

Teaching Activity Guide for

First Fire

A Cherokee Folktale

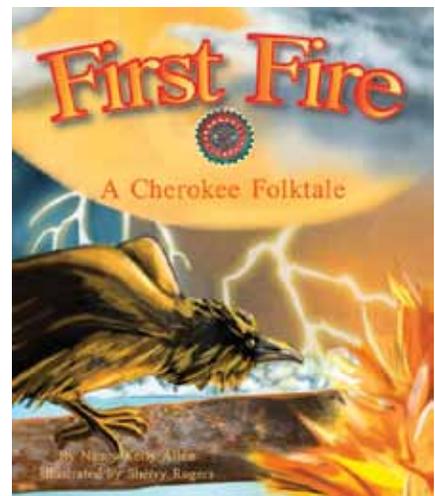


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How to Use This Activity Guide (General)

There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

For teachers in the classroom: We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

For homeschooling parents and teachers in private schools: Use as above. Aren't you glad you don't have to worry about state standards?

For parents/caregivers: Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

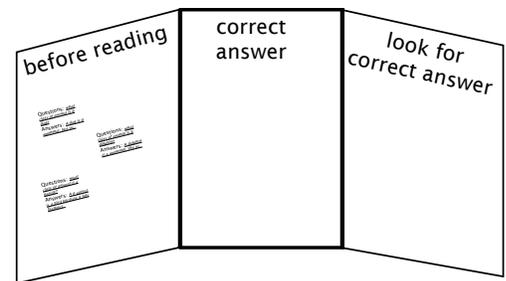
What Do Children Already Know?

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

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

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

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



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

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

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

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

Pre-Reading Questions

1. What is one way fires start in nature?
2. Are there any animals that can walk on water?
3. Name some animals that can fly over water.
4. Stories come from many different cultures all around the world. The *First Fire* is a Cherokee story. Who are the Cherokee?

Comprehension Questions & Writing Prompts

Objective Core Language Arts, Speaking and Listening: 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 of their central message or lesson.

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

1. Why did the animals want to get to the island?
2. How many animals attempted to bring back the fire?
3. Which animal succeeded in carrying back the fire? What did she use to carry the fire?
4. Animals have many different adaptations that help them survive in their environment. What are some adaptations described in this story?
5. Imagine you are your favorite animal. Describe how you would cross the water and bring back the fire for the animal council.
6. Pick one of the animals from the animal council. Retel the story from their perspective. Use feeling words to describe how your animal experiences the events.

Observation Skills: Art Scavenger Hunt

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

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

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

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

1. Who is telling this story? Write a few sentences to describe what is happening on the first page.
2. Look at the expressions on the people's faces. What do you think they are thinking and feeling? How did you feel listening to or reading this story? Draw a picture of yourself reading or listening to the *First Fire* story.
3. How can you describe the lightning? Have you ever seen lightning? What other weather events often accompany lightning
4. What color is the raven at the beginning of the story?
5. What color is the snake?
6. Which animal is the smallest?
7. Which animal is the largest?
8. Pick one of the owls and write a few sentences describing it. Let someone else read your description and try to guess which owl you were describing.

Language Arts & Science: Five Senses

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

Re-read the story and write down any words that relate to the five senses:

Animal	Touch	Taste	Sight	Smell	Hearing

Fill in the Conjunction

Objective Core Language Arts: Use frequently occurring conjunctions (e.g., and, but, or, so, because).

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

and
but
or
so
because

1. They needed the fire. _____ a wide stretch of water surrounded the island.
2. The animals agreed. _____ Raven flew high, flew fast, flew far across the water and landed on the sycamore tree.
3. Raven perched on a branch _____ puzzled about how to carry back the fire.
4. The owl finally found his way back to the animals, _____ without the fire.
5. "Hoot Owl and I will fly together," Horned Owl said. _____ they flew high, flew fast, flew far across the water and landed on the sycamore tree.
6. The snake swam long, swam fast, swam far to the island _____ slithered into the smoky, fiery hole in the sycamore tree.
7. Fire can cook food _____ that it is safe to eat.
8. Small, controlled fires are useful, _____ if a fire gets too big or is out of control, it can be very dangerous.
9. Fishing spiders usually eat aquatic insects, _____ some of the larger spiders can catch and eat small fish.
10. Spiders have eight legs, _____ insects have only six.

