

Activities K-5

How the Red Wolf Lives

The activities in this section are designed for young children who are being introduced to wild animals and how they live. Children will be able to:

- Recognize some of the distinguishing physical characteristics of the red wolf
- Understand the structure of the wolf pack
- Describe the cycle of the red wolf's life through the seasons
- Apply the concept of the web of life
- Understand the relationship between predator and prey
- Recognize how a top predator contributes to the health of an ecosystem

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Elise McCauley Hammond

To Teachers:

This article appeared in The Wild Canid Center Review in fall of 1998. The author, Debbie Causevic, is the Education Curator for the Wild Canid Center. We think you will find the article relevant and thought-provoking.

Where Is Wild?

Recently, during an outreach program for the Wolf Sanctuary, I was faced with what I believe to be one of the most profound questions I had ever been asked by one of my program attendees. In this case, the person happened to be a 6-year-old boy. His hand was lifted into the air, as were at least 12 others of similar shape and size. When I finally called on him, I felt I was well-prepared for any question he might ask - which usually varied anywhere from, "Do wolves bite?" and "Can I pet a wolf?" to the occasional personal account of a wolf living nearby a child's house.

What he asked, though, presented such a myriad of potential answers that, for the first time in a long time, I was stumped. It wasn't that he questioned one of the little-known facts regarding wolves that I had learned long ago and stored in the deep recesses of my brain. Instead, his question was so simple and straightforward, yet at the same time so infinitely complex, that I found myself turning over in my head how best to answer him.

For the first time I was acutely aware of how I can shape a young person's mind by the choice of information that I present in a program whose relatively simple aim is to better inform individuals about the lives of wolves. His question was in response to what I had said earlier about the goal of the Wolf Sanctuary to reintroduce wolves into the wild. He had asked, quite simply, "Where is wild?" And he expected a simple answer in return.

I quickly realized that my answer would need to be more than just relaying impressive facts which can

be quickly forgotten. This young boy was searching for a concept, a concept that would bring clarity to a puzzled picture forming in his mind. As he patiently awaited my response, I could imagine the thoughts that must be going through his head. "What's the big deal about reintroduction anyway? Why all the fuss? The city park near my house: is that wild? Or that patch of forest the bus passes on the way to school: is that wild? What about the rolling farmland just outside the city? Isn't that wild?"

I briefly wondered if I should try to explain wild in terms of relative size. A simple fact about the average size of territory that a single wolf needs to survive might fit in nicely here. Or should I speak in ideals - of land without humans, livestock, fences, and roads? Or, more realistically, of approved recovery zones, radio-collars and tracking devices? I finally opted to tell the young boy that wild, like many things in life, has different meanings for everyone. After all, there are many degrees of wildness. Humans, for example, might be content to only experience wild in the wide network of parks, which are designed, for the most part, with human needs in mind. Other forms of life, particularly those that we label as wild, have different needs. I tried to explain that for every animal, there is a unique definition of wild. For some types of wildlife, back yard, forest patches, and city parks are ideal. Others, like the wolf, need something else.

Wolves, I explained, need to live in places that are apart from humans. They need land - undeveloped land. Land without parking lots, shopping malls and highways. They need prey, and they need space in which to hunt and track it. They need trees to mark as their own. They need earth in which to dig their dens. Young wolves need land to which they can disperse.

That afternoon, I better realized the sheer immensity of the task facing environmental educators. It is said that the future of our planet's

wildness lies in the hands of today's children. Perhaps the conservationists of today realize this and often times push a little too hard to make children understand the wide array of problems facing us. I often catch myself trying to squeeze all the information I can about wolves and reintroduction efforts into an hour-long education program in hopes that by teaching children everything I can, they will make the right decisions when they are faced someday with such issues as finding a place for wolves in a crowded world.

Perhaps I should try to forego telling the children at my programs some of the somber realities facing wolves and other wildlife, and focus instead on helping them to better develop the concepts still forming in their fragile minds. Concepts like freedom and wildness, those very concepts that might perhaps instill a greater appreciation of wild life.

After all, I only have an hour, and I am trying to make an impression that will last a lifetime.

The Wild In My Neighborhood

A habitat is the type of environment where a plant or animal lives. People live in many different habitats. Some live in big cities or in small towns. Some live in neighborhoods outside of cities. We call these areas the suburbs. Some people live in the country with lots of land around them, but they do not grow plants or raise animals. Other people live on farms. They may raise animals called livestock and they may grow plants called crops.

Where do you live? Put a check in the box by the picture of the habitat that looks most like where you live.

People and animals need shelter. What type of shelter do you live in? Put a check beside the shelter you live in.

Big City



Small Town or Village



Country



Suburbs



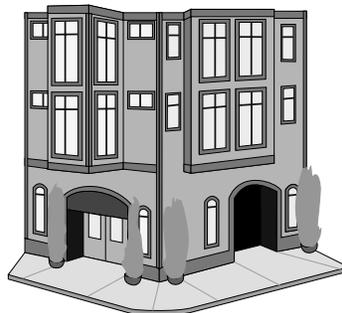
Mobile Home



House in Suburbs



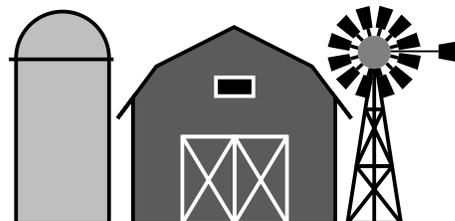
Apartment or Townhouse



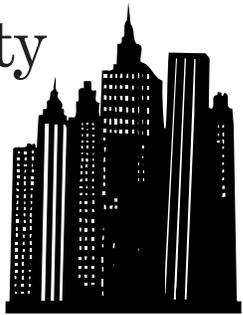
House in Country



Farm



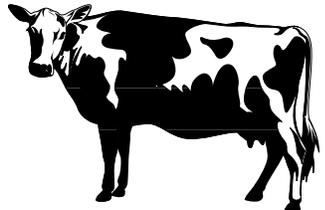
City



Where is Wild?

If you want to go to a place that is wild, where would you go? What would you see? What would you NOT see? Draw a circle around the words of things you might see in a wild place. Draw a box around the words of things you would NOT see in a wild place. It will be fun to talk about your answers because not everyone will agree about what you might or might not see in "WILD!"

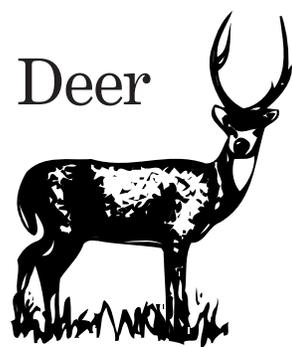
Cow



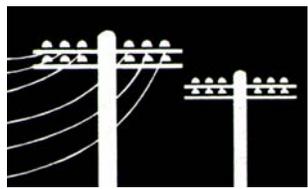
Poodle



Deer



Phone Lines



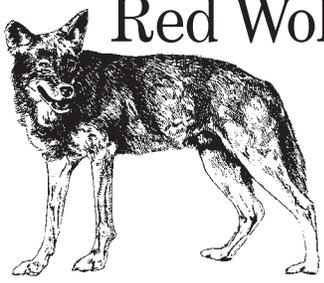
Beaver



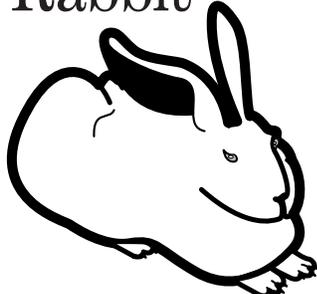
Airport



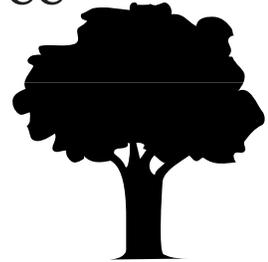
Red Wolf



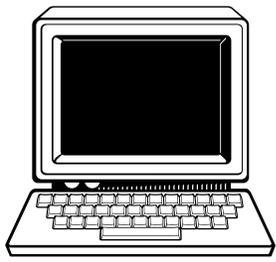
Rabbit



Tree



Computer



People



House



Shark



Frog



Duck



Who Else Lives in My Neighborhood?

Your neighborhood is your habitat. Write down as many animals as you can think of that live in your habitat. You may work alone or in a group!

