Domain 5: Habitats
Activity Pages
Domain 5: Habitats
Activity Pages

PRESCHOOL

Core Knowledge Language Arts®
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 put them into 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.

---

**CREDITS**

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

**EXPERT REVIEWER**

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

Amy Wummer Activity Pages 1-1; 11-2

Shutterstock Domain 5: Habitats Title Page; Activity Pages 2-2 (backs); 13-1; 16-1; 17-1

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

---

*Creative Commons Licensing*

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

You are free:
- to Share — to copy, distribute and transmit the work
- to Remix — to adapt the work

Under the following conditions:
- **Attribution** — You must attribute the work in the following manner:
  - This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.
- **Noncommercial** — You may not use this work for commercial purposes.
- **Share Alike** — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:
- For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:
  - http://creativecommons.org/licenses/by-nc-sa/3.0/

Copyright © 2014 Core Knowledge Foundation

www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.
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 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.
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.

Circle the Sound Picture:  O

ox  doll  sock

dog  olive  ostrich
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!

Do not disturb the birds building their nests in the trees. Do not disturb the other animals nearby. I will walk very carefully so I do not disturb the skunk that is perched on that log. It might try to spray me away by lifting its tail and spraying a stinky spray! And, I will walk very carefully so I do not disturb the birds building their nests in the trees.

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.

Dear Family Member,

Today your child listened to a read-aloud about the Woodland Habitat. Remind your child to talk about the plants and animals that live in the Woodland Habitat. Read the story to your child.

Woodland Habitat

Your child that habitats are places where plants and animals live and grow together.
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. 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. I hear a deer lapping up water to drink. 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.

Slurp, slurp, slurp. I hear a deer lapping up water to drink of water or to hunt for food. A snake is keeping its body warm by soaking up heat from the rock. 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!
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.
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.

<table>
<thead>
<tr>
<th>cat</th>
<th>carrot</th>
<th>dog</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>candy</td>
<td>car</td>
</tr>
</tbody>
</table>
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 farms and plants that live in the ocean and desert. Please visit our classroom and see our ocean and desert murals.

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.

Your child has had practice writing the letters 'o', 'c', 'g', and 'i'. Practice writing these letters. Practice writing letters which start with /sh/. Practice writing letters which start with /s/ sound as in snake. The words are sea, snake, and sand. (but not where, we, are, or are). Help your child find the words that start with /s/ sound as in snake. The words are sea, snake, and sand. (but not where, we, are, or are).

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 how farmers care for farm animals and plants.

2. Sort Stuffed Animals
   - Sort with your child about how farm animals care for farm animals and plants.

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 write his/her name on the cover. Ask your child to write the title of the story on the cover and to write the words that he/she likes. Help your child find the words that start with /s/ sound as in snake. The words are sea, spade, and sandy.

4. Sing Nursery Rhymes
   - He is the author.

5. Practice Writing Letters
   - Your child has had practice writing the letters 'o', 'c', 'g', and 'i'. Practice writing these letters.

6. Read Aloud Each Day
   - Remember what they are learning about at school.

Please visit our classroom and see our ocean and desert murals! We will also learn all about the farms and plants that live in the ocean and desert. Please visit our classroom and see our ocean and desert murals.

Core Knowledge Language Arts Habitats PRESCHOOL

Habitats: Family Letter 2

Dear Family Member,
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>
<th>goat</th>
<th>car</th>
<th>goose</th>
</tr>
</thead>
<tbody>
<tr>
<td>sock</td>
<td>girl</td>
<td>tiger</td>
<td></td>
</tr>
</tbody>
</table>
Blending Sounds Train

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.

Circle the Sound Picture: *i*

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

- 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.

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

- 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: got, dot, dog
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
```
These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here have already

ACKNOWLEDGMENTS

Sue Zelikin
Diane Anger Smith
Lauren Simmons
Deborah Simony
Ellen Sader
Liz Pettit
Gina Fugang
Rose Mackinnon
Robin Lacette
Ann Fors
Jan Hurt
Sue Linton
Paul Curran
Margie Fishburne
Robin Blackshear
Mark Anderson

additional Consulting services

ScribeConcepts.com

Consulting Project Management Services

Lauren Park
Stephen Moriarty
Matt Leach
Lisa Ceeane
Michael Duggan
Kim Berrell

Design and Graphics Staff

Linda Bevelacqua
President

E.D. Fischel Jr.
Series Editor-in-Chief

Core Knowledge Language Arts