

Tips from the Author

Outdoors: Be a Wildlife Detective



You can learn a lot about forest animals by simply looking and listening. With a grownup, sit *quietly* beside a trail to see what wildlife will come out of hiding.

LISTEN for sounds and try to find out who is making them—a woodpecker tapping, a bird chirping, squirrels chattering, an animal rustling leaves or digging.

LOOK for animal clues:

- 🐾 Can you find tracks in the mud? What direction is the animal going? A great site to identify different animal tracks is: <http://www.bear-tracker.com/mammals.html>
- 🐾 What has the animal eaten? Animal droppings, called “scat,” can tell you what the animal has eaten, and what kind of animal it is.
- 🐾 Be sure to look *up* into the trees for nests and other animal homes, and *down* on the ground for burrows and ant hills, or under rocks.
- 🐾 Use a magnifying glass to get a closer look at leaves, moss and rocks. Look for tooth marks on twigs and branches, or scratches where an animal has climbed. Use binoculars to check out animals in the distance.

Indoors: Learning about the forest and its animals

Over in the Forest offers wonderful opportunities for extended activities. Here are some suggestions:

- 🐾 Ten different verbs were used in the story to show how each animal behaves. Act them out as you read or sing the story. You may also want to add “actions” for the hidden animals.
- 🐾 Ask: What were the ten parents called as babies? How many have the same “baby” name? What about the hidden animals? Do you know what they were called as babies?
- 🐾 Introduce vocabulary that younger children might not be familiar with, e.g. *lodge, fawn, graze, poult, dew, musky, dunk and dabbled*.
- 🐾 Discuss: Which of the twenty wildlife animals in this book live in your state?
- 🐾 Create a forest diorama See: <http://www.enchantedlearning.com/crafts/diorama/forest/>
- 🐾 Play “Who Am I?” Write two sentences describing an animal in this book, not mentioning which one it is, e.g. *I am the only marsupial in this story. I am shy.*

🐾 Choose two forest animals in this book and compare them in a Venn diagram. <http://www.graphic.org/venbas.html>

🐾 Write a diamante poem, comparing an animal in the story with the hidden animal on the same page. See www.readwritethink.org/files/resources/interactives/diamante/ to get started.

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

Discover more in books . . .

- Animal Tracks and Signs* by Jinny Johnson (National Geo. Books, 2008)
Forest Animals (Animals in Their Habitats) by Francine Gaiko (Heinemann Library, 2002)
Forest Bright, Forest Night by Jennifer Ward (Dawn Publications, 2005)
A Forest Habitat by Bobbie Kalman (Crabtree Publishing, 2006)
Growing Up Wild: Exploring Nature with Young Children, (Council for Environmental Education, 2009)
Lost in the Woods by Carl R. Sams II (Photography, 2004)
Tracks, Scats and Signs by Leslie A. Dandy (Copper Square Pub., 1996)
The Tree in the Ancient Forest by Carol Reed-Jones (Dawn Pub., 1995)
Who Lives Here? Forest Animals by Deborah Hodge (Kids Can Press, 2009)
Wild Tracks by Jim Arnosky (Sterling, 2008)
The Woods Scientist by Stephen Swinburne and Susan Morse (Houghton Mifflin, 2002)

. . . and on the internet

- <http://www.kidwings.com/owlpellets/flash/v4/index.htm>
<http://www.enchantedlearning.com/biomes/tempdecid/tempdecid.shtml>
<http://www.nwf.org/wildlifewatch/>
<http://animals.nationalgeographic.com/animals/?source=NavAniHome>
<http://www.smokeybear.com/resources.asp>
<http://www.projectwild.org>

Many more teaching and learning ideas from Marianne are available as free downloads at www.dawnpub.com. Go to “Teachers/Librarians,” then “Downloadable Activities.”



Tips from the Illustrator

Once the author's manuscript is complete, and the identity of each animal is decided, I use it to create the pictures. Since this book is about real animals in their environment, I have to make sure that what I create is accurate.

