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FOREST ANIMALS

Educator Resource Guide

PreK-Grade 2



Companion to ABC Forest Animals: An Alphabet Adventure in the Forest

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About This Resource

This educator guide was created to accompany *ABC Forest Animals: An Alphabet Adventure in the Forest*. It extends the book's alphabet structure, descriptive language, animal behaviors, and Nature Notes into flexible literacy, science, observation, movement, art, and discussion activities for young learners.

Designed for flexible use

- Preschool, kindergarten, first grade, and second grade
- Classrooms, homeschool settings, libraries, and nature programs
- Whole-group read-alouds, small groups, learning centers, or individual exploration
- A complete A-Z study or selected lessons around a single animal, season, or science topic

A flexible companion

The guide is intentionally modular. Educators may select only the activities that fit their learners, schedule, and setting.

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Educator Resource Guide prepared as a companion to the book. Reproducible pages are identified within the guide for instructional use.

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About This Guide

ABC Forest Animals invites children to explore the alphabet through animals, descriptive language, and nature-based learning. Each animal is introduced with a letter, its name, and an alliterative pair of descriptive words. A companion page then shows the animal in action and adds a short Nature Note.

That repeating structure gives educators natural entry points for early literacy, oral language, vocabulary, observation, science, movement, and creative expression.

How to Use It

1. Read one animal pair from the book.
2. Identify the letter and beginning sound.
3. Discuss the descriptive words.
4. Observe what the animal is doing in the illustration.
5. Read and discuss the Nature Note.
6. Choose one literacy, science, movement, art, or response activity.

Adapt for the learner

For younger learners, emphasize talking, moving, matching, and drawing. Older learners can extend the same ideas through writing, classification, comparison, and simple research.

The emphasis

Conversation, curiosity, active learning, and close observation. Children are encouraged to notice details, make predictions, listen for sounds in words, compare animals, move like the animals they meet, and use Nature Notes as starting points for further exploration.

Learning Objectives

Early Literacy

- Recognize and name uppercase letters.
- Connect letters with the beginning sounds of animal names.
- Hear repeated beginning sounds in alliterative phrases.
- Listen to and respond to literary and informational language.

Oral Language & Vocabulary

- Describe animals using increasingly precise words.
- Use pictures and context to infer the meaning of descriptive words.
- Compare two animals and explain a similarity or difference.
- Retell a simple animal fact in the child's own words.

Science & Nature

- Observe animal characteristics and behaviors.
- Recognize that body features and behaviors can help animals survive.
- Notice relationships between animals and their habitats.
- Compare ways animals move, rest, hide, communicate, feed, or protect themselves.

Observation & Thinking

- Notice visual details.
- Make predictions and revise ideas after learning new information.
- Sort animals by observable features, habitat use, season, or behavior.
- Ask questions and explain reasoning.

Creative Expression

- Represent ideas through drawing, movement, dramatic play, construction, discussion, and age-appropriate writing.

Before Reading

Take a Picture Walk

Slowly look through several pages before reading the words. Encourage children to notice animals, forest settings, seasons, colors, and movement.

- What animals do you recognize?
- What clues tell you this book takes place in a forest?
- Which animals have you seen before?
- Do all of these animals use the forest in the same way?
- What seasons can you find in the pictures?

Explore the Alphabet Connection

Show how each letter introduces an animal. Invite children to listen for the repeated beginning sounds in phrases such as *Big and Brave*, *Clever and Calm*, and *Quiet and Quick*.

Different levels

For PreK-K: listen for the first sound.

For Grades 1-2: introduce the word *alliteration* - nearby words beginning with the same sound.

Introduce the Nature Notes

Explain that the main sentence tells something about what the animal is doing, while the Nature Note adds real information. Children can begin listening for the difference between storylike language and informational language.

During Reading

Meet the Letter

Pause on each introductory page. Say the animal name together and exaggerate the beginning sound: b-b-bear, f-f-fox, w-w-wolf. Clap syllables in longer animal names.

Notice the Describing Words

Read the two descriptors and invite children to use the illustration as a clue before giving a definition. Ask what the word might mean and what in the picture supports that idea.

Look Closely

Ask what body part seems important, where the animal is looking, how it is moving, what helps it blend in, or what season the picture suggests.

Pause for Predictions

Before reading a Nature Note, ask what children think they might learn. Afterward ask what surprised them or whether their prediction changed.

Connect Words and Pictures

Invite children to find visual evidence for something they hear - fawn spots, a hare's broad feet, a moth blending with bark, or a bird using its wings.

