

Teaching Activity Guide

# Honey Girl

The Hawaiian Monk Seal



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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.

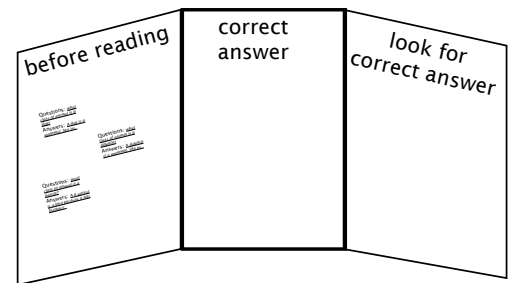
# What Do Children Already Know?

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. Can you name any different types of seals?
2. What class of animals are seals: fish, reptiles, mammals, birds or amphibians?
3. What are some things that can make seals sick?
4. What are some ways that seals can become injured or hurt?
5. How do you think humans can tell if a seal is sick or injured?
6. Do you think humans can help sick or injured seals? Why or why not?
7. Where are some places that help sick or injured wild animals?
8. What are some things Hawaiian monk seals might eat?
9. Why do you think scientists might put satellite tracking devices on wild animals?
10. How can scientists tell if the wild animals they track are doing ok?

## 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. Looking at the illustrations, describe the location of the story.
2. How is this location the same as or different than where you live?
3. Make a list of some of the other animals in the illustrations.
4. Describe what some of the people are doing in various illustrations.
5. What color is the fur of a newborn Hawaiian monk seal?

# Comprehension Questions & Writing Prompts

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*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.*

1. What kind of seal is Honey Girl?
2. There are not many of these animals left in the world. What does it mean when an animal is considered “endangered?”
3. Where do these seals live? (Can you point to the location on a map or globe?)
4. Why is Honey Girl called “Super Mom?”
5. How did people know something was wrong with the seal?
6. How did people identify the sick seal as Honey Girl?
7. What caused her injuries?
8. Where did scientists take her to get help?
9. What were some of the ways they helped her to get better?
10. What did they feed her as she was getting better?
11. How did they know she was getting better?
12. Why did they send her back to the ocean instead of keeping her at the aquarium or zoo?
13. What did the scientists attach to her back and why?
14. Where did Honey Girl go after she was released and how did scientists know?
15. What happened on just after the New Year that was so exciting?
16. How long did Honey Girl stay on the beach then and why?
17. Who else stayed on the beach with Honey Girl?
18. Why are people so excited that Honey Girl has had so many pups?

# Language Arts & Science: Basic Needs

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

*Animals need water, oxygen, food, and shelter/space to grow and reproduce.*

1. Looking at the illustrations, how do you know Hawaiian monk seals breathe oxygen from the air and not water?
2. How do you think these animals get oxygen when they are swimming?
3. Can you think of any other animals that live in the ocean but breathe oxygen from the air?
4. What kind of food did Honey Girl eat when she was being cared for?
5. How do you think she gets her food when she's out in the ocean?
6. What kind of food do you think she eats when she's living in the ocean?
7. Where did Honey Girl give birth to her pups, in the ocean water or on the beach?
8. Why did she stay on the beach with her pups after they were born?
9. What did the pups eat?
10. What did she eat while on the beach with pups?

# 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

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Build a word bank using words found in the story or For Creative Minds.

<b>Adjective</b>	<b>Noun</b>	<b>Verb</b>
alone	algae	birth
black	beach	change
dark	fur	eat
endangered	hair	grow
fuzzy	newborns	hunt
grey	ocean	live
short	pup	molt
silver	pup	weigh
	spring	
	summer	

# Cross-Curricular Silly Sentences

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1. Hawaiian monk seals give birth to one \_\_\_\_\_ at a time, about once a year.  
noun
2. Most Hawaiian monk seals are born in \_\_\_\_\_ and \_\_\_\_\_, but they can be born at any time of year.  
noun  
noun
3. Newborns weigh \_\_\_\_\_ pounds (13-18 kg) and are about \_\_\_\_\_ feet (1 meter) long when they are born.  
number  
number
4. They have \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ hair all over their bodies.  
adjective  
adjective  
adjective
5. Pups stay with their mothers and nurse for about \_\_\_\_\_ weeks after birth. The mothers live on the \_\_\_\_\_ and don't \_\_\_\_\_ during this entire time.  
number  
noun  
verb
6. When pups are six weeks old and weigh \_\_\_\_\_ pounds (68-90 kg), their mothers return to the \_\_\_\_\_.  
numbers  
noun
7. As the seals grow, their bodies \_\_\_\_\_.  
verb
8. The black fur \_\_\_\_\_ (falls out) and grows back a dark \_\_\_\_\_ or \_\_\_\_\_. The fur on their bellies is lighter. Sometimes algae grow on their fur and turn them \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.  
verb  
color  
color  
color  
color  
color
9. Hawaiian monk seals live for \_\_\_\_\_ years.  
numbers

# Language Arts: Sequence Sentence Strips

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

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

Kite surfers saw a monk seal floating in the ocean.

