



E•L•I•A•S

**Shannon Thomas, Suzanne Akerman
Petra Burmeister, Michael Ewig,
Julia Kögler**

W*in*ter

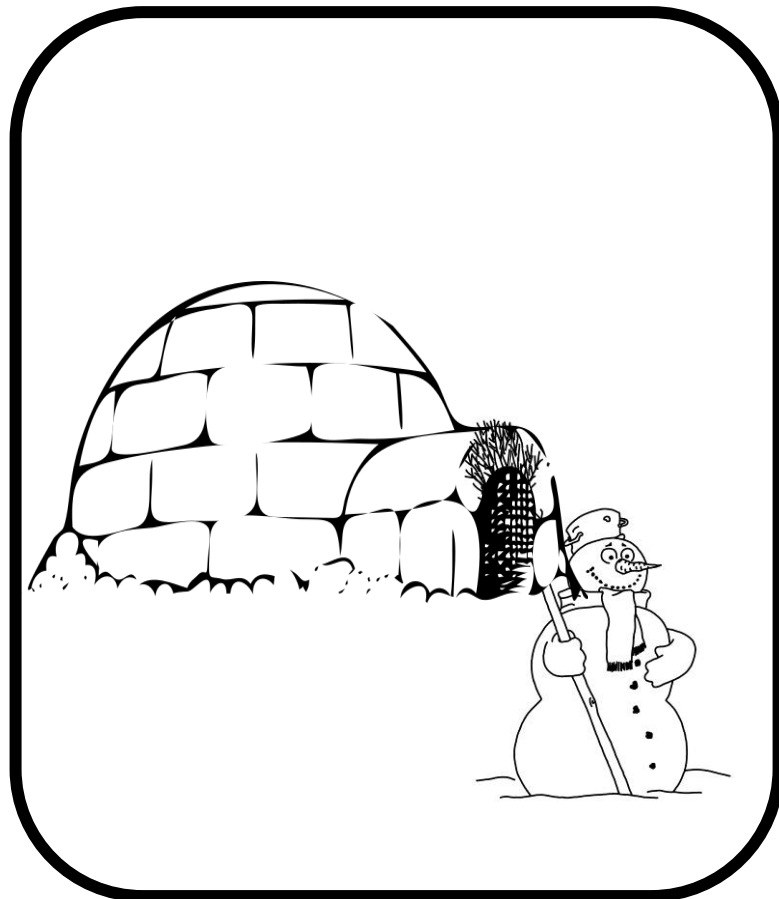


Table of Contents

<u>General Information</u>	3
goals, educator hints, animal facts, soundboard links, investigation possibilities	
<u>Where do they live? Session 1</u>	6
an introduction to animals which live in cold and warm habitats	
<u>Environmental Exploration Session 1</u>	8
tour through the zoo to determine habitat variety	
<u>Fat 'n Fur Session 2</u>	10
a look at how animals are adapted to cold habitats	
<u>Environmental Exploration Session 2</u>	12
an investigation of animal representatives from cold habitats	
<u>Where are they? Session 3</u>	14
animals and winter camouflage	
<u>Environmental Exploration Session 3</u>	16
hide and seek in the snow leopard enclosure	
<u>Doggie Duty Session 4</u>	18
a look at the Inuit culture and their use of dogs	
<u>Environmental Exploration Session 4</u>	20
a visit to watch sled dogs in action	
<u>Christmas Carolling Session 5</u>	21
the preparation of a thank you for the zoo for the great year of visits	
<u>Environmental Exploration Session 5</u>	23
carolling for the zoo and zoo keepers and the presentation of Christmas cookies	
<u>References</u>	24

General Information Winter

Language Goals:

- this module will be an introduction to winter and Christmas vocabulary, at the end of this module the children should be comfortable understanding and using these words

Environmental Goals:

- this module explores a variety of winter themes; animal adaptations to cold, winter camouflage and animal habitats
- this module also explores a different culture's adaptations to a cold climate
- at the end of this module the children should have a basis for understanding how animals live in cold climates

Educator Hint:

- If the children are in the beginning stages of English acquisition, ensure the vocabulary words in CAPS, outlined at the beginning of each session, are clarified before the end of the session. If the children are more advanced in English use the phrases outlined at the beginning of each session as guidelines for sentences. The words and phrases outlined as the last point under the "Words" heading are not essential for understanding, instead they are words and phrases used repeatedly in the classroom and are only for reference.
- 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.
- The Inuit people have a rich and diverse cultural background, if you are interested in learning more of these people please see these websites for information as well as check with your local library for additional information. (Gardiner, 2007; The Inuit, n.d.)
 - http://www.windows2universe.org/earth/polar/inuit_culture.html
 - <http://www.ih.k12.oh.us/ps/Inuit/Maininuit.htm>

