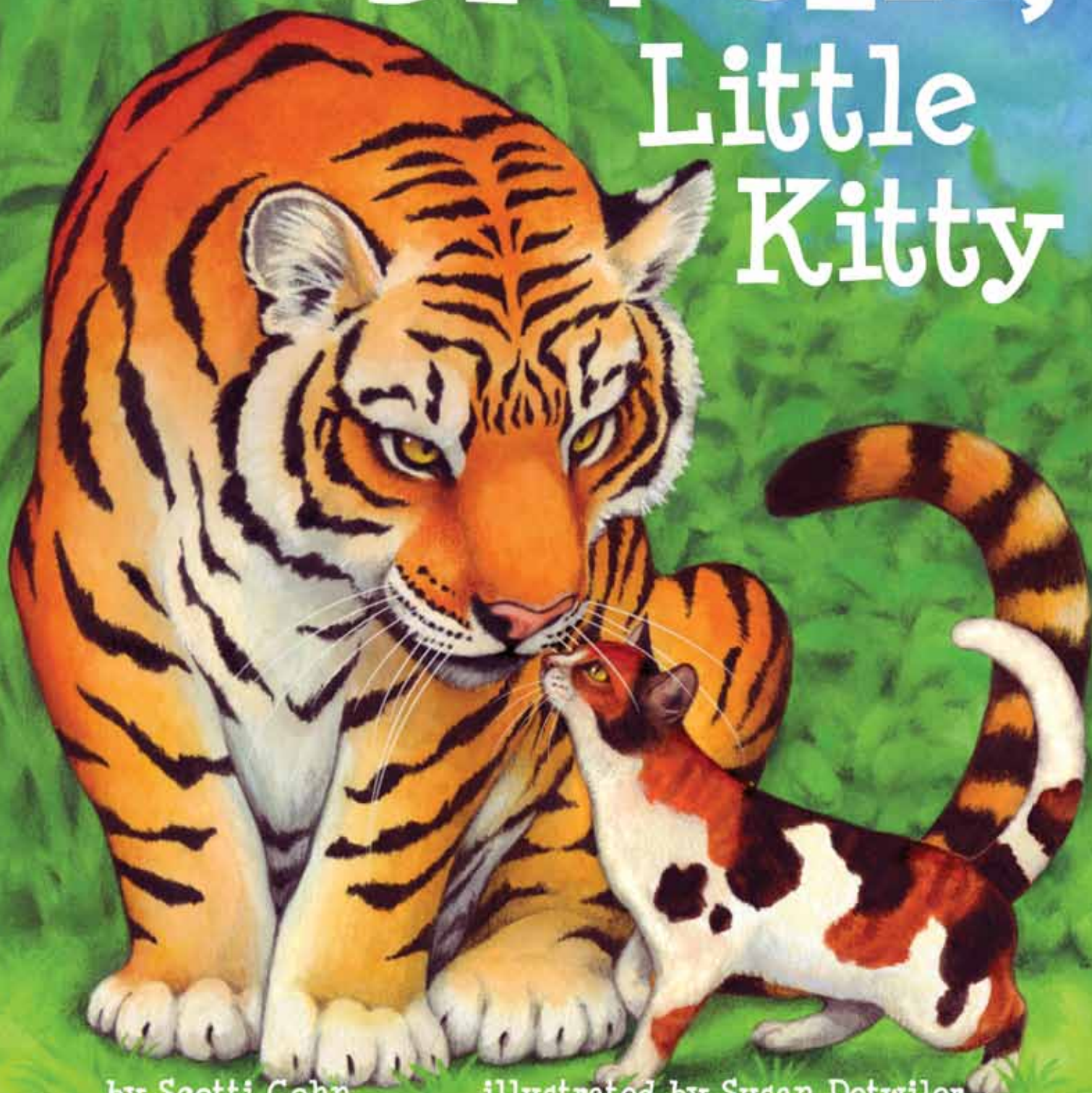


# Teaching Activity Guide

## BIG CAT, Little Kitty



by Scotti Cohn

illustrated by Susan Detwiler

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# How to Use This Activity Guide

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.

**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. 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.

**Silly Sentence Structure Activity:** 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 information in the book.

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

## 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 the animal pictured on it. The card hangs down the back. The children get to ask each person one “yes/no” question to try to guess their animals. If a child does not know the answer, they should say they 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, can 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.

## 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.



# What Do Children Already Know?

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Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

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

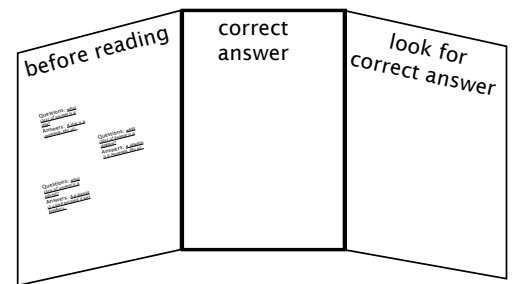
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

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

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

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

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



## Pre-Reading Questions

---

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.

Where do you think cats live?

What are “big cats?”

What are some adaptations that allow cats to survive in their habitat?

What do cats eat?

What kinds of food do you think pet cats would eat if they were in the wild?

List some cats (other than the pet cats)?

Do all cats purr?

# Thinking It Through & Writing Prompts

---

Do you think everything in the story could be true? *Do animals really talk to each other or have human traits?*

If the author used talking animal or gave the animals human traits, could the story have been told differently? How?

What does the word feline mean? Describe different ways that the word is used

Write a song or poem about a cat.

