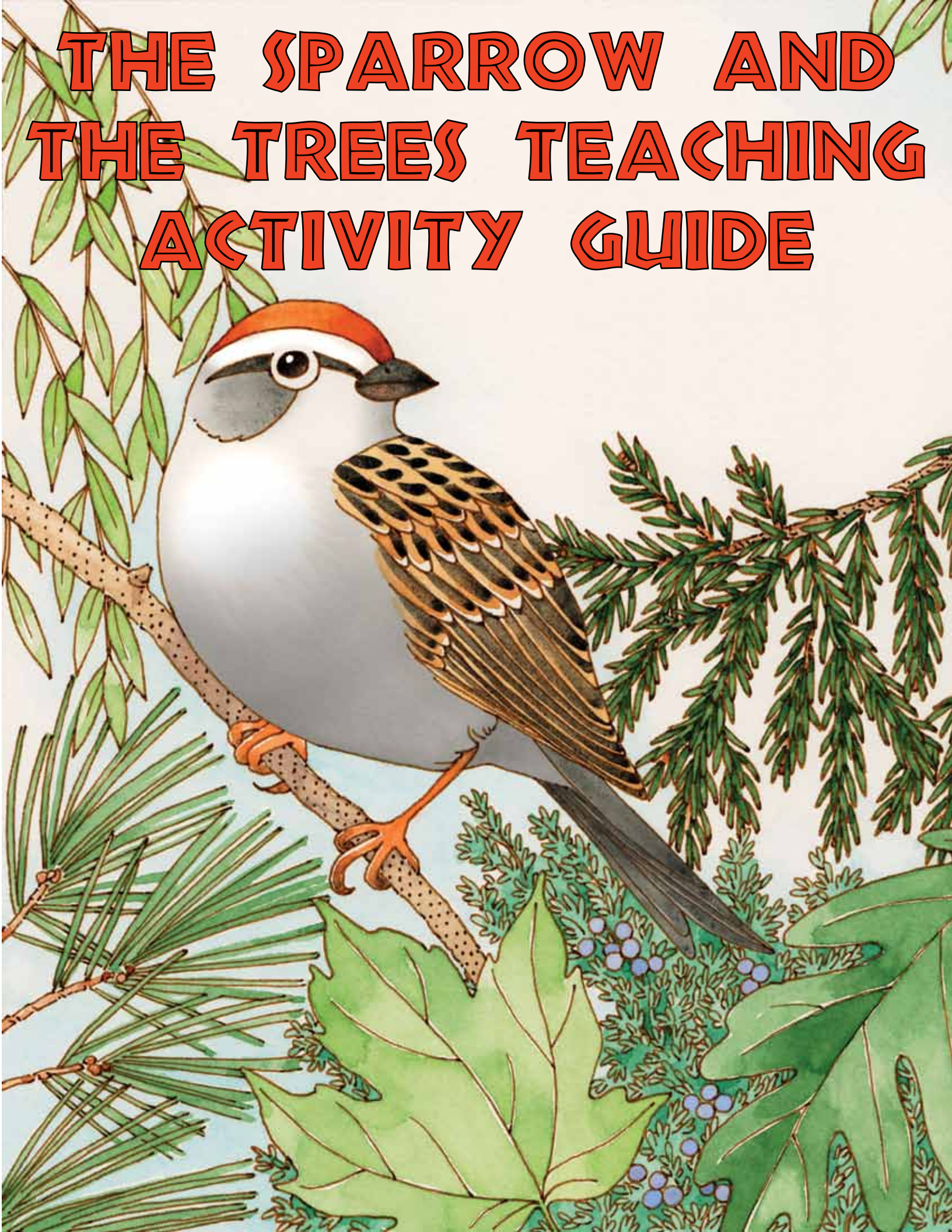


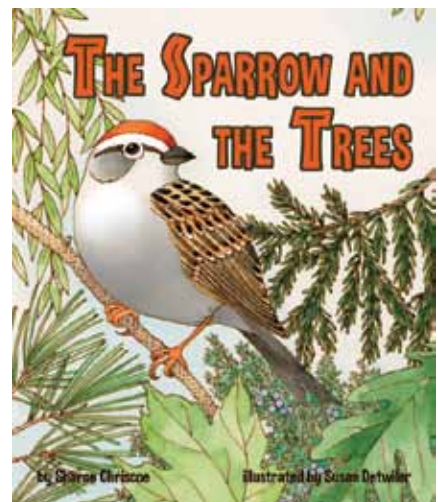
# THE SPARROW AND THE TREES TEACHING ACTIVITY GUIDE



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Mt. Pleasant, SC 29464



by Sharon Chriscoe  
illustrated by Susan Detwiler

# How to Use This Activity Guide (General)

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There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# What Do Children Already Know?

