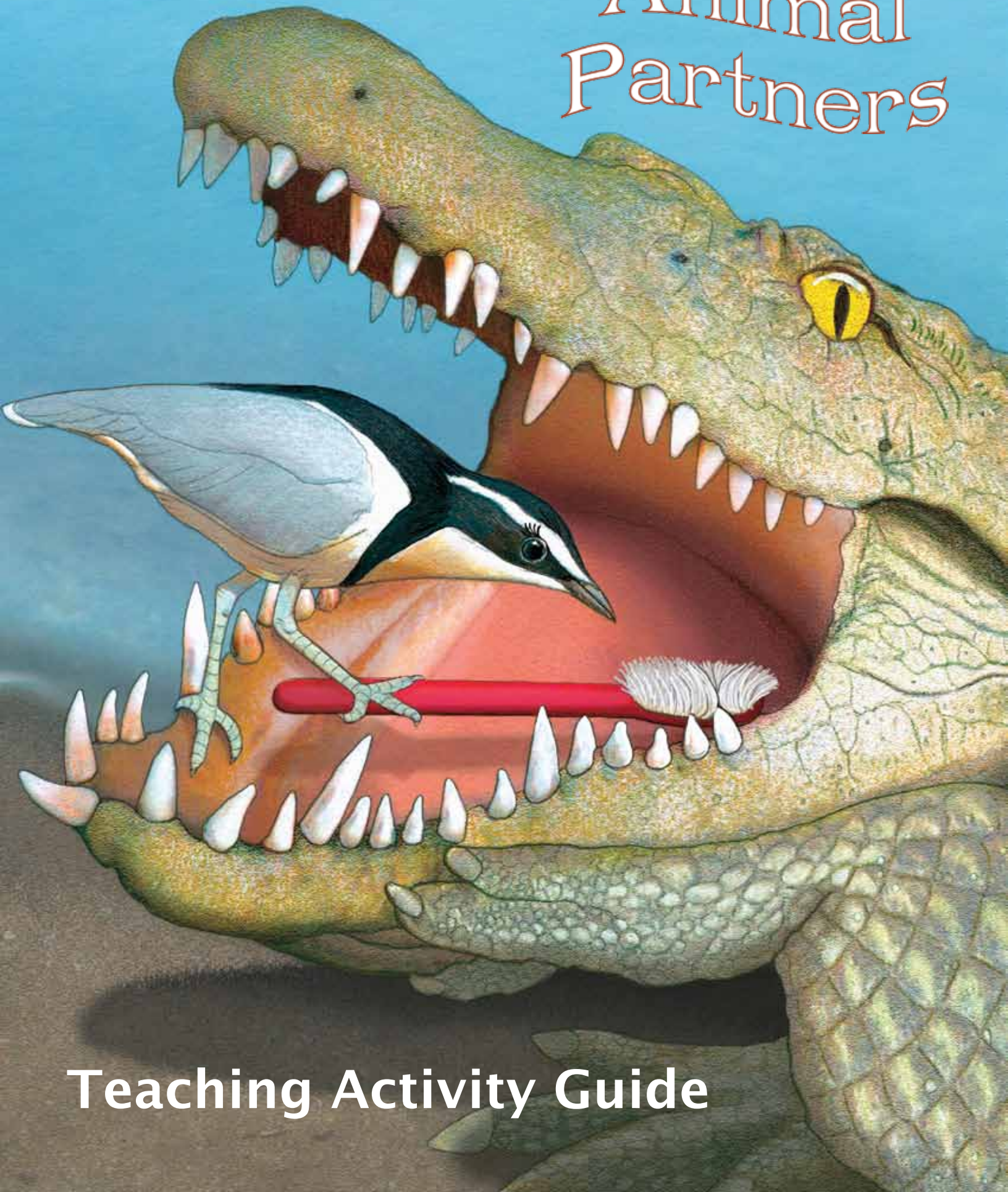


Animal Partners

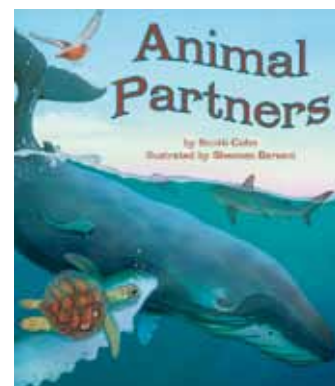


Teaching Activity Guide

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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.

