



# What is Wildlife?



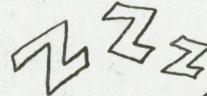
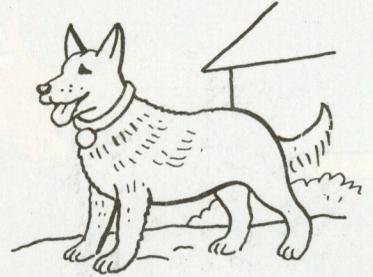
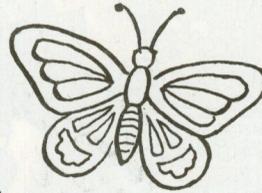
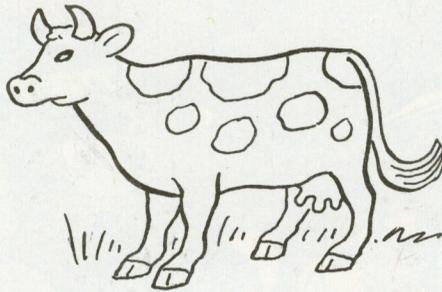
WILDLIFE MEANS WILD ANIMALS. WILD ANIMALS USUALLY LIVE OUTDOORS. THEY DO NOT NEED PEOPLE'S HELP TO LIVE. WILDLIFE CAN BE SMALLER THAN ANTS...

...OR BIGGER THAN BEARS!

DOMESTIC ANIMALS ARE NOT WILD. PEOPLE TAKE CARE OF DOMESTIC ANIMALS.



Circle the wild animals in this picture.  
Then color all the animals.



## Suggested Grades -- K-3

### Goal

Children will differentiate between wild animals and domestic animals.

### Grades K-1

Help children name the animals shown. Talk about each animal and help them decide whether it is wild or domestic.

### Grade 2

Have children name other domestic and wild animals. Ask them to name the biggest and smallest wild and domestic animals they know.

### Grade 3

Talk about the kind of care each domestic animal requires. Ask children where they think wild animals find the food, water, shelter and space they need to live.

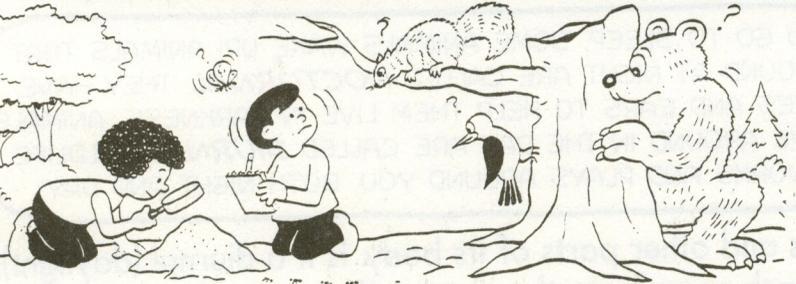
### Related Activities

- Discuss how domestic animals usually give something to people in return for their care. For example, cows give us milk, food and leather and sheep give us wool and food.
- Name a general category of wild animals, and ask students to name specific types of that animal. For example, Bird - Cardinal, Blue Jay, Mockingbird, etc. or Bee - Honey Bee, Bumble Bee, Sweat Bee, etc. Explain how the general names describe many similar animals and how the specific names describe animals with the exact same traits.
- Ask children to name familiar stories with wild animal characters. Ask them to name the characteristics associated with each animal from those stories.

Written by Scott Deschaine and Mike Benton. Art by Bob Donovan. Created, produced and printed in the United States of America. Copyright © 1997. Custom Comic Services

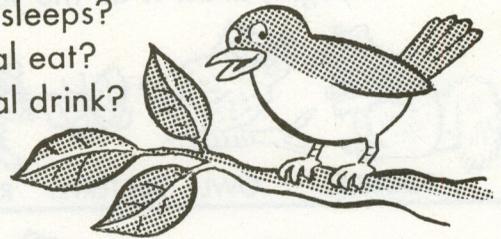
# WATCHING WILDLIFE

YOU CAN LEARN A LOT ABOUT WILDLIFE JUST BY **WATCHING**. LOOK AT THE WILD ANIMALS IN YOUR YARD OR A PARK NEAR YOU. IF YOU SIT **QUIETLY**, YOU WILL SEE MORE THAN IF YOU MOVE AND TALK. **DON'T TRY TO TOUCH OR CATCH ANIMALS YOU SEE!** WATCH THE WILDLIFE AT DIFFERENT TIMES OF THE DAY FOR SEVERAL DAYS. THEN ANSWER THESE QUESTIONS.