After Reading

What Do You Remember?

- Which animal surprised you?
- Which animal would you like to learn more about?
- Which animal had an interesting way of protecting itself?
- Which animal was well suited for winter?
- Which animal used camouflage?
- Which animal communicated with other animals?

Favorite Animal Conversation

Sentence stem

My favorite forest animal was the _____ because _____.

PreK children may answer orally. Kindergarten children can dictate their sentence. Grades 1-2 can write and illustrate it.

Remember the Nature Note

- Owl: Why does an owl turn its head to look around?
- Porcupine: What are baby porcupines called?
- Turkey: Where do turkeys sleep at night?
- Vole: How does a vole move around while staying hidden?

Use rereading as a memory and comprehension game rather than a test.

Literacy Extensions

Activities 1-4

1. Animal Alphabet Match

Prepare alphabet cards and animal-name or picture cards. Children match each animal to its letter. Begin with 4-6 pairs for younger learners; older children can alphabetize the full set.

2. Same Sound Detective

Say three words and ask which two begin with the same sound: bear - brave - tree; crow - calm - fox; porcupine - peaceful - raccoon.

3. Invent a New Descriptor

Choose an animal and brainstorm another word beginning with the same sound. Bear might become big, brave, brown; fox might become fleet-footed, friendly, fast.

4. Clap the Animal

Say an animal name and clap the syllables. Sort names by one, two, three, or more syllables. Try bear, turkey, porcupine, and Indigo Bunting.

Literacy Extensions

Activities 5-8

5. Nature Word or Describing Word?

Sort words from the book into animal names, describing words, and habitat words. Older children can extend the sort to nouns and adjectives.

6. Complete the Sentence

Use repeating sentence frames: “___ is for ___.” “The ___ can ___.” “The ___ lives ___.” “I noticed ___.” Oral sentence formation can come before independent writing.

7. X Marks the Sound

Use the eXploring page to show that X can occur inside a word rather than only at the beginning. Hunt for the X in eXploring, eXciting, and eXposing.

8. Alphabet Expert

Give each child one letter-animal pair to teach to a partner or family member: the animal name, its descriptors, and one Nature Note fact.

Nature & Science Extensions

Activities 1-4

1. Camouflage Challenge

Place small pieces of colored paper or yarn on different backgrounds. Ask which are easiest or hardest to see, then connect the idea to the fawn and underwing moth.

2. Snowshoe Feet

Press a narrow object and a wider flat object into flour, cornstarch, or soft sand. Compare the marks and discuss how broad feet can help an animal travel across snow.

3. Build an Animal Shelter

Use blocks, cardboard, sticks, leaves, fabric, or recycled materials to build a safe resting place for one forest animal. Children explain the choices they made.

4. Move Like a Forest Animal

Leap like a hare, bound like a lynx, soar like an eagle, creep like a skunk, or disappear like a vole. Compare fast/slow, high/low, noisy/quiet movements.

Nature & Science Extensions

Activities 5-8

5. Animal Adaptation Detective

Choose a body feature - feet, wings, fur, feathers, eyes, coloration, quills, or tail - and find animals in the book that use that feature in an interesting way.

6. Day or Night?

Use the raccoon to introduce *nocturnal*. Sort familiar animals into mostly active during the day, mostly active at night, and "not sure - let's find out."

7. Animal Communication

Begin with wolves and lynx. Brainstorm ways animals communicate using sounds, body movement, smell, color, posture, or calls.

8. Two Ways to Handle Winter

Compare the American marten traveling beneath snow with the snowshoe hare traveling on top of snow. Ask how each strategy helps the animal move in winter.

Creative Expression, Movement & Art

Activities 1-4

1. Move Like a Forest Animal

Call out an animal and invite children to move the way they think it would move. Afterward, describe the movement using words such as quick, quiet, high, low, smooth, or slow.

2. Forest Freeze

Children move around the room as different animals. On "Freeze!" they stop in an animal pose. Classmates guess the animal from clues in the pose.

3. Build a Forest Habitat

Create a forest habitat with blocks, cardboard, paper tubes, sticks, leaves, fabric, or recycled materials. Decide whether the animal needs trees, snow, ground cover, a hollow, or underground space.

4. Camouflage Art

Draw or paint a forest background first. Add an animal using colors or patterns that help it blend into the scene. Older children add a sentence explaining how the camouflage works.

Creative Expression, Movement & Art

Activities 5-8

5. Invent an Alliterative Animal

Choose an animal and invent one or two new describing words beginning with the same sound. Illustrate the new description.

