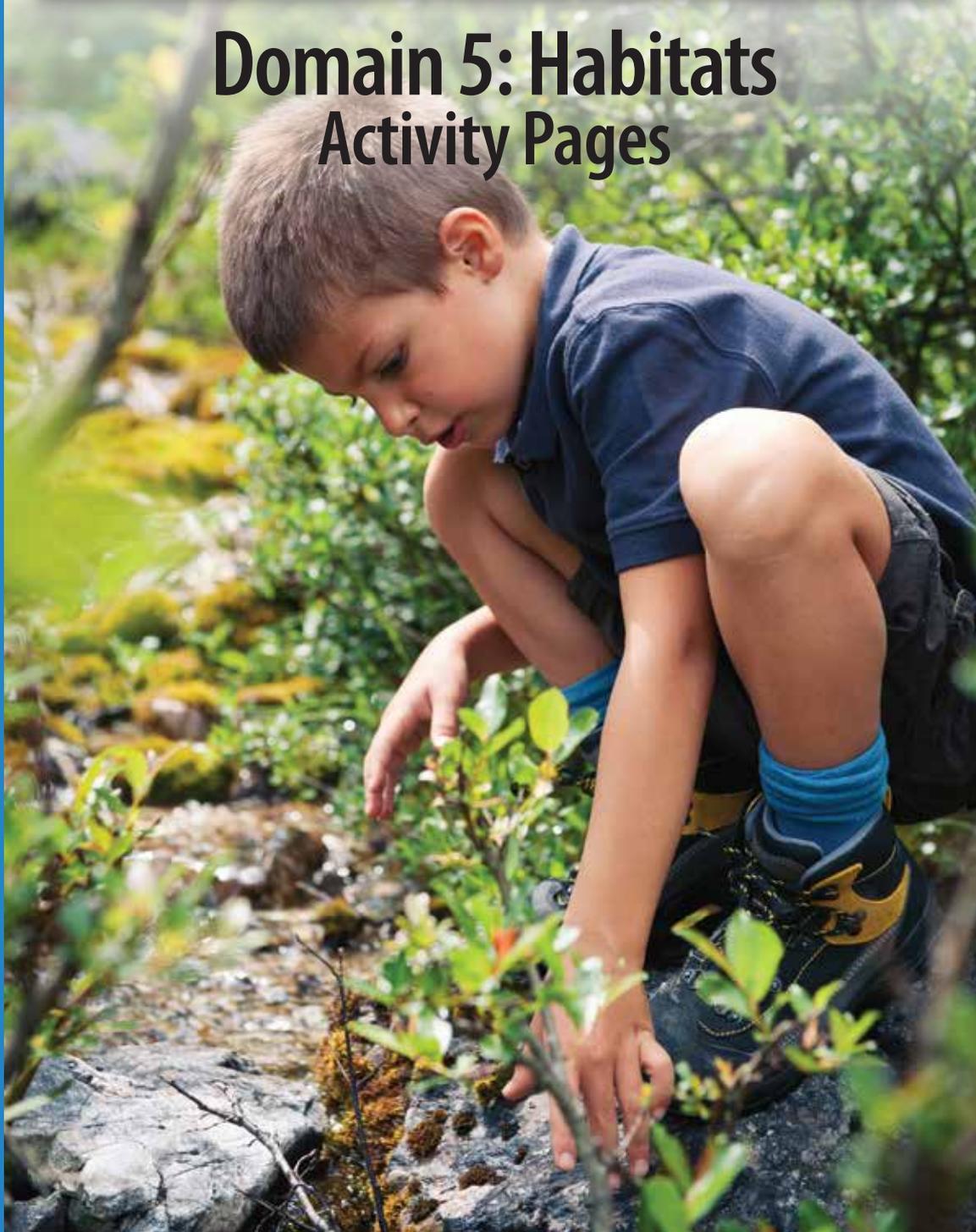




Domain 5: Habitats

Activity Pages





Domain 5: Habitats

Activity Pages

PRESCHOOL

Core Knowledge Language Arts®
New York Edition



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Christine May

WRITERS

Robert Louis Stevenson At the Seaside

Public Domain Bat, Bat

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Barbara Gibson Activity Pages 2-1; 2-2; 4-1; 6-1; 6-2;
11-1; 12-1; 13-2; 15-1; 15-2

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Habitats: Family Letter 1



Dear Family Member,

Now that we have learned about animals and plants, we are going to learn about the different places where plants and animals live together—their habitats. We will learn all about woodland and pond habitats. When we learn about the woodland, pond, we we will talk about trees, squirrels, deer, and birds. When we learn about the will talk about water, fish, beavers, and frogs. You might want to visit our classroom and see the murals showing each of these habitats. The children are working hard to make their own plants and animals to add to the murals! In our Small Groups, we will be focusing on telling stories, hearing sounds in words, and writing letters.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

You might already own some books that show pictures of different habitats. *Little Red Riding Hood* and *Goldilocks* are stories that are set in the woodland. Many children's books feature pond animals such as frogs and ducks.

2. Tell Stories Aloud

Make up your own story to go with the pictures in a book or make up a new ending. Then, have your child do the same thing. You could also have your child tell you a story about somewhere you have been together.

3. Sing Nursery Rhymes

Your child may come home singing and doing the motions for “Bat, Bat,” “Row, Row, Row Your Boat,” and “Once I Saw a Little Bird.” The words to “Bat, Bat” are on the back of this letter—have your child recite the rhyme and talk with your child about the words in the poem that rhyme.

4. Practice Saying Words that Start with /m/

Take turns with your child thinking of words that all start with the sound /m/ as in *mat*. You might start with the words: *mouse*, *magic*, *mitten*, and *mine*. You could also pick another sound and play the game again.