- What is the smallest animal you saw?
- What is the biggest animal you saw?
- Which animal was the fastest?
- Which animal was the slowest?
- What was the most colorful animal?
- What were its colors?

- Where does each animal spend its day?
- Where do you think it sleeps?
- What does each animal eat?
- What does each animal drink?



**Suggested Grades -- 2-3**

**Goal --** Students will observe wildlife in their immediate surroundings. They will distinguish different animals by physical and behavioral characteristics.

**Grades K-1**

Accompany children to a park or other natural area. Point out wildlife and ask questions about its appearance and behavior.

**Grade 2**

Review the questions with children before you accompany them to observe wildlife. Afterwards, help them complete the answers. Discuss other wildlife traits observed.

**Grade 3**

Have children complete the questions themselves. Then have each child write a paragraph describing one of the animals they observed.

## FUR, FIN and FEATHER

Animals live in different places. The place where an animal lives is called its **habitat**. The size, shape and covering of animals' bodies fit their habitat. Draw a line from each animal to its body covering, and then to its habitat. How does each animal's body help it live in that habitat?

**Suggested Grades -- K-3**

**Goal --** Readers will identify body structures of different wild animals and match the animal and body structure to its habitat.

**Grades K-1**

Discuss how animals' bodies help them live in their habitat. Ask children to describe animals' body coverings.

**Grade 2**

Ask children to name other animals with fur, with fins and scales, and with feathers. Ask them to describe each one's habitat.

**Grade 3**

Have children describe other types of animal body coverings and the habitats which the animals occupy.

**Related Activities**

- Have children identify and make a list of the wild animals they see in their yard and neighborhood. Remember, don't try to touch or catch animals.
- Mash overripe bananas, peaches, plums or other fruit. Let the fruit sit for a few days to ferment. Mash again until smooth. Go to a wooded area. With an old paintbrush, dab 5 or 6 inches of the "fruit-paint" on the bark of a tree. Paint other trees, about 30 feet apart, in a circle. Start at the first tree and observe insects that have gathered on the dabs of fruit. Try the same activity at night using a flashlight. Remind children not to touch or try to catch insects.

