

# Domain 3: Animals

## Teacher Guide



Core Knowledge®

PRESCHOOL





# Domain 3: Animals

## Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®



## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



### You are free:

- to Share — to copy, distribute and transmit the work
- to Remix — to adapt the work

### Under the following conditions:

**Attribution** — You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial** — You may not use this work for commercial purposes.

**Share Alike** — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

### With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2014 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

# Table of Contents

## Domain 3: Animals

### Teacher Guide

<b>Alignment Chart for <i>Animals</i></b>	<b>vii</b>
<b>Introduction to <i>Animals</i></b>	<b>1</b>
Domain Calendar	2
Experiential Learning	5
Learning Centers and Transitions	6
Starting the Day	7
Skills Instruction	9
Listening & Learning Instruction	14
Take-Home Material	17
Pausing Points	18
Assessments	18
Domain Materials	20
Recommended Resources	24
<b>Animal Hospital Learning Center</b>	<b>30</b>
<b>Transition Cards</b>	<b>34</b>
<b>Day 1</b>	<b>38</b>
Starting the Day	43
Skills	46
Listening & Learning	50
<b>Day 2</b>	<b>64</b>
Starting the Day	69
Skills	71
Listening & Learning	74
<b>Day 3</b>	<b>79</b>
Starting the Day	84
Skills	85
Listening & Learning	88
<b>Day 4</b>	<b>98</b>
Starting the Day	103
Skills	105
Listening & Learning	108

<b>Day 5</b>	119
Starting the Day	123
Skills	125
Listening & Learning	127
<b>Day 6</b>	132
Starting the Day	137
Skills	138
Listening & Learning	141
<b>Day 7</b>	151
Starting the Day	155
Skills	156
Listening & Learning	158
<b>Days 8–10: Pausing Point 1</b>	164
Pausing Point 1: Student Performance Task Assessment	165
Pausing Point 1: Skills Review	166
Pausing Point 1: Listening & Learning Review	169
<b>Day 11</b>	172
Starting the Day	177
Skills	178
Listening & Learning	182
<b>Day 12</b>	191
Starting the Day	196
Skills	198
Listening & Learning	201
<b>Day 13</b>	211
Starting the Day	216
Skills	217
Listening & Learning	221
<b>Day 14</b>	229
Starting the Day	234
Skills	235
Listening & Learning	239
<b>Day 15</b>	246
Starting the Day	249
Skills	251
Listening & Learning	255

<b>Day 16</b>	.....	.257
Starting the Day	.....	.262
Skills	.....	.264
Listening & Learning	.....	.268
<b>Day 17</b>	.....	.280
Starting the Day	.....	.285
Skills	.....	.287
Listening & Learning	.....	.290
<b>Days 18–20:</b> Pausing Point 2	.....	.298
Pausing Point 2: Skills Review	.....	.299
Pausing Point 2: Listening & Learning Review	.....	.303
<b>Day 21:</b> Domain Assessment	.....	.307
<b>Day 21:</b> Domain Assessment Record Form	.....	.312
<b>Appendix A: What Teachers Need to Know about Animals</b>	.....	.315



## **Alignment Chart for Animals**

The following chart contains both core content and language arts objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts Preschool (CKLA Preschool) goals.

	Core Content Objectives			Day													
	Transition Cards	Animal Hospital Learning Center	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16	17
Animals	Capital Letters																
Identify at least ten animals by name	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
State that humans are animals				✓	✓	✓	✓	✓	✓	✓							
Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)				✓	✓	✓	✓	✓	✓	✓							
Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)				✓	✓	✓	✓	✓	✓	✓							
Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)	✓			✓	✓	✓	✓	✓	✓	✓							
Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water)				✓	✓	✓	✓	✓	✓	✓							
State that animals have three basic needs				✓	✓	✓	✓	✓	✓	✓							
State that animals' three basic needs are water, food, and shelter				✓	✓	✓	✓	✓	✓	✓							
Describe at least two ways animals protect themselves from weather											✓	✓	✓				
Describe at least two ways animals protect themselves from other animals											✓	✓	✓				
Find two camouflaged animals and state how they camouflage themselves											✓	✓	✓				
Pair pictures of mother and baby animals that look similar to each other											✓	✓	✓				

Alignment Chart for Animals	Transition Cards			Animal Hospital Learning Center	Day												
	Animals	Capital Letters	Name Cards and Syllables		1	2	3	4	5	6	7	11	12	13	14	15	16
<b>Core Content Objectives</b>																	
Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)			✓									✓	✓	✓	✓		
Give an example of two animals that are born alive/give birth to live babies (e.g., humans, horses, rabbits, dogs, etc.)												✓	✓				
Give an example of two animals that hatch from eggs/lay eggs (e.g., chickens, robins, fish, etc.)												✓	✓				
Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong		✓										✓					
State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)			✓									✓					
State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)				✓								✓					
State one defining characteristic of insects (e.g., small, have six legs)					✓							✓					
State one defining characteristic of mammals (e.g., have hair/fur; live babies; and warm bodies; feed their babies milk)						✓						✓					
State that humans are mammals												✓					
Identify at least three examples of mammals												✓					
<b>Reading Standards for Literature: Prekindergarten</b>																	
<b>Key Ideas and Details</b>																	
<b>STD RL.P.1</b>	With prompting and support, ask and answer about detail(s) in a text.																
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer who, what, where, when, and why questions about a fiction read-aloud																

Transition Cards				Day													
	Animals	Capital Letters	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>STD RL.P.2</b>	With prompting and support, retell familiar stories.																
<b>CKLA Goal(s)</b>	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud including characters, a beginning, and an ending																
	With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending																
	With prompting and support, sequence illustrations of three to five story events																
<b>STD RL.P.3</b>	With prompting and support, ask and answer questions about characters and major events in a story.																
<b>CKLA Goal(s)</b>	With prompting and support, "retell," dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending																
	With prompting and support, ask and answer who, what, where, when, and why questions about a fiction read-aloud																

		Transition Cards		Day															
		Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Craft and Structure</b>																			
<b>STD RL.P.4</b>	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																		
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds																		
	Understand and use increasingly varied and complex vocabulary																		
<b>STD RL.P.5</b>	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																		
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song																		
	Memorize and recite independently a simple nursery rhyme, poem, or song																		
	Attend and listen to illustrated picture books with simple story lines																		
<b>Integration and Knowledge of Ideas</b>																			
<b>STD RL.P.7</b>	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.																		
CKLA Goal(s)	With prompting and support, describe an illustration and make connections to the story and self																		

Transition Cards				Animal Hospital Learning Center	Day												
Animals	Capital Letters	Name Cards and Syllables	1		2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Range of Reading and Level of Text Complexity</b>																	
<b>CKLA Goal(s)</b>	<b>STD RL.P.10</b>	Actively engage in group reading activities with purpose and understanding.															
		Actively engage in group reading activities with purpose and understanding															
		Predict events in a story (i.e., what will happen next)															
		Provide a story ending consistent with other given story events															
		With prompting and support, dictate, as a group, a retelling of a story that has been heard															
		Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay															
		Using familiar rhymes, poems, or songs, finish a recitation with the correct rhyming word															
		Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation															
<b>Responding to Literature</b>																	
<b>CKLA Goal(s)</b>	<b>STD RL.P.11</b>	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).															
		Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them															



		Transition Cards		Animal Hospital Learning Center	Day													
		Animals	Capital Letters		1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Craft and Structure</b>																		
<b>STD.RI.P.4</b>	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																	
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds				✓	✓	✓	✓	✓	✓	✓							
<b>STD.RI.P.5</b>	Identify the front cover and back cover of book; displays correct orientation of book, page-turning skills.				✓	✓	✓											
<b>CKLA Goal(s)</b>	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter																	
<b>Integration and Knowledge of Ideas</b>																		
<b>STD.RI.P.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																	
<b>CKLA Goal(s)</b>	Find the illustration, or object within the illustration, of a book that is being described Describe an illustration and how it relates to the text				✓	✓	✓	✓	✓	✓	✓							

## Alignment Chart for Animals

Alignment Chart for Animals				Day													
Transition Cards		Animal Hospital Learning Center		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Animals	Capital Letters	Name Cards and Syllables															
<b>Range of Reading and Level of Text Complexity</b>																	
<b>STD RI.P.10</b>	With prompting and support, actively engage in group reading activities with purpose and understanding.																
<b>CKLA Goal(s)</b>	With prompting and support, actively engage in group reading activities with purpose and understanding																
	With prompting and support, identify previously read books by the title and cover																
<b>Reading Standards for Foundational Skills: Prekindergarten</b>																	
NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.																	
<b>Print Concepts</b>																	
<b>STD RF.P.1</b>	Demonstrate understanding of the organization and basic features of print.																
<b>STD RF.P.1a</b>	Follow words from left to right, top to bottom, and page by page.																
<b>CKLA Goal(s)</b>	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter																
<b>STD RF.P.1b</b>	Recognize that spoken words are represented in written language by specific sequences of letters.																
<b>CKLA Goal(s)</b>	Associate spoken and written language by matching written word labels with spoken words, such as the students' names																

		Day																
		Transition Cards			Animal Hospital Learning Center													
		Animals	Capital Letters	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Alignment Chart for Animals</b>																		
<b>STD RF.P.1d</b>	Recognize and name some upper- and lowercase letters of the alphabet, especially those in own name.																	
<b>CKLA Goal(s)</b>	Recognize the initial letter of one's first name				✓													
	Recognize the written form of one's first name					✓				✓	✓		✓	✓	✓			
	Identify at least ten letters of the alphabet by name, especially those in child's first name				✓					✓								
<b>STD RF.P.1f</b>	Differentiate letters from numerals.																	
<b>CKLA Goal(s)</b>	When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page																	

		Transition Cards		Animal Hospital Learning Center	Day												
		Animals	Capital Letters		1	2	3	4	5	6	7	11	12	13	14	15	16
<b>Alignment Chart for Animals</b>																	
<b>STD RF.P.2</b>	Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).																
<b>STD RF.P.2a</b>	Engage in language play (e.g., alliterative language, rhyming, sound patterns).																
	Memorize and recite with others a simple nursery rhyme, poem, or song																
	Memorize and recite independently a simple nursery rhyme, poem, or song																
	Using familiar rhymes, poems, or songs, finish a recitation with the correct rhyming word																
	Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation																
	Segment a spoken word into separate, distinct syllables																
	Blend spoken parts of a compound word, saying the whole word																
	Blend two spoken syllables, saying the whole word																
<b>STD RF.P.2b</b>	Recognize and match words that rhyme.																
<b>CKLA Goal(s)</b>	Given a word, provide a rhyming word																

		Transition Cards			Day													
		Animals	Capital Letters	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Alignment Chart for Animals</b>																		
<b>STD RF.P.2c</b>	Demonstrate awareness of relationship between sounds and letters.																	
<b>CKLA Goal(s)</b>	With prompting and support, give the consonant sounds of at least three written letters, especially those in the child's own name															✓	✓	
<b>STD RF.P.2d</b>	With support and prompting, isolate and pronounce the initial sounds in words.															✓	✓	
<b>CKLA Goal(s)</b>	With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound With prompting and support, give the beginning sound of a spoken word														✓	✓	✓	
<b>Phonics and Word Recognition</b>																		
<b>STD RF.P.3</b>	Demonstrate emergent phonics and word analysis skills.																	
<b>STD RF.P.3a</b>	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.															✓	✓	
<b>CKLA Goal(s)</b>	Give the consonant sounds of at least three letters															✓	✓	
<b>STD RF.P.3b</b>	Recognizes own name and common signs and labels in the environment.															✓		
<b>CKLA Goal(s)</b>	Recognize the written form of one's first name Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day (i.e., which are the first and last activities) Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity																	

Transition Cards				Day													
	Animals	Capital Letters	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Alignment Chart for Animals</b>																	
<b>Fluency</b>																	
<b>STD RF.P.4</b>	Displays emergent reading behaviors with purpose and understanding (e.g., pretend-reading).																
<b>CKLA Goal(s)</b>	Hold a book correctly, turning the pages, while pretend-reading																
<b>Writing Standards: Prekindergarten</b>																	
<b>Text Types and Purposes</b>																	
<b>STD W.P.2</b>	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																
<b>CKLA Goal(s)</b>	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic																
<b>STD W.P.3</b>	With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.																
<b>CKLA Goal(s)</b>	With prompting and support, use a combination of drawing, dictating, and/or writing to represent people and an event from one's personal experience, including a reaction to what happened																
<b>Production and Distribution of Writing</b>																	
<b>STD W.P.5</b>	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.																
<b>CKLA Goal(s)</b>	With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers																

Alignment Chart for Animals				Day																				
Transition Cards		Animal Hospital Learning Center		1	2	3	4	5	6	7	11	12	13	14	15	16	17							
Animals	Capital Letters	Name Cards and Syllables																						
<b>Research to Build and Present Knowledge</b>																								
<b>STD W.P.8</b>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.																							
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic				✓ ✓ ✓				✓ ✓ ✓				✓ ✓ ✓											
	Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question				✓ ✓ ✓																			
<b>Responding to Literature</b>																								
<b>STD W.P.11</b>	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.																							
<b>CKLA Goal(s)</b>	Create a rhyme or story in the style of a favorite book or author, such as <i>Brown Bear, Brown Bear, What Do You See?</i> by Eric Carle or <i>Jamberry</i> by Bruce Golding				✓ ✓ ✓				✓ ✓ ✓				✓ ✓ ✓											
	Retell, dramatize, or illustrate a story that has been read aloud including characters, a beginning, and an ending												✓ ✓ ✓											

		Transition Cards		Animal Hospital Learning Center	Day													
		Animals	Capital Letters		1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Alignment Chart for Animals</b>																		
<b>Comprehension and Collaboration</b>																		
<b>STD SLP.1</b>	With guidance and support, participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and large groups.																	
<b>STD SLP.1a</b>	Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).																	
<b>CKLA Goal(s)</b>	Wait turn to speak in a group																	
<b>STD SLP.1b</b>	Engage in extended conversations.																	
<b>CKLA Goal(s)</b>	Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments																	
<b>STD SLP.1c</b>	Communicate with individuals from different cultural backgrounds.																	
<b>CKLA Goal(s)</b>	Recognize and call classmates and teacher by name																	
<b>STD SLP.2</b>	With guidance and support, 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.																	
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer who, what, where, when, and why questions																	
<b>STD SLP.3</b>	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.																	
<b>CKLA Goal(s)</b>	Ask or answer questions beginning with who, what, where, when, or why																	
<b>CKLA Goal(s)</b>	Ask or answer increasingly detailed, elaborate questions (other than those beginning with who, what, where, when, or why)																	

		Day															
		Transition Cards	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17
		Animals	Capital Letters	Name Cards and Syllables													
<b>Alignment Chart for Animals</b>																	
<b>Presentation of Knowledge and Ideas</b>																	
<b>STD SL.P.4</b>		Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.															
Describe an event or task that has already taken place outside the immediate place and time																	
Describe an event or task that will take place in the future																	
Classify and describe images of everyday activities according to the time of day with which they are associated (day-night, morning-afternoon-evening)																	
Sequence chronologically and describe three images of events or phases of a single event, occurring at temporally distinct times, that have actually been experienced																	
Sequence chronologically and describe three to five images of events or phases of a single event that has been experienced																	
Use a schedule of daily activities represented in images to describe the order of events for the day																	
Progression of the stages of development in the life of one person: sequence and describe photos and/or drawings of a baby, school-age child, young adult, and elderly adult																	
Generations within the context of family: sequence and describe photos and/or drawings of a baby, school-age child, young adult, and/or elderly adult																	
<b>CKLA Goal(s)</b>																	

Transition Cards				Day														
	Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Alignment Chart for Animals</b>																		
<b>CKLA Goal(s)</b>																		
<b>STD SL.P.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.																	
	Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time																	
<b>CKLA Goal(s)</b>																		
<b>STD SL.P.6</b>	Demonstrate an emergent ability to express thoughts, feelings, and ideas.																	
	Give simple, single-step directions																	
	Assume a different role or perspective and express different possibilities, imaginary or realistic																	
<b>Language Standards: Prekindergarten</b>																		
<b>Conventions of Standard English</b>																		
<b>CKLA Goal(s)</b>																		
<b>STD L.P.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																	
	Print some upper- and lowercase letters (e.g., letters in their name).																	
<b>CKLA Goal(s)</b>																		
<b>STD L.P.1a</b>	Perform activities requiring small muscle control																	
	Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger																	
	Draw and use as motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, X, star																	
	Draw horizontal and vertical lines between two end points																	
	Write one's first name, using upper- and lowercase letters appropriately																	

Transition Cards				Day													
	Animals	Capital Letters	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>CKLA Goal(s)</b>	<b>STD L.P.1b</b> Use frequently occurring nouns and verbs (orally).																
	Understand and use precise nouns and verbs related to the human body, families, communities, animals, plants, and habitats	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Use present and past verb tense			✓		✓		✓		✓							
<b>CKLA Goal(s)</b>	<b>STD L.P.1c</b> With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).																
	Use regularly formed plurals in spoken language							✓									
	With guidance and support, produce and expand complete sentences in shared language activities.																
<b>CKLA Goal(s)</b>	<b>STD L.P.1f</b> Understand and use complex sentences with clauses introduced by because, if, as soon as, so that, while, before, after, who, that, when, and/or (verb)+ing								✓								
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																
	Capitalize the first letter in their name.																
<b>CKLA Goal(s)</b>	<b>STD L.P.2a</b> Write the first letter of one's first name using a capital letter								✓	✓		✓	✓	✓	✓	✓	
	Write one's first name, using upper- and lowercase letters appropriately								✓	✓		✓	✓	✓	✓	✓	
	Attempt to write a letter or letters to represent a word.																
<b>CKLA Goal(s)</b>	<b>STD L.P.2b</b> Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words																

## Alignment Chart for Animals

Transition Cards		Day																	
		Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Alignment Chart for Animals</b>																			
<b>STD L.P.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Prekindergarten reading and content.																		
<b>STD L.P.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).																		
<b>CKLA Goal(s)</b>	Demonstrate understanding and use words with multiple meanings appropriately (e.g., knowing that <i>sink</i> is a container into which water runs and learning the verb <i>to sink</i> )																		
<b>STD L.P.5a</b>	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																		
<b>CKLA Goal(s)</b>	Classify by other conceptual categories	✓																	
<b>STD L.P.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).																		
<b>CKLA Goal(s)</b>	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)																		
<b>STD L.P.5d</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i> ) by acting out the meanings.																		
<b>CKLA Goal(s)</b>	Understand increasingly precise verbs related to eating, movement, and the five senses																		
	Use increasingly precise verbs related to eating, movement, the five senses																		

Transition Cards		Day																	
		Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>STD L.P6</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																		
<b>CKLA Goal(s)</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

### Alignment Chart for Animals



# INTRODUCTION

## Animals

### ***Introduction***

The Teacher Guide for *Animals* contains a total of twenty-one days of instruction. These twenty-one days are divided into fourteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see Domain Calendar). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during morning circle and Learning Center time are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the Preschool day, as indicated by the Domain Calendar. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the **General Overview** for suggestions for various ways to structure the Preschool day to incorporate CKLA Preschool.

# Domain Calendar

2

## Animals | Introduction

Animals		1	2	3	4	5	6	7	8-10
Starting the Day		Day(s)							
Routines	Taking Attendance; Copying Your Name	Ordering the Schedule Using Temporal Words	--	--	--	--	--	--	--
Nursery Rhyme	An Old Person of Ware	An Old Person of Ware	Here is the Beehive	Here is the Beehive	Here is the Beehive	Five Little Ducks	Five Little Ducks	Five Little Ducks	Five Little Ducks
<b>Skills</b>		Small Group 1	Duck, Duck, Goose	Mystery Syllable Box	Jumping for Syllables	Syllable Sort	Count and Color Syllables	Grocery Story	Grocery Story
Small Group 2	Silly Rhyming Sentences	Tracing with Primary Crayons	Mystery Rhyming Box	Writing with Primary Crayons	Shampoo Story	Tracing with Primary Crayons	Writing with Primary Crayons	Grocery Story	Grocery Story
<b>Listening &amp; Learning</b>									
Read-Aloud/ Picture Talk	Read-Aloud: "Humans are Animals"	Picture Talk: "Humans are Animals"	Trade Book: <i>What Do You Do With A Tail Like This?</i> by Steve Jenkins and Robin Page	Read-Aloud: "Animals Have Three Basic Needs"	Picture Talk: "Animals Have Three Basic Needs"	Read-Aloud: "Animals Protect Themselves"	Picture Talk: "Animals Protect Themselves"	Picture Talk: "Animals Protect Themselves"	Picture Talk: "Animals Protect Themselves"
Deepening Understanding	--	trunk	--	--	/ap	--	--	pants	--
Extension Activity	Animal Library	Animal Library	Animal Library	Basic Needs Pretend Play	Basic Needs Pretend Play	Basic Needs Pretend Play	Basic Needs Pretend Play	"If I Could Be An Animal" Class Book	"If I Could Be An Animal" Class Book
<b>Take-Home Material</b>		Take-Home Material	Activity Page 1-1: <i>Animals</i> : Family Letter 1	Activity Page 2-4: "Humans Are Animals" Read-Aloud	Activity Page 4-2: Animal Body Parts Riddles	Activity Page --	Activity Page 6-5: Drawing Zigzag Lines	Activity Page --	Activity Page --

**Pausing Point**

Day(s)	11	12	13	14	15	16	17	18–20	21									
	<b>Domain Assessment</b>																	
<b>Starting the Day</b>																		
<b>Routines</b>																		
Nursery Rhyme	The Eensy, Weensy Spider	The Eensy, Weensy Spider	The Eensy, Weensy Spider	Hickety, Pickety, My Black Hen	Hickety, Pickety, My Black Hen	Nursery Rhyme Review	Nursery Rhyme Review											
<b>Skills</b>																		
Small Group 1	What Begins with the /m/ Sound?	What Begins with the /m/ Sound?	What Begins with the /s/ Sound?	Initial Sound Riddles	Robot Talk: Blending /s/ and /m/ words	Draw the Sound Picture for /m/	Circle the Sound Picture for /m/											
Small Group 2	Tracing with Primary Crayons	Eensy, Weensy Spider Sequencing	Find Your Rhyme Partner	Writing with Primary Crayons	Connect the Rhyming Words	Silly Animal Rhymes	Retell the Story											
<b>Listening &amp; Learning</b>																		
Read-Aloud/ Picture Talk	Trade Book: <i>Is Your Mama a Llama?</i> by Deborah Guarino	Trade Book Reread: <i>Is Your Mama a Llama?</i> by Deborah Guarino	Trade Book: <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Trade Book: <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Trade Book Review: See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Trade Book Review: See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Read-Aloud: "Groups of Animals: Mammals"	Read-Aloud: "Groups of Animals: Birds, Fish and Insects"	Read-Aloud: "Groups of Animals: Mammals"									
Deepening Understanding (W)	--	belong	--	--	--	--	--	--	--									
Extension Activity	"If I Could Be An Animal" Class Book	"If I Could Be An Animal" Class Book	Animal Charades	Animal Charades	Animal Charades	Groups of Animals Sorting Game	Groups of Animals Sorting Game	Groups of Animals Sorting Game	Groups of Animals Sorting Game									
<b>Take-Home Material</b>																		
Take-Home Material	Activity Page 11–4: <i>Animals</i> Family Letter 2	Activity Page 12–2: Observing Animals	--	--	--	Activity Page 16–1: "Groups of Animals" Read-Aloud	Activity Page 17–2: Mark These Trucks	Activity Page 16–1: "Groups of Animals" Read-Aloud	Activity Page 17–2: Mark These Trucks									

## **Domain Components**

---

The components needed to implement Core Knowledge Language Arts Preschool are as follows:

- The ***Animals Teacher Guide*** outlines each day of instruction and contains all the information needed to teach the *Animals* domain.
- The ***Animals Flip Book*** contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The ***Animals Image Cards*** contain additional images that are used in Skills and Listening & Learning instruction.
- The ***Animals Learning Center Cards*** are designed to be posted in classroom Learning Centers and provide information to students and teachers.
- The ***Animals Transition Cards*** are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The ***Animals Activity Pages*** contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of **Nursery Rhymes and Songs Posters** are provided for use with every domain. The Teacher Guide provides guidance on how to teach a subset of these posters every domain, but teachers may choose to teach additional rhymes at any time.
- The following **Trade Books** are required in order to teach the *Animals* domain:
  - *What Do You Do With A Tail Like This?*, by Steve Jenkins and illustrated by Robin Page (Houghton Mifflin Company, 2003) ISBN 978-0-618-99713-8
  - *Is Your Mama A Llama?*, by Deborah Guarino and illustrated by Steven Kellogg (Scholastic, 1989) ISBN 978-0-590-44725-6
  - *See Me Grow*, by Penelope Arlon and Tory Gordon-Harris (Scholastic Inc. 2012) ISBN 978-0-545-34513-2

## Domain Icons

The following icons are used throughout the domain to indicate the setting in which the activities are designed to occur.

	<b>W</b>	Whole Group
	<b>S</b>	Small Group
	<b>L</b>	Learning Center
	<b>T</b>	Take-Home

## ***The Importance of Experiential Learning in the Animals Domain***

The materials comprising the CKLA Preschool *Animals* domain are designed to teach young children appropriate nonfiction content about the animal kingdom. In addition to the information provided in this curriculum, it is vital that students also have opportunities for hands-on learning about animals. Ideally, teachers would provide multiple opportunities for young children to observe, and/or interact with a variety of animals. When observing and/or interacting with real animals, students should be given opportunities to ask questions, make predictions, make observations, and record information about the animals. Below are several suggestions that we recommend teachers integrate into their teaching of the *Animals* domain.

### ***Opportunities for Experiential Learning about Animals***

#### ***Go on a Nature Walk***

Take students outside to observe wild animals in nature. You might visit a nearby park to observe squirrels, birds and insects, take a walk on a nearby nature trail, or simply observe wild animals from your school's playground. Encourage students to describe the animals they see and describe how the animals are interacting with their environment.

### ***Adopt a Class Pet***

Many Preschool classes enjoy caring for pets on a daily basis. Classroom pets might include: fish, hamsters, rabbits, or mice. Students enjoy voting for which pet to adopt, giving it a name, and learning how to care for the pet. Some teachers allow students to take the class pet home over the weekend or during school holidays, if parents are willing. See **Supplemental Resources** for organizations that provide grants for classroom pets.

### ***Add Zookeeper to Classroom Jobs Chart***

Once a class pet has been adopted, students can take on the role of the ‘zookeeper’ and become responsible for its care. Teachers may need to train students in general animal safety practices and how much food and water is required before students take on this responsibility.

#### **Teaching Tip**

Before releasing any animals into the wild, check with a wildlife expert to make sure it is safe.

### ***Observe the Development of Butterflies or Frogs***

Young children delight in hatching butterflies or frogs in their classroom. Butterfly chrysalides can be found outdoors or ordered through the mail. Tadpoles can also be ordered through the mail. When the butterfly or frog emerges, it can be released into the wild. See **Supplemental Resources: Online Resources for Teachers** for specific mail-order sources for butterfly and frog kits.

### ***Go on a Field Trip***

Young children really enjoy opportunities to learn outside the classroom. You might arrange for students to visit animals at a farm, zoo, pet store, veterinarian’s office, wildlife center, aquarium, natural area, or animal shelter.

### ***Invite a Guest Speaker***

There are many community members who may be able to come to talk with students about animal husbandry and even bring animals to class for students to pet. You might invite a farmer, veterinarian, zookeeper, scientist (e.g., biologist, etymologist, ornithologist), wildlife specialist, animal control officer, animal therapist, or animal rescuer.

## **Learning Centers and Transitions**

---

Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to re-encounter content taught in Skills and Listening & Learning instruction.

### **Learning Centers**

---

The domain-specific Learning Center for the *Animals* domain is the Animal Hospital Learning Center. As they learn about animals in the Animal Hospital, students will have the opportunity to practice using the vocabulary that they are hearing in the read-alouds. They will have extended conversations with their teachers and peers as they conduct veterinary activities and pretend to take care of and/or be animals. Students will interact with print by reading field guides and nonfiction trade books, and by reading magazines in the waiting room. Students will practice writing or dictating as they write charts and prescriptions, make X-rays, and label animal carriers.

### **Transition Cards**

---

In the *Animals* domain, there is one set of new **Transition Cards** and two repurposed sets that provide teachers with meaningful ways to help students move between different activities during the school day. Teachers will find suggested ways to use these **Transition Cards** in the *Animals* Teacher Guide, and are also encouraged to think of other ways to use these cards.

- The *Animals* domain set, **Transition Cards: Animals**, depicts various animals.
- In addition to this set of cards, teachers are also asked to continue to use the **Transition Cards: Capital Letters** and **Transition Cards: Name Cards** from the *All About Me* domain.

## **Starting the Day**

---

Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

## **Classroom Routines**

---

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Reviewing and having students update the **Daily Schedule**
- Using **Learning Center Labels**
- Signing into Learning Centers using **Name Cards**
- **Taking Attendance** (See modification on **Day 1**.)
- Reviewing attendance during morning circle
- Assigning and completing classroom jobs

By the start of the *Animals* domain, students will have become very familiar with the general schedule and rhythm of the school day. Thus, in this domain, instead of introducing new classroom routines, you will make slight modifications to the existing routines to further challenge students. Teachers should continue conducting all classroom routines each day throughout the school year. The routines modified in this domain include:

- Taking Attendance: Copying Your Name (modified on Day 1)
- Ordering the Schedule: Using Temporal Words (modified on Day 2)

Objectives associated with each of these routines are listed only on the day the routine is modified. Though every routine should be conducted every day, the associated objective will not be listed every day.

## **Nursery Rhymes**

---

During the *Animals* domain, students learn nursery rhymes and songs and talk about rhyming words. Each of these rhymes or songs has an accompanying **Nursery Rhymes and Songs Poster** that shows the words of the rhyme and a related illustration. The nursery rhymes and songs included in the *Animals* domain include:

- “An Old Person of Ware”
- “Here is the Beehive”
- “Five Little Ducks”
- “Eensy Weensy Spider”
- “Hickety, Pickety, My Black Hen”

## **Skills Instruction**

---

During Skills instruction, students gain experience with emergent literacy skills that develop during the Preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

### **Small Group Skills Instruction**

---

In the *Animals* domain, students continue to practice a variety of emergent literacy skills through child-friendly activities such as playing rhyming games, sequencing pictures and telling stories, continuing to work in their **My First Strokes Book**, and solving riddles. Like in the previous domains, each Small Group begins with a movement opportunity designed to help students transition into their group. These activities are repeated across days so that students are increasingly able to participate in them. When possible, domain-related vocabulary from the Listening & Learning portion of the day is also included in Skills activities. The particular Skills areas addressed in the *Animals* domain include:

- syllable blending and segmentation
- sequencing and narrative storytelling
- fine motor skills and handwriting strokes
- initial sound identification
- drawing a “sound picture” for /m/

### **Sounds, Letters, and Sound Pictures**

Research on literacy development during the Preschool period and beyond indicates that knowledge of the alphabet (i.e., letter names and letter sounds) is strongly correlated with students' later success in learning to read. Therefore, CKLA Preschool provides instruction in both letter names and letter sounds throughout the school day. In the *Animals* domain, students continue to learn the names of letters in their own names during the Taking Attendance, Starting the Day, and Transitions portions of the lessons.

After Pausing Point 1 in the *Animals* domain, teachers and students also start to focus on letter sounds at the beginning of words during Small Group time. First, teachers draw students' attention to the way a

### Teaching Tip

Whenever sounds are mentioned in the lessons, they are printed in slashes like this: /m/.

Whenever letter names are mentioned in the lessons, they are shown in single quotation marks like this: 'm'.

particular sound is made using the mouth and voice, and then they ask students to identify whether or not words presented orally begin with that sound (see **Day 11, Small Group 1**). On **Day 16**, teachers introduce students to the idea that sounds can be written down or drawn (i.e., sound pictures). That is, they begin to show students how to write certain letters, emphasizing that each letter or sound picture represents a certain sound. In the *Animals* domain, students are introduced to the sound picture for /m/, or the letter 'm'. Some students may also know the letter name that corresponds to the sound picture and sound that their teacher introduces. If a student points out the name of a letter, teachers are encouraged to confirm students' correct identification of the letter's name and to clarify that letters have both names and sounds. When Small Group activities focus on letter sounds, suggestions are given as to how teachers might draw students' attention to the sounds that the letters represent, while at the same time acknowledging letter names.

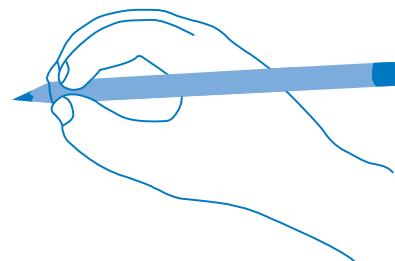
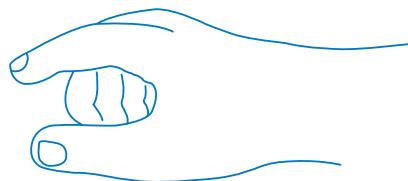
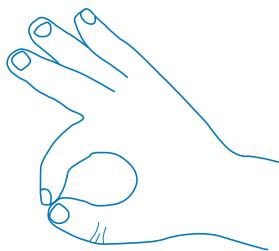
Note that CKLA Preschool focuses on the lowercase letters as the 'sound pictures,' since most of the letters students will see in printed texts are lowercase. Thus, teachers are instructed to write the lowercase letter whenever writing sound pictures.

### Additional Resource

For more information regarding the role of sounds in learning to read, see the Core Knowledge Language Arts Kindergarten–Grade 2 Skills Strand General Overview: [http://www.coreknowledge.org/mimik/mimik\\_uploads/documents/662/GENERAL%20OVERVIEW%20SKILLS%20K-2%20.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/documents/662/GENERAL%20OVERVIEW%20SKILLS%20K-2%20.pdf)

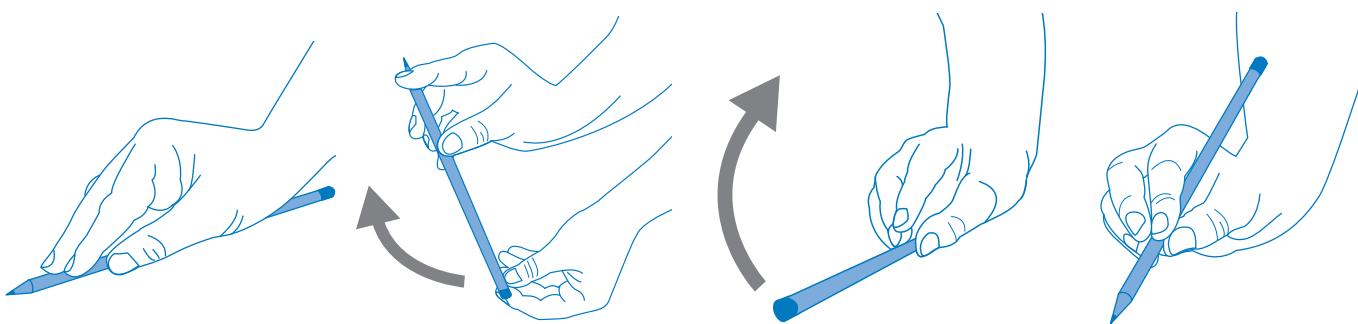
### Fine motor skills

One way to help young children establish a proper grip is to have them make the 'OK' sign by making a circle with their thumb and pointer finger. Then, have students swing the rest of their fingers down and create a small space between their thumb and pointer finger. Place a writing implement (e.g., primary crayon) in between the student's thumb and pointer finger, resting on their middle fingers.



**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the quadropod grip, is fine as well.

Another method for establishing proper grip with long writing implements (e.g., pencils) is to lay the writing implement in front of the writing hand with the tip pointing away from the writer. Pick up the implement near the tip with the tripod grip fingers: thumb, pointer, and middle. Then using the opposite hand, spin the implement around so it moves from being under the wrist to resting between the thumb and pointer finger for the writing position.



At this point in the year, students should be more comfortable in grasping their writing utensils and making appropriate strokes on paper. Continue to practice strokes introduced in previous domains throughout your daily schedule as they are foundational for students mastering future strokes as well as beginning to write and form letters.

## Skills Activities Summary

The table that follows shows the activities that students will participate in during Small Groups and the various skills that are covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the **General Overview**).

### **Skills Small Group Activities Summary**

Day(s)	Skills Small Group	Activity	Phonological Awareness					Print		Handwriting		Shared Writing		Narrative		Vocabulary	
			Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending	Initial Sound	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes	Name Writing	Dictation	Sequencing Events	Oral Retelling	Domain-Related Vocabulary	
1	1	Duck, Duck, Goose		✓	✓	✓											
	2	Silly Rhyming Sentences		✓													✓
2	1	Mystery Syllable Box			✓												
	2	Tracing with Primary Crayons								✓	✓	✓	✓				
3	1	Jumping for Syllables			✓												
	2	Mystery Rhyming Box		✓													
4	1	Syllable Sort			✓												✓
	2	Writing with Primary Crayons							✓	✓	✓	✓					
5	1	Count and Color Syllables			✓												✓
	2	Shampoo Story															
6	1	Grocery Story											✓	✓	✓	✓	
	2	Tracing with Primary Crayons							✓	✓	✓	✓					
7	1	Grocery Story											✓	✓	✓	✓	
	2	Writing with Primary Crayons							✓	✓	✓	✓					
8–10	<b>Pausing Point 1</b>																

## **Skills Small Group Activities Summary**

Day(s)	Skills Small Group	Activity	Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending	Initial Sound	Sound-Letter Correspondence	Name Recognition	Print	Strokes	Name Writing	Handwriting	Shared Writing	Sequencing Events	Narrative	Oral Retelling	Domain-Related Vocabulary
11	1	What Begins with the /m/ Sound?					✓										✓	
	2	Tracing with Primary Crayons							✓	✓	✓	✓						
12	1	What Begins with the /m/ Sound?					✓										✓	
	2	Eensy, Weensy, Spider Sequencing	✓												✓	✓	✓	
13	1	What Begins with the /s/ Sound?					✓										✓	
	2	Find Your Rhyme Partner	✓															
14	1	Initial Sound Riddles					✓										✓	
	2	Writing with Primary Crayons							✓	✓	✓							
15	1	Robot Talk: Blending /s/ and /m/ Words					✓											
	2	Connect the Rhyming Words	✓															
16	1	Draw the Sound Picture for /m/					✓	✓										
	2	Silly Animal Rhymes	✓														✓	
17	1	Circle the Sound Picture for /m/						✓										
	2	Retell the Story														✓		
18–20	<b>Pausing Point 2</b>																	
21	<b>Domain Assessment</b>																	

## **Listening & Learning Instruction**

---

**Note:** Teachers may need to adapt the core content addressed during Listening & Learning instruction in response to the beliefs and characteristics of individual students in their classes. Teachers should take care to acknowledge the many different animals that students might have and be inclusive of those animals. Be mindful that students might follow certain religious traditions that honor certain animals. Additionally, students might be sensitive to discussions regarding eating animals. Finally, be sure to emphasize that animals are to be treated with respect and that wild animals should not be touched.

Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews, and explicit vocabulary instruction.

The *Animals* domain introduces many scientific concepts that may be new to preschoolers as well as teachers. Because preschoolers are naturally curious, they may ask questions beyond the information provided in the read-aloud or scripted language. Please refer to Appendix A, which explains “What Teachers Need to Know” about animals. Furthermore, you may wish to read **Supplemental Resources for Teachers** found at the end of this Introduction. You will find several articles that address teaching science-related topics to preschoolers, as well as specific information about animals taught throughout this domain.

### **Interactive Read-Alouds**

---

**For all interactive, whole-group readings, it is imperative that teachers read the text and plan the prompts that they will use to engage students before conducting the read-aloud.**

The *Animals* domain includes five original read-alouds and three trade books that address the Core Content Objectives for this domain. The read-alouds in the *Animals* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Animals* domain include:

- “Humans are Animals”
- *What Do You Do With a Tail Like This?* by Steven Jenkins and Robin Page

- “Animals Have Three Basic Needs”
- “Animals Protect Themselves”
- *Is Your Mama a Llama?* By Deborah Guarino
- *See Me Grow* by Penelope Arlon and Tory Gordon-Harris
- “Groups of Animals: Birds, Fish, and Insects”
- “Groups of Animals: Mammals”

### Picture Talks

---

Like the interactive group read-alouds, it is imperative that teachers read the Picture Talk and become familiar with the prompts used to engage students before conducting the Picture Talk.

Picture Talks accompany the following read-alouds in the *Animals* domain:

- “Humans are Animals”
- “Animals Have Three Basic Needs”
- “Animals Protect Themselves”

### Deepening Understanding

---

In the *Animals* domain, Deepening Understanding instruction is given for the following words:

- trunk
- lap
- pants
- belong

## Core Vocabulary

---

### Day 1: “Humans Are Animals”

animals  
beak  
furry  
sharp  
sniff  
**trunk**

### Day 3: What Do You Do With a Tail Like This? by Steven Jenkins and Robin Page

underground  
pesky  
sticky  
leap  
capture

### Day 4: “Animals Have Three Basic Needs”

burrows  
carnivores  
herbivores  
**lap**  
nibble

### Day 6: “Animals Protect Themselves”

camouflage  
oily  
**pants**  
shell  
twig

### Day 11: Is Your Mama a Llama? by Deborah Guarino

belong  
cave  
flippers  
grazes  
herd

### Day 13: See Me Grow by Penelope Ardon and Tory Gordon-Harris

foal  
litter  
pouch

### Day 14: See Me Grow by Penelope Ardon and Tory Gordon-Harris

chrysalis  
hatch  
tadpole

### Day 16: “Groups of Animals: Birds, Fish, and Insects”

fins  
gills  
insects  
peck

### Day 17: “Groups of Animals: Mammals”

cuddle  
fawn  
mammals  
smooth

## **Extension Activities**

---

Extension Activities provide opportunities for teachers to reinforce and for students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across a period of three to five days. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

Teachers are active facilitators of Extension Activities in that they provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information.

The Extension Activities for the *Animals* domain are:

- Days 1–3: Animal Library
- Days 4–6: Basic Needs Pretend Play
- Days 7–10: “If I Could Be an Animal” Class Book
- Days 13–15: Animal Charades
- Days 16–20: Groups of Animals Sorting Game

## **Take-Home Material**

---

Take-home material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Animals* domain. Some teachers might choose to use the take-home materials during the school day. In the *Animals* domain, we recommend that students take home the following:

- Day 1: Family Letter 1
- Day 2: Read-Aloud “Humans are Animals”
- Day 4: Animal Body Parts Riddles
- Day 6: Drawing Zigzag Lines
- Day 11: Family Letter 2

- Day 12: Observing Animals
- Day 16: Read-Aloud “Groups of Animals”
- Day 17: Mark These Trucks

## ***Pausing Points***

---

Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (e.g., Starting the Day, Small Groups, whole-group read-aloud, etc.) as other days during the domain, but you could plan to do so if you wish. Each Pausing Point includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students’ knowledge of important material taught up until that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

## ***Assessments***

---

It is important to remember that, while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains. CKLA Preschool assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Core Content and Language Arts Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students’ understanding of concepts and skill development by interacting with and observing students on a daily basis. By using the assessments provided—along with these daily observations—teachers can make informed day-to-day instructional decisions relevant to each student’s progress.

### ***Portfolio Collection***

---

During the *Animals* domain, students produce many more examples of written work during Small Group and Extension Activities. Teachers are able to collect a variety of examples of written work and artwork to be

included as items in students' portfolios. Students' work in the *Animals* domain can be compared to that collected in the previous domain to gauge students' progress. In this domain, students' work from the following activities may be included in their portfolios:

- Animal Hospital Learning Center: Students' emergent writing samples, such as their efforts to write prescriptions, appointments, and animal carrier labels
- Day 5: Count and Color Syllables
- Days 6 and 7: Narrative: Grocery Story
- Days 7–2: "If I Could Be an Animal" Class Book
- Day 15: Connect the Rhyming Words
- Day 15: From Egg to Caterpillar
- Day 16: Silly Animal Rhymes
- Day 17: Circle the Sound Picture for /m/
- Days 2, 4, 6, 7, 11, and 14: Writing Strokes Activity Pages and students' attempts at writing their names

### **Assessment Opportunity**

---

In the *Animals* domain, the Animal Hospital Learning Center provides an excellent Assessment Opportunity for observing students' language skills in a naturalistic setting throughout the entire domain. Teachers should pay particular attention to observing the Core Content and Language Arts Objectives assigned to the Animal Hospital Dramatic Play Center. One way to record these observations is to take a pad of sticky notes to the Learning Center and to date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each individual student's portfolio. As these observations are conducted over a period of time and across different settings, they together reflect students' progress across different areas of competency.

The *Animals* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students' abilities to segment syllables during Small Groups. There are numerous Assessment Opportunities during small-group and whole-group activities in the *Animals* domain.

## Task Assessments

---

- During the *Animals* domain, students participate in Task Assessments during Pausing Point 1 and during the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Core Content and Language Arts Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in *Animals* Pausing Point 1 include:
  - Skills: Clapping Syllables
  - Listening & Learning: Animal Identification

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives that students can be reasonably expected to master by the end of the *Animals* domain. The Task Assessments that students perform in the *Animals* Domain Assessment include:

- Skills: Handwriting Strokes
- Skills: Animal Name Syllables
- Listening & Learning: Identifying Animals and Their Body Parts

## Domain Materials

---

Lists of materials required to teach the *Animals* domain before and after Pausing Point 1 are provided on the following pages. Some materials from the *All About Me* and *Families and Communities* domain are used again in this domain. These lists do not include materials for Pausing Point activities (see Pausing Points 1 and 2 for suggested materials). Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each day.

## Preparation

---

Prepare the following for use throughout the domain and in other domains throughout the school year.

### **Sign-In Cards**

**Sign-In Cards** will be introduced on Day 1 and used to help students learn to write their names. These Sign-In Cards will be used for students to copy their names with a dry-erase marker as they sign into the classroom each day. To create Sign-In Cards, make copies, preferably on card stock, of **Image Card 1-1: Sign-In Card Template** from the **Image Cards** component. Make a card for each student, writing the students' names on the line, being sure to use a red marker for the first letter and a black marker for the remaining letters. Cover each student's Sign-In Card with laminate or a page protector so that it can be reused every day. If you have a small whiteboard for each student, you might instead affix the students' Name Cards to the top half and have them sign in below.



## Materials Required before Pausing Point 1

---

### CKLA Materials

- *Animals* Flip Book
- Activity Pages 1-1, 2-1–2-3, 4-1, 4-2, 5-1, 6-1–6-4, and 7-1
- Image Cards 1-1, 2-1, and 4-1–4-3
- Image Cards 3-1–3-5, 4-4–4-6, 5-1–5-3 (cut apart)
- Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45
- Animal Hospital Learning Center Cards
- Transition Cards: Animals
- My First Strokes Book from *Families and Communities*
- *All About Me* Name Cards
- *All About Me* Transition Cards: Capital Letters
- *All About Me* Image Cards 12–1–12–3
- *Families and Communities* Image Cards 14-1–14-5

### Other Materials

- *What Do You Do With A Tail Like This?*, by Steve Jenkins and illustrated by Robin Page
- *The Very Hungry Caterpillar*, by Eric Carle (or other familiar trade book)
- My First Strokes Book (saved from previous domains)
- ten to twenty books about animals, ten to twenty books on other subjects, book display stand or bookshelf (see **Day 1: Advance Preparation**)
- Animal Hospital props (see Learning Center: Animal Hospital for suggestions)
- Classroom Jobs Chart (from previous domains)
- laminator or page protectors
- red and black dry-erase markers
- ball or stuffed animal
- basket or box
- cardboard box; a variety of classroom objects (see **Day 2: Advance Preparation**)
- drawing tools
- primary crayons
- writing utensils
- tape
- blank paper
- various materials to create an animal habitat, plastic or stuffed animals (see **Day 4: Advance Preparation**)
- eight containers
- chart paper
- large, unbreakable mirror
- glue or tape
- scissors

## Materials Required after Pausing Point 1

---

### CKLA Materials

- *Animals* Flip Book
- Activity Pages 11-1–11-4, 12-1, 12-2, 14-1, 15-1, 15-2, 16-1, 17-1, and 17-2
- Image Cards 11-1–11-14, 12-1, 12-2, 13-1–13-10, 14-2, 14-3, 14-6, and 14-7 (cut apart)
- Image Cards 14-1, 14-4, and 14-5
- Nursery Rhymes and Songs Posters 3, 16, 18, 22, and 45
- Transition Cards: Animals
- Animal Hospital Center Cards
- Sign-In Cards (created at the beginning of the domain)
- My First Strokes Book from *Families and Communities*
- Transition Cards: Capital Letters from *All About Me*
- Name Cards from *All About Me*
- *Animals* Domain Assessment Record Form
- *Families and Communities* Image Cards 5-1–5-4, 10-1–10-4
- *All About Me* Image Cards 13-1–13-3

### Other Materials

- *Is Your Mama A Llama?*, by Deborah Guarino and illustrated by Steven Kellogg
- *See Me Grow*, by Penelope Arlon and Tory Gordon-Harris
- Animal Hospital props (see **Learning Center: Animal Hospital** for suggestions)
- large, unbreakable mirror
- magazines or printouts of animals
- paper
- glue or tape
- primary crayons
- drawing and writing utensils
- stuffed animal
- whiteboard
- chart paper
- large pieces of paper
- hook-and-loop dots (optional)
- pocket chart
- fresh chicken egg
- clear glass bowl
- paper towels

## ***Recommended Resources for Animals***

---

### **Trade Books**

---

We highly recommend the inclusion of any of the following books in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds.

\*Asterisk indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of preschoolers. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

#### ***Suggested for Pausing Points and Library Center:***

1. *Animal Friends (A Global Celebration of Children and Animals)*, by Maya Ajmera and John D. Ivanko (Charlesbridge, 2010)  
ISBN 978-1-57091-502-4
2. *Animal Needs*, by Sue Barraclough (Heinemann Library, 2008)  
ISBN 978-1-4329-1403-5
3. \**Animals Grow and Change*, by Bobbie Kalman (Crabtree Publishing Company, 1998) ISBN 978-0-7787-3251-8
4. *Animals In Camouflage*, by Phyllis Limbacher Tildes (Charlesbridge, 2000) ISBN 978-0-88106-134-5
5. \**Are You A Bee? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2001) ISBN 978-0-75345-804-4
6. \**Are You A Butterfly? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2000) ISBN 978-0-75345-608-8
7. \**Are You A Ladybug? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2000) ISBN 978-0-75345-603-3
8. \**Are You a Snail? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2000) ISBN 978-0-75345-604-0
9. \**Are You a Spider? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2000) ISBN 978-0-75345-609-5
10. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 1994)  
ISBN 978-0-80506-594-7

11. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin, Jr. and illustrated by Eric Carle (Henry Holt, 1995) ISBN 9-780805-047905
12. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2003)  
ISBN 978-0-8234-1939-5
13. *Cock-a-Doodle-Doo! Barnyard Hullabaloo*, by Giles Andreae and illustrated by David Wojtowycz (Tiger Tales, 2000)  
ISBN 978-1-58925-387-2
14. *Commotion In the Ocean*, by Giles Andreae and illustrated by David Wojtowycz (Tiger Tales, 1998) ISBN 978-1-58925-366-7
15. *Does a Kangaroo Have a Mother, Too?*, by Eric Carle (HarperCollins Publishers, 2000) ISBN 978-0-06-443642-7
16. \**Farmyard Friends: Chickens*, by Camilla de la Bedoyere (QEB Publishing, 2010) ISBN 978-1-59566-942-1
17. *Feathers For Lunch*, by Lois Ehlert (HMH Books for Young Readers, 1996) ISBN 978-0-1520-098-6
18. *First Look At Ocean Animals*, by Jamie McCune and illustrations by Lindsay Broderick (Palm Publishing, LLC, 2010)  
ISBN 978-1-60727-138-3
19. *Good Dog, Carl*, by Alexandra Day (Aladdin Paperbacks, 1985)  
ISBN 978-0-68981-771-7
20. *How Animals Move*, by Pamela Dell (Capstone Press, 2005)  
ISBN 978-0-7368-5166-4
21. *How Do Animals Hide?*, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 978-0-7787-9491-2
22. *I Went Walking*, by Sue Williams and illustrated by Julie Vivas (HMH Books for Young Readers, 1992) ISBN 978-0-15238-011-3
23. \**Little Kids First Big Book of Animals*, by Catherine D. Hughes (National Geographic, 2010) ISBN 978-1-4263-0704-1
24. *Ocean Animal Adaptations*, by Julie Murphy (Capstone Press, 2012)  
ISBN 978-1-4296-7029-6
25. *Pet Show!*, by Ezra Jack Keats (Puffin Books, 1972)  
ISBN 978-0-14-230000-8

26. *Pigs*, by Gail Gibbons (Holiday House, 1999)  
ISBN 978-0-82341-554-0
27. *Quick As A Cricket*, by Audrey Wood and illustrated by Don Wood (Child's Play, 1982) ISBN 978-0-85953-306-5
28. *Rain Forest Adaptations*, by Lisa J. Amstutz (Capstone Press, 2012)  
ISBN 978-1-4296-7034-0
29. *Rumble In The Jungle*, by Giles Andreae and illustrated by David Wojtowycz (Tiger Tales, 2002) ISBN 978-1-58925-367-4
30. *Swimmy*, by Leo Lionni (Knopf Books for Young Readers, 2003)  
ISBN 978-0-394-82620-2
31. \**The Great Animal Search*, by Caroline Young and illustrated by Ian Jackson (Usborne Publishing, 2002) ISBN 978-0-79451-028-2
32. \**The Kingfisher First Animal Encyclopedia*, edited by Camilla Reid (Kingfisher Publications, 1998) ISBN 978-0-75345-135-9
33. *The Milk Makers*, by Gail Gibbons (Aladdin Paperbacks, 1987)  
ISBN 978-0-689-71116-9
34. *The Very Hungry Caterpillar*, by Eric Carle (Scholastic Inc, 1987)  
ISBN 978-0-39922-690-8
35. *Time To Sleep*, by Denise Fleming (Scholastic, 1997)  
ISBN 978-0-80506-767-5
36. *Touch And Feel Wild Animals*, by DK Publishing (Dorling Kindersley Books, 1998) ISBN 978-0-78942-918-6
37. *What Animals Eat*, by Brenda Stones and Thea Feldman (Kingfisher, 2012) ISBN 978-0-7534-6759-6
38. *What Can Live In The Desert?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5674-5
39. *What Can Live In The Forest?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5675-2
40. *What Can Live In The Ocean?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5673-8
41. *What Color Is Camouflage?*, by Carolyn Otto and illustrated by Megan Lloyd (HarperCollins Publishers, 1996) ISBN 978-0-06-445160-4

## **Online Resources for Teachers**

---

1. Teaching science to preschoolers  
<http://www.naeyc.org/files/yc/file/200911/BosseWeb1109.pdf>
2. Benefits of using science to teach preschoolers  
<http://journal.naeyc.org/btj/200209/ScienceInThePreschoolClassroom.pdf>
3. Teaching science during the early childhood years  
[http://ngl.cengage.com/images/advertisements/marketing\\_downloads/PRO0000000028/SCL22-0429A\\_AM\\_Trundle.pdf](http://ngl.cengage.com/images/advertisements/marketing_downloads/PRO0000000028/SCL22-0429A_AM_Trundle.pdf)
4. Butterfly kits available for purchase (to observe life stages)  
[http://www.carolina.com/living-organisms/insects/butterflies/10582.ct?mCat=10476&sCat=10568&s\\_cid=ppc\\_gl\\_Butterfly\\_Kits&gclid=COaciUGOqrgCFRSi4AodnxkAVg](http://www.carolina.com/living-organisms/insects/butterflies/10582.ct?mCat=10476&sCat=10568&s_cid=ppc_gl_Butterfly_Kits&gclid=COaciUGOqrgCFRSi4AodnxkAVg)
5. Alternatives to School Hatching Projects  
<http://www.upc-online.org/hatching/alternatives.html>
6. Ant farm kits available for purchase (to observe living insects)  
<http://www.carolina.com/living-organisms/insects/ants/10570.ct?mCat=10476&sCat=10568>
7. Frog/tadpole kits available for purchase (to observe life stages)  
<http://www.mykidsadventure.com/grow-a-frog-live-tadpole-kit>
8. Carnegie Science Center (resources for Educators)  
<http://www.carnegiesciencecenter.org/educators/educator-resources>
9. Pets in the classroom (grants providing funding for classroom pets)  
<http://www.petsintheclassroom.org>

## **Online Resources for Students**

---

1. Unite for Literacy free digital books for preschoolers, including books about animals  
<http://library.uniteforliteracy.com>
2. Ranger Rick online (National Wildlife Foundation)  
<https://www.nwf.org/Kids/Ranger-Rick.aspx>
3. National Geographic Kids  
<http://kids.nationalgeographic.com/kids/animals>
4. Smithsonian National Zoo webcams  
<http://nationalzoo.si.edu/Animals/WebCams>
5. San Diego Zoo for kids  
<http://kids.sandiegozoo.org>

6. Animal Planet page on wild animals  
<http://animal.discovery.com/wild-animals>
7. Interactive animal games for Preschoolers  
<http://www.sheppardsoftware.com/preschool/animals.htm>
8. BBC Animals Nature/Wildlife  
<http://www.bbc.co.uk/nature/animals>
9. Smithsonian Museum of Natural History: Animals  
<http://www.mnh.si.edu/mna/main.cfm>

### ***What Do You Do With A Tail Like This?***

10. Animal Action interactive song  
[http://www.youtube.com/watch?v=\\_lhYjSgkZgg](http://www.youtube.com/watch?v=_lhYjSgkZgg)
11. Guess the animal sound game  
<http://www.kidsplanet.org/games/js/whoami.html>

### ***Animals Have Three Basic Needs***

12. Animal's Basic Needs Video clip  
[http://www.youtube.com/watch?v=X\\_DvvEfuCvU](http://www.youtube.com/watch?v=X_DvvEfuCvU)

### ***Animals Protect Themselves***

13. Animals in camouflage video  
<http://www.youtube.com/watch?v=ZpE2jFHIEXI>
14. Polar animals video clip  
<http://www.youtube.com/watch?v=spx-0FrslKQ>

### ***Is Your Mama A Llama?***

15. "Is Your Mama a Llama?" original song clip (based on book)  
<http://www.youtube.com/watch?v=gKntRVKGa54>

### ***See Me Grow***

16. Butterfly Life Stages video clip  
<http://www.youtube.com/watch?v=5XWFFTuX5gQ>
17. *The Very Hungry Caterpillar*: a movie  
<http://www.youtube.com/watch?v=wfbKB-eEO-0>
18. Chickens at Play: a video by United Poultry Concerns  
<http://vimeo.com/13210456>

***Groups of Animals***

19. Bio Kids: Critter Catalog

<http://www.biokids.umich.edu/critters>

# LEARNING CENTER

## Animal Hospital

### Core Content Objectives

Students will:

- ✓ Identify at least ten animals by name
- ✓ Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- ✓ Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)
- ✓ Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- ✓ Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water)
- ✓ State that animals' three basic needs are water, food, and shelter
- ✓ Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- ✓ State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)
- ✓ State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)
- ✓ State one defining characteristic of insects (e.g., small, have six legs)
- ✓ State one defining characteristic of mammals (e.g., have hair/fur, live babies, warm bodies; feed their babies milk)

### Language Arts Objectives

Students will:

- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic ([SL.P.6](#))
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments ([SL.P.1b](#))

- ✓ Understand and use precise nouns and verbs related to animals ([L.P.1b](#))
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts ([L.P.6](#))
- ✓ Use regularly formed plurals in spoken language ([L.P.1c](#))
- ✓ Use present and past verb tense ([L.P.1b](#))
- ✓ Understand and use complex sentences with clauses introduced by *because* and *so that* ([L.P.1f](#))
- ✓ Give simple, single-step directions ([SL.P.6](#))

### **Staging the Learning Center**

---

#### **Teaching Tip**

Take students on a field trip to visit a veterinarian's office, animal hospital, or wildlife rescue center. Or, invite a professional who cares for sick and injured animals to come talk to your students.

**Roles:** veterinarian, veterinarian technician, groomer, receptionist, pet/animal owner, animals

**Play Props:** veterinarian kit with stethoscope (similar to doctor kit), thermometer, bandages or gauze, animal food (real or pretend), water and food bowls, empty fish aquarium, cardboard boxes for use as animal carriers, telephone, assorted stuffed animals, blankets and towels, white veterinarian coat, veterinarian technician scrubs, magnifying glass, hair brush and empty shampoo bottle for grooming, pet leashes, pet costumes for students

**Reading Props:** magazines or books in waiting room, field guides or other animal identification books for reference, nonfiction books related to animals, animal or pet magazines (including fliers for pet stores, lost pets, pet supplies, etc.)

**Writing Props:** calendar for receptionist to write appointments, clipboard, paper and pen for veterinarians' notes and prescriptions, construction paper and crayons with tape to label animal carriers, black construction paper and chalk for animal X-rays

#### **Assessment Opportunity**

Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of ongoing assessment.

### **Facilitating the Animal Hospital**

---

**Note:** See the Learning Center Card for suggested language and vocabulary to model in this Learning Center.

Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom.

Post the Center Cards for the Animal Hospital Learning Center so students can identify the center and so adults have a quick guide to facilitating language and play in the Learning Center.

**Vocabulary:** animal, pet, veterinarian, veterinarian technician, heart, lungs, paws, eyes, ears, mouth, teeth, tongue, tail, wing, skin, fur, aquarium, carrier, bandage, cast, leashes

**Suggested Phrases:**

- Let's take an X-ray of the bird's wing so that we can see if it is hurt.
- Let's listen to the dog's heartbeat so that we can see if he is healthy or not.
- This cat needs a bandage because her leg is broken.
- Where are the bandages?
- There are six animals at the animal hospital today.
- I am examining this horse's ear.
- What happened to this animal?

***Before the Pausing Point***

- Students bring stuffed animal "patients" to see the veterinarian
- Teacher or aide models calling and registering animals for exams and scheduling appointments by phone, etc.
- Teacher models role of animal owner signing in upon arrival, talking with the veterinarian about what is wrong with the animal
- Teacher or aide models role of veterinarian and shows students how to examine and treat animals
- Students act as veterinarian technicians by holding the animal for examination and bringing the verterinarian needed supplies
- Teacher or aide models using reference books to identify types of animals
- Teacher or aide models writing exam notes and making X-rays
- Teacher or aide models applying bandages and gauze to hurt animals

### ***After the Pausing Point***

- Students wear costumes and play the role of the animal patient
- Students play the role of receptionist, using appropriate language on the telephone and recording appointments
- Students write exam notes and read X-rays
- Students play the role of the animal owner, signing in upon arrival, talking with the veterinarian, etc.
- Students play the roles of veterinarian technician and groomer, talking about animal body parts and assisting in activities
- Students locate and use reference books to identify types of animals with the help of a teacher or aide
- Students independently play the role of veterinarian, asking the animal owners appropriate questions, writing appropriate exam notes, making animal X-rays, etc.

# TRANSITION CARDS

## Animals

### ***Transition Cards: Animals***

#### **Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- ✓ Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong

#### **Language Arts Objectives**

Students will:

- ✓ Understand and use precise nouns and verbs related to animals ([L.P.1b](#))
- ✓ Ask or answer questions beginning with *who*, *what*, *where*, *when*, or *why* ([SL.P.3](#))
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) ([SL.P.3](#))
- ✓ Classify by other conceptual categories ([L.P.5a](#))

Use the **Transition Cards: Animals** throughout the *Animals* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

### **Name That Animal**

Show students **Transition Cards: Animals** one at a time. Ask a student to name the animal you are showing. When a student correctly names the animal, transition the student to the next activity and continue until all students have had a chance to respond.

### **Animal Riddles**

Place **Transition Cards: Animals** in a pocket chart where all students can see them. Tell students that you are going to describe of one of the animals that they can see. You will call on a student to come up and point to the animal you have described. Think of riddles to describe each animal (e.g., “I am thinking of an animal that lives on a farm, says “moo,” and gives us milk. What animal is it?”). Call on a student to name or point to the animal, then transition the student to the next activity and continue until all students have had a chance to respond. After you have conducted this activity a few times, you might allow students to give the clues.

### **Tell Me about an Animal**

Tell students you are going to show them a picture of an animal and you want them to tell you something about that animal. Show the first card and say, “This is a \_\_\_\_\_. Tell me something we have learned about a \_\_\_\_\_. ” Have a student name one thing about the animal shown (e.g., “The duck has yellow feathers.”). Prompt the student to tell you about body parts, basic needs, and groups of animals (birds, insects, mammals, and fish) if he/she is unable to tell you something about the animal on their own. Transition the student to the next activity and continue asking students to name animal features until all students have had a chance to respond. Extend the activity by asking the student to first name the animal shown and then to describe a feature.

### **Which Animal Group?**

Show students an animal and ask them to name the group to which the animal belongs. At first, give students two choices and then ask them how they made their choice (e.g., “Is a flamingo a bird or a fish? How do you know?”). After you have conducted this activity a few times, stop giving students choices and see if they can remember the animal group on their own. Transition students to the next activity and continue until all students have had a chance to respond.

## **Transition Cards: Capital Letters**

---

### **Language Arts Objectives**

---

#### **Teaching Tip**

During Transitions, students focus on learning letter *names*. Letter *sounds* are taught during Small Group beginning on Day 11. Once students begin to learn the sounds that go with the letters, accept both letter names and letter sounds as correct responses.

Students will:

- Recognize the initial letter of one's first name (RF.P.1d)
- Identify at least ten letters of the alphabet by name, especially those in child's first name (RF.P.1d)

Use the **Transition Cards: Capital Letters** from the *All About Me* domain throughout the *Animals* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

#### ***What's the First Letter of Your Name?***

Ask each student, "What's the first letter of your name?" At first, do not show them their **Name Cards** or the **Capital Letter Cards**. If the student needs support in order to respond, hold up the Capital Letter Card that shows the first letter of his/her name. Transition the student to the next activity and continue until all students have had a chance to respond.

#### ***Write Your Letter in the Air***

Show students one **Capital Letter Card** at a time. Ask students to raise their hands if it is the letter that starts their name. Tell students you are going to write the letter together. Have all students take out their "magic pencil" (i.e., their pointer fingers) and write their letter in the air as you use a marker to write the letter on a piece of chart paper and/or a whiteboard. Transition the students to the next activity and continue until all students have had a chance to respond.

## **Transition Cards: Name Cards**

---

### **Language Arts Objectives**

---

Students will:

- Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- Segment a spoken word into separate, distinct syllables (RF.P.2a)
- Blend two spoken syllables, saying the whole word (RF.P.2a)

Use the **Name Cards** you made for the *All About Me* domain throughout the *Animals* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

### ***Blend Your Name***

Say the segmented syllables of one student's name using robot talk. Have each student raise his hand when he hears his name. Tell the student to blend his name and say it out loud. If the student is ready, have him repeat his name in robot talk before blending it. If a student needs additional support, you may hold up **Name Cards** one at a time to help him identify when his name is being said in robot talk. Continue saying names until all students have had a chance to blend their name.

### ***Clap Your Name***

Show students one **Name Card** at a time. Have each student raise her hand when she sees her **Name Card**. Tell the student to say her name using robot talk and clap the syllables [e.g., "Your name is Zoe. Clap your name. Zo-e" (two claps)]. Then, have the whole class clap the student's name using robot talk. After you have conducted this activity a few times, have students clap their last names as well. You might also have students stomp or tap their names instead of clapping. Transition the student to the next activity and continue until all students have had a chance to clap their name.

### ***Clap Your Name without Speaking***

Show students one **Name Card** at a time. Have each student raise his hand when he sees his **Name Card**. Tell the student to clap his syllables and mouth his name at the same time without making a sound. Then, have the whole class clap the student's name, mouthing the syllables rather than saying the name aloud. After you have conducted this activity a few times, have students clap and mouth their last names as well. You might also have students stomp or tap the names instead of clapping. Transition the student to the next activity and continue until all students have had a chance to clap their name.

**✓ Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ State that humans are animals
- ✓ Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- ✓ Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)

**Language Arts Objectives****Starting the Day**

Students will:

- ✓ Recognize and call classmates and teacher by name ([SL.P.1c](#))
- ✓ Perform activities requiring small muscle control ([L.P.1a](#))
- ✓ Associate spoken and written language by matching written-word labels with spoken words, such as the students' names ([RF.P.1b](#))
- ✓ Recognize the written form of one's first name ([RF.P.1d](#), [RF.P.3b](#))
- ✓ Recognize the initial letter of one's first name ([RF.P.1d](#))
- ✓ Identify at least ten letters of the alphabet by name, especially those in child's first name ([RF.P.1d](#))
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger ([L.P.1a](#))
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words ([L.P.2b](#))
- ✓ Write one's first name, using upper- and lowercase letters appropriately ([L.P.1a](#), [L.P.2a](#))

- ✓ Write the first letter of one's first name using a capital letter (L.P.2a)
- ✓ Memorize and recite with others the nursery rhyme "An Old Person of Ware" (RF.P.2a, RL.P.5)
- ✓ Using "An Old Person of Ware," finish a recitation with the correct rhyming word (RF.P.2a, RL.P.10)

### **Skills**

Students will:

- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Using "Down by the Bay," finish a recitation with the correct rhyming word (RF.P.2a, RL.P.10)
- ✓ Given a word, provide a rhyming word (RF.P.2b)
- ✓ Using "Down by the Bay," indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RF.P.2a, RL.P.10)

### **Listening & Learning**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about "Humans are Animals" and other animals trade books (RI.P.1, SL.P.2, SLP.3)
- ✓ With prompting and support, ask and answer questions about unknown words in "Humans are Animals" (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to "Humans are Animals" (L.P.6)
- ✓ With prompting and support, retell important facts and information from "Humans are Animals" (RI.P.2)

- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses ([L.P.5d](#))
- ✓ Understand and use precise nouns and verbs related to the human body and animals ([L.P.1b](#))
- ✓ Point to the front cover, title, and back cover of a book ([RI.P.5, RF.P.1a](#))
- ✓ Hold a book correctly, turning the pages, while pretend-reading ([RF.P.4](#))
- ✓ Use cover and illustration cues to locate those books that pertain to the topic of animals or might answer a question about animals ([W.P.8](#))

## Core Vocabulary

---

**animals, *n.*** Living things that move, grow, and take in food and water

*Example:* Dogs are my favorite animals because they are so friendly and cuddly.

*Variation(s):* animal

**beak, *n.*** A bird's hard, pointed mouth used for eating, pecking, and carrying things

*Example:* The bird opened its beak to grab a tasty worm.

*Variation(s):* beaks

**furry, *adj.*** Covered in hair or fur

*Example:* My cat has whiskers and a furry tail.

*Variation(s):* furrier, furriest

**sharp, *adj.*** Pointed

*Example:* The bird has a sharp beak so it can break open hard nuts.

*Variation(s):* sharper, sharpest

**sniff, *v.*** To smell by taking short breaths into your nose

*Example:* I used my nose to sniff the flower; it smelled wonderful!

*Variation(s):* sniffs, sniffing, sniffed

**trunk, *n.*** Body part on an elephant's head that is used to pick up things and spray water

*Example:* An elephant uses its trunk to spray water on its body to stay cool.

*Variation(s):* trunks

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>	Image Card 1-1; copier; laminator or page protectors; red and black markers; dry-erase markers; basket or box; hook-and-loop dots (optional)	During morning circle
		<b>Taking Attendance: Copying Your Name</b>		
<b>Nursery Rhyme</b>	W	<b>An Old Person of Ware</b>	Nursery Rhymes and Songs Poster 3	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Transition Cards: Animals	10
		<b>Duck, Duck, Goose</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Ball or stuffed animal	10
		<b>Silly Rhyming Sentences</b>		
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	W	<b>What Do We Already Know?</b>		5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>Humans Are Animals</b>		10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>		10
<b>Extension Activity</b>	L	<b>Animal Library</b>	Ten to twenty books about animals; ten to twenty books on other subjects; book display stand or bookshelf	During learning centers

## Take-Home Material

### Animals Family Letter 1

Give students the following material to take home to their family:

#### Activity Page 1-1: Animals Family Letter 1

## Advance Preparation

### Routines

Create a **Sign-In Card** for each student by photocopying **Image Card 1-1: Sign-In Card Template**. These Sign-In Cards will be used for students to copy their names with a dry-erase marker as they sign in to

the classroom each day. Write each student's name on the line, being sure to use a red marker for the first capital letter and a black marker for the remaining lowercase letters. Cover each student's Sign-In Card with laminate or a page protector so that it can be reused. Place the Sign-In Cards in a pocket chart or affix them to the wall with hook-and-loop tape so that they are easy for students to locate. Vary the location of students' names each day so that they are identifying their names—not their location on the chart/wall. Locate the Sign-In Cards near an appropriately sized table and chair so that students can sit to sign in each day.

### ***Small Groups***

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### ***Listening & Learning***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Add any additional notes in the boxes provided.

### ***Extension Activity***

Set up the Library Center to include books about animals and books about other topics. Be sure that the covers of the books feature pictures that are related to their contents. For each participating child, include one or two books of each type. That is, if you conduct the Extension Activity with four children, include four to eight books of each type for a total of eight to sixteen books.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	<b>Continue Established Routines</b>	Image Card 1-1; copier; laminator or page protectors; red and black markers; dry-erase markers; basket or box; hook-and-loop dots (optional)	During morning circle
		<b>Taking Attendance: Copying Your Name</b>		
<b>Nursery Rhyme</b>	W	<b>An Old Person of Ware</b>	Nursery Rhymes and Songs Poster 3	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Classroom jobs

#### Taking Attendance: Copying Your Name

**Note:** Continue using these steps to take attendance every morning until the next domain (Plants), when the attendance routine will be modified.

Students will practice writing their names to sign in at the beginning of the day by copying the letters of their name when given a model.

- Prepare **Sign-In Cards** for students to use each morning (see **Advance Preparation**).
- As students arrive at school, help them find their Sign-In Cards, a dry-erase marker, and a seat where they can copy their name.
- Explain to students that you want them to write their names, making sure to write each letter. Say the name of each letter as you point to them from left to right.
- Tell each student to begin copying his/her name, starting with the first letter.

#### Teaching Tip

It is very important to review the names of the letters in each student's name every day. In the next domain, students will be expected to say the names of the letters themselves as they copy their names.

- For students who are unable to copy all letters accurately, focus on helping them correctly copy the first letter of their names. For subsequent letters, expect students to make an attempt to write each individual letter. By the end of this domain, you should be able to distinguish an individual mark for each letter in the students' names, with the majority of letters being clearly recognizable.
- Once students have copied their names, have students place their Sign-In Cards in the container you have labeled with the 'At School' picture.
- During morning circle, review who is present by counting the number of cards in the 'At School' container. Comment on how students wrote their names themselves, taking the time to name the first letter of each student's name. Then review who is absent by counting the absent students' Sign-In Cards and placing them in the 'At Home' container.

## Nursery Rhyme

Whole Group

### Teaching Tip

The **echo technique** is a way of teaching students the words of a nursery rhyme by reading each line and having students repeat after you. Every time you introduce a new nursery rhyme, use the echo technique to teach students the words to the song.

### An Old Person of Ware

Teach students the song "An Old Person of Ware" using the echo technique. Introduce the song by showing **Nursery Rhymes and Songs Poster 3: An Old Person of Ware**. Then, have students repeat the words after you as you pause at natural stopping points. Finally, invite students to join in singing the entire song.

- Show **Nursery Rhymes and Songs Poster 3: An Old Person of Ware**
- Explain that *Ware* is the name of a place where the old person in this nursery rhyme lives.

*"Today we are going to learn the song 'An Old Person of Ware'.*

*Ware is the name of a place where this old man lives [point to man on bear in poster's illustration]."*

- Point out that some of the words in the song are rhyming words.

*"Today we are going to learn the song 'An Old Person of Ware.'*

*Some of the words rhyme; that means they sound the same at the end of the word. When words in a song rhyme, it makes it easier to remember. While I sing the song, listen for the words that sound the same, or rhyme."*

- Sing the nursery rhyme, sliding your finger under each word as you sing.

*“Now, I’m going to help you learn ‘An Old Person of Ware.’ I am going to say a part and then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. When it is your turn to talk, I will point to you. We will keep doing this for each part of the nursery rhyme.”*

- Teach students the nursery rhyme in parts using the echo technique.

*“I say, ‘There was an old person of Ware.’”*

- Point to students.

*“You say...”*

- Have students echo you when you point to them.

*“Now let’s sing ‘An Old Person of Ware’ together. Remember, some of the words rhyme, which makes it easier to remember.”*

- Students may not have memorized the rhyme yet. Encourage students to join in for parts they remember.
- As you recite the rhyme, ask students to identify the rhyming words.

*“‘...back of a bear.’ What word did I just say that rhymes with Ware? Bear rhymes with Ware; they sound the same at the end: Ware, bear. Let’s see if we hear any other rhyming words in our song.”*

- Continue identifying rhyming words including *trot* and *not*, and *moppsikon* and *floppskon*.

