

If You Trek Through the Trees...What Will You Find?

B	A	S	K	I	N	G	G	C	N	A	L	X	W	E	L	O	S
B	Y	C	A	H	C	M	A	R	D	G	E	L	A	F	Q	B	T
I	S	R	J	M	D	P	U	I	B	D	A	O	D	D	Q	U	Z
P	W	T	G	D	N	H	I	C	H	R	P	O	D	A	N	Z	S
O	O	D	G	M	U	L	I	K	K	O	I	M	L	R	I	Z	P
N	O	M	E	A	D	O	W	E	J	Y	N	C	I	T	B	I	I
D	P	K	I	T	R	E	K	T	P	P	G	R	N	I	B	N	D
H	I	C	R	E	E	P	S	S	M	J	P	O	G	N	L	G	E
M	N	S	Q	U	I	S	H	I	N	G	N	U	U	G	I	T	R
M	G	B	I	M	F	F	S	L	O	G	H	C	Q	E	N	Q	S
E	C	R	A	Y	F	I	S	H	U	J	Z	H	L	D	G	I	H
B	T	I	P	T	O	E	F	Y	L	B	X	X	C	A	Z	Y	B

Trek
Crickets
Meadow
Pond
Basking

Leaping
Crouch
Tiptoe
Crayfish
Buzzing

Darting
Slog
Waddling
Squishing
Mucky

Nibbling
Creep
Loom
Swooping
spiders



Creature Quest

Head outside—whether it's your backyard, the school garden, or a special field trip—to explore different habitats. See how many animals or insects you can spot! Back in the classroom, invite students to share their discoveries by describing:

- The way the creature **moves** (wiggles, hops, crawls, zooms, tiptoes...)
- The **sounds** it makes (buzz, chirp, rustle...)
- Its **appearance** (colors, patterns, shapes...) Encourage them to use fun, vivid words that make their audience feel like they were right there on the adventure.

Literacy Engagement

- As a follow-up writing or oral activity, have students describe how the animals/insects moves, sounds, and looks.
- Ask them to compose an original stanza modeled after *If You Trek Through the Trees*, using the same meter, rhyme, and pattern
- What insects and animals can you see in your own yard or neighborhood?
- Sensory prompts: "If you tiptoe through the _____, you might _____."
- What was your favorite part of the nature walk? What did you learn?
- Buddy with a younger student to practice using expression while reading orally.

Artistic Interpretations

- Draw your own backyard adventure!
- Draw pictures of the plants and animals that caught your eye.
- Create your own bug or animal!



Science Connection

Habitat Investigation: Take students into a natural setting—such as a meadow, pond, forest edge, or schoolyard—to observe local fauna. As a follow-up oral or written exercise, ask them to record:

- **Locomotion** (e.g., crawling, soaring, burrowing)
 - **Vocalizations or other sounds** (e.g., chirping, drumming, clicking)
 - **Physical characteristics** (e.g., body segments, coloration, markings, adaptations)
- Encourage precise, sensory language to build observation skills and scientific thinking.

Verbs in the wild (movement word hunt):

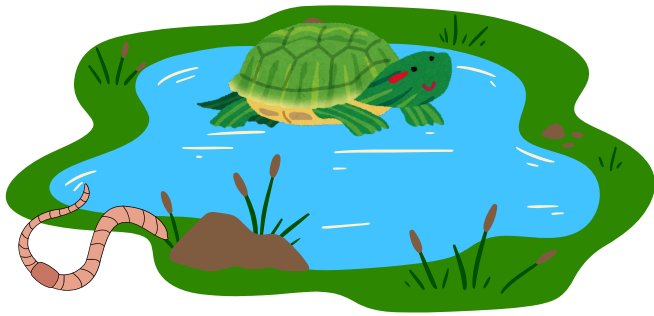
Objective: Identify vivid verbs and apply them to new contexts.

Steps: from the text –

- **Spot:** Highlight verbs (barking, swooping, basking, leaping).
- **Sort:** Sort by type (moving, sounding, looking, feeling).
- **Transfer:** Write one new sentence per verb in a different habitat.
- **Product:** A class “Verb Field Guide” wall chart.

CREATURE QUEST!

How does your creature move?







How does your creature sound?









What does your creature look like?









