



Humane And Responsible Teachers

You've got to have HART....

All One Community

Humane Education Activities For Language Arts & Literacy Grades 1-2

A project of New Jersey Animal Rights Alliance
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All One Community

Grades 1- 2

Overview

All One Community is a series of humane-based education activities organized by concept within appropriate classroom subject matter. The activities promote the character-essential qualities of empathy, kindness and respect for all living beings. Today, more and more humane societies, police officials, psychologists and educators are realizing the connection between acts of violence to animals and to humans. George Angell, founder of the Massachusetts Society for the Prevention of Cruelty to Animals, realized this connection as early as 1868 and his life was devoted to promoting “random acts of kindness” to animals and humans. He saw humane education as the most essential goal—realizing that education is instrumental in breaking the cycle of violence.

Developing empathy toward animals, while valuable simply in and of itself, can be a significant step toward developing empathy toward all living beings. Recently, naturalists such as Jane Goodall, Dian Fossey, Jeffrey Masson and others have spoken out about the emotional complexity of our fellow beings. Like us, animals are capable of experiencing a wide range of feelings—anxiety, suffering, sorrow, anger, frustration and joy—just to mention a few. It is important that young people realize that the animals with whom they share the earth are more SIMILAR to us than they are different.

The youth of today face challenges inconceivable to previous generations: global warming, extinction of species, pollution, grand-scale violence and a host of other social and environmental ills. Understanding the connective nature of life and accepting compassion as a natural principle of life is as important as learning responsibility and initiative in the character development of young people. The choices that young people, and all of us, make today will affect the lives of humans and other beings for generations to come.

The following activities are tailored to meet the needs of educators who wish to address not only the cognitive, but also the equally important affective areas of learning. All activities have been carefully selected for relevancy to subject areas and support current federal and state (New Jersey) curriculum standards in those areas. These simplistic, yet powerfully engaging, activities greatly promote critical thinking and classroom dialogue, and are easily integrated into the busiest class schedule. Students love learning about all animals. Here is an opportunity for young people to learn about and appreciate other living beings with whom they share the planet.

“Anyone who has accustomed to regard the life of any living creature as worthless is in danger of arriving also at the idea of worthless human lives.”
Albert Schweitzer

ALL ONE COMMUNITY

Language Arts and Literacy: Grades 1-2

This program is designed to assist teachers and students in developing compassion and respect for all the beings with whom we share our earth. Children will come to learn that animals are living, breathing and feeling beings.

Humane education encompasses the principles of justice, kindness and humanity toward all life. We are living in a multi-cultural environment in which children need to be taught to respect the differences and appreciate the similarities among people. If children can be educated at a young age to empathize with others, including animals, this empathy will naturally extend to people of different races, nationalities, and cultural backgrounds.

The Golden Rule, “Do unto others as you would have them do unto you” can be extended to our relationship with animals. We are all interconnected on this earth. This guide will help students develop the understanding and respect necessary to make decisions based on compassion for animals and people. Children will learn that the animals with whom we share this planet are in many ways very much like ourselves.

Reading

Much of children’s literature features animals, providing a wealth of prose and poetry that is always a favorite with young children. The most important factor is to encourage reading in as many ways as possible. Fortunately, topics about animals are naturally interesting to children, making it easier to get them to read. Every time a child reads a book, have him or her fill in a box on a reading chart. After reading five books, the child receives a special certificate.

English

There are endless opportunities to integrate animal issues into English studies. Teaching children to be kind and sensitive to animals can be easily incorporated into almost any lesson plan in grammar or story writing.

When discussing the parts of speech—nouns, verbs, adjectives, pronouns and adverbs, teachers have an ideal opportunity to emphasize that animals are thinking, feeling beings. Ask, “If a noun is a person, place, or thing, what is an animal? An

animal is certainly not a place or a thing. So what category does the animal belong in?" This can lead to a discussion about why an animal should be part of the person category of nouns (for lack of an animal category at this time.)

While teaching and discussing pronouns, the students can start to understand the importance of why using the word "it," when referring to animals, is inappropriate. Inanimate objects are "its" because they have no feelings. Desks, pencils, books, erasers, etc. are "its." An animal should be referred to as he, she or by name.

Writing

When writing stories, it is very easy to write about any animal you may have been currently reading about. There are many fiction and nonfiction animal books in children's literature.

Spelling

During reading and writing assignments, ask the class for vocabulary words they need spelled. These words can be written on the board or the children can have their own word finder books at their desks.

Contents:

Concept 1 - Compassion, Kindness & Sensitivity

Concept 2 - Human Beings Are Not Alone

Concept 3 - People and Animals Have a Lot in Common

Bibliography

CONCEPT 1

COMPASSION, KINDNESS & SENSITIVITY

Student outcomes for activities in Concept 1:

- Students will develop an understanding of compassion and kindness.
- Students will gain an increased sensitivity and learn the importance of extending compassion and kindness to people and animals.
- Students can develop language into a tool for compassion and kindness.
- Students will understand the importance of getting involved in activities that promote compassion and kindness.
- Students will develop ways to integrate activities that promote compassion while studying the calendar.
- Students will understand that compassion and kindness need to be integrated into our daily lives.

The Creative Classroom

- Incorporate compassion, kindness and sensitivity into other lesson plans throughout the school year.
- Use “Drop Everything and Read” and pick books from the Bibliography to incorporate compassion and kindness.
- Start a book collection on this concept. Have the students bring in books that can be shared with other students.
- Use the chalkboard to draw, write and develop sentence structure using sentences that promote compassion and kindness. Allow the students to develop the sentences.
- Create an ABC book for the children to take home. Each student picks a letter and writes a word or sentence about animals and/or compassion. When the book is complete, it can be laminated and bound together for a class book.
- Have fun with words. The students prepare puzzles that other students can solve. This can be a take-home project too.
- Use spelling lists to promote compassion and kindness. Get the students involved in the development of the lists by asking them to pick words that relate to compassion, kindness and sensitivity.
- Hold a class outside, perhaps in the school yard, to discuss and develop this concept.



Activities for Concept 1

- ♥ Activity 1 - Kindness in Action
- ♥ Activity 2 - Signs of Kindness
- ♥ Activity 3 - Read a Rebus
- ♥ Activity 4 - Looking for a Kind Word
- ♥ Activity 5 - I Have A Dream – (Calendar – January)
- ♥ Activity 6 - A Kind Koala – (Calendar – February)
- ♥ Activity 7 - Habitat Happiness – (Calendar – March)
- ♥ Activity 8 - Egg-cellent News – (Calendar – April)
- ♥ Activity 9 - A Week of Kindness (May)
- ♥ Activity 10 - Kindness Month
- ♥ Activity 11 - Kind Certificate
- ♥ Activity 12 - Talking Laundry

Teacher's Box: Use this word search puzzle to reinforce learning about verbs while affirming the value of kindness. For a more challenging puzzle, cover the word box when duplicating.

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KIND Name _____

Kindness in Action

Verbs are action words. They tell about things we do. In the puzzle below, circle the words and phrases that tell about things we can do to be kind to one

another. The words and phrases may be spelled up and down, sideways, backward, or diagonally.



CONGRATULATIONS!



Word Box			
care about	forgive	like	smile
cheer for	give	listen to	thank
compliment	greet	play with	wait for
congratulate	help	respect	wave to
cooperate	hug	share with	welcome
encourage	invite		

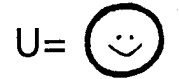
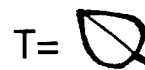
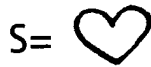
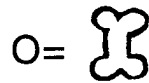
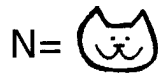
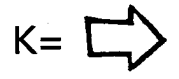
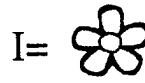
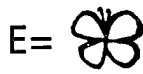
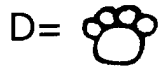
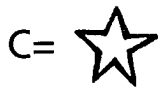
On the back, draw two people showing kindness to each other in one of the ways listed above.

KIND Name _____

Signs of Kindness

Your friend wrote you a message.
But the message is in a secret code.
Can you decode it?

Each picture in the code stands for
a letter. Write the letter in the
blank above each picture. Then
read the secret message.



On the back, make up your own secret code. Use your code to write a kind message. Ask a friend to decode it.




KIND Name _____

Read a Rebus



Can you read a rebus? A rebus is a kind of riddle. It uses pictures for some of the words. The rebuses below are about

being kind. Write the kind message under each rebus.


1. Greet your friends with a .


2. Be kind to , , and the .

3. Always remember  say, "thank .





4. Help with chores a +  the .



5. When some +  is talk + ,  po +  and listen.

6. W +  your turn.

7. Cheer some +   by saying something nice.

8.  gentle when  play with .

9.   school or ride a  to save .

10. Try to standing  when some +  feels sad.

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KIND Name _____

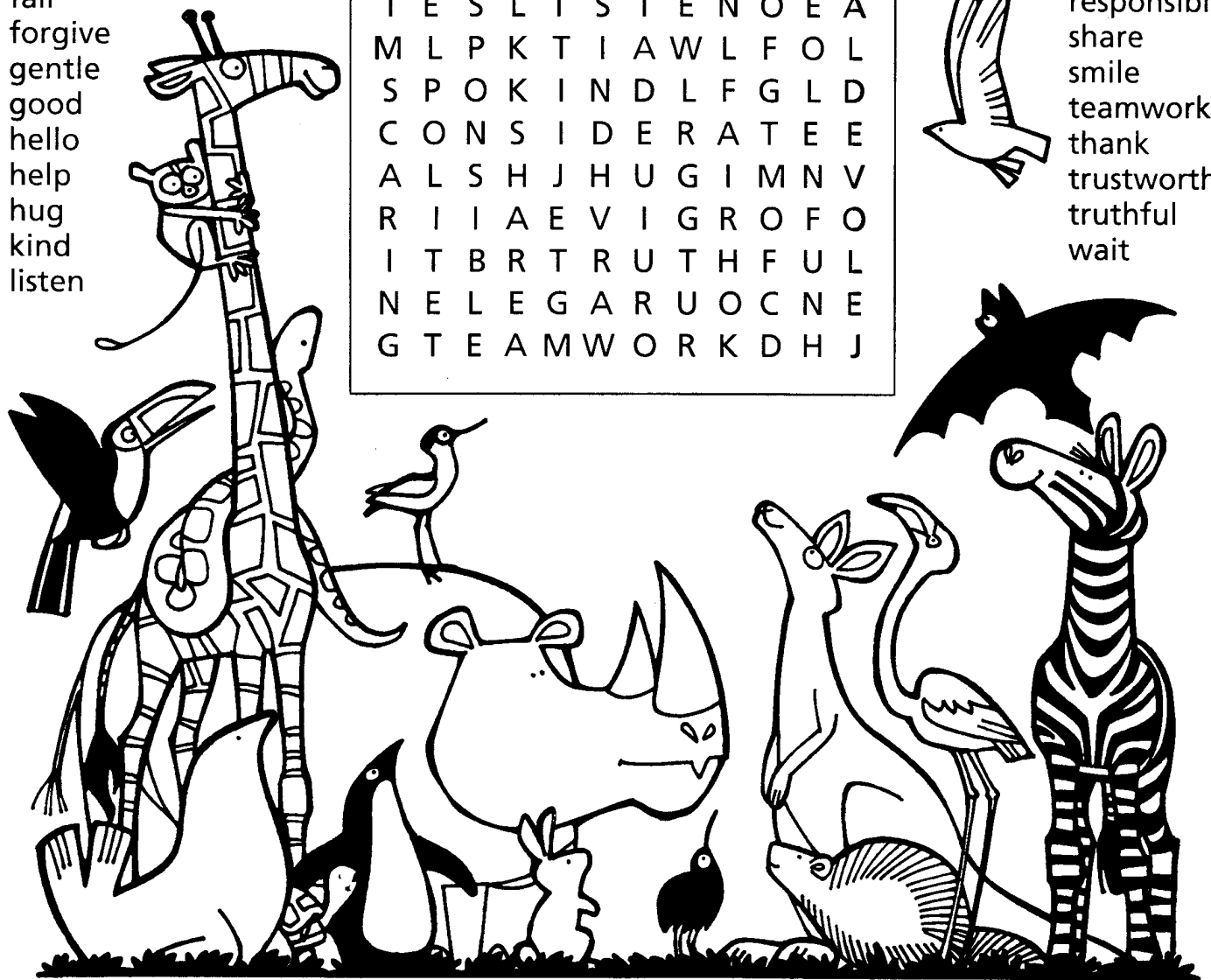
Looking for a Kind Word

These kind words are hidden in the puzzle below. Can you find and circle them all? The words may be up and down, sideways, backward, or on the diagonal.

caring
 considerate
 encourage
 fair
 forgive
 gentle
 good
 hello
 help
 hug
 kind
 listen

E	T	R	U	S	T	W	O	R	T	H	Y
L	H	E	K	N	A	H	T	G	A	C	P
I	E	S	L	I	S	T	E	N	O	E	A
M	L	P	K	T	I	A	W	L	F	O	L
S	P	O	K	I	N	D	L	F	G	L	D
C	O	N	S	I	D	E	R	A	T	E	E
A	L	S	H	J	H	U	G	I	M	N	V
R	I	I	A	E	V	I	G	R	O	F	O
I	T	B	R	T	R	U	T	H	F	U	L
N	E	L	E	G	A	R	U	O	C	N	E
G	T	E	A	M	W	O	R	K	D	H	J

love
 pal
 polite
 responsible
 share
 smile
 teamwork
 thank
 trustworthy
 truthful
 wait



On the back, write five sentences about being kind to people, animals, and the Earth. Use a different kind word from the puzzle in each sentence.

