

A Classroom Guide to

TRAPPER'S **GROUNDING**

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Created by
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Gee

Reading
Comprehension
Exercises

Language Arts
& Science
Activities

Grades
5-6

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INTRODUCTION

Questions and activities in this guide were created by Renee Gee. She has taught 6th grade for over twenty years on the Central Coast of California and holds a teaching degree from Fresno Pacific University.

Exercises are divided into 5 units of six chapters each, excluding the prologue: *A Little Background*. We recommend showing the video, "Fur for the Future" referenced on page 186 of the novel as a lead-in. Alternately watch the 14 minute YouTube video documenting the parachuting beavers: <https://www.youtube.com/watch?v=4gNAjBPIyjQ>

For questions, comments, and/or more information, please contact me at dchevoya@dawnchevoya.com. Visit us online at dawnchevoya.com.

SYNOPSIS

From the back cover: What was it that made his father hate him? That freaky pause his feet made when he walked? The one he'd tried to stop but never could? At least no one at school noticed...

When seventh-grader, Brennon Trapper discovers his parents have lied to him, and that his birth father is buried in the cemetery where he hangs out after school, he loses all hope in himself as well. What else were they hiding? Deep in the woods, at the start of summer break, Brennon sets in motion something that will change his life forever—in 200 days. When the tesseract Brennon and his brother bury in the ground develops into something too big to hide, will he be able to keep it a secret from his father? An epic December blizzard in Michigan's Upper Peninsula triggers a chain of events that drives Brennon to finally confront his greatest fear and ultimately run away. Too bad he chooses the worse day of the entire year.

PRE-READING ACTIVITIES

- Locate Slapneck and research facts about the Porcupine Mountains in the Upper Peninsula of Michigan. Make a fact sheet with at least ten facts about this area.
- The author refers many times to Sam Gribley from the book, *My Side of the Mountain* by Jean Craighead George. Research the novel using online summary sites and make a brief plot line. Students may share their synopses of the book with the class, or alternately, watch the 1969 movie release of the same title.
- Using reference materials from the library or websites listed on page 186 of *Trapper's Grounding*, read about parachuting beavers in post-WWII Idaho. Write a limerick using the information given.
- Watch the beaver videos referenced in the back of the book (pg. 186).
- Learn about the 1990s by discussion and brainstorming using Wikipedia and the 1995 Wiki. Discuss major historical events, scientific advancement, as well as pop culture.



VOCABULARY LISTS

Suggested vocabulary exercises & activities are provided on the next page.

UNIT ONE

Chapters 1-6

lichen
compulsive
indelible
disarming
pendulum
charade
bellowed
cloaking
fedora
tranquility
wallow
lull
obsession
nicotine
xanthous
massacre
chartreuse
wielded
shrewdly
prophetic

UNIT TWO

Chapters 7-12

debris
ominous
disheveled
peevis
quantum
alchemystical
tessera
perturbed
opaque
grimace
detestable
absurdity
urchin
stealthily
menacing
cypher
pungent
exquisite
smitten
phenomenon

UNIT THREE

Chapters 13-18

symbiosis
prospective
marinating
incomprehensible
accelerate
apocalyptic
meddling
enamored
dread
hyperspeed
instinctively
hue
fleeting
smoldering
primitive
veered
dignity
compensate
ominous
relentless

UNIT FOUR

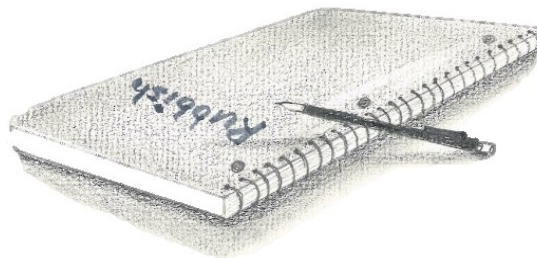
Chapters 19-24

accumulation
cockeyed
emitted
surreal
pending
displaced
stark
parched
teetering
precipice
inaudible
titanic (adj.)
resourceful
confounded
wafting
bulwark
scour
commotion
enthusiasm
conscience

UNIT FIVE

Chapters 25-30

hypothermia
adversary
frostbite
harboring
fugitive
traverse
throttled
veranda
undulating
miniscule
artisan
epiphany
revelation
sympathizing
accommodate
protrusion
asphyxiation
plausible
anonymous
profound



VOCABULARY ACTIVITIES

CROSSWORD PUZZLE Give students a blank crossword puzzle to create their own using the vocabulary words and their definitions as clues. Students may trade papers with others to solve. Alternate: See EXTRAS for ready-made puzzle using vocab list for reference .

