

WORLD EXPLORERS!

Map Skills, Science, ELA, and SEL Activities | **GRADES 3–5**

Find more at [scholastic.com/worldexplorers](https://www.scholastic.com/worldexplorers).



Includes
animal
reading passage +
mapping
activity!

DOLITTLE

IN THEATERS JANUARY 17

LESSON | EXPLORING MAP SKILLS

Time for an adventure at sea! Like Dolittle, your students will navigate their way through an archipelago using a map and a dash of imagination!

OBJECTIVE

Students will interpret and construct maps to describe locations, environmental characteristics, and both geographical and human-made features.

STANDARDS

C3

D2.Geo.1 Construct maps of familiar and unfamiliar places.

D2.Geo.3 Use maps to describe locations.

Common Core ELA

W.3-5.2 Write informative/explanatory texts

TIME

35 minutes

MATERIALS

Navigate the High Seas! activity sheet

Prep Before the lesson, clear an open space. Display the cardinal directions (N, S, E, and W) on four opposing walls.

1 The character Doctor Dolittle takes many adventures on his boat at sea. Ask students to stand and imagine they are aboard a ship. Review the cardinal directions on the wall. Then have students follow these verbal cues: *Sail two paces north. Rock the boat east and west. Sail one pace to the east. Lean with the strong wind approaching from the south. Turn to the north to brace for an approaching wave. Veer off course two paces east. Estimate how many paces and in which direction you will travel to make landfall back at your desk.*

To increase the challenge: Add northeast, northwest, southeast, and southwest into the mix. You may also wish to discuss these directions in relation to regions of the U.S. map.

2 Distribute the Navigate the High Seas! activity sheet. Explain that the map depicts a journey that Doctor Dolittle takes through The Baffling Archipelago (an *archipelago* is a collection of islands). Note that maps have elements that help travelers find their way.

3 Prompt for each of the map's elements, asking students to share their prior knowledge.

- **Title:** indicates the location of map
- **Legend:** defines features and symbols a map uses
- **Scale:** ratio of distance shown on the map to actual "real-life" distance

- **Compass rose:** displays orientation of cardinal directions

- **Labels:** indicates locations and landforms (examples: name of a city, body of water, island, etc.)

4 Direct students to follow the instructions on the activity sheet to navigate Dolittle's sailing adventure. Circulate as they work to offer help with map interpretation where needed.

Activity sheet answer key: 1. north; 2. east, dangerous water; 3. southeast; 4. south; 5. north.

5 To wrap up, challenge students to create a unique map of their own island and write a tour itinerary that uses cardinal directions and descriptive details.



