

# Teaching Activities

for



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Teaching Activities are intended for use at home, in the classroom, and during story-times.  
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## Questions to ask children before reading the book

- What do you think the book is about by looking at the cover (or one or two of the inside illustrations)? *Sometimes it is easy to tell from the cover, other times it is not.*
- What type of animal is on the cover?
- Where do you think this animal lives? Why?
- How do you think this book might be related to your math, science, or social studies class?

## 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.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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## What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, they check “yes.” If the information is wrong, they mark “no” and cross it off, then write the correct information. Have the children note how the information was verified.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
To what other animals are Florida panthers related?			Text Illustration Info in FCM Other
Florida panthers are considered to be: abundant threatened endangered			Text Illustration Info in FCM Other
What does it mean when an animal is “endangered?”			Text Illustration Info in FCM Other
What are some reasons that animals might become endangered?			Text Illustration Info in FCM Other
What are some endangered (or threatened) animals?			Text Illustration Info in FCM Other
What are some things that people are doing to help threatened/endangered animals?			Text Illustration Info in FCM Other

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Use this chart for any other thoughts the children might have.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

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## After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover.
- Write a song about helping Florida panthers.
- Can you think of another title for the book?
- Did the illustrator include anything in the pictures that were not in the story or are there things hidden in the art?
- Do you think everything in the story could be true? *Do animals really talk to each other or have human traits?*
- How could the author have written this story without the animals talking to each other?
- Write a different ending to the story
- Describe the location of where this story took place. Can you find such a location on a map or globe?
- Who was the main character? How would you describe the character?
- Have you even seen any of these animals? If so, describe where you saw them and what they were doing (if you can remember).

## Re-read the book looking for more information

Go back and re-read the book studying each page carefully.

- What facts are mentioned in the text?
- What are some of the reasons the animals are threatened or endangered?
- Pause during second readings and ask the child(ren) if they remember what happens next.
- What would happen if a character did something different or if something different happened to the character? Would it/could it change the story?

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As you re-read the story, write down any words that relate to the five senses.

feel	taste	see	smell	hear

### Comprehension Questions

- What was happening Felina's forest?
- Why did that upset Felina?
- What were the red-cockaded woodpeckers worried about?
- Why was Felina upset about the road with the fast-moving traffic?
- How did the road affect the gopher tortoise?
- Why did Felina not like the ATVs?
- How did the ATVs affect the wood stork?
- How did Felina cut her paw?
- What was in the water with the crocodile and why did that bother it?
- What might happen when people feed wild animals?
- What might happen to manatees with fast-moving boats?
- Why do you think the man shot Felina and what did he shoot her with?
- Where was Felina when she woke up?
- How did those people help her?
- After Felina was all better, why didn't the people put her in a zoo?
- What did they do with her?
- Do you think Felina will be happy in her new home? Why or why not?

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## What do children already know—activity conclusion

- Do the children have any more questions about Florida panthers? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, or the “For Creative Minds” section)
- If the concept was not correct, what IS the correct information – with confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that the children learned either through the reading or the research while looking up something else.

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## Language Arts

### Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the “word wall” by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into nouns, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

### Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check our website ([www.ArbordalePublishing.com](http://www.ArbordalePublishing.com)) for book “previews” that may be used for this purpose.*

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 period, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. If however, 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.*

### Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- 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 to create silly sentences, below.)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- 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.

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# Felina's New Home

## A Florida Panther Story

### Suggested vocabulary list

<u>Word</u>	<u>Definition</u>	<u>Part of Speech</u>	<u>Spanish</u>
adaptation	a physical or behavioral feature of a plant or animal that allows it to survive in its environment	noun	adaptación
American crocodile	reptiles found in tropical, swampy waters	noun-animal	Cocodrilo americano
aquatic	an organism that lives or grows in water	adjective	acuático
barren	not able to support life	adjective	árido, seco
bask	to lie in or be exposed to a pleasant warmth (sunshine)	verb	tomar el sol
boat	a vessel for travelling on water	noun	barco
born	brought to life	verb	nacido, nacimiento
breathe	to take in/absorb oxygen	verb	respirar
busy	much activity	adjective	atareado, ocupado
camouflage	physical adaptations that allow organisms to hide in their surroundings	noun	camuflaje
camouflage	to conceal or hide by disguise or coloring	verb	camuflar
captivity	confined	noun	cautiverio
carnivore	an animal that eats the meat of other animals (consumer)	noun	carnívora - carnívoro
competition	organisms have a wide variety of strategies that help them gather resources such as water, food, shelter, space, and mates	noun	competencia
conserve	to protect, preserve, or restore wildlife and natural resources	verb	conservar
cool	neither very warm or very cold	adjective	fresco
critical habitat	specific geographic areas that are determined to be essential for the conservation and management of listed species	noun	hábitat crítico
disappear	no longer exist, vanish	verb	desaparecer
ecosystem	a community of living organisms and how they relate with their living and non-living environment	noun	ecosistema
egg	the roundish reproductive object produced by bird, reptile, and a	noun	huevo

endangered	few mammal females an animal or plant in danger of extinction within the near future throughout all or a significant portion of its range	adjective	en vías de extinción
environment	all living and nonliving things, (plants, animals, soil, weather, etc), that affect the existence of organisms in that community	noun	medio ambiente
extinct species	a species no longer in existence	noun	especies extintas
fast	moving or able to move, operate, function, or take effect quickly; quick; swift; rapid	adjective	rápido
fast-moving	moving or able to move, operate, function, or take effect quickly; quick; swift; rapid	adjective	movimiento rápido
feed	to give food	verb	dar de comer
Florida panther	a highly threatened representative of cougar ( <i>Puma concolor</i> ) that lives in the low tides, palm forests and swamps of southern Florida	noun- animal	Pantera de Florida
food	what is eaten to sustain life, provide energy, promote growth, etc	noun	alimento
forest	a diverse community of plants and animals in which trees are the most easily seen	noun	bosque
fragmentation	the break up of an organism's population and breeding grounds; -- often due to roads or development, broken into tiny pieces	noun	fragmentation
garbage	something with no value that is thrown away	noun	basura
gopher tortoise	a land tortoise (turtle) that digs large, deep burrows (found from Florida west to the Mojave desert, F1367	noun- animal	tortuga de tierra de Florida
historic range	the geographic areas the species was known or believed to occupy in the past	noun	área de distribución histórica
hole	an opening in or through something	noun	hueco
injured	hurt	adjective	herido
listed species	a species, subspecies, or distinct vertebrate population segment that has been added to the Federal lists of Endangered and threatened Wildlife and Plants	noun	las especies enumeradas

