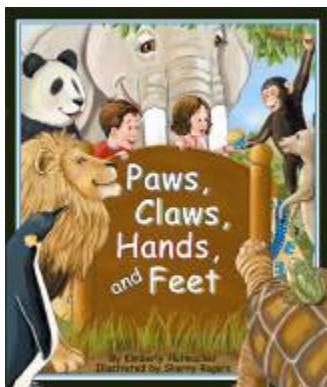


Teaching Activities

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.*
- What does the cover illustration show?
- Does the title tell you what the book is about?
- Do you think you would really find all these animals in one place (other than at a zoo?)

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, they check “yes.” If the information is wrong, they mark “no” and cross it off, then write the correct information. Have the children note how the information was verified.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are animal feet like?			Text Illustration Info in FCM Other
Do all animals have feet?			Text Illustration Info in FCM Other
What are animal hands like?			Text Illustration Info in FCM Other
How do animals hold onto things?			Text Illustration Info in FCM Other
What are some animals that have hands similar to ours?			Text Illustration Info in FCM Other
Why do some animals have claws?			Text Illustration Info in FCM Other

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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?
- Draw your own cover.
- Write a song about paws, claws, hands & feet to a tune you know.
- Did the illustrator include anything in the pictures that were not in the story or are there things hidden in the art? (Hint: look for other animals in the illustrations)

Re-read the book looking for more information

- How does each of the animals (including the humans) use their paws, claws, hands or feet?
- What can be seen or inferred from the illustrations that is not or are not mentioned in the text?
- Pause during second readings and let the children say the repeating, rhythmic line with you.

What do children already know—activity conclusion

- Do the children have any more questions about how animals use their paws, claws, hands, or feet? 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, or the “For Creative Minds” section)
- If the concept was not correct, what IS the correct information – with 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 the children 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 nouns, 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 they 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 our website (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

The children's 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, the reader does nothing. If however, the reader is the only one with the word, he/she 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 a child uses 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 they are on the backs of the cards. 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.

Paws, Claws, Hands, and Feet

Suggested vocabulary list

<u>nouns</u>	<u>verbs</u>	<u>adjectives</u>
claws	climb	cloven
feet	defend	five
fingers	dig	opposable
hands	fish	quietly
hoof	grab	three
paws	hold	two
prey	hunt	webbed
talons	jump	
thumb	run	
toes	sneak	
wings	stand	
	swim	
	walk	

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Paws, Claws, Hands, and Feet

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.

Some animals can use their hands with an _____
adjective
thumb to _____ onto things.
verb

_____ feet help animals swim.
adjective

Webbed feet with _____ help animals that live in and
noun
out of the water.

Birds of prey (including eagles) use their _____ s
noun
to _____ their food.
verb

Humans have _____ fingers on each hand.
adjective



Paws, Claws, Hands, and Feet

Play on words

What are some other ways we use the words *foot*, *feet* or *hand*? See if you can describe how the words are used in the following sentences. Can you come up with any others?

Give them a hand!

On the one hand, I knew she was right, but I didn't want to admit it.

He sure had the upper hand in that game!

The young man is very handy with the tools.

On the one hand, I am sure that he would like it. On the other hand, I'm not sure he'll use it.

The horse is 15 hands tall.

I bought it in a second-hand store.

A baby giraffe is about six feet tall when born.

He got his feet wet playing t-ball and then went on to play baseball.

She has her feet firmly planted in the ground and is really doing well in school.

The sick boy sat at the foot of the stairs and watched the other children playing.

He foot the bill at the restaurant.

She got off on the wrong foot when she started, but has figured it all out by now.

My mother put her foot down and would not let us bring the snake in the house.

He really put his foot in his mouth when he told her that story.

That dog is always underfoot!

Playing With Verbs in *Paws, Claws, Hands, and Feet*

Thanks to Jena Borah of Illinois for submitting this idea

What is a verb? It is an action word; it expresses action (ex: running, think, walk, stood, to go).