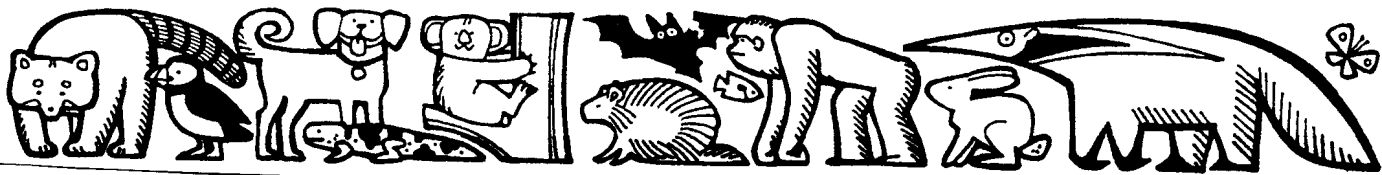
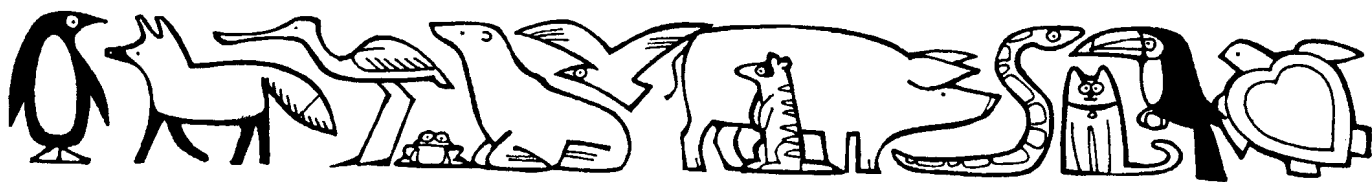
Teacher's Box: Use this worksheet in January when celebrating Dr. Martin Luther King Jr.'s birthday—or any time.

KIND Name _____

I Have a Dream

January 15 is the birthday of Martin Luther King Jr. In a famous speech, he told about his dream. His dream was that people would treat one another with

kindness. His dream has inspired many people. Below, tell about a dream you have—for people, animals, or the Earth.



On the back of this sheet, draw a picture that tells something about the dream you wrote about above.

Teacher's Box: Use this worksheet in February and let the KIND Koala become a valentine koala with a theme of kindness to animals. Art supplies are needed.

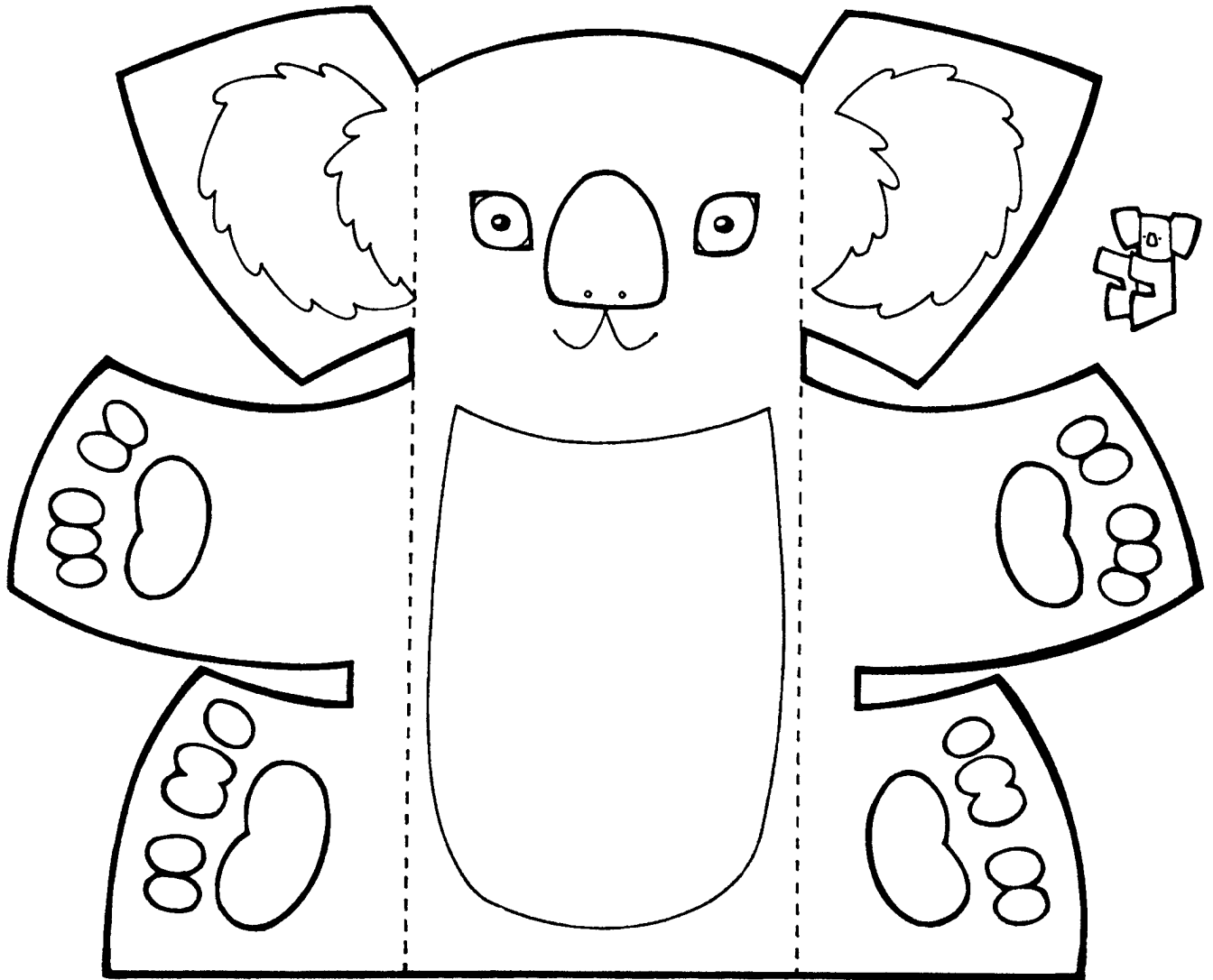
KIND Name _____

A KIND Koala

On the front of this koala, write a message about wild animals. Then color where people will see him or her. Or mail and cut out your koala. Fold the ears and legs forward to make your koala sit up—

Koala Facts

Koala are active at night. They eat the leaves of only one kind of tree—the eucalyptus. Koalas seldom drink water. Mother koalas usually have one baby every two years. At birth, a koala is 1 inch long. The baby spends a year with Mom, first hiding in her pouch and later riding on her back.

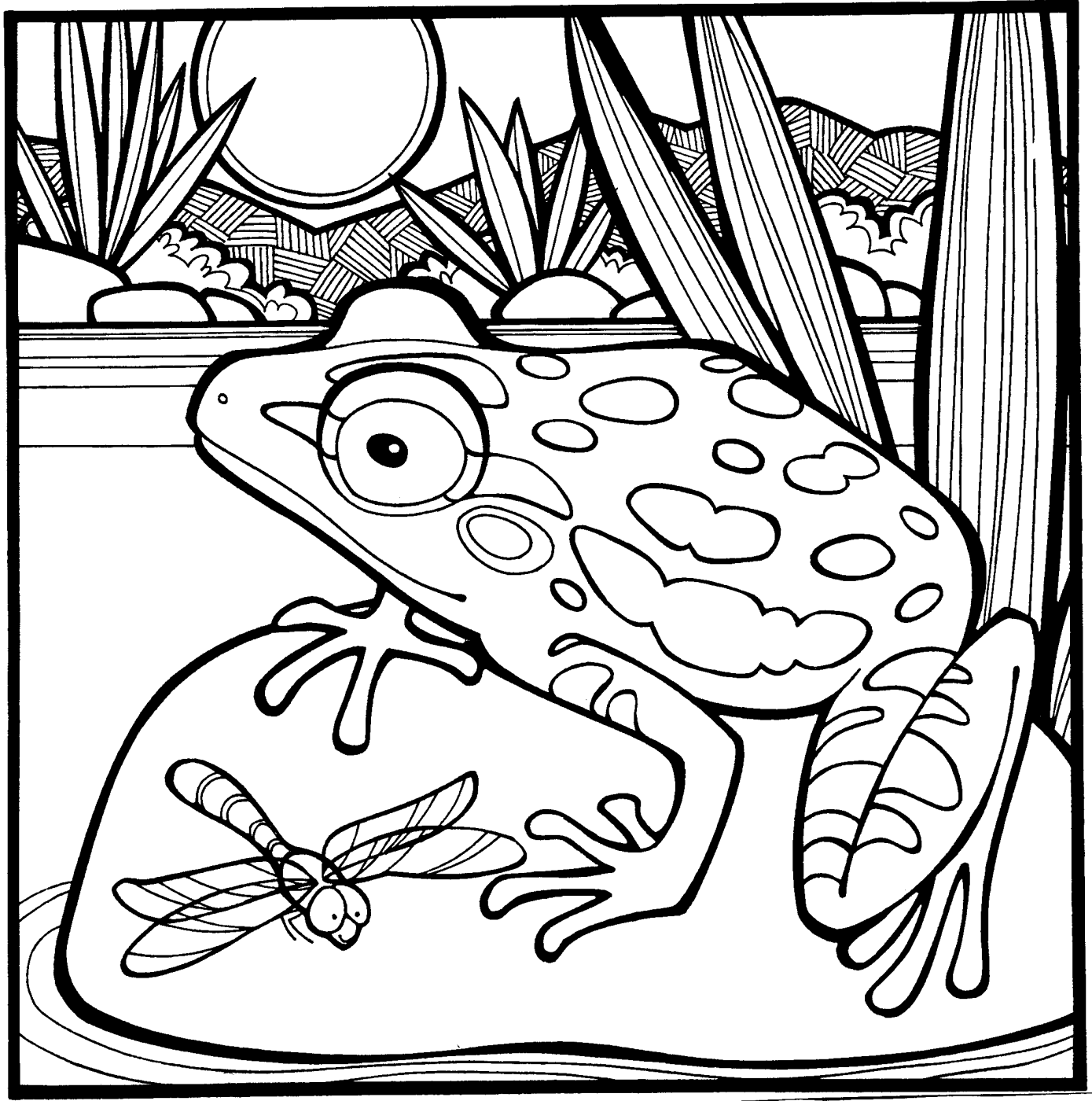


Teacher's Box: You may want to use this worksheet in March to help celebrate spring—a time when many children are tempted to catch frogs and tadpoles.

KIND Name _____

Habitat Happiness

A wild animal's home is called a *habitat*. habitat is a pond. Color the picture. This frog is happy in her habitat. Her Always leave wild animals alone.



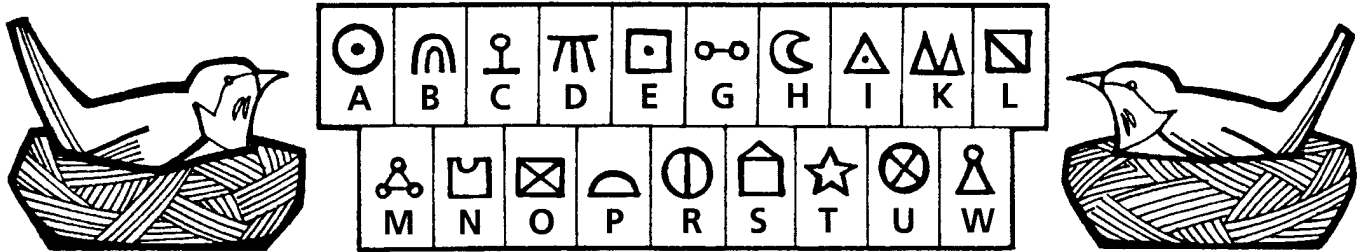
Teacher's Box: Use this worksheet in April or any time during the spring to share important information with students about leaving wildlife alone.

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KIND Name _____

Egg-cellent News

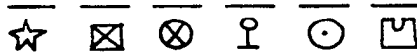
Being kind to wild birds means not disturbing their nests, eggs, or babies. Here are some facts about birds and



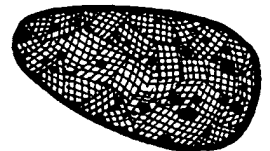
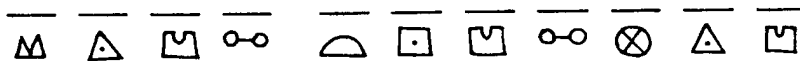
1. This bird's two eggs are laid in a nest that may weigh more than 2 tons.



2. This bird lays round eggs.



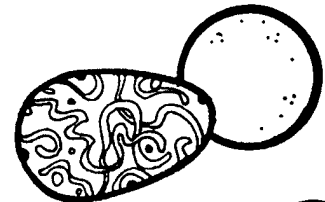
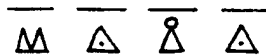
3. The father of this kind of bird carries the egg on his feet.



4. A nest of this kind of bird may hold 4 dozen eggs—laid by five or six birds.



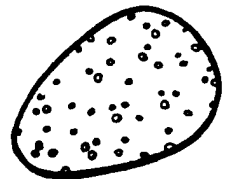
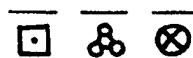
5. This 4-pound bird lays a 1-pound egg.



