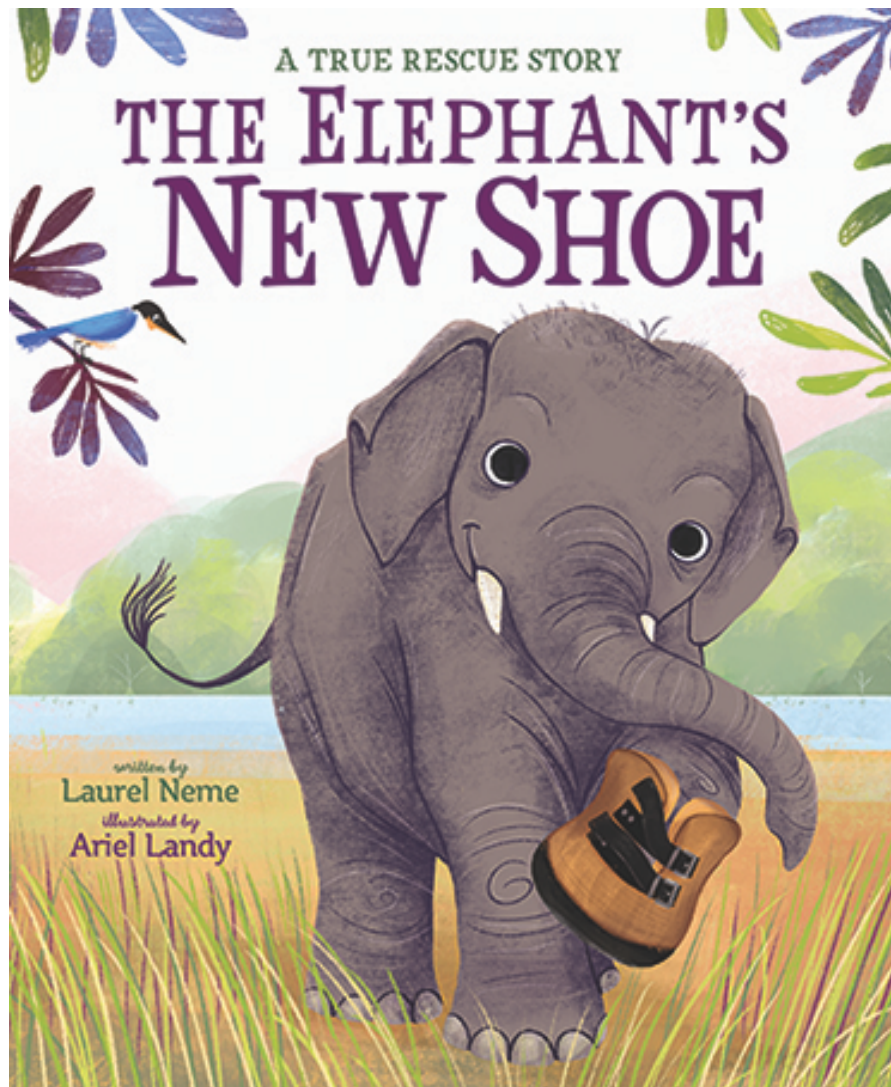


# **The Elephant's New Shoe:**

## **A True Rescue Story:**

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by Laurel Neme and illustrated by Ariel Landy



Published by  
Orchard Books  
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**Laurel Neme, Author, *The Elephant's New Shoe***

As a young girl, Laurel Neme dreamed of helping animals. At first, she wanted to be a large animal veterinarian and talk to the animals like Dr. Dolittle. Later, she wanted to be an animal scientist like Jane Goodall, and filled notebooks with observations about her goldfish. Eventually, she decided to help animals in her own way—by telling their stories through books and news articles for *National Geographic*, Mongabay.com and others. She lives in Vermont with her husband, son, and supersmart German shepherd, who loves to do laundry. To learn more, visit [LaurelNeme.com](http://LaurelNeme.com).

**Ariel Landy, Illustrator, *The Elephant's New Shoe***

Ariel Landy has been illustrating her whole life, starting with crayon portraits of her cats, dogs, and hamsters. While she may never have an elephant of her own, the honor of illustrating Chhouk was close enough. A Massachusetts native and former New Yorker, she currently lives in France with her husband and their rescue dog, where she can draw animals in her backyard to her heart's content. Visit her at: [ariellandyart.com](http://ariellandyart.com).

