



Teaching Activity Guide

**Been There,
Done That**

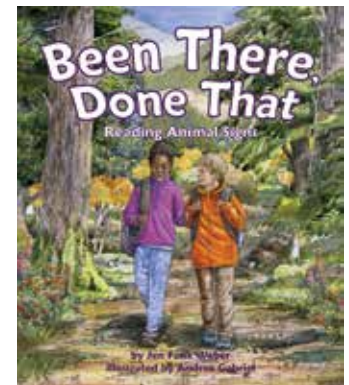
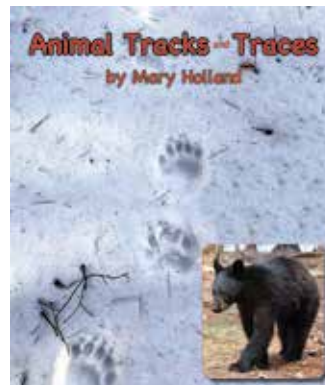
Reading Animal Signs

**Animal Tracks
and Traces**

Table of Contents

3	How to Use This Activity Guide (General)
4	What Do Children Already Know?
5	Pre-Reading Questions
7	Comprehension Questions & Writing Prompts
9	Observation Skills: Art Scavenger Hunt
10	Language Arts & Science: Basic Needs
11	Language Arts: Parts of Speech
12	Language Arts: Word Search
13	Edible Sorting and Classifying Activity
15	Classifying Animals
16	Animal Chart
19	Animal Sorting Cards
23	Science Journal (Vocabulary)
25	Follow the Tracks
26	Math Cards
28	Map Activity
29	Interpersonal Skills
30	Coloring Pages
34	Answers
35	Appendix A—"What Children Know" Cards
36	Appendix B—Venn Diagram
37	Appendix C—North America Map
38	Appendix D—Vocabulary 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.”

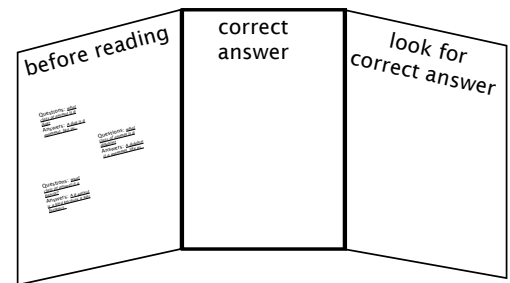
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

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

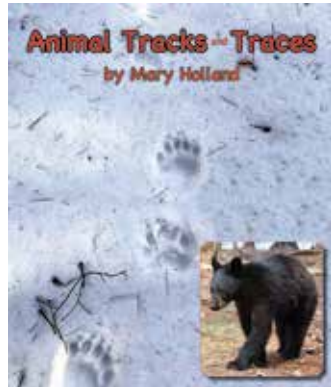
If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

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

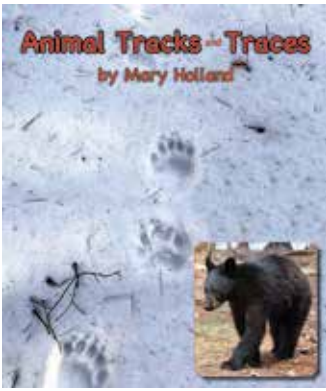
When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



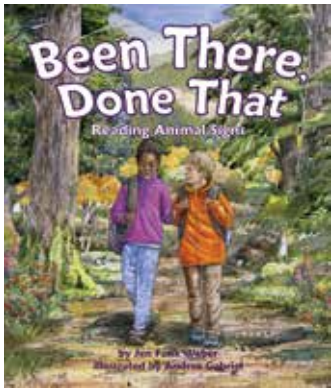
Pre-Reading Questions



1. Which of these stories do you think is fiction or nonfiction and why?
2. Are there ever animals around that you can't see?
3. How can you tell if there have been animals in a place?
4. Can you tell what type of animal has been somewhere even if you never see the animal?
5. If you find a big area of grass or snow that has been smashed flat, what can you tell about the animal that was there?
6. Name animals you think live in tunnels underground.
7. Name animals you think would dig to find and catch animals living underground.
8. Is there any way to tell if humans have been in a place, even if you don't see anybody around.



1. What animal do you think made the tracks on the cover and why?
2. Based on the cover, what season is it?
3. Are footprints the only tracks or traces animals leave behind? If not, what are some other tracks/traces you might see around you?
4. What are some animal homes you might see?
5. What are some things you can tell by finding animal tracks (footprints)?
6. What are some things animals “tell” each other with pee and poop?
7. What are some signs that animals have been playing?
8. What are some signs that animals have been sleeping?
9. Why do you think some animals scratch at trees?
10. What are some ways we can tell if an animal has been eating something?