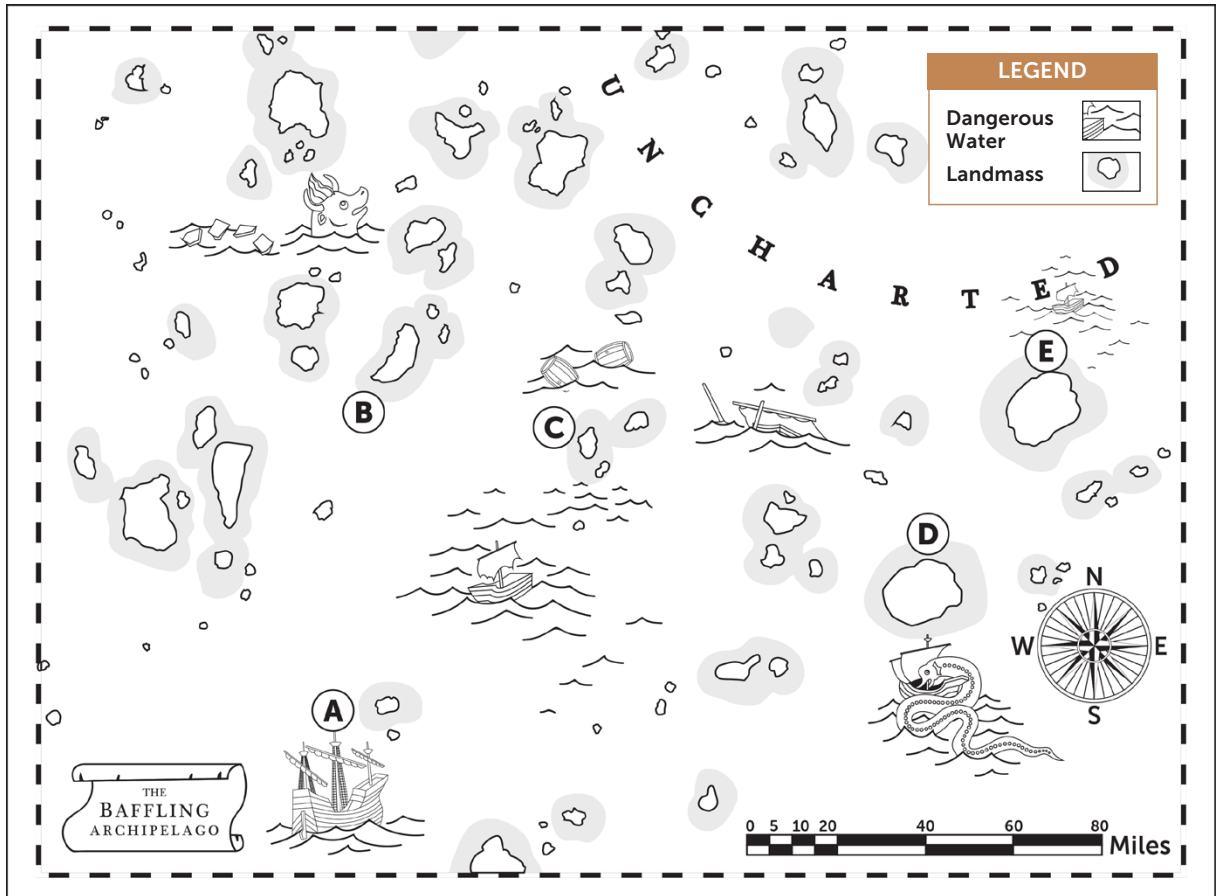
BRAIN BREAK

Play a memory game using the cardinal directions posted in your classroom. Start off by asking students to face north, then south. Up the ante by asking students to turn south, then west, then east. How long can your students last before they lose their way?

Name _____

Navigate the High Seas!

Fill in the blanks below to help Doctor Dolittle sail safely through the waters.



Doctor Dolittle is sailing to uncharted territory. Help him navigate from **A** to **E** on the map!

1. Doctor Dolittle's whale, Humphrey, guides his ship through the ocean. First, help Humphrey travel _____ to **B** island.
2. Next, travel _____ to **C** island. Just be careful of the _____ to the south of the island! (Hint, check the Legend for clues.)
3. From **C** island, you'll need to sail _____ to reach **D** island.
4. Uh-oh! Steer clear of the giant creature to the _____ of the island!
5. Travel to **E** island. There's more dangerous waters to the _____ of the island, so you can't take a direct route.
6. Write the route you'll take to uncharted territory instead: _____

Introduce the discoveries of animal behaviorists—and challenge your students to use observation to interpret nonverbal cues!

OBJECTIVE

Students will observe the differences between verbal and nonverbal communication and analyze a reading passage about animal behavior.

STANDARDS**Common Core ELA****RI.3.2, 4.2, 5.2**

Determine the main idea

RI.3.1 Answer questions to show understanding of a text

RI.4.1 Refer to details in a text when explaining it

W.3-5.3.B Use dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations.