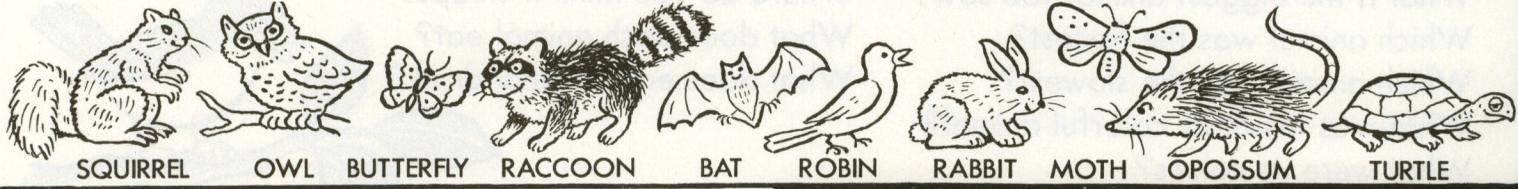


# NIGHT AND DAY

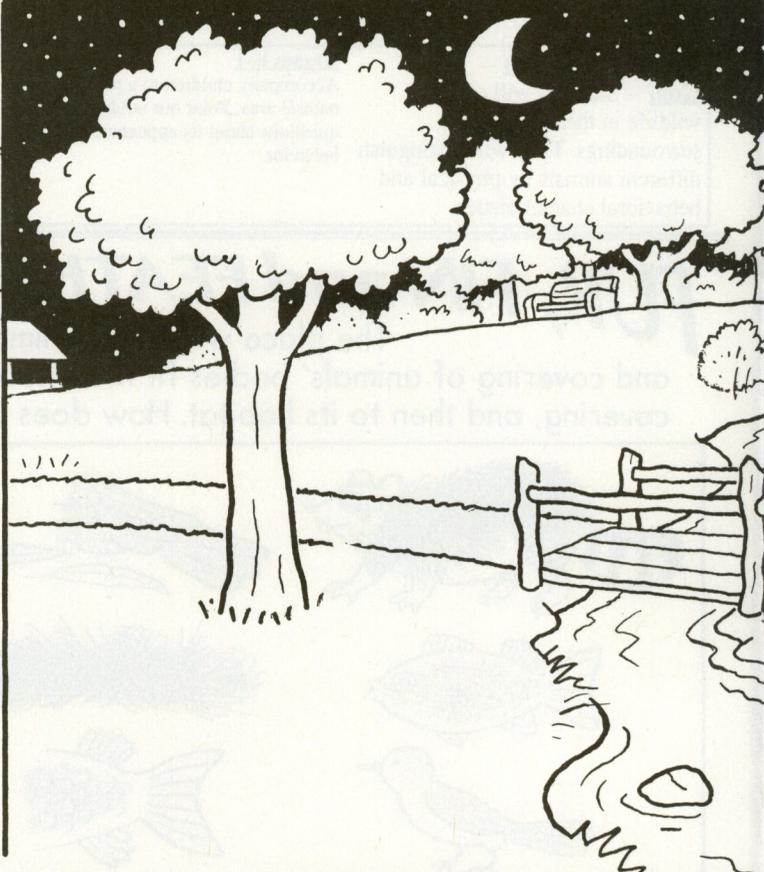
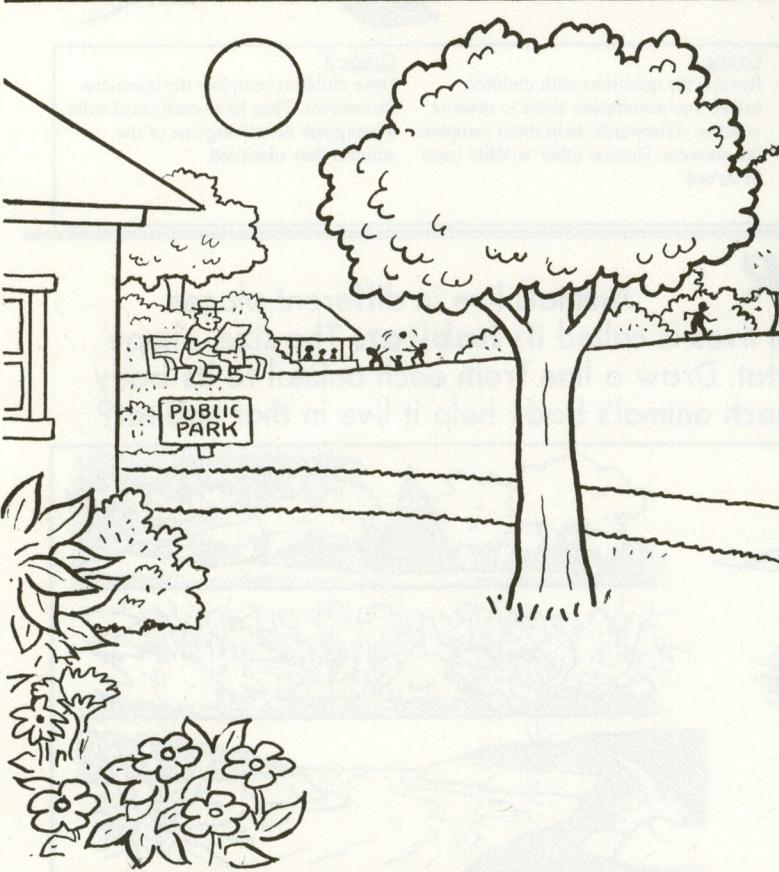


WHEN YOU GO TO SLEEP, SOME ANIMALS WAKE UP! ANIMALS THAT MOVE AROUND AT NIGHT ARE CALLED **NOCTURNAL**. THEY HAVE SPECIAL EYES AND EARS TO HELP THEM LIVE IN DARKNESS. ANIMALS THAT MOVE AROUND IN THE DAY ARE CALLED **DIURNAL**. WILDLIFE LIVES, WORKS AND PLAYS AROUND YOU, BOTH NIGHT AND DAY!

Look at each animal. Look at its eyes, ears and other parts of its body. Is it a diurnal (daylight) or nocturnal (nighttime) animal? Draw each animal into the picture. If an animal is active in daylight, draw it on the sunny side. If it is a nocturnal animal, draw it on the night side.



