

GREAT BIG beautiful WORLD

Create & Discover Leader Guide

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**Growing Up
Catholic**
A ministry of The Pastoral Center

Welcome to **GREAT BIG beautiful WORLD**

Great Big Beautiful World is a one-week Vacation Bible School (VBS) curriculum that embraces Pope Francis' encyclical *Laudato Si* and our call to care for our common home. It begins with the creation story in Genesis 2 and includes psalms, stories of Jesus, and the vision of a new heaven and new earth in Revelation. This comprehensive look at the biblical story reveals God's deep love for all of creation, including each child. *Great Big Beautiful World* invites children to see the ways God cares for the earth and challenges them to be part of caring for and preserving the created world.

Each day starts with relationship-building, joint worship, music, prayer, and a dramatic presentation of the Bible story. This is a time to SOW seeds of friendship, joy, generosity, and wisdom. These seeds will GROW as children explore, create, play, and learn about God's story at three response stations. In closing worship, children will be challenged to GO out into the world to care for the beautiful world God made.

SOW (35 min) <i>Children start in small groups and then gather for worship.</i>	GROW (90 min + snack) <i>Small groups rotate between three activity stations and have a snack.</i>	GO (10 min) <i>The large group gathers for worship and dismissal.</i>
Seeds of Friendship (10 min) (small group) Seeds of Joy (10 min) (large group, music, prayer) Seeds of Generosity (5 min) (offering) Seeds of Wisdom (10 min) (Bible memory, Bible drama)	Dig In (30 min) (Bible study) Create & Discover (30 min) (art and science activities) Sprout (30 min) (active games) Snack Time (15 min)	Songs Creation Care Cards Closing Prayer Dismissal

Items you will need from the VBS kit:

- *Create & Discover Leader Guide*
- Create & Discover electronic files
- Create & Discover Area Poster

The **Music & Resource** electronic files include a Create & Discover folder of related teaching aids to accompany the leader guide. Each Create & Discover Leader should be given access to the relevant folder to print pages for the chosen activities. The folder includes the following:

- Day 1 Animal Silhouettes
- Day 1 Animal Tracks Cards
- Day 1 Animal Tracks Answer Key
- Day 2 Bird Cards
- Day 3 "Seed Soup" Recipe Cards

- Day 4 Tactile Tree Sample
- Day 4 Community Trees Guidebook Page
- Day 4 Silhouette Palm Tree Template
- Day 4 Tree Verse Strips
- Day 5 Fruit Garland Drying Instructions Card

Media Connections are included in this guide and posted on the "Great Big Beautiful World VBS" board on the *Growing Up Catholic* Pinterest page for ease of use, organized by day (<https://pinterest.com/GrowingUpCatholic/great-big-beautiful-world-vbs>).

WELCOME TO CREATE & DISCOVER!

Explore God's *Great Big Beautiful World* through artistic expression and hands-on scientific exploration. Children will not only learn about God's amazing creation, but they will be encouraged to become creators and explorers themselves.

Create & Discover is one of three 30-minute **GROW** response stations. Each Create & Discover session includes art and science explorations and has three parts: Connect, Explore, and Bless. Each session plan also includes a **Bible essay** to read in preparation for leading, and an **At-a-Glance Chart** to aid in planning.

CONNECT

Gather the children for a brief recap of the Bible story, highlighting that day's thematic creation element as listed below:

- Day 1: Animals
- Day 2: Birds
- Day 3: Seeds and Gardening
- Day 4: Trees
- Day 5: Fruit and Rivers

EXPLORE

Choose from three Create options and two Discover options each day. Try to incorporate one Create art project and one Discover science exploration activity each day to allow for varied learning styles, individual preferences, and age-appropriate abilities and interests.

The At-a-Glance Chart at the beginning of each session gives a summary of the preparation and supplies needed for each activity. Each activity includes Talk About It prompts to help you guide conversations with children, connecting the activity to the Bible story and children's experiences. There is a list of Media Connections and a page of Fun Facts for each session to aid conversation as well.

BLESS

Work together with the children to clean up materials in preparation for the next group, then gather the children for a short prayer of blessing.

WELCOME TO CREATE!

