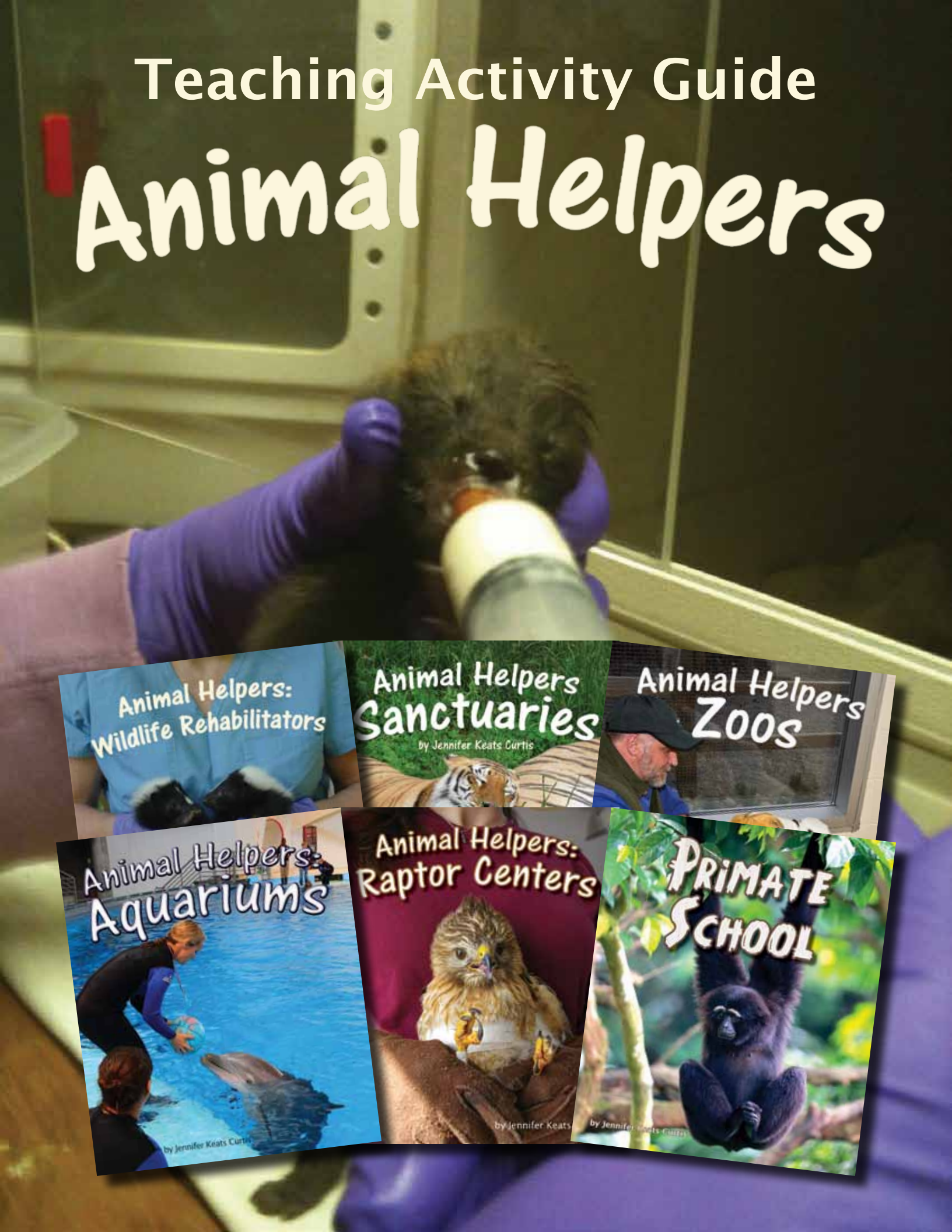
# Teaching Activity Guide

# Animal Helpers



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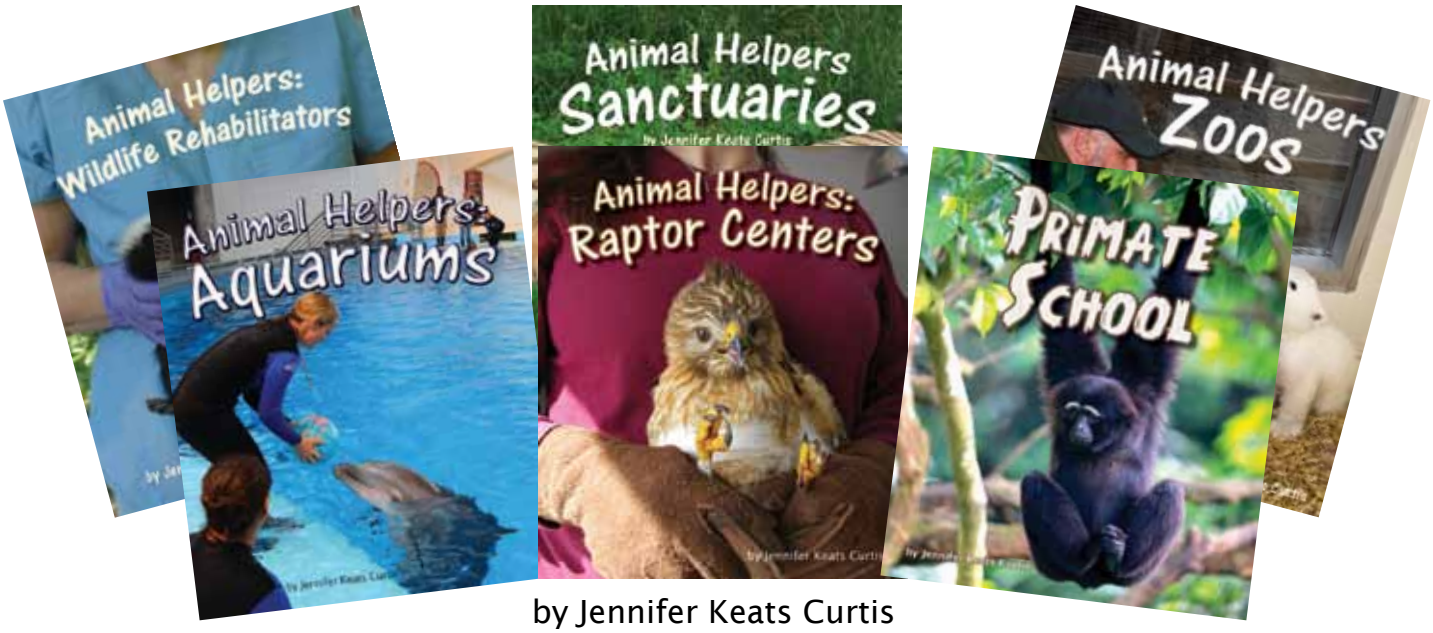


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# How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be near impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

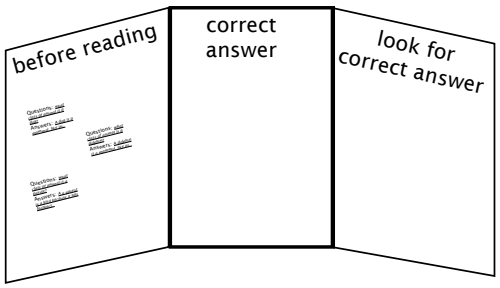
# What Do Children Already Know?

Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking "beyond the box" about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their "answers" (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a "before reading" panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the "before reading" panel. Either way, you will need two more panels or sections—one called "correct answer" and the other "look for correct answer."

Do the children have any more questions about the subject ? If so, write them down to see if they are answered in the book.




After reading the book, go back to the questions and answers and determine whether the children's answers were correct or not.

If the answer was correct, move that card to the "correct answer" panel. If the answer was incorrect, go back to the book to find the correct information.

If the child/children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the "correct answer" panel.