CATEGORIES Students draw five columns on their papers. Teacher chooses the categories. Ideas: nouns, verbs, adjectives, idioms, similes. Call out the vocab words and students are timed to match the words with the correct category.

READ MY MIND This is similar to 20 Questions. Students can split into two teams. Vocab words on slips of paper are put into a basket. One person comes to the front of the class and chooses a word and tries to describe the word without using the word. First team to guess the word receives a point. Limit guesses to two or three. Alternate: Split class into pairs and have students write clues on paper and then swap to guess the word.

MEMORY CONCENTRATION Students write vocab words and definitions on separate cards. Pair students and have them put the cards face down on the table. Students take turns trying to make matches. If a match is made, the student keeps that set and continues play until no match is made. Student with the most matches wins.

CHARADES Divide the class into two teams and take turns acting out the definitions to the vocab words Alternate: Draw the clues on the board (Pictionary).

DICTIONARY RACE Give each student a dictionary. Hold up the word on a card or write it on the board. First student to find the word must state the page # on which he/she found it to earn a point. Give students time to find the correct page & copy the definition onto index cards

PASSWORD Split the class into teams or pairs. One person describes the word without using the word while another tries to guess. Each team has a "hot seat". Teacher stands behind that seat and holds up the word. Teams have two minutes to guess. If the "hot seat" person uses the actual word they are disqualified. This may be played one team at a time and whichever team guesses the most in the allotted time wins.

BINGO Make cards ahead of time (See *EXTRAS in back*). Write the vocab words in the squares. Call out the definitions. First student with a "bingo" wins. Students should be prepared to justify their answers. Why not use M&Ms for markers?

MAPPING MICHIGAN

The story is set in Michigan. Find a Michigan map in an encyclopedia or online. Label each location on the map below. Draw a key in which you identify a symbol for the cities, rivers, and mountains. Include a compass rose.

Michigan's Upper Peninsula
Lake Superior
Hog Island
Lake Michigan
Lansing

Porcupine Mountains
Crystal Lake
Lake Huron
Munising
Marquette

Sault St Marie
Slapneck
Midland
Slapneck Creek
Manistique



THE 1990S

Trapper's Grounding was set in 1995. This decade was filled with memorable movies, music, and more! Answer the following questions using the internet or better yet, ask someone who lived then—a parent?

What two presidents served during this decade? _____

What important technological advancement was introduced in April 1990? _____

Explain why there was hysteria behind "Y2K". _____

What famous murder trial was televised daily throughout 1995? _____

What happened in Oklahoma City on April 19, 1995? _____

Who made famous the *Moonwalk* and *Robot Dance* moves? _____

What were the two highest grossing movies of the 1990s? _____

What were Pogs and Furbies? _____

Name two bands popular in the 90s _____

What two book series did JK Rowling and RL Stine introduce this decade? _____

Who was Dolly the sheep? _____

Name two popular clothing fads of the 90s. _____

FORESHADOWING

(Use with Unit One Chapters 1-6)

Foreshadowing is a literary device the author uses as a sign or warning of what is to come. It is a way to get the reader thinking and predicting what might happen next. Often, foreshadowing occurs at the end of the chapter. Trappers' Grounding is chock-full of foreshadowing! Tell what the foreshadows predicted that have already been answered and then make predictions to the others. Use a separate paper.

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I. THESE SENTENCES ARE EXAMPLES OF FORESHADOWING THAT HAVE ALREADY OCCURRED IN THE BOOK. TELL WHAT EACH ONE PREDICTED.

