

**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland

**Language Arts Objectives**

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**Starting the Day**

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Bat, Bat” (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through practicing nursery rhymes (L.P.6)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students’ names (RF.P.1b)
- ✓ Identify some letters of the alphabet by name, especially those in student’s first name (RF.P.1d)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Write one’s first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

- ✓ Write the first letter of one's first name using a capital letter (L.P.2a)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

### **Skills**

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Classify by other conceptual categories (L.P.5a)

### **Listening & Learning**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, that is being described in "Woodland" (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words "Woodland" (RI.P.4)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about "Woodland" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Woodland" (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Woodland" (L.P.6)

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the woodland habitat, naming the topic and supplying some information (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

### Core Vocabulary

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**bank, n.** The edge of a body of water, like a stream

*Example:* Jordan stood on the bank of the river trying to catch a fish.

*Variation(s):* banks

**damp, adj.** Just a little bit wet

*Example:* My hair was damp after I got caught in the rain.

*Variation(s):* none

**fragile, adj.** Easily broken; not strong

*Example:* The cookie jar at my grandma's house is fragile, so I handle it very carefully.

*Variation(s):* none

**hike, v.** Walking outside for a long distance

*Example:* My brother and I like to hike up a mountain to see the view from the top.

*Variation(s):* hiked, hikes, hiking

**shady, adj.** Hidden or covered from the sun

*Example:* There is a large shady area on our playground where you can relax if it is very hot outside.

*Variation(s):* none

**tiptoe, v.** To walk very quietly on your toes

*Example:* I had to tiptoe very quietly to sneak up on my teacher so she would not hear me!

*Variation(s):* tiptoes, tiptoed, tiptoeing

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines	chart paper or whiteboard; primary crayons or dry-erase markers	During morning circle
		Writing Name to Make a Choice		
Nursery Rhymes	W	Bat, Bat	Nursery Rhymes and Songs Poster 6	
SKILLS				
Small Group 1	S	Warm-Ups	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from <i>Plants</i> and <i>Habitats</i> domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
		Draw the Sound Picture for /o/		
Small Group 2	S	Warm-Ups	Image Cards 1-1–1-3; Transition Cards: Initial Sounds from <i>Plants</i> ; construction paper; scissors; stapler	10
		Beginning Sound Match		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	Essential Background Information and Terms		5
		Purpose for Listening		
Presenting the Read-Aloud	W	Woodland		10
Discussing the Read-Aloud	W	What’s the Big Idea?	Transition Cards: Habitats; chart paper; markers; hook-and-loop tape; example mushroom from Extension Activity	10
Extension Activity	L	Woodland Mural	<i>Habitats</i> Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

## Take-Home Material

### Habitats Family Letter 1

Give students the following material to take home to their family:

- Activity Page 1-1: *Habitats* Family Letter 1

### **Routines**

Beginning in the *Habitats* domain, students will write their names to make a meaningful choice each day. Read the activity **Writing Name to Make Choices** and decide on a meaningful choice students can make each day by writing their names. You might have students choose their first Learning Center, a lunch or snack food, or a certain activity in which they wish to participate. Establish a daily time when students will write their name to make the choice (e.g., upon arrival, when washing up for breakfast or lunch, etc.) Make a chart for students to “sign up” for a choice using chart paper or a whiteboard. Label each choice with a word label and a picture label (either photograph or simple drawing). Place this chart somewhere students can easily access. At first, limit the choices to two. As students come to understand the meaning of their choices, you can give them more options or allow them to write their name to make a choice at multiple points during the day.

### **Small Groups**

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

### **Small Group 2**

Locate **Transition Cards: Initial Sounds** from the *Plants* domain. Staple colored construction paper to the backs of the cards so students cannot see the pictures. Create two sets of cards for the matching game. For an easier game, group together all /m/ and /a/ words and all /t/ and /d/ words to form two sets. To make the game more challenging, put two of each sound (/m/, /a/, /t/, and /d/) in each set. Decide whether you will split your small group into two groups to play with each set or whether you will play two rounds (one with each set) as one group.

### **Listening & Learning**

Practice delivering the read-aloud text while looking at the Flip Book.