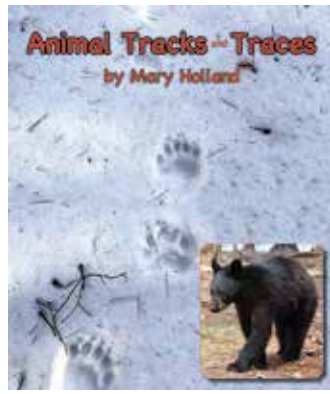
1. Based on the cover, what kind of habitat are Helena and Cole hiking in?
2. What animals do you think Helena and Cole might find in this habitat?
3. Based on the cover, what season is it?
4. Name animals that you think would chew bark off of branches.
5. Name animals you think catch and eat salmon.
6. What class of animal (fish, amphibian, reptile, bird, mammal) is most likely to leave behind wing marks and feathers?
7. Are there any animals, other than humans, that shape their habitat by building dams?
8. How can a dam across a stream change a habitat?
9. In some places, there is snow on the ground all year round. Where do you think you could find snow all through the year?

Comprehension Questions & Writing Prompts

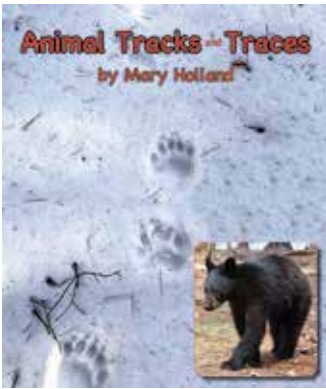
Explain major differences between books that tell stories and books that give information

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.



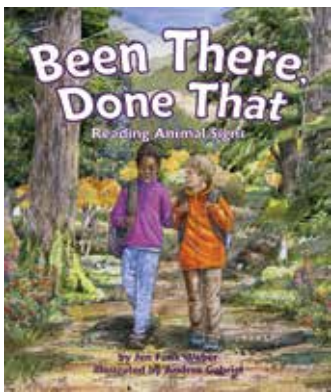
1. Which of these stories is fiction or nonfiction and how can you tell?
2. What are some signs of humans?
3. What types of signs do humans leave behind that are similar to the signs wild animals leave?
4. What animal signs are only created by humans?
5. What are some signs that moose have been around?
6. What are some signs of beavers?
7. What are some signs that humans leave behind?
8. What can we tell when we see grass or snow matted down?
9. Imagine you are an animal that knows nothing about humans. Look around you at the animal signs you see humans make. What can you tell about humans? What do humans eat, where do they live, how do they move from place to place, etc.
10. Describe something you have seen that tells you an animal has been nearby. Where did you see it?



1. What are some signs you might find of animals that are only active at night (nocturnal) animals?
2. Where are some areas you might find animal tracks?
3. What can you learn about an animal from toe prints?
4. How many toes do most birds have?
5. What are some tracks that river otters might leave in snow?
6. What are some ways to figure out what animal left poop

(scat)?

7. What are some things animals might “say” to other animals with their pee?
8. What are some ways that black bears mark their territory?
9. What are some animal homes that we might see?



1. What types of animals does Cole want to see?
2. What animal sign tells Helena that snowshoe hares were there?
3. What did Helena and Cole smell when they got to the river?
4. What animal sign did Helena say was left by eagles?
5. What type of animal built its lodge in the lake?
6. What time did the beaver come out of its home? Do you

think that beavers are diurnal (active during the day, asleep at night) or nocturnal (active at night, asleep during the day)?

7. What animal sign did Helena say was created by moose?
8. What animal sign did the bear leave?
9. What animal signs did Helena and Cole leave behind?
10. Cole says he has to go home tomorrow. Do you think he lives somewhere that these animals are common?
11. In your own words, tell someone about Helena and Cole’s hike.
12. No matter where you live, there are animals nearby. What animals do you think live in a city? In a small town? In a rural area?
13. Go outside and look for animal signs around where you live. Write a description of what you find.

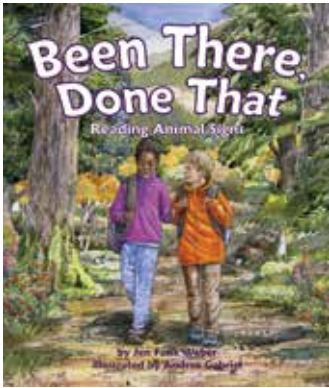
Observation Skills: Art Scavenger Hunt

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.



