



Tips from the Author

This book offers wonderful opportunities for extended activities.

Here are some suggestions:

SING AND ACT: While you sing, act out what each animal does: *paddle*, *splash*, *waddle*, *whirl*, and so on. Hear the “Over in the Meadow” melody at: <http://www.dawnpub.com/our-authorsillustrators/marianne-berkes/> Scroll down under “media” to “Audio .mp3 files.”





CUT-OUTS AND STICK PUPPETS: Using print-outs from <http://www.enchantedlearning.com/biomes/pond/pondlife.shtml>, color and cut out each animal and glue onto tongue depressors for stick puppets. Or place on a flannel board as you read or sing the story. Older students can place them on a flannel board map of North America in the appropriate river. Note that some rivers flow in Canada and Mexico.

COUNT THE CATTAILS: Cattails are plants that are usually found in streams and along rivers where there is shallow, slow-moving, or standing water. Young children can count them on each page.


SAME AND DIFFERENT: Compare a main animal in the book with the hidden animal on the same page using a Venn diagram. <http://www.graphic.org/venbas.html>

ANIMAL CLASSIFICATION: How many animals in the book are mammals? How many reptiles? Insects? Fish?

DISCUSS:

-  What were the ten main animals called as babies? Which one does not have a “baby” name? Can you guess baby names for the hidden animals?
-  Think of an action verb for each hidden animal to show how it might behave, e.g. an alligator *snaps*!
-  Older students can write a description of a hidden animal similar to what the author has done for the main animals in the story.
-  Did the author have to know about the hidden animals before asking the illustrator to put them on specific pages? For example, why did the author pair the bear with the salmon but not with the manatee?



-  Food is a basic need for all living things. Which river animals are *herbivores*? Which ones are *carnivores*? Are there any *omnivores*?

Discover more in books and on the internet

Water Dance by Thomas Locker (Sandpiper, 2002)

Where the River Begins by Thomas Locker (Puffin, 1993)

A River Ran Wild by Lynne Cherry (Sandpiper, 2002)

Water, Water Everywhere by Cynthia Ovebeck (Sierra Club, 1995)

American Rivers is an organization that works to protect rivers and educate us about them. Their web site has lots of interesting educational material. <http://www.americanrivers.org/rivers/about/>

Creek Freaks and **Save Our Streams** are both hands-on watershed education and action program of the Izaak Walton League. Learn how to monitor streams, post photos and data, and download the free Creek Freaks curriculum at <http://www.iwla.org/>

KidsGeo.com has kid-friendly information about rivers and streams. <http://www.kidsgeo.com/geography-for-kids/0151-rivers-and-streams.php>

Enchanted Learning offers wonderful resources, including activities about river animals and a labeled map of rivers. <http://www.enchantedlearning.com/usa/outlinemaps/riverslabeled/>

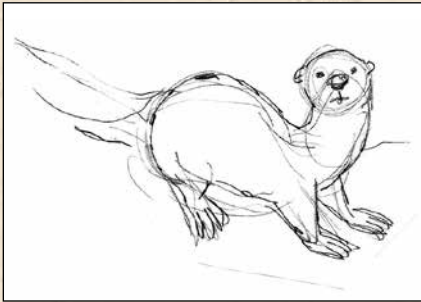
Which rivers empty into the Gulf of Mexico?

I take care of the babies with my mate and am playful. Who am I?
For the answers go to www.dawnpub.com, click on “Teachers/Librarians” and “Downloadable Activities.” Scroll down to the cover of this book. You will also find more of Marianne’s curriculum-connection activities, including reproducible river animal bookmarks.

Tips from the Illustrator



Courtesy of TofinoPhotography.wordpress.com



down so I don't lose any as I work. I wasn't so careful with the crayfish. When I was ready to glue it into place, it was nowhere to be found! I hunted on my desk, the floor, and even checked my sleeves. I was on the verge of cutting a new one when, happily, it emerged from the chaos of paper around me.

As soon as I get the text of the book from the author, pictures start forming in my mind—cattails swaying in the breeze, colorful dragonflies, and otters with mud splashing all around them.

Before I even start to draw an animal, I research images of them. To draw the river otter I look at as many as 50 photographs, then sketch a very rough pencil drawing of each otter and its placement in the illustration as it slides in the mud. Next I redraw each otter, making sure to get all the details correct. The face, the hands and feet, the tail, and the body shape all have to look like river otters. I put each separate otter into the whole picture. I draw on tracing paper so when I put it all together I can overlap some and move them around until the entire picture looks good.