5. Practice Writing Letters

Your child has had practice writing the letters ‘m’, ‘a’, ‘t’, and ‘d’. Practice writing these lowercase letters and ask your child to say the sound that goes with each letter.

Bat, Bat

Bat, bat,

Come under my hat,

And I'll give you a slice of bacon.

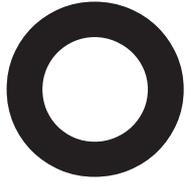
And when I bake

I'll give you a cake,

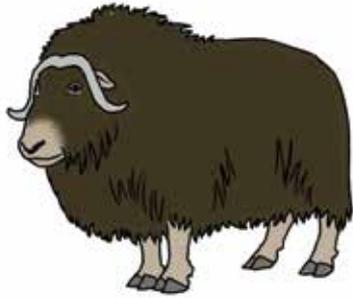
If I am not mistaken.



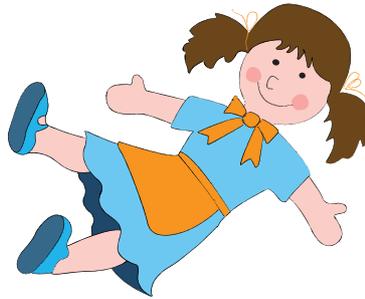
Circle the
Sound Picture:



Help students identify and circle the sound picture for /o/ as in *octopus*. Tell students to go word by word. Help students remember what the sound picture /o/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air.



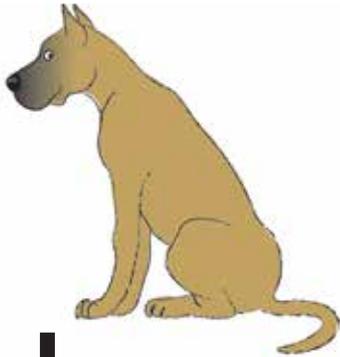
ox



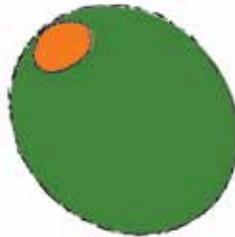
doll



sock



dog



olive



ostrich

Dear Family Member,

Today your child listened to a read-aloud about the woodland habitat. Read the story to your child and talk about the plants and animals that live in the woodland habitat. Remind your child that habitats are places where plants and animals live and grow together.

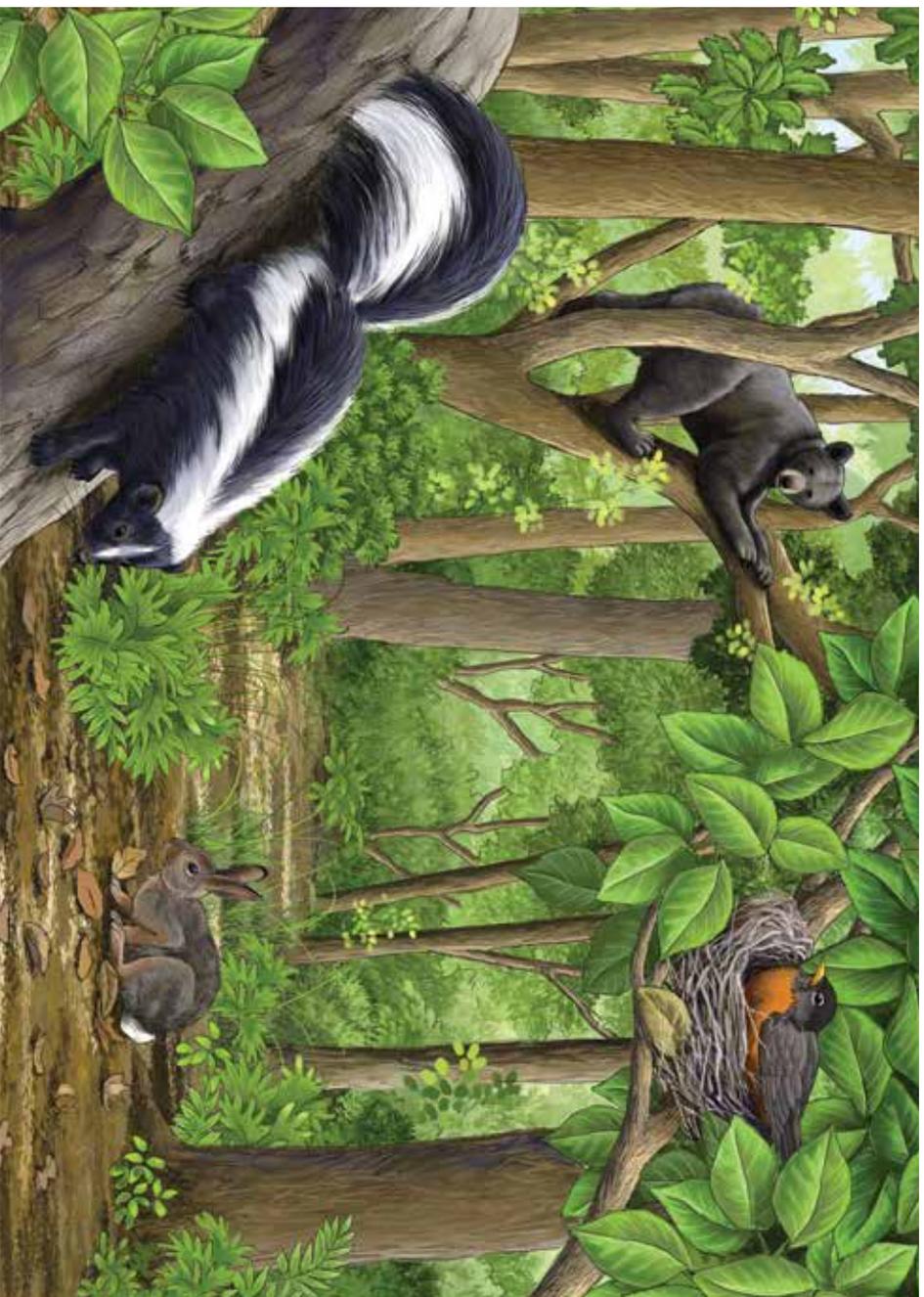


Woodland

Hi! My name is Surma Squirrel. Welcome to my woodland habitat. Today, I'm going to walk quietly and carefully down the path and see what I can see. I wonder what I will find on my hike today!