### Teaching Tip

Invite students to make up other silly rhyming words like *moppsikon* and *floppskon* (e.g., *toppsikon*, *woppsikon*, etc.).

## Skills

Exercise	Materials	Minutes
<b>Small Group 1</b> <b>S</b> <b>Warm-Ups</b> <b>Duck, Duck, Goose</b>	Transition Cards: Animals	10
<b>Small Group 2</b> <b>S</b> <b>Warm-Ups</b> <b>Silly Rhyming Sentences</b>	Ball or stuffed animal	10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes



#### Warm-Ups

##### Clapping Animal Names

Students will clap the syllables in the names of the animals shown on the **Transition Cards: Animals**.

- Show students a card from the set **Transition Cards: Animals**.
- Label the animals one by one for students, so they can begin to become familiar with the animals shown on the cards.

**Note:** Though it is also shown on the card, there is no need to discuss the group to which the animals belong (e.g., mammal), as this information will be taught later in the domain during Listening & Learning instruction. Rather, the focus should be on students clapping the syllables in the animals' names.

- Say the animal's name aloud for students, then have students say the name of the animal, and finally have students clap the syllables in its name. Encourage students to use robot talk to say the name of the animal as they clap the syllables, segmenting each part.
- If students are ready, ask them to count how many syllables they clapped.

## Duck, Duck, Goose

---

Students will play a game like “Duck, Duck, Goose” where they say words syllable by syllable, then finally blend them.

- Have students sit in a circle.
- Tell students they are going to play a game similar to “Duck, Duck, Goose.” (If students are not already familiar with this game, you will need to provide additional explanation and demonstration beyond the directions provided below.)
- Tell students you are going to select a student to be “it” and will then say a segmented, two-part word that “it” must repeat, part by part as he moves around the circle. Demonstrate by clearly saying “sun” ... “shine,” pausing between each part. Ask the person who is “it” to clearly repeat each part.
- Now, instead of saying, “duck, duck, duck, duck” as he moves around the circle, “it” should distinctly say each word part and walk around the circle, simultaneously tapping the head of a classmate as he says each part [e.g., “sun (tap), shine (tap), sun (tap), shine (tap),” and so on].
- Once “it” decides which student he wants to chase him around the circle, instead of saying “goose,” “it” should tap the head of a single classmate and quickly say the blended word, without pausing between word parts [e.g., “sunshine (tap and run)”). The rest of the rules are the same as those for “Duck, Duck, Goose.”
- Demonstrate for students if necessary.
- Words to use in play:
  - *sunshine*
  - *dollhouse*
  - *doorbell*
  - *bedtime*
  - *playground*
  - *sandbox*
  - *backpack*
  - *meatball*
  - *moonlight*
  - *pancake*
  - *sailboat*
  - *wheelchair*

**Warm-Ups****Rhyme****Teaching Tip**

Allow students to continue to give “silly rhymes” such as lake/pake or pet/zet. It is not important for them to focus on saying “real words.” Instead, it is important to focus on saying a word that rhymes with the stem word.

**Teaching Tip**

If students cannot come up with rhyming words on their own, give them a hint by providing the initial sound and letting students finish the word with the ending.

T: What words rhyme with cat? Rrr...

S: at. rat!

T: Mmmm

S: at. mat!

- Have students stand in a circle.
- Explain that you will say a rhyming word and pass the ball/stuffed animal to a student. The student should say a word that rhymes with your word and then pass the ball back to you.
- Say a one-syllable word, then pass the ball/stuffed animal to a student.
- When the student passes the object back to you, you could either keep or change the rhyme family.
- If students are ready, have them pass the object to another student, rather than back to you.
- If appropriate, have students transition to a table after giving their rhyming response.

cat	tree	rock	lamb	fan	pin
bat	knee	clock	clam	can	win
rat	bee	sock	ham	ran	grin
hat	pea	block	jam	man	shin
mat	see	lock	ram	tan	skin
sat	key	knock	Sam	ban	

**Silly Rhyming Sentences**

Students will use rhyming words to complete silly sentences about animals while singing the song “Down by the Bay.”

- Tell students that you are going to sing a song and make up silly rhyming sentences.
- Introduce the rhyme by singing the following lyrics to the tune of “Down by the Bay”:

*Down by the bay  
Where the watermelons grow*

*Back to my home  
I dare not go.*

*For if I do,  
my mother will say,  
“Did you ever see a cat  
hugging a bat?”  
Down by the bay.*

- Explain that you are going to sing the song again, and you want students to fill in the last part of the rhyme.
- Some of the suggested rhymes include:
  - whale kissing a snail
  - duck driving a truck
  - ant climbing a plant
  - mouse building a house
  - fish swimming in a dish
  - bee buzzing in a tree
  - moose walking a goose
  - shark swimming in the dark
  - frog sitting on a log
  - cat napping on a mat
  - pig wearing a wig
- If students are ready, have them suggest an animal and make up their own verses to the song.

## Listening & Learning

		Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	W	<b>What Do We Already Know?</b>		5
		<b>Purpose for Listening</b>		
<i>Presenting the Read-Aloud</i>	W	<b>Humans Are Animals</b>		10
<i>Discussing the Read-Aloud</i>	W	<b>What's the Big Idea?</b>		10
<i>Extension Activity</i>	L	<b>Animal Library</b>	Ten to twenty books about animals; ten to twenty books on other subjects; book display stand or bookshelf	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Do We Already Know?

- Remind students that—at the beginning of the year—you talked about all the ways that they are special and unique.

*“Remember, we have learned all about what makes each of us different and special. Some of us have brown hair and some have red hair. Some people in this class have blue eyes and some have brown eyes. We have different names. We are all different and unique. What are some other things that make us special?”*

- Call on a few students to respond.



#### SHOW FLIP BOOK PAGE 1-1: Families around the world

- Talk about what makes the people in the pictures the same and what makes them special and unique.

*“The people on this page are the same in some ways and different in some ways. All of these people are human beings. They all have eyes, noses, and mouths. They are also all different. What makes these people different?”*

- Call on a few students to respond.

#### Purpose for Listening

- Tell students that today they are going to learn about other animals. Tell students to listen to find out how human beings are the same in some ways and different in some ways from other animals.

*“Today we are going to talk all about animals. Did you know that human beings are the same as other animals in a lot of ways? Did you know that human beings are also very different from other animals? Listen and look at the pictures to find out what makes humans and other animals the same as each other and different from each other.”*

## PRESENTING THE READ-ALOUD

# Humans Are Animals

10 MINUTES

1

**Note:** Suggested language is provided for the entire read-aloud “Humans are Animals.” After the first two read-alouds in the Animals domain, space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.



◀ SHOW FLIP BOOK PAGE 1-1: Families around the world

Humans are people like you and like me  
But no two are the same, as you can all see.

All humans have bodies, from head down to toe  
But each one looks different—isn’t that so?

- Have students point to their own body parts as you point to body parts in the Flip Book.

*“We have learned that humans have many body parts that make them special. This girl has two eyes. Can you point to your eyes? This family has dark, black hair. Can you show me your hair?”*

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 1-2: King penguins, chameleon, bottle-nose dolphin, chimpanzee, elephant, monarch butterfly

Animals come in all colors, sizes and shapes.  
Some have big ears and brown hair, like this ape.

Some have a tail or wings they can flap,  
And some float in water when taking a nap.

Animals look different from you and from me,  
But we are all animals as you shall soon see.

- Point to the penguins in the picture.

*"These animals are called penguins. They are black and white and have special wings that they use as flippers on the sides of their bodies. Penguins use their flippers to swim. What do you have instead of flippers on your body?"*

- Call on a few students to respond. (arms, legs)
- Point to the dolphin and tell students that dolphins take naps by floating at the top of the ocean.

*"This is a dolphin. Dolphins live in water and when they take a nap, they float in the water. Where do you take a nap? Would you like to float in the water while taking a nap?"*

- Call on a few students to respond.
- Point to and name the other animals on the page (chameleon, chimpanzee, elephant, and butterfly).



◀ SHOW FLIP BOOK PAGE 1-3: Dog and girl with braids

You are an animal. This dog is too.

Yes, you are an animal—

But you don't have a **furry** body like some animals do.

- Point to the dog in this picture.

*"Dogs have fur all over their bodies to keep them warm and to protect them. Humans have hair, too, but it's mostly on their heads, not over their whole bodies. Can you show me the hair on your head?"*

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 1-4: Bengal owl and girl with green eyes

You are an animal. This owl is too.

Yes, you are an animal—

But you don't have orange eyes like some animals do.

- Point to the owl in this picture.

*"This owl has really big eyes that helps it to see at night. We also have eyes that we use to see, but our eyes aren't orange. Turn to a friend and see what color their eyes are."*



◀ SHOW FLIP BOOK PAGE 1-5: Elephant and boy touching nose

You are an animal. This elephant is too.

Yes, you are an animal—

But you don't have a long **trunk** like some animals do.

- Point to the elephant in this picture.

"This elephant has a really long trunk instead of a nose. Its trunk moves from side to side as it walks. Humans don't have long trunks—they have short noses. Can you pretend that you are an elephant with a long trunk? Wave your elephant trunk in the air."



◀ SHOW FLIP BOOK PAGE 1-6: Tropical rainbow oucan and boy with mouth open

You are an animal. This bird is too.

Yes, you are an animal—

But you don't have a pointy **beak** like some animals do.

- Point to the bird in this picture.

"This bird has a long pointed beak, but you have lips. Feel your lips. Are they soft, or hard like a beak?"

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 1-7: Boy with hands up and rabbit**

You are an animal. This rabbit is too.

Yes, you are an animal—

But you don't have long ears like some animals do.

- Point to the rabbit in this picture.

"A rabbit has big, long ears. It uses its long ears to hear things. You don't have long ears, but you do have ears that you use to hear. Where are your ears? Are they on top of your head, or on the side of your head?"

- Call on a few students to respond.



◀ SHOW FLIP BOOK PAGE 1-8: **Girl, cat, dog, and gerbil**

Wait just a minute. Let's play another game.

Instead of how animals are different, how are animals the same?

Use your eyes to look at each animal's face—  
Our sense of sight lets us look all over the place.

Cats and puppies, gerbils too,  
Use two eyes to see, just like you.

- Point to the girl in this picture.

*"The girl in this picture has two eyes. How many eyes does this cat have? How many eyes does this puppy have? How many eyes does this gerbil have? All of these animals have two eyes. This little girl is an animal, too. She is a special kind of animal called a human being."*



◀ SHOW FLIP BOOK PAGE 1-9: **Piglets and child smelling flower**

Pigs use their noses to **sniff** and to smell.

Humans use their noses to smell as well.

- Point to the pigs sniffing the mud in this picture.

*"This picture shows a few pigs sniffing around in the mud. They are using their noses to smell and find food!"*

- Point to the child smelling flower in this picture.

*"This picture shows a child smelling a flower. We use our noses to smell all kinds of things. Can you show me how you would sniff a flower? See, humans are animals with noses, just like pigs!"*



◀ SHOW FLIP BOOK PAGE 1-10: Sand tiger shark and girl biting apple

Sharks have **sharp** teeth to chomp and to chew.  
Humans use teeth to eat their food, too.

- Point to the shark swimming in this picture.

"*Sharks have big, pointed teeth that help them bite their food.*"

- Point to the girl eating the apple in this picture.

"*Humans have sharp teeth, too. This girl is using her teeth to eat an apple. We use our teeth to chew many things. Sharks and humans are both animals who use their teeth to chew.*"



◀ SHOW FLIP BOOK PAGE 1-11: Koala and boy in tree

Arms help koalas and humans climb trees—  
With strong hands and arms, they hang from branches with ease.

- Point to the koala in this picture.

"*This is a picture of a koala. Koalas have strong arms that help them hold onto branches when they climb trees. Humans can also use their arms to climb trees. Have you ever climbed a tree? Did you use your arms to help you hoist yourself up into the branches?*"

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 1-12: Girl and chimp with ball**

Your hands and fingers help you pick up a ball.  
Chimpanzees have hands too, and ten fingers in all.

- Point to the girl holding the ball in this picture.

*"This girl is using her hands and fingers to hold this soccer ball."*

- Point to the chimpanzee holding the ball in this picture.

*"This chimpanzee is also holding a ball. It uses its hands and fingers to hold things just like humans do. Chimpanzees are animals who have hands with ten fingers, just like humans."*



◀ **SHOW FLIP BOOK PAGE 1-13: Pink flamingos and boy running**

Flamingos' two legs are narrow and long.  
They use them to wade in wet lakes and ponds.

You have two legs that move and that bend—  
And just like flamingos, you have feet on the ends.

- Point to the flamingos in this picture.

*"Flamingos have long, skinny legs to stand on. You stand on your legs, too. How many legs do humans have? Flamingos and humans are both animals with two legs."*



◀ **SHOW FLIP BOOK PAGE 1-14: Boy with dog in grass**

There are all kinds of animals that live and that grow.  
We are all animals—isn’t that so?

## Discussing the Read-Aloud

**10 minutes**

Whole Group

### What's the Big Idea?

#### *Animal Facts*

- Have students show ‘thumbs-up’ and ‘thumbs-down’ to indicate whether or not your statement about the group or kind of animal is true.
- As needed, show students associated pictures in the Flip Book to help them answer.
- Have students help you correct the statements that are not true.

*“I want us to play the same game we played before. Remember, show me ‘thumbs up’ if the thing I say is true about the animal and show me ‘thumbs-down’ if it is not true about the animal.”*

- Flip Book Page 1-1: Humans are animals.
- Flip Book Page 1-2: A butterfly has two thick legs and a trunk.
- Flip Book Page 1-2: A dolphin uses its paws to walk on the ground.
- Flip Book Page 1-3: A dog has a furry body.
- Flip Book Page 1-7: A rabbit has two long ears that are used to hear.
- Flip Book Page 1-8: Humans use their eyes to see like cats, dogs, and gerbils.
- Flip Book Page 1-9: Pigs have wings and fly through the air.
- Flip Book Page 1-10: A shark uses its sharp teeth to chew its food.
- Flip Book Page 1-11: Humans have arms to climb up a tree.
- Flip Book Page 1-13: A flamingo uses two skinny legs to stand.



### Name the Animal Body Part

- ◀ SHOW FLIP BOOK PAGE 1-2: King penguins, chameleon, bottle-nose dolphin, chimpanzee, elephant, monarch butterfly.

*"I am going to point to some pictures in our book. When I point to a picture, first tell me the name of the animal, then tell me the body part. For example, I am pointing to the penguin's beak in this picture."*

- Flip Book Page 1-2: Point to the elephant's legs
- Flip Book Page 1-2: Point to the butterfly's wings
- Flip Book Page 1-2: Point to the chimpanzee's hands
- Flip Book Page 1-3: Point to the dog's tongue
- Flip Book Page 1-4: Point to the owl's eyes
- Flip Book Page 1-5: Point to the elephant's trunk
- Flip Book Page 1-6: Point to the bird's beak
- Flip Book Page 1-7: Point to the rabbit's ears
- Flip Book Page 1-8: Point to the cat's eyes
- Flip Book Page 1-9: Point to a pig's nose
- Flip Book Page 1-10: Point to the girl's teeth
- Flip Book Page 1-11: Point to the koala's arms
- Flip Book Page 1-12: Point to the chimp's hands
- Flip Book Page 1-13: Point to a pink flamingo's legs

### Are You an Animal?

- Tell students that they are going to play a game and you want them to do what you say.

*"I want you to play a game with me. It's kind of like 'Simon Says.' Listen carefully, and follow my directions."*

- If you are an animal, clap your hands.
- If you are an animal, blink your eyes.
- If you are an animal, stomp your feet.

- If you are an animal, nod your head.
- If you are an animal, wiggle your nose.
- If you are an animal, open your mouth.
- If humans are animals, shout “hooray!”
- Finally, go around the group and ask each student if s/he is an animal.

## Extension Activity

### Learning Center

#### Teaching Tip

You may choose to make a “Know-Wonder-Learn” chart with your students. Make three columns on chart paper. Label them “Know,” “Wonder,” and “Learn.” Ask students to help you fill out the first two columns before you read the book (e.g., list what they know about the animal and what they wonder about the animal). Fill out the final column after you read the book.

#### Teaching Tip

Conduct this activity in your **Library Center** so that students learn to work with books in a natural setting. Talk about your Library Center and how you organize the books so students can read more about the topic that they are listening to in their read-alouds.

#### Animal Library

Students will explore books in the **Library Center**. They will use the covers and the interior pictures to find specific books and predict what the books might be about.

- Explain to students that they are going to look at books and decide what they are about.
- Show students the Library Center (or pile of books) that you have prepared, including books about animals and books not about animals (see **Advance Preparation**).
- Tell students you want them each to find a book about an animal. Demonstrate how students should find such a book.

*“Let’s each pick out a book that is about animals. How could we find a book that is about animals? We can look at the cover of the book to give us a clue. This book has animals on its cover. Let’s look inside at the pictures on the pages to see if it is about animals.”*

- Tell students to look at the books and choose one that is about an animal.
- Go around to each student, asking how they chose their book.

*“Why did you choose that book? How did you know that was about animals? Why do you think there is a dolphin on the cover of your book? What do you think that book will be about?”*

- Hold up some of the books that are not about animals and ask students why they did not choose those books.

*“Why didn’t you choose this book? How did you know this book was not about animals? What is on the cover of this book that tells you it is about something different? What do you think you would learn about from this book?”*

### **Language Facilitation**

Use the **open questions strategy** to ask questions that have a variety of possible answers (e.g., where, what, how, and why questions). Open questions allow students to construct their own answers and provide students a sense of autonomy because they allow students to use their own words to respond.

- Have students put the books back on the shelf.
- Tell students that you want them to help you find some specific books. Based on the books in your classroom library, ask students to help you find (for example), a book about kittens, a book about farm animals, a book that shows where animals live, a book about what animals do at night, etc. Explain how, if students had a question about animals, they might look in these books to find the answer.
- Allow students sufficient time to explore the books and find the specific books you mention. Encourage students to look at the front cover and to turn the pages of the book to look at the pictures. Help students orient the book properly and turn the pages from left to right.
- Have students choose a book for you to read aloud. Before reading, have students think of some questions they have that the book might answer.
- Using the **open questions strategy**, discuss the book with students as you read.

*“What do you want to learn more about when you read this book?  
What kinds of animals are in this book? What do these animals look like? Where do these animals live? How do these animals stay alive?  
Why is this animal eating a leaf?”*

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ State that humans are animals
- ✓ Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- ✓ Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)

**Language Arts Objectives****Starting the Day**

Students will:

- ✓ Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day (i.e., which are the first and last activities, or which activity precedes or follows another) ([RF.P.3b, SLP.4](#))
- ✓ Show understanding of and use temporal words in context (*before-after; first-last; beginning-middle-end; then-next*) ([L.P.5c](#))
- ✓ Use present and past verb tense ([L.P.1b](#))
- ✓ Use the future verb tense ([L.P.1b](#))
- ✓ Understand and use complex sentences with clauses introduced by *as soon as, while, before, after, when, and/or (verb)+ing* ([L.P.1f](#))
- ✓ Describe an event or task that has already taken place outside the immediate place and time ([SL.P.4](#))
- ✓ Describe an event or task that will take place in the future ([SL.P.4](#))
- ✓ Memorize and recite with others the nursery rhyme “An Old Person of Ware” ([RF.P.2a, RL.P.5](#))

- ✓ Understand and use precise nouns and verbs related to animals ([L.P.1b](#))

### **Skills**

Students will:

- ✓ Segment a spoken word into separate, distinct syllables ([RF.P.2a](#))
- ✓ Recognize the written form of one's first name ([RF.P.1d](#), [RF.P.3b](#))
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger ([L.P.1a](#))
- ✓ Draw and use as motifs: zigzag line and dot ([L.P.1a](#))
- ✓ Write one's first name, using upper- and lowercase letters appropriately ([L.P.1a](#), [L.P.2a](#))

### **Listening & Learning**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about "Humans are Animals" and other animals trade books ([RI.P.1](#), [SL.P.2](#), [SL.P.3](#))
- ✓ With prompting and support, ask and answer questions about unknown words in "Humans are Animals" ([RI.P.4](#))
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to "Humans are Animals" ([L.P.6](#))
- ✓ With prompting and support, retell important facts and information from "Humans are Animals" ([RI.P.2](#))
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses ([L.P.5d](#))
- ✓ Understand and use precise nouns and verbs related to the human body and animals ([L.P.1b](#))
- ✓ Demonstrate understanding and use the multiple-meaning word *trunk* ([L.P.4a](#))
- ✓ Point to the front cover, title, and back cover of a book ([RI.P.5](#), [RF.P.1a](#))

- ✓ Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- ✓ Use cover and illustration cues to locate those books that pertain to the topic of animals or might answer a question about animals (W.P.8)

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>	Pictorial schedule	During morning circle
		<b>Ordering the Schedule Using Temporal Words</b>		
<b>Nursery Rhyme</b>	W	<b>An Old Person of Ware</b>	Nursery Rhymes and Songs Poster 3	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Cardboard box, a variety of classroom objects	10
		<b>Mystery Syllable Box</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Activity Pages 2-1–2-3; My First Strokes Book; primary crayons	10
		<b>Tracing with Primary Crayons</b>		
<b>LISTENING &amp; LEARNING</b>				
<b>Picture Talk</b>	W	<b>Humans Are Animals</b>		15
<b>Deepening Understanding</b>	W	<b>Deepening Understanding: Trunk</b>	Image Card 2-1	10
<b>Extension Activity</b>	L	<b>Animal Library</b>	Ten to twenty books about animals; ten to twenty books on other subjects; book display stand or bookshelf	During learning centers

## Take-Home Material

### "Humans are Animals" Read-Aloud

Give students the following material to take home to their family:

- **Activity Page 2-4: "Humans are Animals" Read-Aloud**

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### **Small Group 1**

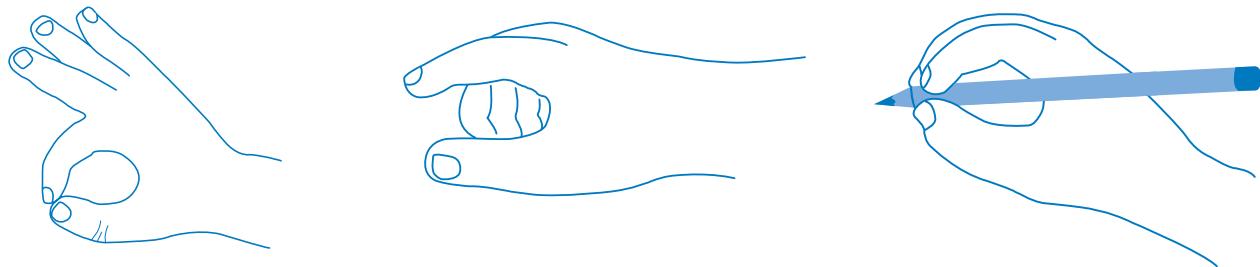
Gather a variety of objects from around the classroom and place them in the cardboard box. Be sure to include objects with names that vary in number of syllables (e.g., tape, scissors, sunglasses, etc.).

### **Small Group 2**

Place **Activity Pages 2-1-2-2** in the next empty page protectors of students' **My First Strokes Books**, following the strokes they completed in the previous domain.

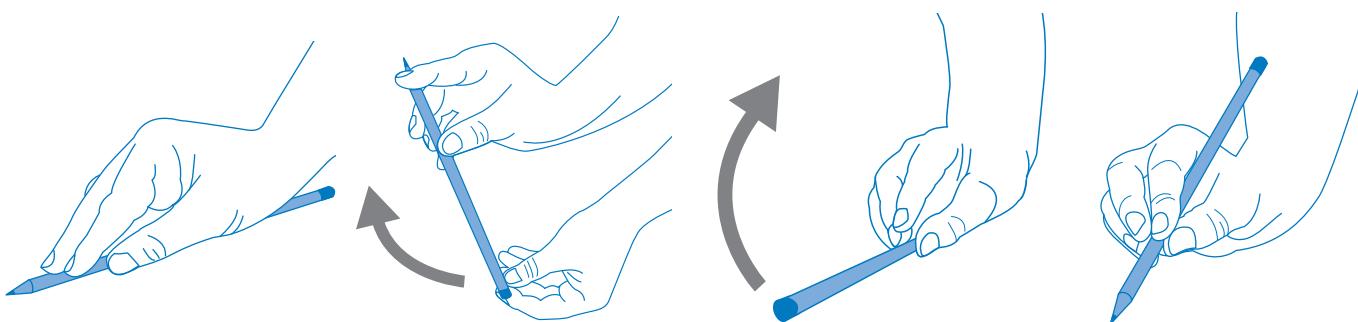
Practice the methods below to show students the tripod grip.

One way to help young children establish a proper grip is to have them make the 'OK' sign by making a circle with their thumb and pointer finger. Then, have students swing the rest of their fingers down and create a small space between their thumb and pointer finger. Place a writing implement (e.g., primary crayon) in between the student's thumb and pointer finger, resting on their middle fingers.



**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the quadropod grip, is fine as well.

Another method for establishing proper grip with long writing implements (e.g., pencils) is to lay the writing implement in front of the writing hand with the tip pointing away from the writer. Pick up the implement near the tip with the tripod grip fingers: thumb, pointer, and middle. Then using the opposite hand, spin the implement around so it moves from being under the wrist to resting between the thumb and pointer finger for the writing position.



### **Picture Talk**

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	Continue Established Routines	Pictorial schedule	During morning circle
		Ordering the Schedule Using Temporal Words		
<b>Nursery Rhyme</b>	W	An Old Person of Ware	Nursery Rhymes and Songs Poster 3	

## Routines

Whole Group

### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

## Routines

Whole Group

### Teaching Tip

Temporal words are important cues that help students organize events, for example, in telling a story. Students first understand how to use these words by talking about events in their own lives. Having students use temporal words to talk about their activities as part of the daily schedule lays the foundation that students need to use these same temporal words in other contexts. Attending to and using appropriate verb tenses is another important skill that can be practiced and reinforced when students speak in complete sentences that contain a temporal word.

### Ordering the Schedule Using Temporal Words

**Note:** Continue using these steps to discuss the daily schedule every morning until the activity is modified.

Students will use temporal words (e.g., *before*, *during*, *after*, *first*, *next*, *then*, *last*, *finally*, *beginning*, *middle*, and *end*) and appropriate verb tenses (past, present, future) to discuss the order of events in the daily schedule.

- Review your classroom daily schedule in the morning and at various points throughout the school day.
- Ask students questions about when certain events or activities occur in relation to other events. Model the use of the following temporal words as students talk about the day: *before*, *during*, *after*, *first*, *next*, *then*, *last*, *finally*, *beginning*, *middle*, and *end*.

*“What do we do first during our day? First, we sign in to school.*

*What do we do next? Next, we take attendance on the carpet. Then what do we do? Then we sing a nursery rhyme . . . ”*

- Recast students' Responses to include temporal words as they talk about the schedule. Make sure students are using the proper verb tense to describe events (past, present, or future). For example, if a student says, "We go gym and recess," recast this statement as, "First we will go to the gym and then we will go to recess after gym."
- Help students tell a narrative of your daily schedule each morning using temporal words and appropriate verb tenses. Make note of any special events or activities for the day.
- Continue allowing students to move the arrow on the daily schedule as you transition from activity to activity. As students move the arrow, ask them questions that include temporal words and appropriate verb tenses.

*"Are we going to clean up first, and then go to lunch? Then you should move the arrow to 'clean up' since we are going to do that first. What will we do after we clean up? What is the last thing we will do today?"*

## Nursery Rhyme

Whole Group

### An Old Person of Ware

- Practice the song "An Old Person of Ware" with students. Allow students to fill in the rhyming word that finishes each line (e.g., "Who rode on the back of a \_\_\_\_\_?").
- Discuss the meaning of the word *trot*. Tell students *trot* is one way a horse runs. It means to run quickly with a sort of hopping motion. Ask students if they have ever seen a horse trot or run, lifting its legs high in the air. Have students act out trotting by standing up and trotting in place.
- Read the part of the rhyme in which the old man tells people that the bear he rides does not trot.
- Discuss with students why a bear doesn't trot. Give them hints by pointing to the bear's size and short legs. Remind students that you have been learning about how animals have many different body parts. Tell students a bear walks or runs but that bears are too big and their legs are too short to trot anywhere.

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Cardboard box; a variety of classroom objects	10
		<b>Mystery Syllable Box</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Activity Pages 2-1-2-3; My First Strokes Book; primary crayons	10
		<b>Tracing with Primary Crayons</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes



#### Warm-Ups

##### Clapping Animal Names

Students will clap the syllables in the names of the animals shown on the **Transition Cards: Animals**.

- Show students a card from the set **Transition Cards: Animals**.
- Say the animal's name aloud for students, then have students say the name of the animal, and finally have students clap the syllables in its name. Encourage students to use robot talk to say the name of the animal as they clap the syllables, segmenting each part.
- If students are ready, ask them to count how many syllables they clapped.

#### Mystery Syllable Box

Students will draw an object from a box and clap the number of syllables in its name.

- Show students the box you filled with classroom objects (see **Advance Preparation**) and tell them that they are going to each get a chance to pick something from the box and clap the syllables in its name.
- Have a student pick an object, say its name, then clap the syllables.
- Have all students say the name of the object and clap the syllables.
- Return the objects to the box.

- Ask a student to find an object that has only one clap/syllable, two claps/syllables, etc. Then, have all students say and clap the object's name to check to make sure the student was correct.

## Small Group 2

10 minutes



### Review Tip

Continue to provide students with opportunities to practice writing strokes learned in the previous domain. Students will be assessed on these strokes at the end of the *Animals* domain. Include copies of writing strokes Activity Pages from the *Families and Communities* domain in your **Writing Center**. In the **Art Center**, encourage students to practice their strokes using whiteboards, easels, blank paper and writing utensils, finger paints, or any other interesting material that encourages students to practice fine motor skills and copy strokes.

### Warm-Ups

#### *My First Strokes Book*

Students will practice two handwriting strokes by tracing lines with their fingers in their **My First Strokes Books** (see Advance Preparation).

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read, "**My First Strokes Book.**"
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, "Turn the page."

## Tracing with Primary Crayons

---

Students will practice tracing a zigzag and a dot using primary crayons.

- Give each student **Activity Page 2-3** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students may not yet use the tripod grip consistently throughout this activity, but each student should practice the grip at least once. See the **Introduction** for step-by-step instructions on the tripod grip.
- Have students practice their zigzag and dot strokes by tracing the lines on the front and back of the Activity Page.
- If students finish both strokes, give them a blank piece of paper and have them practice writing their names. Students can reference their names written on the front of their **My First Strokes Books**.

### Assessment Opportunity

Collect students' attempts to write their names at a variety of points during the year. Date the piece of paper and include it in their portfolios.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W Humans Are Animals</b>		15
<b>Deepening Understanding</b>	<b>W Deepening Understanding: Trunk</b>	Image Card 2-1	10
<b>Extension Activity</b>	<b>L Animal Library</b>	Ten to twenty books about animals; ten to twenty books on other subjects; book display stand or bookshelf	During learning centers

### Picture Talk

15 minutes

Whole Group

#### Humans Are Animals

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ **SHOW FLIP BOOK PAGE 1-2: King penguins, chameleon, bottle-nose dolphin, chimpanzee, elephant, monarch butterfly**

- Have students share things about the animals on this page that they learned yesterday.

*"We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about some things that are the same and different about humans and other animals."*

- Ask students if they remember the names of the animals on this page.  
*"Who remembers what some of these animals are called?"*
- Call on a few students to respond. (penguin, chameleon, dolphin, chimpanzee, elephant, butterfly)

#### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

*"What are some of the animal body parts that you remember on this page? Do humans have some of these same body parts?"*

- penguin wings/flippers
- chameleon eyes
- elephant trunk
- chimpanzee hands
- elephant legs
- chimpanzee ears



◀ **SHOW FLIP BOOK PAGE 1-6: Tropical rainbow toucan and boy with mouth open**

- Reread the text on this page.

*You are an animal. This bird is too.*

*Yes, you are an animal—*

*But you don't have a pointed beak like some animals do.*

- Define the word *beak*.

*"Look at the picture of this bird. He has a very large beak. A beak is a bird's hard pointed mouth that is used for eating, drinking, pecking, and carrying things."*

- Have students talk about their own mouths.

*"You do not have beaks, but you do have mouths. What do you do with your mouths? Humans have mouths and birds have beaks."*

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 1-7: Boy with hands up and rabbit head**

- Ask students if they remember the name of the animals on this page.

*"Who remembers what these animals are called?"*

- Call on a few students to respond. (rabbit, human)
- Discuss how rabbits use their ears.

*"Now let's look at this picture of a rabbit. This rabbit has really long ears. What does the rabbit use his ears for?"*

- Call on a few students to respond.

*"Which of our five senses are we using when we listen? (hearing)*

*Who remembers our other four senses we learned about earlier this year?"*

### Review Tip

Review the five senses (both body parts and actions) from the *All About Me* domain.

- Call on a few students to respond. (sight, taste, touch, smell)

*“Let’s use our ears to listen right now. Be very quiet and listen. If you hear a sound, put your hand up.”*

- Call on a few students to talk about the things they can hear.



◀ **SHOW FLIP BOOK PAGE 1-8: Girl, cat, dog, and gerbil.**

- Ask students if they remember the names of the animals on this page.

*“Who remembers what some of these animals are called?”*

- Call on a few students to respond. (human, cat, dog, gerbil)
- Remind students that there are many things that humans have in common with other animals.

*“There are many things that humans have in common with other animals. This page shows that humans, cats, dogs, and gerbils all have two eyes. Lots of animals have faces. What kinds of body parts do they have on their faces?”*

- Call on a few students to respond, pointing out the facial features that all the animals on the page have in common.



◀ **SHOW FLIP BOOK PAGE 1-13: Pink flamingos and boy running**

- Ask students if they remember the name of the birds on this page.

*“Who remembers what these pink birds are called?”*

- Call on a few students to respond. (flamingos)
- Call on a few students to talk about things they do with their legs.

*“These flamingos have long legs to stand on. This little boy also has legs. Can you tell me a few things you do with your legs? Do you use your legs to run fast? Do you use your legs to walk around our classroom? You are an animal with legs just like this flamingo.”*



◀ **SHOW FLIP BOOK PAGE 1-14: Boy with dog in grass**

- Reread the last page of the read-aloud to bring closure to the Picture Talk.

*There are all kinds of animals that live and that grow. We are all animals—isn’t that so?*

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: Trunk

#### Defining Trunk

- Reread the part of the read-aloud text that contains the word *trunk*.

*"Remember, in our read-aloud, we heard the word trunk. Listen for the word trunk while I read part of the read-aloud you heard before."*



◀ SHOW FLIP BOOK PAGE 1-5: Elephant and boy touching nose

*You are an animal. This elephant is too.*

*Yes, you are an animal—*

*But you don't have a long trunk like some animals do.*

- Define the word *trunk*.

*"A trunk is a body part on an elephant's head that is used to pick up things and spray water. A trunk is kind of like a long nose."*

#### Reviewing Trunk

- Ask students to point to the part of the elephant that is its trunk.
- Ask students how elephants use their trunks.
- Call on a few students to respond, confirming and recasting their answers to include the word *trunk*.

*"This picture shows an elephant. Here is the elephant's trunk. What does an elephant do with his trunk? Does an elephant pick up things with its trunk?"*

- Call on a few students to respond. (uses it to spray water into its mouth and on its body)

#### Expanding Trunk: Multiple Meanings

- Show Image Card 2-1: Trunk of a car
- Explain that *trunk* also means a part of the car.

*"The word trunk also means something else. Sometimes we use the word trunk to describe the back part of a car. If you go to the grocery store and buy a lot of groceries, you would need to put them in the trunk. You might use a key or button to open up the trunk and then*

*you load your groceries into it. What other kinds of things might you put in the trunk of a car?"*

- Call on a few students to respond.
- Review the multiple meanings of the word *trunk*.

*"So what are the two things that *trunk* can mean? When we are talking about an elephant, we use *trunk* to mean a part of his body. When we are talking about a *trunk* of a car, *trunk* means the back part of the car where you can put things."*

- Have students act out the multiple meanings of the word *trunk*.

*"Let's pretend that we are an elephant with a *trunk*. Can you wave your *trunk* around like an elephant?"*

*"Now let's pretend we are putting our groceries away in the *trunk* of our car. Get out your key. Open the *trunk*. Put your groceries inside. Now, close the *trunk* and go get in your car."*

## Extension Activity

---

Learning Center

### Animal Library

---

Continue this activity during Learning Centers. See **Day 1: Animal Library** for detailed instructions on this Extension Activity.

**☒ Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ State that humans are animals
- ✓ Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- ✓ Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)

**Language Arts Objectives****Starting the Day**

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Here is the Beehive” ([RF.P.2a](#), [RL.P.5](#))
- ✓ Understand and use precise nouns and verbs related to animals ([L.P.1b](#))

**Skills**

Students will:

- ✓ Segment a spoken word into separate, distinct syllables ([RF.P.2a](#))
- ✓ Given a word, provide a rhyming word ([RF.P.2b](#))

**Listening & Learning**

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *What Do You Do With a Tail Like This?* and other animals trade books ([RI.P.1](#), [SL.P.2](#), [SL.P.3](#))

- ✓ Find the illustration, or object within the illustration that is being described in *What Do You Do With a Tail Like This?* (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning with *who*, *what*, *where*, *when*, or *why*) (SL.P.3)
- ✓ With prompting and support, ask and answer questions about unknown words in *What Do You Do With a Tail Like This?* (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to *What Do You Do With a Tail Like This?* (L.P.6)
- ✓ With prompting and support, retell important facts and information from *What Do You Do With a Tail Like This?* (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body and animals (L.P.1b)
- ✓ Point to the front cover, title, and back cover of a book (RI.P.5, RF.P.1a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- ✓ Use cover and illustration cues to locate those books that pertain to the topic of animals or might answer a question about animals (W.P.8)

## Core Vocabulary

---

**underground, *adv.*** Below the ground or soil

*Example:* A mole lives underground and uses its nose to find its way around.

*Variation(s):* none

**pesky, *adj.*** Annoying

*Example:* My pesky little sister keeps borrowing my toys without asking.

*Variation(s):* peskier, peskiest

**sticky, *adj.*** Like glue; gooey

*Example:* The popsicle dripped on me as I was eating it; it made my hands very sticky.

*Variation(s):* stickier, stickiest

**leap, v.** To jump high in the air

*Example:* Dancers leap in the air, lifting both legs off the ground as they fly across the stage.

*Variation(s):* leaps, leaped, leaping

**capture, v.** To catch

*Example:* Sometimes Joanna tries to capture lightning bugs in a jar so she can watch them glow.

