

CONNECTIONS ACROSS THE CURRICULUM

Language Arts

- Discuss if this book is non fiction (real animals & real habitat) or fiction (talking animals).
- Continue the story. What might Little Hare see down the path? e.g. a weasel, a coyote.

Follow the pattern

- ✓ Little Hare sees something
 - ✓ “Wilson, do you see it?”
 - ✓ “See what, Little Hare?”
 - ✓ Where is the animal?
 - ✓ Give three clues to its identity.
 - ✓ “Oh, that’s a...
 - ✓
- Write a spin off story about Wilson and the child.
 - Readers may have been surprised by the description of the child with a pink head, blue body and yellow paws. Write how you think Little Hare might have described a snowman if he had seen one in the yard.

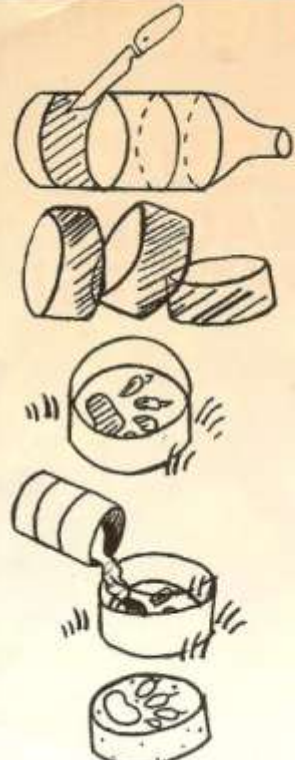
Mathematics

Using the illustrations in the book:

- Put the animals Little Hare saw in order by size, from smallest to largest. .
- Create patterns using the animal names (e.g. owl, owl, mouse, fox owl, owl mouse, fox)
- Write addition and subtraction sentences about the animals, and then turn these into story problems.
- Count how many different kinds of animals Little Hare saw.
- Then count all the animals in the book, keeping in mind that the animals each appear more than once. Don’t forget to count Little Hare and Wilson.

Science

- Seasonal changes: What evidence of winter is seen in the book? e.g. snow, leafless trees
- Learn about the differences between hares and rabbits.
- Discuss the prey/predator relationship. e.g. owl/mouse fox/ hare
- Animal winter adaptations. e.g. A deer grows a very thick coat. A hare's fur turns white like snow. A child wears a snowsuit, mitts, and a warm hat and boots.
- Build different kinds of bird feeders.
- Learn about voles and the damage they do to lawns.
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- Make a suet ball to feed the birds.
- Learn about animal tracks. Find a track in the mud and make a cast.



Make a Cast of an Animal Track

You will need:

- a large plastic pop bottle
- a can, pail or bowl for mixing
- plaster of Paris
- a few cups of water
- a small trowel, spade or shovel
- old cloth or newspaper

Before setting out on your hike, cut the plastic pop bottle into rings about 2.5cm wide. Bring three or four of the rings, as well as the other items, with you on the hike.

Tracks are best found where the ground is soft and muddy. Look for tracks that are well formed. Select one and place a plastic ring around it.

Add a few cups of water to the plaster of Paris in the can and mix until it's thick but still runny. Pour the mixture gently into the track and fill the ring.

Let it sit for 15 minutes or so, until the plaster has hardened. Carefully dig up the cast and wrap it in old cloth or newspaper. When you get home, allow the cast to harden completely, at least for a few more hours. Then remove the ring and gently wash the cast.

If you press the cast into Plasticine you will see the track as you originally did outdoors.

Don't forget to find out what kind of animal made the track. Label your cast.

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Music

Make up a tune to a familiar song and relate it to the book.

Tune of Mary Had a Little Lamb

Wilson had a little friend, little friend, little friend.

Wilson had a little friend whose fur was white as snow.

Hare learned about the animals, the animals, the animals.

Hare learned about the animals which were in his backyard.

Hare saw a fox with reddish fur, reddish fur, reddish fur.

He saw a fox with reddish fur by the fence posts.

Hare spotted a big brown deer, big brown deer, big brown deer.

Hare spotted a big brown deer over in the woods.

Etc.

Art

- Have students draw what their front or back yard looks like in the summer/winter or how they would like their yard to look like. Include some of the animals that visit or live there.
- Make a snow scene with blue paper and white chalk.
- Pick an animal from the book to sketch and paint or colour with crayons or pencil crayons.