Teaching Activity Guide

Ferdinand Fox's First Summer

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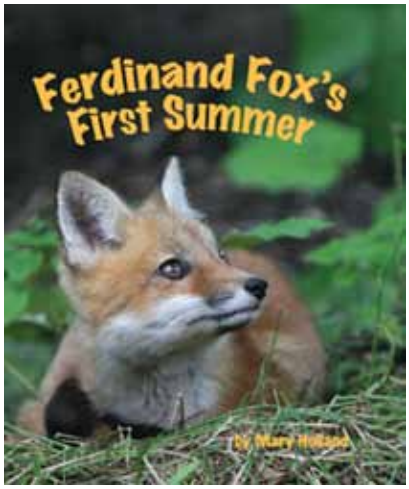

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How to Use This Activity Guide (General)

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.

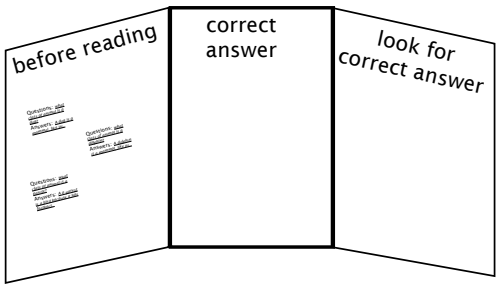
What Do Children Already Know?

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.

Pre-Reading Questions

Make a list of some things you know about red foxes:

In whiat type of habitat do they live?

What are young foxes called?

Who feeds the the young foxes and how)?

How do foxes use some senses (see, feel, hear, taste or smell) and how do they compare to humans?

How do young foxes learn how to find and hunt food?

What do foxes eat when they get older?

How do foxes stay warm in cold weather?

How old are foxes when they have their own families?

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.
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
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 central 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 did Ferdinand not get as much of the mother's milk as his brothers or sisters?

About how old was he when he first came out of his den?

What did the fox kits do when they first came out of the den?

What are some ways that the fox kits learned to hunt?

Who brought solid food to the kits?

How did the kits decide who would eat the solid food?

What are some things that red foxes eat?

What types of food did Ferdinand like eating?

What kind of animal was Ferdinand good at catching?

What did the foxes need to learn as they got older and why?

Writing Prompts:

How is your family similiar to or different than Ferdinand's family?

Pretend you are a red fox kit and describe your first summer.

Observation Skills: 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.
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Use illustrations and details in a story to describe its characters, setting, or events.

Look at the photographs to answer the questions:

1. How do foxes carry thing?
2. What kinds of food do foxes eat?
3. How do young foxes play?
4. What does a den look like?
5. How would you explain what a fox looks like to someone who has never seen one?
6. What kind of habitat does a fox live in?
7. What are some of the living and non-living things in the foxes' habitat?
8. About how big is a fox? What objects in the pictures can you compare with the fox to help guess its size?

Language Arts & Science: Five Senses

Objective Core Language Literature 4: 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:

Touch	
Taste	
Sight	
Smell	
Hearing	

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 the 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.

Word Bank

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

Adjective	Noun	Verb
adult	air	eat
blue	animal	end
brown	den	groom
cold	ears	hide
different	fields	hunt
first	food	leap
large	fox	learn
new	ground	leave
next	home	listen
next	kit	point
one	litter	pounce
red	litter	sleep
sharp	mother	spend
small	runt	stay
upright	scent	touch
young	senses	use
	siblings	
	sound	
	summer	
	time	
	woods	
	world	

Cross Curricular: Silly Sentences

1. Ferdinand is the _____ of the litter.
   noun
2. When they first come above ground, fox _____ stay close to _____ .
   noun noun
3. The _____ also spends a lot of time _____ her kits.
   noun verb
4. _____ foxes learn about the _____ by using their _____ senses.
   adjective noun adjective
5. Ferdinand _____ by pointing his _____ towards the sound that he hears!
   verb noun
6. Every animal leaves their _____ on everything they _____.
   noun verb
7. Sometimes the _____ leap up into the air and _____ on one of their brothers or sisters.
   noun verb
8. By the time _____ ends, the young foxes get all their own _____.
   noun noun
9. As the weather turns _____, Ferdinand and his siblings _____ outside on the ground and no longer use their _____.
   adjective verb noun
10. _____ spring there will be several _____ dens and new litters of foxes in the _____ and fields.
    adjective adjective noun

