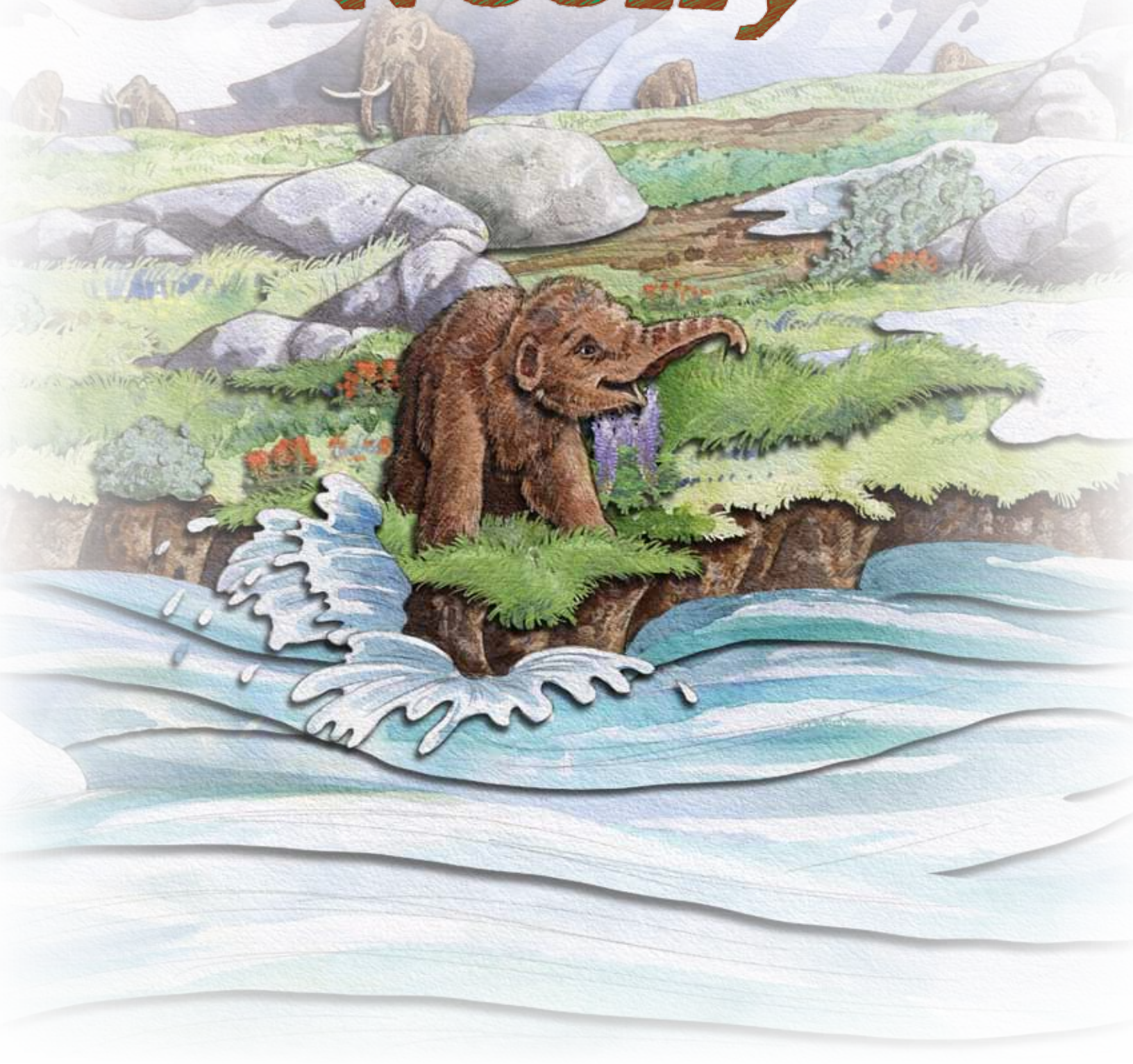


# Teaching Activity Guide

# Wandering Woolly





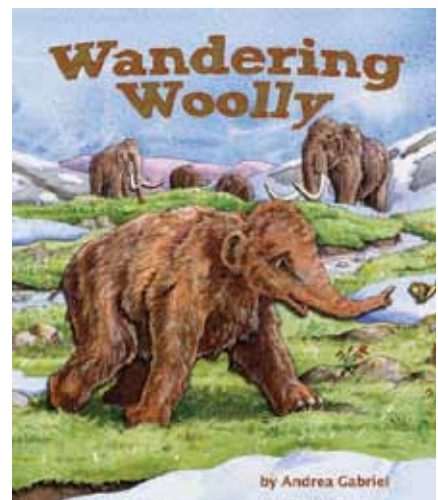
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by Andrea Gabriel