mammal	a warm-blooded vertebrate that breathes with lungs and is covered with hair/fur; females produce milk to feed their live offspring	noun	mamífero
manatee	a plant-eating marine mammal found in some tropical waters	noun- animal	manatí
mangroves	tropical evergreen trees found in swamps	noun	manglares
marine mammal	a mammal that lives in the ocean and dependent on the ocean for food	noun	mamíferos marinos
noise	sounds, especially loud, harsh sounds	noun	ruido
noisy	having loud sounds	adjective	ruidoso
pollution	harmful or unwanted waste material that is added to the air, water, or soil	noun	la contaminación
ponder	to reflect upon	verb	reflexionar
predator	an animal that depends on or preys on other animals for food	noun	animal de rapiña, predadores
protect	provide for, defend	verb	proteger
raise	to bring up	verb	criar
Red-cockaded Woodpecker	a woodpecker with a black cap and nape that encircle large white cheek patches	noun- animal	Pájaro Carpintero cara blanca
rehabilitation	the treatment of injured or orphaned wild animals with the goal of releasing them back to the wild	noun	rehabilitación
reserve	land put aside by the government with the intent to protect a habitat and the wildlife living there	noun	reserva
rest	sleep, relax	verb	descansar
restoration	the act or process of bringing something back to a previous condition or position	noun	restablecimiento
restore	to bring back to a former, original, or normal condition	verb	restablecer
road	an open way for travel or transportation	noun	calle, ruta, camino
scar	a mark left on the skin by the healing of injured tissue	noun	cicatriz
shelter	a structure that provides privacy and protection from danger	noun	refugio
shrink	to get smaller in size	verb	shrink
sick	not healthy, ill	adjective	enfermo
species	a group of organisms different from all others in that they do not	noun	especies

species of concern	interbreed with any other groups an informal term that refers to those species which might be in need of concentrated conservation actions	noun	especies de preocupación
tangled	mixed up	adjective	enredado
threatened	a species in trouble--it may become endangered if people don't help	adjective	amenazada
travel	to go from one place to another	verb	viajar
trees	tall woody plant having a main trunk and branches	noun	árboles
vulnerable	a species that is at risk because of low or declining numbers	adjective	vulnerable
water	a fluid necessary for the life of most animals and plants	noun	agua
wild	in a natural state, not tame	adjective	salvaje
wood stork	a large wading bird	noun- animal	Cigüeña americana

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# Felina's New Home

## A Florida Panther Story

### Silly sentence structure activity

This is a fun activity that 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 information in the book.

Red-cockaded woodpeckers \_\_\_\_\_ inside trees.

verb

When \_\_\_\_\_s are cut down, they have no place to

noun

\_\_\_\_\_ their family.

verb

\_\_\_\_\_ cars on \_\_\_\_\_ roads keep gopher tortoises

and other animals from getting to \_\_\_\_\_, water, or shelter

noun

on the other side of the road.

\_\_\_\_\_ people scare shy, wild animals.

adjective

Animals can get \_\_\_\_\_ in \_\_\_\_\_ and eating it makes them sick.

adjective

noun

\_\_\_\_\_ animals draws predators (like Felina)

noun

adjective

to houses.

\_\_\_\_\_ - \_\_\_\_\_ boat propellers cut and hurt \_\_\_\_\_s.

adjective

noun (type of animal)

People at rescue shelters help \_\_\_\_\_ animals that are **injured** or sick.

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## ***Felina's New Home***

### Life Cycle Sequence sentence strips

Preparation: 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.

----- ✂ -----

**Panthers can mate throughout the year, but most young are born in May and June.**

----- ✂ -----

**A female usually mates for the first time when she is two years old. She will leave urine scents to let males know when she is ready. She may be heard screaming, probably because she is uncomfortable.**

----- ✂ -----

**She will be pregnant with her kittens for about three months during which time she'll select a den in a well protected spot, usually in dense saw palmetto thickets.**

----- ✂ -----

**The kittens are born with blue eyes and spots that help them hide while in the den. They drink their mothers' milk until they are about two months old and then they start to follow their mother out of the den (unless she is hunting).**

----- ✂ -----

-----✂-----

**By the time the kittens are six months old, their eyes have turned brown and their spots have faded.**

-----✂-----

**At nine months, they are hunting small animals by themselves.**

-----✂-----

**When they are about a year and a half, they will leave their mother and find their own territory.**

-----✂-----

**Florida panthers may live to be about 12 years old, if they are lucky.**

-----✂-----

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# Felina's New Home

## A Florida Panther Story

### Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words!  
Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (letter, number).

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

ENDANGERED \_\_\_ , \_\_\_  
 HELP \_\_\_ , \_\_\_  
 WILD \_\_\_ , \_\_\_  
 WOOD STORK \_\_\_ , \_\_\_

PANTHER \_\_\_ , \_\_\_  
 GOPHER \_\_\_ , \_\_\_  
 SAFETY \_\_\_ , \_\_\_  
 TREE \_\_\_ , \_\_\_

COUGAR \_\_\_ , \_\_\_  
 TORTOISE \_\_\_ , \_\_\_  
 MANATEE \_\_\_ , \_\_\_  
 ROADS \_\_\_ , \_\_\_

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## Science

### Edible sorting and classifying activity

Gather together 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 child 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 criteria 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?
- 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 criteria? To really extend the learning, graph the attributes used to sort the items. *(blank graph below)*

### Sorting by attribute graph

Graph the attributes that children used to sort their items.

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

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

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## Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have a backbone?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it get oxygen from air (lungs) or from water (gills)?
- Are the babies born alive or hatched from eggs?
- Does the baby eat drink from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

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## Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal gets its oxygen from the water, it will be shown living in the water. If the information is not in the book, it has already been filled in. Have the children use the chart to determine to which class of animals each animal belongs. The chart may also be used to complete a Venn diagram.

	Gets oxygen from air / water	Warm or cold-blooded*	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live**	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs***	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
American crocodile	Air	Cold	Eggs	Scales
Florida panther	Air	Warm		Fur
gopher tortoise	Air	Cold	Eggs	Scales
Red-cockaded woodpecker	Air	Warm	Eggs	Feathers
West Indian manatee	Air	Warm	Live	Hair (little at birth)
Wood stork	Air	Warm	Eggs	Feathers

\*Warm blooded (endothermic): animals make their own heat and have a fairly constant body temperature. Cold-blooded (ectothermic): body temperature comes from the animals' surroundings

\*\*A few mammals are hatched from eggs.

