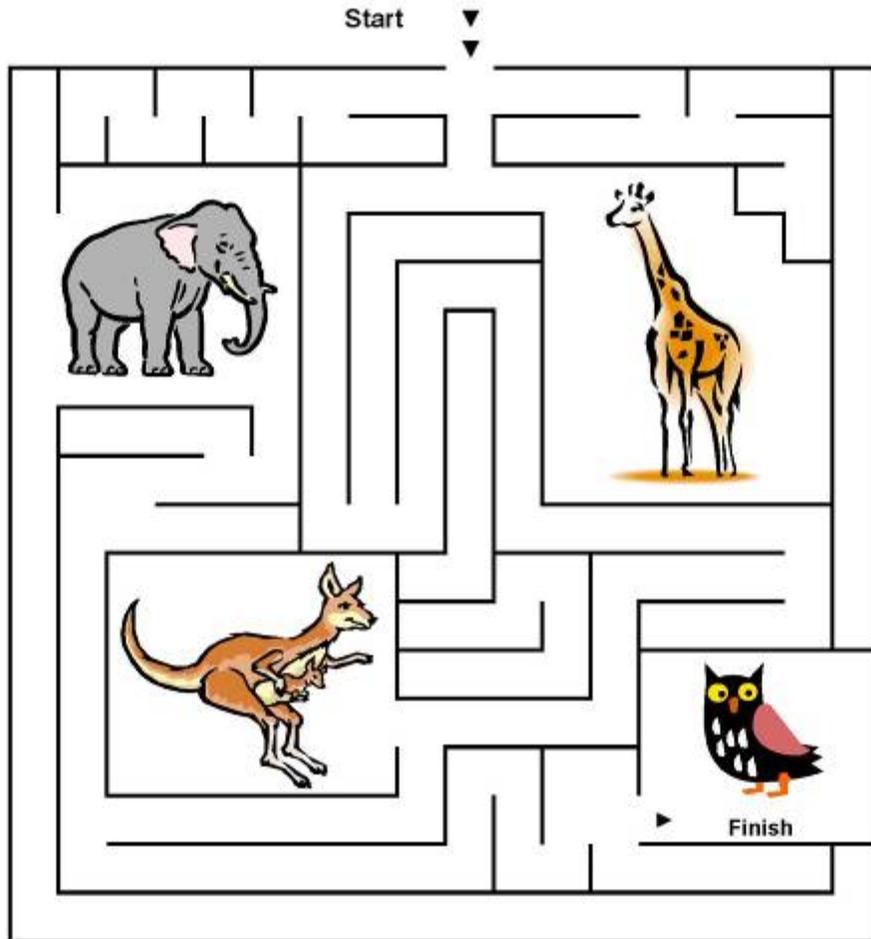
- Which animal(s) are from Africa?
- Which animal(s) are from African and Asia?
- Which animal(s) are from Australia?

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ZOO TRIP!

Find your way through the maze at the zoo.

End at the little hoot and you're through!

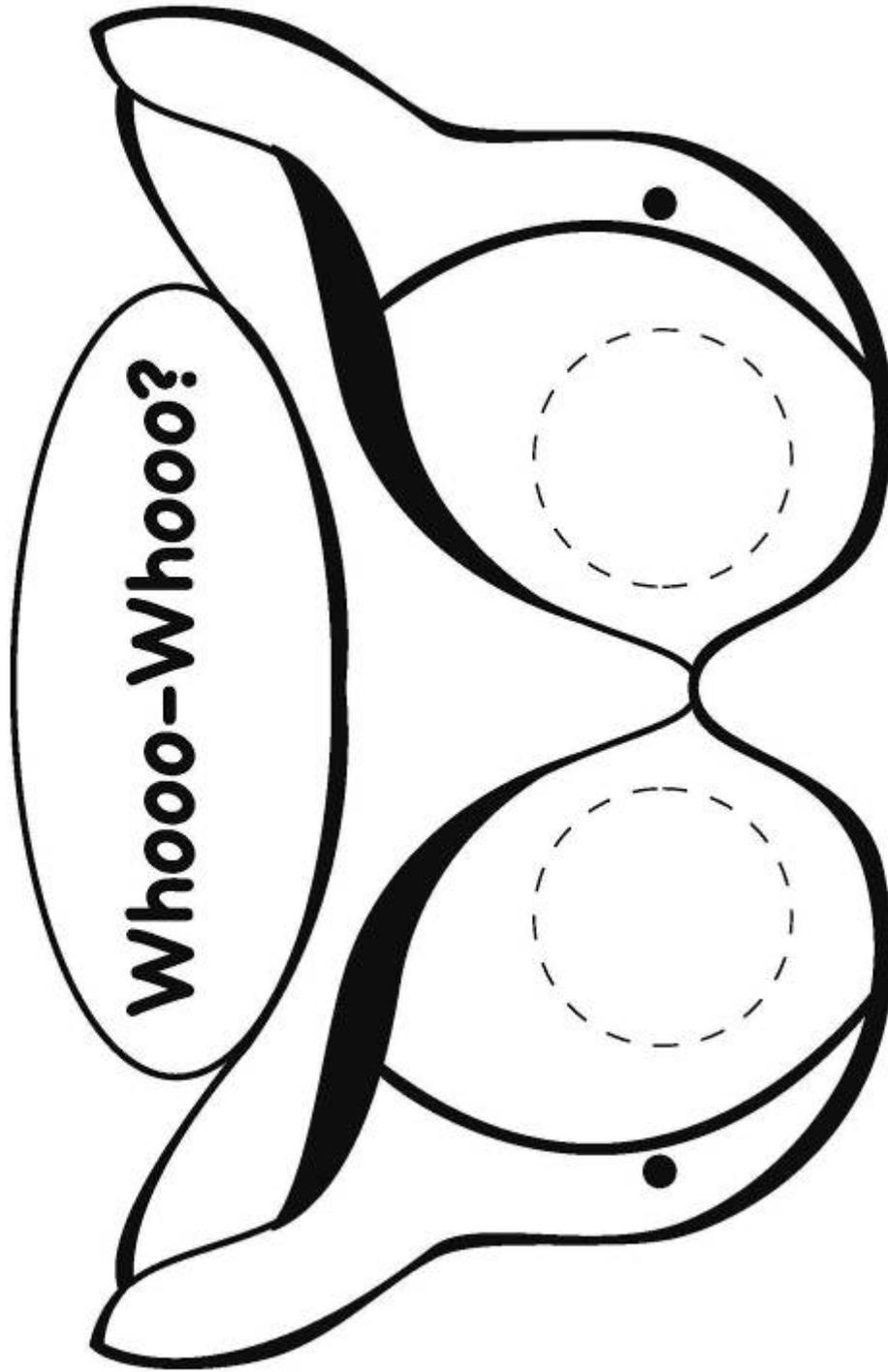


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Art Suggestions

- Draw a picture of your favorite animal from the book
- Draw a zoo with as many animals as you can
- Draw a picture of your pet or the pet you wish you had
- Make your favorite animal out of clay

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Great Horned Owl Mask

Color with crayons or markers, then cut out along the outside edges. Have an adult help you cut out the eye holes. Punch holes where the two black dots are located, then tie a 12 inch piece of string through each hole. Tie the string around your head and now you are an owl!

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