Language Arts: Sequence Sentence Strips

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

Objective Core Language Arts:
Use temporal words and phrases to signal event order.
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

The male and female foxes usually mate in January or February. The female (vixen) prepares her dens. She'll use one as the main den. Once the kits are born, the parents will move them to another den if there is danger.
Kits are born in March or April. A vixen usually has a litter of five kits but can have as many as ten at a time! When born, red foxes have gray-colored fur, are blind and helpless. They drink milk from their mother and rarely leave the den.
When the kits are four or five weeks old (usually in May or early June), they come out of the den. At first, the kits stay very close to the den. Their gray fur sheds (molts) and grows back in a sandy color to hide them (camouflage). The mother brings up eaten food out of her stomach (regurgitates) to feed the kits something other than her milk.
By the end of June and early July, the kits have shed their fur a second time. Their third coat is usually bright red in color. By the time the kits are about 12 weeks (3 months) old, they are eating solid food and no longer nurse. Their parents begin teaching them how to hunt—usually one or two at a time.

By August the kits begin to go off with each other on hunting trips and then on their own. They still sleep together in the den.

By late September or October, the kits are now fully grown foxes. They leave the den area to find and claim their own territory where they'll live for the rest of their lives.

Even though it is cold and there may be snow on the ground in November and December, foxes usually sleep outside curled up with their bushy tails wrapped around them to keep warm. Their fur is thick and warm. The dens are only used to raise young.

Fill in the Conjunction

Objective Core Language Arts: Use frequently occurring conjunctions (e.g., and, but, or, so, because).

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

and
but
or
so
because

1. Ferdinand will be grown _____ busy raising young of his own.

2. Young foxes are called kits _____ pups.

3. In the summer, they are more active at night _____ their prey, mice, are active then.

4. A vixen usually has a litter of five kits _____ can have as many as ten at a time!

5. Their eyes are set in the front of their heads _____ they can easily see and judge distances to pounce on prey.

6. Foxes are related to pet dogs, _____ they are wild animals.

7. Fox kits pretend to fight in order to see who the leader is _____ to learn how to defend themselves.

8. Ferdinand doesn't like the snake that his mother brought back, _____ he likes eating squirrels.

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

EARS
FUR
KIT
LITTER
MOLE
POUNCE
RUNT
SQUIRREL
STALK
VIXEN

Match the Scents (Sense of Smell)

Collect several different sources of strong smelling scents that are familiar to most children (lemon extract, peppermint extract, cut orange sections or orange extract, etc.). In two small yogurt containers, place the same scent (cotton balls soaked in an extract, or orange sections, etc.). Do this again, with two more containers, for each scent, so that there are two identical containers for each scent that you have. Put one set of containers in front of your child, with lids on. Keep a matching set for yourself. Have your child close their eyes. One by one place one of your child's containers in their hands, and have them remove the lid and sniff the contents. Then hold your containers, one by one, in front of them to sniff, and ask them to let you know when they think they have found the match to the scent they originally smelled. The child can hold their container and smell it as often as they like during this process. If more than one child is playing "Match the Scents," they can pair up and you can facilitate. How many of the scents can they match?

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.

Compare and contrast red fox and human body parts used for senses.

to smell	to feel
to hear	to see

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

Physical or Behavioral?

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

Circle whether you think the adaptation is physical (P) or behavorial (B):

1. P/B Foxes' ears are very sensitive and can move to detect exactly where a sound is coming from.
2. P/B Foxes use their ears, tail, and posture to communicate with each other.
3. P/B Thick fur keeps the fox warm all year long.
4. P/B Vixens (female foxes) take care of their kits until the young foxes can hunt for themselves.
5. P/B Foxes' eyes can see well in the dark and are good at spotting movement.
6. P/B Foxes eat both plants and animals, depending on what food is available.
7. P/B Foxes hunt by slinking low to the ground and sneaking up on their prey.
8. P/B Foxes have long, powerful hind legs that allow them to jump and pounce.
9. P/B Sharp, small teeth help foxes tear into their food.
10. P/B Young foxes pounce on and play-fight with each other to learn how to defend themselves.

Red Foxes: Thinking it Through

The dark green areas on this map show where red foxes live in the world.