\*\*\*Some snakes give live birth

American crocodiles are \_\_\_\_\_.

Florida panthers are \_\_\_\_\_.

Gopher tortoises are \_\_\_\_\_.

Red-cockaded woodpeckers are \_\_\_\_\_.

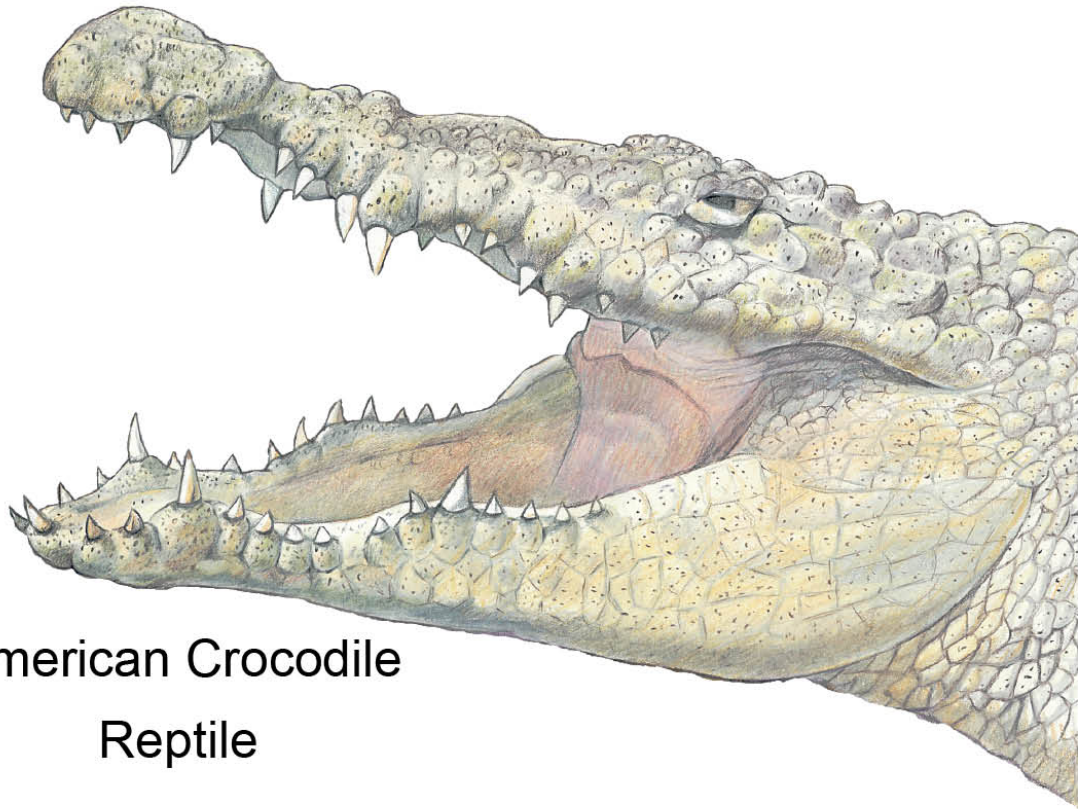
West Indian manatees are \_\_\_\_\_.

Wood storks are \_\_\_\_\_.

### Animal card games

Use the cards on the next three pages for the following:

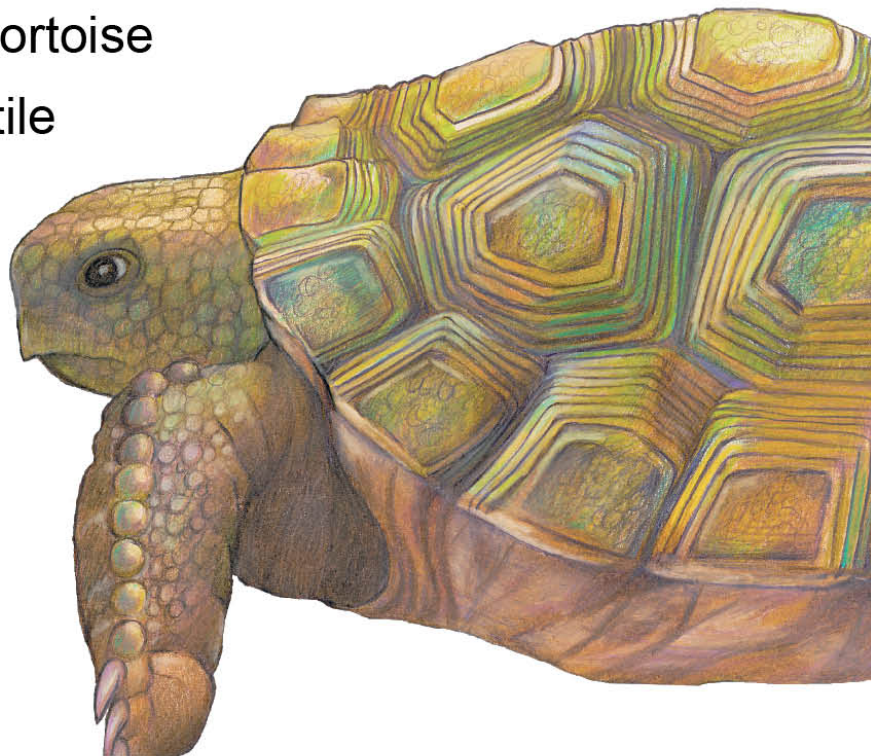
**Who Am I?** Copy or download the cards. Poke a hole through each card and tie onto a piece of yarn. Each child should put on a "card necklace" so that the card is on his/her back. Children should ask "yes/no" questions to guess the animals.



