Domain 5: Habitats
Activity Pages
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, we will talk about trees, squirrels, deer, and birds. When we learn about the pond, we 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 help create 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.

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Christine May

**Writers**

Robert Louis Stevenson — At the Seaside

Public Domain — Bat, Bat

**Images**

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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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 about woodland and pond habitats. When we learn about the woodland, we will talk about trees, squirrels, deer, and birds. When we learn about the pond, we will talk about 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 classroom, you might want to visit our pond and talk about the different places where plants and animals live together—their habitats. We will learn about woodland and pond habitats. When we learn about the woodland, we will talk about trees, squirrels, deer, and birds. When we learn about the pond, we will talk about 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.

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 about the words in the poem that rhyme.

4. Practice Writing Letters that Start with /m/
   - Take turns with your child thinking of words that all start with the sound /m/ as in malt.

5. Practice Writing Letters
   - Another sound and play the game again.

6. Practice Saying Words
   - If you might start with the words: mouse, magic, mittens, and mine, you could also pick the words in the poem that rhyme.

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.

Your child may come home singing and doing the motions for "Bat, Bat," "Row, Row Your Boat," and "Once I Saw a Little Bird." The children are working hard to make their own plants and animals to add to the murals. In 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.

Now that we have learned about animals and plants, we are going to learn about their habitats.
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.
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.

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<table>
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<tr>
<td><strong>ox</strong></td>
<td><strong>doll</strong></td>
<td><strong>sock</strong></td>
</tr>
<tr>
<td><strong>dog</strong></td>
<td><strong>olive</strong></td>
<td><strong>ostrich</strong></td>
</tr>
</tbody>
</table>
Hi! My name is Suma 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!

I do not disturb the birds building their nests in the trees. The other animals nearby I will walk very carefully so I do not startle them. I can smell the scent of the air with my nose. I think I’m trying to smell the scent of spray! And over by that fern I see a furry rabbit sniffing to scent me away. By lifting its tail and spaying a stinky striped skunk that is perched on that log. It might try to scare me away.

I wonder would I want to bother the black and white striped skunk in my woodland habitat. Today, I’m going to walk quietly and carefully.

Dear Family Member,

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.

Welcome to my woodland habitat.
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. Many animals come to the stream to get a drink or to hunt for food. 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. If I listen very carefully, I can hear water rushing over rocks and logs. Many animals come to the stream to get a drink or to hunt for food. I'll take a closer look and see what else I can see near the stream.

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.

If I listen very carefully, I can hear water rushing over rocks and logs. Many animals come to the stream to get a drink or to hunt for food. 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.
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.

VOCABULARY: squirrel, tree, log, skunk, deer, woodpecker, mushrooms, bear, flower, cave, woodlands, habitat
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.
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.

- cat
- fan
- moon
- girl
- dog
- rake
- baby
- sun
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.
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 animals and plants that live in the ocean and desert.

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 you read, have your child make animal sounds. 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, farm, ocean, or desert.

2. Sort Stuffed Animals
   - Read children's books about farm animals. As you read, have your child make animal sounds and talk about how these animals live in the water. There are also many books that have ocean animals such as fish, whales, and crabs as the characters. Read these books together and talk about the habitats where these animals might live.

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 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
   - The words to the poem "At the Seaside" by Robert Louis Stevenson are on the back of this letter. Help your child find the words that start with the /s/ sound as in "snake, sand, and sandpiper." They were real. Make separate piles of animals that live in the water. Ask your child to look for words that start with the /s/ sound and talk about how farmers care for farm animals.

5. Practice Writing Letters
   - Your child has had practice writing the letters o, c, g, and i. Practice writing these lowercase letters. Ask your child to say the sound that goes with each letter.

Your child may come home singing and doing the motions to various nursery rhymes or reading poems. The words are on the back of this letter. Help your child find the words that start with the /s/ sound as in "snake, sand, and sandpiper." They were real. Make separate piles of animals that live in the water. Ask your child to look for words that start with the /s/ sound and talk about how farmers care for farm animals.

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 animals and plants that live in the ocean and desert.

Dear Family Member,

Habitats: Family Letter 2
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.
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.

<table>
<thead>
<tr>
<th>Circle the Sound Picture: g</th>
</tr>
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<tbody>
<tr>
<td>goat</td>
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<tr>
<td>sock</td>
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</table>
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

```
c a t m d
```
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.

VOCABULARY: whale, dolphin, shark, jellyfish, octopus, squid, sea turtle, water, ocean, deep
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.

<table>
<thead>
<tr>
<th>iguana</th>
<th>igloo</th>
<th>itch</th>
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</thead>
<tbody>
<tr>
<td>sit</td>
<td>ox</td>
<td>dishes</td>
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</table>
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.

1. A woman and a child wave goodbye.
2. The woman drives away in a car.
3. A dog watches the woman leave.
4. The dog chases after the woman.
5. The dog turns and looks at the house.
6. The dog is happy with the teddy bear it found.

VOCABULARY: first, next, then, last
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:

```
g o t d g
```

Blending Sounds Train

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:

- **d**
- **o**
- **g**
- **i**
- **m**
ACKNOWLEDGMENTS

The Core Knowledge Language Arts materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here have already

CORE KNOWLEDGE LANGUAGE ARTS

SCHOOLS

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ADDITIONAL CONSULTING SERVICES

ScribeConcepts.com

CONSULTING PROJECT MANAGEMENT SERVICES

Laura Parks

Bridgetta Vining

Magnolia Anderson

Roehn Licate

Ellen Jasper

Leilani Sanchez

Liz Pettit

Olivia Finga

Rosa Medcalf

Phyllis Rich

Sara Bruno

Diane Angle Smith

Larien Simmons

Danny Creen

And Emmanuel

Catherine Kinstler

Kim Bernard

Deborah Hall

Domonique Bennett

McDaniel Donagan

DESIGN AND GRAPHICS STAFF

Linda Velieck

President

E.D. Phillips Jr.

Series Editor-N-Chief

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

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