6. Forest Soundscape

Assign groups different forest sounds: rustling leaves, wind, tapping wood, soft footsteps, bird calls, or animal voices. Layer the sounds and then slowly remove them.

7. Draw What Happens Next

Choose one illustration and draw the next moment instead of copying the original picture. Add one or two sentences for older learners.

8. A Forest Animal's View

Draw the forest from an animal's point of view: an eagle above the trees, a vole under leaves, or a moth resting against bark.

Our ABC Forest

Optional class display: each child creates one animal-letter picture. Arrange the finished pieces alphabetically to make an "ABC Forest."

Family & Home Connection

Families can extend ABC Forest Animals learning through ordinary walks, backyard observation, conversation, and rereading. No special materials are required.

Family Nature Challenge

- Take an alphabet nature walk and look for something beginning with as many letters as possible.
- Look for signs of animals rather than only animals themselves: tracks, holes, nests, chewed leaves, feathers, sounds, or paths.
- Choose one animal from the book and learn one new fact about it together.
- Sit quietly outdoors for two minutes and count how many different sounds you hear.
- Look for examples of camouflage.
- At bedtime ask: "Which forest animal would you like to be tonight, and where would you sleep?"
- Reread a favorite Nature Note and let the child explain the fact back to someone else.

Family Response

We explored: _____

Something we noticed: _____

Something we wonder: _____

A-Z Teaching Notes

Quick-reference notes for letters A through D

A - American Marten

Active and Alert

Talk About It: How might traveling under snow help a small forest animal in winter?

Literacy: Listen for /a/ in American, Active, and Alert.

Nature: Compare the marten moving beneath snow with the hare moving on top of snow.

B - Bear

Big and Brave

Talk About It: What details in the picture make the bear look big? What might brave mean?

Literacy: Emphasize /b/ in bear, big, and brave.

Nature: Connect the Nature Note to winter hibernation and shelter.

C - Crow

Clever and Calm

Talk About It: What might a crow need to watch or listen for while sitting in a tree?

Literacy: Listen for /k/ in crow, clever, and calm.

Nature: Discuss recognition, memory, and careful observation.

D - Deer

Dark-eyed and Devoted

Talk About It: How is the adult deer different from the fawn?

Literacy: Identify /d/ in deer, dark-eyed, and devoted.

Nature: Connect the fawn's spots with camouflage.

A-Z Teaching Notes

Quick-reference notes for letters E through H

E - Eagle

Earthy and Elegant

Talk About It: What features help an eagle move through the air?

Literacy: Notice the initial E in eagle and its descriptors.

Nature: Connect large wings with soaring.

F - Fox

Fleet-footed and Friendly

Talk About It: What does fleet-footed make you think a fox can do?

Literacy: Say fox, fleet-footed, and friendly slowly and listen for /f/.

Nature: Explore animal-family vocabulary: skulk, kits, cubs.

G - Groundhog

Gentle and Gazing

Talk About It: What are the young groundhogs doing while the adult watches?

Literacy: Generate more G words and decide whether they fit.

Nature: Explore alternate names for groundhogs and their young.

H - Hare

High-leaping and Humble

Talk About It: How does the summer hare differ from the winter hares?

Literacy: Clap the syllables in high-leaping and listen for /h/.

Nature: Discuss seasonal coat change and furry snowshoe feet.

A-Z Teaching Notes

Quick-reference notes for letters I through L

I - Indigo Bunting

Indigo-blue and Inquisitive

Talk About It: What do you think inquisitive means? What suggests curiosity?

Literacy: Compare the beginnings of indigo and inquisitive.

Nature: Discuss how feather structure makes the bird appear blue.

J - Junco

Jaunty and Joyful

Talk About It: What clues tell you this bird is shown in winter?

Literacy: Explore /j/ in junco, jaunty, and joyful.

Nature: Connect the "snowbird" nickname with winter presence.

K - Killdeer

Keen-eyed and Kind

Talk About It: Why might a mother bird want danger to follow her away from the nest?

Literacy: Notice K representing the /k/ sound.

Nature: Discuss the broken-wing distraction behavior.

L - Lynx

Light-footed and Leaping

Talk About It: What body parts seem especially useful for a leaping animal?

Literacy: Stretch the // sound in lynx, light-footed, and leaping.

Nature: Explore the different sounds a lynx can make.

A-Z Teaching Notes

Quick-reference notes for letters M through P

M - Moose

Majestic and Massive

Talk About It: What makes the moose look massive?