Marine Mammal experts found Honey Girl.

Honey Girl dragged herself onto the beach.

Scientists took Honey Girl to the Waikiki Aquarium and removed the fishhook.

They took Honey Girl to the Honolulu Zoo where she had an operation on her tongue.



Honey Girl ate a “seal shake” of ground-up herring and water through a tube.

As she perked up, she caught and ate fish.

Early one morning, the scientists took her to the beach where she swam back into the water.

Over the new month, a tracking device let the scientists know where she was.

Honey Girl gained weight.

Honey Girl gave birth to a pup.

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

BARK

ENDANGERED

FISH

HAWAIIAN

HONEY GIRL

MELI

MONK

OCEAN

SEAL

TONGUE

ULUA

WAIKIKI

# Science Journal (Vocabulary)

---

## Mammal

my definition

my drawing

## Marine Mammal

my definition

my drawing

# Endangered

my definition

my drawing

# Pup

my definition

my drawing

# True or False?

---

*Objective: Critical thinking skills*

Circle whether you think the statement is true or false. Can you explain your answers?

1. T/F Some human actions can hurt or kill wild animals.
2. T/F Some animals, like Hawaiian monk seals, are in danger of becoming extinct (no longer on the Earth).
3. T/F Hawaiian monk seals live in the Atlantic and Pacific Oceans.
4. T/F Seals have to compete with sharks and other predators for food.
5. T/F Seals can catch diseases from other seals, humans or even dogs.
6. T/F Seals know to stay away from trash like fishing nets or plastic in the water.
7. T/F Seals need low-lying beaches to give birth to their young.
8. T/F Scientists learn about seals and other wild animals by tagging and tracking them.
9. T/F When seals or other marine mammals are injured or stranded, teams of scientist try to rescue them with the goal of keeping them in zoos or aquariums.
10. T/F When people act responsibly and stay a safe distance from seals, humans and seals can share beaches and shores in peace.

*Answers: 1: T; 2: T; 3: F (Pacific Ocean near Hawai'i only); 4: T; 5: T; 6: F (They can get caught in trash or try to eat it); 7: T; 8: T; 9: F (The goal is to return animals to the wild. If an animal cannot survive on its own in the wild, then it may be taken to a forever home at a zoo or aquarium.); 10: T*



# Tools and Technology

*Objective: Explain why people use science and technology and how scientists and engineers work.*