### **Extension Activity**

**Note:** See *Introduction: Extension Activities, Planning and Conducting Habitats Extension Activities* for suggestions about

*how to have students to choose the craft they wish to make and form groups of students who wish to make the same craft.*

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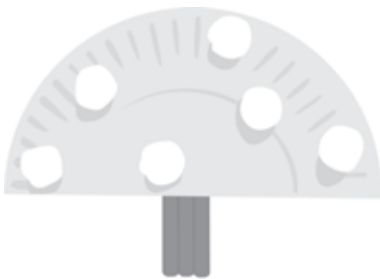
### **Woodland mural backdrop:**



Make a backdrop for the woodland mural that shows a woodland landscape. Place a large piece of bulletin board paper on the wall. Draw a horizon line and make the ground brown and the sky blue. Make several large trees out of brown paper bags or brown and green construction paper. Alternatively, time permitting, you might draw the horizon and outlines of the trees and allow students to color, paint, or collage the backdrop. Make a label that says “Woodland” and post it at the top of the mural. Place **Image Card 1-4: Suma Squirrel** on the mural.

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### **Make an example mushroom:**



Cut a paper plate in half and paint one half red or brown for the mushroom cap. Once the paint has dried, you might glue on pompoms or cotton balls to serve as spots on the mushroom. Attach a stem made of painted craft sticks, a pipe cleaner, or construction paper.

### **Prepare mushroom materials for students:**

Prepare several paper plates for this activity by cutting them in half. Set up an area in the classroom where students can paint or color the plates. Cut the stems to size.

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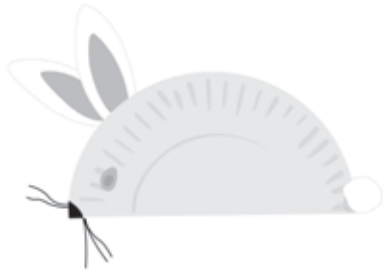
### **Make an example of birds in a nest:**



Cut a paper plate in half and paint it brown to serve as the nest. Attach brown yarn or twigs to add texture to the nest. Make birds out of ovals cut from construction paper. Then, add a beak and eyes to the birds using paper, markers, and wiggle eyes. You might also add wings or feathers.

### **Prepare birds and nest materials for students:**

Cut ovals from construction paper and cut paper plates in half. Set up an area in the classroom where students can paint or color the plates.

**Make an example rabbit:**

Paint a paper plate brown, then cut it in half. Use half of the paper plate for the rabbit's body and the other half for its head, ears, and legs. Glue on a cotton ball for a tail, a wiggle eye, and a pink pom-pom for the nose.

**Prepare rabbit materials for students:**

Cut paper plates in half. Set up an area in the classroom where students can paint or color the plates.

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## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines	chart paper or whiteboard; primary crayons or dry-erase markers	During morning circle
	<b>W</b> Writing Name to Make a Choice		
<b>Nursery Rhyme</b>	<b>W</b> Bat, Bat	Nursery Rhymes and Songs Poster 6	

## Routines

Whole Group

### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals, and Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs

### Writing Name to Make a Choice

Now that students are writing their names independently, they will use this skill to make a meaningful choice by writing their names beneath a choice.

- Show students the choices chart you created (see **Advance Preparation**). Describe each choice to students by reading the written labels and explaining the picture labels.
- Tell students they will write their name below their choice. For example, if a student wants chocolate milk, he will write his name below the picture of chocolate milk. If a student wants regular milk, she should write her name below the picture of regular milk.
- Demonstrate how to make a choice by writing your own name below a choice and explaining your choice.

*“Ms./Mr. \_\_\_\_ chooses \_\_\_\_\_. I chose \_\_\_\_\_, so I wrote my name below that choice. Once I write my name, that is my final choice.”*

- Invite students to make a choice by writing their names using a primary crayon or dry-erase marker. To maximize instructional time, do this during another routine or transition, or during Learning Centers.
- Tell students when they will make a choice each day and incorporate this activity into your existing daily routines.

## Nursery Rhyme



### Teaching Tip

The **echo technique** is a way of teaching students the words of a nursery rhyme by reading each line and having students repeat after you. Every time you introduce a new nursery rhyme, use the echo technique to teach students the words to the song.

