

Teacher's Guide to Third and Fourth Grade Reading and Writing Exercises for



In the Forest of S. T. Shrew ***A story in the Project Learning Tree PreK-8 Activity Guide*** **Activity #8, Student Pages 43-44**

**Developed by Martha C. Monroe
For Florida Project Learning Tree
School of Forest Resources and Conservation
University of Florida**

This Guide Includes

1. Language Arts Sunshine State Standards Connections Chart
2. Related PLT Activities
3. Preview
4. Reading Discussion Questions
5. Vocabulary Words Definitions and List*
6. Other Ideas
 1. Multiple Meaning
 2. Analogies
 3. Which does not belong?
 4. Find it in the Story
7. Student Worksheets
 1. Vocabulary
 2. Reading Comprehension
8. Writing Prompts
 1. Mouse Brainstorm, Write, and Share
 2. Compare and Contrast
 - a. Plan with Venn diagram
 - b. Prompt
 3. Writing Instructions and Mapping
9. Image of a short tailed shrew

* This list could be used as a student page or made into a transparency

Activity	Third Grade Standards	Fourth Grade Standards
Preview	LA 3.1.7.1	
Reading Discussion	LA 3.1.6.1, 3.1.6.2, 3.1.7.3, 3.1.7.4, 3.2.1.5, 3.2.2.2, 3.5.2.1	LA. 4.1.6.1, 4.1.6.2, 4.1.7.3, 4.1.7.4, 4.2.1.5, 4.2.2.2,
Other Ideas 1: Multiple Meaning	3.1.6.9	4.1.6.9
Other Ideas 2: Analogies	3.1.6.5	4.1.6.5
Other Ideas 3: Which does not belong?	3.1.6.4	4.1.6.4
Other Ideas 4: Find it in the Story	3.1.2.7	4.1.2.7
Worksheet 1: Vocabulary	3.1.6.1, 3.1.6.5, 3.1.6.8	4.1.6.1, 4.1.6.5, 4.1.6.8
Worksheet 2: Reading Comprehension	3.1.7.3, 3.2.2.2	4.1.7.3, 4.2.2.2
Writing 1: Mouse Brainstorm, Write and Share	3.3.1.1, 3.3.1.2, 3.3.1.3, 3.3.2.1, 3.3.2.2, 3.3.3.2, 3.3.3.3, 3.3.5.1, 3.4.1.1	4.3.1.1, 4.3.1.2, 4.3.1.3, 4.3.2.1, 4.3.2.2, 4.3.2.3, 4.3.3.2, 4.3.3.3, 4.4.1.1
Writing 2 a : Compare and Contrast Plan*	3.2.2.3, 3.3.1.1, 3.3.1.3	4.2.2.3, 4.3.1.1, 4.3.1.3
Writing 2 b: Compare and Contrast Prompt*	3.3.2.1, 3.3.2.2, 3.3.3.3, 3.3.5.1	4.3.2.1, 4.3.2.2, 4.3.3.3
Writing 3: Writing Instructions and Mapping*	3.2.1.5, 3.3.1.2, 3.3.2.2, 3.3.3.2, 3.3.3.3, 3.4.2.1, 3.4.2.5	4.2.1.5, 4.3.1.2, 4.3.2.2, 4.3.2.3, 4.3.3.2, 4.3.3.3, 4.4.2.1, 4.4.2.5

1. Language Arts Sunshine State Standards Connections Chart

*Writing can be scored using a FCAT 2, 4, or 6 point grading rubric

Consider introducing a sharing and editing component to the writing process, like Writing 1: Mouse Brainstorm, Write, and Share and cover benchmarks relating to standard 3.4.3 or 4.3.4 as well!

2. Related PLT Activities

The activities below could be used to enhance the “In the Forest of ST Shrew” lesson. All PLT activities are connected to the Science Sunshine State Standards and can be found on the Florida PLT website at <http://www.sfrc.ufl.edu/plt/correlations/index.html>.

#7 Habitat Pen Pals

#9 Planet Diversity

#23 The Fallen Log

#25 Birds and Worms

#47 Are Vacant Lots Vacant?

