



Mystery Animal

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Adapted from "Noses", Sharing Nature with Children by Joseph Cornell

<p><b>Description:</b> Students hear clues about an animal native to the Pacific Northwest which lives in Seattle urban habitat areas. Students try to guess the animal as clues are being read. After reading through all the clues the students are shown the correct picture of the animal and discuss what they have learned.</p>	<p><b>Vocabulary</b>  <b>Wildlife:</b> <i>animals which are neither human nor domesticated</i>  <b>Urban habitat areas:</b> <i>places that remain in cities which continue to provide the environment where a plant or animal can naturally live and grow</i></p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students learn about animals that are native to Seattle urban habitat areas.</li> <li>• Students use and build their listening and observation skills in a guessing game as they use clues to identify the correct animal.</li> <li>• Students gain understanding that observable behaviors and characteristics help to identify wildlife.</li> </ul>	<p><b>Washington State EALRs</b>  <b>Science 1.1</b> The student will use characteristics to categorize living things.  <b>Communication 1.1, 1.2</b> The student will focus attention, listen and observe to gain and interpret information.  <b>Seattle School District Standards Component:</b> The student identifies, describes and categorizes living things based on their characteristics.  <b>Essential 2 .2</b> People can often learn about things around them by just observing those things carefully.  <b>Essential 2.1, 2.2, 2.4</b> Making observations, finding evidence, and using logic can help in finding solutions to unfamiliar problems.  <b>Science Kit: Animals 2x2</b></p>
<p><b>Print Materials:</b></p> <ul style="list-style-type: none"> <li>• Images: ‘Mystery Animal Cards’; ‘Image Labels’ <ul style="list-style-type: none"> <li>○ Raccoon, western swallowtail butterfly, American crow, Douglas squirrel, Pacific chorus frog, Northwestern garter snake, deer mouse, little brown bat, sharp-shinned hawk, pileated woodpecker, northern flying squirrel</li> </ul> </li> </ul>	

<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Secretly choose a ‘Mystery Animal Card’. While keeping the image of the animal hidden, read the clues to the students, pausing between each clue.</li> <li>• Ask students to raise their hand (or touch their nose), but not speak out loud, when they think they know the name of the animal. Remind them they must be silent when they do this so that others have time to guess.</li> <li>• Read through all the clues– by the end, most if not all students will have their hands raised!</li> <li>• Before showing the image of the correct ‘Mystery Animal’, hold up images of one or two other ‘Mystery Animals’ as a way of assessing the guesses the students have made.</li> <li>• Repeat the activity with a new ‘Mystery Animal’ and its clues. Optional: Include additional animals observed during walks.</li> <li>• Summarize, “Animals have different behaviors and characteristics, which we can observe, that make them different from each other”.</li> <li>• Take students on a ‘Mystery Animal Walk’. Bring cards to help remember some of the clues for the animals. Refer to the Ecology Notes (on the back of the cards) to learn important facts about these animals.</li> <li>• Remind students of the <i>Everybody Needs a Home</i> story and discuss how what they learned from the story might improve their chances of finding wildlife during their walk.</li> <li>• When students observe wildlife, other than those included in the activity, have students create their own ‘clues’.</li> <li>• Conclude, “We can observe things about animals that help us to tell them apart, and to learn more about them.”</li> </ul>
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