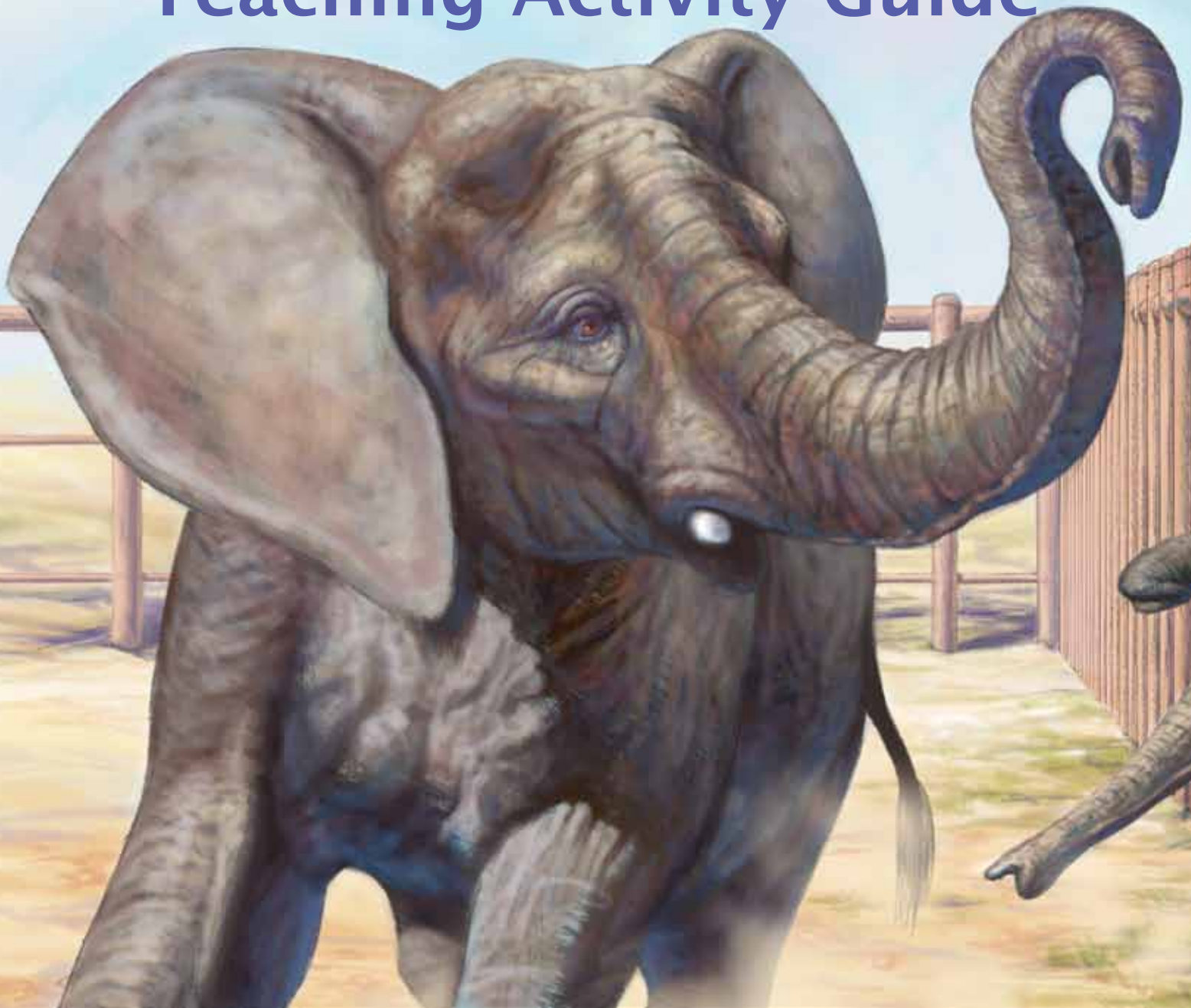


# Maggie

Alaska's Last

# ELEPHANT

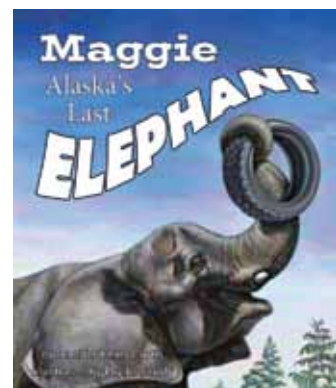
## Teaching Activity Guide



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by Jennifer Keats Curtis  
illustrated by Phyllis Saroff