#8 The Forest of ST Shrew

#22 Trees as Habitats

#24 Nature's Recyclers

#46 School Yard Safari

3. Preview

Read the title, "In the Forest of S.T. Shrew." If students do not know what a shrew is, hold up the picture and explain it is a small animal, like a mouse, that eats insects. Ask where they think it lives (forest and meadow). This shrew is called S.T. for Short-Tailed. Ask how long its tail is (short). Ask what this story might be about. What would they like to know more about?

4. Reading Discussion Questions

1. Where does the story begin? Why is Jackie there? *In the woods behind the playground. Jackie is supposed to pick a spot near home or school and write about what lives there. p.2*
2. How does Jackie feel? How do you know? *She is frustrated and disappointed. She hasn't found anything interesting or unusual and she doesn't know what to do.p.2*
3. Why does the shrew help Jackie? *He wants to show her the interesting animals that live in the woods.p.4*
4. How does the shrew help Jackie? *He magically turns her in to a shrew and leads her to interesting places.p.5*
5. What danger is Jackie in and how does she escape? *Because she is a shrew a large bird might eat her. She follows ST into a hole.p.6*
6. Name three animals that live in the soil. What do these animals do? Explain the term "decomposer." *Earthworm, white grubs, beetles. They help breakdown dead plants and animals (= decomposers), they separate mineral soil from organic matter. They help restore nutrients to the soil, completing the nutrient cycle.p.8-9*
7. How does a log decompose? *Termites, roaches, pill bugs and other organisms break down and eat the rotting log. p.13*
8. How did Jackie feel when she ran on top of the log? How do you know? *She was excited to roll in the soft moss, sniff the lichens, and see all the things that were growing there. It was fun for her. p.11*
9. Why didn't ST join Jackie in the log? *He was too big p.12*
10. Why is it hard for Jackie to walk with Millie? *It was hard to coordinate all her feet p.13*
11. Name three animals that Jackie found in the log. *Termites, roaches, pill bugs, millipede, big beetles, centipede, salamander.p.13-14*
12. What happens every time there is a flash? *Jackie changes to another animal p.5, 12 and 15*
13. How did Jackie feel about exploring the treetops? How do you know? *She had a lot of fun. She thought flying was the best thing she did all day. p.16*
14. Name three animals Jackie found in the treetops. *Birds, grasshoppers, bugs, wasps, flies, caterpillars, ants, spiders, moth. p.16*
15. Why did Jackie almost miss the moth on the tree trunk? *It was camouflaged to match the bark. p.17*

16. Why is a tree like an apartment building? *It has many different inhabitants at different levels, even around the roots – in the basement p.17*
17. How did Jackie get back to ST? *she crawled down the tree trunk head first p.17*
18. Why did Jackie have dirt in her nose? *Either she had crawled through the ground as a shrew, or her head was in the leaves as she slept p.19*
19. How does Jackie feel at the very end of the story? *She is excited to write her report about all the interesting things she had seen p.20*
20. Do you think Jackie feel asleep and dreamed everything? Explain why or why not. What evidence does the author give to help you decide? Is this story fact or fiction? How do you know? *Author's evidence suggests Jackie had been turned into a shrew because she is now seeing all the holes, trees, and logs that she had seen with ST. That would make this story fiction because animals don't really talk and people don't change into animals in real life.*
21. What did ST want Jackie to learn? Summarize the message in this story. *There are many different animals that live in the woods, even the woods near the school playground.*

5. Vocabulary Words

Adventure – an exciting and dangerous undertaking

Eventually – an event or outcome that will happen sometime in the future

Fluttered – to flap or wave rapidly

Impossible – not capable of happening

Interrupted –to break into

Lichens – a combination of algae and fungus that grows on logs, rocks, and trees

Millipede – mille = 1000; pedis = foot , an insect with 1000 feet

Nuthatch – a bird that lives in the forest and eats nuts and seeds

Salamander – an amphibian that lives under leaves in the forest

Scurried –to scamper

Separating – to set apart

Swooped – to pounce or sweep

Termites – a social, wood-boring insect

Underground – compound word under + ground – under the earth's surface; secret

Venomous – poisonous

Other vocabulary words and definitions

Decomposer – an organism that helps break down dead plants and animals

Camouflage – protective coloration that helps an animal blend in to its surroundings.