As you read or listen to the book, list all the verbs you find.

Here are the possibilities:

Waking	Thumping	Clutching
Shaking	Bouncing	Clawing
Feel	Leaping	Pawing
Digging	Lunging	Crawling
Dashing	Plunging	Creeping
Stashing	Dipping	Sleeping
Curling	Dashing	Rounding
Clinging	Splashing	Resting
Swinging	Roaming	Nesting
Prowling	Romping	Stretching
Peeking	Stomping	Sighing
Seeking	Hipping	Lying
Spinning	Hopping	Dozing
Swooping	Bopping	Dreaming
Looping	Pacing	Sleeping
Jumping	Slow (the beat)	

Play charades with these words. For readers, place the words on separate slips of paper to be chosen one at a time and acted out. For nonreaders, whisper one of the verbs into the child's ear. Try to guess what he or she is doing.

An Experiment with Verbs

Look at your list of words from the book. What do all these verbs have in common? The most obvious answer is that they are all action words, and that's right. They also have *-ing* at the end (except for *feel* and *slow*, but the child might not notice those). For a pre-reader, focus on the sound at the end of each word. For a reader, point out how they have a similar spelling.

Does every verb end with *-ing*?

Let's experiment.

Feel free to simplify or leave out information based on your child's level. The names of the tenses are not important, but may be interesting to an older child. The purpose of this experiment is to experience the fact that verbs change based on position in time and to prove that not every verb ends in *-ing*.

1. Take a verb from the list and talk about that action happening *yesterday*. Verbs that happen in the past are called **past tense verbs**. If you need help, fill in the blank with various verbs.

Yesterday, the penguin _____ down the slope.

2. Here's another form of a verb called **the infinitive**. Fill in the blank with verbs from your list to see how they change. Infinitive verbs start with the word "to."

I like to _____. Example: I like to dig.

3. The verbs on your list are called the present continuous forms of various verbs. They tell us that action is happening right now in a continuous way, and they usually end in *-ing*. But what if you don't want to express a continuous action? What if you want to have an action take place right now and stop? That's called the **simple present tense**. You do it like this:

I clutch.

You clutch.

He clutches.

We clutch.

They clutch.

Now pick a verb from your list and transform it into its simple present form.

I _____.

You _____.

He _____.

We _____.

They _____.

The Conclusion of Our Experiment

What is a verb?

Do all verbs end in *-ing*? _____ yes _____ no

Act Out the Book

After reading the book at least once to your children, read it again slowly as they pantomime the antics of the animals. They could also use stuffed animals as the "actors."

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Paws, Claws, Hands, and Feet

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	O	A	F	I	N	G	E	R	I	P
2	S	K	L	P	A	W	S	O	T	A
3	A	E	Y	I	F	E	E	T	A	N
4	T	I	M	E	S	B	H	O	L	D
5	U	W	Y	E	C	L	A	E	I	A
6	R	A	T	A	L	O	N	S	O	J
7	T	L	H	G	A	D	D	A	N	U
8	L	K	U	L	W	I	S	W	I	M
9	E	T	M	E	A	C	H	I	M	P
10	M	E	B	U	L	L	F	R	O	G

____, ____ PAWS
____, ____ FEET
____, ____ TALONS
____, ____ HOLD
____, ____ LION
____, ____ WALK
____, ____ JUMP

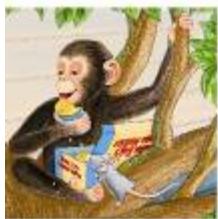
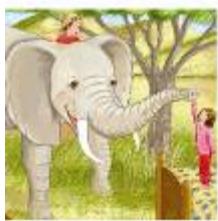
____, ____ CLAW
____, ____ TOES
____, ____ WEB
____, ____ EAGLE
____, ____ CHIMP
____, ____ RAT
____, ____ SWIM

____, ____ HANDS
____, ____ FINGER
____, ____ THUMB
____, ____ PANDA
____, ____ TURTLE
____, ____ BULLFROG
____, ____ FLY

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Science

Draw a line to match the correct paw, claw, hand, or foot to the animal



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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 slower than usual.

