



E♦L♦I♦A♦S

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Continental Animals



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General Information Continental Animals

Language Aims:

- this module is intended for the introduction and fortification of adjectives, intending to increase the children's conversational ability

Science Aims:

- to identify the characteristics of at least five animal representatives from every continent and the oceans
- to learn of the locations and some physical characteristics of the continents as well as the oceans

Educator Hint:

- To help the children become comfortable with the large amount of animals covered in this module, display the map and animal groupings within the classroom in a central location so the children have as many opportunities to view the animals and continents as possible.
- The cut-outs of individual continents are to simplify the introduction of each new continent, depending on the abilities of your children, you might not need the cut-out.
- If you would like to include additional material with this module, online databases can be an asset, just as this module makes use of Wiki (-pedia and -media). However, when using online databases, please ensure the accuracy of the information obtained by cross-referencing it with other sources.

Animal Information:

- Eurasian lynx
 - **facts**
 - *size*: male weight = 21.6kg (47.6lbs), female weight = 18.1kg (40lbs), length including tail = 95-125cm (37"-49"), height at the shoulder = 15-75cm (6"-29")
 - *colouration*: yellow to grey brown fur with black spots and/or stripes, ears have small black tufts of fur
 - *biology*: reproduction begins around 2-3 years of age, usually 2 kittens per litter
 - **interesting information**
 - The Eurasian lynx has the widest distribution of all the cat species. The lynx rarely vocalises; therefore, it may inhabit an area for extended periods of time without people knowing of its location. (Jackson, P & Nowell, K, 1997)
 - **continent focus for this module**
 - Europe (the lynx also inhabits many parts of Asia as well)
- Laughing kookaburra
 - **facts**
 - *size*: height = 40-45cm (15"-17"), weight = 340g, wingspan = ~66cm (26")
 - *colouration*: breast is off-white, back and wings are dark brown with white stripes, tail is dark brown to black with white stripes
 - *biology*: clutch size average is 4 eggs, incubation is ~25 days
 - **interesting information**
 - Another name for the kookaburra is the Laughing Jackass of Australia. The kookaburra is featured on a coin in Australia. (A-Z Animals, 2009; Birds in Backyards, 2006; Honolulu Zoo, 2008)
 - **continent of focus for this module**
 - Australia

- Ring-tailed lemur
 - **facts**
 - *size*: height = 45cm (18"), tail length = 55cm (22"), weight = 2-3.5kg (5-7.5lbs)
 - *colouration*: dorsal area is white, ventral area is a reddish grey, the tail is a striped black and white
 - *biology*: gestation is ~4.5 months, normally only one offspring is produced
 - **interesting information**
 - To conserve heat on cold nights, lemurs will gather together in a *lemur ball*. Lemurs have very good olfactory senses and use smell to determine enemy, friend, group rank, etc. Male lemurs will *spur mark* (stink fights) in competition for dominance. (Cawthorn, L, 2005; Wikipedia, 2009)
 - **continent of focus for this module**
 - Africa
- Prairie dog
 - **facts**
 - *size*: length = 30-40cm (12"-16"), weight = 0.5-1.5kg (1-3lbs)
 - *colouration*: variations of a sandy brown, tail ranges in colour from black to white
 - *biology*: gestation is ~28-32 days, from 3-8 pups per litter
 - **interesting information**
 - Prairie dogs are able to have different vocalisations for different predators. Prairie dogs only have one effective mode of defence, raise the alarm and run away. (Desert USA, 2009; Wikipedia, 2009)
 - **continent of focus for this module**
 - North America
- White-handed gibbon
 - **facts**
 - *size*: length = 45-50cm (17"-19.5"), weight = 5.5kg (12lbs)
 - *colouration*: range of colouration is from black to a sandy tan colour, the only consistency in colouration is the white ring around the face and the white on the back of the hands
 - *biology*: gestation = 7-8 months, normally only 1 offspring is produced every 2-3 years
 - **interesting information**
 - The gibbon's call is very distinctive and is used for pair bonding and declaration of territory boundaries. Gibbons are true brachiators, swinging effortlessly from branch to branch with hooked fingers. (Richardson, M, 2009; Wikipedia, 2009)
 - **continent of focus for this module**
 - Asia
- Alpaca
 - **facts**
 - *size*: height to shoulder = 91cm (3'), weight = 68-84kgs (150-185lbs)
 - *colouration*: alpacas come a variety of colours and patterns (either solid or multi)
 - *biology*: gestation is ~11 months, normally only one offspring is produced
 - **interesting information**
 - Alpaca wool is extremely popular for textiles, having a better quality than sheep's wool. The offspring of an alpaca is known as a cria. (Switzer, P, 1994; Wikipedia, 2009)
 - **continent of focus for this module**

- South America

Craft Links:

- Paper hat designs: Sessions 1, Levels 1&2 (Discovery Communications, 2010; Instructables, 2010)
 - <http://www.instructables.com/id/How-to-Make-a-Paper-Hat/>
 - <http://home.howstuffworks.com/paper-hats.htm>
- Origami: Session 5, Level 2 (Shingu, F, 2010)
 - <http://www.origami-club.com/en/animal/index.html>

Soundboard links:

- Session 2/Level 2, Environmental Exploration 2, Session 3/Level 1, Session 5/Level 1&2, Environmental Exploration 5 (Soundboard, 2010)
 - <http://www.soundboard.com/category/Science-Nature.aspx>
 - follow the above link and enter your desired search criteria in the space provided by the website, or browse through the various tracks
 - some soundtracks are not appropriate for young children
 - please read through the "Terms of Usage" provided by the website; the creators of this module, and the ELIAS project, are not responsible for any violation of copyright by the users of this module


Wool links:

- Wool processing information: Session 6, Level 2 (Shaltz, H, 2008)
 - <http://www.hjsstudio.com/tutorials.html>
- Wool 'how-to' video: Session 6, Level 2 (LaCore, M, n.d.)
 - http://www.theartofmegan.com/spinning_on_a_drop_spindle_video_tutorial


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What Animals Live in Europe? Session 1 Level 1


Materials:

- 
- a large world map (*not included in the download*)
 - a large cut-out of the European continent (*not included in download*)
 - using the world map, trace each continent onto cardstock or coloured construction paper
 - all the animal flash cards (*F.C. pages 1-9*)
 - tape or hook and loop fasteners
 - Explorer Hats
 - ****previous to the lesson have all the children create hats they will use for the entire module****
 - follow these links for some hat ideas
 - <http://www.instructables.com/id/How-to-Make-a-Paper-Hat/>
 - <http://home.howstuffworks.com/paper-hats.htm>

Words:

- 
- WORLD, EUROPE, CONTINENT, ANIMAL, LYNX, HEDGEHOG, DEER, OWL, TOAD
 - earth, game, map, Explorer, explore

Activity:

- 
- **introduction of the world**
 - place the large world map where all the children can see it
 - introduce the new English word: WORLD
 - point to everything on the map when you introduce the word
 - if the children are older introduce the word EARTH as well
 - one interesting way to introduce the difference between 'world' and 'earth' is that the world is something we live **in** and the earth is something we live **on**
 - talk about what you see on the map
 - if this is the children's first time looking at a map point out the lines/boundaries
 - use your finger to trace out different countries and bodies of water: say the name of the country or the body of water you are tracing
 - talk about the size and placement of the children's home country
 - compare and contrast their home country to other countries
 - is their country surrounded by other countries, water or both
 - how small/large is their country
 - is their country hot or cold
 - point out the boundaries for the continents
 - quickly go through the 'names' of each continent: Europe, North America, South America, Asia, Africa, Australia, Antarctica
 - since most of the 'boundaries' are water they are easy to define
 - make special note of the boundary line which connect two continents (Europe and Asia) ******(N. and S. America are separated by the Panama Canal) (Africa and Asia are separated by the Suez Canal)both man-made******
 - point out which continent the children's home country is located on
 - point out the vast amount of oceans surrounding the land masses
 - ~70% of the Earth is covered in water
 - **the European continent**
 - show the children the cut-out of the European continent
 - make sure the children understand the cut-out is a singled out enlargement of the European continent and not a new addition to the map


- move the world map off to the side and place the cut-out in the middle of the circle
- **let's explore** (*F.C. pages 1-9*)
 - have all the children put on their Explorer Hats and together explore the animal kingdom of Europe
- bring out the F.C. package and go through each picture (*all F.C.*)
 - show the children the picture then place the picture face up on the floor around the Europe cut out
 - ensure the children are able to view each new animal before you lay it down
 - if you have the time you can briefly talk about the animal: colour, size, special features
- categorise the European animals (*F.C. 'EUROPE'*)
 - from the 'pool' of pictures surrounding the Europe cut-out single out the European animals
 - Eurasian lynx, Hedgehog, European eagle owl, Roe deer, Yellow-bellied toad
 - as you select each new animal discuss the physical characteristics of that animal
 - attach the animal to the cut-out using tape or 'hook and loop fasteners'
 - once all the European animals are attached move the extra F.C. to the side and review the European animals
- **let's play a game** (*F.C. pages 1-9*)
 - collect all of the "Animal" F.C. (including the European) and shuffle the entire pack
 - lay all the F.C. face down in the middle of the circle
 - bring out the world map and the Europe cut-out and place them close to each other
- the 1st player chooses one F.C. and turns it over
- the player then chooses if the animal belongs to the European continent or not
 - if the animal belongs to Europe the player attaches the F.C. to the cut-out
 - if the animal does not belong the player attaches the F.C. to the large world map
- if the player is correct the F.C. remains where it was placed
 - the game continues to the 2nd player
- if the player is wrong the F.C. returns to the middle of the circle and is turned face down again
 - the game continues to the 2nd player
- continue until all the European animals are correctly placed

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


What Animals Live in Europe? Session 1 Level 2


Materials:

- 
- a large world map (*not included in the download*)
 - a large cut-out of the European continent (*not included in the download*)
 - using the world map, trace each continent onto cardstock or coloured construction paper
 - all the animal flash cards (*F.C. pages 1-9*)
 - tape or hook and loop fasteners
 - European animal worksheet (*Worksheet 1: Europe*)
 - Explorer Hats
 - **previous to the lesson have all the children create hats they will use for the entire module**
 - follow these links for some hat ideas
 - <http://www.instructables.com/id/How-to-Make-a-Paper-Hat/>
 - <http://home.howstuffworks.com/paper-hats.htm>

Words:

- 
- WORLD, EUROPE, CONTINENT, ANIMAL, LYNX, HEDGEHOG, DEER, OWL, TOAD
 - earth, cut, glue, colour, crayon, map, Explorer, explore

Activity:

- 
- **introduction of the world**
 - place the large world map where all the children can see it
 - introduce the new English word: WORLD
 - point to everything on the map when you introduce the word
 - introduce the word EARTH as well
 - one interesting way to introduce the difference between 'world' and 'earth' is that the world is something we live **in** and the earth is something we live **on**
 - talk about what you see on the map
 - point out the lines/boundaries
 - use your finger to trace out different countries and bodies of water: say the name of the country or the body of water you are tracing
 - talk about the size and placement of the children's home country
 - compare and contrast their home country to other countries
 - is their country surrounded by other countries, water or both
 - how small/large is their country
 - is their country hot or cold
 - point out the boundaries for the continents
 - quickly go through the 'names' of each continent: Europe, North America, South America, Asia, Africa, Australia, Antarctica
 - since most of the 'boundaries' are water they are easy to define
 - make special note of the boundary line which connect two continents (Europe and Asia) **(N. and S. America are separated by the Panama Canal) (Africa and Asia are separated by the Suez Canal)both man-made**
 - point out which continent the children's home country is located on
 - point out the vast amount of oceans surrounding the land masses
 - ~70% of the Earth is covered in water
 - **the European continent**
 - show the children the cut-out of the European continent
 - make sure the children understand the cut-out is a singled out enlargement of the European continent and not a new addition to the map

- move the world map to the side and place the cut-out in the middle of the circle
- **let's explore** (*F.C. pages 1-9*)
 - have all the children put on their Explorer Hats and together explore the animal kingdom of Europe
- bring out the F.C. package and go through each picture
 - show the children the picture then place the picture face up on the floor around the Europe cut out
 - ensure the children are able to view each new animal before you lay it down
 - if you have the time you can briefly talk about the animal: colour, size, special features
- categorise the European animals (*F.C. 'EUROPE'*)
 - from the 'pool' of pictures surrounding the Europe cut out single out the European animals
 - Eurasian lynx, Hedgehog, European eagle owl, Roe deer, Yellow-bellied toad
 - as you select each new animal discuss the physical characteristics of that animal
 - attach the animal to the cut-out using tape or 'hook and loop' fasteners
- once all the European animals are attached move the extra F.C. to the side and review the European animals
- select the 'special' European animal to study (*F.C. LYNX: EUROPE*)
 - tell the children you are thinking of a special European animal
 - give clues about the animal and let the children try and guess which animal you are thinking about
 - "This animal is not big or small, but in the middle."
 - "This animal has black spots on it."
 - "This animal has pointed ears."
 - "This animal has fur."
 - "This animal is a cat."
- **what is so special about a Lynx** (*F.C. LYNX: EUROPE*)
 - discuss the Lynx
 - colour, size, physical features
 - the Lynx eats meat; what kind of meat
 - is it a carnivore, herbivore or omnivore
 - the Lynx lives in rocky, forested areas
 - what sounds does the Lynx make
 - the Lynx is a cat; what are names of other cats
- **going farther** (*Worksheet 1: Europe*)
 - the European worksheet
 - hand out the worksheets
 - briefly discuss the animals on the worksheet
 - have the children colour, cut and glue the animals onto the European continent

