

# Teaching Activity Guide

# Cheetah Dreams



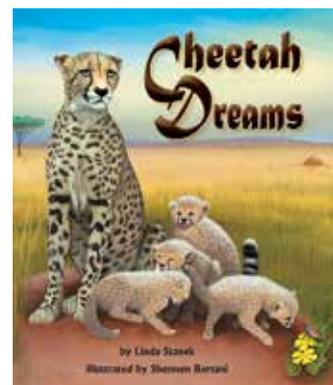
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# How to Use This Activity Guide (General)

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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.”

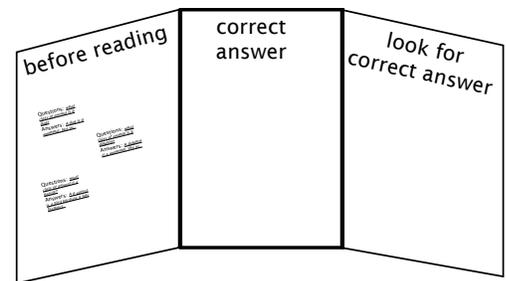
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

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

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1. Where do cheetahs live?
2. How fast do you think cheetahs can run?
3. During what part of the day are cheetahs active? Diurnal=daytime, nocturnal=nighttime, crepuscular=dawn and dusk.
4. What are some ways that cheetahs use their tails?
5. What other animals do cheetahs like to hunt and eat?
6. What are some things that might happen when farms are built in cheetah territories?
7. How do you think farmers might protect their livestock from cheetahs?
8. Cheetahs have streaks of black fur running down their faces. How do you think that helps cheetahs see?
9. What's special about cheetah ears?
10. How many cheetah cubs are usually born at a time?
11. How does a mother cheetah protect her cubs when she has to leave to hunt?
12. How long do cheetah cubs stay with their mothers before going out on their own?
13. Why do cheetahs sometimes have to nap after catching food?
14. What do you think "fragmented territory" means?
15. Do you think cheetahs purr or roar?
16. Do you think humans should protect cheetahs? Why or why not?
17. Do you think cheetahs would make good pets? Why or why not?

# Comprehension Questions & Writing Prompts

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*Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)*

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

*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,*

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

1. In what type of habitat and where do cheetahs live?
2. What are some changes happening in that habitat that are affecting cheetahs and their ability to survive?
3. What are some ways that farmers and other people are trying to help cheetahs avoid extinction?
4. Compare and contrast cheetahs to other big cats or domestic cats (pets).
5. If you have ever seen a cheetah at a zoo or watched a video of cheetahs, describe what you saw or draw a picture.
6. How are the cheetah cubs similar to or different than the mother cheetah on the cover?
7. What are Anatolian shepherd dogs and how do they protect farmers from cheetahs? Explain or describe why you think it's a good thing or a bad thing.
8. Why do you think it's a dangerous time for the cubs when the mother hunts?
9. What does it mean if an animal is in danger of going extinct?
10. Describe three things you learned about cheetah adaptations and how those adaptations help cheetahs survive in their habitat.

# Observation Skills: Art Scavenger Hunt

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*Objective Core Language Arts Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*

*Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*

*Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).*

*Use illustrations and details in a story to describe its characters, setting, or events.*

1. How does the illustrator separate the text of the story and the sidebar information?
2. Based on the illustrations, describe how the African savanna where cheetah live is similar to or different than where you live.
3. In the illustrations that shows farmers and that discuss "fragmented territory," how are the houses you see the same or different that your house or the area where you live?
4. What are some other animals seen in the illustrations?
5. Find the elephants.
6. How many giraffes can you find in the book?
7. How many insects cany you find?

# Fill in the Conjunction

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*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

When farmers move into cheetah territory, the cheetahs' preferred prey, \_\_\_\_\_ cheetahs still need food.

Cheetahs are built for racing, \_\_\_\_\_ running at top speed exhausts them.

People hunt many of the same prey cheetahs do, \_\_\_\_\_ there are fewer prey animals left for the cheetahs.

Some zoos are working on captive breeding programs, \_\_\_\_\_ that the cheetahs in their zoos can have babies and help the global population.

Cheetahs are smaller than their big cat cousins, \_\_\_\_\_ they are still pretty big!

There are 54 different countries on the continent of Africa, \_\_\_\_\_ cheetahs used to live in nearly all of them.

Only one in ten cheetah cubs survives to adulthood \_\_\_\_\_ some die from health problems when they are young.

# Fill in the Conjunction-Spanish

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*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 para que / porque / ya que / por lo que

Cuando los granjeros entran al territorio de los chitas las presas preferidas de los chitas se mudan, \_\_\_\_\_ los chitas aun necesitan comida.