First I research as much as possible to learn how the animals actually look—both the adults and the babies. If I'm lucky I might see the real animal near where I live, like a squirrel, opossum, or deer. I look for pictures in books. And I do lots of searches on the computer. I keep a file on my computer of each animal. I print out some of the best examples and tape them to my bookshelf. This way I can refer to them as I draw each one. I always refer to several different sources, not just one. You can see some of the photos I used as research for this book.

These illustrations are collages—artwork that consists of many little things put together. First I draw a detailed pencil sketch for each page.



As I plan out each page, I keep in mind the color of the animals, the background, and how it will all fit together as a whole book.

I select paper for both color and texture to show the fur and feathers of the animals and the foliage of their environment. Compare the different papers I used as tree trunks for the woodpeckers and the squirrels. The woodpeckers are on

birch trees that have white bark with a horizontal grain. The squirrels are on an oak tree with its brown bark with a vertical grain. It's fun to find just the right paper. I glue the animals together first, and then lay them out on the background, often trying differently textured and colored paper. The photo shows the mother skunk and all her babies as I plan their background.

When both the background and the animals seem right, I paste the animals on top of the background. I also may add details with colored pencils and pastels. This is the colored final art that gets printed in the book.

You'll get even more good ideas of how to do collage illustrations if you also read the tips I wrote in the books *Over in the Arctic* and *Over in Australia*. You can illustrate a forest, a garden, or even your own room! The possibilities are endless. Use your imagination, make it your own—and have fun.



Be a Wildlife Detective!



Introduction

In the book ***Over in the Forest: Come and Take a Peek*** the reader is introduced to woodland animals. These animals leave clues to their presence in a forest. In this outdoor activity, students look for clues, and write down what they see in their journals.

Materials Needed

- ◆ A copy of the book
- ◆ Journal and a sketchbook or camera
- ◆ Magnifying glasses and/or binoculars that students can share.

Key Concepts

- ◆ Each organism has different structures for different functions
- ◆ All organisms have different needs
- ◆ Behavior is influenced by internal cues (hunger) and external cues (change in environment.)

For standards correlation please see our website.

Procedure

1. Read the book, ***Over in the Forest: Come and Take a Peek***, including the glossary for older students.
2. Take a field trip to a woodland area nearby where forest animals may have left clues.
3. Students need to wear comfortable clothing and sturdy shoes and should bring something to write on, and/or a camera.
4. Divide the group into teams as they walk quietly through the woods writing down what they see and hear—a woodpecker rapping on a tree, a bird chirping, or a squirrel chattering. Are there any waste droppings (called scat) that may give you a clue what animal was there, and sometimes even what the animal has eaten?
5. Owls have a unique way of regurgitating indigestible parts—teeth, bones, fur, for example, called owl pellets. Perhaps you will see one.
6. Look for abandoned nests and burrows of birds and mammals which can tell you a lot about the habits of these animals.
7. Look for tooth marks on twigs and branches, or scratches where an animal has climbed.
8. And of course, study the tracks of the ten main animals in the story, and take a photo if you see any on your woodland walk. If there are any tracks that are not like the ones in the book, photograph them or describe them in your journal. Tracks tell a story!

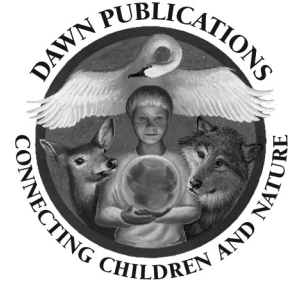
Nature Connections

- ◆ Invite students to explore, observe, draw and/or take photographs in the same location to create a field guide. Include the time and date of what they discover on each walk throughout the year. Be descriptive and note any changes.
- ◆ What does the animal eat, how does it protect itself from predators?
- ◆ What does it do when the weather changes?
- ◆ Do research using the internet and/or library to complete your "field study" journal.

Additional Resources

Learn more about tracking forest animals in books and the internet:

- ◆ *Wild Tracks* by Jim Arnosky (Sterling, 2008)
- ◆ *Tracks, Scats and Signs* by Leslie A. Dandy (Copper Square Pub. 1996)
- ◆ *The Woods Scientist* by Stephen Swinburne and Susan Morse (Houghton Mifflin, 2002)
- ◆ *The Peterson Field Guide Series*, published by Houghton Mifflin.
- ◆ <http://bear-tracker.com/mammals.html>
- ◆ <http://www.kidwings.com/owlpellets/flash/v4/index.htm>
- ◆ http://www.azgfd.gov/i_e/ee/lessons/symbols/wildlife_student.pdf
- ◆ <http://www.nwf.org/wildlifewatch/>



Forest Scavenger Hunt!

Introduction

In the book ***Over in the Forest: Come and Take a Peek*** the reader is introduced to twenty woodland animals. In this activity, children go on a forest scavenger hunt and learn more about life in a temperate forest. They use only their eyes for this activity and write down what they see.

Materials Needed

- ◆ A copy of the book
- ◆ List of items to look for
- ◆ Binoculars
- ◆ Comfortable clothing and shoes for walking on a nature trail

Key Concepts

- ◆ Organisms can cause changes
- ◆ Each organism has different structures for different functions
- ◆ The environment must supply the needs of the organisms

For standards correlation please see our website.

Procedure

1. Read the book, noting that the back matter gives facts about the animals in the story living in a temperate forest. Explain what temperate, deciduous and coniferous mean.
2. Since this is an outdoor activity, adults need to come along for safety.
3. Divide your group into pairs, giving each a list of the following:
A deciduous leaf (maple, ash, elm, oak, etc.), A conifer (pine cone or pine needles), moss, vines, bird's nest, acorn or other nut, berries, fern, a large rock, a small stream, a bird (name it if you can) a squirrel or chipmunk, a butterfly, animal tracks, scat.
4. Each pair gets the same list and walks through the woods checking off what they spot. This needs to be done quietly without disturbing any wildlife along the trail. Be sure each pair stays on the nature paths.
5. After 30 minutes, the group meets at an assigned spot and compares lists. The pair that spotted the most items wins the hunt!

Nature Connections

- ◆ An indoor scavenger hunt:
Using the list above, ask students to look for the same items in the book. Are they all there? What is missing? What items in the illustrations could be added to the list?

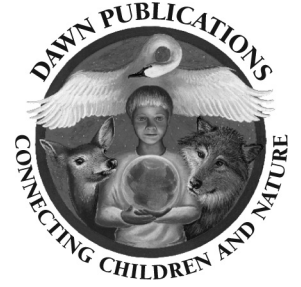


Additional Resources

Learn more about woodland plants and animals in these books:

- ◆ *A Tree in the Ancient Forest* by Carol Reed-Jones
- ◆ *Autumn Leaves* by Ken Robbins
- ◆ *Berries, Nuts and Seeds* by Diane L. Burns
- ◆ *Big Tracks, Little Tracks: Following animal Prints* by Millicent Ellis Selsam
- ◆ *Crinkleroot's Guide to Knowing Animal Habitats* by Jim Arnosky
- ◆ *First Guide to Trees* by George A. Petrides
- ◆ *Hiding in the Woods: A Nature Trail Book* by Maurice Pledge
- ◆ *Tracks, Scats and Signs* by Leslie Dendy
- ◆ *Who Lives in a Tree?* By Susan Canizares and Daniel Moreton
- ◆ *Under One Rock: Bugs, Slugs and Other Ughs* by Anthony D. Fredricks

Moving to the Music!



Introduction

In the book ***Over in the Forest: Come and Take a Peek*** the reader is introduced to ten woodland 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
- ◆ Pictures of the ten different animals in the story
- ◆ Action verbs used in the story for the ten animals, written on chalk/white board
- ◆ Music melody for "Over in the Meadow." (Click onto "Teachers/Librarians" 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)

For standards correlation please see our website.

Procedure

1. On the "About the Animals" pages (glossary), copy the ten animals onto large index cards, enlarging the size of each animal.
2. Read the book, ***Over in the Forest: Come and Take a Peek***, including the glossary for older students.
3. Explain to the students that each animal has behaved in a different way. Write the action verbs on a chalk or white board.
4. Assign ten students to come to the front of the room. Give each one an animal picture. They must show the class how they will act out their action verb.
5. Read the story again, this time singing the melody with the children. The child at the front of the room holding the picture of that forest animal acts out the movement.

