**GUESS THAT ANIMAL!**

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<td>Snow Leopard</td>
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<td>Polar Bear</td>
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For additional resources including videos, discussion guides, and more, visit SimonandSchuster.net
Explore the animal kingdom with a wild whodunit from Stuart Gibbs!

Take a fictional field trip to the most exciting zoo ever built with the included reading guides for Belly Up and Lion Down! Then, invite your students to become junior zookeepers with these ferociously fun activities.

**FUNJUNGLE’S NEWEST ATTRACTION** (Activity sheet on page 5)

FunJungle is looking to create some new exhibits featuring endangered species and the zoo’s owner, J.J. McCracken wants your students to design them! In order to design the exhibit, each of your students will have to become an expert on one endangered animal. You can assign animals by having students pick them out of a hat or ask each student to pick an animal that fascinates them. Once everyone has designed their exhibits, have them present the special features they picked to show off the unique traits and behaviors of their animal.

**WILD FACT SCRAMBLE** (Activity sheet on page 6)

Your students are the newest tour guides at FunJungle, but during their first day on the job, their notecards with facts about four of the zoo’s most popular animals get jumbled together. Can they figure out which lesser known traits belong to each animal?

**Answers, from top left to bottom right:** Hippopotamus, Mountain Lion, Panda, Koala, Rhinoceros, Hippopotamus, Rhinoceros, Mountain Lion, Koala, Panda.

**ANIMAL CROSSING** (Activity sheet on page 7)

Can your students puzzle together which zoo animals these fun facts are about? If they get stumped, remind them that filling in other clues will provide them with letters that might help! Once they’ve run out of clues they know the answer to, you can provide them with with an additional hint.

**Answers:**

**GUESS THAT ANIMAL** (Activity sheet on page 8)

Get to know endangered species with a guessing game! Make two copies of the activity sheet then cut along the dotted line to create two sets of cards. When you’re ready to play, divide your class into two teams and give each team a set of cards.

**How to Play:** Each team must pick a player to guess first. On your signal, the chosen players on both teams should hold the stack of cards against their forehead so they can’t see what is on them. Their teammates can call out clues to help the player guess what animal is listed on the card. Each player will have one minute to guess as many of the animals as possible. If teammates use one of the words on the card as a clue, no points will be awarded. And, if you want to make things extra challenging, you can ban the use of “rhymes with” hints.

When time is up, total the number of cards each team was able to guess successfully. The team with the most correct guesses at the end of the game wins—or, if your class is full of animal experts, whoever gets through their stack of cards first wins!

Want to keep the fun going? You can always create more cards by writing the names of other endangered species on index cards!

For more activities that will put your students’ animal sleuthing skills and creativity to the test, visit SimonandSchusterPublishing.com/StuartGibbs and check out the Extended Writing and Research prompts sections of the FunJungle Curriculum Guides!
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It’s your first day on the job as a tour guide at FunJungle and disaster has struck—your notecards blew out of your hands and now they’re out of order! Can you figure out which fun facts you’ll need to introduce visitors to each of the zoo’s main attractions? Fill in the blank at the top of each card with one of the animals named below.

Mountain Lion  | Panda  | Rhinoceros  | Koala  | Hippopotamus

Don’t bother challenging them to a contest to see who can hold their breath the longest. They can stay underwater for ten minutes at a time without coming up for air!

You definitely wouldn’t be able to pick them out in their baby pictures—they are born with spots and blue eyes, but by the time they’re a year and a half old their spots disappear and their eyes turn yellow!

They spend most of their waking life eating. They eat between twenty-five and forty pounds a day, which takes about sixteen hours!

Who needs sunblock when you can “wallow” in mud then let it dry to protect their skin from the sun!

They spend little time thinking, their brains seem to have shrunk over the last 300 years. They are the only known animal whose brain fits only half its skull!

They have a pretty gross way of keeping in touch. Each one’s poop has a unique smell, so they often relieve themselves in communal piles so their friends and neighbors will know they’re around.

A bunch of big cities in America were built smack dab in the middle of their territory and they didn’t move too far away. One lived in a park in the middle of LA for years!

Their round faces are super cute, but the reason they have such big cheeks is because chewing on bamboo all day makes their jaw muscles massive.

The following questions may be utilized throughout the study of Belly Up as reflective writing prompts, or alternatively they can be used as targeted questions for class discussion and reflection.

The discussion questions below align with the following Common Core Standards: (RL.4.1, 2, 3, 7, 9) (RL.5.1, 2, 3, 4, 7, 9, 11) (RL.6.1, 2, 3) (W.4 – 6.4)

1. In Belly Up, the novel opens with Teddy stating, “I’d just been busted for giving chimpanzees water balloons when I first heard something was wrong at Hippo River.” From this first introduction of Teddy, what can readers infer about him? Did you find those inferences about him to be accurate as you got to know him better throughout the course of Belly Up?

2. Consider the novel’s title: In what ways does it capture the themes of the book?

3. In Belly Up, Summer helps Teddy understand that Henry’s death from peritonitis was calculated, and that his killer is most likely someone who is an employee of the park. Why is Summer’s insight so important? What does the park stand to lose from the death of Henry, who serves as the mascot of FunJungle?

