

FIND THE FANTASTIC

ELA Activities About Language • Science Activities About Ecology

Foster your students' sense of wonder with these creative activities that explore the fantastic in our world, from the clues embedded in language that help us determine meaning...to the astounding diversity of fantastic (real-life) creatures.

Created by Scholastic and inspired by *Fantastic Beasts and Where to Find Them*, these activities support standards and get students thinking, interacting, and building—fantastically!

Real-Life
Fantastic
Creatures!



RED-LIPPED
BATFISH



PANGOLIN

Visit scholastic.com/findthefantastic for a downloadable version of this program and more.

FROM THE WIZARDING WORLD
**FANTASTIC
 BEASTS**
 AND WHERE
 TO FIND THEM

IN THEATERS
11.18

ELA ACTIVITY INSTRUCTIONS

ACTIVITY 1: What's in a Name?

Materials: “What's in a Name?” Student Worksheet 1

Time Required: One 40-minute period

Essential Question: How can we use the roots hidden in words to determine their meanings?

Directions:

- Ask** students what the word “fantastic” means. **Explain** that they will explore the meanings behind the names of fantastic beasts that J.K. Rowling has created in the upcoming movie *Fantastic Beasts and Where to Find Them*. **Refer** to the classroom poster for examples of “fantastic” creatures, and explain that the word “fantasy” is hidden within the word “fantastic.”
- Explain** that many words have parts in common that we call roots. These roots act like a code to help us figure out what a word or name really means. Give the example of the roots aqua- and hydro-, meaning water. **Ask** students to brainstorm words that contain these roots and what the words have in common. (*Possible answers include: aquarium, aquamarine, aquatic, aqueduct; hydropower, hydrant, dehydrate. All of the words have to do with water.*)
- Distribute** the “What's in a Name?” Student Worksheet. **Discuss** the names of the Thunderbird and the Demiguise with students. Refer to the classroom poster and the reproducible resource sheet on the back cover to model how to systematically analyze a creature's characteristics and to highlight connections between a name and its meaning.
- If working with older students**, have them brainstorm words connected to selected root words from the list provided on the worksheet and/or research additional terms from these roots.
- Ask** students to choose a creature or object from the real world that they find interesting and to complete the activities on the worksheet.
- Invite** students to swap paragraphs with a partner and try to guess the real name of each student's creature or object.

Extension: Invite students to search for these root words in the names of other animals or fantastic creatures. Keep a class log.

ACTIVITY 2: Language Through the Ages

Materials: “Language Through the Ages” Student Worksheet 2

Time Required: One 40-minute period

Essential Question: How does our context—time, place, and task—change how we use language?



Directions:

- Have students** share some words that they use with their friends but they don't think would appear in a regular dictionary.
- Discuss** the idea that language develops over time and that it evolves differently in different locations. Ask students if they are familiar with any slang terms from other places or time periods. Discuss how these terms may have emerged. As an example, consider the difference between author J.K. Rowling's slang terms for a non-magic person: Muggle (used in England) and No-Maj (used in the United States).
- Distribute** the “Language Through the Ages” Student Worksheet. Have students complete the worksheet and check their answers when they have finished.
- Extend** students' understanding of slang through one (or more) of the following activities:
 - Decipher:** Ask students to use their new slang terms in sentences, building in context clues to help their readers understand the term. Have students swap sentences and try to decipher the meaning of each new slang term.
 - Define:** Have students create a class dictionary using real and invented slang terms. Encourage students to follow the dictionary format, including the term, pronunciation, part of speech, etymology, and meaning(s) of the word.
 - Compete:** Provide the class with one or more modern terms (e.g., cell phone, food delivery, movie theater, etc.) and challenge students to come up with the best slang term. Students can share their possibilities and thought processes with the class, then vote on the most successful slang terms.

SCIENCE ACTIVITY INSTRUCTIONS

ACTIVITY 3: Real-Life Fantastic Beasts

Materials: “Real-Life Fantastic Beasts” Student Worksheet 3, Fact File Resource Sheet, classroom poster, reference materials (online or print)

Time Required: One to two 40-minute periods

Essential Question: How do living things adapt to survive in challenging environments?

