

Teacher's Guide for ASK, Working Together

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Betty Lou Askin, a retired educator, who resides in Toronto Ontario, prepared this guide.

Prior to reading this magazine, ask the students to view the cover photo and the Contents page. Have them suggest what the meaning of the title "Working Together" might mean based on the pictures.

Scoops (page 2)

Island Shrinks Dinosaurs!

- We usually think that most dinosaurs were large creatures. The title suggests that some dinosaurs may have become smaller on an island. Ask the students to predict what the passage will describe.
- Explain "island dwarfism".

Straighten Up and Fly Right

- How do insects normally use their antennae?
- Describe the information gained by scientists about the hawk moths.

Buzz Radio

- Explain the use of a buzz radio.

Nestor's Dock (pages 4-5)

- Make a list of Nestor's arguments telling why animals are helpful.
- What is a *symbiotic relationship*?
- Critical Thinking:
If your students enjoy debating, divide the class into groups. Within those groups separate the student again into two sets. One side will defend the benefits of animals to humans, while the other side will provide the negative aspects of owning an animal.

Perfect Partners (pages 6-13)

Questions/activities to consider-

- Explain how archaeologists know that man and elephants have had a very long working relationship.
- Why does the article say that this relationship might have started long ago?
- How do we know that elephants are important in Asian countries?
- Why do elephants provide excellent transportation?
- List the types of jobs that elephants have held.
- Creative Writing:
 1. Pretend that you are a mahout. Using the information from this article, write a journal entries for one day describing your work as a mahout. Be sure to describe and name your elephant as well as explaining your training techniques.
 2. Write an essay using the following concept: If I had an elephant as a pet...
- Why do tame elephants help work with wild elephants?
- What is a white elephant?

Blabbermouth (pages 14-15)

- **Creative Work:**
Ask the students to create more cartoons following the pattern given on these pages.

At Your Service (pages 16-18)

During or after reading use these prompts to focus on the content-

- What are service animals?
- Why are service animals so important?
- Describe a psychological service provided by an animal.
- Tell of another psychological service that an animal might provide.
- Outline why miniature horses are an excellent service animal.
- Why are monkeys especially useful as service animals?
- Explain why service animals also benefit from their work.
- In a paragraph, describe the particular role of a service animal's vest.
- After reading this article, ask the students to create a chart such as the following:

How Service Animals Help

Service Animal	How This Animal Helps

Where's the Honey, Honey? (pages 19-21)

Ideas for Discussion:

- What is a honey guide?
- How do the Boran and the honey guide communicate?
- Explain why a Boran And a honey guide make a good team.
- Explain why this relationship is in danger.

Garden Friends (pages 22-23)

- Divide the class into eight groups and assign one garden creature to each group.
Ask the students to do the following:
 - prepare a presentation for the whole class about their garden creature
 - use their own words to prepare a written and an oral presentation
 - include pictures with their work
- **Research:**
The information in this article is excellent and concise. If you choose, the assignment could be extended into a research project. The students could use various sources to develop further information about their garden creature.
- A table could be set up in the classroom with story and picture books about these creatures. The students might use this center for casual reading. These books could also be incorporated into the presentations with a story being read aloud by the presenter.

The Whales of Twofold Bay (pages 24-29)

Before beginning to read this article, it might be a good idea to have some picture/books about whales and sharks. Also, show a Map of Australia.

- Questions to consider:

Describe how the orcas alert the whalers.

Retell how the orcas contained the humpback whale.

Explain why George yelled "Back".

What does "peaking the oars" mean?

How were the orcas rewarded?

Why do you think that the humpback was allowed to sink into the bay?

Explain why the humpback was important to the whalers.

Choose one of Sam's stories and rewrite it using your own words.

Jimmy the Bug (page 33)

- On a Map of the World, point out Madagascar, Tonga, Galapagos and Calcutta.
- Describe Tui Malila.
- Who are the largest tortoises?
- Why does Tui Malila hold the title of longest living tortoise only for now?

Marvin and Friends (page 34)

- Explain the humor in this cartoon.