Consumer – an organism that eats food to get energy – an animal; not a producer (an organism that produces its own food energy from photosynthesis) – a plant

Invertebrate – an animal without bones, like an insect or spider

Organism – a plant or animal – a living thing

In the Forest of S.T. Shrew **Vocabulary Words**

Adventure

Camouflage

Consumer

Decomposer

Eventually

Fluttered

Impossible

Interrupted

Invertebrate

Lichens

Millipede

Nuthatch

Organism

Salamander

Scurried

Separating

Swooped

Termites

Underground

Venomous

6. Other ideas for In the Forest of S.T. Shrew

1. Multiple meaning words used in the story. Use the text to confirm meaning.

- Squirrels didn't really **count** (say one, two, three OR matter)
- Too bad she didn't live near the pet **shop** (noun, a place to buy stuff OR verb, to buy stuff)
- But no, she had **picked** (chosen OR collected) this **patch** (material to cover a hole OR small space) of woods behind the playground
- Creatures are pretty **upset** (mad OR tipped over)
- And with that he turned and **dove** (a bird OR steep sudden fall)
- Uh-oh she **cried** (exclaimed OR wept)
- Crawled through the **ground** (soil OR to grind things up)

2. Analogies

Millimeter is to millipede as centimeter is to _____ *centipede*
Invertebrate is to insect and vertebrate is to _____ *mammal, bird, fish, frog...*

3. Circle the word that does not belong and tell what they other words have in common

- Lichen, fungus, moss, wildflower (*fungus does not photosynthesize; wildflower is not a decomposer and does not grow on a rotting log*)
- Caterpillar, ant, moth, grasshopper, earthworm (*earthworm does not live up on a tree; earthworm is not an insect*)
- Shrew, mouse, salamander, nuthatch (*salamander is not warm-blooded animal; nuthatch is not a ground-living animal*)

4. Find it in the story

- Find a phrase that tells you something will happen next: *"Follow me, there's still lots more for you to see." "Then she..." "suddenly..." "Eventually..."*
- Find words that help create a picture in your mind: *"cool, bright-orange fungus" "thick green carpet of moss" "chewing, tunneling, boring" "shiny-black beetles with giant jaws" "swooped and darted"*
- Find a description of how Jackie felt: *"Jackie found it difficult to move all her legs" "Jackie was amazed" "Oooh! cried Jackie"*

In the Forest of S.T. Shrew

Worksheet 1- Vocabulary

First name _____

Last name _____

Directions: Match the vocabulary word to the correct description

- a. Salamander _____ bird that eats nuts and seeds
- b. Nuthatch _____ insect that chews wood
- c. Millipede _____ fuzzy growth on rotting logs or rocks
- d. Termite _____ amphibian that lives under leaves
- e. Lichen _____ animal with many feet

Directions: Write and A for antonym and S for synonym in each blank.

- 1) Eventual and impossible _____
- 2) Separate and split _____
- 3) Scurry and creep _____
- 4) Dart and scurry _____
- 5) Dirt and earth and soil _____
- 6) Interrupted and constant _____

Directions: Use vocabulary words to complete the sentences.

<u>Word Bank</u>		
adventure	fluttered	underground
impossible	swooped	venomous

- 1) A person should be very careful around poisonous or _____ animals.
- 2) Do you think Jackie's wild _____ could happen or was it _____?
- 3) The excited moth _____ around the light.
- 4) The bird _____ down from the tree to grab to a worm that was starting to tunnel deep _____.

In the Forest of S.T. Shrew

Worksheet 1 - Vocabulary

ANSWER KEY

Directions: Match the vocabulary word to the correct description

- a. Salamander ___b___ bird that eats nuts and seeds
b. Nuthatch ___d___ insect that chews wood
c. Millipede ___e___ fuzzy growth on rotting logs or rocks
d. Termite ___a___ amphibian that lives under leaves
e. Lichen ___c___ animal with many feet

Directions: Write and A for antonym and S for synonym in each blank.

- 1) Eventual and impossible ___A___
2) Separate and split ___S___
3) Scurry and creep ___A___
4) Dart and scurry ___S___
5) Dirt and earth and soil ___S___
6) Interrupted and constant ___A___

Directions: Use some of these vocabulary words to complete the sentences.

- 1) A person should be very careful around poisonous or ___*venomous*_____ animals.
- 2) Do you think Jackie's wild ___*adventure*_____ could happen or was it ___*impossible*_____?
- 3) The excited moth ___*fluttered*_____ around the light.
- 4) The bird ___*swooped*_____ down from the tree to grab to a worm that was starting to tunnel deep ___*underground*_____.