Los chitas están hechos para correr, \_\_\_\_\_ hacerlo a toda velocidad los agota por lo que a veces necesitan descansar hasta por treinta minutos después.

Hay gente que caza las mismas presas que los chitas, \_\_\_\_\_ hay menos presas para los chitas.

Algunos zoológicos están trabajando en programas de reproducción \_\_\_\_\_ los chitas en ellos puedan tener crías y así ayudar a la población global.

¡Los chitas son más pequeños que sus primos, los grandes felinos, \_\_\_\_\_ aun así son bastante grandes!

Hay 54 diferentes países en el continente africano, \_\_\_\_\_ los chitas vivían en casi todos ellos.

Solo uno de cada diez chitas sobreviven hasta edad adulta \_\_\_\_\_ algunos mueren de problemas de salud cuando son pequeños.

# Cross-Curricular Vocabulary Activities

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## *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](http://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    | negro/negra   | adjective/adjetivo |
| creeping | acechando     | adjective/adjetivo |
| animal   | animales      | noun/sustantivo    |
| boat     | barco         | noun/sustantivo    |
| bodies   | cuerpos       | noun/sustantivo    |
| cheetahs | chitas        | noun/sustantivo    |
| cubs     | cachorros     | noun/sustantivo    |
| ears     | orejas        | noun/sustantivo    |
| eyes     | ojos          | noun/sustantivo    |
| fur      | pelo          | noun/sustantivo    |
| hearing  | oídos         | noun/sustantivo    |
| marks    | marcas        | noun/sustantivo    |
| mother   | madre         | noun/sustantivo    |
| mouths   | bocas         | noun/sustantivo    |
| prey     | presa         | noun/sustantivo    |
| rudder   | timón         | noun/sustantivo    |
| speed    | velocidad     | noun/sustantivo    |
| sunshine | rayos del sol | noun/sustantivo    |
| tails    | colas         | noun/sustantivo    |
| tear     | lágrimas      | noun/sustantivo    |
| balance  | balancear     | verb/verbo         |
| catch    | alcanzar      | verb/verbo         |
| exhausts | agota         | verb/verbo         |
| reflect  | reflejarse    | verb/verbo         |
| rest     | descansar     | verb/verbo         |
| run      | correr        | verb/verbo         |
| steer    | dirigir       | verb/verbo         |
| turn     | girar         | verb/verbo         |

# Cross-Curricular Silly Sentences-English

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1. Cheetahs can \_\_\_\_\_  
verb up to \_\_\_\_\_  
number miles (113 km) per hour, going from zero to sixty in just three seconds. Luckily, most of the time, cheetahs are able to catch their \_\_\_\_\_  
noun at only half that speed.
2. Cheetahs use their \_\_\_\_\_  
noun like the rudder of a boat. Their tails help them to \_\_\_\_\_  
verb and \_\_\_\_\_  
verb their bodies when they turn at high speeds.
3. Cheetahs have malar stripes, or “tear marks,” made of black \_\_\_\_\_  
noun that runs from their \_\_\_\_\_  
noun to their \_\_\_\_\_  
noun. Less \_\_\_\_\_  
noun reflects off this black fur and into cheetahs’ eyes.
4. Cheetahs have excellent \_\_\_\_\_  
noun, and their \_\_\_\_\_  
noun help in other ways too. \_\_\_\_\_  
adjective blotches of fur on the backs of their ears might look like eyes to an animal \_\_\_\_\_  
verb up from behind. The dark \_\_\_\_\_  
noun also makes it easier for cheetah \_\_\_\_\_  
noun to keep track of their mother when they follow her.
5. Cheetahs are built for racing, but running at top speed \_\_\_\_\_  
verb them, so they sometimes need to \_\_\_\_\_  
verb for up to \_\_\_\_\_  
number minutes afterward.

# Cross-Curricular Silly Sentences-Spanish

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1. Los chitas pueden \_\_\_\_\_ hasta \_\_\_\_\_ millas por hora, acelerando de cero a sesenta segundos en sólo tres segundos. Por suerte, en la mayoría de los casos alcanzan su \_\_\_\_\_ a la mitad de esa velocidad.  
verbo número sustantivo
2. Los chitas usan sus \_\_\_\_\_ como el timón de un barco. Sus colas les ayudan a \_\_\_\_\_ y \_\_\_\_\_ sus cuerpos cuando giran a altas velocidades.  
sustantivo verbo verbo
3. Los chitas tiene manchas malares, o “marcas de lágrimas”, muy distintivas en la cara y hechas de \_\_\_\_\_ negro que corre desde sus \_\_\_\_\_ hasta sus \_\_\_\_\_. Los \_\_\_\_\_ se reflejan menos en ese pelo negro y en los ojos de los chitas.  
sustantivo sustantivo sustantivo sustantivo
4. Los chitas tienen muy buenos \_\_\_\_\_ y sus \_\_\_\_\_ también les ayudan de otras maneras. Las manchas \_\_\_\_\_ en el pelo al reverso de sus orejas podrían parecer ojos a animales \_\_\_\_\_ desde atrás. El \_\_\_\_\_ oscuro también permite que los \_\_\_\_\_ localicen más fácilmente a su madre cuando la siguen.  
sustantivo sustantivo adjetivo verbo sustantivo sustantivo
5. Los chitas están hechos para correr, pero hacerlo a toda velocidad los \_\_\_\_\_ por lo que a veces necesitan descansar hasta por \_\_\_\_\_ minutos después.  
verbo número

