



Animals of Alabama: An Activity Guide

All Animals of Alabama

The activity is a modified version of the classic game “guess who?” and also the classroom game “heads up, seven up”. In this version, every member of the participant group gets assigned a different animal native to the state of Alabama. Then the students can have a few minutes to decorate name tags associated with their animal. These can be big, so that everyone in the class can see their options to choose from, or very small, so that only the student knows their label. This is also the time where for longer scheduled times, a lesson or mini research session on some of the animals can be provided. This is not necessary to being successful for the game.

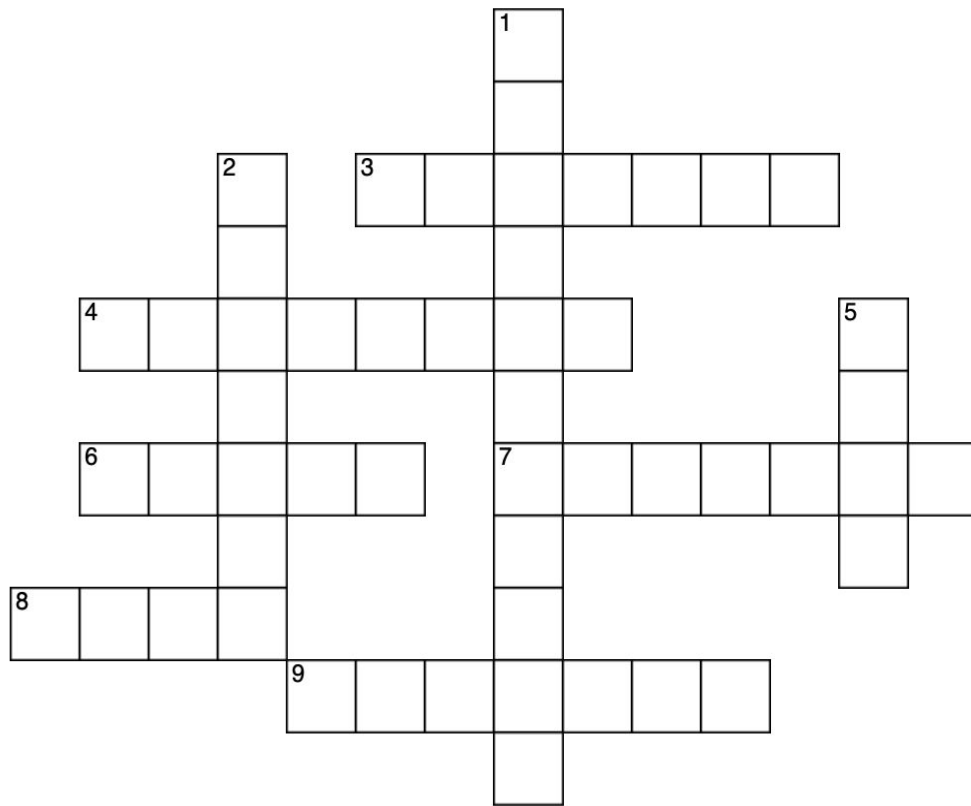
Once the nametags are finished, the game can begin. This game is actually very simple, with a boundless learning potential. Following the rules of “heads up seven up”, several students are picked as the choosers, and the rest of the class puts their heads down, with thumbs up. The choosers then carefully walk around pushing certain thumbs down.

Once the choosing has finished, then it is the classes turn to decide who chose them. They can do this by asking questions about the animal choices, such as “are you a mammal?” or “do you live in the water?”. Once a student feels confident in their selection, they make their choice. If they are right, they become the next chooser, if they are wrong, the chooser stays for another round. This can be repeated as many times as desired, for any class size, and any number of choosers.

Armadillos

Included below is a copy of a crossword to learn more about Armadillos. The crossword is designed to reinforce what you have already told the students.

Nine Banded Armadillos



ACROSS

- 3 Armadillos have a primary diet of _____, but occasionally eat fruits, vegetables or small mammals.
- 4 The shell of an armadillo is called a _____.
- 6 armadillos normally live _____.
- 7 A nine banded armadillo is relative in size to an _____.
- 8 is the name for baby armadillos.
- 9 Armadillos are one of the only animals besides humans able to contract _____.

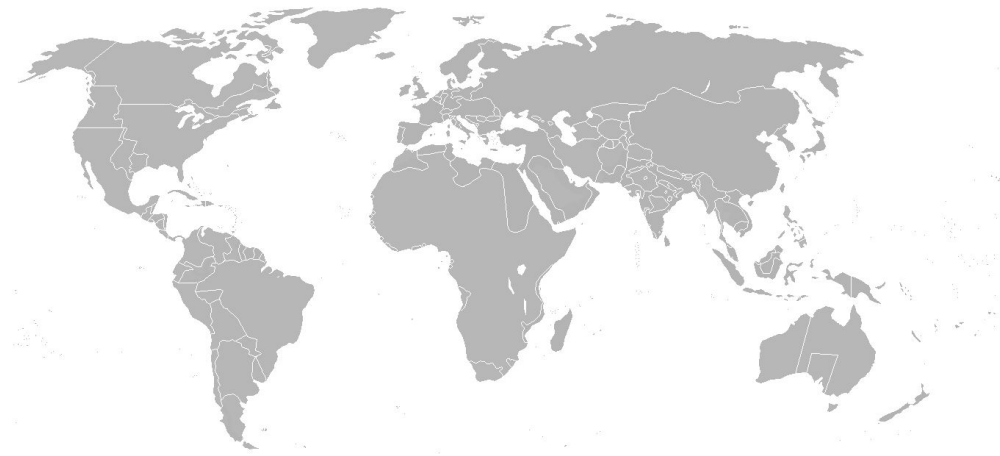
DOWN

- 1 An animal that eats mostly insects is called an _____.
- 2 Armadillos love to dig _____.
- 5 Each fertilized armadillo egg will split into _____ fetuses.