6. This bird's eggs may take more than 2 months to hatch.



7. This bird lays green eggs that later turn black.



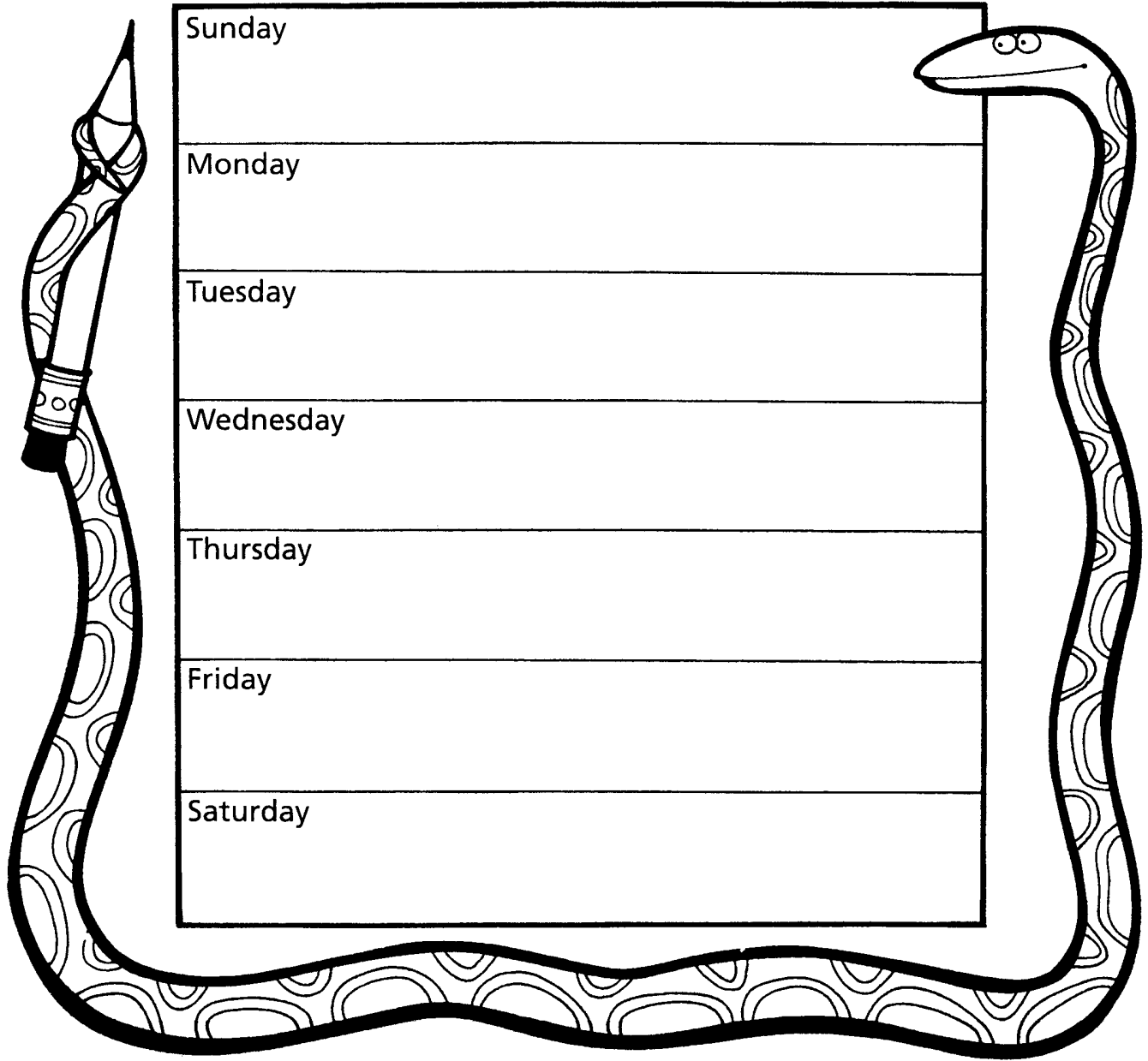
Each spring, baby birds learn how to fly. While doing so, they often fly or fall out of their nests. The young bird on the ground may look like he or she needs help, but usually Mom is nearby. Design a poster that tells people not to capture or collect young birds they find in spring.

Teacher's Box: Use this worksheet in May during Be Kind to Animals Week. Distribute the Friday before the first full week in May.

KIND Name _____

A Week of Kindness

The first full week in May is Be Kind to Animals Week. Each day during the week, share what you have written with the rest of your class. At the end of the week, write down one thing you have done to help animals. At the end of the week, share what you have written with the rest of your class.



Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

If your class raised money to help animals, how would you want to spend the money? Write your answer on the back of this sheet.

KIND Name _____

Kindness Month

Make a calendar for this month. (Put numbers in the squares.) Then use the calendar all month long. Put a star on each day that you do something kind. You can be kind to a person or to any other member of the animal kingdom!



★ ★ Kindness Month ★ ★

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Teacher's Box: Have students use these certificates to acknowledge and affirm the "KIND heroes" in their lives.

KIND Name _____

KIND Certificate

Use this certificate to thank someone for the special way he or she cares about people, animals, and/or the Earth. You

may want to color the certificate before presenting it.



**PEOPLE, ANIMALS, & THE EARTH
NEED FRIENDS LIKE YOU!**

• PRESENTED TO •

BECAUSE _____

AWARDED BY _____ DATE _____



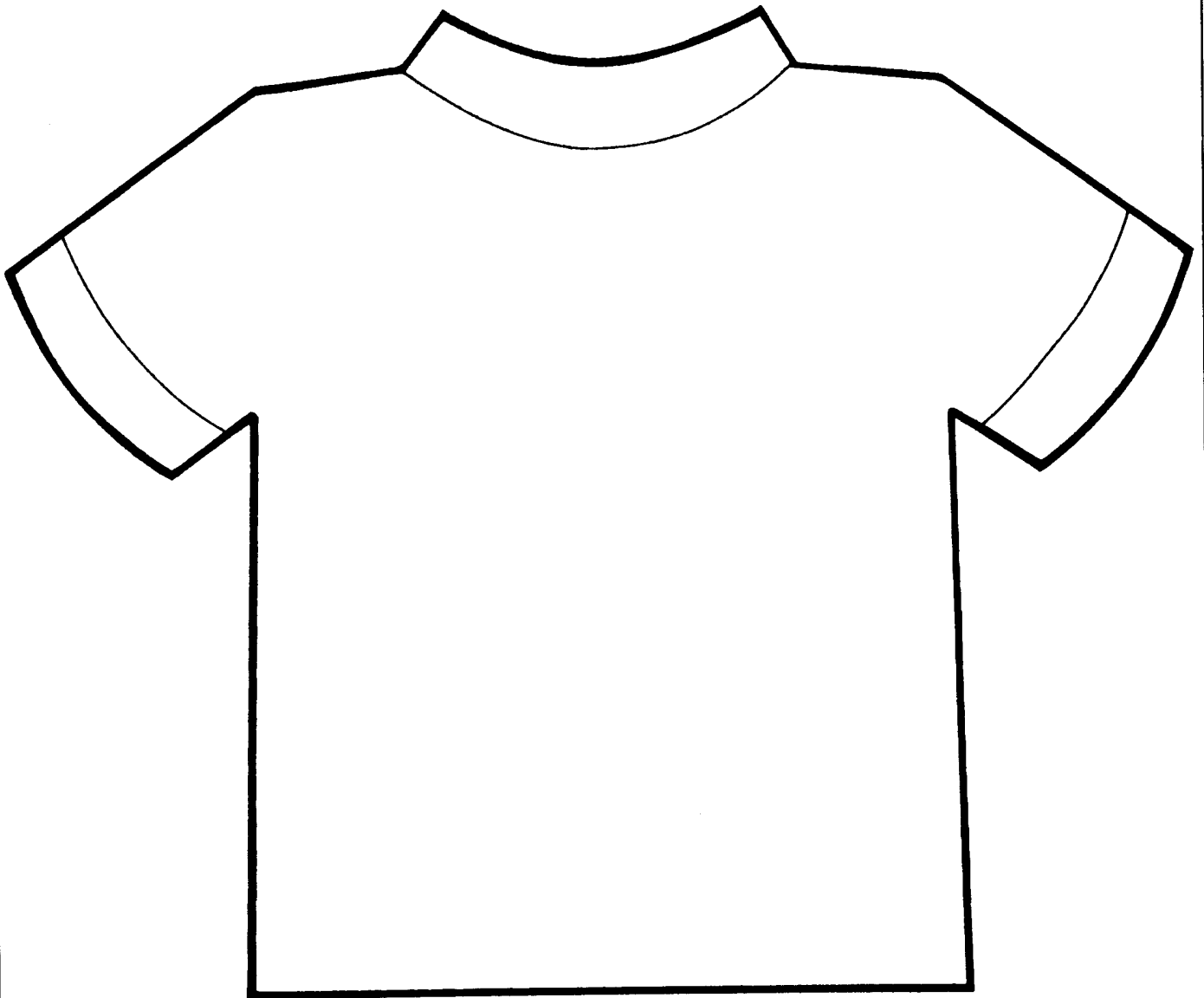
Teacher's Box: Create a "clothesline" display, using clothespins to attach the shirts to a long piece of yarn or cord.

KIND Name _____

Talking Laundry

Many people wear T-shirts with messages on them. That is a great way to share interests and ideas. Design a T-shirt below. The shirt should let people know how you feel about animals, people, or the Earth. Need ideas? Some issues are listed at the

bottom of this sheet. When you have finished your shirt, cut it out and hang it up for others to see.



Endangered Animals • Ocean Pollution • Rain Forests
Your Favorite Animal • Pet Overpopulation • Litter • Protecting Wildlife

CONCEPT 2

HUMAN BEINGS ARE NOT ALONE

Student outcomes for activities in Concept 2:

- Students will be able to understand that the earth is inhabited by many beings.
- Students will be able to understand that these beings share the earth with us.
- Students will be able to understand that some animals are misunderstood.
- Students will be able to identify many different types of habitats that sustain other forms of life.

The Creative Classroom

- Incorporate the idea that human beings share the earth into other lesson plans throughout the school year.
- Use “Drop Everything and Read” and pick books from the Bibliography to incorporate the idea that the earth is home and habitat to many interesting and diverse species similar to and different from human beings.
- Start a book collection on this concept. Have the students bring in books that can be shared with other students.
- Use the chalkboard to draw, write and develop sentence structure using sentences that promote the idea that humans are not alone. Allow the children to develop the sentences.
- Create an ABC book for the children to take home. Each child picks a letter and writes a word or sentence about habitats, sharing, or other forms of life. When the book is complete, it can be laminated and bound together for a class book.
- Have fun with words. The students prepare puzzles that other students can solve. This can be a take-home project too.
- Use spelling lists to promote sharing our earth. Get the students involved in the development of the lists by asking them to pick words that relate to sharing, emotions, what animals do that are similar to humans, habitat, etc.
- Hold a class outside, perhaps in the school yard, to discuss and develop this concept.



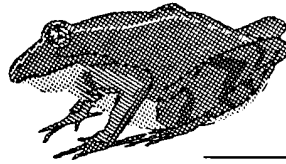
Activities for Concept 2

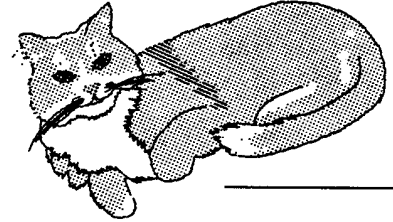
- ♥ Activity 1 - Fun With Adjectives
- ♥ Activity 2 - Wonderful Homes
- ♥ Activity 3 - Rainforest Verse (National Poetry Day – October 15)
- ♥ Activity 4 - Habitat Happenings—the Forest
- ♥ Activity 5 - Habitat Happenings—the Desert
- ♥ Activity 6 - Habitat Happenings—the Wetland
- ♥ Activity 7 - Water Pollution
- ♥ Activity 8 - We Need Trees (National Arbor Day)
- ♥ Activity 9 - Amazing Misunderstood Animals
- ♥ Activity 10 - How Snakes Stay Safe
- ♥ Activity 11 - Tricky Critters
- ♥ Activity 12 - Who Goes Where?
- ♥ Activity 13 - Rainforest Residents