# Compare/Contrast: Animal and Human Senses

*Objective Core Language Literature 4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

*Students know that senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.*

*Identify the five senses and their related body parts: sight - eyes, hearing - ears, smell - nose, taste - tongue, touch - skin,*

*Identify the structures of living organisms and explain their function.*

Compare and contrast cheetah and human body parts used for senses.

|          |         |
|----------|---------|
| to smell | to feel |
| to hear  | to see  |

# Physical or Behavioral?

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*Objective: Identify adaptations that help plants and animals survive and grow in their environment*

Circle whether you think the adaptation is physical (P) or behavioral (B):

1. P/B Like the nubby cleats on the bottom of athletic shoes, cheetahs' claws are always partly out, ready to grip the ground as the big cat runs. / Como los tacos en las suelas de los zapatos atléticos, las garras de los chitas siempre están parcialmente afuera, listas para agarrar el suelo cuando este gran gato corre.
2. P/B Cheetahs use their tails like the rudder of a boat. Their tails help them to balance and steer their bodies when they turn at high speeds. / Los chitas usan sus colas como el timón de un barco. Sus colas les ayudan a balancear y dirigir sus cuerpos cuando giran a altas velocidades.
3. P/B Cheetahs have malar stripes, or "tear marks," made of black fur that runs from their eyes to their mouths. Less sunshine reflects off this black fur and into cheetahs' eyes. / Los chitas tiene manchas malares, o "marcas de lágrimas", muy distintivas en la cara y hechas de pelo negro que corre desde sus ojos hasta sus bocas. Los rayos del sol se reflejan menos en ese pelo negro y en los ojos de los chitas.
4. P/B Cheetahs have excellent hearing, and their ears help in other ways too. Black blotches of fur on the backs of their ears might look like eyes to an animal creeping up from behind. / Los chitas tienen muy buenos oídos y sus orejas también les ayudan de otras maneras. Las manchas negras en el pelo al reverso de sus orejas podrían parecer ojos a animales acechando desde atrás. El pelo oscuro también permite que los cachorros localicen más fácilmente a su madre cuando la siguen.
5. P/B To keep their babies from being found by predators, mother cheetahs move their cubs to a new den about every three days. / Para evitar que sus bebés sean localizados por predadores, las madres chitas mueven a sus cachorros a una nueva madriguera aproximadamente cada tres días.
6. P/B Cheetahs have larger than normal hearts and lungs for an animal of their size. Their extra-large lungs allow them to take in plenty of oxygen, and their big hearts pump the oxygen through their bodies, fueling them when they run at top speed. / Los chitas tienen corazones y pulmones más grandes que los de un animal de su tamaño. Sus pulmones extra grandes permiten que inhale bastante oxígeno y sus corazones bombean el oxígeno a través de sus cuerpos, dándoles combustible cuando corren a toda velocidad.

## Science Journal (Vocabulary)

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### malar stripes / manchas malares

my definition

my drawing

### diurnal

my definition

my drawing

# Math: Measuring (compare & contrast)

*Objective Core Mathematics Measurement:*

*Describe measurable attributes of objects, such as length or weight.*

*Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.*

*Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.*

Cheetahs are smaller than their big cat cousins, but they are still pretty big!

An adult cheetah is 3.5 to 4.5 feet (1.1-1.4 m) long from its head to the base of its tail.

The tail adds another 2 to 2.5 feet (.6 to .76 m).

Cheetahs are about 32 inches (.8 m) tall at their shoulders, and weigh 70-140 lb. (32-64 kg).



