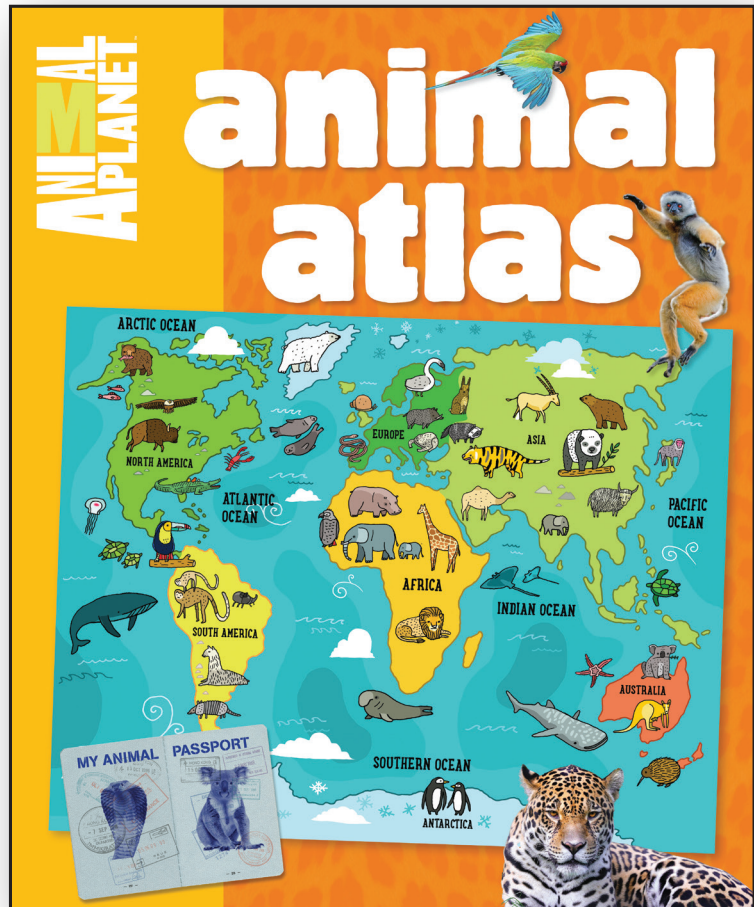


CURRICULUM GUIDE



animal atlas

**This definitive atlas
of animal life provides
students with a
continent-by-continent
and habitat-by-habitat
passport to adventure!**



978-1-61893-165-8

WHAT IS A HABITAT? How is the North Pole's animal life different from the South Pole's? How and why do animals adapt to their environment? Is a food web different from a food chain? *Animal Planet Animal Atlas* answers all these questions and many more.

Through detailed maps, fun graphics, and illustrated animal tour guides, readers can track their favorite animals across the globe, while learning about how animal habitats are affected by climate, food and water availability, migration, human environmental impact, and much more.

Use the ideas and worksheets in this guide to share this compelling informational text from Animal Planet with students in grades 2-4.



The Common Core State Standards addressed by the discussion questions, activities, and worksheets in this guide are noted throughout. For more information on the Common Core, visit corestandards.org. Next Generation Science Standards are also listed where applicable. For more information on NGSS, visit nextgenscience.org.

GETTING ACQUAINTED WITH THE *ANIMAL PLANET ANIMAL ATLAS*



As a class, explore each section of the *Animal Planet Animal Atlas* and discuss the questions that follow:

Read the introduction to the atlas and look at the world map (pages 4–7).

- ★ How is this atlas different from most atlases?
CCSS.ELA-LITERACY.RI.2.1; CCSS.ELA-LITERACY.RI.3.1; CCSS.ELA-LITERACY.RI.4.1
- ★ What two features in this atlas describe how humans and animals are connected?
CCSS.ELA-LITERACY.RI.2.1; CCSS.ELA-LITERACY.RI.3.1; CCSS.ELA-LITERACY.RI.4.1
- ★ Define “biome.” What are some of the biomes featured in the *Animal Planet Animal Atlas*?
CCSS.ELA-LITERACY.RI.2.4; CCSS.ELA-LITERACY.RI.3.4; CCSS.ELA-LITERACY.RI.4.4

Using the Table of Contents (page 3) as your guide, have the students look at the first few pages of each of the continent sections.

- ★ What is the function of the illustrated “passport animal” in each continent?
CCSS.ELA-LITERACY.RI.2.5; CCSS.ELA-LITERACY.RI.3.5; CCSS.ELA-LITERACY.RI.4.5

Point out the glossary on page 94.

