A suffix is a meaningful word part used at the end of a word. When we compare two things, we add the suffix “-er” and when we compare three or more things we add the suffix -est.

-er means more
-est means most

Try It
Read the base words. Add the suffix -er and -est to make the new word. How does the meaning of the new word change?

<table>
<thead>
<tr>
<th>Base Word</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>high</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write It
What word is missing? Fill in the blank with one of the words from your list.

In the winter, the _______ days are usually in February.

That skyscraper is much _______ than my house!

On the swings, I always go _______ than my best friend.

All of the second graders ran to see who could be the __________ to the lunch line.

Read It
Read or listen to “Each Kindness” by Jacqueline Woodson.

How can small acts show kindness? Make a list or draw a picture of ways to show kindness to others.
Try It

If a word ends in the letter y, you must change the y into an i before adding the suffixes ‘-er’ or ‘-est’ to the end. These suffixes change the meaning of the word.

-er means more
-est means most

Turn these words into comparison words by adding -er or -est.

<table>
<thead>
<tr>
<th>base word</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiny</td>
<td>tinier</td>
<td>tiniest</td>
</tr>
<tr>
<td>noisy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>silly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hairy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw It

Choose one set of words above and draw three pictures to compare.

For example, draw three creatures that are hairy, hairier, and hairiest!

Use a separate sheet of paper if needed.

Write It

An acrostic is a poem of words or phrases that describes a topic word.

Write an acrostic poem by choosing a word or phrase about kindness that starts with the letters of the word kind.

K-
I-
N-
D-

Read, Write, ROAR!™ Detroit Public TV | Michigan Learning Channel
Instructions:
1. Choose a book. Invite someone to read it with you and take turns reading aloud.

2. Talk about the book.
   a. Are there things in your home that are also in the book? What are they?
   b. Answer the questions below.

What characters are in the book?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

What was the plot, or the basic sequence of events?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

How did the story end?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

- **dis**, **un**, and **-in** mean not or opposite of

---

**Read It**


When Lubna opened her eyes, it was morning. They had landed in a World of Tents. Lubna clutched Daddy's hand and gripped her pebble. Somehow, she knew they'd keep her safe.

Who are the characters?

What is the setting?

What is the plot of this passage?

---

**Words to Know**

- **characters** - the people or animals in the story
- **setting** - where the story takes place
- **plot** - the sequence of events that make up the story
- **refugee** - someone who is forced to leave their country to escape war or other danger
- **empathy** - the ability to understand and share the feelings of another

---

**Key Words**

Fill in the blank with the missing word. Use the Word bank to help you.

unfinished  unhappy  unusual  inactive  disappear

___________ not happy
___________ not able to be seen
___________ not moving around
___________ not finished
___________ not normal

---
A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

**-dis, -un, and -in** mean not or opposite of

### Words to Know

**Opinion** - a personal belief that isn’t necessarily based on fact.

**Empathy** means the ability to understand and share the feelings of another.

### Read It

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Clap out the number of syllables in the following words with the prefixes -dis, -un, and -in. Then read the definition of the word.

**Inaccurate**

The word *inaccurate* means not correct.

**Disadvantage**

A *disadvantage* is something that causes difficulty.

**undone**

When something is *undone* it is unfinished.
Write It

Use the frame below to write an opinion piece about empathy and kindness.

**Opinion Frame**

I believe __________________________________________________________

______________________________________________________________

First, __________________________________________________________

______________________________________________________________

Also, _________________________________________________________

______________________________________________________________

In my opinion, _______________________________________________

______________________________________________________________
WordGirl Word Find

Now try writing a story where you use as many of these words as possible!

PBSKIDS.ORG/WORDGIRL
**Phonics**

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning.

- **over** means too much
- **pre** means before or in front of

**Words to Know**

**characters** - the people or animals in the story

**habitat** - the natural home or environment of animals and plants

**Key Words**

Fill in the blank with the missing word. Use the Word Bank to help you.