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

Inches or centimeters

Feet or meters

Pounds or kilograms

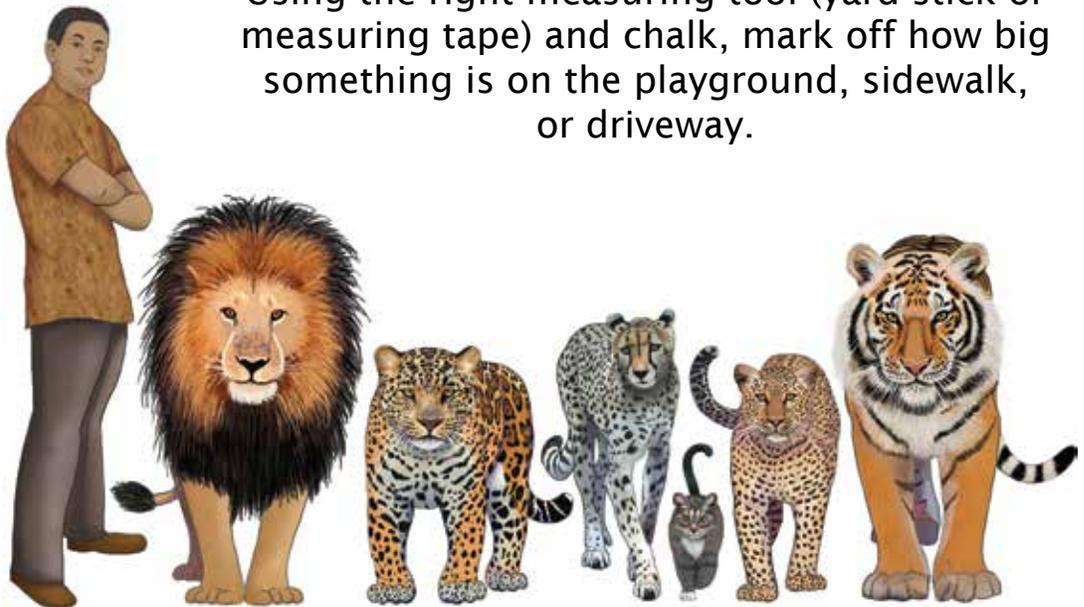
Try to imagine how big or small something is compared to something you know.

What are some other things about the same size?

What is something that weighs about the same?

How big is it?

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



# Map Activity

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

On which continent do cheetahs live?

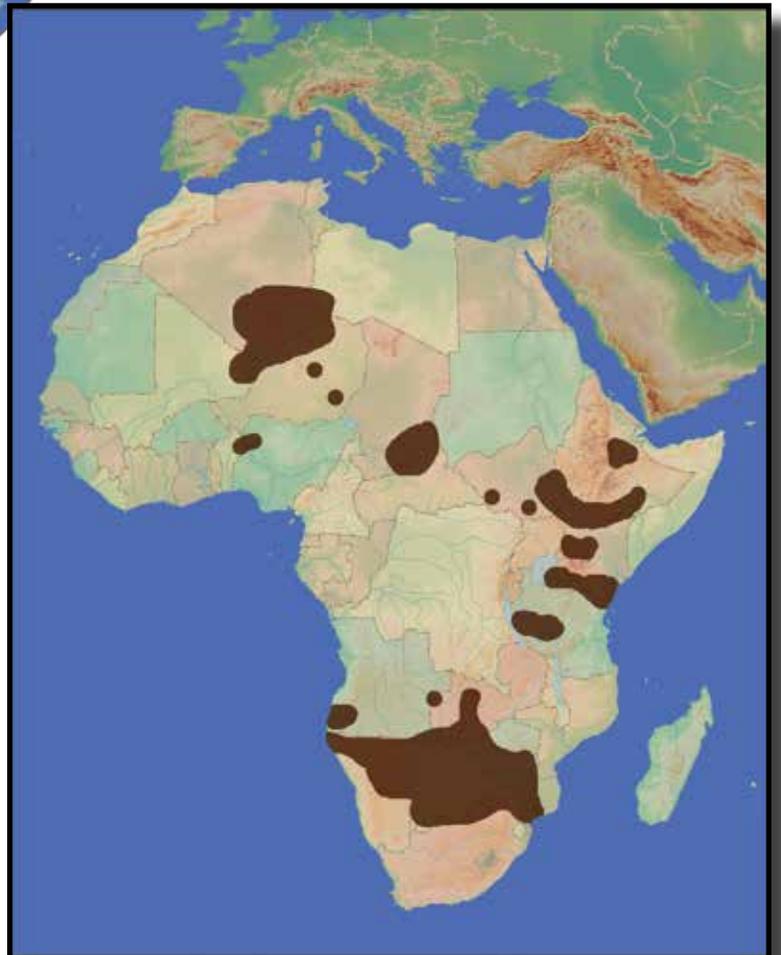
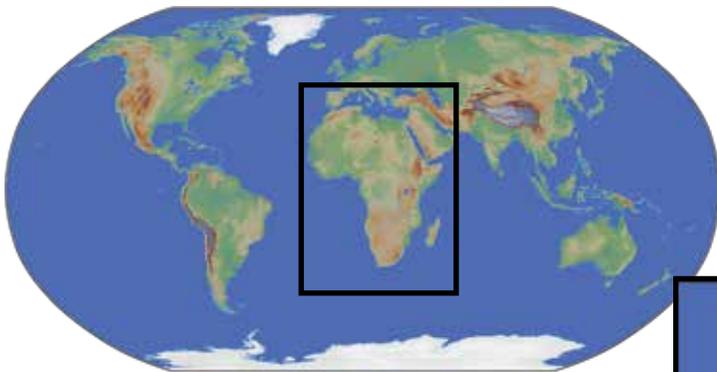
Find that continent on a map or globe.

Using your finger, trace a line on the map or globe from where you live (approximately) to the continent where cheetahs live (if you live on a different continent).

If you were to travel from your house to that continent, would you have to cross an ocean or sea? If so, which one?

Print out the map on the next page and then use the map below to color (as closely as you can) the areas where cheetahs live.

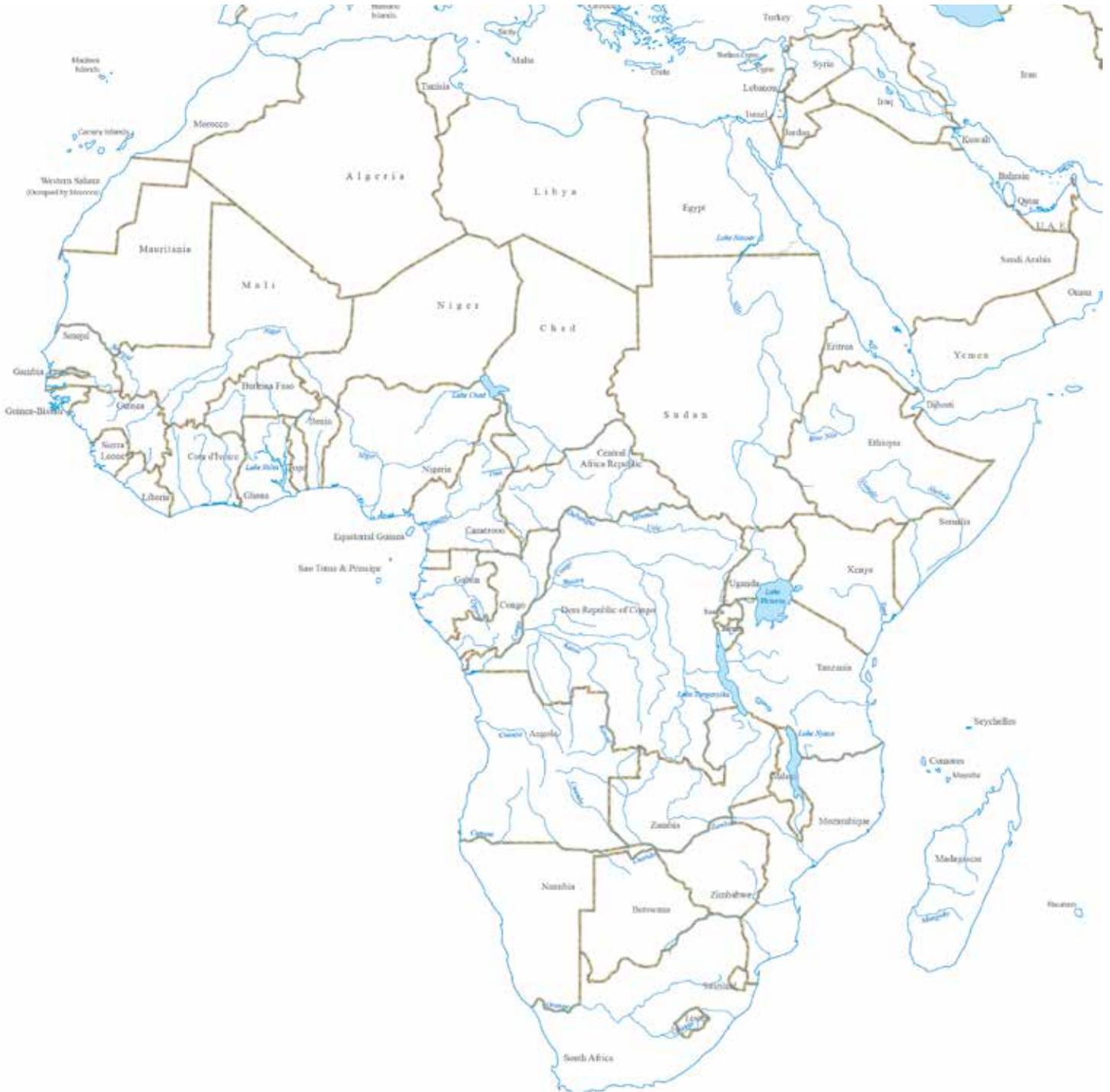
In which countries might you find cheetahs living?