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Environmental Exploration Session 1

Materials:

- information on the Eurasian lynx (included with the session outline)
- picture of the Eurasian lynx (as a substitute if the animal is unavailable for viewing) ****optional****
- black paper
- crayons
- clip boards, or something hard for the children to write on

Activity:


- **all about the Eurasian lynx**
 - point out (and have the children point out) some of the natural features of the enclosure
 - does the enclosure have any trees
 - does the enclosure have any hiding places
 - where is the lynx's outside sleeping area
 - when is the lynx most active, during the day or night
 - for older children introduce the English word "nocturnal"
 - does the lynx have any toys it can play with
 - why should the lynx have toys to play with
 - can you see any food for the lynx
 - what does the lynx eat; meat or plants
 - lynx are solitary animals, so there should only be a maximum of 2 cats in the enclosure (female, male)
 - ****the exception is the female has a litter of cubs****
 - discuss the lynx (if the lynx is not present use the photo)
 - have the children discuss some of the physical features of the lynx
 - encourage them to try and use the vocabulary they learned previously
 - have the children find a place to sit and encourage them to draw and colour the lynx
 - ****once the children are finished their pictures a nice idea is to present the drawings to the zoo staff as a thank you****

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Animals of Australia and Antarctica Session 2 Level 1


Materials:

- 
- a large world map (*not included*)
 - a large cut-out of the Australian and Antarctica continents (*not included*)
 - using the world map, trace out both continents onto cardstock or coloured construction paper
 - animal representative flash cards (*F.C. = 'AUSTRALIA' & 'ANTARCTICA'*)
 - tape or hook and loop fasteners
 - Explorer Hats
 - game material
 - "pouches" for each child (we used large strips of cloth, or scarves)
 - a "baby" for each child (we used the children's stuffed toys)
 - masking tape

Words:

- 
- WORLD, AUSTRALIA, ANTARCTICA, CONTINENT, ANIMALS, KOOKABURRA, ARCTIC TERN, PENGUIN, BUTTERFLY, KANGAROO
 - cold, ice, snow, hot, warm, smallest, hop, game, start, finish, marsupial

Activity:

- 
- **review of Europe**
 - bring out the large world map and quickly review world features and the placement of Europe
 - introduce Australia and Antarctica
 - using the large world map leave one finger on Europe and with the other hand point out Australia and Antarctica
 - point out that Australia is the smallest continent
 - point out that Antarctica is the coldest continent
 - **Australia and Antarctica**
 - ensure the children again understand the cut-outs are large representations of Australia and Antarctica
 - move the world map off to the side and lay the cut-outs face up in the middle of the circle
 - **let the exploring begin** (*F.C. 'AUSTRALIA' & 'ANTARCTICA'*)
 - have the children all put on their Exploration Hats
 - Antarctica (*ARCTIC TERN & EMPEROR PENGUIN*)
 - if the children were to arrive on the continent the first thing they should "feel" is the cold
 - exclaim to the children that it is very cold in Antarctica and there is snow everywhere
 - encourage the children to use their imagination and look around
 - as the children 'look' around they should see no trees or bushes and, perhaps if it is summer, very few grasses
 - the children should be able to see lots of snow and ice, as well as some rock
 - during the summer months the children should be able to see mosses, lichens and a few low growing flowers
 - exclaim that even in all this 'nothing' you can see some animals in the distance
 - exclaim that you can see a couple types of birds close by
 - the first bird you see is the Arctic Tern
 - discuss the Arctic Tern
 - colour, size, physical features
 - the Tern eats small fish and crustaceans



- **an interesting fact for older children is that the Tern has the longest migration route of any bird; travelling from the north pole to the south pole**
 - the second bird you see is the Emperor penguin
 - discuss the penguin
 - colour, size (largest of all penguins), physical features
 - the penguin eats mainly fish
 - **and interesting fact for older children; the Emperor penguin has the highest feather density of any bird species**
 - exclaim that this continent is too cold for the class and that you think the children should visit Australia
- Australia (*BUTTERFLY, WALLABY, KOOKABURRA*)
 - it is much warmer in Australia than in Antarctica, even to the point of being very hot
 - point out that Australia is the smallest continent in the world
 - exclaim that Australia has some of the most interesting animals in the world
 - the animals you see are the butterfly, kookaburra and the kangaroo
 - one very interesting animal is the kangaroo
 - this animal is part of a group known as "marsupials"
 - marsupials are special because they carry their young in a pouch
 - discuss what a 'pouch' is and where it is on the kangaroo
- **let's play a game**
 - the object of the game is to collect the 'joeys' (young kangaroo) which have fallen out of their pouch
 - divide the children into 2 groups
 - have both groups line up behind a starting line (use masking tape)
 - tie a strip of cloth around the midsection of each child to represent their 'pouch'
 - at the other end of the playing area place the 'joeys'
 - on the word "GO" one child from each team hops from the start to the other end and puts their 'joey' in their 'pouch'
 - then the child hops back to the start
 - the following child goes next
 - continue until all the members of one team have collected their 'joeys'

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Features of Australia and Antarctica Session 2 Level 2

Materials:

- a large world map (*not included*)
- a large cut-out of the Australian and Antarctica continents (*not included*)
 - using the world map, trace out both continents onto cardstock or coloured construction paper
- animal representative flash cards (F.C. = 'AUSTRALIA' & 'ANTARCTICA')
- tape or hook and loop fasteners
- Explorer Hats
- experiment materials
 - thermometer, ice, bucket, towel
- large picture of a Eucalyptus tree (Gum tree) (*not included*)
- optional: kookaburra soundtracks
 - <http://www.soundboard.com/category/Science-Nature.aspx>
 - follow the above link and enter your desired search criteria in the space provided by the website, or browse through the various tracks
 - some soundtracks are not appropriate for young children
 - please read through the "Terms of Usage" provided by the website; the creators of this module, and the ELIAS project, are not responsible for any violation of copyright by the users of this module
 - a listening device
 - a cell phone works great as a listening device
- worksheet of Kookaburras (*Worksheet 2: Australia and Antarctica*)
- crayons
- scissors
- glue

