

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/>