1. What season does this story take place? What clues in the artwork show the season?
2. Can you find any animal signs on the cover?
3. How can you describe the area Helena and Cole are hiking in?
4. Look at the maps on the "Tracks and Other Signs" section of For Creative Minds. Where do all the animals live?
5. Copy the map of North America (Appendix C) and color in the ranges for each of the animals in the book. Based on where these animals are found, what US state or states could this book take place in?
6. Describe what a bald eagle looks like. Do you think you could recognize a bald eagle if you saw one in the wild?
7. Tell someone about the setting of this book. Use descriptive words.
8. What non-living things can you find in this habitat?
9. What plants do you see in this habitat?
10. What animals do you see in this habitat?
11. Pick a character in this book. Describe that character to someone who has never read this book and ask them to draw the character based on your description.
12. Pick an animal from this book. Write a list of adjectives that you could use to describe the animal.
13. Pick one page from this book and write a paragraph of at least five complete sentences describing what you see.

Language Arts & Science: Basic Needs

Objective: Describe the basic needs of living things and how they are met.

Plants need water, oxygen, food, light and space to grow and reproduce; animals need water, oxygen, food, and shelter/space to grow and reproduce.

Re-read the story and write down any words that relate to how the plants or animal(s) meet their basic needs.

If not mentioned in the text, are there any indications in the illustrations of how these needs are met? Can you describe, draw, or write an explanation of how the needs are met?

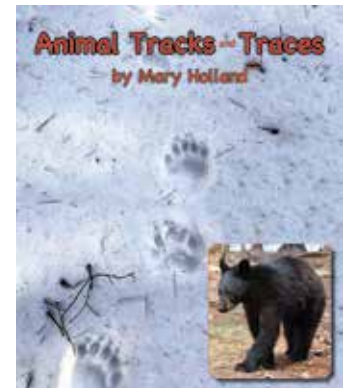
Animal	water	oxygen	food	light	space/ shelter
beaver					
moose					
bear					
humans					

Language Arts: Parts of Speech

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

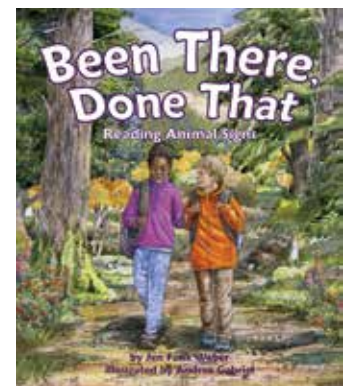
In the sentences below, circle the nouns and underline the verbs.

1. Nocturnal animals are active at night when we are sleeping.
2. When an animal walks in dirt, sand, mud, or snow, they leave tracks.
3. Different animals have different numbers of toes.
4. Most birds have four toes: three in front and one in the back.
5. River otters like to go sledding.
6. Moose eat tree bark.
7. All animals have to pee and poop.
8. Many animals mark their territory.
9. Many animals build homes to raise their young.
10. Humans can leave tracks too.



In the sentences below, circle the nouns and underline the verbs.

1. They wove through willows.
2. Snowshoe hares nibbled the bark.
3. Helena traced over wing tips outlined in the sand.
4. Earlier that day, an eagle snatched a dying salmon from the water.
5. Helena pointed to cottonwood trunks that looked like apple cores.
6. A moose took a nap here.
7. Then it lay down in the meadow and snoozed in the sun.
8. Early that morning, a grizzly raced after a ground squirrel.
9. Helena and Cole discovered a patch of snow on the north side.
10. That night, as the sun crept along the horizon, a red fox trotted over the mountain.
11. Something had been there.
12. Something had done that.



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

DIG
FEEDING
GNAW
HIKE
HUNT
LODGE
SIGNS
SNIFF
TRACKS
TRAIL

Edible Sorting and Classifying Activity

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

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

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

Gather a cup of edible “sorting items.” For example:

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



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

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

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

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

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

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

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.

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
attribute				

Classifying Animals

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

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

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

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

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

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

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

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

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	snowshoe hare
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	bald eagle	beaver
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		
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	moose	black bear
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		
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)		

Animal Sorting Cards

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

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

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

Animal Card Games:

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

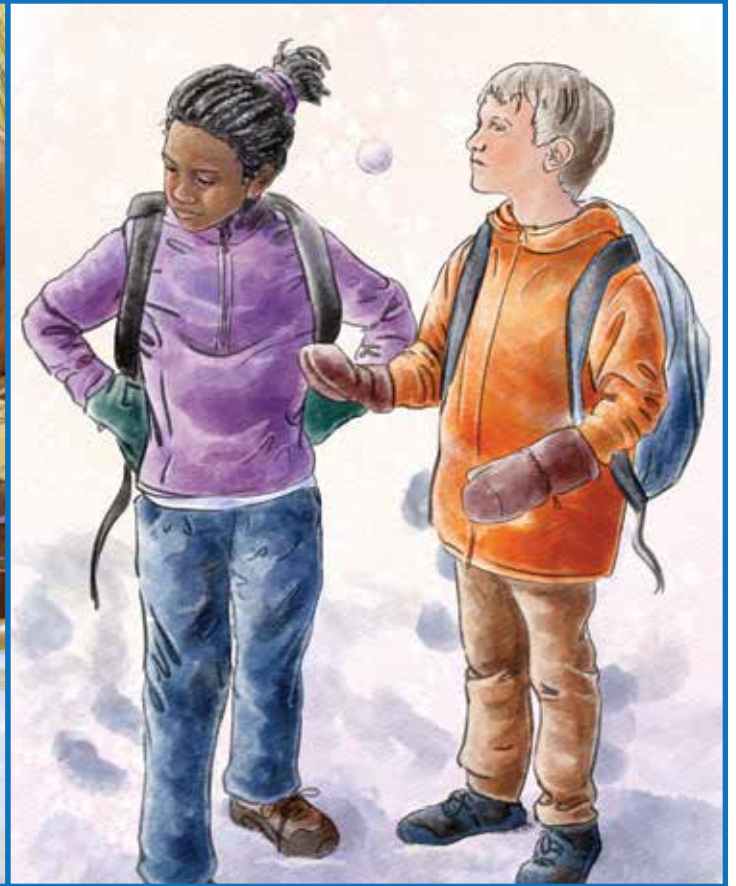
where the animals live (habitat)	tail, no tail
number of legs (if the animals have legs)	colors or skin patterns
how they move (walk, swim, jump, or fly)	animal class
type of skin covering (hair/fur, feathers, scales, moist skin)	
what they eat (plant eaters/herbivores, meat eaters/carnivores, both/omnivores)	

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

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

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





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

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

What behavioral adaptations (if any) were mentioned in the story?

Science Journal (Vocabulary)