Try to answer the adaptation questions for each animal on the following pages.

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Bald Eagle

Have you ever seen one of these animals in real life? _____

If so, where did you see it? _____

In what type of habitat does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What type of covering (fur, hair, feathers, blubber) does it have? _____

What does it eat? _____

How does it get its food? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

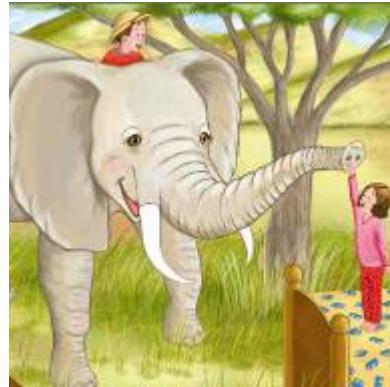
How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

Is food readily available all year? _____

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Elephant

Have you ever seen one of these animals in real life? _____

If so, where did you see it? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

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? _____

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Bullfrog

Have you ever seen one of these animals in real life? _____

If so, where did you see it? _____

In what type of habitat does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

How does it "communicate" with others of its kind? _____

Is food readily available all year? _____

How does the animal deal with seasonal changes (if applicable)? _____

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Kangaroo

Have you ever seen one of these animals in real life? _____

If so, where did you see it? _____

Where does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

Is food readily available all year? _____

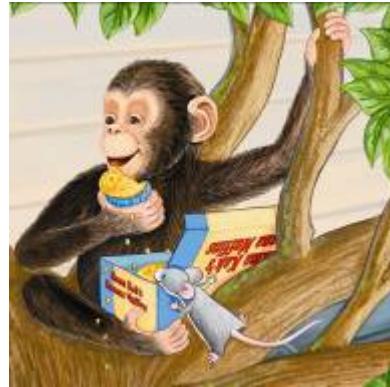
Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does a mother care for its young? _____

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Monkey

Have you ever seen one of these animals in real life? _____

If so, where did you see it? _____

In what type of habitat does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

How does it protect itself from predators? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

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? _____

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Panda

Have you ever seen one of these animals in real life? _____

If so, where did you see it? _____

In what type of habitat does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

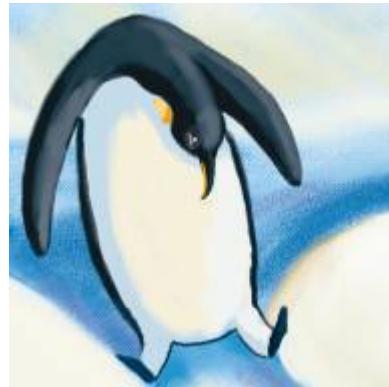
How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

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Penguin

Have you ever seen one of these animals in real life? _____

If so, where did you see it? _____

In what type of habitat does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What type of covering does it have to protect itself from cold? _____

What does it eat? _____

How does it get its food? _____

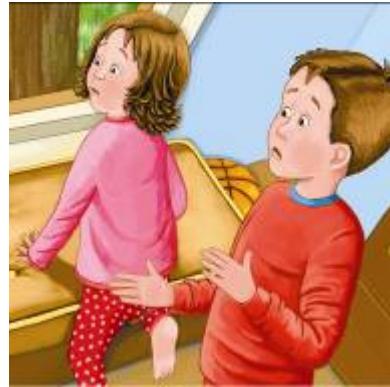
Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

When does it sleep? _____

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Children

In what type of habitat does this animal live? _____

How does it move and what parts of its body does it use to move? _____

How does it see? _____

How does it hear? _____

What does it eat? _____

How does it get its food? _____

Where does the animal live and does it make a "house?" (burrow, nest, etc.) _____