# 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.”

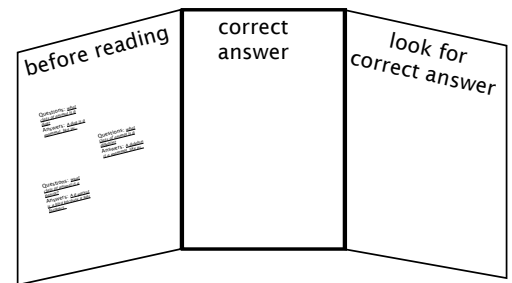
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

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

---

1. What are mammoths?
2. Where did mammoths live?
3. When did mammoths live?
4. What other animals were in a mammoth's habitat?
5. Did mammoths and people ever live in the same habitat?
6. How did mammoths communicate with (talk to) each other?
7. What did mammoths eat?
8. Who or what may have hunted or eaten mammoths?
9. Are there any mammoths alive today?
10. What animal today is most like a mammoth?
11. Who were the Clovis people?
12. What does "extinct" mean?
13. Can you name any animals that are extinct?

# Comprehension Questions & Writing Prompts

---

*Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)*

*Identify basic similarities in and differences between two texts on the same topic. (story versus For Creative Minds non-fiction component)*

*Compare and contrast the most important points presented by two texts on the same topic. (story versus For Creative Minds non-fiction component)*

*With prompting and support, identify basic similarities in and differences between two texts on the same topic.*

*Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*

*Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.*

*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*

*Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

1. How did Little Woolly's mother and aunts try to warn her not to go to the river?
2. Why did she fall into the river?
3. What were some of the other animals that she saw as she was carried down the river?
4. How did she find her way home to her herd?
5. Who were the other animals in her herd?
6. What did you learn about mammoths from reading this story (not the For Creative Minds)? Make a list.
7. What did you learn about mammoths from the For Creative Minds (not the story)? Make a list.
8. Compare your two lists. How did the story help you learn about mammoths? How did the For Creative Minds help you?
9. Is this story fiction or non-fiction? How can you tell the difference?
10. How is the For Creative Minds related to the story? Is it fiction or non-fiction?

# Observation Skills: Art Scavenger Hunt

---

*Objective Core Language Arts Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*

*Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*

*Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).*

*Use illustrations and details in a story to describe its characters, setting, or events.*

1. Describe the field where the mammoth herd was grazing before Woolly fell in the river.
2. Using your own words, describe what a mammoth looks like. How many claws does a ground sloth have on its front feet?
3. What does an American lion look like?
4. What did the human's homes look like?
5. When Woolly hid from the storm, how did she know the humans had been near those rocks?
6. On the page where the saber toothed cats are napping, can you find Woolly? Why do you think she is hiding from the cats?
- 7.

## Make your own cave paintings

---

When Woolly hid near the rocks, she saw drawings left by the humans. Early humans drew themselves and the animals they hunted on rocks and in caves. It was a way for them to tell stories through art.

Take a piece of paper and a pencil or crayon. Draw your own version of this story, from when Woolly wanders away from her family to when she gets back to her herd.