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

Adjective	Noun	Verb
angry	animals	asked
black	ash	blew
bright	coal	burned
cold	daggers	called
fluffy	eyes	dangled
green	feathers	flew
hot	fire	had
hot	flames	painted
icy	heat	placed
red	ice	ran
rough	island	said
smooth	light	scorched
soft	puff	sizzled
tiny	smoke	spilled
white	snow	struck
	they	swam
	trees	wanted
	tusti	watched
	water	
	wind	

Cross-Curricular: Silly Sentences

1. Daggers of ice _____ from cliffs and trees. Earth had no _____.
verb
2. The bolt _____ the bottom of a sycamore tree on an island.
noun
3. Flames _____.
verb
4. The _____ watched as puffs of smoke billowed out of the top of the tree. They _____ the fire.
noun
5. The heat scorched Raven's feathers _____.
verb
6. To this day, Screech Owl's eyes shine red in the _____ light.
adjective
7. So they _____ high, _____ fast, _____ far across the water and landed on the sycamore tree.
verb
8. An _____ wind blew hot ashes that burned the feathers circling the owls' eyes.
verb
9. The animals called another council meeting as _____ painted the Earth _____.
noun
10. At the sycamore tree, Spider placed a tiny, _____ coal into her tusti bowl and ran across the water back to the animals.
adjective

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

COAL
FIRE
FLY
LIGHTNING
OWL
RAVEN
RUN
SLITHER
SPIDER
WATER

Edible Sorting and Classifying Activity

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

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

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

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

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



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

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

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

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

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

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

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

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

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

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
attribute				

Classifying Animals

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

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

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

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

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

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

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

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

Some questions scientists ask:

- Does it have a backbone?
- What type of skin covering does it have?
- Does it have a skeleton? If so, is it inside or outside of the body?
- How many body parts does the animal have?
- Does it get oxygen from the air through lungs or from the water through gills?
- Are the babies born alive or do they hatch from eggs?
- Does the baby drink milk from its mother?
- Is it warm-blooded or cold-blooded?

Using what you know, and information and pictures in the book, see how many Animal Chart squares you can fill in for each animal.

Animal Chart

	Animals	 Hoot Owl	 Water Spider
Appendages	legs (how many)		
	flippers/fins		
	wings		
	tail/no tail		
	horns/antlers		
Feet or hands: if they have; may have more than one	claws		
	web		
	toes		
	opposable thumbs/toes		
	hooves		
Movement: may do more than one	walks/runs		
	crawls		
	flies		
	slithers		
	swims		
	climbs		
	hops		
Backbone	backbone/vertebrate		
	no backbone/invertebrate		
Skeleton	inside skeleton (endoskeleton)		
	outside skeleton (exoskeleton)		
	no skeleton		
Body covering	hair/fur/whiskers/quills		
	feathers		
	dry scales or bony plates		
	moist scales		
	smooth, moist skin		
	hard outer shell		
Color/patterns	stripes or spots		
	mostly one color		
	skin color changes		
	bright, vivid colors		
Gets oxygen	lungs		
	gills		
Body temperature	warm-blooded (endothermic)		
	cold-blooded (ectothermic)		
Babies	born alive		
	hatch from eggs		
	born alive or hatch from eggs		
Metamorphosis	complete		
	incomplete		
	none		
Teeth	sharp		
	flat		
	no teeth (bill/beak)		
Food	plant eater (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

	Animals	 Screech Owl	 Black Racer
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		
Metamorphosis?	complete		
	incomplete		
	none		
Teeth	sharp		
	flat		
	no teeth (bill/beak)		
Food	plant eaters (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

	Animals	 Raven	 Great Horned Owl
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		
Metamorphosis?	complete		
	incomplete		
	none		
Teeth	sharp		
	flat		
	no teeth (bill/beak)		
Food	plant eaters (herbivore)		
	meat eater (carnivore)		
	both (omnivore)		