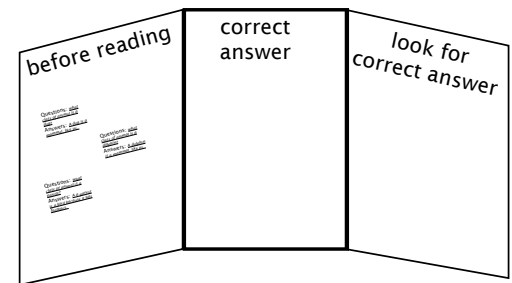
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Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

## Pre-Reading Questions

---

1. Where do birds go to stay warm during the winter?
2. Can you give an example of a tree that loses its leaves in the winter? Can you give an example of a tree that stays green all year?
3. What do trees have in common? What are some differences between different types of trees?
4. What sorts of things do animals need to survive through the winter?

# Comprehension Questions & Writing Prompts

---

*Explain major differences between books that tell stories and books that give information, (paired fiction & For Creative Minds non-fiction)*

*Identify basic similarities in and differences between two texts on the same topic. (story versus For Creative Minds non-fiction component)*

*Compare and contrast the most important points presented by two texts on the same topic. (story versus For Creative Minds non-fiction component)*

*With prompting and support, identify basic similarities in and differences between two texts on the same topic.*

*Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*

*Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not*

1. Why could Papa Sparrow not fly south with his family?
2. How did Papa Sparrow plan to stay warm for the winter?
3. Who did Papa Sparrow first ask for help?
4. What were some excuses the trees gave to Papa Sparrow for why he could not stay with them?
5. Who agreed to help Papa Sparrow?
6. Who were Spruce's friends?
7. What else did Juniper offer Papa Sparrow to help him through the winter?
8. What happened during the night?
9. Why did King Forest ask Winter Wind to blow the leaves off of some of the trees?
10. How do you think Maple, Oak, and Willow felt after they lost their leaves?
11. Do you think Maple, Oak, and Willow deserved to lose their leaves?
12. Would you help Papa Sparrow? How?

# Language Arts & Science: Basic Needs

---

*Objective: Describe the basic needs of living things and how they are met.*

*Plants need water, oxygen, food, light and space to grow and reproduce; animals need water, oxygen, food, and shelter/space to grow and reproduce.*

Re-read the story and write down any words that relate to how the plants or animal(s) meet their basic needs.

<b>Plant/ Animal</b>	<b>water</b>	<b>oxygen</b>	<b>food</b>	<b>light</b>	<b>space</b>

If not mentioned in the text, are there any indications in the illustrations of how these needs are met? Can you describe, draw, or write an explanation of how the needs are met?

# Fill in the Conjunction

---

*Objective Core Language Arts: Use frequently occurring conjunctions.*

Use one of the following words to fill in the sentence so that it makes sense.

and

but

or

so

because

1. Trees used to keep their leaves all year, \_\_\_\_\_ that changed one winter.

2. Papa Sparrow could not fly south \_\_\_\_\_ he hurt himself.

3. Papa Sparrow wanted to stay warm, \_\_\_\_\_ he asked the trees to help him.

4. Maple likes sleep \_\_\_\_\_ does not like chirping birds.

5. Is Oak big \_\_\_\_\_ small?

6. Maple, Oak, and Willow turned Papa Sparrow away, \_\_\_\_\_ Spruce agreed to help him.

7. Papa Sparrow thanked Spruce, Pine, and Juniper \_\_\_\_\_ they helped him.

8. King Forest was not happy with Maple, Oak, and Willow, \_\_\_\_\_ he sent Winter Wind to blow away their leaves.

9. Maple, oak, and willow trees now lose their leaves every winter, \_\_\_\_\_ spruce, pine, and juniper trees do not.

# Cross-Curricular Vocabulary Activities

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*Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*

*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.



# Word Bank

---

Adjective	Noun		Verb
new		winter	fly
south		sparrow	injure
cold		tree	flutter
hurt		wing	sing
bushy		leaf	chirp
old		acorn	damage
wise		shelter	peck
strong		foliage	block
gentle		flora	share
prickly		needle	hop
tall		berry	rustle
slim		force	fall
harsh		wind	demand
angry		forest	blow
		fruit	offer
		autumn	ask
			sleep



# Language Arts: Sequence Sentence Strips

---

Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

One winter, Papa Sparrow could not fly south with his family.