I also draw the hidden animal and find a good spot for it within the illustration. I'm usually very careful where I put each piece

I use cut paper collages for my illustrations. After I complete the sketch I choose which paper I'm going to use. Most of the paper comes from art supply stores. I'm always looking for new and interesting paper. I compare the paper I plan to use for the animals with the paper for the background. Since the otters are brown and the mud they're sliding in is brown, it was a challenge to make sure the animals stood out enough. The color and texture of the papers help distinguish the otters from the mud. I enhanced the fur of the otters and the edges of the mud with pastels. Pastels are soft chalk that comes in many different colors.

I then make copies of each piece of the illustration. Using the copy as a pattern, I carefully cut from the paper I select. Then I glue the components together. I use a small amount of glue or it can get messy very quickly. First I make the animals, then I lay them on the papers I select for the background. I can see how the animals look on different papers so I can make changes before I glue everything down.

It's exciting to take the words and create a picture and see how it all comes together as a finished book.

Take a look at the "tips"

I wrote in the other books in this series — *Over in the Arctic*, *Over in Australia*, and *Over in the Forest* and you'll have lots of ideas of cut-paper projects to do and how to do them.





Counting Fun!

Introduction

In the book, *Over in a River: Flowing Out to the Sea*, the reader is introduced to ten baby animals that live in or around rivers. Using the math card sheet, students count the animals from one to ten, putting the cards in numerical order. Additional activities using the math cards or the downloadable map are listed below.

Materials Needed

- ◆ A copy of the book, "Over in a River, Flowing Out to the Sea."
- ◆ Downloadable math card sheet of the ten animals.
- ◆ Downloadable copy of the map of the rivers in the book.

Procedure

1. Go to www.dawnpub.com and click onto "Activities." Scroll down to the cover of "Over in a River." Find the reproducible math card sheet and make 2 or more copies. You may also want to download the map of the rivers.
2. Laminate (optional) and cut the sheets into cards.
3. Read the book, pointing out how many babies there are on each page.
4. After reading the story, count all 55 babies, and look for the hidden animals in the book. Pass out the math cards, one to each student or do this the next day.
5. Remind students that the cards show the ten babies we counted in the book, not the hidden animals.
6. Go back to the beginning of the book and ask the student (or students) who has the manatee to tell you how many babies there are on his/her card. Then ask who has the herons, and how many are there. Continue until all ten animals have been counted.

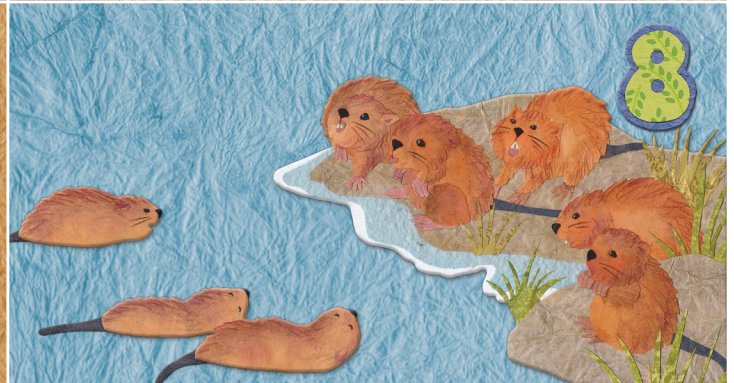
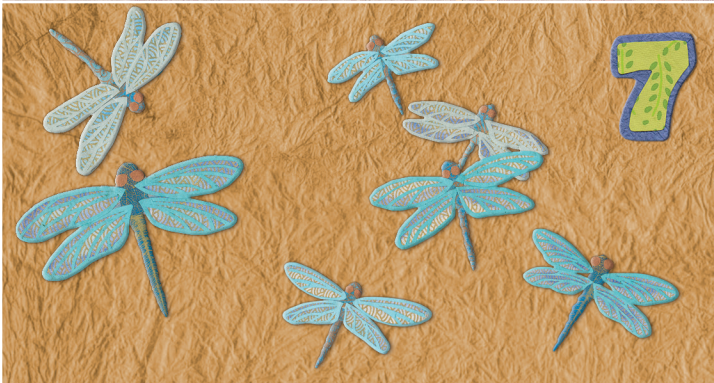
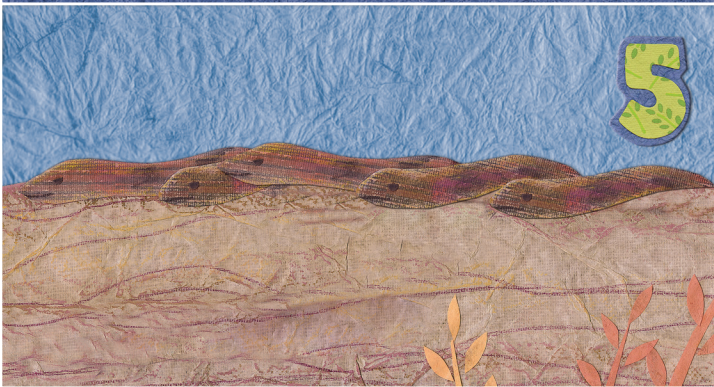
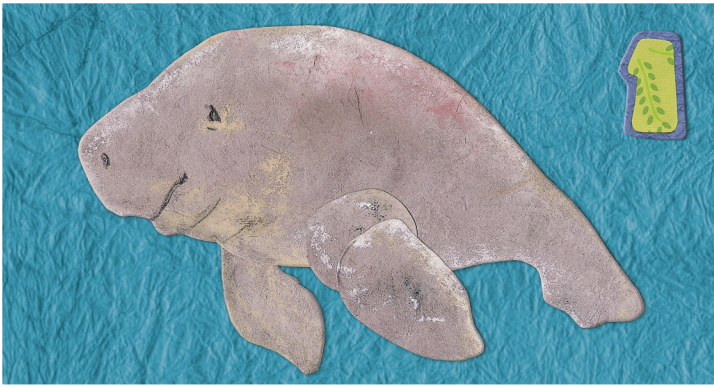
Other Math Card Games:

1. Placing the cards in order. Pass out ten cards from one to ten. If there are twenty students, use a second set. Mix the cards up and ask the children to put each set in numerical order.
2. Play a memory game. You will need both sets of cards and put all the cards face down. The first child picks up a card and tries to find a match. If it is not a match, the cards are placed back down where they were, and the next child has a turn.
3. Adding up to ten. With the cards still face down, ask a student to draw a card. If it is the card with the herons (2) he/she will have to find a card that adds up to ten. If the second card the child picks up is 4 ducks, that only makes 6, so the student puts the duck card back, face down and gives the heron card to the next child, who picks up a different card from the stack to see if he/she can make ten. If that child picks up 8 muskrats, he/she is the winner. If not, the game continues, still using the herons, until someone adds up to ten. (Note: if someone has picked the frogs (9) or otters (10) that would be more than ten, and you could then get into subtraction.
4. Babies on the river. Using the downloadable map, make enough copies for each child and let students put the correct number of babies on each river, using the page in the book as a guide.
5. From shortest to longest. Older students can also determine which river is the longest and which one is the shortest.

Teachers: You can use these math ideas for all the "Over" books: *Over in the Ocean*, *Over in the Jungle*, *Over in the Arctic*, *Over in Australia*, *Over in the Forest*, and *Over on a Mountain*. Follow her website at www.MarianneBerkes.com.

Coming 2016 - *Over on a Farm* and *Over in the Grasslands*.

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COUNTING FUN

Follow a River



Introduction

In the book *Over in a River: Flowing Out to the Sea* the reader is introduced to ten different rivers where certain animals might live. Using the reproducible map (without the animals) students follow each river to see what body of water it flows out to.

Materials Needed

- ◆ A copy of the book
- ◆ Downloadable map in book-- without the animals on the rivers.
- ◆ Additional maps that can be downloaded at: <http://www.enchantedlearning.com/usa/rivers/>.

Key Concepts

- ◆ A habitat is the specific environment in which plants and animals live.
- ◆ Plants and animals within a habitat depend on one another (interdependence).
- ◆ Rivers are part of a river system with many tributaries and are a source of life.

Procedure

1. Go to www.dawnpub.com and click onto "Activities." Scroll down to the cover of *Over in a River*. Find the reproducible map and make copies.
2. Read the book, including the glossary for older students.
3. Pass out the reproducible map from the book that shows the ten rivers.
4. Students draw or write the name of each animal in the book on each appropriate river.
5. Ask older students to also follow each river's journey on the map to see what body of water each river flows into (e.g. Pacific Ocean, Gulf of Mexico, etc.).

