

Missing in the Mountains

A Wren & Frog Adventure:
Book 1



Suggested Level: 1-3

Suggested Time: 60 min

*Can be adapted to a shorter lesson by choosing excerpts from the book.

*Can be adapted to 2 -45 minute lessons by taking more time for student work and discussions

Suggested Materials:

- “Missing in the Mountains” - Grant Allison
- Drawing paper
- Pencils and crayons
- Video – “What is a Habitat?” - <https://youtu.be/CxrlEajA398>
- Computer/Projector
- My Animal Habitat Worksheet
- Seek and find - optional
- Fill in the blank - optional

Lesson Overview:

The purpose of this lesson is to introduce students to animal habitats. Students will learn that the Earth supports many different animal habitats, each of which has distinct features and distinct plant and animal populations. They will understand and make observations about the natural world around them.

Lesson Objectives:

Within this lesson, students will:

- Students will be able to use words and pictures to demonstrate their understanding of the different habitats.
- Students will be able to discuss the diversity of life in habitats.
- Students will identify what a habitat is.



Missing in the Mountains



Suggested Activities:

1. Welcome and introduce students.
2. Begin the lesson by asking students about where they live and what kinds of things they need to live.
3. Define habitat as a place where a particular type of animal lives. Explain that animals have differing needs for food, water, shelter and space that make them better adapted to certain habitats over others.
4. Ask, what types of things do they find in nature? “Imagine taking a walk through the forest. What types of things would you see?”
5. Show the video, “What is a Habitat?”
6. Ask students: “What type of animals would you see in your yard? What type of animals might you see in forest? What type of animals might you see at the beach?” “Why do different animals live in different places?”
7. Choose 5-10 words (depending on student level) from the glossary to review.
8. Read the book, “Missing in the Mountains” together.
9. During reading, pause to have students identify the characteristics of the habitats and what types of the things the animals might need to survive. (ex. Discuss the crayfish in the creek. How is the creek described? What do the crayfish need from the creek?) Create a student generated list of “What animals need”
10. Pause as you reach a vocabulary term in the reading. Discuss the term in context.
11. After reading the book, identify the different types of animals and describe their habitats. (dog-lived in the house, crayfish – lived in the creek).
12. Students will complete the “My Animal Habitat” Worksheet by drawing a picture of an animal in a habitat.
13. After students have finished the handout, have them present their habitat animals to the class.
14. Have students complete the “seek and find” and fill in the blanks as review activities.

Missing in the Mountains

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

BANK
BARGE
BASE
CAMBERED
CAVERNOUS
CONCOCTED
CRAYFISH
DISHEVELED
EMITTING
ENORMOUS
EXQUISITE
FAINT
HARMLESS

IMPRESSED
INSTINCT
MAJESTIC
MAR
MEANDERED
RELUCTANTLY
SLITHER
SNAGGED
STARTLE
STERNLY
STUBBORNLY
TOWERING
TRANQUIL

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EXQUISITE	STUBBORNLY
FAINT	TOWERING
HARMLESS	TRANQUIL

- _____ – distractedly, inattentively, doing one things while the mind is thinking of something else
- _____ – creek bank, river bank, the dirt edge, the land on the edge rising up from the water
- _____ – as in to barge in, to enter forcefully or roughly
- _____ – the bottom, the lowest part of an item
- _____ – barking or howling loudly,
- _____ – deep, like a cave, spacious
- _____ – climbed, scrambled
- _____ – created, developed
- _____ – a freshwater shrimp that looks like a lobster
- _____ – to think unfavorably about something, to not approve
- _____ – to physically disturb, spoil, damage
- _____ – bedraggled, untidy, messy

- _____ – producing or sending out a sound when speaking or making noise
- _____ – giant, large, very big
- _____ – captivated, enchanted, fascinated
- _____ – very beautiful, delicate, fragile
- _____ – a light sound, one that is hard to hear
- _____ – a premonition or feeling that something bad will happen
- _____ – to playfully move about
- _____ – carefully, cautiously
- _____ – safe, not likely to cause harm
- _____ – restlessly waiting for something to happen, usually with irritation
- _____ – amazed at, or in awe of something
- _____ – not to be separated from, usually seen together
- _____ – thinking or acting based on an internal guide or natural tendency, a hunch
- _____ – stately, having impressive beauty
- _____ – the word that describes a dog trailing the scent of a specific person in a search and rescue operation
- _____ – wandered randomly Piqued – to raise an interest or curiosity
- _____ – without desire, unwillingly and hesitantly
- _____ – backpack
- _____ – to squirm and slide, used to describe the movement of a snake
- _____ – to be caught on something

- _____ – to surprise
- _____ – in a serious manner
- _____ – in a determined manner
- _____ – extremely tall, looming over
- _____ – calm, peaceful
- _____ – without error or doubt or pause, to do something with surety

My Animal Habitat



Circle a habitat. Choose an animal who lives in that habitat.
Draw a picture of your animal in their habitat.



Blank area for drawing the animal in its chosen habitat.

I chose a _____ animal to live in the _____.