

PROJECT BOARD  
ACTIVITIES

AUTHOR – KIM LONG

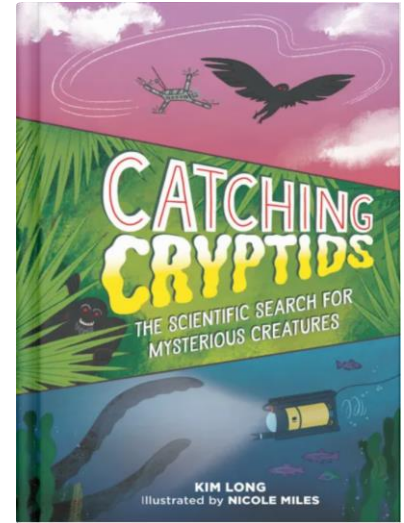
ILLUSTRATOR – NICOLE MILES

PUBLISHER- RUNNING PRESS KIDS

RESOURCES DESIGNED BY: *the subway side*

# CATCHING CRYPTIDS

## PROJECT BOARD



### ABOUT THE BOOK

Catching Cryptids explores these technological advances in a fun way by pairing them with mythical creatures and discussing how modern technology could be used to locate or “catch” these beasts. The book includes a mini history of each cryptid, along with interesting facts about the corresponding field of science, and spot illustrations throughout. Featuring over 45 creatures found on land, in water, and among the skies, Catching Cryptids will leave readers wondering what’s next? The phoenix? Dragons? The possibilities are endless!

### ABOUT THE AUTHOR

#### KIM LONG

Kim Long is a children’s book author and former attorney. She studied environmental management in college and environmental law in law school. Her love of science, nature, and animals is reflected in her books. While she has not yet spotted a cryptid, she keeps her eyes peeled at all times, waiting for Mothman to make a guest appearance as she bikes along Illinois’ trails.

### PRE-READING ACTIVITIES

Before reading *Catching Cryptids* consider the following activities to engage your readers.

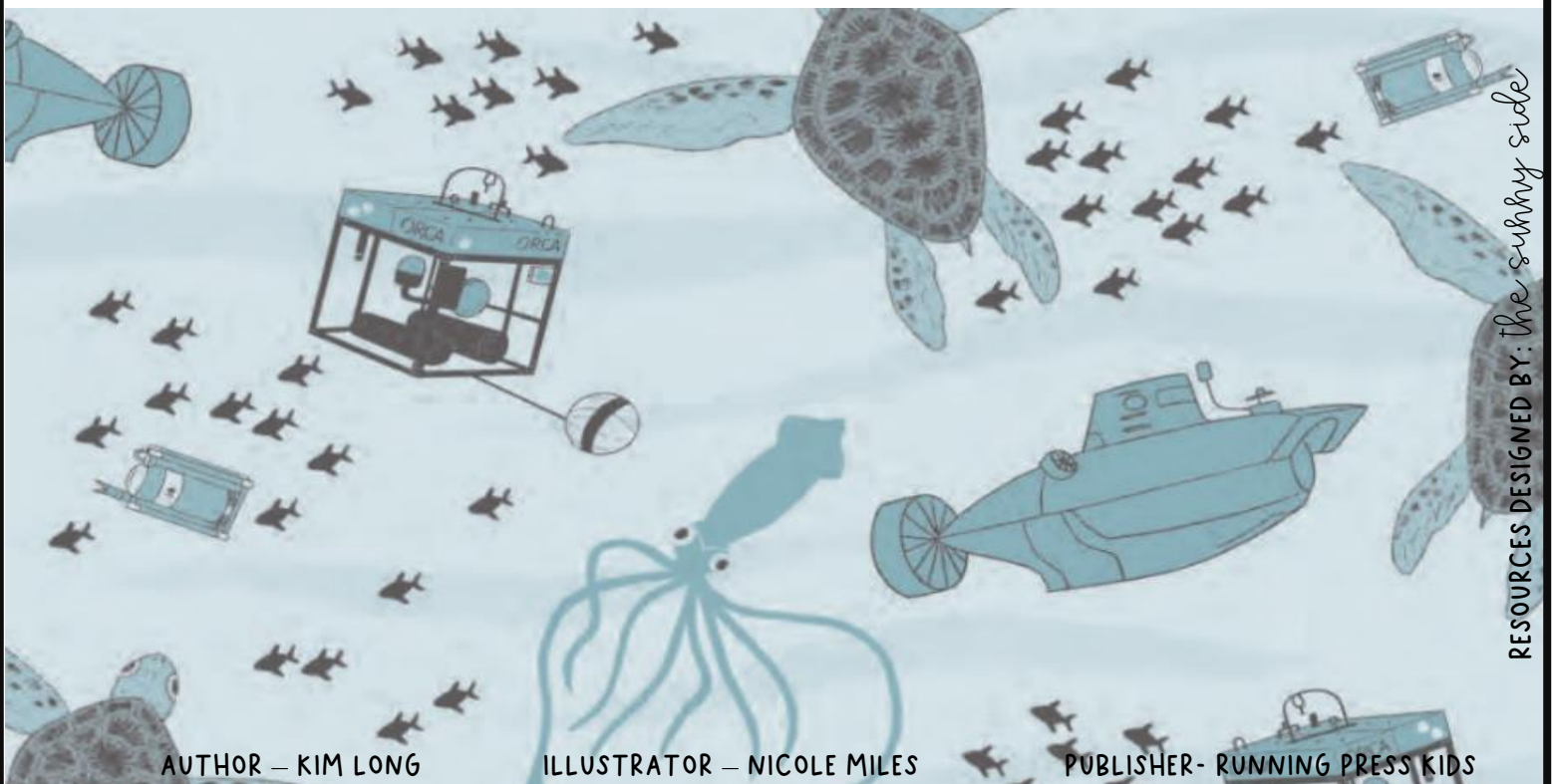
1. Show the book cover and flip through some of the illustrations in the book. Encourage students to predict what kind of creatures this book is about.
2. Host a class-wide discussion about the title. Why did the author choose that title? What might we be reading about?
3. Create a mind map to record what students already know about the word CRYPTIDS.