<table>
<thead>
<tr>
<th>Prepaid</th>
<th>Overbake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preheating</td>
<td>Precleaned</td>
</tr>
</tbody>
</table>

1. Make sure to check the cookies in the oven so that they do not _____________.

2. I had to pay when I ordered the cake because the baker said that special orders must be _________________.

3. It was almost time for dinner, so I used a stove when I was ______________ the spaghetti sauce.

4. My mother told me that the dishes must be _____________ before putting them in the dishwasher.

---

**Read It**

Read the passage out loud.

Pangolins live in Africa and Asia and are the only mammals that have scales on their skin. They only eat ants and termites which they catch with their long tongues.

Pangolins can roll themselves into a ball when danger is near. The word pangolin means “roller.”

**Try It**

Pretend to be a pangolin. Roll up into a tight ball.
Phonics

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning. **Over-** means too much and **pre-** means before or in front of.

Words to Know

**Table of contents:** a list of the chapters in a book given at the front of the book.

Try It

Use the table of contents below to answer the following questions.

**Table of Contents**

A Journey to a Rainforest 4
Animals in the Rainforest 11
Plants in the Rainforest 18

1. Which chapter would I look in to find out if eagles live in the rain forest?
2. Which page number would I turn to to find out if plants need soil to grow?
3. What would I find if I turned to page 4?

Read It

Words are made up of syllables. A **syllable** is a part of a word with a vowel sound.

Clap out the number of syllables in the following words with the prefixes over- and pre-. Then read the definition of the word.

**Overflow**

Overflow happens when something fills a space and spreads beyond its limits.

**Overestimate**

To overestimate is to guess an amount that is too high or a size that is too big.

**Preview**

When you **preview** something, you view, or look at, it before.
Nature Treasure Hunt

Find 2 different kinds of plants. Draw a picture of each one below. Pay attention to the shapes of leaves and colors of any flowers. How are they alike? How are they different?

Plants I Found

Find 2 different kinds of animals. Draw a picture of each one below. Show as many details as you can. How are they alike? How are they different?

Animals I Found

Tell someone else about something NEW you learned about a plant or an animal you observed.

Find more games and activities at pbskidsforparents.org
**Phonics**

A **prefix** is added to the beginning, or the front, of a word to change the word and its meaning. **-re** means back or again.

**Words to Know**

- **characters** - the people or animals in the story
- **habitat** - the natural home or environment of animals and plants

**Read It**

Use the context clues to fill in the blanks with words from the Word Bank.

- reuse  rewrite  rereading  remake

1. When I don’t understand what I just read, I try __________________ it.

2. I decided to ___________ the letter to my friend so it would be neater.

3. The birthday cake came out of the oven burnt so I had to ___________ it.

4. I like to __________ plastic bags from the store as garbage bags so I don’t have to buy them.

5. My blanket and pillow fell on the floor so I had to ___________ my bed.

**Key Words**

Fill in the blank with the missing word. Use the Word Bank to help you.

1. Make sure to check the cookies in the oven so that they do not _____________.

2. I had to pay when I ordered the cake because the baker said that special orders must be ________________.

3. It was almost time for dinner, so I used a stove when I was ______________ the spaghetti sauce.

4. My mother told me that the dishes must be _____________ before putting them in the dishwasher.
**Write It**

Add the prefix -re and the suffix -ing to the base word to create a new word. Write the new word in the space provided.

<table>
<thead>
<tr>
<th>Add the prefix -re</th>
<th>Base word</th>
<th>Add the suffix -ing</th>
<th>New word</th>
</tr>
</thead>
<tbody>
<tr>
<td>re</td>
<td>turn</td>
<td>ing</td>
<td>returning</td>
</tr>
<tr>
<td></td>
<td>paint</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>build</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>start</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Read It**

Read the sentences out loud. Underline the new words from above.

- I will be returning my books after I am finished reading them.
- Mother is repainting the fence.
- We started rebuilding the tree house after the storm.
- Father had a hard time restarting the car.
**Storytelling Puppets**

**Directions:** Color and then cut out the character puppets. Glue each puppet onto a popsicle stick. Use the puppets to retell the sequence of events from the PBS KIDS episode you watched. Talk about the characters, the problem, what the characters did, the solution and what they learned. You can even create an original storyline!