Literacy: Generate more M words that could describe a moose.

Nature: Discuss antlers as a body structure that is shed and regrown.

N - Northern Cardinal

Nimble and Noisy

Talk About It: What differences do you notice between the birds on the two pages?

Literacy: Listen for /n/ in northern, nimble, and noisy.

Nature: Compare adult male, female, and young coloration.

O - Owl

Orb-eyed and Observant

Talk About It: Why would large eyes be useful to an owl?

Literacy: Explore O words and the meaning of observant.

Nature: Discuss why owls turn their heads to look around.

P - Porcupine

Prickly and Peaceful

Talk About It: How can an animal be both prickly and peaceful?

Literacy: Sort P words from words beginning with other sounds.

Nature: Discuss porcupettes and quills as a defense.

A-Z Teaching Notes

Quick-reference notes for letters Q through T

Q - Quail

Quiet and Quick

Talk About It: Why might staying together help a group of birds?

Literacy: Notice the common QU letter pair.

Nature: Discuss outward-facing group sleeping behavior.

R - Raccoon

Ring-tailed and Resourceful

Talk About It: What does the raccoon seem to be trying to get?

Literacy: Practice /r/ and describe the rings on the tail.

Nature: Introduce nocturnal behavior.

S - Skunk

Striped and Secretive

Talk About It: What might secretive mean in "She slips through the forest when no one sees her"?

Literacy: Listen for /s/ in skunk, striped, secretive, and slips.

Nature: Discuss defensive spray and avoidance of danger.

T - Turkey

Talkative and Tree-roosting

Talk About It: Why might sleeping above the ground help a turkey?

Literacy: Compare the T sound in turkey, talkative, and tree-roosting.

Nature: Discuss roosting and the name poults for young turkeys.

A-Z Teaching Notes

Quick-reference notes for letters U through X

U - Underwing Moth

Unnoticed and Unseen

Talk About It: Can you find the moth that is camouflaged against the tree?

Literacy: Discuss the prefix un- in unnoticed and unseen.

Nature: Compare bark-like outer wings with colorful underwings.

V - Vole

Velvety and Vanishing

Talk About It: Why would disappearing beneath leaves help a small animal?

Literacy: Feel how the lips and teeth work together to make /v/.

Nature: Discuss tunnels and hidden pathways.

W - Wolf

Watchful and Wise

Talk About It: What might the wolf be listening or watching for?

Literacy: Build a collection of W words connected with the forest.

Nature: Discuss howling as communication.

X - eXploring

eXciting and eXposing

Talk About It: What are the fox and chipmunk exploring?

Literacy: Hunt for X inside eXploring, eXciting, and eXposing.

Nature: Discuss how animals explore to find food and quiet places to rest.

A-Z Teaching Notes

Quick-reference notes for letters Y through Z

Y - Yellow-bellied Sapsucker

Yellow-bellied and Yammering

Talk About It: What evidence can you see that this bird has been working on the tree?

Literacy: Listen for /y/ in yellow and yammering.

Nature: Discuss drilling for sap and insects attracted to sap.

Z - Zigzag Salamander

Ziggy and Zippy

Talk About It: What does the forest floor look like where the salamander lives?

Literacy: Trace a zigzag line while saying zigzag aloud.

Nature: Discuss moist skin and breathing through the skin.

Nature Topics at a Glance

Nature Topic	Animals to Revisit	Big Idea for Children
Camouflage & Concealment	Deer, Hare, Underwing Moth	Colors and patterns can make animals harder to see.
Seasonal Change	Bear, Hare, Junco, Moose	Animals may behave or look different as seasons change.
Animal Defenses	Killdeer, Porcupine, Skunk, Underwing Moth	Animals have different ways to protect themselves.
Movement	American Marten, Eagle, Hare, Lynx, Vole	Bodies and behaviors support different kinds of movement.
Communication	Lynx, Wolf	Animals communicate with sounds and other signals.
Young Animals & Families	Deer, Groundhog, Cardinal, Porcupine, Turkey	Young animals may have special names, colors, or needs.
Rest & Shelter	Bear, Quail, Turkey, Vole	Animals rest and shelter in different places and ways.
Bird Behaviors	Crow, Eagle, Junco, Killdeer, Cardinal, Owl, Quail, Turkey, Sapsucker	Different birds have very different behaviors and adaptations.
Nocturnal Life	Raccoon	Some animals are especially active at night.
Special Body Features	Hare, Owl, Porcupine, Underwing Moth	Particular body features can help animals survive.
Finding Food	Yellow-bellied Sapsucker	Animals obtain food in specialized ways.
Forest Layers	Crow, Owl, Turkey, Vole, Groundhog, Underwing Moth	Animals use trees, ground, underground spaces, and other forest layers.