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# USING THE CHOICE BOARD

This project-based choice board, created to supplement *CATCHING CRYPTIDS* by Kim Long, offers students an alternative to traditional seat work. The 9 projects were created to address a range of cognitive abilities, including higher-order thinking skills. The activities also span content areas, Common Core State Standards, and overall student interests. Incorporating student choice places your students at the very heart of this learning experience. The target grade range for these activities is 3<sup>rd</sup> – 6<sup>th</sup> grade.

Follow the step-by-step guide below to complete this project with your students.

1. Decide a time frame for project completion and write the due date on the project choice board.
2. Copy the choice board and provide each student with the descriptions of each activity.
3. Allow time for students to read and decide which project they'd like to complete.
4. Make enough copies of each printable to assist students in completing their project.
5. Offer one-on-one conferences to students who need support or assistance.
6. Schedule a time after the project due date for students to present and share their findings with the class.

## COMMON CORE STATE STANDARDS

### English Language Arts Standards, Reading Informational Text, Key Ideas & Details

- CCSS.ELA-LITERACY.RI.3.1, CCSS.ELA-LITERACY.RI.3.3
- CCSS.ELA-LITERACY.RI.4.1, CCSS.ELA-LITERACY.RI.4.3
- CCSS.ELA-LITERACY.RI.5.1, CCSS.ELA-LITERACY.RI.5.3
- CCSS.ELA-LITERACY.RI.6.1, CCSS.ELA-LITERACY.RI.6.3

### English Language Arts Standards, Reading Informational Text, Craft & Structure

- CCSS.ELA-LITERACY.RI.3.9
- CCSS.ELA-LITERACY.RI.4.9
- CCSS.ELA-LITERACY.RI.5.9
- CCSS.ELA-LITERACY.RI.6.9

### English Language Arts Standards, Writing, Text Types & Purposes

- CCSS.ELA-LITERACY.W.3.1: A-D, CCSS.ELA-LITERACY.W.3.3: A-D
- CCSS.ELA-LITERACY.W.4.1: A-D, CCSS.ELA-LITERACY.W.4.3: A-D
- CCSS.ELA-LITERACY.W.5.1: A-D, CCSS.ELA-LITERACY.W.5.3: A-D
- CCSS.ELA-LITERACY.W.6.1: A-D, CCSS.ELA-LITERACY.W.6.3: A-D

