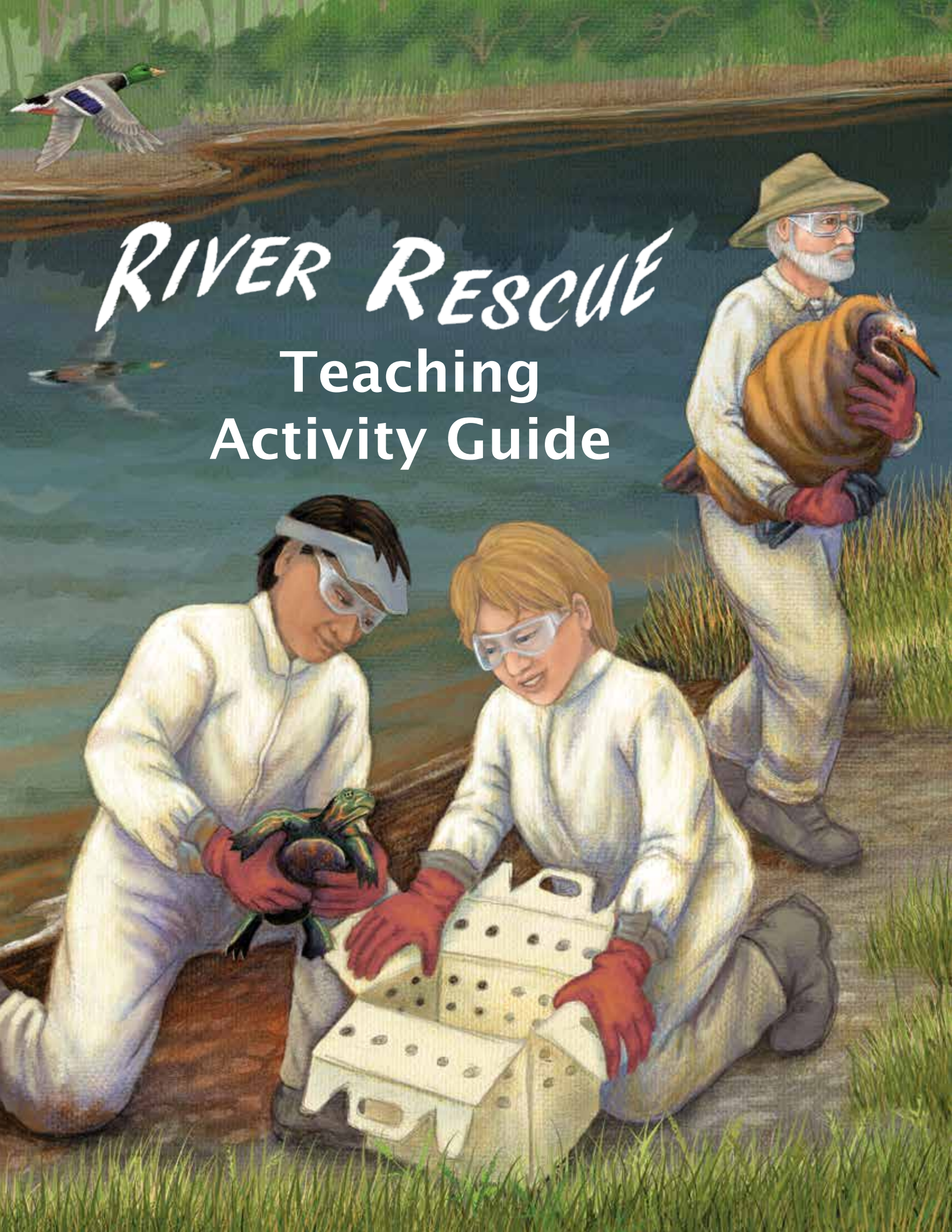
River Rescue
Teaching
Activity Guide

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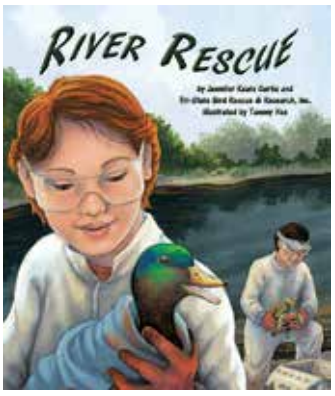

by Jennifer Keats Curtis and Tri-State Bird Rescue & Research, Inc.
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How to Use This Activity Guide (General)

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!