A. Chapter One: "What he didn't know, was that the decomposed body of his birth father rested six feet below." (pg.2)

B. Chapter Two: "Sometimes invisible scars take longer to fade." (pg.15)

C. Chapter Four: "After she had the film developed, she pasted the photos into an album, quite unaware that before long she would be taking them out of the album." (pg.23)

D. Chapter Five: "In December, his *Rubbish*—like Mrs. T's photos—would become far more significant than just random rants inside of a notebook." (pg. 30)

II. TELL WHAT, IN THE FUTURE, YOU THINK THESE SENTENCES MIGHT FORESHADOW.

A. Chapter Seven Preceding Quotation (Epigraph): "The funny thing about a fungus is that parts of you that you thought were dead now feel alive." (pg. 38)

B. Chapter Seven: "Yet the following day would set both boys on a course to an inconceivable place." (pg. 45)

C. Chapter Twelve: "Keeping secrets came easier now. The secrets were far from over." (pg. 82)

D. Choose one pre-chapter quotation (Epigraph) from chapters 1-6 and tell what it foreshadows.

BEAVER FEVER

(Complete sentences not required)

1 What is the scientific name for the beaver? _____

2 What is the family name for the beaver? _____

3 What is the classification of the beaver? _____

4 How many years does a beaver typically live? _____

5 Is the beaver a carnivore, herbivore or omnivore? _____

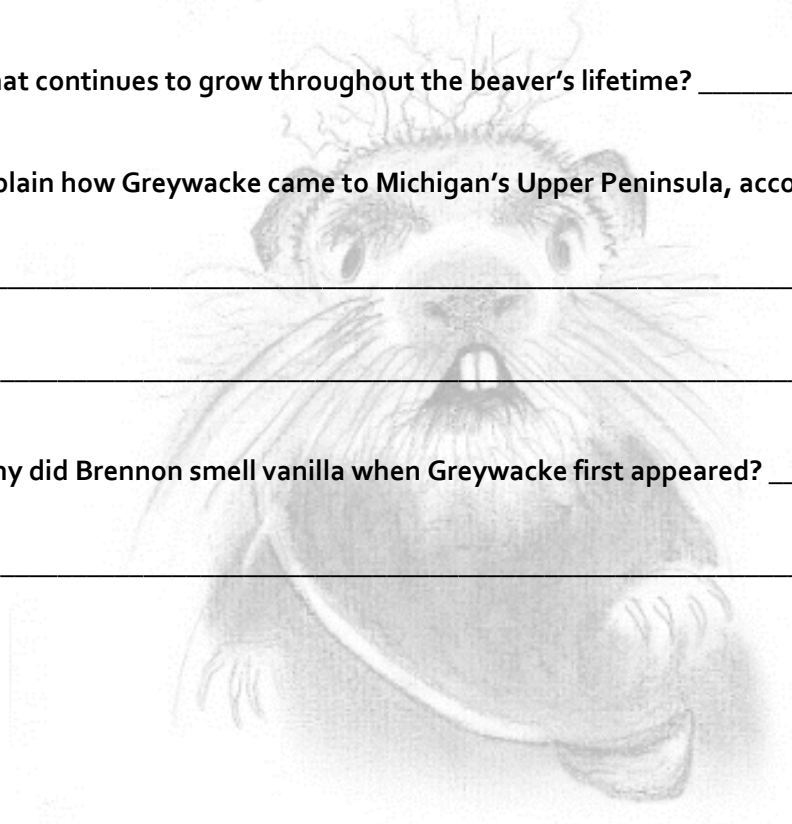
6 What is the beaver's habitat? _____

7 What is the beaver's most unique ability? _____

8 What continues to grow throughout the beaver's lifetime? _____

9 Explain how Greywacke came to Michigan's Upper Peninsula, according to the story.

10 Why did Brennon smell vanilla when Greywacke first appeared? _____



FUN WITH FUNGI

The author likens both Brennon's search for connection with his father, and his survival (amid adverse conditions), with the nature of fungi. (Pronounced = fun-jai). The study of fungus (Mycology) is vast and mysterious. Scientists are still discovering amazing things about our 5th kingdom. Choose 2 common names below and draw how you imagine the species would look. Use a separate sheet. Do an image search online to compare your drawings with the real thing.

PAVEMENT MUSHROOM
DESTROYING ANGEL
PURPLE JELLYDISC
BAROMETER EARTHSTAR
DRAB TOOTH
THE HUMPBACK
GASSY WEBCAP
MEALY FROSTED FUNNEL

BUG SPUTNICK
TURQUOISE ELFCUP
HAIRY PARACHUTE
CINNAMON JELLYBABY
WEEPING TOOTHCRUST
WITCHES' BUTTER
BITTER POISON PIE
ELBOWPATCH CRUST

WHISKERY MILKCAP
VAMPIRE'S BANE
JACK O LANTERN
PANCAKE CRUST
BONFIRE CAULIFLOWER
MOON CARROT RUST
POTATO EARTHBALL
CONTORTED STRANGLER

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CAN YOU MATCH YOUR COMMON NAMES WITH THEIR SCIENTIFIC NAMES?

