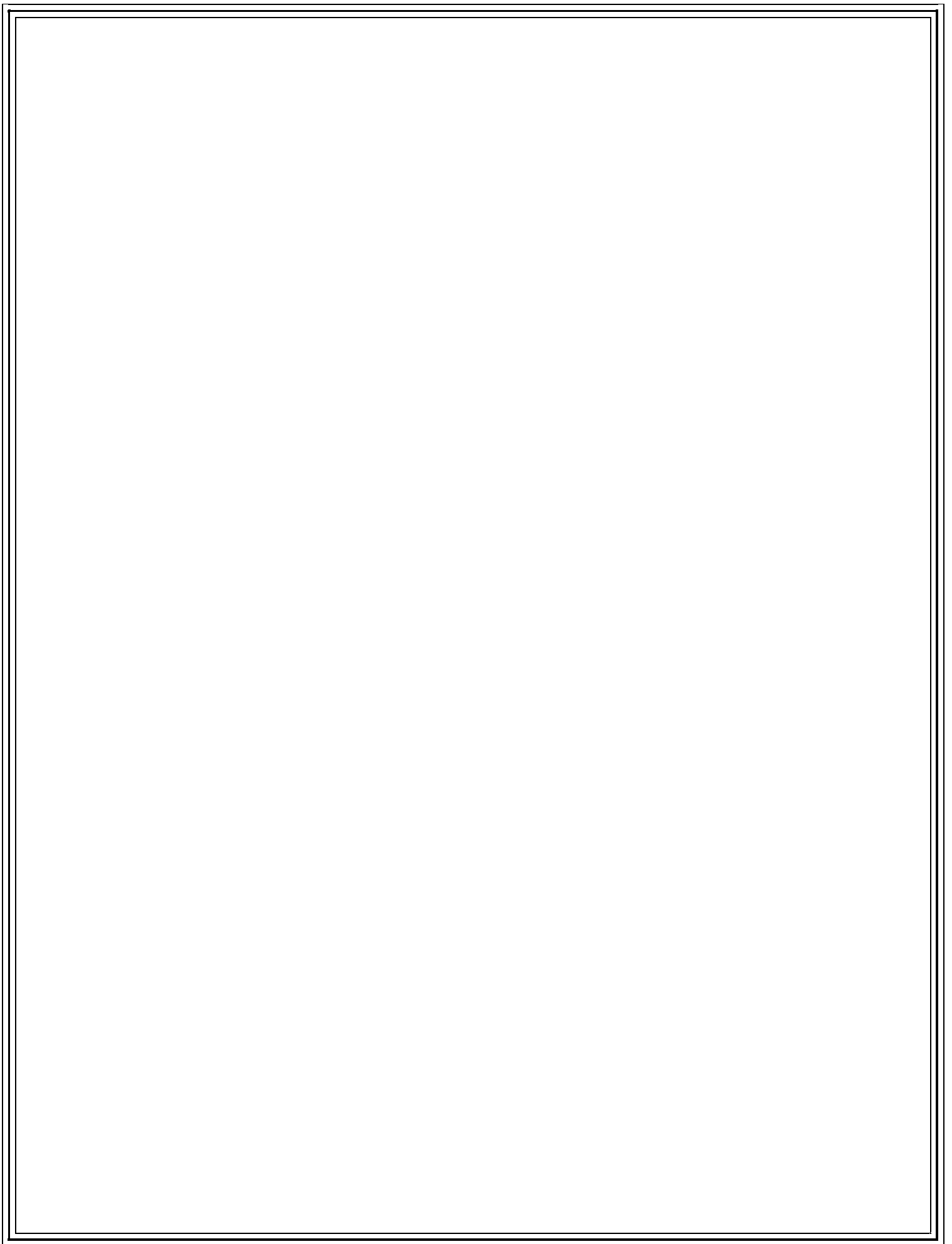


Woods, Fields & Forests



~A Guided Study by Lisa Kelly~



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