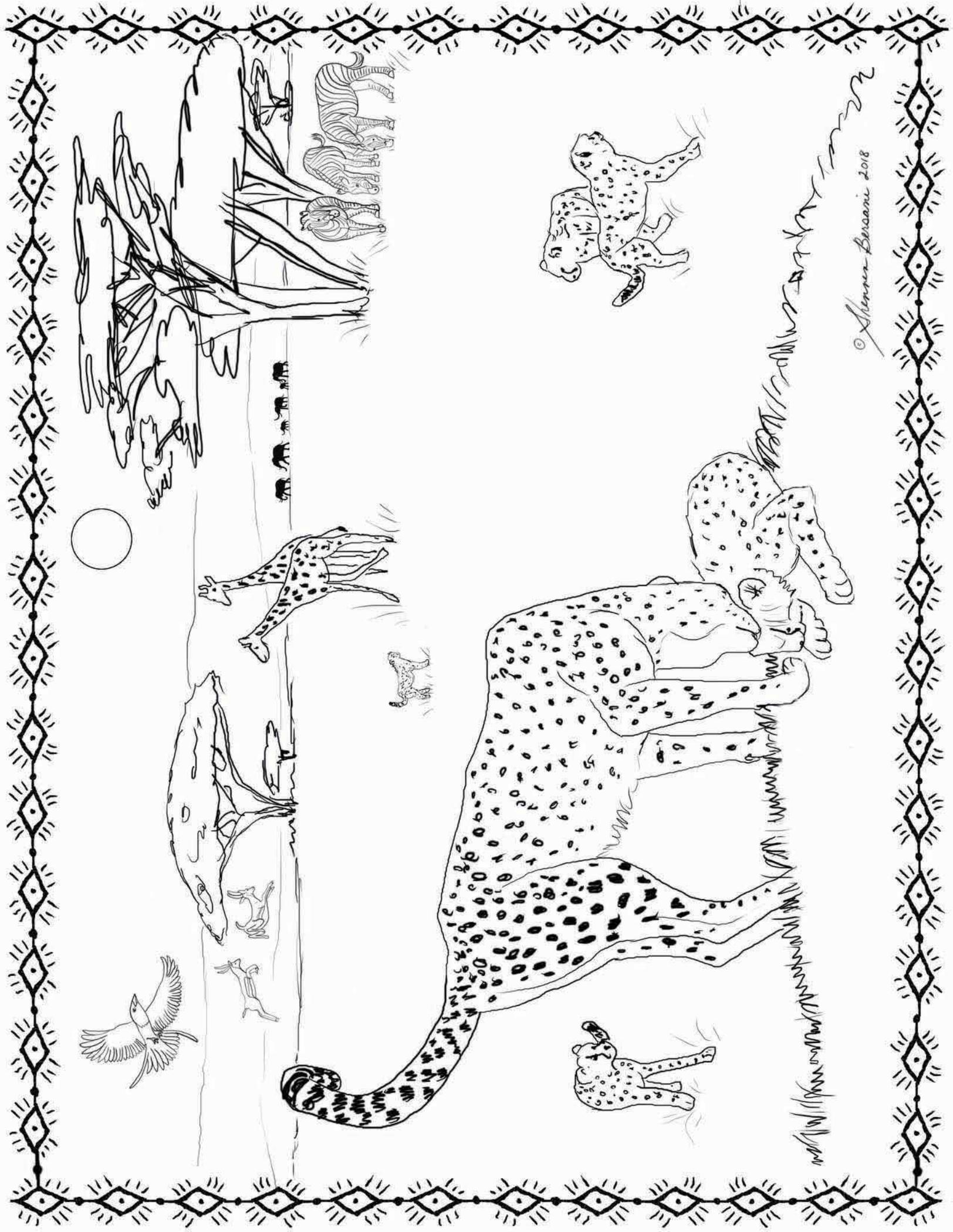


Print out the map below and then use the map on the previous page to color (as closely as you can) the areas where cheetahs live.

In which countries might you find cheetahs living?

Describe “fragmentation” that you see on the map. How do you think that affects cheetahs?