Cortinarius traganus

Clitocybe ditopa

Gordyceps clavulata

Chlorociboria aeruginosa

Crinipellis scabella

Cudonia confusa

Dacryobolus sudans

Excidia glandulosa

Fomitiporia punctata

Hebeloma sinapizans

Lactarius mairei

Mycetinis scorodoni

Omphalotus illudens

Perenniporia medulla-panis

Peziza proteana f. sparassoides

Puccinia libanotidis

Scleroderma bovista

Squamanita contortipes

Agaricus bitorquis

Amanita virosa

Ascocoryne sarcoides

Astraeus hygrometricus

Bankera fuligineaalba

Cantharellula umbonata

MORE FUN: YouTube has a video called *How to Pronounce Fungi*. As the time of this publication there are 184 (funny) comments from people who disagree with the video.

Is it funjai, funghee or funguy?



Name:

DRAW YOUR IMPRESSION OF THE LODGE FROM THE AUTHOR'S DESCRIPTION

(You may draw the front entrance or part of the interior)

HANDS-ON MINECRAFT ACTIVITIES

Minecraft opens vast possibilities and potential to support student learning in the classroom. Some teachers use it to teach math concepts like ratios and proportions, while others use it to support student creativity, reading comprehension, and collaboration. [Minecraft Education Edition](#) has additional features for collaboration. Without access to the education edition, here are some great ways to use Minecraft in the classroom.

VISUALIZATION & READING COMPREHENSION

Students with Minecraft at home may work together to solve problems with those who don't have access to the game. Teachers can also facilitate discussions and reflections to support each student in effectively communicating and collaborating. They may choose to:

- 1 Build the lodge setting in the woods or its interior from the book's description.
- 2 Create a scene of the Great Beaver Drop.
- 3 Build the campfire scene at Gib's cabin: chicken coop, snowmobile, clothesline, etc.
- 4 Create an aerial view of Slapneck: library, school, Yooper's, trailer park, cemetery, etc.
- 5 Build the Centennial park scene: jumping tent, food vendors, band stage, etc.

PROBLEM SOLVING & OTHER MATH PRINCIPLES

Reading standards and math standards call for complex problem solving and critical thinking. Teachers can use Minecraft to build skills needed for math competency. Minecraft requires persevering through problem-solving. Students can create different challenges for each other. Another skill to develop in students is using appropriate tools in a strategic way, which is exactly what Minecraft requires. Teachers can examine their math standards for other related skills and use Minecraft to facilitate growth.

INCREASE STUDENT CHOICE IN ASSESSMENT

One of the easiest ways for teachers to use Minecraft is for assessment. When students have voice and choice, they can choose Minecraft to show what they know. Whether it's used to demonstrate knowledge of ratios and proportions, or to simulate an historical event, Minecraft can be another tool to create engagement in the assessment process.

Make sure to have specific objectives in mind when using Minecraft in the classroom. Have students teach each other or have them teach *you* if you need help. You might invite parents in to see the work students are doing.

OBJECTIVE TEST & SHORT ESSAY

MATCH the characters to their descriptions

- | | | |
|-------|------------------|--|
| ___1 | Brennon | A Youngest son of the Trapper family |
| ___2 | Tavis Treadworth | B The test-diving beaver |
| ___3 | Greywacke | C K-9 air-scent tracking dog |
| ___4 | Kit | D Has a crush on Brennon |
| ___5 | Gilbert Brock | E Gib's golden retriever |
| ___6 | Charles Blomgren | F Neighbor near the Trapper's property |
| ___7 | Geronimo | G Oldest son of the Trapper family |
| ___8 | Talon | H Brennon's biological father |
| ___9 | Jenna Chase | I The boy from My Side of The Mountain |
| ___10 | Sam Gribley | J The talking beaver |
| ___11 | Echo | K Brennon's best friend |

TRUE OR FALSE T for true, F for false

- ___1 Seventy-six live beavers were parachuted in Idaho
- ___2 Brennon was class president at his school.
- ___3 The story takes place in a small town in Minnesota.
- ___4 In the end, the Trapper family buys a new house in town.
- ___5 The story takes place in the 1970s.
- ___6 Brennon discovers he's adopted from papers in an Adidas shoebox.
- ___7 Talon and the search team found Brennon in the snow.
- ___8 Brennon's biological father died inside of a truck.
- ___9 Greywacke had a "sweet tooth."
- ___10 Mr. Trapper took Brennon fishing once.
- ___11 The lodge of sorts had three bedrooms.