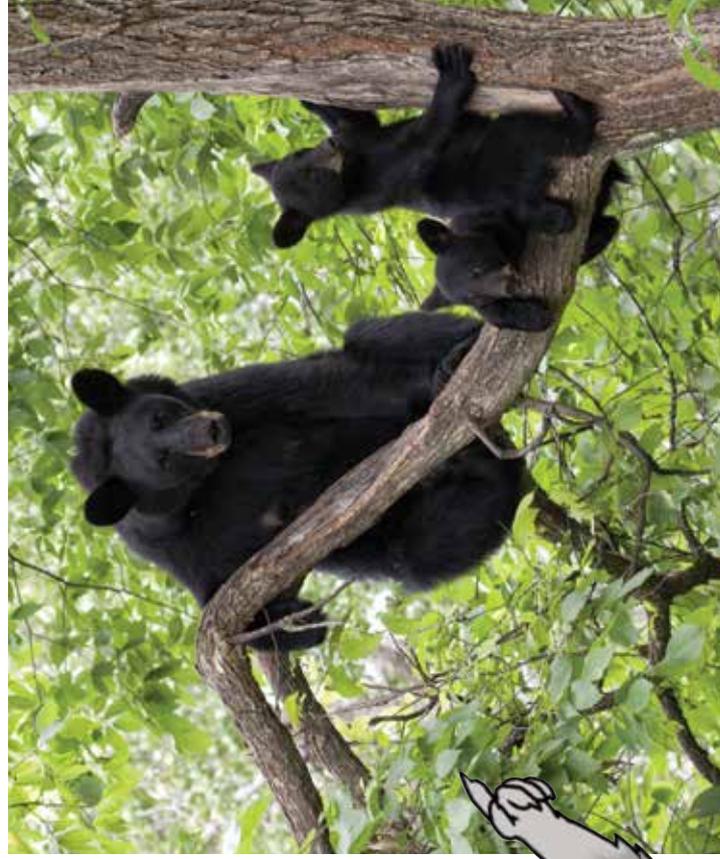
Uh-oh, I better tiptoe quietly through the forest. I certainly wouldn't want to bother the black and white striped skunk that is perched on that log. It might try to scare me away by lifting its tail and spraying a stinky spray! And over by that fern I see a furry rabbit sniffing the air with its nose. 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.



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!



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.



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.





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.

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.

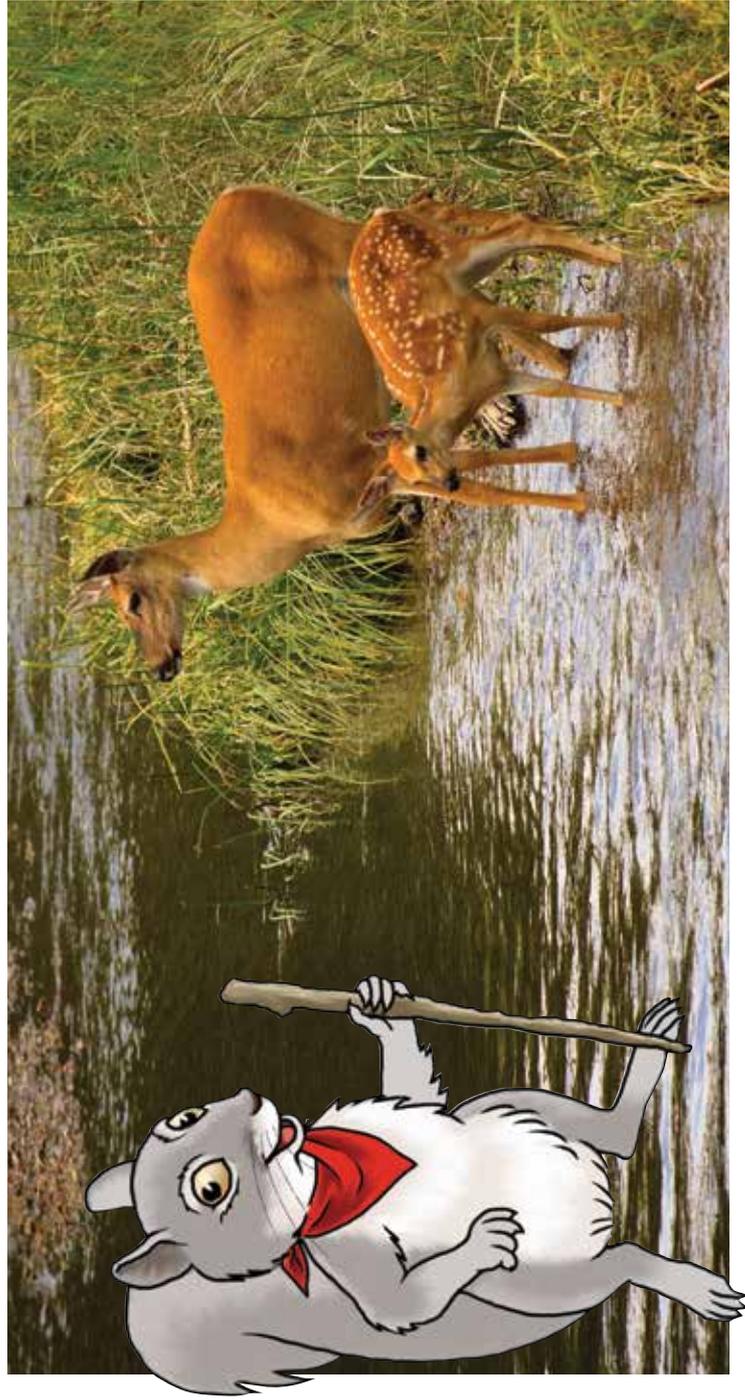


Right nearby a fox is wading into the stream to get a drink. After it gets a drink, it will stand as still as a stone and wait to try to catch a fish.