Does it live alone or with a group? _____

How does it "communicate" with others of its kind? _____

How does it sleep? _____

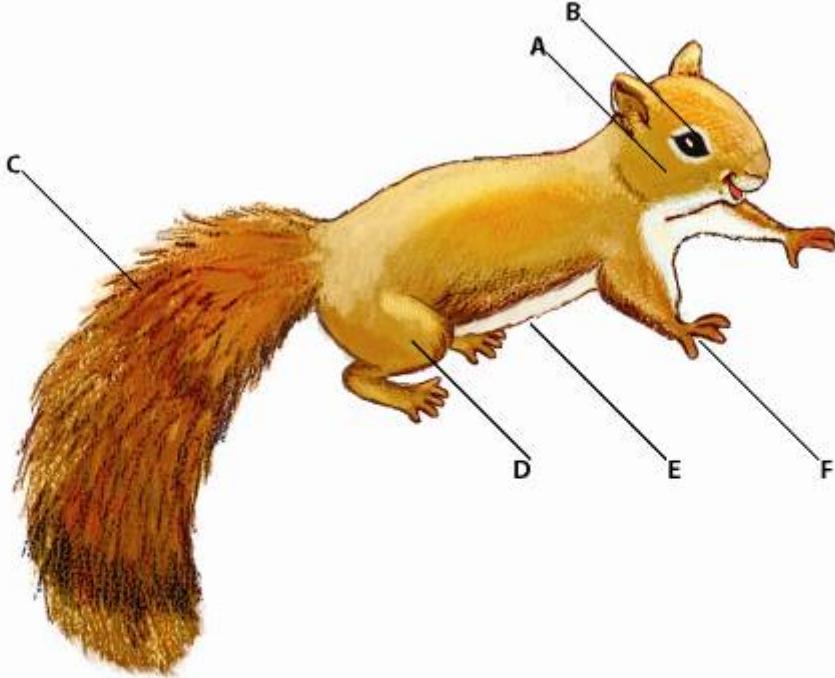
When does it sleep? _____

Is food readily available all year? _____

How does the animal deal with seasonal changes (if applicable)? _____

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Label the squirrel adaptations



- big bushy tail for balance when leaping from tree to tree
- strong claws on the front feet help it to climb and to hold onto food as it eats
- light coloration on the belly for counter-shading camouflage
- eyes on both sides of the head help it to judge distances for jumping
- powerful back legs to help push off when leaping from tree to tree
- cheek pouch for carrying food

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Science journal

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

webbed feet

padded feet with claws

webbed feet with claws

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talons

toes

opposable thumb

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Nature observation notebook

Animals are busy around you at different times of the day or year. Make a list of some of the animals you might see around your (or a friend's) house or school. Even if you live in an urban area, keep your eyes open and you might be surprised at how many animals you might see!

Pets:

Wild Birds:

Insects (including flies, butterflies, etc.)

Wild Reptiles (snakes, lizards, turtles, etc.)

Spiders, worms, slugs

Wild Mammals (raccoons, deer, etc)



Of those animals listed, which ones fall into the following categories:

Animals with four legs: _____

Animals that fly: _____

Animals with feathers: _____

Animals with fur: _____

Animals with wings: _____

Animals that walk on two feet _____

Animals that slither or slide: _____

Animals that swim: _____

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Math

Sorting by attribute graph

Using various attributes related to the animals' paws, claws, hands, and feet, graph the animals mentioned in the book.

two feet	four feet	wings

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Using the results, can you come up with any questions and answers?

Measuring: A foot is a foot is a foot...

Using a pencil and a blank piece of paper, trace one of your feet.

Which measuring tool would you use to measure the length of your foot?

1. a scale or balance beam
2. a thermometer
3. a ruler

Measure how long your foot is.

How many inches is it?

Compare the length of your foot to someone else's foot. Whose foot is longer and by how much?

How does your foot measurement compare to the "foot" measurement of 12 inches?