Directions:

- 1. Refer** to the classroom poster featuring Newt Scamander with callouts indicating various characteristics. Have students brainstorm traits that Newt (and other humans) have that help them survive.
- 2. Ask** students what an adaptation is. An adaptation refers to a specific trait that a species has that allows it to better survive in its environment.
- 3. Using** the Fact File Resource Sheet, have students discuss different characteristics that the fantasy creatures from author J.K. Rowling’s imagination exhibit. Imagine how these characteristics might have developed over time to help the creature survive in a hostile world. For example, the Bowtruckle is small and resembles a tree stem with roots so that it can escape predators by blending in with surrounding trees.
- 4. Distribute** the “Real-Life Fantastic Beasts” Student Worksheet. Direct students to use science websites to research each creature’s classification, the challenges it faces, and unique ways that it has adapted to survive. If students do not have access to technology in the classroom, direct them to use nonfiction books.
- 5. When** students have finished their research, ask them to write a creative story describing what would happen if one of these real-life creatures came to New York City.

ACTIVITY 4: New York City, Then and Now

Materials: “New York City, Then and Now” Student Worksheet 4, reference materials (online or print), model-building materials (Popsicle sticks, toothpicks, cardboard, blocks, clay, pipe cleaners, etc.)

Required: Two 40-minute periods

Essential Question: How and why do ecosystems change over time?

Directions:

- 1. Ask** students to visualize their town several hundred years ago. What has changed since then? Why?



- 2. Explain** that students will be researching how one ecosystem, New York City, has changed over time. Refer to the classroom poster and have students brainstorm characteristics of the habitat they see. What real creatures could thrive in 1920s New York?

- 3. Divide** students into small groups. Assign each group a time period in New York City’s history:
 - (a) 9000 BCE (b) 1609 CE
 - (c) 1820 CE (d) 2016 CE

- 4. Provide** each group with the “New York City, Then and Now” Student Worksheet. Each group will research New York City’s human, animal, and plant life at that time period.

The following resources may be helpful in students’ research:

- *The Welikia Project (Wildlife Conservation Society):* welikia.org
- *The Natural World of New York City (New York Society Library):* nysoclib.org/collection/natural-world-new-york-city

- 5. Groups will showcase** their discoveries by creating a model (or scientific drawing) of New York City during their assigned time period.
- 6. Arrange** the groups’ models in chronological order, then have students visit each model. Ask them to jot down trends that they notice.
- 7. Discuss** the changes that students identified as they moved through the different time periods in New York City’s history. Which species thrived? Which species went extinct? How can we explain these changes?

Extension: What will the ecosystem of New York City look like in the future? Have students build an additional model to show how New York City could change in another 100 years.

WHAT'S IN A NAME?

Names hold a lot of information—if you can decipher the meaning behind them.

What can you learn from the names of these fantastic beasts?



The Thunderbird is a bird whose flapping wings can create storms.



A Demiguise is a beast that can disguise itself using invisibility when it wants to.

WORD ROOTS: BREAK THE CODE: The study of the origin of words is called etymology. Modern languages, including English, are filled with not-so-hidden meanings from older languages, such as Latin and Greek. These word roots below help form many common words.

AERO = air or wind

AMBUL = move

AQU/A (HYDR/O) = water

CAP = head

CELER = fast

CHROM = color

CHRYS = gold, yellow

CRYO = freezing

DEMI = half

DENT = tooth

DERM = skin

DYN = power, energy

HYPER = excessive

KIN = motion

MUT = change

MY/O = muscle

OMNI = all

OSTEO = bone

PAN = entire

PED = foot

PHON = sound

POLY = many

PYR = fire, heat

RHIN/O = nose

RUPT = burst

UNI = one

VOC = voice

YOUR TURN

Use the roots above to create a new name for a real animal or object.