**Marcie Colleen  
Curriculum Writer**

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

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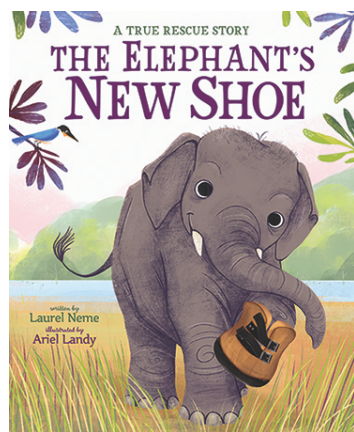
## How to Use This Guide

This classroom guide for *The Elephant's New Shoe* is designed for students in first through fourth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *The Elephant's New Shoe* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as teaching tools throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

## Book Information



**The Elephant's New Shoe**  
**Publisher: Orchard Books (Scholastic)**  
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**ISBN-13: 978-1338266870**

When Chhouk, an Asian elephant calf, was found, he was alone, underweight, and had a severe foot injury. Conservationist Nick Marx of Wildlife Alliance and the Cambodian Forestry Administration rescued the baby elephant. With help from the Cambodian Forestry Administration, the Cambodian School of Prosthetics and Orthotics, and an elephant named Lucky, Nick nursed Chhouk back to health and made him an artificial foot. One of the first animals to ever be fitted with a prosthetic, Chhouk helped pioneer the technology -- and most importantly, was able to walk again!

This true animal rescue story will satisfy animal lovers and capture the hearts of both young readers and their parents.

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# **English Language Arts**

## **Reading Comprehension**

Before reading *The Elephant's New Shoe*:

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



- Look at the cover illustration. Describe what you see.
- How would you describe the elephant?
- Do you notice anything interesting about the elephant feet?
- Mimic what elephant is doing. How does it make you feel?
- Now look at the back cover. What additional information can you gather from these photographs?
- Can you guess what the story might be about? What are some clues you can find in the front and back covers?
- Read the front jacket flap. Now do you know what the book is about? Explain in your own words.

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Read the foreword, written by Nick Marx. Why do you think they decided to include this note at the beginning of the book instead of the end?
- Describe Chhouk when Nick first found him.
- Why does Chhouk trumpet a warning when Nick first approaches?
- How does Nick prove to Chhouk that he is not a threat?
- In what ways did Nick and Chhouk become friends?
- Describe how Chhouk was transported to the rescue center in your own words. Be sure to include how things were prepared to transport him in addition to what it was like on the trip itself.
- Why is it important to find a way to help Chhouk's foot? What could happen if his foot cannot be fixed?
- What does Dr. Thy do to help Chhouk when he first arrives at the rescue center?
- What about Chhouk's behavior makes Nick think that Chhouk was sad and missed his family?
- How does Lucky help Chhouk?

- Nick tries to call many for help in creating a new foot for Chhouk. What are some of the reasons why some say no? Who finally says yes?
- Medics finally find a design of a shoe that helps Chhouk. What was it made out of? But what happens that causes medics to have to go back to the drawing board for a stronger shoe?
- In your own words, describe the shoe that finally works.
- Why do you think every 6 months Chhouk needs a new shoe? Is this a problem?

Let's talk about the people who made *The Elephant's New Shoe*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Start a discussion based on the backmatter and Author's Note.

- Why do you think the author included this note? Does it teach you anything more about the story?
- Why do you think the author included photographs in the note? Do they add anything to the story?
- Compare the photos to the illustrations. What is the same? What is different?



## What Happened? ~ *The Elephant's New Shoe* Plot

*The Elephant's New Shoe* has a simple plotline with one central conflict or problem—Nick Marx comes upon a young elephant with a badly injured leg and seeks to help the elephant heal and live a normal elephant life. Help students define the plot arc within *The Elephant's New Shoe*.

Beginning	Middle	End
Nick Marx is called by Dr. Thy to inspect a tiny male elephant found wandering alone.	First	Chhouk lived happily ever after.
	Then	
	Next	
Enter problem:	After that	
	Finally	

- BONUS: Using the basic plot structure above, create an original story about Chhouk and Lucky living at the rescue center. Students can work individually or as a class.
- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.
- Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

## Who is Nick Marx? ~ Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read *The Elephant's New Shoe* paying close attention to the character of Nick Marx. Scene by scene, record your thoughts, in a chart like the one below.

What he does	Why do you think he does what he does?	How would you describe him?	What might he say?
Example: He observes Chhouk and realizes the elephant is injured.	He cares for animals and wants to help them.	Helpful, smart, resourceful.	"I will help you, Chhouk!"

After gathering information regarding Nick Marx's character, use the scenarios below to write a new scene for *The Elephant's New Shoe*. What might Nick Marx do and say in one of the following situations?

- A group of kids come to the rescue center on a field trip to meet Chhouk and talk to Nick.
- It's Nick's birthday and the rescue center wants to throw him a party.
- Chhouk isn't feeling well and Nick wants to take care of his friend.