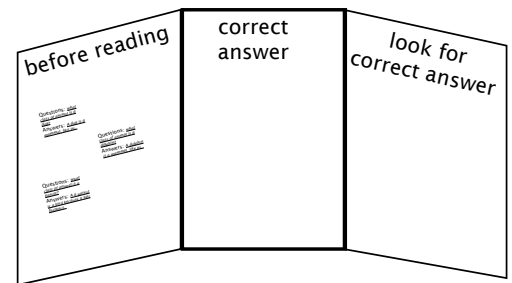
Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels 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.

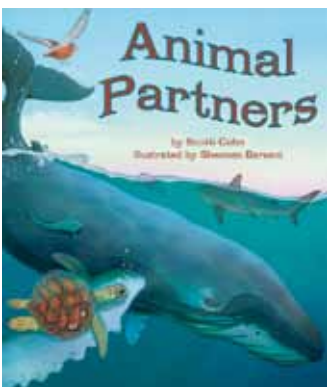
After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

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



What are some ways that animals rely on other kinds of animals for their survival?

Can you give examples of two different animals that rely on each other for survival?

What are some ways that animals might help each other?

Can animals ever hurt each other?

Comprehension Questions

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

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Retell stories, including key details, and demonstrate understanding.

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

What kind of animal was the “table” for the birds having plankton tea at the disastrous dinner party?

What kind of animal cleans the crocodile’s teeth?

What kind of animal hitches a ride on the sea turtle’s shell?

What kind of animal eats fleas off of the forest mouse’s coat and “home?”

What kind of animal does the pom-pom crab hold and wave to scare off predators?

What kind of animal picks ticks off warthogs?

What kind of animal changes colors to hide on other animals?

What kind of insect hitches rides on flies?

What kind of fish hides inside the stinging tentacles of a “Man-of-War?”

What kind of animal picks ticks off of rhinos?

What kind of animal hitches a ride on sharks?

What kind of animals do wrasses clean?

Sally Lightfoot Crabs eats algae off of what kind of animal?

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. The glossary has some high-level words. Feel free to use only those words as fit your situation.

Using the Words: The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

Silly Sentence Structure Activity: This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

Word Bank

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

Adjective	Noun			Verb
bright	algae	fur	rhinoceros	clean
open-mouthed	Atlantic horse mackerel	gill	Sally lightfoot crab	cling
symbiotic	barnacle	herd	sea anemone	dine
	beetle	insect	sea cucumber	eat
	boxer crab	marine iguana	sea turtle	sleep
	bug	mongoose	shark	swim
	burrow	mouth	skin	
	color	mutualism	team	
	commensalism	observation	teeth	
	Costa Rican cloud-forest mouse	parasite	tentacle	
	crocodile	parasitism	tick	
	eel	partnership	tickbird	
	Egyptian plover	pincer	warthog	
	emperor shrimp	pod	whale	
	false scorpion	Portuguese man-of-war	wrass	
	family	predator		
	fish	prey		
	flea	red phalarope		
	fly	relationship		
	flock	remora		

Cross-Curricular: Silly Sentences

1. When _____
nouns come to the surface for air, red phalaropes (a type of sea bird) _____
verb _____
nouns from their backs.
2. _____
noun are sometimes called “crocodile birds” based on _____
nouns that these plovers pluck bits of meat from the teeth of _____
adjective.
3. Up to _____
number beetles _____
verb to the Costa Rican cloud-forest mouse’s _____
noun and _____
noun, eating _____
nouns.
4. When the mouse _____
verbs, the beetles _____
verb bugs in the mouse’s _____
noun.
5. Banded mongooses _____
verb _____
nouns from warthogs.
6. Tickbirds eat _____
nouns and _____
nouns from the backs of rhinoceroses.
7. Sally lightfoot crabs eat _____
noun from marine iguanas.
8. At a “cleaning station,” _____
nounes eat _____
noun and _____
noun from fish and eels. They might even _____
verb into the mouth and _____
noun of the fish being cleaned!