SEL

Distinguish between nonverbal and verbal cues and messages

TIME

45 minutes

Plus time for skit prep and presentation

MATERIALS

Find Out What Animals Are “Saying” activity sheet

1 Doctor Dolittle has the power to talk to animals, but how do the rest of us know what animals are communicating? Ask your class: *Can you ever tell what animals are thinking or feeling?* Have them share things a pet may “tell” us without words. Then read the prompts below and have students suggest what each action may be communicating:

- **Gorilla beating his chest:** a threatening gesture, warning others to back off.
- **Dog bowing down on her front paws:** a friendly gesture that invites other dogs to play.
- **Ostrich crouching low, waving his wings:** a courtship gesture, intended to attract a partner.

2 As a scientist, Doctor Dolittle also relies on observation to learn about animals. Explain that **observation** is an important scientific tool for scientists known as behaviorists, who study animal behavior to interpret what animals may be thinking and feeling. Have students brainstorm interesting animal observations that they’ve made in their everyday lives (e.g., birds flying in a V formation, ants working as a team, squirrels gathering nuts, etc.).

3 Remind students that humans are animals too. Although we communicate through speech, we also give a lot of clues about what we are thinking and how we are feeling through facial expressions, body language, and other signals. Ask students to record observations and interpretations, just like

a behaviorist (and Doctor Dolittle) would, as you demonstrate nonverbal cues: eye rolling, waving hello, smiling, arms crossed, sighing, jumping excitedly. Have them predict what emotion you were trying to communicate with each cue.

4 Distribute the Find Out What Animals Are “Saying” activity sheet. Have students read and answer the questions.

5 Wrap up by having student groups write and perform skits that include examples of verbal and nonverbal human communication. Ask peers to play the role of behaviorists and report their observations at the end.

Activity Sheet Answer Key: 1. a) sugar glider/hiss, giraffe/humming, polar bear/chuffing, b) gorilla/warning scent, c) polar bear/paws and muzzle, d) giraffe/stare. 2. Sugar gliders, gorillas, polar bears, and giraffes all use communication for protection; polar bears also use it to teach survival skills. 3. Animals communicate in many nonverbal ways in order to help themselves, their family, or their species survive and flourish.

**BRAIN BREAK**

Challenge students to put themselves in order (e.g., line up from youngest to oldest or alphabetically by first name) without speaking and using only nonverbal clues.

Continue the animal chatter on social media @DolittleMovie.

Find Out What Animals Are “Saying”

Doctor Dolittle talks to animals. But real-life scientists learn about animals by observing their behavior. Discover more below, then answer the questions.

Silent Alarm

When male silverback gorillas are under threat, they give off a very specific smell. The scent can be detected at a distance. It warns the gorilla's troop of danger without making a sound.

Stone-Cold Stare

Giraffes were once thought to be silent animals. It turns out they communicate through a very quiet humming sound, but only with other giraffes. So when face-to-face with a predator, a giraffe will stare it down with its large eyes. This warns the other animal to back off.

Life Lessons

Polar bears are solitary animals. That means they spend most of their lives living on their own. To prepare her cub for solitary life in the tundra habitat, a mother polar bear uses her paws, her muzzle, and a “chuffing” sound to discourage dangerous behavior and teach important life skills.

Hiss Alert

Sugar gliders live in groups, and they make their nests in trees. When they are under attack by predators, they attract friends by making a hissing sound. A group is safer than being alone! They also make a chattering sound when they are happy.

YOUR TURN

Answer the questions on separate paper.

1. Describe an example of animal communication that relies on:
a. Sound **c.** Touch
b. Scent **d.** Sight
2. Choose two examples of animal communication. Explain how each example helps the animal to survive.
3. Summarize the main idea of the text.



STAR SCIENTISTS

These three famous behavioral scientists observed animals in their habitats and made some amazing discoveries.

JANE GOODALL Tool Kit

Chimpanzees make tools for eating and grooming.

KARL VON FRISCH Super Navigation

Bees use the sun as a compass.

KONRAD LORENZ Imprinting

Baby geese might choose foster parents of a different species.

Humans aren't the only animals who work together! Students will uncover ways that animals cooperate to survive and thrive.