Quick Nature-Note Reference

A-M

Animal	Nature-Note Focus	Teaching Connection
American Marten	Winter travel beneath snow; solitary behavior; group name “richness”	Winter movement, shelter, animal-group vocabulary
Bear	Winter hibernation and shelter	Seasons, rest, shelter
Crow	Recognition and memory	Animal intelligence, observation
Deer	Fawns and spotted camouflage	Young animals, camouflage
Eagle	Large wings and soaring	Flight and body structure
Fox	Skulk; kits or cubs	Animal-family vocabulary
Groundhog	Woodchuck; names for young	Young animals and vocabulary
Hare	Seasonal coat; furry snowshoe feet	Winter adaptation
Indigo Bunting	Feather structure makes the bird appear blue	Color and light
Junco	“Snowbird” nickname and winter presence	Seasons
Killdeer	Broken-wing distraction behavior	Protecting young
Lynx	Several vocalizations	Animal communication
Moose	Male antlers shed and regrow	Seasonal body change

Quick Nature-Note Reference

N-Z

Animal	Nature-Note Focus	Teaching Connection
Northern Cardinal	Male, female, and young coloration	Growth and coloration
Owl	Turns head rather than moving eyes like people do	Vision and body structure
Porcupine	Porcupettes; quills harden after birth	Young animals and defense
Quail	Outward-facing circle when sleeping	Group behavior and safety
Raccoon	Nocturnal behavior	Nighttime animals
Skunk	Defensive spray	Animal defense
Turkey	Tree roosting; poults	Resting behavior and young animals
Underwing Moth	Bark-like outer wings; bright hidden underwings	Camouflage and defense
Vole	Tunnels and hidden pathways	Shelter and movement
Wolf	Howling to communicate	Communication
eXploring	Animals search for food and quiet resting places	Habitat needs
Yellow-bellied Sapsucker	Drills trees for sap; insects may be food	Feeding behavior
Zigzag Salamander	Breathes through moist skin	Body needs and habitat

Compare & Connect

American Marten + Snowshoe Hare - Winter Movement

The marten travels beneath snow, while the hare's broad furry feet help it travel on top. Ask how both strategies solve the same winter problem.

Deer + Underwing Moth - Camouflage

A fawn's spots resemble patches of sunlight; the moth's outer wings resemble bark. Compare two different ways of becoming difficult to see.

Porcupine + Skunk - Protection

Both are generally peaceful in the book, yet each has a strong defensive feature: quills or spray.

Lynx + Wolf - Animal Voices

The lynx can make several different sounds, while wolves use howling to communicate with one another.

Quail + Turkey - Sleeping Safely

Quail may rest together in a circle, while turkeys roost above the ground in trees. Both show that where and how an animal sleeps can matter.

Why compare?

Comparing animals turns isolated facts into bigger science ideas: winter survival, camouflage, defense, communication, and safety.

Scientific Thinking & Weekly Planning

Questions That Encourage Scientific Thinking

- What do you notice?
- What makes you think that?
- How are these animals alike?
- How are they different?
- What might this body part help the animal do?
- What could happen if the season changed?
- Where would this animal find food, water, shelter, or safety?
- What else would you like to know?

“I don't know yet” is a scientific answer

“I don't know yet. How could we find out?”

The word *yet* helps turn uncertainty into curiosity.

A Simple Weekly Model

Day 1: Read the animal pages and explore the letter.

Day 2: Revisit the descriptors and vocabulary.

Day 3: Explore the Nature Note with a simple science activity.

Day 4: Choose a movement, art, or observation activity.

Day 5: Use a draw/write response or review game.

My Forest Animal Alphabet

Name: _____

Write the correct letter in each blank.

___ American marten

___ Bear

___ Crow

___ Deer

___ Eagle

___ Fox

___ Groundhog

___ Hare

___ Indigo Bunting

___ Junco

___ Killdeer

___ Lynx

___ Moose

___ Northern Cardinal

___ Owl

___ Porcupine

___ Quail

___ Raccoon

___ Skunk

___ Turkey

___ Underwing Moth

___ Vole

___ Wolf

___ eXploring

___ Yellow-bellied Sapsucker

___ Zigzag Salamander

Try another way

Challenge: Cover the animal names in the book and see how many letters you can remember.