### Bat, Bat

#### Practice the Rhyme

Teach students the rhyme “Bat, Bat” using the echo technique. Introduce the rhyme by showing **Nursery Rhymes and Songs Poster 6: Bat, Bat**. Then, have students repeat the words after you as you pause at natural stopping points. Finally, invite students to join in saying the entire rhyme.

- Show **Nursery Rhymes and Songs Poster 6: Bat, Bat**.
- Tell students that a bat looks like a bird, but it is really a flying mammal. Remind students that mammals are warm animals that have fur and have live babies.

*“Today we are going to learn the poem ‘Bat, Bat.’ Look at this picture. This is a bat. A bat is an animal. It’s a mammal. Remember that word? A mammal is a kind of animal that is warm, has fur, and has live babies. What other animals are mammals?” (humans, monkeys, cats, dogs)*

- Say the nursery rhyme, sliding your finger under each word as you read.

*“Now, I’m going to help you learn ‘Bat, Bat.’ I’m going to say a part and then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. When it is your turn to talk, I will point to you. We will keep doing this for each part of the nursery rhyme.”*

- Teach students the nursery rhyme in parts using the echo technique.

### Teaching Tip

See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.



1. circle to the left
2. short line down

### Draw the Sound in the Word

- Say the word *bat* sound by sound using robot talk and point out that it has the /a/ sound in the middle.
- Review the sound picture /a/, written as ‘a’.
- Remind students how to write the /a/ sound by writing ‘a’ on a large piece of chart paper or a whiteboard. Describe the strokes you are using as you write the ‘a’.
- Then, have students write the sound picture for /a/ with you in the air using their magic pencils (pointer fingers). Model for students by turning your back to students and drawing with them.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from <i>Plants</i> and <i>Habitats</i> domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
	<b>S Draw the Sound Picture for /o/</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Image Cards 1-1-1-3; Transition Cards: Initial Sounds from <i>Plants</i> ; construction paper; scissors; stapler	10
	<b>S Beginning Sound Match</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both small-group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### Sound Picture Review

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

*Say the sound that you see*

*Then write it on the table with me!*

- Show students all **Transition Cards: Sound Pictures** from the *Plants* domain. Show the cards one at a time and help students identify the sound.

*“/m/ /m/ /m/, write an /m/.”*

- Have students use their magic pencils (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or whiteboard.

#### Teaching Tip

See Appendix B: Representing Phonemes (Sounds) in CKLA Preschool for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down



1. long line down (lift)
2. short line across



1. circle to the left
2. long line down



1. start at the top
2. circle to the left

- As you write the sound picture, explain how you are making the strokes to form the sound picture.
- Continue for the remaining sound pictures.

### Draw the Sound Picture for /o/

Students will observe as you show them the sound picture for the /o/ sound (as in *octopus*). Remember to try to avoid using the letter name 'o' during this activity. Instead, say the sound /o/.

- Tell students you are going to show them a new sound picture. You are going to show them how to draw the sound picture for /o/. Say a few words that start with /o/, saying the /o/ sound many times very quickly: *octopus, otter, on, off, ox, octagon*.
- Tell students that when you make the /o/ sound, you open your mouth fairly wide. Have students look in the mirror and say the /o/ and /m/ sounds, noticing that the mouth is open for /o/ but closed for /m/.
- Draw a large lowercase 'o' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model the sound picture /o/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 'o' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /o/. Use **Transition Cards: Initial Sound /o/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'o' on their papers for them, reminding them that it is a picture of the sound /o/.
- Then, have students copy the sound picture 'o' that you drew. If students have more time, have them continue practicing drawing the sound picture, or students may draw another picture of something that begins with /o/.



## Teaching Tip

See Appendix B: Representing Phonemes (Sounds) in CKLA Preschool for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

## Warm-Ups

### Call and Response: Initial Sounds

Using **Image Cards 1-1-1-3: Sounds in Words**, students will participate in a call-and-response game where they respond to the teacher's call if they are holding a picture that starts with a specific sound.