For example, you may want to rename a kitten. Kittens are constantly moving around.

You may choose the roots **HYPER** (excessive) + **KIN** (motion) to rename a kitten a **HYPERKIN!**

1. Choose an animal or object:

3. Select possible roots for its new name:

2. List its qualities:

4. Create its new name:

WRITING CHALLENGE: On a separate sheet of paper, describe the animal or object using only its NEW name. Include details that you find fantastic or interesting. When you have finished, swap papers with a partner. See if you can guess each other's animals or objects!

MAGI|ZOO|LOGY
— Magic — Animal — Study —

Take the Magizooology 101 quiz to find out which fantastic beast you have the most in common with! At scholastic.com/fantasticbeasts101.

LANGUAGE THROUGH THE AGES

The words we use change over time since language is always evolving. Historical slang terms give us insight into the lives of people in past time periods. Analyze the historical slang terms below to figure out their meanings. Match each term to its definition.



In the movie *Fantastic Beasts and Where to Find Them*, set in 1926, wizards use the term “No-Maj” to refer to a non-magical person.

1. _____ **Bee’s knees**

2. _____ **Iron one’s shoelaces**

3. _____ **Kale**

4. _____ **Absquatulate**

5. _____ **Know your onions**

6. _____ **Big cheese**

7. _____ **Gigglemug**

8. _____ **Hard-boiled**

A. a 1920s term for money

B. a 1920s term for knowing what’s going on

C. a Victorian term for a smiling face

D. a 1920s term for the most important person

E. a 1920s term for something extraordinary

F. an 1800s term for leaving abruptly

G. a 1920s term for emotionally tough

H. a 1920s term for excusing oneself for the restroom

CREATE YOUR OWN: Now it’s your turn to further evolve our language. Choose two formal terms for items or actions that are important in modern life. Use the organizer below to develop slang terms that could be used instead of the formal terms.

FORMAL TERM	FORMAL TERM
CHARACTERISTICS	CHARACTERISTICS
NEW SLANG TERM	NEW SLANG TERM

ANSWER KEY: 1. E, 2. H, 3. A, 4. F, 5. B, 6. D, 7. C, 8. G

REAL-LIFE FANTASTIC BEASTS

In the upcoming film *Fantastic Beasts and Where to Find Them*, we see many magical creatures that have adapted in fantastic ways. Research the real-life creatures below to discover how they, too, have adapted to survive and thrive!



REAL-LIFE BEASTS

Species: RED-LIPPED BATFISH

Classification: _____

Challenge: _____

Adaptation: _____

Species: KOMODO DRAGON

Classification: _____

Challenge: _____

Adaptation: _____

Species: PANGOLIN

Classification: _____

Challenge: _____

Adaptation: _____

Species: BASILISK LIZARD

Classification: _____

Challenge: _____

Adaptation: _____

Species: HAIRY FROG

Classification: _____

Challenge: _____

Adaptation: _____

Species: OILBIRD

Classification: _____

Challenge: _____

Adaptation: _____

TAKE IT FURTHER: Now **choose** one of the real-life creatures that you researched. On a separate sheet of paper, **write a story** about what would happen if this creature came to modern New York City. Would the creature's characteristics help it survive or would they cause problems? Use your imagination!

NEW YORK CITY, THEN AND NOW

In the upcoming film *Fantastic Beasts and Where to Find Them*, chaos ensues when magical creatures enter a new habitat—New York City. However, real-life New York City is no stranger to change. Find out how this habitat has transformed over the course of its history.



1. RESEARCH What was the ecosystem of New York City like at one point in time?

TIME PERIOD: _____

HUMAN POPULATION

ANIMAL LIFE

HUMAN ACTIVITIES

PLANT LIFE

2. BUILD Showcase your learning for your classmates by building a model of New York City during the time period that you studied. Be sure to include information about human, animal, and plant life.

3. COMPARE Observe your classmates' models. What has changed about this ecosystem over the years? What has remained the same? What can explain these changes? Take notes on a separate piece of paper.