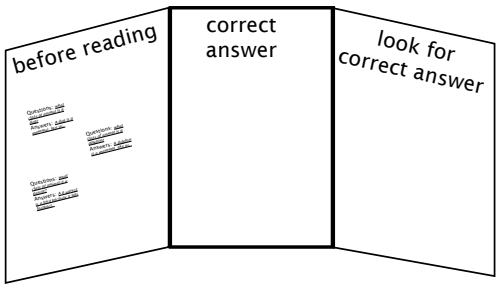
For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" 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. Why do you think the person on the cover of the book is wearing gloves?
2. Why do you think the duck is wrapped in a towel?
3. What kind of animals might be rescued in this book?
4. Why would an animal need to be rescued from a river?
5. What kind of animals would you find in and near a river?
6. What might make an animal that lives in or near the river sick?
7. Can water birds swim?
8. Do you think birds' feathers help keep them dry when they are in the water?
9. If you saw an animal that might be hurt, what might you do to help it?
10. Why do you think people like to help wild animals?
11. What are some ways that wild animals might be injured?
12. Why do you think some people want to help injured wild animals?
13. What's an oil spill and how does the oil spill?
14. What kind of oil can cause danger to animals?
15. Can you prevent oil spills around your home?
16. How do you think oil spills might affect wild animals?
17. Could oil spills kill wild animals?
18. What kind of animals might be affected by oil spills?
19. Do you think oil spills just happen around water?
20. Can animals affected by oil spills be released back into the wild?

Comprehension Questions & Writing Prompts

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. Imagine that you are a rescue worker and you see river animals that need help because they are covered in oil. Draw a picture of what you see and name three ways you will help.

2. If you were a rescue worker, who would you ask to help you?

3. What is a dry suit? How are water birds' feathers like dry suits?

4. What can the rescue workers use to capture animals covered in oil?

5. Explain why rescue workers have to know a lot about how the animals live in the wild.

6. Why do pelicans and other water birds have special feathers that lock together?

7. What are some types of animals that might be affected by oil spills?

8. What are some types of oils that might spill and how do they spill into the environment?

9. Can the oil be dangerous to humans or just wild animals? if so, how do humans protect themselves from the oil?

10. Why would people need to protect themselves from the animals?

11. What are some things the people check for when an animal first comes in for help?

12. What are some of the things that the people do to clean the animals?

13. What are some things the people do to make sure the animals are safe while under their care?

14. Describe how they wash the animals.

15. What's the best part for the people after helping the animals?

What's Wrong With This Animal?

At Tri-State Bird Rescue and Research, veterinarians use an assessment chart to write down what is wrong with the animal they are examining. If you were helping an oiled pelican, how might you fill out this chart?

Date/Time Animal Rescued	Where Was The Animal Before He Came To Tri-State	Case Number: Band Color and Number
Male or Female:	Is it dehydrated? Yes/No	
Weight:	Approximate Age:	Temperature:
General Body Condition (Circle one)		
Fat Normal	Normal	Thin (too skinny)
Note areas with oil		
Head	Neck	Wings
Back	Breast	Beak
Belly	Tail	Legs/Feet
Other Concerns:		Name of Reviewer:

Fill in the Conjunction-English

Objective Core Language Arts: Use frequently occurring conjunctions.

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

and but or so because

Some animals need freshwater to live, _____ some animals need saltwater.

They are covered with oil _____ they cannot fly _____ swim.

The pelicans become cold _____ wet.

We rush to the scene _____ pick up as many oiled animals as we can.

Oil can be danerous for people too, _____ they were suites and gloves to protect themselves.

These are wild animals _____ they don't want to be here.

We flush his eyes _____ clean his mouth and nostrils.

Diving birds are also hard to clean _____ they can't stand like geese and ducks.

We try not to talk around them _____ to them.

It's not just oil that spills from ships _____ energy plants that can affect animals.

Fill in the Conjunction-Spanish

Objective Core Language Arts: Use frequently occurring conjunctions.

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

y pero o / ni entonces porque / ya que / por lo que

Algunos animales necesitan agua dulce para vivir, _____ otros necesitan agua salada.