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.

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!



The Woodland

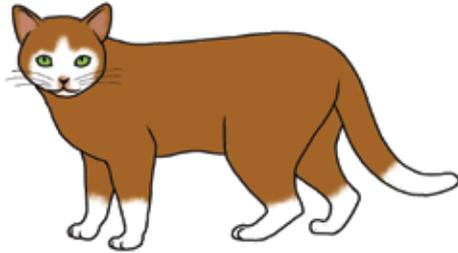
Talk about this picture with your child. Emphasize that this is the forest, or woodland, and that these plants and animals live in the forest. Ask your child to name the plants and animals he/she sees.



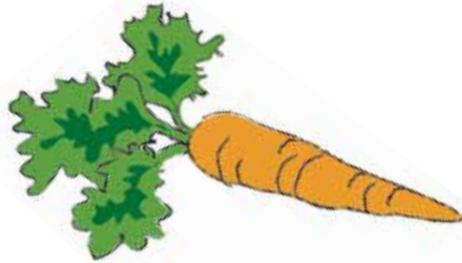
Circle the
Sound Picture:

C

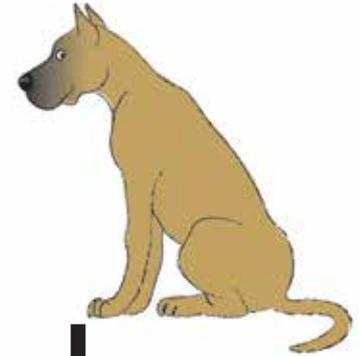
Help students identify and circle the sound picture for /k/ as in *cat*. Tell students to go word by word and to watch out for tricky words that don't have a /k/ sound in them. Help students remember what the sound picture for /k/ looks like by drawing a 'c' on a sheet of paper or having students draw it on paper or in the air.