Nature Connections

- ◆ Assign a specific river in the book to each student.
- ◆ Is their river the longest or the shortest?
- ◆ Ask students to list the ten rivers in the book in order by length.
- ◆ What states does each river cut into?
- ◆ Which rivers flow into the Gulf of Mexico; which ones flow into Canada?
- ◆ Which river either borders or cuts through ten states?
- ◆ See: <http://www.enchantedlearning.com/usa/rivers/>

Additional Resources

River Song by Steve Van Zandt

Author, Steve Van Zandt, is not only an award-winning environmental educator and river guide, but also a member of the well-known *Banana Slug String Band*. His book, *River Song*, celebrates rivers as a fascinating, ever-changing source of life. The book introduces young readers to vocabulary such as eddy, riffle and meander, and tells about some of the plants, animals, and insects that depend on the river. And it comes with a CD!

See it at: <http://www.dawnpub.com/our-books/river-song-with-the-banana-slug-string-band/>





Moving to the Music!



Introduction

In the book, *Over in a River: Flowing Out to the Sea*, the reader is introduced to ten river animals each behaving in a different way. In this activity, children sing the "Over in the Meadow" tune and move to the music.

Materials Needed

- ◆ A copy of the book
- ◆ Bookmarks for the ten different river animals in the story
- ◆ Action verbs used in the story for the ten animals, written on chalk/white board
- ◆ Melody for "Over in the Meadow." (Click onto "Activities" and scroll down to the book "Over in the Ocean, in a Coral Reef" – click on "singing")

Key Concepts

- ◆ Each organism has different structures for different functions
- ◆ Students should analyze in terms of systems.
- ◆ Behavior is influenced by internal cues (hunger) and external cues (change in environment.)

Procedure

1. Go to www.dawnpub.com and click onto "Activities." Scroll down to the cover of *Over in a River*. Find the reproducible bookmarks and make copies of the ten different animals. Make enough to pass out to your entire class.
2. Read the book, including the glossary for older students.
3. Explain to the students that each animal behaves in a different way. Write the action verbs on a chalk or white board.
4. Ask ten students to come to the front of the room. Give each one a different animal bookmark. They must find the action verb you have written on the white board that shows the movement they need to act out.
5. After all ten students have acted out their motions, ask them to return to their seats.
6. Show students the printed music at the end of the book. If possible, ask a music teacher or someone who can read music to play the melody on a recorder or synthesizer. Or use the melody you have downloaded of the author singing *Over in the Ocean*.
7. Read the story again, this time singing the melody and acting out the motions with the entire class.

Nature Connections

- ◆ The song the children sing is based on a popular 19th century poem, "Over in the Meadow" by Olive A. Wadsworth. It was first published as a children's book in 1973 and there have been many renditions since. Author, Marianne Berkes, uses the tune, but puts a different twist to the words, placing animals in different habitats, beginning with her *Over in the Ocean, in a Coral Reef*.
- ◆ Ask the children if they know how many "Over" books the author has written using this song. (There are now six: "Over in... the Ocean, Jungle, Arctic, Australia, Forest and River.)

Additional Resources

Compare the different animal actions in other books in the "Over" series:

- ◆ *Over in the Ocean: in a Coral Reef*
- ◆ *Over in the Jungle: a Rainforest Rhyme*
- ◆ *Over in the Arctic: Where the Cold Winds Blow*
- ◆ *Over in Australia: Amazing Animals Down Under*
- ◆ *Over in the Forest: Come and Take a Peek!*



Where's My Baby?



Introduction

In the book, *Over in a River: Flowing Out to the Sea*, the reader is introduced to ten river animal parents and their babies. In this activity, students play a game, matching each parent to each baby.

Materials Needed

- ◆ A copy of the book
- ◆ Pictures of 10 animals
- ◆ 20 index cards

Key Concepts

- ◆ Each organism has different structures for different functions
- ◆ Offspring resemble parents
- ◆ Some characteristics of organisms are inherited while others result from interactions.

Procedure

1. Copy the ten animals from the "About the Animals" pages onto index cards, writing the baby name of the animal on the other side of the index card.
2. Copy the ten animals again this time 3 or 4 times larger, on the remaining ten index cards. These cards will be the parents, and nothing is written on those.
3. Read the book, noting the different names of the baby animals that are in italics.
4. Ask ten students to line up on one side of the room, and give each one an index card with the larger animal picture on it. They are the parents.
5. Ask ten more students to line up on the other side of the room. They are the babies and are not to show the parents the index card side with the picture on it, but display the side that has the "baby" word, e.g. "calf."
6. The first "parent" tries to find his/her baby by choosing the matching word on the baby line-up. Note that there are two cards with the word "kits" on it, so it's not as easy as it looks. If there is a match, those two students go back to their seats; if not, they wait until after the other "parents" each had a turn.