# Language Arts & Science: Five Senses

---

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

Re-read the story and write down any words that relate to the five senses:

<b>Animal</b>	<b>Touch</b>	<b>Taste</b>	<b>Sight</b>	<b>Smell</b>	<b>Hearing</b>





# Fill in the Conjunction

---

*Objective Core Language Arts: Use frequently occurring conjunctions.*

Use one of the following words to fill in the sentence so that it makes sense.

and                      but                      or                      because

1. The voices of her aunts rumbled in her ears \_\_\_\_\_ vibrated in the ground.
2. The little mammoth caught up to it \_\_\_\_\_ rested her legs across the top.
3. The water sped past a hunting lion, \_\_\_\_\_ Woolly was safe in the center of the current.
4. Little Woolly was exhausted, \_\_\_\_\_ she scrambled onto dry land, desperate to get back home.
5. She tried nibbling some grass as she walked, \_\_\_\_\_ she missed her mother's rich, warm milk.
6. They touched her with their trunks \_\_\_\_\_ bellowed with happiness to have their Woolly back home again.
7. Over time, they expand across the land \_\_\_\_\_ shrink to a smaller area.
8. Female Asian elephants have short tusks \_\_\_\_\_ no tusks at all.
9. We know about the Clovis people \_\_\_\_\_ of scientists who study ancient people.

# Cross-Curricular Vocabulary Activities

---

## *Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*

*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

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, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if 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.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently. The glossary has some high-level words. Feel free to use only those words as fit your situation.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- 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 for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- 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.

**Silly Sentence Structure Activity:** This "game" 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 correct information in the book.



# Cross-Curricular: Silly Sentences

---

1. Little Woolly poked her head out from between her mama's \_\_\_\_\_, furry legs.  
adjective
2. A \_\_\_\_\_ croaked.  
noun
3. The sun was very \_\_\_\_\_ on her \_\_\_\_\_.  
adjective noun
4. Ice \_\_\_\_\_ and toppled off the glacier.  
verb
5. She could \_\_\_\_\_ the smoke of their fires and hear the barking of their \_\_\_\_\_ .  
verb adjective noun
6. She put her head low to the \_\_\_\_\_ , touching it with her \_\_\_\_\_.  
noun noun
7. She would follow the \_\_\_\_\_ to get home!  
noun
8. The \_\_\_\_\_ had been here too.  
noun
9. The \_\_\_\_\_ backs of her \_\_\_\_\_ rose above the grass.  
adjective noun
10. \_\_\_\_\_ glad to be home!  
noun verb
11. This \_\_\_\_\_ builds up into \_\_\_\_\_ sheets, called \_\_\_\_\_.  
noun adjective noun
12. The Clovis people were some of the \_\_\_\_\_ humans in North America.  
adjective



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

EXTINCT  
GLACIER  
HERBIVORE  
HERD  
LOST  
MAMMOTH  
RIVER  
TRUNK  
WOOLLY

# Edible Sorting and Classifying Activity

---

*Objective Core Language Arts Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.*

*Objects and materials can be sorted and described by their properties. (color, shape, size, weight and texture)*

*Use whole numbers\*, up to 10, in counting, identifying, sorting, and describing objects and experiences.*

Gather 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 children 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 feature or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Were there some items that fit more than one group or don't fit any group?
- If so, how did the child decide which attribute was more important?
- How are various objects similar and different?
- Was 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 attribute? To extend the learning, graph the attributes used to sort the items (blank graph below).

Graph the attributes that children used to sort their items. (Graph provided on next page.)

What was the most common attribute (size, shape, color, etc.) used?

*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.*

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
attribute				

# Classifying Animals

*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.*

Just as we sort candy, scientists sort all living things into groups to help us understand and connect how things relate to each other. Scientists ask questions to help them sort or classify animals.

Based on the answers to the questions, scientists can sort the living organisms. The first sort is into a Kingdom. There are five commonly accepted Kingdoms: Monera, Protista, Fungi, Plantae, and Animalia. All of the living things in this book belong to Animalia or the Animal Kingdom.

The next big sort is into a Phylum. One of the first questions that a scientist will ask is whether the animal has (or had at some point in its life) a backbone. If the answer is “yes,” the animal is a vertebrate. If the answer is “no,” the animal is an invertebrate.

Each Phylum is broken down into Classes, like mammals, birds, reptiles, fish, amphibians, insects, or gastropods (snails). Then each class can be broken down even further into orders, families, genus and species, getting more specific.

The scientific name is generally in Latin or Greek and is the living thing’s genus and species. People all over the world use the scientific names, no matter what language they speak. Most living organisms also have a common name that we use in our own language.