# Wildlife Rehabilitators: Pre-Reading Questions

Looking at the cover of the book and reading the title, what do you think this book is about?

What is someone called who helps sick, hurt, or orphaned wild animals?

What are some differences between wildlife rehabilitators and veterinarians?

How are wildlife rehabilitators and veterinarians alike?

What are some things that rehabilitators might do to help wild animals?

What kind of food would rehabilitators feed orphaned animal babies?

How would rehabilitators feed the orphans?

Do wild animals ever need an operation or medicine?

Can wild animals ever break a leg or a damage wing?

If so, how would rehabilitators help those animals?

# Comprehension Questions & Writing Prompts

*Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*
*Retell stories, including key details, and demonstrate understanding of their message or lesson.*
*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

Why should anyone help wild animals?

What are some things a wildlife rehabitilator might do to help wild animals?

How are rehabilitators like doctors, nurses, teachers, fireman or EMTs?

What are some "homes" rehabilitators provide to the wild animals?

What do rehabilitators try to do with the animals once they are old enough to survive on their own or healthy again?

What are some ways you know an animal is an orphan and not just left alone for a little while?

Why would an animal mother leave her "baby" alone?

What are some ways that you would know if an animal is hurt or sick?

Why do you think the rehabilitators wear gloves when holding the animals?

Do you think the rehabilitators treat the animals like pets? Why or why not?

Where do some animals go that can't go back to nature?

# Wildlife Rehabilitators: Art Scavenger Hunt

*Objective Core Language Arts Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*
*Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*

Compare and contrast some of the different animal body parts.

How are the bird feet alike and how are they different?

How are bird beaks alike and how are they different?

What do the ears look like?

What do the animal "hands" look like? Do you think they could hold onto something the way we do?

By looking at the pictures, can you tell if the animals have fur or feathers?

By comparing the animals to other things in the photos, can you tell how big or little the animals are?

# Cross-Curricular Vocabulary Activities

*Objective Core Language Arts:*
*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*
*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*
*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*
*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*
*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*
*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*
*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at www.ArbordalePublishing.com.

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently. The glossary has some high-level words. Feel free to use only those words as fit your situation.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity**: This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

# Wildlife Rehabilitators: Word Bank

See Glossary for words in Spanish and the definition in English.

| Adjective | Noun | | | Verb |
|---|---|---|---|---|
| alone | baby (ies) | fawn | osprey | bleed |
| baby | bandage | feathers | parent | cast |
| broken | biology | firefighters | pet | chatter |
| deep | bird | fledgling | predator | drink |
| feathered | bobcat | food | pup | fall |
| healthy | bone | fur | rabbit | feed |
| missing | burrow | habitat | raccoon | hatch |
| orphaned | cast | hurt | reptile | hide |
| sick | catbird | instinct | sanctuary | lay |
| split | dawn | mammal | shell | mend |
| tangled | disease | medicine | shelter | nestle |
| wild | doe | mother | veterinarian | raise |
| young | dusk | mourning dove | wildlife | rescue |
| | egg | nest | wildlife rehabilitator | survive |
| | EMT | nestling | young | |
| | eyedropper | opossum | | |

# Wildlife Rehabilitators: Silly Sentences

1. Mother _____ (noun) _____ (verb) their young at _____ (noun) and at _____ (noun). If you see baby rabbits (bunnies) _____ (verb) in a _____ (noun) -lined nest, they are probably just left alone.
2. A _____ (noun) _____ (verb) in _____ (adjective) grass near the back of your yard is probably just waiting for its mother to come back to _____ (verb) her.
3. A _____ (adjective) squirrel with very thin _____ (noun) and eyes that are still closed is on the ground and the mother is _____ (verb). It probably fell from the _____ (noun). Keep _____ (noun) away so the _____ (noun) can get the baby and put her back in the nest.
4. A fully _____ (adjective) baby bird (_____ (noun) ) is sitting quietly on the ground. Keep _____ (noun) away so the _____ (noun) can care for it.
5. A _____ (noun) _____ (verb)out of the nest. You may be able to place him back into that _____ (noun) if he is not hurt. Then, watch for parents.
6. If a _____ (adjective) _____ (noun) is sitting near an animal that appears dead, you should call a _____ (noun).

# Wildlife Rehabilitators: Sequence Sentence Strips

*Objective Core Language Arts:*
*Use temporal words and phrases to signal event order.*

Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order that make sense. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

The baby opossums were found in the mother's pouch after she was hit by a car and killed. They were wrapped in a blanket and taken to a wildlife rehabilitator.

The wildlife rehabilitator fed milk to the babies and kept them warm and safe.

Then the babies began to grow.

When the babies had grown enough, they started to eat solid food, like these strawberries.

After eating their fruits and vegetables, the opossums would curl up together and take a nap. When they were big enough to take care of themselves, they were released into the wild.

# Wildlife Rehabilitators: Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | B | E | R | I | N | J | U | R | E | D |
| 2 | Q | A | S | Z | H | O | A | T | W | O |
| 3 | B | F | S | B | U | G | B | H | I | X |
| 4 | L | E | Q | I | R | U | V | O | L | C |
| 5 | Y | H | U | R | T | F | E | E | D | E |
| 6 | I | N | I | D | A | P | C | A | L | S |
| 7 | M | O | R | P | H | A | N | U | I | D |
| 8 | S | D | R | E | S | C | U | E | F | E |
| 9 | O | M | E | D | I | C | I | N | E | J |
| 10 | K | U | L | A | T | E | W | I | N | T |

BIRD
FEED
HURT
INJURED
MEDICINE
ORPHAN
RESCUE
SQUIRREL
WILDLIFE

# Sanctuaries: Pre-Reading Questions

What is an animal sanctuary?

Why might an animal need to live in a sanctuary?

What kinds of animals do you think live in sanctuaries?

How do you think takes care of animals in the sanctuaries?

What happens when animals in sanctuaries get sick?

# Sanctuaries: Writing Prompts

*Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
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*Retell stories, including key details, and demonstrate understanding of their message or lesson.*
*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

What do you think life is like for an animal in a sanctuary? Pretend you are one of the animals in this book and write about what your day is like.

Taking care of animals in sanctuaries is a lot of work! Ask your parent, teacher, or another adult to help you find an animal sanctuary in your area. Write a "thank you" letter to the workers and volunteers who take care of the animals.

What kinds of things do you like to do for fun? Do you think you would enjoy the same activities if you were one of the animals in this book or would you want to do something different?

# Sanctuaries: Word Bank

| Adjective | Noun | Verb |
|---|---|---|
| back | animals | bat |
| big | bear | check |
| cuddly | binturong | drool |
| cute | bobcat | enjoy |
| dangerous | claws | feed |
| exotic | dentist | keep |
| expensive | humans | leads |
| former | jaguar | learn |
| important | kitten | live |
| large | linx | play |
| messy | medicine | pounce |
| new | mice | recover |
| old | pair | release |
| raw | prey | rescue |
| safe | rabbits | see |
| sharp | surgery | show |
| sick | teeth | stalk |
| small | tiger | train |
| smart | veterinarian | tranquilize |
| starving | wild | |
| tasty | | |
| vanilla | | |
| wild | | |

# Sanctuaries: Silly Sentences

1. Long ago, _____ (adjective) animals only _____ (verb) in the wild.
2. Exotic animals are _____ (adjective) to keep and can't be _____ (verb) back into the wild.
3. Canadian _____ (noun) Kiki no longer has _____ (noun) .
4. Because they cannot _____ (verb), they are unable to stalk and _____ (verb) on their _____ (noun)—like rabbits and mice.
5. Just like _____ (noun) , animals are put to sleep for _____ (noun) .
6. This jaguar was tranquilized so the _____ (noun) could check his _____ (noun).
7. The animals are _____ (adjective) and seem to enjoy training.
8. They quickly learn that following _____ (noun) leads to _____ (adjective) treats.
9. The _____ (adjective) cats will show how much they love playing with their _____ (adjective) toys by batting them and drooling all over them.