In the Forest of S.T. Shrew

Worksheet 2 - Reading Comprehension

First name _____

Last name _____

Directions: Put the following events in the order described in the story.

Jackie crawled through the ground _____

Jackie flew in the trees _____

Jackie was happy _____

Jackie turned into a shrew _____

Jackie turned into a bird _____

Directions: Circle the best answer.

- 1) Why did Jackie go into the forest?
 - a. to take a nap
 - b. to read a story
 - c. to meet some friends
 - d. to investigate what lives there
- 2) Why is it hard for Jackie to follow Millie?
 - a. it is hard to crawl in a tiny space
 - b. Millie goes too fast
 - c. it is hard to coordinate all her feet
 - d. it is hard to fly
- 3) What was Jackie's favorite part of the adventure?
 - a. flying
 - b. crawling through a log
 - c. being a shrew
 - d. talking to animals
- 4) Why is a tree like an apartment building?
 - a. It is tall
 - b. Animals live at every level
 - c. It has an outside and inside
 - d. It has parts below ground
- 5) What happened first?
 - a. Jackie flew like a bird
 - b. Jackie talked to animals underground
 - c. Jackie became a shrew
 - d. Jackie ran along a log

In The Forest of S.T. Shrew

Worksheet 2 – Reading Comprehension

ANSWER KEY

Directions: Put the following events in the correct order as described in the story.

- Jackie crawled through the ground ___2___
- Jackie flew in the trees ___4___
- Jackie was happy ___5___
- Jackie turned into a shrew ___1___
- Jackie turned into a bird ___3___

Directions: Circle the best answer.

- 1) Why did Jackie go into the forest?
- a. to take a nap
 - b. to read a story
 - c. to meet some friends
 - d. to investigate what lives there**
- 2) Why is it hard for Jackie to follow Millie?
- a. it is hard to crawl in a tiny space
 - b. Millie goes too fast
 - c. it is hard to coordinate all her feet**
 - d. it is hard to fly
- 3) What was Jackie's favorite part of the adventure?
- a. flying**
 - b. crawling through a log
 - c. being a shrew
 - d. talking to animals
- 4) Why is a tree like an apartment building?
- a. It is tall
 - b. Animals live at every level**
 - c. It has an outside and inside
 - d. It has parts below ground
- 5) What happened first?
- a. Jackie flew like a bird
 - b. Jackie talked to animals underground
 - c. Jackie became a shrew**
 - d. Jackie ran along a log

In the Forest of S.T. Shrew

Writing 1 – Mouse Brainstorm, Write and Share

First name _____

Last name _____

Part 1: Brainstorm

Imagine that you are a tiny mouse crawling in the forest. Write two sentences about how the forest looks from your perspective. Use sensory words to describe what you see.

Today you are going to visit one of your friends in the forest. Write a sentence to describe your friend. Write another sentence about what you talked about.

Oh no! There is a hawk living in this part of the forest. Write a sentence about narrowly escaping the hawk.

You stop to eat some food. Write a sentence about what you found in the forest to eat.

It is time to go back home. Write a sentence to end your adventure.

Part 2: Write

Now review all of your sentences. Make sure you have used words that help the reader see what you see. Put the best parts of your sentences together in a paragraph on your own piece of paper. Your first sentence should be a topic sentence that tells what your paragraph is about. Include a transition between the different ideas.

Part 3 : Share Switch stories with a neighbor. In your neighbor's story:

Edit their story, looking for correct spelling and punctuation.

Find the topic sentence.

Find two details that make the story interesting.

Find two words that help you see what the mouse sees.

Find a transition between two ideas.