BONUS: Look closely at the character of Chhouk and complete the chart above regarding what Chhouk does and how he might respond if he could speak.



## Critical Thinking

In many stories, a character usually changes in some way. Do you think anyone in the story changed? How so? (*analyzing, inferring, giving support to an idea*)

How would the story be different if the rescue center had not offered to try and help? (*predicting, cause and effect*)

What do you think is the message of this story?

## Inspired By a True Story...

While reading *The Elephant's New Shoe* aloud to the class, have students take notes in two columns:

- Things We Learned
- Questions We Have

Pause before each page turn to add notes to the columns. These columns can either be individual or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the *Questions We Have* column.
  - Were any of these questions answered as the story went along?
  - If so, ask students to find the answer within the text.
  - Record the answer next to the question in a third column labeled *Answers We Found*.
- For all remaining questions in the *Questions We Have* column, that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
  - Discuss how to find answers to questions through research.
  - Assign students to specific questions to help them focus.
  - Record all answers in the *Answers We Found* column.

- After the answers have been shared with the class, engage in a discussion on research practices.
  - What was most difficult about finding answers?
  - Was it easier to find answers on the Internet or in a book?
  - Which source is more reliable, the Internet or a printed book? Why?
  - How can you determine whether to trust a source?
  - What tips would you give someone who is about to do research?
- Read the additional information at the back of the book, including the Author's Note.
  - Create an additional chart to document what information in this section was included in the story and what information was not included.
  - Why do you think certain information was chosen to include in the story and leave other information to the back matter?
  - Choose three facts from the back matter that were not included in the story and explain why you think each was excluded.

*Extension:* Design and illustrate posters representing each Fact, Question, and researched Answer based on *The Elephant's New Shoe* and display them within the classroom.



## Writing Activities

### My New Shoe ~ Point of View

Either as a class or individually, explore each scene in *The Elephant's New Shoe* from the point of view of Chhouk. What is he thinking and doing in each illustration? How does he feel? What would he say to Nick Marx?

Advanced classes will be able to write *The Elephant's New Shoe* from the elephant's point of view. However, classes can also create captions and thought-bubbles.

### Wish You Were Here ~ Postcards from the Phnom Tamao Wildlife Rescue Center in Cambodia

Injured, traumatized, or orphaned animals like Chhouk receive expert care and attention at the Phnom Tamao Wildlife Rescue Center.

You can learn more about the center at their website ([www.wildlifealliance.org/wildlife-phnom-tamao](http://www.wildlifealliance.org/wildlife-phnom-tamao)) and through an internet search. There are several videos on YouTube.

If you were to travel there:

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?
- What would the weather be like?

Create a large postcard of your trip to the center in Cambodia. Be sure to illustrate one side and include a note to home on the other side, letting others know about your trip and how Chhouk is doing. Be sure to be descriptive.

Display the postcards on a bulletin board, along with a map indicating where Cambodia is located.

### **Dear Nick Marx**

Nick is taking a stand to help animals and making a difference where he can. You can read more about Nick and the work he does at <https://www.wildlifealliance.org/nick-marx/>.

Using the moments in *The Elephant's New Shoe* as a starting point, write a letter to Nick. The letter could include:

- Detail about what you found interesting about this story.
- How you might take Nick's example and do something in your own community to make a difference the way he did.
- A thank you to Nick for helping Chhouk and other animals.

Follow the Contact tab on the website above to send your letter of thanks directly to Nick Marx.

### **Dear Laurel Neme**

Author Laurel Neme writes books and articles about wild animals to help people care about them like she does. You can find out more about her books, read her articles, and see more fun facts about animals on her website: [LaurelNeme.com](http://LaurelNeme.com)

Laurel would love to hear from you! Write a *Thank You* letter to Laurel Neme for her hard work on behalf of animals around the globe. Tell her what you learned or liked about *The Elephant's New Shoe*. Share a picture that you draw inspired by the book or her work. Ask her questions. She will actually write back!

Letters can be sent through her website [www.LaurelNeme.com](http://www.LaurelNeme.com) or e-mailed to her directly through [Laurel@LaurelNeme.com](mailto:Laurel@LaurelNeme.com). You can also snail mail Laurel (which she would love!), just email her first to find out the correct address.

## Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *The Elephant's New Shoe* to life in your classroom and have fun with speaking and listening skills!

### Talking About Feelings

We all feel various feelings at different times. It is okay to feel happy or sad or angry. Read through *The Elephant's New Shoe*, making special note of the feelings that Chhouk expresses.

Post the names of feelings in different colors for everyone to see. Have children choose a feeling to make a sentence about that feeling.

"Today I feel excited because we have pizza for lunch."

