



· ANIMALS ILLUSTRATED ·

# Wolverine

by Allen Niptanatiak • illustrated by Patricia Ann Lewis-MacDougall



EDUCATOR'S  
RESOURCE



# Animals Illustrated: Wolverine

## About the Book

Animals Illustrated mixes fun-filled animal facts suitable for the youngest of readers with intricately detailed illustrations to create a unique and beautiful collection of children's non-fiction books about Arctic animals. Each volume contains first-hand accounts from authors who live in the Arctic, along with interesting facts on the behaviours and biology of each animal.

In this book, kids will learn how wolverines raise their babies, where they live, what they eat, and other interesting information, like how they use their distinctive scent and how they have adapted to become excellent scavengers!

## About the Author

Allen Niptanatiak is a hunter and trapper from Kugluktuk, Nunavut.

## About the Illustrator

Patricia Ann Lewis-MacDougall is a Hamilton, Ontario, based artist who concentrates mainly on nature, mythology, and her own personal folklore. She grew up surrounded by the woods and farm life of the Niagara Escarpment and uses that as a springboard for her work. Patricia Ann's career started off with animation and then moved into illustration with companies such as Nelvana, Owl Books, Egmont Publishing, Amberwood Animation, The Bradford Group, and Michael Rogers' Inc. When she isn't busy in her studio, you can find her shopping in her beloved Westdale Village, tramping around Coote's Paradise with her husband Larry MacDougall, or playing with her 100-gallon aquarium full of clown loaches and various sucker catfish.



# Pre-Reading Discussion Questions and Activities

- Take a look at the cover of the book. What kind of a book do you think this is?
- Is this book fiction or non-fiction? How do we know?
- Have you ever seen a wolverine before? Where?
- What other animals do you know that live in the same habitat as wolverines?
- Open to the table of contents. What information does a table of contents provide? Why do you think the author included this page? Which section do you think you will find the most interesting based on these titles?
- Make a KWL chart, as shown below. Ask the class what they already know about wolverines, and make a list under the “What I Know” column. Ask the class what they’d like to know about wolverines, and make a list under the “What I Want to Know” column. Save the third column for after the book has been read.

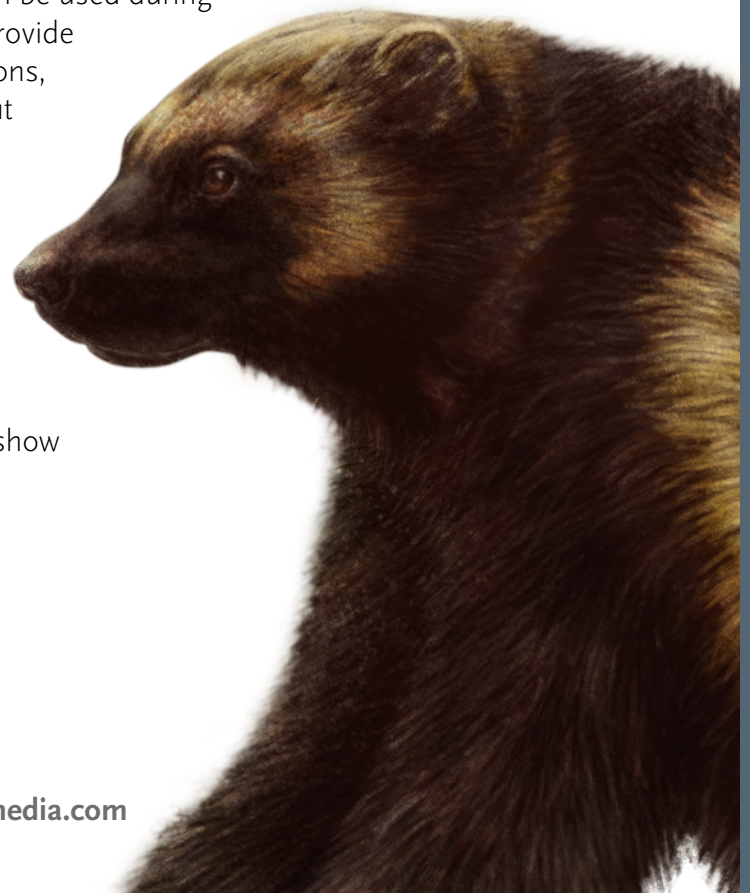
What I Know	What I Want to Know	What I Learned

## During and Post-Reading Discussion Questions

The following questions and discussion points can be used during and after reading *Animals Illustrated: Wolverine*. Provide students with the chance to voice their own opinions, share their experiences, ask questions, or point out anything else they may notice about the book.

### Pages 2-3

- Summarize what you’ve learned about wolverines from the first two pages.
- What other animal do you know of that has a very stinky smell?
- What does the small graphic on this page show us?



## Pages 4-5

- Does any of this information about a wolverine's range surprise you? What do you find interesting about the area that a wolverine lives in?

## Pages 6-7

- When you look at this diagram, what other animal does the shape of the body remind you of?
- Say all of the terms aloud.
- Cover the labels in the diagram or draw a similar picture of the wolverine's skeleton. Make labels on paper or sticky notes with each of these words. Take turns putting the labels on in the correct spots.
- Which of these body parts do humans also have?

## Pages 8-9

- Wolverines eat a wide variety of things. Imagine what it would be like to see a wolverine hunting a large animal such as a caribou or muskoxen.

## Page 10

- What is the most interesting thing you've learned so far about wolverines?

## Page 15

- What does "aggressive" mean? Where else have you heard this word used? (E.g., other animals, an aggressive player in sports.)

## Pages 16-17

- Why do animals need to adapt to their surroundings? If you moved somewhere completely different, what things would you need to think about in terms of adapting to your new surroundings?

## Page 18

- Wolverines' claws and muscular legs must help them be such great tree climbers. Do you like to climb?

# Extension Activities

## Talking Circles

Sit in a circle on the floor or in chairs and pass around a talking piece so each person has a turn to contribute. Allow students the right to pass if they do not wish to share. Here are some suggestions to guide the discussion:

- Did you like this book?
- Do you prefer fiction or non-fiction texts?
- What is one interesting thing you learned about wolverines?
- What is one thing you learned that wolverines eat?
- Would you like to see a wolverine in the wild? Why or why not?

## Parka Design

One of the traditional uses of wolverines is using the fur as parka trim. Design and draw your own parka with wolverine as trim on the hood. What colours would your parka be? Would it be fitted for yourself or someone else? What designs and patterns would you include? Would there be any other animal furs included on the parka?

- To extend upon this drawing design, if you have access to materials, try creating a mini model of a parka using felt and other sewing supplies.

## Math: Arctic Animals Polls and Graphing

There are many animals mentioned throughout this story. Choose a few of these animals and write a question about them. For example, you may choose wolverine, caribou, and muskoxen and ask, "Which animal do you like most?" You may choose ptarmigan and rabbits and ask, "Which animal would you like to be for a day?" Once you have created your question, take a poll in your class. Ask each student. Once you have your results, create a graph to show the answers. Some types of graphs you could include are bar graphs or pie graphs.