Molly

Tooey

Suki

Puffin

Trini

For more games and activities, visit pbskidsforparents.org
This page was left intentionally blank
Phonics

Add the suffixes -ful, -ly, and -ness to the base word. Write the new word in the spaces provided.

<table>
<thead>
<tr>
<th>Base word</th>
<th>Add the suffix -ful</th>
<th>Add the suffix -ly</th>
<th>Add the suffix -ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>joy</td>
<td>joyful</td>
<td>joyfully</td>
<td>joyfulness</td>
</tr>
<tr>
<td>hope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thought</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>care</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read It

Read the sentences out loud. Underline the new words from above.

1. The birds were singing joyfully in the trees.
2. I appreciate your thoughtfulness in baking me cookies.
3. You must be very careful when crossing the street.
4. Jane looked hopefully at the donuts on the plate.
Phonics Skill

When the suffix **-ly** is added to the end of a word, the word becomes an **adverb**.

An **adverb** describes how something is done.

Words to Know

**narrative**: a real or made up story

**sensory words**: descriptive words that tell how something looks, smells, tastes, sounds, or feels.

Write It

Fill in the blanks with sensory words to describe each animal.

<table>
<thead>
<tr>
<th>animals</th>
<th>sensory words</th>
</tr>
</thead>
<tbody>
<tr>
<td>fawn</td>
<td></td>
</tr>
<tr>
<td>chipmunk</td>
<td></td>
</tr>
<tr>
<td>cardinal</td>
<td></td>
</tr>
</tbody>
</table>

Read It

Read the passage out loud. Underline the words ending in **-ly**. Circle the **sensory words**.

The northern goshawk is a large gray predator bird. It mainly eats rodents, rabbits, and other birds. Its broad, rounded wings help it fly, glide, and swoop down quickly and quietly upon its prey.
Try It

Fill in the Narrative Writing Story Frame with sensory words.

On a bright and sunny fall day, I went for a walk in the

______________, _____________ woods.
(sensory word) (sensory word)

First, I saw a ____________, ___________ ____________.
(sensory word) (sensory word) (animal)

_________________________________________.
(sound words)

Then, I saw a ____________, ___________ ____________.
(sensory word) (sensory word) (animal)

_________________________________________.
(sound words)

Last, I saw a ____________, ___________ ____________.
(sensory word) (sensory word) (animal)

_________________________________________.
(sound words)

I waved goodbye to all my new forest friends as the sun set

between the ____________, ___________ trees.
(sensory word) (type of tree)
Which fact matches each animal? Draw a line.

Animals in Alaska

Puffin
- My fur is usually red but my tail always has a white tip.

Moose
- I am part of a team of dogs that pulls a sled.

Red Fox
- I'm a bird that can swim underwater.

Husky
- In winter, my fur becomes thick and white.

Bald Eagle
- My tall legs and wide hooves help me walk in deep snow.

Arctic Fox
- My wings can be 8 feet across when I spread them out.

Find more games and activities at pbskidsforparents.org

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Phonics Skill

A contraction is a word made by shortening and combining two words.

- did + not       didn’t
- could + not     couldn’t
- should + not    shouldn’t

Write It

Read the sentences out loud. Take the bolded words and combine them to create a contraction. Write the new word on the line.

1. My mom said that I can not go outside until I finish my homework.
   can  +  not  =  can’t

2. She did not want to go to sleep.
   _______  +  _______ =

3. They could not go in the store because she forgot her mask.
   _______  +  _______ =

4. You should not talk with your mouth full.
   _______  +  _______ =

5. Do not go to bed without brushing your teeth.
   _______  +  _______ =

Label It

snake      cactus      lizard
### Phonics Skill

**contractions** - short words made by putting two words together. Letters taken out of the second word are replaced by an **apostrophe**.

An **apostrophe** will take the place of one or more letters to make a contraction.