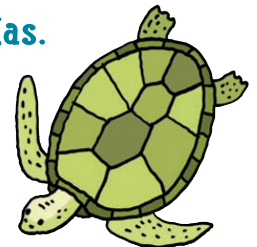
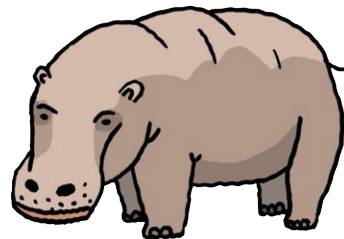
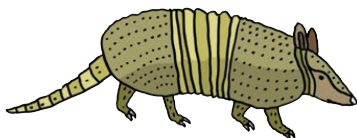
- ★ Are these terms familiar? Encourage students to use the glossary for help in defining challenging words they may come across as they work with the *Animal Planet Animal Atlas*.
CCSS.ELA-LITERACY.RI.2.5; CCSS.ELA-LITERACY.RI.3.5; CCSS.ELA-LITERACY.RI.4.5

Look at the index on page 95.

- ★ Discuss the rubric at the top of the page and point out the features of the index.
CCSS.ELA-LITERACY.RI.2.5; CCSS.ELA-LITERACY.RI.3.5; CCSS.ELA-LITERACY.RI.4.5

Invite students to work in pairs on a scavenger hunt through the *Animal Planet Animal Atlas* (worksheet follows). At the end of the exercise, go over the answers as a class and invite each pair to share their most interesting discovery in the atlas.

CCSS.ELA-LITERACY.RI.2.5; CCSS.ELA-LITERACY.RI.3.5;
CCSS.ELA-LITERACY.RI.4.5



The discussion questions, activities, and worksheets in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both master’s and doctoral degrees in education, with an emphasis on curriculum and instruction.

The illustrations in this guide and in the *Animal Planet Animal Atlas* were created by Aaron Meshon.

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A Scavenger Hunt through the *Animal Planet Animal Atlas*

Directions: Work as partners to locate information in the *Animal Planet Animal Atlas*. Record what you find as you hunt through the atlas.



1. On which page would you start to look for information about animals in Australia?

2. If you were reading page 57 in the atlas, about which continent would you be reading?

3. On which page in the atlas could you find information about the southern elephant seal?

4. Which illustrated animal is the “passport guide” for Antarctica?

5. Which two birds are described as living in the temperate forest of Asia (China)?

6. What do the blue ROAR information boxes throughout the atlas highlight?

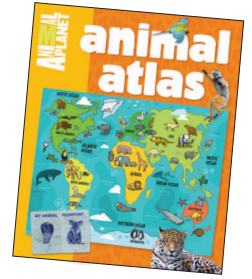
7. On which page in the atlas could you find information about the Sumatran tiger?

8. How much does an orangutan weigh?

9. What do many animals in the taiga biome do in the winter months?

10. Find the biome map of South America. What is the largest biome on this continent?

Scavenger Hunt, page 2



11. About which biome could you learn more on page 45?

12. List two facts about the passport guide animal for Australia.

13. What is the section of the atlas that provides definitions for key words in the book?

14. What is the definition of “scavenger?”

15. What animal would you learn about if you read page 15?

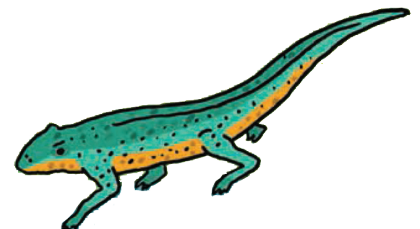
16. List two facts about the temperate forest biome.

17. In which biome in North America does the Gila monster live?

18. What makes the addax “surprisingly human?”

19. Find the page number in the book that matches your age. What information can you find on this page?

20. Which biomes are a part of the continent of Africa?



ACTIVITIES

Try these activities to engage your students with the *Animal Planet Animal Atlas*!