### English Language Arts Standards, Writing, Text Types & Purposes

- CCSS.ELA-LITERACY.W.3.4, CCSS.ELA-LITERACY.W.3.5, CCSS.ELA-LITERACY.W.3.6
- CCSS.ELA-LITERACY.W.4.4, CCSS.ELA-LITERACY.W.4.5, CCSS.ELA-LITERACY.W.4.6
- CCSS.ELA-LITERACY.W.5.4, CCSS.ELA-LITERACY.W.5.5, CCSS.ELA-LITERACY.W.5.6
- CCSS.ELA-LITERACY.W.6.4, CCSS.ELA-LITERACY.W.6.5, CCSS.ELA-LITERACY.W.6.6

### English Language Arts Standards, Writing, Research to Build & Present Knowledge

- CCSS.ELA-LITERACY.W.3.7-9
- CCSS.ELA-LITERACY.W.4.7-9
- CCSS.ELA-LITERACY.W.5.7-9
- CCSS.ELA-LITERACY.W.6.7-9

### English Language Arts Standards, Speaking & Listening, Presentation of Knowledge and Ideas

- CCSS.ELA-LITERACY.SL.3.4
- CCSS.ELA-LITERACY.SL.4.4
- CCSS.ELA-LITERACY.SL.5.4
- CCSS.ELA-LITERACY.SL.6.4



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# CATCHING CRYPTIDS

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# PROJECT CHOICE BOARD

Due Date: \_\_\_\_\_

**RESEARCH:** Research a cryptid not featured in the book and create a poster to share with the class, teaching them about the new cryptid you learned about. Tip: You can choose a cryptid shown in the "mini-snapshot" section of the book after each featured cryptid.

**EXPLORE:** Using the same headings, topics, and layout as the author, create your own book page featuring a brand-new cryptid. Include: the name, description, habitat, what technology could be used to find it, and previous sightings that describe the creature's appearance and behavior!

**UNDERSTAND:** Choose two cryptids from the book to compare-and-contrast. Then, create a visual presentation to share with the class, showing how the two cryptids are similar and different. Be sure to include why technology used to find one cryptid wouldn't work to find the other.

**APPLY:** The book discusses several technologies wildlife scientists use to study real animals. Pick a technology and explain how it could be used to research/study an animal not mentioned in the book.

**EVALUATE:** "Cryptids are animals whose existence is disputed or not yet substantiated by science." Choose a cryptid whose existence you believe in. Then, write an essay persuading your reader to believe this cryptid exists, though it has not been scientifically verified.

**CREATE:** Write a short, narrative story. Include story settings (character, setting, plot, conflict, resolution) and at least 1 cryptid from the story to write about.

**BUILD:** Choose a cryptid from the story and use what you've learned to build a diorama of that specific cryptid's habitat.

**CREATE:** Imagine if there were a zoo of cryptids. Use what you learned about the different kinds of cryptids (whether they live on land or water, what temperatures they prefer, etc.) to draw a zoo map.

**ANALYZE:** Analyze how the search protocols are structured in the book. Then, create your own research protocol for an animal who that is currently thought to be extinct or considered a cryptid.

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# CRYPTID RESEARCH



## LEGEND

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## NAME OF CRYPTID

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## DETAILS

Size:

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Preferred Habitat:

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Similar Animal(s):

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## SOURCES

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## PREVIOUS SIGHTINGS

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

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# BOOK PAGE TEMPLATE

NAME OF CRYPTID:

DESCRIPTION

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

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# BOOK PAGE TEMPLATE

## HABITAT

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## TECHNOLOGY

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## PREVIOUS SIGHTINGS

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

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# COMPARE & CONTRAST

## SIMILARITIES

DESCRIPTION

LEGEND

TECHNOLOGY

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

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# COMPARE & CONTRAST

## DIFFERENCES

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DESCRIPTION	LEGEND	TECHNOLOGY
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Name: \_\_\_\_\_