Nature Connections

- ◆ If there are more than 20 students, copy some of the hidden animals, explaining that while the hidden animals are not part of the story, bears have cubs, geese have goslings and turtles have hatchlings.
- ◆ Ask which animal in the book is the father parent?
- ◆ Did you know that the author ends each of her "Over" books with a "father?" Beginning with the father seahorse in *Over in the Ocean, in a Coral Reef*. each "number 10" animal parent is a father.
- ◆ Do you know why the author used the word, "father" in the "Ocean Reef" book?.
- ◆ Do you think it required a lot of research to find other "father" animals in each succeeding "Over" book? Why? Can you name the other "fathers" in her books?

Additional Resources

Learn more about river animal babies on these web sites:

- ◆ <http://animal.discovery.com/guides/baby-animals/baby-animals.html>
- ◆ <http://www.zooborns.com/>
- ◆ <http://www.enchantedlearning.com/subjects/animals/Animalbabies.shtml>



Who Am I?



Introduction

In the book, *Over in a River: Flowing Out to the Sea*, the reader is introduced to ten river animals each behaving in a different way. In this activity, ten students play a guessing game as they try to guess which animal picture they have taped on their backs.

Materials Needed

- ◆ A copy of the book
- ◆ Bookmarks for the ten different river animals in the story
- ◆ Action verbs used in the story for the ten animals, written on chalk/white board

Key Concepts

- ◆ Each organism has different structures for different functions
- ◆ Students should analyze in terms of systems.
- ◆ Behavior is influenced by internal cues (hunger) and external cues (change in environment.)

Procedure

1. On the "About the Animals" pages (glossary) copy the ten animals onto 8-1/2 x 11 paper, enlarging the size of each animal. Or, go to www.dawnpub.com and click onto "Activities." Scroll down to the cover of *Over in a River*. Find the reproducible bookmarks and make copies.
2. Read the book, *Over in a River: Flowing Out to the Sea*, including the glossary for older students.
3. Explain to the students that each animal has behaved in a different way.
4. Ask students to remember which action verbs the author used to explain this, as you point to the words on the chalk/white board.
5. Ask ten students to come to the front of the room and randomly tape a river animal picture on each child's back, so he or she can't see it.
6. The first student steps forward and turns around so the class can see who he/she is. Then he/she can ask as many as five questions.
7. Remembering how each animal behaves in the story, the student might ask:
 - Do I paddle or splash? (If the answer is "no" the student can ask four more questions.)
 - Do I waddle or slither? (If the class answers "no", he still has three more chances)
 - Do I gnaw or slide? (Assuming he is the otter, the class answers yes)
 - Am I playful? (Class answers "yes.")
 - Am I an otter? (Yes! Student goes back to his/her seat. If he/she hasn't figured it out, the student stays up front and waits until the other nine students have had their turns and goes again.)

Nature Connections

- ◆ Ask students why the author used each specific action verb to describe what the animal is doing. Why is the beaver gnawing, the manatee paddling or the heron standing?
- ◆ What about the hidden animals in the book? Ask students to think of action verbs for how the hidden animals might behave.

Additional Resources

Learn more about river animals from these web sites:

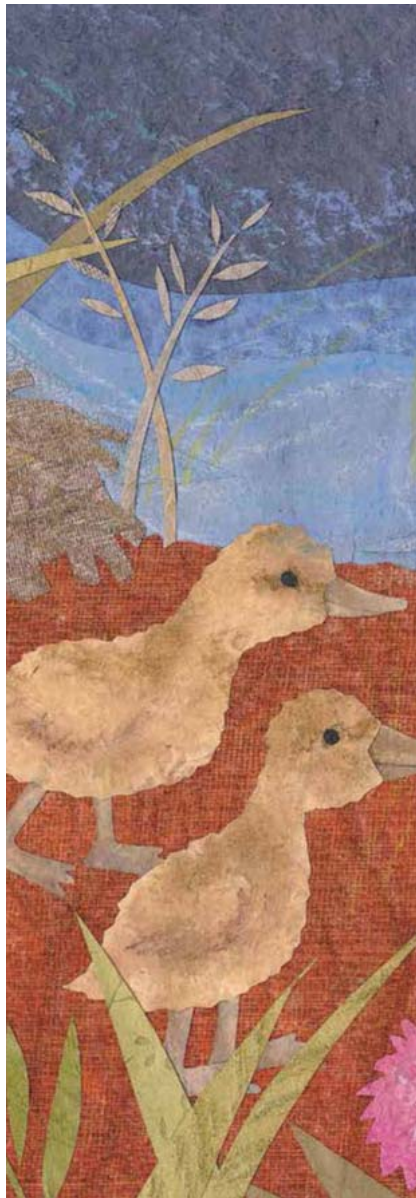
<http://www.montereybayaquarium.org/animals/default.aspx>