SQUIRREL    OWL    BUTTERFLY    RACCOON    BAT    ROBIN    RABBIT    MOTH    OPOSSUM    TURTLE



**Suggested Grades -- K-3**

**Goal --** Children will identify nocturnal animals and diurnal animals by placing them in their proper setting.

**Grades K-1**

Help children decide whether each animal is active in day or night.

**Grade 2**

Ask children to name other nocturnal animals. Ask if they have seen any of the animals.

**Grade 3**

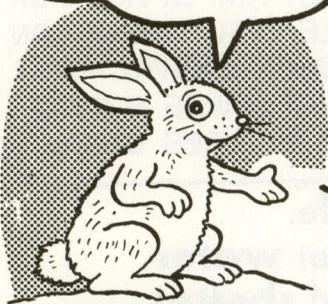
Discuss how the sense organs of nocturnal animals help them live in darkness. Compare the sense organs of daytime and nocturnal animals.

**Related Activities --** Remind children not to touch or try to catch animals they observe.

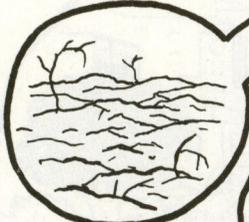
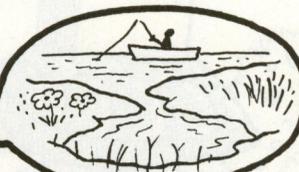
- Since it is difficult to actually see many nocturnal animals, visit a library to help children research which nocturnal animals live in your area.
- Stand quietly outside in the evening. Have children listen to wildlife sounds. When you go inside, try to identify the sounds you heard.
- Place a sheet over a flashlight in a dark area. Observe the insects that come to the light.
- Put an old white sheet next to a bush or low tree. Gently shake the branches over the sheet. Have children observe insects and spiders that may fall. Repeat the activity at night, with an adult.

PLEASE HELP ME  
FIND MY WAY HOME!  
LOOK FOR THINGS  
WILD ANIMALS NEED  
TO LIVE.

# The Long Way Home

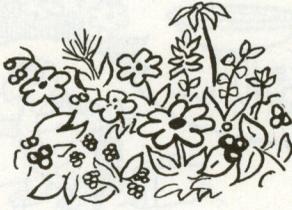
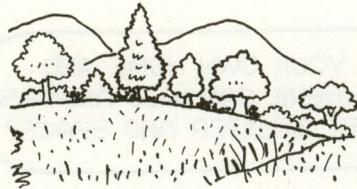


**START**



**HOME**

NOW THAT'S A HAPPY HABITAT!  
WILD ANIMALS NEED ALL THESE THINGS TO LIVE.  
DRAW A LINE FROM EACH PICTURE TO ITS NAME.



**Food**

**Water**

**Shelter**

**Space**

**Suggested Grades -- K-3**

**Goal** -- Readers will visually and verbally identify the components of good wildlife habitat.

**Grades K-1**

Ask children to describe what they see in the maze. Discuss with them how each element helps or hurts wildlife. Help them with the matching activity.

**Grade 2**

Discuss with children how a good habitat requires food, water, shelter and space. Discuss how these elements relate to each other.

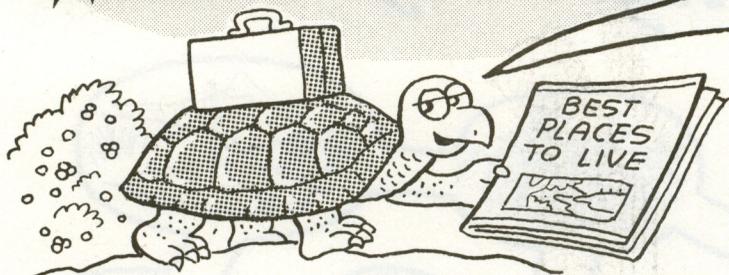
**Grade 3**

Ask children to describe how each habitat element benefits wildlife. Discuss how the elements that degrade habitat can harm wild animals.

