

WildFiles.TV

Teachers' Guide for

Big Ol' Moose

TABLE OF CONTENTS

Series Synopsis.....	page 1
Learning Objectives.....	page 1
Episode Summary.....	page 3
Vocabulary.....	page 3
Discussion Questions.....	page 3
Activities.....	page 4
Hands on Science.....	page 4
Song Lyrics.....	page 6

SERIES SYNOPSIS

WildFiles.TV is a 13-part, interactive science and nature television series for school-aged children. Each half-hour episode profiles a different animal species in a dramatic story of a young character with an animal mystery or a problem to solve. Hosts Chris and Ava, from the Wild Files research station, and real-life Canadian scientists provide information and facts about the animals throughout each episode.

Detailed files of the same 13 animals are also found in the virtual clubhouse, *WildFiles.TV* Interactive. Here children can extend their science learning from the videos and explore the wildlife files and over 100 activities including games, puzzles, quizzes and challenges. The activities are designed to be fun, appealing and accessible to a variety of learning styles with the use of brightly coloured graphics, video, animation, audio, interactive activities and text.

WildFiles.TV promotes environmental consciousness while encouraging children's active exploration, problem solving, science learning and creativity. The dramatic storyline in the videos is used to present science concepts in an entertaining, yet realistic format.

DVD CONTENTS – Moose Episode

- 23-minute video
- Interactive animal content in text, audio, animation, cool facts, video clips and puzzles
- An original song about the animal, with lyrics
- 1 science project lesson plan
- 1 crossword puzzle with answer key
- 1 word search with answer key
- 1 quiz with answer key

CURRICULUM CONNECTIONS (based on Alberta curriculum)

Science topics in other grade levels, Outdoor and Environmental Education, Social Studies, Health and Life Skills, Language Arts or Fine Arts and Information and Communication Technology.

LEARNING OBJECTIVES

Grade 1: Needs of Plants and Animals

- Observe, describe and compare living things.
- Identify ways in which living things are valued; e.g., as part of a community of living things, as a source of food, clothing or shelter.
- Classify some common local plants and animals into groups on the basis of physical characteristics; e.g., adaptations for survival such as beaks, claws, or prickles.
- Identify examples of animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).

Grade 3: Animal Life Cycles

- Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.
- Identify the food needs of animals from different groups and describe changes in how each animal obtains food through different stages of its life.
- Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
- Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life.
- Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.

Grade 5: Wetlands

- Identify some plants and animals found at a wetland site, both in and around the water, and describe the life cycles of these plants and animals.
- Identify and describe some adaptations that make certain plants and animals suited for life in a wetland.
- Recognize that changes in part of an environment have effects on the whole environment.

Grade 6: Trees and Forests

- Identify why trees and forests are important as a habitat for a variety of living things.
- Describe kinds of plants and animals living on or near trees and how trees affect and are affected by these living things.
- Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

Grade 6: Evidence and Investigation

- Recognize recent evidence of animal activity in an outdoor setting.

Grade 7: Interactions and Ecosystems

- Trace and interpret the flow of energy within an ecosystem by examining consumers, producers, decomposers, food webs, how matter is recycled and the effect of pollutants.

Grades 7-9 Outdoor and Environmental Education: Environmental Core

- Develop knowledge of the diversity of life found within these environments.
- Develop a caring attitude for environments and for the diversity of life forms found within them.
- Recognize that they as individuals are part of a complex global environment and that they both affect and are affected by their environment.
- Recognize natural changes in environments, such as extinction, succession.
- Recognize that the materials that make up living things are recycled continuously.
- Interpret evidence of interaction between a living thing and its environment.

Grade 9: Biological Diversity

- Investigate and interpret diversity among species and within species and describe how diversity contributes to species survival in terms of variation, niches, dependencies among species, and species survival.
- Distinguish between and identify examples of natural and artificial selection; e.g., beak shape in birds.

Grades 1-9: Health and Life Skills

- Relationship Choices: Understanding and Expressing Feelings
Many of the problems faced by the young characters in the *WildFiles.TV* episodes may be used to promote discussion under this general learning outcome. Problems such as resolving a dispute with a friend, feelings of sadness after a pet dies, fear of new situations, dealing with change, adapting to a new school environment or to the changes that accompany adolescence are all topics addressed in the series.

EPISODE TITLE: *Big Ol' Moose*

FEATURED ANIMAL: Moose

THEMES:

- Understanding the impact of species on their environment
- Respect for animals
- Adaptations and advantages
- Learning to accept changes in yourself and others

SUMMARY:

Just like moose, Jeff finds his size can be a big advantage.

Jeff has been nicknamed “Moose” since a growth spurt put him a head taller than the rest of his class. Suddenly awkward and clumsy, Jeff resents his new nickname and height. He calls Chris, who thinks it might be helpful to see how real moose deal with their size. As they head out to install a “WildCam” in moose country for Ava, Jeff finds out the many advantages to being a large animal. With some feeble moose calls, Chris and Jeff inadvertently attract Meg Krawchuk who’s out looking for **moose sign**. Meg likes Jeff’s nickname and helps him get to know his namesake and discover the benefits of the big life. Chris and Meg tell Jeff all about moose **adaptations, Bergmann’s rule, physical features, diet, habitat, predators, and behavior**. Ava’s wild cam moose footage turns out to be a big hit, but not in the way she expected!