Can you think of another title for the book?

If you were a cat, which kind would you want to be? Why?

Does this story remind you of any other story that you've read? If so, which one, and how are they alike?

Choose a big cat and a little cat. Compare and contrast the two animals.

Cats live in many different habitats. Choose a cat and describe its habitat as if you are the cat.

Have you ever seen a big cat? If so, describe where you saw it and what it was doing.

What is one adaptation that cats have, that you would like to have? How would you use your new adaptation and why is it important that cats already have the adaptation?

# 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. If you do not have classroom sets of the book, it is helpful to project an illustration on a whiteboard. Check Web site ([www.ArbordalePublishing.com](http://www.ArbordalePublishing.com)) for book “previews” that may be used.

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.

## 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, using the word correctly.
- 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.



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

FELINE

POUNCE

GROWL

JAGUAR

LEOPARD

TIGER

BOBCAT

PURR

COUGAR

CHEETAH

LION

PREY



# Cat Card Activities

---

See page 3 for some general ideas on using cards.

## Cat Classification

How would YOU sort cats into smaller, scientific groups?

We know that scientists sort by whether the cat roars or not. What are some other features (attributes) that could be used to sort cats?

Pick an attribute and see if you can sort these cats into two or three different groups.

Depending on how you sort, are there any cats that could go into more than one group?

If so, into which group would you put it and why?

## Who Am I?

If playing “Who Am I?” (described on page 3), here are some ideas for “yes/no” questions:

Do I purr?

Do I roar?

Do I have stripes?

Do I have spots?

Am I all one color?

Am I wild?

Am I a pet?

Do I live in North America? (pick continent)

Do I live in the rainforest? (pick habitat)

Do I live in a group (pride)? (lions are the only cats that live in a social group)

## General Sorting

Children could sort by cats by:

fur color or designs

habitats

continent to which cats are native

# Animal Cards



bobcat:  
*Lynx rufus*



cheetah:  
*Acinonyx jubatus*



cougar:  
*Puma concolor*



domestic (pet) cat:  
*Felis catus*

jaguar:  
*Panthera onca*



lion:  
*Panthera leo*



snow leopard:  
*Uncia uncia*



tiger:  
*Panthera tigris*



domestic (pet) cat:  
*Felis catus*



domestic (pet) cat:  
*Felis catus*



# Adaptations

---

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes. Here are a few different types of adaptations.

## Physical Adaptations

### body parts

teeth—depends on type of food eaten  
feet, flippers, fins—ability to move  
placement of eyes  
gills, lungs, or other—how does the animal get oxygen  
ears—or how the animal hears/senses

### body coverings

hair or fur  
feathers  
scales  
moist skin

### camouflage and protection

color of skin or pattern to blend into background  
mimicry: pretending to be something else to fool predators  
poisonous or stinky smells

## Behavioral Adaptations

instinct: behaviors or traits that the animals are born with  
learned behavior: traits that animals learn to improve their chances of survival or to make their life easier  
social groups versus solitary living  
communication with other animals  
defense/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



# Science Journal

---

## Feline

my definition

my drawing

## Roar

my definition

my drawing

# Domestic Cat

my definition

my drawing

# Whiskers

my definition

my drawing

# Learned or Inherited?

**Learned behavior:** Behavior that is obtained by observing, practicing, or experimenting.

**Inherited behavior:** Behavior received from parents and ancestors through genetics; instinct; born knowing it.

Circle whether you think the behavior is learned or inherited:

- |  |         |           |
|--|---------|-----------|
| 1. A dog barks, a duck quacks.                   | learned | inherited |
| 2. A dog sits when told to.                      | learned | inherited |
| 3. A human baby cries.                           | learned | inherited |
| 4. Animals migrate (birds, butterflies, whales). | learned | inherited |
| 5. People smile or dogs wag tails when happy.    | learned | inherited |
| 6. Cats mark their territory (scratching, etc.). | learned | inherited |
| 7. Pet cats meow.                                | learned | inherited |
| 8. Cats quietly sneak up on prey.                | learned | inherited |
| 9. Lions roar.                                   | learned | inherited |
| 10. Cats chase prey.                             | learned | inherited |

## True or False?

---

Circle whether you think the statement is true or false:

1. T/F All cats purr when happy.
2. T/F Some cats roar.
3. T/F Except for mothers with kittens, all cats live alone.
4. T/F Most cats mark their territories to warn others to stay away.
5. T/F Cats can feel with their whiskers.
6. T/F Cats eyes act like flashlights at night.
7. T/F Cheetahs are fast runners.
8. T/F Many scientists believe that pet (domestic) cats descended from cats in Africa.
9. T/F All cats are warm and cuddly and would make good pets.
10. T/F Snow leopards are native to Alaska and Canada.
11. T/F Jaguars are native to Africa.
12. T/F Cougars, panthers, and pumas are all different names for the same animal.
13. T/F Tigers' stripes help to camouflage them in the jungle.
14. T/F Bobcats are pet (domestic) cats that have gone wild..
15. T/F Feral cats are pet (domestic) cats that have gone wild.

## Math: Measuring (compare & contrast)

Animals come in all shapes and sizes. Some animals are so small, they can only be seen with a microscope. Other animals (blue whales) are so big that they are the size of a school bus when they are born!

An average adult male lion is 8 or 9 feet (2.4 to 2.7 m) long and stands about 4 feet (@1.2 m) tall.

What standard measuring tool would you use to measure something in:

Inches or centimeters

Feet or meters

Pounds or kilograms



Try to imagine how big the lion is compared to something you know. How many “things” would equal it?