Biome Bound

Use the Biome Bound worksheets that follow to send your students on the virtual trip of a lifetime. Have each pick a biome that they find most interesting. Use the Pack Your Bag worksheet to get students thinking about the climate in their biomes and how they'd need to prepare for it, and what equipment they might need to observe animals in this locale. Then use the Travel Journal worksheet to have students write about their imaginary adventures using information they've gained by studying their chosen biome in the *Animal Planet Animal Atlas*. **CCSS.ELA-LITERACY.W.3.3; CCSS.ELA-LITERACY.W.4.3**

Drawing Conclusions

Play "Geo Pictionary" with the class divided into teams. You will need chart paper, markers, one copy of *Animal Planet Animal Atlas* for each team, and seven index cards. Write the name of one continent on each card and place the cards in a bag. Have one member of a team draw a card from the bag. The team will then locate the pages about this continent in their *Animal Planet Animal Atlas*. The person who pulled the card then selects an animal from their region without revealing his/her selection to the team. This person then draws the animal on the chart paper and takes guesses from his/her team as the team tries to identify the animal. Repeat with other teams.

CCSS.ELA-LITERACY.RI.2.1; CCSS.ELA-LITERACY.RI.3.1;
CCSS.ELA-LITERACY.RI.4.1

In the News

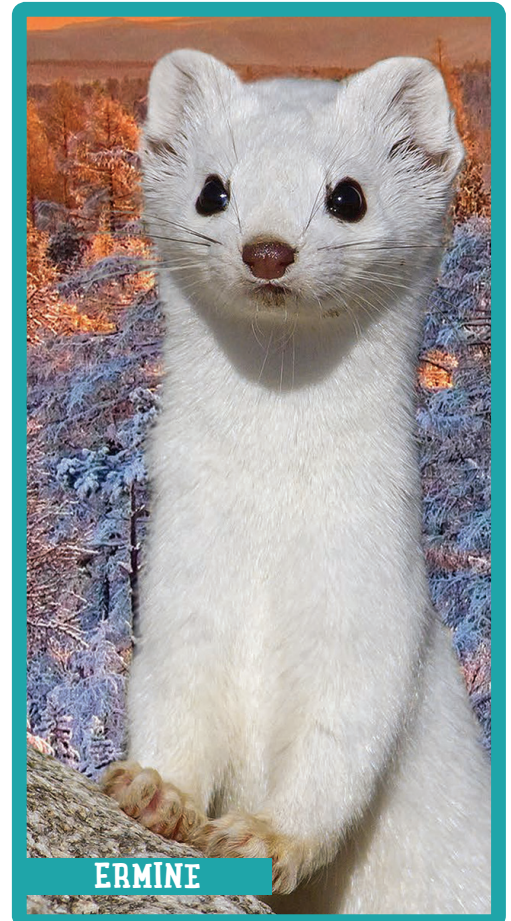
Have your students research specific animals or biomes found in the *Animal Planet Animal Atlas* to see if there are any current events connected to the biome or animal. Have students write an informative paragraph detailing why the biome or animal is currently in the news.

CCSS.ELA-LITERACY.W.2.2; CCSS.ELA-LITERACY.W.3.2;
CCSS.ELA-LITERACY.W.4.2

Surprisingly Human

Throughout the *Animal Planet Animal Atlas* animals are profiled for their "surprisingly human" behavior. Invite students to look through the book to discover these features and to pick their four favorite animals. Have students fill out the Surprisingly Human worksheet.

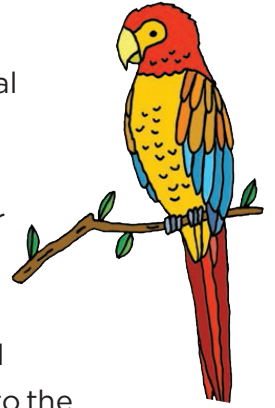
CCSS.ELA-LITERACY.RI.2.1; CCSS.ELA-LITERACY.RI.3.1;
CCSS.ELA-LITERACY.RI.4.1



ERMINE

Stacking the Deck

Pass out blank 3 x 5-inch index cards and ask students to design a card for each animal found on a selected continent. You can break the class into groups and assign one continent to each group, or work as a class on a single continent together. Divide the animals in any way you wish. Each student needs to draw a color illustration of his/her animal on the front of each card and use the book to research facts to create a list of “Animal Stats” for the back of each card. (Alternatively, you can pass out the animal cards from the Matching Game in this guide and have your students research and add the Animal Stats to the back of each card.) Work as a team to group all of the cards into the following categories: mammals, reptiles, amphibians, birds, insects, or fish. Which category has the most cards? What do the animals in each category have in common?