Some questions scientists ask:

- Does it have a backbone?
- What type of skin covering does it have?
- Does it have a skeleton? If so, is it inside or outside of the body?
- How many body parts does the animal have?
- Does it get oxygen from the air through lungs or from the water through gills?
- Are the babies born alive or do they hatch from eggs?
- Does the baby drink milk from its mother?
- Is it warm-blooded or cold-blooded?

Using what you know, and information and pictures in the book, see how many Animal Chart squares you can fill in for each animal.

# Animal Chart

	Animals	Mammoth	Human
<b>Appendages</b>	legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
<b>Feet or hands: if they have; may have more than one</b>	claws		
	web		
	toes		
	opposable thumbs/toes		
	hooves		
<b>Movement: may do more than one</b>	walks/runs		
	crawls		
	flies		
	slithers		
	swims		
	climbs		
	hops		
<b>Backbone</b>	backbone/vertebrate		
	no backbone/invertebrate		
<b>Skeleton</b>	inside skeleton (endoskeleton)		
	outside skeleton (exoskeleton)		
	no skeleton		
<b>Body covering</b>	hair/fur/whiskers/quills		
	feathers		
	dry scales or bony plates		
	moist scales		
	smooth, moist skin		
	hard outer shell		
	hard outer covering		
<b>Color/patterns</b>	stripes or spots		
	mostly one color		
	skin color changes		
	bright, vivid colors		
<b>Gets oxygen</b>	lungs		
	gills		
<b>Body temperature</b>	warm-blooded (endothermic)		
	cold-blooded (ectothermic)		
<b>Babies</b>	born alive		
	hatch from eggs		
	born alive or hatch from eggs		
<b>Metamorphosis</b>	complete		
	incomplete		
	none		
<b>Teeth</b>	sharp		
	flat		
	no teeth (bill/beak)		
<b>Food</b>	plant eater (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		



	<b>Animals</b>	<b>Saber toothed cat</b>	<b>ground sloth</b>
<b>Appendages</b>	Legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
<b>Feet or hands: if they have, may have more than one</b>	claws		
	web		
	toes		
	opposable thumbs/toes		
	hooves		
<b>Movement: may have more than one</b>	walks/runs		
	crawls		
	flies		
	slithers		
	swims		
	climbs		
	hops		
<b>Backbone</b>	backbone/vertebrate		
	no backbone/invertebrate		
<b>Skeleton</b>	inside skeleton (endoskeleton)		
	outside skeleton (exoskeleton)		
	no skeleton		
<b>Body covering</b>	hair/fur/whiskers/quills		
	feathers		
	dry scales or bony plates		
	moist scales		
	smooth, moist skin		
	hard outer shell		
<b>Color/patterns</b>	hard outer covering		
	stripes or spots		
	mostly one color		
	skin color changes		
	bright, vivid colors		
<b>Gets oxygen</b>	lungs		
	gills		
<b>Body Temperature</b>	warm-blooded (endothermic)		
	cold-blooded (ectothermic)		
<b>Babies</b>	born alive		
	hatch from eggs		
	born alive or hatch from eggs		
<b>Metamorphosis?</b>	complete		
	incomplete		
	none		
<b>Teeth</b>	sharp		
	flat		
	no teeth (bill/beak)		
<b>Food</b>	plant eaters (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

	<b>Animals</b>	<b>short-faced bear</b>	<b>giant beaver</b>
<b>Appendages</b>	Legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
<b>Feet or hands: if they have, may have more than one</b>	claws		
	web		
	toes		
	opposable thumbs/toes		
	hooves		
<b>Movement: may have more than one</b>	walks/runs		
	crawls		
	flies		
	slithers		
	swims		
	climbs		
	hops		
<b>Backbone</b>	backbone/vertebrate		
	no backbone/invertebrate		
<b>Skeleton</b>	inside skeleton (endoskeleton)		
	outside skeleton (exoskeleton)		
	no skeleton		
<b>Body covering</b>	hair/fur/whiskers/quills		
	feathers		
	dry scales or bony plates		
	moist scales		
	smooth, moist skin		
	hard outer shell		
	hard outer covering		
<b>Color/patterns</b>	stripes or spots		
	mostly one color		
	skin color changes		
	bright, vivid colors		
<b>Gets oxygen</b>	lungs		
	gills		
<b>Body Temperature</b>	warm-blooded (endothermic)		
	cold-blooded (ectothermic)		
<b>Babies</b>	born alive		
	hatch from eggs		
	born alive or hatch from eggs		
<b>Metamorphosis?</b>	complete		
	incomplete		
	none		
<b>Teeth</b>	sharp		
	flat		
	no teeth (bill/beak)		
<b>Food</b>	plant eaters (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