How big is that 8-foot length?

Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big 8 feet is on the playground, sidewalk, or driveway.

If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size of the wingspan?







| Cat          | Approximate Average Weight |             |
|--------------|----------------------------|-------------|
|              | lbs                        | kg          |
| Bobcat       | 29.3 lbs                   | 5.8-13.3 kg |
| Cheetah      | 99 lbs                     | 30-45 kg    |
| Cougar       | 187 lbs                    | 30-85 kg    |
| Jaguar       | 220 lbs                    | 40-100 kg   |
| Lion         | 495 lbs                    | 110-225 kg  |
| Pet cats     | 9 lbs                      | 3.3-4.5 kg  |
| Snow Leopard | 121 lbs                    | 35-55 kg    |
| Tiger        | 671 lbs                    | 65-305 kg   |

How much do you weigh? \_\_\_\_\_

Which cat weighs about the same as you do? \_\_\_\_\_

What are some things around you or some things that you have, that weigh about the same amount as each cat?

Bobcat \_\_\_\_\_

Cheetah \_\_\_\_\_

Cougar \_\_\_\_\_

Jaguar \_\_\_\_\_

Lion \_\_\_\_\_

Pet cat \_\_\_\_\_

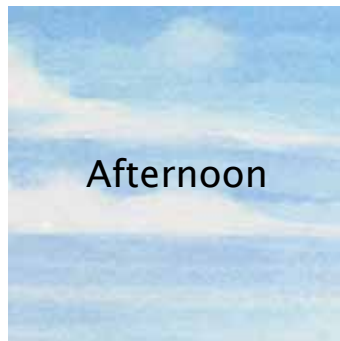
Snow leopard \_\_\_\_\_

Tiger \_\_\_\_\_

# Days of the Week and Time of Day?







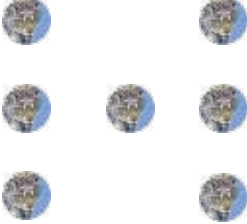

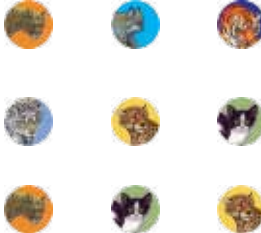
Fill in the days of the week, in order.

What time of day did each of the cats do something?



| Day | Big Cat | Little Cat |
|-----|---------|------------|
|     |         |            |
|     |         |            |
|     |         |            |
|     |         |            |
|     |         |            |
|     |         |            |
|     |         |            |
|     |         |            |

# Math Cards

|  |   |
|--|---|
| <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>  |   |

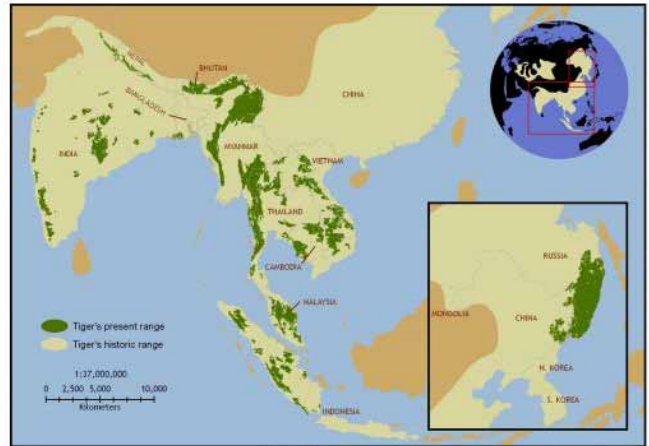
# Map Activity

Using these maps as a reference, color the areas where these animals live on the blank map (in appendix). Click on the animal name to go to the map source.