CCSS.ELA-LITERACY.RI.2.1; CCSS.ELA-LITERACY.RI.3.1; CCSS.ELA-LITERACY.RI.4.1

Save Our Planet

Some of the biomes and animals featured in the *Animal Planet Animal Atlas* face challenges that threaten their continued existence. Biomes are shrinking and animals are endangered. Invite students to pick one biome or animal that is under threat and to research organizations that might be helpful in preserving biomes and the animals that live in them. Have each student write a persuasive letter to the organization stating his/her opinion and detailing reasons why the selected biome or animal should be protected. **CCSS.ELA-LITERACY.W.2.1; CCSS.ELA-LITERACY.W.3.1; CCSS.ELA-LITERACY.W.4.1; NGSS: 3-LS4-4**

Readers Theater

The *Animal Planet Animal Atlas* features “passport animal guides” that serve as tour guides for the continent where they live. Break the class into groups and assign each team a passport animal guide. Have each team re-read the tidbits and trivia the passport guides share throughout the atlas. Use this information to work as a class to craft a readers’ theater script where the passport animal guides appear on a talk show to share their information about animals and biomes. Include a talk show host who asks questions of the passport guides and facilitates the turn taking between them. Practice the readers’ theater script in order to read the script fluently and with expression. Perform the script for another class. **CCSS.ELA-LITERACY.W.3.3; CCSS.ELA-LITERACY.W.4.3**

Biome, Sweet Biome

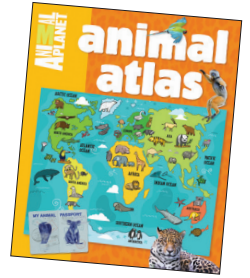
The *Animal Planet Animal Atlas* offers a view of the world’s biomes and animals. Invite your students to narrow their focus to create their own mini atlases about the animals that live in your local area. Invite another class to come to an authors’ reading of the mini atlases your class creates.

Instructions to students to create their own mini atlas: Describe the biome in which you live. Make a list of some of the animals that live near your home. Draw a map of your biome that includes a key. Write a page about each animal included in your biome. Include information about each animal’s appearance and adaptations. Read through your mini atlas and select a handful of important words that your readers should understand. Use these words to create a glossary for your mini atlas. Write the words and their definitions in alphabetical order. Organize your chapters, number your pages, and use this information to design a table of contents. Finally, design a cover for your mini atlas.

CCSS.ELA-LITERACY.W.2.2; CCSS.ELA-LITERACY.W.3.2; CCSS.ELA-LITERACY.W.4.2

NAME: _____

BIOME BOUND! Pack Your Bag



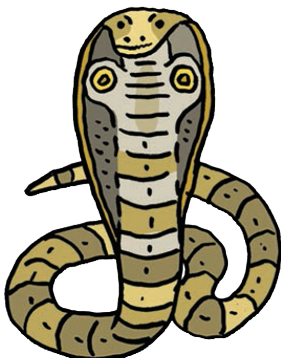
1. Which continent will you visit?

2. Which biome on this continent would you most like to see?

3. Describe the weather in this biome:

4. Which animals do you hope to see?

5. List the clothing and supplies that you would need to pack to visit your selected biome. Remember to consider the weather and what equipment, if any, you might need to see the animals of this biome.



Packing List

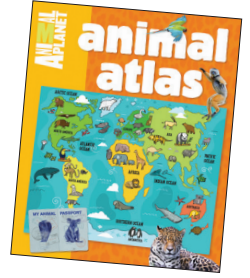
_____	_____
_____	_____
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_____	_____
_____	_____

NAME: _____



BIOME BOUND! Travel Journal

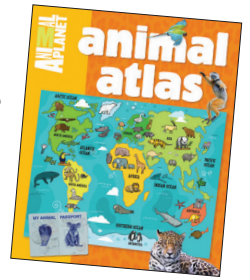
Now that you have packed for your journey to visit a biome on another continent, imagine the adventures you'll have! Create a travel journal entry that describes your trip to your desired biome.



NAME: _____

Surprisingly Human

In many ways, animals and humans exhibit similar behaviors. Find your four favorite “Surprisingly Human” featured animals in the *Animal Planet Animal Atlas*. List your animals below and describe the way/s in which their behavior or characteristics are surprisingly similar to humans.



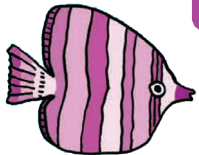
ANIMAL

Surprisingly human because:



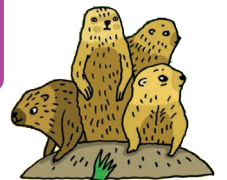
ANIMAL

Surprisingly human because:



ANIMAL

Surprisingly human because:



ANIMAL

Surprisingly human because:





Animal Atlas MATCHING GAME

2-3 players

INSTRUCTIONS

Cut out the cards on the dotted lines and shuffle them. Place cards face down on a table or the floor, arranging them in 4-6 rows. Players take turns turning over two cards. If the animals don't match, the player replaces the cards, face-down, where they came from and the next player takes his/her turn. When the animals match, the player keeps the pair of cards and gets to choose two more cards. The player with the most cards at the end of the game wins!



