

# Lost in the Mangroves

*A Wren & Frog Adventure:*

Book 2



**Suggested Level:** 1-3

**Suggested Time:** 60 min

\*Can be adapted to a shorter lesson by choosing excerpts from the book.

\*Can be adapted to 2 -45 minute lessons by taking more time for student work and discussions

## **Suggested Materials:**

- “Lost in the Mangroves” - Grant Allison
- Drawing paper
- Pencils and crayons
- Video – “Clementine Marvels at a Mangrove” <https://youtu.be/hhdGktn54X0>
- Computer/Projector
- Word Wall

## **Lesson Overview:**

The purpose of this lesson is to introduce students to animal habitats. Students will learn that the Earth supports many different animal habitats, each of which has distinct features and distinct plant and animal populations. They will understand and make observations about the natural world around them.

## **Lesson Objectives:**

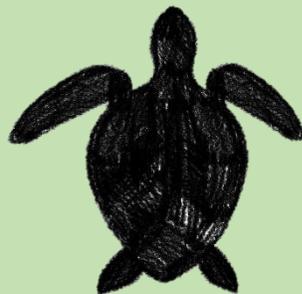
Within this lesson, students will:

- Understand the Everglades ecosystem
- Identify the animal life of the ecosystem

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## **Suggested Activities:**

1. Welcome and introduce students.
2. Review the word wall with vocabulary terms from the book. Choose 5-10 words to ask students for a definition. Provide context clues to help the student identify the terms.
3. Ask students what they think the book is about based on the title, pictures, vocabulary and excerpts from the book.
4. Read the book together.
5. While reading, fill in a chart of characteristics and animals that are found in the Everglades.
6. After reading the book, discuss some of the things Wren & Frog did and saw on their adventures through the Everglades.
7. Students will complete the comprehension questions.
8. Students will create a post card to send home that highlights their trip to the Everglades. They will include a picture of their location and at least 3 “facts” (things they have learned) about the Everglades.
9. Students will complete the “seek and find” and fill-ins as review.



To:

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FROM:

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# Lost in the Mangroves

- \_\_\_\_\_ - floating without being steered or tied to something.
- \_\_\_\_\_ - a heavy object attached to a boat that is thrown into the water to hold the boat in place.
- \_\_\_\_\_ - having to do with water.
- \_\_\_\_\_ - the beak part of a bird.
- \_\_\_\_\_ - a shark with a head shaped like a shovel. It is the only shark known to eat plants.
- \_\_\_\_\_ - the front of a boat.
- \_\_\_\_\_ - a passage deep enough for a boat.
- \_\_\_\_\_ - the government organization of first responders on the waters around the United States.
- \_\_\_\_\_ - a small boat.
- \_\_\_\_\_ - a platform a boat can be parked and tied to, usually stretching from land into water, allowing people to get in and out of a boat without getting wet.
- \_\_\_\_\_ - a species with numbers so low that it might not exist if more die.
- \_\_\_\_\_ - the swampy land in South Florida with tall grass, low trees, and lots of water.
- \_\_\_\_\_ - the string of islands south of mainland Florida which extends from just south of Miami to Key West.
- \_\_\_\_\_ - having a split end.
- \_\_\_\_\_ - a black seabird with a forked tail, a long bill, and long bent wings.
- \_\_\_\_\_ - the Florida Fish and Wildlife Conservation Commission is a group which protects Florida's natural resources, including fish, wildlife, and natural lands.
- \_\_\_\_\_ - the place a boat is steered from, the wheel or tiller.
- \_\_\_\_\_ - the place where the sky appears to touch the land or sea. Iguana- a large lizard found in South Florida and the Caribbean.
- \_\_\_\_\_ - to keep eggs warm until they hatch.