Nature Connections

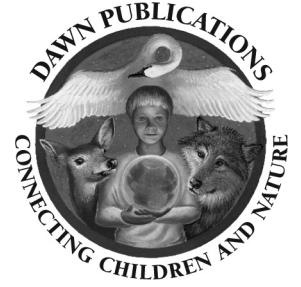
- ◆ Ask students for other actions that might show how each animal behaved in the book, e.g. if the student who was the beaver acts out "build" by hammering both fists together, another student might interpret "build" by making the shape of a house.
- ◆ Sing the song again, but this time all the children should act out the typical movements of each animal in their own ways.

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***

List the different action verbs the author used for the various animals. Are there any that are the same? Why?



What's for Dinner?

Introduction

In the book ***Over in the Forest: Come and Take a Peek*** the reader is introduced to ten woodland animals in the story. In this activity, students gather information about these ten animals in an attribute chart, to determine what they eat.

Materials Needed

- ◆ A copy of the book
- ◆ Attribute chart

Key Concepts

- ◆ Students should analyze in terms of systems
- ◆ Each organism has different structures for different functions
- ◆ The environment must supply the needs of the organisms

For standards correlation please see our website.

Procedure

1. Read the book, noting that the glossary "About the Animals" contains information about what the ten animals eat. Discuss what carnivore, herbivore and omnivore mean.
2. Help students construct attribute charts, explaining it is an organizational framework that puts information in a grid.
3. Write the words, carnivore, herbivore and omnivore in the top horizontal sections of the grid.
4. Write the names of the ten animal species down the left-hand sections of the grid.
5. Students can now fill in the grid spaces, using facts from the book, or do further research.

Nature Connections

- ◆ Older students may want to go into more detail and design an attribute chart that mentions specifically what each animal eats. A variation would be to put the ten animal names at the top of a grid and list food items using facts from the book and/or other research, i.e. nuts, berries, bark, frogs, snakes, acorns, insects, grass, worms, mice, fish on the left-hand section of the grid.



Additional Resources

Learn more about what animals eat and food chains from these web sites:

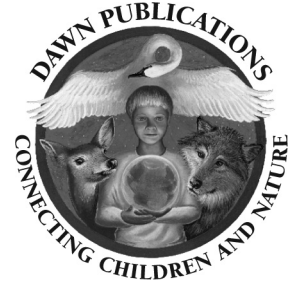
<http://www.qrg.northwestern.edu/projects/marssim/simhtml/info/whats-a-herbivore.html>

<http://www.qrg.northwestern.edu/projects/marssim/simhtml/info/whats-a-carnivore.html>

<http://www.qrg.northwestern.edu/projects/marssim/simhtml/info/whats-an-omnivore.html>

<http://www.enchantedlearning.com/subjects/foodchain/>

<http://www.kidport.com/reflib/science/WhoEatsWhat/WhoEatsWhat.htm>



Where's My Baby?



Introduction

In the book ***Over in the Forest: Come and Take a Peek*** the reader is introduced to ten woodland 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 the ten 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

For standards correlation please see our website.

Procedure

1. Copy the ten animals from the "About the Animals" pages, doubling the size, 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, counting and finding the animal babies on the final spread which reads "while their parents all are resting, the kids play hide and seek." Discuss the various names of the baby animals.
4. Ask ten students to line up on one side of the room, and give each one an index card with an 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 word, e.g. "fawn."
6. The first "parent" tries to find his/her baby by choosing the matching word on the baby line-up. Note that there are five 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 babies are not in the story, porcupines have pups, owls have owlets, coyotes have pups, and bears have cubs.
- ◆ You might also ask students why the author added hidden animals to the main animals.
- ◆ Did this require more research?