FANTASTIC BEASTS FACT FILES

SPECIES:
THUNDERBIRD

CLASSIFICATION:
BIRD

HABITAT: **ARID
(NATIVE TO
ARIZONA)**

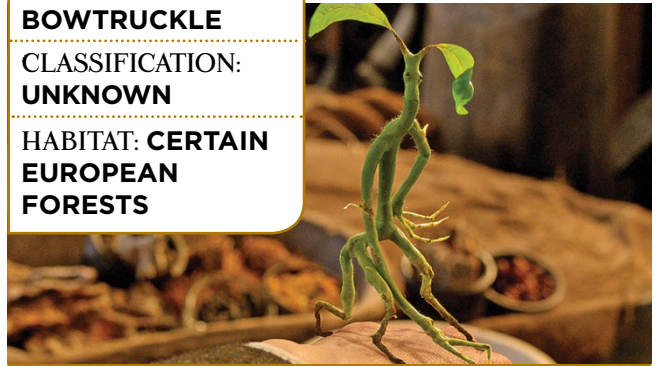


- **Cloud- and sun-like patterns** for blending in with surroundings
- Multiple flapping **wings** for creating storms
- Eagle-like **head** for being alert to danger

SPECIES:
BOWTRUCKLE

CLASSIFICATION:
UNKNOWN

HABITAT: **CERTAIN
EUROPEAN
FORESTS**



- **Compact height** (eight inches at most) for avoiding detection by predators
- **Leafy, stem-like body** for camouflage in its wooded habitat
- **Digestive system** for eating insects to convert into energy

SPECIES:
DEMIGUISE

CLASSIFICATION:
MAMMAL

HABITAT: **FAR EAST**



- **Teeth** for biting if provoked or threatened
- **Large, black eyes** for seeing the future
- **Long, silver hair** for becoming invisible

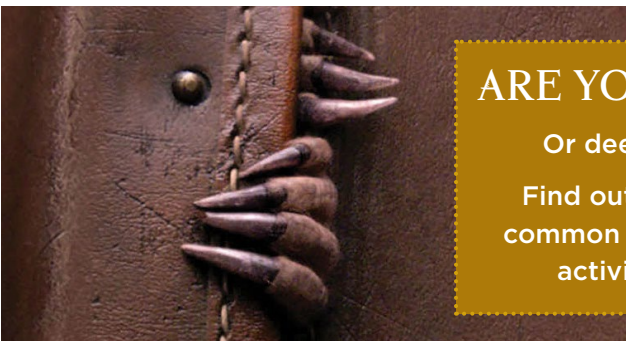
SPECIES:
SWOOPING EVIL

CLASSIFICATION:
REPTILE-BUTTERFLY

HABITAT: **UNKNOWN**



- **Green spiny cocoon** for protection
- **Mouth** for sucking out enemies' brains
- **Venom** for attacking predators



ARE YOU A DEMIGUISE IN DISGUISE?

Or deep down, are you more like a Thunderbird?

Find out which fantastic beast you have the most in common with through the interactive Magizoology 101 activity at: scholastic.com/fantasticbeasts101.

FIND THE FANTASTIC

HOW AMAZING CREATURES SURVIVE AND THRIVE

ETYMOLOGY CONNECTION

The word "wizard" comes from the word "wise."

RETINAS
for processing light into information

NEURONS
for transmitting thoughts and storing data within the brain

HINGED JAW
for chewing, communicating, and casting spells

COCHLEA
for hearing sound waves and detecting approaching beasts

OPPOSABLE THUMB
for grasping a wand and other objects

JOINTED LEGS
for efficient locomotion and balance

REAL-LIFE FANTASTIC BEASTS



RED-LIPPED BATFISH



PANGOLIN

Which adaptations allow these real-life animals to thrive in their environments?

FROM J. K. ROWLING'S WIZARDING WORLD
FANTASTIC BEASTS
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WARNER BROS. PICTURES

#FANTASTICBEASTS