4. Describe Teddy. What makes him a dynamic character? Is he the type of person you would want to befriend? Why or why not?

5. Because of his mother’s work at FunJungle, Teddy gets to reside at the zoo/park. Do you have a favorite theme park or zoo? Imagine what it would be like living there. What would be the greatest benefits to such an experience? What would be the biggest challenges? Do you feel that Teddy takes advantage of this unusual situation?

6. Describe Summer. In your opinion, is she a good friend to Teddy? Why or why not? How does her experience as the daughter of a business tycoon help her better understand the operations of FunJungle?

7. For what reasons do you think Teddy feels connected to Summer? Why do you believe she seeks out his friendship? Consider the evolution of their friendship: How would you characterize the relationship between the two of them, and how does it change over the course of the novel?

8. Belly Up is told in first person: How would the story be different if another character (besides Teddy) were telling it? Do you think changing the point of view would make the story better or worse? Why?

9. Using the phrase “This story is about...,” supply five words to describe Belly Up. Explain your choices.

10. As the novel closes, Teddy has solved a number of important mysteries. Predict what Teddy will have to do to come to the aid of FunJungle in the next adventure of Teddy Fitzroy.
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They spend most of their waking life eating. They eat between twenty-five and forty pounds a day, which takes about sixteen hours!

A bunch of big cities in America were built smack dab in the middle of their territory and they didn’t move too far away. One lived in a park in the middle of LA for years!

Their round faces are super cute, but the reason they have such big cheeks is because chewing on bamboo all day makes their jaw muscles massive.

Who needs sunblock when you can “wallow” in mud then let it dry to protect their skin from the sun!
Why is this animal endangered?

The FUNJUNGLE series by Stuart Gibbs

There’s a brand-new exhibit opening at FunJungle and zoo tycoon J.J. McCracken wants you to design it! Since you’re an expert on this particular endangered species, J.J. is counting on you to dream up an enclosure that will have visitors lining up to see it. It should have three features that show off the coolest and most interesting things about FunJungle’s newest inhabitant (for example: Hippo River features an underground restaurant where you can watch the hippopotami swim underwater, since they spend most of their day below the surface).

Draw a picture of the exhibit below. When you’re done, make sure to come up with a name for the exhibit that is sure to entice the animal-loving masses!

FunJungle’s NEWEST ATTRACTION!

Designed by ____________________________ (your name)

__________________________________________ (your name) expert

(latin name for your species) (commonly known as)

COMING SOON:

Why is this animal endangered?

DISCUSSION QUESTIONS

The discussion questions below particularly address the following English Language Arts Common Core State Standards: (R.L.4.1-3, 7, 9) (R.L.5.1-4, 7, 9) (R.L.6.1-3.) (W.4-6.4)

1. At the opening of Lion Down, Teddy tells readers, “I got mixed up with the cougar chaos the same morning I was shot with a herring.” What about that statement is unusual? Why is it such a good opening line? Explain your answers. Given what you know about Teddy’s past experiences, what do you predict is in store for him?

2. Readers learn a great deal about hippos, rhinos, pandas, mountain lions, and other animals in Lion Down. Which animal facts most interested or surprised you? Which animal would you like to know more about?

3. Why does Teddy feel drawn to Summer? Consider the evolution of their friendship. How would you characterize their relationship? How can you tell that they care about each other? Does their relationship change over the course of the novel? Given their interaction at the end of the story, how might things be different for them moving forward? In what ways might this development complicate their investigative work?

4. Using what you’ve learned about him in Lion Down, describe Lincoln Stone. Do you believe him to be a good person? How does his personality affect his actions? Explain your reasoning. Do you know anyone with a similar personality? How do you feel about them?

5. Consider the unusual cast of secondary characters. Who did you like the most? Who did you like the least? Of all of the characters, who do you most relate to? Explain your answers.

6. Why do you think Lincoln tells the public that his dog is a prized golden retriever? Can you think of any benefits to doing this, or do you think it’s more about Lincoln’s own public image? Explain your answer.

7. Grayson tells Teddy and Summer, “King was a nice dog. We liked him a lot. Even if Mr. Stone didn’t.” Teddy and Summer begin to suspect Lincoln Stone isn’t nearly as attached to his dog as he claims. What might Lincoln’s motivation be to pretend to be so upset about King’s death? Is there anything to gain from the capture of the mountain lion?

8. What did you learn from environmentalists in this book? Do you think laws should be broken if an animal’s life is at risk? Explain your position.

9. Why does determining the reason for the giraffes’ recurring illnesses pose such a problem for Teddy and Summer, as well as for the rest of the staff at FunJungle? Do you think they did a good job trying to figure out what was wrong?

10. At the end of Lion Down, Teddy and Summer once again solve an important mystery. Predict what new mystery will come their way in the next installment of the FunJungle books.

Full curriculum guides for every book in the FUNJUNGLE series are available at Bit.ly/FunJungleGuides
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