Responsibilities of the Create Leader

- Select one or more Create activities for each day, depending on the time, supplies, and number of children involved.
- Print all needed pages from the Create & Discover electronic files.
- Coordinate volunteers who can help prepare materials, make samples, and support children as they work on projects.
- Solicit donations from church members for needed supplies, particularly items like fruit and dried beans that are more expensive to purchase for a large group.
- Set up and decorate the Create areas. Hang up the Create & Discover poster.
- Explain craft projects to the children.
- Clean up at the close of each day.

Setting Up the Create Area

In the Create area, children will be making a variety of arts and crafts projects. Place drop cloths under and around tables. Cover tables with disposable tablecloths or newspapers for messy projects. Individual trays or baking sheets will help to contain materials to a specific space.

Provide appropriate table and chair sizes for both younger and older children. It is difficult and unsafe for younger children to sit on their knees at a table that is too big, and it is uncomfortable for older children to sit in small chairs. Be aware that some children also work better when standing rather than sitting still.

General supplies that are needed throughout the week:

- Copy paper, card stock, poster board, and construction paper
- Scissors (include left-handed)
- Glue and glue sticks
- Masking or painter's tape
- Washable and permanent markers
- Colored pencils and crayons
- Washable paints
- Paintbrushes
- Paint smocks (or large T-shirts)

- Play dough / air-dry clay
- Paper clips
- Staplers and staples
- Tape
- Paper bowls, plates, and cups
- Plastic cutlery
- Hair dryers (to speed up drying)

The daily chart of supplies in each session only lists items that are *in addition to* the general supplies listed above.

Organize supplies so they are easily accessible. Baskets, large cups, or plastic utensil caddies can be filled with pencils, markers, scissors, and other supplies and placed on tables. Keep paper in a central location. Keep paints, permanent markers, and staplers safely stored away until ready to use. Washable markers and paints are best for younger children. Adult-size scissors can be used by older children, but store them out of reach from younger children.

Have cleanup items available (hand wipes, paper towels, sponges, cleaning spray). A handheld vacuum is helpful, but not necessary. Rinse paintbrushes in a sink and air-dry at the end of each day.

WELCOME TO DISCOVER!

Responsibilities of the Discover Leader

- Set up and decorate the Discover table and book corner.
- Gather a large supply of nature items.
- Preview and select media. Videos and books are posted on the “Great Big Beautiful World VBS” board on the *Growing Up Catholic* Pinterest page for ease of use, organized by day (<https://pinterest.com/GrowingUpCatholic/great-big-beautiful-world-vbs>).
- Go to a library and check out relevant picture books/informational books. A list is included in Media Connections for each day, but your local librarian may also have suggestions.
- Sit at the Discover table and facilitate activities and conversation.
- Supervise the use of technology and ensure the safety of electronic devices.
- *Optional:* Invite adults who have knowledge of trees and animals to visit the group.

Discover Area Set-Up

The Discover area is designed to be used by small groups for short periods of time. Plan for all children to have an opportunity to visit the area during the 30-minute time frame. Set up a long table next to a wall. At one end, set up a laptop, tablet, or another media player with an Internet connection to show suggested media, including websites and videos. You may want to provide headphones. At the other end, set out a basket filled with nature items, such as leaves, sticks, bark, shells, rocks, and feathers. Different materials will be added each day. Near the table, set up a book corner that has creation-related picture books and informational books from your local library. Book suggestions are provided for each day. If desired, put pillows and stuffed animal toys in the book corner. Decorate the walls with pictures of animals and nature scenery. Decorate with potted plants or an artificial tree.

General supplies for this area include:

- Media player(s) with Internet connection
- Headphones (optional)
- Books
- Assorted seeds, leaves, sticks, bark, shells, feathers, and other nature items
- Magnifying glasses

Using Fun Facts Pages

Each session includes a page of interesting facts related to the content for the day. You can copy and

place these pages on the Discover table for children to read independently, or read some of the facts to the children to prompt conversation as they work.

Using Media Connections

Even if your church is in a rural setting, there is so much more to the created world than you can access simply by going outside. It is ideal to touch, smell, and see nature in person, but your group may not be able to do that for any number of reasons (location, weather, supervision, safety). Online resources are a wonderful way to show children the complexity and beauty of the natural world without going anywhere! Videos allow you to virtually “tour” the natural world beyond your local region. Each session includes a variety of media suggestions, including websites, videos, and books. Add the books to your book corner. Show videos to the entire group or allow children to view them independently using a tablet with headphones.