# Sanctuaries: Word Families & Rhyming Words

*Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.*

Word families are groups of words that have some of the same combinations of letters in them that make them sound alike…or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent 'i"), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the poem.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

Rhyming words are:

**Raw**

and

**Paw**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Prey**

and

**Play**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Bored**

and

**Reward**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Stalk**

and

**Walk**

They are / are not from the same word family.

Other words that rhyme are:

# Zookeepers: Pre-Reading Questions

What kinds of animals live in zoos?

What do zookeepers do?

What is an endangered species?

Why are zoos important for endangered species?

What happens with baby animals born at a zoo?

Do zookeepers spend a lot of time inside the enclosures with large animals or predators?

# Zookeepers: Writing Prompts

*Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*
*Retell stories, including key details, and demonstrate understanding of their message or lesson.*
*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

Imagine you are a zookeeper. Write about what your day is like.

Pretend you are an inanimate (non-living) object in a zoo. Some inanimate objects in zoos are fences, shovels, pails, carts, and buildings. What kinds of things do you do and see?

Write a short story about a zoo using these vocabulary words: zookeeper, endangered, monkey, exotic, and conserve.

# Zookeepers: Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | N | I | K | C | X | E | R | L | P | O |
| 2 | W | A | C | E | O | U | H | E | W | V |
| 3 | E | H | O | M | E | B | I | J | L | I |
| 4 | X | D | N | Z | X | V | N | E | I | S |
| 5 | H | Q | S | U | O | S | O | F | G | I |
| 6 | K | D | E | B | T | M | O | N | C | T |
| 7 | I | R | R | E | I | W | I | L | D | O |
| 8 | C | A | V | P | C | S | I | C | L | R |
| 9 | K | E | E | X | H | I | B | I | T | I |
| 10 | S | R | O | N | M | A | D | O | P | T |

ADOPT

CONSERVE

EXHIBIT

EXOTIC

HOME

RHINO

VISITOR

WILD

# Aquariums: Pre-Reading Questions

1. Do any animals other than fish live in an aquarium?
2. What kinds of jobs are there for people who work in an aquarium?
3. What habitats do animals in an aquarium come from?
4. Name some animals that you think might live in an aquarium.
5. Do aquariums help animals that are threatened or endangered?

# Aquariums: Writing Prompts

*Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*
*Retell stories, including key details, and demonstrate understanding of their message or lesson.*
*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

1. Imagine you are an animal in an aquarium. Describe the people you see every day, such as aquarium workers, volunteers, and visiters. What do they look like? What do they do?
2. Name some tasks that aquarium workers do. Are there any that you would like to do?
3. Pretend you work in an aquarium and write about your work day.
4. What kind of exhibit would you like to see in an aquarium? Draw your aquarium and label which animals you want in each tank. Things to think about: how can workers access the tank to clean it and feed the animals? If you have predators and prey in the same tank, how can you keep one animal from eating the others?

# Aquariums: Word Families & Rhyming Words

*Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.*

Word families are groups of words that have some of the same combinations of letters in them that make them sound alike…or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent 'i"), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the poem.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

Rhyming words are:

**Sea**

and

**See**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Manta ray**

and

**Stay**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Feed**

and

**Seed**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**Teach**

and

**Beach**

They are / are not from the same word family.

Other words that rhyme are:

# Raptor Centers: Pre-Reading Questions

1. After looking at the cover and reading the title, what do you think this book is about?
2. Read the list of “animals in this book” in the book jacket. How many of these animals have you heard of? Can you think of anything they have in common?
3. What is a bird of prey?
4. What would you call a place that helps sick or injured birds of prey?
5. What kinds of things could injure a raptor?
6. How can a veterinarian help an injured raptor?
7. Do raptors ever need surgery?
8. Where could you go if you wanted to see an eagle up close?
9. What do raptors eat?
10. What are some ways to help baby raptors who are injured or orphaned?
11. What are some things that staff in a raptor center might do to help the birds of prey?
12. What are ways that volunteers can help the staff and the birds at a raptor center?

# Raptor Center: Writing Prompts

*Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*
*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*
*Retell stories, including key details, and demonstrate understanding of their message or lesson.*
*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

1. Why do you think people should help raptors?
2. What are some ways that people can help raptors?
3. Imagine you are a lost baby raptor who has been rescued by a raptor center. Describe what happens to you.
4. If you wanted to work at a raptor center, how would you prepare for that job?
5. A bird comes to the raptor center with a broken wing. What happens to the bird when it arrives and what are the steps the staff should take to help the raptor?
6. Describe what your day might be like if you worked in a raptor center.
7. What do raptor centers try to do with raptors that are old enough or have healed enough to return to the wild?
8. Can you think of any reasons a raptor might not be able to go back to the wild?
9. If a raptor cannot return to the wild, what might happen to it?
10. Taking care of birds in a raptor center is a lot of work! Ask your parent, teacher, or another adult to help you find a raptor center in your area. Write a “thank you” letter to the workers and volunteers who take care of the animals.
11. What is the difference between a diurnal animal and a nocturnal animal? Are humans nocturnal or diurnal?
12. If you have “eyes like a hawk,” does that mean you can see really well or not at all?

# Raptor Centers:
# Sequence Sentence Strips

*Objective Core Language Arts:*
*Use temporal words and phrases to signal event order.*

Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order that make sense. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart. The answe will spell a word.

B. Even excellent hunters with keen eyesight, sharp talons, and strong beaks can break bones and damage their feathers. Fishing lines ensnare these tough birds. They get stuck in mud. They fly into windows.

R. Just like in an emergency room, when a patient comes in, the staff evaluate her. Usually, it takes two people to carefully check the whole bird: eyes, beak, wings, body, tail, talons, and feathers.

I. If help is needed, volunteers rush the animals to the center or the experts go out to save them.

S. After weeks of healing, growing, exercising their wings, and learning or re-learning to hunt, they are ready to go back to the wild. At some centers, the birds are banded before they are released. With joy, raptor helpers take them to specific areas and let them go.

D. Raptor helpers decide if a bird needs medicine or just quiet and rest. If a raptor is ill, helpers might draw blood to find out why the bird is sick.

# Raptor Centers: Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | S | F | T | E | J | V | E | L | O | K |
| 2 | E | A | G | L | E | I | P | I | R | O |
| 3 | N | L | M | A | S | N | E | C | O | T |
| 4 | M | C | I | C | S | P | R | O | T | A |
| 5 | A | O | W | L | E | T | C | O | R | L |
| 6 | W | N | I | S | S | H | H | P | A | O |
| 7 | Q | P | O | W | E | I | R | T | P | N |
| 8 | H | A | T | C | H | S | P | I | T | D |
| 9 | E | R | B | H | A | W | K | L | O | A |
| 10 | C | K | W | I | D | O | B | I | R | D |

BIRD

EAGLE

FALCON

HATCH

HAWK

JESSES

OWL

PERCH

RAPTOR

TALON

# Primate School: Pre-Reading Questions

1. What is a primate?
2. What kinds of animals do you think are really smart?
3. How do animals communicate with each other?
4. Do animals in zoos learn tricks?
5. What is a mammal?
6. Can animals learn how to solve problems?
7. Can animals use tools?
8. How do animals in the wild learn how to do things?
9. How do zoos help animals?
10. Why do wild animals not make good pets?
11. How do zoos keep the animals from getting bored?
12. Do animals in zoos every need a visit from the vet?

# Primate School: Art Scavenger Hunt

Find the following people or animals in the book.