Language Arts: Word Families & Rhyming Words

Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.

Word families are groups of words that have some of the same combinations of letters in them that make them sound alike...or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent 'i'), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the poem.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

Rhyming words are:

spree

and

free

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

weave

and

leave

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

tree

and

me

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

clean

and

screen

They are / are not from the same word family.

Other words that rhyme are:

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.

	Animals		
Appendages	Legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
Feet or hands: if they have, may have more than one	claws		
	web		
	toes		
	opposable thumbs/toes		
	hooves		
Movement: may have more than one	walks/runs		
	crawls		
	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		
Metamorphis?	complete		
	incomplete		
	none		
Teeth	sharp		
	flat		
	no teeth (bill/beak)		
Food	plant eaters (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

	Animals		
Appendages	Legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
Feet or hands: if they have, may have more than one	claws		
	web		
	toes		
	opposable thumbs/toes		
	hooves		
Movement: may have more than one	walks/runs		
	crawls		
	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		
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	dry scales or bony plates		
	moist scales		
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	hard outer shell		
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	bright, vivid colors		
Gets oxygen	lungs		
	gills		
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	cold-blooded (ectothermic)		
Babies	born alive		
	hatch from eggs		
	born alive or hatch from eggs		
Metamorphis?	complete		
	incomplete		
	none		
Teeth	sharp		
	flat		
	no teeth (bill/beak)		
Food	plant eaters (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.



mackerel/Portuguese man-of-war



beetle/Costa Rican cloud-forest mouse



mongoose/warthog



emperor shrimp/sea cucumber



wrasse/eel



tickbird/rhinoceros



marine iguana/Sally lightfoot crab



shark/remora

Science Journal (Vocabulary)

symbiotic relationship

my definition

my drawing

mutualism

my definition

my drawing

commensalism

my definition

my drawing

parasitism

my definition

my drawing

Map Activity

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

Animals live in different kinds of habitats all over the world. Some live in the salty ocean, while others live in freshwater lakes or rivers. On land, some animals live in deserts, forests, grasslands, or even the cold polar regions of the Earth. And then some animals only live on certain continents or islands and no where else. For example, the Sally lightfoot crab only lives in the Galapagos Islands off of the coast of South America and rhinoceroses only live on the continent of Africa.

Using the images in the Animal Sorting Card section of these activities, place the animals on a world map (there's a map in the Appendix or you can use one of your own).

All of the water-living animals in the book live in the ocean. Place those animals in any ocean.

The crocodile and Egyptian plover live in Egypt in Northern Africa.

The Costa Rican cloud-forest mouse and his beetles live in Costa Rica, Central America.

Mongoose and warthogs live in Africa.

Flies and false scorpions live on all continents except Antarctica.

Rhinoceros and tickbirds live in Africa.

The Sally lightfoot crab and marine iguanas live in the Galapagos Islands off the Western Coast of Ecuador in South America.