**Related Activities**

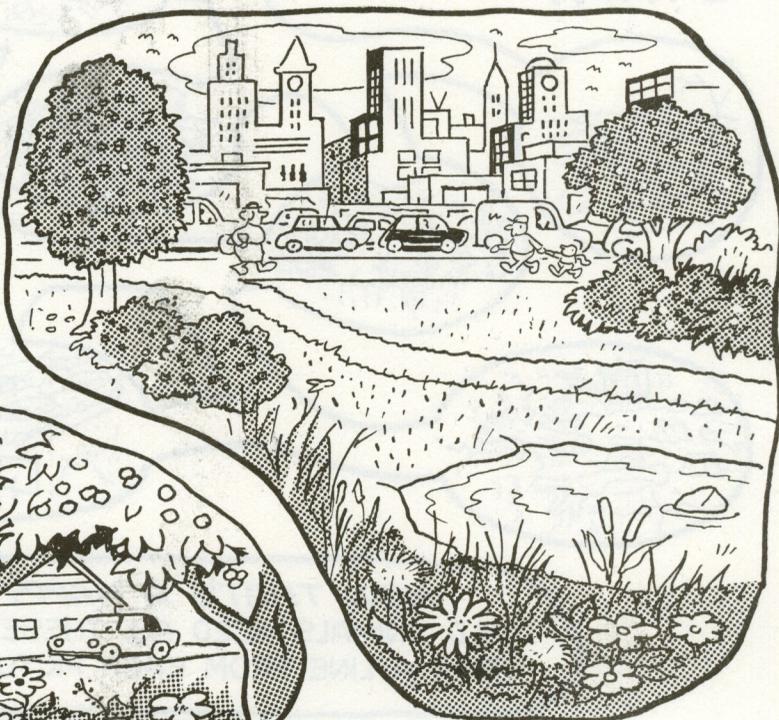
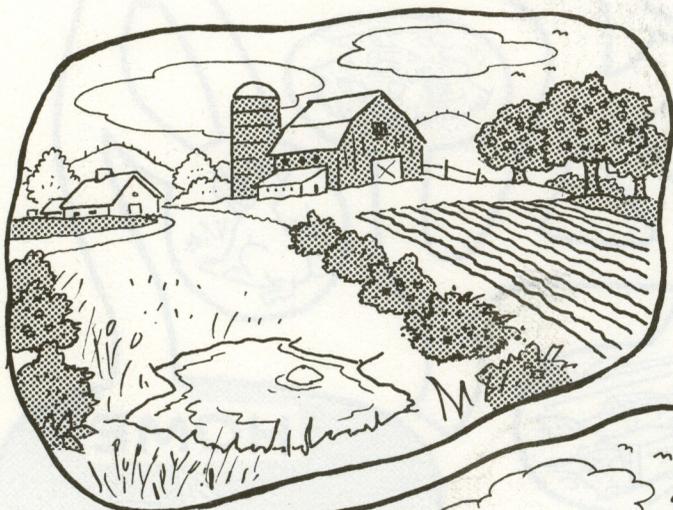
- Make a wildlife calendar. For each month of the year, ask children to list the wild animals they observe. At the end of the year, review the level of wildlife activity and the species observed in different seasons.
- Have children gather materials that birds use to build nests, like dried grass, small sticks, mud, and string. Have them try to build a nest themselves. Ask them to consider how a bird builds a nest with only its feet and beak.
- Research which wild animals once lived in your area but no longer do. Discuss with children why those animals are no longer found in your area.

# WHERE IS WILDLIFE?



WILDLIFE CAN LIVE IN MANY DIFFERENT PLACES -- ON *FARMS*, IN *NEIGHBORHOODS* AND IN *CITIES*. WILDLIFE *HABITAT* CAN BE ANYWHERE THERE IS *FOOD*, *WATER*, *SHELTER* AND *SPACE* FOR ANIMALS TO LIVE. PEOPLE EVERYWHERE CAN HELP MAKE BETTER WILDLIFE HABITAT. FIRST, YOU SHOULD KNOW WHAT MAKES A GOOD HABITAT. LOOK AT THE PICTURES BELOW.

Draw a **circle** around things that give **food** to wildlife.  
 Draw a **triangle** around places where wildlife can get **water**.  
 Draw a **square** around places where wildlife can find **shelter**.



LOOK AROUND YOUR OWN HOME AND NEIGHBORHOOD. WHERE CAN WILD ANIMALS FIND FOOD, WATER, SHELTER AND SPACE?

## Suggested Grades -- K-3

**Goal** -- Students will identify the components of wildlife habitat in various landscapes and compare to their own surroundings.

## Grades K-1

Assist children in identifying habitat elements in the pictures. Accompany them outside and identify habitat elements.

## Grade 2

Discuss with children where in their neighborhoods or community wildlife can find food, water and shelter.