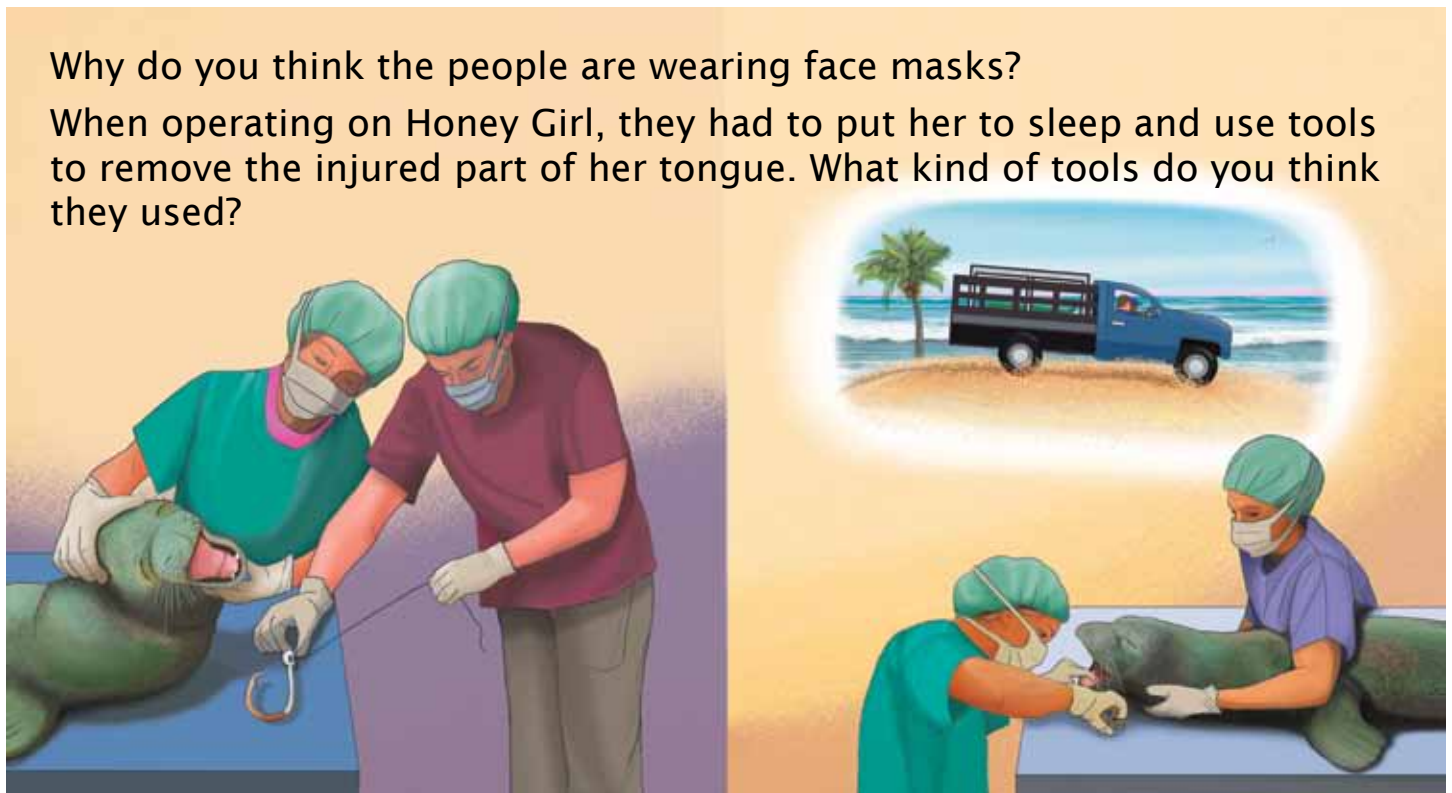
*Identify examples of technology used to investigate Earth. Ex: satellites.*

*Explain how various technologies are used in the community technology, tools, community.*

*Identify tools people have invented for everyday life and for scientific investigations.*



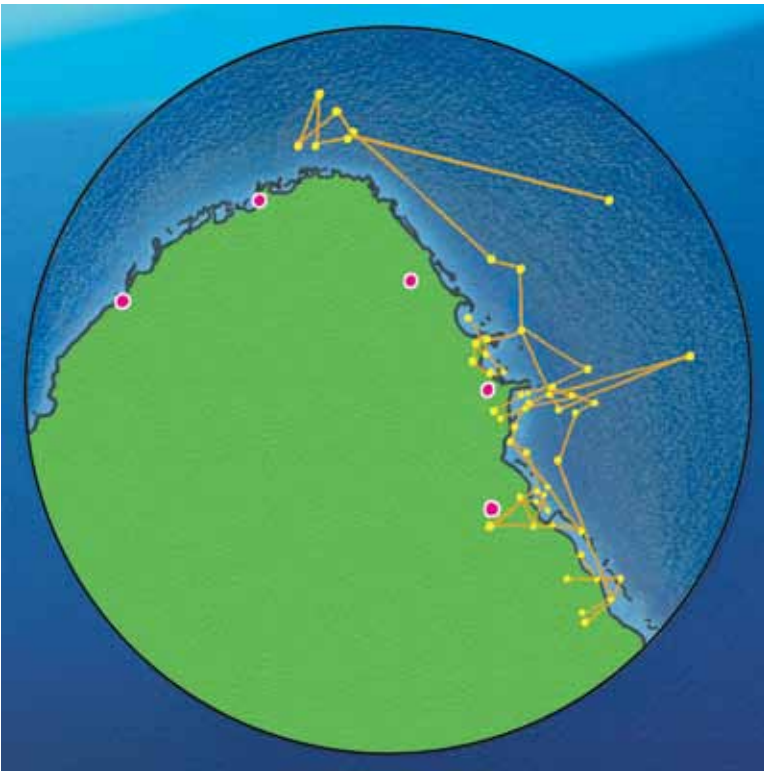
Why do you think the people are wearing gloves?