cat



carrot



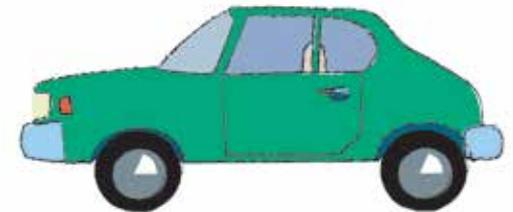
dog



man



candy



car

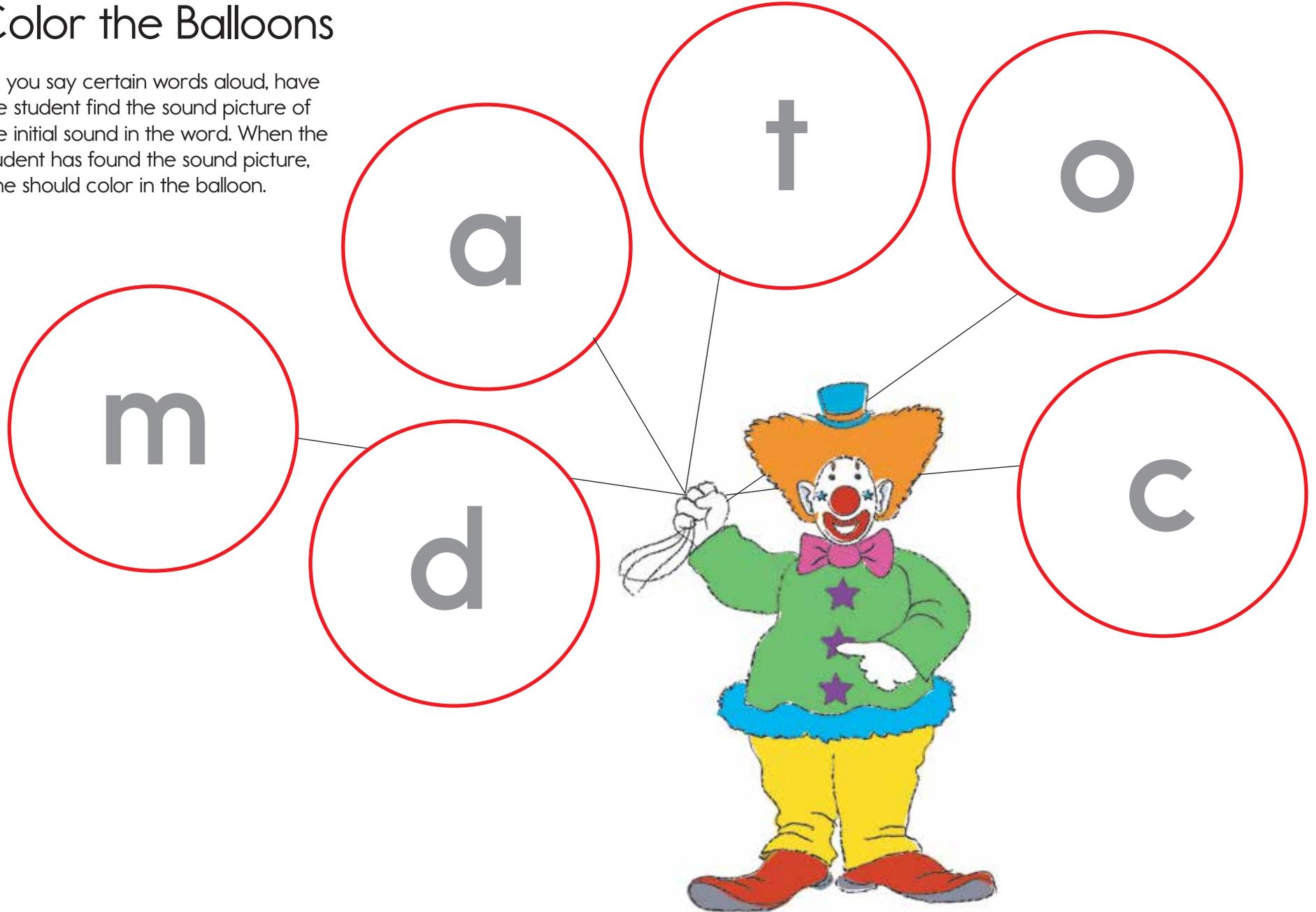
Starting Sounds

Tell your child that you are going to choose one picture and s/he has to guess which one it is. You'll give one clue: the sound that word starts with, such as the sound of "ccc..." for *cat*. Don't name the letter. Make its sound clearly. Now ask your child to point to the picture.



Color the Balloons

As you say certain words aloud, have the student find the sound picture of the initial sound in the word. When the student has found the sound picture, s/he should color in the balloon.



Habitats: Family Letter 2



Dear Family Member,

We are continuing to learn about habitats at school. Your child is learning all about the animals and plants that live in the ocean and desert. Please visit our classroom and see our ocean and desert murals! We will also learn all about the farm and how plants and animals are raised for food. In our Small Groups, we will be focusing on hearing sounds in words, blending these sounds to make words, and writing letters.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day

Read books that have ocean animals such as fish, whales, and crabs as the characters and talk about how these animals live in the water. There are also many children's books about farm animals. As you read, have your child make animal sounds. Talk with your child about how farmers care for farm animals and plants.

2. Sort Stuffed Animals

Talk with your child about the habitats where his/her stuffed animals might live if they were real. Make separate piles of animals that live in the woodland, pond, ocean, desert, or farm.

3. Make a Book

Your child has made many books at school, and you can make one together at home. Fold and staple paper together to make a blank book. Write down a story that your child tells and have your child draw pictures to illustrate the story. Write the title of the story on the cover and have your child write his/her name, since s/he is the author.

4. Sing Nursery Rhymes

Your child may come home singing and doing the motions to various nursery rhymes or reciting poems. The words to the poem "At the Seaside" by Robert Louis Stevenson are on this back of this letter—help your child find the words that start with the /s/ sound as in *snake*. The words are *sea*, *spade*, and *sandy* (but not *shore*, which starts with /sh/).

5. Practice Writing Letters

Your child has had practice writing the letters 'o', 'c', 'g', and 'i'. Practice writing these lowercase letters and ask your child to say the sound that goes with each letter.



At the Seaside

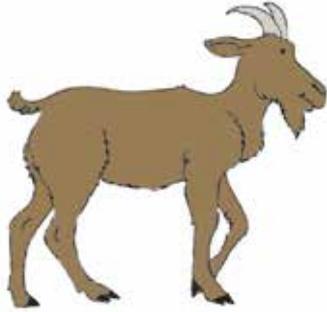
by Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

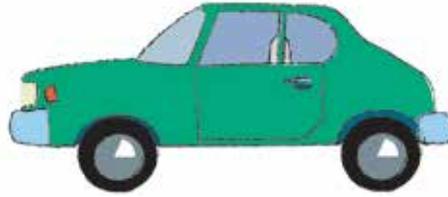


Circle the
Sound Picture:
g

Help students identify and circle the sound picture for /g/ as in *girl*. Tell students to go word by word and to watch out for tricky words that don't have the /g/ sound in them. Help students remember what the sound picture for /g/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air.