Animal Partners



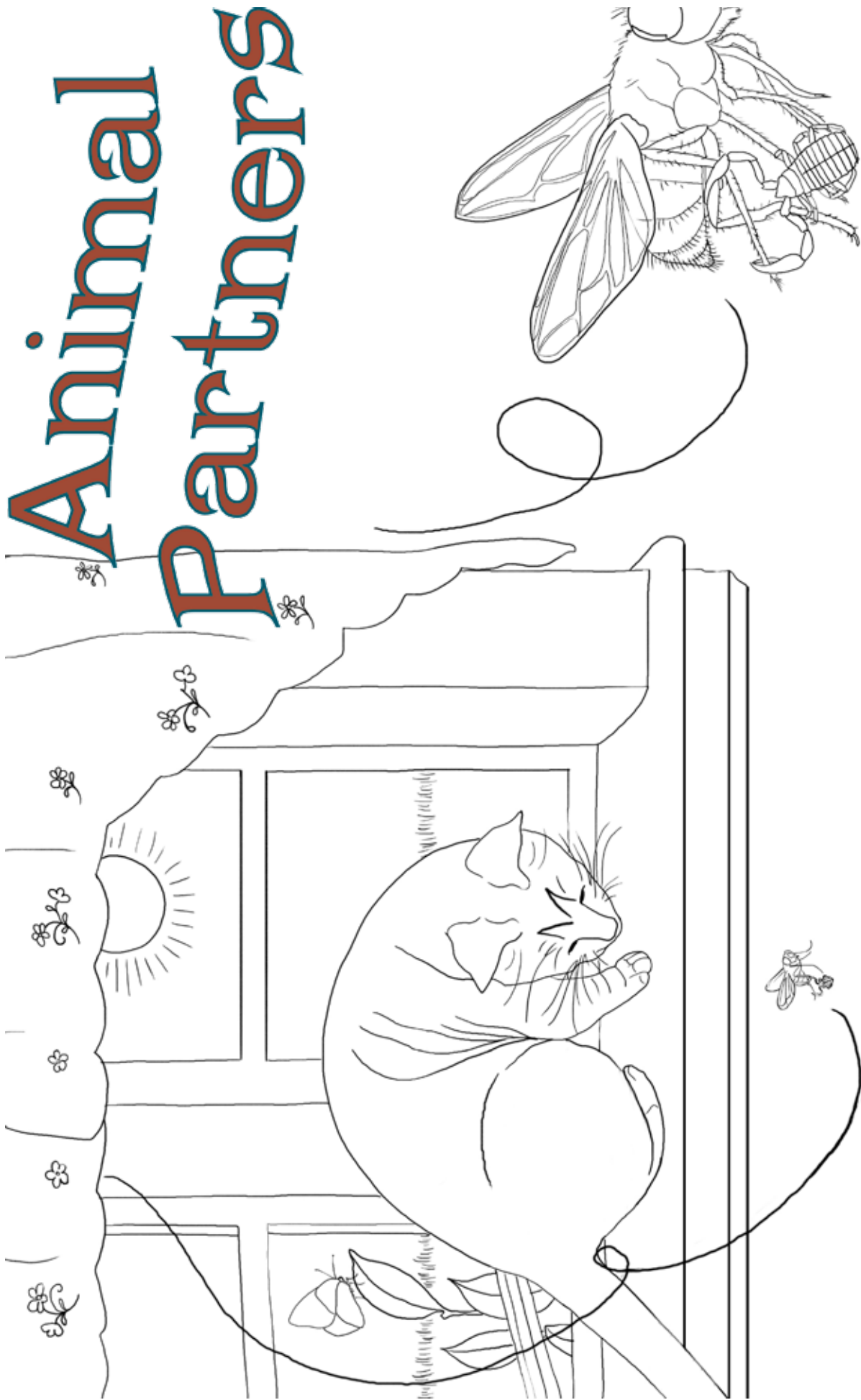
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2014