He first asked Maple if he could stay in her leaves, but she turned him away.

Oak and Willow also turned Papa Sparrow away.

Then, Papa Sparrow asked Spruce if he could stay in his needles.

Spruce agreed, and his friends Pine and Juniper also offered to help.

King Forest was angry, so he sent Winter Wind to blow away the selfish trees' leaves.

After, Oak, Maple, and Willow were very unhappy when they woke up to find that they had no leaves.

King Forest told them they should have helped Papa Sparrow.

To this day, some trees still lose their leaves every winter, and others do not.

# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	m	w	x	e	s	p	r	u	c	e
2	a	i	f	r	d	i	z	l	w	p
3	p	n	o	j	y	n	r	x	i	m
4	l	t	n	u	f	e	s	d	l	a
5	e	e	k	n	l	w	q	a	l	j
6	h	r	l	i	v	d	s	g	o	k
7	w	x	s	p	a	r	r	o	w	s
8	i	y	r	e	q	n	b	a	j	h
9	n	f	o	r	e	s	t	k	d	t
10	d	j	x	f	d	b	e	r	r	y

sparrow  
juniper  
oak  
spruce  
pine  
maple  
willow  
forest  
winter  
berry  
wind

# Habitats

---

*Objective: Identify and describe physical characteristics of a place (physical features, climate, vegetation and animal life)*

*Identify natural characteristics of places: landforms, bodies of water, natural resources, and weather).*

*Geography includes the study of Earth's physical features including climate and the distribution of plant, animal, and human life.*

Habitats are more than just the plants and animals that live there. They are communities of plants, animals and non-living things that interact in certain locations. There are many different types of habitats all over the world.

Some things might live in more than one kind of habitat. Can you find any plants or animals that are in more than one habitat?

What are some of the non-living things in each habitat?

- Water: freshwater or saltwater? deep water or shallow water? what kind of precipitation? How often and how much?
- Elevation above sea level
- Climate (temperate, tropical, polar)
- Rocks: how big, how many
- Soil

What are some ways that plants or animals interact with each other or non-living things?

What are some living and non-living things you see when you go outside?

What are some ways that a habitat might change?

Plants and animals (living things) live in habitats that meet all of their basic needs.

- Animals need food, water, oxygen to breathe, and a safe space for shelter and to give birth to their young.
- Plants need sunlight and heat (temperature), water, soil to grow, and a way for seeds to move (disperse).

Living things have body parts and behaviors (adaptations) that help them live in their habitats and meet their basic needs.

- Animals need oxygen to breathe. Animals get their oxygen from either the air or the water. What body parts do they use to get the oxygen? What behaviors do they have? (Mammals or reptiles that live in water must come to surface of the water to get the oxygen from the air).
- Living things have body parts or behaviors to protect themselves from predators or things that might hurt them.
- Most animals move from one place to another. Special body parts help them move in their habitat but not easily in other habitats. For example, which body parts help animals move in the air, land, or water?
- All living things need energy to grow and have body parts to help them get food.

## Food Chains and Webs: The Circle of Life

All of the plants and animals that are eaten by or that eat a particular animal are part of that animal's food chain. One habitat will have many different food chains that are linked together, called a food web.

- Plants (producers) make their own food from sunlight (photosynthesis) and nutrients in the soil that come from decaying things that were once alive.
- Animals that eat the plants are called consumers or herbivores.
- Animals that eat other animals are carnivores. A carnivore (predator) has to find other animals living in its habitat to eat (prey). A predator of one animal might be prey for another animal.
- Omnivores eat both plants and animals.

Food for thought: Some animals live in more than one habitat. For example, a cougar (also called mountain lion, puma, or panther) and bighorn sheep might live in the desert and mountains.

Could you find animals that live in a swamp in the desert? Why or why not?

Could you find animals that live in a cave in the desert? Why or why not?

Predator or Prey?

A carnivore is a predator that has to find other animals to eat (prey). A predator of one animal might be prey for another animal. Which animal is the predator and which is the prey?

---

## Think About Habitats

---

Think about Papa Sparrow's habitat. See if you can answer the following questions after reading the information on these two pages.

- What plants live in Papa Sparrow's habitat?
- Does Papa Sparrow's habitat provide him with food?
- How does Papa Sparrow's habitat change in the winter? Why does his family have to fly south?
- Does Papa Sparrow spend most of his time in the air, on land, or in the water? What body part helps Papa Sparrow live there?
- Think about what birds eat. Do you think Papa Sparrow is an herbivore, a carnivore, or an omnivore?
- What is Papa Sparrow's prey? What are his predators?