What do you notice about where they live?

Ferdinand is just waking up from a nap. What do you think he's doing?

Can you describe his teeth?

How are they like your teeth and how are they different?

What is this fox doing?

What are some reasons a fox might do this?

Like many animals, foxes "talk" to each other using their bodies. What do you notice about these foxes and what do you think they might be "saying" to each other?

Have you ever seen dogs do this?

Can you describe the things you see in the photos that tell us a little bit about where Ferdinand lives (his habitat)?

Kit	
my definition	my drawing

Nocturnal	
my definition	my drawing

Litter	
my definition	my drawing

Den	
my definition	my drawing

Nose

my definition	my drawing

Pounce

my definition	my drawing

Life Cycle Timeline

Objective: timeline, change over time, measuring

Using a yardstick or tape measure, cut a piece of string or yarn into 36 inches (one yard). Mark off every 3 inches with a marker.

Print the following cards and tape them to the string/yard every three inches, in order from the den in March/April in the den through adult foxes in January/ February.

How do the foxes change from kit to adult?

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Habitats

Objective: Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)

Identify natural characteristics of places: landforms, bodies of water, natural resources, and weather).

Geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

Habitats are more than just the plants and animals that live there. They are communities of plants, animals and non-living things that interact in certain locations. There are many different types of habitats all over the world.

Some things might live in more than one kind of habitat. Can you find any plants or animals that are in more than one habitat?

What are some of the non-living things in each habitat?

- Water: freshwater or saltwater? deep water or shallow water? what kind of precipitation? How often and how much?
- Elevation above sea level
- Climate (temperate, tropical, polar)
- Rocks: how big, how many
- Soil

What are some ways that plants or animals interact with each other or non-living things?

What are some living and non-living things you see when you go outside?

What are some ways that a habitat might change?

Food Chains and Webs: The Circle of Life

All of the plants and animals that are eaten by or that eat a particular animal are part of that animal's food chain. One habitat will have many different food chains that are linked together, called a food web.

- Plants (producers) make their own food from sunlight (photosynthesis) and nutrients in the soil that come from decaying things that were once alive.
- Animals that eat the plants are called consumers or herbivores.
- Animals that eat other animals are carnivores. A carnivore (predator) has to find other animals living in its habitat to eat (prey). A predator of one animal might be prey for another animal.
- Omnivores eat both plants and animals.

Predator or Prey?

A carnivore is a predator that has to find other animals to eat (prey). A predator of one animal might be prey for another animal. Which animal is the predator and which is the prey?

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.

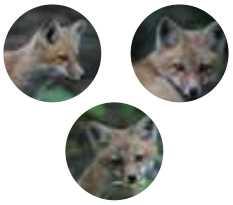
- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

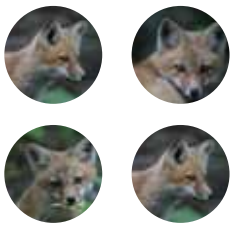
Go Fish for Fact Families is a twist on "Go Fish."

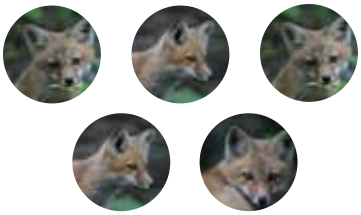
- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: 2 + 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.