# 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.

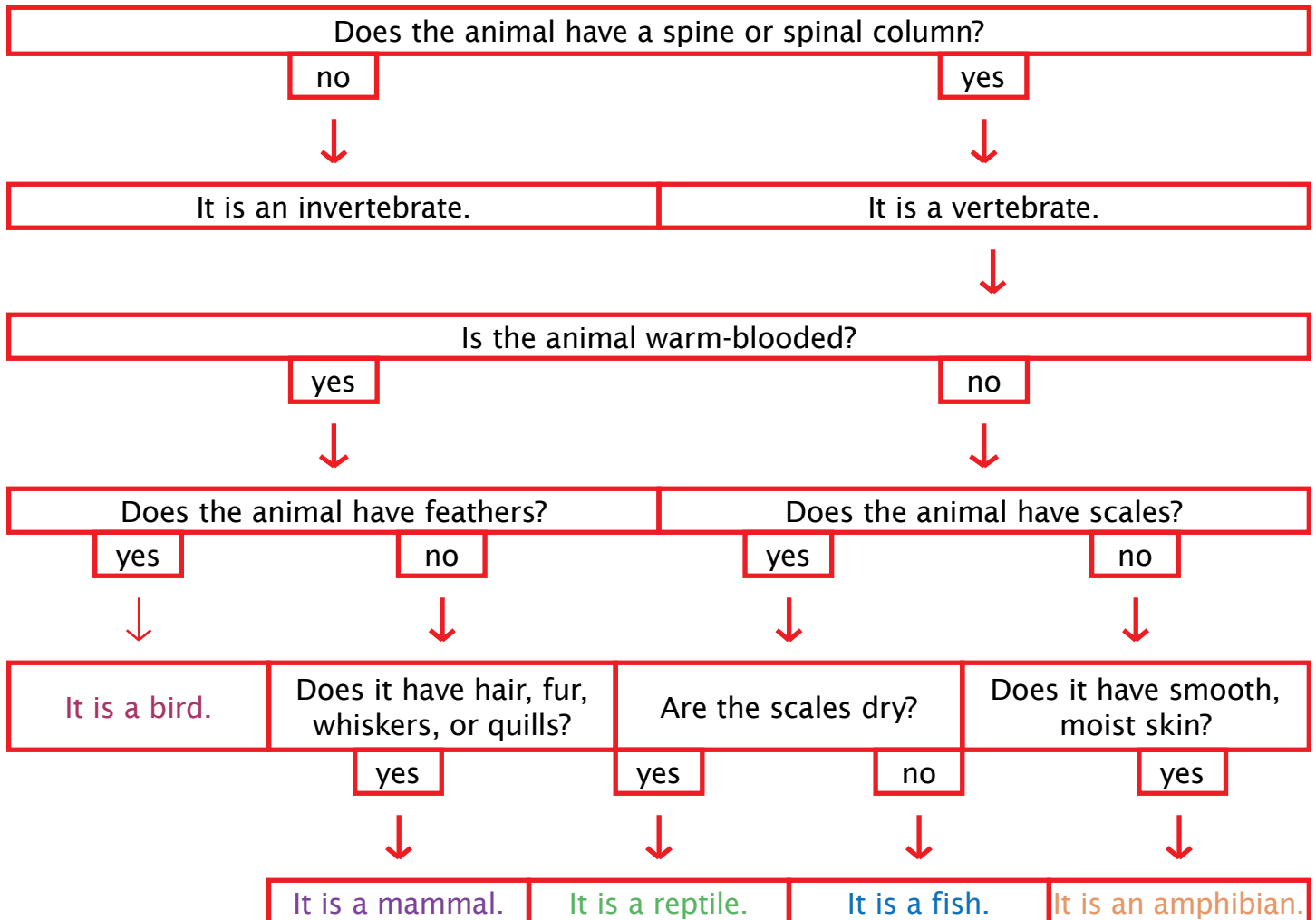
# Dichotomous (Yes/No) Key

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.*



# Adaptations

*Objective: Identify adaptations that help plants and animals survive and grow in their environment*

*Identify external parts of plants and animals*

*Observe and compare the structures and behaviors of different kinds of plants and animals*

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. Here are a few different types of adaptations.