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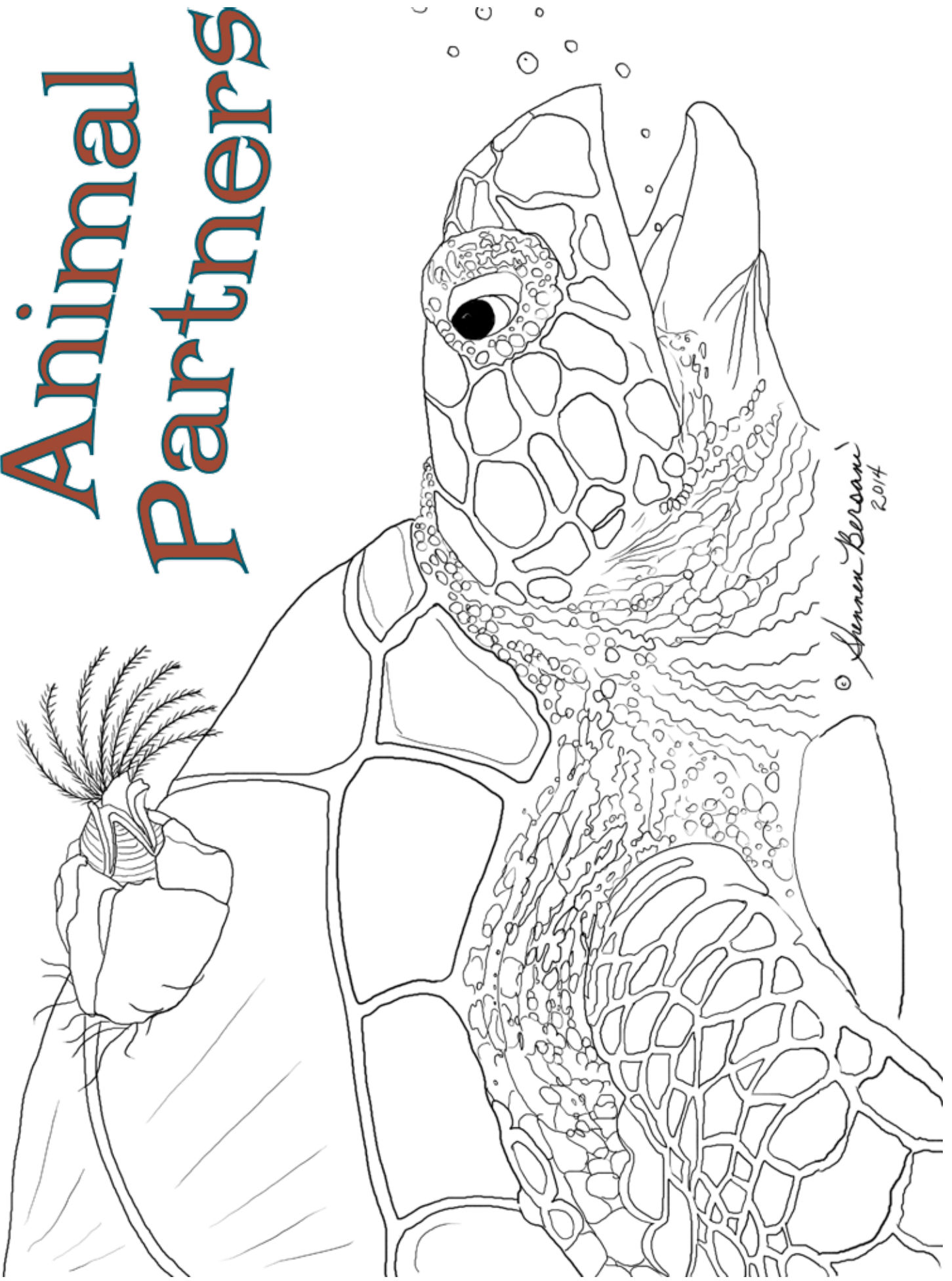
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Answers