American Crocodile  
Reptile

---

Gopher tortoise  
Reptile



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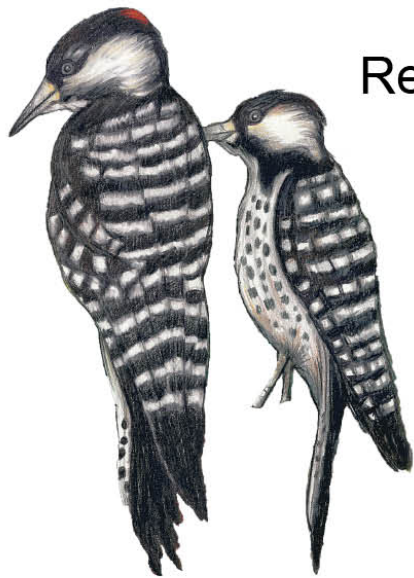
Florida panther  
Mammal

---

West Indian manatee  
Mammal



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Red-cockaded woodpeckers

Bird



Wood stork

Bird

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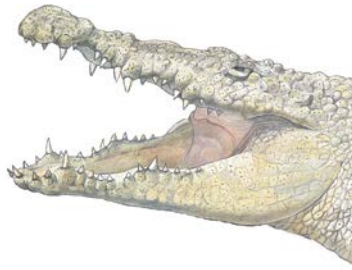
## Adaptations: Physical and Behavioral

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. The following is not a complete list by any means, but should help.

- Physical Adaptations:
  - body parts
    - teeth – depend on type of food it eats
    - feet, flippers, fins – ability to move
    - placement of eyes
    - how does it get oxygen (gills, lungs, osmosis)
  - body covering & insulation
    - hair
    - feathers
    - fur
    - scales
    - blubber
  - Camouflage
    - color of skin or pattern to blend into background.
    - mimicry: pretending to be something else to fool predators
- Behaviors
  - 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/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.

Try to answer the adaptation questions for each animal on the following pages.

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### American crocodile

Have you ever seen one of these animals in real life?     yes     no

If so, where did you see it? \_\_\_\_\_

What are the babies called? \_\_\_\_\_

How are the animals born?     hatched from eggs     born alive

How many brothers and sisters might be born at the same time? \_\_\_\_\_

How big is the baby (length, height, weight, etc.) when born? \_\_\_\_\_

Who raises the young:     both parents     mother only     father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? \_\_\_\_\_

How long will the babies stay with the parent (if parents are involved)? \_\_\_\_\_

When is the “baby” considered an adult? \_\_\_\_\_

How will it find a mate and have babies? \_\_\_\_\_

Who prepares the nest/den/burrow and how (if applicable)? \_\_\_\_\_

Some animals are only born at specific times of the year (to coincide with food availability). This baby is born:     anytime of the year or     usually in the month of \_\_\_\_\_ or the season of \_\_\_\_\_



In what type of habitat and ecosystem does this animal live? \_\_\_\_\_

\_\_\_\_\_

How does it move and what parts of its body does it use to move? \_\_\_\_\_

\_\_\_\_\_

What are some of the behaviors that were discussed in the story? \_\_\_\_\_

\_\_\_\_\_

How does it see? \_\_\_\_\_

How does it hear? \_\_\_\_\_

What does it eat and how does it get its food? \_\_\_\_\_

\_\_\_\_\_

How does it protect itself from predators? \_\_\_\_\_

\_\_\_\_\_

Where does the animal live and does it make a "house?" (burrow, nest, etc.) \_\_\_\_\_

\_\_\_\_\_

Does it live alone or with a group? \_\_\_\_\_

How does it "communicate" with others of its kind? \_\_\_\_\_

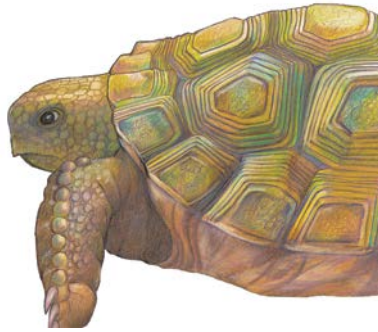
How & when does it sleep? \_\_\_\_\_

Is food easily available all year? \_\_\_\_\_

How does the animal deal with seasonal changes (if applicable)? \_\_\_\_\_

\_\_\_\_\_

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### Gopher tortoise

Have you ever seen one of these animals in real life?     yes     no

If so, where did you see it? \_\_\_\_\_

What are the babies called? \_\_\_\_\_

How are the animals born?     hatched from eggs     born alive

How many brothers and sisters might be born at the same time? \_\_\_\_\_

How big is the baby (length, height, weight, etc.) when born? \_\_\_\_\_

Who raises the young:     both parents     mother only     father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? \_\_\_\_\_

How long will the babies stay with the parent (if parents are involved)? \_\_\_\_\_

When is the “baby” considered an adult? \_\_\_\_\_

How will it find a mate and have babies? \_\_\_\_\_

Who prepares the nest/den/burrow and how (if applicable)? \_\_\_\_\_

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In what type of habitat and ecosystem does this animal live? \_\_\_\_\_

\_\_\_\_\_

How does it move and what parts of its body does it use to move? \_\_\_\_\_

\_\_\_\_\_

What are some of the behaviors that were discussed in the story? \_\_\_\_\_

\_\_\_\_\_

How does it see? \_\_\_\_\_

How does it hear? \_\_\_\_\_

What does it eat? \_\_\_\_\_

How does it get its food? \_\_\_\_\_

\_\_\_\_\_

How does it protect itself from predators? \_\_\_\_\_

\_\_\_\_\_

Where does the animal live and does it make a "house?" (burrow, nest, etc.) \_\_\_\_\_

\_\_\_\_\_

Does it live alone or with a group? \_\_\_\_\_

How does it "communicate" with others of its kind? \_\_\_\_\_

How does it sleep? \_\_\_\_\_

When does it sleep? \_\_\_\_\_

Is food easily available all year? \_\_\_\_\_

How does the animal deal with seasonal changes (if applicable)? \_\_\_\_\_

\_\_\_\_\_

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### Manatee

Have you ever seen one of these animals in real life?     yes     no

If so, where did you see it? \_\_\_\_\_

What are the babies called? \_\_\_\_\_

How are the animals born?     hatched from eggs     born alive

How many brothers and sisters might be born at the same time? \_\_\_\_\_

How big is the baby (length, height, weight, etc.) when born? \_\_\_\_\_

Who raises the young:     both parents     mother only     father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? \_\_\_\_\_

\_\_\_\_\_

How long will the babies stay with the parent (if parents are involved)? \_\_\_\_\_

When is the “baby” considered an adult? \_\_\_\_\_

How will it find a mate and have babies? \_\_\_\_\_

\_\_\_\_\_

Who prepares the nest/den/burrow and how (if applicable)? \_\_\_\_\_

\_\_\_\_\_

Some animals are only born at specific times of the year (to coincide with food availability). This baby is born:     anytime of the year or     usually in the month of \_\_\_\_\_ or the season of \_\_\_\_\_