1. A woman wearing a mask over her mouth and nose. *Why do you think zoo keepers might wear a mask around the animals?*
2. An orangutan playing on a tablet.
3. A siamang sitting on a rock.
4. A white-cheeked gibbon on a play house. *There are different colors of white-cheeked gibbons in this book. Describe what they each look like.*
5. A baby gorilla watching an adult scoop food out of bamboo. *Do you learn how to do things by watching others?*
6. A golden lion tamarin fishing food out of a puzzle-board.
7. A white-cheeked gibbon holding a watermelon.
8. A baby François' langur hugging an adult.
9. A chimpanzee using a stick as a tool.
10. An upside-down gibbon.
11. Lemurs playing in blue paint.
12. A vet listening to a chimpanzee's heart with a monitor.

# Primate School: Writing Prompts

1. What do humans have in common with other primates? Can you think of anything humans do that other primates don't?
2. In your own words, describe what a mammal is. Give examples of different sorts of mammals.
3. In your own words, describe what a primate is. Give examples of different primates.
4. What would your day be like if you were a chimpanzee in the wild?
5. What would your day be like if you were a white-cheeked gibbon in a zoo?
6. Pretend you have a chimpanzee in your class at school. Write about what you think that would be like/
7. Imagine your classroom is part of a zoo. What lessons do you learn that keep you happy and healthy? What "enrichment activities" help you learn to think and problem solve?

# Primate School: Fill in the Conjunction

*Objective Core Language Arts: Use frequently occurring conjunctions.*

Use one of the following words to fill in the sentence so that it makes sense.

and but or so because

1. Open your mouth _____ I can check your teeth, Kwan.
2. They play _____ eat together.
3. Nonhuman primates are not exactly like us, _____ they can think.
4. They understand some language _____ can follow commands.
5. Zoos also rescue and provide homes for primates born in labs _____ sold as pets.
6. Their daily lessons for the animals are fun _____ keep everyone safe.
7. The primates learn to come to the target _____ touch it with their hands or noses.
8. Pick up litter _____ animals don't eat it or get trapped in it.
9. A species that is extinct in the wild still exists only _____ people take care of it.
10. We know of animals that once lived on this earth _____ have disappeared forever.

# Primate School: Parts of Speech

*Objective: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

The subject of a sentence tells you who or what the sentence is about. A subject is a noun. In the following sentences, draw a circle around the subject.

The sentence's verb tells you what the subject is or what it does. In the following sentences, underline the verb.

1. The orangutan reaches out one hairy arm.
2. Primates are a type of mammal.
3. Primates are smart.
4. Male gorillas grow bigger than most people.
5. Humans are primates too.
6. Primates figure out how to solve problems.
7. In the wild, primates learn from members of their group.
8. A lemur hangs upside down to eat.
9. A squirrel monkey pops bubbles.
10. A gorilla plays a game on a touchscreen.
11. Keepers are like teachers.
12. Gorillas place their arms into special sleeves.

# Compare/Contrast: Animal and Human Senses

*Objective Core Language Literature 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

*Students know that senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.*

*Identify the five senses and their related body parts: sight – eyes, hearing – ears, smell – nose, taste – tongue, touch – skin,*

*Identify the structures of living organisms and explain their function.*

Pick an animal. Compare and contrast animal and human body parts used for senses.

| to smell | to feel |
| --- | --- |
| to hear | to see |

# Edible Sorting and Classifying Activity

*Objective Core Language Arts Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.*

*Objects and materials can be sorted and described by their properties. (color, shape, size, weight and texture)*

*Use whole numbers*, up to 10, in counting, identifying, sorting, and describing objects and experiences.*

Gather a cup of edible "sorting items." For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey Kisses
- Peanuts or other type of nuts

Ask the children to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What feature or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- If so, how did the child decide which attribute was more important?
- 1. How are various objects similar and different?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same attribute? To extend the learning, graph the attributes used to sort the items (blank graph below).

Graph the attributes that children used to sort their items. (Graph provided on next page.

What was the most common attribute (size, shape, color, etc.) used?

| | | | | |
|---|---|---|---|---|
| 10 | | | | |
| 9 | | | | |
| 8 | | | | |
| 7 | | | | |
| 6 | | | | |
| 5 | | | | |
| 4 | | | | |
| 3 | | | | |
| 2 | | | | |
| 1 | | | | |
| attribute | | | | |

# Classifying Animals

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*

Just as we sort candy, scientists sort all living things into groups to help us understand and connect how things relate to each other. Scientists ask questions to help them sort or classify animals.

Based on the answers to the questions, scientists can sort the living organisms. The first sort is into a Kingdom. There are five commonly accepted Kingdoms: Monera, Protista, Fungi, Plantae, and Animalia. All of the living things in this book belong to Animalia or the Animal Kingdom.

The next big sort is into a Phylum. One of the first questions that a scientist will ask is whether the animal has (or had at some point in its life) a backbone. If the answer is "yes," the animal is a vertebrate. If the answer is "no," the animal is an invertebrate.

Each Phylum is broken down into Classes, like mammals, birds, reptiles, fish, amphibians, insects, or gastropods (snails). Then each class can be broken down even further into orders, families, genus and species, getting more specific.

The scientific name is generally in Latin or Greek and is the living thing's genus and species. People all over the world use the scientific names, no matter what language they speak. Most living organisms also have a common name that we use in our own language.

Using what you know, and information and pictures in the book, see how many Animal Chart squares you can fill in for each animal.

# Vertebrate Classes

*Objective: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes*

## Mammals:

hair, fur, whiskers, or quills at some point during their lives

backbone (vertebrate)

inside skeleton (endoskeleton)

lungs to breathe

most give birth to live young

produce milk to feed young

warm-blooded

## Birds:

feathers

backbone (vertebrate)

inside skeleton (endoskeleton)

lungs to breathe

hatch from hard-shelled eggs

warm-blooded

Warm-blooded animals make their own heat and have a constant body temperature

## Reptiles:

dry scales or plates

backbone (vertebrate)

inside skeleton (endoskeleton); most turtles also have a hard outer shell

lungs to breathe

most hatch from leathery eggs

cold-blooded

Cold-blooded animals' body temperature comes from their surroundings

## Fish:

most have scales covered with a thin layer of slime

backbone (vertebrate)

inside skeleton (endoskeleton)

gills to breathe

babies are either born alive or hatch from jellylike eggs

cold-blooded

## Amphibians:

soft, moist skin

backbone (vertebrate)

inside skeleton (endoskeleton)

most hatchlings (jellylike eggs) are called larvae or tadpoles and live in water, using gills to breathe

as they grow, they develop legs and lungs and move onto land

cold-blooded

Using the sorting cards, sort the animals into their class.

# Animal Chart

| | Animals |  |  |
|---|---|---|---|
| **Appendages** | legs (how many) | | |
| | flippers/fins | | |
| | wings | | |
| | tail/no tail | | |
| | horns/antlers | | |
| **Feet or hands: if they have; may have more than one** | claws | | |
| | web | | |
| | toes | | |
| | opposable thumbs/toes | | |
| | hooves | | |
| **Movement: may do more than one** | walks/runs | | |
| | crawls | | |
| | flies | | |
| | slithers | | |
| | swims | | |
| | climbs | | |
| | hops | | |
| **Backbone** | backbone/vertebrate | | |
| | no backbone/invertebrate | | |
| **Skeleton** | inside skeleton (endoskeleton) | | |
| | outside skeleton (exoskeleton) | | |
| | no skeleton | | |
| **Body covering** | hair/fur/whiskers/quills | | |
| | feathers | | |
| | dry scales or bony plates | | |
| | moist scales | | |
| | smooth, moist skin | | |
| | hard outer shell | | |
| | hard outer covering | | |
| **Color/patterns** | stripes or spots | | |
| | mostly one color | | |
| | skin color changes | | |
| | bright, vivid colors | | |
| **Gets oxygen** | lungs | | |
| | gills | | |
| **Body temperature** | warm-blooded (endothermic) | | |
| | cold-blooded (ectothermic) | | |
| **Babies** | born alive | | |
| | hatch from eggs | | |
| | born alive or hatch from eggs | | |
| **Metamorphosis** | complete | | |
| | incomplete | | |
| | none | | |
| **Teeth** | sharp | | |
| | flat | | |
| | no teeth (bill/beak) | | |
| **Food** | plant eater (herbivore) | | |
| | meat eater (carnivore) | | |
| | both (omnivore) | | |