Why do you think the people are wearing face masks?

When operating on Honey Girl, they had to put her to sleep and use tools to remove the injured part of her tongue. What kind of tools do you think they used?

Can you find the tracking device on Honey Girl's back?



Look at the tracks of where Honey Girl went after she was released. What do you observe about where she went? What do you think she did while out in the deep ocean? What do you think she did while on the beach?

# Math: Measuring (compare & contrast)

*Objective Core Mathematics Measurement:*

*Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;*

*Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.*

*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.*



What standard measuring tool would you use to measure something in feet or meters: ruler or measuring tape?



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

What are some other things about the same size? Hawaiian monk seals are 7-7.5 feet (2.1-2.3 meters) long

What is something that weighs about the same? Hawaiian monk seals weigh 375-450 pounds (170-204 kg).



How big is it? How tall are you?

Using the right measuring tool (yard stick or measuring tape) and chalk, mark off 7-7.5 feet (how big a Hawaiian monk seal is) on the playground, sidewalk, or driveway.

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



# Map Activity

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*Objective: reading maps, geography*

Find Hawai'i on a globe or on a large map.

Describe its location:

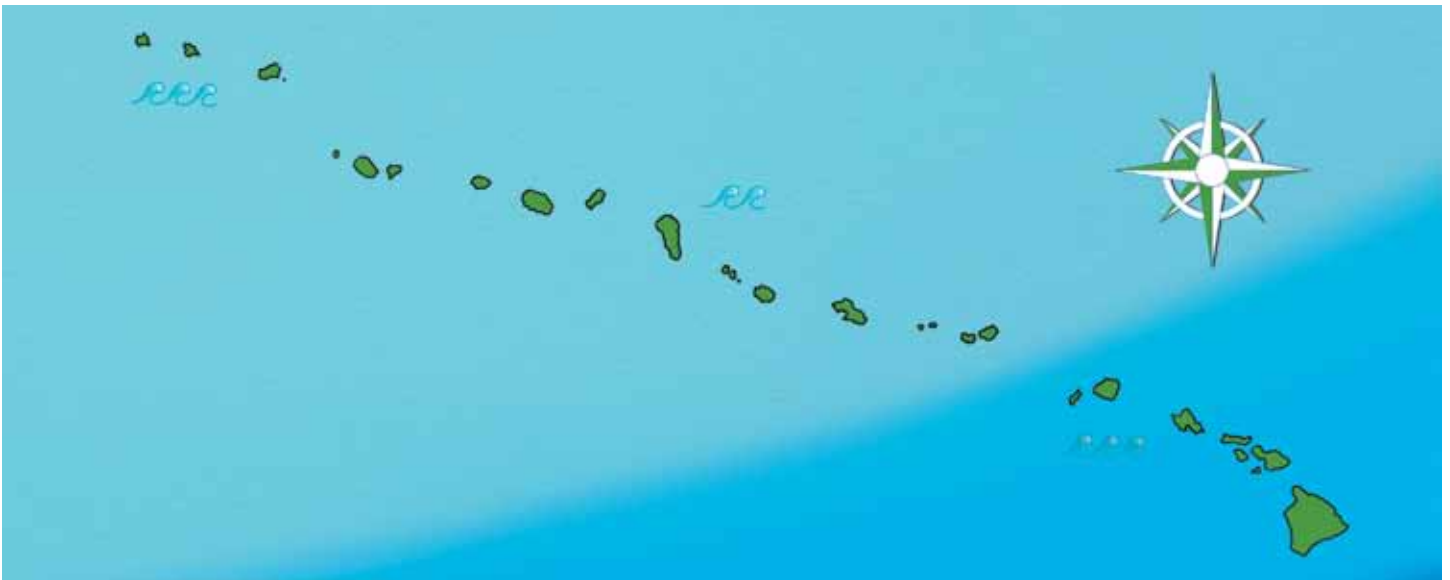
- In what ocean is it located?
- Between which continents is it located?
- Describe the islands (big / many, in a chain, etc.)