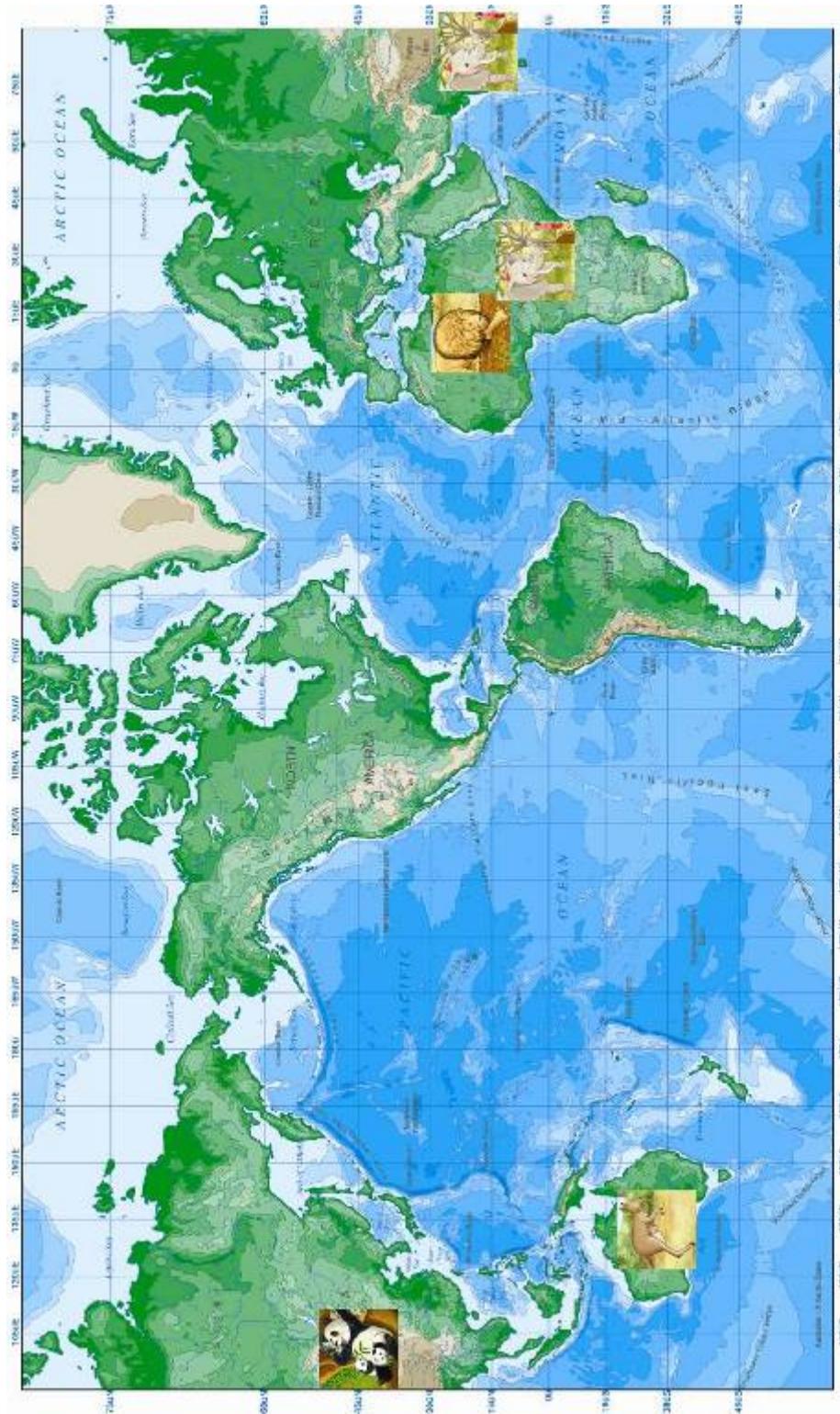
Why do you think we use a ruler "foot" to measure things instead of using people's feet?

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Geography

Some of the animals mentioned in the book are only found in certain areas. See if you can find them on the map.