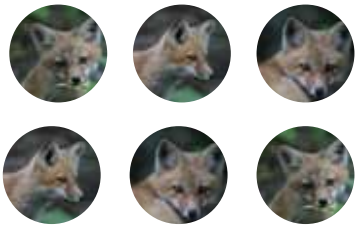
1 

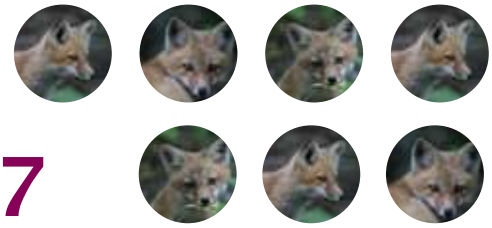
2 

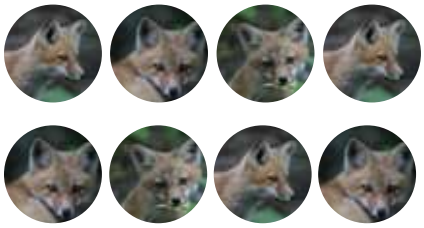
3 

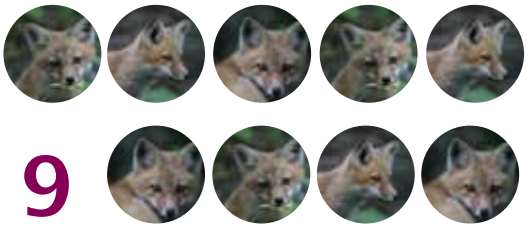
4 

5 

6 

7 

8 

9 

Red Fox Range Map

Use the world map in Appendix B to color the areas where red foxes live.

The red line represents the equator, separating the Northern Hemisphere from the Southern Hemisphere? In which hemisphere do red foxes live?

On what continents do red foxes live? (hint: they live on four continents)

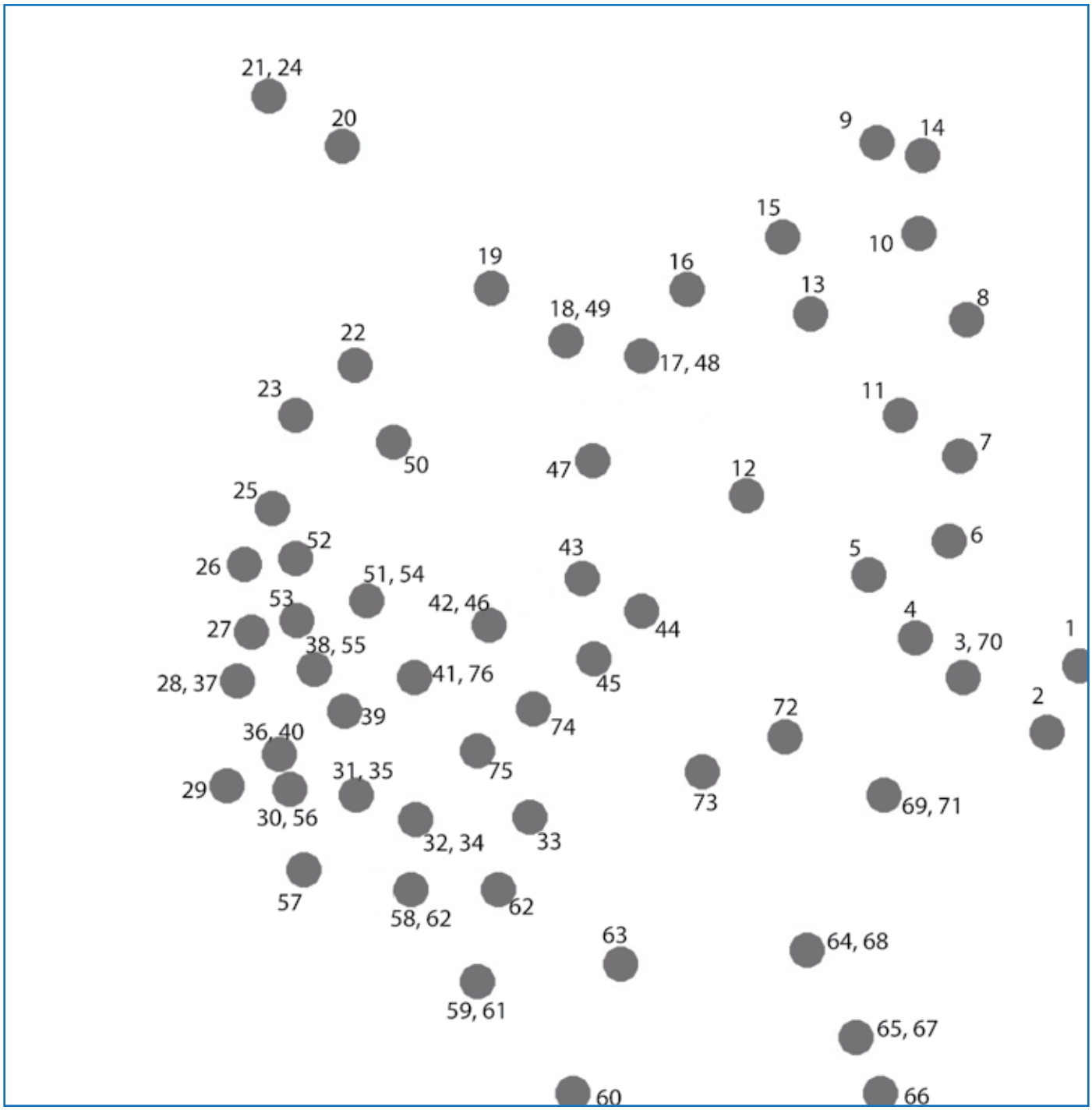
On what continents do red foxes not live? (3)

Looking at the map, can you tell whether red foxes live near you or not?