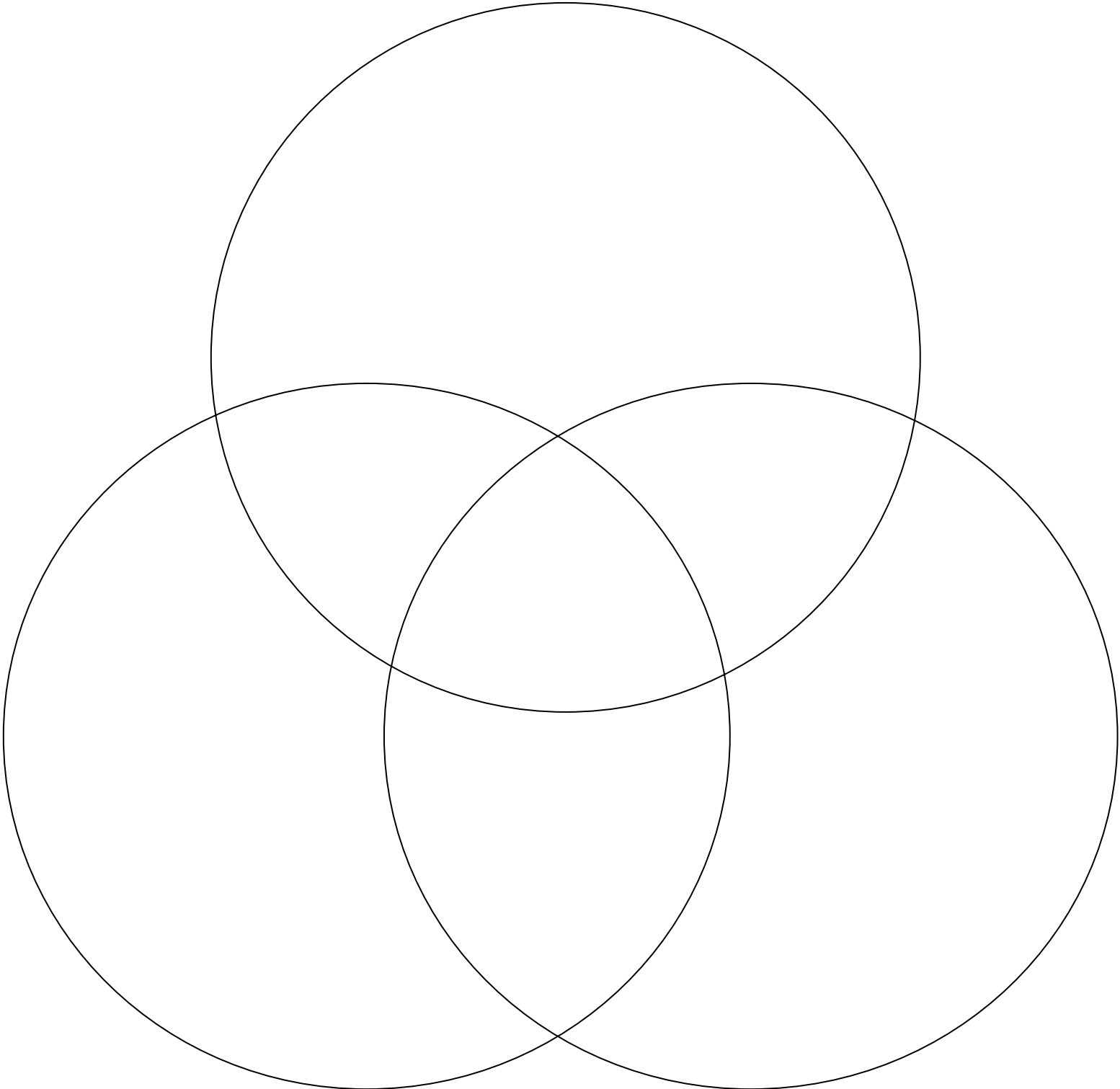
In The Forest of S.T. Shrew

Writing 2 – Plan for Compare and Contrast

First name _____

Last name _____

Plan your Writing: Jackie followed three forest animals: shrew, millipede, and nuthatch. Compare and contrast the animals. You may want to consider what they look like, where in the forest they live, or how they move. Use the Venn diagram to organize your thoughts. Label each circle.



In the Forest of S.T. Shrew

Writing 3 – Writing Instructions and Mapping

First name _____

Last name _____



Part 1: Writing

Imagine you told your friends about all of the amazing creatures living just outside. Your friends have a hard time believing this could be true and want to see them for themselves. Write detailed instructions they should follow to discover the creatures. You may want to include where to go, what to look for and tips that might be useful. Your instructions should be in the correct order, easy to follow, and filled with vivid descriptions



Part 2: Mapping

Make it easier for your friends by drawing them a map! Draw and label important landmarks they will see and places they should stop to look for animals. Include a legend.