Now look at “My Neck of the Woods.” Can you add some more animals that live in your habitat?

Pick one of the animals that lives in your habitat. Write in this box.

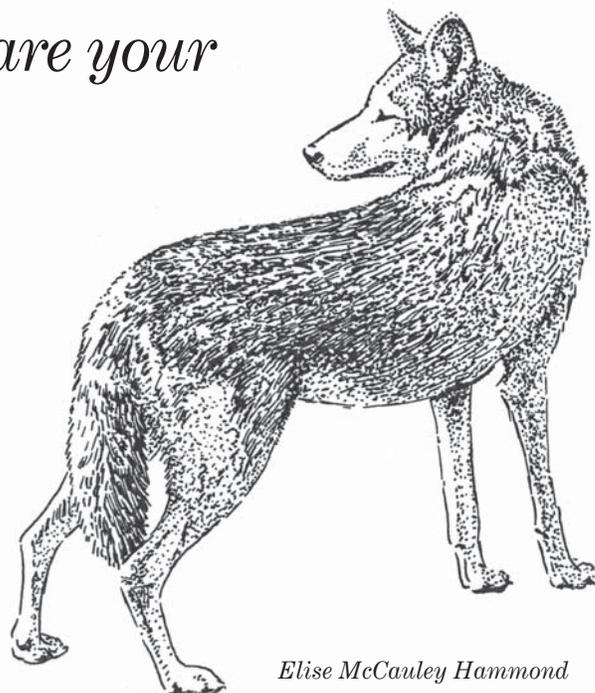
Can you think of some reasons why the habitat you live in can also be the habitat of your animal? HINT! What food does this animal need? What type of shelter does it need?

Now think of an animal that could not live in your habitat. Write its name in the box.

Think of some reasons this animal could not live in your habitat.

Can the red wolf share your habitat? Yes or No? Why or Why Not?

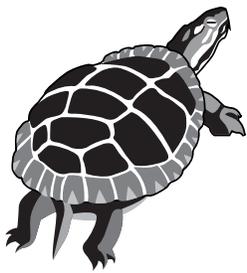
Can I share your habitat?



Elise McCauley Hammond

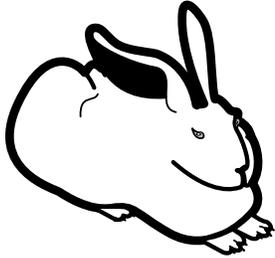
My Neck of the Woods

Some Neighbors in our Southeastern Habitat



Black bear - Red wolf - Raccoon - Skunk

Nutria - Mink - Groundhog - Rabbit



Fox - Coyote - Rabbit - Squirrel - Rat

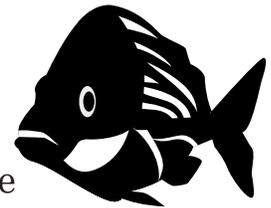


Mouse - Muskrat - Coyote - White-tail deer

Beaver - Weasel - Otter - Feral pig - Panther



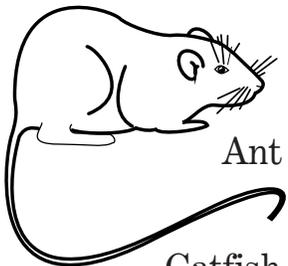
Chipmunk - Squirrel - Snapping turtle - Box turtle



Frog - Toad - Lizard - Black snake - Copperhead

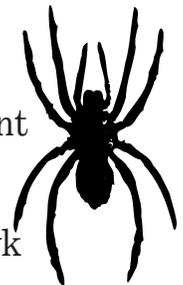


Mosquito - Wasp - Hornet - Bee - Spider - Worm

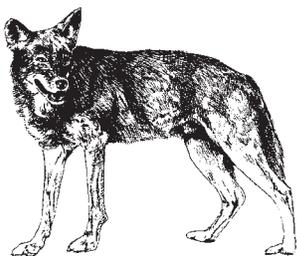


Ant - Grasshopper - Oyster - Clam - Shrimp - Bass - Trout

Catfish - Wild turkey - Sea gull - Duck - Canada goose - Pheasant



Bat - Heron - Owl - Buzzard - Crow - Songbirds - Grouse - Hawk



Where is Wild to YOU?

Wilderness means different things to different people. What does wilderness mean to you? Is it a wooded mountain? A watery marsh? The woodlands at the edge of a farm? A city park? Could wilderness be all of these?

Share what "wild" means to you. Here are some suggestions!

- Write an extended definition of the word "wilderness" or the word "wild." Your teacher will explain what an extended definition is.
- Write a first-person narrative about an experience you had in a "wilderness" setting. A camping trip? A family hike? A quiet moment by a stream in the woods? A time when you watched the birds (and the squirrels!) at your bird feeder?
- Write a paragraph about what wilderness means to you.
- Write a poem. You may write a rhyming poem or a free-form poem. Your teacher will help you brainstorm for ideas.
- Draw a picture. Choose a habitat you would find in the Southeast - a forest or a marsh, for instance. Select some animals from "My Neck of the Woods" for your habitat. If you draw your habitat on poster board, you could cut out pictures of animals and glue or paste them in the habitat. Ask your classmates to identify the animals in your picture.
- Use your computer skills to create a slide show or to create an original drawing of "Wild."

Some fun with words! Try these with a partner or by yourself!

Acrostic Poems

Begin each line with a letter in the word. Try these! Use a separate sheet of paper

W _____
 I _____
 L _____
 D _____
 E _____
 R _____
 N _____
 E _____
 S _____
 S _____

R _____
 E _____
 D _____
 W _____
 O _____
 L _____
 F _____

C _____
 A _____
 N _____
 I _____
 S _____
 R _____
 U _____
 F _____
 U _____
 S _____

P _____
 R _____
 E _____
 D _____
 A _____
 T _____
 O _____
 R _____

Can you think of some other words?

Diamante Poems

Choose words that mean the opposite of one another or that can be contrasted. Write the poem in a "diamond" shape using the model below.

Red Wolf

_____, _____

_____, _____, _____

_____, _____

Gray Wolf

Noun

2 adjectives } Red wolf

3 verbs ending in "ing" }

3 verbs ending in "ing" }

2 adjectives } Gray wolf

Noun

More Ideas?	Predator/Prey	Wild/Domestic	Wilderness/Civilization	Parent/Pup	Living/Extinct
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The Tracks of My Mind

What is Fact? What is Fiction ?

Perceptions are generally formed by some combination of fact, fiction, reason, emotion, and cultural background. In this activity and in the one following it ("Things I Know About Red Wolves"), students can examine their perceptions, thoughts, and feelings about wolves.

This is a good beginning activity for a study of wolves. It can be modified for students of any age from kindergarten through high school. It encourages students to assess what they know and to examine the basis of this knowledge before learning about the "real" wolf.

Procedures, Tips, and Helpful Hints:

- Hand out "The Tracks of My Mind" concept maps.
- Ask the students to draw a picture of a wolf in the center. Let them be creative. They can draw only the head, the "whole wolf," a cartoon, whatever they visualize. Allow as much time as need depending on the age of the students.
- Say the word, "Wolf." Tell students they have 3 to 5 minutes to write in the boxes any words or phrases that come to mind. Have them think about physical characteristics, behavior, habitat, stories they have read or heard. Anything is acceptable here.
- For upper elementary and above: At the end of the allotted time, ask students to examine their maps. Have them identify those words/phrases which they believe to be FACTS by underlining them in red. Identify those words/phrases which they believe to be FICTION in blue. If they are uncertain, have them leave the word or phrase unmarked.

- Older students can be asked to write a paragraph telling what they think and/or believe about wolves. This paragraph can be written on the back of "The Tracks of My Mind" concept map or on a separate sheet of paper or in a journal. Have the students save these paragraphs so they "re-visit" and "revise" them when they have learned more about wolves. With some groups, it might be fun to have a general discussion about the basis of personal beliefs. On what do we base these beliefs and perceptions? Personal experience? What others have taught us? The experiences of others? Research? The opinions of "experts?" Cultural traditions? Stories? How might information and the acquisition of knowledge change someone's personal beliefs? Can you think of some once firmly-held beliefs that have been proven wrong by information? (Example: The earth is flat.)