# How to Use This Activity Guide (General)

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There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# 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.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

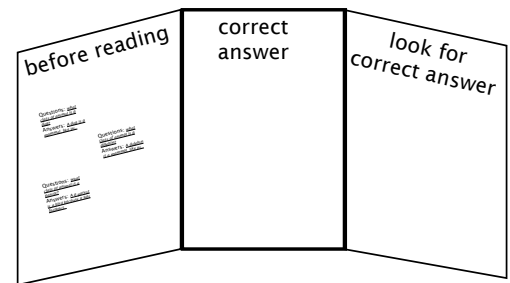
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



## Pre-Reading Questions

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1. Wild elephants live in what type of climate?
2. What is the climate in Alaska?
3. Are elephants solitary animals or herd animals?
4. What do zookeepers do to take care of elephants?
5. What types of things would an elephant play with in a zoo?
6. How might zookeepers know if an elephant is not doing well in the zoo?
7. What happens to an elephant who can't stay at the zoo?
8. How do people transport (move) an elephant across large distances?
9. Who leads an elephant herd?
10. What are some things that elephants like to do for fun?

## Comprehension Questions & Writing Prompts

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1. What other elephant used to live with Maggie in Alaska?
2. Why did Maggie move to PAWS?
3. Do you think Maggie is happier now that she is at PAWS? Why?

# Language Arts & Science: Basic Needs

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*Objective: Describe the basic needs of living things and how they are met.*

*Plants need water, oxygen, food, light and space to grow and reproduce; animals need water, oxygen, food, and shelter/space to grow and reproduce.*

Re-read the story and write down any words that relate to how the plants or animal(s) meet their basic needs.

<b>Plant/ Animal</b>	<b>water</b>	<b>oxygen</b>	<b>food</b>	<b>light</b>	<b>space</b>

If not mentioned in the text, are there any indications in the illustrations of how these needs are met? Can you describe, draw, or write an explanation of how the needs are met?

# Language Arts: Sequence Sentence Strips

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Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

Once, elephants lived in Alaska—two of them

Then, Annabelle died.

Without Annabelle, Maggie seemed lost. Her keepers tried to cheer her up.

Maggie befriended a tire.

Maggie’s human friends worried about her. They built her a giant treadmill.



One day, Maggie got sick.

The staff knew it was time for Maggie to go. She needed a warm place with her own kind.

Fortunately, the Performing Animal Welfare Society (PAWS) in California wanted Maggie.

When it was time for Maggie to leave Alaska, she quietly walked into the crate,

A huge crane placed her crate on the back of a truck. As the truck drove through the zoo gates, Maggie lifted her trunk and trumpeted good-bye.

On the plane, Maggie's keepers kept her calm and offered her water, fruits, and vegetables.



Maggie got out of the crate. The vets checked her.

Because she had been so sick in Alaska, she needed to regain her strength. The staff encouraged her to walk up and down hills.

For weeks, Maggie adapted to her surroundings and healed. Then, it was time for her to meet her group.

For a while, Maggie and the group remained near each other, parted only by the fence.

Maggie looked at her group. Then, she turned and backed into the other elephants.  
Just like that, Maggie was home.

With elephant friends of her own, Maggie no longer needs that tire.

# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). 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	E	L	E	P	G	I	E	K	Z	N
2	L	F	M	A	G	G	I	E	O	A
3	E	A	I	C	S	Q	U	E	I	Z
4	P	A	L	A	S	P	H	P	D	O
5	H	E	R	D	A	N	T	E	F	O
6	A	D	A	F	F	O	D	R	I	L
7	N	X	A	L	A	S	K	A	L	E
8	T	M	G	G	I	S	B	R	U	D
9	F	A	N	N	A	B	E	L	L	E
10	R	E	M	H	A	Z	O	D	U	N

ALASKA  
ANNABELLE  
ELEPHANT  
HERD  
KEEPER  
LULU  
MAGGIE  
ZOO

# Vertebrate Classes

*Objective: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes*

## Mammals:

hair, fur, whiskers, or quills at some point during their lives  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
lungs to breathe  
most give birth to live young  
produce milk to feed young  
warm-blooded

## Birds:

feathers  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
lungs to breathe  
hatch from hard-shelled eggs  
warm-blooded

## Reptiles:

dry scales or plates  
backbone (vertebrate)  
inside skeleton (endoskeleton); most turtles also have a hard outer shell  
lungs to breathe  
most hatch from leathery eggs  
cold-blooded

*Warm-blooded animals make their own heat and have a constant body temperature*

*Cold-blooded animals' body temperature comes from their surroundings*

## Fish:

most have scales covered with a thin layer of slime  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
gills to breathe  
babies are either born alive or hatch from jellylike eggs  
cold-blooded

## Amphibians:

soft, moist skin  
backbone (vertebrate)  
inside skeleton (endoskeleton)  
most hatchlings (jellylike eggs) are called larvae or tadpoles and live in water, using gills to breathe  
as they grow, they develop legs and lungs and move onto land  
cold-blooded

Using the sorting cards, sort the animals into their class.

# Common Invertebrates

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## Arthropods: Insects:

- hard outer covering
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- adults have 3 body parts: head, thorax & abdomen
- mouthparts adapted for chewing, biting, sucking and lapping
- breathe through tracheae
- compound eyes
- 3 pairs of legs
- usually 2 pairs of wings and 1 pair of antennae
- most hatch from eggs
- metamorphosis: none, incomplete, or complete
- cold-blooded

## Mollusks Bi-valves:

- have a two-part shell with a hinge to open/close
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- hatch from eggs
- cold-blooded
- marine and freshwater
- symmetry

## Mollusks

### Gastropods (Snails):

- most have hard shells
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- hatch from eggs
- cold-blooded

### Arthropod Arachnia (Spiders):

- no backbone
- one or two body segments
- pincers or fangs near mouth
- 4 pairs of legs
- no antennae

## Arthropod

### Crustaceans (Crabs):

- hard outer covering
- no backbone (invertebrate)
- outside skeleton (exoskeleton)
- mouthparts adapted for chewing
- 5 or more pairs of legs
- claws
- 2 pairs of antennae
- 2 compound eyes on stalks
- adults have 2 or 3 body segments
- hatch from eggs
- cold-blooded