<http://www.enchantedlearning.com/biomes/pond/pondlife.shtml>

<http://www.nwf.org/wildlifewatch/>

<http://www.projectwild.org/>

<http://animals.nationalgeographic.com/animals/>



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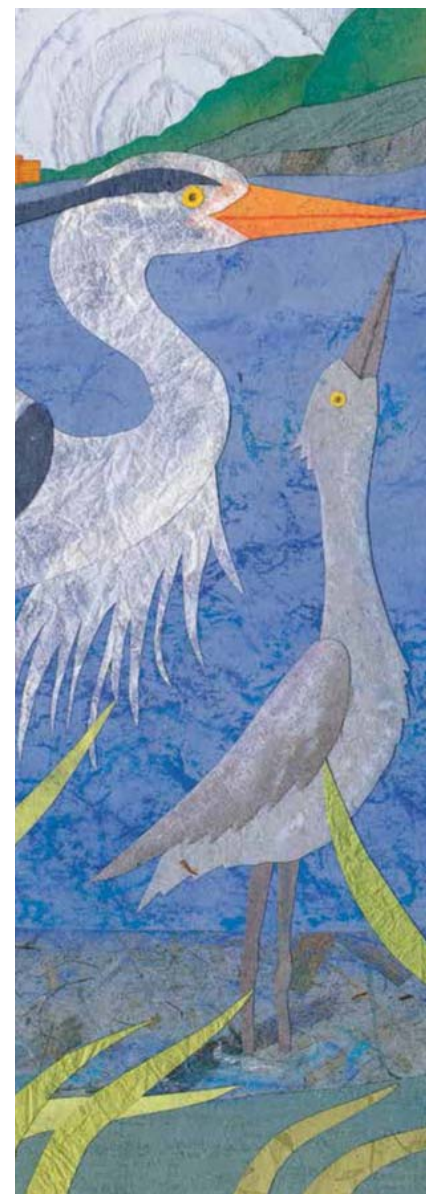
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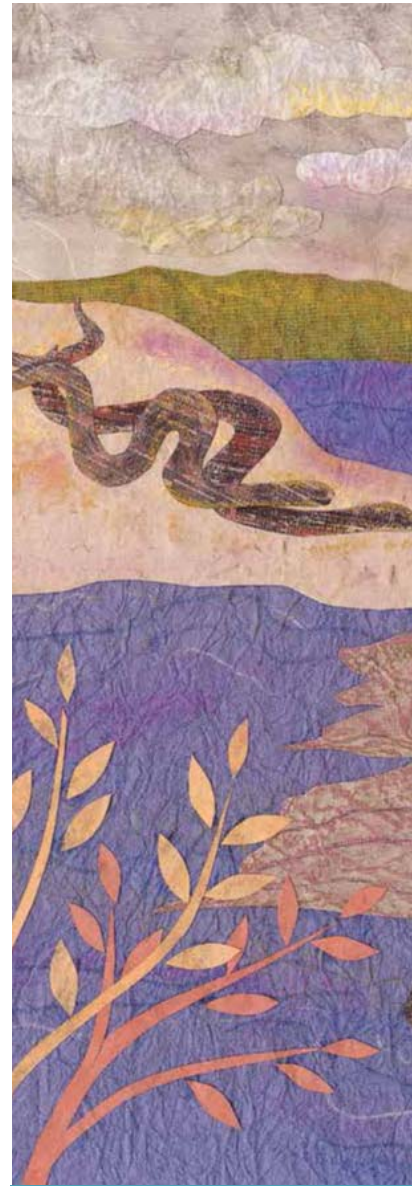
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