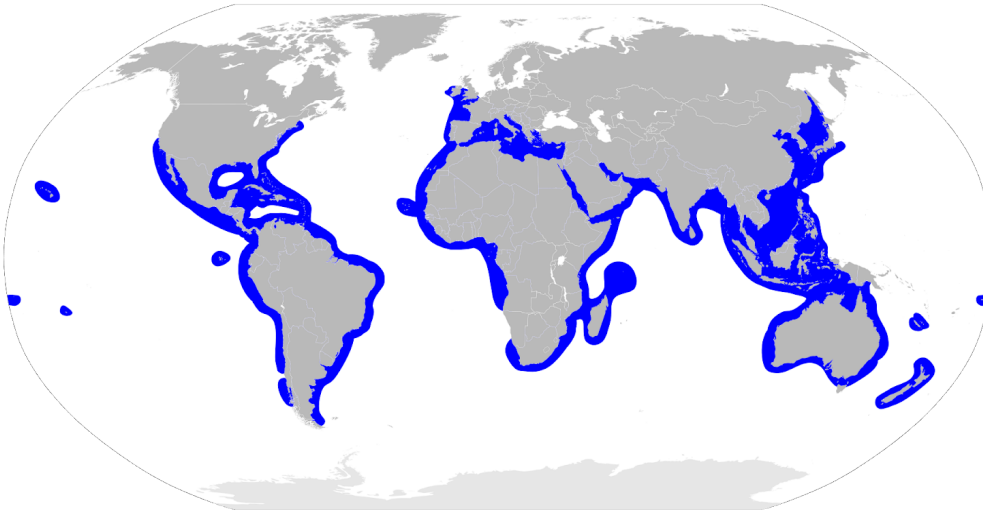
Hammerhead Sharks

Included below is a copy of a blank map to learn more about Hammerhead Sharks and their habitat. The students should color in the spaces where hammerhead sharks can be found. For more advanced students, the areas can be colored by species variation. This coloring activity is designed to reinforce what you have already told the students.

Blank map (any world map will do):



Completed map key, as found from [hammerhead](#)



Red Eared Sliders

Included below is a copy of an origami activity to learn more about Red Eared Sliders. The activity is designed to teach kids about the separate parts of turtles in a creative way. After they build the turtles, the children should have the opportunity to color their turtles however they want, which can prompt a discussion about the diverse patterns and coloration of turtles.

(the below steps can be found in detail with pictures at <https://www.wikihow.com/Make-an-Origami-Turtle>)

1. Use an 8 1/2 x 11 piece of paper.
2. Fold your piece of paper in half vertically.
3. Turn the paper over.
4. Fold the top left and right corners to the center crease.
5. Turn the paper over again.
6. Fold the left and right corners to the center.
7. Tuck in the bottom left and right points.
8. Fold the top point down in half.
9. Fold the top layer back up in half, over itself.
10. Fold the left and right bottom corners towards the middle.
11. Fold the tips of each flap down.
12. Flip your paper over and color the turtle.
13. Fold lightly in half to add a more 3 dimensional shape.



North American River Otters

Included below is a copy of a word search to learn more about River Otters. The wordsearch is designed to emphasize important vocabulary taught during the lesson on North American River Otters.

H	V	U	P	X	S	H	S	M	S	G	O	R	F	R
W	C	H	N	D	L	M	J	A	F	I	S	H	I	H
D	I	I	N	D	A	E	L	B	A	I	R	A	V	J
T	R	O	T	E	E	T	T	G	A	O	N	Z	C	T
U	P	I	R	A	W	R	Z	A	T	A	J	F	S	A
Q	B	T	H	A	U	V	W	M	I	D	A	R	T	U
K	S	B	T	T	E	Q	S	A	N	L	R	E	C	F
P	V	E	S	J	P	C	A	A	T	I	D	S	E	K
I	R	L	E	L	V	L	F	F	V	E	Q	H	S	P
S	Z	H	K	I	A	M	V	E	G	F	R	W	N	E
N	C	C	A	E	M	A	R	S	H	E	S	A	I	Y
H	A	R	L	U	C	S	V	N	B	H	U	T	P	E
G	J	O	E	F	U	C	S	E	C	X	J	E	F	L
A	A	L	C	A	L	S	P	Y	A	W	Y	R	Y	I
H	P	M	E	Z	M	K	J	V	S	M	S	N	R	D

AQUATIC
FRESHWATER
LAKES
RIVERS
STREAMS
UNDERWATER

EYELID
FROGS
MARSHES
SALTWATER
TAIL
VARIABLE

FISH
INSECTS
PONDS
SCREAM
THIRD

Cownose Rays

Included below is an activity to learn more about the diets of Cownose Rays. The activity is designed to highlight the similarities between the diets of humans and Cownose Rays. The students should use this as an opportunity to better understand the diet of the rays, while also advancing their understanding of the human seafood diet.

1. First, allow the students time to search for a recipe that uses one of the staples of the Cownose Ray diet. For an additional challenge, assign the students a specific region or food group for their recipes to come from.
2. Next, have the students create a mini presentation on their dish. Have them include both the human recipes, and what the Rays would eat out of the dish.
3. Then, have the students share their recipes and ideas, allowing for feedback and comments amongst themselves.
4. Lastly, facilitate a discussion about the activities and diet of both humans and the Cownose Rays.