Same Beginning Sound

Name: _____

Circle the word that begins with the same sound as the animal name.

bear brave tree

crow calm fox

deer devoted bear

fox friendly wolf

hare humble owl

lynx leaping vole

porcupine peaceful raccoon

wolf wise turkey

Try Your Own

Animal: _____

Another describing word with the same beginning sound:

Who Am I?

Name: _____

Read each clue. Write the animal.

1. My furry hind feet help me stay on top of the snow.

I am a _____.

2. My spots help me blend in with dappled sunlight.

I am a _____.

3. I may pretend that my wing is hurt to lead danger away from my nest.

I am a _____.

4. My outer wings can look like tree bark.

I am an _____.

5. I have quills, and my babies are called porcupettes.

I am a _____.

6. I drill holes in trees to drink sap.

I am a _____.

Animal Word Match

Name: _____

Draw a line or write the matching letter beside each animal.

- | | |
|--------------|----------------|
| 1. Bear | A. Watchful |
| 2. Crow | B. Clever |
| 3. Deer | C. Secretive |
| 4. Groundhog | D. Brave |
| 5. Junco | E. Gentle |
| 6. Owl | F. Observant |
| 7. Raccoon | G. Resourceful |
| 8. Skunk | H. Devoted |
| 9. Wolf | I. Joyful |

Choose One

I think _____ is a good word for the _____ because

Built for the Forest

Name: _____

Match each animal with the body feature or behavior that helps it.

Snowshoe hare

A. turns its head to look in another direction

Fawn

B. spotted coat

Underwing moth

C. large furry hind feet

Porcupine

D. bark-like outer wings

Owl

E. quills

Think About It

Choose one animal. This feature or behavior helps because...

Forest Animal Sort

Name: _____

Cut out the animal cards. Place each under the heading where you would be most likely to look for it. Some answers may fit more than one place.

IN A TREE	ON THE FOREST FLOOR	UNDER OR NEAR THE GROUND

Animal Cards

Owl	Turkey	Crow
Underwing Moth	Vole	Zigzag Salamander
Porcupine	Deer	Groundhog

Nature Note Detective

Name: _____

Write T for true and N for not true.

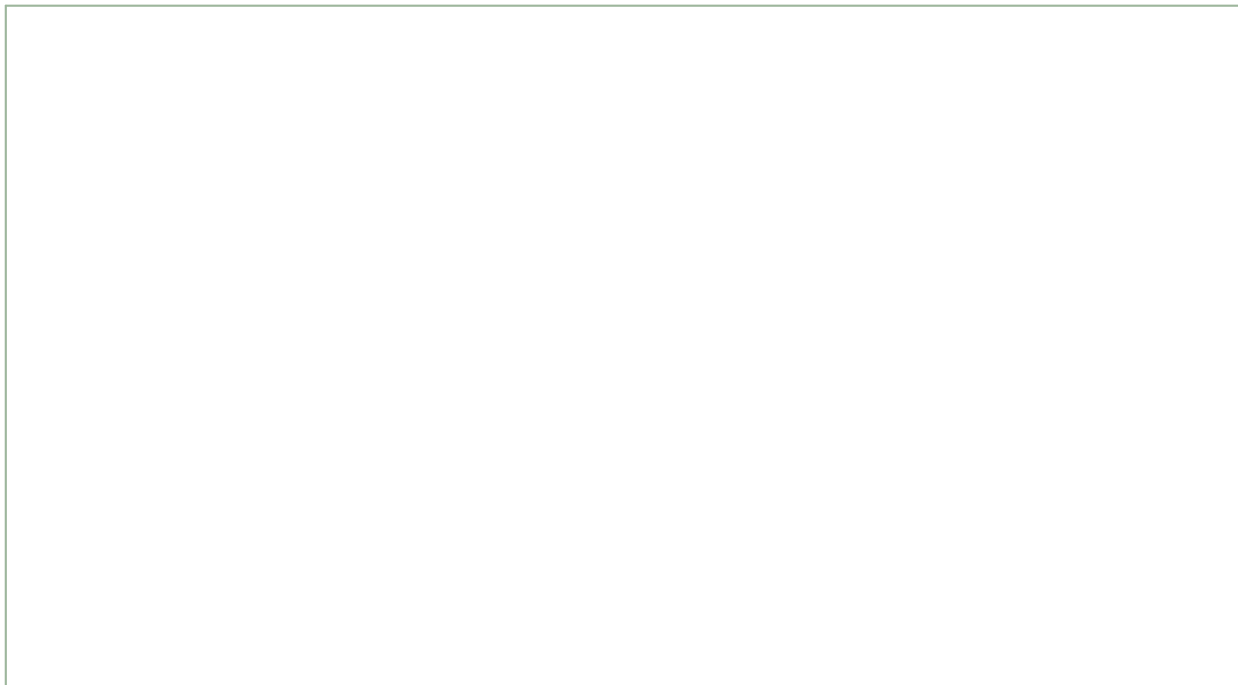
- _____ 1. A baby deer is called a fawn.
- _____ 2. Snowshoe hares have large furry hind feet.
- _____ 3. An owl moves its eyes from side to side just like a person.
- _____ 4. Baby porcupines are called porcupettes.
- _____ 5. Turkeys can roost in trees at night.
- _____ 6. Voles make pathways beneath leaves or through tall grass.
- _____ 7. Wolves howl only because they are looking at the moon.