In what type of habitat and ecosystem does this animal live? \_\_\_\_\_

\_\_\_\_\_

How does it move and what parts of its body does it use to move? \_\_\_\_\_

\_\_\_\_\_

What are some of the behaviors that were discussed in the story? \_\_\_\_\_

\_\_\_\_\_

How does it see? \_\_\_\_\_

How does it hear? \_\_\_\_\_

What does it eat? \_\_\_\_\_

How does it get its food? \_\_\_\_\_

\_\_\_\_\_

How does it protect itself from predators? \_\_\_\_\_

\_\_\_\_\_

Where does the animal live and does it make a "house?" (burrow, nest, etc.) \_\_\_\_\_

\_\_\_\_\_

Does it live alone or with a group? \_\_\_\_\_

How does it "communicate" with others of its kind? \_\_\_\_\_

How does it sleep? \_\_\_\_\_

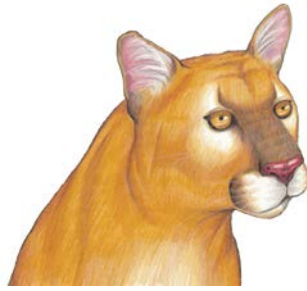
When does it sleep? \_\_\_\_\_

Is food easily available all year? \_\_\_\_\_

How does the animal deal with seasonal changes (if applicable)? \_\_\_\_\_

\_\_\_\_\_

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**Florida panther**

Have you ever seen one of these animals in real life?     yes     no

If so, where did you see it? \_\_\_\_\_

What are the babies called? \_\_\_\_\_

How are the animals born?     hatched from eggs     born alive

How many brothers and sisters might be born at the same time? \_\_\_\_\_

How big is the baby (length, height, weight, etc.) when born? \_\_\_\_\_

Who raises the young:     both parents     mother only     father only

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What does the baby eat and for how long? \_\_\_\_\_

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In what type of habitat and ecosystem does this animal live? \_\_\_\_\_

\_\_\_\_\_

How does it move and what parts of its body does it use to move? \_\_\_\_\_

\_\_\_\_\_

What are some of the behaviors that were discussed in the story? \_\_\_\_\_

\_\_\_\_\_

How does it see? \_\_\_\_\_

How does it hear? \_\_\_\_\_

What does it eat? \_\_\_\_\_

How does it get its food? \_\_\_\_\_

\_\_\_\_\_

How does it protect itself from predators? \_\_\_\_\_

\_\_\_\_\_

Where does the animal live and does it make a "house?" (burrow, nest, etc.) \_\_\_\_\_

\_\_\_\_\_

Does it live alone or with a group? \_\_\_\_\_

How does it "communicate" with others of its kind? \_\_\_\_\_

How does it sleep? \_\_\_\_\_

When does it sleep? \_\_\_\_\_

Is food easily available all year? \_\_\_\_\_

How does the animal deal with seasonal changes (if applicable)? \_\_\_\_\_

\_\_\_\_\_

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### Red-cockaded woodpeckers

Have you ever seen one of these animals in real life?     yes     no

If so, where did you see it? \_\_\_\_\_

What are the babies called? \_\_\_\_\_

How are the animals born?     hatched from eggs     born alive

How many brothers and sisters might be born at the same time? \_\_\_\_\_

How big is the baby (length, height, weight, etc.) when born? \_\_\_\_\_

Who raises the young:     both parents     mother only     father only

neither parent – the baby survives on pure instinct

What does the baby eat and for how long? \_\_\_\_\_

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When is the “baby” considered an adult? \_\_\_\_\_

How will it find a mate and have babies? \_\_\_\_\_

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Some animals are only born at specific times of the year (to coincide with food availability). This baby

is born:     anytime of the year or     usually in the month of \_\_\_\_\_ or the

season of \_\_\_\_\_



In what type of habitat and ecosystem does this animal live? \_\_\_\_\_

\_\_\_\_\_

How does it move and what parts of its body does it use to move? \_\_\_\_\_

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What are some of the behaviors that were discussed in the story? \_\_\_\_\_

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How does it sleep? \_\_\_\_\_

When does it sleep? \_\_\_\_\_

Is food easily available all year? \_\_\_\_\_

How does the animal deal with seasonal changes (if applicable)? \_\_\_\_\_

\_\_\_\_\_

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**Wood stork**

Have you ever seen one of these animals in real life?     yes     no

If so, where did you see it? \_\_\_\_\_

What are the babies called? \_\_\_\_\_

How are the animals born?     hatched from eggs     born alive

How many brothers and sisters might be born at the same time? \_\_\_\_\_

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How does it move and what parts of its body does it use to move? \_\_\_\_\_

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What are some of the behaviors that were discussed in the story? \_\_\_\_\_

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What does it eat? \_\_\_\_\_

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Is food easily available all year? \_\_\_\_\_

How does the animal deal with seasonal changes (if applicable)? \_\_\_\_\_

\_\_\_\_\_

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## IN DANGER!

**Endangered** A plant or animal that is in danger of becoming extinct.

**Extinct** No longer found anywhere on Earth; completely disappeared.

**Threatened** A plant or animal that may become endangered in the near future.

**Species of Concern or Monitored** A species that is being watched for possible listing. There is no legal protection for this level.

**State protected** an individual state's declaration of protection

**Sustainable** able to sustain a population

**Watch List** a species being observed for possible listing as threatened or endangered

### Causes of plants and animals in danger:

- Changing habitat
  - habitat destruction due to development, roads, agriculture, etc.
  - loss of nesting areas
- Over fishing or hunting
  - Advanced technology allows fishermen to see where the fish are, increasing their catch—sometimes beyond what is sustainable
  - Some animals were hunted on purpose, due to fear – such as wolves
- Pollution
  - including fertilizer and chemicals
  - run-off from construction and development
  - animals may eat garbage “thinking” that it is food (i.e. plastic bags being mistaken for jellyfish)
  - animals get trapped in garbage
- Missing link in the food chain due to another extinction

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## Science journal

Have children draw a picture to define the vocabulary word or concept.