SHORT ANSWER: Answer in complete sentences on the back side

- ___1 Where did Brennon like to hang out after school before going home?
- ___2 Why did Brennon like the Treadworth home so much?
- ___3 How did Kit acquire the nickname, Urch?
- ___4 Why did Brennon run away from the Red Cross shelter?
- ___5 What did Brennon have in common with his birth father?

PERSONAL INFLUENCES SHORT ESSAY

Brennon "talks" to Sam Gribley after he reads *My Side of the Mountain*. How does Sam help Brennon? Do you have a book that's special to you? Describe your favorite book and explain why it is so important to you.

QUIZ UNIT ONE

Chapters 1-6

1. What is the setting of the story? (where & when)
2. On pg. 5, the author uses the idiom the *golden goose of time killers*. What was this for Brennon? What is your *golden goose of time killers*?
3. How does Brennon describe his life in his trailer home? Give three examples.
4. Why does Brennon refer to himself as *the boy without a face*?
5. Predict what might be inside the off-limits red Nike shoebox.
6. Compare and contrast the Trapper home and the Treadworth home. Write a five sentence paragraph on the back of this paper. Alternate: Use the Venn diagram located in EXTRAS.
7. Why was Brennon's journal his "perfect partner"?
8. How does Brennon get a copy of *My Side of the Mountain*? Why is he so taken with it?
9. Name a book you have read that you couldn't put down.
10. When Brennon receives the pocket knife from his father, the author refers to it as *the fabled Excalibur*. Explain the connection on the back of this paper.

QUIZ UNIT TWO

Chapters 7-12

1. In chapter 7, the boys “set out like Lewis and Clark, unmindful of what they might encounter in the remote woods.” What did they hear in the woods?
2. Who is Greywacke?
3. What is the *Matter* that Greywacke spoke of?
4. What is a tesserapod?
5. What did the beaver promise if the tesserapod was grounded correctly?
6. The parents don’t believe their story about the beaver. Why is this?
7. Have you ever tried explaining a story to someone but they didn’t believe you? If so, tell about the situation on the back of this paper.
8. Explain the possible meaning of Brennon’s dream in chapter 10.
9. When the boys return to the woods, what do they discover at the place of the grounding?
10. The author uses similes throughout the book. Find 3 similes used in chapters 7-12.
11. In chapter 12, the author states. “Conspiring was complicated and exhausting.” Explain.

QUIZ UNIT THREE

Chapters 13-18

1. Using the details in chapter 13, sketch a survey map of the properties of both the Trappers and Gilbert Brock. Use a separate sheet of paper.
2. In chapter 14, why do you suppose Brennon *didn't* feel like running when he heard the familiar Beatles song that used to make him want to run back in chapter 2?
3. Why is Brennon upset when he learns his father put the property up for sale?
4. What do you think Brennon will do with the truth he discovers in chapter 15?
5. Chapter 16 begins with a quote in part: "watching (a slime mould) crawl very slowly along is at least creepy if not the stuff of nightmares." How does this relate to Brennon?
6. How has the structure at ground zero changed since their last visit? Why do you think there is no door?
7. In chapter 17, why do you suppose Brennon tells Gib everything about Greywacke and the grounding of the tesseract?
8. What happens to Brennon's trailer in chapter 18?
9. Predict what will happen to the structure in the woods in coming chapters.