CLOWNFISH



CLOWNFISH



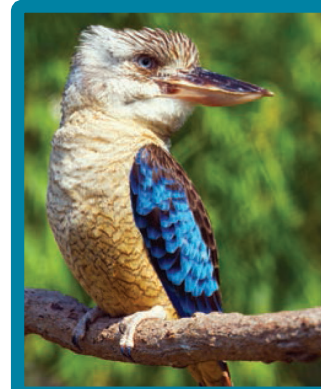
YAK



YAK



KOOKABURRA



KOOKABURRA



GIANT CLAM



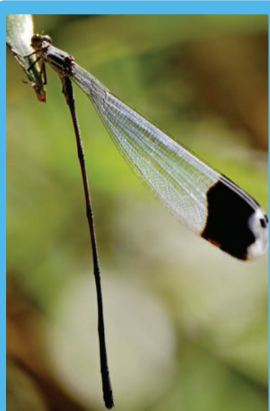
GIANT CLAM



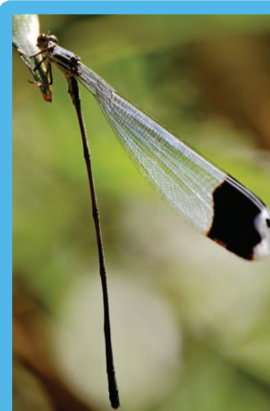
EUROPEAN WATER VOLE



EUROPEAN WATER VOLE



GIANT DAMSELFLY



GIANT DAMSELFLY



GLASS FROG



GLASS FROG



THORNY SEAHORSE



THORNY SEAHORSE



ANTARCTIC MIDGE



ANTARCTIC MIDGE



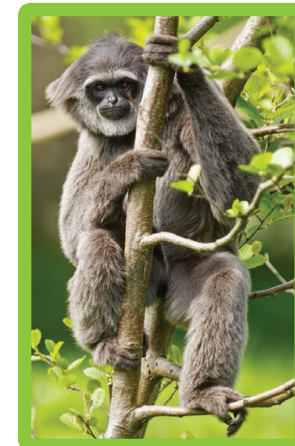
RED SQUIRREL



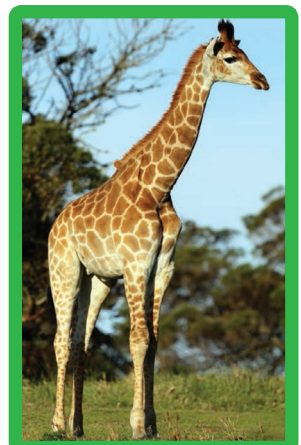
RED SQUIRREL



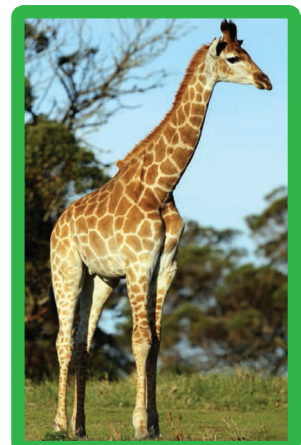
SILVERY GIBBON



SILVERY GIBBON



GIRAFFE



GIRAFFE



GEOFFROY'S CAT



GEOFFROY'S CAT



SPOTTED SALAMANDER



SPOTTED SALAMANDER



VELVET ANT



VELVET ANT

ANSWER KEY



A Scavenger Hunt through the *Animal Planet Animal Atlas*

1. page 78
2. North America
3. page 89
4. Chinstrap Penguin
5. Brown Eared Pheasant and Red-Crowned Crane
6. Ways people are trying to make life better and safer for animals.
7. page 22
8. More than 200 pounds
9. hibernate
10. rainforest
11. The alpine biome in Europe
12. Answers will vary; see page 79 of the book
13. Glossary
14. An animal that eats dead animals
15. Snow leopard
16. Answers will vary; see page 5 of the book
17. Desert
18. Answers will vary; see page 26 of the book
19. Answers will vary
20. Desert, rainforest, and savanna