goat



car



goose



sock



girl



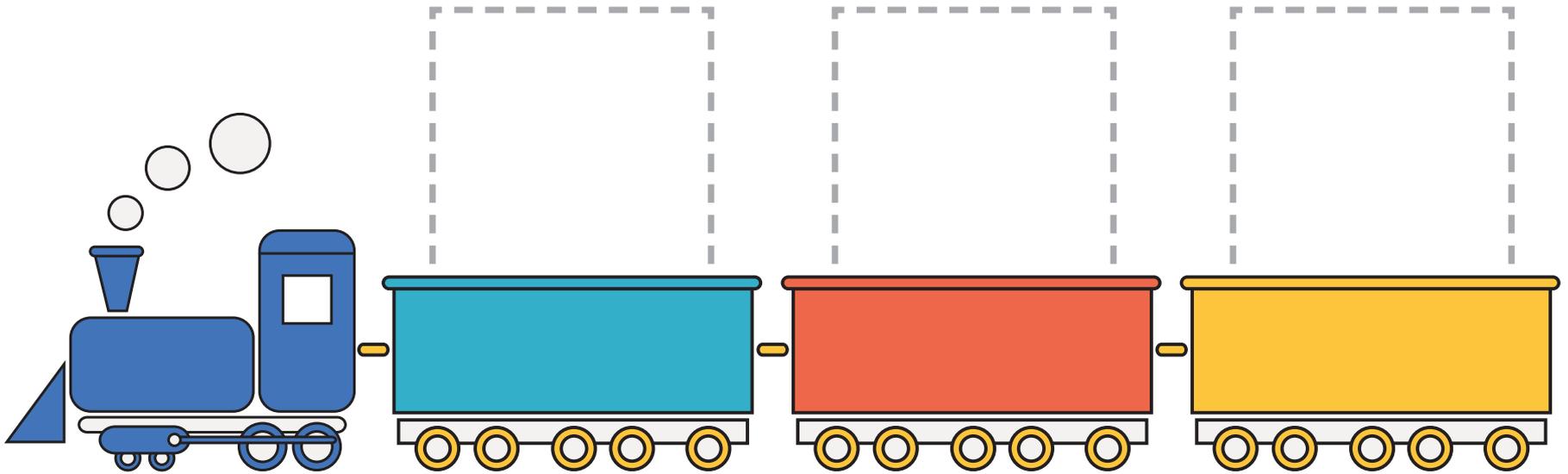
tiger

Blending Sounds Train

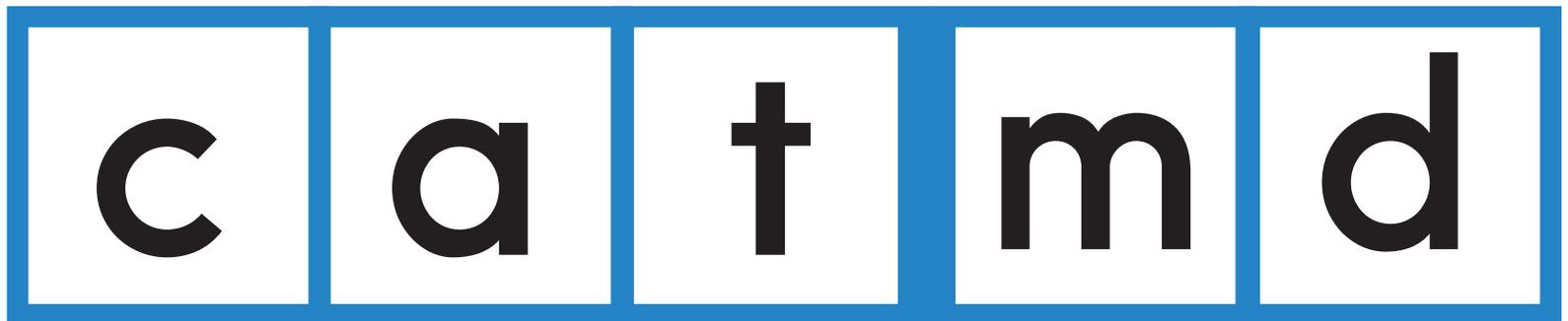
cat, mat, mad

Help students spell the words *cat*, *mat*, and *mad*, using these steps:

- Cut out the five sound pictures. Give students 'c', 'a', and 't' only.
- Say the word *cat* sound by sound and have students find and place the sound pictures that spell *cat* on the train.
- Help students glue down the word *cat*.
- Give students 'm', and 'd'.
- Say the word *mat* sound by sound and help students spell *mat* by gluing 'm' on top of 'c'.
- Say the word *mad* sound by sound and help students spell *mad* by gluing 'd' on top of 't'.