## Physical Adaptations

Use the illustrations in the book to see how many physical adaptations you can see for each animal.

### body parts

teeth—depends on type of food eaten  
feet, flippers, fins—ability to move  
placement of eyes  
gills, lungs, or other—how does the animal get oxygen  
ears—or how the animal hears/senses

### body coverings

hair or fur  
feathers  
scales  
moist skin

### camouflage and protection

color of skin or pattern to blend into background  
body structure resembles another organism to fool predators  
poisonous or stinky smells

## Behavioral Adaptations

instinct: behaviors or traits that the animals are born with  
learned behavior: traits that animals learn to improve their chances of survival or to make their life easier  
social groups versus solitary living  
communication with other animals  
defense  
hiding in an area that provides camouflage  
reaction to cycles (day/night, seasons, tides, etc.)  
migration: the seasonal movement of animals from one location to another  
hibernation: a long, deep sleep in which the animal's breathing and heartbeat are slower than usual



Pick an animal from the book and answer the following questions:  
My animal is:

<p>Where (in what kind of habitat) does your animal live?</p>	<p>What is one of its physical adaptations and how does it help the animal live in its environment?</p>
<p>What is another of its physical adaptations and how does it help the animal live in its environment?</p>	<p>What is another of its physical adaptations and how does it help the animal live in its environment?</p>

What behavioral adaptations (if any) were mentioned in the story?

# Science Journal (Vocabulary)

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## glacier

my definition

my drawing

## herd

my definition

my drawing

# mammoth

my definition

my drawing

# extinct

my definition

my drawing

# Math: Measuring (compare & contrast)

*Objective Core Mathematics Measurement:*

*Order three objects by length; compare the lengths of two objects indirectly by using a third object.*

*Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length*

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

*Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.*

*Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.*

*Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.*

	woolly mammoth	African elephant	Asian elephant	human
height (female)	9 feet	10 feet	6 feet 6 in	5 feet 3 in
height (male)	13 feet	13 feet	11 feet	5 feet 8 in
weight (female)	8,800 lbs	7,000 lbs	6,000	155 lbs
weight (male)	13,000 lbs	13,000 lbs	12,000 lbs	180 lbs
tusk size (female)	6 feet	5-8 feet	short or no tusks	no tusks
tusk size (male)	15 feet	10 feet	10 feet	no tusks
newborn calf or baby weight	200 lbs	250 lbs	220 lbs	7.5 lbs

The information in the chart above is based on averages. Some individuals may be larger or smaller than the sizes given. This is natural variation.

Use the information in the chart to answer the following questions:

1. Which of these species has the largest height difference between females and males? Which has the smallest difference?
2. Put these species in order by weight, from lightest to heaviest.
3. Put these species in order by the weight of a newborn, from heaviest to lightest.
4. How much taller is a female Asian elephant than a female human?
5. How much taller is a male African elephant than a female African elephant?

What standard measuring tool would you use to measure a mammoth's weight?

Inches or centimeters

Feet or meters

Pounds or kilograms



Try to imagine how big or small a mammoth is compared to something you know.

What are some other things about the same size?

What is something that weighs about the same?

How big is it?

Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big a mammoth 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?