Vertebrate Classes

Objective: Compare structures (e.g., wings vs. fins vs. legs; gills vs. lungs; feathers vs. hair vs. scales) that serve similar functions for animals belonging to different vertebrate classes

Mammals:

hair, fur, whiskers, or quills at some point during their lives
backbone (vertebrate)
inside skeleton (endoskeleton)
lungs to breathe
most give birth to live young
produce milk to feed young
warm-blooded

Birds:

feathers
backbone (vertebrate)
inside skeleton (endoskeleton)
lungs to breathe
hatch from hard-shelled eggs
warm-blooded

Reptiles:

dry scales or plates
backbone (vertebrate)
inside skeleton (endoskeleton); most turtles also have a hard outer shell
lungs to breathe
most hatch from leathery eggs
cold-blooded

Warm-blooded animals make their own heat and have a constant body temperature

Cold-blooded animals' body temperature comes from their surroundings

Fish:

most have scales covered with a thin layer of slime
backbone (vertebrate)
inside skeleton (endoskeleton)
gills to breathe
babies are either born alive or hatch from jellylike eggs
cold-blooded

Amphibians:

soft, moist skin
backbone (vertebrate)
inside skeleton (endoskeleton)
most hatchlings (jellylike eggs) are called larvae or tadpoles and live in water, using gills to breathe
as they grow, they develop legs and lungs and move onto land
cold-blooded

Using the sorting cards, sort the animals into their class.