*Variation(s):* captures, captured, capturing

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Here is the Beehive</b>	Nursery Rhymes and Songs Poster 16	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	<i>Families and Communities</i> Image Cards 14-1–14-5; Transition Cards: Animals; paper; tape; markers	10
		<b>Jumping for Syllables</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Box with various familiar items from your classroom (i.e., glue, book, etc.); ball or stuffed animal	10
		<b>Mystery Rhyming Box</b>		
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	W	<b>Reviewing “Humans are Animals”</b>	Transition Cards: Animals; <i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page	5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>What Do You Do With a Tail Like This? by Steven Jenkins and Robin Page</b>	<i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page	10
<b>Discussing the Read-Aloud</b>	W	<b>What’s the Big Idea?</b>	Image Cards 3-1–3-5; <i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page; pocket chart	10
<b>Extension Activity</b>	L	<b>Animal Library</b>	Ten to twenty books about animals; ten to twenty books on other subjects; book display stand or bookshelf	During learning centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### **Small Group 1**

Write the numbers 1 through 4 on four pieces of paper or cardstock. Add dots to represent the numbers to each piece of paper. Affix these labels securely to the floor (students will be jumping on them). You may want to make two sets of numbers and place them side by side so that two students can jump at the same time. Use cardstock or posterboard, or laminate the numbers, so students don't tear them while jumping from paper to paper.



### **Small Group 2**

Fill a box with familiar classroom materials, such as glue, a book, a crayon, etc.

### **Listening & Learning**

Number the pages of the book *What Do You Do With A Tail Like This?* by Steve Jenkins and Robin Page. Begin numbering from the front of the book; page 1 is the page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book.

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided. In addition, read pages 28–31 in *What Do You Do With a Tail Like This?* by Steven Jenkins and Robin Page to learn more about each animal presented in the read-aloud. Incorporate any interesting facts you would like to share with students into your read-aloud plan.

## Starting the Day

Routines	W	Exercise	Materials	Minutes
		Continue Established Routines		During morning circle
Nursery Rhyme	W	Here is the Beehive	Nursery Rhymes and Songs Poster 16	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### Here is the Beehive

**Note:** Students will learn the hand motions for this nursery rhyme at a later time. For this activity, focus on helping students learn the words to the rhyme and on discussing the fact that bees live in hives.

- Teach students the song “Here is the Beehive” using the echo technique. For an example of the echo technique see **Day 1: An Old Person of Ware**.
- Using **Nursery Rhymes and Songs Poster 16: Here is the Beehive** as a visual support, tell students that bees live in a beehive; it is their shelter. Tell students they will learn more about animals’ shelters, or homes, later today (during the read-aloud).

## Skills

Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Families and Communities Image Cards 14-1-14-5; Transition Cards: Animals; paper; tape; markers
	<b>Jumping for Syllables</b>	
<b>Small Group 2</b>	<b>Warm-Ups</b>	Box with various familiar items from your classroom (i.e., glue, book, etc.); ball or stuffed animal
	<b>Mystery Rhyming Box</b>	

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes

Small Group

#### Warm-Ups

##### Clapping Animal Names

Students will clap the syllables in the names of the animals shown on the **Transition Cards: Animals**.

- Show students a card from **Transition Cards: Animals**.
- Say the animal's name aloud for students, then have students say the name of the animal, and finally have students clap the syllables in its name. Encourage students to use robot talk to say the name of the animal as they clap the syllables, segmenting each part.
- If students are ready, ask them to count how many syllables they clapped.

#### Jumping for Syllables

First, students will practice jumping in place for syllables. Then, students will take turns jumping from number to number as they say syllables in words.

- Tell students that you are going to show them a picture, and you want them to jump in place as they say the syllables.
- Show students **Families and Communities Image Cards: 14-1-14-5: Picnic foods** from the *Families and Communities* domain.

- Have students practice jumping for syllables by jumping in place while you say the words as a group. Encourage students to use robot talk as they jump.
- When students are ready, show students the numbers you have taped to the floor (see **Advance Preparation**). Show them that the dots on each square represent the number shown by counting aloud the number of dots on each square.
- Tell students that now you want them to take turns jumping to the number as they say the syllables.
- Have students get in line and give each student an Image Card.
- First, have students say the words aloud syllable by syllable as they jump on each number. If students are ready, they can whisper the word while jumping for each syllable.

## Small Group 2

**10 minutes**

Small Group

### Warm Ups

#### Rhyme

- Have students stand in a circle.
- Explain that you will say a rhyming word and pass the ball/stuffed animal to a student. The student should say a word that rhymes with your word and then pass the ball back to you.
- Say a one-syllable word, then pass the ball/stuffed animal to a student.
- When the student passes the object back to you, you could either keep or change the rhyme family.
- If students are ready, have them pass the object to another student, rather than back to you.
- If appropriate, have students transition to a table after giving their rhyming response.

### Mystery Rhyming Box

Students will identify objects in a box of mystery objects by finding the object that rhymes with the teacher's request.

- Show students your box of items from around the classroom (see **Advance Preparation**).

- Ask students to find an object by using a word in your request that rhymes with one of the objects in the box. For example, if there is glue in the box, you might ask the students to find the object that rhymes with *shoe*.
- If students are ready, allow them to lead the group by asking another student to find something that rhymes with “\_\_\_\_\_.”
- Once students have mastered this activity, allow them to add new or different objects to the box and play again. You might also have students give the clues.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W	<b>Reviewing “Humans are Animals”</b>	Transition Cards: Animals; <i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page	5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>What Do You Do With a Tail Like This? by Steven Jenkins and Robin Page</b>	<i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page	10
<b>Discussing the Read-Aloud</b>	W	<b>What’s the Big Idea?</b>	Image Cards 3-1-3-5; <i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page; pocket chart	10
<b>Extension Activity</b>	L	<b>Animal Library</b>	Ten to twenty books about animals; ten to twenty books on other subjects; book display stand or bookshelf	During learning centers

**Note:** The book *What Do You Do With a Tail Like This?* by Steven Jenkins and Robin Page shows many animals with which preschoolers may be unfamiliar. This is a great opportunity to model using specific names of animals and discussing how names may describe animals (e.g., four-eyed fish, horned lizard). At the end of the book, the author has included additional information about each animal. Be sure to read this information in advance so you can share it with your students and so you are prepared for students' questions. You may wish to read this book in two sittings, since it may take more than the allotted ten minutes to cover the content.

### Introducing the Read-Aloud

5 minutes

Whole Group

**Note:** The book *What Do You Do With a Tail Like This?* by Steven Jenkins and Robin Page is excellent for developing students' print knowledge. You might want to reread this book, focusing on the way the words are organized on the pages (e.g., wrapped around the drawing of the tail on the cover), the capital and lowercase letters (e.g., the big, red 'A' on page 3), the way print is used to convey meaning (e.g., the skunk is 'spraying' words on p.15), and the difference between letters/words and pictures.

## Reviewing “Humans are Animals”

---

- Using **Transition Cards: Animals**, ask students whether humans and animals share specific body parts. Tell students to show you ‘thumbs up’ if humans do have a body part and to show you ‘thumbs down’ if humans don’t have the body part you mention. Discuss at least five different animals.

- *Do humans have a trunk like an elephant? (no)*
- *Do humans have eyes like an elephant? (yes)*
- *Do humans have a beak like a toucan? (no)*
- *Do humans have two legs like a flamingo? (yes)*

- As you ask students whether humans have specific body parts, discuss the differences in the body parts humans and animals do share.

*“Flamingos have long, skinny pink legs—they look very different from humans legs. But, flamingos and humans both use their two legs to walk.”*

- Continuously remind students that humans are animals as you lead your discussion.

*“Humans and flamingos are both animals.”*

## Purpose for Listening

---

- Tell students to listen to find out more about different animals’ special body parts and what they do.

# What Do You Do With a Tail Like This?

by Steven Jenkins and Robin Page

► COVER . . . With a Tail Like This?

- Have students predict what kind of tail is shown on the cover.

*"What do you think this long green and yellow thing is on the cover? Does anyone have any idea what kind of animal might have a tail that looks like this?"*

- Show students the front cover and back cover at the same time to reveal the lizard.

*"Does anybody know what this animal is called?"*

- Call on a few students to respond. (lizard)

► PAGE 1 (TITLE PAGE) . . . Steve Jenkins and Robin Page

- Ask students the name of the page inside the book that has the title and the author's name.

*"What is the name of the page that is inside our book and has the title and author's name on it?"*

- Call on a few students to respond. (title page)

➔ PAGE 5 . . . nose like this?

- Tell students these are all noses of different animals and that you can't see their whole bodies.

"These are all noses of different animals. You can't see the rest of these animals' bodies—you can only see the noses."

- Relate students' noses and nostrils to the pictures on the page.

"Point to your nose. Remember, your nose has two nostrils at the tip that help you smell and breathe. Take a deep breath through your nostrils. Do you see any nostrils on the animal noses on this page? What do you think the animals do with their nostrils?"

- Call on a few students to respond. (breathe air and smell)

- Have students guess what animal the trunk belongs to.

"Look at this long grey nose [point to the trunk]. What animal does this belong to? What is this long grey nose called?"

- Call on a few students to respond. (elephant, trunk)

➔ PAGE 6 . . . meal with your nose.

- Remind students that they saw animals' noses on the previous page but that this page shows the whole animal.

"On the last page we could only see the animals' noses. This page shows the animals the noses belong to. These pictures show the animal's whole body. Look at this platypus digging in the mud with its nose!"

- Alternate between pages 4 and 5 and pages 6 and 7, showing students how the noses on the previous page belong to the animals on the following page.

→ PAGE 7 . . . hiding in the water.

- Remind students that they breathe, just like alligators. Have students breathe through their noses.

"Remember, you use your nose to breathe, too, just like an alligator. Close your mouth and take a deep breath in through your nose. An alligator is special because it can put its body completely underwater and just stick its nostrils out of the water to get some air and breathe."

→ PAGE 11 . . . sounds hundreds of miles away.

- Describe some of the ears depicted on the page.

"These animals all have very different ears. Some ears are big, like this jackrabbit. Some of them don't look like ears at all. The ears on this cricket are on its legs (point to cricket's front legs). They are so small we can't see them!"

➔ PAGE 15 . . . tree by your tail.

- Discuss what a tail is and whether humans have tails.

"A tail is a long body part on the bottom of an animal. Lots of animals have tails. Do you have a tail like the animals on this page?"

- Describe some of the ways animals use their tails.

"Giraffes use their tails to keep flies away. They swing and swish their tails back and forth and swat at the flies. Monkeys use their tails to hang from trees!"

- Ask students what they would do with their tail if they had one.

"Imagine you have a tail. Would you like to have a tail like a monkey so you could use it to hang from trees?"

- Call on a few students to respond.

➔ PAGE 21 . . . feet like these?

- Ask students to predict which animals the feet belong to.

"Which of these feet belongs to a bird? I can tell it belongs to a bird because it is webbed. Which of these feet belongs to a goat? Which of these feet belongs to a monkey? Which of these feet belongs to a bug? Let's turn the page to find out!"

- Call on students and accept any predictions they make.

► PAGE 27 . . . a stream of water.

- Using their mouths, have students pretend to be some of the animals on this page.

*"Let's pretend to be an egg-eating snake. Open your mouth as wide as you can and pretend to swallow a whole egg. Let's pretend to be an anteater. Anteaters use their tongues to lick up termites and eat them. Stick out your tongue and pretend to lick little bugs to eat."*

## Discussing the Read-Aloud

10 minutes

Whole Group

### What's the Big Idea?

#### Which Animal Uses This Body Part?

Using **Image Cards 3-1-3-5: Animals Using Body Parts**, students will identify the animal using the body part you describe. Then, a student will come up and point to the animal's body part being described.

- Tell students you are going to look at some pictures of the animals you just read about and try to remember how these animals use different body parts.

*"Now we are going to look at some pictures of the animals we just read about and try to remember how these animals use their different body parts in special ways."*

- Put the Image Cards in a pocket chart, grouping them by body part. Describe an animal's body part from one of the images using the descriptions listed below. (These descriptions are based on the information presented in *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page.)
- Ask students to point to the animal you are describing. Then, call on a student to come up and point to the animal and body part you are describing. Use this opportunity to describe the animal's body part in greater detail (e.g., "An elephant's nose is called a trunk.").

- Below is a list of the animals depicted on **Image Cards 3-1–3-5** along with a description of the special actions their body parts perform and some further information you might discuss with students.

- **Image Card 3-1A: Elephant**

*“Point to the animal that uses its nose to spray water.”*

*“Elephants’ noses are called trunks.”*

- **Image Card 3-1B: Alligator**

*“Point to the animal that uses its nose to breathe while the rest of its body is underwater.”*

*“Alligators can stay hidden underwater for a long time while they breathe through their nose.”*

- **Image Card 3-2A: Giraffe**

*“Point to the animal that uses its tail to brush away flies.”*

*“Giraffes can even reach flies that have landed on their backs.”*

- **Image Card 3-3A: Bald Eagle**

*“Point to the animal that sometimes uses its eyes to see things that are really far away.”*

*“While bald eagles are flying high in the sky, they can see tiny animals on the ground.”*

- **Image Card 3-3B: Bush baby**

*“Point to the animal that uses its huge eyes to see things at night.”*

*“Bush babies can’t move their eyes so they have to move their head to be able to look around them.”*

- **Image Card 3-4A: Chimpanzee**

*“Point to the animal that uses its feet to pick up food and eat.”*

*“Chimpanzees have a finger that is like a thumb on their foot. It makes it easy for them to pick things up with their feet.”*

- **Image Card 3-4B: Mountain goat**

*“Point to the animal that uses its feet to climb and balance on steep rocks on the side of a mountain.”*

*“Mountain goats’ feet are called hooves.”*

- **Image Card 3-5A: Pelican**

*“Point to the animal that uses its big mouth to scoop up fish to eat.”*

*“Pelicans can scoop up water and fish at the same time and then let the water out before eating the fish.”*

- **Image Card 3-5B: Anteater**

*“Point to the animal that uses its mouth and long tongue to eat termites from the ground.”*

*“Anteaters have very long tongues.”*

### ***Describe That Animal***

Using **Image Cards 3-1–3-5: Animals Using Body Parts** and **What Do You Do With a Tail Like This?** by Steve Jenkins and Robin Page, students will match the photograph to the illustration and describe something special about the animals’ body parts.

- Open *What Do You Do With a Tail Like This?* to pages 6 and 7. Ask students to raise their hand if they can find a card with a picture of an animal that matches one of the animals on the page (elephant or alligator).

*“Raise your hand if you can find a picture of an animal on one of the cards that matches a picture of an animal from our book.”*

- Call on a student to come up and match the photograph to the illustration. Ask the student to name the animal and/or share something special about the animal if he or she is ready. Or, you might call on another student to name the animal and describe a special body part.

*“Remember, this book was all about different animals’ special body parts. What animal is this? What special body part does an elephant have? How does an elephant use this body part?”*

- Once a student has matched the picture and you have discussed the special body part as a class, place the Image Card face down in a discard pile.
- Continue turning the pages of the book and having students match photographs to illustrations until students have matched all of the Image Cards to the book.

## **Extension Activity**

---

Learning  
Center

### **Animal Library**

---

Continue this activity during Learning Centers. See **Day 1: Animal Library** for detailed instructions on this Extension Activity.

**✓ Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ State that animals have three basic needs
- ✓ State that animals' three basic needs are water, food, and shelter

**Language Arts Objectives*****Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Here is the Beehive" ([RF.P.2a](#), [RL.P.5](#))
- ✓ Perform previously taught hand and body gestures associated with "Here is the Beehive" ([RL.P.10](#))

***Skills***

Students will:

- ✓ Segment a spoken word into separate, distinct syllables ([RF.P.2a](#))
- ✓ Recognize the written form of one's first name ([RF.P.1d](#), [RF.P.3b](#))
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger ([L.P.1a](#))
- ✓ Draw and use as motifs: zigzag line and dot ([L.P.1a](#))
- ✓ Write one's first name, using upper- and lowercase letters appropriately ([L.P.1a](#), [L.P.2a](#))

## ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when,* and *why* questions about “Animals Have Three Basic Needs” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in “Animals Have Three Basic Needs” (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words in “Animals Have Three Basic Needs” (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to “Animals Have Three Basic Needs” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Animals Have Three Basic Needs” (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body and animals (L.P.1b)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

## Core Vocabulary

---

**burrows, *n.*** Holes dug in the ground by animals for shelter

*Example:* The prairie dogs dug burrows in the ground to escape the hot sun.

*Variation(s):* burrow

**carnivores, *n.*** Animals that eat only meat

*Example:* A wolf is a carnivore who likes to eat rabbits.

*Variation(s):* carnivore

**herbivores, *n.*** Animals that eat only plants

*Example:* The cow that lives on our farm is an herbivore; she eats only grass.

*Variation(s):* herbivore

**lap, *v.*** To get or drink water (or another liquid) by sticking out the tongue and licking the water up into the mouth

*Example:* My dog uses his tongue to lap up water from his bowl.

*Variation(s):* lapped, lapping, laps

**nibble, *v.*** To eat small bites of something

*Example:* When I am pretending to be a rabbit, I nibble on carrots in the cafeteria.

*Variation(s):* nibbles, nibbled, nibbling

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Here is the Beehive</b>	Nursery Rhymes and Songs Poster 16	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Name Cards; Transition Cards: Animals; various sets of Image Cards; eight containers; paper; marker; tape	10
		<b>Syllable Sort</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Activity Page 4-1; My First Strokes Book; primary crayons	10
		<b>Writing with Primary Crayons</b>		
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	W	<b>What Do We Already Know?</b>		5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>Animals Have Three Basic Needs</b>		10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>		10
<b>Extension Activity</b>	L	<b>Basic Needs Pretend Play</b>	Image Cards 4-1-4-6; various materials to create an animal habitat; plastic or stuffed animals	During learning centers

## Take-Home Material

### Animal Body Parts Riddles

Give students the following material to take home to their family:

#### Activity Page 4-2: Animal Body Parts Riddles

## Advance Preparation

### Small Group 1

Collect eight small containers or baskets and label two sets of four with the numerals 1 through 4. Include the relevant number of dots on the labels under the numerals to support students who do not yet know their numbers (e.g., one dot for 1, two dots for 2, etc.).

### ***Listening & Learning***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### ***Extension Activity***

Prepare an animal habitat similar to a pond or woodland area using the suggested materials below. This should be set up in a water/sensory table or in a separate center in your classroom. The list below includes suggestions for materials you might use to build your habitat:

Shelter materials:

- twigs or rocks from outdoors as shelter
- string or yarn for straw
- plastic or real plants to hide under
- felt to make a cave
- blocks to use as logs or trees
- cotton balls to make snow

Water materials:

- scrap of blue fabric or blue paper for a pond or other body of water
- actual water in a basin or other bin

Food materials:

- plastic or real plants
- pretend berries
- nuts from outside (i.e., acorns, etc.)

Animals:

- plastic animals
- stuffed animals
- felt to make your own animals

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Here is the Beehive</b>	Nursery Rhymes and Songs Poster 16	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### Here is the Beehive

Students will learn the motions that go along with “Here is the Beehive.”

- Show students the motions that go along with the song.

*“Today we are going to sing again, but this time we are going to act it out. First, listen to me sing and watch me act it out. Then, you will get a chance to sing and act out the nursery rhyme with me.”*

- Teach students the motions that go along with the song.

*“Now, I’m going to help you learn how to act out ‘Here is the Beehive.’ I want you to do it with me. If you remember the words, sing them along with me, too.”*

  - Sing the song again, encouraging students to do the motions. Students may not have memorized the rhyme yet. Encourage students to join in for parts they remember.

<b>When you say...</b>	<b>Do this...</b>
Here is the beehive	Make a fist with left hand and cover the fist with right hand to make a beehive
One	Raise right pointer finger
Two	Raise right middle finger
Three	Raise right ring finger
Four	Raise right pinky
Five	Raise right thumb
Buzz-z-z-z	Flutter both hands apart

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Name Cards; Transition Cards: Animals; various sets of Image Cards; eight containers; paper; marker; tape	10
		<b>Syllable Sort</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Activity Page 4-1; My First Strokes Book, primary crayons	10
		<b>Writing with Primary Crayons</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes



#### Warm-Ups

##### Clapping Animal Names

Students will clap the syllables in the names of the animals shown on the **Transition Cards: Animals**.

- Show students a card from the set **Transition Cards: Animals**.
- Say the animal's name aloud for students, then have students say the name of the animal, and finally have students clap the syllables in its name. Encourage students to use robot talk to say the name of the animal as they clap the syllables, segmenting each part.
- If students are ready, ask them to count how many syllables they clapped.

#### Syllable Sort

Students will sort words into baskets showing the number of syllables in each word.

- Provide students with their **Name Cards** and cards showing a variety of pictures (e.g., **Image Cards** and **Transition Cards** from *All About Me, Families and Communities*, and *Animals*). Select cards representing words that contain one to four syllables.
- Explain that students are to clap the number of syllables in each word and put it in the container showing that number of syllables (see **Advance Preparation**).

- If students are ready, allow them to clap their words and place them in baskets independently. Otherwise, have students clap and sort their words one at a time.

## Small Group 2

10 minutes

Small Group

### Warm-Ups

#### *My First Strokes Book*

Students will practice handwriting strokes by tracing lines with their fingers in their **My First Strokes Book**.

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read, “**My First Strokes Book**.”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

### Writing with Primary Crayons

Students will practice writing a zigzag and dot using primary crayons.

- Give each student **Activity Page 4-1** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students may not yet use the tripod grip consistently throughout this activity, but each student should practice the grip at least once. See the **Introduction** for step-by-step instructions on the tripod grip.
- Have students practice their zigzag and dot strokes by drawing lines on the Activity Pages starting at the triangle and ending at the dot.
- Encourage students to reference their **My First Strokes Book** if they cannot remember a specific stroke.

- If students finish both strokes, give them a blank piece of paper and have them practice writing their names. Students can reference their names written on the front of their **My First Strokes Book**.

## Listening & Learning

		Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	W	<b>What Do We Already Know?</b>		5
		<b>Purpose for Listening</b>		
<i>Presenting the Read-Aloud</i>	W	<b>Animals Have Three Basic Needs</b>		10
<i>Discussing the Read-Aloud</i>	W	<b>What's the Big Idea?</b>		10
<i>Extension Activity</i>	L	<b>Basic Needs Pretend Play</b>	Image Cards 4-1-4-6; various materials to create an animal habitat; plastic or stuffed animals	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Do We Already Know?



◀ SHOW FLIP BOOK PAGE 4-1: Humans' basic needs.

- Remind students that they learned that people need three things to stay alive. These things are called basic needs.
- Ask students if they remember humans' three basic needs. (water, food, shelter)
- Ask students why humans need water, food, and shelter. (to drink, to eat, and to keep them safe from weather and temperature)

#### Purpose for Listening

- Tell students that animals have basic needs, too. Tell students to listen to find out the three things that animals need to stay alive. They should listen to find out whether humans' and animals' basic needs are the same or different.



## ◀ SHOW FLIP BOOK PAGE 4-1: Humans' basic needs

Humans need three basic things to survive. Humans need water to drink, food to eat, and shelter to protect them from temperature and weather. Animals also have basic needs. Animals and humans need the same three things to stay alive: water, food, and shelter.

- Have students list and count humans' and animals' basic needs.
- Ask students whether humans' and animals' basic needs are the same or different.



◀ **SHOW FLIP BOOK PAGE 4-2: Lioness drinking water**

All animals need water to drink. Lions drink water from rivers when they are thirsty. They crouch down low and use their long tongues to **lap** up water into their mouths.

- Define the word **LAP** as to get water by sticking out the tongue and licking the water up into the mouth.
- Have students pretend to be lions lapping up water from a puddle.



◀ **SHOW FLIP BOOK PAGE 4-3: Bird and horse drinking water**

Birds use their beaks to drink water from ponds and puddles. They scoop up water with their beaks then tip their heads back so that the water travels down their throats. Horses need to drink a lot of water because they are big animals. They make sure to take a big, long drink after they run fast and far.

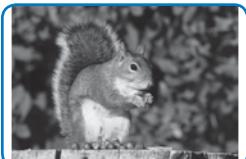
- Show students where their throat is and explain that when animals drink, water travels from their mouth, down a tube in their throats, and into their stomachs. Humans are also animals; when we drink water or a liquid, it travels down the throat to the stomach in the same way.
- Have students pretend to be birds drinking water with beaks and horses taking big, long drinks.



◀ **SHOW FLIP BOOK PAGE 4-4: Ladybug and elephant**

Very small animals need to drink water, too. Ladybugs drink droplets of rain that collect on leaves. Elephants use their long trunks to help them drink. They suck water up into their trunks, and then they spray the water into their mouths and swallow it.

- Explain that most animals drink rainwater. Sometimes the animals drink the water off of plants and out of mud puddles right after it has rained and the drops of water fell from the sky. Other animals (like elephants) wait until the rainwater collects in a stream, pond, or river, and then they drink it from these places..



◀ **SHOW FLIP BOOK PAGE 4-5: Grey squirrel eating nuts**

All animals need food to survive. Animals eat many different kinds of food. When squirrels are hungry, they eat nuts from trees. Squirrels hold the nuts in their paws and nibble on them with their strong front teeth.



◀ SHOW FLIP BOOK PAGE 4-6: **Giraffe, caterpillar, rabbit with carrot, cedar waxwing bird with berry**

Some animals eat plants like leaves and berries. When giraffes are hungry, they reach their long necks high up into trees to eat leaves. Caterpillars eat leaves, too. Birds use their beaks to grab berries from trees when they get hungry. Rabbits like to nibble on carrots and other vegetables. Animals that eat plants to survive—or live—are called herbivores. When they are hungry, **herbivores** eat the plants they find around them.

- Have students repeat the word **HERBIVORES** with you.
- Define **HERBIVORES**. (*animals that eat only plants*)



◀ SHOW FLIP BOOK PAGE 4-7: Grey wolf, bald eagle with fish, cat and mouse

Some animals eat meat. Meat comes from other animals. Wolves hunt other animals like deer, rabbits, fish, and raccoons. When a bald eagle is hungry, it catches a fish with its talons, which are the claws on its feet. When cats are hungry, they hunt for mice. Animals that eat meat to survive are called **carnivores**. When they are hungry, carnivores hunt other animals that live nearby.

- Have students repeat the word CARNIVORES with you.
- Define the word CARNIVORES as animals that only eat meat/other animals.



◀ SHOW FLIP BOOK PAGE 4-8: Baby raccoons in tree

Animals need shelter to protect them from weather, temperature, and other animals. Some animals, like raccoons, sleep inside trees to stay safe and warm. They like to live high up in trees so that other animals, like wolves, will not be able to catch them.



◀ **SHOW FLIP BOOK PAGE 4-9: Bird nest and baby prairie dog in burrow**

Many animals build special shelters that are just right for them. Some birds make nests out of things they find like grass, hair, and twigs. Prairie dogs make their homes in the ground by digging tunnels to make **burrows**.

- Explain that birds make nests by flying around and looking for materials like grass, hair, and twigs. They bring the materials back to their trees in their beaks or talons. Some birds use mud to glue their materials together into the shape of a nest.
- Explain that prairie dogs make burrows by carving out tunnels underground. They make lots of different rooms underground. They hide in these rooms when other animals are trying to catch them.



◀ SHOW FLIP BOOK PAGE 4-10: Giant panda eating bamboo leaves

When animals have the water, food, and shelter they need, they stay healthy and grow. Every animal needs these three things to survive: water, food, and shelter.

- Ask students what three things pandas need to survive. (food, water, shelter)

"This is a giant panda. It has basic needs just like all other animals. What three things does it need to survive?"

- Ask students to look at the picture to guess what kinds of things pandas eat (bamboo leaves), drink (water from streams), and where they find shelter (outside under rocks and on piles of leaves).

"What kinds of things do you think pandas eat when they are hungry? What do you think they drink? Where do you think pandas sleep?"

## Discussing the Read-Aloud

10 minutes

Whole Group

### What's the Big Idea?

#### Is it a Basic Need?

- Ask students to show you whether something is or isn't a basic need using their thumbs.

"I am going to name some different things. Some of these things are animals' basic needs and some of them are not. I want you to show me 'thumbs up' if the thing is a basic need and 'thumbs down' if the thing is not a basic need."

- toy trucks
- food
- magic wands
- crayons
- water
- television

- shelter
- tables
- water
- paper
- glitter
- shelter
- baby dolls

### **Basic Needs Riddles**

- Describe a basic need and ask students to figure out which basic need you are describing.

*"I am going to talk about one of animals' basic needs. I want you to try to guess which basic need I am talking about, but I'm not going to say the name of the basic need. I'm just going to give you some clues. This is called a riddle. Listen to these riddles about basic needs and raise your hand if you think you know the answer.*

- *I'm thinking of something an animal drinks when it is thirsty. What is it? (water)*
- *I'm thinking of something an animal eats when it is hungry. What is it? (food)*
- *I'm thinking of a place where animals find protection from weather and temperature. What is it? (shelter)*
- *I'm thinking of leaves, berries, fish, and mice. What are all those things? (food)*
- *I'm thinking of nests, holes in trees, and tunnels. What are all those things? (shelter)*
- *I'm thinking of something clear and cool that falls from the sky and collects in mud puddles and in rivers and streams. What is it? (water)"*

### **Herbivores and Carnivores**



- ◀ **SHOW FLIP BOOK PAGE 4-6: Giraffe, caterpillar, rabbit with carrot, cedar waxwing bird with berry.**

- Remind students that they heard the word *herbivore*.



- Ask students if they remember what *herbivore* means. (animals that eat only plants)
- Reread the text to confirm students' answers.

◀ **SHOW FLIP BOOK PAGE 4-7: Grey wolf, bald eagle with fish, cat and mouse**

- Remind students that they heard the word *carnivore*.
- Ask students if they remember what *carnivore* means. (animals that eat only meat/other animals)
- Reread the text to confirm students' answers.

## Extension Activity

Learning Center

### Basic Needs Pretend Play

Students will help animals meet their basic needs while they play with pretend animals.

- Show students the habitat you made (see **Advance Preparation**) and explain what the different materials represent (e.g., yarn is straw for animals to eat, blue felt is pond where animals can drink, twigs are for birds to build nests, etc.). Tell students that these are things you can find in the place where the animal lives.
- Show students the animals that live in the habitat.
- Explain to students that they are going to get to pretend that all different kinds of animals live in this habitat. Their job is to make sure that the animals have the food, shelter, and water they need to be healthy and grow.
- Invite students to choose an animal to play with.
- Show students **Image Cards 4-1-4-3: Animals' Basic Needs** and discuss each card with the students.

*"These cards remind us that animals have basic needs—water, food, and shelter. [Show Image Card 4-1: Water.] This card reminds us that animals need water. [Show Image Card 4-2: Food.] This card reminds us that animals need food. [Show Image Card 4-3: Shelter.] This card reminds us that animals need shelter. Say the words with me as I hold up each card. Food, water, and shelter."*

- Explain that you want students to play with the animals, and you want them to help the animals find food, water, and shelter. Choose an animal yourself and model giving your animal food, water, and shelter.

*"I am going to make my frog hop over to the pond to swim in the cool water. He might drink some water while he's over there. Water is one of his basic needs. Now he's going to sit on a lily pad and hunt for food. His sticky tongue is going to come out of his mouth and catch insects. Food is one of his basic needs. Now he's going to hop back onto the ground and take a rest under a log. The log is his shelter. Shelter is one of his basic needs."*

- As students play, use the **Labels and Object Descriptions** strategy to describe what students are doing.

*"Ben has a big, tall giraffe to play with. You can make your giraffe go eat leaves near the trees. Callie has a little tiny grasshopper. That grasshopper is going to hide under a log and then find something to eat. Brian, will you hand me your giant elephant? I am going to help you find a place for him to spray water with his trunk."*

- After students have played for a while, tell them that you want them to play a game. You are going to hold up **Image Cards 4-1-4-3: Animals' Basic Needs** and you want them to help their animal find the basic need they see on the card. Have students show you how their animal would meet that basic need.
- Then, tell students they are going to get a chance to play a different game. Show students **Image Cards 4-4-4-6: Animals' Basic Needs Playing Cards**. When you see them meeting one of their animal's basic needs, you will give them a card showing that basic need. The object of the game is to collect all three cards.
- Once a student has collected three cards, have them tell you what each card stands for and transition him/her to the next activity.

### Teaching Tip

Find a place to leave the habitat props set up for the remainder of the *Animals* domain. Leave **Image Cards 4-4-4-6** accessible to students so they can use them in their own play.

**☒ Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ State that animals have three basic needs
- ✓ State that animals' three basic needs are water, food, and shelter

**Language Arts Objectives*****Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Here is the Beehive” ([RF.P.2a](#), [RL.P.5](#))
- ✓ Perform previously taught hand and body gestures associated with “Here is the Beehive” ([RL.P.10](#))
- ✓ Using “Here is the Beehive,” finish a recitation with the correct rhyming word ([RF.P.2a](#), [RL.P.10](#))

***Skills***

Students will:

- ✓ Segment a spoken word into separate, distinct syllables ([RF.P.2a](#))
- ✓ Understand and use precise nouns and verbs related to animals ([L.P.1b](#))
- ✓ Sequence chronologically and describe three to five images of events or phases of a single event that has been experienced ([SL.P.4](#))
- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time ([SL.P.4](#), [SL.P.5](#))
- ✓ Show understanding of and use temporal words in context (*before-after; first-last; then-next*) ([L.P.5c](#))

- ✓ Use present and past verb tense ([L.P.1b](#))

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Animals Have Three Basic Needs” ([RI.P.1](#), [SL.P.2](#), [SL.P.3](#))
- ✓ Find the illustration, or object within the illustration, that is being described in “Animals Have Three Basic Needs” ([RI.P.7](#))
- ✓ Describe an illustration and how it relates to the text ([RI.P.7](#))
- ✓ With prompting and support, ask and answer questions about unknown words in “Animals Have Three Basic Needs” ([RI.P.4](#))
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to “Animals Have Three Basic Needs” ([L.P.6](#))
- ✓ With prompting and support, retell important facts and information from “Animals Have Three Basic Needs” ([RI.P.2](#))
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses ([L.P.5d](#))
- ✓ Understand and use precise nouns and verbs related to the human body and animals ([L.P.1b](#))
- ✓ Demonstrate understanding and use the multiple-meaning word *lap* ([L.P.4a](#))
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic ([SL.P.6](#))

## At a Glance

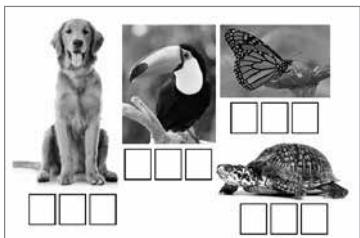
	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	W Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	W Here is the Beehive	Nursery Rhymes and Songs Poster 16	
<b>SKILLS</b>			
<b>Small Group 1</b>	W Warm-Ups	Activity Page 5-1; Transition Cards: Animals; chart paper; marker; primary crayons; tape	10
	W Count and Color Syllables		
<b>Small Group 2</b>	W Warm-Ups	Image Cards 5-1–5-3; chart paper	10
	W Shampoo Story		
<b>LISTENING &amp; LEARNING</b>			
<b>Picture Talk</b>	W Animals Have Three Basic Needs		15
<b>Deepening Understanding</b>	W Deepening Understanding: Lap		10
<b>Extension Activity</b>	L Basic Needs Pretend Play	Image Cards 4-1–4-6; various materials to create an animal habitat; plastic or stuffed animals	During learning centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

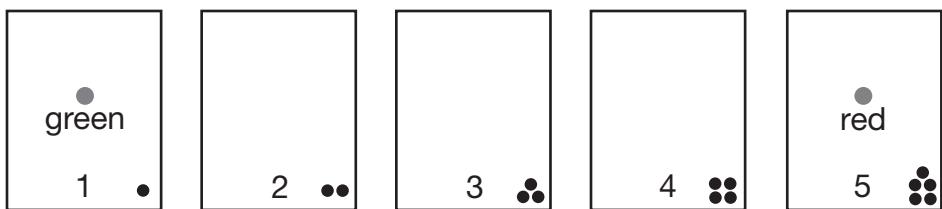
### Small Group 1



Using the **Transition Cards: Animals** (elephant, shark, panda, and duck) make a large version of **Activity Page 5-1: Animal Syllables** on a piece of chart paper. Tape each of the four animal pictures to the chart paper and draw four blank squares beneath each image. Make a second page to use with the second Small Group and move the Transition Card images from the first piece of chart paper to the second when you transition from one group to the next so that you have a clean piece of paper for each group.

### **Small Group 2**

Prepare a large horizontal piece of chart paper. Make five boxes the size of the Image Cards on the paper (you may need to tape two pieces of chart paper together to make it long enough). Number the boxes 1 to 5 and draw a green dot to the left of box 1 and a red dot to the right of box 5.



### **Picture Talk**

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Here is the Beehive</b>	Nursery Rhymes and Songs Poster 16	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### Here is the Beehive

Review the song “Here is the Beehive” by having students sing it with you while doing the motions they learned. Then, help students learn to recognize the rhyming words in the song. Teach students the rhyming words *bees* and *sees*, and *hive* and *five*.

- Show students **Nursery Rhymes and Songs Poster 16** and review the song by having them sing the song with you and do the motions.
- Remind them that some words in the song rhyme. Tell students to take a seat while you talk about the rhyming words in the song.
- Start at the beginning of the song and talk about each rhyming pair. Each time, remind students that the words sound the same at the end; that is how you know the words rhyme.
- Have students recite the rhyme with you while doing the motions they already learned, but add one new motion. During the rhyme, have

students raise both hands when they say one of the four rhyming words. Give students a hint by pausing slightly before the rhyming word and then saying it with emphasis.

## Skills

Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Activity Page 5-1; chart paper; marker; primary crayons
	<b>Count and Color Syllables</b>	
<b>Small Group 2</b>	<b>Warm-Ups</b>	Image Cards 5-1–5-3; chart paper
	<b>Shampoo Story</b>	

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes



#### Warm-Ups

##### Clapping Animal Names

Students will clap the syllables in the names of the animals shown on the **Transition Cards: Animals**.

- Show students a card from the set **Transition Cards: Animals**.
- Say the animal's name aloud for students, then have students say the name of the animal, and finally have students clap the syllables in its name. Encourage students to use robot talk to say the name of the animal as they clap the syllables, segmenting each part.
- If students are ready, ask them to count how many syllables they clapped.

#### Count and Color Syllables

Students will count the number of syllables in a familiar word and color in boxes corresponding to the number of syllables counted.

- Show students the large version of **Activity Page 5-1: Animal Syllables** that you made on chart paper (see **Advance Preparation**).
- Demonstrate saying the first animal's name and then clapping and saying each segmented syllable.
- Tell students that this time you will not clap each syllable, but will only

#### Assessment Opportunity

Use this activity to gauge which students are able to count and record the number of syllables in a familiar word.

say each syllable one at a time; as you say each syllable, you will color one of the boxes below the picture. Demonstrate, being sure to clearly time saying a syllable with the act of coloring one box.