# Science Journal (Vocabulary)

---

## migrate

my definition

my drawing

## deciduous

my definition

my drawing



# evergreen

my definition

my drawing

# habitat

my definition

my drawing

# True or False?

---

*Objective: Critical thinking skills*

Circle whether you think the statement is true or false:

1. T/F Birds fly south for the winter because they like Mexican food.
2. T/F Deciduous trees lose their leaves because winter is cold and dry.
3. T/F Trees eat other plants to survive.
4. T/F Sparrows live in most places in the United States.
5. T/F Trees help shelter birds from cold or wet weather.
6. T/F A willow is an evergreen tree.
7. T/F A juniper is an evergreen tree.
8. T/F Birds' basic needs are food, water, air, and shoes.
9. T/F Sparrows migrate to the southern United States and Mexico.
10. T/F Sparrows build their nests in the ocean.

# Math Cards

---

*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

1



2



3



4



5



6



7



8



9



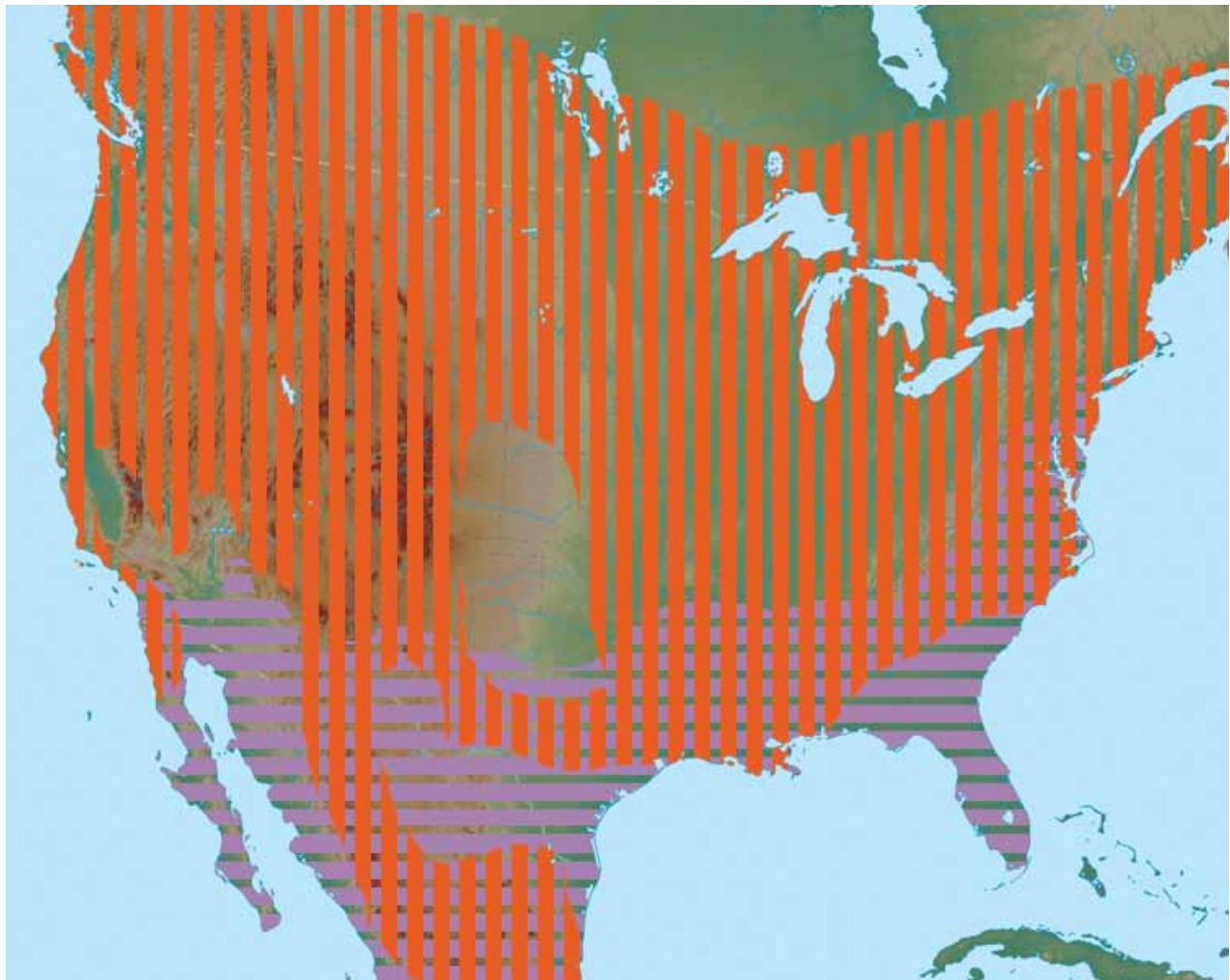
# Map Activity

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*Objective: reading maps, geography, know that plants and animals live in different locations*