animal track

my definition

my drawing

animal trace

my definition

my drawing

beaver lodge

my definition

my drawing

scat

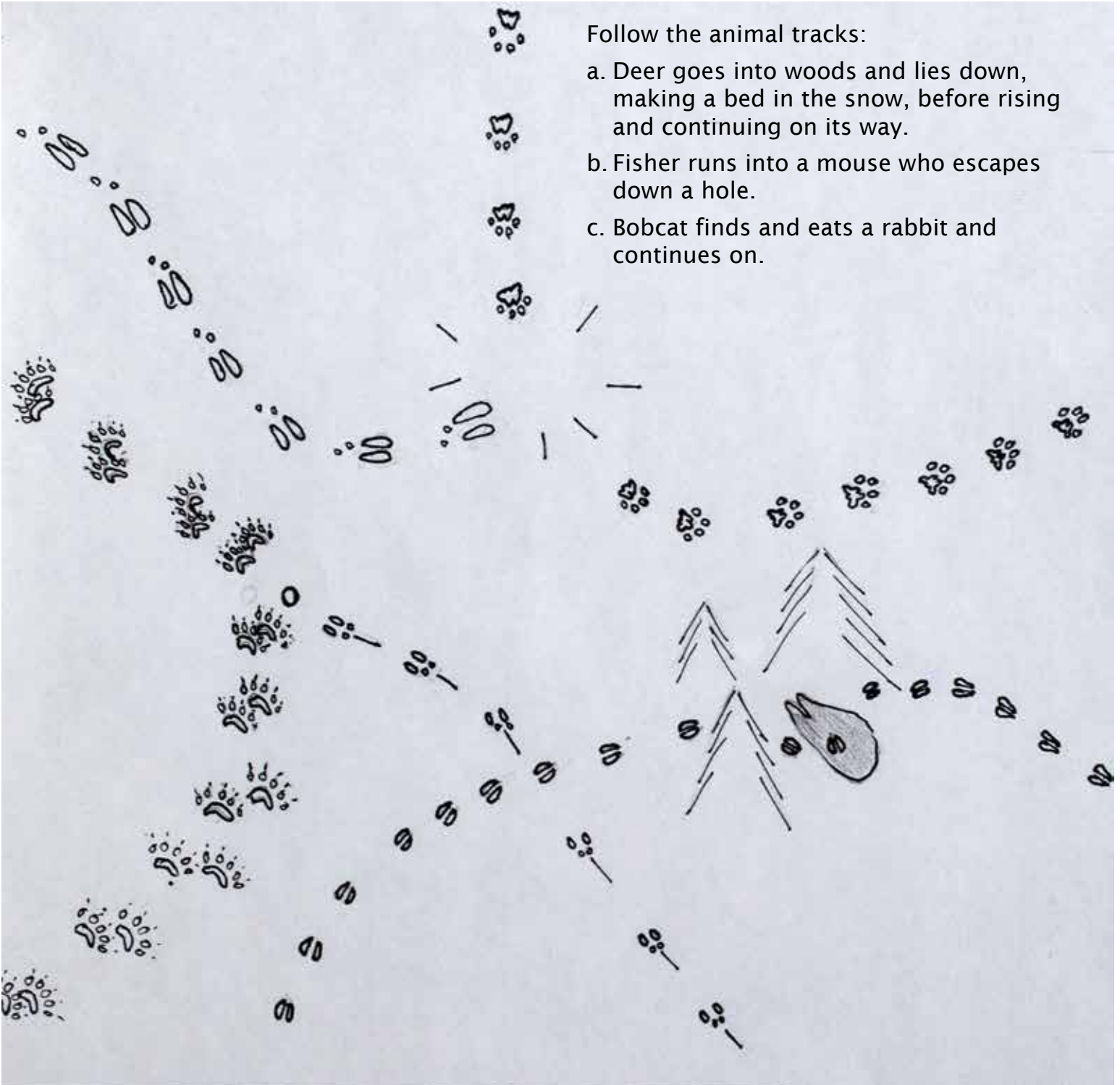
my definition

my drawing

Follow the Tracks

Follow the animal tracks:

- Deer goes into woods and lies down, making a bed in the snow, before rising and continuing on its way.
- Fisher runs into a mouse who escapes down a hole.
- Bobcat finds and eats a rabbit and continues on.



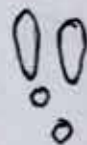
deer

fisher

mouse

bobcat

rabbit



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

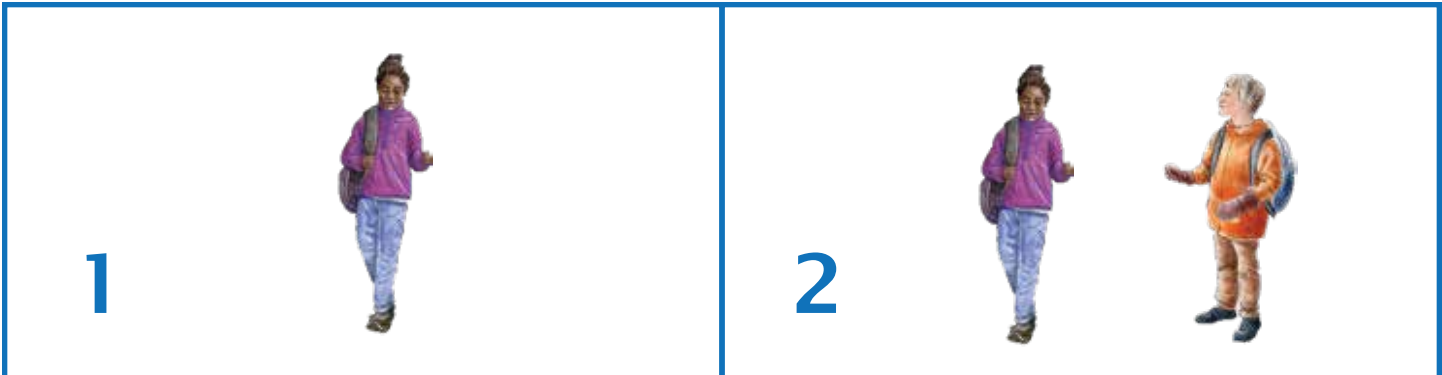
(Make four copies of the math cards to play these games):

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.



Map Activity

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

Using these maps as a reference, color the areas where these animals live on the blank map (in appendix).

Do any animals live in the same state or province as you?