OBJECTIVE

Students will examine how animals rely on group behavior, the food web, and their ecosystems for survival.

**STANDARDS
NGSS**

LS2.D Social Interactions and Group Behavior

3-LS2-1 Animals form groups for survival.

5-LS2-1 Movement of matter among plants, animals, decomposers, and the environment.

SEL

(20 Questions Game)
Work as a team.
Listen and ask questions.
Follow directions.
Take turns.

TIME

60 minutes

MATERIALS

Play Wild Cards!
activity sheet

Prep Write the following Dolittle animal characters on slips of paper: Yoshi (polar bear); Tutu (fox); Dab-Dab (duck); Barry (tiger); Betsy (giraffe); Jip (dog); Plimpton (ostrich); Chee-Chee (gorilla); Mini (sugar glider); Polynesia (parrot).

1 Break students into groups. Hand out character slips to one student from each group. That student should announce the character's name only. Then group members will work together to ask up to 20 yes or no questions to discover what animal matches their character's name. Encourage questions related to animal features, diet, and habitat (e.g., Do you have feathers? Can you breathe underwater? Are you an herbivore? Do you live in a jungle?).

2 Lead a discussion. Ask: *What strategies did your group use to guess their animals? Which parts of working as a team made the task easier, and which parts were more difficult?*

3 Explain that animals often work in groups to get a job done. Ask: *What are some of the reasons animals might work together?* Prompt for ideas central to survival, like protecting their young and finding food, water, and shelter.

For older students: Prompt discussions about how the food webs in habitats provide animals with energy from the sun via teamwork among plants, herbivores, carnivores, and decomposers.

4 Distribute the Play Wild Cards! activity sheet. Have students work in pairs to cut out the cards, then rearrange them

to match each animal to its cooperative behavior or relationship to its ecosystem.

5 Have students write a journal entry describing an animal's behavior as though they are observing it in the wild.

For younger students: Encourage them to focus on group behavior.

For older students: Encourage them to focus on the food web.

Activity Sheet Answer Key: sugar gliders/spot food at night; gorillas/"babysit"; polar bears/swim in icy water; ducks/dive underwater; ostriches/take turns incubating.

**BRAIN BREAK**

Sit in a circle. Shout out the name of an animal and toss a ball to a student. Students should say a physical attribute of that animal, name a new animal, and toss the ball to a classmate. Repeat.

Play Wild Cards!

Doctor Dolittle keeps a journal to record his research about animals. First, learn about his animal friends by cutting out and matching each animal with its fun fact. Then imagine you are a behaviorist and write what you observe about an animal in the wild.



Sugar Glider



Mothers and fathers take turns rotating and incubating the eggs in their sandy nest.

Gorilla



These swimmers can take long dips in icy Arctic waters thanks to an insulating layer of blubber and a thick, furry coat.

Polar Bear



These animals press the air out of their feathers so they can dive underwater to find food in their wetland habitat.

Duck



Thanks to their large eyes, these nocturnal creatures can spy something yummy to eat, even in the darkest night.

Ostrich



These creatures help raise and care for babies in their troop even if they're not the parent—it's kind of like "babysitting," but in the jungle!

Animal Fun for the Family!

In the movie *Dolittle*, Doctor Dolittle talks to animals. But in real life, we have to interpret their nonverbal clues to figure out what they're trying to "say." With your family, brainstorm how these animal pals might communicate with body language—then share behaviors you've observed in your own family members!

Communication Clues



When **Jip the dog** is happy,
he _____

When I am happy, I _____



When **Plimpton the ostrich**
is scared, he _____

When my sister or brother is
scared, they _____



When **Yoshi the polar bear**
is cold, he _____

When my parent is cold,
they _____

DOLITTLE

IN THEATERS JANUARY 17

@DOLITTLEMOVIE

EVERYONE DESERVES TO BE HEARD!

How do you communicate?

Add your
own class
rules and tips
here!