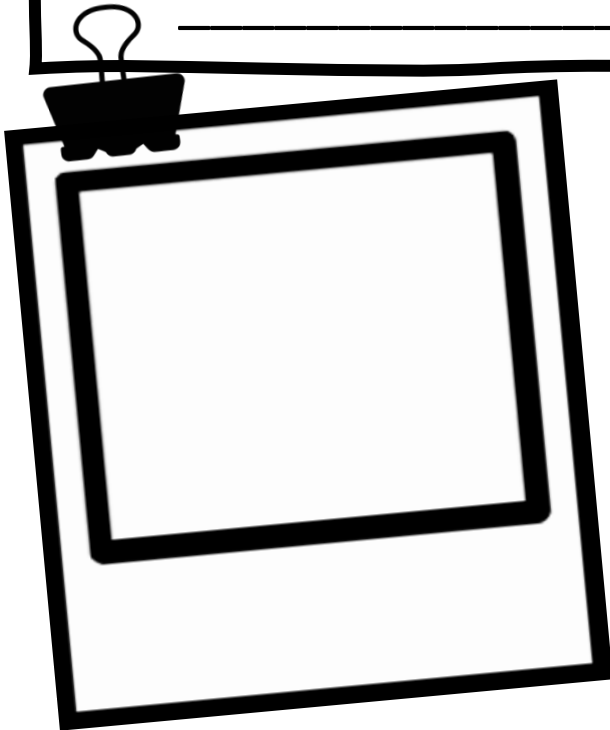
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# WILDLIFE TECHNOLOGY



NAME OF TECHNOLOGY

\_\_\_\_\_



DESCRIPTION

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USED FOR...

- Water cryptids
- Winged cryptids
- Land cryptids

WHAT ANIMAL COULD IT STUDY?

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## CATCHING CRYPTIDS

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# PERSUASIVE ESSAY

Use the graphic organizer below to organize an essay persuading your reader to believe a cryptid exists, though it has not been scientifically verified.

POSITION OR BELIEF

REASONS

1.

2.

3.

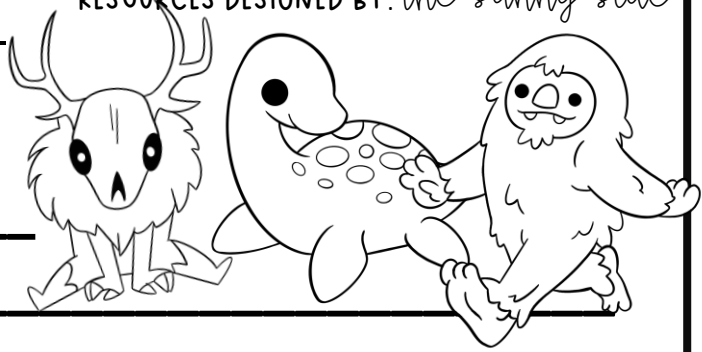
EVIDENCE

SOME MAY ARGUE... BUT,



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# ZOO MAP KEY ELEMENTS



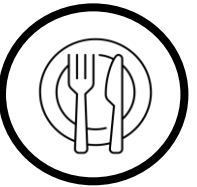
WINGED CRYPTIDS



LAND CRYPTIDS



WATER CRYPTIDS



FOOD



PARK



RESTROOMS



GARBAGE



GIFT SHOP



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# SEARCH PROTOCOL

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# CREDITS PAGE

## The author – Kim Long

Kim Long is a children's book author and former attorney. She studied environmental management in college and environmental law in law school. Her love of science, nature, and animals is reflected in her books. While she has not yet spotted a cryptid, she keeps her eyes peeled at all times, waiting for Mothman to make a guest appearance as she bikes along Illinois' trails.



## CONNECT WITH KIM



## The illustrator – Nicole Miles

Nicole Miles is an illustrator from The Bahamas who currently lives in West Yorkshire (UK) with her pet snake and human boyfriend. She loves any opportunity to inform and entertain with her illustrations.



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