Words:

- WORLD, AUSTRALIA, ANTARCTICA, CONTINENT, ANIMALS, KOOKABURRA, ARCTIC TERN, PENGUIN, BUTTERFLY, KANGAROO
- cold, ice, snow, smallest, Eucalyptus tree, experiment, sound

Activity:

- **review of Europe**
 - bring out the large world map and quickly review world features and the placement of Europe
- **Australia and Antarctica**
 - using the large world map leave one finger on Europe and with the other hand point out Australia and Antarctica
 - point out that Australia is the smallest continent
 - point out that Antarctica is the coldest continent
 - introduce the 2 cut-outs of Australia and Antarctica
 - ensure the children again understand the cut-outs are large representations of Australia and Antarctica
 - move the world map off to the side and lay the cut-outs face up in the middle of the circle
- **let the exploring begin**
 - have the children all put on their Exploration Hats
 - Antarctica
 - if the children were arrive on the continent the first thing they should "feel" is the cold



- exclaim to the children that it is very cold here and there is snow everywhere
- **let's do an experiment**
 - how cold is Antarctica
 - bring out the thermometer and quickly discuss what it is
 - find out what the temperature in the room is and make note of it on the thermometer with tape or marker
 - bring out the bin with ice in it and discuss if this is warm or cold
 - if appropriate have the children put their hands in the ice
 - please be very careful and only allow the children to leave their hands in for a very short time
 - use the thermometer to read the temperature of the ice
 - watch the mercury or red alcohol go down
 - once the temperature quits falling take a reading and mark it on the thermometer
 - measure the distance the temperature fell
 - bring the cut-out of Antarctica to the attention of the children
 - have them guess how cold Antarctica is, record their guesses on the thermometer
 - the coldest recorded temperature in Antarctica was -89.6°C
 - compare the temperature of Antarctica with the temperature of ice and the room temperature
- **animals of Antarctica (F.C. 'ANTARCTICA')**
 - discuss the animals
 - colour, size, physical features
 - both eat fish and small crustaceans
- **let's explore Australia (F.C. 'AUSTRALIA')**
 - if all the children were to have arrived point out the increase in temperature
 - what animals live in Australia
 - introduce the kookaburra, the kangaroo, and the butterfly to the children
 - point out the features of the kangaroo and the butterfly
 - select the "special" animal for this lesson: kookaburra
 - what is so special about the kookaburra
 - the call, or sound, or a kookaburra is very unique
 - play the call of a kookaburra
 - the grouping of many kookaburras is called a "realm of kookaburras"
 - there are many songs about the kookaburra, but one song is widely known

*Kookaburra sits on the old gum tree
Merry, merry king of the bush is he
Laugh kookaburra, laugh kookaburra
Gay your life must be!*

*Kookaburra sits on the old gum tree
Eating all the gumdrops he can see
Stop Kookaburra, stop Kookaburra
Leave some gums for me!*

*Kookaburra sits on the old gum tree
Counting all the monkeys he can see
Stop Kookaburra, stop Kookaburra
That's no monkey, that's ME!!!*
- **craft time (Worksheet 2: Australia and Antarctica)**
 - bring out the picture of the Eucalyptus tree
 - hand out 1 kookaburra to each child
 - have each child colour their bird
 - once everyone has finished they can choose a spot in the tree for their bird



- have everyone glue their bird onto the tree
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Environmental Exploration Session 2

Materials:

- optional: kookaburra soundtracks
 - <http://www.soundboard.com/category/Science-Nature.aspx>
 - follow the above link and enter your desired search criteria in the space provided by the website, or browse through the various tracks
 - some soundtracks are not appropriate for young children
 - please read through the "Terms of Usage" provided by the website; the creators of this module, and the ELIAS project, are not responsible for any violation of copyright by the users of this module
 - a listening device
 - a cell phone works great as a listening device
- Kookaburra feathers/eggshells/other items
 - inquire at your local zoo or museum if they have Kookaburra samples you can borrow

Activity:


- **let's explore the Kookaburra**
 - quickly review where the Kookaburra comes from
 - for the benefit of the younger children
 - quickly review the other interesting facts about the Kookaburra
 - for the benefit of the younger children
 - bring out the artefacts
 - Kookaburra feather:
 - what is the feather used for: flying, warmth, attracting mates, etc.
 - Kookaburra eggshell:
 - how long will it take for a Kookaburra's egg to hatch (incubation period) 24 – 26 days
 - what other animals lay eggs (reptiles, platypus)
 - any other Kookaburra items
 - depending on what is available, have the children explore the bones of a Kookaburra (notice the bones look "hollow" or fibrous, but they are very strong); the beak of a Kookaburra (is long and pointed, good for catching mice, snakes, insects, lizards)
 - observe the enclosure
 - try and find where the Kookaburra has its nest
 - Kookaburras nest in a tree hollow or an arboreal abandoned termite mound
 - Kookaburra's call
 - Kookaburras are known for their unique call
 - play the recording of another Kookaburra and discuss the response of your Kookaburra (for highest likelihood of response go during morning hours or during the evening hours)
 - if the bird does not respond discuss why (perhaps wrong time of day/too noisy/too many distractions)

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On an African Safari Session 3 Level 1


Materials:

- 
- a large world map (*not included*)
 - a large cut-out of the African continent (*not included*)
 - using the world map, trace out the continent onto cardstock or coloured construction paper
 - animal representative flash cards for Africa (F.C. = 'AFRICA')
 - tape or hook and loop fasteners
 - Explorer Hats
 - optional: animal soundtracks
 - <http://www.soundboard.com/category/Science-Nature.aspx>
 - follow the above link and enter your desired search criteria in the space provided by the website, or browse through the various tracks
 - some soundtracks are not appropriate for young children
 - please read through the "Terms of Usage" provided by the website; the creators of this module, and the ELIAS project, are not responsible for any violation of copyright by the users of this module
 - a listening device
 - a cell phone works great as a listening device
 -
 - fruit (beetle food and hornbill food)
 - orange, lemon, apricot, dates
 - colouring pictures of African animals (*Worksheet 3a-c: Africa*)
 - make enough photocopies for each child in the group
 - crayons

Words:

- 
- WORLD, AFRICA, CONTINENT, ANIMALS, GOLIATH BEETLE, AFRICAN LION, AFRICAN HORNBILL, RINGTAILED LEMUR, NILE CROCODILE
 - sound, explore, fruit, eat, roar, call, growl

Activity:

- 
- **in preparation for the class** (F.C. 'AFRICA' & *Worksheet 3a-c: Africa*)
 - create convenient "exploration stations" throughout the classroom
 - at the "exploration stations" lay out: the F.C. of the animal (cover it with blank paper), the animal food (hornbill and beetle only), the recorder with the sound bite, the colouring picture of that animal
 - **review of the previous continents**
 - bring out the large world map and quickly review world features
 - **Africa**
 - using the large world map leave one finger on either Australia or Antarctica and with the other hand point out Africa
 - introduce the cut-out of Africa
 - ensure the children again understand the cut-out is a representation of Africa, not a different continent
 - move the world map off to the side and lay the cut-out face up in the middle of the circle
 - **let's go on an African Safari**
 - have the children put on their Explorer Hats
 - have the children imagine they are in Africa, bouncing along in an old bus, going on a Safari
 - begin with any animal




- at each station first look at the food or listen to the sound bite of the animal
- have the children use the food clues or the sound clues to try and guess what animal they have found (if they need further direction, describe the colour and appearance of the animal (if the children cannot guess what animal they have found uncover the F.C.))
- once the children have guessed the animal, use the F.C. to discuss the animal
- hand out the colouring pictures to each child (wait until the end to colour)
 - move on to the next "exploration station" and repeat the process
- **create a collage**
 - once all the "exploration stations" are finished gather the children together and have them all colour their animals
 - have them display their animals somewhere in the classroom
 - an interesting way to display the animals is by their "groupings"
 - lions live in "prides" so group the lions together
 - lemurs live in "troops" group them in "trees"
 - beetles are mostly solitary except during mating periods
 - crocodiles live in "groups" group them in the "water"
 - hornbills live in "flocks" group them in "trees"

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


The Lemur Nose Session 3 Level 2


Materials:

- 
- a large world map (*not included*)
 - a large cut-out of the African continent (*not included*)
 - using the world map, trace the continent onto cardstock or coloured construction paper
 - all animal flash cards (*F.C. pages 1-9*)
 - Explorer Hats
 - a variety of artificial baking extracts (vanilla, almond, lemon, etc.)
 - small strips of paper ~3" (7.5cm) long
 - popsicle sticks
 - scarf
 - plastic zipper baggies

Words:

- 
- WORLD, AFRICA, CONTINENT, ANIMALS, GOLIATH BEETLE, AFRICAN LION, AFRICAN HORNBILL, RINGTAILED LEMUR, NILE CROCODILE
 - smell, explore, scent, paper, popsicle stick, game, play

Activity:

- 
- **in preparation for the lesson**
 - an hour or two before the lesson, label the small strips of paper with the names of the different baking extracts
 - poke 2 holes through each strip of paper and weave the popsicle stick through the holes
 - saturate the strips of paper with their baking extracts and place individually in a sealed container (such as the plastic zipper baggies)
 - **review of the previous continents**
 - bring out the large world map and quickly review world features
 - **Africa**
 - using the large world map leave one finger on either Australia or Antarctica and with the other hand point out Africa
 - introduce the cut-out of Africa
 - ensure the children again understand the cut-out is a representation of Africa, not a different continent
 - move the world map off to the side and lay the cut-out face up in the middle of the circle
 - **let's explore Africa** (*F.C. pages 1-9*)
 - have the children put on their Explorer Hats
 - go through the pool of world animals and lay them out face up around the cut-out of Africa
 - select out the African animals (*F.C. 'AFRICA'*)
 - today's special animal (*F.C. RING-TAILED LEMUR*)
 - tell the children that you are thinking of a special African animal
 - this animal is soft; this animal has a tail; this animal has ears; this animal is coloured with grey, white and black
 - It's a Ring-tailed lemur!
 - point out the facial features of the lemur
 - what colour are its eyes, nose, ears
 - the lemur's nose is a very special feature
 - lemurs have excellent scent
 - lemurs use scent to mark their territory and to communicate with other lemurs



- lemurs are so good at picking up on scents (smelling) that they can get a lot of information through one scent marking
 - see attached information about lemurs to include with the lesson
- **let's play a game**
- Do You Have a Lemur's Nose?
 - objective of the game: to determine, by smelling only, which child is holding the scent stick
 - bring out the different pieces of scented paper
 - ****note: please don't allow the children to touch the scented paper, just the popsicle sticks****
 - allow the children to smell each of the scents and explain what each scent is
 - which scent smells best/worst
 - the game:
 - select one child to go into the middle of the circle
 - blindfold the child with the scarf, keeping the nose free
 - quietly select one child in the circle to hold a scented stick, making sure the middle child is oblivious to who is holding the stick
 - ask the child in the middle to 'smell' out the scent
 - once the child in the middle is successful remove the scarf and invite a new child into the middle and a new child to hold a different stick
 - as an extra challenge for older children, have them try and guess which scent they smell

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Environmental Exploration Session 3

Materials:

- a variety of baking extracts
- cotton balls
- thin tree branches of various lengths with leaves removed (1 per child)
- zoo keeper

Activity:


- **gather outside the lemur exhibit**
 - point out the different lemurs and talk about them
 - observe the animal for a while (point out different behaviours you see, and different physical traits of each lemur)
- **prepare the scent enrichment for the lemur**
 - what is so special about the lemur nose
 - talk about it
 - show the children how they are going to help prepare the scent enrichment for the lemur
 - the child can choose their favourite extract scent
 - apply a little baking extract to a cotton ball
 - rub the cotton ball along the length of the branch
 - once all the sticks are scented give the branches to the keeper
 - watch the keeper present the lemurs with their enrichment
 - talk about the different reactions to the branches
 - talk about what scents the lemurs prefer (if some of the children can remember which branches (and corresponding scents) are theirs you should be able to determine which scent the lemurs prefer)
 - we found the lemurs preferred the sugary scents as opposed to the citrus scents
 - talk about the behaviour of the lemurs
 - which animals are fighting for the scented branches and why

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


Animal Money of North America Session 4 Level 1


Materials:

- 
- a large world map (*not included*)
 - a large cut-out of the North American continent (*not included*)
 - using the world map, trace the continent onto cardstock or coloured construction paper
 - all the animal flash cards (*F.C. pages 1-9*)
 - Explorer Hats
 - various American and Canadian coins with animals depicted on them
 - if you have very young children skip the craft section of this lesson, unless there is adequate supervision
 - home country's currency for comparison
 - blank pieces of paper
 - pencil crayons
 - pencil

Words:

- 
- WORLD, NORTH AMERICA, CONTINENT, PRAIRIE DOG, RACCOON, COMMON LOON, MOOSE, BEAVER
 - coin, money, colour, paper, explore, Explorer, pencil, crayon
 - "This animal has...", "This animal is...", "Can you guess the animal?"