Están cubiertos con petróleo, _____ no pueden volar y tampoco nadar.

Los pelícanos se mojarían _____ helarían.

Nos apuramos en llegar al lugar _____ tomamos la mayor cantidad posible de animales afectados por el petróleo.

El petróleo puede ser peligroso para las personas también, _____ vestimos trajes y guantes para protegernos.

Estos son animales salvajes _____ no quieren estar acá.

Enjuagamos sus ojos _____ limpiamos su boca y fosas nasales.

Este tipo de aves son complicadas _____ no pueden quedarse de pie como los gansos o los patos.

Tratamos de no hablarles _____ conversar cerca de ellos.

No solamente es el petróleo que se derrama de los barcos _____ plantas de energía lo que puede afectar a los animales.

Cross-Curricular Vocabulary Activities

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

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

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

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

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

Glossary/Vocabulary Words: Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

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

Build a word bank using words found in the story or For Creative Minds.

English	Spanish	Part of Speech
black	negra/o	adjective/adjectivo
clean	limpio	adjective/adjectivo
animals	animales	noun/sustantivo
cooking oil	aceite de cocinar	noun/sustantivo
crayfish	cangrejos	noun/sustantivo
dragonflies	libélulas	noun/sustantivo
drop	gota	noun/sustantivo
drysuit	traje de buceo	noun/sustantivo
ducks	patos	noun/sustantivo
feathers	plumas	noun/sustantivo
frogs	ranas	noun/sustantivo
geese	gansos	noun/sustantivo
helpers	ayudantes	noun/sustantivo
herons	garzas	noun/sustantivo
horseshoe crabs	cangrejos cacerola	noun/sustantivo
jet fuel	combustible de aviones	noun/sustantivo
newts	tritones	noun/sustantivo
oil	petróleo	noun/sustantivo
pelicans	pelícanos	noun/sustantivo
salamanders	salamandras	noun/sustantivo
swans	cisnes	noun/sustantivo
turtles	tortugas	noun/sustantivo
water	aqua	noun/sustantivo
become sick	enfermarse	verb/verbo
fly	volar	verb/verbo
live	vive	verb/verbo
rinse	enjuagar	verb/verbo
spills	se derrama	verb/verbo
swim	nadar	verb/verbo
wash	lavar	verb/verbo

Cross-Curricular Silly Sentences–English

1. On shore, two big _____ (noun) hop rather than fly. See how _____ (adjective) their bellies are? They are covered with _____ (noun). They cannot fly and they cannot _____ (verb)
2. Water birds—like pelicans, _____ (noun) , _____ (noun) , ducks, and geese—have special _____ (noun) that lock together like Velcro® to create a waterproof _____ (noun).
3. _____ (noun) spills affect many animals, not just pelicans. Everything that _____ (verb) in and near the water-_____ , crayfish, frogs, newts, _____ , dragonflies, and horseshoe crabs— can become coated with oil. Like birds, they too can _____ (verb). They may die.
4. The only way to help is to get the _____ (noun) off. To do this, we have to _____ (verb) and _____ (verb) them.
5. Washing and rinsing can take a long time and requires many _____ (noun). We may have to use _____ (number) tubs, each with a different amount of detergent in the tub.

Cross-Curricular Silly Sentences–Spanish

1. En la orilla dos _____ (sustantivo) saltan en lugar de volar. ¿Ves cómo están de _____ (adjetivo) sus barrigas? Están cubiertos con _____ (sustantivo) . No pueden volar y tampoco _____ (verbo).
2. Las aves de agua como los pelícanos, _____ (sustantivo), _____ (sustantivo), patos y gansos tienen _____ (sustantivo) especiales que se ajustan como el Velcro® para crear un _____ (sustantivo) a prueba de agua.
3. Los derrames de _____ (sustantivo) afectan a muchos animales, no solamente a los pelícanos. Todo lo que _____ (verbo) cerca y en el agua—salamandras, cangrejos, ranas, tritones, _____ _____, libélulas y cangrejos cacerola—puede quedar cubierto con petróleo. Al igual que los pájaros, ellos también podrían _____ (verbo). Podrían morir.
4. La única forma de ayudarles es quitarles el _____ (sustantivo). Para hacer esto tenemos que _____ (verbo) y enjuagarles.
5. Lavar y enjuagar puede tomar mucho tiempo y requiere de muchos _____ (sustantivo). Puede que tengamos que usar _____ (numero) _____ tinas, cada una con una cantidad diferente de detergente.