QUIZ UNIT FOUR

Chapters 19-24

1. When Brennon and his father go back to the trailer, Brennon describes it as surreal. Explain why Brennon would use that word.
2. What truth does Brennon yell at his father? Why would he think, *Was that me? It didn't sound like me?*
3. Explain why Brennon feels he has to run away.
4. Brennon refers to the lodge of sorts as his "fortress of freedom." Explain.
5. Cite two instances in chapter 21 that show Brennon's doubts that he may be going in the wrong direction.
6. In chapter 22, examine why Mrs. Trapper is so upset at seeing the photos of Brennon.
7. What goes through Mr. Trapper's mind as he reads the journal? Give three examples.
8. What news does Kit tell his father in chapter 24?
9. Cite two changes you begin to see in the father at this point in the story.
10. In the journal entry on June 7, Brennon writes, "Guess she puppy-loves me. I don't know why." Why do you suppose he feels this way about himself?

QUIZ UNIT FIVE

Chapters 25-30

1. How does Brennon break his promise to himself?
2. What is the problem with turning on the truck's heater?
3. What was the sequence of effects happening to Brennon because of the poisoning?
4. Analyze why Mrs. Trapper worked on so many crossword puzzles over the past 13 years.
5. Explain the great epiphany Brennon has in chapter 28.
6. How did Mr. Trapper react when he first came inside the lodge?
7. How does Brennon's self-talk change?
8. Compare and contrast the change in both Mr. and Mrs. Trapper.
9. How does the author allude to the possibility of more magic to come?

QUIZ ANSWERS

UNIT ONE	<ol style="list-style-type: none"> 1 Slapneck, a rural town in the Upper Peninsula of Michigan. 1995 2 Working on a presentation gave him more opportunities to be outside the trailer 3 No one looked up, no one spoke much, he was yelled at if too noisy, unpleasant smells, where he felt sad 4 Inside the trailer no one looked at him, he felt invisible, insignificant, worthless 5 Important papers that held some secrets 7 It welcomed his input, didn't yell at him, as if it listened to him and made him feel better, more important 8 Mrs. Withers, the librarian gives him a discarded library book 10 The Excalibur was given to the king's heir and someone worthy of it. Symbolizes worthiness.
UNIT TWO	<ol style="list-style-type: none"> 1 The sound of breaking cracking twigs and then the sound of running water 2 The very old, offspring of Geronimo, the test-diving beaver 3 Unexplained strange mystical properties embedded inside a tessera 4 A 6-sided fourth dimensional cube containing magical "seeds" 5 A shelter or lodge of sorts 6 Parents are more practical than kids and they thought the boys were playing a trick on them 8 The mystery surrounding the message on the tesseract consumed Brennon. The struggle was inside him. 9 A tiny box-like structure no larger than a Rubik's Cube 10 Like fingers on a chalkboard, like a star trooper. Like a creepy stuffed trophy, like hurdlers at a track meet, like a watchman at the tower, like popped corns in a skillet, like competing in a 100 meter relay, like a deep-rooted dandelion, like the idle of an old junker, like giant angels, like a couple sloths on sleeping pills 11 When a person hides something, they must watch what they say and how they appear so the lie is not revealed
UNIT THREE	<ol style="list-style-type: none"> 2 The song always reminded him of something he lost. In the park, he was with friends and forgot the loss 3 He feels he may lose the lodge of sorts 4 He will keep it inside like he always does since he is always afraid of his father's reaction 5 Brennon in a way, crept slowly along inside his own nightmare as he sought to find a way out of it 6 Big enough to enter but with no door, perhaps Brennon wasn't ready to enter just as <i>it</i> was not complete as well 7 Brennon felt at ease around Gib because Gib liked him and regarded him with respect even though he was a kid 8 The weakened trailer roof caved in under a heavy blanket of snow 9 The lodge when complete in 200 days will become the needed shelter for Brennon's family (Like Gib's cabin)
UNIT FOUR	<ol style="list-style-type: none"> 1 The place he lived in his entire life was now a bizarre, unfamiliar place to him almost like in a scary movie 2 "You're not even my father!" He had never confronted his father before or yelled at him like that 3 He felt stronger after getting everything out, but he now faced the truth that he no longer wanted to care since caring was painful and things would never change where he was 4 If he was on his own, he would be happy. The lodge would be the place he could feel safe and free from hurt 5 He wondered if the road was angling south. He looked at his compass later & wondered if he had miscalculated 6 She realized that she never sees Brennon smile and laugh. A total stranger had photographed her son. She felt ashamed that she was so uninvolved in his life 7 He remembered his own unhappy childhood. He realized now what Brennon thought of him. He realized that he had been wrong in not telling Brennon about his father and not believing him about the tessera 8 There is a lodge of sorts just above the creek and Brennon is there 9 His voice changes, he looks differently at Kit, he feels guilt and anger at his wife who hid the truth from Brennon 10 He always projected onto himself, the way he knew his parents felt about him & never believed his own worth
UNIT FIVE	<ol style="list-style-type: none"> 1 He cried 2 When snow clogs the tailpipe, carbon monoxide exhaust enters the inside of the vehicle causing death 3 Dull headache, nausea, weakness, disorientation 4 She never dealt with her depression that began when her husband abandoned her. Puzzles kept her mind occupied and then became an addiction probably causing more depression 5 Certainly his father had been lying to him but he realized that he still loved the man. He realized that he had also been living a lie every day—lying to himself most of all. He wanted to stop the hating and the hurt. He didn't want to keep running from everything. He felt big enough to handle whatever was ahead 6 He only saw Brennon 7 Instead of "Get over it loser" he heard, "You are important, you are okay!" 8 They both got out of their "chairs" and started new projects. They both began interacting with the boys instead of ignoring them. 9 Sometimes Brennon noticed a slight bluish glow coming from the little sack he hung on the wall...