Activity:

- 
- **review of the previous continents**
 - bring out the large world map and quickly review world features
 - **North America**
 - using the large world map leave one finger on Africa and with the other hand point out North America
 - introduce the cut-out of North America
 - ensure the children again understand the cut-out is a representation of North America, not a different continent
 - lay the cut-out face up in the middle of the circle
 - **let's explore** (*F.C. pages 1-9*)
 - using all of the animal F.C. quickly place all of the animals around the North American cut-out, face-up
 - quickly say each animal name as it is placed around the cut-out
 - play a quick guessing game (*F.C. 'NORTH AMERICA'*)
 - beginning with one of the North American animal representatives, ask various descriptive questions about that animal and have the children guess the animal
 - once the children guess the correct animal, place that animal on the N.A. cut-out
 - continue through the other 4 animals in a similar manner
 - "This animal is small."
 - "This animal has a flat tail."
 - "This animal has brown fur."
 - once all of the North American representatives have been guessed remove the excess animals
 - repeat the names of all the N.A. animals
 - **animal money**
 - bring out your home country's currency
 - talk about the money
 - what do we do with money, different forms of money, etc.
 - have the children look more closely at the money




- talk about the various pictures depicted on the money
- bring out the American and Canadian money
 - point out the various animals depicted on the coins
 - see if the children can find any of the 'animal representatives' on the coins
- **craft time**
 - coin rubbings
 - hand out the blank pieces of paper
 - demonstrate first how to do a coin rubbing
 - choose a pencil crayon (vibrant colours work best)
 - place a coin under the paper
 - gently colour on the area of paper covering the coin
 - have the children 'rub' as many coins as they wish, or have time for
 - coin tracks (works best with Canadian quarters)
 - place a quarter on a section of the paper
 - using a pencil, trace the coin 5 or 6 times (make sure the pencil lead touches the coin)
 - gently stand the coin on end and roll it along the paper, a pencil 'coin track' is left behind
 - encourage the children to try

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


In the Hole of a Prairie Dog Session 4 Level 2


Materials:

- 
- a large world map (*not included*)
 - a large cut-out of the North American continent (*not included*)
 - using the world map, trace the continent onto cardstock or coloured construction paper
 - all the animal flash cards (*F.C. pages 1-9*)
 - Explorer Hats
 - Prairie Dog game (*game board: "The Prairie Dog Game"*)
 - game board, dice
 - for the game pieces we used objects from around the classroom, like nuts

Words:

- 
- WORLD, NORTH AMERICA, CONTINENT, PRAIRIE DOG, RACCOON, COMMON LOON, MOOSE, BEAVER
 - explore, Explorer, game, dice, game pieces, turn, start, finish, winner, story, read, picture
 - "This animal is...", "This animal has...", "Can you guess the animal?"

Activity:

- 
- **review of the previous continents**
 - bring out the large world map and quickly review world features
 - **North America**
 - using the large world map leave one finger on Africa and with the other hand point out North America
 - introduce the cut-out of North America
 - ensure the children again understand the cut-out is a representation of North America, not a different continent
 - lay the cut-out face up in the middle of the circle
 - **let's explore** (*F.C. pages 1-9*)
 - using all of the animal F.C. quickly place all of the animals around the North American cut-out, face-up
 - quickly say each animal name as it is placed around the cut-out
 - select out the 5 North American animal representatives (*F.C. 'NORTH AMERICA'*)
 - introduce the name of each animal
 - point out various features of each animal
 - encourage the children to repeat the name and various features of each animal
 - once all the representatives are selected, put away the excess animals
 - play a quick guessing game
 - using questioning clues, have the children guess the North American representative, Prairie dog
 - "This animal is small."
 - "This animal has 4 legs."
 - "This animal eats plants."
 - "This animal is brown."
 - **prairie dog**
 - using the picture, talk about the prairie dog
 - where does the prairie dog live
 - what does it eat
 - what is special about the prairie dog
 - **let's play a game**




- Prairie Dog game
 - object of the game is to make it safely back to the hole
 - have the children begin at the start and, taking turns, make their way through the prairies
 - ***as the children encounter the various predators, discuss what happens when the prairie dog meets that predator***

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Environmental Exploration Session 4

Materials:

- 
- zoo keeper
 - hay
 - food pellets

Activity:


- 
- **prairie dog enclosure**
 - once at the enclosure, discuss what the children see
 - depending on the time and condition of the day, the prairie dogs might be doing different activities: eating, playing, digging, etc.
 - a great way to connect is encourage the children to do the same activity as the prairie dogs; mime digging, grooming, etc.
 - see if the children can find all of the hole openings
 - ask the children how deep they think the holes go
 - **prairie dog enrichment**
 - discuss how the prairie dog uses hay
 - discuss what the prairie dog eats
 - if the children are older contrast zoo food to wild food
 - with the zoo keeper, enter the prairie dog enclosure
 - enter quietly and listen for the warning call of the prairie dog
 - at various hole openings leave small amounts of hay and food pellets
 - without harming the enclosure, have the children carefully look down into the holes
 - if there is enough time, watch and wait to see if the prairie dogs come and take the enrichment

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


Asian animals Session 5 Level 1


Materials:

- 
- a large world map (*not included*)
 - a large cut-out of the Asian continent (*not included*)
 - using the world map, trace the continent onto cardstock or coloured construction paper
 - animal representative flash cards for Asia (F.C. 'ASIA')
 - Explorer Hats
 - optional: gibbon soundtracks
 - <http://www.soundboard.com/category/Science-Nature.aspx>
 - follow the above link and enter your desired search criteria in the space provided by the website, or browse through the various tracks
 - some soundtracks are not appropriate for young children
 - please read through the "Terms of Usage" provided by the website; the creators of this module, and the ELIAS project, are not responsible for any violation of copyright by the users of this module
 - a listening device
 - a cell phone works great as a listening device
 - a list of favourite child songs

Words:

- 
- WORLD, ASIA, , PANDA, LONG-HORNED BEETLE, GIBBON, PEACOCK, TOKAY GECKO
 - explore, Explorer, animal, song, sing, listen

Activity:

- 
- **review of the previous continents**
 - bring out the large world map and quickly review world features
 - **Asia**
 - using the large world map leave one finger on North America and with the other hand point out Asia
 - introduce the cut-out of Asia
 - ensure the children again understand the cut-out is a representation of Asia, not a different continent
 - lay the cut-out face up in the middle of the circle
 - **let's explore** (F.C. 'ASIA')
 - favourite songs
 - sing as many songs as desired
 - focus on favourite songs
 - play around with the songs, if they are well-known
 - sing them quietly, loudly, in a high pitch, in a low pitch, etc.
 - introduce each Asian animal
 - with each animal point out something interesting about that animal
 - encourage the children to mimic movements or sounds
 - Pandas eat bamboo
 - Long-horn beetles' antennae can be twice as long as their body
 - Tokay geckos bite and sometimes won't let go
 - Peacocks have beautiful tails
 - Gibbons love to sing to each other
 - gibbon songs
 - gibbons love to sing, just like children



- listen to the recordings of gibbons singing
 - talk about what the different songs sound like
- if the children are comfortable enough, have one of them sing 'gibbon' style to the other children
 - encourage as many children as desired

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Asian animals Session 5 Level 2

Materials:

- a large world map (*not included*)
- a large cut-out of the Asian continent (*not included*)
 - using the world map, trace the continent onto cardstock or coloured construction paper
- animal representative flash cards for Asia (F.C. 'ASIA')
- Explorer Hats
- optional: gibbon soundtracks
 - <http://www.soundboard.com/category/Science-Nature.aspx>
 - follow the above link and enter your desired search criteria in the space provided by the website, or browse through the various tracks
 - some soundtracks are not appropriate for young children
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 - a listening device
 - a cell phone works great as a listening device
- Asian animal origami
 - <http://www.origami-club.com/en/animal/index.html>
 - completed samples animals
 - folding directions for each animal
- coloured paper

Words:

- WORLD, ASIA, CONTINENT, PANDA, LONG-HORNED BEETLE, GIBBON, PEACOCK, TOKAY GECKO
- origami, animal, fold, paper, explore, Explorer

Activity:

- **review of the previous continents**
 - bring out the large world map and quickly review world features
- **Asia**
 - using the large world map leave one finger on North America and with the other hand point out Asia
 - introduce the cut-out of Asia
 - ensure the children again understand the cut-out is a representation of Asia, not a different continent
 - lay the cut-out face up in the middle of the circle
- **let's explore** (F.C. 'ASIA')
 - introduce each Asian animal
 - with each animal point out something interesting about that animal
 - encourage the children to mimic movements or sounds
 - Pandas eat bamboo
 - Long-horn beetles' antennae can be twice as long as their body
 - Tokay geckos bite and sometimes won't let go
 - Peacocks have beautiful tails
 - Gibbons love to sing to each other
 - gibbon songs
 - gibbons love to sing, just like children
 - listen to the recordings of gibbons singing



- talk about what the different songs sound like
- if the children are comfortable enough, have one of them sing 'gibbon' style to the other children
 - encourage as many children as desired
- **craft time**
 - introduce the various Asian origami animals
 - follow the instructions provided by the website and make as many as desired
 - as the children are folding the animals, discuss the special features of that particular animal

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Environmental Exploration Session 5

Materials:

- zoo keeper
- optional: gibbon soundtracks
 - <http://www.soundboard.com/category/Science-Nature.aspx>
 - follow the above link and enter your desired search criteria in the space provided by the website, or browse through the various tracks
 - some soundtracks are not appropriate for young children
 - please read through the "Terms of Usage" provided by the website; the creators of this module, and the ELIAS project, are not responsible for any violation of copyright by the users of this module
 - a listening device
 - a cell phone works great as a listening device

Activity:

- **all about gibbons**
 - once at the gibbon enclosure, talk about what the children see in the enclosure
 - how can the gibbons use the various items in the enclosure
 - have a zoo keeper bring a gibbon closer to the viewing area
 - point out the various physical features of the gibbon
 - long fingers and toes for grasping
 - long arms for swinging
 - great flexibility for arboreal life
 - play the recorded gibbon songs
 - watch for a reaction from the gibbons
 - you might need to repeat the songs
 - discuss the reaction of the gibbons
 - in our experiment the gibbons did not sing, but were extremely interested in the sound and the children
 - we talked about why the gibbons did not sing back to us
 - too cold outside
 - gibbons weren't interested enough
 - the area around the enclosure was too noisy with construction
 - the recording was not loud enough
 - have the children sing to the gibbons
 - if your gibbons are extremely reactive have the children sing 'gibbon' style to the gibbons
 - observe the gibbon's reactions

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Hide and Seek in South America Session 6 Level 1

Materials:

- a large world map (*not included*)
- a large cut-out of the South American continent (*not included*)
 - using the world map, trace the continent onto cardstock or coloured construction paper
- animal representative flash cards for South America (F.C. 'SOUTH AMERICA')
- artefacts of the animal representatives
 - shed snake skin, feathers, wool, various fruit, ants or termites (plastic is ok)
- Explorer Hats
- South American animal colouring pages (*Worksheet 4a-b: South America*)
- background rainforest (*Worksheet 4c: South America*)
- crayons
- scissors
- tape
- poster board/ bulletin board/ large window

Words:

- WORLD, CONTINENT, SOUTH AMERICA, ARMADILLO, GOLDEN LION TAMARIN, ANACONDA, ALPACA, SCARLET MACAW
- Explorer, explore, colour, animal, paste, glue, scissors, rainforest, forest, hide

Activity:


- **review of the previous continents**
 - bring out the large world map and quickly review world features
- **South America**
 - using the large world map leave one finger on Asia and with the other hand point out South America
 - introduce the cut-out of South America
 - ensure the children again understand the cut-out is a representation of South America, not a different continent
 - lay the cut-out face up in the middle of the circle
- **let's explore** (F.C. 'SOUTH AMERICA' and *Worksheet 4a-c: South America*)
 - lay out the rainforest background where all the children can see it
 - discuss what the children see
 - see if they can find the animals hidden in the rainforest
 - as the children find the animals use the F.C. to introduce:
 - animal
 - location of animal
 - colour of animal
 - the artefact linked to that animal
 - skin\snake, feathers\macaw, wool\alpaca, fruit\tamarin, ants\armadillo
 - go through the entire background until all the animals are found
 - hand out the worksheets
 - colour the pictures
 - cut out the pictures
 - create a rainforest from the pictures the children coloured, place the animals in their respective locations (tree-tops, undergrowth, etc.)