Name _____

Fun With Adjectives

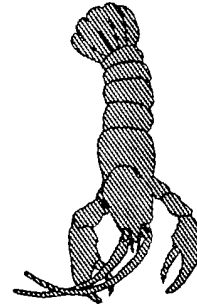


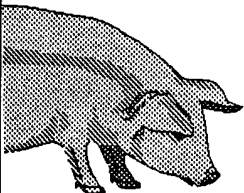


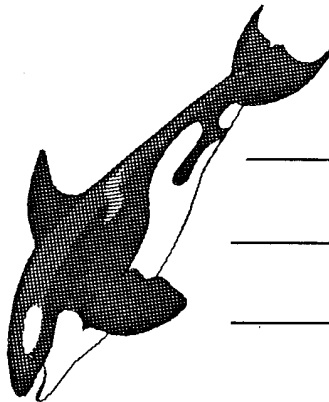






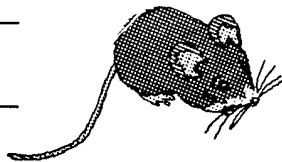


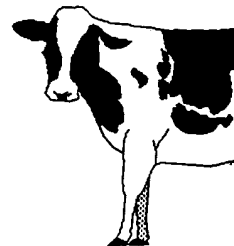












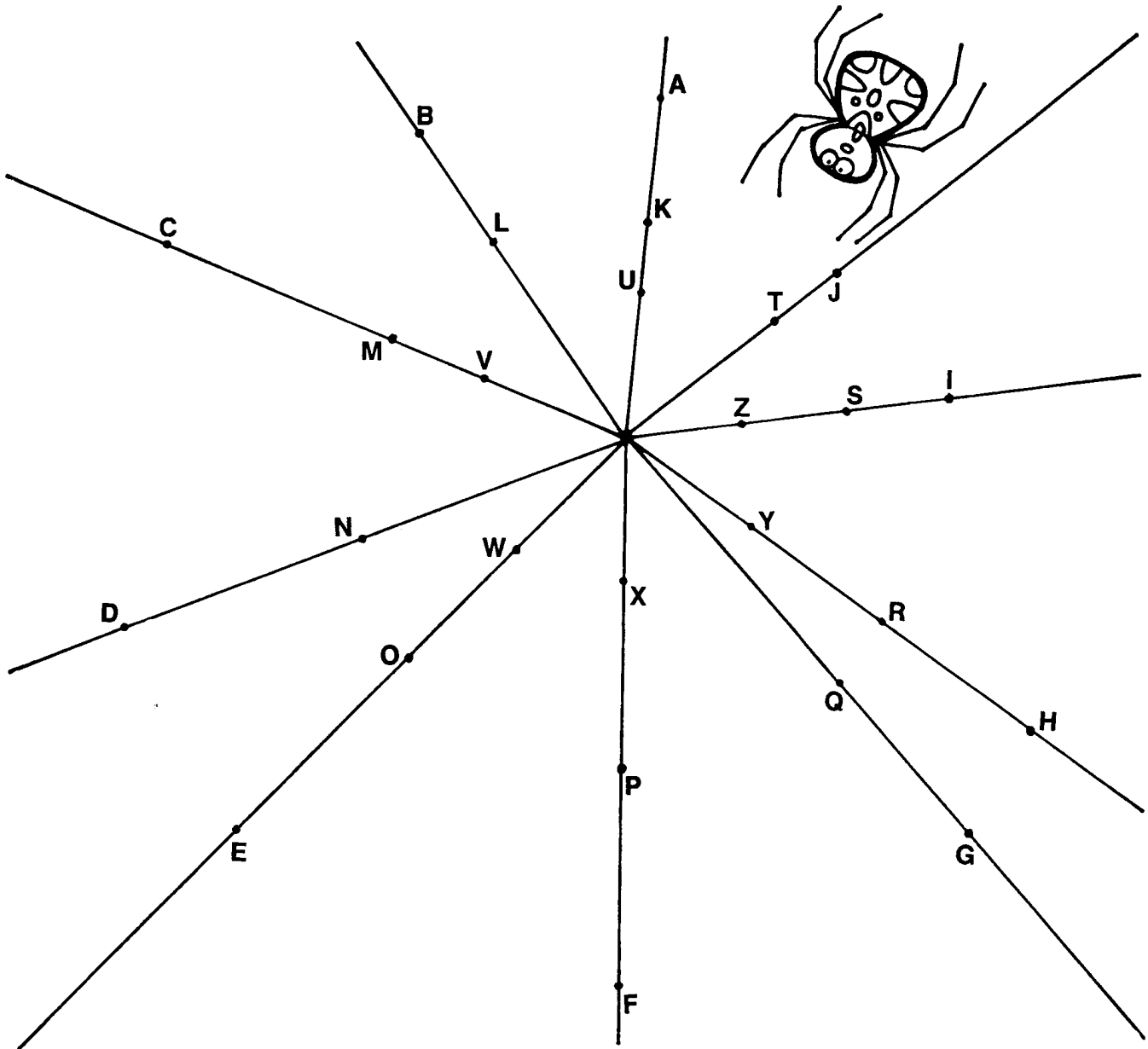
An adjective is a word that is used to describe a noun (person, place or thing). Under each animal above, write three adjectives that describe that animal. Sometimes, the words we use to describe an animal tell how we feel about that animal.

KIND Name _____

Wonderful Homes

Animals share our world. They need a place to live, just as we do. We can help wild animals. We can set aside places

where they can live. We can be careful around their homes. Connect the dots in ABC order to draw this spider's home.



On the back, draw another animal at home.

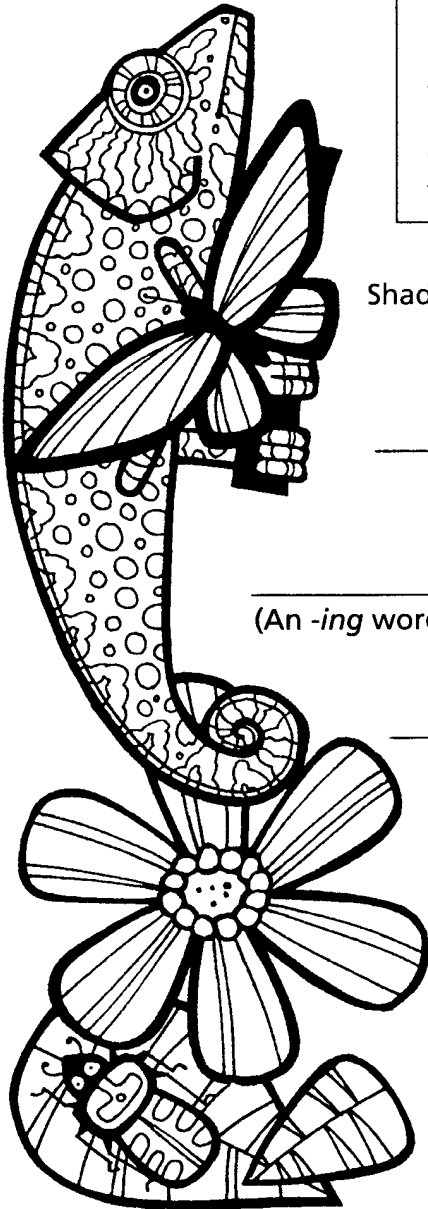
Teacher's Box: Use this worksheet to give a humane focus to National Poetry Day on October 15. Familiarize yourself with these animals beforehand.

KIND Name _____

Rain Forest Verse

The World's rain forests are home to many animals. As rain forests are cut down, animals are losing their homes. Choose a rain forest animal from the

word box. Fill in the blanks to write a poem about the animal you have chosen. Then share your poem with a friend.



Word Box	
Asiatic elephant	gorilla
birdwing butterfly	scarlet macaw
chameleon	tarsier
flying fox	tiger

Shades of _____ and _____
(Colors of the animal you chose)

(Habitat where the animal lives)

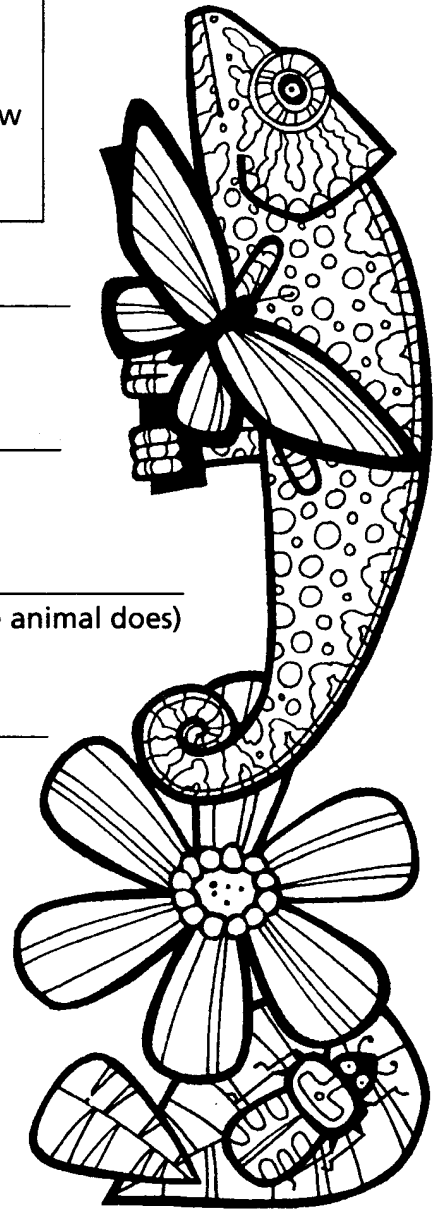
(An *-ing* word or phrase that tells something the animal does)

(How the animal does that)

(Name of the animal)

Example

Shades of orange and brown
High in the trees
Swinging from branch to branch
Slowly, carefully
Orangutan



On the back, write a haiku about your animal. The haiku style of poetry is from Japan. A haiku is a three-line poem with five syllables in the first line, seven syllables in the second line, and five syllables in the last line.

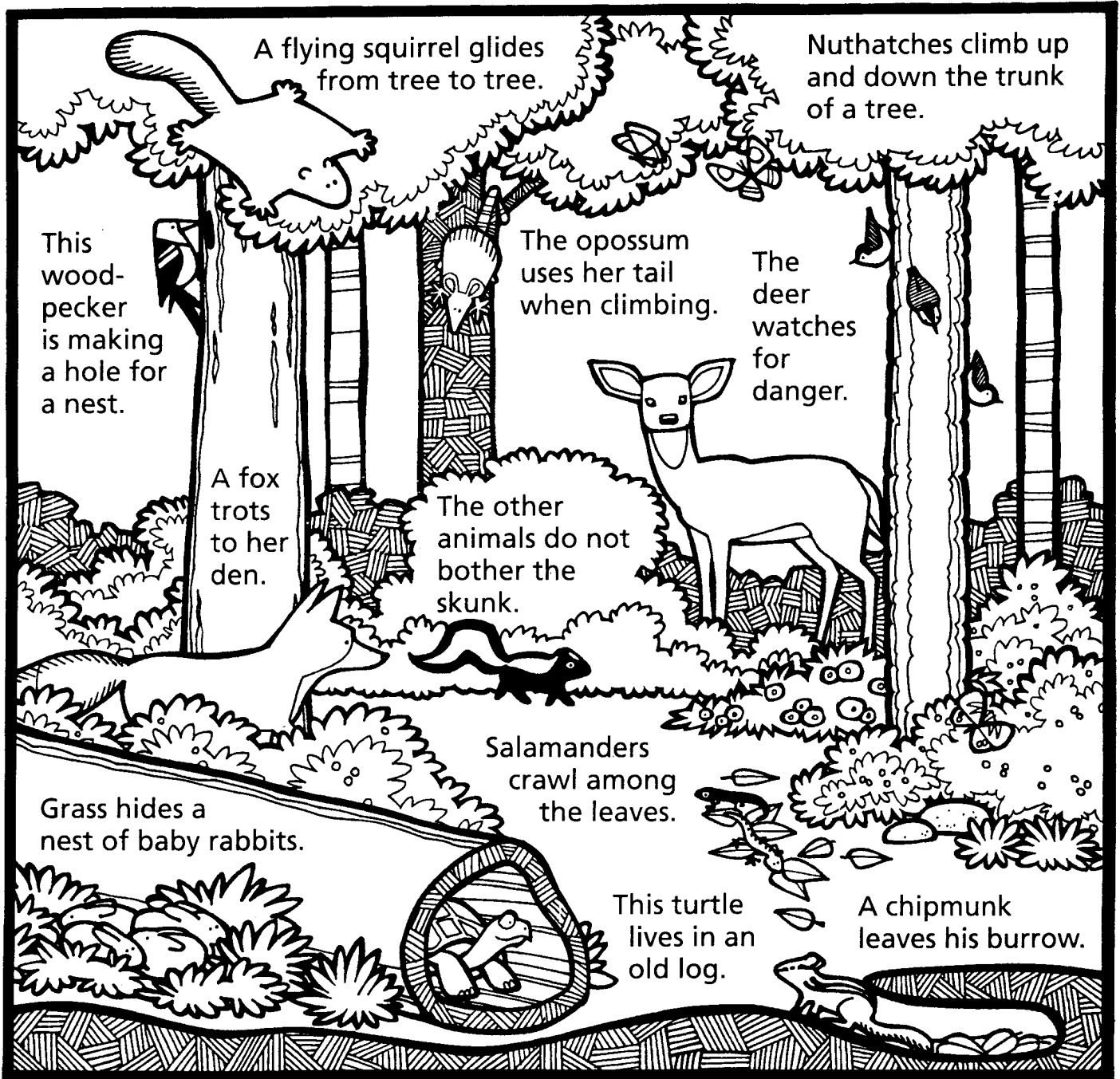
Teacher's Box: Use this worksheet to teach about sentence structure (nouns) while focusing attention on forest animals.

KIND Name _____

Habitat Happenings—the Forest

Explore this forest with your eyes. Find out what kinds of animals live here.

Underline all the **NOUNS** in the sentences.



On the back, design a bumpersticker asking people to respect the habitats of wild animals.

