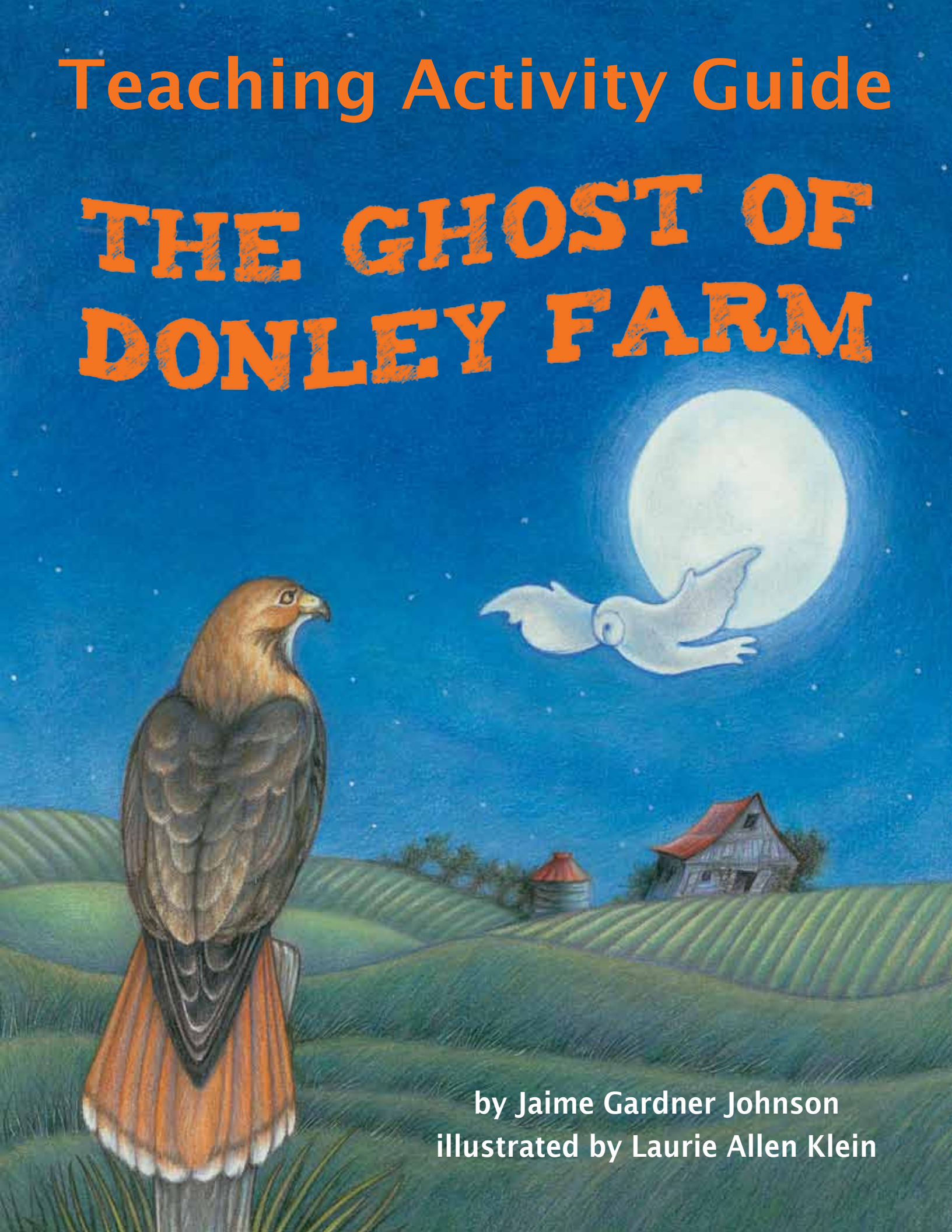
Teaching Activity Guide

THE GHOST OF DONLEY FARM



by Jaime Gardner Johnson
illustrated by Laurie Allen Klein

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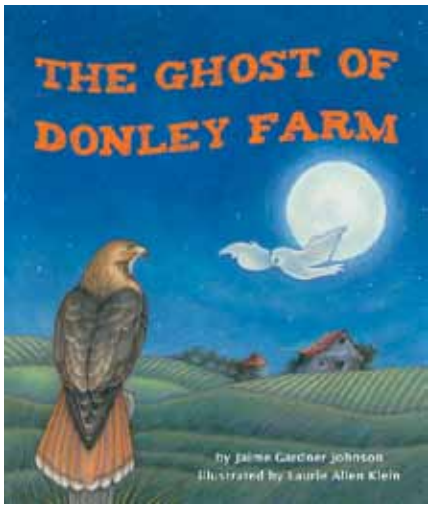

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How to Use This Activity Guide (General)

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!