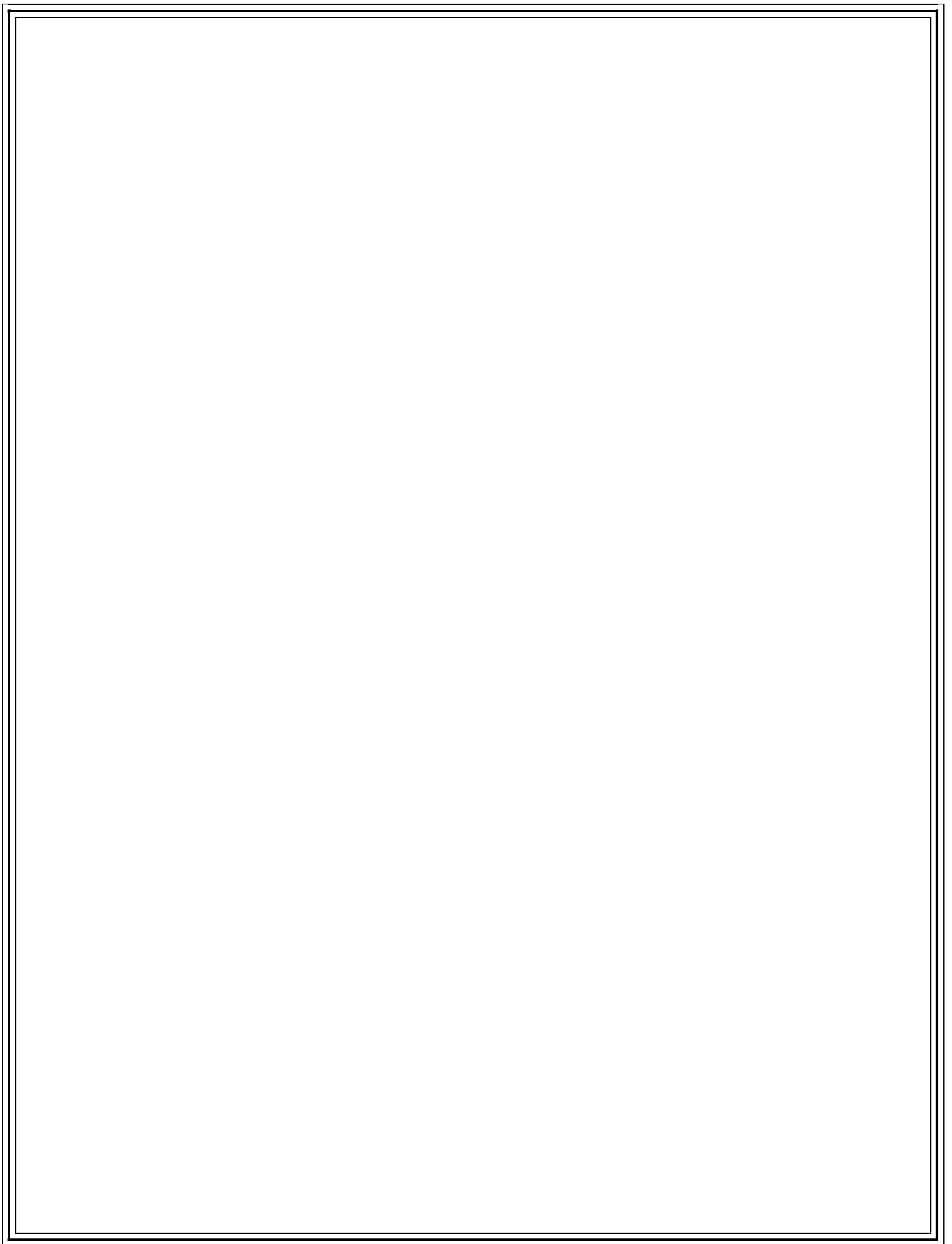
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Reading Schedule –One Term

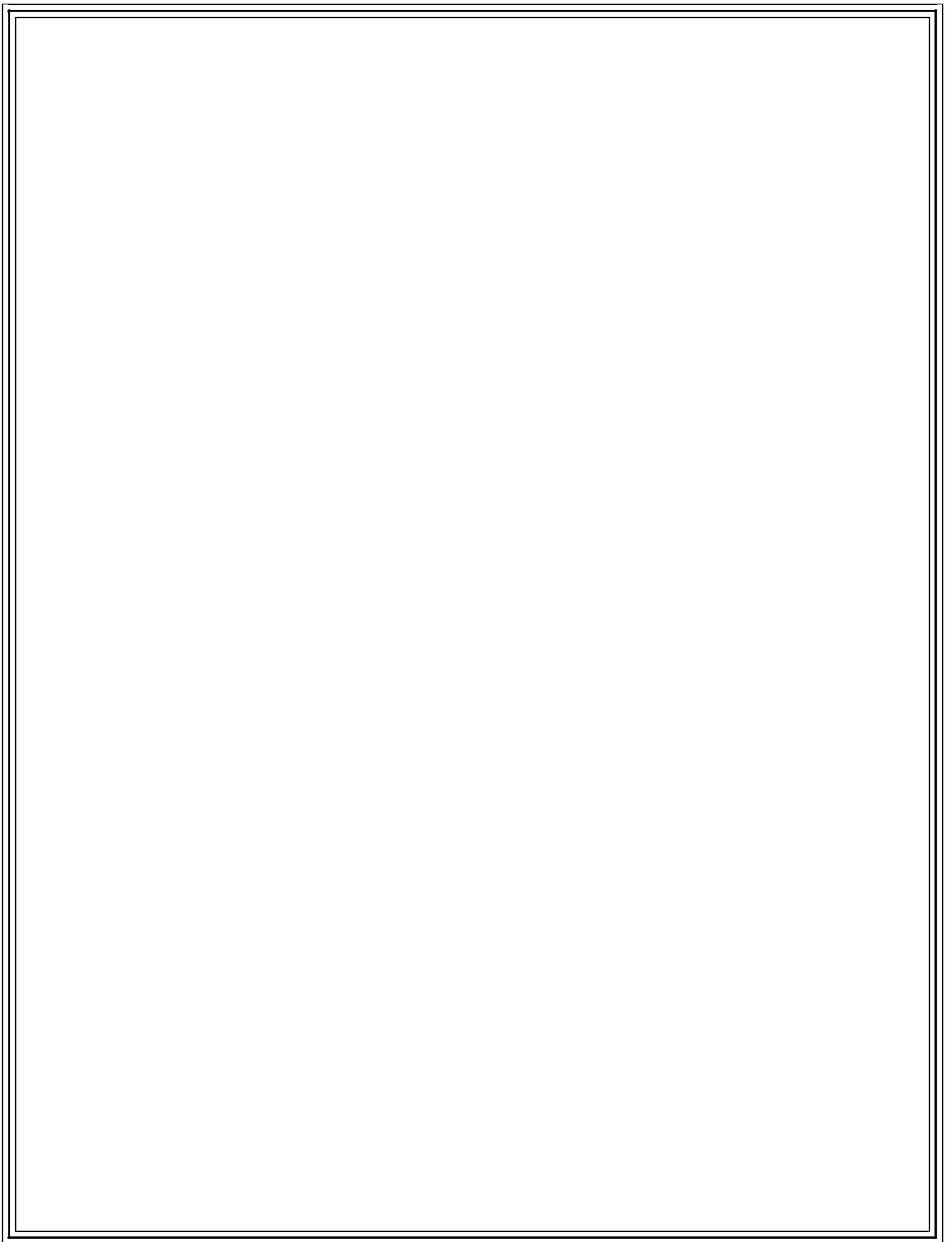
Week #	Day One	Day Two	Day Three
1	<i>Wild Life in Woods and Fields</i> Chapter 1	OL-Cobwebs	<i>Wonders of the Forest</i> by Francene Sabin
2	OL-Mushroom	<i>Wonders of the Forest</i> by Francene Sabin	OL-Bud

Reading Schedule –One Semester

Week #	Day One	Day Two
1	<i>Wild Life in Woods and Fields</i> Chapter 1	OL-Cobwebs
2	<i>Wonders of the Forest</i> by Francene Sabin	OL-Mushroom
3	<i>Wonders of the Forest</i> by Francene Sabin	OL-Bud

Reading Schedule –One Year

Week #	Lesson
1	<i>Wild Life in Woods and Fields</i> -Chapter 1
2	OL-Cobwebs
3	<i>Wonders of the Forest</i> by Francene Sabin –Read about ½
4	OL-Mushroom
5	<i>Wonders of the Forest</i> by Francene Sabin –Complete
6	OL-Bud