- Start with students standing up with adequate space for movement.
- Give each student one **Image Card**.
- Tell students that when you say, "Give me a /d/!" you want them to say, "/d/."
- Then, ask students who are holding a picture that starts with a certain sound (e.g., /d/, /p/, /f/, etc.) to move their bodies in a specific way.

/scripted language/

*Teacher: "Give me a /d/!"*

*Students: "/d/!"*

*Teacher: "Wiggle your arms if you have a word that starts with /d/. Good, Drew, dog starts with the /d/ sound. /d/, /d/, /d/. And your name starts with /d/!"*

"Give me a ____!"	Beginning Sound Word (Image Card #):
/p/	peach (1-1a)
/d/	duck (1-1b), dog (1-1c)
/f/	fish (1-1d)
/sh/	sheep (1-2a)
/s/	seal (1-2b)
/m/	mouse (1-2c), moose (1-2d)
/h/	hen (1-3a)
/ch/	chick (1-3b)
/k/	cat (1-3c)
/p/	pig (1-3d)

## Beginning Sound Match

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**Note:** *You might wish to divide students in half and have each group play a separate game, thus allowing students to take more turns and reducing wait time (see **Advance Preparation**).*

Students will play a matching game and make matches based on initial sounds.

- Review the names of the pictures and their initial sounds on **Transition Cards: Initial Sounds** from the *Plants* domain.
- Explain to students that they will play a matching game, making matches based on the first sound in words.
- Have the first student turn over two pictures and say the names of the pictures. Then, have the student isolate and say the first sound in each word.
- If the pictures start with the same sound, the student keeps the match. Depending on the size of your small group, decide whether students should or should not get a bonus turn. (i.e., for more students, skip the bonus turn; for fewer students, allow a bonus turn.)
- Have the next student turn over two pictures and continue playing.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Essential Background Information and Terms		5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> Woodland		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	Transition Cards: Habitats; example mushroom from Extension Activity; chart paper; markers; hook-and-loop tape	10
<b>Extension Activity</b>	<b>L</b> Woodland Mural	Habitats Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Essential Background Information and Terms



#### ◀ SHOW FLIP BOOK PAGE 1-1: Woodland scene

#### Review Tip

Throughout the *Habitats* read-alouds, remind students of relevant information learned during the *Animals* and *Plants* domains. For example, you might review the basic needs of both animals (food, water, and shelter) and plants (nutrients in soil, air, water, and light).

- Tell students they are going to be learning about all kinds of habitats and define the word *habitat*.

*"We are going to learn about many different habitats. Today we are going to learn about our first habitat, the woodland. A habitat is a place where animals and plants live together. Say the word with me—habitat."*

- Explain how plants and animals meet their basic needs in their habitats.

*"Animals find all the things they need to survive in their habitat. Animals find food, water, and shelter in their habitat. These are animals' basic needs. Plants find all the things they need to survive in their habitat, too. Plants find nutrients in soil, air, water, and light in their habitats. These are plants' basic needs."*



← SHOW FLIP BOOK PAGE 1-1: **Woodland scene**

- Tell students this picture shows a habitat called the woodland, which can also be called the *woods* or the *forest*. Describe some of the characteristics of a woodland habitat.

*“This is a picture of a woodland habitat. The woodland is also sometimes called the woods or the forest. The woodland habitat has many trees and lots of thick leaves and branches. It is shady under all of the trees in the woodland. There are plants everywhere. Lots of animals find shelter in the plants that live in the woodland.”*

### **Purpose for Listening**

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- Tell students to listen to the read-aloud to find out more about the animals and plants in the woodland habitat.

*“Listen to find out what types of plants and animals live in the woodland. Look and listen carefully to see if you can remember some of the animals and plants shown in the pictures because I’m going to ask you to name them for me when we’re done reading.”*

**Note:** Suggested language is provided for the entire read-aloud “Woodland.” After the first two read-alouds in the Habitats domain, space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.



← SHOW FLIP BOOK PAGE 1-1: **Woodland scene**

Look all around. Do you see the tall trees? Do you see the lush, green ferns? Do you see the path leading into the **shady** forest? You can see the woodland habitat, but you can’t see me. I’m hiding in my nest high up in a tree, but I would love to climb down and meet you!

- Have students guess who might be talking and telling the story.

