

LVNHM Pre/Post Activities – Early Explorer / Learning Safari

Grade	Theme	Bibliography	Creative Writing/Thinking	Math	Social Studies/Art
PK/K	<b>Animal Attributes</b>	Eric Carle. <u>Mister Sea Horse</u> . Amy Lowry Poole. <u>The Ant and the Grasshopper</u> . Phyllis Limbacher Tildes. <u>Animals in Camouflage</u> . Judi Barrett. <u>Animals Should Definitely Not Wear Clothing</u> . Judi Allen & Tudor Humphries. <u>Are you a Grasshopper?</u> Brett, Jan. <u>Town Mouse, Country Mouse</u> .	<b>Invent-an-Animal –</b> Have students draw cards with animal body parts on them such as wings, 8 legs, long tongue, sharp teeth. Have students then draw what an animal might look like with those body parts. Students will have fun naming their animal.	<b>Animal Moves -</b> Have students look through books and magazines to find animals with 2 legs, 4 legs, 6 legs, and no legs. Have students make a simple chart of what they find. Which group has the most animals? Which has the fewest?	<b>Invent-an-Animal –</b> Have students draw cards with animal body parts on them such as wings, 8 legs, long tongue, sharp teeth. Have students then draw what an animal might look like with those body parts. Students will have fun naming their animal.
1 <sup>st</sup> /2 <sup>nd</sup>	<b>Habitats</b>	Brett, Jan. <u>Town Mouse, Country Mouse</u> . Hoberman, Mary Ann. <u>A House Is A House For Me. V</u> Kalman, Bobbie. <u>Homes Around the World</u> . Skoepen, Liesel Moak. <u>We Were Tired of Living in a House</u> . Jane Yolen. <u>Owl Moon</u> . Arthur Dorres. <u>Ant Cities</u> . Margaret Yatsevich-Phinney. <u>Exploring Land Habitats</u> .	<b>A Bear’s Home –</b> Re-tell the story of <i>Goldilocks and the Three Bears</i> . Have students evaluate why bears could not live in the house from the story. Have students make up a new story describing Goldilocks happening upon an actual bear home. How would the story be different?	<b>Where do You Live?</b> Make a simple blank bar graph with four habitats: <i>Desert, Ocean, Forest, My Backyard</i> . Have students find pictures of animals from magazines or other sources that live in those habitats. Place the animals on the graph the animals and discuss the results.	<b>Animal Homes –</b> Create simple habitat cards displaying in words or pictures different places an animal might live. Distribute cards to small groups and have groups cut out pictures of animals from magazines or draw pictures of animals that could live in those habitats.
3 <sup>rd</sup>	<b>Ecosystems/ Adaptations</b>	Rebecca L. Johnson. <u>A Walk in the Desert</u> Brenden Guiberson. <u>Cactus Hotel</u> . Jim Arnosky. <u>About Arachnids</u> . April Pulley Sayre. <u>Vulture View</u> . Kim Michelle Toft. <u>The World That We Want</u> .	<b>Invent-an-Animal –</b> Have students draw cards with animal body parts on them such as wings, 8 legs, long tongue, sharp teeth. Have students then draw what an animal might look like with those body parts. Students will have fun naming their animal. Have students discuss or write how their animals survive, what they eat, and where they live.	<b>Leopards Leaping-</b> A leopard can leap 30 feet in a single bound. Have students calculate how many leaps it would take them to leap 30 feet. Have students research to determine how their leap distance compares to other animal’s abilities. Suggested animals: frog, cheetah, rabbit, kangaroo rat, grasshopper, kangaroo.	<b>Invent-an-Animal –</b> Have students draw cards with animal body parts on them such as wings, 8 legs, long tongue, sharp teeth. Have students then draw what an animal might look like with those body parts. Students will have fun naming their animal. Have students discuss or write how their animals survive, what they eat, and where they live.