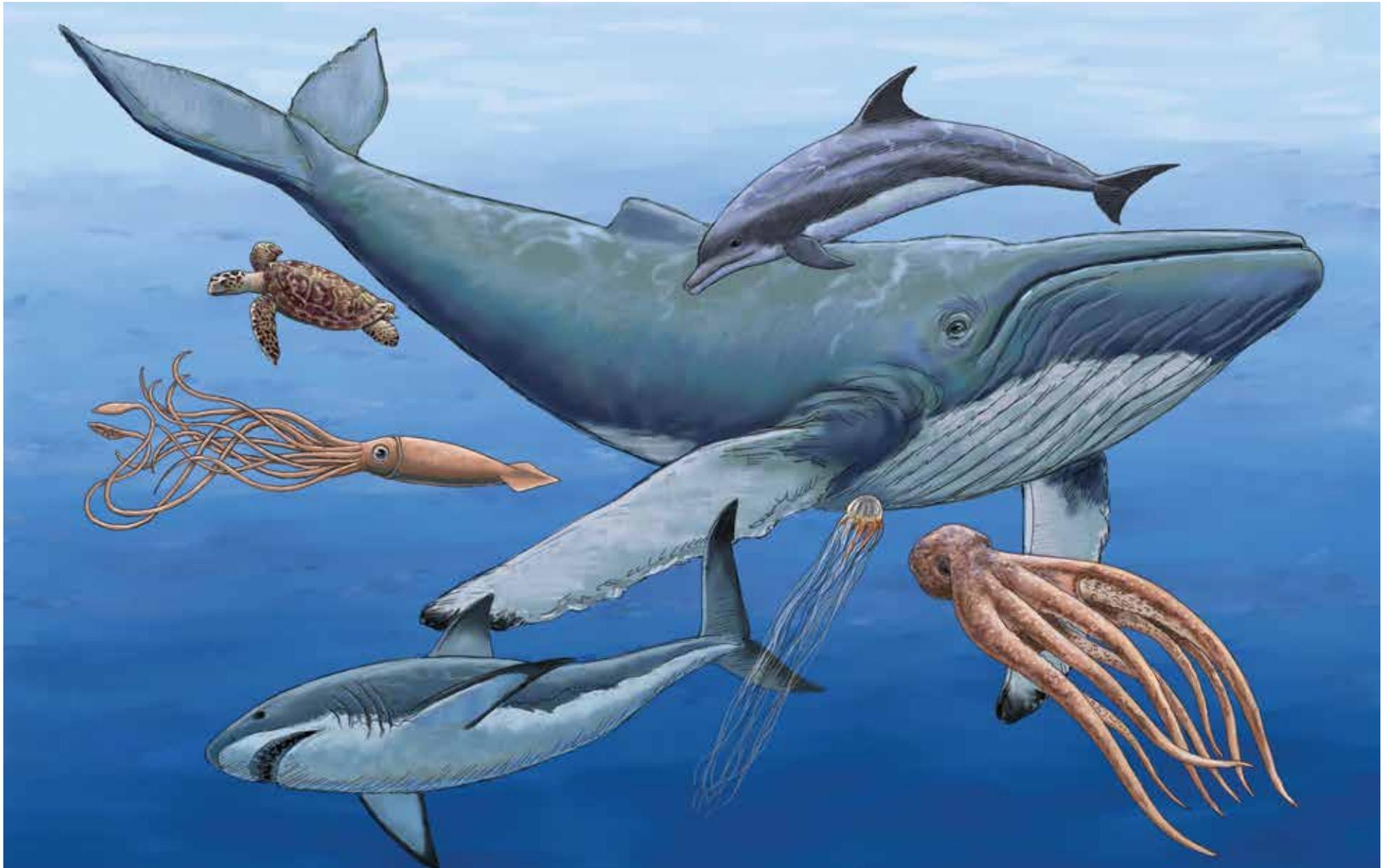


Cut out these
sound pictures



In the Ocean

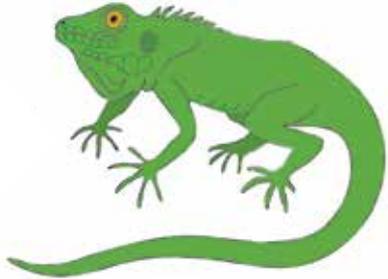
Talk about this picture with your child. Emphasize that this is the ocean, or sea, and that these animals live in the ocean. Ask your child to name the animals he/she sees.



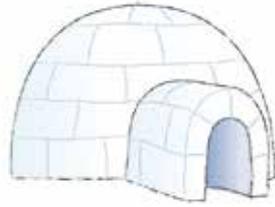
Circle the Sound Picture:



Help students identify and circle the sound picture for /i/ as in *itch*. Tell students to go word by word and to watch out for tricky words that don't have the /i/ sound in them. Help students remember what the sound picture for /i/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air.



iguana



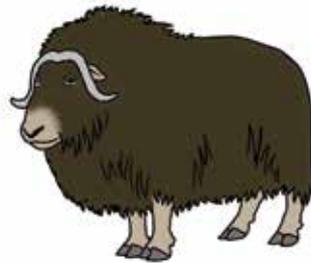
igloo



itch



sit



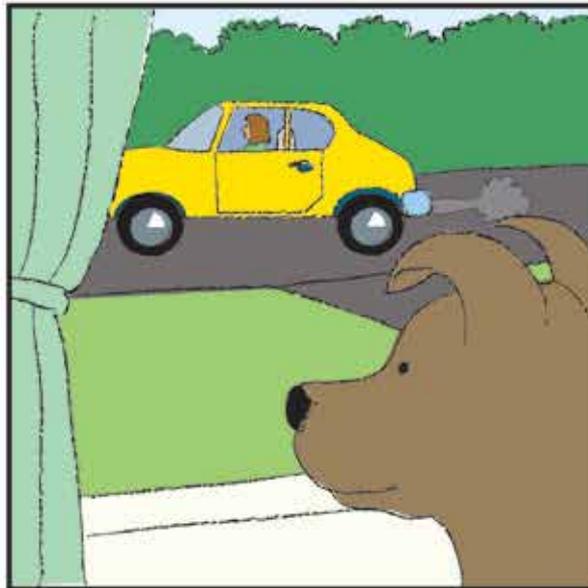
ox



dishes

Home Alone

Look at these pictures together and talk about them. Now ask your child to tell you the story that these pictures tell. Encourage him/her to point to each frame as s/he tells the story.