**Endangered**

**Threatened**

**Habitat loss**

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## **Pollution (how it can affect animals)**

## **Life cycle**

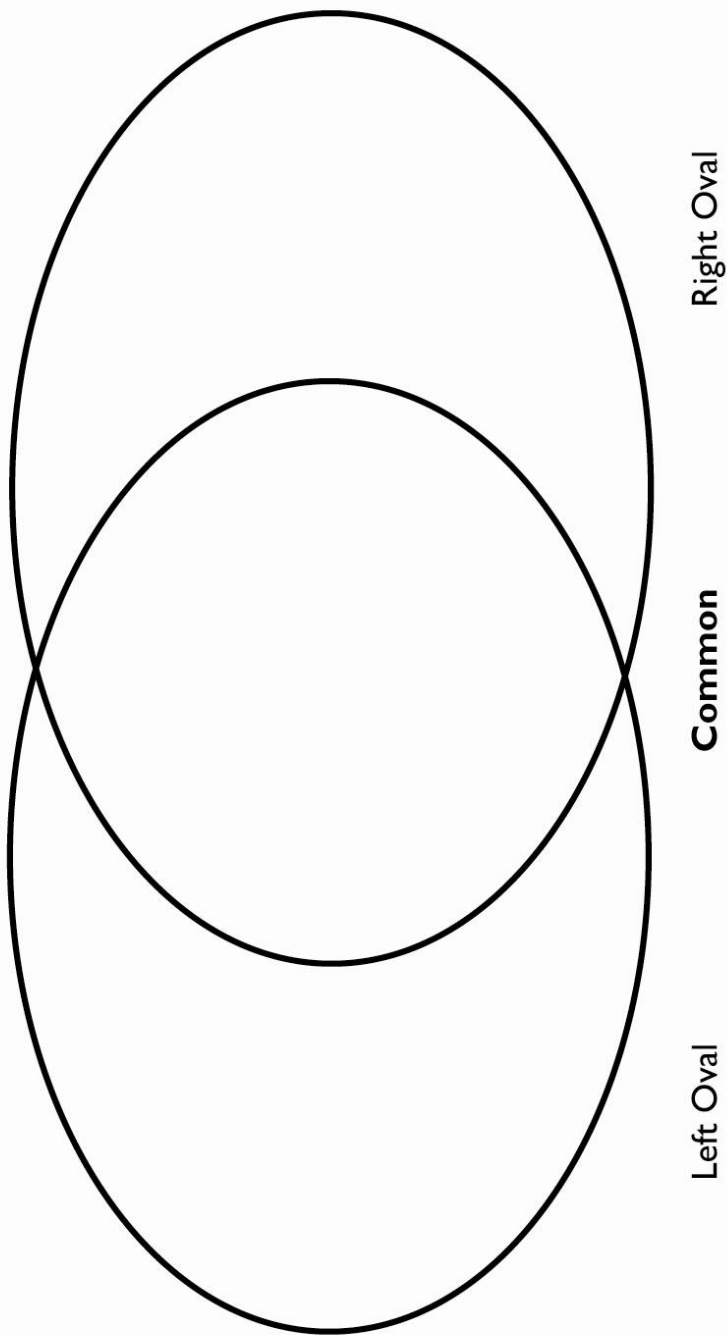
## **Rescue shelter**

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# Math Venn diagram

## Felina's New Home A Florida Panther Story

Florida panther  
Red-cockaded woodpecker  
wood stork  
American crocodile  
West Indian manatee  
gopher tortoise



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# Florida Panther Statistics

Florida panthers				Deaths		
Year	Known Births			Total	Killed by Cars	
	# Dens	Kitten Count	Avg per Den		Qty	%
2009	6	12	2.0	24	17	71%
2008	7	13	1.9	23	10	43%
2007	15	43	2.9	25	15	60%
2006	8	21	2.6	19	11	58%
2005	9	25	2.8	12	9	75%

The above information was obtained from the Florida Panther Project, Fish and Wildlife Research Institute, Florida Fish and Wildlife Conservation Commission. For more information, please see their 2009 Annual Report at: [http://floridapanther.org/images/FWC\\_Panther\\_AR\\_2008\\_2009.pdf](http://floridapanther.org/images/FWC_Panther_AR_2008_2009.pdf). The annual information is reported from 1 July to 30 June. For example, the 2009 data is for the time period that ran from 1 July, 2008 to 30 June, 2009.

Kitten data is available only on the number of female panthers that were monitored at any point in time. As of the end of June, 2009, it was estimated that there were 117 adult or sub-adult Florida panthers.

## Questions about the statistics:

In what year were the most kittens born? How many? \_\_\_\_\_

What is the year in which the second highest number of kittens were born? \_\_\_\_\_

How many more kittens were born in that year than in the next highest year? \_\_\_\_\_

In what year did the most panthers die? How many? \_\_\_\_\_

In what year were the most panthers hit and killed by cars? \_\_\_\_\_

In which years were there more births than deaths? \_\_\_\_\_

In which years were there more deaths than births? \_\_\_\_\_

In which year were the highest number of kittens per den born? \_\_\_\_\_

In which year were the lowest number of kittens per den born? \_\_\_\_\_

Ponderable questions:

- How could the statistics be different if ALL panthers are monitored?
- Why don't we monitor all panthers?
- Why can't we find the kittens if we aren't monitoring the female panthers?
- Why don't we collar and monitor any kittens?
- How do we know when a panther is killed or dies?
- Would it be possible to know if an un-collared female panther with kittens died but not know about her kittens? Why or why not?
- Do you think we know about ALL deaths? Why or why not?
- What are some questions you have from looking at the data?
- What are some questions the scientist researchers might have?

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# Felina's New Home

## A Florida Panther Story

### Math Games

Print out the cards on the next page and cut out for the following games. It may be helpful to print onto a card stock for longer durability.