- Call on three students to help you complete the remainder of the animals by coloring the boxes on the chart paper.
- Give each student **Activity Page 5-1: Animal Syllables**.
- Help students as they segment the animals' names, syllable by syllable, and color in the corresponding number of boxes.

## Small Group 2

10 minutes

Small Group

### Shampoo Story

Teachers will model and students will participate in a sequencing activity showing the steps for washing hair.

#### Learning Center

Students are continuing to practice sequencing things they have experienced and events from fictional stories. Make extra copies of **Image Cards 5-1–5-3** for students to sequence in the Games Center. If available, add commercially produced sequencing cards to the **Games Center** as well.

#### Teaching Tip

Have students act out the events in the story as you narrate.

- Place **Image Cards 5-1–5-3: Shampoo Sequencing** in random order in front of the students.
- Explain that you are going to tell a story about getting your hair washed using the pictures.
- Narrate and model for students how to find the first picture.

*"The first step to getting your hair washed is to turn the bath water on and get into the bath. Who can show me the picture that shows sitting in the bath with the water turned on?"*

- Have a student put the first picture in the box numbered 1 on the chart paper.
- Continue narrating and modeling for students as you put the rest of the pictures in order.
- After students have helped you sequence this story, have them help you retell the story by prompting them to talk about what is happening in each picture. You could have different students talk about each image, or, if time allows, have each student tell their own story.
- Encourage and help students retell the sequence in full sentences rather than single words or simple phrases. When students respond in fragments, recast their statement as a complete sentence.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Picture Talk</b>	W	<b>Animals Have Three Basic Needs</b>		15
<b>Deepening Understanding</b>	W	<b>Deepening Understanding: Lap</b>		10
<b>Extension Activity</b>	L	<b>Basic Needs Pretend Play</b>	Image Cards 4-1-4-6; various materials to create an animal habitat; plastic or stuffed animals	During learning centers

### Picture Talk

15 minutes

Whole Group

#### Animals Have Three Basic Needs

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



#### SHOW FLIP BOOK PAGE 4-1: Humans' basic needs

- Remind students that they heard that humans need three things to stay alive or survive.
- Ask students to use the pictures to help them remember humans' basic needs.

*"We are going to talk about the pictures you saw yesterday and the things you remember hearing about them. You heard that humans have three basic needs. Look at the pictures to help you remember each of those basic needs. What are humans' three basic needs?"*

- Call on a few students to respond. (food, water, shelter)
- Ask students why humans need water, food, and shelter.

#### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

*"Why do humans need water? Why do humans need food? Why do humans need shelter?"*

- Call on a few students to respond. (to drink when they are thirsty, to eat when they are hungry, to keep them safe from weather and temperature)



◀ **SHOW FLIP BOOK PAGE 4-4: Ladybug and elephant**

- Remind students that animals drink water that falls to the earth as rain.

*"When animals are thirsty, they drink water that falls to the earth as rain. Some animals drink drops of rain and some drink from rivers and streams."*

- Ask students which type of water the ladybug is drinking and which type of water the elephants are drinking.

*"Ladybugs are really small. Is the ladybug drinking a droplet of water, or is it drinking from a stream? Elephants are really big. Are the elephants drinking droplets of water, or are they drinking from a stream?"*

- Call on a few students to respond.
- Remind students that elephants have a special way of drinking water.

*"Elephants use a special body part to help them drink water. Does anyone remember what that body part is called? How do they use their trunks to help them drink water?"*

- Call on a few students to respond. (They spray water into their mouths with their trunks.)



◀ **SHOW FLIP BOOK PAGE 4-6: Giraffe, caterpillar, rabbit with carrot, cedar waxwing bird with berry**

- Remind students that food is the second basic need.

*"Water is the first basic need. Who remembers the second basic need?"*

- Call on a few students to respond. (food)
- Tell students that all of these animals eat plants and ask if they remember the special word that means animals that eat only plants.

*"All of these animals are eating food. They are eating plants. The giraffe and caterpillar are eating leaves. The bird is eating a berry. The rabbit is eating a carrot. Who remembers the word we learned that means 'animals that eat only plants'?"*

- Call on a few students to respond. (herbivores)
- Ask students to name some plants that they eat. (salad, strawberries, blackberries, apples, corn, potatoes, etc.)

*"Humans are animals that eat plants, too. What sorts of plants do you eat? Do you eat leaves like a giraffe? Do you eat berries like a bird? Do you eat carrots like a bunny rabbit?"*

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 4-7: Grey wolf, bald eagle with fish, cat and mouse**

- Tell students that all of these animals eat meat/other animals and ask if they remember the special word that means animals that eat only meat. (carnivores)

*"All of these animals are eating food. They are eating meat. The wolf eats other animals like deer, rabbits, fish, and raccoons. The bald eagle eats fish, too. Hungry cats eat mice. Who remembers the word we learned that means 'animals that eat only meat'?"*

- Call on a few students to respond. (carnivores)
- Ask students to name some meat that they eat.

*"Humans are animals that eat meat, too. What sorts of meat do you eat? Do you eat fish like an eagle?"*

- Call on a few students to respond. (bacon, hamburgers, chicken, etc.)



◀ **SHOW FLIP BOOK PAGE 4-9: Bird and nest and baby prairie dog in burrow**

- Remind students that water is the first basic need and food is the second basic need.

*"Water is the first basic need and food is the second basic need. Who remembers the third basic need?"*

- Call on a few students to respond. (shelter)
- Tell students that these animals are in their shelters and ask how they think the animals made them.

*"These animals are in their shelters. This bird is next to its nest. What do birds use to make nests? How do you think birds make nests? This prairie dog is in its burrow. How do you think prairie dogs make burrows? What parts of their body do prairie dogs use to dig tunnels and make burrows?"*

- Call on a few students to respond. (Birds build nests out of grass, hair, and twigs; prairie dogs use their paws to dig tunnels in the ground.)



◀ **SHOW FLIP BOOK PAGE 4-10: Giant panda eating bamboo leaves**

- Ask students to list animals' three basic needs.

*"Who remembers what animals' three basic needs are?"*

- Call on a few students to respond. (food, water, shelter)
- Discuss how a panda meets his basic needs.

*"What does a panda drink? What does a panda eat? How does a panda protect itself from weather and temperature?"*

- Call on a few students to respond. (eats bamboo leaves, drinks water from streams, sleeps outside under rocks and on piles of leaves)
- Reread the text to bring closure to the Picture Talk.

*When animals have the water, food, and shelter they need, they stay healthy and grow. Every animal needs these three things to survive: water, food, and shelter.*

## Deepening Understanding

**10 minutes**

Whole Group

### Deepening Understanding: Lap

#### Defining Lap

- Reread the part of the read-aloud text that contains the word *lap*.

*"Remember, in our read-aloud, we heard the word lap. Listen for the word lap while I read part of the read-aloud you heard before."*



◀ **SHOW FLIP BOOK PAGE 4-2: Lioness drinking water**

*All animals need water to drink. Lions drink water from rivers when they are thirsty. They crouch down low and use their long tongues to lap up water into their mouths.*

- Define the word *lap*.

*“Lap means to get or drink water by sticking out the tongue and licking the water up into the mouth.”*

### **Reviewing Lap**

- Have students pretend to lap up water using their tongues.

*“I want you to pretend you are a cat who is lapping up water from a puddle. I don’t want you to really lick something with your tongue; I just want you to pretend. Get ready to pretend to lap up water with your tongue.”*

### **Expanding Lap**

- Tell students that *lap* also has a different meaning.

*“The word lap can also mean the area on top of your thighs when you are sitting down. [point to your lap] I want you to fold your hands and put them in your lap. Sometimes you sit in my lap when we read stories. So lap can mean licking up water with your tongue, or it can mean the place on top of your thighs where you can fold your hands or sit to read a story.”*

## **Extension Activity**

---

Learning Center

### **Basic Needs Pretend Play**

---

**Note:** If groups of students need extra time to complete this extension activity, they can do so during the Pausing Point.

Continue this activity during Learning Centers. See **Day 4: Basic Needs Pretend Play** for detailed instructions on this Extension Activity.

**✓ Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name.
- ✓ Describe at least two ways animals protect themselves from weather.
- ✓ Describe at least two ways animals protect themselves from other animals.
- ✓ Find two camouflaged animals and state how they camouflage themselves.

**Language Arts Objectives****Starting the Day**

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Five Little Ducks” ([RF.P.2a, RL.P.5](#))
- ✓ Understand and use precise nouns and verbs related to animals ([L.P.1b](#))

**Skills**

Students will:

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to represent people and an event from one’s personal experience, including a reaction to what happened ([W.P.3](#))
- ✓ Describe an event or task that has already taken place outside the immediate place and time ([SL.P.4](#))
- ✓ Show understanding of and use temporal words in context (*before-after; first-last; then-next*) ([L.P.5c](#))
- ✓ Use present and past verb tense ([L.P.1b](#))

- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw and use as motifs: bridge and cross (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)
- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “Animals Protect Themselves” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in “Animals Protect Themselves” (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words in “Animals Protect Themselves” (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to “Animals Protect Themselves” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Animals Protect Themselves” (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body and animals (L.P.1b)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

## Core Vocabulary

---

**camouflage, *n.*** A way for animals to blend in and stay hidden by using the color of their bodies to match the color of things around them

*Example:* The chameleon used camouflage to hide from me.

*Variation(s):* none

**oily, *adj.*** Greasy

*Example:* The bird's oily feathers keep the rain from soaking into it.

*Variation(s):* oiler, oiliest

**pants, *v.*** Breathes very quickly to cool off

*Example:* My dog pants very hard after he has been running fast.

*Variation(s):* pant, panting

**shell, *n.*** Hard covering that protects the soft body of an animal

*Example:* A turtle has a very hard shell to tuck its body inside when it gets scared.

*Variation(s):* shells

**twig, *n.*** A small stick

*Example:* I picked up a twig outside after it fell off of the large tree in my backyard.

*Variation(s):* twigs

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Five Little Ducks</b>	Nursery Rhymes and Songs Poster 22	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b> <b>Grocery Story</b>	Paper; drawing tools	10
<b>Small Group 2</b>	S	<b>Warm-Ups</b> <b>Tracing with Primary Crayons</b>	Activity Pages 6-1-6-3; My First Strokes Book; primary crayons	10
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	W	<b>Background Information and Terms: Protect</b> <b>Purpose for Listening</b>	Image Cards 4-1-4-3	5
<b>Presenting the Read-Aloud</b>	W	<b>Animals Protect Themselves</b>		10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>		10
<b>Extension Activity</b>	L	<b>Basic Needs Pretend Play</b>	Image Cards 4-1-4-6; various materials to create an animal habitat; plastic or stuffed animals	During learning centers

## Take-Home Material

### Drawing Zigzag Lines

Give students the following material to take home to their family:

#### Activity Page 6-4: Drawing Zigzag Lines

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### **Small Group 1**

Prepare an example narrative about a trip to the grocery store and a drawing to go along with your story. Include enough detail to be able to use the words *first*, *next*, and *last*. Example:

*"On Monday I went to the grocery store. First, I parked my car in the parking lot. Next, I walked into the store and looked at my shopping list. I needed bananas, chocolate syrup, and ice cream, so I found them and put them in my cart. Last, I went to the check-out line and paid for my groceries. Then, I walked back to my car and loaded the bags into the trunk. When I got home I made a banana split!"*

### **Small Group 2**

Place **Activity Pages 6-1-6-2** in page protectors and put them in students' **My First Strokes Books** following the strokes they previously completed.

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

### **Listening & Learning**

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Five Little Ducks</b>	Nursery Rhymes and Songs Poster 22	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### Five Little Ducks

- Teach students the song “Five Little Ducks” using the **echo technique**. For an example of the echo technique see **Day 1: An Old Person of Ware**.
- Using **Nursery Rhymes and Songs Poster 22: Five Little Ducks** as a visual support, tell students that a duck is a kind of bird that makes a quacking sound.
- Ask students to find the beaks, tails, wings, and feet on the ducks in the illustration

## Skills

Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b> <b>Warm-Ups</b> <b>Grocery Story</b>	Paper; drawing tools
		10
<b>Small Group 2</b>	<b>S</b> <b>Warm-Ups</b> <b>Tracing with Primary Crayons</b>	Activity Pages 6-1–6-3; My First Strokes Book; primary crayons
		10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

#### Grocery Story

**Note:** This activity is designed to span two days in order to give teachers time to take dictation from each student. If more time is needed, this activity can be continued during Pausing Point 1.

Students will dictate a short narrative about a trip to the grocery store. Teachers will help students tell their stories using the words *first*, *next*, *then*, and *last*.

- Read students the grocery store story that you wrote using the words *first*, *next*, *then*, and *last* (see **Advance Preparation**).
- Show students the drawing you made that shows your trip to the grocery store and read them your story.
- Give all students a sheet of paper on which to draw a picture showing a trip to the grocery store and allow them to begin drawing.

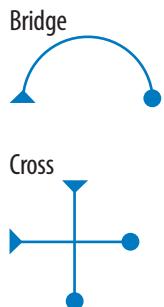
**Note:** The focus of this activity is on creating a narrative using temporal words. The focus is not on the quality or content of students' drawings. Having students draw a picture helps students think about the grocery store while you have a chance to work one-on-one with students to help them craft a narrative.

- As students are drawing, call students over one at a time to dictate a narrative about a trip to the grocery store. Encourage students to speak in complete sentences. Write down three or four sentences for each student, adding the words *first*, *next*, *then*, and *last* to their sentences.
- Prompt students as needed by asking, “What happened first?” “What happened next?” “Then what happened?” and “What is the last thing you did at the grocery store?”
- Staple students’ narrative to their drawings and make a display labeled “Grocery Stories.”

## Small Group 2

**10 minutes**

### Small Group



### Warm-Ups

#### *My First Strokes Book*

Students will practice two pre-handwriting strokes by tracing lines with their fingers in their **My First Strokes Book** (see **Advance Preparation**).

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read “**My First Strokes Book**.”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

#### Tracing with Primary Crayons

Students will practice tracing a bridge and a cross using primary crayons

- Give each student **Activity Page 6-3** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students may not yet use the tripod grip consistently throughout this activity, but each student should practice the grip at least once. See **Introduction** for step-by-step instructions on the tripod grip.

- Have students practice their bridge and cross strokes by tracing the lines on the front and back of the Activity Page.
- If students finish both strokes, give them a blank piece of paper and have them practice writing their names. Students can reference their names written on the front of their **My First Strokes Book**.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W	<b>Background Information and Terms: Protect</b>	Image Cards 4-1-4-3	5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>Animals Protect Themselves</b>		10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>		10
<b>Extension Activity</b>	L	<b>Basic Needs Pretend Play</b>	Image Cards 4-1-4-6; various materials to create an animal habitat; plastic or stuffed animals	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Background Information and Terms

- Tell students you are going to learn about how animals protect themselves.
- Define the word *protect* as meaning “to keep safe.” Give students some examples of ways humans protect themselves (e.g., helmets, umbrellas, seatbelts, car seats, etc.).
- Remind students that they learned about animals’ three basic needs: water, food, and shelter.
- Ask student which of these three things might protect a human or an animal in bad weather. (shelter)



#### SHOW FLIP BOOK PAGE 4-1: Humans' basic needs

- Show **Image Cards 4-1-4-3: Animals' Basic Needs** if students need a hint or to confirm their answers.
- Tell students that shelter sometimes helps animals stay protected and safe. For humans, our home is our shelter. Other animals have different kinds of homes or shelters that protect them.

#### Purpose for Listening

- Tell students to listen to find out how different animals protect themselves and stay safe.

**PRESENTING THE READ-ALOUD**

**10 MINUTES**

# **Animals Protect Themselves**

**6**



◀ **SHOW FLIP BOOK PAGE 6-1: Girl at window, apartment building, snowy house**

Humans live in many kinds of homes. Your home is a shelter that keeps you safe and protects you from all kinds of weather. When it is raining, your home keeps you dry. When it is cold outside, your home keeps you warm. When it is hot outside, your home keeps you cool. Your home is a shelter.

---

---

---

---

---



◀ SHOW FLIP BOOK PAGE 6-2: **Child with umbrella and insect under leaf**

When it's wet outside, humans protect themselves from the rain. Animals protect themselves from rain, too. Some insects hide beneath leaves; they use the leaf like an umbrella.

- Tell students that animals need protection for the weather just like humans.
- Summarize the ways the boy and bug are protecting themselves from rain.

*"This boy is using an umbrella to protect himself from the rain. This bug is using a leaf to protect itself from the rain. The leaf is like an umbrella that protects the bug from rain."*



◀ SHOW FLIP BOOK PAGE 6-3: **Red-wattled lapwing bird in rain and mallard duck with ducklings**

Birds have feathers that protect them from rain. Their feathers are **oily**, so the rain doesn't soak through to their skin. The water rolls off their feathers so that, under the feathers, the birds' bodies stay warm and dry.

- Define **OILY** and explain how oily feathers keep birds dry.

*"A bird's feathers are oily. That means they are greasy and feel slippery to the touch. Sometimes your fingers feel greasy or oily if you get butter on them. When things are oily, water can't get through. The rain falls on ducks' feathers but it doesn't go through their feathers to their skin because the oil on their feathers makes it roll right off!"*

- Ask students if they have ever found a bird's feather outside. Remind students that birds have many feathers that help keep them warm and dry.



◀ SHOW FLIP BOOK PAGE 6-4: **Girl in coat and brown bear**

When it's cold outside, humans put on hats and jackets to stay warm. Some other animals need to stay warm in the cold, too. Bears have a thick fur coat that keeps them warm in the snow.

- Explain how a human's coat and a bear's coat are different using the words and phrases TAKE ON, TAKE OFF, FUR, and ALWAYS ON THEIR BODY.



◀ SHOW FLIP BOOK PAGE 6-5: **Dog and desert fox**

Animals have many ways of protecting themselves from hot weather, too. When it is hot, a dog **pants** to stay cool. This fox lives in the desert, where it is very hot during the day when the sun shines brightly in the sky. During the day, this desert fox sleeps in a hole in the ground to avoid the heat. At night, when the sun goes down and it gets cooler, the desert fox comes out to explore.

- Ask students if they have ever been outside during the day when the sun is bright and hot. Then, ask students if they have ever gone outside at night when the sun went down and it feels cooler.
- Explain how the fox protects himself from temperature by coming out at night.

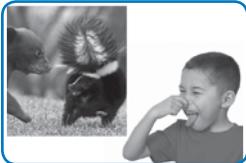
**"The fox protects itself from the heat by staying in its hole during the day when it's hot."**



◀ **SHOW FLIP BOOKS PAGE 6-6: White-tailed deer in meadow**

Animals also have to protect themselves from other animals that try to catch them. Some animals, like deer, have strong legs and can run very fast to escape danger.

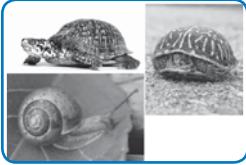
- Tell students this is a deer with very long legs that help it run fast and escape danger.
  - Ask students if they can think of any other animals they know that have strong legs and might be able to run fast. (horse, dog, cat, lion, tiger, etc.)
- -----  
-----



◀ **SHOW FLIP BOOK PAGE 6-7: Skunk spraying black bear cub and boy holding nose**

Some animals spray a stinky smell at other animals to make the other animals go away. When a skunk lifts its tail to spray, animals run away as fast as they can to avoid the bad smell.

-----  
-----  
-----  
-----



◀ SHOW FLIP BOOK PAGE 6-8: **Box turtles and snail**

Other animals have special body parts that keep them safe. Turtles have a hard **shell** that protects their soft, inside body parts. When turtles are in danger, they can tuck their head, legs, and tail into their shells to stay safe. Snails have shells they can hide in, too.

---

---

---

---

---



◀ SHOW FLIP BOOK PAGE 6-9: **Mountain hare (rabbit) and rattlesnake, both camouflaged**

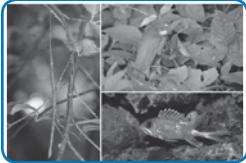
Instead of running away, some animals stay very still and blend in with the things around them.

Rabbits that live in the snow have white fur so that they are hard to see. Snakes that live in the sandy desert are brown to match the sand and dirt. These animals use **camouflage** to hide.

- Define CAMOUFLAGE.

*"Camouflage a way for animals to blend in and stay hidden by using the color of their bodies to match the color of things around them."*

*This rabbit's white fur matches the snow behind it so it's hard to see. Can you see the snake in the dirt? It is brown just like the ground."*



◀ SHOW FLIP BOOK PAGE 6-10: Northern walking stick insect, variable lizard, and longspine squirrelfish, all camouflaged

Walking sticks are insects whose bodies look just like a **twig** or stick. When stick insects climb in trees, it's very hard to tell the difference between the animal and the tree. Some animals are green or red to match the plants and other things where they live.

- Ask students to come forward and find the camouflaged animals in the picture.
- Use the word **CAMOUFLAGE** to describe the animals in the pictures. Define **Twig**.

"The stick insect is using camouflage to blend in with the twig. A twig is a small stick. This lizard is green just like the leaves of the tree it is sitting in. This fish is red just like the rocks behind it. They are all using camouflage."



◀ SHOW FLIP BOOK PAGE 6-11: Arctic seal pup (baby)

Baby seals, called pups, have thick fur that protects them from cold snow. Animals need to protect themselves from weather. They also protect themselves from other animals. A seal pup's fur is white, just like the snow. From far away, it is hard to see the seal. Baby seals need to stay safe and warm so they can be healthy and grow.

Whole Group

### What's the Big Idea?

#### What Do Animals Do To Protect Themselves?

- Ask students to tell you whether or not animals protect themselves in a certain way. Show students the Flip Book pages to give them a hint or remind them of how animals protect themselves.

*"Animals have to protect themselves from the weather and from other animals. Animals have to stay safe. When I say something that an animal does to protect itself, put your thumbs up. If an animal doesn't do the things I say, put your thumbs down. I can show you the pictures again to give you a hint."*



◀ **SHOW FLIP BOOK PAGE 6-2: Child with umbrella and insect under leaf** before or after giving students a chance to respond to the prompts.

- "Humans use umbrellas and raincoats to protect themselves from rain."*
- "Bugs use umbrellas and raincoats to protect themselves from rain."*
- "Humans hide under a leaf to protect themselves from rain."*
- "Insects crawl under a leaf to protect themselves from rain."*



◀ **SHOW FLIP BOOK PAGE 6-4: Girl in coat and brown bear** before or after giving students a chance to respond to the prompts.

- "Bears stay warm and protect themselves from cold by lighting a fire in the fireplace or turning the heat on in their home."*
- "Bears stay warm and protect themselves from cold by taking a coat out of the closet at home and putting it on before going outside."*
- "Bears stay warm and protect themselves from cold with a big thick fur coat that is a part of their bodies."*
- "Humans stay warm and protect themselves from cold by lighting a fire in the fireplace or turning the heat on in their home."*



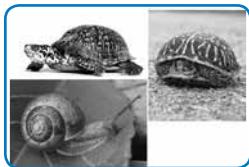
◀ **SHOW FLIP BOOK PAGE 6-6: White-tailed deer in meadow** before or after giving students a chance to respond to the prompts.

- “*Deer stay safe from other animals by hiding in a hard shell.*”
- “*Deer stay safe from other animals by using their long legs to run fast and escape.*”



◀ **SHOW FLIP BOOK PAGE 6-7: Skunk spraying black bear cub and boy holding nose** before or after giving students a chance to respond to the prompts.

- “*Skunks stay safe by using their long legs to run away. (Skunks are actually very slow moving creatures. They have short legs for their size.)*”
- “*Skunks stay safe by spraying a stinky smell at other animals.*”



◀ **SHOW FLIP BOOK PAGE 6-8: Box turtles and snail** before or after giving students a chance to respond to the prompts.

- “*Turtles stay safe by running very fast to escape.*”
- “*Turtles stay safe by hiding in a hard shell.*”



◀ **SHOW FLIP BOOK PAGE 6-9: Mountain hare (rabbit) and rattlesnake, both camouflaged**



◀ **SHOW FLIP BOOK PAGE 6-10: Northern walking stick insect, variable lizard, and longspine squirrelfish, all camouflaged**

- “*Some animals stay safe because they are the same color as the things around them.*”

### **Describe How Animals Protect Themselves**

• Ask students to describe how specific animals protect themselves. Use the images from the Flip Book to help students answer the following questions:

- “*How do some insects protect themselves from rain falling from the sky?*”
- “*How do bears protect themselves from cold weather and stay warm?*”



- “How do deer protect themselves from other animals when an animal is chasing them?”
- “How do skunks protect themselves from other animals?”
- “How do turtles protect themselves from other animals?”

◀ SHOW FLIP BOOK PAGE 6-9: Mountain hare (rabbit) and rattlesnake, both camouflaged

- “How are this rabbit and this snake protecting themselves?”

## Extension Activity

Learning Center

### Basic Needs Pretend Play

**Note:** If groups of students need extra time to complete this extension activity, they can do so during the Pausing Point.

Continue this activity during Learning Centers. See **Day 4: Basic Needs Pretend Play** for detailed instructions on this Extension Activity.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ Describe at least two ways animals protect themselves from weather
- ✓ Describe at least two ways animals protect themselves from other animals
- ✓ Find two camouflaged animals and state how they camouflage themselves

**Language Arts Objectives****Starting the Day**

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Five Little Ducks” ([RL.P.5, RF.P.2a](#))
- ✓ Segment a spoken word into separate, distinct syllables ([RF.P.2a](#))

**Skills**

Students will:

- ✓ With prompting and support, use a combination of drawing and dictating to represent an event from one’s personal experience ([W.P.3](#))
- ✓ Add drawings or other visual displays to describe an event that has already taken place outside the immediate place and time ([SL.P.4, SL.P.5](#))
- ✓ Use present and past verb tense ([L.P.1b](#))
- ✓ Show understanding of and use temporal words in context (*before-after; first-last; then-next*) ([L.P.5c](#))

- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw and use as motifs: bridge and cross (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)
- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “Animals Protect Themselves” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words in “Animals Protect Themselves” (RI.P.4)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to “Animals Protect Themselves” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Animals Protect Themselves” (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body and animals (L.P.1b)
- ✓ Demonstrate understanding and use the multiple-meaning word *pants* (L.P.4a)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about animals, naming the topic and supplying some information about animals (W.P.2, W.P.8)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)
- ✓ Create a rhyme or story in the style of a favorite book or author (W.P.11)

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>		<b>Five Little Ducks</b>	Nursery Rhymes and Songs Poster 22	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Paper; drawing utensils	10
		<b>Grocery Story</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Activity Page 7-1; My First Strokes Book; primary crayons	10
		<b>Writing with Primary Crayons</b>		
<b>LISTENING &amp; LEARNING</b>				
<b>Picture Talk</b>	W	<b>Animals Protect Themselves</b>		15
<b>Deepening Understanding</b>	W	<b>Deepening Understanding: Pants</b>		10
<b>Extension Activity</b>	L	<b>"If I Could Be an Animal" Class Book</b>	<i>Animals</i> Flip Book; Transition Cards: Animals; animal trade books, magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### **Picture Talk**

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

### **Extension Activity**

Make an example Class Book page by drawing an animal and completing the sentence, “If I were a \_\_\_\_\_, I would \_\_\_\_\_. ”

Ensure that there are visual aids for students to copy in the event that they have difficulty choosing animals to draw. You might use the Flip Book and/or **Transition Cards: Animals**, as well as any applicable trade books or magazine photos. It is not essential that students draw an animal freehand, but rather that they choose and represent an animal and that they dictate a sentence describing why they picked that animal. You might provide students with animal stencils to help them depict their animals, or allow them to find, cut out, and glue or tape pictures from magazines.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Five Little Ducks</b>	Nursery Rhymes and Songs Poster 22	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### Kookaburra

Students will practice singing “Five Little Ducks” and will count syllables in words from the rhyme.

- Review the song “Five Little Ducks” by having students sing it with you.
- Then, using the words from the rhyme listed below, have students clap the syllables while you count on your fingers.
- *duck* (1 syllable)
- *quack* (1 syllable)
- *lit-tle* (2 syllables)
- *fea-ther* (2 syllables)

## Skills

Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b> <b>Warm-Ups</b> <b>Grocery Story</b>	Paper, drawing utensils
		10
<b>Small Group 2</b>	<b>S</b> <b>Warm-Ups</b> <b>Writing with Primary Crayons</b>	Activity Page 7-1; My First Strokes Book; primary crayons
		10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes



#### Warm-Ups

##### *Grocery Story*

**Note:** This activity is designed to span two days in order to give students time to complete their drawings and to give teachers time to take dictation from each student. If more time is needed, this activity can be continued during Pausing Point 1.

Continue this activity during Small Group 1. See **Day 6: Grocery Story** for detailed instructions on this Small Group Activity. If students have completed their dictation and drawing, encourage them to make a new drawing showing an event that took place recently in class. Allow students to dictate a story to describe their illustrations for the new drawing, just as they did for Grocery Story on Day 6.

### Small Group 2

10 minutes



#### Warm-Ups

##### *My First Strokes Book*

Students will practice handwriting strokes by tracing lines with their fingers in their **My First Strokes Book**.

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.

- Tell students to drag their finger from left to right under the title as you read, **My First Strokes Book**.
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

### Writing with Primary Crayons

---

Students will practice writing bridges and crosses using primary crayons.

- Give each student **Activity Page 7-1** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students may not yet use the tripod grip consistently throughout this activity, but each student should practice the grip at least once. See **Introduction** for step-by-step instructions on the tripod grip.
- Have students practice their bridge and cross strokes by drawing lines on the Activity Pages starting at the triangle and ending at the dot.
- Encourage students to reference their **My First Strokes Books** if they cannot remember a specific stroke.
- If students finish both strokes, give them a blank piece of paper and have them practice writing their names. Students can reference their names written on the front of their **My First Strokes Book**.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Picture Talk</b>	W	<b>Animals Protect Themselves</b>		15
<b>Deepening Understanding</b>	W	<b>Deepening Understanding: Pants</b>		10
<b>Extension Activity</b>	L	<b>"If I Could Be an Animal" Class Book</b>	<i>Animals</i> Flip Book; Transition Cards: Animals; animal trade books, magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

### Picture Talk

**15 minutes**

Whole Group

#### Animals Protect Themselves

**Note:** Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information.

Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ **SHOW FLIP BOOK PAGE 6-1: Girl at window, apartment building, boy with snowy house**

#### Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

- Remind students that they heard all about ways animals protect themselves. Ask students what they do to protect themselves when it's raining outside and what they do when it's hot or cold outside. Use the following words to recast students' answers:
  - *weather*
  - *protect*
  - *shelter* (inside/outside)
  - *rain/snow*
  - *cold/hot*
  - *home/house/apartment*

- *umbrella*
- *raincoat*
- *coat*

*"What do you do when the weather is bad outside, like when it's raining? When it is raining, you go inside or you use an umbrella or raincoat to protect you and keep you dry. You are protecting yourself from weather."*



◀ **SHOW FLIP BOOK PAGE 6-2: Child with umbrella and insect under leaf**

- Ask students what the boy in the picture is doing to protect himself from the rainy weather.

*"What is this boy doing to protect himself from the rainy weather?"  
(He is using an umbrella and wearing a raincoat and boots.)*

- Ask students what is the insect in this picture is doing to protect itself.

*"Remember, other animals—not just humans—have to protect themselves from the weather too. Do other animals use umbrellas and wear raincoats like us humans do? What is this insect doing to stay dry and protect itself from the rain?" (It is hiding under a leaf so the rain drops don't make it wet.)*



◀ **SHOW FLIP BOOK PAGE 6-4: Girl in coat and brown bear**

- Remind students that some humans and animals live in places where it can be very cold outside. Ask students what humans and bears do to stay warm and protect themselves from cold weather.

*"Some humans and animals live in places where the weather can be very cold. What do humans and bears do to stay warm and protect themselves from cold weather?"*

- Recast students' answers to include the word *coat* and discuss the difference with students.

*"Humans, like this little girl, wear a heavy warm coat when the weather is cold. Bears have a thick fur coat that keeps them warm. The bear and the girl both have coats that keep them warm. Is this girl's coat the same or different from the bear's coat? How are they different?" (A bear's coat is made of fur and is part of the bear's body. This girl can put her coat on and take it off.)*



◀ **SHOW FLIP BOOK PAGE 6-7: Skunk spraying black bear cub and boy holding nose**

- Remind students that animals have to protect themselves from other animals and ask how skunks protect themselves.

*"Sometimes animals have to protect themselves from other animals. How is this skunk protecting itself from this bear?"*

- Ask students if they have ever smelled a skunk. Remind students that the skunk was protecting itself when it let out that smell.

*"Have you ever smelled a skunk before? Remember, the skunk was protecting itself when it let out that smell."*



◀ **SHOW FLIP BOOK PAGE 6-9: Mountain hare (rabbit) and rattlesnake, both camouflaged**

- Ask students how the animals on this page are protecting themselves from other animals

*"How are the animals on this page protecting themselves from other animals? Does anyone remember the special word we used?"*

- Ask students how the rabbit and the snake are protecting themselves in these pictures. Give additional hints to help students remember the word *camouflage*.

*"The rabbit in this picture is staying completely still to protect itself. Why is it staying completely still in the snow? Is the rabbit easy or hard to see? (The rabbit is hidden in the snow. It is using camouflage; it is the same color as the snow so it is hard to see). How is the snake protecting itself?"*



◀ **SHOW FLIP BOOK PAGE 6-10: Northern walking stick insect, variable lizard, and longspine squirrelfish, all camouflaged**

- Ask students how the animals on this page are protecting themselves from other animals and invite them to find the animals on the page.

Whole Group

### Deepening Understanding: Pants

#### Defining Pants

- Reread the part of the read-aloud text that contains the word *pants*.

*"Remember, in our read-aloud, we heard the word pants. Listen for the word pants while I read part of the read-aloud you heard before."*



◀ SHOW FLIP BOOK PAGE 6-5: Dog and desert fox

*Animals have many ways of protecting themselves from hot weather, too. When it is hot, a dog **pants** to stay cool.*

- Define the word *pants*.

*"Pants means breathes very quickly to cool off. When dogs get hot they breathe in lots of air quickly to help their bodies cool down."*

#### Reviewing Pants

- Have students pretend to be a dog and pant.

*"Let's all pretend to be dogs and pant. Put your tongue out and breathe quickly. Can you feel how there is a lot of air going into your mouth and into your body? You are panting. All dogs pant. This makes dogs feel better on a hot day."*

#### Expanding Pants

- Define *pants* as a multiple-meaning word.

*"Pants also means something else. What are pants for humans? Pants are clothes we wear on our legs. Raise your hand if you are wearing pants today. Now, show me how a dog pants. Pants are something you wear but pant is also a word for what a dog does when it is hot. A dog pants."*

## Extension Activity

Learning Center

### "If I Could Be an Animal" Class Book

**Note:** If groups of students need extra time to complete this Extension Activity, they can do so during and after Pausing Point 1.

Students will choose an animal they would like to be and dictate a sentence stating why they would like to be that animal. They will draw pictures to accompany their dictation and then compile these drawings into a class book. Students will use information gained from the **Days 1-3 Extension Activity: Animal Library**—as well as information from *Animals* read-alouds—to help them draw their picture.

#### Language Facilitation

Use the **comments strategy** to make engaging comments on students' work to start a conversation. (For example, a teacher saying "Wow, Shauna! Look at your new shiny red shoes!" is more likely to get a student engaged in a lengthy conversation than "I like your new shoes Shauna. Where did you get them?" which can be answered in one word.).

- Explain to students that they are going to draw, trace, or cut out a picture about an animal they would like to be, and that later you are going to put all the pictures together to make a class book that everyone can look at and read.
- Show students your own picture (see **Advance Preparation**). Describe your drawing and read your sentence, "If I were a \_\_\_\_\_, I would \_\_\_\_\_. " (e.g. "If I were a dolphin, I would have large flippers and do flips in the ocean."). Describe the process you went through to make your page.

*"First, I thought of the animal I would like to be. Then, I found a picture of that animal in a book. Next, I drew a picture of that animal based on a picture that I saw in a book or magazine. Then, I revised my drawing by adding more details (e.g., you checked the picture and saw the dolphin had a fin up top that you needed to add). Finally, I filled in the sentence describing why I would like to be that animal."*

- Ask students what animals they would like to be and help them find pictures of these animals in books or magazines. Consult with students one-on-one, using the **comments strategy** to encourage students to elaborate on the animal they would like to be.

*"Wow, Chelsea, an ant is a very interesting animal to want to be!  
David, I wonder why you want to be a fierce lion."*

- Give students pieces of paper and invite them to draw their animal. Encourage them to look back at the book or magazine as they complete their drawings.

- As students draw, use the comments strategy to comment on what they are drawing and encourage them to describe their drawing to you in greater detail.

*“Wow, Rita, your animal is very colorful and has two legs! Tell me more about your drawing.”*

- Once students have talked with you about their drawings, have students dictate a sentence about why they chose that animal. You will write the sentence on their paper for them. Students should fill in the blanks for the following sentence: *If I were a \_\_\_\_\_, I would \_\_\_\_\_.*
- Assist students in writing their name at the top of the page. If students are ready, have them write their own first letter or entire name.
- Bind students' drawings together to make a class book. Title the book “If I Could Be an Animal” and include a list of students' names as the authors and illustrators of the book.
- Read the book to students during circle time. If students are able, have them recite the words written on their own page.

### **Review Tip**

As students complete their drawings, talk about human and animal body parts. Ask students to point to their own body parts and then ask them to point to those same body parts on their drawing of an animal. You can also talk with students about the colors they chose to decorate their pages.

### **Learning Center**

Place completed class book in the **Library Center**. Encourage students to “read” the class book to one another by turning the pages, describing the pictures, and guessing what the text might say.

## Note to Teacher

*Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see below). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).*

## Lesson Objectives

### Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify at least ten animals by name
- ✓ State that humans are animals
- ✓ Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- ✓ Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)
- ✓ Name various animal body parts (e.g., body parts here)
- ✓ Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water)
- ✓ State that animals have three basic needs
- ✓ State that animals' three basic needs are water, food, and shelter

- ✓ Describe at least two ways animals protect themselves from weather
- ✓ Describe at least two ways animals protect themselves from other animals
- ✓ Find two camouflaged animals and state how they camouflage themselves

## **Student Performance Task Assessment**

---

### **Skills Task Assessment**

---

#### ***Clapping Syllables***

Assess which students have learned to clap and count syllables. In a whole-group setting, call on individual students and have them clap the syllables in their own name. Then, call on individual students and have them clap as they say each syllable in the names of animals from the following list. Emphasis should be placed on segmenting and clapping syllables, rather than on how many syllables a given word contains. For students who make an error counting three- or four-syllable words, give them a chance to clap a two-syllable word.