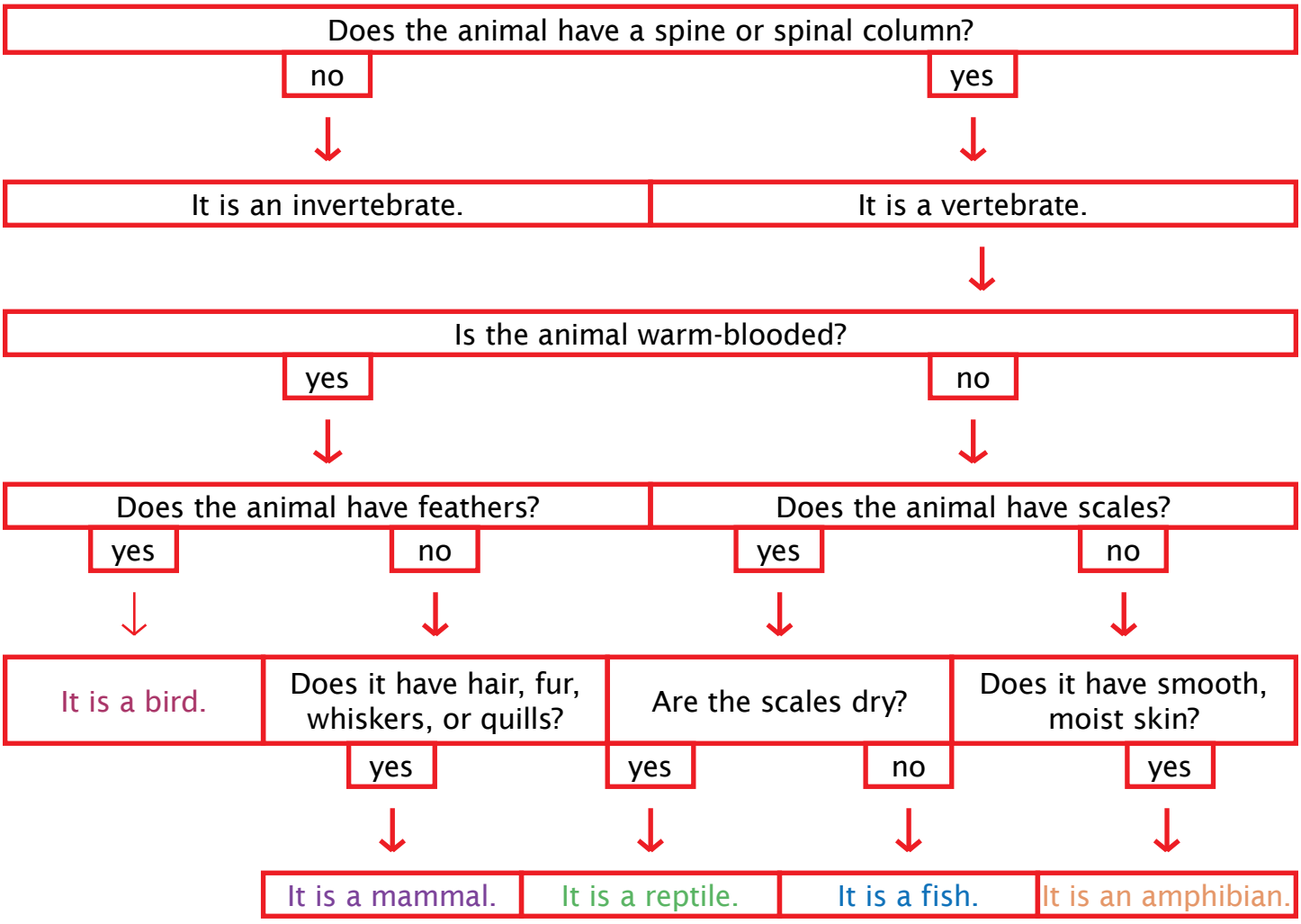
# Dichotomous (Yes/No) Key

A dichotomous key helps to sort (classify) animals. These keys work by asking yes or no questions. Each answer leads to another yes or no question, until the animal class is identified. There are five classes of animals with backbones (vertebrates): fish, reptiles, amphibians, birds, and mammals. Use the information found in the book to match the animal to its classification.

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*



| | Animals |  |  |
|---|---|---|---|
| **Appendages** | Legs (how many) | | |
| | flippers/fins | | |
| | wings | | |
| | tail/no tail | | |
| | horns/antlers | | |
| **Feet or hands: if they have, may have more than one** | claws | | |
| | web | | |
| | toes | | |
| | opposable thumbs/toes | | |
| | hooves | | |
| **Movement: may have more than one** | walks/runs | | |
| | crawls | | |
| | flies | | |
| | slithers | | |
| | swims | | |
| | climbs | | |
| | hops | | |
| **Backbone** | backbone/vertebrate | | |
| | no backbone/invertebrate | | |
| **Skeleton** | inside skeleton (endoskeleton) | | |
| | outside skeleton (exoskeleton) | | |
| | no skeleton | | |
| **Body covering** | hair/fur/whiskers/quills | | |
| | feathers | | |
| | dry scales or bony plates | | |
| | moist scales | | |
| | smooth, moist skin | | |
| | hard outer shell | | |
| | hard outer covering | | |
| **Color/patterns** | stripes or spots | | |
| | mostly one color | | |
| | skin color changes | | |
| | bright, vivid colors | | |
| **Gets oxygen** | lungs | | |
| | gills | | |
| **Body Temperature** | warm-blooded (endothermic) | | |
| | cold-blooded (ectothermic) | | |
| **Babies** | born alive | | |
| | hatch from eggs | | |
| | born alive or hatch from eggs | | |
| **Metamorphis?** | complete | | |
| | incomplete | | |
| | none | | |
| **Teeth** | sharp | | |
| | flat | | |
| | no teeth (bill/beak) | | |
| **Food** | plant eaters (herbivore) | | |
| | meat eather (carnivore) | | |
| | both (omnivore) | | |

| | Animals |  |  |
|---|---|---|---|
| **Appendages** | Legs (how many) | | |
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| | wings | | |
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| | horns/antlers | | |
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# Comparing Animals

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*

Use the Venn Diagrams to compare and contrast different animals from the book. The following questions can be a starting point. What other questions can you think of? What descriptive words can you use to talk about each animal?

Some questions scientists ask:

- Does it have a backbone?
- What type of skin covering does it have?
- Does it have a skeleton? If so, is it inside or outside of the body?
- How many body parts does the animal have?
- Does it get oxygen from the air through lungs or from the water through gills?
- Are the babies born alive or do they hatch from eggs?
- Does the baby drink milk from its mother?
- Is it warm-blooded or cold-blooded?

# Animal Sorting Cards

*Objective: Classify organisms according to one selected feature, such as body covering, and identify other similarities shared by organisms within each group formed.*

*Describe several external features and behaviors of animals that can be used to classify them (e.g., size, color, shape of body parts).*

*Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.*

## Animal Card Games:

**Sorting**: Depending on the age of the children, have them sort cards by:

- where the animals live (habitat)
- number of legs (if the animals have legs)
- how they move (walk, swim, jump, or fly)
- type of skin covering (hair/fur, feathers, scales, moist skin)
- what they eat (plant eaters/herbivores, meat eaters/carnivores, both/omnivores)
- tail, no tail
- colors or skin patterns
- animal class

**Memory Card Game**: Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

**Who Am I?** Copy and cut out the cards. Poke a hole through each one and tie onto a piece of yarn. Have each child put on a "card necklace" without looking at it so the card hangs down the back. The children get to ask each person one "yes/no" question to try to guess "what they are." If a child answering the question does not know the answer, he/she should say, "I don't know." This is a great group activity and a great "ice-breaker" for children who don't really know each other.