"Last week I felt lonely because my brother went away."

"Yesterday I felt worried because I lost my jacket."

### Mime/Charades

Mime a feeling with gestures and facial expressions. Then have others try to guess that feeling. For a variation, have children draw the feeling from a "hat"—a basket/box/bag.

### Drama

Create a TV commercial to encourage people to read *The Elephant's New Shoe*.

Create a news program talking about finding Chhouk or an announcement about him getting his first shoe.

Pretend you are an elephant shoe salesperson trying to convince Chhouk about the comfort of a new shoe.



# **Math**

## **Word Problems**

*For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) The medics create five different shoe prototypes for Chhouk to try. He tries one and it doesn't work. How many more shoe prototypes do the medics have left to try?

$$5 - 1 = ?$$

- 2) Chhouk takes four confident, pain-free steps with his new shoe. He then takes three more steps. How many steps does Chhouk take?

$$4 + 3 = ?$$

- 3) Nick Marx has a list of six places to call to try and find help for Chhouk. He calls one and gets a "no." How many places does Nick Marx have left on his list?

$$6 - 1 = ?$$

- 4) Chhouk wears his new shoe for two months. He then wears his new shoe for one more month. How many months does Chhouk wear his new shoe?

$$2 + 1 = ?$$

## **How BIG is an Elephant?**

An elephant is the largest land mammal.

Students can practice their predicting and measuring skills, while having fun learning the size of an elephant.

The average size of an elephant is:

**Height:** 8'3"-13' | 2.5-4 m

**Length:** 10'-16'6" | 3-5 m

**Weight:** 5,500-15,400 lb | 2,500-7,000 kg

You will need:

- 16 feet of rope, twine or string
- A large wall or hallway
- Package of paper plates
- Post-it notes
- Roll of adding machine/receipt tape

1. Unravel the twine all the way (for the full 16 feet) and mount on a wall with tape.
2. Once the students see how long an elephant is, ask them to predict how many children it would take, stretched end-to-end, to fill the length of the elephant.
3. Have students write down their predictions on a piece of paper.
4. Using strips of adding machine tape, measure each child's height and give each student their strip of paper.
5. Ask the students to write their name on their own strip of paper.
6. Tape the strips end to end on the wall along the twine. Have students count how many strips it takes to make up the length of the elephant.
7. See which students came closest to predicting correctly.
8. Now ask students to predict how many paper plates or post-it notes would make up the size of the elephant and repeat the activity.
9. Do the same for the height of an elephant.
10. As a culminating activity, have a discussion about size, using comparing and contrasting to help them understand the size of an elephant.
  - a. Ask the students if they think an elephant would fit in their house or car or classroom.
  - b. Ask students what else they think might be as big as an elephant.

#### Further Activity:

If an average elephant weighs 7 tons,

- Weigh an apple. How many apples equal the weight of an elephant?
- Weigh a textbook. How many textbooks equal the weight of an elephant?
- Weigh everyone in your classroom. How many students equal the weight of an elephant?



## The Math of an Elephant's Foot

An elephant needs a big foot to support its body.

What You'll Need:

- Ruler or measuring tap
- Piece of string
- Quarters or pennies

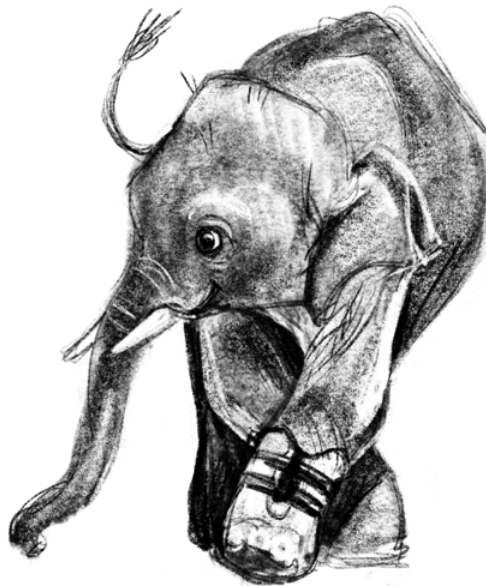
Draw a circle that is 15 inches wide, without telling students of the size. This circle represents the size of an elephant's foot.

Then, ask students how wide across they think the circle is. That is their estimate.

Use a ruler or measuring tape to measure it. How big is it really? That is your measurement.

Record your findings.

- How many quarters do you think will fit inside the elephant's footprint?
- How many pennies?
- Do you think it will take more quarters or pennies? Try it and see.



# **Social Studies**

## **Kids Can Make a Difference!**

We can ALL help animals. Kids don't have to quit school and move to Africa to help animals. There are many impactful ways kids can help animals and make a difference, from volunteering time, to raising awareness, launching campaigns, raising money, writing letters to elected officials, or promoting issues on social media.