snowshoe hare



bald eagle



beaver



grizzly bear



moose

Interpersonal Skills

Objective Core Language Arts, Reading Standards for Literature

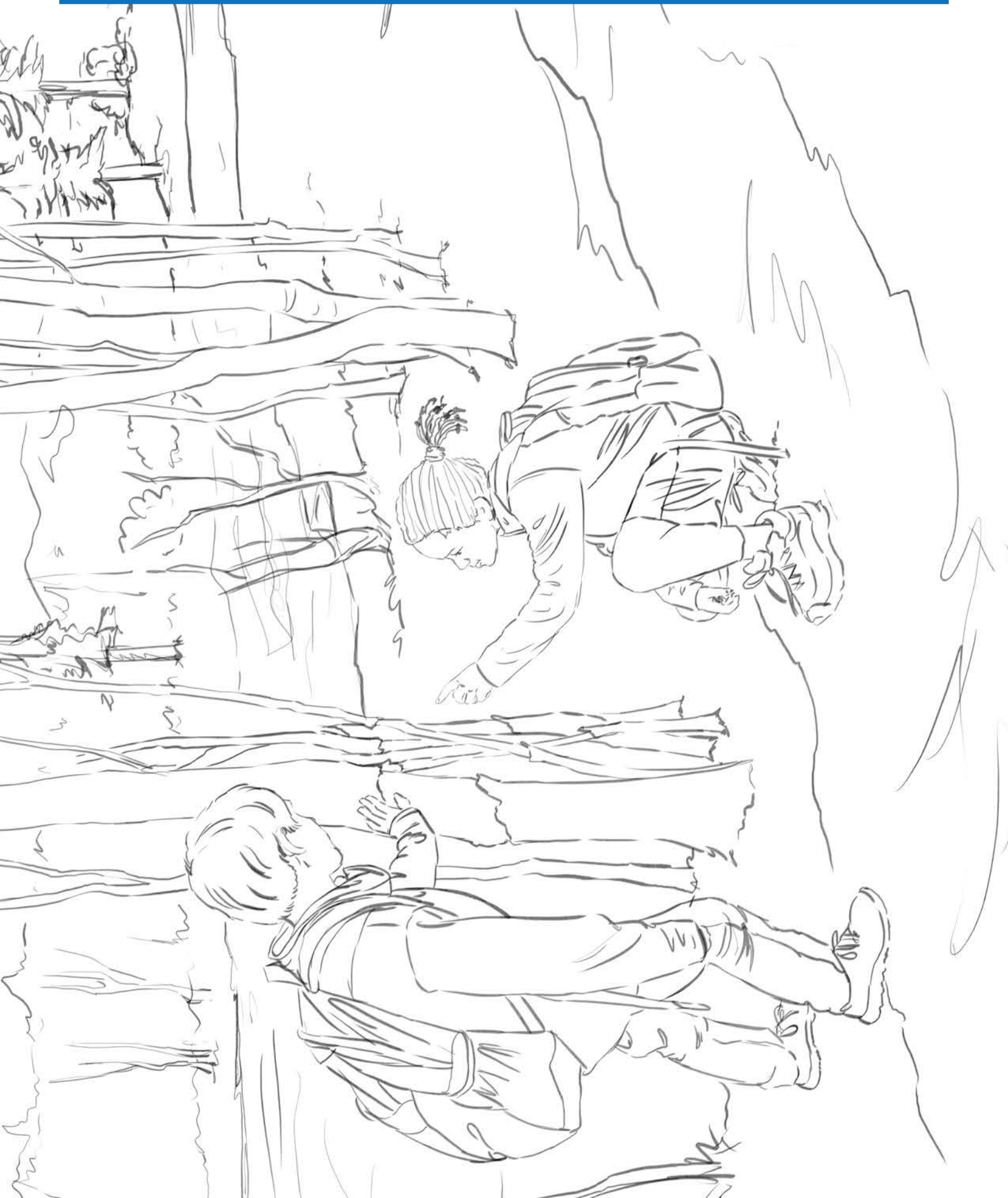
Describe how characters in a story respond to major events and challenges.