- \_\_\_\_\_ – a sea turtle with a very large head.
- \_\_\_\_\_ - a single landmass that makes up most of a nation but does not include islands that are also part of the nation.
- \_\_\_\_\_ - a tropical tree or shrub with visible roots that grows along the shoreline in salt water.
- \_\_\_\_\_ - a person who studies plants and animals that live in saltwater.
- \_\_\_\_\_ - a low area of land that get wet or floods when the tide rises.
- \_\_\_\_\_ - an area of mud along the shore.
- \_\_\_\_\_ - an open area of water away from shore.
- \_\_\_\_\_ - a bright, oddly shaped flower.
- \_\_\_\_\_ - the road connecting Florida’s mainland to all the islands of the Florida Keys.
- \_\_\_\_\_ - a large purple jellyfish, that floats on top of the water, with a painful sting.
- \_\_\_\_\_ - a large area of grassland.
- \_\_\_\_\_ - the service that carries calls between cell phones or signals between radios.
- \_\_\_\_\_ - nurse back to health.
- \_\_\_\_\_ - set free.
- \_\_\_\_\_ - places where large numbers of birds gather to nest.
- \_\_\_\_\_ - a flat piece, usually of wood, hinged on the back of a boat, extending from the helm down into the water and used for steering.
- \_\_\_\_\_ - a shallow area in water made of sand rising up toward the surface.
- \_\_\_\_\_ - fish swimming together.
- \_\_\_\_\_ - grass that grows in or near the sea or ocean.
- \_\_\_\_\_ - when water has lost depth and become shallower.
- \_\_\_\_\_ - sand or clay that has settled at the bottom of the water.
- \_\_\_\_\_ - a house built on stilts or poles, raised up over land or water.
- \_\_\_\_\_ - a marine animal with a flat, triangular body and a long tail.
- \_\_\_\_\_ - a large fish that swims in salt water near the shore and in shallow water.
- \_\_\_\_\_ - the line left at the highest point water rises on the beach during high tide.
- \_\_\_\_\_ - areas of very warm weather where plants can grow year-round.
- \_\_\_\_\_ - a radio boats use to communicate with other nearby boats.

\_\_\_\_\_ - walked through water.

\_\_\_\_\_ – the waves created by a passing boat.

\_\_\_\_\_ - the loose skin hanging below an animal's chin.

\_\_\_\_\_ - the width of a bird's wings when fully extended.

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F E C L N T B C K H P N O P F  
 A O G U F O H Q E A Z O R Q L  
 L A R I D A P Y O B L I C V B  
 Q A R K N E K R A D N T H H O  
 H D S N E I R I A R P P I A W  
 A B E D D D T E Q T K E D Q S  
 Z L R E D D U R G F H C M U R  
 U P D V G W S T Q N E E J A A  
 M A N G R O V E I T A R C T B  
 W H E L M S B E A D M D F I D  
 E T A T I L I B A H E R N C N  
 P Q H J M E U I Q S W L V E A  
 V L F S S C L K Q R O A I F S  
 O I Q A N C H O R A X W K N M  
 Z Q W I P F U L I M K K J E E

ADRIFT		ANCHOR		AQUATIC
BOW		CHANNEL		ENDANGERED
FORKED		HELM		INCUBATE
MANGROVE		MARSH		ORCHID
PRAIRIE		RECEPTION		REHABILITATE
RUDDER		SANDBAR		TARPON
TIDELINE		WADED		WAKE

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What was the author's purpose in writing about the *Florida Everglades*?
  - a. To entertain readers with a story about Florida.
  - b. To inform readers about plants and animals in Florida.
  - c. To persuade readers to visit Florida.
  
2. In chapter 2 Frog and Wren found an injured bird and called the Wild Bird Rescue to rehabilitate it. *Rehabilitate* means....
  - a. Nurse back to health
  - b. Release
  - c. Capture
  
3. Which of the following sentences best summarizes chapter 3?
  - a. Florida has many unique trees with unique features.
  - b. Wren and Frog released the rehabilitated bird back into the wild.
  - c. Wren and Frog observed stingrays and bonnethead sharks.
  
4. P. 41 Wren and Frog see Osprey birds. Which statement best describes Osprey birds.
  - a. They are small poisonous birds
  - b. They live near the water to hunt and eat fish
  - c. They travel south for the winter.
  
5. What did the author talk about first in Florida Everglades?
  - a. Florida's Black Bears
  - b. Rattler the Bloodhound puppy
  - c. Florida's Fish
  
6. *Lost in the Mangroves* is
  - a. Fiction
  - b. Nonfiction