## Grade 3

Ask children to list sources of food, water and shelter in at least two different settings. Help them compare and contrast the two settings.

## Related Activities

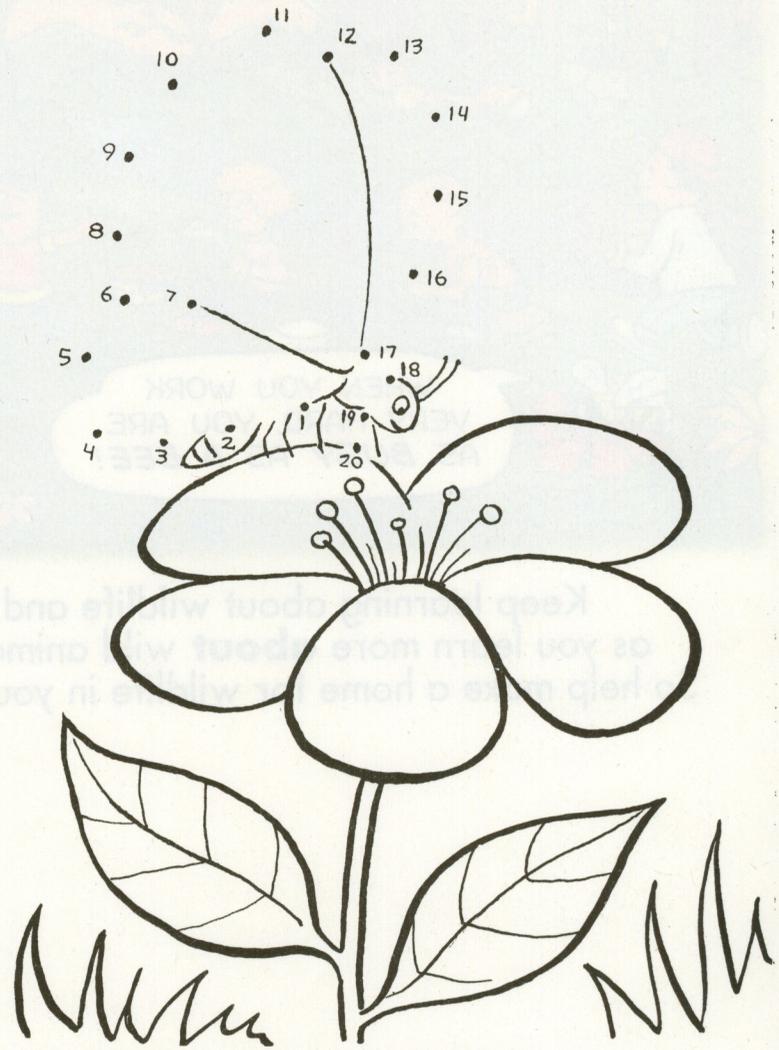
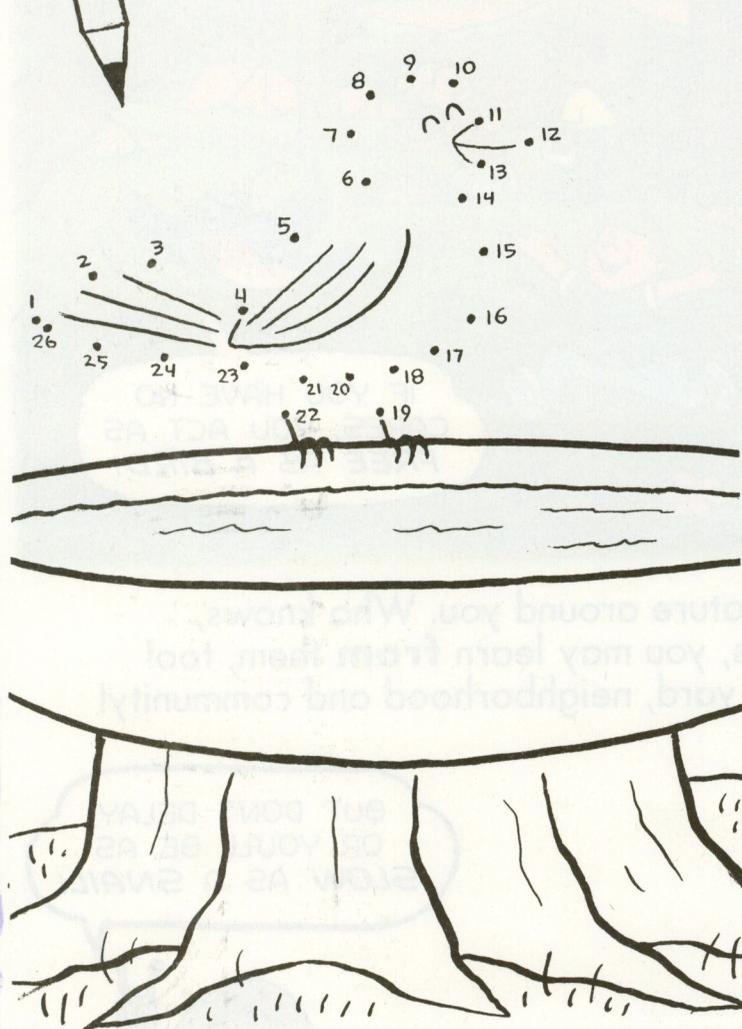
- Make wildlife mobiles for particular habitats. Draw or trace animals that share a habitat (for example, for a Pond mobile - snail, turtle, fish, frog, duck or a Field mobile - mouse, butterfly, rabbit, bee, meadowlark), paste them to cardboard, then cut them out. Punch a hole in the top center of each figure, fasten them to sticks or stiff wire with string, and arrange them so they balance in a mobile. Use your imagination and have fun!
- Go to the edge of a wooded area, where there are grasses, bushes and trees. Ask children to visualize themselves riding in a "habitat elevator." Ask them to describe how living conditions and life would change as they rose through different levels of vegetation. Start with soil and the earthworms, ants, snails, mice, etc. that live in and on it. Discuss each level as you rise to the top of the trees, with the insects and birds that live there.
- Inform children that they should never pick up or catch wild animal babies. Tell them that the parents are usually nearby and watching, and removing the animal from its habitat will harm it. Contact or visit a local wildlife rescue or humane society to see how wildlife is cared for by experts.