# Math Cards

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*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





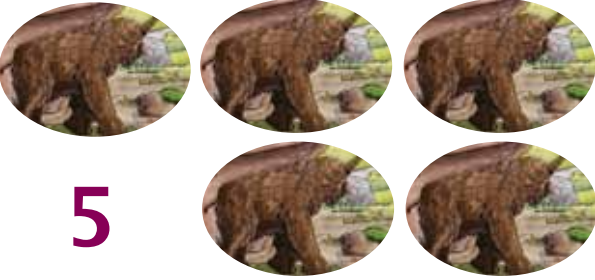
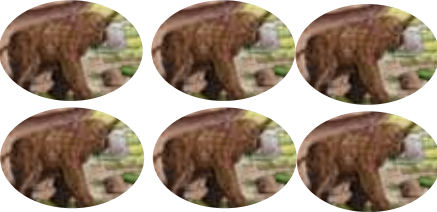


(Make four copies of the math cards to play these games):

**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.

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 

9

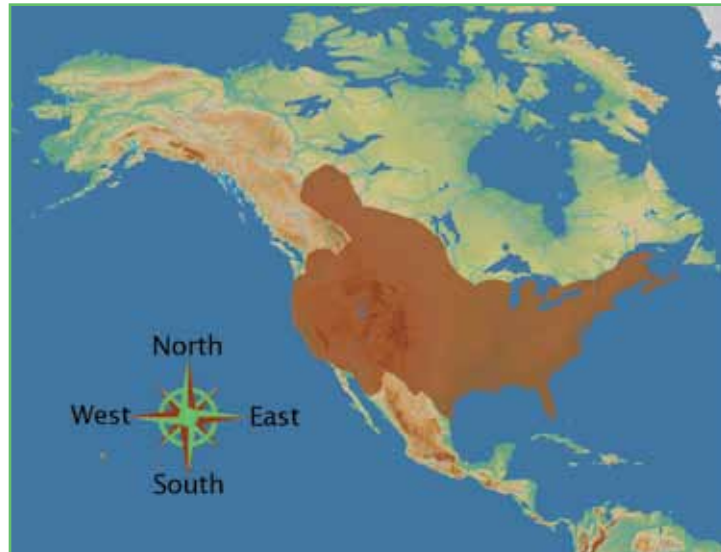


# Map Activity

*Objective: reading maps, geography, know that plants and animals live in different locations*

Using these maps as a reference, color the areas where the Clovis people or mammoths live on the blank map (in appendix). Where do you think the Clovis People hunted mammoths?