#### Tens Make Friends Memory Game




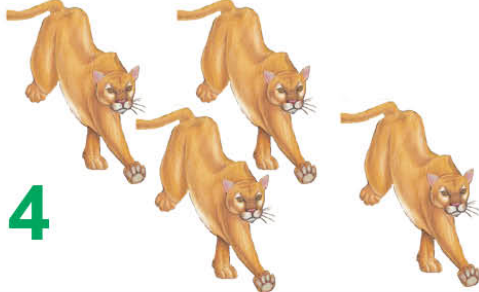
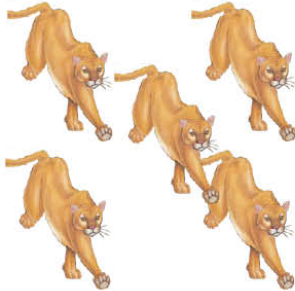
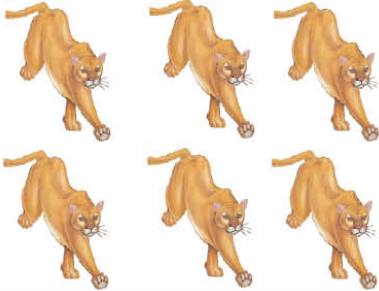
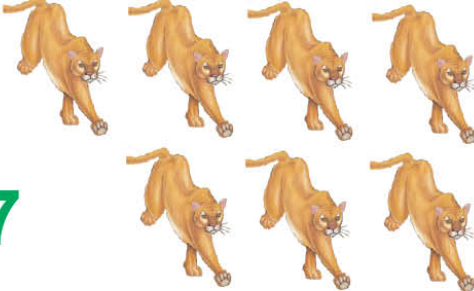
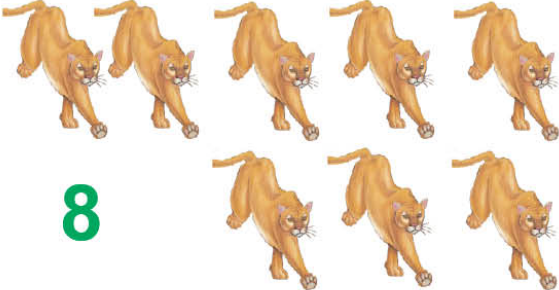
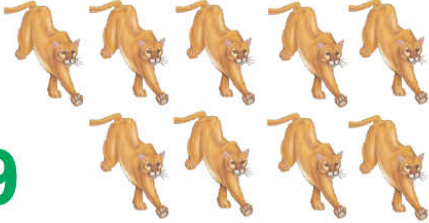
This is a variation of a memory game combined with an adding game.

- Mix up the cards and place them face down on a table.
- Taking turns, each player should turn over two cards so that everyone can see.
- If the animal numbers add up to ten, he/she 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. The player with the most pairs at the end of the game wins.



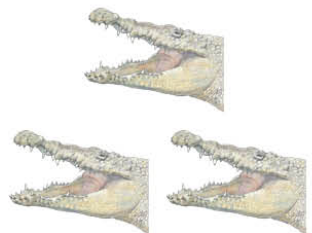
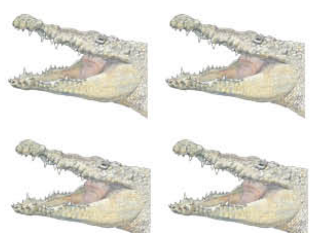
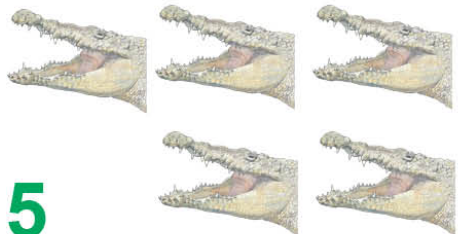
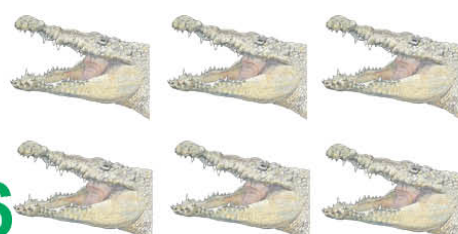
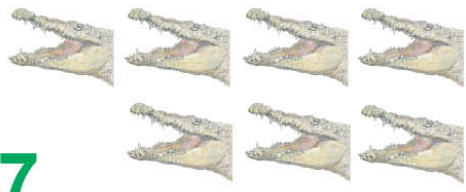
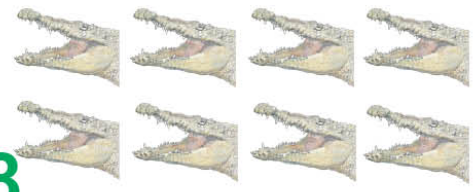
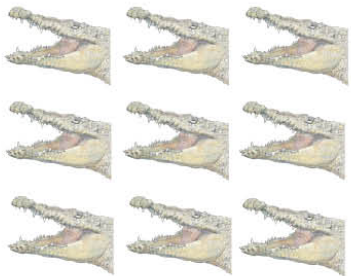
#### Go Fish for Fact Families

- Shuffle cards and deal five cards to each player.
- Put the remaining cards face down in a draw pile.
- The youngest person plays first.
- If the player has three cards that make a fact family, he/she places it on the table and recites the four facts related to the family. For example, if someone has a 2, 3, & 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, they say, "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 their hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.




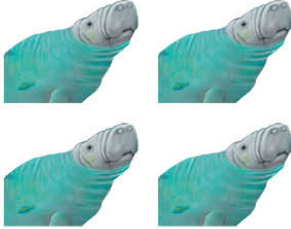




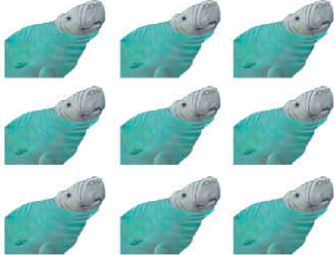
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<p><b>3</b></p> 	<p><b>4</b></p> 
<p><b>5</b></p> 	<p><b>6</b></p> 
<p><b>7</b></p> 	<p><b>8</b></p> 
<p><b>9</b></p> 	

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<p><b>1</b></p> 	<p><b>2</b></p> 
<p><b>3</b></p> 	<p><b>4</b></p> 
<p><b>5</b></p> 	<p><b>6</b></p> 
<p><b>7</b></p> 	<p><b>8</b></p> 
<p><b>9</b></p> 	

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<p><b>7</b></p> 	<p><b>8</b></p> 
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## Geography

Looking at the maps on the next few pages, color the areas where the different animals live.