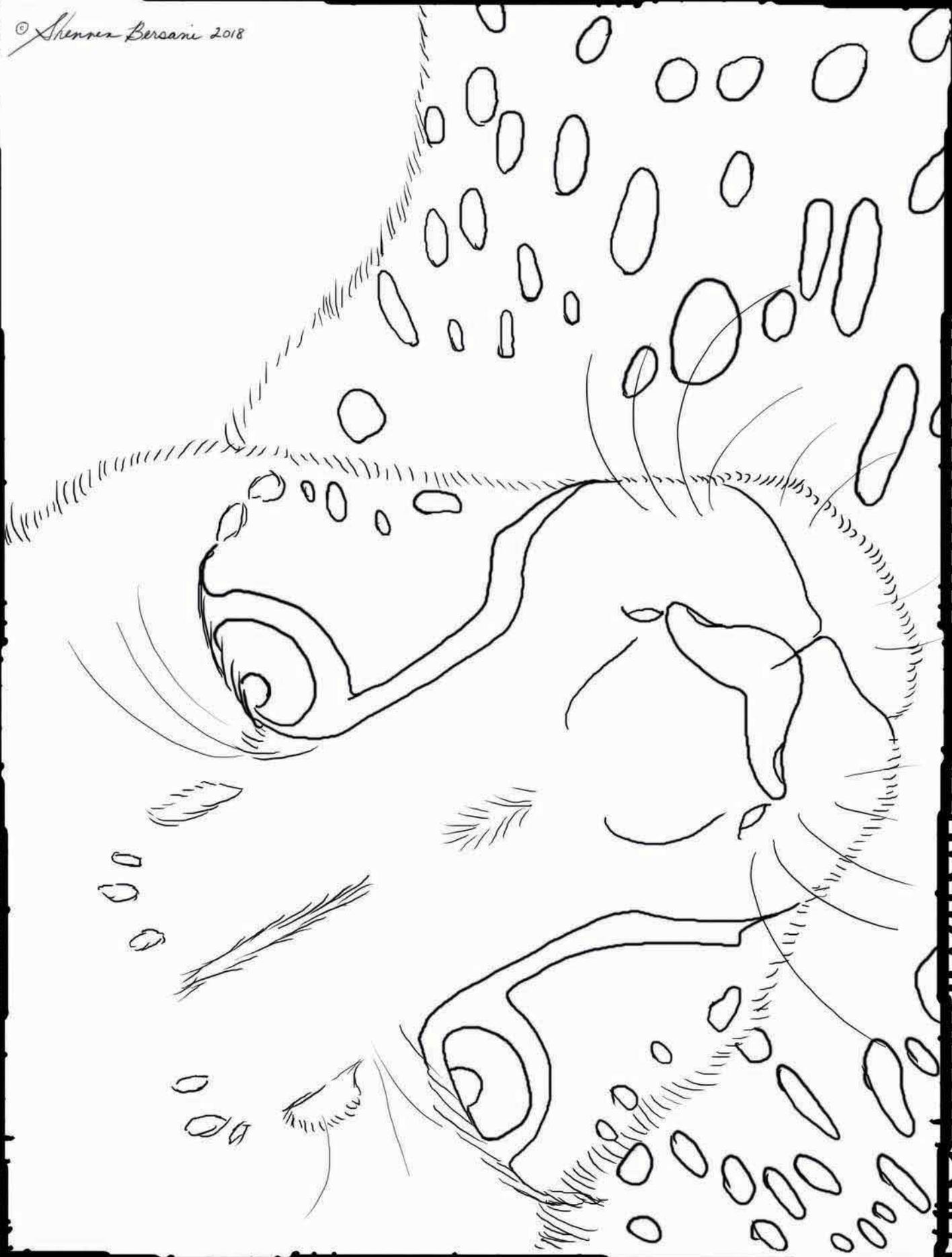




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When the cheetahs are in the savanna, they are always on the move. They are always looking for their next meal. They are always on the hunt. They are always on the run. They are always on the edge of their lives.

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# Answers

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## Fill in the Conjunction-English

When farmers move into cheetah territory, the cheetahs' preferred prey, but cheetahs still need food.

Cheetahs are built for racing, but running at top speed exhausts them.

People hunt many of the same prey cheetahs do, so there are fewer prey animals left for the cheetahs.

Some zoos are working on captive breeding programs, so that the cheetahs in their zoos can have babies and help the global population.

Cheetahs are smaller than their big cat cousins, but they are still pretty big!

There are 54 different countries on the continent of Africa, and cheetahs used to live in nearly all of them.

Only one in ten cheetah cubs survives to adulthood because some die from health problems when they are young.

## Fill in the Conjunction-Spanish

Cuando los granjeros entran al territorio de los chitas las presas preferidas de los chitas se mudan, pero los chitas aun necesitan comida.

Los chitas están hechos para correr, pero hacerlo a toda velocidad los agota por lo que a veces necesitan descansar hasta por treinta minutos después.