Connect the Dots

Connect the dots to see the image below. Some dots may be used twice.

After you connect the dots, color in the image. See the solution in the back if you would like a color reference.



Glossary

Word	*Definition*	*Part of Speech*	*Spanish*
air	the invisible gaseous substance surrounding the earth, a mixture mainly of oxygen and nitrogen	noun	aire
bite	to cut or break skin with teeth or beak to eat	verb	morder, mordiscar
born	to come to life	verb	nacido, nacimiento
brush	to touch in passing	verb	restregar
burr	a seed or seed case with hooks and prickles	noun	cadillos
cache	a pile of food hidden away for later	noun	escondrijo
canid	a member of the family Canidae: dogs, foxes, jackals, and wolves.	noun	Canidae
coyote	a wolf-like wild dog native to North America	noun	coyote
crepuscular	an animal that is most active at dusk and dawn	adjective	crepusculares
darkness	having no light	noun	oscuridad
defend	to protect something or someone	verb	defender
den	a shelter, natural or constructed, used for sleeping, for giving birth and raising young, and/or for providing shelter	noun	guarida
diurnal	1) active during the day; 2) happening every day	adjective	diurno
ear	a body part used to hear	noun	oreja
eat	to bite and swallow food as nourishment	verb	comer
feel	to sense by touch	verb	sentir

Word	*Definition*	*Part of Speech*	*Spanish*
fight	to battle or contend, to strive for a goal	verb	pelear
food	what is eaten to sustain life, provide energy, promote growth, etc	noun	alimento
fox	small to medium-sized canids (dog), with a long narrow snout, and a bushy tail.	noun	zorro
fur	the hairy coat of a mammal	noun	pelaje, pieles
groom	to clean or to brush, to tend	verb	limpiar
growl	to utter a low, frightening noise	verb	gruñir
hawk	a bird of prey with a long tail and very good eyesight	noun	halcón
hear	to listen, to use the sense of sound	verb	oír
hungry	state of having hunger	adjective	hambriento
hunt	to chase or search for animals for the purpose of catching or killing	verb	cazar
kit	the young of some mammals: cats, beavers, ferrets, etc.	noun	crías
leap	to spring free from	verb	saltar
listen	to pay attention to sound	verb	escucha
litter	a group of young; usually mammals	noun	camada
milk	a whitish liquid secreted by mammals to feed their young	noun	leche
mole	a small, insect-eating mammal with velvet fuy and small eyes	noun	topos
mouse	a small rodent	noun	ratón
nocturnal	active at night	adjective	nocturno
nose	the part of of an animal's body, above ther mouth, used to smell and breathe	noun	nariz
nurse	to feed young from milk from the mother's body (mammal)	verb	amamantar

Word	*Definition*	*Part of Speech*	*Spanish*
plant	any member of the kingdom Plantae that usually produces its own food through photosynthesis	noun	planta
play	; Dolch Sight word, Pre-K	verb	jugar
pounce	to jump at suddenly so as to catch prey	verb	saltar
practice	to train, to learn a skill by repetition	verb	practicar
predator	an animal that depends on or preys on other animals for food	noun	animal de rapiña, predadores
prey	an animal that is hunted, killed, and eaten by other animals	noun	presa
runt	the smallest of a litter, the weakest in a group	noun	el más pequeño
scent	a smell	noun	olor
see	to notice or look at something; Dolch Sight word, Pre-K	verb	ver
sense	touch, taste, hearing, smell,or sight	noun	sentido
smell	to sense something by aroma	verb	oler
snake	a legless reptile	noun	serpiente, culebra, víbora
sniff	to smell, to breathe through the nose	verb	oler, olfatear
sound	vibrations capable of being sensed by organs of hearing	noun	sonido
squirrel	small to medium sized rodents (mammals) with large, bushy tails	noun	ardilla
summer	the hottest season of the year, between spring and fall	noun	verano