Using these maps as a reference, color the areas where these animals live on the blank map (in appendix). Click on the animal name to go to the map source.

Do any animals live in the same state or province as you?



Summer breeding ground

Migration destination

# Character

---

*Objective Core Language Arts, Reading Standards for Literature, Key Ideas and Details (2): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*

*Identify some of their own personal responsibilities.*

*Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism.*

*Understand that choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.*

*Describe ways that individual actions can contribute to the common good of the community.*

*Predict consequences that may result from responsible and irresponsible actions.*

Trustworthiness

Respect

Responsibility: Do what you are supposed to do

Fairness

Caring about others/Citizenship

Persevere: keep on trying!

Always do your best

Use self-control

Be self-disciplined

Think before you act — consider the consequences

Be accountable for your choices

Courage

Patriotism

Citizenship

Honesty

Fairness

Respect for others

Kindness

Cooperation

Self-respect

Self-control

Courtesy

Compassion

Tolerance

Diligence

Generosity

Punctuality

Cleanliness

Cheerfulness

Respect for the environment

Patience

Sportsmanship

Loyalty

Perseverance

- Which of these characteristics did Spruce, Pine, and Juniper show?
- Did Maple, Oak, and Willow show any of these characteristics?
- Who did King Forest reward? Was it because they showed good character?
- Is it a good idea to use these character traits in your life?

# Coloring Pages









# Answers

---

## Fill in the Conjunction:

1. Trees used to keep their leaves all year, but that changed one winter.
2. Papa Sparrow could not fly south because he hurt himself.
3. Papa Sparrow wanted to stay warm, so he asked the trees to help him.
4. Maple likes sleep and does not like chirping birds.
5. Is Oak big or small?
6. Maple, Oak, and Willow turned Papa Sparrow away, but Spruce agreed to help him.
7. Papa Sparrow thanked Spruce, Pine, and Juniper because they helped him.
8. King Forest was not happy with Maple, Oak, and Willow, so he sent Winter Wind to blow away their leaves.
9. Maple, oak, and willow trees now lose their leaves every winter, but spruce, pine, and juniper trees do not.

## True or False?:

1. T/F Birds fly south for the winter because they like Mexican food.  
Birds fly south because there is little food in the cold winter months.
2. T/F Deciduous trees lose their leaves because winter is cold and dry.
3. T/F Trees eat other plants to survive.  
Trees get energy through photosynthesis.
4. T/F Sparrows live in most places in the United States.
5. T/F Trees help shelter birds from cold or wet weather.
6. T/F A willow is an evergreen tree.  
A willow is a deciduous tree.
7. T/F A juniper is an evergreen tree.
8. T/F Birds' basic needs are food, water, air, and shoes.  
Birds' basic needs are food, water, air, and shelter.
9. T/F Sparrows migrate to the southern United States and Mexico.
10. T/F Sparrows build their nests in the ocean.  
Sparrows build their nests in trees.

## Silly Sentences:

1. Papa Sparrow injured himself, so he cannot fly south for the winter.
2. Papa Sparrow decides to ask the trees for help. Maple tells him that she likes to sleep, so he cannot stay in her bushy leaves.
3. The wise Oak is afraid that Papa Sparrow will eat his acorns, so he says that Papa Sparrow cannot stay in his strong branches.
4. Willow has gentle, hanging foliage. She will not let Papa Sparrow take shelter in her branches because he will peck and damage them.
5. Spruce says that Papa Sparrow can stay with him, even though his needles are not as warm. Juniper offers to share her fruit.
6. King Forest is angry, so he sends Winter Wind to blow the leaves off the selfish trees.
7. Today, some trees' leaves begin to fall in the autumn, and they are bare for the cold, harsh winter.

