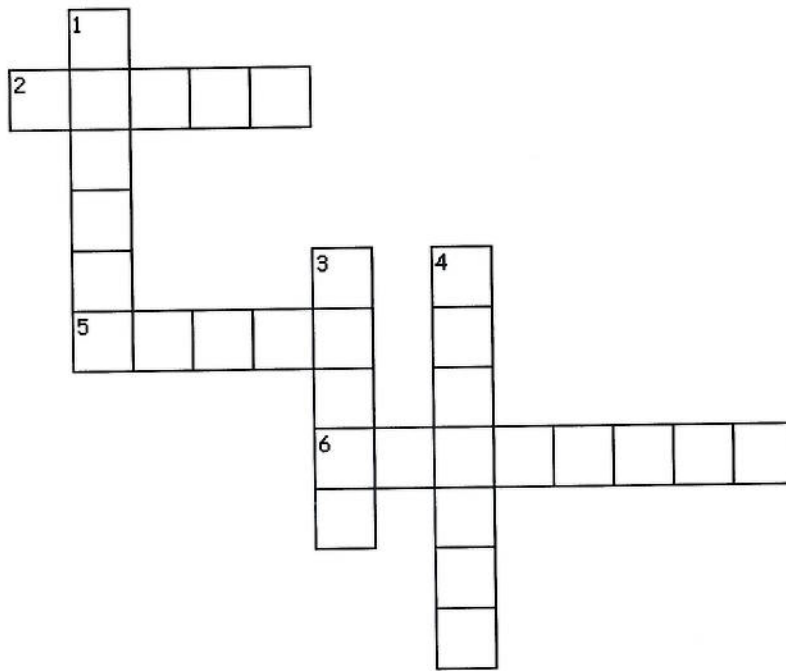


Shrews of Idaho



Shrews
Dusky
Masked
Merriam's
Pygmy
Vagrant
Water

Across

- 2. May run across water.
- 5. Usually hunts at three different times of the day - twice during the night and once early in the morning or at dusk.
- 6. Owls are the only known predator of this Idaho shrew.

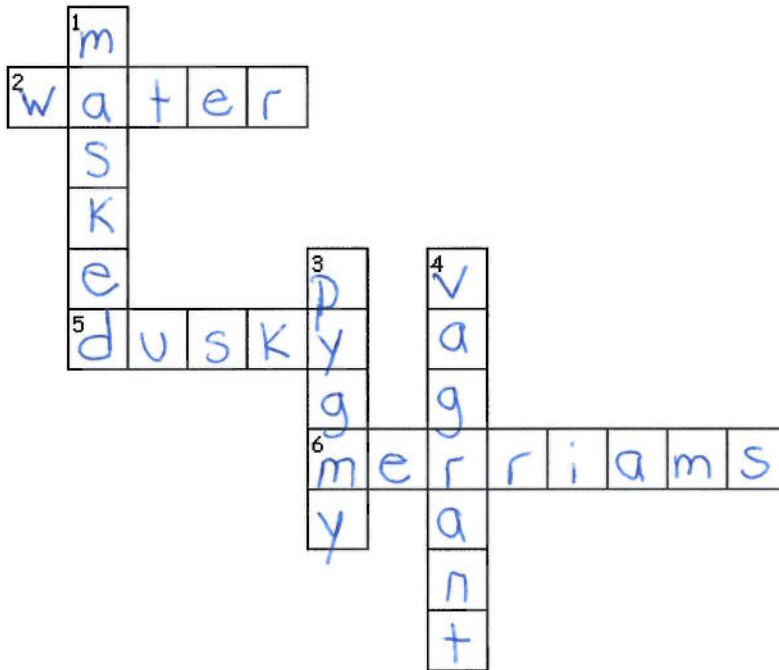
Down

- 1. Eats its own weight in food each day.
- 3. Smallest American mammal by weight.
- 4. This shrew sometimes eats salamanders. Its name may mean wandering or traveling.



Masked Shrew

Shrews of Idaho



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Masked Shrew

Shrew Zoo

Subjects: Science and Art

Objectives:

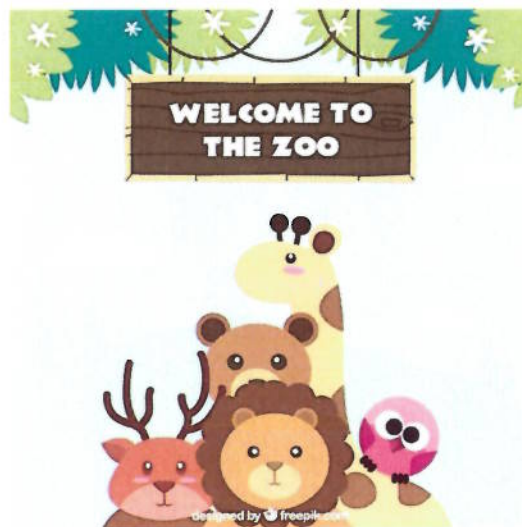
- Work in teams to solve problems
- Be able to identify problems for animals that have been removed from natural habitats to enclosures

Materials:

- Butcher paper
- Markers, crayons, etc.

Procedure:

1. Discuss zoos and the need to design habitats in which animals can survive.
2. Review information on shrews and research more information about shrew habitats if necessary.
3. Tell students they will be designing a zoo enclosure for a shrew that has been moved from its natural environment to a zoo in Boise, Idaho. Students should create a zoo environment that replicates (as much as possible) the characteristics of the environment for which the shrew is adapted.
4. Divide students into groups of two or three. Have students list some major features the enclosure should include. Give each group of students a large piece of butcher paper.
5. Instruct students to draw/design the enclosure.
6. When all groups are finished, ask each group to share their work.
7. Discuss some of the problems encountered when creating the enclosures.



Nocturnal Lives

Subject: Science

Objective: Students will be able to observe the relationship between predator and prey and experience how sound can help nocturnal animals locate each other in the dark.

Materials:

- Large open area outside or a gym to use as a playing area
- Blindfolds, one for every student, if playing area is not dark



Procedure:

1. Discuss adaptations nocturnal animals use to get around in the dark. Explain to the students that they will be participating in an activity to demonstrate one adaptation animals use for locating each other - sound.
2. Choose two students to be predators. Divide the remaining students into pairs of 'prey'. Each pair must decide on a secret sound, unique to their pair that they will use to find each other. The sound must be distinct, yet also must not attract undue attention from predators.
3. Take the students to your playing area. Divide the 'prey' pairs of students across the field one on each side. The predators begin in the middle of the area. Explain that pairs are to seek partners out through the use of their secret sound. Predators are to capture prey. No player is allowed to run. Predators 'eat' prey by tagging the prey. If a member of a pair is caught before he or she is able to link up with the partner, he or she should give off the secret sound in three rapid calls to let the partner know of the capture. A capture of one in the pair means that both players are out. Pairs that have been tagged out and pairs that have linked up should take off their blindfolds (if needed) and go to the playing area boundary.
4. Have everyone put on a blindfold if the playing area is not dark enough. Play begins on the teacher's signal. Play continues until all pairs have been captured or until sufficient time has passed. The last two prey captured can be predators in the next round.
5. Back in the classroom, have the students discuss which sounds were best at eluding predators and helping the prey link up. Make a list of the reasons why nocturnal animals use vocalizations.