Tips for Media Use

- Preview all video suggestions to be sure they will work for the age and interests of your group.
- Decide how and when you will use media (small group, large group, individuals).
- Set up clear guidelines if children will be viewing things independently. They should only watch videos that have been chosen by the Discover Leader.

TEACHING TIPS

Welcome Each Child

In a setting like VBS—where children may be new to the church—it’s essential that children feel welcomed, accepted, and loved by leaders and other children. Set the tone by welcoming children by name as they arrive. Continue using names throughout each session, conveying that you care about individuals. Take a moment to talk with individual children as they are doing their activities. Even a few moments with a child can make a difference.

Learn about Child Development

Familiarize yourself with age-level characteristics so you can get a sense for how children may respond in a given situation. Children vary significantly, but these profiles can be a helpful tool to know what to expect.

- **Ages 6–7:** active, enthusiastic, sensitive, impulsive, tire easily, work in short spurts, can be easily frustrated, sensitive to evaluation from adults, desire adult approval
- **Ages 8–9:** very curious, seek out new experiences and challenges, friendships are important, may want to finish things very quickly, learning to budget time, developing self-control
- **Ages 10–11:** able to focus for longer periods, motivated and influenced by friends, cognitive skills and reasoning abilities are increasing, very verbal, show empathy

Provide for Different Ways of Learning

While children (and adults!) enjoy many different types of activities, they tend to be drawn to some more than others. During VBS, choose a range of activities that will be interesting to different kinds of learners. Psychologist Howard Gardner developed the theory of multiple intelligences to show the different ways that people learn:

- **Bodily-Kinesthetic** learners like hands-on experiments, movement, dance, and using tools.
- **Interpersonal** learners like cooperative group projects.
- **Intrapersonal** learners like journaling or working alone.
- **Logical-Mathematical** learners like to categorize items and identify patterns.
- **Musical** learners enjoy listening to music, sounds, and rhythms.
- **Naturalist** learners like the natural world, including plants and animals.
- **Linguistic** learners enjoy reading, writing, and using words to express ideas.
- **Spatial** learners like drawing, sculpting, and working with maps and diagrams.

Nurture Creativity and Curiosity Through Conversation

Each Create and Discover activity includes Talk About It prompts, which will help children make connections between the Bible story, the activity, and their own experiences. Open-ended activities and questions help children to express their own ideas and perspectives. They also help build relationships between the children and leaders. These prompts can be used while the children are working, or at the close of an activity.

When talking with children about their artwork, it is common to say things like, “What a great job!” or “Wow, you’re really creative!” These responses sound positive but are not the most helpful responses to Create activities. Saying, “I see that you drew several very tall trees; they remind me of the trees in the Bible story” communicates to a child that you are paying attention and see something unique in what they have done. Saying, “Tell me about your picture” opens a conversation rather than giving an assessment of what the child did.

TASKS FOR VOLUNTEERS

There are many tasks that volunteers can do before, during, and after each day of VBS. Many people are not able to attend VBS, but they would be happy to donate supplies, prepare craft items, or decorate the room.

Days 1–5

- **Before:** Print or copy and cut out items from the electronic files.
- **Before:** Prepare samples of Create projects.
- **Before:** Gather a large supply of nature items, such as leaves, bark, sticks, branches, stones, craft feathers, shells, and plants.
- **During:** Assist children in making Create projects. Clean up between groups.
- **During:** Staff the Discover area, supervise use of media, and lead science-related conversations.
- **After:** Clean up the activity areas in preparation for the next day. Make sure art projects get to the children to take home.

Day 1

- **During:** Bring in a small pet for children to see, such as a fish, hermit crab, hamster, or guinea pig.

Day 3

- **Before:** Donate or purchase dried beans.
- **Before:** Roll air-dry clay into balls.

Day 4

- **Before:** Prepare the seed packets as described in the Seed Sorters Discover activity.

Day 5

- **Before:** Purchase, donate, or dry fruit for the Fruit Garlands Create activity.

Tips for Working with Volunteers

- Communicate clearly about what you need each volunteer to do. Specify the number of items that need to be printed, prepared, or purchased. If someone is printing and preparing things from the electronic files, email *only* the files they will need. This will avoid confusion and wasted time and resources.
- Only select volunteers who are approved to work with children. Be sure to follow your church's safe environment policy to keep all children safe.
- If you are both the Create Leader and Discover Leader, assign a volunteer to oversee the Discover table. This will allow for close supervision of the use of media.
- Express gratitude for the work that volunteers do. This could be a simple thank you, or a small gift or card.