FORESHADOWING ANSWER KEY

A	Brennon will soon discover who his birth father is
B	Brennon had emotional scars that would need more time to heal
C	Something will happen to require that she remove the photographs
D	Mr. Trapper would inherit some land and the family will soon go camping on the wooded property
A	Brennon "came alive" when he reached the hollow above the creek. He fell in love with the outdoors
B	Something would happen the next day on their return hike
C	Bigger secrets were to come, like keeping the grounding of the tessera a secret from their parents
D	

BEAVER BASICS ANSWER KEY

- 1 Castor canadensis
- 2 Castoridae
- 3 Mammalia
- 4 Twenty-five years or more
- 5 Herbivore
6. Streams, rivers, streams
- 7 Ability to change the landscape & perhaps that their teeth continue to grow
- 8 Their front incisors (teeth)
- 9 When Geronimo who carried the mystical matter was relocated to the Porcupine Mountains, eventually his family migrated further east through the many waterways in the UP and ended up in Slapneck Creek
- 10 To mark their territory, the beaver secretes a molasses-like goo called castoreum. It smells like vanilla and is approved by the Food & Drug Administration for use as a food substitute for vanilla and in perfumes. He was marking his territory to ward off the intruders.

FUN WITH FUNGI ANSWER KEY

PAVEMENT MUSHROOM <i>Agaricus bitorquis</i>	BUG SPUTNICK <i>Cordyceps clavulata</i>	WHISKERY MILKCAP <i>Lactarius mairei</i>
DESTROYING ANGEL <i>Amanita virosa</i>	TURQUOISE ELFCUP <i>Chlorociboria aeruginosa</i>	VAMPIRE'S BANE <i>Mycetinis scorodoni</i>
PURPLE JELLYDISC <i>Ascocoryne sarcoides</i>	HAIRY PARACHUTE <i>Crinipellis scabella</i>	JACK O LANTERN <i>Omphalotus illudens</i>
BAROMETER EARTHSTAR <i>Astraeus hygrometricus</i>	CINNAMON JELLYBABY <i>Cudonia confusa</i>	PANCAKE CRUST <i>Perenniporia medulla-panis</i>
DRAB TOOTH <i>Bankera fuligineoalba</i>	WEEPING TOOTHCRUST <i>Dacryobolus sudans</i>	BONFIRE CAULIFLOWER <i>Peziza proteana f. sparassoides</i>
THE HUMPBACK <i>Cantharellula umbonata</i>	WITCHES' BUTTER <i>Excidia glandulosa</i>	MOON CARROT RUST <i>Puccinia libanotidis</i>
GASSY WEBCAP <i>Cortinarius traganus</i>	BITTER POISON PIE <i>Hebeloma sinapizans</i>	POTATO EARTHBALL <i>Scleroderma bovista</i>
MEALY FROSTED FUNNEL <i>Clitocybe ditopa</i>	ELBOWPATCH CRUST <i>Fomitiporia punctata</i>	CONTORTED STRANGLER <i>Squamanita contortipes</i>

THE 1990S ANSWER KEY

Two presidents in this decade=George HW Bush & William Jefferson Clinton

NASA introduced the Hubble Space Telescope in April 1990

"Y2K" created fear that many systems relying on computers would crash when the date turned from 1999 to 2000