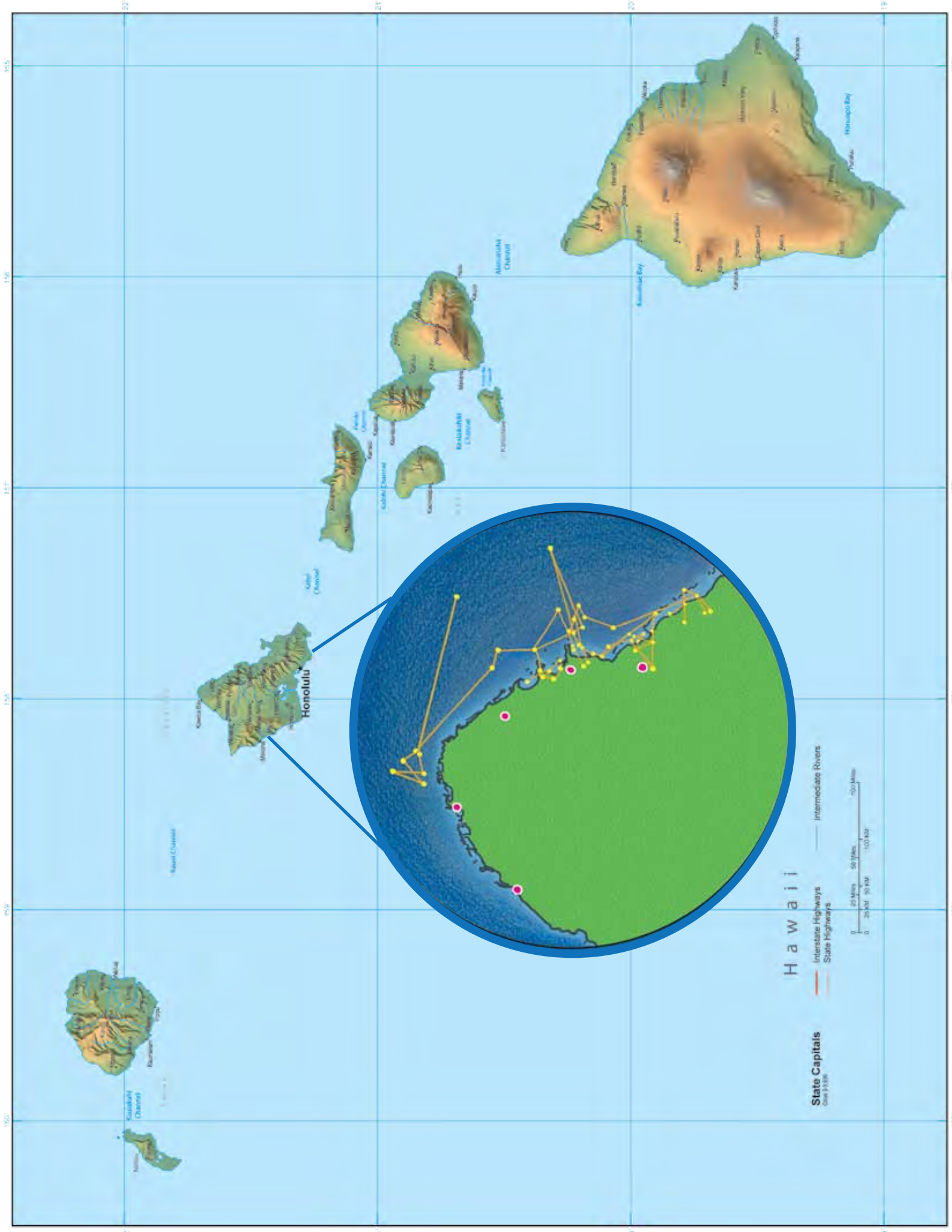
Most maps of the state, including the one on the next page, only show the southern islands and not the northern islands (below). Why do you think that's true?

Can you find some of the locations Honey Girl visited on the map of the state (next page)? Use the NOAA satellite tracking information inset to help.

Comparing the map of all the islands (below), can you find the islands where people live (on map on next page).

Most Hawaiian monk seals live around the uninhabited islands in the north.