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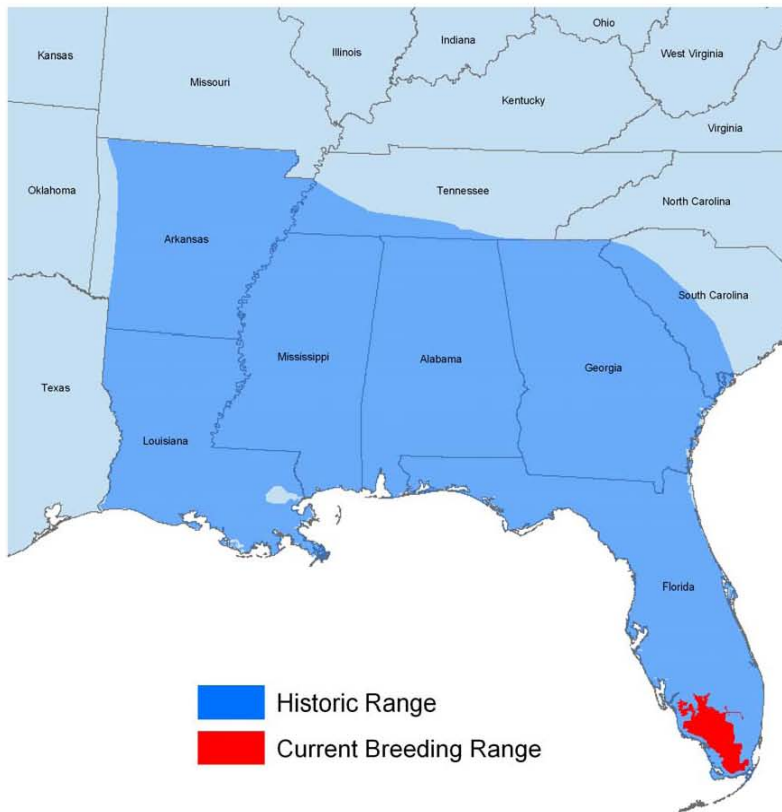
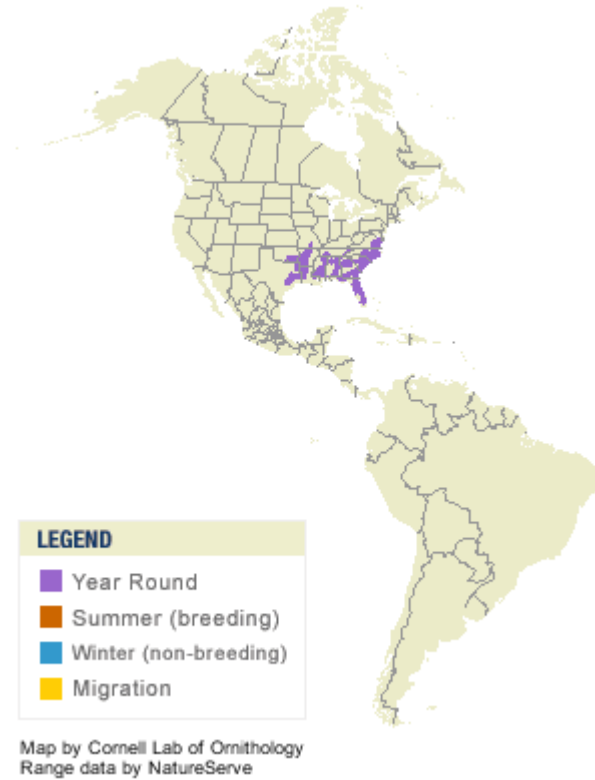
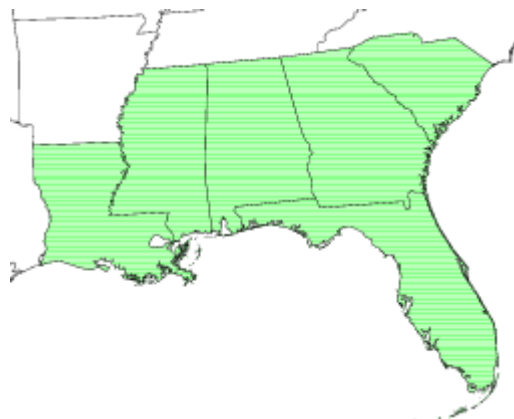


Figure 1. Historic and current range of the Florida panther.

Red-cockaded Woodpecker  
*Picoides borealis*



[http://www.allaboutbirds.org/guide/Red-cockaded\\_Woodpecker/id](http://www.allaboutbirds.org/guide/Red-cockaded_Woodpecker/id)



red-cockaded woodpecker

<http://ecos.fws.gov/speciesProfile/SpeciesReport.do;jsessionid=6F269EFD8690AEBF3FE966E4988E630C?spcode=B04F#crithab>



American crocodile

[http://en.wikipedia.org/wiki/American\\_crocodile](http://en.wikipedia.org/wiki/American_crocodile)



Gopher tortoise

<http://www.gophertortoisecouncil.org/about.php>



West Indian Manatees

<http://www.waza.org/virtualzoo/factsheet.php?id=117-002-001-002&view=Sirenians>



Wood Stork  
*Mycteria americana*



Wood storks

[http://www.allaboutbirds.org/guide/Wood\\_Stork/id](http://www.allaboutbirds.org/guide/Wood_Stork/id)

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# Felina's New Home

## A Florida Panther Story

### Answers

#### Silly sentence structure activity

Red-cockaded woodpeckers **rest** inside trees. When **trees** are cut down, they have no place to **raise** their family.

**Fast** cars on **busy** roads keep gopher tortoises and other animals from getting to **food**, water, or shelter on the other side of the road.

**Noisy** people scare shy, wild animals.

Animals can get **tangled** in **garbage** and eating it makes them sick.

**Feeding wild** animals draws predators (like Felina) to houses.

**Fast-moving** boat propellers cut and hurt **manatees**.

People at rescue shelters help **wild** animals that are **injured** or **sick**.

#### Wordsearch

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

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## Animal Classification

American crocodiles are reptiles.

Florida panthers are mammals.

Gopher tortoises are reptiles.

Red-cockaded woodpeckers are birds.

West Indian manatees are mammals (marine mammals).

Wood storks are birds.

### Questions about the Florida panther statistics:

In what year were the most kittens born? How many? 2007, 43

What is the year in which the second highest number of kittens were born? 2005, 25

How many more kittens were born in that year than in the next highest year?  $43-25=18$

In what year did the most panthers die? How many? 2007, 25

In what year were the most panthers hit and killed by cars? 2009, 17

In which years were there more births than deaths? 2007, 2006, 2005

In which years were there more deaths than births? 2009, 2008

In which year were the highest number of kittens per den born? 2007

In which year were the lowest number of kittens per den born? 2008

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A Florida Panther Story



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