oil spill / los derrames de petróleo

my definition	my drawing

wild animals / animales salvajes

my definition	my drawing

water birds / las aves de agua	
my definition	my drawing

wash & rinse / lavar y enjuagar	
my definition	my drawing

Math: Normal Body Temperatures

Objective Core Mathematics Measurment: Describe measurable attributes of objects. Describe several measurable attributes of a single object.
Math, Operations & Algebraic Thinking, Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Birds, General	40˚ C	104˚ F
Cat	39˚ C	100˚ F
Chicken	44˚ C	105˚ F
Dairy cow	38˚ C	100˚ F
Dog	38˚ C	100˚ F
Goat	38˚ C	100˚ F
Horse	37˚ C	99˚ F
Human	37˚ C	98.6˚ F
Pig	39˚ C	102˚ F
Rabbit	40˚ C	104˚ F
Sheep	39˚ C	102˚ F

This chart gives approximate normal body temperatures in Celsius and Fahrenheit.

Which animal has the highest normal body temperature?

Which animal has the lowest normal body temperature?

Which animals have the same or similar normal body temperatures?

Put the animals in order from warmest normal body temperature to coolest.

By how many degrees is a bird's nomral body tempeature warmer than a human's? You may round if you haven't learned about decimals yet.

By how many degrees is a general bird's temperature warmer than a chicken's?

Which animal has a normal body temperature close to a human's?

Answers

Fill in the conjunction-English

Some animals need freshwater to live (and, but) some animals need saltwater.

They are covered with oil so they cannot fly or swim.

The pelicans become cold and wet.

We rush to the scene and pick up as many oiled animals as we can.

Oil can be dangerous for people too, so we wear suits and gloves to protect ourselves.

These are wild animals and they don't want to be here.

We flush his eyes and clean his mouth and nostrils.

Diving birds are also hard to clean because they can't stand like geese and ducks.

We try not to talk around them or to them.

It's not just oil that spills from ships or energy plants that can affect animals.

Fill in the conjunction-Spanish

Algunos animales necesitan agua dulce para vivir, (y, pero) otros necesitan agua salada.

Están cubiertos con petróleo, entonces no pueden volar y tampoco nadar.

Los pelícanos se mojarían y helarían.

Nos apuramos en llegar al lugar y tomamos la mayor cantidad posible de animales afectados por el petróleo.

El petróleo puede ser peligroso para las personas también, por lo que vestimos trajes y guantes para protegernos.

Tratamos de no hablarles ni conversar cerca de ellos.

Answers Silly Sentences English

On shore, two big pelicans hop rather than fly. See how black their bellies are? They are covered with oil. They cannot fly and they cannot swim.

Water birds—like pelicans, swans, herons, ducks, and geese—have special feathers that lock together like Velcro® to create a waterproof drysuit.

Oil spills affect many animals, not just pelicans. Everything that lives in and near the water—salamanders, crayfish, frogs, newts, turtles, dragonflies, and horseshoe crabs— can become coated with oil. Like birds, they too can become sick. They may die.

The only way to help is to get the oil off. To do this, we have to wash and rinse them.

Washing and rinsing can take a long time and requires many helpers. We may have to use six tubs, each with a different amount of detergent in the tub.

Answers Silly Sentences Spanish

En la orilla dos pelícanos saltan en lugar de volar. ¿Ves cómo están de negras sus barrigas? Están cubiertos con petróleo. No pueden volar y tampoco nadar.

Las aves de agua como los pelícanos, cisnes, garzas, patos y gansos tienen plumas especiales que se ajustan como el Velcro® para crear un traje de buceo a prueba de agua.