Extension Activities:

1. Have students study their drawing in the center of the concept maps. Beneath the picture, ask them to write some phrases or sentences telling what the picture indicates about their attitudes toward wolves. Is the drawing a cartoon in which the wolf seems harmless and benign? Is the wolf the demon of some traditional children's stories? Does the wolf appear as a noble symbol of the wilderness? Is the drawing an effort to depict the wolf accurately and objectively?
2. Have the students meet in groups of 3 or 4 in an activity to reinforce the difference between "fact" and "fiction." Each student will share his/her concept map with the group members. A recorder will fill in the information on the attached worksheet.

3. Have each group select a recorder. Have students in the group give the recorder ONE of the words or phrases on their concept maps. The teacher can make a transparency and record the lists from each group. The words and phrases can then be discussed by the class.

The Tracks of My Mind



Empty rectangular box

Empty rectangular box



Empty rectangular box

Empty rectangular box



Empty rectangular box

Wolf By

Empty rectangular box



Empty rectangular box



Empty rectangular box

Empty rectangular box



Empty rectangular box

Empty rectangular box



Empty rectangular box

Empty rectangular box

Empty rectangular box

The Tracks of my Mind

"Pack" Worksheet on Fact and Fiction

Name of Recorder

Names of "Pack" Members

Directions: Each of you has a concept map on which you have written words and phrases that come to mind when you think, "Wolf." You have also drawn a picture or some sort of representation of a wolf in the middle of your concept map.

- Share and discuss your maps with each other. How are they alike? How are they different? Which words and phrases do you think are "fact?" Which are "fiction?" How do you decide?
- List your combined words and phrases below. The recorder will be responsible for the "official" copy of the "pack's" list. Each person, however, will record his or her own individual list.
- If your list is to be discussed with the class, the recorder may be given an overhead transparency on which to write the "pack's" list.

Fact	Fiction

Do You Know ?

RED wolves are smart! RED wolves are sociable! RED wolves can smile! RED wolves work together! RED wolves talk to each other! RED wolves work hard and play hard! RED wolves rely on teamwork! RED wolves live in families! RED wolves sing and play! RED wolves care for their pups and teach them survival lessons!

Red wolves and humans have much in common!

Wolves of North America
Gray wolves - *Canis lupus*
Red wolves - *Canis rufus*

Things I know about red wolves!

Chances are, you already know a lot about red wolves. Write down some of the things you know. If you're not sure if something is "fact" or "fiction," write it down anyway! Then write down three things you want to learn about red wolves.

Share your red wolf know-how with a small group. Share the things you want to learn.

Who's who?

Red wolf? Gray wolf? Coyote? Dog? Fox? How do you know who is who? They all belong to the dog family called the Canidae. How are the members of the dog family different from one another? See if you are a good science detective. Write down the differences you see from the pictures on the next page.

What I know about red wolves!

What I want to learn about red wolves!





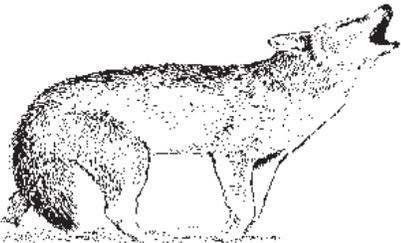
I am the _____



I am the _____

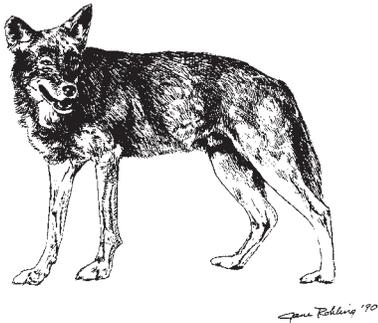


I am the _____



Elise McCauley Hammond

I am the _____

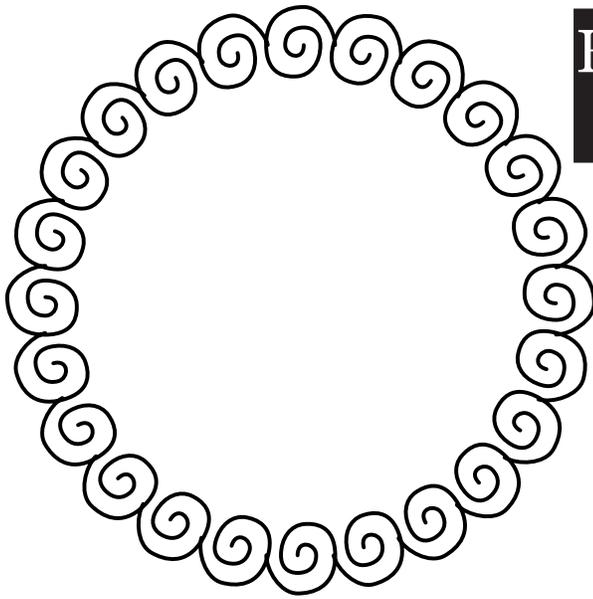


Gene Bohling '90

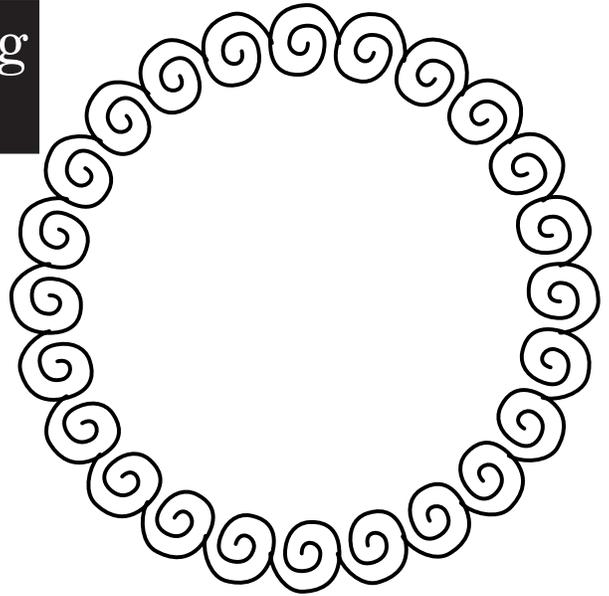
I am the _____

Wolf Pack Portrait

**Breeding
Pair**

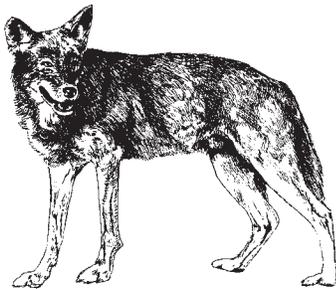


Mother



Father

Draw Mother and Father Wolf

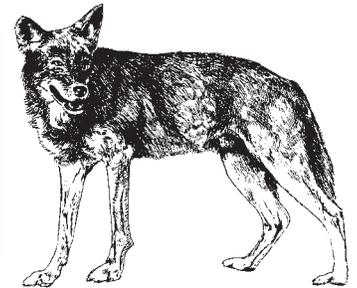


Jane Bolling '90



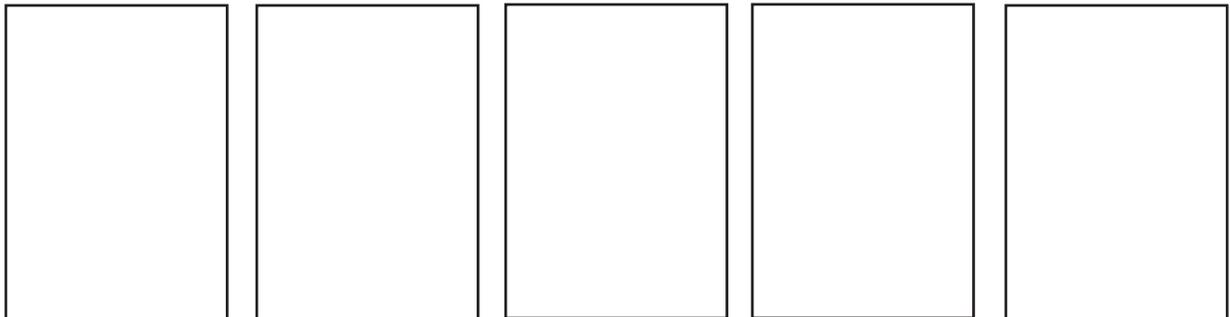
Elise McCauley Hammond

Older Brothers and Sisters



Jane Bolling '90

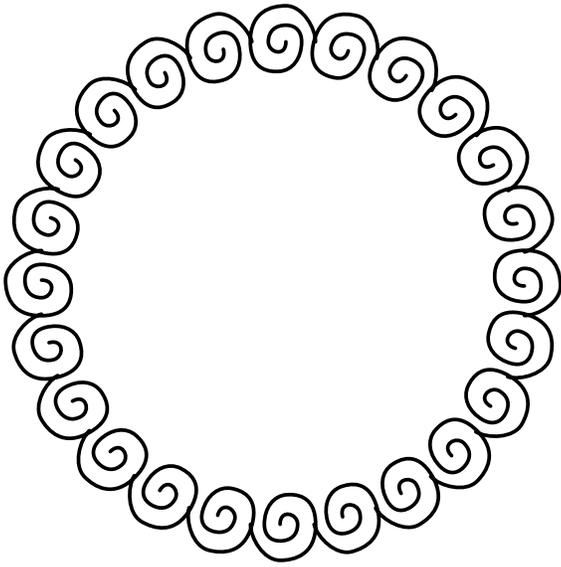
Draw the Pups



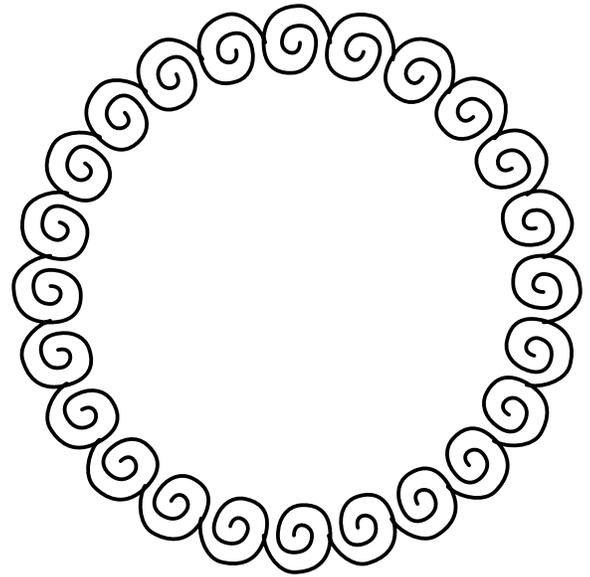
Pups

A wolf pack is a family. Wolves take good care of their pups. Mother wolf keeps them warm and feeds them. The big wolves bring the pups food and play with them. The pups learn how to hunt. They howl with the big wolves. They learn to respect the leaders of the pack. Wolf pups have to learn many lessons.

Adult Care Givers



Draw a picture of the adult or adults who take care of you or attach photograph. If you have brothers and sisters you could bring in photographs of them as well! It might be fun to create a poster of your family to share with your classmates.



How many “pups” are in your “pack?”

What are their names?

In a wolf pack, the members all contribute to the well-being of the “family.” The same is true in the human family. Use the box below to name some things the members of your family do for one another. Perhaps you could draw some pictures, too!

Name some other members of your “pack.” Grandparents? Aunts, uncles, and cousins? others? Who is older than you? Who is younger? Who makes the “rules” in your “pack?” Who follows those rules?

Other Members of My “Pack”

Rule Makers:

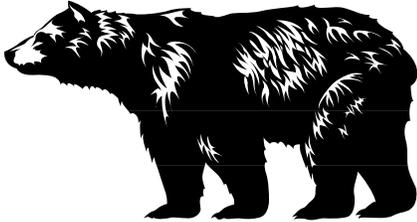
Rule Followers:

“Pups” Children

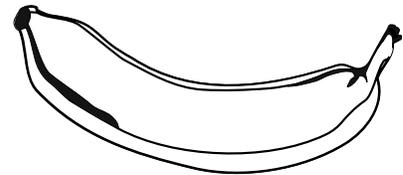
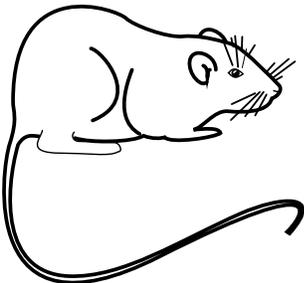
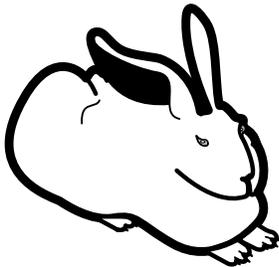
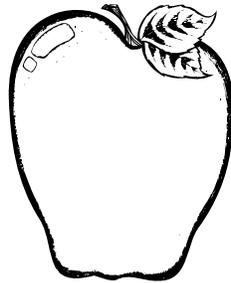
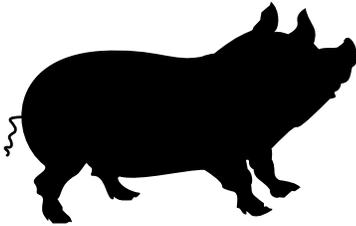
Discuss with your classmates the reasons why younger members of a family follow the rules and guidelines of the older members.

Wolfing Down Dinner

Wolves eat meat. Animals that eat meat are called carnivores. Wolves must hunt for their food. Animals that hunt are called predators. Red wolves hunt prey such as deer, wild pigs, rabbits, nutria, mice and other small mammals. Sometimes they eat insects such as grasshoppers. Hunting for food is hard work. Usually the prey gets away! Red wolves eat just about whatever they can catch. Sometimes they may hunt together in packs. Usually they hunt alone or in pairs. The father wolf brings food for the mother wolf when the pups are too young for her to leave them. As the pups are being weaned, the adult wolves carry food to the den in their stomachs and bring it back up for the pups to eat. This is called regurgitation. Carrying food to the den in their own "grocery baskets" keeps it clean for the pups. It is also easier for the adults to carry food back to the den in their stomachs than to carry it in their mouths! When the pups no longer need their mother's milk, the parents move the family to a rendezvous site, a place where there is shelter and water. Here the pups learn to catch small prey as they gain weight and strength.



- Which foods does a red wolf eat? Circle the foods!
- Which food do YOU eat? Put an X beside the foods!
- Which foods do red wolves AND humans eat? Talk about the foods!

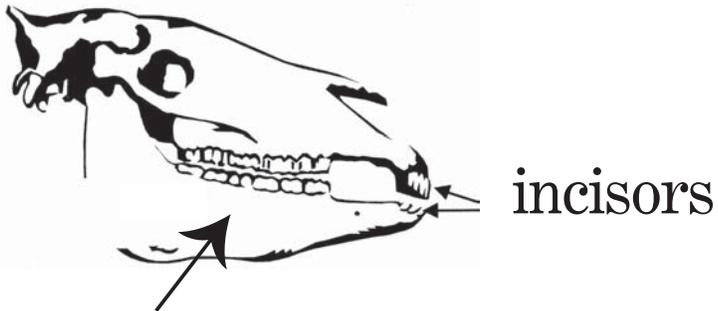


Think about it! Write about it!
What does "wolfing your food" mean?

Picking Teeth

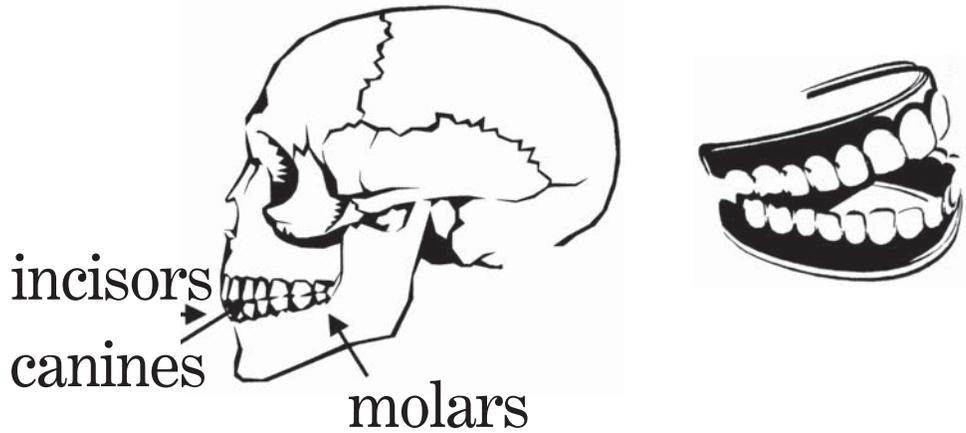
Deer eat tender leaves and shoots. Sometimes they eat grass. Compared to wolves, deer have an easy time getting food. Usually, it's a matter of browsing on vegetation that grows in their habitat. What do you think the **INCISORS** are for? What about the **MOLARS**? Animals with hooves are called **UNGULATES**. What other ungulates can you name? Make a list!

Deer
Herbivore



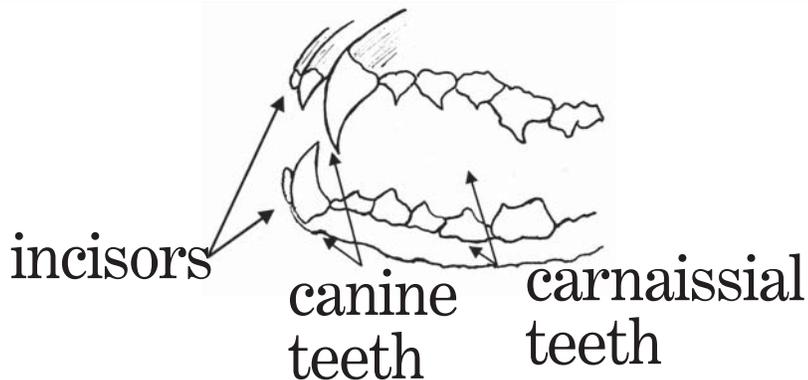
molars or
cheek teeth

Human
Omnivore



Adult humans have 32 teeth and eat both meat and plants. How are human teeth adapted to the foods humans eat? What are the **INCISORS** for? How about the **MOLARS**? Humans have modified canine teeth beside the molars. What is the purpose of these **CANINE** teeth?

Wolf
Carnivore



The bones of the **WOLF'S** jaw are heavy. The muscles of the jaw are strong, too. The jaws have great crushing power. Wolves have 42 teeth. The 6 **INCISORS** in each jaw are for gnawing and nibbling. The **CANINES**, 2 in each jaw, are 3/4 to one inch long from the gumline in red wolves! Wolves use the canines to grip and hold prey. The canines are the wolves knives and forks! The **CARNAISSIAL** teeth are special molars that act like scissors for shearing and cutting.

Taking Care of the Kids

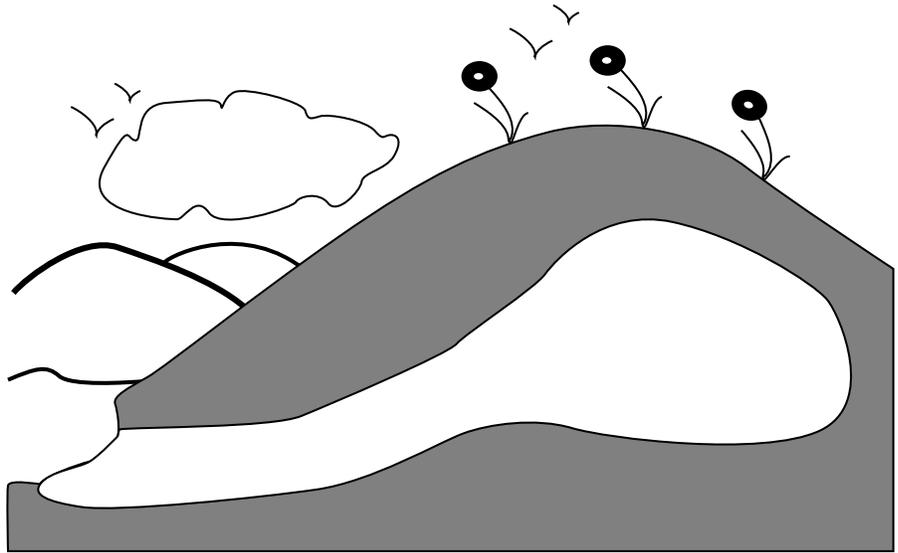
The pups born at the same time are called a litter. Can you draw some wolf pups in this den? How many pups are there in this litter?

Think about it!

Why is the den higher than the tunnel or passageway?

Wolves are good parents. They take care of their babies by feeding them and keeping them warm and dry. Most mother wolves have four to five pups. The pups are born in a den in the spring. Sometimes the mother wolf digs a den. Sometimes the den is a hollow under a fallen tree. Wolf pups are tiny when they are born. They weigh about a pound. Their eyes are closed, and they cannot walk. Their ears are small and flat against their heads. Mother wolf keeps the pups warm and feeds them milk from her body. Father wolf brings the mother wolf food.

When the pups are two weeks old, they open their eyes and start to walk. When they are three weeks old, they begin to play around the opening of the den. The adult wolves bring the pups meat which they carry in their stomachs. The pups lick the mouths of the big wolves. This makes the adults bring the food up so the pups can eat it. Wolf pups begin to practice howling. Howling takes practice!



Some Things To Talk About

- Wolf pups cannot see or hear when they are born. Can human babies see and hear when they are born? _____ How much did you weigh when you were born? _____ pounds
- How old were you when...?
 1. You began to eat solid food? _____ What was your first solid food? _____
 2. You started to crawl? _____
 3. You started to walk? _____
 4. You started to talk? _____
- Why do wolf parents carry food in their stomachs to the pups instead of carrying it in their mouths? _____

Amazing Ambulation Adaptations

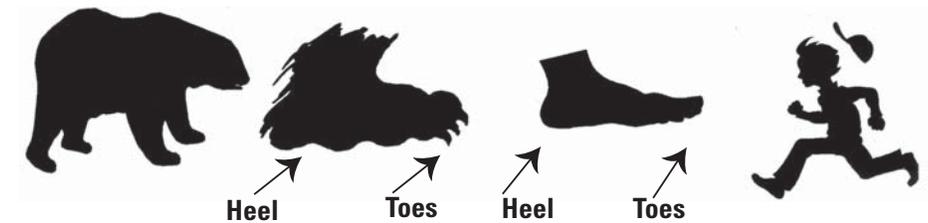
Vocabulary

Digits -
fingers and toes

Plantigrade -
walking on the soles of the feet. Humans and bears, for example, walk on the soles of the feet.

Digitigrade -
walking on the toes. Members of the dog and cat families walk on their toes. Animals like horses with hard hooves walk on "hardened" toes.

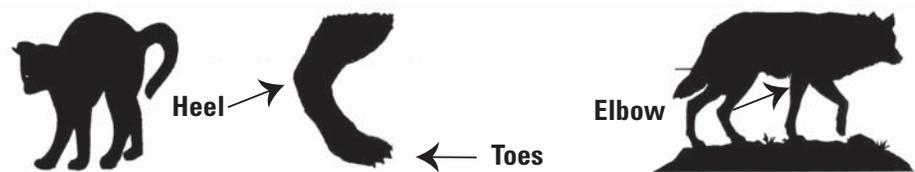
Plantigrade



Think About It ~ Talk About It (Answers on next page!)

What are the advantages of walking on the soles of the feet with heels and toes in contact with the ground?

Digitigrade



Think About It ~ Talk About It (Answers on next page!)

What are the advantages of walking on the toes with the heels elevated off the ground?

Do Some Observations!

Bring in some pictures of large dogs. Find some pictures of RED WOLVES. Which of the two canids has longer legs in comparison to its body size? Which has a narrower chest? What advantages do long legs and a narrow chest give a canid?

Did you know? The elbows of wolves turn in. The elbows of most domestic dogs turn out. What advantage do inward-turning elbows give the wolf?

The human hand has an opposable thumb.



What does this make humans able to do? The canid paw has a fifth digit, but not an opposable thumb.



Foot Facts and Feats

1. **What are the advantages of walking on the toes with the heels elevated off the ground?**

Humans walk upright. Bears often stand on their hind legs. The more foot surface on the ground, the better the weight distribution - it's that simple. Ever try walking around for a long period of time on your toes? What happens to your balance? Try it and see.

2. **What are the advantages of walking on the toes with the heels elevated off the ground?**

No doubt about it. The advantage is speed! Having the heels elevated allows wolves and other canids to lengthen their strides and run fast. Watch your dog sprint after a squirrel. Do you think you could outrun your dog? Wolves need to put on bursts of speed when chasing prey such as deer.

3. Look at the pictures of large dogs that you and your classmates have collected. Pay particular attention to pictures that show the dog's chest. Look at some pictures of red wolves. **Which member of the dog family has the longer legs and narrower chest?** Can you figure out the reason for these "amazing adaptations?" Red wolves have long slender legs and narrow chests. So do gray wolves. Long legs help the long-distance traveler to cover the miles while hunting for food. Wolves often travel 20 miles or more each day in search of a meal. When covering long distances, the wolf travels at a trot. This is an energy-efficient gait with the diagonal legs moving forward and backward at the same time.

4. **Why do wolves have elbows that turn inward and narrow chests?** A narrow chest helps the long-distance traveler through the air, water, and in deep snow. Although the red wolf no longer lives in areas of the Southeast that have significant snow in winter, it once lived in the southern Appalachian Mountains where snow is often deep. Think about a triangle and a square. Which goes through the air, water, and snow more easily? Look at some head-on pictures of wolves. The wolf's narrow chest resembles a wedge or a triangle. Most dogs of comparable size have wider chests. The in-turning elbows make the wolf's gait more efficient. It can trot with little stress on the shoulder muscles. The tracks of a wolf are in a straight line because the feet of the wolf are underneath its center of mass.

5. **What is the advantage of having opposable thumbs?**

How does your dog pick up an object? With its mouth, right? Why? No opposable thumbs!



Red Wolves Ahead

These pictures may be reproduced!

Draw a picture of a
red wolf
on the sign!

Red Wolves

Ahead

The next four pages contains four special pictures of red wolves for you to color. They are original drawings by the artist Eva-Lena Rehnmark. You may use crayons or colored pencils. As you work on your pictures, use what you know about red wolves and about their eastern North Carolina habitat. What in the background of the pictures makes you know these red wolves live in "your neck of the woods?" Notice the special physical features of the red wolf. The long ears help to keep the animal cool during the hot humid summers in the South. Long ears and sensitive hearing may aid the red wolf in locating small mammals. Notice the long slender legs that make the red wolf a "far traveler" indeed. The pelage of the red wolf can range from tawny brown or tan to a darker shade of russet. Often the ears and the backs of the legs are tinged with red. Many times the underbelly is a creamy tan. The pelage of the red wolf is not as thick as that of most gray wolves. Do you know why?

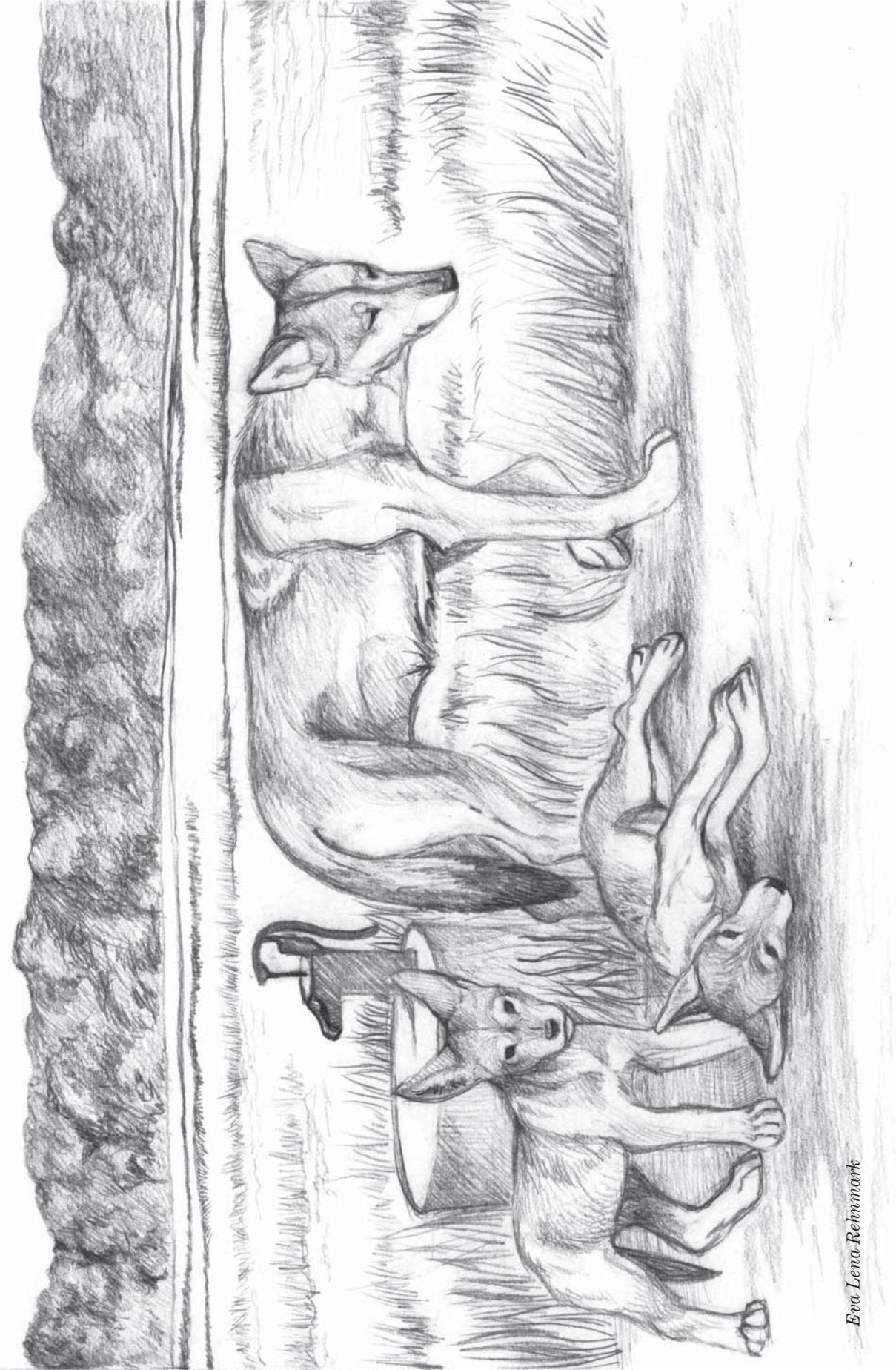
When you have finished coloring the pictures, perhaps you can make mats and frames for them from heavy construction paper or rail board. Here's another idea! Bind the pictures together with yarn and present them as a "book" to someone special. Make a cover for your book. Read the text out loud to someone special so they can learn about red wolves, too!

Spring



Eva Lena Rehnmark

Summer



Eva Lena Rehmmark

Fall



Eva Lena Rehnmark

Winter



Eva Lena Rehnmark

"Go Red Wolf!"

A game of red wolves and their prey

Teachers!

Photocopy these cards! We suggest you copy them on heavy-weight copy paper or laminate them before you cut them out. There are 13 pictures. You will need to photocopy four sheets so that you have 52 cards with 4 of each kind in a deck. You can play with 40 cards if you wish.

Red wolves, like their relatives the gray wolves, eat whatever they can catch! Hunting is never easy; the prey usually has the advantage!

Red wolves eat a variety of small to medium sized mammals, white-tailed deer, wild pigs, insects, and even fruit!

This game is played just like "Go Fish." Each player draws 7 cards. Pair the pictures of the red wolves and the pictures of the prey. Pairs get placed face down on the table. Each player in turn asks another player for a specific card, trying to match one of his or her single cards. When the player gets a match from an opponent, he or she lays the pair face down on the table and takes another turn. If the opponent does not have a match, the opponent says, "Go Red Wolf." The player then draws a card from the pile, and it is then the next player's turn to ask for a match. If a player gets a match when drawing, that pair of cards may be placed faced down. The winner is the player who goes "out" first!



Deer



Raccoon



Rabbit



Squirrel

Idea!



Idea!

Have the students of the cards and prey animals. If you want a two-sided playing card, line up the “Go Red Wolf” designs with the prey cards and photo copy front and back. Have the children research the prey animals. What do THEY eat? Use these words on a spelling list!

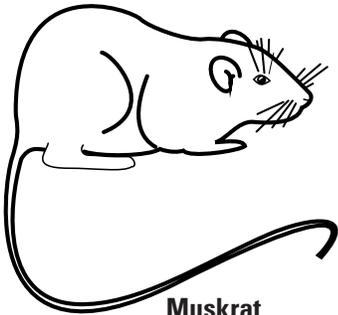
Color the backgrounds review the spelling of

***Go
Red
Wolf!***

***Go
Red
Wolf!***

***Go
Red
Wolf!***

***Go
Red
Wolf!***



Rat
Muskrat
Rice Rat
Cotton Rat



Mouse



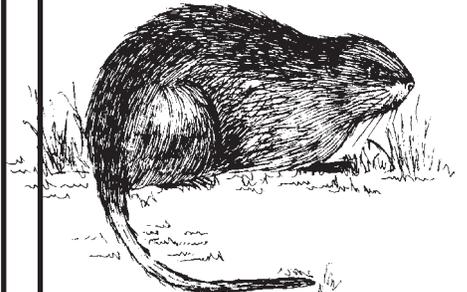
Groundhog



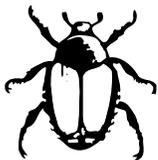
Beaver



Wild Pig



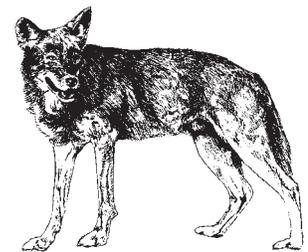
Nutria



Insects



Fruits



Red Wolf

***Go
Red
Wolf!***

BE A WHIZ WITH WOLF WORDS!

How many words can you find?

red

paw

den

pack

fur

wolf

pup

deer

hunt

litter

b	l	i	t	t	e	r
m	p	u	p	t	d	e
d	h	p	a	w	e	d
e	u	a	c	o	n	g
e	n	c	y	l	h	l
r	t	k	z	f	u	r

BE A WHIZ WITH WOLF WORDS! Answers

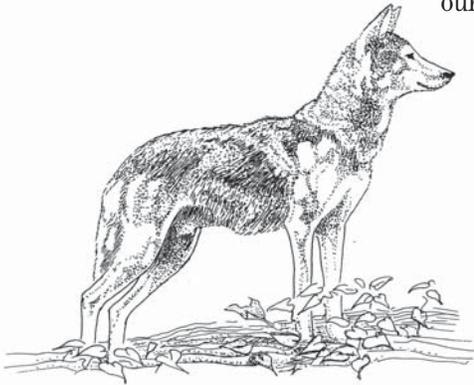
How many words can you find?

red	paw	den	pack	fur
wolf	pup	deer	hunt	litter

b	l	i	t	t	e	r
m	p	u	p	t	d	e
d	h	p	a	w	e	d
e	u	a	c	o	n	g
e	n	c	y	l	h	l
r	t	k	z	f	u	r

Name Our Pack

Find out the name of our pack by writing the words on the lines. The name of our pack will be in the box!



Elise McCauley Hammond

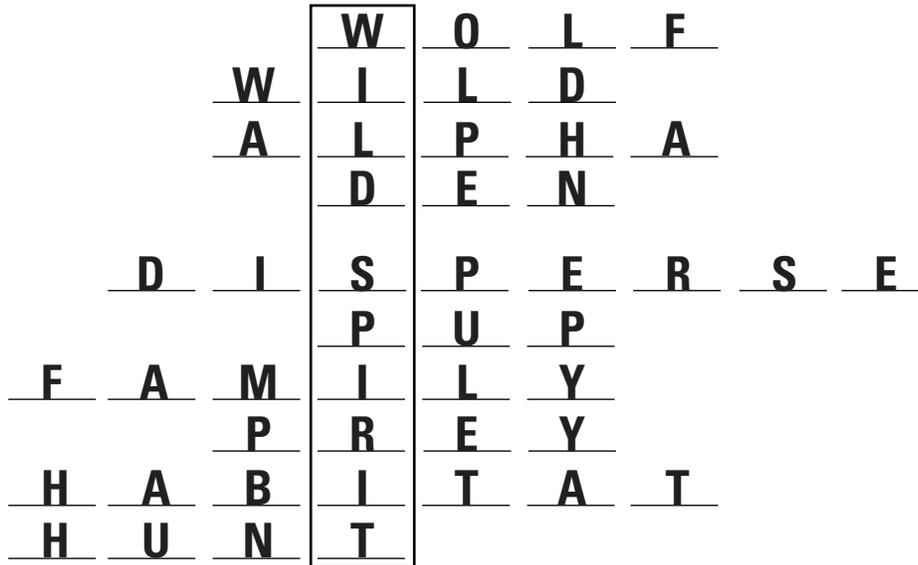
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- Two species live in the USA,
One is red, the other gray!
- Dogs are tame, but not me!
The wolf is _____, the wolf is free!
- I'm the top wolf in the pack,
Size and strength I do not lack.
- Here the new pups safely stay,
Mom and Dad keep harm away.
- Kids grow up and leave their home,
Wolves _____ and freely roam.
- I'm often born beneath the
ground, At birth I weigh
just one pound!
- Wolf packs are really meant to be
Just like the human _____!
- All the things we like to eat,
Rabbits, deer - they're quite a
treat!
- Forests, fields, swamps - all that,
Make up the red wolf's _____
- For food, most humans simply shop,
Wolves instead do this non-stop!

The Name Of Our Pack Is

Name Our Pack - Answers

Find out the name of our pack by writing the words on the lines. The name of our pack will be in the box!



- Two species live in the USA,
One is red, the other gray!
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The wolf is _____, the wolf is free!
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and strength I do not lack.
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Just like the human _____!
- All the things we like to eat,
Rabbits, deer - they're quite a
treat!
- Forests, fields, swamps - all that,
Make up the red wolf's _____.
- For food, most humans simply
shop, Wolves instead do this non
stop!

The Name Of Our Pack Is Wild Spirit

WORD FIND

P P H U N T Y J D E N

U R E D W O L F C C G

P E H M I C G H O A R

P X S W L A X A Y N A

R T H O W L S B O I Y

E I H I H R K I T D W

Y N A Q O O I T E R O

P C W I L D R A U N L

S T C D A T O T C I F

Can you hunt as well as the wolves? See how quickly you can find the words!

HABITAT

GRAY WOLF

DEN

EXTINCT

RED WOLF

COYOTE

PUP

WILD

HOWL

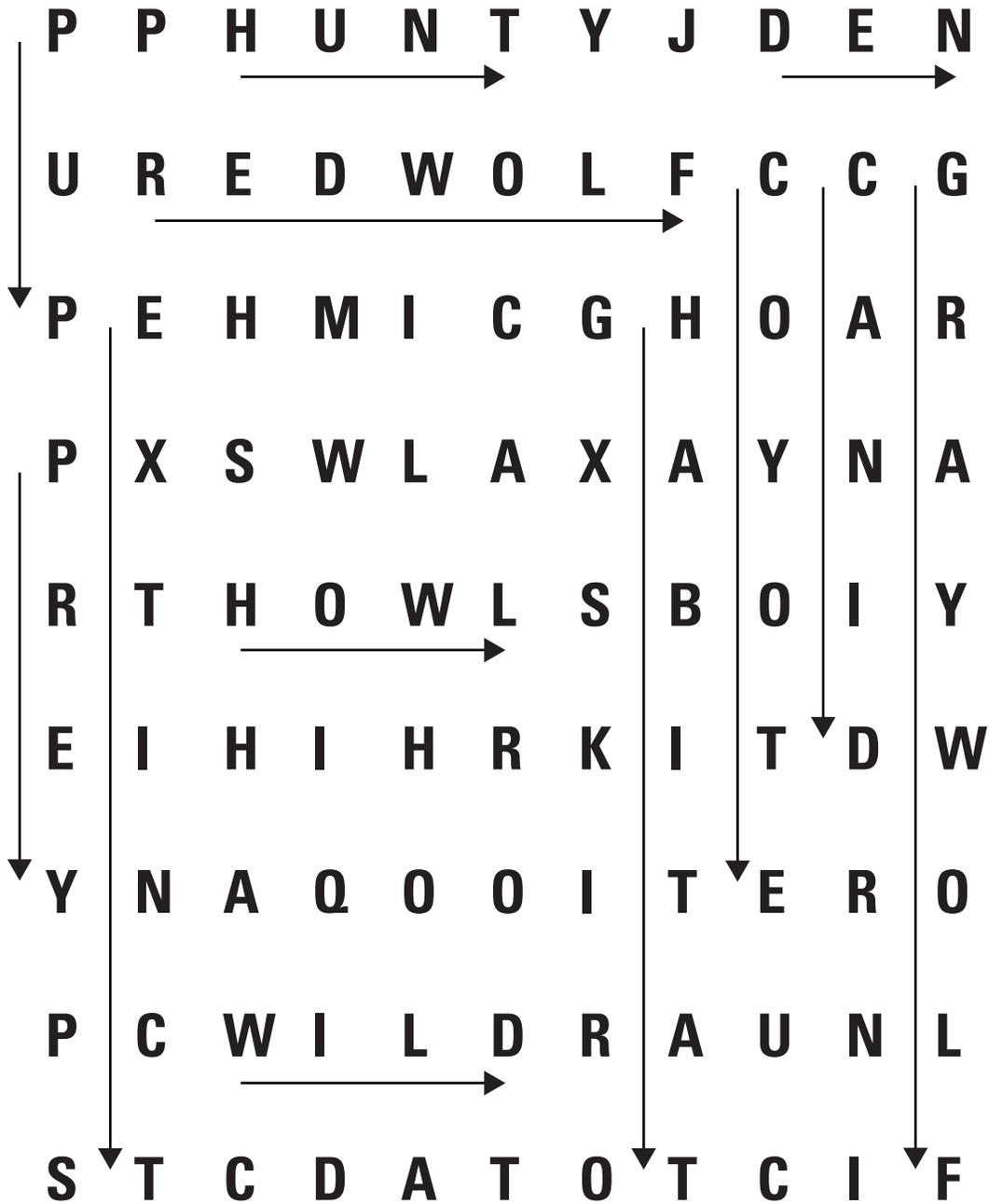
PREY

HUNT

CANID

WORD FIND

Answers



Can you hunt as well as the wolves? See how quickly you can find the words!

HABITAT

GRAY WOLF

DEN

EXTINCT

RED WOLF

COYOTE

PUP

WILD

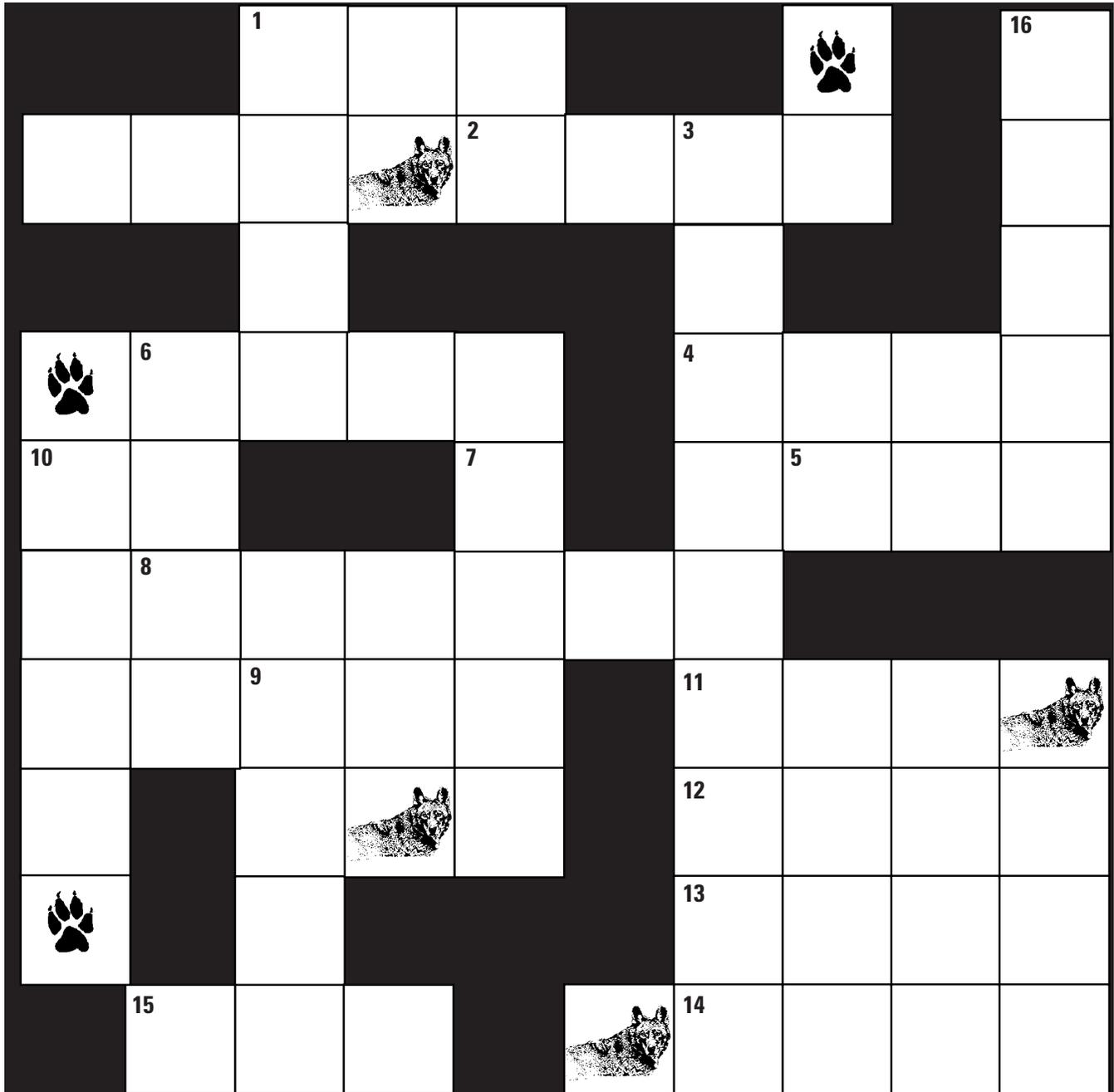
HOWL

PREY

HUNT

CANID

Those Puzzling Wolves



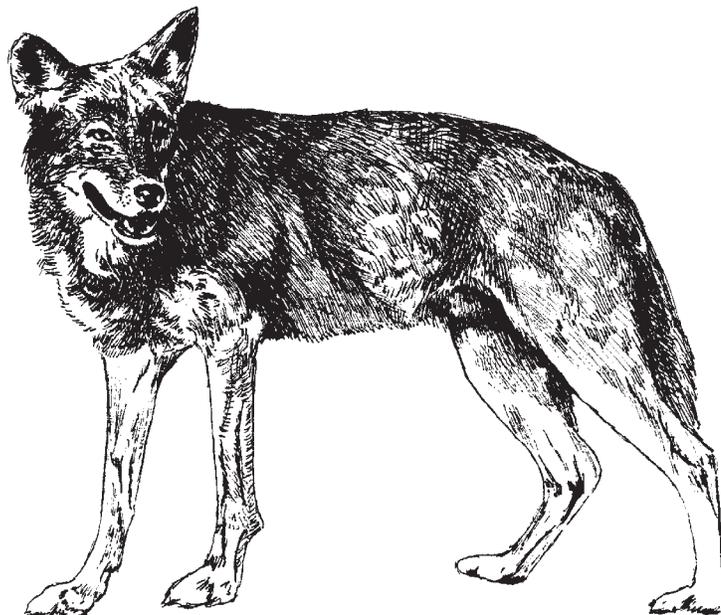
Those Puzzling Wolves Clues

Across

1. Where wolf pups are born
2. The largest of the Canids
4. An animal that can be controlled or managed by humans
5. The wolf's protective covering
6. An animal that is hunted by another animal
8. Another canid predator, sometimes a scavenger
9. The wolf's foot
11. One of two species of wolves in North America
12. What carnivores eat
13. Not tame nor domesticated
14. The larger of two species of wolves in North America
15. Abbreviation for a law to protect and restore animals and plants in danger of extinction

Down

1. One of the prey animals of the red wolf
3. The name for pups born at the same time in the spring (6 letters!)
6. A family of wolves
7. One of the main ways wolves communicate
9. Wolf babies
10. How wolves get their food
16. Wolves need a lot of this because of their meat diet



Those Puzzling Wolves

Answers

		1	d	e	n					16		
s	e	e		2	w	o	3	l	f	a		
			e					i		t		
	6	p	r	e	y		4	t	a	m	e	
10	h	a				7	h		5	f	u	r
u	8	c	o	y	o	t	e					
n	k	9	p	e	w			11	r	e	d	
t			u		l			12	m	e	a	t
			p					13	w	i	l	d
	15	e	s	a				14	g	r	a	y