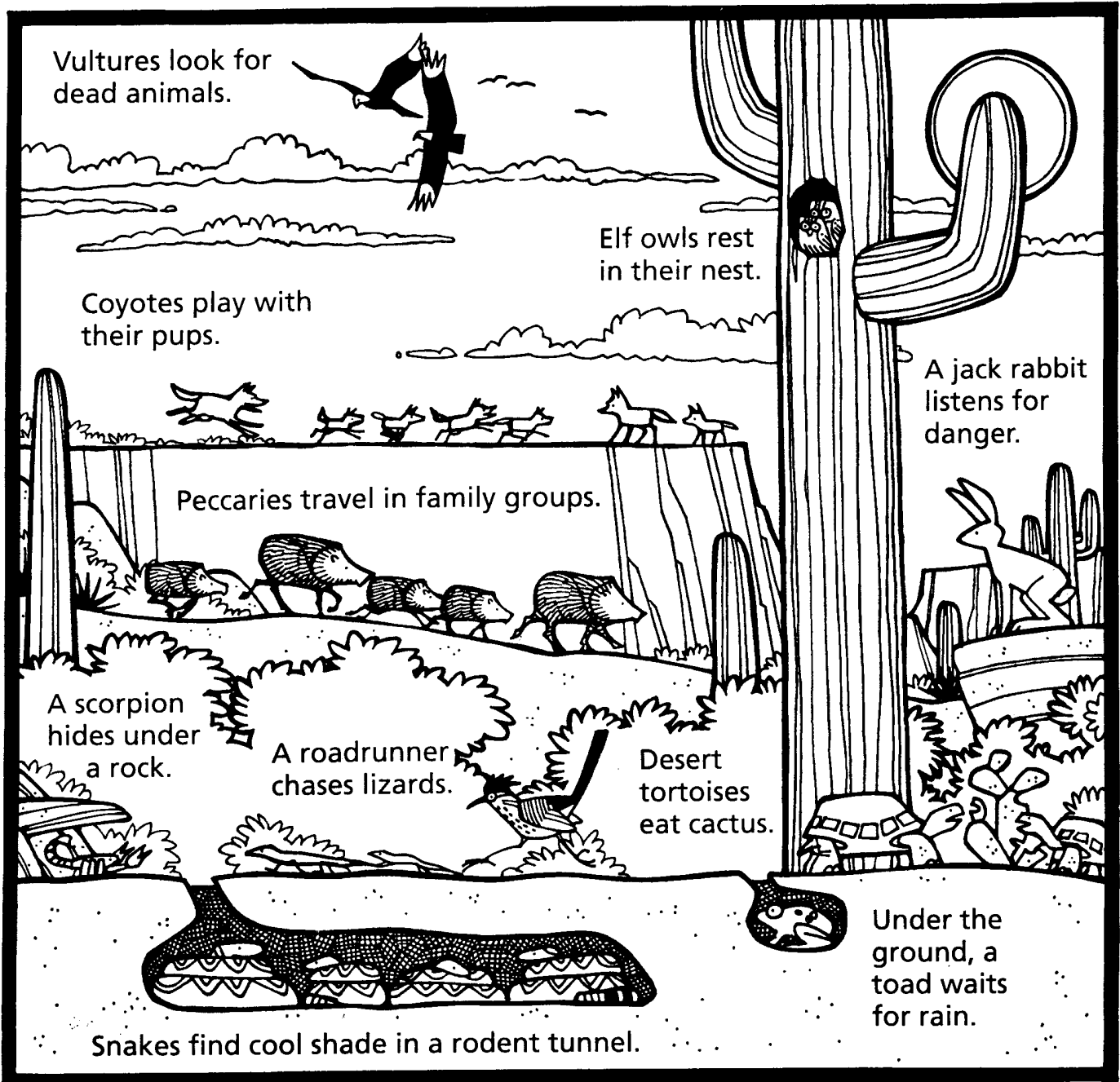
Teacher's Box: Use this worksheet to teach about sentence structure (verbs) while focusing attention on desert animals.

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KIND Name _____

Habitat Happenings—the Desert

The desert is a busy place! Find out what all the different animals are doing. Underline the **VERB** in each sentence.



On the back, write at least two reasons why we should protect desert habitats.

Teacher's Box: Use this worksheet to teach about sentence structure (adjectives) while focusing attention on wetland wildlife.

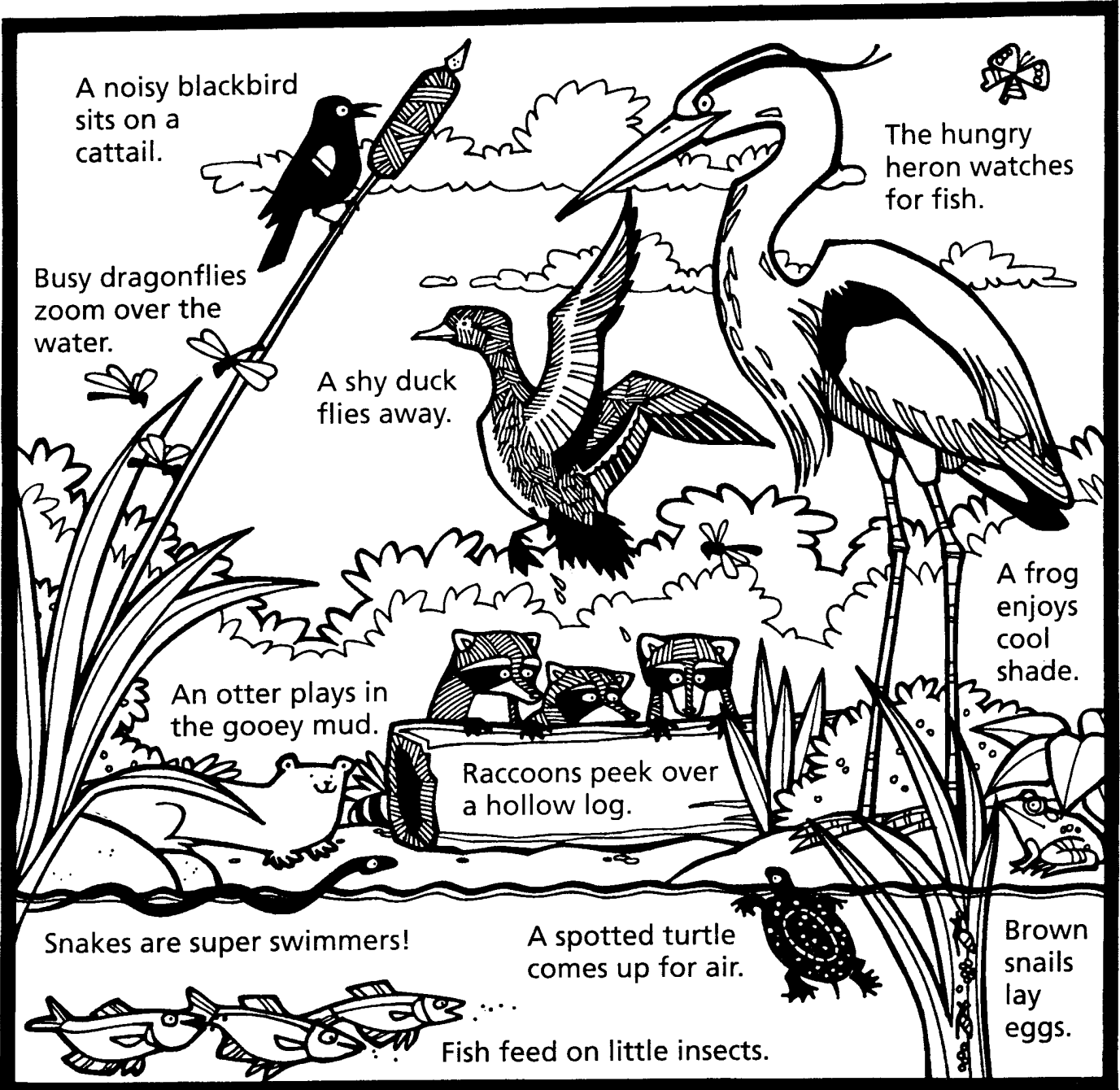
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KIND Name _____

Habitat Happenings—the Wetland

Checkout this wonderful wetland! Take a look at what makes it a special place.

Underline the **ADJECTIVE** in each sentence.



On the back, draw a wetland animal. Then write at least five adjectives that describe your animal.

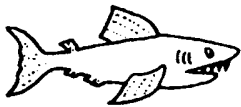
KIND Name _____

Water Pollution

Many animals living in or near water get sick or die when water is polluted. Water can be polluted by chemicals, poisons, garbage, or other harmful things. Since animals cannot leave the water, they

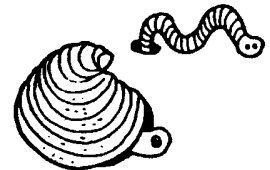
cannot escape the danger. Can you unscramble the names of these water animals?

(Hint: A picture of each animal is on this page.)



1. gofr

9. halew



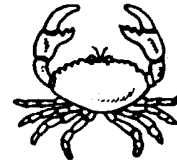
2. barc

10. ruttel



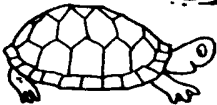
3. hifs

11. ase glul



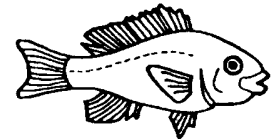
4. leas

12. kasen



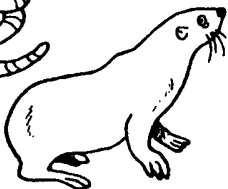
5. kcud

13. rkahs



6. malc

14. rmow



7. lains

15. ele



8. treto

16. vereab



Even animals who do not live in water are hurt by water pollution. Why? All animals must have water in order to live...even human animals. On the back of this page, list five or more ways in which you use water.

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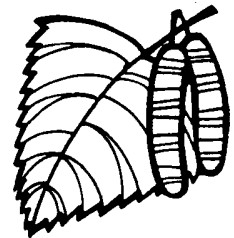
KIND Name _____

We Need Trees

Many animals depend on trees for food, shelter, and other needs. Use the code to complete these sentences about animals and trees.

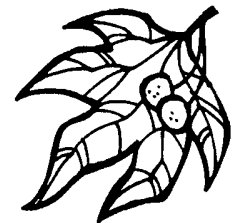


A	B	C	D	E	F	G	H	I	K
L	N	O	R	S	T	U	W		



- This rainforest animal may spend its life in one tree. _____
- Even though it has no legs, this animal is great at climbing trees.

- One thousand of these animals may roost in a single tree. _____



- These African animals eat the thorny branches of acacia trees. _____

- This bird often makes a nest in a hollow tree. _____



- This animal eats only the leaves of eucalyptus trees. _____

- These insects often make their homes in dead trees. _____

What is your favorite tree? Does fruit grow on it? Is it fun to climb? Is it a small indoor tree or a large outdoor tree? Is it in the city or in the country? On the back, write at least three sentences about your favorite tree.

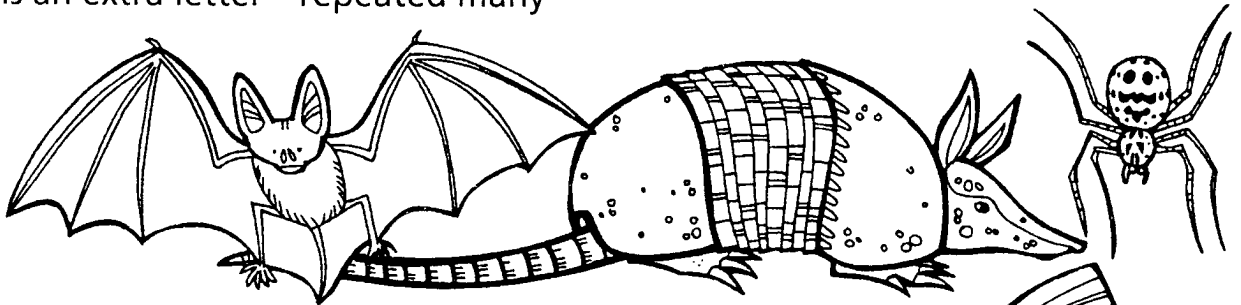
Teacher's Box: You may want to challenge students to read each silly sentence aloud and then read the correct sentence.

KIND Name _____

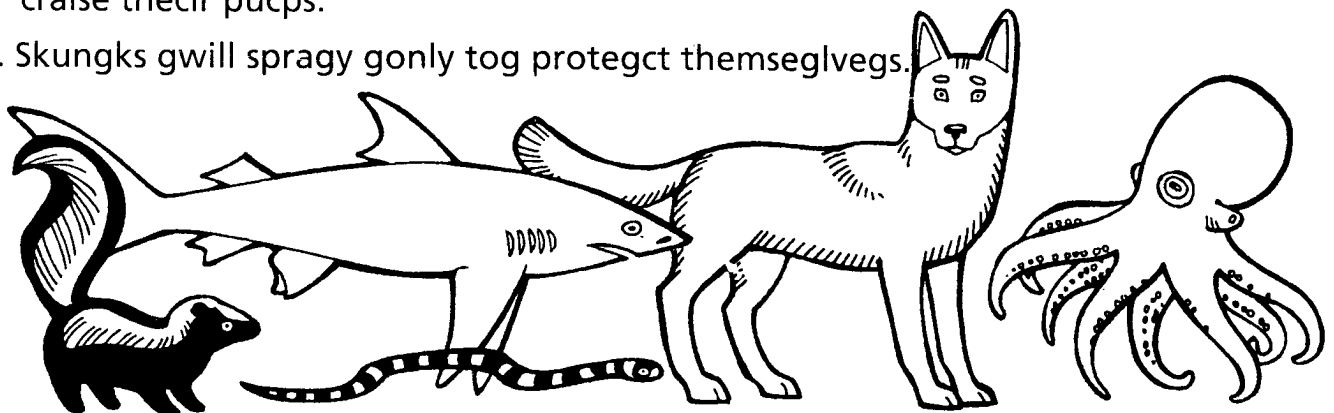
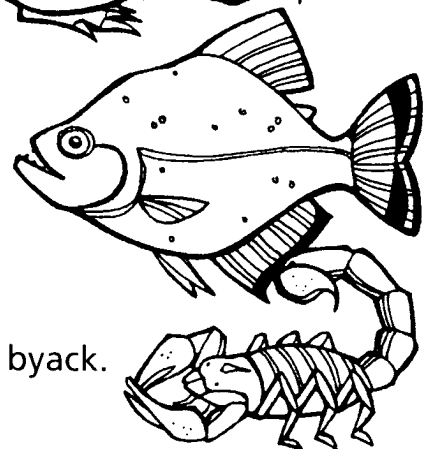
Amazing Misunderstood Animals

Not everyone appreciates animals like bats, snakes, and scorpions. Even these misunderstood animals are special, though. Each of the sentences below contains an extra letter—repeated many

times—that does not belong. Cross out the extra letter wherever it appears in the sentence. Then read the amazing fact about a misunderstood animal.