**Charades**: One child selects a card and must act out what the animal is so that the other children can guess. The actor may not speak but can move like the animal and imitate body parts or behaviors. For very young children, you might let them make the animal sound. The child who guesses the animal becomes the next actor.

# Adaptations

*Objective: Identify adaptations that help plants and animals survive and grow in their environment*

*Identify external parts of plants and animals*

*Observe and compare the structures and behaviors of different kinds of plants and animals*

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes. Here are a few different types of adaptations.

## Physical Adaptations

Use the illustrations in the book to see how many physical adaptations you can see for each animal.

### body parts

teeth—depends on type of food eaten

feet, flippers, fins—ability to move

placement of eyes

gills, lungs, or other—how does the animal get oxygen

ears—or how the animal hears/senses

### body coverings

hair or fur

feathers

scales

moist skin

### camouflage and protection

color of skin or pattern to blend into background

body structure resembles another organism to fool predators

poisonous or stinky smells

## Behavioral Adaptations

instinct: behaviors or traits that the animals are born with

learned behavior: traits that animals learn to improve their chances of survival or to make their life easier

social groups versus solitary living

communication with other animals

defense

hiding in an area that provides camouflage

reaction to cycles (day/night, seasons, tides, etc.)

migration: the seasonal movement of animals from one location to another

hibernation: a long, deep sleep in which the animal's breathing and heartbeat are slower than usual

Pick an animal from the book and answer the following questions:

My animal is:

| | |
|---|---|
| Where (in what kind of habitat) does your animal live? | What is one of its physical adaptations and how does it help the animal live in its environment? |
| What is another of its physical adaptations and how does it help the animal live in its environment? | What is another of its physical adaptations and how does it help the animal live in its environment? |

## wildlife rehabilitator

| my definition | my drawing |
| --- | --- |
| | |

## veterinarian

| my definition | my drawing |
| --- | --- |
| | |

| orphan | |
|---|---|
| my definition | my drawing |

| injured | |
|---|---|
| my definition | my drawing |

# sanctuary

| my definition | my drawing |
| --- | --- |
| | |

# exotic

| my definition | my drawing |
| --- | --- |
| | |

# tranquilize

| my definition | my drawing |
| --- | --- |
| | |

# rescue

| my definition | my drawing |
| --- | --- |
| | |

| endangered | |
|---|---|
| my definition | my drawing |

| adopt | |
|---|---|
| my definition | my drawing |

| zoo | |
|---|---|
| my definition | my drawing |

| conserve | |
|---|---|
| my definition | my drawing |

# aquarium

| my definition | my drawing |
| --- | --- |
| | |

# volunteer

| my definition | my drawing |
| --- | --- |
| | |

# salt-water

| my definition | my drawing |
| --- | --- |
| | |

# fish

| my definition | my drawing |
| --- | --- |
| | |

# raptor

| my definition | my drawing |
| --- | --- |
| | |

# surgery

| my definition | my drawing |
| --- | --- |
| | |

# wing

| my definition | my drawing |
| --- | --- |
| | |

# flight cage

| my definition | my drawing |
| --- | --- |
| | |

# primate

| my definition | my drawing |
| --- | --- |
| | |

# enrichment

| my definition | my drawing |
| --- | --- |
| | |

# stationing

| my definition | my drawing |
| --- | --- |
| | |

# aunting behavior

| my definition | my drawing |
| --- | --- |
| | |

# Carrying an Animal to a Rehabilitator

If you have found an animal that needs to be taken to a wildlife rehabilitator, you should have an adult help with the animal. Wild animals consider humans to be predators and will particularly be afraid of any human approaching them if they are already injured. Special care needs to be taken to avoid injuring the animal further or to prevent the animal from injuring you.

General safety concerns (for you and the animal):

- If possible, let a professional get the animal.
- If you are asked to take the animal to the rehabilitator, you should always wear gloves to protect yourself from bites or scratches, especially with bats, raccoons, foxes, or skunks as they could carry rabies.
- Place a towel or paper towel in the bottom of a box. Don't use grass as it could actually harm some animals.
- If trying the get an animal into a box, use a piece of cardboard to help slide the animal into the box. Or if you have to put the box over the animal, use the cardboard to slide under the bottom to contain the animal.
- Once the animal is in the box, remove the sheet or towel from the top of the bird. Small mammals can stay wrapped in the sheet or towel if necessary.
- Once the animal is in the box, carefully poke small holes for air but be sure you don't poke the animal!
- Once the animal is in a box, don't touch it.
- Don't give the animal anything to eat or drink.
- Keep pets away from any wild animal, even if they are in the box.
- Get the animal to a wildlife rehabilitator as soon as you can.

# Math

| | length | | weight | |
|---|---|---|---|---|
| | in/ft | cm/m | lb. | kg. |
| bobcat | 33 | 85 | 22 | 10 |
| opossum | 30 | 76 | 10 | 4.5 |
| raccoon | 30 | 76 | 19 | 8.6 |
| white-tailed deer | 75 | 90 | 200 | 91 |
| you (height versus length) | | | | |

What standard measuring tool would you use to measure something in:

Inches or centimeters

Feet or meters

Pounds or kilograms

Try to imagine how big or small something is compared to something you know.

What are some other things about the same size?

What is something that weighs about the same?

How big is it?

Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big something is on the playground, sidewalk, or driveway.

If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size?

# Math Cards

*Objective Core Mathematics  Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*
*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*
*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*
*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

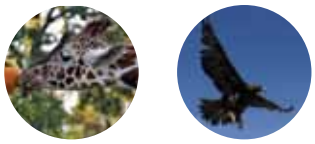
- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: 2 + 3 = 5, 3 + 2 = 5, 5 – 2 = 3, 5 – 3 = 2.
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

1

2



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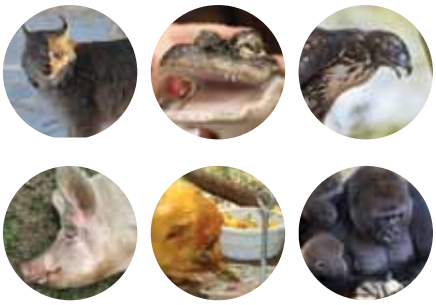
6



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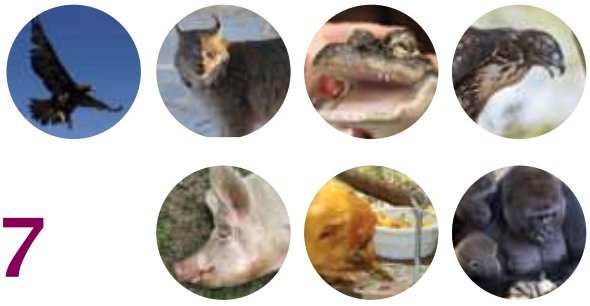

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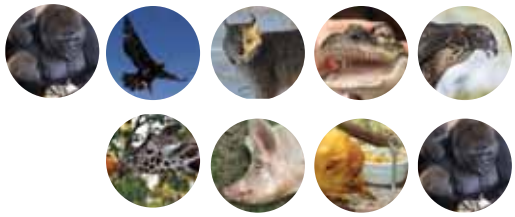