The O J Simpson murder trial was televised daily throughout 1995

A domestic terrorist truck bomb exploded in front of the Federal building in Oklahoma City on April 19, 1995, killing 168

Michael Jackson made famous the *Moonwalk* and *Robot Dance* moves

Titanic & Star Wars were the highest grossing movies of the 1990s

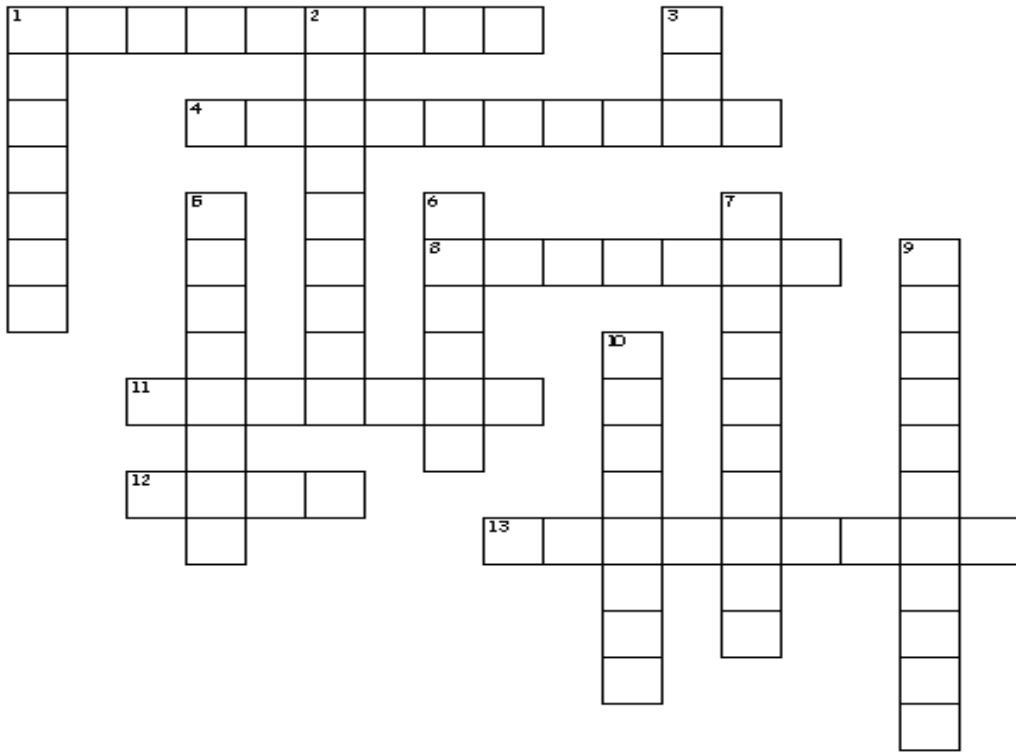
Pogs were collectible round cardboard milk bottle caps & Furbies were robotic hamster-like toys

Nirvana, Back Street Boys, Smashing Pumpkins, Pearl Jam, Green Day, Red Hot Chili Peppers

Harry Potter series by JK Rowling and Goosebumps series by RL Stine

Dolly the sheep was the first mammal successfully cloned using nuclear transfer

Clothing fads of the 90s include: Parachute pants, vests, flannels, overalls, jelly sandals, platform sneakers, chokers, butterfly clips, Doc Martins, layers, mom jeans, bandanas, windbreakers

**ACROSS**

1 mutual relationship

4 messy

8 undecided

11 energy

12 soothe

13 steep cliff

DOWN

1 bizarre

2 passion

3 shade

5 swings from a fixed point

6 nontransparent

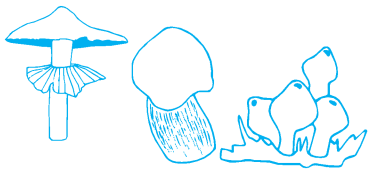
7 rolling

9 possible

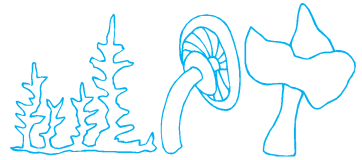
10 pass over

VOCAB CROSSWORD

Name: _____



VOCAB BINGO



Name:

