

A Common Core State and Next
Generation Science Standards-Aligned
Discussion/Activity Guide
for Grades PK-2

A Porcupine's Promenade: An Encounter in the Winter Woods

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Written by Lyn Smith
Illustrated by Jamie Hogan
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Just outside Bailey's front door, snow was falling in clumps from the evergreen boughs where the sun was shining, but it remained frozen solid in the shade, creating an ice-cold winter playground perfect for exploring.

"Mom," Bailey shouts. "Have you seen my snowshoes?"

"I'm going out for a walk in the woods."

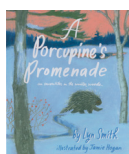
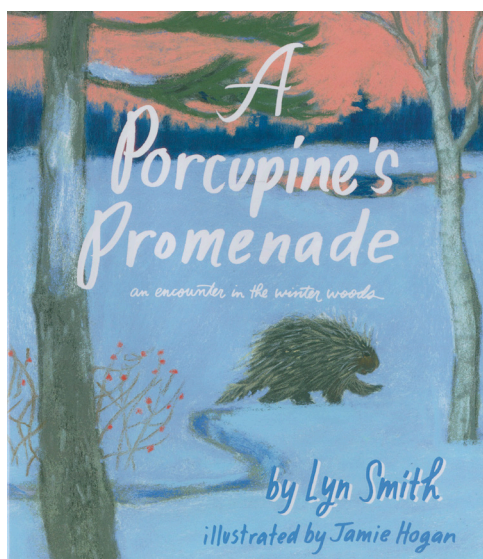
Bailey's excitement to learn more about what exists in his backyard forest takes him on the path to an extraordinary discovery.

Guide created by
Debbie Gonzales, MFA



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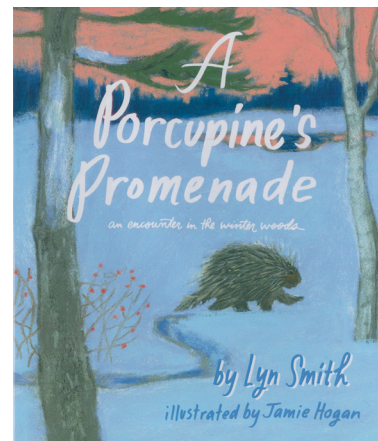
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Pre-Reading Discussion

Consider the illustration on the cover:

- Describe the scene featured in the illustration.
- Identify the type of animal depicted in the illustration. Explain what the animal is doing.
- What time of year is represented in the illustration? How do you know?
- The title of the book is A PORCUPINE'S PROMENADE: AN ENCOUNTER IN THE WINTER WOODS. The word *promenade* means an easy and slow walk, to roam, and to stroll. Imagine how a porcupine might *promenade* in the woods.
- Predict what this book is going to be about.



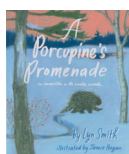
Meet the author – Lyn Smith:

- On her website, Lyn tells a story about a childhood memory when she wrote and illustrated a poem about a robin. Her mother celebrated Lyn's work by praising and saving her work. How do you think this early experience affected Lyn's motivation to become an author and an educator?
- Lyn works as a literary coach. This means that she helps people translate their dreams and desires into published books. Consider how her experience as an author would help Lyn to become an effective coach.
- Lyn says that children who visit her "book-filled" office are amazed by the number of books she has on the shelves. Explore reasons why an author such as Lyn would want to read so many books? How does reading help a person become a good writer? Explain your answer.
- Learn more about Lyn by accessing her website at lyn-smith.com.



Meet the illustrator – Jamie Hogan:

- Jamie lives in a fascinating place called Peaks Island, three miles out from the border of the state of Maine. Consider what life might be like having your home surrounded by water.
- On her website, Jamie finds great inspiration in the moonlight, pink clouds, and Maine's raw beauty. Discuss how Jamie's home might inspire her work as an illustrator of picture books for children.
- Jamie is also an "avid motorcyclist." The word *avid* means eager and enthusiastic. What does her passion for motorcycles suggest about Jamie's personality?
- Like Lyn, Jamie teaches illustrating to adults who are interested in crafting books for children. Do you think being a teacher might serve to inspire Jamie's own work? Explain your answer.
- Find out more about Jamie and her incredible art by accessing jamiehogan.com.



lyn-smith.com

jamiehogan.com

guidesbydeb.com

debbiegonzales.com



Post-Reading Discussion

***Two bright eyes shine out at me!
I know who it is.***

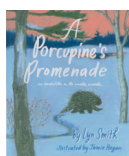
- Describe the surprise the child must have felt when he discovered a porcupine hiding in the burrow.
- Porcupines are nocturnal animals, which means that they are awake at night. Consider how living in a burrow would benefit a nocturnal animal.
- A porcupine's face is called its muzzle. Describe how the porcupine's muzzle is framed by quills.

***I stop.
It would be a mistake to move any closer.
Priscilla's warning has worked.
She turns and moves on.***

- Because porcupines have poor eyesight, they depend on the sense of smell and sound to determine if danger is near. Which of the two senses do you think alerted Priscilla that the boy was near? Explain your answer.
- Porcupines demonstrate four stages of defense when protecting themselves from predators. The first stage is making their quills stand straight. Next, they chatter their teeth. After that if danger is near, they release an awfully bad smell. Lastly, they attack. Analyze the level of defense Priscilla demonstrated when confronted by the boy.
- Did Priscilla know that the boy was not a dangerous predator? How do you know?

***She stops at the bottom of a giant white-pine tree,
sniffs the cold air and rubs her muzzle against the tree.***

- Predict how the boy felt when he saw the porcupine climb the tree. Did you know porcupines climbed trees? Explain your answer.
- A *habitat* is a plant or animal's natural home. Natural habitats provide everything that an animal needs to survive. All animals need food and shelter. Discuss how Priscilla finds protection and a place to live in the woods.
- Porcupines are herbivores, meaning they are plant-eaters. List ways that porcupines like Priscilla *forage*, meaning search for food, in the woodland habitat to survive.



*I count two,
three,
and four more porcupines!
It's a prickle of porcupines curled up high amongst the top most branches
of the tree.*

- The word *prickle* is the correct term for a group of porcupines. Make a connection between the porcupine's physical qualities and the term prickle. Discuss the similarities between the two.
- Another name for the porcupine is the quill pig. In what ways does the porcupine compare with a pig? How do you think the porcupine earned a name such as the quill pig? Explain your answer.

*Now I know why Priscilla left the large dark den under the hemlock tree.
Have you guessed why?*

- Baby porcupines are called *porcupettes*. When porcupettes are first born they have limited visions and their quills are incredibly soft. They also have developed teeth and can walk within minutes of their birth. Explain how critical their relationship with their mothers are, since they they have no way of protecting themselves.
- Discuss how important a porcupine sense of hearing and smell is throughout their entire lives!
- Reread the book. Identify ways that Priscilla and her porcupettes rely on their habitat for survival.



Photo credits: Wikipedia Commons



A Porcupine's Promenade: A Glossary Puzzle

Find the answers to the puzzle below by referencing the Glossary in the back of the book.

1. _ _ _ _ _ P _ _ _ _ _

2. _ O _ _ _ _ _

3. _ _ _ _ _ R _ _ _

4. _ _ C _ _ _ _ _ _ _ _

5. _ _ U _ _ _

6. P _ _ _ _ _ _ _ _ _

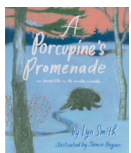
7. _ _ _ I _ _ _ _

8. _ N _ _ _

9. _ E _ _

Vertical Puzzle Clues:

1. A baby porcupine
2. The search in a wide area for food
3. Active both at night and day
4. Active at night
5. The main branch of a tree
6. An animal that naturally preys on others
7. Bite or nibble something persistently
8. A wild animal's home



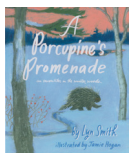
A Porcupine's Promenade: A Glossary Puzzle Answers

Find the answers to the puzzle below by referencing the Glossary in the back of the book.

1. p o r c u P e t t e
2. f O r a g e
3. c a t h e m e R a l
4. n o C t u r n a l
5. b o U g h
6. P r e d a t o r
7. c o n | f e r
8. g N a w
9. d E n

Vertical Puzzle Clues:

1. A baby porcupine
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Illustrate Priscilla's Habitat

Objective: To illustrate aspects of a habitat representing the relationship between the needs of porcupines and the place in which they live.

Materials:

- A PORCUPINE'S PROMENADE: AN ENCOUNTER IN THE WINTER WOODS, the book
- Priscilla's Habitat Template (Guide, pg. 9)
- Markers
- Pencil

Procedure:

- Reread A PORCUPINE'S PROMENADE: AN ENCOUNTER IN THE WINTER WOODS, taking close consideration to Priscilla's habitat. Encourage students to identify key elements of her habitat. Identify how each of the aspects of her habitat listed below are represented in the illustrations and the text:
 - ~ Porcupines are herbivores, meaning that they eat plants only. Where does Priscilla find food? What does she eat? How does she eat?
 - ~ Discuss the range of temperature surrounding her. Identify clues to suggest the season during which the story is told.
 - ~ Where does Priscilla find water for herself and her babies?
 - ~ How does Priscilla protect herself and her babies from predators, being animals that preys upon others?
 - ~ Where does Priscilla find shelter?
- Using Priscilla's Habitat Template as a guide, instruct students to illustrate a porcupine's habitat. Encourage them to include all the elements listed above.
- Have students write a short essay in the space provided describing how each element helps a porcupine survive in the woods.
- Encourage students to share their work with the class.

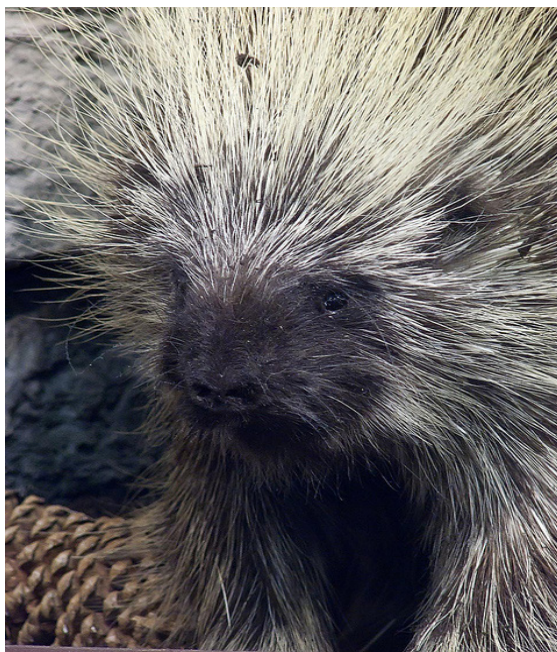
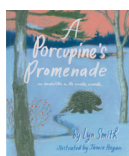
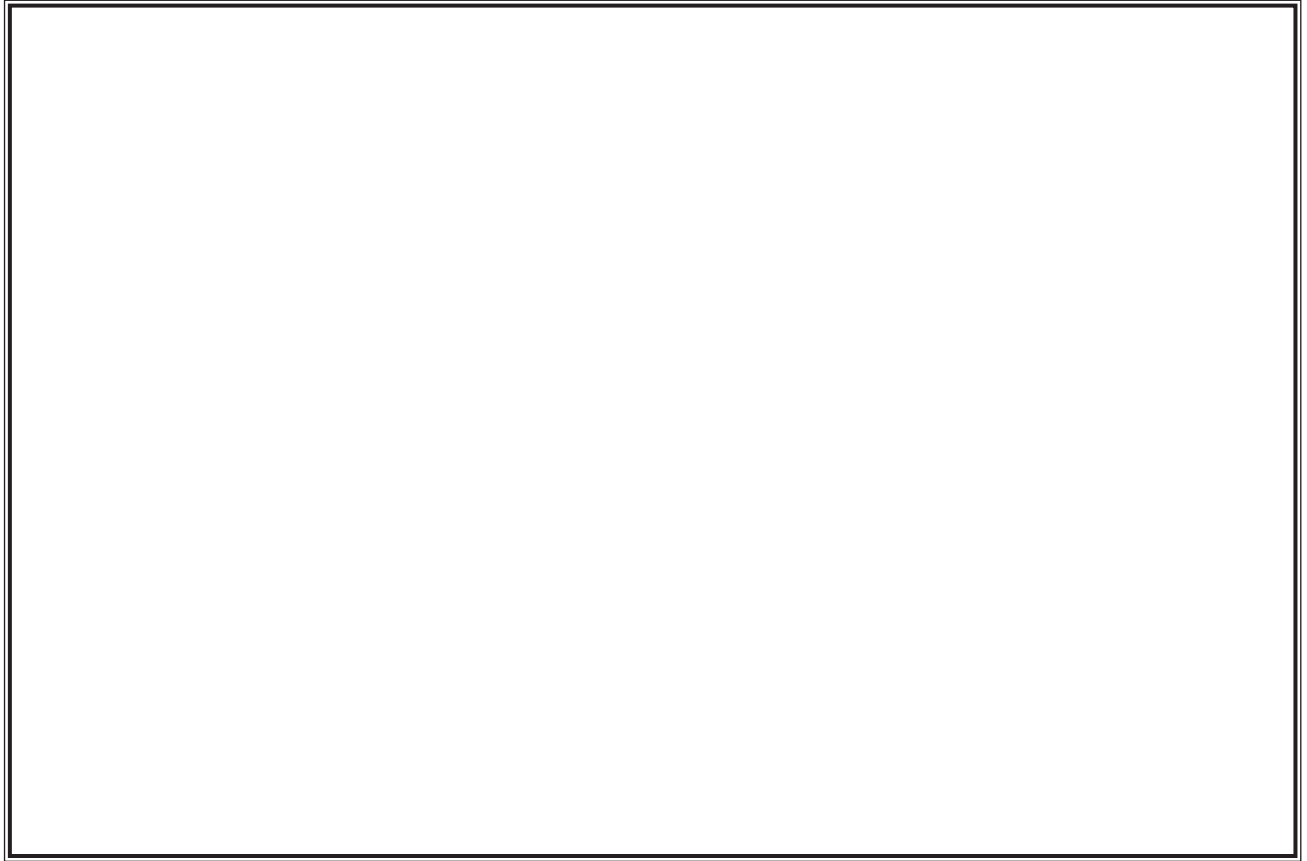
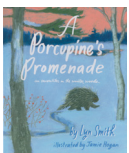


Photo credit: Wikipedia Commons



Priscilla's Habitat Template





A Pyramid Poem

Objective: To write a narrative poem using well-chosen details, real and imagined experiences.

Materials:

- A PORCUPINE’S PROMENADE: AN ENCOUNTER IN THE WINTER WOODS, the book
- Descriptive Words Template (Guide, pg. 11)
- Pyramid Poem Template (Guide, pg. 12)
- Pencil
- Markers

Procedure:

- Reread A PORCUPINE’S PROMENADE: AN ENCOUNTER IN THE WINTER WOODS. Identify the actions Priscilla engages in. Discover the descriptive words used to tell how she moves about the woods.
- Using the Descriptive Words Template as a guide, instruct students to list 10 action words and 10 descriptive words to communicate how Priscilla engages in the woodland habitat.
- To compose a pyramid poem, using the Pyramid Poem Template as a guide, instruct students to choose words that best represent Priscilla the porcupine’s nature.
- Instruct students to illustrate the poem in the space provided about the poem template.
- Encourage students to share their work with the class.

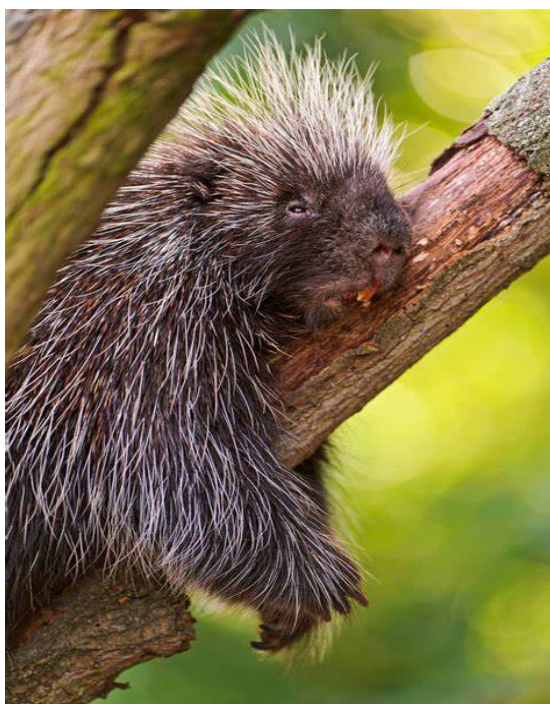
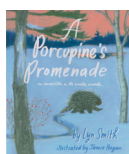


Photo credit: TreeHugger.com



lyn-smith.com
jamiehogan.com

guidesbydeb.com
debbiegonzales.com



Descriptive Words Template

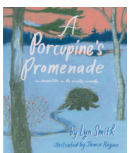
*List 10 action words and 10 descriptive words to describe how
Priscilla engages in the woodland habitat.*

Action Words

climbing

Descriptive Words

bristly



Pyramid Poem Template

Create a Pyramid Poem by choosing words from your word list that best represent Priscilla the porcupine's nature. Illustrate your work. Share it with the class.

Porcupine

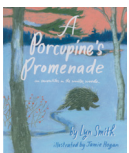
_____ porcupine.

_____ ' _____ porcupine.

_____ ' _____ ' _____ porcupine.

_____ ' _____ ' _____ ' _____ porcupine.

Priscilla!

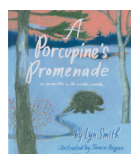


Common Core State Standards Alignment

		Discussion	Glossary Puzzle	Habitat Illustration	Pyramid Poem
English Language Arts Standards » Reading: Literature					
CCSS.ELA-LITERACY.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.4	Ask and answer questions about unknown words in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	•	•	•	•
CCSS.ELA-LITERACY.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	•		•	•
CCSS.ELA-LITERACY.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.1	Ask and answer questions about key details in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•	•	•	•
CCSS.ELA-LITERACY.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	•		•	•
CCSS.ELA-LITERACY.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	•	•	•	•
CCSS.ELA-LITERACY.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•	•	•	•
CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.	•	•	•	•
CCSS.ELA-LITERACY.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•	•	•	•
English Language Arts Standards » Reading: Foundational Skills					
CCSS.ELA-LITERACY.RF.K.1	Demonstrate understanding of the organization and basic features of print.		•		•
CCSS.ELA-LITERACY.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	•	•	•	•
CCSS.ELA-LITERACY.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•	•
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CCSS.ELA-LITERACY.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.		•	•	•
CCSS.ELA-LITERACY.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	•	•	•	•
CCSS.ELA-LITERACY.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•		•
CCSS.ELA-LITERACY.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	•	•	•	•
English Language Arts Standards » Writing					
CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			•	•



		Discussion	Glossary Puzzle	Habitat Illustration	Pyramid Poem
English Language Arts Standards » Writing (cont.)					
CCSS.ELA-LITERACY.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			•	•
CCSS.ELA-LITERACY.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			•	•
CCSS.ELA-LITERACY.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			•	•
CCSS.ELA-LITERACY.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			•	•
CCSS.ELA-LITERACY.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			•	•
CCSS.ELA-LITERACY.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			•	•
CCSS.ELA-LITERACY.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			•	•
CCSS.ELA-LITERACY.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.			•	•
CCSS.ELA-LITERACY.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.			•	•
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	•	•	•	•
CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	•	•	•	•



		Discussion	Glossary Puzzle	Habitat Illustration	Pyramid Poem
English Language Arts Standards » Speaking & Listening (cont.)					
CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•

Next Generation Science Standards Alignment

K-ESS3 Earth and Human Activity					
	K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	•	•	•	•
K-LS1-1 From Molecules to Organisms: Structures and Processes					
	K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.	•	•	•	•