Hay gente que caza las mismas presas que los chitas, entonces hay menos presas para los chitas.

Algunos zoológicos están trabajando en programas de reproducción para que los chitas en ellos puedan tener crías y así ayudar a la población global.

¡Los chitas son más pequeños que sus primos, los grandes felinos, pero aun así son bastante grandes!

Hay 54 diferentes países en el continente africano, y los chitas vivían en casi todos ellos.

Solo uno de cada diez chitas sobreviven hasta edad adulta por que algunos mueren de problemas de salud cuando son pequeños.

### Silly Sentences English

Cheetahs can run up to seventy miles (113 km) per hour, going from zero to sixty in just three seconds. Luckily, most of the time, cheetahs are able to catch their prey at only half that speed.

Cheetahs use their tails like the rudder of a boat. Their tails help them to balance and steer their bodies when they turn at high speeds.

Cheetahs have malar stripes, or “tear marks,” made of black fur that runs from their eyes to their mouths. Less sunshine reflects off this black fur and into cheetahs’ eyes.

Cheetahs have excellent hearing, and their ears help in other ways too. Black blotches of fur on the backs of their ears might look like eyes to an animal creeping up from behind. The dark fur also makes it easier for cheetah cubs to keep track of their mother when they follow her.

Cheetahs are built for racing, but running at top speed exhausts them, so they sometimes need to rest for up to thirty minutes afterward.

### Silly Sentences Spanish

Los chitas pueden correr hasta 70 millas (113 kilómetros) por hora, acelerando de cero a sesenta segundos en sólo tres segundos. Por suerte, en la mayoría de los casos alcanzan su presa a la mitad de esa velocidad.

Los chitas usan sus colas como el timón de un barco. Sus colas les ayudan a balancear y dirigir sus cuerpos cuando giran a altas velocidades.

Los chitas tiene manchas malares, o “marcas de lágrimas”, muy distintivas en la cara y hechas de pelo negro que corre desde sus ojos hasta sus bocas. Los rayos del sol se reflejan menos en ese pelo negro y en los ojos de los chitas.

Los chitas tienen muy buenos oídos y sus orejas también les ayudan de otras maneras. Las manchas negras en el pelo al reverso de sus orejas podrían parecer ojos a animales acechando desde atrás. El pelo oscuro también permite que los cachorros localicen más fácilmente a su madre cuando la siguen.

Los chitas están hechos para correr, pero hacerlo a toda velocidad los agota por lo que a veces necesitan descansar hasta por treinta minutos después.

## Physical or Behavioral?

P Like the nubby cleats on the bottom of athletic shoes, cheetahs' claws are always partly out, ready to grip the ground as the big cat runs. / Como los tacos en las suelas de los zapatos atléticos, las garras de los chitas siempre están parcialmente afuera, listas para agarrar el suelo cuando este gran gato corre.

P Cheetahs use their tails like the rudder of a boat. Their tails help them to balance and steer their bodies when they turn at high speeds. / Los chitas usan sus colas como el timón de un barco. Sus colas les ayudan a balancear y dirigir sus cuerpos cuando giran a altas velocidades.

P Cheetahs have malar stripes, or "tear marks," made of black fur that runs from their eyes to their mouths. Less sunshine reflects off this black fur and into cheetahs' eyes. / Los chitas tiene manchas malares, o "marcas de lágrimas", muy distintivas en la cara y hechas de pelo negro que corre desde sus ojos hasta sus bocas. Los rayos del sol se reflejan menos en ese pelo negro y en los ojos de los chitas.

P Cheetahs have excellent hearing, and their ears help in other ways too. Black blotches of fur on the backs of their ears might look like eyes to an animal creeping up from behind. / Los chitas tienen muy buenos oídos y sus orejas también les ayudan de otras maneras. Las manchas negras en el pelo al reverso de sus orejas podrían parecer ojos a animales acechando desde atrás. El pelo oscuro también permite que los cachorros localicen más fácilmente a su madre cuando la siguen.

B To keep their babies from being found by predators, mother cheetahs move their cubs to a new den about every three days. / Para evitar que sus bebés sean localizados por predadores, las madres chitas mueven a sus cachorros a una nueva madriguera aproximadamente cada tres días

P Cheetahs have larger than normal hearts and lungs for an animal of their size. Their extra-large lungs allow them to take in plenty of oxygen, and their big hearts pump the oxygen through their bodies, fueling them when they run at top speed. / Los chitas tienen corazones y pulmones más grandes que los de un animal de su tamaño. Sus pulmones extra grandes permiten que inhale bastante oxígeno y sus corazones bombean el oxígeno a través de sus cuerpos, dándoles combustible cuando corren a toda velocidad.

# 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 and contrast cheetahs to domestic cats.