1. Slome spliders clatch linsects by splitting lon thelm.
2. Dif somed shdarks stdop swidmming, thedy sdink.
3. Then noctopus hans a bneak liken a parront's.
4. Somer brats wreigh lerss tharn a prenny.
5. Koing snakooes omay eato rattoolesnakooes.
6. Ya moyther scorpyion cyarries hyer byabies yon hery byack.
7. Farmadilloffs feat blafck widowf spfiders.
8. Sobmetibmes pirbanhabs beat frubit.
9. Wolvecs care gocod parents. Thec mothcer cand father work together toc craise thecir pucps.
10. Skungks gwill spragy gonly tog protegct themseglvegs.



Choose one of the misunderstood animals above. On the back, write what you like best about the animal you chose.

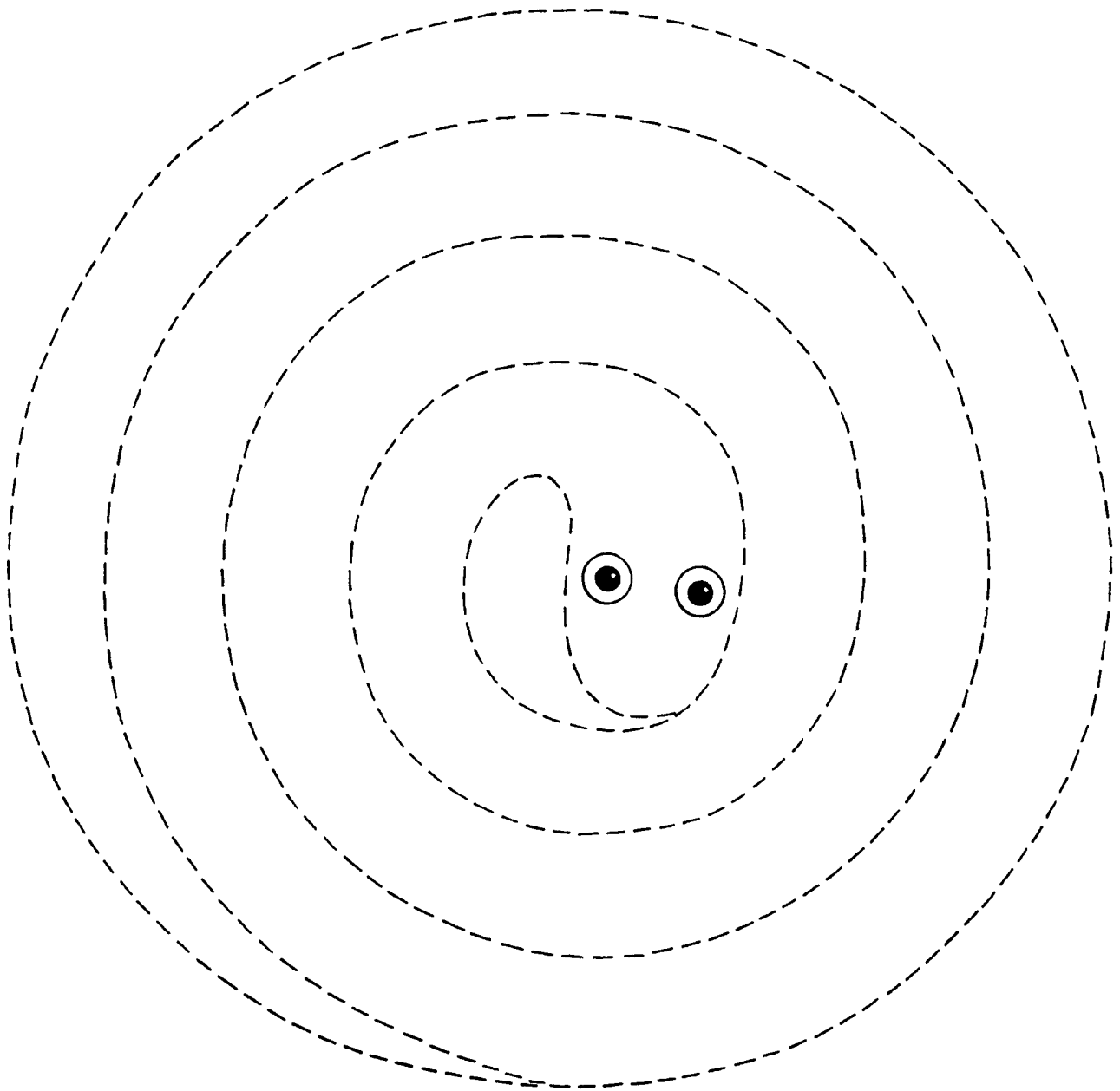
Teacher's Box: Remind students that wild snakes should be left alone—not handled, harmed or collected. Students will need crayons and scissors.

KIND Name _____

How Snakes Stay Safe

Snakes have a tough life! They are eaten by many other wild animals. Many are also killed by people. So snakes hide—behind rocks, under logs, and down in holes. Most snakes are also “hidden” by

their color. Color this snake. Then cut out your snake along the dotted lines and hide him or her someplace outdoors. Ask a friend to try to find your snake.



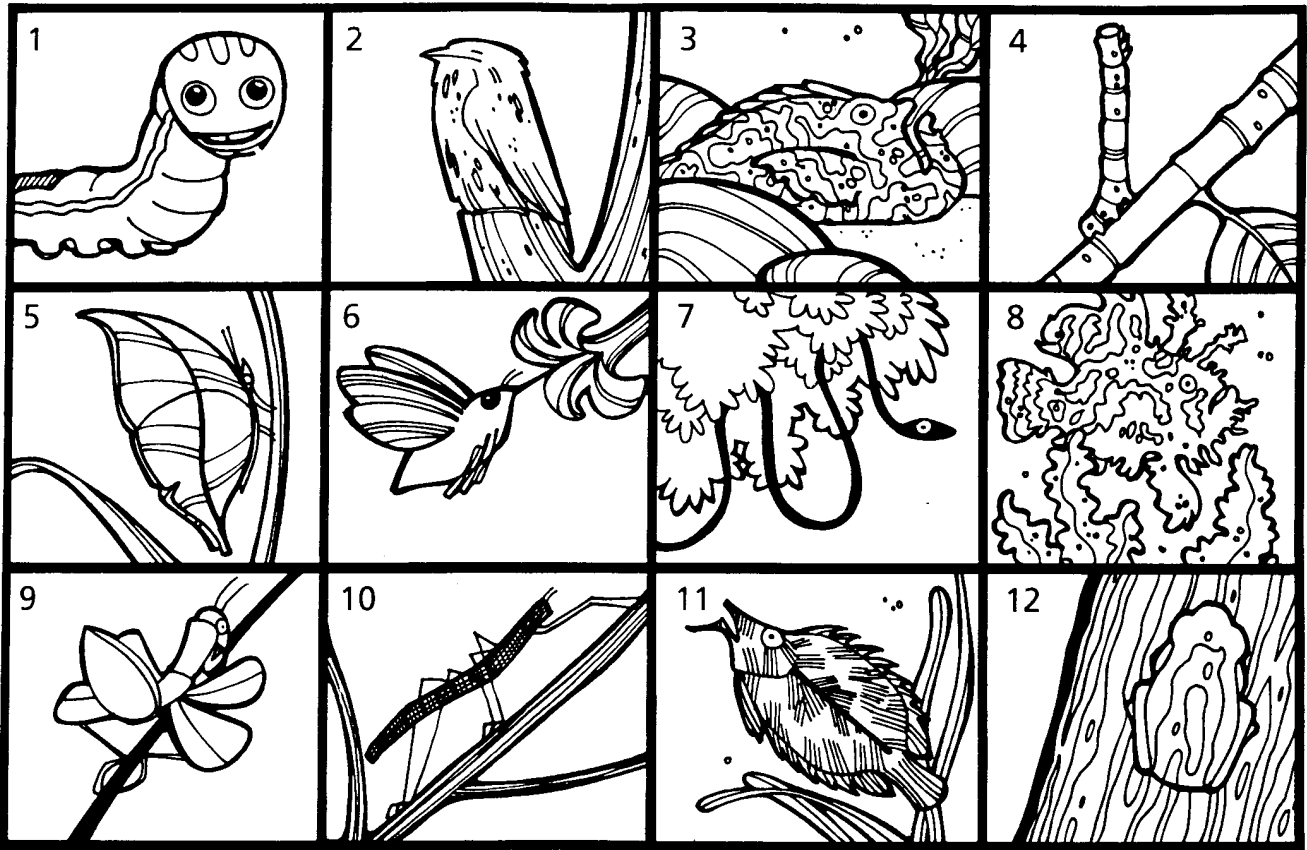
Teacher's Box: This worksheet teaches students about the interesting diversity among wildlife and how they use camouflage to protect themselves from predators.

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KIND Name _____

Tricky Critters

When you put on a costume, you look like something that you really are not. There are many animals that look like things they are not. This helps protect them. Look at these pictures. Write the number of each picture next to the words that tell what it is. Use each number only once.



- | | |
|---|--|
| _____ a caterpillar that looks like a twig | _____ a fish that looks like seaweed |
| _____ a fish that looks like a leaf | _____ an insect that looks like a stick |
| _____ a caterpillar that looks like a snake | _____ a butterfly that looks like a leaf |
| _____ a bird that looks like a branch | _____ a snake that looks like a vine |
| _____ an insect that looks like a flower | _____ a frog that looks like a rock |
| _____ a moth that looks like a hummingbird | _____ a frog that looks like tree bark |

The animals above look like something that they're not. Halloween is a time when kids look like something that they're not. On the back of this paper, draw a picture of yourself in a costume.

KIND Name _____

Who Goes Where?

Animals are adapted for life in their homes or habitats. Animals match up with habitats in special ways. Some animals are the same color as the leaves in their habitat. Some animals eat plants only from

their habitat. Animals match up with a habitat because of their size, shape, color, the food they eat, and the way they live. Draw a line along each "trail" to find out where each animal lives.

The maze is a complex network of paths. A single path starts from the center and leads to the RAIN FOREST habitat. Other paths lead to the RIVER, GRASSLANDS, TUNDRA, and SPRINGBOK habitats. The MUSK OX, LEMUR, KANGAROO RAT, and PLATYPUS do not have paths leading to any of the habitats shown.

Choose a wild animal. On the back of this sheet, tell what the animal's habitat is. Then tell how the animal is adapted to live in the habitat. Go to the library if you need to.

Teacher's Box: The many unusual animal names in this worksheet can serve as a springboard for helping students become word lovers and familiar with rain forest animals.

KIND Name _____

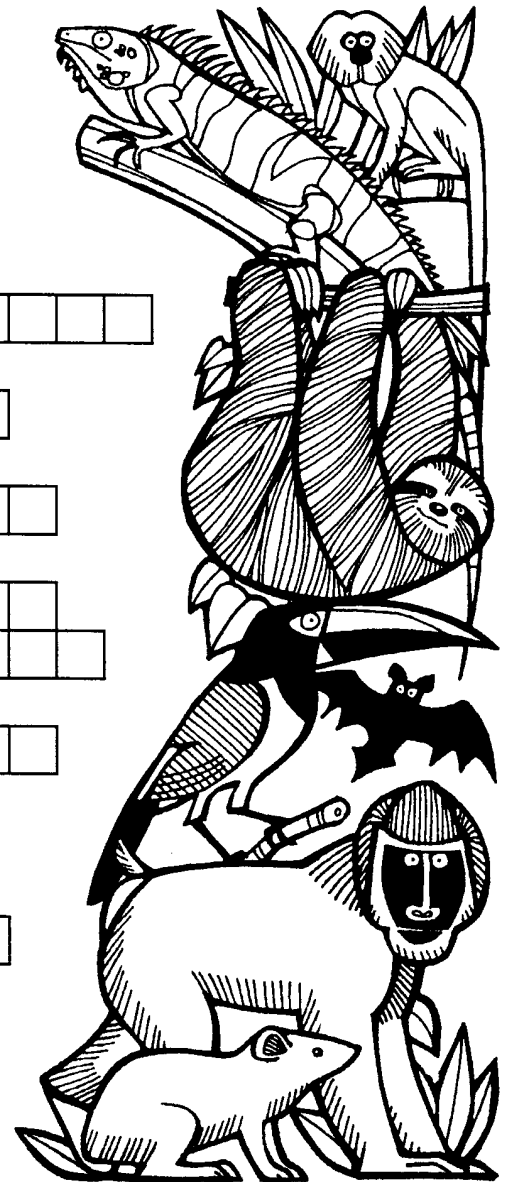
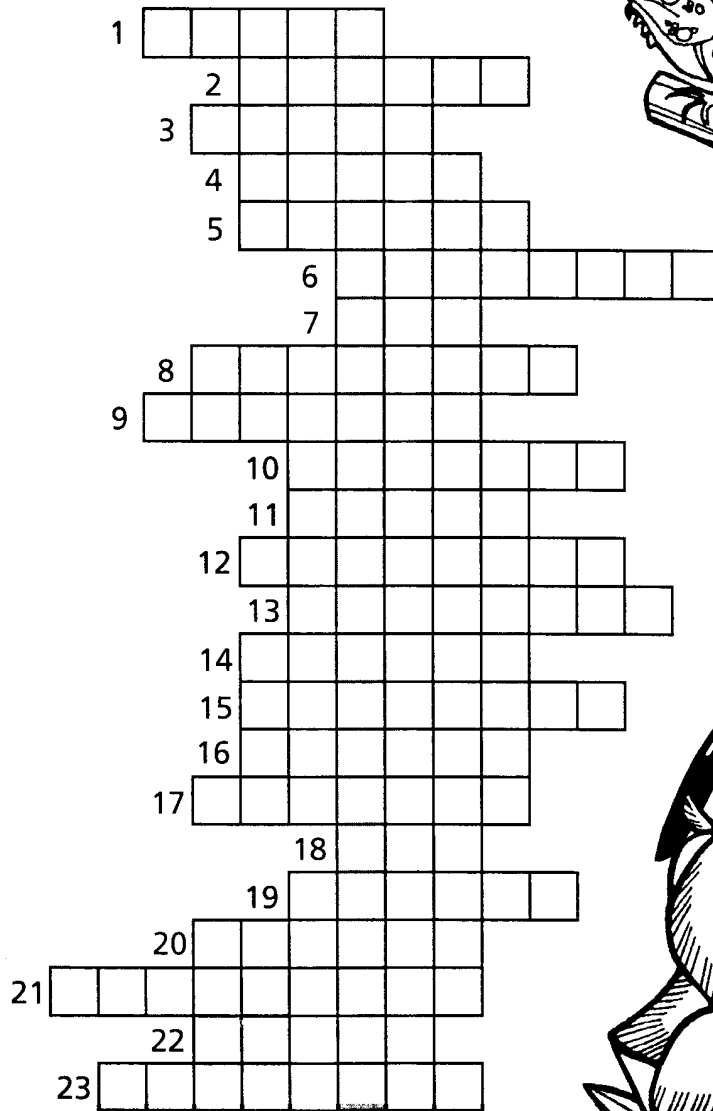
Rain Forest Residents