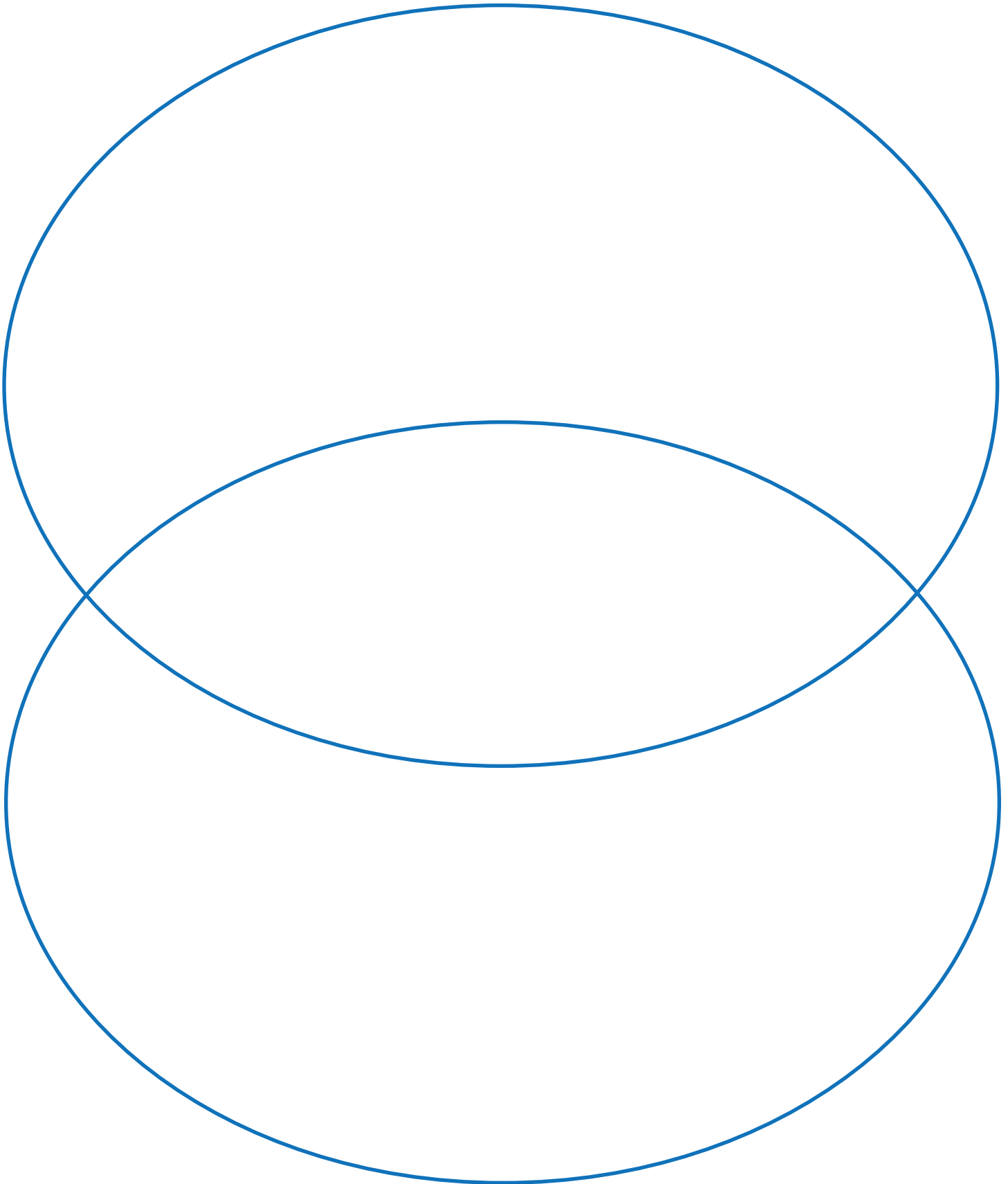
1. When whales come to the surface for air, red phalaropes (a type of sea bird) eat parasites from their backs.
2. Egyptian plovers are sometimes called “crocodile birds” based on observations that these plovers pluck bits of meat from the teeth of open-mouthed crocodiles.
3. Up to thirteen beetles cling to the Costa Rican cloud-forest mouse’s fur and face, eating fleas.
4. When the mouse sleeps, the beetles eat bugs in the mouse’s burrow.
5. Banded mongooses eat ticks from warthogs.
6. Tickbirds eat ticks and flies from the backs of rhinoceroses.
7. Sally lightfoot crabs eat algae from marine iguanas.
8. At a “cleaning station,” wrasses eat parasites and algae from fish and eels. They might even swim into the mouth and gills of the fish being cleaned!

Appendix A—“What Children Know” Cards

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

Appendix B—Venn Diagram

Compare and contrast two



Appendix C—World Map