Word	*Definition*	*Part of Speech*	*Spanish*
tail	(life science) the rear, elongated part of many animals, used for balance, combat, communication, mating displays, fat storage, movement and steering; (comet) a long line of gas and dust that flow away from the nucleus of the comet	noun	cola
taste	one of the five major senses (flavor)	noun	gusto
teeth	1) hard, white mouth parts used for chewing food; 2) small, notched projections along a margin, especially of a leaf	noun	dientes
touch	to feel, to be in contact with	verb	tocar
tunnel	an underground passage	noun	túnel
underground	under the earth	adjective	subterráneo
vixen	a female fox	noun	zorras
walk	to move by foot; Dolch Sight word, grade 1	verb	andar, pasear, caminar
weather	the (atmosopheric) conditions a certain place and time including precipitation, temperature, wind, and barometric pressure	noun	tiempo
week	a unit used to measure time; 1 week = 7 days.	noun	semana
wind	the natural movement of the air in the atmosphere	noun	viento
winter	the coldest season of the year, precipitation in some areas freezes to snow or ice	noun	invierno
world	the earth or globe, considered as a planet. One's environment or surroundings	noun	mundo

Answers

Silly Sentences

1. Ferdinand is the runt of the litter.
2. When they first come above ground, fox kits stay close to home.
3. The mother spends a lot of time grooming her kits.
4. Young foxes learn about the world by using their different senses.
5. Ferdinand listens by pointing his ears towards the sound that he hears!
6. Every animal leaves their scent on everything they touch.
7. Sometimes the kits leap up into the air and pounce on one of their brothers or sisters.
8. By the time summer ends, the young foxes get all their own food.
9. As the weather turns cold, Ferdinand and his siblings sleep outside on the ground and no longer use their den.
10. Next spring there will be several new dens and new litters of foxes in the woods and fields.

Fill in the Conjunction

1. Ferdinand will be grown and busy raising young of his own.
2. Young foxes are called kits or pups.
3. In the summer, they are more active at night because their prey, mice, are active then.
4. A vixen usually has a litter of five kits but can have as many as ten at a time!
5. Their eyes are set in the front of their heads so they can easily see and judge distances to pounce on prey.
6. Foxes are related to pet dogs, but they are wild animals.
7. Fox kits pretend to fight in order to see who the leader is and to learn how to defend themselves.
8. Ferdinand doesn't like the snake that his mother brought back, but he likes eating squirrels.

Word Search

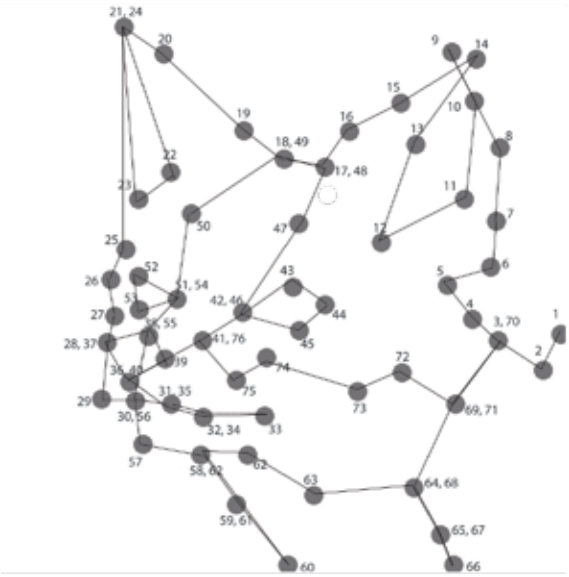
	A	B	C	D	E	F	G	H	I	J
1							K			
2	L	I	T	T	E	R	I			
3		E					T	M	S	
4		A				F		O	T	
5		R			V	U		L	A	
6		S	Q	U	I	R	R	E	L	
7					X		U		K	
8					E		N			
9					N		T			
10		P	O	U	N	C	E			

EARS — B3
FUR — F4
KIT — G1
LITTER — A2
MOLE — H3
POUNCE — B10
RUNT — G6
SQUIRREL — B6
STALK — I3
VIXEN — E5

Physical or Behavioral?