Lesson 1/ *Wild Life in Woods and Fields*

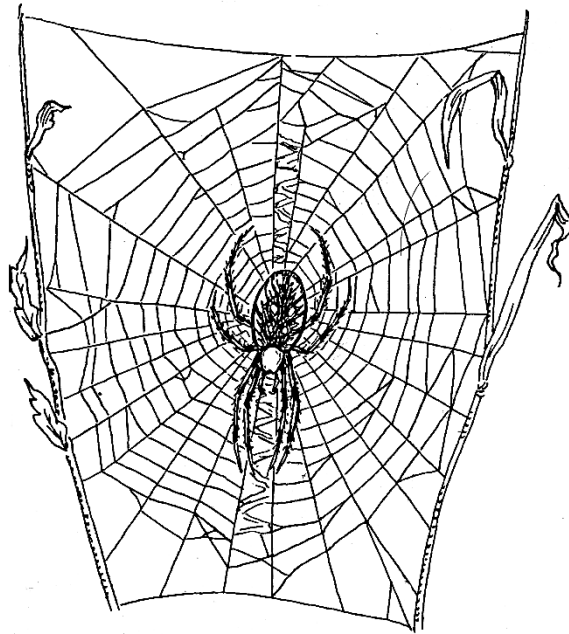
- ❖ Read Introduction and Chapter 1: “Spiders on the Common”

Before the Reading

- ❖ Tell a little of spiders.

After the Reading

- Tell about Peter, Peggy and Paul.
- Draw a spider web and describe how it is made.
- Share what you know of the hunting spider.
- What do you know of the spider’s body?
- Tell about different types of webs.



Lesson 2/Object Lesson -Cobwebs

LEADING THOUGHT

The cobwebs which are found in the corners of ceilings and in other dark places in our houses are made by the house spider, which spins its web in these situations for the purpose of catching insects.

METHOD

The pupils should have under observation, a cobweb in a corner of a room, preferably with a spider in it.

OBSERVATIONS

1. Is the web in a sheet or is it a mass of crisscrossed, tangled threads? How are the threads held in place?
2. What is the purpose of this web? Where does the spider hide? Describe its den.
3. If a fly becomes tangled in a web, describe the action of the spider. Does the spider eat all of the fly? What does it do with the remains?
4. If the spider is frightened, what does it do? Where does the silken thread come from, and how does its source differ from the source of the silken thread spun by caterpillars?
5. Imprison a spider under a tumbler or in a vial, and look at it very carefully. How many legs has it? How does the spider differ from insects in this respect? How many sections are there to the body? How does the spider differ from insects in this respect?
6. Look closely at the head. Can you see the hooked jaws, or fangs? Can you see the palpi on each side of the jaws? Where are the spider's eyes? How many pairs of eyes does it have?

When the tangled cobweb pulls
The cornflower's cap awry,
And the lilies tall lean over the wall
To bow to the butterfly,
It is July.

-SUSAN HARTLEY SWETT

-From *The Handbook of Nature Study* by Anna Botsford Comstock

Lesson 3/ *Wonders of the Forest*

- ❖ Read about ½ of *Wonders of the Forest* by Francene Sabin

Before the Reading

- ❖ What do you know of a forest?
- ❖ Words to Know: canopy, understory, shrub layer, herb layer, fungus (i) bacteria and minerals
- ❖ Consider stopping right before “As autumn comes to the forest...” (p. 19).

After the Reading

- Tell about some of the forest cleaners.
- Draw a picture of some of the animals and plants you learned about in this reading. Share your picture with someone, telling about each one.
- Draw a picture which shows the canopy, the understory, the shrub layer and the herb layer of a forest. Give your picture a title and share it with someone, telling about it.
- Create models using salt dough, modeling clay or Play-Doh of some of the animals you’ve learned about from this book so far. Share you models, telling about them.
- Give two statements and ask two questions about what you’ve learned of the forest from this book so far.

Additional Reading

Plants That Never Bloom by Ruth Heller

Tales of the Mushroom Folk by Signe Aspelin