# CONNECT with WILDLIFE

IT'S EASY TO WELCOME WILDLIFE TO YOUR YARD! IF YOU DON'T HAVE FOOD, WATER, SHELTER AND SPACE IN YOUR YARD, YOU CAN EASILY ADD THEM. FLOWERS, BUSHES AND TREES GIVE ANIMALS FOOD AND SHELTER. A BIRD BATH CAN GIVE THEM WATER. AND REMEMBER TO LEAVE SPACE FOR ANIMALS TO LIVE. WATCHING WILDLIFE CAN BE LOTS OF FUN! BUT REMEMBER, *DON'T* TOUCH, CATCH OR FEED WILD ANIMALS BY HAND.



Connect the dots to see what happens in your yard when you connect with wildlife.



**Suggested Grades -- K-3**

**Goal**-- Readers will identify the cause and effect relationship between providing the habitat elements of food, water, shelter and space and the presence of wildlife in their own backyard.

**Grades K-1**

Help children connect the dots. Identify the pictures formed. Explain how adding habitat elements attracts wildlife.

**Grade 2**

Ask children to describe any habitat elements found in their backyards that might attract wildlife.

**Grade 3**

Help children plan a wildlife habitat improvement for their yard. Ask them to discuss the project with their parents. Have them report the results of their project.

**Related Activities**

- Help children add a bird bath to their yard. Either buy an inexpensive one or make one. Use an old pan or garbage can lid. Place it on a stump or other pedestal. Have them change the water daily. Put the bath near trees or bushes for shelter and perches. Since birds like moving water, you can also hang a can or milk jug filled with water with a tiny hole in it above the bath.
- Conduct a plant census in a yard, schoolyard or local park. Ask children to identify what each type of plant offers to wildlife.
- Visit a local nursery with children and ask which plants provide food and shelter for wildlife. Help children identify these plants in surrounding yards and parks.

# ACT LIKE AN ANIMAL

Wildlife is all around you! As you watch and learn about wildlife, you may see that animals and people are alike in many ways. Sometimes we even use animal names to describe how people act.



Keep learning about wildlife and nature around you. Who knows, as you learn more **about** wild animals, you may learn **from** them, too! So help make a home for wildlife in your yard, neighborhood and community!

BUT DON'T DELAY, OR YOU'LL BE AS **SLOW** AS A **SNAIL**!



Available from your local conservation district, state natural resources agency and the **National Association of Conservation Districts**

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