

Teaching Activity Guide

An illustration of two people in a field. The person in the foreground is a woman with short blonde hair, wearing a grey t-shirt, a brown tactical vest, and black pants. She is running towards the right, holding a glowing green object. The person in the background is a man with long blonde hair, wearing a grey t-shirt, a brown tactical vest, and black pants. He is running away from the viewer towards the left. The background features a blue sky with white clouds, a blue body of water, and green foliage including palm trees and bushes. The ground is covered in tall grass.

The Lizard Lady

Table of Contents

3	How to Use This Activity Guide (General)
4	What Do Children Already Know?
5	Pre-Reading Questions
5	Comprehension Questions & Writing Prompts
6	Language Arts & Science: Five Senses
7	Language Arts: Parts of Speech
8	Word Search
9	Classifying Animals
10	Animal Chart
12	Dichotomous (Yes/No) Key
13	Science Journal (Vocabulary)
15	Living or Nonliving?
16	Animal Observation Journal
18	Map Activity
19	Maps
20	Coloring Pages
23	Answers
24	Appendix A—"What Children Know" Cards



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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 nearly 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.

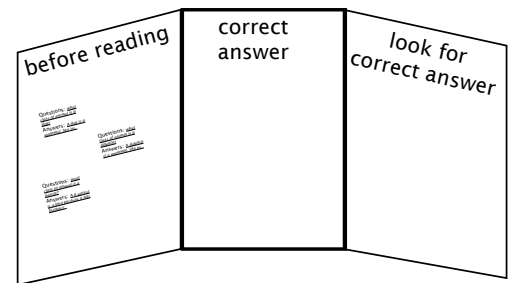
What Do Children Already Know?

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 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.

Pre-Reading Questions

1. What type of landform is St. Croix?
2. What country is St. Croix a part of?
3. Where in the world is St. Croix located?
4. Why might scientists move an endangered animal to a new location?
5. How can scientists know if an endangered animal is doing well in a new location?
6. Why might it be important for scientists to measure and track an endangered animal?
7. What is an invasive species?
8. How are invasive species harmful to native species?
9. Why are there mongooses on St. Croix?

Comprehension Questions & Writing Prompts

1. If you were a scientist, what type of scientist would you want to be?
2. What do you think a normal day looks like for a biologist?
3. Pretend you are a biologist studying your favorite species. What do you want to know about them? What does a normal day look like for you?

Language Arts & Science: Five Senses

Objective: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Re-read the story and write down any words that relate to the five senses:

Animal	Touch	Taste	Sight	Smell	Hearing

Language Arts: 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 predicate tells you what the subject does or is. A predicate is a verb. In the following sentences, underline the predicate.

1. Nicole sweeps thorns from her pants.
2. The mongooses didn't eat all the rats.
3. The lizards stay warm and dry by hiding in underground burrows.
4. A lizard is hungrily prowling, looking for small prey in the leaves.
5. As it tightens, the reptile rolls to get away.
6. The idea to move the lizards is working!
7. Over the bow, flying fish glint like silver flashes.

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	O	H	W	E	I	H	A	T	S	S
2	S	C	I	E	N	T	I	S	T	H
3	T	L	I	Z	A	R	D	B	O	R
4	C	G	C	A	R	R	I	B	O	E
5	R	O	T	H	E	S	M	Y	I	E
6	O	O	M	O	N	G	O	O	S	E
7	I	S	A	L	I	R	E	N	L	S
8	X	E	A	E	R	E	L	A	A	R
9	C	A	R	I	B	B	E	A	N	L
10	S	C	R	A	T	C	H	T	D	Y

CARIBBEAN

ISLAND

LIZARD

MONGOOSE

SCIENTIST

ST CROIX

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.

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?

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

Animal Chart

	Animals	human	st. croix ground lizard
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)		

	Animals	mongoose	land crab
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		
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	dry scales or bony plates		
	moist scales		
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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 eaters (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