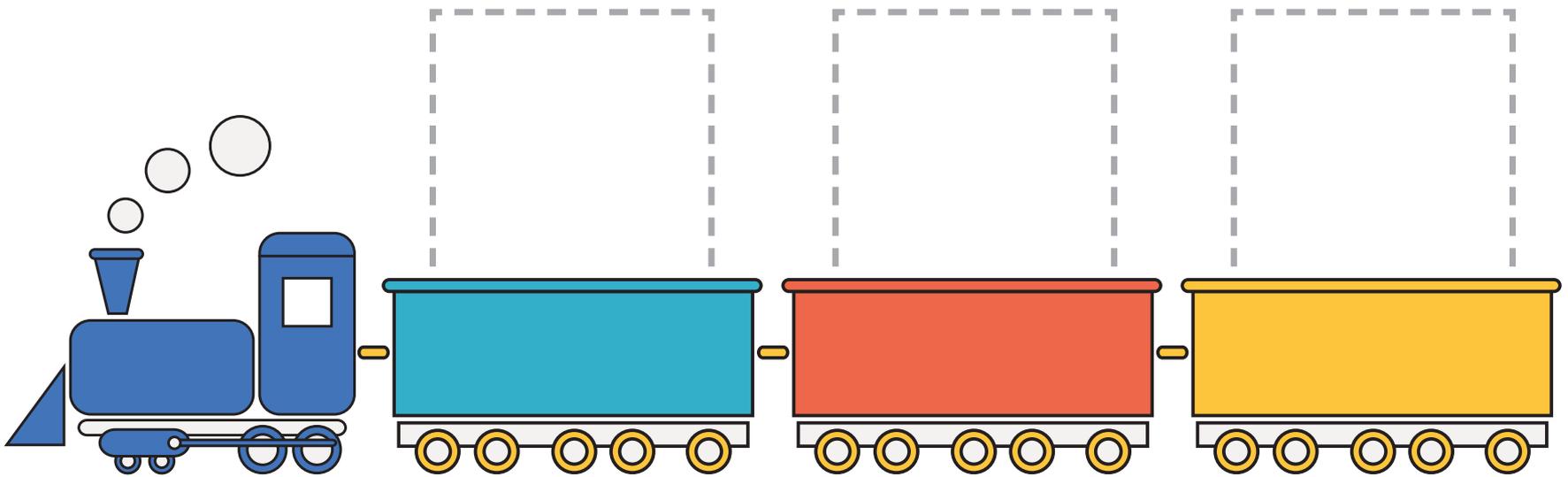


Blending Sounds Train

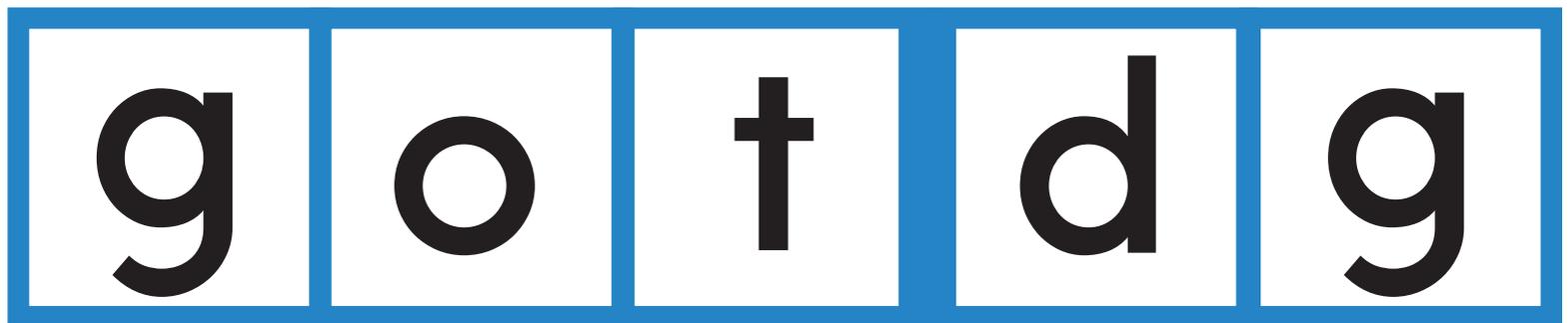
got, dot, dog

Help students spell the words *got*, *dot*, and *dog*, using these steps:

- Cut out the five sound pictures. Give students 'g', 'o', and 't' only.
- Say the word *got* sound by sound and have students find and place the sound pictures that spell *got* on the train.
- Help students glue down the word *got*.
- Give students 'd' and 'g'.
- Say the word *dot* sound by sound and help students spell *dot* by gluing 'd' on top of 'g'.
- Say the word *dog* sound by sound and help students spell *dog* by gluing 'g' on top of 't'.



Cut out these
sound pictures

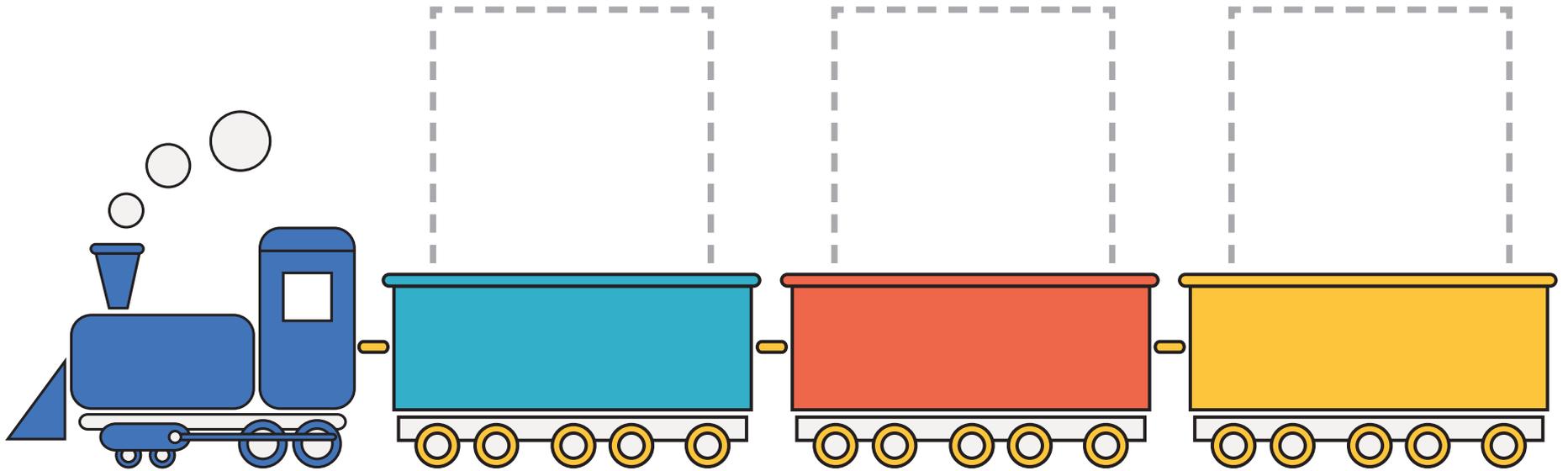


Blending Sounds Train

dog, dig, dim

Help students spell the words *dog*, *dig*, and *dim*, using these steps:

- Cut out the five sound pictures. Give students 'd', 'o', and 'g' only.
- Say the word *dog* sound by sound and have students find and place the sound pictures that spell *dog* on the train.
- Help students glue down the word *dog*.
- Give students 'i' and 'm'.
- Say the word *dig* sound by sound and help students spell *dig* by gluing 'i' on top of 'o'.
- Say the word *dim* sound by sound and help students spell *dim* by gluing 'm' on top of 'g'.



Cut out these
sound pictures



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