DAY 1

GOD CREATES

Scripture Text: Genesis 2:4b–23

Laudato Si': #62–69, 75

Seed of Faith: God created a beautiful world.

Story Summary:

From the dust, God formed and breathed life into a person. Then God made every tree and a river that flowed from Eden. God planted a garden in Eden as a home for all created things. God gave instructions to care for the garden and to eat the fruit from every tree except the Tree of the Knowledge of Good and Evil. God made all the animals and brought them to the person to be named. While the man slept, God took one of his ribs and created a woman as a helper and companion.

Bible Essay:

As we prepare to share God's *Great Big Beautiful World* with children, we begin at the very beginning—in the book of Genesis. We are perhaps more familiar with the creation story from Genesis 1, where God speaks creation into being and pronounces it good, but we have chosen to focus on the second account of creation in Genesis 2. Here, we see a more intimate view of God's handiwork.

God's hands get dirty in this creation story! God forms a human being out of the dirt and breathes life into him. God creates trees and plants, and then rivers of water to nourish them. God plants a garden in Eden to be a home for the man and instructs him “to till it and keep it,” not to “dominate and subdue” it as some have wrongly interpreted before (*LS* #66–67). God invites the man to join in the creative process and gives him the fruit of all the trees—except for the Tree of the Knowledge of Good and Evil.

All is not good in this story, for God sees that the man is alone. God creates animals and brings them to the man to name, but none among these is a suitable partner for the man. So God creates a woman from a rib taken from the man's side. The man and woman live together in the garden, caring for and enjoying God's beautiful world.

Children can easily relate to a God who digs in the dirt, forming animals and people. They can imagine kneeling beside God, getting their hands dirty, and squealing with delight at what they create. Like a loving parent, God provides a safe and comfortable home for the man and woman and attends to their needs. As you dig into this story with children, help them to notice the many good things in this beautiful world that God has created.

Children are typically on the receiving end of caregiving. Parents, teachers, trusted adults, and extended family members care for children's daily needs. This story invites children to consider how *they* can become caregivers for creation. Just like the first person in the garden, we too have a responsibility to tend to the world God made (*LS* #68–69).

Day 1 At-a-Glance

Advance Preparation

- Read Genesis 2:4–22 and the Bible essay for Day 1 on page 8 of this guide.
- Read through the Create & Discover session plan. Choose one or more Create ideas and one or more Discover activities, depending on the space, group size, available materials, and amount of time you have. Gather needed supplies.
- Communicate with volunteers about their roles and tasks.

Session Plan

CONNECT

Welcome the group and give a brief recap of the Bible story by reading the story summary on page 8 of this guide. Explain the layout of the room and location of the Create and Discover activities.

EXPLORE

Complete one or more of the Create and Discover activities. Leave time to clean up, return materials to their place, and prepare the space for the next group.

Create

OPTIONS	SUPPLIES* / TO DO
Creature Creators	<ul style="list-style-type: none"> • Nature items (twigs, forked sticks, dried vines, seed pods, pine cones, leaves, grass, stones) • Digital camera (optional)
Habitat Suncatchers	<ul style="list-style-type: none"> • Day 1 Animal Silhouettes (electronic files) • Coffee filters • Spray bottle of water • Paper towels <p>To do: Print the Day 1 Animal Silhouettes from the electronic files. Each child will need one silhouette.</p>
Fingerprint Animals	<ul style="list-style-type: none"> • Washable inkpads

Discover

OPTIONS	SUPPLIES* / TO DO
Animal Tracks Matching	<ul style="list-style-type: none"> • Day 1 Animal Tracks Cards (electronic files) • Day 1 Animal Tracks Answer Key (electronic files) <p>To do: Print the Day 1 Animal Tracks Cards and the Day 1 Animal Tracks Answer Key from the electronic files. Cut apart the cards.</p>
Animal Homes	<ul style="list-style-type: none"> • Animal homes, such as a nest, hermit crab shell, fish tank, terrarium, and empty beehive <p>To do: Locate several animal homes. If possible, bring in a live animal, such as a fish or hermit crab.</p>

* In addition to general art materials

BLESS

Gather the group and say a closing prayer:

Loving Creator, thank you for the world you have made. You have made each of us in a special way. Help us love and care for the world the way you do. Amen.