- *flamingo* (3)
- *cat* (1)
- *lion* (2)
- *tiger* (2)
- *grasshopper* (3)
- *beetle* (2)
- *mosquito* (3)
- *elephant* (3)
- *llama* (2)
- *seal* (1)
- *whale* (1)
- *bear* (1)
- *butterfly* (3)
- *shark* (1)
- *clownfish* (2)
- *caterpillar* (4)
- *dog* (1)

## **Listening & Learning Task Assessment**

---

### **Animal Identification**

Assess which students have learned particular content about animals that was addressed in the read-alouds. First, use the **Transition Cards: Animals** to have students identify animals by name. Then, in a whole-group or small-group setting, tell students that you want them to show you ‘thumbs up’ or ‘thumbs down’ to answer your questions.

- Is a human an animal?
- Does a shark use its teeth to help it swim?
- Do giraffes use their tails to brush off flies?
- Does an elephant have a short nose?
- Do tiny bugs drink water from droplets found on leaves?
- Do some birds use their wings to fly away when they are scared?
- Do animals need apple juice to survive?
- Do dogs pant so that they stay cool?
- Do turtles stick their heads out of their shells when they are scared?
- Are white rabbits able to hide in the snow?
- Do all animals need food, water, and shelter to stay healthy and grow?

## **Skills Review**

---

### **Skills Activities Summary**

---

The chart below shows the Small Group activities that students have completed up to Pausing Point 1 and the skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

## **Skills Small Group Activities Summary**

Day(s)	Skills Small Group	Activity	Phonological Awareness				Name Recognition	Alphabet Knowledge	Handwriting		Dictation	Sequencing Events	Shared Writing	Narrative	Domain-Related Vocabulary
			Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending			Initial Sound	Sound-Letter Correspondence					
1	1	Duck, Duck, Goose			✓	✓									✓
	2	Silly Rhyming Sentences	✓												
2	1	Mystery Syllable Box			✓										
	2	Tracing with Primary Crayons									✓	✓	✓	✓	
3	1	Jumping for Syllables			✓										
	2	Mystery Rhyming Box	✓												
4	1	Syllable Sort			✓										✓
	2	Writing with Primary Crayons									✓	✓	✓	✓	
5	1	Count and Color Syllables			✓										✓
	2	Shampoo Story													
6	1	Grocery Story													✓
	2	Tracing with Primary Crayons									✓	✓	✓	✓	
7	1	Grocery Story													✓
	2	Writing with Primary Crayons									✓	✓	✓	✓	

## **Additional Skills Activities**

---

### ***I Spy***

Play the game “I Spy” using two- to four-syllable words, pausing between each syllable (e.g., “I spy, with my little eye, a *ta ... ble*.”) Have students indicate their response by touching the correct object and then saying its name. Once students are comfortable with the game, they can practice segmenting syllables by taking turns being the person to “spy” an object.

### ***Dry-Erase Writing Strokes***

**Materials:** My First Strokes Books; dry-erase marker; tissues

Give each student their **My First Strokes Book**, a dry-erase marker, and a tissue. Have students practice their writing strokes by drawing on the page protector and erasing with a tissue.

### ***Developing Fine Motor Skills***

Continue to give students opportunities to develop and refine their fine motor skills during their daily routine using the activities suggested below.

- Tearing pieces of construction or tissue paper to glue on a collage
- Stringing looped cereal onto pipe cleaners or string
- Using tongs to pick up small pom-pom balls or cotton balls
- Using an easel or other vertical surface for writing with primary crayons
- Peeling stickers from sticker books or sheets of stickers
- Molding play dough using fingertips
- Snipping play dough using scissors
- Rolling putty or play dough between the tips of fingers to make balls
- Pinching clothespins open and closed
- Putting coins or buttons into small slots (e.g., piggy bank, box with slot, etc.)

### **Tell a Story**

**Materials:** sequencing cards or photographs that tell a story (optional)

In a small group, invite students to tell a fictional story with you. Examples of events to narrate that would be familiar to children include taking a trip with a family member, baking cookies, or going to the doctor. Be sure to model the use of the words *first*, *next*, and *last* as you help students tell their story.

## **Listening & Learning Review**

---

### **Read-Aloud and Picture Talk Reviews**

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

### **Domain-Related Trade Books**

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 1. See the **Introduction** for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

*I Went Walking*, by Sue Williams and illustrated by Julie Vivas (HMH Books for Young Readers, 1992) ISBN 978-0152380113

- Connection to content from “Humans are Animals”:

*The girl in this book goes for a walk and finds many different animals along the way. Talk with students about the animals she sees and how they are like her, reminding students that humans are animals, too.*

*Pet Show!* by Ezra Jack Keats (Puffin Books, 2001) ISBN 978-0142300008

- Connection to content about animal body parts:

*The character in this story, Archie, wants to take his cat to the neighborhood pet show but cannot seem to find his cat. Talk with students about the awards given to the animals in the book, such as “longest cat whiskers,” and how they relate to animal body parts.*

*Swimmy*, by Leo Lionni (Knopf Books for Young Readers, 2003)  
ISBN 978-0-394-82620-2

- Connection to content from “Animals Protect Themselves”:

*Swimmy is a fish that is black and different from the other fish he swims with in the ocean. Many things hunt Swimmy and his friends, and they must find a way to get to safety. Swimmy comes up with a plan to protect himself and his friends. Discuss ways Swimmy protects himself, comparing Swimmy to other animals that protect themselves.*

## Activities

---

### *Musical Animals*

#### **Materials: Transition Cards: Animals; glue or tape**

Securely tape **Transition Cards: Animals** onto the floor in a circular shape. Play music as students walk around in a circle, stepping on the cards. When the music stops, students stop on an animal.

You will call out the name of an animal from the circle and students will make the sound or movement of the animal called (e.g., if a student is standing on a pig and teacher calls out “pig,” the student then makes “oink” sound). Before you resume play, have the student tell you something they know about that animal.

### *Animal Masks*

#### **Materials: paper plates; paint; yarn; wiggle eyes; glue; crayons or markers; cotton balls; wooden craft sticks; construction paper; etc.**

Have students make animal masks from paper plates. Cut two small holes in each paper plate. Position these holes to be the animal’s eyes and to allow the student to see through the mask. Allow students to choose an animal based on the *Animals* Flip Book, Transition Cards, or Image Cards that they would like to replicate on their mask. Help

students make their animals by using the craft supplies listed, or others of your choosing. Prompt students to include various animal body parts on their mask (e.g., eyes, beak, mane, eyebrows, etc.). When their mask is completed, glue or tape a wooden stick on the bottom so students can hold their mask up to their faces. You might choose to have an ‘Animal Parade’ where students parade around the classroom or playground, peeking out from behind their animal masks and making animal noises.

### **Pet Bar Graph**

#### **Materials: chart paper; marker; Name Cards**

Create a bar graph showing how many students in the class have a pet at home. Entitle the graph “How Many Students Have Pets?” Make two columns. Label the first one “Pets” and the second one “No Pets.” Have students put their Name Cards in the column that best describes them. Then, count the number of students in each column and talk about which column contains the most and least number of students.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ Pair pictures of mother and baby animals that look similar to each other

**Language Arts Objectives*****Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “The Eensy, Weensy Spider” ([RL.P.5](#), [RF.P.2a](#))
- ✓ Understand and use increasingly varied and complex vocabulary ([RL.P.4](#))

***Skills***

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound ([RF.P.2d](#))
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger ([L.P.1a](#))
- ✓ Draw and use as motifs: bowl and X ([L.P.1a](#))
- ✓ Write one’s first name, using upper- and lowercase letters appropriately ([L.P.1a](#))
- ✓ Write the first letter of one’s first name using a capital letter ([L.P.2a](#))
- ✓ Write one’s first name, using upper- and lowercase letters appropriately ([L.P.2a](#))

## **Listening & Learning**

Students will:

- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Point to the front cover, title, and back cover of a book, and a word (RF.P.1a)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about *Is Your Mamma a Llama?* (SL.P.2, SL.P.3, RL.P.1, RL.P.3)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to *Is Your Mamma a Llama?* (L.P.6)
- ✓ Describe an illustration or text in *Is Your Mamma a Llama?* and make connections to self and the world around them (RL.P. 11)
- ✓ Predict events in *Is Your Mamma a Llama?* (i.e., what will happen next) (RL.P.10)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in *Is Your Mamma a Llama?* (RL.P.4)
- ✓ Understand and use precise nouns and verbs related to families and animals (L.P.1b)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ Classify by the conceptual categories of mothers and babies (L.P.5a)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about animals, naming the topic and supplying some information about animals (W.P.2, W.P.8)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)
- ✓ Create a rhyme or story in the style of a favorite book or author (W.P.11)

## Core Vocabulary

---

**belong, *v.*** To be a member or part of a group

*Example:* Henry and Keisha are both four, so they belong in the same preschool class at school.

*Variation(s):* belongs, belonging, belonged

**cave, *n.*** A large, open space in the ground or in rock

*Example:* The bear slept in the cave to stay dry and warm.

*Variation(s):* caves

**flippers, *n.*** Flat animal body parts that are used for swimming

*Example:* The dolphin flaps its flippers to swim quickly through the water.

*Variation(s):* flipper

**grazes, *v.*** Eats plants slowly

*Example:* The cow grazes on the grass in the pasture.

*Variation(s):* graze, grazing, grazed

**herd, *n.*** A group of animals

*Example:* The herd of sheep in the field near my house likes to eat grass and flowers.

*Variation(s):* herds

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>The Eensy, Weensy Spider</b>	Nursery Rhymes and Songs Poster 45	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Image Cards 11-1-11-8; large, unbreakable mirror	10
	S	<b>What Begins with the /m/ Sound?</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Activity Pages 11-1-11-3; My First Strokes Book; primary crayons	10
	S	<b>Tracing with Primary Crayons</b>		
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	W	<b>Print Awareness</b>	<i>Is Your Mama a Llama?</i> by Deborah Guarino	5
	W	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b><i>Is Your Mama a Llama?</i> by Deborah Guarino</b>	<i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>	Image Cards 11-9-11-14; <i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Extension Activity</b>	L	<b>"If I Could Be an Animal" Class Book</b>	Animals Flip Book; animal trade books from library center; magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

## Take-Home Material

### Animals Family Letter 2

Give students the following material to take home to their family:

#### Activity Page 11-4: Animals Family Letter 2

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### ***Small Group 1***

Cut apart **Image Cards 11-1-11-5: Initial Sound: /m/** and **Image Cards 11-6-11-8: Initial Sound: Other**. Place the Image Cards in a plastic bag or paper clip them together to store them until Small Group activities.

### ***Small Group 2***

Place **Activity Pages 11-1-11-2** in page protectors and put them in students' **My First Strokes Book** following the strokes they previously completed.

### ***Presenting the Read-Aloud***

Number the pages of the book *Is Your Mama a Llama?* by Deborah Guarino and illustrated by Steven Kellogg. Begin numbering from the front of the book; page 1 is the page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>The Eensy, Weensy Spider</b>	Nursery Rhymes and Songs Poster 45	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### The Eensy, Weensy Spider

- Teach students the song “The Eensy, Weensy Spider” using the echo technique. For an example of the echo technique see **Day 1: An Old Person of Ware**.
- Using **Nursery Rhymes and Songs Poster 45: The Eensy, Weensy Spider** as a visual support, tell students that the spider is looking for shelter and it climbs up into the spout to make its home.
- Point to and define *waterspout* by telling students that a waterspout is a big long tube that carries rainwater from the roof of a building to the ground. When it rains, water drains off the roof, into the gutters, and then travels down to the ground in a waterspout. So, in this song, when the spider tries to climb up the waterspout, it is washed back down by the rain that travels down the waterspout.

## Skills

Exercise	Materials	Minutes
<b>Small Group 1</b> <b>S</b> <b>Warm-Ups</b> <b>What Begins with the /m/ Sound?</b>	Image Cards 11-1–11-8; large, unbreakable mirror	10
<b>Small Group 2</b> <b>S</b> <b>Warm-Ups</b> <b>Tracing with Primary Crayons</b>	Activity Pages 11-1–11-3; My First Strokes Book; primary crayons	10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

## Small Group 1

10 minutes

### Small Group

#### Teaching Tip

In the second half of the *Animals* domain, students will be learning about sounds at the beginning of words. For these activities, it is important to direct students' attention to the sounds at the beginning of the words, rather than the names of the letters that typically represent those sounds. Try to avoid saying the letter names as you work with students in Small Group.

#### Warm-Ups

##### Move Your Body

Students will follow your commands and make movements with their bodies. As they make the movements, they will repeat the command and elongate the initial sound of each word.

- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.

*“Nnnod your head. That means move your head up and down.”*

- Once students figure out what movement to make, have them say the word with you, elongating the initial sound of each word. Then, comment on the sound at the beginning of the word (remember to say the sound /n/, not the letter ‘n’).

*“Now, let’s say that word together—nnnod. Nnnod starts with /n/.”*

- Tell students to:
  - mmmarch in place
  - sssing
  - look ssscared

- sssmell a flower
- sssit down
- zzzip up their coats
- fffall on the floor
- fffly
- vvvaccuum
- lllugh
- lllick an ice cream cone
- rrrun
- rrrock back and forth
- rrreach up high

### **What Begins with the /m/ Sound?**

---

Using **Image Cards 11-1-11-5: Initial Sound: /m/** and **Image Cards 11-6-11-8: Initial Sound: Other**, students will indicate whether or not a word begins with the /m/ sound. As you work with students, reinforce the /m/ sound rather than the letter ‘m’. Additionally, for words that do not begin with /m/, say only, “That word does not begin with /m/.“ If students identify the *name* of the letter that spells the /m/ sound (i.e., ‘m’), confirm that they have indeed correctly identified the name of the letter ‘m’. Then, clarify that they are listening for the *sound* at the beginning of the words and that letters have both names and sounds.

- Tell students that you are going to say some words and you want them to try to figure out if a word begins with the /m/ sound.
- Model the /m/ sound for students, and tell them it is the sound you make when something tastes delicious.
- Tell students that when you make the /m/ sound, you put your lips together and use your voice to make a sound.
- Have students look in the mirror and at their friends to see how their lips are closed when they make the /m/ sound.
- Have students put two fingers lightly on their throats as they start and stop saying the /m/ sound. Tell them to try to feel the buzzing with their fingers and hear the buzzing in their heads.
- Tell students you are going to say some words that go with some pictures and you want them say the /m/ sound if the word starts with /m/. If the word does not start with /m/, have them shake their heads.

#### **Teaching Tip**

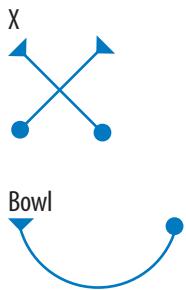
Whenever sounds are mentioned in the lessons, they are printed in slashes like this: /m/. Whenever letter names are mentioned in the lessons, they are shown in single quotation marks like this: ‘m’.

- Show students the **Image Cards 11-1-11-8** and say each word, elongating the /m/ sound at the beginning of the words that start with that sound.
- Have students repeat the /m/ words after you, elongating the /m/ sound just as you did.
- Put the /m/ words in one pile and the other words in a different pile.

## Small Group 2

**10 minutes**

### Small Group



### Warm-Ups

#### *My First Strokes Book*

Students will practice handwriting strokes by tracing lines with their fingers in their **My First Strokes Book** (see Advance Preparation).

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read, “**My First Strokes Book.**”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

### Tracing with Primary Crayons

Students will practice tracing an X and a bowl using primary crayons

- Give each student **Activity Page 11-3** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students may not yet use the tripod grip consistently throughout this activity, but each student should practice the grip at least once. See the **Introduction** for step-by-step instructions on the tripod grip.
- Have students practice their X and bowl strokes by tracing the lines on the front and back of the Activity Page.

- As students finish tracing each stroke on the front of the page, have them work on the back of the page.
- If students finish both strokes, give them a blank piece of paper and have them practice writing their names. Students can reference their names written on the front of their **My First Strokes Book**.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W	<b>Print Awareness</b>	<i>Is Your Mama a Llama?</i> by Deborah Guarino	5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<i>Is Your Mama a Llama?</i> by Deborah Guarino	<i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>	Image Cards 11-9–11-14; <i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Extension Activity</b>	L	<b>"If I Could Be an Animal" Class Book</b>	<i>Animals</i> Flip Book; animal trade books from library center; magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

**Note:** After students understand the rhyming riddles in this book, you may choose to reread it, pausing for students to predict or guess what animal will come next to complete the rhyme.

#### Print Awareness

- Show students the cover of the book and read the title.
- Remind students that the title of the book tells us what the book is about.
- After reading the title on the cover, call on students to come up and identify the front cover, back cover, and spine of the book.
- Call on a few students to come up and point to a single word on the cover.

#### Purpose for Listening

- Tell students to listen to find out about some baby animals who are looking for their mamas—another way to say *moms* or *mothers*.

PRESENTING THE READ-ALOUD

10 MINUTES

# *Is Your Mama a Llama?* by Deborah Guarino

11

→ PAGE 3 (TITLE PAGE) . . . pictures by Steven Kellogg

---

---

---

---

---

→ PAGE 7 . . . answer Dave gave.

---

---

---

---

---

→ PAGE 10 . . . Bat!

- Tell students that this baby bat found his mama bat.
- Ask students how they can tell that this baby bat is related to his mama, pointing out that they look similar and live in the same environment.
- Discuss how you can tell they are related using the following words and phrases:
  - FLY, LOOK ALIKE, WINGS, HANG UPSIDE DOWN, LIVE IN A CAVE

→ FLIP BACK TO PAGE 7 . . . answer Dave gave.

- Remind students that on this page the llama asked Dave the bat if Dave's mama is a llama.

"I'm going to go back a few pages so we can remember what happened before in our story. Remember the baby llama is asking Dave, the baby bat, if his mama is a llama. He says, 'Is your mama a llama?'"

→ FLIP FORWARD TO PAGE 10 . . . Bat!

- Demonstrate how you found out whether or not Dave's mama was a llama.

"Does the baby bat have a llama for a mama? No. We found out Dave's mama is also a bat. Mamas and babies are always the same kind of animal and they look alike. Let's see what other animals the baby llama might find and see what their mamas look like."

→ PAGE 12 . . . Swan!

- Point to the picture of the baby swan on his mama's back and discuss whether the mama swan and the baby swan look alike.
- Explain to students that even though the mama and baby have different colored feathers, they both have feathers and a beak, so they look alike. Tell students that when the baby swan grows up, its feathers will turn white.

→ PAGE 17 . . . Cow!

- Point to the picture of the baby cow beside his mama cow and discuss whether the baby cow and mama cow look alike.
- Point to the text bubble that says “moo” and discuss what the cow is saying.

→ PAGE 22 . . . Seal!

➔ PAGE 26 . . . Kangaroo!

---

---

---

---

---

---

➔ PAGE 29 . . . you are one, too!

---

---

---

---

---

---

➔ PAGE 30 . . . Llama!

- Define the word HERD.

*"A herd is a group of animals that are all the same kind of animals. A lot of llamas all together as a group is called a herd."*

- Remind students that all animal babies have animal mamas who are the same kind of animal they are and look a lot like them.

Whole Group

### What's the Big Idea?

#### Mother and Baby Animals

- Show students **Image Cards 11-9–11-14: Mother and Baby Animals**.
- Have students use thumbs-up and thumbs-down to indicate whether or not the mother animal matches the baby animal.

*"I am going to show you some mama, or mother, animals and some baby animals. I want you to look at the mother animal and baby animal and show me 'thumbs-up' if you think that the baby matches its mother and 'thumbs-down' if you think this mother and baby animal do not go together."*

- Show students pairs of Image Cards that show animals and their own babies (e.g., cow and calf) and animals and other animals' babies (e.g., mother swan and baby bat).
- As you show the cards, name the mother animal that is shown on the card, and then ask students if the other picture shows its baby.

#### Name, Describe, and Match Mother and Baby Animals

- Show students **Image Cards 11-9–11-14: Mother and Baby Animals**.
- Place the Image Cards showing mother animals in a line on the floor. Hold the Image Cards showing baby animals in your hand.
- Call on students one at a time to come up, pick a card, and match a baby to its mother. Ask the student what kind of baby animal they see and what kind of animal its mother is. Additionally, encourage students to explain how the two animals are similar or the same.

#### Match the Photograph to the Illustration

- Place **Image Cards 11-9–11-14: Mother and Baby Animals** on the floor where all students can see them.
- Ask students to match the photographs on the cards to the illustrated animals in the book as you flip through the pages.

*"Let's look at our pictures of mother and baby animals and see if we can match them to the baby and mama animals in the book. When*

*we see an animal on a page, I am going to call on someone to help me find the matching card. Let's see how many matches we can find.”*

- As you match the images, talk about each animal’s characteristics as you did in the previous activity. Make sure students match both the mother and baby animal to the illustrations, specifying which is which.

## **Extension Activity**

---

Learning  
Center

### **“If I Could Be an Animal” Class Book**

---

Continue this activity during Learning Centers. See **Day 7: “If I Could Be an Animal” Class Book** for details instructions on this Extension Activity.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ Pair pictures of mother and baby animals that look similar to each other

**Language Arts Objectives*****Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “The Eensy, Weensy Spider” ([RL.P.5, RF.P.2a](#))
- ✓ Perform previously taught hand and body gestures associated with “The Eensy, Weensy Spider” ([RL.P.10](#))

***Skills***

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound ([RF.P.2d](#))
- ✓ With prompting and support, give the beginning sound of a spoken word ([RF.P.2d](#))
- ✓ Memorize and recite with others the nursery rhyme “The Eensy, Weensy Spider” ([RL.P.5, RF.P.2a](#))
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song ([RL.P.5, RF.P.2a](#))
- ✓ Show understanding of and use temporal words in context (*first, next, then, and last*) ([L.P.5c](#))
- ✓ With prompting and support, sequence illustrations of three to five story events ([RL.P.2](#))

- ✓ Provide a story ending consistent with other given story events  
(RL.P.10)

### ***Listening & Learning***

Students will:

- ✓ Attend and listen to illustrated picture books with simple story lines  
(RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when,* and *why* questions about *Is Your Mamma a Llama?* (SL.P.2, SL.P.3, RL.P.1, RL.P.3)
- ✓ With prompting and support, use words and phrases acquired through conversations, and reading and responding to *Is Your Mamma a Llama?* (L.P.6)
- ✓ Describe an illustration or text in *Is Your Mamma a Llama?* and make connections to self and the world around them (RL.P.11)
- ✓ Predict events in *Is Your Mamma a Llama?* (i.e., what will happen next) (RL.P.10)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in *Is Your Mamma a Llama?* (RL.P.4)
- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)
- ✓ With prompting and support, retell *Is Your Mamma a Llama?* aloud including characters, a beginning, and an ending (RL.P.2)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7)
- ✓ Understand and use precise nouns and verbs related to families and animals (L.P.1b)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ Classify by the conceptual categories of mothers and babies (L.P.5a)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about animals, naming the topic and supplying some information about animals ([W.P.2](#), [W.P.8](#))
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers ([W.P.5](#))
- ✓ Create a rhyme or story in the style of a favorite book or author ([W.P.11](#))

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>	Pictorial Schedule	During morning circle
<b>Nursery Rhyme</b>	W	<b>The Eensy, Weensy Spider</b>	Nursery Rhymes and Songs Poster 45	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b> <b>Find an /m/ Word</b>	Image Cards 11-1-11-8	10
<b>Small Group 2</b>	S	<b>Warm-Ups</b> <b>The Eensy, Weensy Spider Sequencing</b>	Image Cards 12-1-12-2; Activity Page 12-1; chart paper; blank piece of paper (one per student); glue or tape	10
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Trade Book Reread</b>	W	<b>Purpose for Listening</b>	Image Cards 11-9-11-14; pocket chart; <i>Is Your Mama a Llama?</i> by Deborah Guarino	5
<b>Trade Book Reread</b>	W	<b><i>Is Your Mama a Llama?</i> by Deborah Guarino</b>	Image Cards 11-9-11-14; pocket chart; <i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Deepening Understanding</b>	W	<b>Deepening Understanding: Belong</b>	<i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Extension Activity</b>	L	<b>"If I Could Be an Animal" Class Book</b>	Animals Flip Book; animal trade books from library center; magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

## Take-Home Material

### Observing Animals

Give students the following material to take home to their family:

- **Activity Page 12-2: Observing Animals**

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### **Small Group 2**

On a piece of chart paper, write the numbers 1, 2, and 3, leaving enough space above each number to place an Image Card. Cut apart the three pictures on **Activity Page 12-1** for each student. Paper clip the set of three pictures together for each student. Have a piece of blank paper for each student. You can provide additional support by drawing a large green dot at the far left of the paper to signal the starting point and a red dot at the far end of the paper to signal the stopping point. You might also draw three boxes the same size as the images to indicate where students can place the boxes.

### **Trade Book Reread**

Place **Image Cards 11-9–11-14** in a pocket chart to be displayed during the Trade Book Reread of *Is Your Mama A Llama?* by Deborah Guarino and Steven Kellogg.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	Continue Established Routines	Pictorial schedule	During morning circle
		Ordering the Schedule Using Temporal Words		
<b>Nursery Rhyme</b>	W	The Eensy, Weensy Spider	Nursery Rhymes and Songs Poster 45	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### The Eensy, Weensy Spider

Students will learn the motions that go along with “The Eensy, Weensy Spider.”

- Show and then teach students the motions that go along with the song. Some hand motions, such as the climbing spider motion, may be difficult for students. Encourage students to try the way you demonstrate, or demonstrate a simpler motion so all students can participate.

- Practice singing the song and doing the hand motions, encouraging students to join you in singing and doing the motions.

<b>When you say...</b>	<b>Do this...</b>
The eensy, weensy spider...	Touch thumb to pointer on opposite hands and alternate, making your hands climb like a spider.
Down came the rain...	Flutter ten fingers in the air moving your hands downward
washed...	Sweep hands downward and apart
Out came the sun...	Sweep hands upward and apart
So the eensy, weensy spider...	Touch thumb to pointer on opposite hands and alternate, making your hands climb like a spider

## Skills

Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b> <b>Warm-Ups</b> <b>Find an /m/ Word</b>	Image Cards 11-1–11-8 10
	<b>Warm-Ups</b> <b>The Eensy, Weensy Spider Sequencing</b>	Image Cards 12-1–12-2; Activity Page 12-1; chart paper; blank piece of paper (one per student); glue or tape 10
<b>Small Group 2</b>	<b>S</b> <b>Warm-Ups</b> <b>The Eensy, Weensy Spider Sequencing</b>	Image Cards 12-1–12-2; Activity Page 12-1; chart paper; blank piece of paper (one per student); glue or tape 10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### Move Your Body

Students will follow your commands and make movements with their bodies. As they make the movements, they will repeat the command and elongate the initial sound of each word.

- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.
- Once students figure out what movement to make, have them say the word with you, elongating the initial sound of each word. Then, comment on the sound at the beginning of the word (remember to say the sound /n/, not the letter ‘n’).
- Tell students to:
  - mmmarch in place
  - sssing
  - look ssscared
  - sssmell a flower
  - sssit down
  - zzzip up their coats
  - fffall on the floor

- fffly
- vvvacuum
- lllugh
- lllick an ice cream cone
- rrrun
- rrrock back and forth
- rrreach up high

### **Find an /m/ Word**

---

Students will identify whether or not words start with the /m/ sound using **Image Cards 11-1-11-5: Initial Sound: /m/** and **11-6-11-8: Initial Sound: Other**.

If students identify the *name* of the letter that spells the /m/ sound (i.e., ‘m’), confirm that they have indeed correctly identified the *name* of the letter ‘m’. Then, clarify that they are listening for the *sound* at the beginning of the word, and that letters have both names and sounds.

**Note:** *If students are not ready to advance after Rounds 1 or 2, repeat these rounds.*

#### **Round 1**

- From **Image Cards 11-1-11-8**, select five words that start with the /m/ sound and five other words.
- Place Image Cards face down on the table.
- Have students choose a card.
- All students say the word aloud, then make the /m/ sound if the word starts with the /m/ sound or shake their heads if it does not.

#### **Round 2**

- Lay cards out as in Round 1.
- Have *individual students* say the word they chose and decide whether or not it starts with /m/.
- Ask all students to repeat the word and check whether the student was correct.

### **Round 3**

- Increase the number of Image Cards to eight /m/ words and eight other words.
- Place Image Cards face-up on the table.
- Ask a student to choose a word that starts with /m/ or that does not start with /m/. Prompt the student to say the word aloud so s/he can hear the initial sound.
- Ask all students to repeat the word and check whether the student was correct.
- Continue until all /m/ cards have been chosen.

## **Small Group 2**

**10 minutes**



### **The Eensy, Weensy Spider Sequencing**

Students will order and sing a familiar nursery rhyme, using the words *first, next, then, and last* to tell the rhyme.

- Remind students that they have been singing the song “The Eensy, Weensy Spider” during the unit about animals. Invite students to sing the song with you.
- Show the students **Image Cards 12-1-12-2: Spider Sequencing**. Show students the chart paper labeled 1, 2, and 3 (see **Advance Preparation**).
- Tell students that they are going to help you put the pictures in order to tell the story of The Eensy, Weensy Spider.
- Guide students in sequencing the pictures as a class by singing the song aloud and pointing to the pictures that depict each event in the song.
- Give students the sheet of paper you prepared for them and the pictures from **Activity Page 12-1: Tell the Story of “The Eensy, Weensy Spider”** (see **Advance Preparation**).
- Have students glue or tape the pictures down on the paper from left to right in the order that they occur in the song. Once students are finished, sing the song together as students point to each of their pictures, checking to make sure they are in the correct order.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Introducing the Trade Book Reread</b>	W	<b>Purpose for Listening</b>	Image Cards 11-9–11-14; pocket chart; <i>Is Your Mama a Llama?</i> by Deborah Guarino	5
<b>Trade Book Reread</b>	W	<b><i>Is Your Mama a Llama? by Deborah Guarino</i></b>	Image Cards 11-9–11-14; pocket chart; <i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Deepening Understanding</b>	W	<b>Deepening Understanding: Belong</b>	<i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Extension Activity</b>	L	<b>“If I Could Be an Animal” Class Book</b>	<i>Animals</i> Flip Book; animal trade books from library center; magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

### Introducing the Trade Book Reread

5 minutes

Whole Group

#### Purpose for Listening

- Point to the baby llama on the cover and tell students that this story is about a baby llama that is looking for its mama.
- Point to **Image Cards 11-9–11-14: Mother and Baby Animals** displayed in pocket chart (see **Advance Preparation**).

*“Remember, we read this book yesterday and learned all about baby and mother animals. This book is about a baby llama looking for his mother, who he calls ‘mama.’ Today I am going to have you guess which animal comes next by looking at these pictures. If you know which animal comes next, raise your hand and you can come forward and point to that animal in this chart.”*

PRESENTING THE TRADE BOOK REREAD

## *Is Your Mama a Llama?* by Deborah Guarino

10 MINUTES

12

→ PAGE 3 (TITLE PAGE) . . . pictures by Steven Kellogg

---

---

---

---

---

→ PAGE 9 . . . more like a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

*"Can you guess what mama animal comes next? We just read the clues that this mama animal hangs by her feet and lives in a cave. Who can show me which mama animal that is?"*

➔ PAGE 10 . . . Bat!

- Remind students that the mama animal on this page is a bat by pointing to the correct Image Card.

"This mama animal is a bat. A mama bat looks like the animal in this picture."

➔ PAGE 13 . . . mama must be . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read the clues that this mama animal has a long neck, white feathers, and wings. Who can show me which mama animal that is?"

→ PAGE 14 . . . Swan!

- Remind students that the mama animal on this page is a swan by pointing to the correct Image Card.

"This mama animal is a swan. A mama swan has big, white feathers like in this picture."

→ PAGE 17 . . . mama must be a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read the clues that this mama animal likes to eat grass and says "moo." What animal is that?"

➔ PAGE 18 . . . Cow!

- Remind students that the mama animal on this page is a cow by pointing to the correct Image Card.

"This mama animal is a cow. A mama cow looks similar to a baby cow and likes to say, "moo."

➔ PAGE 21 . . . must really be a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read the clues that this mama animal has flippers and whiskers on her body and eats fish all day."

➔ PAGE 22 . . . Seal!

- Remind students that the mama animal on this page is a seal by pointing to the correct Image Card.

"This mama animal is a seal. A mama seal helps her baby by catching fish to help both of them to eat. Look at this picture of the mama seal."

➔ PAGE 25 . . . your mama's a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read the clues that this mama has a special pocket for her baby. What mama animal is that?"

➔ PAGE 26 . . . Kangaroo!

- Remind students that the mama animal on this page is a kangaroo by pointing to the correct Image Card.

"This mama animal is a kangaroo. She has a pocket that she uses to carry her baby as she hops around."

➔ PAGE 29 . . . My mama's a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read that this mama has big ears, long lashes, and fur. What animal is that?"

► PAGE 30 . . . Llama!

- Remind the students that Lloyd found his mama, who is also a llama.
- Ask students how they can tell that this is Lloyd's mama.
- Remind students that all animal babies have animal mamas that look a lot like them.

Whole Group

### Deepening Understanding: Belong

#### Defining Belong

- Reread the part of the read-aloud text that contains the word *belong*.

*"Remember, in our read-aloud, we heard the word belong. Listen for the word belong while I read part of the read-aloud you heard before."*

- Show **trade book pages 27–29**

*"Is your mama a llama?" I asked my friend Llyn. "Oh, Lloyd, don't be silly!" Llyn said with a grin. "My mama has big ears, long lashes, and fur . . . and you, of all people, should know about her! Our mamas **belong** to the same herd, and you know all about llamas, 'cause you are one, too!"*

- Define the word *belong*.

*"What does the word belong mean?"*

- When something belongs to a group, it means that it is part of or goes with the same group. You are all students in [your name]'s class. That means you belong to this class.

#### Reviewing Belong

- Have students use a word to tell you where the material belongs in the classroom.

*"I want us to play a game together. I am going to show you some cards that belong around our classroom and we are going to talk about where they belong."*

- Show students the materials labels you introduced during the *Families and Communities* domain and prompt them to tell you where the item on each label belongs (e.g., wooden blocks belong in the block center because there is a picture of wooden blocks on the shelf).

#### Expanding Belong

- Show students examples of things that belong together in the classroom.

- Have students share examples of things that belong together in the classroom.

*“Now I want you to think of some things that do not belong together. This block belongs in the block center because that is where we keep our blocks. This marker doesn’t belong in the block center, because that’s not where we use those. The markers belong in the Writing Center. Raise your hand when you think of things that belong together in our classroom.”*

## Extension Activity

---

Learning  
Center

### **“If I Could Be an Animal” Class Book**

Continue this activity during Learning Centers. See **Day 7: “If I Could Be an Animal” Class Book** for detailed instructions on this Extension Activity.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ Give an example of two animals that are born alive/give birth to live babies (e.g., humans, horses, rabbits, dogs, etc.)

**Language Arts Objectives*****Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “The Eensy, Weensy Spider ([RL.P.5, RFP.2a](#))
- ✓ Perform previously taught hand and body gestures associated with “The Eensy, Weensy Spider ([RL.P.10](#))
- ✓ Using “The Eensy, Weensy Spider,” finish a recitation with the correct rhyming word ([RL.P.10, RFP.2a](#))
- ✓ With prompting and support, dictate as a group a retelling of a story that has been heard ([RL.P.10](#))
- ✓ Show understanding of and use temporal words in context (*first, next, and last*) ([L.P.5c](#))
- ✓ Provide a story ending consistent with other given story events ([RL.P.10](#))

***Skills***

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound ([RFP.2d](#))
- ✓ With prompting and support, give the beginning sound of a spoken word ([RFP.2d](#))

- ✓ Given a word, provide a rhyming word ([RF.P.2b](#))

### ***Listening & Learning***

Students will:

- ✓ Progression of the stages of development in the life of one person and in a family: sequence and describe photos and/or drawings of a baby, school-age child, and adult ([SL.P.4](#))
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding ([RI.P.10](#))
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about *See Me Grow* ([RI.P.1](#), [SL.P.2](#), [SL.P.3](#))
- ✓ Find the illustration, or object within the illustration, that is being described in *See Me Grow* ([RI.P.7](#))
- ✓ With prompting and support, ask and answer questions about unknown words in *See Me Grow* ([RI.P.4](#))
- ✓ Describe an illustration and how it relates to the text in *See Me Grow* ([RI.P.7](#))
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to *See Me Grow* ([L.P.6](#))
- ✓ With prompting and support, retell important facts and information from *See Me Grow* ([RI.P.2](#))
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses ([L.P.5d](#))
- ✓ Understand and use precise nouns and verbs related to the human body and animals ([L.P.1b](#))
- ✓ With prompting and support, identify outcomes described in *See Me Grow* (what happened), with possible causes ([RI.P.3](#))
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in *See Me Grow* ([RI.P.3](#))
- ✓ Classify by other conceptual categories ([L.P.5a](#))
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic ([SL.P.6](#))

## Core Vocabulary

---

**foal, *n.*** A baby horse

*Example:* The foal tried to stand up on his wobbly legs for the first time.

*Variation(s):* foals

**litter, *n.*** A group of baby animals that are all born at the same time from the same mother

*Example:* My dog had a litter of puppies; she had five babies at the same time!

*Variation(s):* litters

**pouch, *n.*** A small pocket of skin on the front of a mother animal that is used to carry her babies

*Example:* The baby kangaroo peeked out of its mother's pouch.

*Variation(s):* pouches

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>The Eensy, Weensy Spider</b>	Nursery Rhymes and Songs Poster 45	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Image Cards 11-1-11-5, 13-1-13-5	10
	S	<b>What Begins with the /s/ Sound?</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	<i>Families and Communities</i> Image Cards 5-1-5-4, 10-1-10-4; ball or stuffed animal	10
	S	<b>Find Your Rhyme Partner</b>		
<b>LISTENING &amp; LEARNING</b>				
<b>Introducing the Read-Aloud</b>	W	<b>What Do We Already Know?</b>	See Me Grow by Penelope Arlon and Tory Gordon-Harris	5
	W	<b>Print Conventions in Reading See Me Grow</b>		
	W	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>See Me Grow by Penelope Arlon and Tory Gordon-Harris</b>	All About Me Image Cards 12-1-12-3; Animals Image Card 13-6; See Me Grow by Penelope Arlon and Tory Gordon-Harris	10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>	Animals Image Cards 11-12A, 11-12B, 13-7-13-10; See Me Grow by Penelope Arlon and Tory Gordon-Harris, chart paper	10
<b>Extension Activity</b>	L	<b>Animal Charades</b>	Transition Cards: Animals	During learning centers

## Advance Preparation

### Small Group 2

Make pairs of rhyming words from **Families and Communities** Image Cards 5-1-5-4: /at/ and /ee/ Words and **Families and Communities** Image Cards 10-1-10-4: /ok/ and /am/ Words. Make half as many pairs as there are students in your Small Group (e.g., if you have ten students, make five pairs). Split the rhyming pairs up into two piles. The first pile

should have one member of the rhyming pair and the second pile should have the other member of the rhyming pair. Mark all members of the first pile with a blue dot on the back and all members of the second pile with a red dot on the back to keep them organized.