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4 <sup>th</sup>	<b>Nevada – Desert</b>	Rebecca L. Johnson. <u><a href="#">A Walk in the Desert</a></u> Diane Siebert. <u><a href="#">Mojave</a></u> . Brenden Guiberson. <u><a href="#">Cactus Hotel</a></u> . Becky Davis. <u><a href="#">Red Carpet Chronicles: Mojave Desert Plants Reveal all to Terri Terrain</a></u> .	<b>Imagine Nevada-</b> Have students choose animals from other ecosystems such as rainforests, woodlands, or arctic areas. Imagine those animals coming to live in the Desert and meeting the animals that make the Mojave their home. Write a story in which students evaluate whether or not those animals would be able to survive here in the Mojave. What would have to change for them to survive? What would happen to the animals that already live here?	<b>Comparing Deserts-</b> Using websites such as these: <a href="http://score.rims.k12.ca.us/activity/mojave/animals.html">http://score.rims.k12.ca.us/activity/mojave/animals.html</a> <a href="http://mojavedesert.net/glossary/animal.html">http://mojavedesert.net/glossary/animal.html</a> have students make a list of animals found in the Mojave desert. Students can then create a bar graph to sort the animals by category such as mammal, reptile, insect, bird. Students can then choose another world desert, repeat the activity and compare animal graphs. What are the similarities? What are the differences? Why?	<b>Mapping Desert Animals –</b> Have students research and identify animals that live in deserts. Using a large world map outline, students can find or draw pictures of animals from deserts around the world and post them on the map. Are there animals unique to certain deserts? Why? Which deserts have the most mammals? Why are there fewer mammals in some deserts? Evaluate whether or not deserts have a wide variety of species or is barren of animal life.
5 <sup>th</sup>	<b>Ecosystems/ Adaptations</b>	Jean Craighead George. <u><a href="#">Frightful's Mountain</a></u> . Brian Jacques. <u><a href="#">Owl's in the Family</a></u> . Jean Craighead George. <u><a href="#">One Day in the Desert</a></u> . Jean Craighead George. <u><a href="#">Julie of the Wolf trilogy</a></u> . Walt Morey. <u><a href="#">Gentle Ben</a></u> . Rudyard Kipling. <u><a href="#">Jungle Book</a></u> .	<b>Prehistoric Face Off –</b> Have students' research different adaptations of dinosaurs such as sharp teeth, horns, clubbed tail, large size, etc. Have students evaluate all the adaptations. Students can divide into teams identified by which adaptation they feel is the best or most advantageous. Teams face off debating on behalf of their team's adaptation. Some students can be judges to evaluate which team has the best argument.	<b>Dinosaur Sizes-</b> Using the Dino-pedia site at <a href="http://www.lvdinosaurs.com/index.html">http://www.lvdinosaurs.com/index.html</a> have student research the sizes of dinosaurs. Students can then use the sizes they found to do a variety of given unit conversions. Students can compare and contrast sizes of dinosaurs and sort them according to size criteria they create. i.e dinosaurs taller than 10 meters, etc.	<b>What's In A Name ?</b> Dinosaurs have unusual names composed by Latin prefixes and suffixes. Allosaurus means "Strange Lizard." Students can invent a dinosaur using Latin prefixes and suffixes. After students name their invented species; explore their creative side by sketching, painting, or drawing their dinosaur. For a list of prefixes and suffixes: <a href="http://www.ucmp.berkeley.edu/fosrec/MunGun4.html">http://www.ucmp.berkeley.edu/fosrec/MunGun4.html</a>
6 <sup>th</sup> -8 <sup>th</sup>	<b>Ecosystems/ Adaptations</b>	Check out recommended reading for your students- <b>Egypt:</b> <u><a href="#">Egyptian Gods and Goddesses (All Aboard Reading)</a></u> by Henry Barker <u><a href="#">The Egyptian News</a></u> by Scott	<b>Comparing Cultures-</b> Have students research and compare the ancient Egyptian civilization with that of the Ancient Pueblo peoples who traveled through and lived in	<b>Egyptian Math-</b> Have students try some of the Math problems that combine word problems with Hieroglyphics at this website: <a href="http://www.eyelid.co.uk/mat">http://www.eyelid.co.uk/mat</a>	<b>A Tale of Two Rivers-</b> Evaluate the origins of the cities and civilizations along the Colorado River and Nile River. What is unique about the people that settled along

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		Steedman <u>The Shipwrecked Sailor: An Egyptian Tale with Hieroglyphs</u> by Tamara Bower	the Mojave Desert. Are there any similarities? What are the differences?	<a href="#">hs2.htm</a>	these rivers? Why did people first settle along these rivers? What brought them to the area where they settled? What about the people that still live along the rivers today?