My Favorite Forest Animal

Name: _____

My favorite animal in *ABC Forest Animals* is:

Draw your animal



Finish the sentences

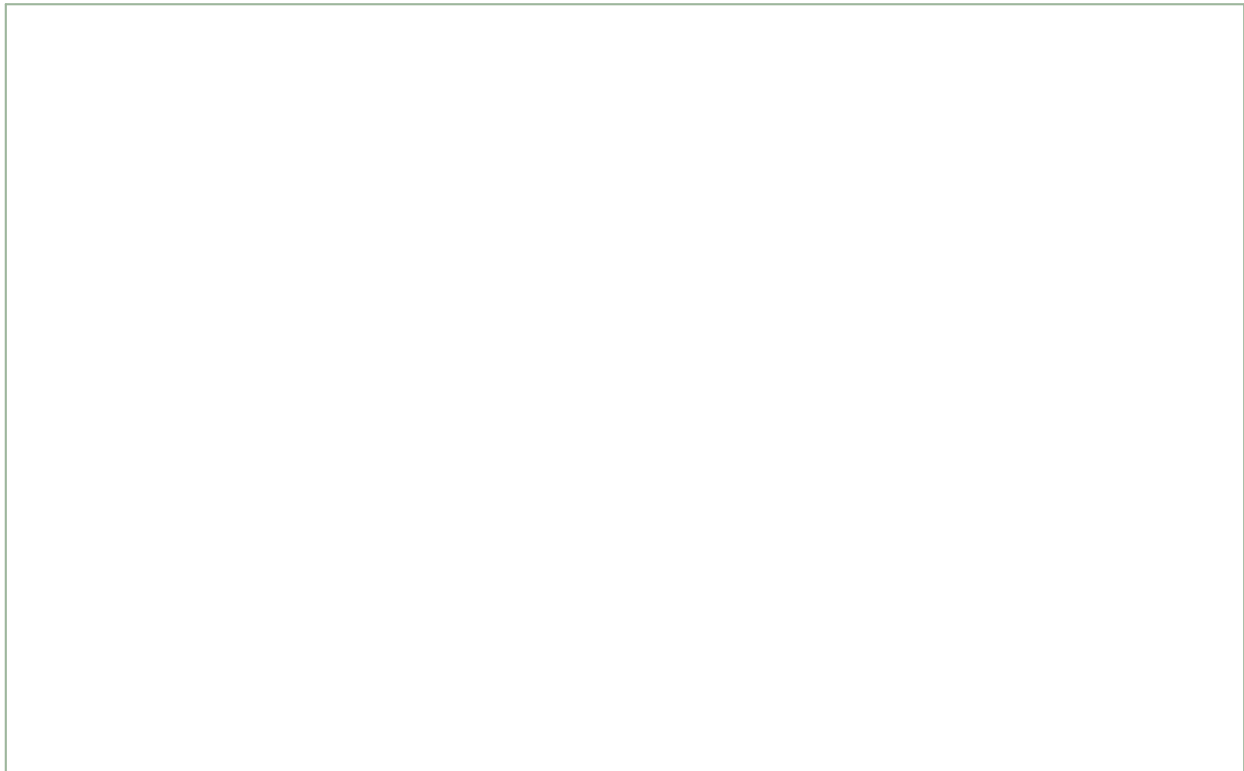
I chose this animal because _____

One thing I learned about it is _____

Design a Camouflaged Animal

Name: _____

Draw a forest habitat. Then add an animal whose colors or markings help it blend in.