Animal facts:

- Eurasian lynx facts
 - **physiology**
 - *body*: head with tufts of back fur on the tips of the ears, body core, four legs, short tail, covered in a spotted fur
 - *colouration*: yellow to grey brown fur with black spots and/or stripes, ears have small black tufts of fur
 - *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")
 - **habitat**
 - The lynx covers a range from western Europe to central Asia. They can be found in a variety of habitats, from woodlands to mountainous regions.
 - **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. (Animal Diversity Web, 2008; Jackson, P. & Nowell, K., 1997)
- Wolverine facts
 - **physiology**

- *body*: head with small rounded ears, strong stocky body, short stocky legs, tail, covered in brown to black fur
- *colouration*: covered almost entirely in a dark brown fur, down the sides or on the throat is a lighter brown fur
- *size*: weight = 10-14kg (22-31lbs), length including tail = 82-131cm (32.5-51")
- **habitat**
 - The wolverine can be found in Canada, parts of the United States, Europe and Asia. They normally inhabit isolated areas in northern locations.
- **interesting information**
 - The wolverine is reputed to be one of the strongest mammals, in proportion to its size. They also are very wide-ranging animals which travel extensive distances to find food. Classified as omnivores, wolverine's main diet is meat. (The Animal Files, 2006; Putatunda, R., 2010)
- Snowy owl facts
 - **physiology**
 - *body*: head, body core, two wings, two legs with four claws on each foot, covered in feathers
 - *colouration*: as a juvenile the bird has white and black feathers, as it ages the black feathers are replaced with white; an adult male is almost entirely white
 - *size*: wingspan = 130-160cm (51-63"), length = 51-70cm (20-28"), weight = 45-80oz (3-5lbs)
 - **habitat**
 - During the summer months, snowy owls tend to inhabit more northern areas, such as NWT in Canada or northern Eurasia. During the winter months their range extends to most of Canada and large portions of Asia.
 - **interesting information**
 - Snowy owls are known to be great defenders of their nests during breeding season, even scaring off larger predators. Vary rarely will the birds inhabit forested areas, since their colouring is better camouflage for open snowy tundra. (Cornell University, 2009; Lewis, D, 2009)
- Snow leopard facts
 - **physiology**
 - *body*: head with small rounded ear, stocky body and four stocky legs, long tail, covered in black rosettes
 - *colouration*: head, back, tail and legs are covered in a dirty white fur with black rosettes, the throat, chest and stomach are white
 - *size*: weight = 36-54kg (80-120lbs), height to shoulder – 60cm (24"), length including tail – 1.8-2.3m (6-7.5')
 - **habitat**
 - Snow leopards live in mountainous areas of central Asia.
 - **interesting information**
 - Resulting from their reclusive nature and minimal vocalisations, a snow leopard can inhabit an area for a long period of time without humans recognising their presence. Snow leopard paws are completely covered in snow to allow for the most protection from the cold. (Defenders of Wildlife, 2010; Snow Leopard Trust, 2010)
- Husky facts
 - **physiology**
 - *body*: head with triangular-pointed ears, strong and compact body, four legs, sickle-shaped tail, covered in a dense-coat fur

- *colouration*: come in a variety of colours; black, grey, tan, copper or white; usually the back is coloured with the face, chest, stomach and legs being white
- *size*: height to shoulder = 51-60cm (20-23"), weight = 16-27kg (30-60lbs)
- **habitat**
 - Siberian huskies originated in eastern Siberia as working sled dogs. Today, huskies can be found throughout the world as they are a popular dog breed.
- **interesting information**
 - Huskies are intelligent and can become bored if not properly stimulated. Huskies are also very energetic and are very interested in working with, and for, humans. Huskies may have two different eye colours, this is called heterochromia. (About Alaskan Malamutes & Siberian Huskies, 2002; Dog Breed Info Center, 2010; Wikipedia, 2010)

Soundboard links:

- Session 1, Environmental Exploration Session 2 (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


Investigation possibilities:

- Session 2
 - lard may tend to look 'grainy' when mixed with the sugar, whereas butter or margarine will cream much better (depending on the brand)
 - mixing the butter/lard/margarine with sugar keeps the mixture pliable and soft
 - if you choose to not use sugar that is perfectly acceptable
 - to keep hands clean while doing this investigation;
 - fill a zipper bag with the 'fat' mixture (use a press-zipper bag, not a slide-zipper bag)
 - turn a second zipper bag inside-out and slip it inside the other zipper bag with the 'fat'
 - lock all the zippers together
 - gently push the 'fat' so it evenly fills the space in between the two bags
 - now there is a 'pocket' where the children can easily insert their hand
 - please proceed with caution when allowing young children to handle ice

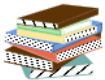
[HOME](#)

Where do they live? Session 1


Materials:

- 
- flash cards (F.C. 1-14)
 - 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

Words:

- 
- WINTER, COLD, HOT, HOME, HABITAT, LIVE, SNOW, ICE, SUN, RAIN
 - wolf, penguin, seal, polar bear, walrus, cheetah, koala, orang-utan, toucan, hippo
 - "This animal lives in a hot habitat.", "This animal lives in a cold habitat."