1. Physical
2. Behavioral
3. Physical
4. Behavioral
5. Physical
6. Behavioral
7. Behavioral
8. Physical
9. Physical
10. Behavioral

Connect the Dots

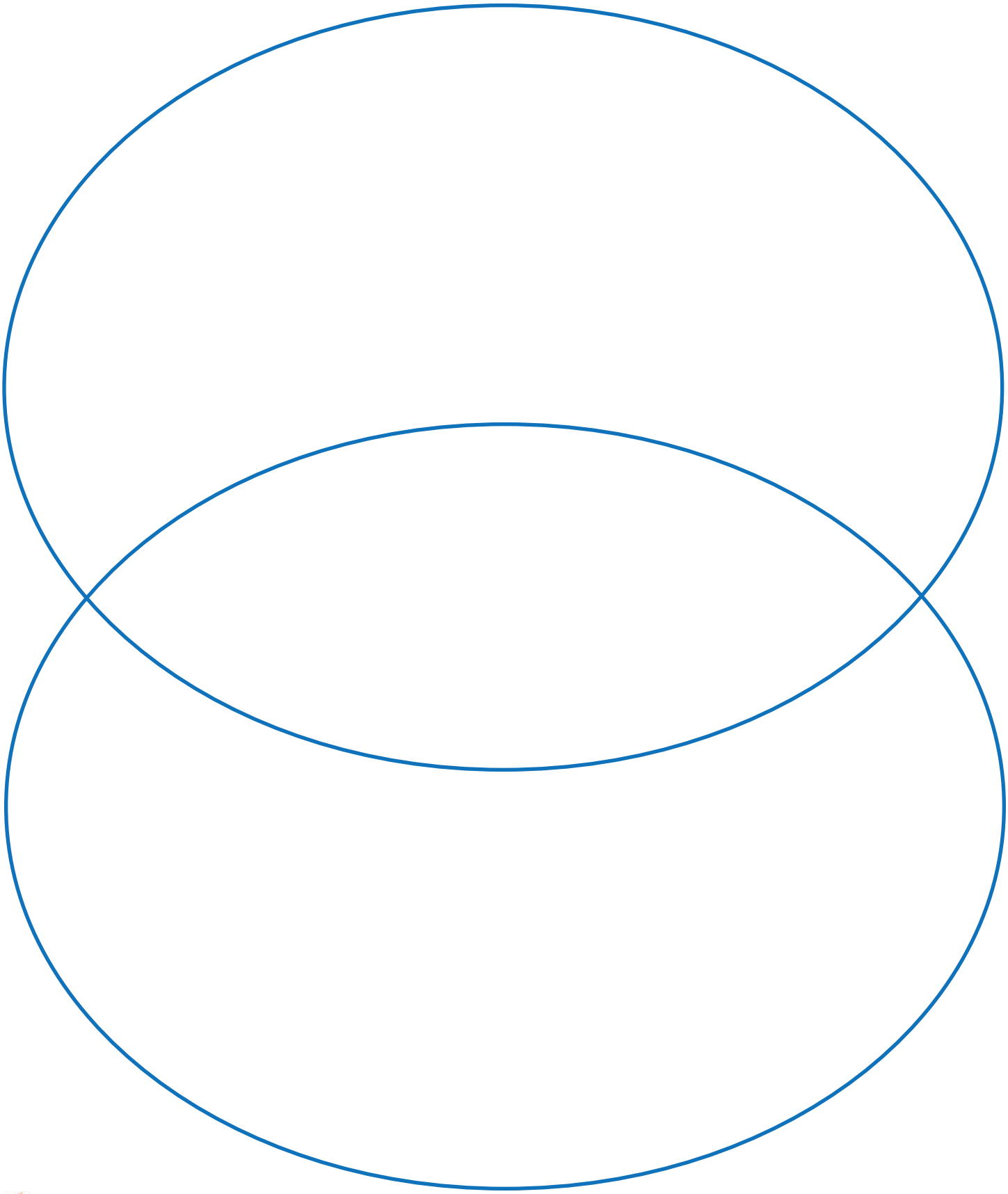


Appendix A—"What Children Know" Cards

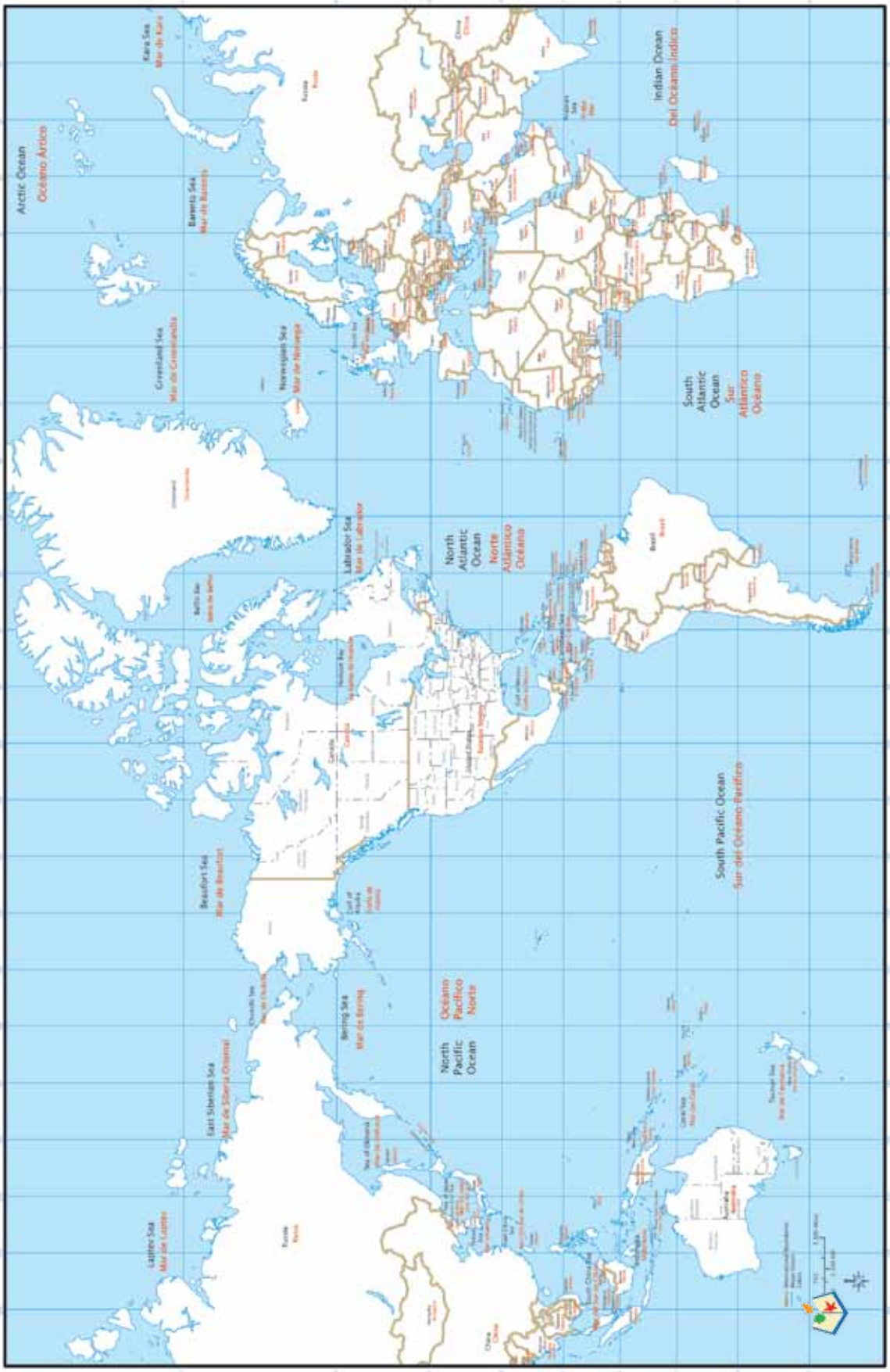
Question: My answer: This information is correct! This information is not correct; can you find the correct information?	Question: My answer: This information is correct! This information is not correct; can you find the correct information?
Question: My answer: This information is correct! This information is not correct; can you find the correct information?	Question: My answer: This information is correct! This information is not correct; can you find the correct information?

Appendix B—Venn Diagram

Compare and contrast a red fox with any other animal of your choice.



Appendix E—World Map



Canid	**prey**
nurse	**kit**
vixen	**groom**

cache	den
growl	litter
predator	tail