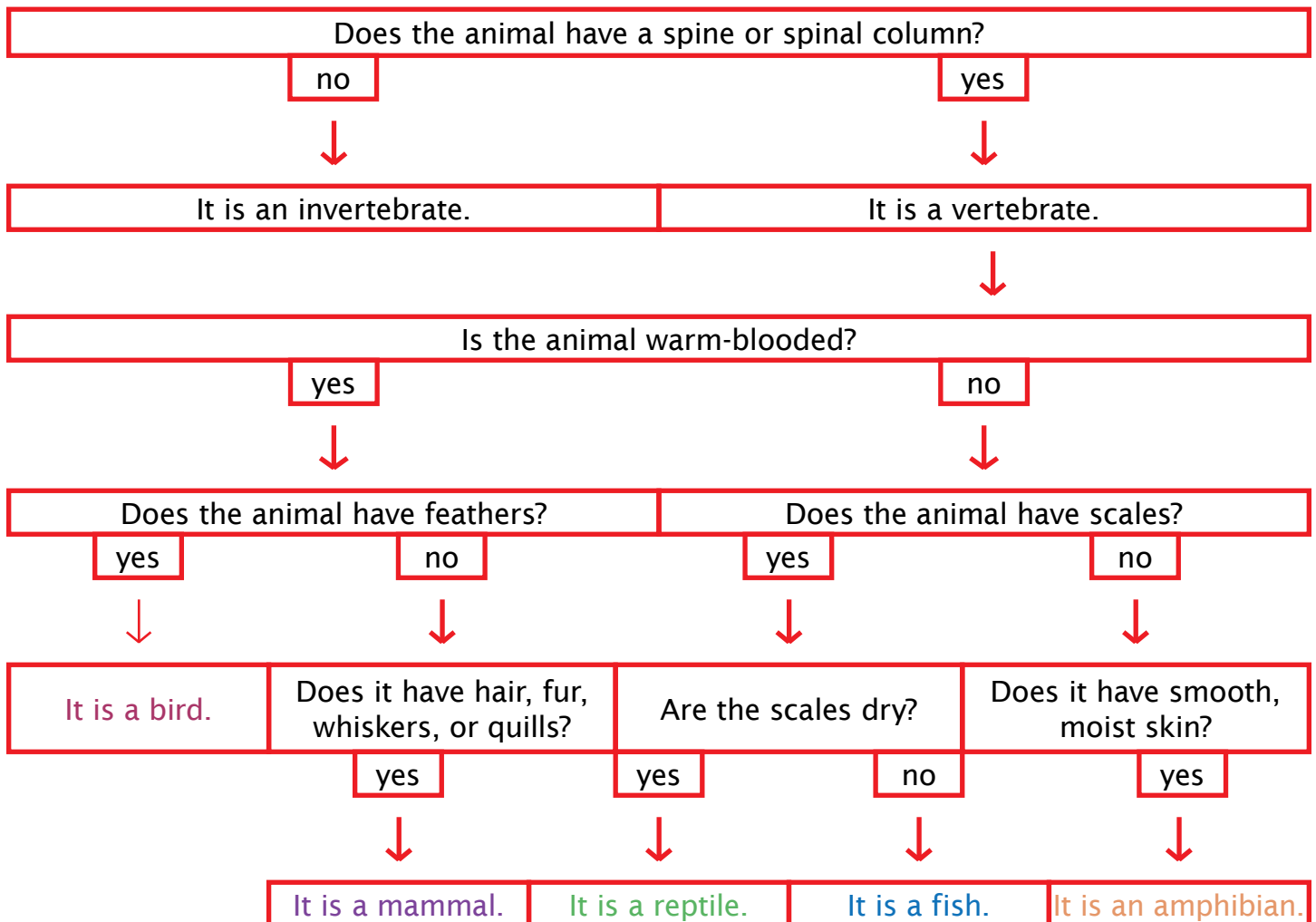
# Dichotomous (Yes/No) Key

A dichotomous key helps to sort (classify) animals. These keys work by asking yes or no questions. Each answer leads to another yes or no question, until the animal class is identified. There are five classes of animals with backbones (vertebrates): fish, reptiles, amphibians, birds, and mammals. Use the information found in the book to match the animal to its classification.

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*



# Compare/Contrast: Animal and Human Senses

*Objective Core Language Literature 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

*Students know that senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.*

*Identify the five senses and their related body parts: sight - eyes, hearing - ears, smell - nose, taste - tongue, touch - skin,*

*Identify the structures of living organisms and explain their function.*

Compare and contrast elephant and human body parts used for senses.