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What is wool used for? Session 6 Level 2


Materials:

- 
- a large world map (*not included*)
 - a large cut-out of the South American continent (*not included*)
 - using the world map, trace the continent onto cardstock or coloured construction paper
 - animal representative flash cards for South America (F.C. 'SOUTH AMERICA')
 - raw alpaca wool, washed and dried alpaca wool
 - the following materials can be optional
 - wool brush cards
 - rubber gloves
 - dish detergent
 - hot water
 - large basin
 - towels
 - various articles of wool clothing (scarves, toques, mittens, sweaters, etc.)
 - Explorer Hats
 - link to website for information on processing wool (HJS Studio)
 - <http://www.hjsstudio.com/tutorials.html>
 - click on the sub-links to learn about washing, carding, spinning and storing wool
 - video link on how to spin wool
 - http://www.theartofmegan.com/spinning_on_a_drop_spindle_video_tutorial

Words:

- 
- WORLD, CONTINENT, SOUTH AMERICA, ARMADILLO, GOLDEN LION TAMARIN, ANACONDA, ALPACA, SCARLET MACAW
 - Explorer, explore, wool, wash\ing, card\ing, spin\ning, knit\ting, shear\ing, various articles of wool clothing

Activity:

- 
- **review of the previous continents**
 - bring out the large world map and quickly review world features
 - **South America**
 - using the large world map leave one finger on Asia and with the other hand point out South America
 - introduce the cut-out of South America
 - ensure the children again understand the cut-out is a representation of South America, not a different continent
 - lay the cut-out face up in the middle of the circle
 - **let's explore** (F.C. 'SOUTH AMERICA')
 - put on your explorer hats and set off into South America
 - using the animal F.C. introduce the representatives to the children
 - use this time to encourage the children to talk about their ideas of where the animals come from in South America
 - guide the children to correct answers when needed
 - talk about animal appearance, animal habitat, animal diet, etc.
 - alpacas
 - ask the children what they think is special about the alpaca
 - unlike the llama, the alpaca is mainly raised for the wool
 - alpaca wool
 - examine raw alpaca wool



- **normally, raw alpaca wool is very greasy, ensure the children wash their hands after handling the wool**
- talk about the colour, the smell, the texture
- wash some wool
 - follow this link and click on "Washing raw wool" for a complete description of how to wash wool
 - <http://www.hjsstudio.com/tutorials.html>
 - set aside the wet wool to dry
- cleaned wool
 - compare the colour, texture, and smell of cleaned wool
- carding wool
 - follow this link and click on "Preparing wool for carding" for a complete description of how to card wool
 - <http://www.hjsstudio.com/tutorials.html>
- spinning wool
 - follow this link and watch a video of how to spin wool with a 'drop spindle'
 - http://www.theartofmegan.com/spinning_on_a_drop_spindle_video_tutorial
 - if you would like to view other ways to spin wool, YouTube has excellent videos on how to spin wool
- what can be made out of wool
 - explore the various articles of wool clothing

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Environmental Exploration

Session 6

Materials:

- ****the following may be provided by the zoo or local shearing farm, if they are not bring them along****
 - samples of alpaca wool (raw and cleaned)
 - wool washing supplies
 - wool brush cards
 - wool spinners
 - samples of clothing made from wool (alpaca in particular)
- zoo keeper or 'shearer'

Activity:


- ****in preparation for this activity, contact either your local zoo, sheep\alpaca farm or heritage park for information regarding when they shear their animals****
- ****This activity involves the shearing of animals (alpacas preferably) and if the animal is not used to being handled, especially sheared, the animal will cry out. This might be disturbing to young children. If this might be a problem in your group, take time before the activity to talk about the process of shearing. Ensuring the children that this is safe for the animals, and also needed.****
- **let's explore**
 - gathered in the viewing area, watch as the 'shearer' shears the wool off the animals
 - depending on the expertise of the 'shearer', this process may be very fast
 - watch as the wool stays clumped together as it is sheared off the animal
 - what tool does the 'shearer' use to shear the wool off the animal
 - does the 'shearer' use any other tools to help shear the animals
 - discuss what the animal looks like before all the wool is sheared off, and what the animal looks like after
 - ask the children why it is good for the animal to have the wool sheared off
 - detection of disease, animal's comfort
 - after the shearing, take time to explore the newly sheared wool
 - if there is an exhibition, inquire with the staff if they can explain the various steps of wool processing
 - pay special attention to those steps where the children have had experience with in the previous lesson
 - wool washing, wool carding, wool spinning, etc.
 - examine how dirty the wool can be before it is washed
 - since the animals live outside in a pasture or pen, ask the children what they expect to find in the unclean wool
 - examine the wool once it has been washed and dried
 - ask the children if they can find the differences (perhaps colour change from dirty to clean, texture, smell, etc)

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Oceanic animals and review Session 7 Levels 1&2


Materials:

- 
- a large world map (*not included*)
 - all the cut-outs of the previous continents (*not included*)
 - using the world map, trace all the continents onto pieces of cardstock or coloured paper
 - for this session it is best to have cut-outs in various colours
 - all the animal flash cards (*F.C. pages 1-9*)
 - Explorer hats

Words:

- 
- WORLD, MAP, OCEAN, STARFISH, WHALE, SEAHORSE, SHARK, JELLYFISH
 - review, Explorer, explore, water, sea, swim

Activity:

- 
- **let's explore the ocean** (*F.C. 'OCEAN'*)
 - using the world map have the children point out where the oceans are located
 - discuss what kind of water makes up the oceans
 - salt water
 - introduce the animal representatives from the oceans
 - as each animal is introduced have the children describe that animal
 - to really connect with that animal, have the children act out how the animal moves
 - does it use fins to swim, does it glide, does it propel itself, etc.
 - talk about the size of the animals
 - **let's review** (*F.C. pages 1-9*)
 - if the size of the world map is not big enough, use the cut-outs to help with the review
 - layout the F.C. face up around the world map (or around the cut-outs)
 - have the children take turns to try and place the animals on the correct continent
 - depending on the age of the children, clarify each continent until the children are comfortable understanding
 - one easy way is to link the colour of the paper with the continent: "Africa is yellow, Australia is blue, Europe is red, Asia is brown, etc.
 - continue through all the animals until they are placed correctly
 - ****if this activity is too hard for the young children use this activity****
 - lay out all of the cards face up on their correct continent
 - begin by calling out the name of an animal and have one child try to find the correct animal ("I am looking for a/an _____.")
 - continue until all the animals are 'found'

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Environmental Exploration Session 7

Materials:

- fish food
- zoo keeper

Activity:

- ****for this exploration the zoo-kindergarten visited a local 'zoo school' which had various aquariums and aqua-terrariums****
 - check your local zoo, pet store, parks, fisheries for availability of group tours through 'aquatic life'
- **let's explore**
 - at the various aquariums explore the aquatic life in:
 - what they eat
 - how they eat
 - how they move
 - what they look like (colour, shape, size)
 - see if the older children can separate the females and males
 - how they breathe
 - look 'deeper' into the aquariums and observe:
 - the plant life
 - the amount of light present
 - the corals
 - the depth of the water

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