### ***Listening & Learning***

The trade book *See Me Grow* by Penelope Arlon and Tory Gordon-Harris will be read over the course of two days and the pages in the book will not be presented sequentially. Review the Listening & Learning activities including Introducing the Read-Aloud, Presenting the Read-Aloud, and Discussing the Read-Aloud for this day and place sticky notes on the pages you plan to present to students. Number the sticky notes in the order in which you plan to present the selected pages. Then, practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

### ***Extension Activity***

Read **Extension Activity: Animal Charades** to become familiar with the intent of the activity. From the **Transition Cards: Animals**, select five to ten animals that would be easy for students to act out with sounds and movement. Suggestions include: elephant, bald eagle, turtle, dog, cow, cat, frog, chicken, rabbit, pig, sheep, and snake.

## Starting the Day

Routines	W	Exercise	Materials	Minutes
		Continue Established Routines		During morning circle
Nursery Rhyme	W	The Eensy, Weensy Spider	Nursery Rhymes and Songs Poster 45	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### The Eensy, Weensy Spider

Students will sing the nursery rhyme “The Eensy, Weensy Spider” and retell the story in their own words using the words *first*, *next*, and *last* to sequence the events of the story.

- Practice the song “The Eensy, Weensy Spider” with students. Allow students to fill in the rhyming word that finishes each line (e.g., “Down came the rain and washed the spider \_\_\_\_\_”).
- Tell students you want them to tell the story of The Eensy, Weensy Spider in their own words. Ask students what happens *first* in the song about The Eensy, Weensy Spider.
- Support students’ retelling using **Image Cards 12-1-12-3: Spider Sequencing**.
- Continue calling on students, asking them what happens *next* and *last* in “The Eensy, Weensy Spider.” Allow students to use their own words and language to describe the events in the story.

## Skills

Exercise	Materials	Minutes
<b>Small Group 1</b>  <b>S</b> <b>Warm-Ups</b> <b>What Begins with the /s/ Sound?</b>	Image Cards 11-1-11-5, 13-1-13-5	10
<b>Small Group 2</b>  <b>S</b> <b>Warm-Ups</b> <b>Find Your Rhyme Partner</b>	<i>Families and Communities</i> Image Cards 5-1-5-4, 10-1-10-4; ball or stuffed animal	10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes

Small Group

#### Warm-Ups

#### Move Your Body

Students will follow your commands and make movements with their bodies. As they make the movements, they will repeat the command and elongate the initial sound of each word.

- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.
- Once students figure out what movement to make, have them say the word with you, elongating the initial sound of each word. Then, comment on the sound at the beginning of the word (remember to say the sound /n/, not the letter ‘n’).
- Tell students to:
  - mmmarch in place
  - sssing
  - look ssscared
  - sssmell a flower
  - sssit down
  - zzzip up their coats

- fffall on the floor
- fffly
- vvvacuum
- lllugh
- lllick an ice cream cone
- rrrun
- rrrock back and forth
- rrreach up high

### **What Begins with the /s/ Sound?**

---

**Using Image Cards 13-1-13-5: Initial Sound: /s/ and Image Cards**

**11-1-11-5: Initial Sound: /m/**, students will indicate whether or not a word begins with the /s/ sound. If students identify the *name* of the letter that spells the /s/ sound (i.e., ‘s’), confirm that they have indeed correctly identified the *name* of the letter ‘s’. Then, clarify that they are listening for the *sound* at the beginning of the word, and that letters have both names and sounds.

- Tell students that you are going to say some words and you want them to try to figure out if the word begins with the /s/ sound.
- Model the /s/ sound for students, and tell them it is the sound that a snake makes.
- Tell students that when you make the /s/ sound, you keep your lips a little bit apart and blow air out through a little hole you make with your tongue.
- Have students look in the mirror and at their friends to see how their lips are a little bit open when they make the /s/ sound.
- Have students put two fingers lightly on their throats as they say the /s/ sound. Tell them they cannot feel their throat buzzing because they don’t use their voice to make the /s/ sound.
- Have students alternate between saying the /s/ and /m/ sounds, noticing that their lips open and close and their voices turn on and off as they say the sounds.
- Tell students you are going to say some words and you want them to tell you whether the words begin with /s/ or /m/. Students should indicate their response by making the sound at the beginning of the word.

- Show students **Image Cards 13-1a** and **11-1a** and say each word, elongating the /s/ and /m/ sound at the beginning of the words that start with that sound.
- Hold up cards one at a time, allowing students to decide whether the word begins with the /s/ or the /m/ sound. Put the /m/ words in one pile and the /s/ words in a different pile.

## Small Group 2

**10 minutes**

Small Group

### Warm-Ups

#### Rhyme

- Have students stand in a circle.
- Explain that you will say a rhyming word and pass the ball/stuffed animal to a student. The student should say a word that rhymes with your word and then pass the ball back to you.
- Say a one-syllable word, then pass the ball/stuffed animal to a student.
- When the student passes the object back to you, you could either keep or change the rhyme family.
- If students are ready, have them pass the object to another student, rather than back to you.
- If appropriate, have students transition to a table after giving their rhyming response to prepare for the next activity.

cat	tree	rock	lamb	fan	pin
bat	knee	clock	clam	can	win
rat	bee	sock	ham	ran	grin
hat	pea	block	jam	man	shin
mat	see	lock	ram	tan	skin
sat	key	knock	Sam	ban	

### Find Your Rhyme Partner

Students will make rhyming pairs by finding a partner who has a card that rhymes with their own card. If you have an odd number of students in Small Group, you should pair up with a student so that each student has a partner.

- Review the rhyming pictures with students using the *Families and Communities* Image Cards that you marked with blue and red dots (see **Advance Preparation**).
- Divide the students into two groups.
- Give the first group of students the cards from the blue pile.
- Give the second group of students the cards from the red pile.
- Have students with blue cards stand still around the classroom.
- Have students with the red cards walk around and find the friend who is holding a blue card that rhymes with theirs.
- When students find their rhyming match, they should stand still next to their friend.
- Once all students have found their match, have students go around the rooms and say their words aloud. Everyone else should listen to make sure the words rhyme.
- Get the students back together, collect the cards, and hand them out again.
- Continue playing the game, adding new rhyming cards to increase the challenge.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W	<b>What Do We Already Know?</b>	See Me Grow by Penelope Arlon and Tory Gordon-Harris	5
		<b>Print Conventions in Reading See Me Grow</b>		
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>See Me Grow by Penelope Arlon and Tory Gordon-Harris</b>	All About Me Image Cards 12-1-12-3; Animals Image Card 13-6; See Me Grow by Penelope Arlon and Tory Gordon-Harris	10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>	Image Cards 11-12C-11-12D and 13-7-13-10; See Me Grow by Penelope Arlon and Tory Gordon-Harris, chart paper	10
<b>Extension Activity</b>	L	<b>Animal Charades</b>	Transition Cards: Animals	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Do We Already Know?

- Remind students that they learned about how humans grow at the beginning of the school year.
- Show students **All About Me Image Cards 12-1-12-3: Baby, Child, Adult.**
- Tell students that these are pictures of a baby, a child, and an adult.
- Have students help you sequence the images, using the following words in your discussion: *younger, older, baby, adult, child, born, alive, grow.*
- Review how humans are born alive from their mothers, grow into children, then grow up to be adults.

#### Print Conventions in Reading See Me Grow

- Show students the cover of See Me Grow by Penelope Arlon and Tory Gordon-Harris and read the title aloud while pointing to the words.
- Remind students that you just talked about how children grow and tell them that today you will learn about how different animals are born and grow.

- Remind students that when you read a book, you turn the pages from left to right and turn the pages of *See Me Grow* to demonstrate this.
- Tell students that each page in this book talks about one animal. To demonstrate this structure, show students pages 6 and 7 in *See Me Grow* and tell them these pages are about rabbits.
- Tell students that, instead of reading the pages in order, like you usually do, you are going to skip around to learn about certain animals. Tell students that you will put the book in the Library Center and, if they want, they can look at every page in the book during learning centers.

### **Purpose for Listening**

---

- Tell students to listen to find out about many different kinds of animals that are born alive and how they grow.

# See Me Grow

## by Penelope Arlon and Tory Gordon-Harris

13

### Rabbits

→ PAGE 6 . . . but they grow up fast.

- Show students Image Card 13-6A: Newborn Rabbits.
- Tell students that baby rabbits are born alive. They are very tiny and pink, and they have ears like rabbits do.

→ PAGE 7 . . . and find food on their own.

- Ask students if they know another baby animal that is called a kitten. (cat)
- Tell students that when the rabbits are very small and their eyes are closed, they need their mother rabbit to protect them and give them food.

## Puppies

⇒ PAGE 26 . . . but most litters have about six.

- Tell students that puppies are baby dogs.
- Define LITTER as a group of baby animals that are all brothers and sisters and have the same birthday.

⇒ PAGE 26 . . . drink the milk for 2 months.

- Tell students puppies can't eat dog food yet because they are too young. [Point to dog food in bowl on page 27.]
- Explain that the mother dog makes milk inside her body for the puppies to drink.

## Baby Horses

→ PAGE 24 . . . danger in the wild.

- Tell students that horses are not born with their eyes closed like baby rabbits and puppies.
- Tell students that baby horses are called foals. Review the names for baby rabbits (kittens) and dogs (puppies).
- Explain that horses are born with their eyes open and ready to run so that they can escape danger. Ask students if they were born ready to run, or if it took them a while to learn how to walk and run.

## In a Pouch

→ PAGE 12 . . . in its mother's pouch.

- Tell students that a baby kangaroo is called a joey. Review the names for baby horses (foals), baby rabbits (kittens), and dogs (puppies).
- Show students Image Card 13-6B: Kangaroo and Joey.
- Tell students that the baby kangaroo—the joey—is born alive and then crawls into its mother's pouch. The joey lives in its mother's pouch until it is ready to find food and stay safe on its own.

► PAGE 13 . . . live in Australia.

- Explain that the baby kangaroo doesn't have any hair when it is born, just like baby rabbits. It grows hair as it gets bigger.
- Tell students that the koala is another animal that carries its baby in a pouch.
- Explain that just like baby kangaroos, baby koalas leave their mothers' pouches when they are ready to find food and stay safe on their own.

Whole Group

### What's the Big Idea?

#### Mother and Baby Mammals

- Show students **Image Cards 11-12A–11-12B: Mother Kangaroo and Joey** and **Image Cards 13-7–13-10: Mother and Baby Animals**.
- Have students use ‘thumbs-up’ and ‘thumbs-down’ to indicate whether or not the mother animal matches the baby animal.

*“I am going to show you some mama, or mother, animals and some baby animals. I want you to look at the mother animal and baby animal and show me ‘thumbs-up’ if you think the baby matches its mother and ‘thumbs-down’ if you think this mother and baby animal do not go together.”*

- Show students pairs of Image Cards that show animals and their babies (e.g., rabbit and kittens) and animals and other animals’ babies (e.g., mother kangaroo and puppy).
- As you show the cards, name the mother animal that is shown on the card, then ask students if the other picture shows its baby.

#### Mother and Baby Animal Names

- Put **Image Cards 11-12A–11-12B: Mother Kangaroo and Joey** and **Image Cards 13-7–13-10: Mother and Baby Animals** on a piece of chart paper beneath the labels “Mother” and “Baby.”
- Explain to students that you want them to help you write down what the mother and baby animals are called.
- Write the mother and baby animal names under the pictures of the respective animals.

Mother	Baby
Rabbit	Kitten
Dog	Puppy
Horse	Foal
Kangaroo	Joey

## Extension Activity

Learning Center

### Animal Charades

Students will pretend to be different animals and their peers will guess which animal they are imitating.

#### Language Facilitation

Use the **parallel talk strategy** to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

- Have students sit in a circle and place the subset of **Transition Cards: Animals** (see **Advance Preparation**) where all students can see them. Students can think of their own animals to act out, or the cards can be used to prompt students and give them ideas about what animal to act out.
- Tell students that you will call on them one at a time. When it is a student's turn, he should think of an animal in his head, and then come over and whisper to you what animal he is going to pretend to be. Then, the student will pretend to be the animal by making sounds and moving around the circle like that animal. Tell students to look at the pictures in the middle of the circle to get ideas, but remind them to leave the cards in the middle.
- Tell all other students that their job is to guess what animal is being acted out.
- Model the activity for students by completing a practice round where you are the animal. Model both sounds and actions and have students guess what animal you are pretending to be.
- Call students one at a time to act out an animal. Have each student come over and whisper the animal in your ear before he begins pretending.
- As the student acts, use the **parallel talk strategy** to describe what he is doing to his peers.

*"Look at Miles slithering along the ground. He is sticking his tongue out and making hissing noises! Look at Maya panting. Now she is walking on four legs and barking."*

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- ✓ Give an example of two animals that hatch from eggs/lay eggs (e.g., chickens, robins, fish, etc.)

**Language Arts Objectives****Starting the Day**

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Hickety Pickety, My Black Hen” ([RL.P.5](#), [RF.P.2a](#))
- ✓ Understand and use precise nouns and verbs related to animals ([L.P.1b](#))

**Skills**

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound ([RF.P.2d](#))
- ✓ With prompting and support, give the beginning sound of a spoken word ([RF.P.2d](#))
- ✓ Recognize the written form of one's first name ([RF.P.1d](#), [RF.P.3b](#))
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger ([L.P.1a](#))
- ✓ Draw and use as motifs: bridge and cross ([L.P.1a](#))
- ✓ Write one's first name, using upper- and lowercase letters appropriately ([L.P.1a](#), [L.P.2a](#))

## ***Listening & Learning***

Students will:

- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about *See Me Grow* (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in *See Me Grow* (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words in *See Me Grow* (RI.P.4)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to *See Me Grow* (L.P.6)
- ✓ With prompting and support, retell important facts and information from *See Me Grow* (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body and animals (L.P.1b)
- ✓ With prompting and support, identify outcomes described in *See Me Grow* (what happened) with possible causes (RI.P.3)
- ✓ With prompting and support, sequence three to five pictures depicting information from a nonfiction/informational read-aloud (RI.P.2)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in *See Me Grow* (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

## Core Vocabulary

---

**chrysalis, *n.*** A hard covering that protects a caterpillar during the time it changes into a butterfly

*Example:* The caterpillar built a chrysalis and stayed there for a seven days; when it came out, it was a beautiful butterfly!

*Variation(s):* chrysalises

**Note:** In some editions of the book *See Me Grow* by Penelope Arlon and Tory Gordon-Harris, the chrysalis stage in a monarch butterfly's development is referred to as a cocoon. This is incorrect; moths make cocoons out of silk and butterflies make chrysalises out of a hard protein. When reading the book to students and discussing the life cycle of a butterfly, refer to this stage as the chrysalis.

**hatch, *v.*** To come out of an egg; to be born

*Example:* We watched chicks hatch in our science center.

*Variation(s):* hatches, hatching, hatched

**tadpole, *n.*** A baby frog that lives in water, has a tail, and has not grown legs yet

*Example:* We saw a tadpole swimming in the pond near our school.

*Variation(s):* tadpoles

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	W Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	W Hickety Pickety, My Black Hen	Nursery Rhymes and Songs Poster 18	
<b>SKILLS</b>			
<b>Small Group 1</b>	S Warm-Ups Initial Sound Riddles	Image Cards 11-1–11-5, 13-1–13-5	10
<b>Small Group 2</b>	S Warm-Ups Writing with Primary Crayons	Activity Page 14-1; My First Strokes Book; primary crayons	10
<b>LISTENING &amp; LEARNING</b>			
<b>Introducing the Read-Aloud</b>	W Important Background Information or Terms Purpose for Listening	Image Card 14-1; See Me Grow by Penelope Arlon and Tory Gordon-Harris; chicken egg; clear glass bowl; paper towels	5
<b>Presenting the Read-Aloud</b>	W See Me Grow by Penelope Arlon and Tory Gordon-Harris	Image Cards 14-1–14-7; See Me Grow by Penelope Arlon and Tory Gordon-Harris	10
<b>Discussing the Read-Aloud</b>	W What's the Big Idea?	Image Cards 13-6–13-10, 14-2, 14-3; See Me Grow by Penelope Arlon and Tory Gordon-Harris	10
<b>Extension Activity</b>	L Animal Charades	Transition Cards: Animals	During learning centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### Listening & Learning

The trade book *See Me Grow* by Penelope Arlon and Tory Gordon-Harris will be read over the course of two days and the pages in the book will not be presented sequentially. Review the Listening & Learning activities including Introducing the Read-Aloud, Presenting the Read-

Aloud, and Discussing the Read-Aloud for this day and place sticky notes on the pages you plan to present to students. Number the sticky notes in the order in which you plan to present the selected pages. Then, practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

**Note:** *In some editions of the book See Me Grow by Penelope Arlon and Tory Gordon-Harris, the chrysalis stage in a monarch butterfly's development is incorrectly referred to as a cocoon. Write "chrysalis" on a sticky note and place it on page 8 to remind yourself to use the word chrysalis rather than cocoon when referring to the life stages of a butterfly.*

## Starting the Day

Routines	W	Exercise	Materials	Minutes
		Continue Established Routines		During morning circle
Nursery Rhyme	W	Hickety Pickety, My Black Hen	Nursery Rhymes and Songs Poster 18	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### Hickety Pickety, My Black Hen

- Teach students the song “Hickey Pickety, My Black Hen” using the echo technique. For an example of the echo technique see **Day 1: An Old Person of Ware**.
- Using **Nursery Rhymes and Songs Poster 18: Hickety Pickety, My Black Hen** as a visual support, remind students that chickens lay eggs. Tell students that female chickens that lay eggs are called hens.

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Image Cards 11-1-11-5, 13-1-13-5	10
		<b>Initial Sound Riddles</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Activity Page 14-1; My First Strokes Book; primary crayons	10
		<b>Writing with Primary Crayons</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

**10 minutes**

Small Group

#### Warm-Ups

##### Move Your Body

Students will follow your commands and make movements with their bodies. As they make the movements, they will repeat the command and elongate the initial sound of each word.

- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.
- Once students figure out what movement to make, have them say the word with you, elongating the initial sound of each word. Then, comment on the sound at the beginning of the word (remember to say the sound /n/, not the letter ‘n’).
- Tell students to:
  - mmmarch in place
  - sssing
  - look ssscared
  - sssmell a flower
  - sssit down
  - zzzip up their coats
  - fffall on the floor

- fffly
- vvvacuum
- lllugh
- lllick an ice cream cone
- rrrun
- rrrock back and forth
- rrreach up high

### **Initial Sound Riddles**

---

Students will use clues to identify familiar pictures that start with /m/ or /s/. If students identify the *names* of the letters that spell these sounds (i.e., ‘m’ and ‘s’), confirm that they have indeed correctly identified the letters’ *names*. Then, clarify that they are listening for the *sounds* at the beginning of the words and that letters have both names and sounds.

- Have students help you sort ten **Image Cards 11-1-11-5: Initial Sound: /m/** and ten **Image Cards 13-1-13-5: Initial Sound: /s/** into two separate piles.
- Place all ten cards face up so students can see them.

**Note:** *If students are not ready to advance after Rounds 1 or 2, repeat these rounds*

#### **Round 1**

- Tell students you are going to give them some clues and you want them to try to find the picture you are talking about.
- Describe one of the pictures by saying, “I’m thinking of a word that starts with /m/.”
- Have students decide which pile they should look in—the /m/ pile or the /s/ pile.
- Continue describing the picture (e.g., “I am thinking of an animal that hangs from trees and makes the sound eee eee eee.”).

#### **Round 2**

- Pick up the cards and hold them in your hands.
- Give the same clues you gave in Round 1 again.
- Have students guess the word without looking at the cards.

### **Round 3**

- Give a card to a student.
- Have the student give some clues to the rest of the group.
- Prompt the student by saying, “What sound does your word start with, /m/ or /s/?”

### **Round 4**

- Give students clues about /m/ and /s/ words that are not depicted on the cards.
- See if students can guess the word you are describing.

## **Small Group 2**

**10 minutes**

**Small Group**

### **Warm Ups**

#### ***My First Strokes Book***

Students will practice handwriting strokes by tracing lines with their fingers in their **My First Strokes Book**.

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read, “**My First Strokes Book**.”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

### **Writing with Primary Crayons**

Students will practice writing X’s and bowls using primary crayons.

- Give each student **Activity Page 14-1** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students may not yet use the tripod grip consistently throughout this activity, but each student should practice the grip at

least once. See the **Introduction** for step-by-step instructions on the tripod grip.

- Have students practice the writing strokes X and bowl by drawing lines on the Activity Pages starting at the triangle and ending at the dot.
- Encourage students to reference their **My First Strokes Book** if they cannot remember a specific stroke.
- If students finish both strokes, give them a blank piece of paper and have them practice writing their names. Students can reference their names written on the front of their **My First Strokes Book**.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W	<b>Important Background Information or Terms</b>	Image Card 14-1; See Me Grow by Penelope Arlon and Tory Gordon-Harris; chicken egg; clear glass bowl; paper towels	5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>See Me Grow by Penelope Arlon and Tory Gordon-Harris</b>	Image Cards 14-1–14-7; See Me Grow by Penelope Arlon and Tory Gordon-Harris	10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>	Image Cards 13-6–13-10, 14-2, 14-3; See Me Grow by Penelope Arlon and Tory Gordon-Harris	10
<b>Extension Activity</b>	L	<b>Animal Charades</b>	Transition Cards: Animals	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### Important Background Information or Terms

- Show students the chicken egg you brought to school. Ask them if they know what it is.
- Show **Image Card 14-1: Hen on Nest**.
- Tell students that this egg was laid by a hen. Tell students that this is a chicken egg that is for eating.
- Ask students if they would like to find out what is inside the egg and have them predict what they might find.
- Crack open the egg and let students look at it in the bowl. Ask students to make observations about what they see.
- Tell students that the yellow part of the egg is called the *yolk* and the clear part of the egg is called the *white*. The hard outer covering of the egg is called the *shell*.
- Ask students if they have ever cracked open or eaten an egg.

#### Purpose for Listening

- Tell students that eggs are not just for eating. Have them listen to find out about some baby animals that hatch from eggs.

# *See Me Grow*

## by Penelope Arlon and Tory Gordon-Harris

### Egg to Chick

→ PAGE 16 . . . until they hatch into chicks.

- Explain that a mother chicken is called a hen. Show students IMAGE CARD 14-1: HEN ON NEST.
- Tell students that chickens come from eggs—the same kind of eggs we eat for breakfast. The mother hen lays the eggs, and then sits on them to keep them warm.

➡ PAGE 17 . . . the chick grows new feathers.

- Explain that a baby chicken is called a chick.
- Show students IMAGE CARDS 14-2 and 14-3: EGG TO CHICKEN and describe the growth process of a chick.

"The chick grows slowly inside the egg. When it's ready, the chick pecks its way out of the shell. At first, just the chick's head comes out. Then its whole body comes out. It is very tired from working to break out of the egg. As the chick eats foods or drinks water, it grows feathers and gets bigger and starts to look more like a chicken."

- Remind students that you cracked open an egg earlier. Tell students that the eggs from the grocery store, like the one you cracked open, don't have baby chicks inside of them.
- Tell students that, while the baby chick is still inside the egg, it uses the yoke for food and that the white part of the egg protects the chick inside the egg and keeps it safe.

## Baby Birds

⬅ PAGE 29 . . . nests they make in trees.

- Show students IMAGE CARD 14-1: HEN ON NEST.
- Tell students that robins are birds just like chickens. They both have feathers and wings and lay eggs.

◀ PAGE 29 . . . out of the nest and fly away.

- Tell students that baby robins hatch out of eggs just like chicks do.
- Show IMAGE CARD 14-4: ROBIN FEEDING CHICKS.
- Explain to students that mother robins leave the nest to find worms for baby robins to eat. The mother robin brings the worm back in her beak and feeds it to the babies.
- Tell students that when baby robins are big enough to fly, they practice leaving the nest, then fly away to start their own lives.

### Fish Babies

► PAGE 22 . . . hundreds of eggs on rocks.

- Show students IMAGE CARD 14-5: CLOWNFISH EGGS. Point out that the eggs are orange just like the clownfish.
- Tell students that fish—just like birds—lay eggs. Tell students that clownfish eggs grow into baby clownfish.

➔ PAGE 23 . . . find food by themselves.

---

---

---

---

---

### From Caterpillar to Butterfly

**Note:** In some editions of the book See Me Grow by Penelope Arlon and Tory Gordon-Harris, the chrysalis stage in a monarch butterfly's development is referred to as a cocoon. This is incorrect; moths make cocoons out of silk and butterflies make chrysalises out of a hard protein. When reading the book to students and discussing the life cycle of a butterfly, please refer to this stage as the chrysalis.

➔ PAGE 8 . . . their journey.

- Explain to students that adult butterflies look very different than baby butterflies. Tell students that butterflies change a lot as they grow.

---

---

---

---

► PAGE 9 . . . butterfly flies away.

- Show students IMAGE CARDS 14-6 and 14-7: CATERPILLAR TO BUTTERFLY.
- As you read the text, show the Image Cards and explain what is happening in each stage.
- Emphasize that the caterpillar changes shape inside the chrysalis and turns into a butterfly.

## Discussing the Read-Aloud

10 minutes

Whole Group

### What's the Big Idea?

#### What Hatches from an Egg?

- Tell students that you are going to show them a picture of an animal, and you want them to show ‘thumbs up’ if it hatches from an egg and ‘thumbs down’ if it does not hatch from an egg.
- Show students the following Image Cards or pages from *See Me Grow* by Penelope Arlon and Tory Gordon-Harris:
  - **Image Card 13-7A: Rabbit** or page 6
  - **Image Card 14-6B: Monarch Caterpillar** or page 8 (egg)
  - **Image Card 13-10A: Horse** or page 24
  - **Image Card 14-4: Robin feeding babies** or page 28 (egg)
  - pages 22 and 23 in *See Me Grow: Clownfish* (egg)
  - **Image Card 13-9A: Puppy** or page 26
  - **Image Card 14-3A: Chick** or page 16 (egg)

#### From Egg to Chicken

- Show students **Image Cards 14-2 and 14-3: Egg to Chicken** in mixed-up order.
- Have students help you sequence the Image Cards from egg to chicken.
- Call on individual students to tell you about the phases of growth of a chicken. (egg, chick, chicken).
- If students are unable to describe some or all of the pictures on their own, read pages 16 and 17 of the trade book to them. Have them repeat each sentence after you as you point to the pictures.

## Extension Activity

Learning Center

### Animal Charades

Continue this activity during Learning Centers. See **Day 13: Animal Charades** for detailed instructions on this Extension Activity.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- ✓ Give an example of two animals that hatch from eggs/lay eggs (e.g., chickens, robins, fish, etc.)

**Language Arts Objectives****Starting the Day**

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Hickety Pickety, My Black Hen” ([RL.P.5](#), [RF.P.2a](#))
- ✓ Using “Hickety Pickety, My Black Hen,” finish a recitation with the correct rhyming word ([RL.P.10](#), [RF.P.2a](#))
- ✓ Segment a spoken word into separate, distinct syllables ([RF.P.2a](#))
- ✓ Given a word, provide a rhyming word ([RF.P.2b](#))

**Skills**

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound ([RF.P.2d](#))
- ✓ With prompting and support, give the beginning sound of a spoken word ([RF.P.2d](#))
- ✓ Given a word, provide a rhyming word ([RF.P.2b](#))

## **Listening & Learning**

---

Students will:

- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about See Me Grow (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in See Me Grow (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words in See Me Grow (RI.P.4)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to See Me Grow (L.P.6)
- ✓ With prompting and support, retell important facts and information from See Me Grow (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body and animals (L.P.1b)
- ✓ Show understanding of and use temporal words in context (*first, next, then, and last*) (L.P.5c)
- ✓ With prompting and support, sequence three to five pictures depicting information from See Me Grow (RI.P.2)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

## At a Glance

		Exercise	Materials	Minutes
<b>STARTING THE DAY</b>				
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Hickety Pickety, My Black Hen</b>	Nursery Rhymes and Songs Poster 18	
<b>SKILLS</b>				
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Transition Cards: Animals; Image Cards 11-1-11-5 and 13-1-13-5; stuffed animal	10
	S	<b>Robot Talk: Blending /m/ and /s/ Words</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Ball or stuffed animal	10
	S	<b>Connect the Rhyming Words</b>	Activity Page 15-1	
<b>LISTENING &amp; LEARNING</b>				
<b>Trade Book Review</b>	W	<b>See Me Grow by Penelope Arlon and Tory Gordon-Harris</b>	Image Cards 14-6-14-7; See Me Grow by Penelope Arlon and Tory Gordon-Harris	15
<b>Show Me What You've Learned</b>	W	<b>From Caterpillar to Butterfly</b>	Activity Page 15-2; glue or tape	10
<b>Extension Activity</b>	L	<b>Animal Charades</b>	Transition Cards: Animals	During learning centers

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### Show Me What You Learned

Cut apart the images on each student's **Activity Page 15-2**. Prepare a strip of paper for each student by cutting a regular piece of paper in half (lengthwise) and taping the short ends of each piece together.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	W	<b>Hickety Picky, My Black Hen</b>	Nursery Rhymes and Songs Poster 18	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhyme

Whole Group

#### Hickety Picky, My Black Hen

Review the song “Hickety Picky, My Black Hen” by having students sing it with you. Then, help students learn to recognize the rhyming words in the song. Finally, count the syllables in each of the rhyming words.

- Show students **Nursery Rhymes and Songs Poster 18** and review the song by having them sing the song with you and do the motions.
- Remind them that some words in the song rhyme. Tell students to take a seat while you talk about the rhyming words in the song.
- Start at the beginning of the song and talk about each rhyming pair. Each time remind students that the words sound the same at the end; that is how you know the words rhyme.
- After you talk about each rhyming pair, ask students to help you clap the syllables in each word to find out how many syllables are in each word. Point out that some words can have a different number of parts and still rhyme. The word *hen* has one syllable and the word *gentlemen*

has three syllables, but they still rhyme because they end with the sound /en/.

## Skills

Exercise	Materials	Minutes
Small Group 1	<b>Warm-Ups</b>	Transition Cards: Animals; Image Cards 11-1-11-5 and 13-1-13-5; Stuffed animal
	<b>Robot Talk: Blending /m/ and /s/ Words</b>	
Small Group 2	<b>Warm-Ups</b>	Ball or stuffed animal
	<b>Connect the Rhyming Words</b>	Activity Page 15-1

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes

Small Group

#### Warm-Ups

##### Move Your Body

Students will follow your commands and make movements with their bodies. As they make the movements, they will repeat the command and elongate the initial sound of each word.

- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.
- Once students figure out what movement to make, have them say the word with you, elongating the initial sound of each word. Then, comment on the sound at the beginning of the word (remember to say the sound /n/, not the letter ‘n’).
- Tell students to:
  - touch your nnnose
  - mmmmove your arms
  - mmmoo like a cow
  - show your mmmuscles
  - ssscratch an itch

- ssscrub the floor
- point with your fffinger
- catch a fffish
- llleap into the air
- turn on the llights
- rrraise your hand
- rrroll your hands

### **Robot Talk: Blending /m/ and /s/ Words**

---

Students will blend initial sounds with the rest of the word after listening to the stuffed animal named ‘Robo.’ Instead of speaking in syllables like before, Robo will now say initial sounds, then the rest of the word.

- Remind students that they have already met the stuffed animal named Robo who talks in robot talk. Reintroduce Robo using robot talk.
- Explain that Robo is going to ask for some things, and you want the students to find them and give them to Robo.

#### **Round 1**

- Lay out **Image Cards: 11-1-11-5 Initial Sound: /m/ and Image Cards: 13-1-13-5 Initial Sound: /s/ Words** faceup on the table.
- Have Robo ask for each picture using robot talk. Robo should pause after the initial /m/ or /s/ sound in each word.

*“I want some mmm...acaroni.”*

- Once students find the correct picture, have them blend the word and say it without pausing.

*“What did Robo want? He wanted macaroni. That’s a silly way to say macaroni, Robo.”*

#### **Round 2**

- Have Robo ask for things that start with /m/ or /s/ that are not shown on the cards.
- Students say the thing Robo is asking for and pretend to give it to Robo.

#### **Round 3**

- Lay out **Image Cards 11-1-11-5: Initial Sound: /m/ and Image Cards 13-1-13-5: Initial Sound : /s/** faceup on the table.

- Allow students to be Robo and ask for things that are shown on the cards.

## Small Group 2

**10 minutes**

Small Group

### Warm-Ups

#### Rhyme

- Have students stand in a circle.
- Explain that you will say a rhyming word and pass the ball/stuffed animal to a student. The student should say a word that rhymes with your word and then pass the ball back to you.
- Say a one-syllable word, then pass the ball/stuffed animal to a student.
- When the student passes the object back to you, you could either keep or change the rhyme family.
- If students are ready, have them pass the object to another student, rather than back to you.
- If appropriate, have students transition to a table after giving their rhyming response to prepare for the next activity.

cat	tree	rock	lamb	fan	pin
bat	knee	clock	clam	can	win
rat	bee	sock	ham	ran	grin
hat	pea	block	jam	man	shin
mat	see	lock	ram	tan	skin
sat	key	knock	Sam	ban	

### Connect the Rhyming Words

- Give students **Activity Page 15-1: Make a Rhyme** and a primary crayon or writing utensil.
- Tell students that they are going to match sets of rhyming pictures by looking at one side of the page and finding a picture that matches from the other side of the page.
- When they find the match, they will draw a line to connect those two pictures.
- Prompt students to continue until all pictures are matched.

- When students are finished, have them tell you the matching pairs by naming pictures (e.g., “tree” and “bee”).

## Listening & Learning

		Exercise	Materials	Minutes
<b>Trade Book Review</b>	W	<b>See Me Grow by Penelope Arlon and Tory Gordon-Harris</b>	Image Cards 14-6–14-7; See Me Grow by Penelope Arlon and Tory Gordon-Harris	15
<b>Show Me What You've Learned</b>	W	<b>From Caterpillar to Butterfly</b>	Activity Page 15-2; glue or tape	10
<b>Extension Activity</b>	L	<b>Animal Charades</b>	Transition Cards: Animals	During learning centers

### Trade Book Review

**15 minutes**

Whole Group

#### **See Me Grow by Penelope Arlon and Tory Gordon-Harris**

#### **From Caterpillar to Butterfly**

→ PAGE 8 . . . follow their journey.

- Ask students if they remember what baby butterflies look like. (eggs, caterpillars)
- Show students IMAGE CARDS 14-6A: BUTTERFLY EGG, 14-6B: MONARCH CATERPILLAR, 14-7A: CHRYSALIS, and 14-7B: MONARCH BUTTERFLY.
- Review the four stages of caterpillar growth shown on the Image Cards, being sure to refer to the caterpillar's covering as a chrysalis, not a cocoon.

## Show Me What You Learned

10 minutes

Small Group

### From Caterpillar to Butterfly

- Give each student the precut images from **Activity Page 15-2: From Egg to Butterfly** and a strip of paper (see **Advance Preparation**).
- Explain to students that they are going to get to sequence their own set of pictures showing how a butterfly is born and grows.
- Have students line up the pictures from left to right to show the stages of a butterfly's growth. Students should then glue or tape the images to their strip of paper.
- After each student has sequenced their images, ask them to tell you about the stages of growth of a butterfly.
- Encourage students to use the words *first*, *next*, *then*, and *last* in their descriptions.

### Assessment Opportunity

Observe students as they sequence the stages of butterfly growth to see whether they recall the information correctly and whether they are able to correct themselves if they sequence the images incorrectly.

### Extension Activity

Learning Center

### Animal Charades

Continue this activity during Learning Centers. See **Day 13: Animal Charades** for detailed instructions on this Extension Activity.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong
- ✓ State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)
- ✓ State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)
- ✓ State one defining characteristic of insects (e.g., small, have six legs)

**Language Arts Objectives*****Starting the Day***

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song ([RL.P.5](#), [RF.P.2a](#))

***Skills***

Students will:

- ✓ With prompting and support, give the beginning sound of a spoken word ([RF.P.2d](#))
- ✓ With prompting and support, give the consonant sounds of at least three letters ([RF.P.2c](#), [RF.P.3a](#))
- ✓ Given a word, provide a rhyming word ([RF.P.2b](#))

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ With prompting and support, ask and answer *who, what, where, when, and why* questions about “Groups of Animals: Birds, Fish, and Insects” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described from “Groups of Animals: Birds, Fish, and Insects” (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to “Groups of Animals: Birds, Fish, and Insects” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Groups of Animals: Birds, Fish, and Insects” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Groups of Animals: Birds, Fish, and Insects” (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about groups of animals, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in “Groups of Animals: Birds, Fish, and Insects” (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)

## Core Vocabulary

---

**fins, n.** Body parts fish use to swim through water

*Example:* The fish moved its fins on the sides of its body to swim quickly through the water.

*Variation(s):* fin

**gills, n.** Body parts fish use to breathe and take in oxygen while underwater

*Example:* The gills on the fish look like little lines just behind its eyes.

*Variation(s):* gill

**insects, n.** Bugs; very small animals with six legs

*Example:* I saw four small insects crawling on the window in my room.

*Variation(s):* insect

**peck, v.** To take little bites of something with a beak

*Example:* The chicken used its beak to peck at the corn on the ground.

*Variation(s):* pecks, pecking, pecked

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	W Continue Established Routines		During morning circle
<b>Nursery Rhymes</b>	W Nursery Rhyme Review	Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45	
<b>SKILLS</b>			
<b>Small Group 1</b>	S Warm-Ups Draw the Sound Picture for /m/	Image Cards 11-1-11-5; whiteboard or chart paper; marker; paper; drawing tools	10
<b>Small Group 2</b>	S Warm-Ups Silly Animal Rhymes	Transition Cards: Animals; ball or stuffed animal; paper; drawing tools	10
<b>LISTENING &amp; LEARNING</b>			
<b>Introducing the Read-Aloud</b>	W What Do We Already Know? Purpose for Listening	Image Card 14-1; chart paper; marker; See Me Grow by Penelope Arlon and Tory Gordon-Harris	5
<b>Presenting the Read-Aloud</b>	W Groups of Animals: Birds, Fish, and Insects	Image Card 14-1	10
<b>Discussing the Read-Aloud</b>	W What's the Big Idea?	Chart paper; marker; tape	10
<b>Extension Activity</b>	L Groups of Animals Sorting Game	Transition Cards: Animals (birds, fish, and insects only); large piece of chart paper	During learning centers

## Take-Home Material

### “Groups of Animals” Read-Aloud

Give students the following material to take home to their family:

**Activity Page 16-1: “Groups of Animals” Read-Aloud**

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### **Small Group 2**

Make up your own verse to the song “Down by the Bay.” Write it down on a piece of paper and draw a picture to go along with it.