Clovis People



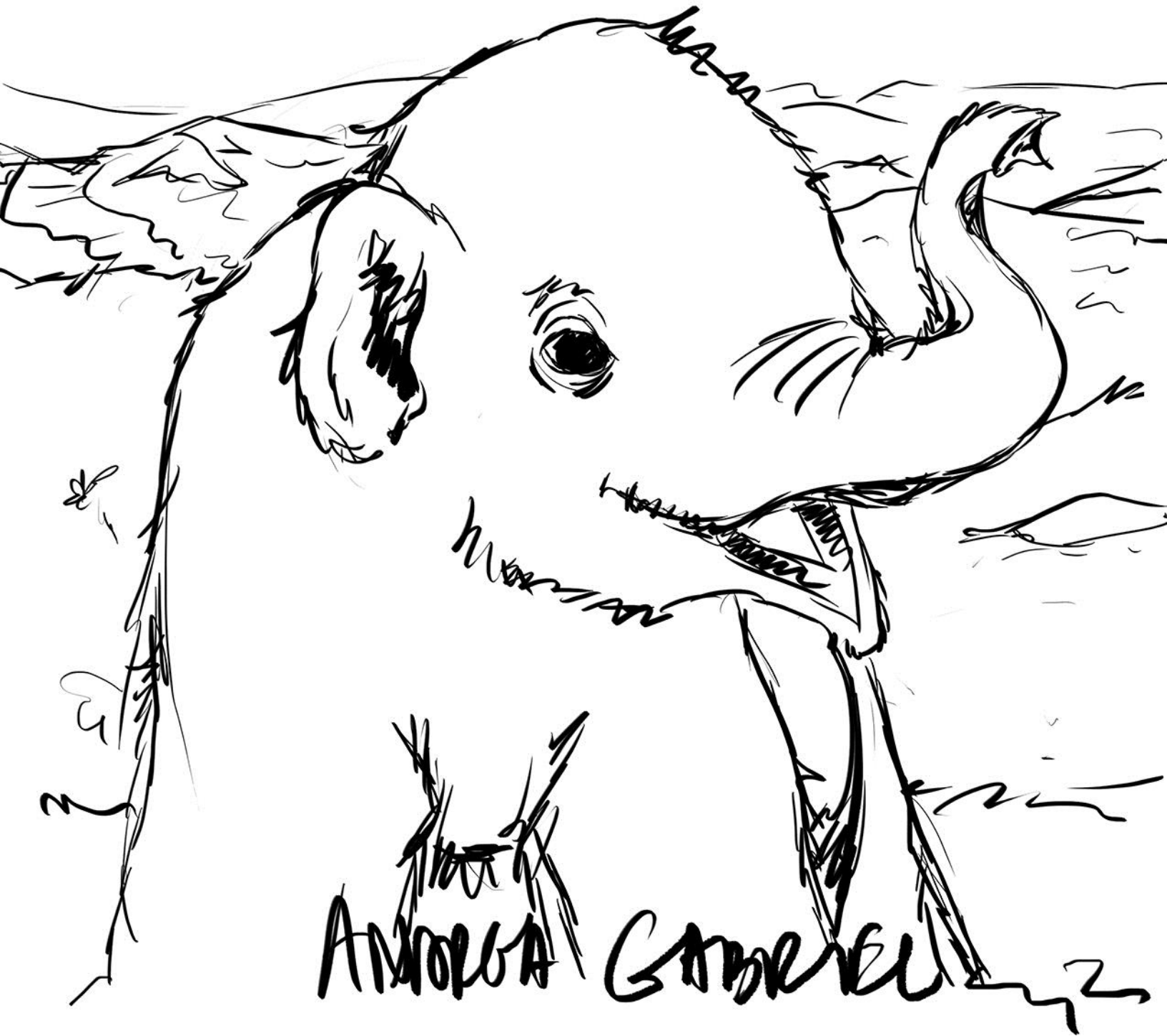
mammoth





# Coloring Pages

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# Answers

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## Fill in the Conjunction

1. The voices of her aunties rumbled in her ears and vibrated in the ground.
2. The little mammoth caught up to it and rested her legs across the top.
3. The water sped past a hunting lion, but Woolly was safe in the center of the current.
4. Little Woolly was exhausted, but she scrambled onto dry land, desperate to get back home.
5. She tried nibbling some grass as she walked, but she missed her mother's rich, warm milk.
6. They touched her with their trunks and bellowed with happiness to have their Woolly back home again.
7. Over time, they expand across the land or shrink to a smaller area.
8. Female Asian elephants have short tusks or no tusks at all.
9. We know about the Clovis people because of scientists who study ancient people.

## Cross-Curricular: Silly Sentences

1. Little Woolly poked her head out from between her mama's warm, furry legs.
2. A toad croaked.
3. The sun was very hot on her back.
4. Ice splintered and toppled off the glacier.
5. She could smell the smoke of their fires and hear the barking of their hunting dogs.
6. She put her head low to the ground, touching it with her trunk.
7. She would follow the sounds to get home!
8. The humans had been here too.
9. The brown backs of her family rose above the grass.
10. She was glad to be home!
11. This ice builds up into large sheets, called glaciers.
12. The Clovis people were some of the first humans in North America.

## Word Search

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

EXTINCT	2, A
GLACIER	3, B
HERBIVORE	7, B
HERD	7, B
LOST	6, H
MAMMOTH	5, C
RIVER	9, B
TRUNK	10, F
WOOLLY	1, D

### Math: Measuring (Compare and Contrast)

- Which of these species has the largest height difference between females and males? **woolly mammoth**. Which has the smallest difference? **human**
- Put these species in order by weight, from lightest to heaviest. **human, Asian elephant, African elephant, woolly mammoth**
- Put these species in order by the weight of a newborn, from lightest to heaviest. **human, woolly mammoth, Asian elephant, African elephant**
- How much taller is a female Asian elephant than a female human? **1 foot 3 inches**
- How much taller is a male African elephant than a female African elephant? **3 feet**

# 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>

# Appendix B—U.S. Map





# Appendix C—North America Map



# Appendix D—World Map





# Appendix F—Vocabulary Cards

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