Additional Resources

Learn more about forest animal babies on these web sites:

<http://animal.discovery.com/guides/baby-animals/baby-animals.html>

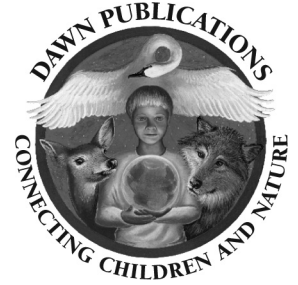
<http://www.zooborns.com/>

<http://www.enchantedlearning.com/subjects/animals/Animalbabies.shtml>

[http://animal.discovery.com/search/results.html?focus=site&query=baby+animals&search=+](http://animal.discovery.com/search/results.html?focus=site&query=baby+animals&search=)

Who am I?

Introduction



In the book ***Over in the Forest: Come and Take a Peek*** the reader is introduced to ten woodland 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
- ◆ Pictures of the ten different 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)

For standards correlation please see our website.

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.
2. Read the book, ***Over in the Forest: Come and Take a Peek***, including the glossary for older students.
3. Explain to the students that each animal has behaved in a different way. Perhaps they can remember which action verbs the author has 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 forest animal picture on each child's back, so they can't see it.
6. The first student steps forward and turns around so the class can see who he/she is. He can ask five questions.
7. Remembering how each animal behaves in the story, the student might ask:
 - Do I build or graze? (If the answer is no, the student continues.)
 - Do I ride, pounce, or hide? (If the class answers "no", he still has 3 more chances)
 - Do I scratch or leap? (Assuming he is the squirrel, class answers yes)
 - Do I scratch? (Class answers "no.")
 - Am I a squirrel? (Yes, so student goes back to his seat. If he hasn't figured it out, he stays up front and waits until the other nine students have had their turns and tries again.)

Nature Connections

◆ You might ask students why they think the author has used each action verb to describe what the animal is doing. Why is the beaver building, the woodpecker rapping, or the skunk spraying?

◆ What about the hidden animals in the book? Ask students to study those ten animals, and think of action verbs for how those animals might behave.

Additional Resources

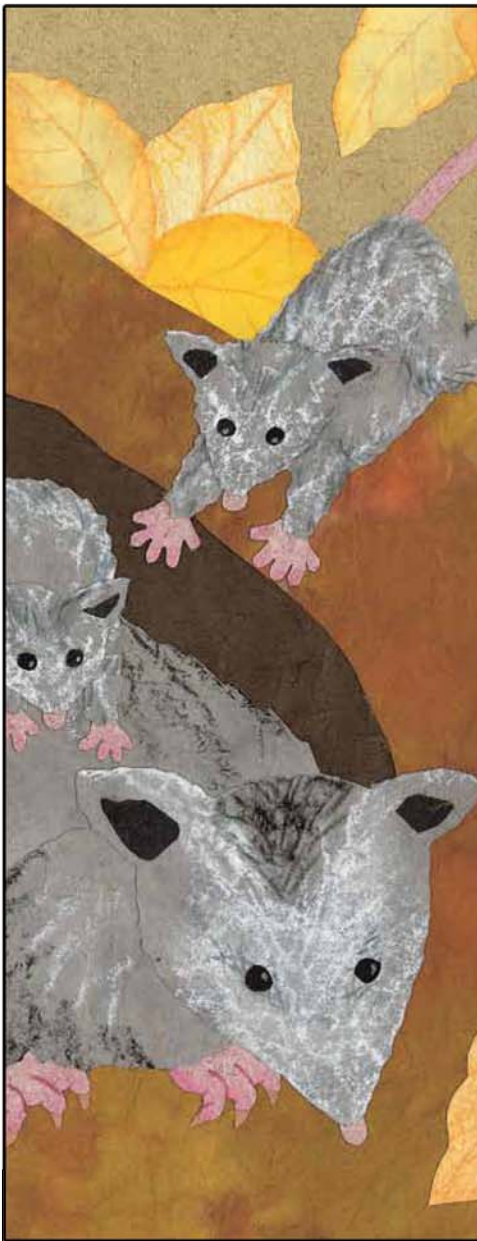
Learn more about forest animals from these web sites:

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

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

<http://www.smokeybear.com/resources.asp>

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



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