Rain forests are home to many animals. Most of these animals cannot live anywhere else. The animals listed in the Word Box all live in rain forests. Write

the animals' names in the squares below. The numbers tell you where each name goes. When you finish, you can read a message in the gray squares.

Word Box

- 15. kinkajou
- 20. agouti
- 3. drill
- 11. macaw
- 8. capybara
- 1. sloth
- 14. spider
- 22. lemur
- 2. ocelot
- 7. bat
- 21. orangutan
- 12. tortoise
- 4. tapir
- 10. peccary
- 23. marmoset
- 5. iguana
- 16. jaguar
- 19. toucan
- 6. scorpion
- 9. gorilla
- 17. tamarin
- 13. anaconda
- 18. boa



Learn at least three fascinating facts about one of the animals above. Write them on the back of this sheet. Then share the facts with a friend.

CONCEPT 3

ANIMALS AND PEOPLE HAVE A LOT IN COMMON

Student outcomes for activities in Concept 2:

- Students will start to understand that animals have basic needs similar to humans.
- Students will be able to identify the behaviors in animals that are similar to those in humans.
- Students will be able to identify the emotions and feelings in animals that are similar to those in humans.
- Students will be able to understand that although humans and animals have a lot in common, we also have differences and it is not appropriate for all animals to live with people.

The Creative Classroom

- Incorporate the concept, "We have a lot in common" into other lesson plans throughout the school year.
- Use "Drop Everything and Read" and pick books from the Bibliography to incorporate this concept.
- Start a book collection on this concept. Have the students bring in books that can be shared with other students.
- Use the chalkboard to draw, write and develop sentence structure using sentences that promote this concept. Allow the students to develop the sentences.
- Create an ABC book for the children to take home. Each student picks a letter and writes a word or sentence about animals and/or similarities humans have to animals. When the book is complete, it can be laminated and bound together for a class book.
- Have fun with words. The students prepare puzzles that other students can solve. This can be a take-home project too.
- Use spelling lists to promote similarities among species. Get the students involved in the development of the lists by asking them to pick words that relate to this concept.
- Hold a class outside, perhaps in the school yard, to discuss and develop this concept.



Activities for Concept 3

- ♥ Activity 1 - My Hero
- ♥ Activity 2 - Alike ... Different
- ♥ Activity 3 - Wild and Free
- ♥ Activity 4 - Word Search
- ♥ Activity 5 - Home Sweet Habitat
- ♥ Activity 6 - A Wild Poll
- ♥ Activity 7 - I'm So Sad

KIND Name _____

My Hero

What is a hero? Anyone who helps a girl or a boy, even an animal—such as people, animals, or the Earth can be a a dog who rescues someone. On the hero. A hero can be a woman or a man, lines below, write about your hero.

1. My hero has helped people by _____

2. My hero has helped animals by _____

3. My hero has helped the Earth by _____

4. I like my hero because _____

5. My hero has inspired me to help people, animals, or the Earth by doing this: _____

6. My hero's name is _____



On the back of this sheet, draw a picture of your hero helping others. Show the picture to a friend. Can your friend guess your hero?

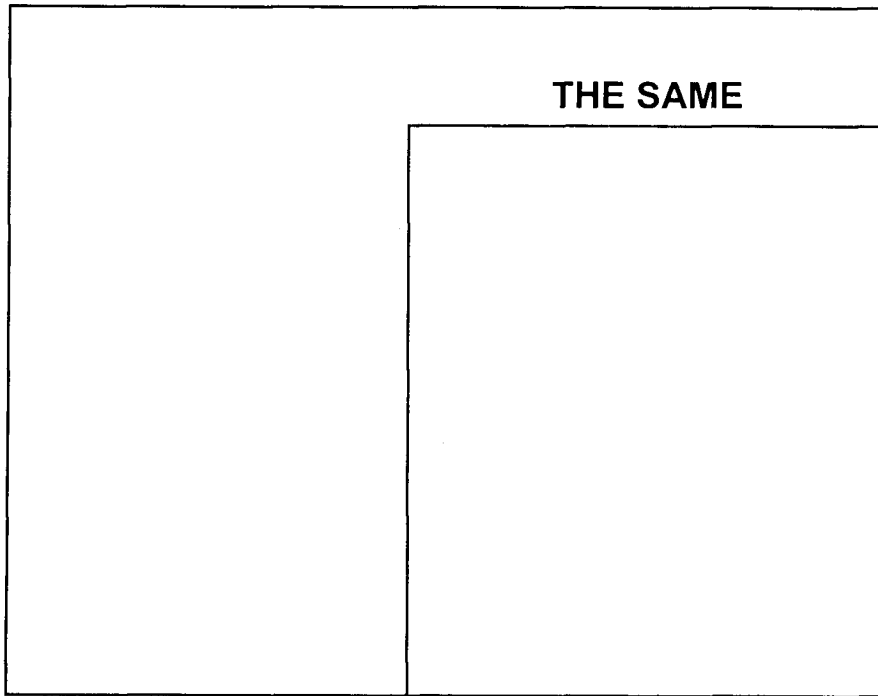
Teacher's Guide: Use this worksheet to start a discussion about the similarities and differences between dogs and people.

Name _____

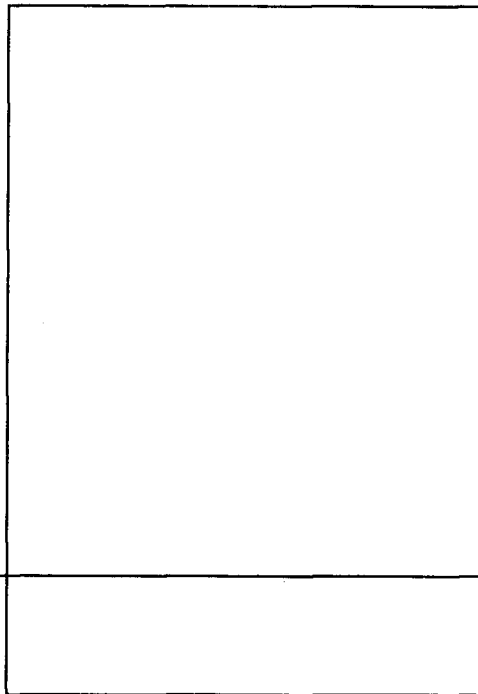
Alike . . . Different

What do you know about dogs? What do you know about people? Dogs and people are the same in some ways, but different in others. Write words that describe dogs and the things they do in the dog box. Write words that describe people and the things they do in the people box. Write words that describe them both in the space where the boxes overlap. Are people and dogs *more* like each other or more *not* like each other?

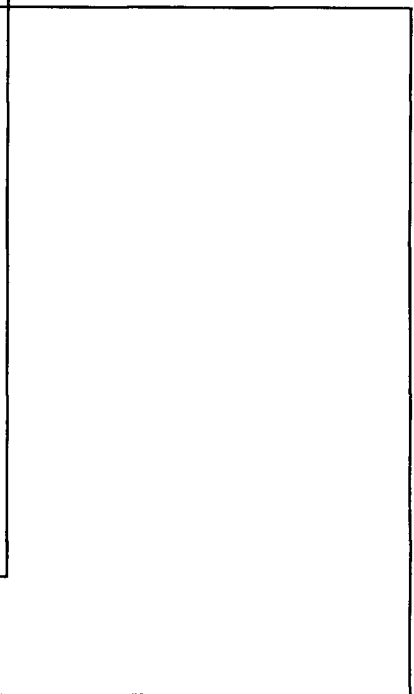
PEOPLE



THE SAME



DOGS



To help you get started, here is a list of what *some* animals do

- | | | | | | |
|--------------|------------|--------|-------------------|--------------|---------------|
| sleep | eat | drink | dream | play | go to doctor |
| fight | watch t.v. | run | jump | leap | swim |
| bark | talk | whine | shed | chase a ball | play football |
| go to movies | beg | talk | ride a bike | pant | lap up water |
| play frisbee | laugh | sneeze | brush their teeth | cough | use a fork |

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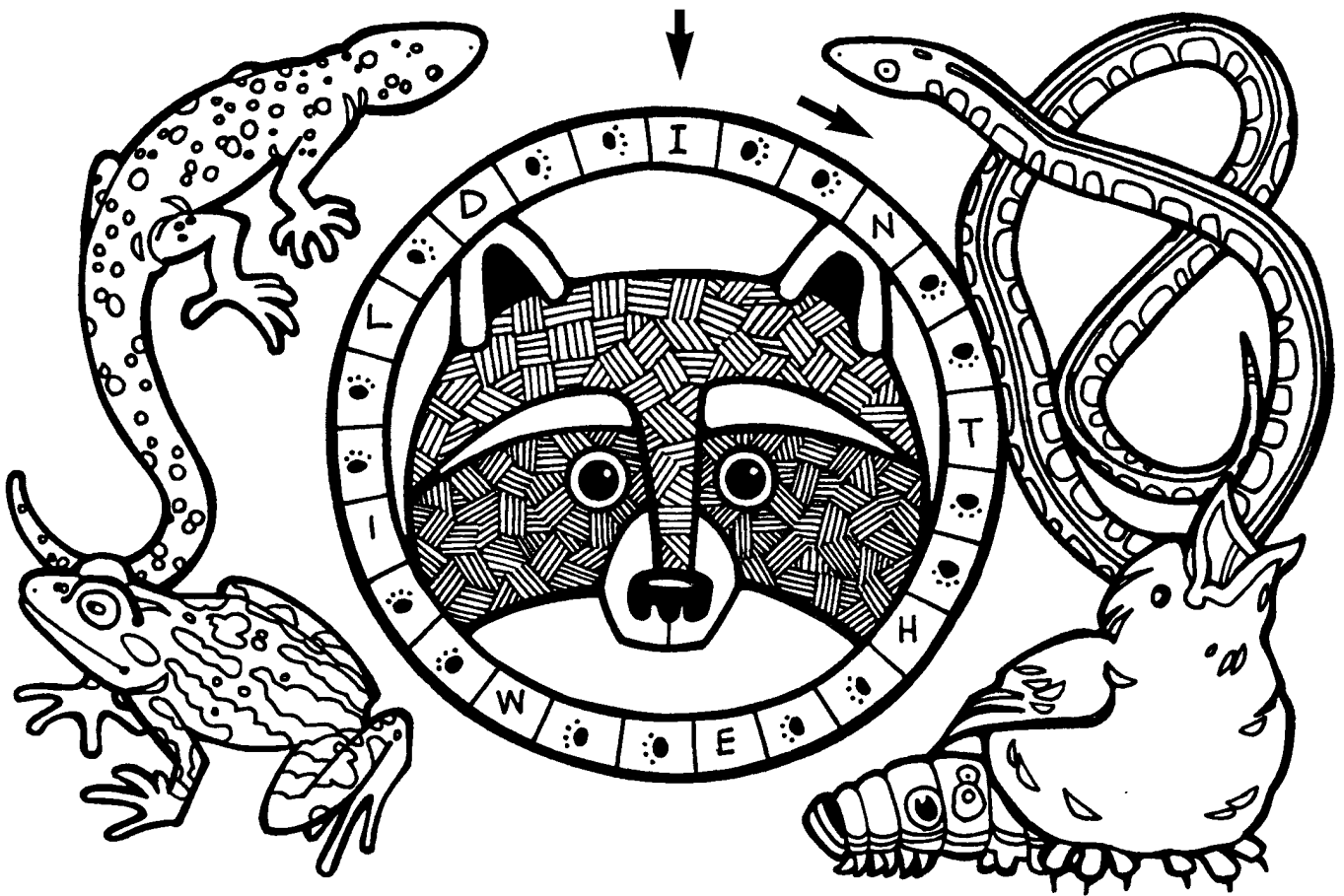
KIND Name _____

Wild and Free

Wild animals do not make good companion animals. They have jobs to do in nature. Finish the message below to find out where wild animals belong. Start at the arrow and go around the circle to the right. Write the letters in the spaces. Then read the message. The first letter has been done for you.