CREATE

Creature Creators

Collect nature items, such as twigs, sticks (single and forked), dried vines, seed pods, small stones, grasses, feathers, shells, pine cones, and leaves. Invite children to create an animal, real or imaginary, out of the nature items provided. The animals could be glued together and taken home, in which case provide forked sticks that are similar in diameter and length to create “legs.” Depending on the size of the group and the available supplies, you may opt to make photo creations. Have children create animals without using glue. Take a picture of each animal with the child’s name next to the creation, then return the nature items for other children to use. Ideally, print and distribute each picture so children have a tangible reminder to take home. If printing isn’t feasible, upload all the pictures and show them during closing worship.

Talk About It

Invite children to talk about their animal creations. What are their names? Where do they live? What do they eat? What makes them special? Imagine how many animals God created, and what a big job it was to name all those animals!

Supplies

- Nature items
- Googly eyes
- Digital camera or smartphone (optional)

Habitat Suncatchers

Have each child choose a Day 1 Animal Silhouette printed from the electronic files. Have children use washable markers to fully color a white basket-type coffee filter using the colors of the habitat of their chosen animal, such as an ocean, a desert, a mountain, or a jungle. Use multiple shades of blue, brown, and green for the various habitats. (Or use any desired colors.) When the filter is fully colored, lay it on a paper towel and spray it with a water bottle until the colors mix. Dry using a hair dryer. When dry, have children glue their chosen silhouette to the middle of their suncatcher.

Talk About It

There are many different habitats (homes) for animals. What do you like about the habitat and animal you chose? If you were to create a brand-new habitat, what would it be? What animals would live there?

Supplies

- Day 1 Animal Silhouettes (electronic files)
- White coffee filters
- Spray bottle of water
- Paper towels

Fingerprint Animals

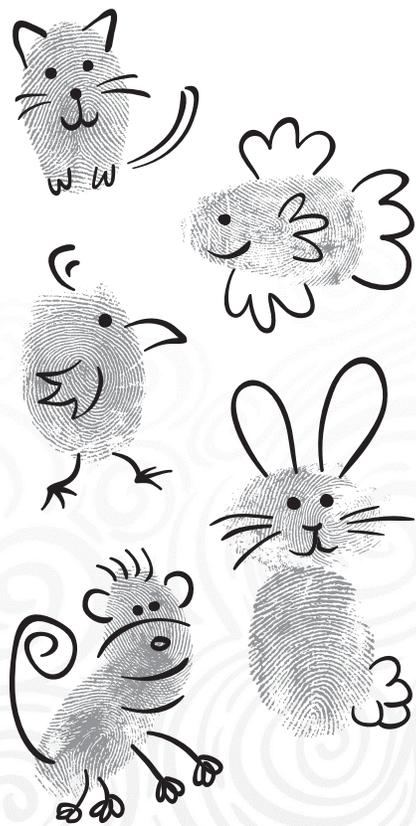
Provide washable inkpads and pens or thin markers so children can make fingerprint animals. Press one finger onto the inkpad and then onto the paper. Draw legs, antenna, wings, fins, beaks, eyes, noses, and other body parts to create real or imagined animals. Do an online image search for fingerprint animals if children need ideas for how to make various animals. Wash hands or use wipes to get the ink off.

Talk About It

Imagine God starting from nothing and creating all the animals! What animal would you have created first? Why?

Supplies

- Various colors of washable ink pads
- Pens or thin markers
- Wipes to clean hands



DISCOVER

Animal Tracks Matching

Print or copy the Day 1 Animal Tracks Cards and Day 1 Animal Tracks Answer Key from the electronic files. Shuffle the cards and have children match the track with the animal and then check their guesses against the answer key (below). Read the Fun Facts about animal tracks from page 12 of this guide. Watch “Animal Track Detective!” from SciShow Kids and “Wildlife Tracking for Kids: Virtual Hike #27” by Marty Calabrese on YouTube.

Talk About It

God brought all the animals and birds to the man to see what he would call them. Imagine if the tracks of all the animals were visible at once! Compare the tracks on the cards. How are the tracks similar and different? What types of animals have similar tracks?

Supplies

- Day 1 Animal Tracks Cards (electronic files)
- Day 1 Animal Tracks Answer Key (electronic files)

Animal Homes

Observe animals and their homes. Provide an empty hive or hornet’s nest, an empty bird’s nest, or another empty animal home for children to look at. Bring in a small animal like a hermit crab, beta fish, or guinea pig for children to observe. Make sure children wash their hands after handling items. If live animals and habitats aren’t available, watch several of the suggested virtual hike videos on YouTube or read books about animal habitats.