Author Laurel Neme has a section on her website devoted to ways you can make a difference and also examples of powerful young voices. (See:

<https://www.laurelneme.com/134-2/>)

You can also read a book she wrote with her mom, Isabel Abrams, called *50 Ways to Save the Elephants*, published by Cider Mill Press. (See: <https://www.cidermillpress.com/products/50-ways-to-save-the-elephants-and-change-the-world>.) This book has many simple steps kids, families and schools can take to help elephant populations recover and protect elephants in captivity. Know that whether you engage in online activism from your home, help reduce climate change, or are a conscientious consumer or traveler, these ideas often help much more than just the elephants.

For more ideas on how to get involved with helping elephants, visit <https://www.theguardian.com/environment/2017/feb/13/what-can-i-do-to-help-elephants>. This site also has a list of great resources for information on the latest conservation efforts!

You can also check out 50 Ways Kids Can Help Animals (<http://www.humanedecisions.com/50-ways-kids-can-help-animals/>) for a list of how kids can help all animals, including:

- farm animals
- backyard wildlife
- wild animals whose habitats are endangered
- domestic pets
- animals used for entertainment
- abandoned and homeless animals.



As a class, talk about what options might be fun and make a strategy to do one or more steps over a set period of time. For instance, you could commit to trying at least ONE of these 50 ways each week for a month.

To encourage participation, teachers can give students a star for each action taken. (Actions could be verified with a parent/guardian/teacher's signature).

The stars can be tallied at the end of the month for prizes. Classes can also set a goal, so that if the class “earns” 200 stars at the end of the month maybe there will be a pizza party!

Students can also create posters to hang around the school to encourage others to help.

## **Disability Awareness**

Chhouk was injured in a snare and therefore unable to move around like an elephant should. Chhouk becomes disabled.

Teaching children about disabilities can help in breaking social barriers and allow a better, wholesome approach to inclusion of all people and animals with disabilities.

Ask students to think of their THREE most favorite places to go, such as their home, school, or favorite restaurant.

Have students imagine that they are physically disabled and need to use crutches or a wheelchair. Are their favorite places accessible for those with movement disabilities?

- Can you get there with public transportation?
- Are there accessible parking spaces?
- How do you get into the building? Are there ramps? Automatic doors? Clear pathways?
- If there is more than one floor, is there an elevator?
- Is there a mixture of different types of seating?
- Are the restrooms accessible?

Students should make note of how accessible and inaccessible these places are. How would things be different if they could not easily access these places? How can we make sure that every place is accessible for all people?

For more activities about living with disabilities, visit <https://hiehelpcenter.org/disability-awareness-class-lessons/>.

There are many other activities and lessons to increase the understanding of different types of disabilities. Some examples can be found at <https://www.dvusd.org/cms/lib011/AZ01901092/Centricity/Domain/1318/Disability%20Awareness%20Packet%202.pdf> or <https://media.specialolympics.org/resources/community-building/youth-and-school/unified-champion-schools/Mini-Lesson-Understanding-Disability.pdf>.

## **Adapting to a Disability**

Chhouk was injured and unable to move easily like other elephants. He had to learn to adapt and find new ways to get around with his new shoe.

When someone has a disability, learning to discover new ways of doing something is very important.