Activity:


- 
- **introduce animals** (F.C. 5-14)
 - go through the various animals explored in this activity
 - if the children are new to English, slowly go through the new animals
 - to create more of a challenge, have the children describe what they see in the picture
 - **habitats** (F.C. 3, 4)
 - cold habitats
 - discuss the various aspects of a cold habitat
 - for many months the temperature is very cold
 - for many months there is snow
 - the trees are bare
 - etc.
 - hot habitats
 - discuss the various aspects of a cold habitat
 - the temperature is usually very warm or hot
 - it may rain for many months, or may not rain at all
 - most trees stay green for the entire year
 - etc.
 - **connect the animal and habitat** (F.C. 3-14)
 - match the animal and habitat
 - separate the hot and cold habitat F.C. into 2 groups
 - go through each animal print-out and place in the correct group
 - point out the physical features of animals from cold habitats (fat, fur, etc)
 - with each animal, play the soundtrack
 - to challenge older children; play the soundtrack before the picture is shown and have the children think about which animal it is, show the picture to confirm or correct
 - mix and match for deeper learning
 - once all the animals have been categorised, randomly hand out the animal pictures to each child

- go through each child and have them tell the others which habitat their animal belongs to
 - for older children, or those children with higher language skills, encourage them to use sentences: "This animal lives in a hot habitat.", etc
 - for a real challenge, have the children use the proper animal name in their sentences


[HOME](#)

Environmental Exploration Session 1

Materials:

- 
- A4 sized (letter sized) copies of flash cards (*F.C. 15, 16*)
 - laminate if bad weather
 - at least 2 teacher helpers
 - knowledge of various animals in the zoo and their wild habitats
 - knowledge of animal locations within the zoo

Activity:


- 
- **preparation**
 - before the exploration go into the zoo and determine the animal locations explored in the visit
 - use the animals explored in the previous session, or choose other animals from the zoo
 - determine a convenient route to take
 - if possible, try and alternate between animals in hot and cold habitats
 - **let's explore the animals in our zoo** (*F.C. 15, 16*)
 - hand out the enlarged F.C. to the teacher helpers
 - explain to the children what will happen
 - as a group the children will travel throughout the zoo and observe the animals
 - at various enclosures the group will stop
 - at the enclosure the group
 - identifies the animal
 - describes the physical traits
 - the teacher helpers step away from the group and hold up their F.C.
 - the educator asks the children, to decide which habitat that animal belongs to, based on the knowledge they have about that animal
 - the children then go to the teacher helper who they think has the correct habitat F.C.
 - clarify the correct habitat
 - continue on
 - to challenge older children
 - have the children be the teacher helpers
 - once the correct habitat answer has been given, have the teacher helper verify the physical traits of the animal which indicate its habitat climate (e.g.: has thick fur, is covered in thin fur, has a layer of blubber, is very lean, etc)
 - **options and cautions**
 - determining an animal's wild habitat can be tricky in a zoo setting and confusing for the children
 - to reduce this, discuss the differences between a wild habitat and a zoo enclosure
 - in the zoo, animals have inside enclosures to go into when it's cold
 - in the zoo, animals have water tanks or shaded areas to cool down in
 - in the wild, the animals are not cared for by zoo keepers
 - if this activity is for very young children, visit animals which are well-known or obvious

- expect a lot of questions, especially if the habitat climate cannot be clarified by simple animal observations


[HOME](#)

Fat `n Fur Session 2


Materials:

- 
- 3.5 cups of butter/lard (margarine if others are not available)
 - *optional* 1 cup white sugar
 - 2 plastic zipper baggies
 - bucket or deep bowl
 - pitcher of cold water
 - bag of ice
 - 2 hand towels
 - samples of animal pelts (animals from a cold habitat)
 - flash cards (F.C. 17-27)
 - children's winter clothing:
 - toque, jacket, scarf, mittens, boots, pants

Words:

- 
- FAT, FUR, ICE, WATER, WARM, JACKET, HAT, SCARF, COLD, MITTENS, PANTS
 - bowl, towel, butter/lard, sugar, various animals
 - "How do animals stay warm?"