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



bobcats



tigers



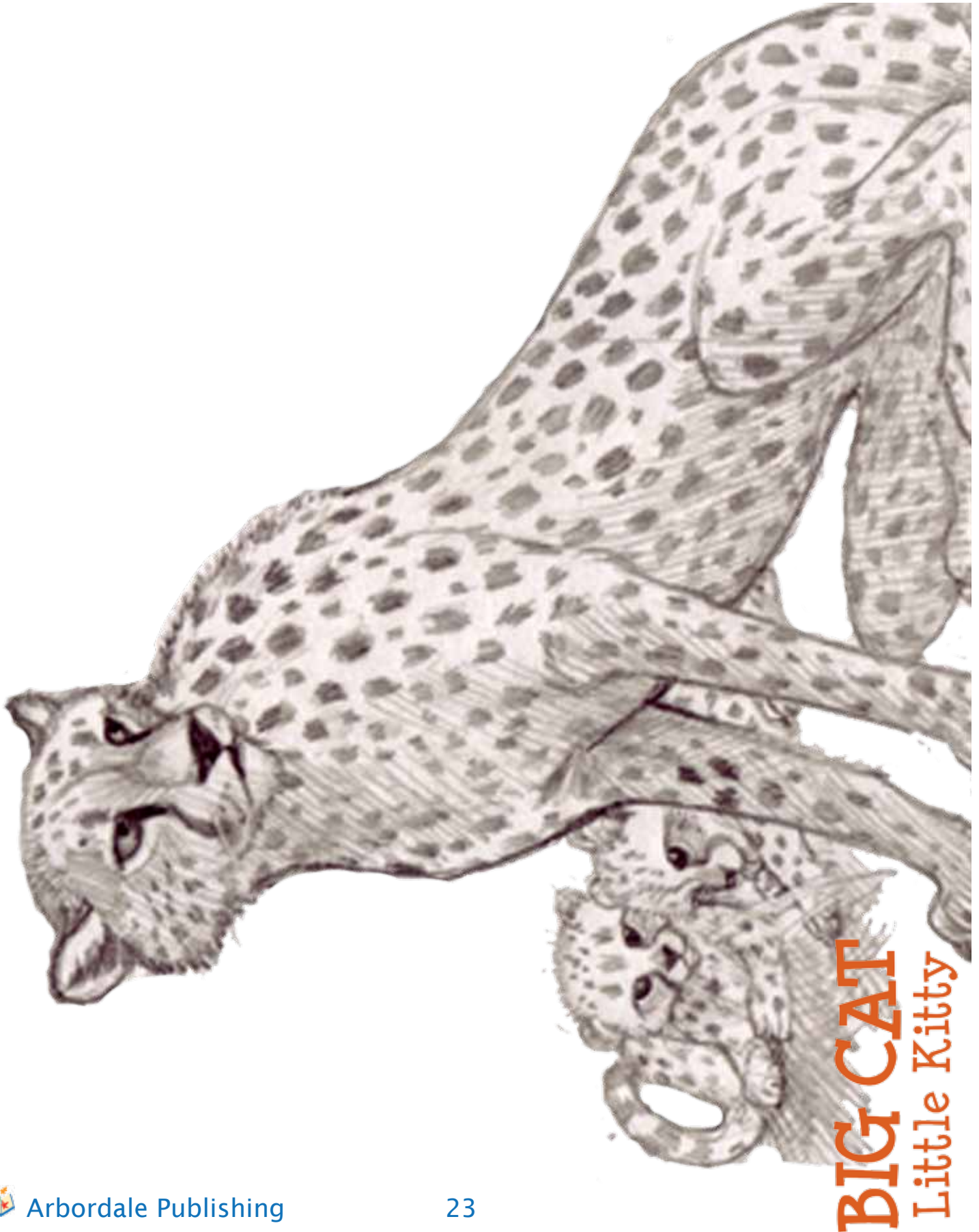
lions



cougars

# Coloring Pages

Draw the cats' habitats and color.







**BIG CAT**  
Little Kitty

# BIG CAT

Little Kitty



# Glossary

| Word                 | Definition  | Part of Speech | Spanish               |
|----------------------|---|----------------|-----------------------|
| big                  | large (size, height, or amount)   | adjective      | grande                |
| blaze                | something that resembles the blaze of a fire                                | adjective      | fuego                 |
| domestic             | animals that have been tamed for human use                                  | adjective      | doméstico             |
| dry                  | not wet or moist  | adjective      | seco                  |
| fluff                | fur of a cat  | adjective      | pelusa                |
| fresh-cut            | recently cut or trimmed   | adjective      | recién cortadas       |
| frosty               | covered with a thin white layer of ice that looks like powder; cold, chilly | adjective      | helado                |
| frozen               | treated or affected by freezing   | adjective      | congelado             |
| icy                  | covered with ice, or extremely cold   | adjective      | helado                |
| large/larger/largest | bigger than usual, bigger than that, the biggest of all                     | adjective      | mas grande            |
| little               | small in size or extent (Dolce) Sight word, Pre-K)                          | adjective      | poco                  |
| long                 | a considerable time or distance   | adjective      | largo                 |
| lucky                | something good happening  | adjective      | suerte                |
| orange               | a color   | adjective      | naranjado, anaranjado |
| prickly              | full of or covered with prickles  | adjective      | espinoso              |
| rose-shaped          | like the pattern of a rose  | adjective      | en forma de rosa      |
| rough                | uneven, coarse  | adjective      | áspero                |
| sharp                | a pointed end or an edge that can cut something                             | adjective      | cortante, filosas     |
| silvery              | like silver   | adjective      | plateado              |
| smoky                | a lot of smoke  | adjective      | lleno(a) de humo      |

| <b>Word</b> | <b>Definition</b>  | <b>Part of Speech</b> | <b>Spanish</b> |
|-------------|--|-----------------------|----------------|
| soft        | yielding readily to touch or pressure; easily penetrated, divided, or changed in shape, gentle or mild | adjective             | blando, suave  |
| thick       | heavy, full  | adjective             | grueso         |
| towering    | much taller than other things around it  | adjective             | elevado        |
| vast        | very large   | adjective             | inmenso(a)     |
| warm        | having a comfortable amount of heat (Dolce) Sight word, grade 3  | adjective             | caliente       |
| wild        | in a natural state, not tame   | adjective             | salvaje        |
| young       | someone or something that has not been alive for long  | adjective             | joven          |
| slowly      | moving or happening at a slow rate, opposite of quickly  | adverb                | despacio       |
| afternoon   | the time of day from noon to evening   | noun                  | tarde          |
| backward    | the area in the back of a house  | noun                  | atrasado       |
| baseboard   | a molding covering the joint of a wall and the adjoining floor   | noun                  | zócalo         |
| behavior    | an organism's actions and responses to its environment and other organisms in that same environment    | noun                  | conducta       |
| bench       | a long seat for two or more people   | noun                  | banco          |
| blur        | something moving or occurring too quickly to be clearly seen   | noun                  | mancha         |
| burrow      | an animals' hole or excavation in the ground used shelter or habitation                                | noun                  | madriguera     |

