

Teacher's Guide for FACES

July/August 2011: Animals and Us

Teacher's Guide prepared by Lisa Greenberg

Lisa Greenberg taught in international schools in Japan, Singapore, and Saudi Arabia, and worked for the Department of Research for the Chicago School System. While living in Saudi Arabia, she researched and wrote the text for a kids' coloring book on endangered animals in the Arabian Peninsula, saw many camels wandering through the desert and at the camel market and the camel races, and learned how goat's hair was woven into the Bedouin tents.

Getting Ready

Distribute the magazines. Have students work in pairs to list five interesting facts they know about animals. Let each pair share their most fascinating fact, and then review the High 5 pages with the students. As students read each fact, have them share similar facts that they listed. For example, #1 talks about pet popularity...what other interesting facts about pets did the students write down?

At a Glance

Creative thinking:

Have students draw or describe a pet from another world and create the sound it might make.

Critter Corner: Pets Around the World

Reading for Information:

1. What is the evidence for pets having been kept 10,000 years ago?
2. How did pigeons become pets?
3. Why does it cost the owner to lose a pigeon in Afghanistan?
4. Why does the author think the Japanese choose rabbits as pets? Using your knowledge of Japan, what other reasons can you suggest?
5. How did Queen Elizabeth I protect her pet rabbits?

What an Animal

Reading for understanding:

1. In what ways do animals help people?
2. What does it mean to domesticate an animal?
3. Why were people able to live in larger groups when they learned to control animals?
4. In your opinion, what is the most important use of animals and why?
5. Do you agree that camels changed the course of history? Why or why not?

OMG! Kids Can Make a Difference

Creative Writing:

Describe one of the siblings, Olivia or Carter, in two or three paragraphs. What do they look like? What motivates them? What are their goals? What emotional qualities do they have?

Animals in the Land of a Million Elephants

Research:

Have the students form 11 small groups and task each group to research one of Laos's animals. They might use the Internet, library, or other resources.

If you wish groups can share their information in short speeches or presentations or in a poster format for display in the classroom or school.

Lights, Camera, Bark! and Growing Up An Animal Lover: More than a Family Pet

Discussion Questions

1. What two different jobs for dogs are described in these articles?
2. What qualities do the dogs chosen for each job share and which ones are special to the particular work of the dog?
3. What types of skills do the different jobs for dogs demand?
4. How is the relationship between trainer and dog the same or different in each article?
5. Would you like to train dogs for special jobs? Why or why not?

Animals Gone Tame

Identifying the main idea:

Using the text and the pictures, summarize the main idea of the article and support your decision by citing supporting details.

Only the Best for Fluffy

Art:

Design the ultimate doghouse for a dog you know or the perfect cat playground for a favorite cat.

This Place is a Zoo, Dear Tommy, and A Life With Animals

Thinking about work:

1. These three articles discuss zoo work roles and training, a veterinarian's work through the eyes of his son, and a writer/photographer for books about animals. What kinds of skills are needed for each job?
2. Which of these jobs do you find the most interesting and why?
3. Which are you most suited for and why?

King of Beasts

This article discusses cats in general, but if you had to choose one type of cat (cheetah, mountain lion, African lion, leopard, tiger, domestic cat) to be the King of Beasts, which one would you choose? Design a campaign poster for the title King of Beasts, draw a cartoon strip showing how one cat becomes the King of Beasts, or write a folktale about one cat taking the title of King of Beasts.

Never Trust a Cat and Other Advice

Divide the class into five groups and assign each group a story. First have them read the story aloud in pairs to improve their fluency. Then have each group dramatize the story vocally, as if they were presenting it in a story hour or on the radio. They might like to think of some special sound effects, such as the patter of mouse feet or the scratch of a paw. When all groups are ready, have them present the "show" to the rest of the class or to a younger group of students.

Wrap-up

Discuss with students, How has reading this issue changed or expanded my ideas about animals?