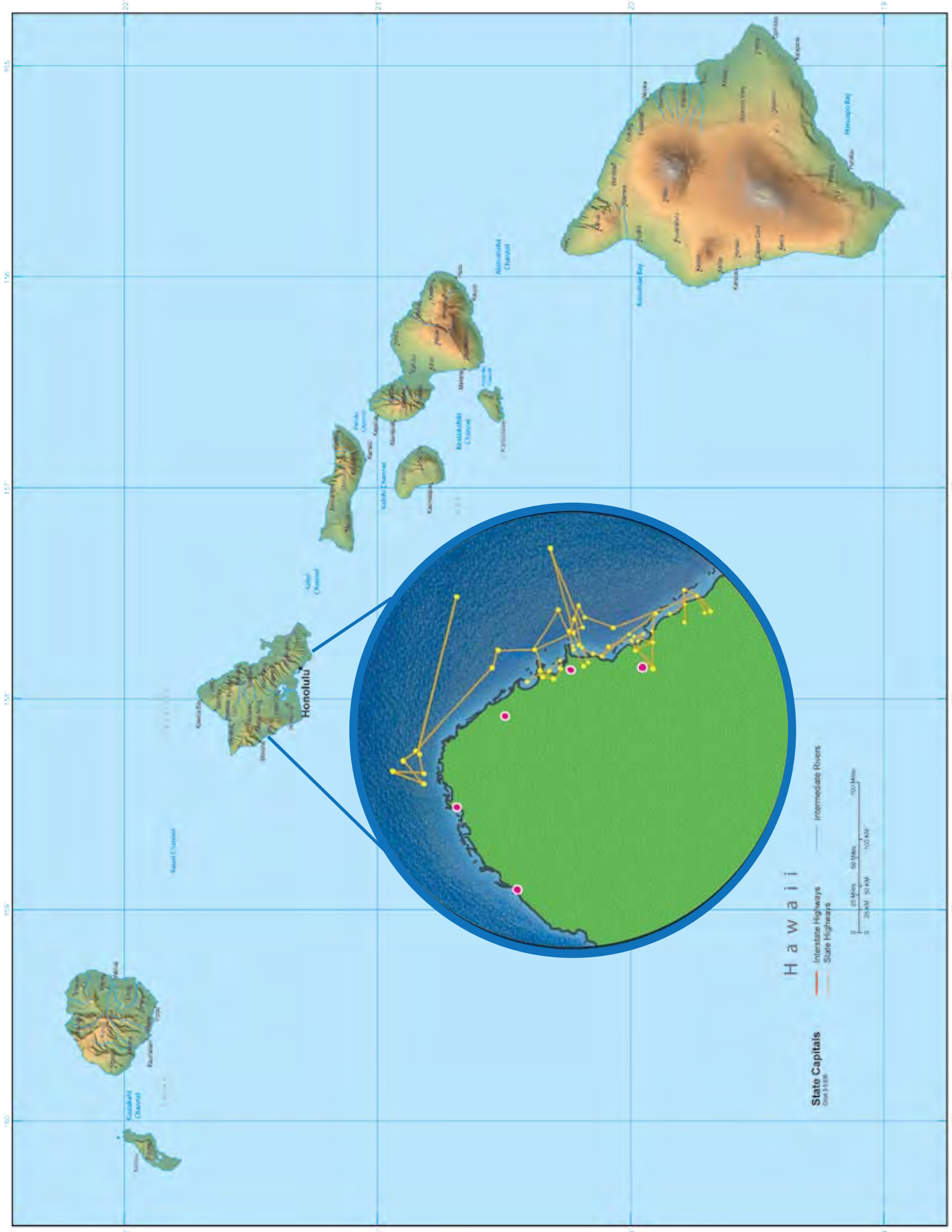


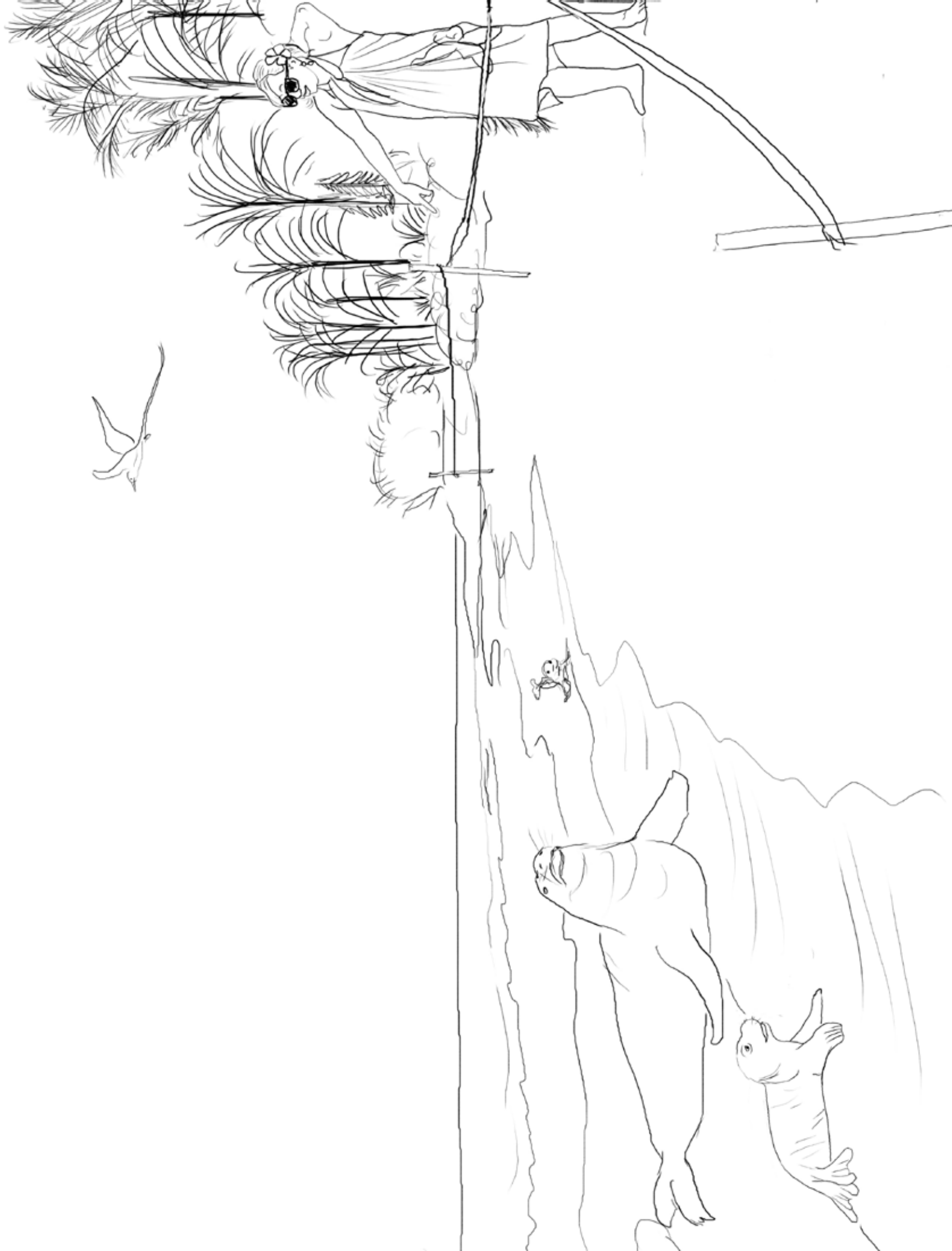
# Hawaii

- State Capitals** (Over 13,000)
- Interstate Highways
- State Highways
- Intermediate Rivers



Honolulu







# Answers

## Silly Sentences

Hawaiian monk seals give birth to one pup at a time, about once a year. Most Hawaiian monk seals are born in spring and summer, but they can be born at any time of year.

Newborns weigh 30-40 pounds (13-18 kg) and are about 3.3 feet (1 meter) long when they are born. They have black, short, fuzzy hair all over their bodies.

Pups stay with their mothers and nurse for about six weeks after birth. The mothers live on the beach and don't eat during this entire time.

When pups are six weeks old and weigh 150-200 pounds (68-90 kg), their mothers return to the ocean. The pups are left alone on the beach. They learn how to take care of themselves.

As the seals grow, their bodies change. The black fur molts (falls out) and grows back dark silver or grey. The fur on their bellies is lighter. Sometimes algae grow on their fur and turn them green, red, or brown.

Female monk seals are ready to mate when they are 5-9 years old. Hawaiian monk seals live for 25-30 years.

## Word Search

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

3,C	BARK
1,I	ENDANGERED
3,D	FISH
2,B	HAWAIIAN
5,B	HONEY GIRL
2,H	MELI
7,C	MONK
9,D	OCEAN
7,E	SEAL
3,A	TONGUE
7,J	ULUA
4,B	WAIKIKI



# Appendix A—“What Children Know” Cards

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

## Appendix B—Vocabulary Cards

**Hawaiian  
Monk Seal**

**Endangered**

**Rehabilitated**

**Rescue**

**Operation**

**Release**