“Did you hear someone talking? I wonder who that was! Can you take a guess at who might be talking to us about the woodland habitat? Let’s turn the page to see who might be talking to us.”



◀ SHOW FLIP BOOK PAGE 1-2: **Suma Squirrel in Habitat**

Hi! My name is Suma Squirrel. Welcome to my woodland habitat. Today, I'm going for a **hike** in the woods to visit my plant and animal friends who live here with me. I've got my trusty walking stick to help me keep my balance as I hop over logs and bushes. I'm going to walk quietly and carefully down the path and see what I can see. Is that a deer peeking out from behind that tree? I bet it's searching for some delicious green leaves to eat for lunch. I wonder what else I will see on my hike today!

- Explain that Suma Squirrel is the narrator of the story.

*"On the last page, we took a guess about who was talking, and it was Suma Squirrel. Suma Squirrel is the narrator of our story. She is taking us on a walk in the woodland, which is the habitat where she lives. Suma has already spotted a blue jay and a deer at the beginning of her walk. Those are two animals that live in the woodland. What else do you think she might see?"*

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 1-3: **Bear, skunk, rabbit, and bird in woodland**

Uh-oh, I better **tiptoe** quietly through the forest. I certainly wouldn't want to bother the black and white striped skunk that is perched on that log. It might try to scare me away by lifting its tail and spraying a stinky spray! And over by that fern I see a furry rabbit sniffing the air with its nose. I think it is trying to smell the scent of the other animals nearby. I will walk very carefully so I do not disturb the birds building their nests in the trees.

- Ask students to describe what plants and animals they see in the woodland illustration.  
*"Who can tell me what you see in this picture? Name an animal or plant that you see in this woodland habitat."*

- Call on a few students to respond. (skunk, bear, rabbit, robin, tree)

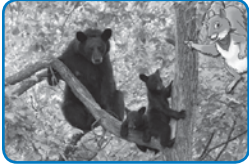


◀ SHOW FLIP BOOK PAGE 1-4: **Robin's eggs and robins with nest**

Up in the branches of a tree, I see a robin's nest built out of sticks and grass. It is filled with **fragile** blue eggs that will hatch into chicks. The baby robins will be very hungry for worms once they hatch from their eggs!

- Ask students how they think the birds made their nest.  
*"This picture shows us a nest that these robins have built in a tree. This nest keeps the baby birds safe and provides them with shelter. What do you think the nest is made of? Where do you think they got the materials to build their nest?"*

- Call on a few students to respond. (sticks, twigs, straw, grass; from the woodland)



← SHOW FLIP BOOK PAGE 1-5: **Black bear with cubs**

Just over there, in another tree, is a mother bear and her cubs. Maybe they are climbing the tree to look for some delicious honey to eat.

- Explain that the bears are looking for food to meet one of their basic needs (i.e., food, water, shelter).

*"These are bear cubs. Cubs are baby bears. They are with their mother bear hunting for food. In the woodland habitat, mother bears and their bear cubs climb trees to look for honey. Remember, animals need food, water, and shelter to survive and stay healthy. Can you tell me what basic need these bears are looking for?"*

- Call on a few students to respond. (food)



← SHOW FLIP BOOK PAGE 1-6: **Striped skunks on log**

Farther down the path, I see two baby skunks playing on a fallen log. One has its tail raised into the air. I better creep away slowly so I don't disturb them.

- Describe how a skunk protects itself by spraying.

*"A skunk stays safe in the woodland habitat by spraying a stinky spray at other animals so they won't get close to it. Show me what you would do if you smelled a skunk spray."*

- Have students hold their noses and say, "Pew-wee!"



◀ SHOW FLIP BOOK PAGE 1-7: **Spider in web, raccoon, ants, mouse, mushrooms, and beetle**

I think I'll stop for a minute and take a peek inside this fallen log resting on the cool, **damp** forest floor. I can see many forest animals making their homes near this damp log. The raccoon likes to hide and rest inside the log during the day. When the sun sets, it will venture out into the forest to find something to eat. In front of the log, I see a spider spinning its sticky web. It will wait patiently and try to catch insects for its dinner.

- Have students name animals they see in the illustration.