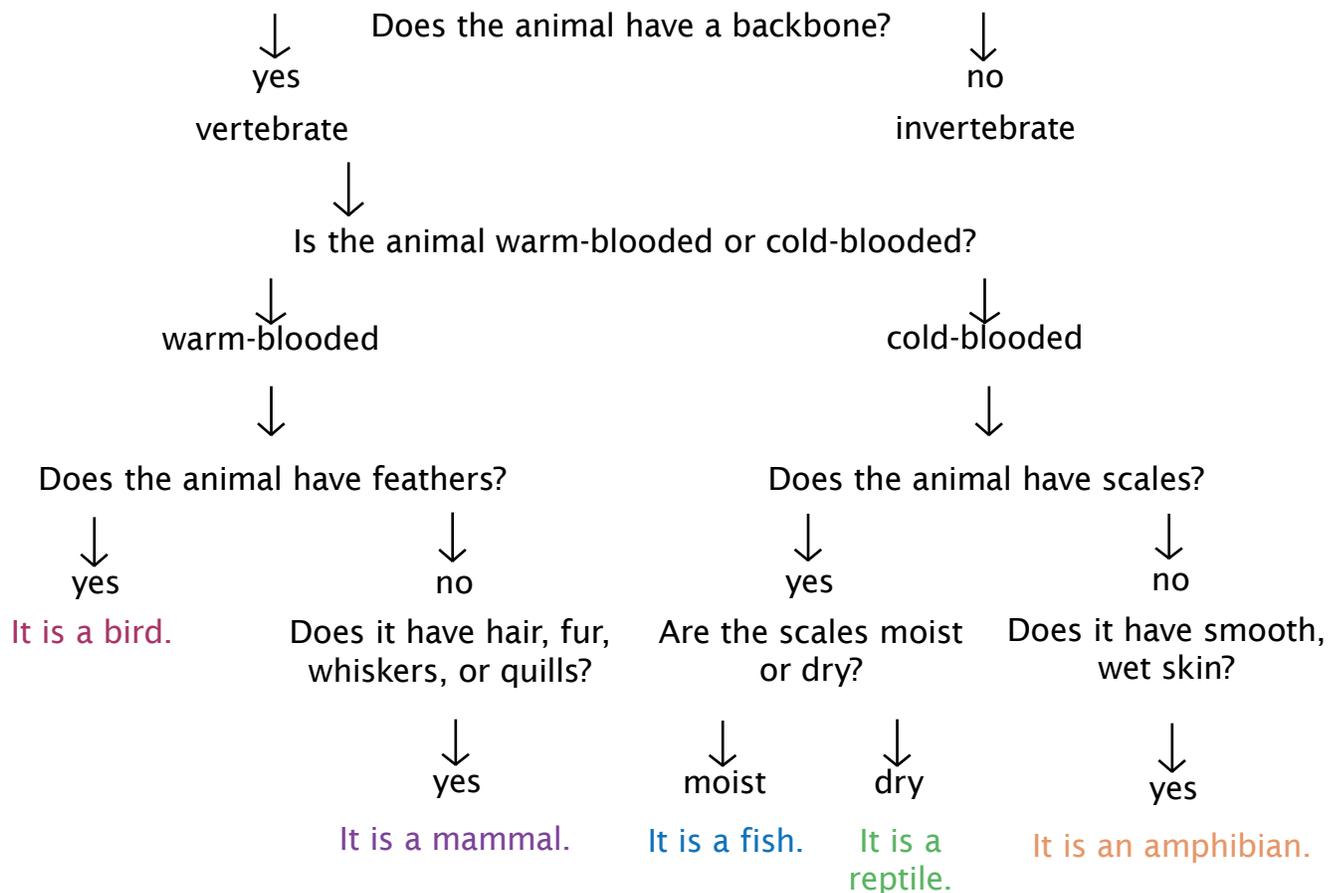
Dichotomous (Yes/No) Key

Use the information found in the book to match the animal to its classification.

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 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:

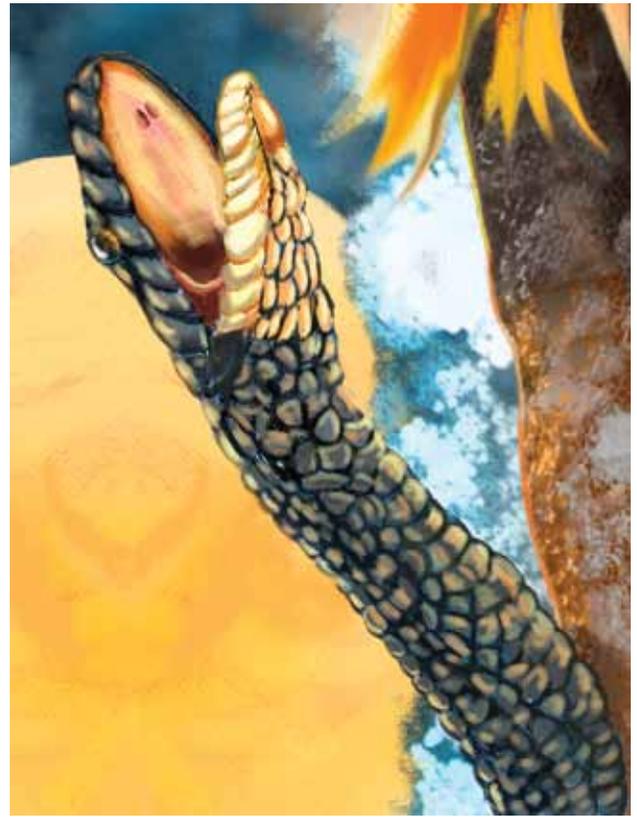
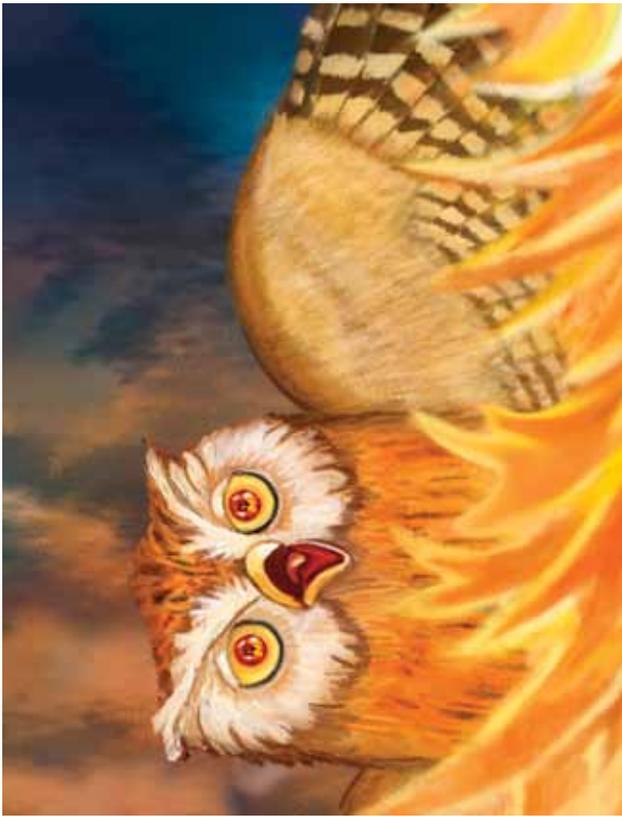
Sorting: Depending on the age of the children, have them sort cards by:

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.





Adaptations

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

Identify external parts of plants and animals

Observe and compare the structures and behaviors of different kinds of plants and animals

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

Use the illustrations in the book to see how many physical adaptations you can see for each animal.

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
body structure resembles another organism 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
hiding in an area that provides 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

Match the Animals

Stories that explain why animals look the way they do or why the world is the way it is are called **pourquoi tales**. These stories can help teach about the appearance and behaviors of different animals. Match the description with the picture of the animal. Answers are below.

1. This animal has black feathers and a sharp, predator's beak. They are skilled fliers that can do dives, summersaults and rolls in mid-air. They are very smart animals and sometimes hunt in groups called flocks.
2. This animal's yellow eyes shine red in the dark when they see a sudden, bright light. They are small birds that weigh only 4.3 to 8.6 ounces (121-244 grams). These fierce hunters prey on insects, worms, mice, and other small animals.
3. This animal has a circle of feathers around their eyes called a facial disc. This bowl around the eyes acts like a satellite dish to focus sound toward the animal's ears. The feathers can move to better receive the sound. They have yellow talons (claws on their feet) and young chicks who can't fly yet use their talons and beak to "walk" straight up the sides of trees.
4. This animal also has a facial disc around its eyes. Although they have tufts of feathers on top of their heads that might look like ears or horns, the ears are actually small holes buried under the feathers on either side of the facial disc. Adults can grow as large as 2 feet tall (.6m) with a wingspan of 5 feet (1.5m).
5. Its black skin hides this animal in grasses and shadowed underbrush. This animal is named for its speed and can travel at nearly 10 miles (16km) per hour. Adults are usually 24 to 55 inches (.6 to 1.4m) long. They are non-venomous, but will bite and flail if picked up or handled by humans.
6. This eight-legged animal can run on water, using tiny hairs on their feet to hold them atop the surface.

A. Raven



B. Water spider



C. Great horned owl



D. Black racer



E. Hoot owl



F. Screech owl



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

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

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

Science Journal (Vocabulary)

Web

my definition

my drawing

Fire

my definition

my drawing

Water

my definition

my drawing

Lightning

my definition

my drawing

Math Cards

Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Math Card Games

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

Tens Make Friends Memory Game is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

Go Fish for Fact Families is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are: $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, $5 - 3 = 2$.
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

<p>1 </p>	<p>2  </p>
<p>3   </p>	<p>4    </p>
<p>5     </p>	<p>6      </p>
<p>7       </p>	<p>8        </p>

9 









Map Activity

Objective: reading maps, geography

Using the maps on the next page as a reference, answer the following questions.

1. What Native American tribe lived to the south of the Cherokee?
 - a. Creek
 - b. Crow
 - c. Pueblo
2. What Native American tribe lived to the northeast of the Cherokee?
 - a. Navajo
 - b. Natchez
 - c. Powhatan
3. Which Native American tribe lived to the west of the Cherokee?
 - a. Massachuset
 - b. Chickasaw
 - c. Shawnee
4. The Cherokee lived in part of what is now the state of:
 - a. California
 - b. North Dakota
 - c. North Carolina
5. The state of Florida was once home to which Native American tribe?
 - a. Sioux
 - b. Seminole
 - c. Abenaki
6. The state of Texas was once home to which Native American tribe?
 - a. Iroquois
 - b. Comanche
 - c. Miami
7. The Cherokee Nation today is located in the state of:
 - a. Texas
 - b. Virginia
 - c. Oklahoma
9. Which states today border the Cherokee Nation?
 - a. Oklahoma, Kansas, Missouri, and Arkansas
 - b. Oregon, Nevada, and California
 - c. New York, Pennsylvania, and Delaware
10. Which Native American tribes lived in or near your state?

Maps



Character

Objective Core Language Arts, Reading Standards for Literature, Key Ideas and Details (2): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Identify some of their own personal responsibilities.

Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism.

Understand that choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.

Describe ways that individual actions can contribute to the common good of the community.

Predict consequences that may result from responsible and irresponsible actions.

Trustworthiness

Respect

Responsibility

Fairness

Caring about others/Citizenship

Persevere: keep on trying!

Always do your best

Use self-control

Be self-disciplined

Be accountable for your choices

Courage

Citizenship

Fairness

Respect for others

Kindness

Cooperation

Self-respect

Self-control

Courtesy

Compassion

Tolerance

Diligence

Generosity

Cheerfulness

Respect for the environment

Patience

Loyalty

1. Even though the animals did not succeed in bringing back the fire on their first try, they kept trying. What character trait(s) does this show? Write about or draw a time when you have shown that same trait.
2. Each of the animals volunteered to bring back the fire so that all the animals could share it. What character traits does this show? Have you ever done something similar? Write or draw about your experience.
3. The animals formed a council to work together. Talk about how they worked together. When have you worked together with other people? What character traits does that show? Write or draw about a time you worked well with others.
4. Write or tell the story of the first fire, using character words to describe the animals and their actions.

Answers

Fill in the Conjunction

1. They needed the fire. **But** a wide stretch of water surrounded the island.
2. The animals agreed. **So** Raven flew high, flew fast, flew far across the water and landed on the sycamore tree.
3. Raven perched on a branch **and** puzzled about how to carry back the fire.
4. The owl finally found his way back to the animals, **but** without the fire.
5. "Hoot Owl and I will fly together," Horned Owl said. **So** they flew high, flew fast, flew far across the water and landed on the sycamore tree.
6. The snake swam long, swam fast, swam far to the island **and** slithered into the smoky, fiery hole in the sycamore tree.
7. Fire can cook food **so** that it is safe to eat.
8. Small, controlled fires are useful, **but** if a fire gets too big or is out of control, it can be very dangerous.
9. Fishing spiders usually eat aquatic insects, **but** some of the larger spiders can catch and eat small fish.
10. Spiders have eight legs, **but** insects have only six.

Cross Curricular: Silly Sentences

1. Daggars of ice dangled from cliffs and trees. Earth had no fire.
2. The bolt struck the bottom of a sycamore tree on an island.
3. Flames sizzled.
4. The animals watched as puffs of smoke billowed out of the top of the tree. They wanted the fire.
5. The heat scorched Raven's feathers black.
6. To this day, Screech Owl's eyes shine red in the bright light.
7. So they flew high, flew fast, flew far across the water and landed on the sycamore tree.
8. An angry wind blew hot ashes that burned the feathers circling the owls' eyes.
9. The animals called another council meeting as snow painted the Earth white.
10. At the sycamore tree, Spider placed a tiny, hot coal into her tusti bowl and ran across the water back to the animals.

Word Search

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

COAL	8-A
FIRE	1-E
FLY	1-E
LIGHTNING	1-F
OWL	2-A
RAVEN	6-B
RUN	3-H
SLITHER	10-C
SPIDER	5-I
WATER	2-B

Match the Animals

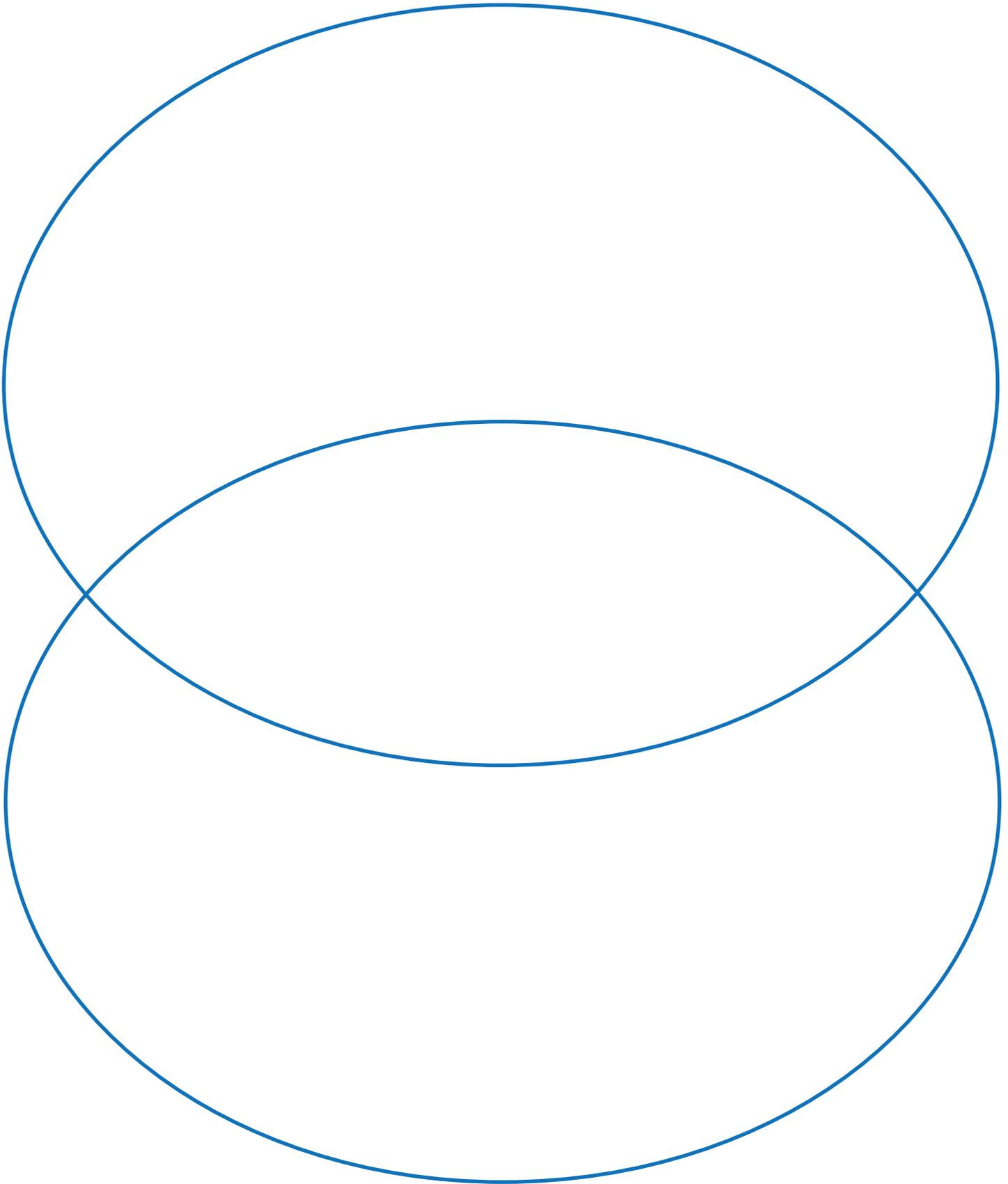
1-A, 2-F, 3-E, 4-C, 5-D, 6-B

Map

1. What Native American tribe lived to the south of the Cherokee?
 - a. Creek
2. What Native American tribe lived to the northeast of the Cherokee?
 - c. Powhatan
3. Which Native American tribe lived to the west of the Cherokee?
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 - b. Comanche
7. The Cherokee Nation today is located in the state of:
 - c. Oklahoma
9. Which states today border the Cherokee Nation?
 - a. Oklahoma, Kansas, Missouri, and Arkansas
10. Which Native American tribes lived in or near your state? *Answers vary*

Appendix B—Venn Diagram

Compare and contrast two animals



Appendix C—Vocabulary Cards