# Glossary

| Word | Definition | Part of Speech | Spanish |
|---|---|---|---|
| alone | separate, apart, isolated | adjective | solo |
| baby | young | adjective | bebé, joven |
| baby (ies) | human or animal young | noun | bebé, niño |
| bandage | a piece of soft material that covers and protects an injured part of the body | noun | venda |
| biology | the scientific study of living organisms | noun | biología |
| bird | a warm-blooded vertebrate that breathes oxygen with lungs, has a beak, feathers, two wings, two legs, and lays eggs; birds are the ONLY animals that have feathers; not all birds fly | noun | ave, pájaro |
| bleed | blood flowing from body | verb | sangrar |
| bobcat | a common North American lynx, reddish in base color with dark markings | noun | gato montés, lince |
| bone | the hard tissue that makes the skeleton of vertebrates. | noun | huesos |
| broken | cracked or damaged | adjective | quebrado |
| burrow | an animals' hole or excavation in the ground used as a shelter or place to live | noun | madriguera |
| cast | a hard covering to protect a broken bone or injured body part | noun | enyesado |
| cast | to cover a broken bone with a hard covering so it can heal | verb | enyesar |
| catbird | a songbird that sounds like a cat meowing | noun | ave del paraíso |
| chatter | to talk very fast, for animals to make short, high noises | verb | chillar |
| dawn | the first appearance of light in the morning followed by sunrise | noun | amanecer |

| Word | Definition | Part of Speech | Spanish |
|---|---|---|---|
| deep | to a great depth | adjective | profundo |
| disease | an illness | noun | enfermedades |
| doe | adult female of some species, e.g. antelope, gerbil, hamster, hare, mouse, pronghorn, rabbit, rat, squirrel, goat, kangaroo, sheep, deer | noun | cierva |
| drink | to bring liquid into the body usually through the mouth; Dolch Sight word, grade 3 | verb | beber, tomar |
| dusk | twilight, as day turns to night | noun | crepúsculo |
| egg | a rounded reproductive object from which animals hatch (birds, amphibians, reptiles, insects, fish) | noun | huevo, óvulo (biol.) |
| EMT | Emergency Medical Technician, a first-responder to the scene of an accident | noun | paramédico |
| eyedropper | a tube with a piece of rubber on the end squeezed to put liquid medicine into your eye | noun | cuentagotas |
| fall | to move quickly down, usually by accident | verb | bajar, descender |
| fawn | the young of an animal such as deer | noun | cervato |
| feathered | covered with feathers | adjective | plumado |
| feathers | a bird's body covering | noun | plumas |
| feed | to give food | verb | dar de comer |
| firefighters | community workers who fight and put out fires | noun | bomberos |
| fledgling | a young bird just learning to fly | noun | emplumece |
| food | what is eaten to sustain life, provide energy, promote growth, etc | noun | alimento |
| fur | the hairy coat of a mammal | noun | pelaje, pieles |
| habitat | the environment in which an organism lives, including living and nonliving parts | noun | hábitat |

| Word | Definition | Part of Speech | Spanish |
|---|---|---|---|
| hatch | to emerge from an egg, pupa, or chrysalis | verb | incubar |
| healthy | the condition of being free from sickness or disease | adjective | saludable |
| hide | to put something or be somewhere that none can find or see | verb | esconder |
| hurt | a feeling of pain | noun | herido |
| instinct | behavior patterns with which an animal is born | noun | instinto |
| lay | to produce (an egg) | verb | poner |
| mammal | a warm-blooded vertebrate that breathes with lungs and is covered with hair/fur (at some point in its life); females produce milk to feed their live offspring | noun | mamífero |
| medicine | something that treats symptoms of disease | noun | medicina |
| mend | to fix a tear or hole in something | verb | arregla |
| missing | something not where it should be | adjective | que falta |
| mother | a female parent | noun | madre |
| mourning dove | a type of dove with a mournful or sad call | noun | tórtola |
| nest | a place used by birds, insects, fishes, turtles, rabbits, etc, for depositing their eggs or raising young | noun | nido |
| nestle | to lie in a safe, comfortable position | verb | estar acurrucado |
| nestling | a young bird that is too young to leave the nest | noun | cría recién nacida |
| opossum | small to medium-sized marsupial, with the largest about the size of a large house cat, and the smallest the size of a mouse, also called possums | noun | zarigüeya |

| Word | Definition | Part of Speech | Spanish |
|---|---|---|---|
| orphaned | without parents | adjective | como un huérfano |
| osprey | a large fish-eating seabird | noun | águila pescadora, guincho |
| parent | any organism that produces or generates another, egg mother and father | noun | padre |
| pet | an animal kept in people's homes | noun | domésticos |
| predator | an animal that depends on or preys on other animals for food | noun | animal de rapiña, predadores |
| pup | the young of certain animals, e.g., guinea pig, prairie dog, gerbil, hamster, sea lion, seal, shark, dog, armadillo, bat, mole, squirrel, beaver, mouse, rat, coyote, wolf | noun | cachorro, cría de foca |
| rabbit | burrowing animals with long ears and short tails; some domesticated for pets | noun | conejo |
| raccoon | a nocturnal mammal native to North America and Central America, easily recognized by its "mask" face | noun | mapache |
| raise | to bring up | verb | criar, cultivar |
| reptile | a cold-blooded, air-breathing animal with scales or plates and a backbone; most hatch from eggs (snakes, turtles, crocodiles) | noun | reptil |
| rescue | to save someone or something from harm | verb | salvar |
| sanctuary | a place to be safe | noun | santuario |
| shell | hard outer covering of some arthropods and turtles | noun | caparazónm, concha |

| Word | Definition | Part of Speech | Spanish |
|---|---|---|---|
| shelter | a structure that provides privacy and protection from danger | noun | lugar protegido |
| sick | not healthy, ill | adjective | enfermo |
| split | broken into more than one piece, cracked | adjective | partido |
| survive | to remain alive or in existence | verb | sobrevivir |
| tangled | mixed up | adjective | enredado |
| veterinarian | a medical doctor for animals | noun | veterinario |
| wild | in a natural state, not tame | adjective | salvaje |
| wildlife | large wild animals like deer, mice, birds, etchant have not been domesticated for human use | noun | fauna |
| wildlife rehabilitator | a professional who cares for sick, orphaned, or injured wild animals with the goal of releasing them back to the wild | noun | Rehabilitadores de animales salvajes |
| young | someone or something that has not been alive for long | adjective | joven |
| young | the thing that has not been alive for long | noun | joven |

# Answers

## Rehabilitator Silly Sentences

1. Mother RABBITS FEED their young at DUSK and at DAWN. If you see baby rabbits (bunnies) NESTLED in a FUR-lined nest, they are probably just left alone.
2. A FAWN HIDING in DEEP grass near the back of your yard is probably just waiting for its mother to come back to FEED her.
3. A BABY squirrel with very thin FUR and eyes that are still closed is on the ground and the mother is CHATTERING. It probably fell from the NEST. Keep PETS away so the MOTHER can get the baby and put her back in the nest.
4. A fully FEATHERED baby bird (FLEDGLING) is sitting quietly on the ground. Keep PETS away so the PARENTS can care for it.
5. A NESTLING FELL_out of the nest. You may be able to place him back into that NEST if he is not hurt. Then, watch for parents.
6. If a BABY ANIMAL is sitting near an animal that appears dead, you should call a WILDLIFE REHABILATOR.

## Rehabilitator Word Search

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | I | N | J | U | R | E | D |
| 2 | | | | | H | | | | W | |
| 3 | | | S | B | U | | | | I | |
| 4 | | | Q | I | R | | | | L | |
| 5 | | H | U | R | T | F | E | E | D | |
| 6 | | | I | D | | | | | L | |
| 7 | | O | R | P | H | A | N | | I | |
| 8 | | | R | E | S | C | U | E | F | |
| 9 | | M | E | D | I | C | I | N | E | |
| 10 | | | L | | | | | | | |

| | |
|---|---|
| BIRD | 3,D |
| FEED | 5,F |
| HURT | 5,B |
| INJURED | 1,D |
| MEDICINE | 9,B |
| ORPHAN | 7,B |
| RESCUE | 8,C |
| SQUIRREL | 3,C |
| WILDLIFE | 2,I |

## Sanctuaries Silly Sentences

1. Long ago, wild animals only lived in the wild.
2. Exotic animals are expensive to keep and can't be released back into the wild.
3. Canadian lynx Kiki no longer has claws.
4. Because they cannot see, they are unable to stalk and pounce on their prey—like rabbits and mice.
5. Just like humans, animals are put to sleep for surgeries.
6. This jaguar was tranquilized so the dentist could check his teeth.
7. The animals are smart and seem to enjoy training.
8. They quickly learn that following commands leads to tasty treats.
9. The big cats will show how much they love playing with their new toys by batting them and drooling all over them.