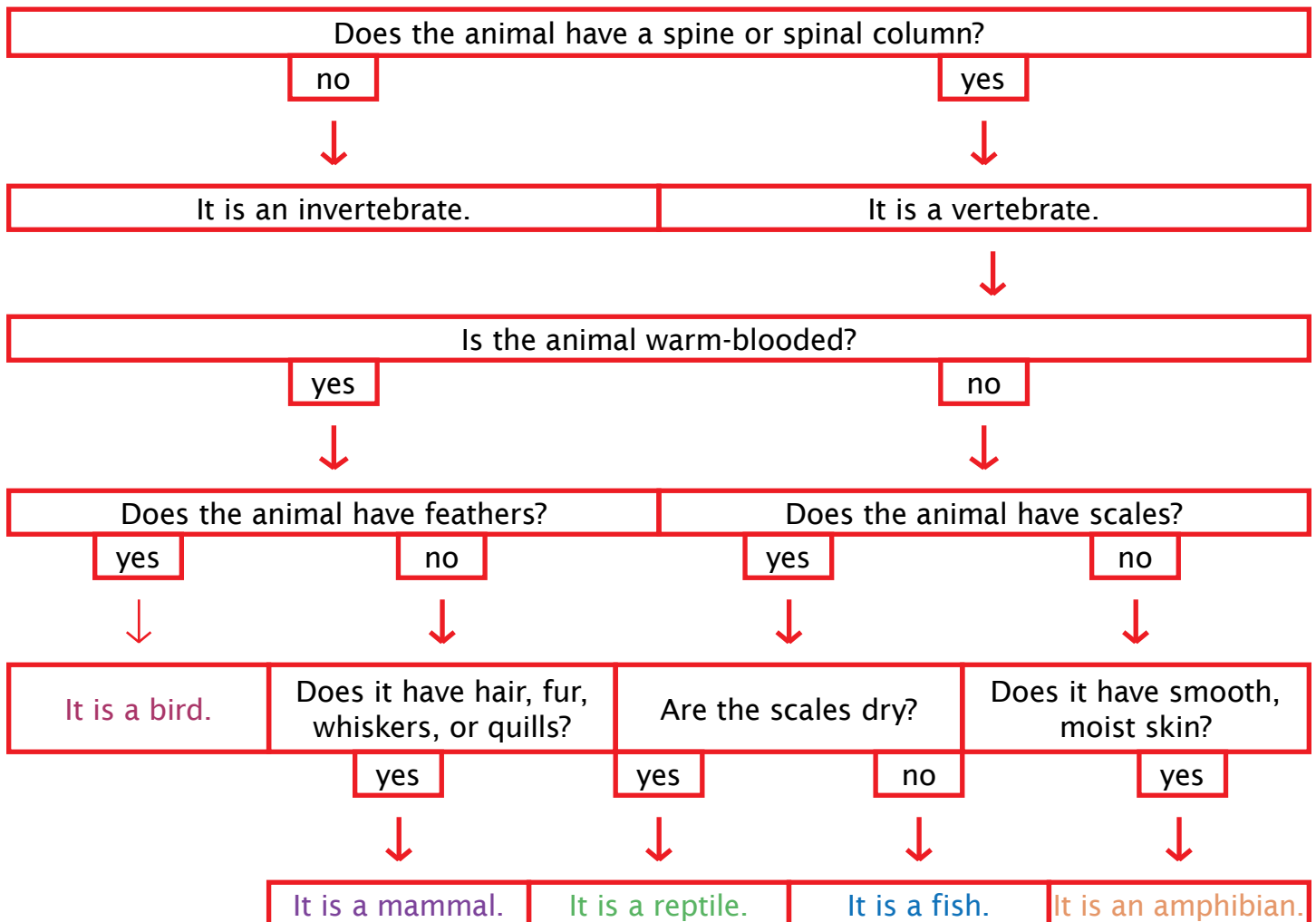
Dichotomous (Yes/No) Key

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.



Science Journal (Vocabulary)

endangered

my definition

my drawing

scientist

my definition

my drawing

machete

my definition

my drawing

invasive species

my definition

my drawing

Living or Nonliving?

Objective: Identify differences between living and nonliving things.

What things in this book are living things? What are nonliving things? How can you tell? It can be hard sometimes to know the difference. A living thing will meet most or all of the criteria on this checklist.

Breathes

Takes in water

Gets nutrients and energy from its environment

Reproduces

Grows and changes

Animal Observation Journal

Researcher Name: _____

Location: _____

Date: _____

Time	Notes

Map Activity

Objective: reading maps, geography, know that plants and animals live in different locations

Using these maps as a reference, color the Caribbean Sea and its islands on the map on the next page



Coloring Pages







Answers

Subject is shown in bold. Predicate is italic.

Nicole *sweeps* thorns from her pants.

The **mongooses** *didn't eat* all the rats.

The **lizards** *stay* warm and dry by hiding in underground burrows.

A **lizard** *is prowling*, looking for small prey in the leaves.

As it tightens, the **reptile** *rolls* to get away.

The **idea** to move the lizards *is working!*

Over the bow, **flying fish** *glint* like silver flashes.

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