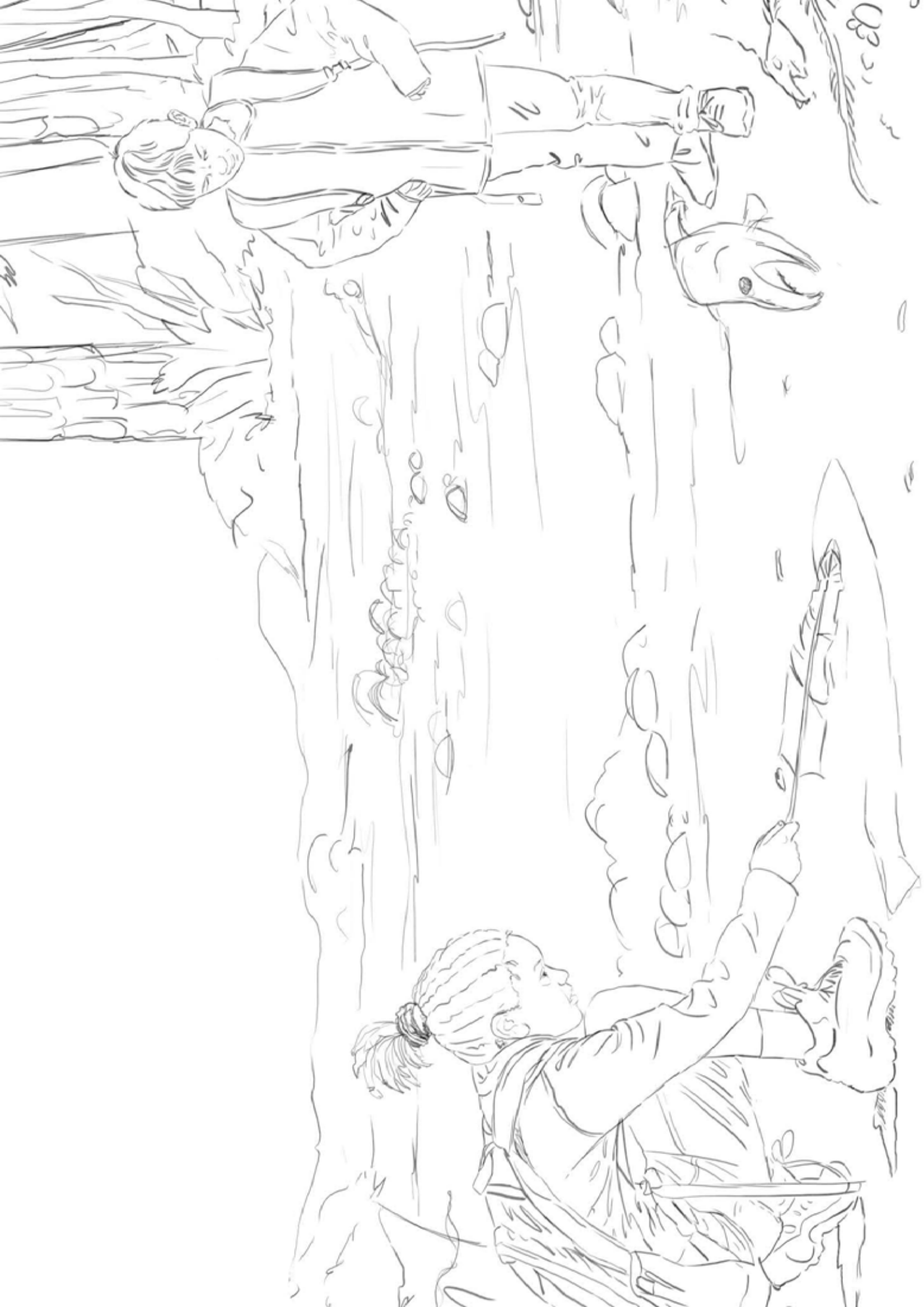
Acknowledge differences in the points of view of characters.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

1. What animals does Cole want to see?
2. What animals has Cole seen already? How do you think he feels about them?
3. Do you think Cole has a goal for what he wants to see on the hike?
4. Why is today's hike important for Cole? What happens tomorrow?
5. Helena knows the animals and their habits. How is her perspective on finding animals different from Cole's?
6. When they find the willows with stripped bark, how is Helena's point of view different from Cole's?
7. How does Cole respond when they find dead fish by the river? What does his reaction tell you about the fish's smell?
8. How does Helena respond when they find dead fish?
9. Do you think Helena has ever seen or smelled a dead fish before? Could that have an impact on how she reacts here?
10. Do you think Cole has ever seen or smelled a dead fish before? Could that have an impact on how he reacts here?
11. Both Helena and Cole have valid reactions to the fish. It is okay to react differently from how other people might respond to the same thing. Are there any things that you find strange or gross that your friends think are normal? Are there any things you find normal that your friends think are strange or gross?
12. When they reach the lake, Helena and Cole both see the same lodge in the lake and gnawed cottonwood trunks. But they have different points of view on what it means. What do you think Cole thinks when he sees the pile of sticks in the middle of the lake. What does Helena know about the pile of sticks in the middle of the lake?
13. How do you think Cole felt about their hike afterward?
14. Do you think Cole accomplished his goal?
15. What did Helena and Cole do when they found the snow on the north side of the mountain?
16. How do you think Helena and Cole felt while they played together and made snowmen?
17. How did Helena help Cole throughout this story?
18. Have you ever learned something from one of your friends? How do you feel when you learn something new?
19. Have you ever helped one of your friends learn something new? How do you feel when you get to help someone?

Coloring Pages









Answers

Parts of Speech

1. They wove through willows.
2. Snowshoe hares nibbled the bark.
3. Helena traced over wing tips outlined in the sand.
4. Earlier that day, an eagle snatched a dying salmon from the water.
5. Helena pointed to cottonwood trunks that looked like apple cores.
6. A moose took a nap here.
7. Then it lay down in the meadow and snoozed in the sun.
8. Early that morning, a grizzly raced after a ground squirrel.
9. Helena and Cole discovered a patch of snow on the north side.
10. That night, as the sun crept along the horizon, a red fox trotted over the mountain.
11. Something had been there.
12. Something had done that.