Find and point to:

The lion and the elephant in Africa

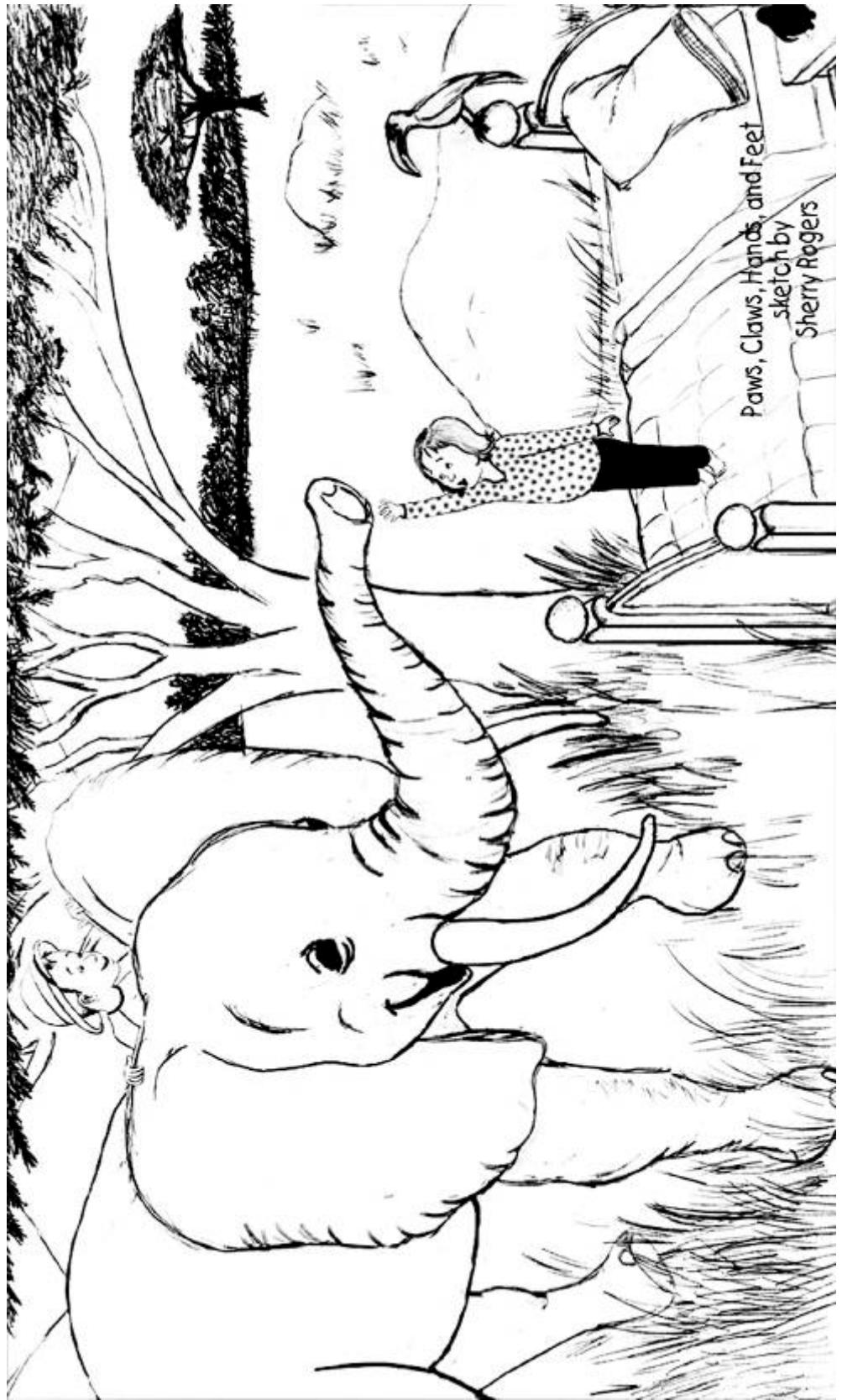
The pandas and elephant in Asia

The kangaroos in Australia

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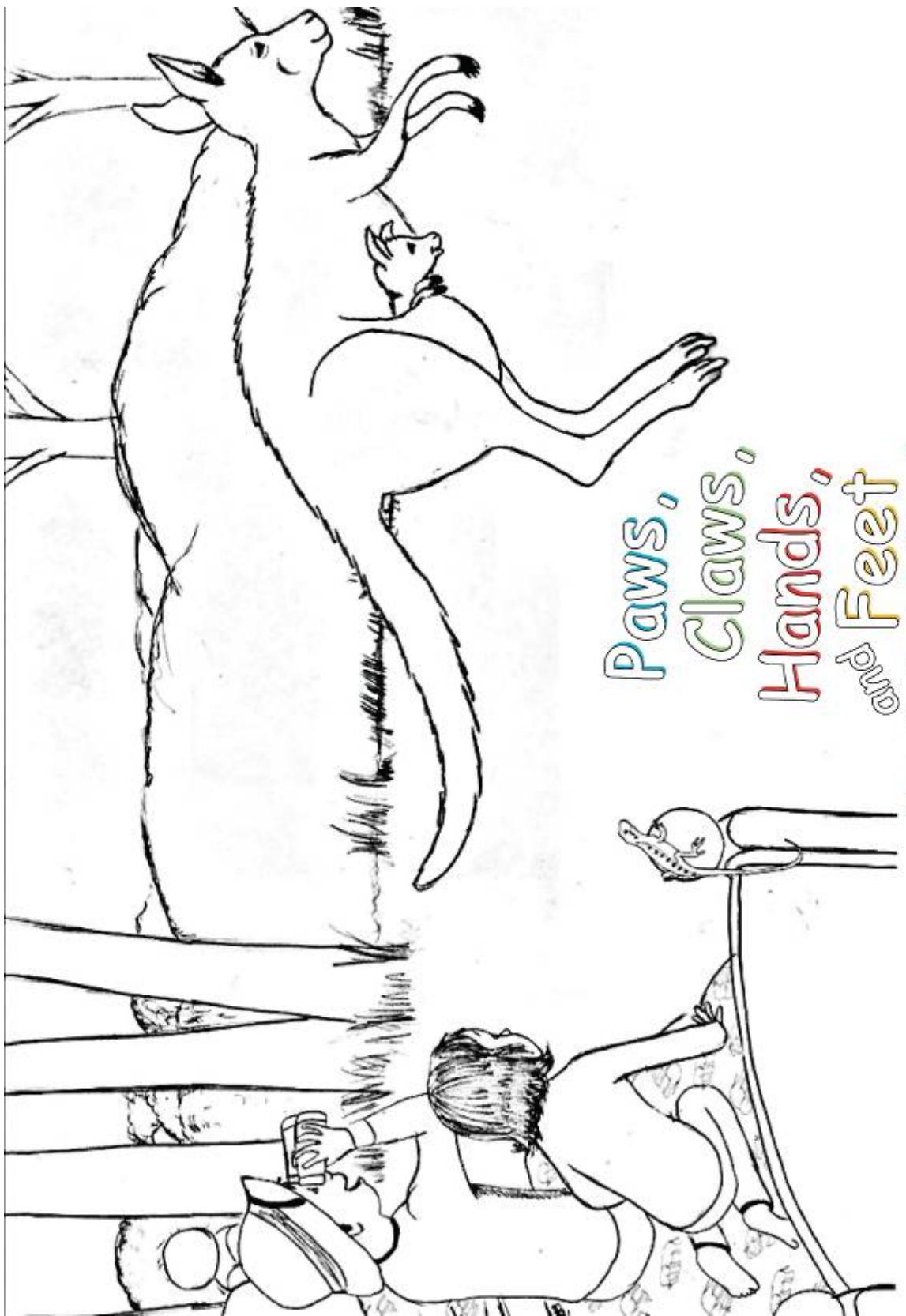


Paws, Claws, Hands, and Feet
Illustration sketch by
Sherry Rogers

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Paws,
Claws,
Hands,
and Feet

Illustration Sketch By Sherry Rogers

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