| <b>Word</b> | <b>Definition</b>  | <b>Part of Speech</b> | <b>Spanish</b> |
|-------------|--|-----------------------|----------------|
| claw        | a sharp, curved nail on the toe of an animal   | noun                  | garras         |
| creek       | a natural stream of water normally smaller than a river  | noun                  | arroyo         |
| dawn        | the first appearance of light in the morning followed by sunrise   | noun                  | amanecer       |
| evening     | the period of time at the end of the day, usually from about 6 p.m. to bedtime   | noun                  | por la noche   |
| eye         | the organs with which we see; 2) the center of a tropical storm or hurricane, with a roughly circular area of light winds and rain-free skies. | noun                  | ojo            |
| feet        | the plural form of foot  | noun                  | pies           |
| feline      | a cat or a member of the cat family  | noun                  | felino         |
| garden      | a plot of ground where herbs, fruit, flowers, or vegetables can grow   | noun                  | jardín         |
| grass       | plant suitable for grazing animals   | noun                  | hierba         |
| ground      | the solid part of the Earth's surface  | noun                  | tierra         |
| hips        | part of a mammal's body where the legs attach  | noun                  | las caderas    |
| hole        | an opening in or through something   | noun                  | hueco, agujero |
| home range  | territory, the area that an individual animal calls its own  | noun                  | territorio     |
| jungle      | tropical or temperate forest with an average of over 60 inches (152 cm) of rain a year (another word for rainforest)                           | noun                  | selva          |

| <b>Word</b>  | <b>Definition</b>   | <b>Part of Speech</b> | <b>Spanish</b>  |
|--------------|---|-----------------------|-----------------|
| lake         | a body of water entirely surrounded by land   | noun                  | lago            |
| ledge        | a narrow flat surface or shelf  | noun                  | repisa          |
| light        | brightness from the sun or man-made source, allowing one to see in the dark (Dolce) Sight word, grade 3   | noun                  | ligero, luz     |
| lilacs       | a European shrub of the olive family with fragrant flowers  | noun                  | lila            |
| moon         | the natural satellite of the earth, orbiting it every 28 days and shining by reflected light from the sun; any natural body that revolves around a planet | noun                  | luna            |
| morning      | the time of day from sunrise to noon  | noun                  | mañana          |
| mountain     | a landmass that projects above it's surroundings  | noun                  | montaña         |
| night        | time of darkness between sunset and sunrise   | noun                  | noche           |
| panther      | another word for cougar or puma   | noun                  | pantera         |
| patterns     | regular, reoccurring events in nature, shapes, designs, and sets of numbers   | noun                  | patrón          |
| paw          | the foot of an animal that has claws  | noun                  | pata            |
| pet          | an animal kept in people's homes  | noun                  | domésticos      |
| picnic table | an outside table made of wood   | noun                  | mesa de picnic  |
| plains       | a region of flat, treeless land   | noun                  | llanura         |
| playground   | a piece of land with play facilities for recreation, usually for children   | noun                  | patio de recreo |



| <b>Word</b> | <b>Definition</b>  | <b>Part of Speech</b> | <b>Spanish</b>    |
|-------------|--|-----------------------|-------------------|
| pond        | a relatively small body of standing, fresh water; usually shallow enough for sunlight to reach the bed               | noun                  | estanque          |
| porch       | a covered area attached to an entrance of a building   | noun                  | porche            |
| prey        | an animal that is hunted, killed, and eaten by other animals   | noun                  | presa             |
| race        | a variety of a species; a subspecies   | noun                  | mapache           |
| rainforest  | tropical or temperate forest with an average of over 60 inches (152 cm) of rain a year                               | noun                  | selva             |
| rock        | earth material made of minerals  | noun                  | roca              |
| screech     | a high, shrill, piercing cry   | noun                  | chirriar          |
| shade       | a shelter from the heat  | noun                  | sombra            |
| shadow      | partial darkness within a space where rays of light are cut off  | noun                  | sombra, oscuridad |
| shore       | the land at the edge of a lake, river, or ocean  | noun                  | orilla            |
| slough      | marsh  | noun                  | pantano           |
| sound       | vibrations capable of being sensed by organs of hearing  | noun                  | sonido            |
| spots       | small, round areas of different colors   | noun                  | lunares           |
| star        | a huge ball of hot gases that gives off energy including light and heat  | noun                  | estrella          |
| stripes     | a line of color different than the background  | noun                  | franjas, rayas    |
| sun         | the star closest to Earth, the center of our solar system; a ball of hot, glowing gases giving Earth heat and light. | noun                  | sol               |

| <b>Word</b>        | <b>Definition</b>  | <b>Part of Speech</b> | <b>Spanish</b>           |
|--------------------|--|-----------------------|--------------------------|
| territory          | an individual animal's range that it will defend against intruders   | noun                  | territorio               |
| tongue             | the fleshy organ in most mammals' mouths used to taste   | noun                  | lengua                   |
| vines              | long, thin plant stems   | noun                  | sarmiento                |
| voice              | the sound made by someone speaking   | noun                  | voz                      |
| water              | a fluid necessary for the life of most animals and plants  | noun                  | agua                     |
| desert             | land area that receives less than 10-12 inches (25-30 cm) of rain per year                                     | noun: habitat         | desierto                 |
| forest             | a diverse community of plants and animals in which trees are the most easily seen                              | noun: habitat         | bosque                   |
| savanna            | a tropical or subtropical grassland  | noun: habitat         | sabana                   |
| American crocodile | endangered reptiles found in tropical, swampy waters   | noun: animal          | Cocodrilo americano      |
| bighorn sheep      | mountainous sheep with big, curly horns.   | noun: animal          | musmón, borrego cimarrón |
| black jaguar       | six percent of the jaguar population, informally know as black panthers due to the result of a dominant allele | noun: animal          | jaguar negro             |
| bobcat             | a common North American lynx, reddish in base color with dark markings   | noun: animal          | gato montés              |
| butterfly(ies)     | a type of insect--hundreds of different types  | noun: animal          | mariposa                 |
| cardinal           | a crested finch of the eastern United States and Canada  | noun: animal          | cardenal                 |