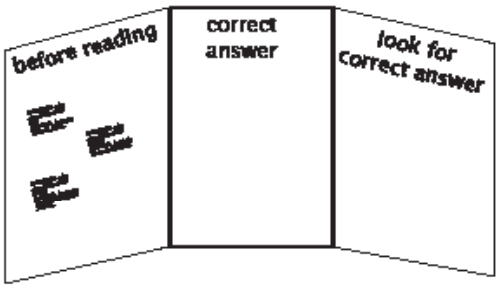
For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators: Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" 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. After reading the title and looking at the cover, what do you think this book is about?
2. What do you think the ghost is?
3. Would a red-tailed hawk ever meet a barn owl in the wild?
4. What is a nocturnal animal?
5. What is a diurnal animal?
6. What is a carnivore?
7. What do hawks eat?
8. What do owls eat?
9. When do owls hunt?
10. Where might a barn owl live?

Comprehension Questions & Writing Prompts

Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)
Identify basic similarities in and differences between two texts on the same topic. (story versus For Creative Minds non-fiction component)
Compare and contrast the most important points presented by two texts on the same topic. (story versus For Creative Minds non-fiction component)
With prompting and support, identify basic similarities in and differences between two texts on the same topic.
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. What was the ghost?
2. What did Rebecca and the ghost have in common?
3. Which of the two raptors in this book can see best in the daytime?
4. Which of the two raptors in this book is completely silent when they fly?
5. Why are Rebecca and Bernard not bothered by the skunk's smell?
6. Which of the two raptors can see color?
7. Large, bulging eyes on a flat fact are better adapted for seeing in the day or in the night?
8. What adaptation do red-tailed hawks have to keep the sun out of their eyes?
9. What are some differences between Rebecca and Bernard?
10. Why would Rebecca not want feathers on her scaly legs?
11. Is this story fiction or non-fiction? How can you tell?
12. Is the For Creative Minds section fiction or non-fiction? How can you tell?
13. What can you learn about raptors from the story?
14. What did you learn about raptors from the For Crative Minds section?
15. Pretend you are a red-tailed hawk or an barn owl. Write about the things you see while you are out hunting.

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. Write two sentences describing a bird.
2. Look at the illustrations in this book. Write a description of Rebecca or Bernard.
3. Is your description of one of the characters in this book more detailed (specific) than your description of a bird (general)? How are the two descriptions different.
4. Pair up. Read your description of Rebecca or Bernard while your partner draws based on what you have written. Then trade places so you can draw based on the description your partner has written.
5. There is a turtle in the illustrations. Write a description of the habitat you see the turtle in, then draw a picture.
6. Bernard lives in a barn. What does the barn look like? Draw a picture of the barn and include any animals you think might live there.
7. There is a scarecrow in the field outside the barn. If you were making a scarecrow, what would you dress it in? Draw a picture of your scarecrow.

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

Language Arts & Science: Basic Needs

Objective: Describe the basic needs of living things and how they are met.

Plants need water, oxygen, food, light and space to grow and reproduce; animals need water, oxygen, food, and shelter/space to grow and reproduce.

Re-read the story and write down any words that relate to how the plants or animal(s)meet their basic needs.

Plant/ Animal	water	oxygen	food	light	space

If not mentioned in the text, are there any indications in the illustrations of how these needs are met? Can you describe, draw, or write an explanation of how the needs are met?

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

ADAPTATION

BARN

BIRD

HAWK

HUNT

OWL

PREY

RAPTOR

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	red-tailed hawk	barn 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 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		
	hard outer covering		
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)		

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 cat and human body parts used for senses.

to smell	to feel
to hear	to see

Habitats

Objective: Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)

Identify natural characteristics of places: landforms, bodies of water, natural resources, and weather).

Geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.

Habitats are more than just the plants and animals that live there. They are communities of plants, animals and non-living things that interact in certain locations. There are many different types of habitats all over the world.

Some things might live in more than one kind of habitat. Can you find any plants or animals that are in more than one habitat?

What are some of the non-living things in each habitat?

- Water: freshwater or saltwater? deep water or shallow water? what kind of precipitation? How often and how much?
- Elevation above sea level
- Climate (temperate, tropical, polar)
- Rocks: how big, how many
- Soil

What are some ways that plants or animals interact with each other or non-living things?

What are some living and non-living things you see when you go outside?

What are some ways that a habitat might change?

Plants and animals (living things) live in habitats that meet all of their basic needs.

- Animals need food, water, oxygen to breathe, and a safe space for shelter and to give birth to their young.
- Plants need sunlight and heat (temperature), water, soil to grow, and a way for seeds to move (disperse).

Living things have body parts and behaviors (adaptations) that help them live in their habitats and meet their basic needs.

- Animals need oxygen to breathe. Animals get their oxygen from either the air or the water. What body parts do they use to get the oxygen? What behaviors do they have? (Mammals or reptiles that live in water must come to surface of the water to get the oxygen from the air).
- Living things have body parts or behaviors to protect themselves from predators or things that might hurt them.
- Most animals move from one place to another. Special body parts help them move in their habitat but not easily in other habitats. For example, which body parts help animals move in the air, land, or water?
- All living things need energy to grow and have body parts to help them get food.

