Woodland Answers: Leaf Features

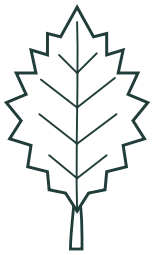
Fixed groups for the six printed leaf cards.

Page 4: leaf-edge groups



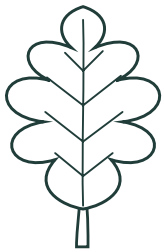
Smooth: A, D

An unbroken outline without teeth or larger lobes.



Toothed: B, F

Small points along the blade boundary.



Lobed: C, E

Larger rounded sections along the blade boundary.

These schematic leaves practise a visible sorting rule. They do not identify tree species. A lobed leaf may also have small teeth in nature; the six chosen drawings deliberately separate the three groups.

Page references refer to the ten-page pupil workbook.

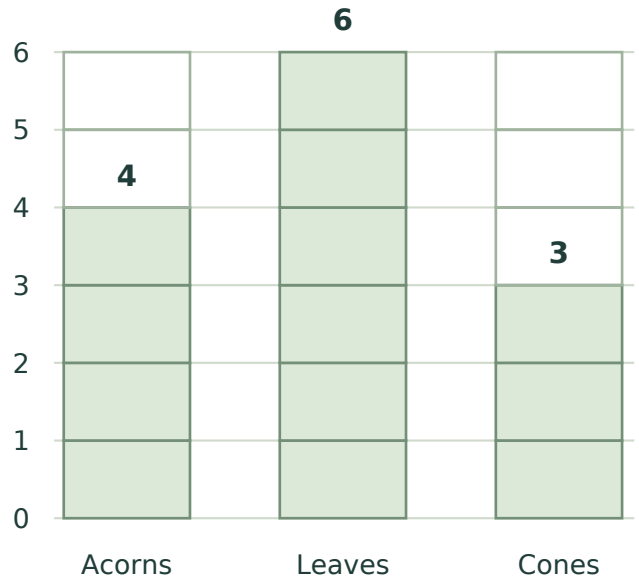
Woodland Answers: Counting and Data

The displayed collection contains exactly thirteen objects.

Page 5: count and tally

Acorns	𝍸	**4**
Leaves	𝍸 |	**6**
Cones	| | |	**3**

Page 6: bar chart



Most: leaves (6)

Fewest: cones (3)

6 - 3 = 3 more leaves

Total: 4 + 6 + 3 = 13 objects

A tally may be recorded one mark at a time. Model a group of five as four upright marks crossed by the fifth. The six leaves need one group of five and one extra mark.

Count each pictured object once; the chart uses the same three totals.

Woodland Answers: Reading and Sorting

Accept equivalent wording when it agrees with the story or sorting rule.

Page 7: The Quiet Patch

1. Grandad.

Evidence: “Mina and Grandad walked along the woodland path.”

2. A fallen leaf.

Evidence: “A snail rested on a fallen leaf beside a log.”

3. The snail.

Evidence: “Mina drew the snail in her notebook.”

4. A bird.

Evidence: “I heard a bird, but I could not see it.”

Page 8: natural or made by people

Natural objects: A leaf, C cone, E acorn. Made by people: B plastic bottle, D paper bag, F metal tin.

The paper bag is made by people even though paper begins with plant material. The task asks how the finished object came to be, not whether its raw material came from nature.

The final question is open. Accept sensible ideas such as keeping places pleasant or reducing harm to wildlife. Children should leave litter untouched and tell an adult.

The story gives evidence about this fictional visit; it does not promise sightings on a real walk.

Woodland Guide: Real Observations

Open tasks are checked against evidence, not a model answer.

Page 3: an individual field record

Compare the drawing and descriptions with the actual place or with the child’s account. Accept any plant observed, an honest record of a sound or no sound, and a relevant question. Weather and sightings vary. Do not replace a child’s observations with expected woodland features.

Page 9: close-up observation

Look for a recognisable whole object and a larger view of one genuine small detail. Labels should point to features the child can see. For a leaf these might be the edge, a vein or a hole; for a cone they might be a scale or the stalk. No particular detail is compulsory.

Page 10: a field report

The scene and two statements should agree with the notes, drawing or actual visit. An adult may write the child’s own words. The question may remain unanswered. Distinguish “I saw a hole” from the untested suggestion “an insect made the hole”.

A useful final conversation

Ask: “What did you look at closely? What helped you describe it? Which question could we explore next?” Praise careful looking and honest records. There is no single correct drawing, colour, weather report or wildlife sighting.

Suggested ages 5–7 with adult support. These activities do not claim official curriculum approval.