to smell	to feel
to hear	to see

# Science Journal (Vocabulary)

---

## ZOO

my definition

my drawing

## herd

my definition

my drawing

# African elephant

my definition

my drawing

# Asian elephant

my definition

my drawing



# sanctuary

my definition

my drawing

# keeper

my definition

my drawing

# Math Cards

---

*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

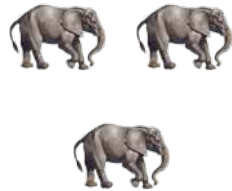
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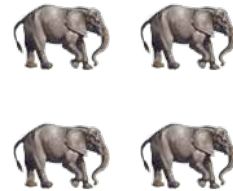
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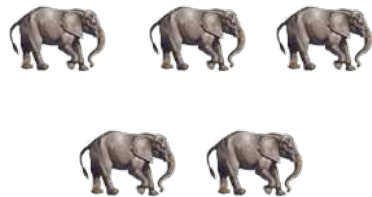
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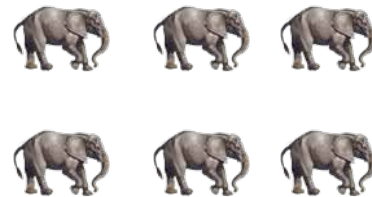
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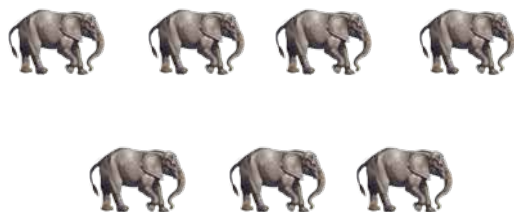
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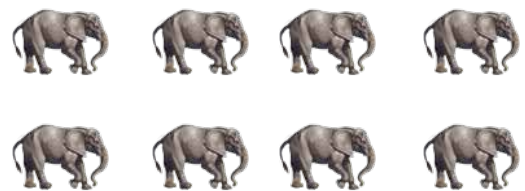
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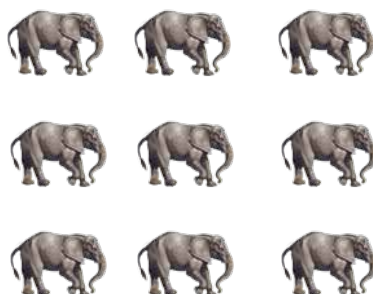
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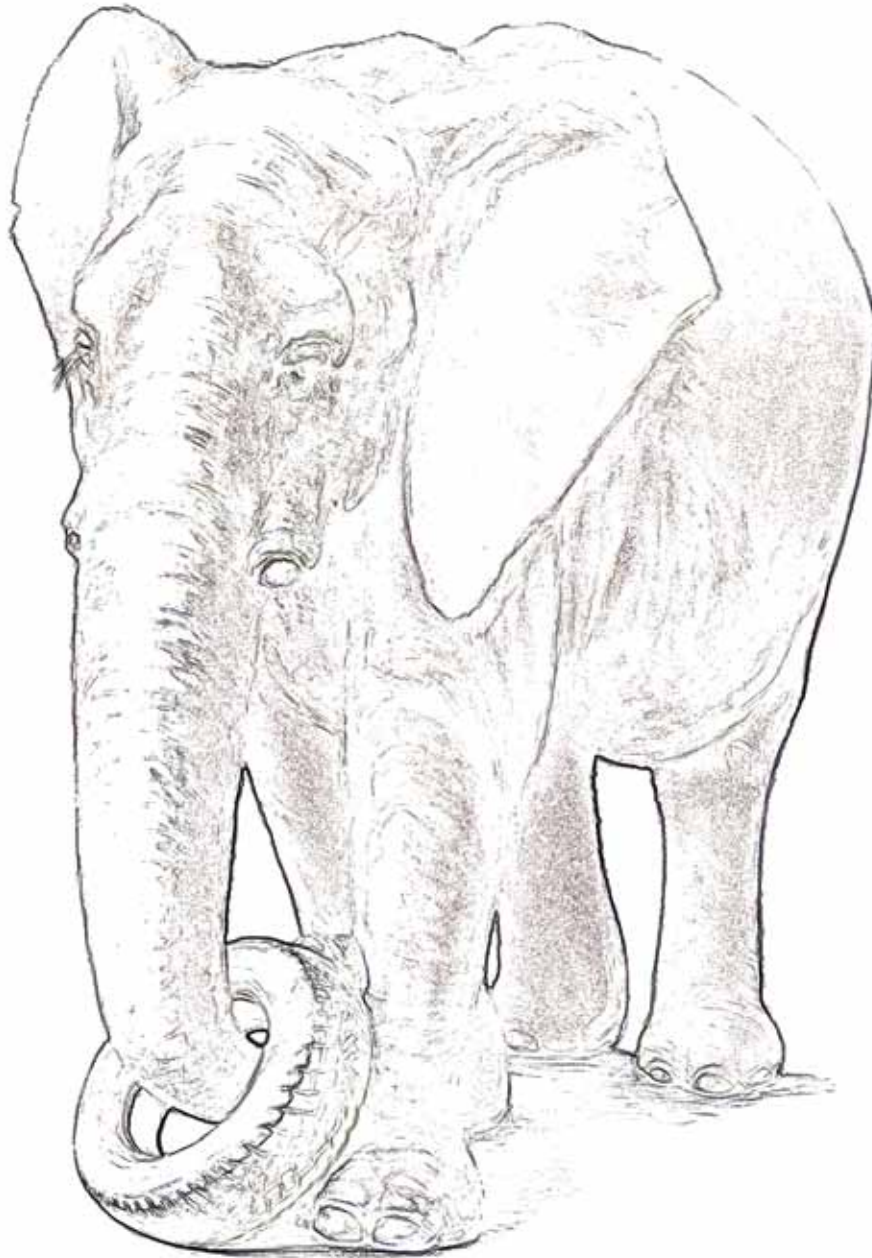