Activity:

- 
- **preparation**
 - whip together the butter/lard and sugar until the mixture is creamy
 - see "General Information: Investigation possibilities" for instructions on making a fat pocket
 - **review**
 - winter, cold, hot, habitat, live
 - if the children did not remember, use the F.C. from last session
 - **what do people wear to stay warm** (F.C. 17-22)
 - introduce the F.C. of the freezing man
 - ask the children what they think the man needs to be warm
 - use the F.C. to introduce the English words of the articles of clothing
 - **let's play**
 - have the children gather their winter clothing into a pile in front of themselves
 - for younger children go through the process of getting dressed to go outside, reinforcing the new language with each article of clothing
 - for older children:
 - have a "caller" come to the front of the group
 - the caller calls out an article of clothing and holds up the F.C. for reference
 - the children must quickly put on that article of clothing
 - the last child to finish must sit out until the next round
 - continue until all clothing articles are on
 - to add variety and challenge, mix up the order of putting on clothes (mittens first, pants before jacket, etc.)
 - continue the rounds as desired
 - **how do animals stay warm** (F.C. 24-27)
 - introduce the walrus and seal F.C.
 - encourage the children to describe the animals
 - point out that neither animal is wearing clothing
 - so how do they keep warm
 - introduce the wolf and polar bear F.C.
 - point out that none of the animals are wearing clothing

- so how do they keep warm
- bring out the samples of fur
 - have the children touch the fur and describe what it feels like
 - remark on how thick it is
 - discuss how fur helps an animal stay warm
- bring out the sample of fat
 - open the bag and allow the children to touch and describe
 - where is fat on the body
 - unlike fur, we cannot see fat since it is under the skin
 - discuss how fat helps to keep an animal warm
- sometimes animals use fur and fat to keep warm and sometimes animals use a very thick layer of fat, known as blubber, to keep warm
 - ask older children other ways animals can keep warm
- **let's make it personal**
 - bring out the materials for the experiment and clarify the English words
 - bucket (bowl), water, ice, towel, fat, plastic bag
 - fill a bucket with ice
 - add enough water to the bucket to cover the ice
 - ask for volunteer to feel how cold the outside of the bucket is
 - ask the children if they would like to swim in this water, or even put one hand in the water
 - encourage a "no" answer
 - bring out the fat again and ask if fat helps animals keep warm
 - have the children look at their hands, point out that human hands do not have a lot of fat on them
 - show the "pocket" inside the two baggies where the children can put their hands
 - ask for another volunteer
 - have the volunteer put their hand in the "pocket" and then into the bucket of ice water
 - encourage the volunteer to describe how their hand feels
 - point out that whales and walruses have much more fat (blubber) to help them keep warm in freezing oceans
 - **to make the exploration more interesting, time how long it takes for the child's hand to get cold while it is protected by the fat**
 - **for older children, vary the amount of fat in the baggie and then redo the exploration, noting the difference in time for the hand to get cold**

[HOME](#)

Environmental Exploration Session 2

Materials:

- zoo keeper/zoo representative
- location knowledge of animals explored in this activity
- animal track stencil (*page 13*)
- white paint or chalk
- animal booklet (*pages 14-19*)
- sample of snowy owl feathers (inquire with zoo if they have a sample)
- sample of lynx and wolverine pelts/fur (inquire with zoo if they have a sample)
- animal soundtracks (Eurasian lynx, snowy owl, wolverine)
 - <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:


- **preparation**
 - speak with the zoo keepers or zoo representative and determine an appropriate time to come and stencil the animal tracks onto the ground
 - at a desired starting point within the zoo, use the white paint/chalk and animal track stencil to create animal tracks leading to the first animal (eg, stencil wolverine tracks leading to the wolverine enclosure)
 - from the first animal, stencil the appropriate animal tracks leading to the next animal enclosure
 - again stencil animal tracks from the second enclosure to the last enclosure
 - prepare the animal booklet available in the materials download with pelt and feather samples, as well as the sound files
- **let's find the animal**
 - beginning at the desired starting point
 - draw attention to the stencilled animal track
 - ask if the children can identify the animal from the track
 - use the animal track in the booklet if all the children cannot easily see the stencilled track (1st page)
 - if the children are unable to identify the animal go to 2nd page in the animal booklet
 - have the children touch the animal pelt/feather sample
 - again ask if the children can identify the animal
 - if the children are unable to identify the animal go to 3rd page in the animal booklet
 - have the children listen to the sound clip
 - again ask if the children can identify the animal
 - if the children are unable to identify the animal, or to confirm their correct answer, go to 3rd page in the animal booklet
 - ensure all the children see the picture of the animal
 - provide the English name of the animal

- follow the animal tracks to the animal enclosure
- at the enclosure observe the animal
 - ask the children if they can identify any physical traits which help the animal to live in a cold habitat
 - encourage the children to describe the various features of the enclosure
- repeat the process again for the remaining animals


[HOME](#)

Where are they? Session 3


Materials:

- 
- optional: "Where's Waldo" book (Handford, Martin, 1987)
 - camouflage pictures (F.C. 30-33)
 - flash cards (F.C. 28-29)

Words:

- 
- HIDE, FIND(SEEK), SNOW LEOPARD, SNOWY OWL, CAMOUFLAGE
 - game, book, habitat
 - "Where is...?", "There is...?", "I found..."

