



## Through Time & Magic An Irish Adventure Book Activities Guide - Fauna

Math	Science	Geography	Writing	History	Research	Art	Music	Presenting	Vocabulary	Active	Analysis	Game
									ABC			

### Individual Activities



#### Fauna Crossword Puzzle

Determine the name from the clues and enter in the puzzle

# ABC

### Create a Fauna Habitat



Choose an animal from the book or other animal found in Ireland. Research where they live, what they need to thrive and draw a habitat to include the following:

- land/elevation
- food source (and the habitat needed for their food source)
- Water source (and type: moving/fresh water/salt, etc.)
- Space needed (do they roam, stay in one place)
- Social needs (solitary/group)
- Shelter/safety concerns

Options:

Make a 3D habitat out of clay/playdough, Legos, or collect outdoor materials like twigs, moss, etc. to make it more realistic.

Go to a location that has all the elements the chosen animal needs, and create a film or take pictures to create the habitat.






*Individual Activities – Fauna, cont.*

Favorite Animal



Student chooses their favorite animal from the book or other animal native to Ireland. Find a book on the animal from the library or other source. Create a report, or presentation about the animal (cite references).


Option: Create a 2-minute video about the animal. 



Life Cycle of an Animal



Choose an animal from the book, or other Irish native animal, and show its life cycle. Include:

- Gestation Period
- Time/Change from infancy to adulthood; parental involvement or lack of
- Adult habits, how spend their time
- Life expectancy: wild vs. captivity if applicable
- Include pictures/drawings 

*Supplemental: Worksheet to complete*

Endangered Species News Report




Research to find an animal that is endangered in Ireland. Create and present a news report to include:

- What level on the endangered species list
- What has caused the species to decline
- What is being done about it or should be done
- How the audience can help

This link can help: <http://www.earthsendangered.com/search-regions3.asp?mp=&search=1&sgroup=allgroups&ID=550>

Options:

- Film the news report 
- Share the report on social media or with friends/family
- Do something about it either by raising awareness, money, giving time, etc.



*Individual Activities – Fauna, cont.*



Animal Park/Conservancy



Each student creates an animal park or conservancy choosing one or two animals native to Ireland.

Step One – Determine park purpose: conservation, education, rehabilitation, monetary, etc.

Step Two – Choose animals and research what is needed for each individual to be happy and healthy: habitat, feeding, stimuli, hygiene, social, etc.

Step Three – Determine park requirements: amount of food, labor, money

Step Four – Map out park on graph paper (to scale if possible) or create from blocks, construction paper, Legos, etc. based on animal needs.

Step Five – Give a “tour” through their park, sharing with the class information about the animals from their research.

Option: Film the tour to share with the class

*Supplemental: Worksheets for each step (total of 6 pages)*

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Human Effects Timeline



What role did humans play in the fauna of Ireland? Which animals in Ireland today were native vs. being brought to the Ireland by humans? Any animals that are no longer there because of humans?

Create a timeline of when different animals were introduced to Ireland or removed based on human intervention. Include:

- Date of change
- Animal/picture
- Reason brought/removed
- Effects of change both positive/negative

Option: Do the same for local area. See any trends?

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## Small Group Activities - Fauna



### Fishing



Each group finds 5-10 fish native to Ireland. Then research their habitat, where they live (lake, river, ocean), what they eat. Enter findings on the supplemental sheet. Then cut into small paper. Roll up paper and insert one paper into each balloon. Then blow up the balloon and place all together by group. The group creates a “fishing rod” using a pole, string and duct tape for the “hook”. Each student takes turns fishing (without being able to see the balloons). One person stands on the other side of the barrier to unhook the “fish” so the person fishing gets the balloon then pops it to get the paper inside. Take turns “fishing” until all students get at least one complete match: fish/habitat/food.

*Supplemental: paper to enter in names for balloon inserts*

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### Wildlife Visit



Visit a local/virtual zoo or wildlife sanctuary and identify/study any animals native to Ireland or very similar. Take pictures, jot down notes on their behavior, and create a report/presentation about the animals and their habitat.



### Animal Classifications Game



Each student gets five animal cards. Rolling the dice, students can only move forward if they have an animal found in that classification. Student discards the animal and moves to the space. If not, they discard a card and pick a new card, staying in their current space. Play continues clockwise. The first to land back on Beltany Stone Circle, on exact count, wins.

Optional: Using the provided template and examples, students add additional animals found in Ireland.



Classification Resource: <https://www.itis.gov/>

*Supplemental: Game board, game cards; Needed: one 6-sided die, tokens*



*Small Group Activities – Fauna, cont.*



Fauna Picture Match Game



Using card stock, each child creates four match cards choosing from the book or additional plants from Ireland. One card is a picture or drawing, the “matching” card is the name to include its classification(s) (cite resources). Shuffle completed cards and place all cards face down in a single layer. Take turns turning over only two cards at a time to try and match. The student matching correctly keeps the pair and gets one point. The most points wins. Students can challenge the accuracy of the match and must look up using smartphone/tablet or other resource for confirmation.

Option: Use the match cards already created. Removes the research and art aspect of activity.

*Supplemental: Card outlines / fauna match cards*

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## Entire Class Activities - Fauna



### Animal Park/Conservancy



Divide class into small groups. Have them choose or give each group one class of animals from the list below. Each group creates a section of an animal park with at least the number of animals as there are students in the group. Each student chooses one or two animals in the section to research. As a group, create the map of their section of the park to include how much space each animal or group of animals need, along with the “back-end” section for feeding/care/storage of materials needed. When each group is complete, put the entire class “park” together along with the statistics/needs.

Bird

Reptile

Aquatic

Insect

Mammal – carnivore

Mammal – herbivore

Rodent

Step One – Determine park purpose: conservation, education, rehabilitation, monetary, etc.

Step Two – Choose animals and research what is needed for each individual to be happy and healthy: habitat, feeding, stimuli, hygiene, social, etc.

Step Three – Determine park requirements: amount of food, labor, money

Step Four – Map out park on graph paper (to scale if possible) or create from blocks, construction paper, Legos, etc. based on animal needs.

Step Five – Each group does a “tour” through their section, sharing with the class information about the animals from their research.

Option: Film the tour.

*Supplemental: Worksheets for each step (total of 6 pages)*



### What am I?



Each student gets one of the animals from the book taped to their back. Students walk around asking yes or no questions of other students to try and figure out who or what they are. Only one question per student until all have been asked. For a small class a second round can be added.

*Supplemental: Names to cut out*