WILD ANIMALS BELONG

_____!



Remember, never touch a wild animal! On the back of this sheet, draw a wild animal in nature.

Teacher's Guide: Use this puzzle for students to discover that animals have basic needs very similar to people.

Name _____

WORD SEARCH

Below is a list of things that animal friends need to have to be happy and healthy members of our family. Can you find them in the word search. Look down, across, and diagonally.

L O V E N W A T E R X S T E R H L M
I O X A L L Z S T X F L O V E G C A
M E D I C A L C A R E L E E M W O T
S S A F E T O Y S H Y R E S P E C T
M A R T L O V E H E N L C H S L V E
A C T Q U I E T T I M E M I N O Z N
R I U D E E G R P U V Z J L S V O T
F O O D O P L A Y T I M E S T E P I
R O O T D Q E I J L O V E M B C R O
I T B C C L E A N H O U S E S P U N
E A L W J O I C I K S H E T Q N L S
N L O V E K A N P R O T E C T I O N
D U V S T C H O G S W I R X L O V E
S T E V D O F T R A I N I N G A E Z

Food
Water
Medical Care
Play Time
Training

Protection
Love
Respect
Friends
Clean House

Quiet Time
Cuddling
Exercise
Safe Toys
Attention

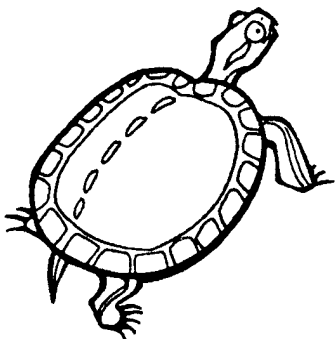
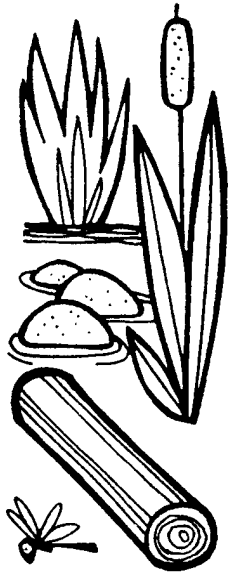
How many times can you find the word LOVE? _____

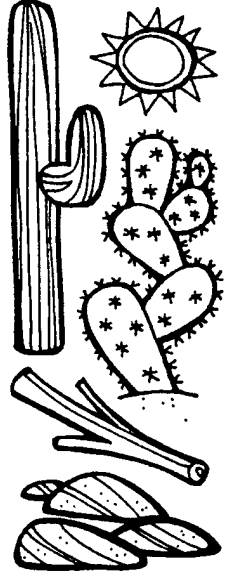
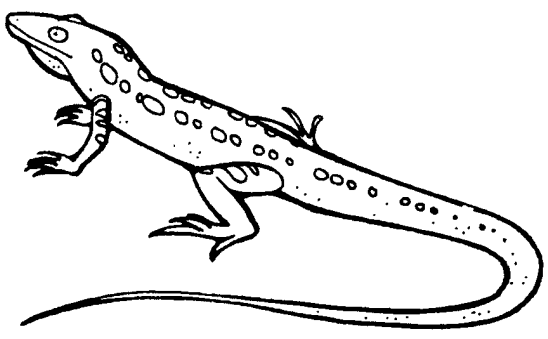


KIND Name _____

Home Sweet Habitat

Wild animals do not make good pets. When taken from the habitat where they belong, they cannot do things they need to do. They are unhappy and rarely stay healthy for long. Draw natural habitats for this pond turtle and desert lizard. Use the small picture boxes for ideas about what to include in your pond and desert habitats.

<p>pond</p> 	
--	--

	<p>desert</p> 
---	--

Adjectives are words that describe. Imagine that a turtle has been caught and put in a jar. On the back, write at least five adjectives that tell how the frog might be feeling.

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KIND Name _____

A Wild Poll

Find ten friends. Tell your friends you want them to answer some questions about where wild animals should or should not be. Explain that some people think animals should always be left wild and free. Others think that it is sometimes okay to capture wild animals. Ask your ten friends to answer the following questions. Make a mark in the blank for each NO answer that you receive.

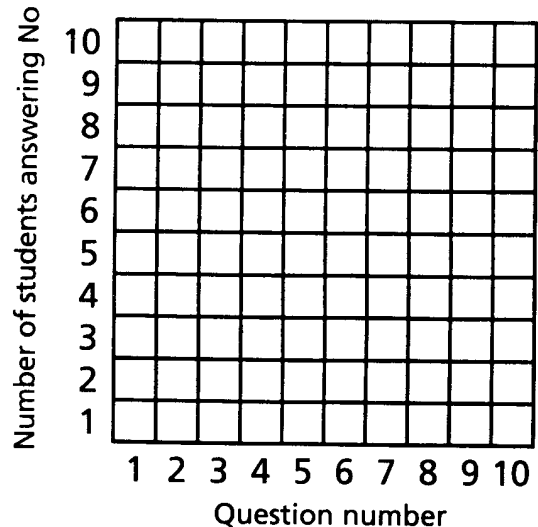
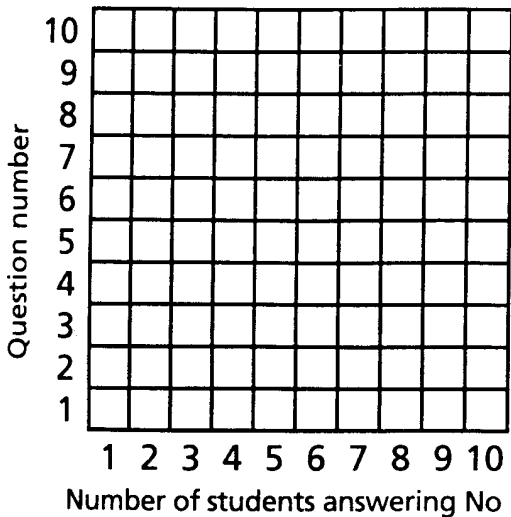


- | | |
|--|--|
| _____ 1. Should wild animals be captured to be put in a zoo? | _____ 6. Do you think wild animals belong in a national park? |
| _____ 2. Should wild animals be captured and kept as pets in your home? | _____ 7. Do you think wild animals should be captured to be sold in a pet store? |
| _____ 3. Do you like to see wildlife in your backyard? | _____ 8. Do you think wild animals belong in a forest? |
| _____ 4. Should wild animals be captured to perform in a circus? | _____ 9. Do you think wild animals should be captured and kept in cages? |
| _____ 5. Do you think wild animals should be captured and used in science fairs? | _____ 10. Do you think wild animals should be captured for study in a classroom? |



Now record your results. Extend a thick line out from each question number to show how many answered No for that question.

Now make a second graph. This time, extend a thick line up from each question to show how many answered No for that question.



Teacher's Guide: Use the drawing exercise below to generate a discussion about the three "L's": Look, Listen and Leave wildlife alone in their natural habitats.

Name _____



I'm So Sad!

Please draw me a new home where I will be happy. Explain why you think I would be happier in my new home.

Bibliography

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- ◆ Bernard, Robin, Penguins, Scholastic Theme Unit. This book has many excellent projects, pictures, activity sheets, and experiments.
- ◆ Brandenburg, Jim, Scruffy, a Wolf Finds His Place in the Pack. A photo essay about Scruffy, a wolf pup.
- ◆ Brett, Jan, Comet's Nine Lives. Comet is using up his nine lives much too quickly on beautiful Nantucket. He ends up living the remainder of his life with a sheepdog captain and a lighthouse cat.
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- ◆ Clinton, Hillary Rodham, Dear Socks, Dear Buddy. Children love listening to letters written to President and Mrs. Clinton about Socks and Buddy.
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- ◆ Herriot, James, Bonny's Big Day. An old horse, Bonny, enters a show and wins first prize.
- ◆ Herriot, James, Moses the Kitten. Moses is an orphan kitten, who is brought to a farm. His surrogate mother turns out to be a pig.
- ◆ Herriot, James, Only One Woof. Again, in his wonderful style, James Herriot writes about a barkless dog, who does manage one bark by the end of the story.
- ◆ Jeffers, Susan, Brother Eagle, Sister Sky. Chief Seattle's timeless message to respect the earth and all of her creatures.
- ◆ Johnson, Paul, Lost. Flag, a beagle, becomes separated from his family and is lost in the desert. The family finally finds him, exhausted, starving, but alive.
- ◆ Kroll, Virginia, Sweet Magnolia. The relationship between a grandmother and her granddaughter, with beautiful pictures of wildlife in the bayous of Louisiana.
- ◆ Lewis, Wendy, Save the Animals. Children organize an all-people circus. All of the town's people become involved in making this circus a success.
- ◆ Lowin, Ted, Lost Moose. Jamie follows a baby moose near his cabin. At the same moment Jamie's mom finds Jamie, the moose's mom finds her baby. Both mothers have the same instinct-gather their young and bring them to safety.
- ◆ London, Jonathan, The Eyes of Gray Wolf. Graywolf, a lone wolf, wanders through a winter night in Alaska. He is looking for, and finally finds, a mate in this wonderfully illustrated book.
- ◆ London, Jonathan, Honey Paw and her cub, Lightfoot. Realistic adventures of Honey Paw and her cub, Lightfoot.
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- ◆ McNulty, Faith, A Wolf Ate My Homework. Ben loves wolves and makes wildlife films about them. When he invites his younger brother to a wildlife park, the visit with the wolves takes a frightening, yet realistic turn.
- ◆ Milton, Joyce, Bats, Creatures of the Night. Lots of facts and pictures in this easy to read book.
- ◆ Murphy, Jim, The Call of the Wolves. A wolf pack faces danger when a plane of illegal hunters attacks the pack. One young wolf becomes separated and must use his skill and strength to survive.
- ◆ Naylor, Phyllis, Shiloh. This Newberry Award winning book is an all time favorite. The book is about a boy named Marty, who saves Shiloh, a beagle, from his cruel guardian. This book will tear at your heartstrings. Shiloh is an excellent character study. Children love it!
- ◆ Naylor, Phyllis, Shiloh Season. The second book in the Shiloh trilogy.
- ◆ Naylor, Phyllis, Saving Shiloh. The third book, but hopefully not the last in the series.

- ◆ Peet, Bill, The Ant and the Elephant. The story of the bond between an elephant and an ant. An elephant saves an ant and somehow the ant manages to return the favor.
- ◆ Peet, Bill, How Droofus the Dragon Lost His Head. Droofus the Dragon gets lost and makes friends with a farm boy. The dragon is in danger and the boy saves him.
- ◆ Rascal. Oregon's Journey. A kind dwarf helps Oregon, the bear, escape from a circus in Pittsburgh. He takes him back to his home in Oregon.
- ◆ Resnick, James, Wolves and Coyotes, Eyes on Nature. Great pictures and facts about wolves and coyotes.
- ◆ Duel, Debra, William's Story. Realistic story of the problems a typical stray cat must endure. The ending is hopeful.
- ◆ Schoenherr, John, Bear. A bear cub must fend for himself when his mother vanishes one day.
- ◆ Schwartz, Linda, Save the Earth. This is a big colorful book, which answers many questions children may have about animals and the environment.
- ◆ Sewell, Anna, Black Beauty. A well loved animal classic about a beautiful horse who endure many cruelties until she is finally bought by a kind person and finally her "troubles are all over."
- ◆ Seymour, Tres, Pole Dog. His cruel guardian left him by a pole on the roadside. Pole Dog is hungry and alone. This is very quick reading with an excellent message about the life of abandoned animals. There is a happy ending.
- ◆ Sasha, Mark, The Hall of Beasts. Grandpa takes Jennie to an old inn to see a mural of animals. The animals suddenly come alive and jump from the mural into the real world.
- ◆ Soucci Robert, Two Bear Cubs. This Miwok legend has been retold by Robert Soucci. Two bear cubs are rescued by the tiny Measuring Worm. Despite his small size, the worm becomes a hero.
- ◆ Standiford, Natalie. The Bravest Dog Ever, The True Story of Balto. Balto leads a sled team to Nome, Alaska to save sick children. This true story took place in 1925.
- ◆ Trivizas, Eugene, The Three Little Wolves and the Big Bad Pig. This time the roles are reversed. The wolves are cuddly and the pig is mean. In the end, they live "happily ever after."
- ◆ Tuttle, Merlin, Batman. The story of Merlin Tuttle who has been studying bats since he was a boy. This book is full of interesting facts about the often misunderstood bat.
- ◆ Waber, Bernard, Lovable Lyle. Lyle convinces everyone that crocodiles aren't all that bad. He becomes a hero when he saves a drowning girl.
- ◆ Welder, Frances, Riptide. Riptide is based on the life of Rip, who became an "unofficial" lifeguard on Nauset Beach in Cape Cod.
- ◆ Williams, Margery, The Velveteen Rabbit. The classic tale of a toy rabbit, the boy who loves him, and how the toy rabbit finally becomes real.
- ◆ Zoehfeld, Kathleen, Seal Pup Grows Up. The story of a baby seal and how he learns to live independently.