- **could have** — **could’ve**

---

### Read It

Today we are going to learn about 3 types of deserts. The **hot desert** is always warm or hot. Foxes, kangaroo rats, snakes, lizards, and roadrunners live there. The **coastal desert** has cool winters and warm summers. You can find eagles, snakes, penguins, and lizards living there. The **cold desert** has long freezing winters. Arctic foxes and 46 types of birds, including the penguin, live there.

---

### Write It

A Triple Venn diagram is a diagram that shows how the elements of three sets are related using three overlapping circles.

Use the information above to fill in the Triple Venn diagram.

**Types of Deserts**

- **Hot**
- **Coastal**
- **Cold**

**What they all share**

**What hot and cold share**

**What cold and coastal share**

**What hot and coastal share**
Letter to Arthur

Instructions: Write a letter to Arthur. You can create your own story and/or use any of the prompts.

______________________________  Arthur,
(Dear, Hey, What’s up, Earth to)

Your show is so ___________________ that it makes me want to
(funny, unusual, captivating, awesome)

______________________________
(do cartwheels, do homework, throw a party, watch it every day)

One of ___________________ shows was when
(the funniest, the strangest, my favorite, the silliest)

______________________________
(you got Pal, you and Buster made music videos, you had to get glasses)

Most people would say that I am most like ___________________.
(you, Buster, D.W., The Brain)

I think that is because

______________________________
(I wear glasses, I believe in aliens, I am a picky eater, I am quite intelligent)

By the way,

______________________________
(when’s your birthday, what kind of animal are you, what’s your favorite book, can you juggle)

______________________________
(Love, Your friend, Over and out, Sincerely)

______________________________
(Your Name)

P.S.

______________________________
(Fill in the blank with whatever you want! Tell a funny joke. Ask a question.)

Write a letter to Arthur. You can create your own story and/or use any of the prompts.

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Sort It

Sort the words in the word box by their silent consonant sounds. Write the words under the correct digraph. kn- or wr-

wrist  knock  knight  wrong  knife  wreck  knee  wrinkle

<table>
<thead>
<tr>
<th>kn-</th>
<th>wr-</th>
</tr>
</thead>
</table>

Phonics Skill

Silent consonants do not make any sound in saying a word.

In the diagraph kn, the k in words like knock is silent.

In the diagraph wr, the w sound in words like wrap is silent

Draw It

Draw a picture to match the sentence.

The knight knocked on the door.
**Phonics Skill**

**Silent consonants** do not make any sound in saying a word.

In the diagraph **gn**, the **g** in words like **gnat** is silent.

In the diagraph **mb**, the **b** sound in words like **crumb** is silent.

**Read It**

Draw a picture to go with the silly sentence.

The cat combed crumbs off the curtains.

**Write It**

Use words from the word box to fill in the blanks in the sentences below.

climb  sign  comb  gnaw  crumb

1. The brownies were so good, I didn’t even leave a ________ behind.

2. My neighbor’s dog ran to go ________ on his bone.

3. I was looking for the ________ so I could fix my hair.

4. The tree was very tall, but all the kids could still ________ it.

5. My neighbors put a ________ on the corner to advertise their garage sale.
WordGirl Cryptogram Puzzle #1

Discover the hidden message! In the table below, fill in the boxes below each letter of the alphabet. A = 1, B=2...all the way to the end of the alphabet where Z=26!

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

| 23 | 15 | 18 | 4 | 7 | 9 | 18 | 12 | 19 | 15 | 12 | 22 | 5 | 19 | 1 | 12 | 12 |

| 15 | 6 | 8 | 5 | 18 | 19 | 12 | 9 | 16 | 16 | 5 | 18 | 25 |

| 16 | 18 | 5 | 4 | 9 | 3 | 1 | 13 | 5 | 14 | 20 | 19 | 23 | 9 | 20 | 8 |

| 8 | 5 | 18 | 4 | 1 | 26 | 26 | 12 | 9 | 14 | 7 |

| 22 | 15 | 3 | 1 | 2 | 21 | 12 | 1 | 18 | 25 |

Now that you’ve discovered the hidden message, create your own cryptogram, and give it to a classmate or family member to solve.