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

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

My animal is:

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

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

Talon

my definition	my drawing

Raptor

my definition	my drawing

Nocturnal

my definition	my drawing

Wing

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.

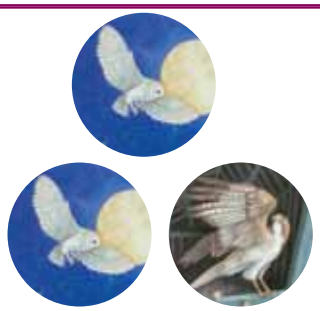
Go Fish for Fact Families is a twist on "Go Fish."

- 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.

1

2

3



4

5

6

7

8

9

Answers

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

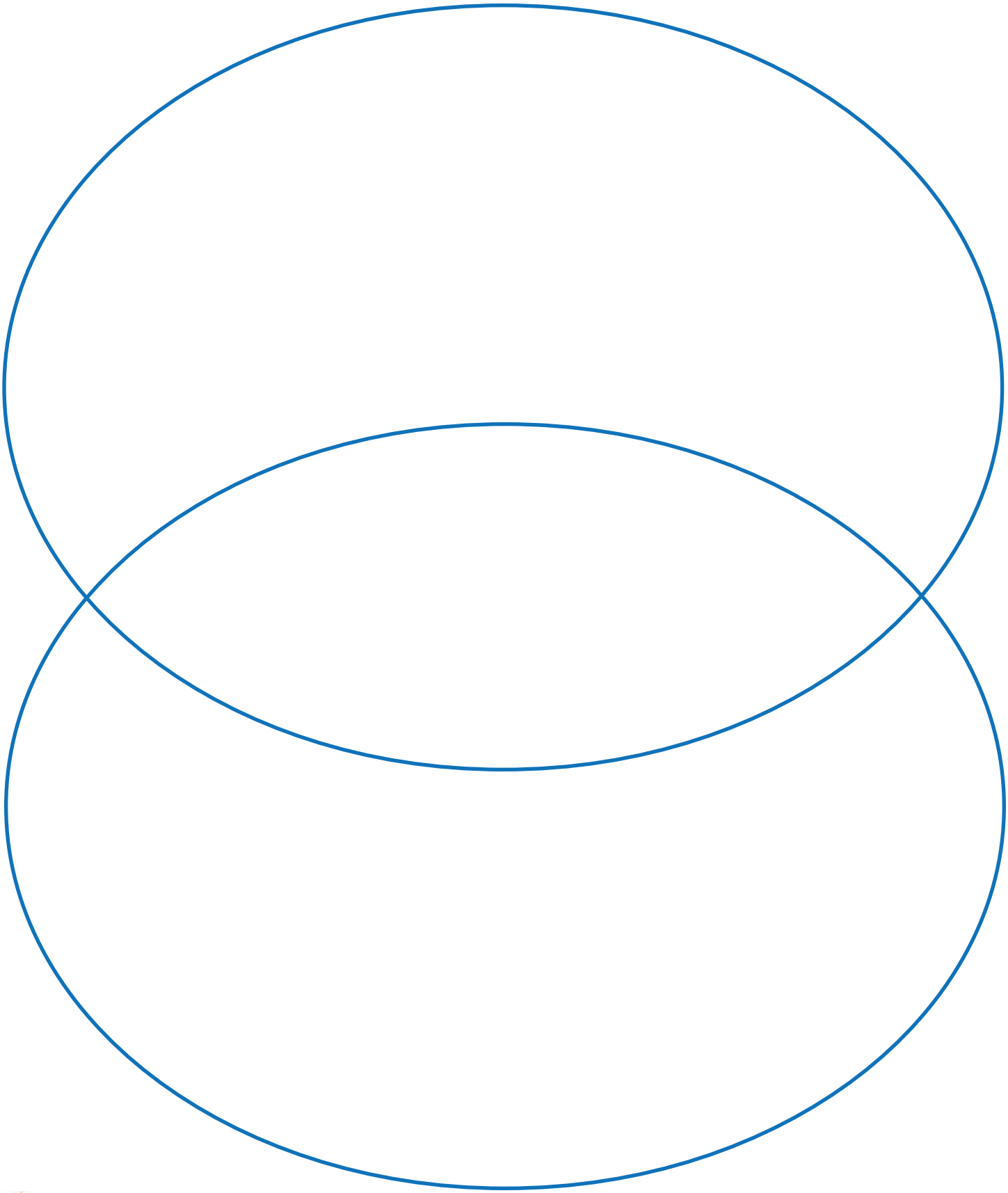
ADAPTATION 8, A
BARN 7, F
BIRD 2, C
HAWK 1, H
HUNT 4, B
OWL 8, I
PREY 6, D
RAPTOR 2, J

Appendix A—"What Children Know" Cards

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

Appendix B—Venn Diagram

Compare and contrast two



Appendix C—Vocabulary Cards