VOCABULARY: Video

Students can listen for these terms to find many of them defined in the video.

*(*Definitions found in the Wild Words glossary at www.wildfiles.tv)*

efficient	incisors*	dominant
conserving	browsing*	subordinate
Bergmann’s rule*	palmate antlers*	pheromones*
cervids*	bulls	calves*
genus* (genera)	valves	predators*
species*	clouts*	scavenger
<i>Alces alces</i>	dewclaws	
grazing	decathlete/decathlon	

VOCABULARY: Interactive Content

(Definitions pop up on the DVD when terms are scrolled over)

cow	browse	harem
rut	forbs	calf
boreal forest	<i>Alces alces</i>	gestation
Bergmann’s rule	ungulate	pheromones
population	cervid	
herbivore	polygynous	

SONG: “Job Huntin’ Moose” - sing along with Chris! (See lyrics on pg.6).

DISCUSSION QUESTIONS: (after viewing video and exploring the interactive content)

- What does Jeff learn about himself from studying moose? Give examples of things we can learn from other animals.
- What kind of habitat do moose live in? List the adaptations that help moose to survive in these areas.
- What is Bergmann’s rule? Explain how it works.

- In what ways do moose impact the wildlife around them? Give examples of other animals that have a positive impact on other wildlife. How do humans impact the environment they live in?
- If you found some moose antlers, like Jeff did, would you take them home or leave them behind? Why?
- Jeff's sudden growth spurt has made him feel different from his classmates. Tell us about something that made you feel different from others. What did you do about it? Do you think it's okay to give someone a nickname?

ACTIVITIES:

- After watching the video, have students review the interactive content in groups or independently. Once they have finished all the material, have them complete the Moose Word Search, Crossword Puzzle or Quiz to evaluate their learning.
- Chris showed Jeff an experiment about energy efficiency. Design your own experiment to test Bergmann's rule.
- In the video, shed antlers and moose carcasses provide calcium and food for smaller animals. Create a collage, mural or diorama that represents the recycling of animals and animal wastes in a local habitat.
- Moose have a lot of adaptations that give them an advantage over other animals. Make a chart comparing these adaptations to the adaptations of 2 other animals.
- Write a story, comic strip or short play about a young person who suddenly feels different from everybody else. Tell how this character learns to accept this change.

HANDS ON SCIENCE:

Print out the complete lesson plan for this Hands on Science experiment.

Moose - Freezing Race

Moose are large animals that live almost half their lives in freezing temperatures. Do this test to see how size affects freezing rates.

There are a total of 30 lesson plans for experiments and activities available to *WildFiles.TV* members on www.wildfiles.tv. Each activity is related to a science concept from an episode of *WildFiles.TV*.

EDUCATIONAL FEATURES:

WildFiles.TV resource:

- a) Addresses specific learner expectations.
- b) Encourages students to develop and practice skills in science inquiry.
- c) Addresses a variety of learning styles.
- d) Applies to a range of grade levels and abilities.
- e) Shows animal species in their natural habitat.
- f) Is wildly humorous.
- g) Integrates subject matter across several subject areas.
- h) Is teacher-friendly.
- i) Provides students the opportunity to extend learning.
- j) Addresses the Information and Communication Technology (ICT) learning outcomes.
- k) Is interactive.
- l) Provides practice and study opportunities.

MORE WILDFILES.TV TITLES:

Episode Title	Featured Animal
Arachnophobia On the Loose	Tarantula
Hare We Go!	Snowshoe Hare
Feather of Hope	Peregrine Falcon
Just Can't Bear It	Black Bear
Lair of the Tiger	Tiger Salamander
Lone Wolf	Wolf
Owl for One, One for Owl	Barred Owl
Strong as a Muskox	Muskox
Tale of the Giant Beaver	Beaver
The Frog who Would be Prince	Wood Frog
You Go, Caribou	Caribou
You Say Buffalo, I Say Bison	Bison

WildFiles.TV
"Job Huntin' Moose"
Song Lyrics

Secluded in a small café
Looking for work enjoying his small latte
He doesn't care for company
'Cause he's a moose, they don't like people see?

It's tough for him to get a job
Who needs a moose who's over eight feet tall?
Still there's a lot he wants to do
He wants to be a cop and go undercover too

CHORUS:

Head for the woods, you're gonna like it better
Because there's no one else around
No traffic tie-ups and you'll dig the weather
If you're homeward bound to your stomping ground

He's bigger than a little truck
It's difficult for him to read his email
Tried phoning home but had no luck
Can't push buttons when your hooves are big as lunch pails

He doesn't really quite fit in
An undercover cop is better hidden
Back to the forest where he's from
Maybe the city lights are not for him today

CHORUS x 2