## Word Search:

	A	B	C	D	E	F	G	H	I	J
1	m	w			s	p	r	u	c	e
2	a	i				i			w	
3	p	n		j		n			i	
4	l	t		u		e			l	
5	e	e		n					l	
6		r		i					o	
7	w		s	p	a	r	r	o	w	
8	i			e				a		
9	n	f	o	r	e	s	t	k		
10	d					b	e	r	r	y

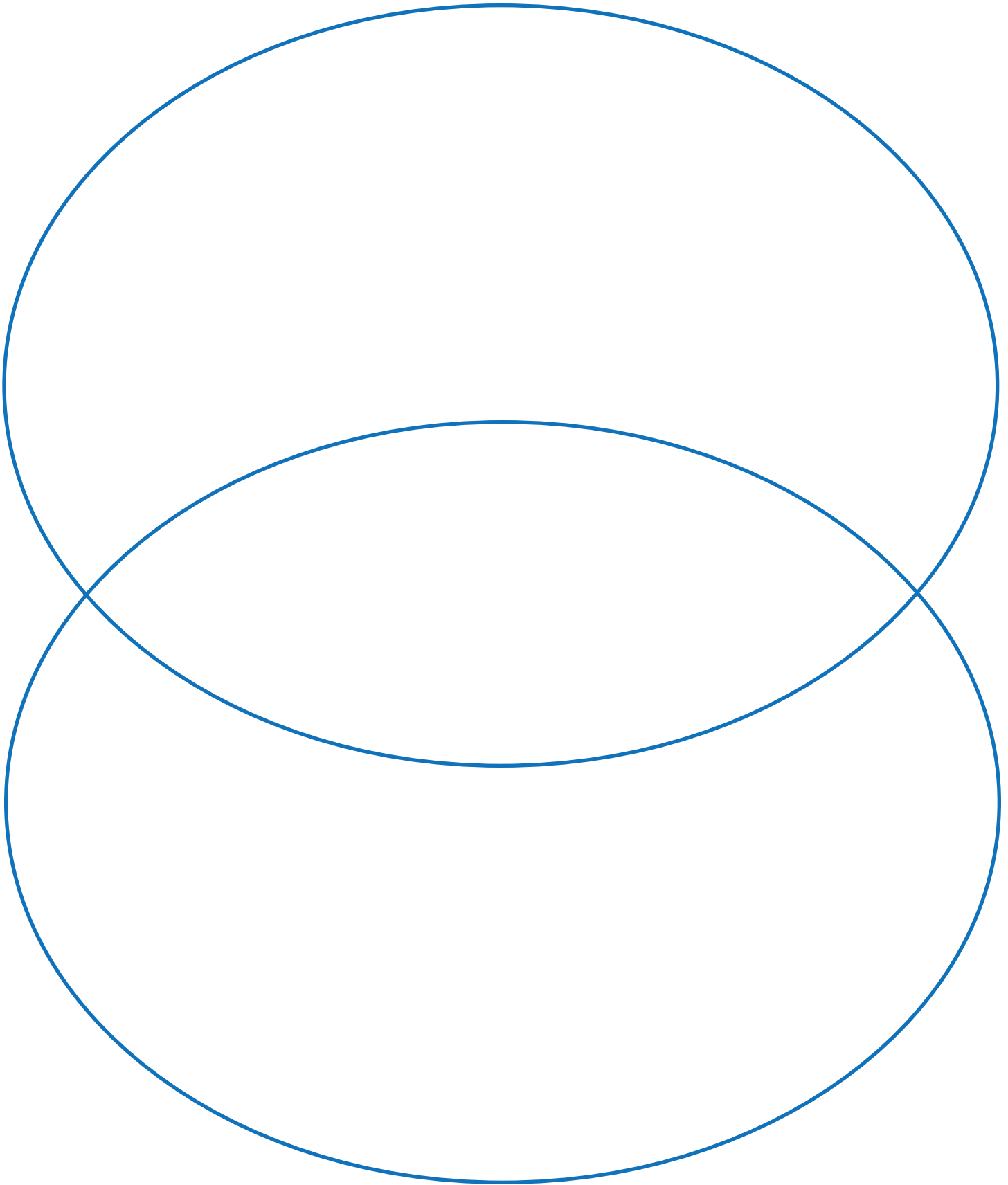
# Appendix A—“What Children Know” Cards

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<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>
<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>

# Appendix B—Venn Diagram

Compare and contrast deciduous and evergreen trees.



# Appendix C—U.S. Map



# Appendix D—North America Map



## Appendix E—Vocabulary Cards

**deciduous**

**evergreen**

**migrate**

**habitat**

**photosynthesis**