

Teacher Guide for ASK

May/June 2011: Wild or Mild?

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

Objectives:

To learn about the slow process of an animal changing from a wild creature to a domesticated pet.

To understand why the nature of some wild animals makes them unsuitable for domestication.

To understand that practical reasons make certain wild creatures unsuitable as pets.

To appreciate the interaction and dependency between some insects.

Pre-reading:

Discuss the possible meaning of the cover picture and the title. Ask the students to predict what they think that this magazine might be presenting. Look at the Table of Contents and discuss what the articles may be about.

Scoops (pages 2-3)

Humans Just Big Babies

- Why do anthropologists think that babies are larger than those belonging to animals?
- Why do they think that we have developed into such social creatures?

Frogs: Fanged and Flying

- Tell about the new species of frog.
- Why do scientists think that they have fangs?

Say It in Koro

- What is Koro?
- Why is it important to record this language?

Leafcutter Update

- Explain how leafcutter ants use the leaves.
- Explain how the role of leafcutter ants changed over time.

Ask the students to look for more science "scoops" while they read the newspaper/magazines or watch the television news/shows. Create a bulletin board to post their information.

Nestor's Dock (pages 4-5)

- Do you think that the friends were being lazy or did they really need help in this cartoon? Explain your answer.
- In your opinion, why did the animals not help the kids?
- Why do you think that the friends were ignoring the dog?

Tale of the Dog (pages 6-13)

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

- How long do archaeologists believe that dogs have existed?

- Describe the ancestry of dogs.
- How did dogs get to North America?
- Tell what wolves and humans have in common.
- Write a paragraph to explain the interaction between wolves.
- Describe how wolves hunt their prey.
- Why do you think that wolves began to interact with humans?
- Describe Dmitry Belyaev's experiment.
- Explain Professor Ray Coppinger's theory.
- Explain "selective breeding".
- Describe how the wild wolf started to look like a dog.
- Write a paragraph to describe what was needed in a dog to make it suitable for a certain job.
- Describe the experiment conducted by Brian Hare.

Why Don't We Ride Zebras? (pages 14-15)

Use these ideas with this article:

- Read this selection aloud.
- Why do we not get our eggs from lady birds?
- A zebra would make a fine horse to ride. What do you think?
- Why are wolves not good shepherds?
- Could we farm gazelles? Explain your answer.
- Wouldn't you like a live panda bear as a pet? Explain your answer.

Wild Lives (pages 16-21)

Reading for information:

- Why does a cat make a good pet?
- Describe the eating habits of tigers.
- Describe the habitat that you need to provide for a pet tiger.
- Explain why only you can be a care giver for your pet tiger.
- Why does the word **big** relate to a pet tiger.
- Explain why Black Pine is a necessary sanctuary.
- Why are rescued animals not returned to the wild?
- **Writing to inform:** Write 3 paragraphs explaining why it is difficult to tame wild animals.
- When reading "Choosing the Right Pet", ask the students to make a list of further questions that a person might consider before choosing a pet.

Ask Moose Medic (pages 22-23)

Ideas to use with this article:

- Divide the class into 4(8) groups. Assign 1 of the letter inquiries to each group.
- Ask the students to read the information and to make **Quick Notes**.
- The groups will then share with the rest of the class. They will read aloud their inquiry letter. Using their own notes, they will respond to the inquiry.
- **Letter writing:** Ask the students to create similar letters and to provide responses to the inquiries. Some students may have real experiences to relate.

A Dog's World (page 24)

- You read the introduction to the class.
- You read each of the four questions one at a time to the class.
- Let the students suggest answers to each of the questions.

- Read each response and discuss the information.

How to Choose a Human (page 25)

Read this article aloud. Stop after each letter and discuss the implications of the information. Ask the students to think of other ideas that would make a pet choose a particular owner. This could be a whole class exercise, or the students might work in pairs. Make a list on the chalk board as the discussions takes place.

Creative Work: Ask the students to create **Wanted** postures. Using pictures and words, ask them to make a poster created by a pet, which is looking for an owner. Include words that indicate the traits which that new owner should possess.

Ant Farmers (pages 26-27)

Discussion ideas:

- What are aphids?
- How do their bodies produce food?
- Describe how ants get food from the aphids.
- Explain how ants plan for the future.
- Explain why this is a **reciprocal** relationship.

Your Wild World (page 31)

Follow the instructions on this page. Draw a picture and write a paragraph about your wild creature(s). Share your creation with your classmates. Decorate a bulletin board with your work.

Jimmy the Bug (32)

- What is the esophagus?
- Explain how the esophagus is involved in a burp.
- What causes extra air to enter your stomach?
- Is it polite to burp out loud? Explain your answer.

Marvin and Friends

- Why do you think that Marvin thought he could live in the wild?
- Describe his failure to function in the wild.

Other:

- ✓ Listen to Koro spoken at www.askmagkids.com/links
- ✓ Find a wildlife rehabilitation in your area at www.liferehabber.org