PBSKIDS.ORG/WORDGIRL
Match It

Draw a line from the animal to its habitat.

Words to Know

**habitat** - place where plants and animals live

Draw It

Draw a picture to match the sentence.

The frog jumped into the pond.
## Write It

**Directions:** Read why something happened (cause) and write what you think happened after (effect).

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I forgot to turn off the faucet in the kitchen.</td>
<td></td>
</tr>
<tr>
<td>The gate to the fence was open.</td>
<td></td>
</tr>
<tr>
<td>My ice cream was on the picnic table in the sun.</td>
<td></td>
</tr>
<tr>
<td>I forgot to put on sunscreen.</td>
<td></td>
</tr>
</tbody>
</table>

## Draw It

Read the sentence (the cause). Draw a picture of what you think happened after (the effect).

I hit a rock with my bike.
Make a Paper Pond

Color in, label, and then cut out pond creatures.

Word Bank:
duck  bird  frog  fish  dragonfly

Find more games and activities at pbskidsforparents.org
This page was left intentionally blank
Color in and place the pond creatures here to fill your pond with life!
What’s that Bird?

Molly loves animals, especially birds. One of her favorite things to do is go outside and look and listen for birds. More than 470 species of birds can be found in Alaska—and Molly hopes to see them all! She even created her own Field Guide to Birds.

Use Molly’s Field Guide to identify and learn more about birds in your neighborhood. If you find any birds that are not in Molly’s Field Guide, create your own pages with information about these birds to add to her field guide. People who look for and identify birds are called birders. You can be a birder, too!

Get Started

Take a look at Molly's Field Guide pages for the American Robin, Great Horned Owl, Rock Pigeon, and Canada Goose. What information or images are helpful? How is the information organized? Could you use the information to identify these birds outside? Give it try!

Go Outside

You’ll find birds in many places, whether you live in a city, the suburbs, or in the country. You just have to look! Go outside as a family, and be sure to bring Molly’s Field Guide with you as well as some blank paper and a pencil.

Once you are outdoors, spend time quietly listening and looking at what’s around you. When you spot a bird, look closely at its identifying features—details such as its colors, beak shape, and size—to help you determine what kind of bird it is. Then, check in Molly’s Field Guide to see if you can find the bird and learn more about it. If you can’t find it, take notes or draw pictures to help you remember what you saw.

Read and Research

When you are back home from birding, look at your notes and your drawings of the birds you could not identify. Do some research to learn more about those birds by going to your local library or online. Check out one or more of the field guides listed in the box on this page. Different field guides are organized in different ways, but the identifying features you noted about the birds you saw will help you find them in a field guide.

Field Guides to Birds

National Audubon Society First Field Guide: Birds by Scott Weidensaul

National Geographic Field Guide to the Birds of North America by Jon L. Dunn and Jonathan Alderfer

Peterson Field Guide to Birds of North America by Roger Tory Peterson

The Sibley Guide to Birds by David Sibley

Digital Guides to Birds

Cornell Lab of Ornithology
web: www.allaboutbirds.org
app: Merlin Bird ID

National Audubon Society
web: www.audubon.org/bird-guide
app: Audubon Bird Guide
Make Your Own Field Guide

Once you’ve identified your birds, add them to Molly’s Field Guide so other people can identify them later! Use the information from your research and your own observations to create a field guide page for each bird. Follow these steps:

1. Get an empty three-ring binder or paper folder with fasteners.

2. Print out Molly’s Field Guide and assemble the pages in this order: cover first, then the numbered pages, and the index last.

3. Use a hole punch to punch holes in all pages except the cover.

4. To add birds that you found in your neighborhood to Molly’s Field Guide, use the blank page. This page has the same text features that are on Molly’s Field Guide pages. Put the name of the bird at the top of the page and then add the information you want to include, using features such as:
   - pictures
   - captions
   - maps
   - diagrams

5. Add page numbers to each page, and then add the names of your birds and the page numbers to the index.

6. Put all of your pages in order according to their page numbers and put them into your binder or folder. The index goes at the end of the field guide.