Activity:

- 
- **where are you**
 - begin the activity by asking the children; "Where is (name)?"
 - use gestures if language abilities are low
 - once that child has been 'found' say; "There is (name)."
 - continue through all the children
 - if the language abilities of the children are higher, have the children ask the questions and answer
 - if the language abilities of the children are higher, ask where classroom objects are located (encourage the children to ask and answer)
 - **hiding and finding**
 - you may use a teacher's helper, depending on the language abilities of the children
 - have a volunteer go and 'hide' somewhere in the room
 - draw attention to the fact that the child is 'hiding', use the word often as the child finds a place to hide and hides
 - ask the children; "Where is (name)? She/He is hiding."
 - as you say 'hiding' make gestures of hiding (cover face, turn away, get smaller, etc.)
 - once the child has been 'found' exclaim; "Here is (name). I found her/him."
 - continue the activity by having other volunteers go and hide, and then other children find them
 - continue the activity until the children are comfortable with the concept of hiding and finding
 - **book time** (optional)
 - go through "Where's Waldo" (Handford) and find the character
 - encourage the children to use the new language
 - once the children find the character have them describe the character
 - **animals hide too** (F.C. 28-33)
 - how can animals hide
 - discuss various ways an animal can hide
 - under things, up high, etc.
 - for older children, discuss that hiding does not always mean 'scared' or defence, sometimes animals hide as they wait for their food
 - but what about animals that live in cold habitats, where there are not many hiding places
 - some animals can hide easily because their colouring is similar to their habitat
 - what colour is winter
 - discuss the various colours of winter

- ask the children to think of animals which are white and live in a cold habitat
- introduce the F.C. of the snow leopard the snowy owl
 - discuss the animals (size, colour, shape, etc.)
- bring out the picture where the animal easily located
 - have the children 'find' the animal
 - discuss how easy it is to find the animal
- bring out the corresponding camouflage picture
 - have the children 'find' the animal
 - discuss how much harder it is to find the animal in a winter habitat
- repeat the process for the other animal

[HOME](#)

Environmental Exploration Session 3

Materials:

- zoo keeper
- snow leopard food, provided by the keeper
- teacher helpers

Activity:


- **preparation**
 - ****this activity is not typically normal and may require an established relationship between the educator and the zoo****
 - contact the zoo and determine a date where the children can go into the snow leopard enclosure
 - this activity will require the zoo keepers to shift the snow leopard into the inside enclosure and to ensure the outside enclosure is unoccupied
- **hide and seek**
 - as a group, discuss appropriate behaviour when playing in the enclosure
 - try not to damage the enclosure
 - not leave anything behind
 - observe the outside enclosure and point out that the snow leopard has been moved inside
 - enter the enclosure and look around
 - have the children look for and describe various features in the enclosure
 - have the children locate good hiding places
 - what makes the hiding places 'good'
 - where are good hiding places for snow leopard
 - what makes the hiding places 'good'
 - explain the rules of the game
 - a volunteer will count to (a number)
 - the other children will hide
 - the volunteer will go and find the other children
 - once a child has been found, they can help find the next child with the volunteer
 - play a game of hide and seek in the enclosure
 - play for as long as desired
- **hide and seek for the snow leopard**
 - have the zoo keeper bring the food for the snow leopard
 - discuss what the food is
 - have the children hide the food within the enclosure
- **EXIT and observe**
 - exit the enclosure
 - ****COUNT AND MAKE SURE ALL THE CHILDREN ARE OUT OF THE ENCLOSURE****
 - have the zoo keeper allow the snow leopard back outside
 - watch as the snow leopard searches for the food
- **alternative activity**
 - if the zoo is unable to allow the children into the enclosure:
 - observe the enclosure from the outside and have the children discuss the various features
 - have the children look for good hiding places for the snow leopard
 - what makes them good hiding places
 - have the zoo keeper bring out the snow leopard food
 - discuss with the children

- have the keeper go into the enclosure and, with directions from the children, have the zoo keeper hide the food
- allow the snow leopard into the outside enclosure
- observe as the snow leopard hunts for the food

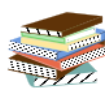
[HOME](#)

Doggie Duty Session 4


Materials:

- 
- flash cards (F.C. 34-40)
 - map of the world (not provided in download)
 - paper maché mix
 - 1 part flour
 - 2 parts water
 - adjust the batch size according to the number of children
 - large bowl
 - optional: individual bowls for the children
 - ~ .5" (1.25cm) x 6" (15cm) strips of white paper
 - enough for each child to cover a small balloon with (~20 strips)
 - 1 balloon for each child
 - 2" (5cm) sections of toilet paper rolls, then cut in half to form semi-circles
 - enough halves for each child
 - 8x8" (20x20cm) white cardstock
 - 1 for each child
 - old T-shirts or aprons
 - 1 for each child
 - glue
 - scissors
 - black pencil crayons or paint
 - drying area for wet paper maché balloons
 - scotch tape
 - disposable table cloths/coverings
 - finished paper maché igloo

Words:

- 
- INUIT, IGLOO, SLED, HUSKY, PULL, SNOW, ANGEL, FORT, BUILD, PLAY, SNOWMAN
 - dog, winter, paper maché, flour, water, bowl, paper, T-shirt, craft

Activity:

- 
- **preparation**
 - mix together desired amount of paper maché
 - optional: wait to mix and have the children mix it as part of the activity
 - set out the bowls, paper strips, and T-shirts
 - **review**
 - discuss winter
 - describe cold habitats
 - animals which are adapted for winter
 - **winter activities** (F.C. 36, 38-40)
 - discuss what children can do during the winter
 - use the F.C. for reference and introduction of new English vocabulary
 - if there are educators or children from a foreign culture, discuss how their winters are similar or different
 - **Inuit winters** (F.C. 24, 35, 37)
 - where do the Inuit live
 - using the world map, point out where Inuit live
 - relate that to the children's present home
 - point out that the winter is a very long time
 - what do Inuit do during the winter months

- go through various activities
- how do Inuit travel during the winter
 - ask the children how they come to the kindergarten/school
 - using the F.C. discuss how dogs help the Inuit
- husky
 - discuss the appearance of huskies
 - discuss the thick fur of a husky
 - discuss how huskies love to pull sleds and work
 - discuss how a dog sled works
- traditional Inuit homes
 - using the F.C. discuss igloos
 - what are they made of
 - how are they made (use the F.C. to show construction)
 - can it be warm inside an igloo
 - discuss how the Inuit still build fires inside an igloo
- **craft time**
 - bring out the various materials used to make a craft igloo
 - introduce the English vocabulary with each item
 - prepare the paper maché if needed
 - bring out the finished igloo for reference
 - craft steps:
 - blow up the balloon and tie shut
 - either attach the balloon to the table with tape (tied end down) or hold it in one hand
 - take one strip of paper and immerse in the paper maché
 - take the wet strip of paper out of the paper maché and gently wipe off the excess paper maché
 - lay the wet strip of paper on the full end of the balloon
 - begin by laying the wet strips of paper up and over the end of the balloon to create a more stable finished product
 - use a few strips of paper to create a criss-cross over the end of the balloon
 - once the criss-cross is layered on, the paper maché can be randomly layered on
 - continue the same way for all the strips of paper until the large end of the balloon is completely covered
 - make sure there are no holes in the paper strips
 - keep the pointed end (the tied end) free from paper maché
 - set aside to dry (overnight)
 - once dry, gently pop the balloon and peel away from the paper maché and discard
 - cut off the ragged edges, to make a level bottom opening
 - from the bottom opening, cut up to the largest diameter of the igloo, cut every ~2" (5cm)
 - fold the cuts inward to create a base
 - choose a place for the igloo door and cut a hole to fit the semi-circle toilet paper roll
 - apply glue to the bottom of the igloo base and glue to the cardstock
 - insert the toilet paper roll into the opening and glue in place
 - let dry
 - use black pencil crayon to create the different ice blocks, shade as desired

[HOME](#)

Environmental Exploration Session 4

Materials:

- zoo keeper
- optional:
 - a length of rope
 - sled


Activity:

- **preparation**
 - contact the zoo, local husky breeder or local sled-dog racer and inquire to set up an explanatory tour/visit on dog-sled racing
- **dog-sled racing**
 - review proper animal interaction behaviour with the children
 - quiet, slow movements, do not crowd the animal, do not touch the head
 - if the zoo keeper/breeder/racer is comfortable speaking to the children, have them explain:
 - the different parts of a sled
 - the harness
 - the commands for the dogs
 - watch as the dogs are harnessed in and pull the sled
- **let's play**
 - optional
 - have the children pretend to be the huskies and pull the sled
 - have them line up along the length of rope and hold onto it with their hands (don't use any restrictive harnesses)
 - have the children work together as a team to see:
 - how fast they can go
 - how heavy of a load they can pull
 - vary the number of children pulling
 - ask the children how the number of children pulling influences the speed and weight capabilities


[HOME](#)

Christmas Carolling Session 5


Materials:

- 
- Christmas story book of your choice
 - your favourite Christmas butter cookie recipe
 - see this website for good recipes:
<http://allrecipes.com/Recipes/Desserts/Cookies/Main.aspx>
 - cookie cutters
 - oven
 - cookie baking sheets
 - oven mitts
 - rolling pins
 - cookie decorations
 - coloured icing, sprinkles, gummi candy, etc
 - flash cards (F.C. 41-44)
 - map of the world (not provided in download)

Words:

- 
- CHRISTMAS, CAROLLING, SINGING, COOKIES, GIFT/PRESENT, DECORATIONS, CHRISTMAS TREE
 - winter, decorate, eat, bake, icing, sprinkles, candy, recipe

Activity:


- 
- **preparation**
 - if there is only a short time for the activity, prepare everything in advance
 - make the dough, cut and bake the cookies
 - if there is ample time, have the children help in mixing, cutting and baking the cookies
 - **let's read**
 - read the Christmas book
 - **Christmas activities (F.C. 41-43)**
 - use the F.C. to introduce and discuss various Christmas related activities
 - use this time to discuss object location (*under* the tree, *on* the mantle, *on top of* the tree, etc)
 - if there are different cultures represented in the group, discuss the differences in the way they celebrate Christmas
 - why do people give gifts
 - the act of gift giving can be a gesture of appreciation or affection
 - **Christmas carolling (F.C. 44)**
 - use the F.C. to introduce the word carolling
 - discuss various songs appropriate for Christmas
 - in some cultures people go from door to door and sing Christmas carols and give small gifts of cookies or food
 - practice a couple carols for the children to sing
 - **carolling for the keepers**
 - discuss why the children should prepare something special for the zoo and the zoo keepers
 - discuss all the activities the children have attended in the zoo
 - encourage the children to talk about their favourite visits
 - choose a couple songs to sing for the zoo and the zoo keepers
 - encourage the children to practice the songs throughout the days leading up to the actual carolling day
 - the gift to the zoo and zoo keepers will be Christmas cookies
 - **let's bake and decorate**
 - either begin with mixing, cutting and baking the cookies

- or begin decorating the cookies
 - introduce the English vocabulary as each item is laid out on the table


[HOME](#)

Environmental Exploration **Session 5**

Materials:

- 
- the cookies finished in the previous session
 - paper plates
 - Christmas decorative wrapping and ribbon

Activity:

- 
- **preparation**
 - inquire with the zoo of good locations and times to go 'carolling' and present the cookies to the zoo keepers and staff
 - **wrap the presents**
 - tell the children of how many groups of zoo keepers and staff the children will sing to
 - have the children divide up the cookies onto the paper plates
 - wrap the plates and decorate
 - **let's go carolling**
 - begin at a desired location and go carolling from 'house to house'
 - don't forget to present the cookies at each stop
 - thank the zoo and zoo keepers for a wonderful year

[HOME](#)

Text References:

- About Alaskan Malamutes & Siberian Huskies. (2002). *Descriptions*. About Alaskan Malamutes & Siberian Huskies. Retrieved 18 May 2010 from <<http://www.wayeh.com/aboutsleddogs/description.htm>>
- Cornell University. (2009). *Snowy Owl*. The Cornell Lab of Ornithology: All About Birds. Retrieved 18 May 2010 from <http://www.allaboutbirds.org/guide/Snowy_Owl/id>
- Dog Breed Info Center. (2010). *Siberian Husky*. Dog Breed Info Center. Retrieved 18 May 2010 from <<http://www.dogbreedinfo.com/siberianhusky.htm>>
- Foster, H. and D. Croft. (2010). *Lynx lynx*. Animal Diversity Web. Retrieved 18 May 2010 from <http://animaldiversity.ummz.umich.edu/site/accounts/information/Lynx_lynx.html#38dab70ef49a5defe0584437ec89ba67>
- Gardiner, Lisa. (2007). *Inuit Culture, Traditions, and History*. Windows to the Universe. Retrieved 18 May 2010 from <http://www.windows2universe.org/earth/polar/inuit_culture.html>
- Lewis, Deane P. (2009). *Snowy Owl – Bubo scandiacus*. The Owl Pages. Retrieved 18 May 2010 from <<http://www.owlpages.com/owls.php?genus=Bubo&species=scandiacus>>
- Nowell, Kristin and Peter Jackson. *Eurasian lynx*. (1996) Wild Cats: Status Survey and Conservation Action Plan. IUCN: The Burlington Press. Retrieved 18 May 2010 from <<http://lynx.uio.no/jon/lynx/eulynx1.htm>>
- Putatunda, Rita. (2010). *Wolverine Animal Facts*. Buzzle.com: Intelligent Life on the Web. Retrieved 18 May 2010 from <<http://www.buzzle.com/articles/wolverine-animal-facts.html>>
- Siberian Husky. (2010). In *Wikipedia, The Free Encyclopaedia*. Retrieved 25 May 2010 from <http://en.wikipedia.org/w/index.php?title=Siberian_Husky&oldid=363976389>
- Soundboard. *Categories: Science and Nature*. (2006-2010). Soundboard.com. Retrieved 18 May 2010 from <http://soundboard.com/category_results.aspx?cnt=MjA%3d-LBL0yO40nEA%3d>
- The Animal Files. (2006). *Wolverine*. The Animal Files.com. Retrieved 18 May 2010 from <<http://www.theanimalfiles.com/mammals/carnivores/wolverine.html>>
- The Inuit. (n.d.). *The Inuit (the People)*. The Inuit. Retrieved 18 May 2010 from <<http://www.ih.k12.oh.us/ps/Inuit/Maininuit.htm>>