## Zookeepers: Word Search

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | R | | | |
| 2 | | | C | | | | H | | | V |
| 3 | | H | O | M | E | | I | | | I |
| 4 | | | N | | X | | N | | | S |
| 5 | | | S | | O | | O | | | I |
| 6 | | | E | | T | | | | | T |
| 7 | | | R | | I | W | I | L | D | O |
| 8 | | | V | | C | | | | | R |
| 9 | | | E | X | H | I | B | I | T | |
| 10 | | | | | | A | D | O | P | T |

| | |
|---|---|
| ADOPT | 10, F |
| CONSERVE | 2, C |
| EXHIBIT | 9, C |
| EXOTIC | 3, E |
| HOME | 3, B |
| RHINO | 1, G |
| VISITOR | 2, J |
| WILD | 7, F |

## Raptor Centers: Sequence Sentence Strips

BIRDS

## Raptor Center: Word Search

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | F | | | J | | | | | |
| 2 | E | A | G | L | E | | P | | | |
| 3 | | L | | | S | | E | | | T |
| 4 | | C | | | S | | R | | | A |
| 5 | | O | W | L | E | | C | | R | L |
| 6 | | N | | | S | | H | | A | O |
| 7 | | | | | | | | | P | N |
| 8 | H | A | T | C | H | | | | T | |
| 9 | | | | | | | | | O | |
| 10 | | | | | | | B | I | R | D |

| | |
|---|---|
| BIRD | 10,H |
| EAGLE | 2,A |
| FALCON | 1,B |
| HATCH | 8,A |
| HAWK | 9,D |
| JESSES | 1,E |
| OWL | 5,B |
| PERCH | 2,G |
| RAPTOR | 5,I |
| TALON | 3,,J |

## Primate School: Fill in the Conjunction

1. Open your mouth so I can check your teeth, Kwan.
2. They play and eat together.
3. Nonhuman primates are not exactly like us, but they can think.
4. They understand some language and can follow commands.
5. Zoos also rescue and provide homes for primates born in labs or sold as pets.
6. Their daily lessons for the animals are fun and keep everyone safe.
7. The primates learn to come to the target and touch it with their hands or noses.
8. Pick up litter so animals don't eat it or get trapped in it.
9. A species that is extinct in the wild still exists only because people take care of it.
10. We know of animals that once lived on this earth but have disappeared forever.

# Primate School: Parts of Speech

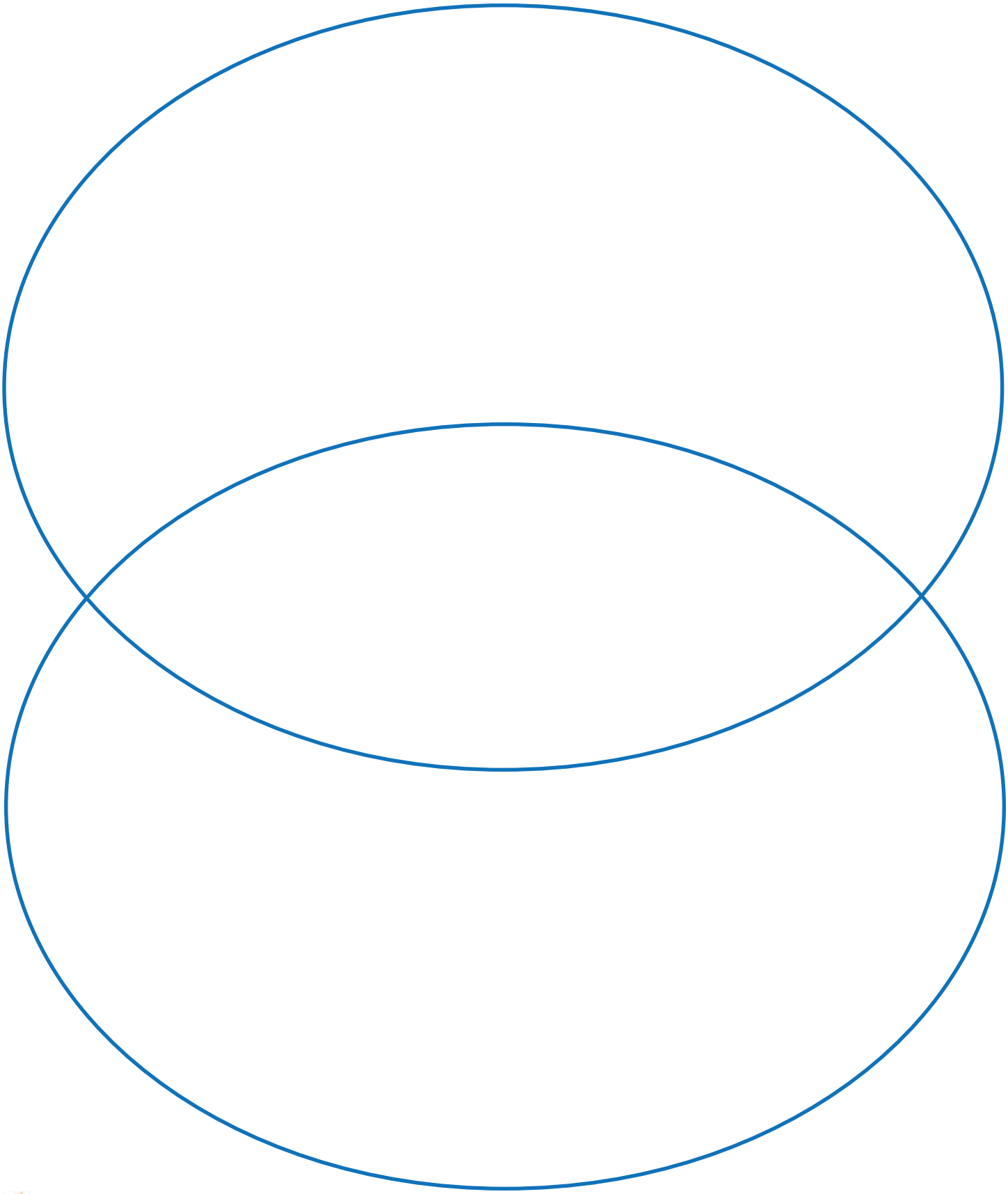
1. The orangutan reaches out one hairy arm.
2. Primates are a type of mammal.
3. Primates are smart.
4. Male gorillas grow bigger than most people.
5. Humans are primates too.
6. Primates figure out how to solve problems.
7. In the wild, primates learn from members of their group.
8. A lemur hangs upside down to eat.
9. A squirrel monkey pops bubbles.
10. A gorilla plays a game on a touchscreen.
11. Keepers are like teachers.
12. Gorillas place their arms into special sleeves.

# Appendix A—"What Children Know" Cards

| | |
|---|---|
| Question:<br><br>My answer:<br><br>This information is correct!<br>This information is not correct; can you find the correct information? | Question:<br><br>My answer:<br><br>This information is correct!<br>This information is not correct; can you find the correct information? |
| Question:<br><br>My answer:<br><br>This information is correct!<br>This information is not correct; can you find the correct information? | Question:<br><br>My answer:<br><br>This information is correct!<br>This information is not correct; can you find the correct information? |

# Appendix B—Venn Diagram

Compare and contrast two animals featured in the book or books.



# Appendix C—U.S. Map