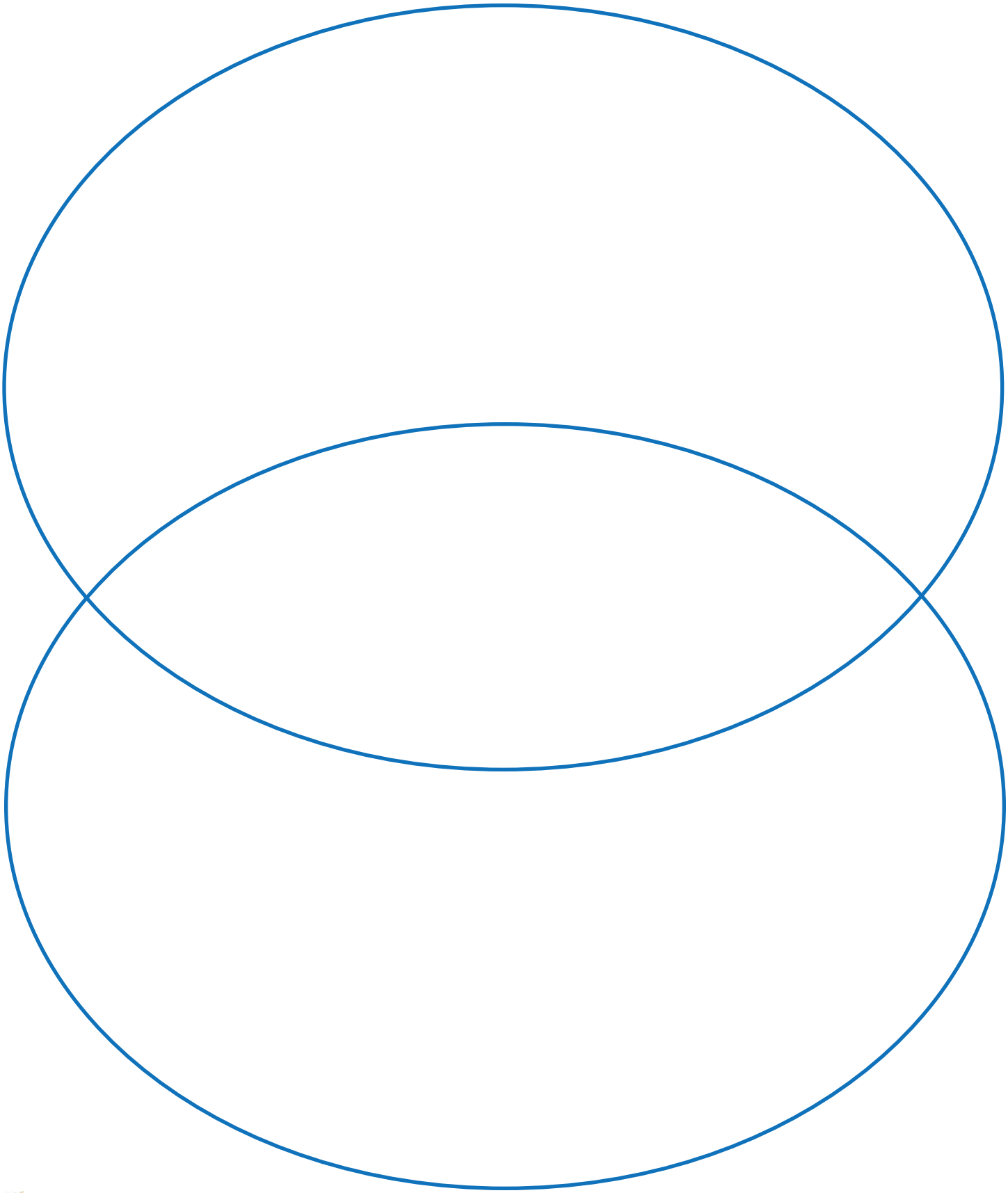
Los derrames de petróleo afectan a muchos animales, no solamente a los pelícanos. Todo lo que vive cerca y en el agua—salamandras, cangrejos, ranas, tritones, tortugas, libélulas y cangrejos cacerola – puede quedar cubierto con petróleo. Al igual que los pájaros, ellos también podrían enfermarse. Podrían morir.

La única forma de ayudarles es quitarles el petróleo. Para hacer esto tenemos que lavarles y enjuagarles.

Lavar y enjuagar puede tomar mucho tiempo y requiere de muchos ayudantes. Puede que tengamos que usar seis tinas, cada una con una cantidad diferente de detergente.

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 two animals and how the helpers cared for them.