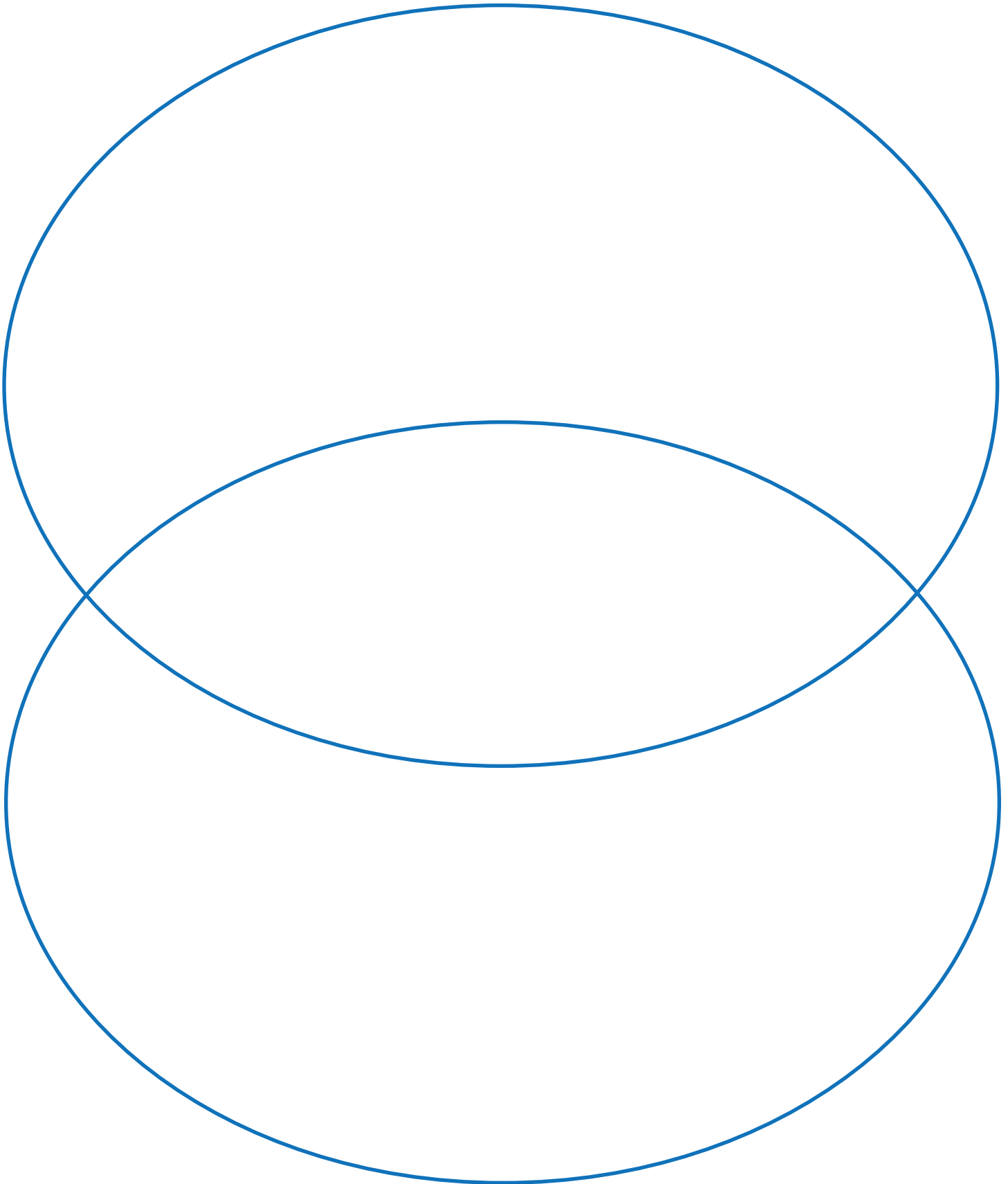
Word Search

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

DIG	4,A
FEEDING	1,A
GNAW	4,C
HIKE	9,A
HUNT	2,B
LODGE	5,D
SIGNS	4,F
SNIFF	4,F
TRACKS	2,E
TRAIL	10,F

Appendix B—Venn Diagram

Compare and contrast two animals from either book.



Appendix D—Vocabulary Cards

nocturnal

diurnal

track

trace

scat

home