*"This picture shows a log that has fallen from a tree. There are many animals that live in this log. Can you raise your hand and tell me some plants and animals you see living near the log in the woodland?"*

- Call on a few students to respond. (raccoon, spider, mouse, beetle, ants)



◀ SHOW FLIP BOOK PAGE 1-8: **Pholiota mushrooms growing on oak tree**

Wow, if I use my magnifying glass to look closely at the trunk of this tree, I can see mushrooms and soft, green moss growing. Mushrooms are a tasty treat that I love to eat!

- Label the mushrooms and ask students if they have ever eaten mushrooms.

*"Suma Squirrel sees all of the mushrooms with her magnifying glass. Animals can eat mushrooms. Have you ever eaten mushrooms on pizza before?"*

- Call on a few students to respond.
- Caution students to never pick or eat mushrooms that they find outside.



◀ SHOW FLIP BOOK PAGE 1-9: **Red ants on branch and beetles eating oak leaves**

My magnifying glass is the perfect tool for investigating some of the tiny insects that are making their homes in plants that live in the forest. If I look very closely, I can see an army of ants crawling all over this rotten log. I can also see beetles munching on fresh green leaves.

- Remind students of the definition of *INSECT*.

*"Remember, insects are bugs that come in all colors and shapes. They have six legs. Can you think of any other insects?"*

- Call on a few students to respond. (ladybugs, flies, mosquitos, etc.)



◀ SHOW FLIP BOOK PAGE 1-10: **Cardinal, fox, snake, woodpecker, and deer in the woodland**

*Gurgle, gurgle, gurgle.* If I listen very carefully, I can hear water rushing over rocks and logs. I think I have hiked all the way to a stream that is running through the forest! Many animals come to the stream to get a drink of water or to hunt for food.

*Slurp, slurp, slurp.* I hear a deer lapping up water to drink.

*Rap, rap, rap.* I hear the beak of a woodpecker as he drills into the bark of a tree, trying to find insects to eat. I'll take a closer look and see what else I can see near the stream.

- Have students name animals they see in the illustration.

*"Look at all of these animals near the stream in the woodland. What animals do you see?"*

- Call on a few students to respond. (fox, deer, cardinal, woodpecker, snake)



← **SHOW FLIP BOOK PAGE 1-11: Black-necked garter snake on rock**

Right over there on that warm rock a snake has found a spot to sun itself. The snake is keeping its body warm by soaking up heat from the rock.

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← **SHOW FLIP BOOK PAGE 1-12: Red fox at the stream**

Right nearby a fox is wading into the stream to get a drink. After it gets a drink, it will stand as still as a stone and wait to try to catch a fish.

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← SHOW FLIP BOOK PAGE 1-13: **White-tailed deer and fawn at stream**

Farther down the stream, I see a mother deer and her fawn that have come to the stream's **bank** to quench their thirst. I think they might hear me talking, because they are pricking their ears as if they hear a sound. I'm going to leave slowly and quietly so that I do not disturb them in their woodland home.

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← SHOW FLIP BOOK PAGE 1-14: **Suma Squirrel in woodland habitat**

I sure am tired after that long hike in the woods! I think I'm going to find some acorns and berries to eat for dinner and return to my nest in my tree. There, I will be safe in the shelter of my home and I can eat some dinner and take an afternoon nap. I can't wait to tell my brother Sammy Squirrel about all of the animals and plants I saw today in our very own woodland habitat!

- *Point to Suma Squirrel in this picture.*

*"Suma Squirrel was a wonderful tour guide today as she took us around her woodland habitat. Let's all wave to Suma Squirrel to tell her good-bye."*

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Whole Group

## What's the Big Idea?

### Woodland Plants and Animals List

**Note:** Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers. If you are unsure whether a given plant or animal lives in the habitat, tell students you will have to do more research to confirm.



#### ← SHOW FLIP BOOK PAGE 1-1: Woodland scene

- Tell students that this picture shows a habitat called the woodland, which can also be called the woods or the forest. Describe some of the characteristics of a woodland habitat.