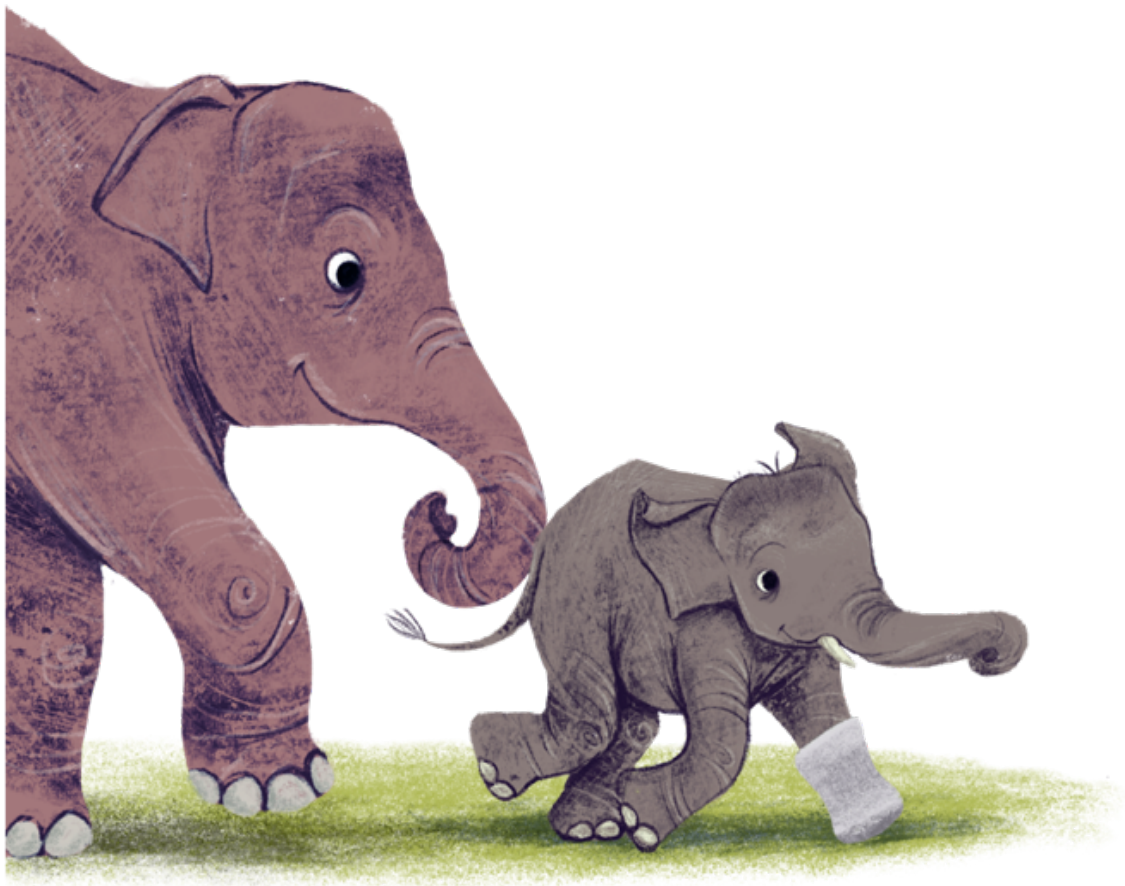
Have students imagine that they do not have the ability to extend their arms out beyond their elbows. They must hold their elbows tight to their sides.

Then tape a marker to a long(ish) pole or dowel.

Hang a sheet of paper on the wall and stand in front of it, far enough back that the marker on the dowel can reach it when holding the dowel in their shortened arms.

Students should attempt to draw and write.

Afterward, discuss what was difficult the activity and how students were able to experiment to get the best results.



# **Science**

## **Elephant Research Project**

Starting with the back matter in *The Elephant's New Shoe* research African and Asian elephants. How are they the same? How are they different?

Using the school library, look for other possible sources for information, such as:

- Nonfiction books
- Encyclopedias
- The Internet

What do you wonder about? Students can generate a list of questions about what they want to know.

Then, they can take notes and gather as much information as possible. Some possible topics include the following:

- Physical traits, such as trunks, skin, ears and feet. What are they used for? What is special about them?
- Food. What do they eat? How much do they eat? How long does it take?
- Habitat. Where do elephants live? What are the differences between their different homes (such as savannas, forest, swamps, deserts, etc.)? Do these habitats face different threats, such as climate change or people trying to develop them? How does that affect elephants?
- Babies. How long is an elephant pregnancy? What are the different stages for an elephant to grow up? Can a baby elephant use its trunk right away? Who helps care for the babies?
- Predators. Does an elephant have any predators? How do they stay safe?
- Threats. What are the threats to elephant? What is poaching and the ivory trade? How is their habitat changing? What is human-wildlife conflict? What other threats do elephants face? For example, Chhouk got caught in a snare. Snares are used to hunt animals, however, there is no control over what kind of animal and sometimes the wrong ones get caught and released injured.

Once the information is gathered, kids can use it to create an illustrated poster or booklet of their findings.

# African and Asian elephants.

## How are they different?

Head is double domed

Smaller, rounded ears

Trunk has one lip

Head has one hump

Weight is up to 11,000 lbs

Back feet have four nails showing

Larger ears in the shape of the African continent

Trunk has two lips

Weight is up to 13,000 lbs

Back feet have three toe nails showing



# Elephant Prints

Elephants have unique footprints just like you.  
Take a close look at the lines on your fingertips.  
How would your prints look on an elephant? Draw  
your fingerprints below.





# Which elephant?

Can you tell which body parts belong to African and which to Asian elephants?



## **Did You Know...?**

As students gather information, keep a list of the most surprising facts that they found. For instance, do baby elephants suck their trunks? Can elephants lie down? Can they jump?

For a list of strange facts about elephants and many other animals, visit the Fun Facts section on Laurel Neme's website (see: <https://www.laurelneme.com/animal-species-and-fun-facts/>)

Play True or False. List a fun fact and guess whether it is true or false. Kids can vote and tabulate what they think.

## **Ask the Animal Conservationist**

Invite an animal conservationist or local licensed wildlife rehabilitator to your class, or ask them to visit via Zoom or Skype. A local zoo or the state wildlife agency can be a great resource for finding someone.

Before the visit, make a list of questions. Some sample questions can be:

- What does an animal conservationist do?
- Why did you choose this career path?
- What do you enjoy most about your job?
- Did anything about your job surprise you?
- How would you describe your best day on the job?
- How would you describe your worst day on the job?
- What advice would you give to someone who is young and wants to take part in animal conservation?
- What are some everyday challenges you have faced in your career?
- What is the biggest perk to your career?

Provide list of questions ahead of time to the conservationist.

During the visit, students can take turns asking questions clearly and with eye contact.

Everyone should practice taking notes and creating follow up questions.

After the visit, share what you learned with others and discuss what was your biggest takeaway.

A nice alternative to having someone visit the classroom either in person or virtually is to find and watch a video of a wildlife rehabilitator or animal conservationist. There are many, many options. Some examples include:

- Elephant conservationist Daphne Sheldrick on 60 Minutes  
(<https://www.youtube.com/watch?v=KpLfv6Gmvo8>)
- Animal Defenders International has many videos of rescues, such as:  
<https://www.youtube.com/watch?v=VzsV-OBvg2w>
- California Wild Animal Rehabilitation Center  
(<https://www.youtube.com/watch?v=eLMLUOJnz1g>)
- Wildlife SOS in India - a day in the life  
(<https://www.youtube.com/watch?v=U94Ymf0CrEQ>)

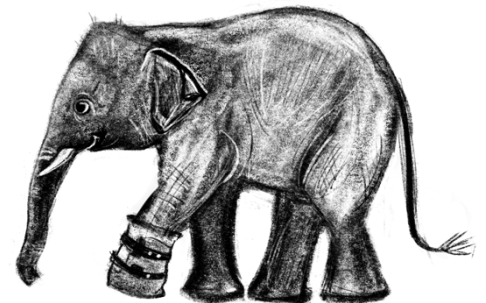
### **How Scientists, like Nick Marx, Observe Animals**

The study of animal behavior is called ethology. Studying an animal's behavior can provide scientists with valuable information that can aid in conservation efforts.

When scientists conduct animal observations, they rely on specific procedures in order to collect data that is as accurate as possible.

*Ethnography* is a written, observational science which provides further study and insight into a particular community, culture, or species. In many cases, scientists use *ethograms*, or tables, to record data during observations, such as:

- Grooming: the animal is tending to its own hygiene
- Feeding: the animal is foraging or eating food items.
- Manipulate object: the animal is moving any object.
- Vocalizing: The animal is making sound.
- Locomotion: The animal is walking, flying, pacing, hopping, running, jumping, etc.
- Resting: The animal is inactive, possibly lying down or sitting still. No other behavior is occurring. Eyes may be open or shut.
- Not visible: Scientist cannot see the animal.
- Other: Scientist sees a behavior not described above.



TIME (in minutes)	Grooming	Feeding	Manipulate Object	Vocalizing	Locomotion	Resting	Not Visible	Other
1:00								
2:00								
3:00								
4:00								

Using the above ethogram:

1. Find a study area (a park, school yard, or zoo) and ask students to identify an animal to observe. More than one participant can observe the same animal. For example, look for chipmunks, squirrels, birds, insects and more at the local park.
2. Start by allowing time to simply observe the animal and write down some notes or questions. This should be done before starting using their ethogram.
3. Participants can then focus on collecting their data. In each box, write notes based on what they observe during each time interval. Use a stopwatch to keep time, announcing each interval.
4. Students should remain quiet throughout the entire length of the observation, as loud noises may affect animal behavior.
5. Share the observations back with the group.

Some questions that could be discussed:

- What did you notice?
- What were the most frequent activities?
- What were the least frequent?
- How did animals interact with the environment? With each other?
- How can observing an animal help the animal?
- How can observing an animal help the environment?
- How can observing an animal help people?

## Non-Verbal Communication

Take a close look at the illustrations of Chhouk throughout *The Elephant's New Shoe*.

Without words, how do elephants show how they are feeling?

Ask students that have pets to describe how they know their pet is sad, scared, happy, having to go to the bathroom, etc.

Discuss the ways that animals communicate how they are feeling non-verbally. Some examples of how animals communicate:

- Giraffes press their necks together when they are attracted to each other.
- Elephants show affection by entwining their trunks.
- Gorillas stick out their tongues to show anger.
- Kangaroos thump their hind legs to warn of danger.
- White-tailed deer alert others to danger by flicking their tail.
- Dogs wag their tails when they are happy.

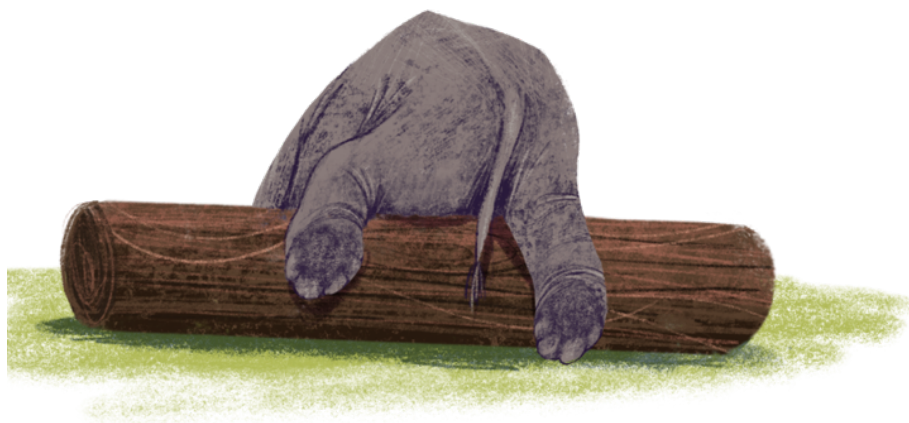
Make a list of non-verbal ways that different animals show how they are feeling.

Choose an idea on the list and draw a picture.

Pretend you are a tourist guide or ranger. Make a poster to help people understand what they might see.

Check out these videos on elephant communication:

- Studying Elephant Communication: <https://www.youtube.com/watch?v=nII9yngRuac>
- How to Read Elephant Body Language: <https://www.youtube.com/watch?v=-PmiApKA4IU>



## **“Design a Shoe” Challenge**

This challenge allows students to problem solve a way to design a shoe fit for a stuffed animal! Of course, a little imagination is going to go a long way here, too!

Students can work alone or in groups of 2-3 to design a shoe for a stuffed animal.

Gather craft items such as rulers, paper, cardboard tubing, empty boxes, tape, glue, etc. You can also check in the recycling bin for other materials.

Each person or group’s shoe must:

- Be at the correct size for the stuffed animal.
- Be a construction made up of at least two different materials.
- Be strong enough to stay on the stuffed animal if tossed around and played with.

The groups must create blueprints or sketches for their shoe and carefully document their use of the method of construction throughout the process of building their shoe.

Once all shoes have been built, present them to the class. You can offer up awards to increase the competition, such as:

- Sturdiest shoe
- Most attractive shoe
- Most materials shoe
- Least materials shoe

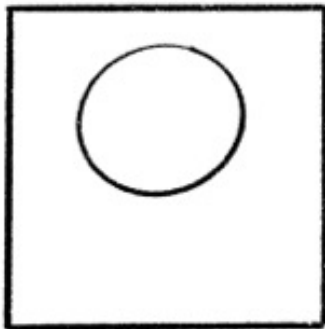


## Activity Page

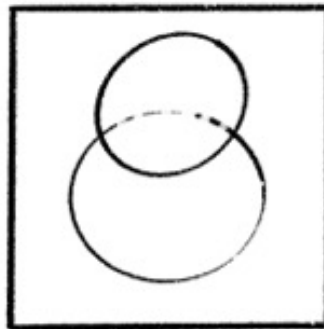
Now you can draw elephants in the style of Ariel Landy!



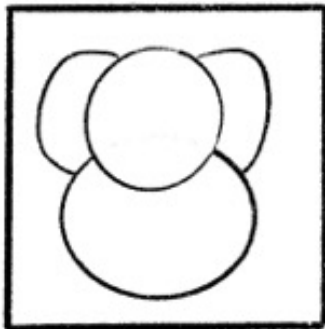
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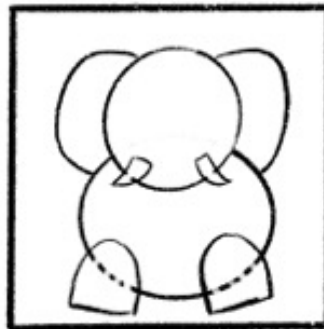
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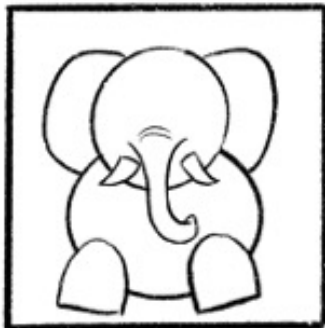
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