Talk About It

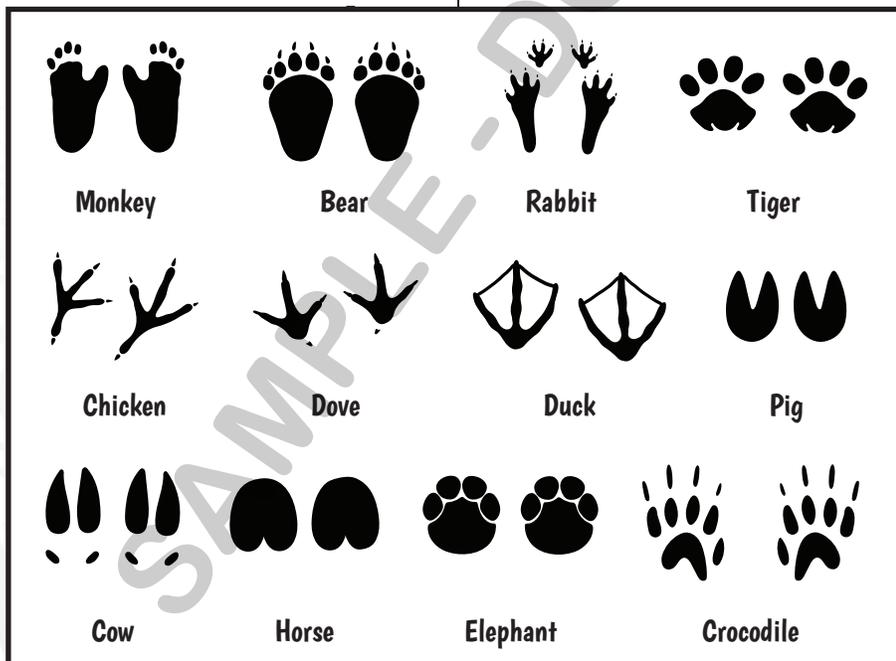
God put humans in charge of caring for the animals that God created. This also means taking care of an animal’s home. What are some ways we can care for animals and their homes?

Supplies

- Books about animal homes
- Animal homes (nest, hive, cave)
- Small animal (hermit crab, beta fish, guinea pig)

Media Connections

- *The Water Hole* by Graeme Base
- *A Goose Named Gilligan* by Jerry M. Hay
- *Making the World* by Douglas Wood
- *All the World* by Liz Garton Scanlon
- Habitats game by the Smithsonian Science Education Center
- Explore.org (live video feeds of animals)
- *National Geographic Kids* website or YouTube channel (to explore animals)
- “Be Still and Know That I Am God (Nature and Earth’s Beauty)” (YouTube)
- “Animal Track Detective!” video by SciShow Kids (YouTube)
- “Creation Calls” song by Brian Doerksen (YouTube)
- “The Most Beautiful Gardens in the World” (YouTube)
- “Wildlife for Kids: Virtual Hike #15” and “Summer Wildlife for Grade-Schoolers: Virtual Hike 35” by Marty Calabrese (YouTube)



FUN FACTS ABOUT ANIMALS

Camouflage

- The black-and-white-striped patterns on zebras makes it hard for predators to pick out one zebra as they move in a group. No two zebras are exactly alike!
- Chameleons change color in as fast as 20 seconds.
- Malabar giant squirrels live in the rainforests of India. They are known for their multicolored fur with shades of black, brown, orange, maroon, and purple, which help them hide in the forest canopy.
- Smooth and rough green snakes turn blue when they die. The green color in their bodies is made of yellow and blue pigments. When they die, the yellow pigments quickly break down, revealing only the blue color.
- Meadow grasshoppers in England can be pink! Usually they outgrow the pink color if they live to adulthood. When meadow grasshoppers get scared, they dive into a pond and hold on to an underwater plant at the bottom until they are sure the danger has passed.
- The mimic octopus can change shape to look like other animals, such as a sea snake or a flounder.