7. Tape or glue the cover to the front of the binder or folder. Write your name on the line under Molly’s name.

8. You can keep adding pages as you discover new birds in your neighborhood.

9. Take a friend or a family member birding and use your guide to introduce them to great birds!

10. Now that you know how to make a field guide, you can make your very own. It doesn’t have to be about birds. It can be about trees, or flowers, or even rocks you find in your neighborhood.
A Field Guide to Birds

by Molly Shahnyaa Mabray and

NAME
Great Horned Owl

WHAT IT LOOKS LIKE
Identifying Features:

yellow eyes

large, feathered tufts on head that look like “horns”

cinnamon or gray colored face

white throat

WHAT IT SOUNDS LIKE
Calls and Songs:

• deep hooting voice
• makes four to six hoots in a row
• “hoo-h’HOO-hoo-hoo”
• “hoohoo...hoo”

WHERE IT LIVES
Habitat:

• woods, wetlands, grasslands
• backyards, orchards, or farmlands
• cities and abandoned buildings
• deserts

INTERESTING FACTS:
The Great Horned Owl is nocturnal, which means it is active at night when most people are sleeping. An owl has special feathers that allow it to fly quietly at night and eyes that are very good at seeing in the dark.
American Robin

WHAT IT LOOKS LIKE
Identifying Features:

- bright yellow beak
- gray head
- gray back and wings
- orange-brown or red-brown breast
- white under tail

The American Robin is a large songbird that is 8 to 11 inches from tip of beak to tip of tail. Its scientific name is Turdus migratorius.

WHAT IT LOOKS LIKE
Calls and Songs:
- “tuk,” “pup,” or “chok”
- “yeep” or “teek” as an alarm call
- sings with a clear, lively whistle
- “cheerily, cheer up, cheer up, cheerily, cheer up”

WHERE IT LIVES
Habitat:
- lawns, fields, and parks
- woodlands, forests, mountains
- farmlands, suburbs, and urban neighborhoods

INTERESTING FACTS:
Earthworms are a favorite food of robins. A robin often finds worms by staring at the ground with its head tipped to one side. Robins sometimes try to grab worms that other robins have caught.

Map provided by Cornell Lab of Ornithology
Canada Goose

WHAT IT LOOKS LIKE
Identifying Features:
- wide, flat beak with jagged edges
- black head and long black neck
- white cheeks and chin
- large webbed feet

The Canada Goose is a large water bird that is 30 to 43 inches from tip of beak to tip of tail. Its scientific name is Branta canadensis.

WHAT IT SOUNDS LIKE
Calls and Songs:
- loud honks
- often honks when flying
- female gives a shorter, higher “hrink” call; male gives low “ahonk” call
- defensive “hiss”

WHERE IT LIVES
Habitat:
- near lakes, rivers, ponds, or other bodies of water
- lawns, parks, golf courses, and fields
- farmlands, suburbs, urban areas, and airports

INTERESTING FACTS:
Most Canada Geese migrate. That means they move from one place to another as the seasons change. When Canada Geese fly south for the winter, they fly as a flock. One goose leads the way and the rest follow behind in a distinctive “V” formation. You’ll hear them honking as they fly overhead.
Rock Pigeon

WHAT IT LOOKS LIKE
Identifying Features:

- small head
- iridescent throat feathers
- short legs
- most have gray or bluish-gray bodies
- wide, rounded tail

The Rock Pigeon is a medium-sized bird that is 12 to 14 inches from tip of beak to tip of tail. Its scientific name is Columba livia.

WHAT IT SOUNDS LIKE
Calls and Songs:
- soft coo
- short grunt as an alarm call
- song of rolling cooing
- “coo-cuk-cuk-cuk-cooo”

WHERE IT LIVES
Habitat:
- cities and suburbs
- farmlands, fields, and parks
- rocky cliffs

INTERESTING FACTS:
Rock Pigeons like to nest on sheltered cliff ledges. Rock Pigeons that live in cities often build nests on window ledges, because they are a lot like cliff ledges.
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