*“This is a picture of a woodland habitat. A woodland is also sometimes called the woods or the forest. The woodland habitat has many trees and lots of thick leaves and branches. It is shady under all of the trees in the woodland. There are plants everywhere. Lots of animals find shelter in the plants that live in the woodland.”*

- Tell students you are going to make a list of plants and animals that live in the woodland habitat. Title a piece of chart paper “Woodland Plants and Animals.”
- Tell students you will write down plant names in green and animal names in red.
- Help students dictate a list of the plants and animals found in the woodland habitat. Use the Flip Book to help students remember the plants and animals that live in the habitat (see list of suggestions below). This list does *not* need to be comprehensive as students will add to it on Day 3 during Discussing the Read-Aloud.
  - trees
  - blue jays (birds)
  - deer
  - squirrels
  - bears
  - skunks

### Teaching Tip

When you have completed the habitat mural, display this list beside the mural so students can reference it.

- rabbits
  - robins (birds)
  - raccoons
  - ants
  - mushrooms (not plants—a mushroom is a fungus; write in a third color)
  - mice
  - spiders
  - beetles
  - fox
  - woodpeckers (birds)
  - snakes
- If applicable, have students attach any matching woodland plants and animals from the set of **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or another reusable adhesive so Transition Cards can easily be removed for use during transitions.
  - When you are finished, reread the chart to students, sliding your finger under each word as you read.
  - Keep your completed “Woodland Plants and Animals” list for review during Listening & Learning instruction on Days 2, 3, and 4.

### Facts about Woodland Mushrooms

- Display the mushroom that students can make during the Extension Activity (see **Advance Preparation**) and tell students they are going to make something that lives in the woodland during the Extension Activity.

Show pages **Flip Book Page 1-8: Pholiota mushrooms growing on oak tree** and reread the read-aloud text.

*Wow, if I use my **magnifying glass** to look closely at the trunk of this tree, I can see mushrooms and soft, green moss growing. Mushrooms are a tasty treat that I love to eat!*

- Talk about the mushrooms shown in the Flip Book and compare the photograph to your example craft. Explain to students that mushrooms aren’t plants or animals, but they are living things called fungi.

*“Mushrooms aren’t plants or animals! But, they are a living thing that grows. A mushroom is a type of living thing called a fungus. Say that with me—fungi.”*

- Label the parts of a mushroom on both your example craft and in the Flip Book picture (stem and cap).
- Caution students to never pick or eat mushroomsw they find outside.
- Ask students to name the habitat in which mushrooms live. (*woodland/forest/woods*)

## Extension Activity



### Teaching Tip

Examples of suggested crafts for woodland animals and plants have been provided in **Advance Preparation**. However, you might allow students to create other plants or animals using various craft supplies. Students might reference Flip Book illustrations and photographs as they choose a plant or animal to create.

### Language Facilitation

Use the **labeling and describing strategy** to model the vocabulary students need to talk about the things around them. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say and matching words to objects and situations.

### Teaching Tip

If possible, lead students on walk around your school and collect natural woodland materials such as leaves, moss, pine cones, etc. Be sure to direct students to only pick up materials that have already fallen to the ground—not live plant parts. Have students incorporate the natural materials by gluing them to the mural or using them in their own plant and animal crafts.

## Woodland Mural

Students will make a mural showing the woodland habitat. They will create a familiar animal or plant and place it in the habitat. Then, students will label the animal or plant they created.

- Tell students that, as a class, they are going to make a mural of the woodland habitat. Explain that they will choose an animal or plant to make and place on the class mural.
- Show student the example crafts you made (see **Advance Preparation**) and have them decide which craft they would like to make.
- Divide students into groups based on their choices and explain how each group will make their craft on a different day.
- Hand out materials and assist students in making an animal or plant to add to the mural.
- Use the **labeling and describing strategy** to describe the plants and animals students are creating for the mural.

*“We are going to make a mushroom today. Our mushroom will have two parts: the cap and the stem.”*

- As students finish their craft, explain that you will help them write down the name of the animal or plant and place it on the mural. Depending on their readiness, students might dictate, copy, or write the label themselves. Affix the labeled animals and plants onto the woodland backdrop (see **Advance Preparation**).
- Allow students to use various craft materials to add additional details to the mural after they have completed their plant or animal. Students might color the background, glue leaves to the trees, or draw other animals and plants directly onto the mural.