Habitats and Homes

- Wild tigers only live in Asia. About one hundred years ago, there were 100,000 tigers living in Asia. Fewer than 4,000 remain in the wild today.
- Salmon are born in freshwater rivers but live in salt water.
- The largest rodent is the capybara. It is as tall as a German Shepherd and lives in the Amazon rain forest.
- Sea otters wrap themselves in seaweed that grows up from the ocean floor to keep from being carried away while they sleep.
- Seals and sea lions live in cold places, but most stay away from the coldest areas of the north and south poles. Walruses live in the coldest areas of the north pole.

- Hanuman langurs (monkeys) and cows are sacred animals in India. Many live in the large cities and walk around on city streets.
- Koalas live in the eastern part of Australia, but they are not all the same! Victoria koalas have very thick fur and are the largest of all koalas. They live in the coldest part of Australia nearest Antarctica.
- Tortoises often share their underground homes with gophers and toads.

Animal Tracks

- If a print is forked, it was probably made by a bird. If the tracks alternate one step at a time, the bird has spent time on the ground. If the tracks are together, the bird has spent time in the trees and hopped on the ground.
- Mice, chipmunks, and squirrels all have four front toes and five back toes.
- Red foxes often walk in a straight line. Claws of the center toes can be seen in their tracks.
- Skunks have five toes on both their front and back paws, but their tracks usually only show four because the fifth toe is so small.
- Virginia opossum tracks are unique because the “thumb” on each of the back paws is separated from the rest of the toes.
- Deer tracks are shaped like hearts. Expert trackers can tell the difference between male and female deer tracks by looking at how far apart their hind tracks are.

Wonderful and Weird

- Horseshoe crabs have powder blue blood. Horseshoe crabs are some of the oldest species of animals on earth.
- The basenji is a dog from Africa. It is nicknamed the “singing dog” because it yodels when happy instead of barking.
- Blue whale calves gain 9 lb / 4 kg each hour for the first seven months of their lives.
- A female platypus lays eggs and wraps her body around them to keep them warm until they hatch eight days later.

Day 1 Animal Silhouettes

Print/copy the animal silhouettes and cut apart. Each child will need one silhouette for the Habitat Suncatchers project.



Day 1 Animal Tracks Answer Key

Copy the key and place it in the Discover area so children can check their answers for the Animal Tracks Matching Game.



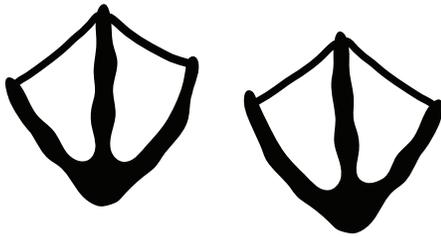
Monkey



Bear



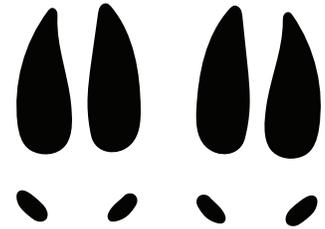
Rabbit



Duck



Pig



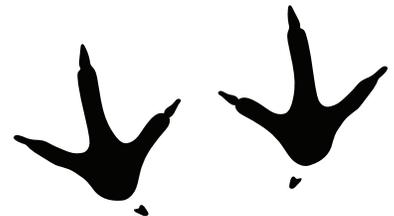
Cow



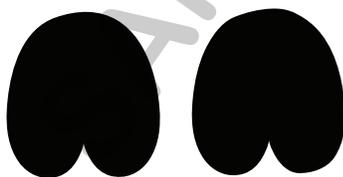
Tiger



Chicken



Dove



Horse



Elephant

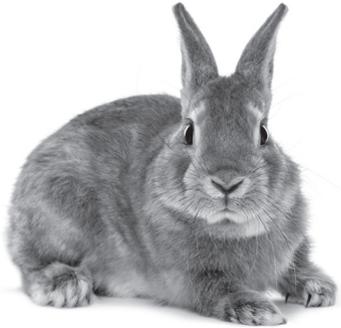
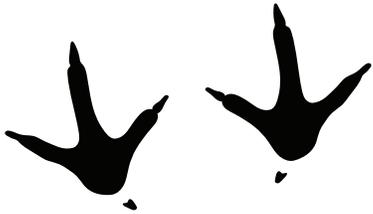


Crocodile

Day 1 Animal Tracks Cards

Print the Animal Tracks Cards on card stock for durability and cut them apart. They will be used for the Animal Tracks Matching Game. The Animal Tracks answer key is also on this USB drive.



Day 1 Animal Tracks Cards

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