| <b>Word</b>  | <b>Definition</b>  | <b>Part of Speech</b> | <b>Spanish</b>         |
|--------------|--|-----------------------|------------------------|
| cat          | feline mammal usually having thick soft fur; domestic cats; wildcats                       | noun: animal          | gato                   |
| cheetah      | a spotted, fast moving African cat   | noun: animal          | guepardo               |
| cougar       | a large, powerful tawny-brown cat  | noun: animal          | el puma                |
| crocodile    | reptiles found in tropical, swampy waters  | noun: animal          | cocodrilo              |
| frog         | an amphibian with long hind limbs for leaping  | noun: animal          | rana                   |
| gibbon       | tailless ape of Southeastern Asia  | noun: animal          | gibón                  |
| hare         | long-eared mammals that are usually solitary or live in pairs                              | noun: animal          | liebre                 |
| jaguar       | a large, feline native to Central and South America  | noun: animal          | jaguar                 |
| lion         | a large social cat of the sub-Saharan Africa   | noun: animal          | león                   |
| mouse        | a small rodent   | noun: animal          | ratón                  |
| snow leopard | a large feline from high in the snowy mountains of central Asia; has white fur, endangered | noun: animal          | leopardo de las nieves |
| spider       | a small invertebrate with eight legs that usually weaves a web                             | noun: animal          | araña                  |
| springbok    | a South African gazelle that springs lightly into the air                                  | noun: animal          | primavera              |
| squirrel     | small to medium sized rodents (mammals) with large, bushy tails                            | noun: animal          | ardilla                |
| tiger        | a large wild cat found in Africa and Asia with orange/yellow fur and black stripes         | noun: animal          | tigre                  |
| warthog      | a wild African pig with tusks  | noun: animal          | facóquero              |

| <b>Word</b>   | <b>Definition</b>   | <b>Part of Speech</b>                | <b>Spanish</b>        |
|---------------|---|--------------------------------------|-----------------------|
| kitty         | kitten, baby cat  | noun: animal<br>baby                 | gatito                |
| ear           | a body part used to hear  | noun: body<br>part                   | oreja                 |
| feathers      | a bird's body covering  | noun: body<br>part                   | plumas                |
| fur           | the hairy coat of a mammal  | noun: body<br>part                   | pelaje, pieles        |
| whisker       | a type of hair on some mammals used to sense  | noun: body<br>part                   | bigotes               |
| birch         | small to medium-size trees of temperate climates, closely related to the beech/oak family                     | noun: plant                          | abedul                |
| branch        | natural subdivisions of a plant stem; especially a secondary shoot or stem                                    | noun: plant                          | rama                  |
| evergreen     | a plant that retains green leaves throughout the year; life span of an individual leaf can be two to 15 years | noun: plant                          | árbol de hoja perenne |
| juniper trees | a small evergreen tree or bush with berry-like cones  | noun: plant                          | enebros               |
| pine          | a type of evergreen tree  | noun: plant                          | pino                  |
| tree          | a type of plant with a permanent woody stem   | noun: plant                          | árbol                 |
| Friday        | the 6th day of the week, last day before the weekend  | noun: time/<br>week/month/<br>season | viernes               |
| Monday        | the second day of the week, the first working or school day   | noun: time/<br>week/month/<br>season | Lunes                 |
| Saturday      | the 6th day of the week, first day of the weekend   | noun: time/<br>week/month/<br>season | sábado                |
| Sunday        | the first day of the week   | noun: time/<br>week/month/<br>season | domingo               |

| <b>Word</b> | <b>Definition</b>   | <b>Part of Speech</b>                | <b>Spanish</b>         |
|-------------|---|--------------------------------------|------------------------|
| Thursday    | the 5th day of the week   | noun: time/<br>week/month/<br>season | Jueves                 |
| Tuesday     | the 3rd day of the week   | noun: time/<br>week/month/<br>season | martes                 |
| Wednesday   | the 4th day of the week   | noun: time/<br>week/month/<br>season | miércoles              |
| bark        | to make the characteristic short, loud cry of a dog               | verb                                 | ladra                  |
| blink       | to close and open the eyes involuntarily                          | verb                                 | parpadea               |
| bound       | to move by leaping  | verb                                 | límites                |
| buzz        | a low continuous humming sound like that of a bee                 | verb                                 | zumbar                 |
| chase       | to follow rapidly, pursue   | verb                                 | perseguir              |
| chirp       | to make a chirp   | verb                                 | piar                   |
| clean       | to remove dirt: (Dolce) Sight word, grade 3                       | verb                                 | limpiar                |
| climb       | to move from lower to higher position                             | verb                                 | subir, escalar, trepar |
| crouch      | to lie close to the ground with legs bent                         | verb                                 | agacharse              |
| curl        | to twist into a circular form                                     | verb                                 | escarolar              |
| dash        | to move with sudden speed   | verb                                 | guiones                |
| dip         | to plunge under the surface (of water)                            | verb                                 | mojar                  |
| drink       | to take liquid in through the mouth                               | verb                                 | tomar                  |
| flitter     | to move unsteadily  | verb                                 | rareza                 |
| gather      | to collect in one place   | verb                                 | recoger                |
| glitter     | to shine by reflection with many small flashes of brilliant light | verb                                 | brillo                 |
| grab        | to take or seize by a sudden motion or grasp                      | verb                                 | agarra                 |

| <b>Word</b> | <b>Definition</b>   | <b>Part of Speech</b> | <b>Spanish</b>     |
|-------------|---|-----------------------|--------------------|
| growl       | to utter a low, frightening noise   | verb                  | gruñe              |
| hiss        | to make a sharp sound   | verb                  | silbidos           |
| hoot        | to make the natural throat noise of an owl  | verb                  | ulular             |
| hum         | to make the natural noise of an insect in motion  | verb                  | tararear           |
| leap        | to spring free from   | verb                  | saltar             |
| listen      | to pay attention to sound   | verb                  | escucha            |
| mark        | to communicate by putting scents (smells) where others can smell or taste them                                  | verb                  | marcan             |
| pace        | to walk with small steps around a small area  | verb                  | pasos              |
| paddle      | to move the hands and feet about in shallow water, move with a paddle   | verb                  | remar , chapotear  |
| pat         | to strike lightly   | verb                  | caricias           |
| pounce      | to jump at suddenly so as to catch prey   | verb                  | saltar             |
| prance      | to spring from the hind legs  | verb                  | hacer cabriolas    |
| prowl       | to move about or wander stealthily, in search of prey   | verb                  | rondar             |
| puff        | to blow in short gusts  | verb                  | soplar             |
| purr        | to make a continuous, low sound (cat as though happy, machine running smoothly), to speak in a low, happy voice | verb                  | ronronear          |
| race        | to go or move at top speed  | verb                  | competir           |
| run         | to move faster than a walk (Dolce) Sight word, Kindergarten   | verb                  | se ejecuta, correr |
| scamper     | to move quickly   | verb                  | corretear          |
| scoot       | to move very quickly, to slide while seated   | verb                  | correr rápidamente |
| scream      | to voice a sudden, sharp loud cry   | verb                  | gritos             |



| <b>Word</b> | <b>Definition</b>   | <b>Part of Speech</b> | <b>Spanish</b>         |
|-------------|---|-----------------------|------------------------|
| see         | to notice or look at something (Dolce) Sight word, Pre-K    | verb                  | ver                    |
| shake       | to move unsteadily  | verb                  | sacudir                |
| sharpen     | to make something sharp, to improve something               | verb                  | afilar                 |
| sink/sinks  | to disappear below the surface                              | verb                  | hundirse               |
| sit         | to be seated (Dolce) Sight word, grade 2                    | verb                  | sentarse               |
| smell       | to sense something by aroma                                 | verb                  | oler                   |
| snarl       | to make an angry, throaty sound and show teeth as a warning | verb                  | gruñir                 |
| sniff       | to smell, to breathe through the nose                       | verb                  | oler, olfatear         |
| stab        | to quickly push a sharp object into something               | verb                  | apuñalar               |
| stand       | to be upright   | verb                  | estar de pie           |
| stop        | to stand still, not move, (Dolce) Sight word, grade 1       | verb                  | parar                  |
| stretch     | to make something longer or wider                           | verb                  | estirar                |
| thunder     | to make a loud noise  | verb                  | tronar, vociferar      |
| tiptoe      | to walk very quietly  | verb                  | andar de puntillas     |
| twitch      | to move or pull suddenly                                    | verb                  | tirar bruscamente      |
| wait        | to stay somewhere waiting for something to happen           | verb                  | esperar                |
| walk        | to move by foot (Dolce) Sight word, grade 1                 | verb                  | andar, pasear, caminar |
| watch       | to look at something for a long time                        | verb                  | mirar                  |
| wiggle      | short, quick movements from side to side                    | verb                  | menear                 |
| yowl        | to cry loudly   | verb                  | aullar                 |

# Answers

## Silly Sentences

1. Cat tongues are rough, like sandpaper to help them drink water and to clean themselves.
2. The soft pads on the bottom of cats' feet act like cushions.
3. Cats have very large eyes for their body size to help them see in the dark.
4. Their eyes also act like mirrors at night to gather as much light as possible.
5. Cats move each ear to in different directions to track the sounds and that helps them track their prey.
6. Like many animals, cats "mark" their territory with smells.
7. When walking or pouncing on prey, a cat's whiskers point forward to help them "see" in the dark.
8. Cats use their sharp claws to grab prey, fight, and to climb trees.
9. All cats have long, sharp, knife-like teeth (canines) to stab and kill their prey.
10. Pet cats have some of the same behaviors as their wild cousins.

## Word Search

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

|         |    |        |    |        |    |         |    |
|---------|----|--------|----|--------|----|---------|----|
| FELINE  | 5I | BOBCAT | 2C | POUNCE | 5D | PURR    | 7J |
| GROWL   | 6H | COUGAR | 7B | JAGUAR | 1J | CHEETAH | 2F |
| LEOPARD | 2B | LION   | 5C | TIGER  | 6F | PREY    | 5D |

### Learned or Inherited:

- |  |         |           |
|--|---------|-----------|
| 1. A dog barks, a duck quacks.                   | learned | inherited |
| 2. A dog sits when told to.                      | learned | inherited |
| 3. A human baby cries.                           | learned | inherited |
| 4. Animals migrate (birds, butterflies, whales). | learned | inherited |
| 5. Pet cats “ask” you to open the door.          | learned | inherited |
| 6. Cats mark their territory (scratching, etc.). | learned | inherited |
| 7. Pet cats meow.                                | learned | inherited |
| 8. Cats quietly sneak up on prey.                | learned | inherited |
| 9. Lions roar.                                   | learned | inherited |
| 10. Cats chase prey.                             | learned | inherited |

### True or False?

1. T/F Cats that roar cannot purr.
2. T/F
3. T/F Lions live in social groups called prides.
4. T/F
5. T/F
6. T/F Their eyes do reflect light at night (like a mirror) but they cannot make light.
7. T/F
8. T/F
9. T/F Wild cats would be too dangerous to keep as pets.
10. T/F Snow leopards are native Asia.
11. T/F Jaguars are native to South America.
12. T/F
13. T/F
14. T/F Bobcats are a wild cat.
15. T/F

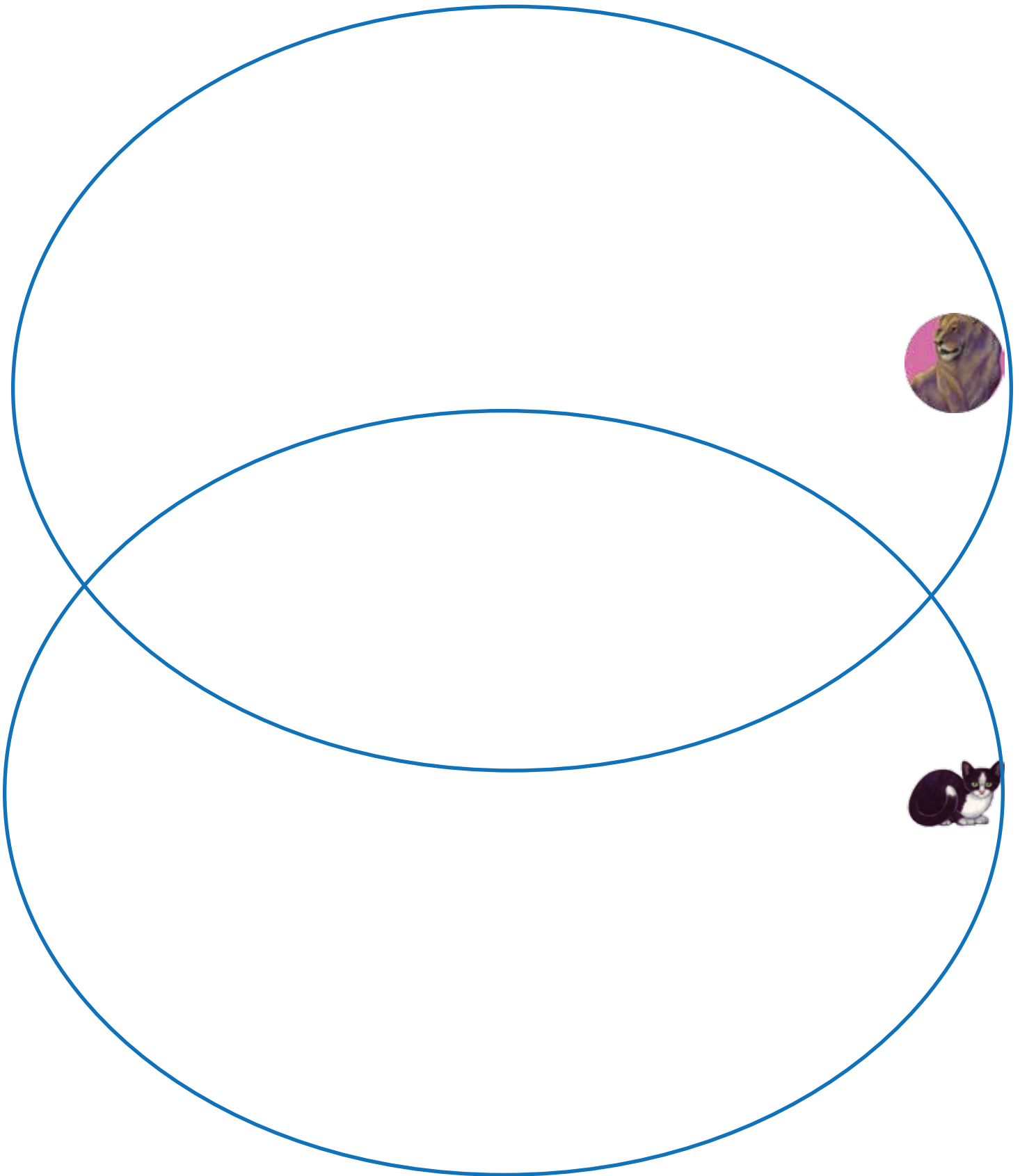
# Appendix A—“What Children Know” Cards

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

# Appendix B—Venn Diagram

Compare & Contrast: How are lions and pet (domestic) cats alike and how are they different?



# Appendix C—U.S. Map





# Appendix D—North America Map



# Appendix E—World Map



## Appendix F—Vocabulary Cards

---

**behaviors**

**bobcat**

**cheetah**

**clean**

**climb**

**cougar**

**drink**

**ear**

**eyes**

**feet**

**gather**

**jaguar**

**knife-like**

**large**

**light**

**lion**

**long**

**mark (as a verb)**

**night**

**pet**

**pounce**

**prey**

**rough**

**see**



**sharp**

**Snow leopard**

**soft**

**sounds**

**stab**

**territory**

**tiger**

**tongue**

**walk**

**water**

**whisker**

**wild**