



# FOREST, WHAT WOULD YOU LIKE?

by Irene O'Garden  
illustrated by Pat Schories

Ages 4–8

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## Suggested Classroom Activities

### Literature/Language Arts

**Personification**—In the book, Forest is the narrator, and is personified by a little green elf. Explain to students that often in literature animals or inanimate nouns (Forest) are described or shown acting, thinking, talking, or feeling as if they were human, and that the word to describe this is *personification*. Ask if students can think of any other stories or poems where personification exists.

**Poetry**—Students may read or hear the poem “Trees” by Joyce Kilmer (link below). They can listen for or read the lines that exemplify personification. As a writing project, students can create original poems such as “Ocean, what would you like?”, “Desert, what would you like?”, or “Mountain, what would you like?”.

**Enjoying the Forest/Verbs**—Ask students to describe how the children in the story enjoy the forest. The poem in the book mentions children “rambling, sniffing, laughing, splashing.” Discuss the concept that a verb is a word that shows a specific action, and ask students to think of other verbs that can show things that children could do in a forest. These can be put on a class list, and students can provide illustrations that can be presented on a class bulletin board. **CCSS 1.RI.6, 1.L.1e, 3.RL.7**

### Science

**Four Seasons**—Create a classroom chart showing the facts that students know about each season. (This will vary according to location.) Have them listen carefully to the story and look carefully at the illustrations, and then describe how the forest changes throughout the seasons.

**CCSS 1.RL.7, 2.RL.7, 2.RI.3**

**Observing Nature**—As a year-long project, select a tree on campus and have the students observe it at the beginning and end of each season. Have them draw what they see, and at the end of the school year ask them to describe how the tree changed: size, colors, branches, leaves, etc.

**Finding Facts**—Though this is a fiction book, many facts are evident in the text and the illustrations showing how the forest changes throughout the year. Have students make a list of these facts.

**CCSS K.RL.1, 1.RL.3, 2.RL.3**

**Animals/Plants**—Many animals are depicted in the book, both in the text and in the illustrations. Ask students to make a list of these animals and what their behavior is during each season. They may do further reading in nonfiction books about specific animals to determine how their behavior changes. They may do the same with the flowers and plants that are mentioned/shown. **CCSS K.RL.3, 1.RL.3, 2.RL.3**

### Art

**Background/Foreground**—Introduce these terms to students and point out how the illustrator depicted them in the book. Have them observe the differences in intensity of color, tone, etc.

### Electronic Resources

**“Trees”**—[www.poetryfoundation.org/poetrymagazine/poem/1947](http://www.poetryfoundation.org/poetrymagazine/poem/1947) provides a link to the well-known poem by Joyce Kilmer.

**Forest Facts**—[www.americanforests.org/discover-forests/forest-facts/](http://www.americanforests.org/discover-forests/forest-facts/) presents facts about forests, with links to the various ways they are beneficial to human life.

Classroom activities prepared by Sandy Schuckett, school library consultant.