My animal is a _____

It is hard to see because _____

Inspiration

Remember the fawn and the underwing moth. Both blend in, but in different ways.

Forest Animal Scientist

Name: _____

Look closely at an animal in the book, outdoors, or in a photograph.

Animal: _____

I notice: _____

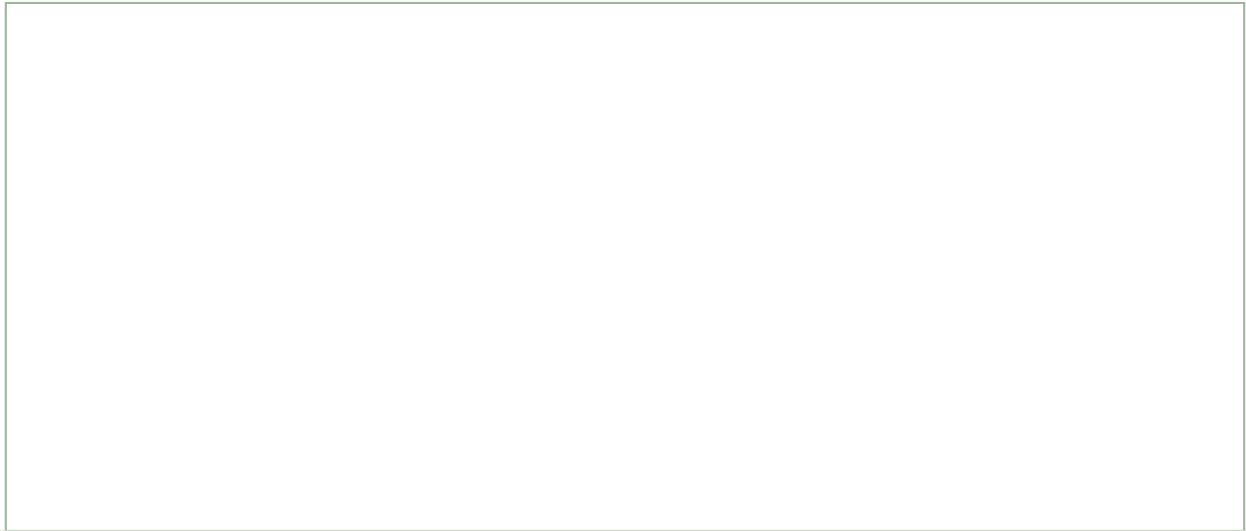
It has: _____

It is: ☐ walking ☐ flying ☐ sitting ☐ hiding ☐ eating ☐ resting

Other: _____

I wonder: _____

Draw what you observed



Scientists begin by noticing and wondering.

FOREST ANIMAL EXPLORER

Certificate

This certifies that

has explored the alphabet, discovered forest animals,
and learned to look closely at the natural world.

A B C Forest Animals

Date: _____

Educator/Parent: _____

Answer Key

Reproducible 1 - My Forest Animal Alphabet

A American marten; B Bear; C Crow; D Deer; E Eagle; F Fox; G Groundhog; H Hare; I Indigo Bunting; J Junco; K Killdeer; L Lynx; M Moose; N Northern Cardinal; O Owl; P Porcupine; Q Quail; R Raccoon; S Skunk; T Turkey; U Underwing Moth; V Vole; W Wolf; X eXploring; Y Yellow-bellied Sapsucker; Z Zigzag Salamander.

Reproducible 2 - Same Beginning Sound

brave; calm; devoted; friendly; humble; leaping; peaceful; wise.

Reproducible 3 - Who Am I?

1. Snowshoe hare 2. Deer/fawn 3. Killdeer 4. Underwing moth 5. Porcupine 6. Yellow-bellied sapsucker

Reproducible 4 - Animal Word Match

1-D, 2-B, 3-H, 4-E, 5-I, 6-F, 7-G, 8-C, 9-A

Reproducible 5 - Built for the Forest

Snowshoe hare-C; Fawn-B; Underwing moth-D; Porcupine-E; Owl-A.

Reproducible 6 - Forest Animal Sort

Responses may vary. Encourage children to explain their reasoning because several animals use more than one forest layer.

Reproducible 7 - Nature Note Detective

1. T 2. T 3. N 4. T 5. T 6. T 7. N

Reproducibles 8-10

Responses will vary. Look for observations or explanations that are consistent with the child's chosen animal and with information in the book.

Closing note

Thank you for helping young readers notice, wonder, and learn from the natural world.