Graphic References:

- Brooks, Tracy. *Canis lupus standing in snow*. January 2002. Wolf in snow. *Wikimedia Commons*. Web. 13 July 2010. <http://commons.wikimedia.org/wiki/File:Canis_lupus_standing_in_snow.jpg>
- Christman, Budd. *Noaa-walrus22*. June 1978. Walrus on ice. *Wikimedia Commons*. Web. 13 July 2010. <<http://commons.wikimedia.org/wiki/File:Noaa-walrus22.jpg>>
- Grant, Glenn. *A_majestic_line_of_Emperor_penguins,_Antarctica*. October 2007. Line of penguins. *Wikimedia commons*. Web. 13 July 2010. <http://commons.wikimedia.org/wiki/File:A_majestic_line_of_Emperor_penguins,_Antarctica.jpg>
- Hallmann, Maika. *Various Drawings*. July 2010.
- johnny_automatic. *bare tree*. October 2007. Winter tree. *Open Clip Art Library*. Web. 13 July 2010. <<http://www.openclipart.org/detail/7413>>
- Leo, Lionel. *Zoo_Orang_Utan_2009_LL*. 2009. Orang-utan in treen. *Wikimedia Commons*. Web. 13 July 2010. <http://commons.wikimedia.org/wiki/File:Zoo_Orang_Utan_2009_LL.jpg>
- Pearson Scott Foresman. *Beech tree (PSF).png*. September 2008. Coloured tree. *Wikimedia Commons*. Web. 13 July 2010. <[http://commons.wikimedia.org/wiki/File:Beech_tree_\(PSF\).png](http://commons.wikimedia.org/wiki/File:Beech_tree_(PSF).png)>
- Pingstone, Adrian. *Snowy.owl.overall.arp.750pix*. June 2004. Snowy owl on stump. *Wikimedia Commons*. Web. 13 July 2010. <<http://commons.wikimedia.org/wiki/File:Snowy.owl.overall.arp.750pix.jpg>>

- Racher, Graham. 309411872_bc3328ac9_o. June 2006. Hippo in water. *Wikimedia Commons*. Web. 13 July 2010.
<http://commons.wikimedia.org/wiki/File:309411872_bc3328ac9_o.jpg>
- Summi. Koala. July 2005. Koala in tree. *Wikimedia Commons*. Web 13 July 2010.
<<http://commons.wikimedia.org/wiki/File:Koala.jpg>>
- Thomas, Shannon. Various Drawings. July 2010.
- Temple, James. *Acinonyx jubatus Sabi Sands*. December 2006. *Wikimedia Commons*. Web. 13 July 2010.
<http://commons.wikimedia.org/wiki/File:Acinonyx_jubatus_Sabi_Sands.jpg>
- U.S. Fish & Wildlife Service. *Harbour seal*. n.d. Seal on ice. *Wikimedia Commons*. Web. 13 July 2010. <http://commons.wikimedia.org/wiki/File:Harbour_seal.jpg>
- U.S. Fish & Wildlife Service. *Ursus maritimus*. n.d. Polar bear on ice. *Wikimedia Commons*. Web. 13 July 2010.
<http://commons.wikimedia.org/wiki/File:Ursus_maritimus.jpg>
- Vas, Pearl. *Ramphastos sulfuratus -Belize Zoo-6a*. June 2008. Toucan in tree. *Wikimedia Commons*. Web 13 July 2010.
<http://commons.wikimedia.org/wiki/File:Ramphastos_sulfuratus_-Belize_Zoo-6a.jpg>
- Vassil. *léopard des neiges_14082*. August 2007. Snow leopard in greenery. *Wikimedia Commons*. Web. 13 July 2010.
<http://commons.wikimedia.org/wiki/File:Léopard_des_neiges_14082.jpg>

[HOME](#)



E♦L♦I♦A♦S

www.elias.bilikita.org



The ELIAS project has been funded with support from the European Commission.

Disclaimer: This product reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



© Early Language and Intercultural Acquisition Studies