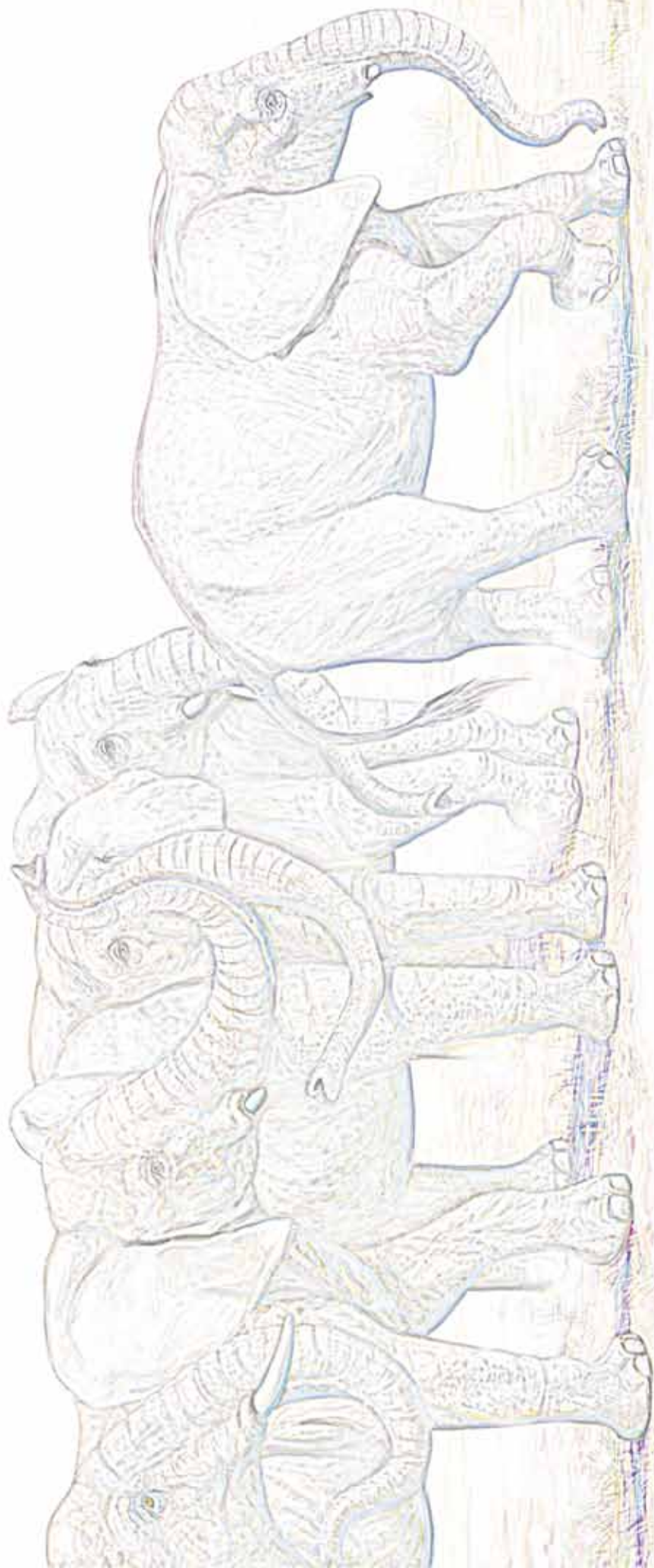
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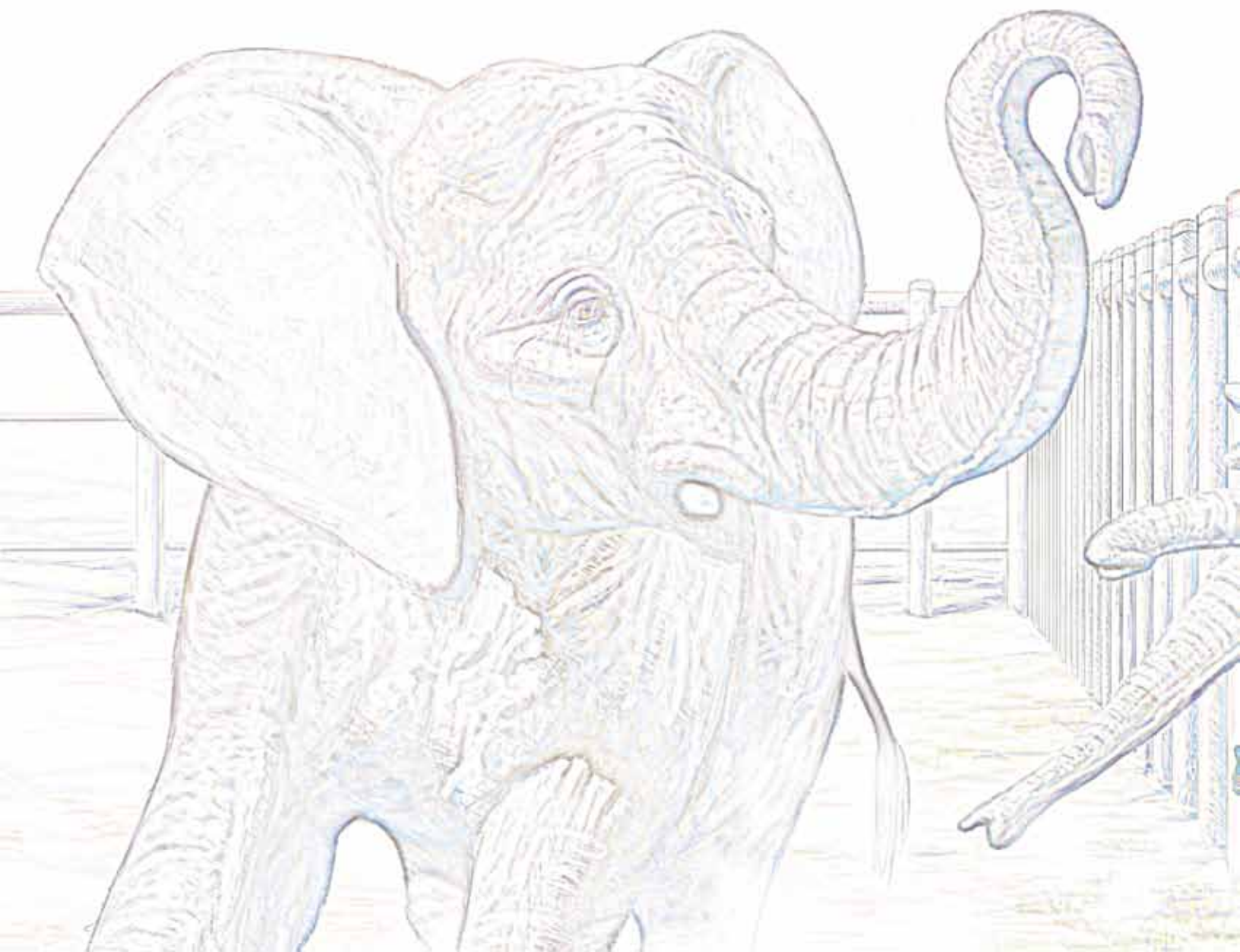


# Coloring Pages

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# Answers

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

# Appendix A—“What Children Know” Cards

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<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>