### **Listening & Learning**

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### **Discussing the Read-Aloud**

Prepare three posters by labeling three pieces of chart paper with “Birds,” “Fish,” and “Insects.”

Review the sample poster lists in Discussing the Read-Aloud, including the key features of each group and the symbols you might draw to represent these features for students so you are prepared to create these posters during Discussing the Read-Aloud.

### **Extension Activity**

Sort the **Transition Cards: Animals** into the following piles: birds, fish, insects, mammals, or other. Paper clip each group together. Lay the mammals and others groups aside. Create four “game boards” onto which students can sort **Transition Cards: Animals**. Prepare a piece of chart paper for each animal group: birds, fish, and insects. Write the group name at the top and draw a picture or place an Image Card depicting that type of animal at the top of each piece of paper.

## Starting the Day

Routines	W	Exercise	Materials	Minutes
		Continue Established Routines		During morning circle
Nursery Rhymes	W	Nursery Rhyme Review	Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhymes

Whole Group

#### Nursery Rhyme Review

Students will review the words and motions to some of the nursery rhymes they have learned during this domain. Choose two or three rhymes that had skills, motions, or lyrics that were especially challenging for your students. See the chart that follows for an overview of which skills and content each nursery rhyme targeted.

- Show students the Nursery Rhyme Posters for the rhymes you want them to recite or sing.
- Allow students to choose which one they would like to recite or sing first.
- Review the songs with students, focusing on difficult concepts, skills, or content.

Nursery Rhyme Title	Poster #	Skills and Content Targeted
<b>An Old Person of Ware</b> (Days 1 and 2)	3	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Content: animal body parts and movement</li> </ul>
<b>Here is the Beehive</b> (Days 3–5)	16	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Fine motor skills (finger motions)</li> <li>• Content: animal shelter</li> </ul>
<b>Five Little Ducks</b> (Days 6 and 7)	22	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Content: animal sounds</li> </ul>
<b>The Eensy, Weensy Spider</b> (Days 11–13)	45	<ul style="list-style-type: none"> <li>• Fine motor skills (finger motions)</li> <li>• Narrative: retell the story</li> <li>• Content: animal shelter</li> </ul>
<b>Hickety, Pickety My Black Hen</b> (Days 14 and 15)	18	<ul style="list-style-type: none"> <li>• Rhyme and Syllable</li> <li>• Content: laying eggs</li> </ul>

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	S	<b>Warm-Ups</b>	Image Cards 11-1–11-5; whiteboard or chart paper; marker; paper; drawing tools	10
		<b>Draw the Sound Picture for /m/</b>		
<b>Small Group 2</b>	S	<b>Warm-Ups</b>	Transition Cards: Animals; ball or stuffed animal; paper; drawing tools	10
		<b>Silly Animal Rhymes</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

## Small Group 1

10 minutes

Small Group

### Warm-Ups

#### Move Your Body

Students will follow your commands and make movements with their bodies. As they make the movements, they will repeat the command and elongate the initial sound of each word.

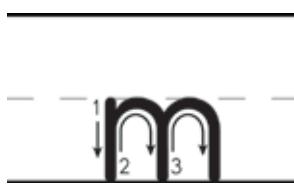
- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.
- Once students figure out what movement to make, have them say the word with you, elongating the initial sound of each word. Then, comment on the sound at the beginning of the word (remember to say the sound /n/, not the letter ‘n’).
- Tell students to:
  - touch your nnose
  - mmmove your arms
  - mmmoo like a cow
  - show your mmmuscles
  - ssscratch an itch
  - ssscrub the floor

- point with your finger
- catch a fish
- leap into the air
- turn on the lights
- raise your hand
- roll your hands

### Draw the Sound Picture for /m/

Students will observe as you show them the sound picture for the /m/ sound. If students identify the *name* of the letter that spells the /m/ sound, confirm that they have indeed correctly identified the *name* of the letter ‘m’. Then, clarify that letters have both names and sounds.

- Draw a picture of a flower on the board, and ask the students to identify it.
- Once students have identified the picture, draw a picture of the sun on the board, and ask the students to identify the picture.
- Once the students have identified the picture, explain that we can draw pictures of sounds just as we can draw a picture of a flower or the sun.
- Tell students you are going to show them how to draw a picture of the /m/ sound.
- Draw a large lowercase ‘m’ on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model with the sound picture /m/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming ‘m’ with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /m/. Use **Image Cards 11-1-11-5: Initial Sound: /m/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture ‘m’ on their papers for them, reminding them that it is a picture of the sound /m/.
- If students are ready, they might try copying the letter ‘m’ that you drew.



1. short line down
2. hump
3. hump

**Warm-Ups****Rhyme**

- Have students stand in a circle.
- Explain that you will say a rhyming word and pass the ball/stuffed animal to a student. The student should say a word that rhymes with your word and then pass the ball back to you.
- Say a one-syllable word, then pass the ball/stuffed animal to a student.
- When the student passes the object back to you, you could either keep or change the rhyme family.
- If students are ready, have them pass the object to another student, rather than back to you.
- If appropriate, have students transition to a table after giving their rhyming response.

cat	tree	rock	lamb	fan	pin
bat	knee	clock	clam	can	win
rat	bee	sock	ham	ran	grin
hat	pea	block	jam	man	shin
mat	see	lock	ram	tan	skin
sat	key	knock	Sam	ban	

**Silly Animal Rhymes**

- Remind students that they sang a rhyming song about animals and silly things they did. The song was called “Down by the Bay.”
- Review the song “Down by the Bay” by singing a few verses from **Day 1, Small Group 2**.
- Tell students they are going to make up their very own silly verse to the song and draw a picture to go along with it.
- Invite students to think of a rhyme pair that fits with the verse structure “Down by the Bay”.
- First, have students think of an animal. Then, have students think of a word that rhymes with the animal. You can help them make the two words into a sentence. If students are unable to think of their own rhyme, they could draw one of the rhymes from the song.

**Teaching Tip**

Allow students to sing “Down by the Bay” during circle time. Have each student hold up his/her picture and sing the verse s/he made up.

- Give each student a piece of paper and have them begin drawing their animals.
- Circulate among students, writing their verses on their paper for them.

## Listening & Learning

		Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	W	<b>What Do We Already Know?</b>	Image Card 14-1; chart paper; marker; See Me Grow by Penelope Arlon and Tory Gordon-Harris	5
		<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	W	<b>Groups of Animals: Birds, Fish, and Insects</b>	Image Card 14-1	10
<b>Discussing the Read-Aloud</b>	W	<b>What's the Big Idea?</b>	Chart paper; marker	10
<b>Extension Activity</b>	L	<b>Groups of Animals Sorting Game</b>	Transition Cards: Animals (birds, fish, and insects only); large piece of chart paper	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Do We Already Know?

- Remind students that the other day you learned about how some animals lay eggs. One animal you learned about, the chicken, lays eggs that hatch into baby chicks. Show students **Image Card 14-1: Hen on Nest** to remind students that chickens lay eggs.
- Tell students that chickens aren't the only animals that lay eggs. Other animals lay eggs, too! Ask students if they remember any other animals that lay eggs that you read about the other day.
- Show students **pages 28–29** in *See Me Grow* by Penelope Arlon and Tory Gordon-Harris. Remind students that robins are another kind of animal and that they also lay eggs.
- Tell students that all of the animals you have just showed them belong to a particular group of animals called birds. There are many different kinds of birds. Animals that belong to the bird group are alike, or the same, in certain ways.
- Show students the Birds poster you made (see **Advance Preparation**). Tell students that today you are going to learn more things that are special about birds. As you learn things about birds, you will write them down on the Birds poster.
- Tell students that for now they can write one thing they know about the group of animals called birds on the Birds poster. Ask students, "What do we know about birds?" (Birds lay eggs.) Draw an egg on the paper.

beside the words so that students can easily recall this fact about birds.

### **Purpose for Listening**

---

- Tell students to listen to the read-aloud to find out more things that are special about birds so you can add them to your poster.
- Also tell students that you will hear about two other groups of animals and to listen to find out what they are so you can make posters for them, too.

PRESENTING THE READ-ALOUD

10 MINUTES

# Groups of Animals: Birds, Fish, and Insects

16



← SHOW FLIP BOOK PAGE 16-1: King penguins, chameleon, bottle-nose dolphin, chimpanzee, elephant, monarch butterfly

There are many different kinds of animals in our world. Even though animals look different from one another, animals that are alike **belong** to the same group.

Handwriting practice lines for the sentence: There are many different kinds of animals in our world. Even though animals look different from one another, animals that are alike belong to the same group.



◀ SHOW FLIP BOOK PAGE 16-2: **Bald eagle, chicken, and American goldfinch**

A chicken, an eagle, and a goldfinch each look different. But do you know how a chicken, an eagle, and a goldfinch are alike, or the same? They are all birds. There are many different kinds of birds, but all birds have wings that they can flap. Birds are covered in feathers that keep their bodies warm and dry.

- Ask students to point to the chicken. Remind students it is a bird.
- Tell students the names of the other birds.
- Tell students that all birds have wings and feathers.



◀ SHOW FLIP BOOK PAGE 16-3: **Toco toucan, cedar waxwing birds, and flamingo**

All birds have two legs on which they can stand. Birds have a special type of mouth called a beak. Beaks are hard and pointy. Birds use their beaks to **peck**, eat food, and drink water. Some beaks are long and big, some are shorter and smaller.

- Talk about the beaks and legs on the birds in the pictures.
- Define the word PECK and have students act it out.

*"PECK means to hit or bite at something with a beak. Pretend you are a bird. Show me how you would peck at a nut on the ground so you could break it open and eat it."*

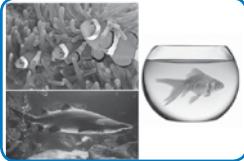
- Remind students that all animals have basic needs, like food and water.
- Tell students that birds are a type of animal that uses their beaks to eat food and drink water.



◀ SHOW FLIP BOOK PAGE 16-4: Duck with egg

Birds lay eggs. Birds have to take care of their eggs until they hatch. When the egg hatches, a baby bird comes out.

- Remind students that they learned about birds laying eggs in SEE ME GROW by Penelope Arlon and Tory Gordon-Harris.
- Show students IMAGE CARD 14-1: HEN ON NEST and tell them that not just chickens, but all birds lay eggs.
- Tell students that there are other groups of animals that have things in common or are the same in some ways. Remind them that you just learned about a group of animals called birds.



◀ SHOW FLIP BOOK PAGE 16-5: Clownfish, shark, and goldfish

Birds aren't the only group of animals that have things in common. How are clownfish, goldfish, and sharks all the same? They are all fish. There are many different kinds of fish, but all fish have fins and tails. They use their **fins** and tails to swim through the water.



◀ SHOW FLIP BOOK PAGE 16-6: School of yellow striped reef fish in ocean

All fish live and swim underwater. Some fish live in the ocean where the water is salty; it is called salt water.

- Ask students if all of the fish in the picture have fins and tails.
- Tell students these fish are living in the ocean where the water is salty. Tell students that if they tasted ocean water it would taste salty, like potato chips or popcorn.



◀ SHOW FLIP BOOK PAGE 16-7: Freshwater fish in water

Some fish live in lakes, ponds, and streams where the water isn't as salty. They live in fresh water. Fish don't need air to breathe. Fish have **gills** that let them breathe underwater.

- Tell students that this is a trout that has gills that let it breathe underwater. Point to the side of the fish's body behind the head and tell them this is where the gills are.
- Remind students that all fish can breathe underwater and that this is very special because it allows them to live underwater. Remind them that humans cannot breathe underwater.



◀ SHOW FLIP BOOK PAGE 16-8: **Jewelry beetle, monarch butterfly, and ant**

Fish and birds aren't the only groups of animals that have things in common. How are a beetle, a butterfly, and an ant the same? They are all **insects**. Insects come in all colors and shapes. They have six legs.

- Tell students INSECTS is another word for BUGS.
- Ask students what color the beetle, butterfly, and ant are.
- Help students count the legs on the beetle. (six)
- Tell students that sometimes it's hard to see the legs on an insect because they are so small, but they all have six legs.



◀ SHOW FLIP BOOK PAGE 16-9: **Child holding small insect in hand**

Insects can look very different from one another but they are all very small. Most insects are smaller than the tip of your finger.

- Ask students if they have ever held or found a tiny insect before. Ask them how small it was.



◀ **SHOW FLIP BOOK PAGE 16-10: Bald eagle, monarch butterfly, and yellow runner tropical fish**

There are all kinds of animals. Some animals have things in common and belong to special groups. Some animals are birds, some animals are insects, and some animals are fish.

- Ask students to identify the three types of animals shown on this page. (bird, insect, fish)

---

---

---

---

---

Whole Group

### What's the Big Idea?

#### *Do Fish Have Feathers?*

Students will identify basic characteristics of birds, fish, and insects.

- Tell students to show you ‘thumbs up’ if you say something true about a group of animals and a ‘thumbs down’ if you say something wrong about a group of animals.
- Read the statements from the list below (or create your own). Helping students decide whether a statement is true or not. For the untrue statements, help students correct them.
  - Birds lay eggs.
  - Birds have wings.
  - Birds have beards and hair. (No, birds have feathers.)
  - Birds have six legs. (No, birds have two legs.)
  - Fish swim.
  - Fish live underwater.
  - Fish have arms and legs they use to swim. (No, fish have fins and tails.)
  - Fish have gills so they can breathe underwater
  - Insects are HUGE. (No, insects are small.)
  - Insects have six legs.

#### *Animal Group Posters*

- Show students the Birds poster (see **Advance Preparation** and **Introducing the Read-Aloud**). Remind students that you are making a poster about birds and you want to write down some things you know about birds. Point to the first thing you wrote, along with the egg you drew, and ask students if they remember one fact about birds that you wrote earlier. (Birds lay eggs.)
- Have students raise their hands and tell you some other things they learned during the read-aloud about birds.
- To help students remember:

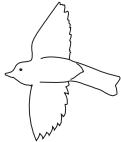
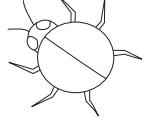
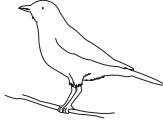
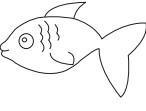


◀ SHOW FLIP BOOK PAGE 16-2: **Bald eagle, chicken, and American goldfinch**



◀ SHOW FLIP BOOK PAGE 16-3: **Toco toucan, cedar waxwing birds, and flamingo**

- You may also reread parts of the read-aloud text to help students remember. Each time you write a new fact about a group, draw a simple symbol to help students recall the fact when looking at the poster. Describe the symbol as you draw it so students can associate the fact with your drawing. Suggested symbols and facts are listed below.
- Complete posters about fish and insects using the same steps.
- Allow students to choose Image Cards, Transition Cards, or pictures from a magazine that represents a bird, a fish, and an insect to tape to the posters.
- Your posters might include this information:

<u><b>Birds</b></u>	<u><b>Fish</b></u>	<u><b>Insects</b></u>
Birds lay eggs. 	Fish have fins and tails. 	Insects are small. 
Birds have wings. 	Fish swim. 	Insects have six legs. 
Birds have feathers. 	Fish live underwater. 	Insects are also called bugs.
Birds have two legs. 	Fish have gills. 	
Birds have a beak. 	Fish breathe underwater.	

## Extension Activity

Learning Center

### Groups of Animals Sorting Game

**Note:** If groups of students need extra time to complete this Extension Activity, they can do so during Pausing Point 2.

Students will classify animals into groups by sorting images of animals into two piles.

- Remind students that they learned about groups of animals in the read-aloud that they heard earlier. Ask students if they remember any of the names of the groups about which they learned. (birds, fish, insects)
- Shuffle the birds and fish Transition Cards (see **Advance Preparation**) and put them face-down in a pile.
- Review the Birds Poster and Fish Poster you created during the read-aloud. Reread the defining characteristics of each group and remind students to think about these things when they decide whether a picture shows a bird or a fish.
- Show students the chart paper “game boards” (see **Advance Preparation**) for sorting birds and fish. Tell students they will take turns drawing cards from the pile. When a student draws a card, she will place the animal in the group where it belongs.
- As a student draws a card from the pile, help the student decide whether it is a bird or a fish using the characteristics listed on the posters. Encourage students to explain how they knew it was a fish and not a bird or vice versa using domain-related vocabulary like *fins, gills, feathers, wings*, etc.
- Use the **expansion plus strategy** to model the logic behind classifying animals.

#### Teaching Tip

You might also provide students with nature magazines and have them cut out their own pictures of fish, birds, and insects and glue or tape them onto the chart paper.

#### Language Facilitation

Use the **expansion plus strategy** to expand on what students are saying by adding another sentence to their statements. (e.g., Child: “Fish fins swimming.” Teacher: “Fish use their fins to swim. They have to swim because they live underwater.”)

*S: This is a bird.*

*T: This animal is a bird. I can tell it's a bird because I see feathers and wings on it. Birds have feathers and wings, so this must be a bird.*

- When students are finished, follow the same steps to sort fish and insects.
- If students are ready, have them sort animals into three categories by putting all three pieces of chart paper on the table.

**Lesson Objectives****Core Content Objectives**

Students will:

- ✓ Identify at least ten animals by name
- ✓ State one defining characteristic of mammals (e.g., have hair/fur, live babies, and warm bodies; feed their babies milk)
- ✓ State the humans are mammals
- ✓ Identify at least three examples of mammals

**Language Arts Objectives*****Starting the Day***

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song ([RL.P.5](#), [RF.P.2a](#))

***Skills***

Students will:

- ✓ With prompting and support, give the beginning sound of a spoken word ([RF.P.2d](#))
- ✓ With prompting and support, give the consonant sounds of at least three letters ([RF.P.2c](#), [RF.P.3a](#))
- ✓ When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page ([RF.P.1f](#))
- ✓ Show understanding of and use temporal words (*first, next, last; beginning, middle, end*) ([L.P.5c](#))
- ✓ Use temporal words appropriately in context (*today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon*) ([L.P.5c](#))

- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, dictate, as a group, a retelling of a story that has been heard (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about a fiction read-aloud (RL.P.3)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7)
- ✓ With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending (RL.P.2)
- ✓ Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending (RL.P.3, W.P.11)

### ***Listening & Learning***

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Groups of Animals: Mammals” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described from “Groups of Animals: Mammals” (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to “Groups of Animals: Mammals” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Groups of Animals: Mammals” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Mammals” (RI.P.4)

- ✓ Understand and use precise nouns and verbs related to the human body, families, communities, and animals ([L.P.1b](#))
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about groups of animals, naming the topic and supplying some information about the topic ([W.P.2](#), [W.P.8](#))
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in “Groups of Animals: Mammals” ([RI.P.3](#))
- ✓ Classify by other conceptual categories ([L.P.5a](#))

## Core Vocabulary

---

**cuddle, v.** To hug or snuggle and hold onto closely

*Example:* Sometimes Sarah likes to cuddle with her cat and put her ear close to its head to listen to it purr.

*Variation(s):* cuddles, cuddling, cuddled

**fawn, n.** A baby deer

*Example:* The deer and its fawn were in the field nibbling grass.

*Variation(s):* fawns

**mammals, n.** Warm bodied animals that have fur and live babies and feed their babies milk

*Example:* Some mammals—like cats and dogs—make very good pets.

*Variation(s):* mammal

**smooth, adj.** Even and not rough

*Example:* When I touched the table it felt smooth, flat, and cold.

*Variation(s):* smoother, smoothest

## At a Glance

	Exercise	Materials	Minutes
<b>STARTING THE DAY</b>			
<b>Routines</b>	W Continue Established Routines		During morning circle
<b>SKILLS</b>			
<b>Small Group 1</b>	S Warm-Ups Circle the Sound Picture for /m/	Activity Page 17-1; drawing tools	10
<b>Small Group 2</b>	S Warm-Ups Retell the Story	The Very Hungry Caterpillar by Eric Carle (or other familiar story)	10
<b>LISTENING &amp; LEARNING</b>			
<b>Introducing the Read-Aloud</b>	W What Do We Already Know? Purpose for Listening	Animal Groups Posters from Day 16 (Birds, Fish, Insects)	5
<b>Presenting the Read-Aloud</b>	W Groups of Animals: Mammals		10
<b>Discussing the Read-Aloud</b>	W What's the Big Idea?	Chart paper, marker	10
<b>Extension Activity</b>	L Groups of Animals Sorting Game	Transition Cards: Animals (birds, fish, and insects only); large piece of chart paper, hook-and-loop dots (optional)	During learning centers

## Take-Home Material

### Mark These Trucks

Give students the following material to take home to their family:

- **Activity Page 17-2: Mark These Trucks**

## Advance Preparation

### Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

### ***Small Group 2***

Locate *The Very Hungry Caterpillar* by Eric Carle or find another comparable domain-related trade book that will help students practice retelling a story. The story should be familiar to your students so that you spend less time reading and more time retelling.

### ***Listening & Learning***

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

### ***Discussing the Read-Aloud***

Prepare a fourth poster labeled “Mammals,” like the posters you created for fish, birds, and insects. Review the sample poster lists in Discussing the Read-Aloud, including the key features of mammals and the symbols you might draw to represent these features for students so you are prepared to create this poster during Discussing the Read-Aloud.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	<b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhymes</b>	W	<b>Nursery Rhyme Review</b>	Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45	

### Routines

Whole Group

#### Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

### Nursery Rhymes

Whole Group

#### Nursery Rhyme Review

Students will review the words and motions to some of the nursery rhymes they have learned during this domain. Choose two or three rhymes that had skills, motions, or lyrics that were especially challenging for your students. See the chart that follows for an overview of which skills and content each nursery rhyme targeted.

- Show students the Nursery Rhyme Posters for the rhymes you want them to recite or sing.
- Allow students to choose which one they would like to recite or sing first.
- Review the songs with students focusing on difficult concepts, skills, or content.

Nursery Rhyme Title	Poster #	Skills and Content Targeted
<b>An Old Person of Ware</b> (Days 1 and 2)	3	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Content: animal body parts and movement</li> </ul>
<b>Here is the Beehive</b> (Days 3–5)	16	<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Fine motor skills (finger motions)</li> <li>• Content: animal shelter</li> </ul>
<b>Five Little Ducks</b> (Days 6 and 7)	22	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Content: animal sounds</li> </ul>
<b>The Eensy, Weensy Spider</b> (Days 11–13)	45	<ul style="list-style-type: none"> <li>• Fine motor skills (finger motions)</li> <li>• Narrative: retell the story</li> <li>• Content: animal shelter</li> </ul>
<b>Hickety, Pickety My Black Hen</b> (Days 14 and 15)	18	<ul style="list-style-type: none"> <li>• Rhyme and Syllable</li> <li>• Content: laying eggs</li> </ul>

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b>	<b>Warm-Ups</b> <b>Circle the Sound Picture for /m/</b>	Activity Page 17-1; drawing tools	10
<b>Small Group 2</b>	<b>S</b>	<b>Retell the Story</b>	<i>The Very Hungry Caterpillar</i> by Eric Carle	10

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

### Small Group 1

10 minutes

Small Group

#### Warm-Ups

##### Move Your Body

Students will follow your commands and make movements with their bodies. As they make the movements, they will repeat the command and elongate the initial sound of each word.

- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.
- Once students figure out what movement to make, have them say the word with you, elongating the initial sound of each word. Then, comment on the sound at the beginning of the word (remember to say the sound /n/, not the letter ‘n’).
- Tell students to:
  - touch your nnnose
  - mmmmove your arms
  - mmmoo like a cow
  - show your mmmuscles
  - ssscratch an itch
  - ssscrub the floor
  - point with your fffinger
  - catch a fffish

- llleap into the air
- turn on the llights
- rrraise your hand
- rrroll your hands

### **Circle the Sound Picture for /m/**

---

Students will circle the sound picture for /m/ and mark out symbols that are not ‘m’. Some students may know the letter ‘m’. Acknowledge that ‘m’ is the *name* of the letter and that /m/ is the *sound* that goes with the letter. Continue to refer to the letter ‘m’ as /m/ as you help students complete this activity.

- Review the sound picture for /m/.
- Draw a large lowercase ‘m’ on the board and describe what you are doing. Repeat several times, describing how you are writing the letter as you write each stroke. (e.g., “I draw a vertical line, then a bridge, and another bridge.”)
- Give students **Activity Page 17-1: Circle the Sound Picture: m.**
- Explain to students that they are supposed to look at all the pictures and find the sound picture for /m/.
- They should circle /m/ and cross out the other pictures.
- When they are finished, they can turn the paper over practice writing ‘m’ or draw a picture of something that starts with /m/.



### Retell the Story

#### Learning Centers

Encourage students in the **Library Center** to narrate books that they are looking at by using the pictures to tell a story. You may choose to provide them with the language of first, next, last, or beginning, middle, end to get them started. Additionally, try to include some wordless picture books in the **Library Center** for students to narrate.

**Note:** This activity suggests reading the book *The Very Hungry Caterpillar* by Eric Carle. If this book is unavailable, you could substitute another story book. Choose a book that your students have heard before, that has simple illustrations, and has a clear beginning, middle, and end.

Students will first listen to then retell a story, using the pictures in a book to support their narrative.

- Tell students that they are going to listen to you read a story. They should listen carefully because they are going to have a chance to tell the story after you have read it.
- Read *The Very Hungry Caterpillar* by Eric Carle (or another book of your choosing).
- After reading the text, tell students that it is their turn to tell the story. They should use the pictures to help them remember what happens. Start the story for the students by summarizing what happens in the first picture.
- Go around to each student, having each student add to the story by describing a picture.
- Help students use words such as *first, next, last; or beginning, middle, and end* as they retell the story. If there is time remaining, have students continue the story by talking about what might happen after the book ends (e.g., the butterfly flies away and finds a beautiful flower).
- Tell students that you are going to put the book in the Library Center so that they can each have a chance to look at the pictures and tell the story.

## Listening & Learning

		Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	W	<b>What Do We Already Know?</b>	Animal Groups Posters (Birds, Fish, Insects)	5
		<b>Purpose for Listening</b>		
<i>Presenting the Read-Aloud</i>	W	<b>Groups of Animals: Mammals</b>		10
<i>Discussing the Read-Aloud</i>	W	<b>What's the Big Idea?</b>	Chart paper; marker	10
<i>Extension Activity</i>	L	<b>Groups of Animals Sorting Game</b>	Transition Cards: Animals (birds, fish, and insects only); large piece of chart paper; hook-and-loop dots (optional)	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Do We Already Know?

- Show students the three posters you created on Day 16. Remind them that you learned about three groups of animals: birds, fish, and insects.
- Ask students what they remember about birds. As they list characteristics, reread your list to affirm their statements.
- Do this for fish and insects as well.

#### Purpose for Listening

Tell students to listen to the read-aloud to find out about a new group of animals that humans belong to.

# Groups of Animals: Mammals



◀ SHOW FLIP BOOK PAGE 17-1: Boy, rabbit, dog, and cat

How are humans, rabbits, dogs, and cats all the same? They are all **mammals**. There are many different kinds of mammals, but all mammals have hair or fur that keeps their bodies warm. Unlike fish who breathe underwater, mammals breathe air.

- Tell students to repeat the word **MAMMALS** after you.
- Tell students that they are mammals. Ask students to touch their hair. Tell them they can tell they are mammals because they have hair.
- Ask students to take a deep breath of air. Tell students they can tell they are mammals because they breathe air.
- Remind students that the other animals in the picture are also mammals that have hair and breathe air.



◀ **SHOW FLIP BOOK PAGE 17-2: Sheep, Amur tiger, girl, and short-clawed otters**

A mammal's fur can be thick and fluffy or thin and **smooth**. A mammal's hair can be many colors. It can be long or short, curly, or straight. Mammals' fur keeps their bodies warm.

- Ask students what kind of hair they have. Remind students that they are mammals and mammals have hair or fur.
- Ask students to describe the fur on the animals in the pictures.
- Define the word SMOOTH using the picture of the tiger by describing its hair.

"SMOOTH means feeling even and easy to run your hand over. It's not rough. This tiger's fur is smooth; you could just run your hand over it easily. Does anyone in our class have smooth hair?"



◀ **SHOW FLIP BOOK PAGE 17-3: Mom with newborn and cat with kitten**

Mammals give birth to live babies. They do not lay eggs like birds do. When they are born, mammals' babies look very similar to their parents.



◀ **SHOW FLIP BOOK PAGE 17-4: Dog nursing puppies**

Mammals make milk to feed their babies. This mother dog makes milk inside her body and her puppies drink it so they can stay healthy and grow.

- Ask students what other animals from SEE ME GROW make milk to feed their babies. (horses, rabbits, kangaroos)



◀ **SHOW FLIP BOOK PAGE 17-5: Rabbits, deer, dogs, and humans**

Rabbits, deer, humans, and dogs are all mammals. How can you tell? This rabbit has soft fur on its body that keeps it warm. This deer gave birth to a live fawn. This girl feels the puppy's warm body on her fingertips. This Chihuahua is feeding her puppies milk from her body.



◀ **SHOW FLIP BOOK PAGE 17-6: Man with beard, mother with baby, child bundled up in coat**

Humans are also mammals. They have hair on their heads and on their bodies. Humans give birth to live babies and can feed their babies milk. To stay healthy, humans have to stay warm.

---

---

---

---



◀ **SHOW FLIP BOOK PAGE 17-7: Children with dog**

Humans and dogs are both mammals. Humans like to snuggle up to their dogs' warm, furry bodies. Many pets, such as dogs, cats, and rabbits, are mammals, too. People like to cuddle with pet mammals because their bodies are warm and furry.

- Ask students if they have any pets at home.
- Ask students if their pets are mammals or not, and how they can tell.

---

---

---

Whole Group

### What's the Big Idea?

#### *Do Mammals Have Gills?*

Students will identify basic characteristics of mammals.

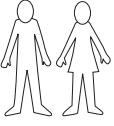
- Tell students to show you ‘thumbs up’ if you say something true about mammals and a ‘thumbs down’ if you say something wrong about mammals.
- Read the statements from the list below (or create your own). Helping students decide whether a statement is true or not. For the untrue statements, help students correct them.
  - Mammals live underwater. (No, mammals breathe air.)
  - Mammals have hair or fur on their bodies.
  - Mammals feel warm and keep their bodies warm.
  - Mammals have feathers. (No, mammals have fur or hair.)
  - Mammals lay eggs. (No, mammals have live babies.)
  - Humans are mammals.
  - Dogs are mammals.
  - A bird is a mammal. (No, birds are not mammals, they have feathers and wings; they are birds.)
  - Mammals feed milk to their babies.

#### *Animal Group Posters: Mammals*

Students will dictate facts about mammals to create a poster.

- Show students the Birds, Fish, and Insects posters you created during **Day 16: Discussing the Read-Aloud**. Remind students that you made these posters about different groups of animals.
- Tell students that now you are going to make a poster about a fourth group of animals: mammals.
- Have students raise their hands and tell you some other things they learned during the read-aloud about mammals. Show students **Flip Book pages 17-2-17-6** to help them remember. You may also reread parts of the read-aloud text to help students remember. As you write

each fact, draw a symbol to accompany it so students can remember what you wrote. Your poster might include this information:

<u>Mammals</u>	
Mammals have hair or fur.	
Mammals breathe air.	
Mammals have live babies.	
Mammals feed their babies milk.	
Mammals are warm.	
Humans are mammals.	

### ***Mammal Examples***

- Tell students that you are going to think of some examples of mammals to add to your Mammals poster.
- Scatter **Transition Cards: Animals** on the ground and allow students to come up and find a mammal and name it.
- Use the list of characteristics on the poster to confirm whether or not the animal the child selected is a mammal.
- Tape the card to the Mammals poster and write the animal's name under the card, saying the name as you write it.
- If students are ready, you might also have them add more pictures to the Birds, Fish, and Insects posters.

## **Extension Activity**

---

Learning  
Center

### **Groups of Animals Sorting Game**

---

Continue this activity during Learning Centers. See **Day 16: Groups of Animals Sorting Game** for detailed instructions on this Extension Activity.

## Note to Teacher

Pausing Point 2 is an opportunity to review, reinforce, and extend the material taught during the second half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see **Domain Assessment**). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

## Lesson Objectives

### Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify at least ten animals by name
- ✓ Pair pictures of mother and baby animals that look similar to each other
- ✓ Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- ✓ Give an example of two animals that are born alive/give birth to live babies (e.g., humans, horses, rabbits, dogs, etc.)
- ✓ Give an example of two animals that hatch from eggs/lay eggs (e.g., chickens, robins, fish, etc.)
- ✓ Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong

- ✓ State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)
- ✓ State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)
- ✓ State one defining characteristic of insects (e.g., small, have six legs)
- ✓ State one defining characteristic of mammals (e.g., have hair/fur, live babies, and warm bodies; feed their babies milk)
- ✓ State the humans are mammals
- ✓ Identify at least three examples of mammals

## ***Skills Review***

---

### **Skills Activities Summary**

---

The following chart shows the small-group activities that students have completed in this domain and the skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

## **Skills Small Group Activities Summary**

Day(s)	Skills Small Group	Activity	Phonological Awareness				Print				Handwriting				Vocabulary		
			Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending	Initial Sound	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes	Name Writing	Dictation	Sequencing Events	Narrative	Oral Retelling	Domain-Related Vocabulary
1	1	Duck, Duck, Goose			✓	✓											
	2	Silly Rhyming Sentences	✓			✓											✓
2	1	Mystery Syllable Box			✓												
	2	Tracing with Primary Crayons							✓	✓	✓	✓					
3	1	Jumping for Syllables			✓												
	2	Mystery Rhyming Box	✓														
4	1	Syllable Sort			✓												✓
	2	Writing with Primary Crayons							✓	✓	✓	✓					
5	1	Count and Color Syllables			✓												✓
	2	Shampoo Story															
6	1	Grocery Story							✓	✓	✓	✓	✓	✓	✓	✓	
	2	Tracing with Primary Crayons							✓	✓	✓	✓					
7	1	Grocery Story							✓	✓	✓	✓	✓	✓	✓	✓	
	2	Writing with Primary Crayons							✓	✓	✓	✓					
8–10	<b>Pausing Point 1</b>																

## **Skills Small Group Activities Summary**

Day(s)	Skills Small Group	Activity	Phonological Awareness						Print	Handwriting	Shared Writing	Narrative	Vocabulary	
			Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending	Initial Sound	Sound-Letter Correspondence						
11	1	What Begins with the /m/ Sound?				✓								✓
	2	Tracing with Primary Crayons							✓	✓	✓	✓		
12	1	What Begins with the /m/ Sound?		✓		✓								✓
	2	Eensy, Weensy, Spider Sequencing	✓									✓	✓	✓
13	1	What Begins with the /s/ Sound?		✓		✓								✓
	2	Find Your Rhyme Partner			✓									
14	1	Initial Sound Riddles				✓								✓
	2	Writing with Primary Crayons							✓	✓	✓			
15	1	Robot Talk: Blending /s/ and /m/ Words				✓								
	2	Connect the Rhyming Words	✓								✓			
16	1	Draw the Sound Picture for /m/				✓	✓							✓
	2	Silly Animal Rhymes	✓											
17	1	Circle the Sound Picture for /m/					✓							✓
	2	Retell the Story												
18–20	<b>Pausing Point 2</b>													
21	<b>Domain Assessment</b>													

## **Additional Skills Activities**

### **Mystery Sound Bag**

**Materials:** bag filled with objects that do and do not start with /m/ and/or /s/

Invite one student to pull an object out of your big brown bag. You will say “[Student’s name], you pulled out a \_\_\_\_\_! Does that begin with the /m/ sound?” Play this game again using objects that start with the /s/ sound. If students are ready, you can combine /m/ and /s/ sounds together in the bag.

### **Sound Walk**

Take a small group of students for a walk around the classroom, playground, or school. Have students look for things that start with the /m/ or /s/ sound. When a student sees something, s/he should raise his/her hand. Have the whole group stop, say the word, and confirm whether or not it starts with the /m/ or /s/ sounds.

### **Sequence the Text**

#### **Materials:** familiar fictional storybook

In a small group, invite students to retell a familiar fictional story with you. First, read the book to the students. Then, walk students through the book by looking at pictures. Finally, allow students to retell the story, being sure to describe what is happening on each page.

### **Erase the Rhyme**

#### **Materials:** whiteboard; dry-erase markers

Draw a few simple pictures on a dry-erase board (e.g., tree, sun, flower, etc.) and tell students what they are. Say a word that rhymes with one of the pictures (e.g., *fun*) and choose a student to come forward to erase the picture that rhymes (e.g., sun).

### **Dry-Erase Writing Strokes**

#### **Materials:** My First Strokes Books; dry-erase marker; tissues

Give each student their **My First Strokes Book**, a dry-erase marker, and a tissue. Have students practice their writing strokes by drawing on the page protector and erasing with a tissue.

### **Developing Fine Motor Skills**

Continue to give students opportunities to develop and refine their fine motor skills during their daily routine using the activities suggested below.

- Tearing pieces of construction or tissue paper to glue on a collage
- Stringing looped cereal onto pipe cleaners or string
- Using tongs to pick up small pom-pom balls or cotton balls
- Using an easel or other vertical surface for writing with primary crayons
- Peeling stickers from sticker books or sheets of stickers

- Molding play dough using fingertips
- Snipping play dough using scissors
- Rolling putty or play dough between the tips of fingers to make balls
- Pinching clothespins open and closed
- Putting coins or buttons into small slots (e.g., piggy bank, box with slot, etc.)

### ***Find Your Name***

#### **Materials: sidewalk chalk**

Have students use sidewalk chalk to write their names outside on the sidewalk or playground. If it would be helpful, write the student's name for him/her and allow them to trace over it and then copy it below. Have all the students stand together in a group. Say one student's name and have that student run and stand on his/her name. Keep saying students' names until all students are standing in the right spot.

## ***Listening & Learning Review***

---

### ***Read-Aloud and Picture Talk Reviews***

---

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

### ***Domain-Related Trade Books***

---

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 2. See the **Introduction** for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

*Does A Kangaroo Have A Mother, Too?* by Eric Carle (HarperCollins, 2005) ISBN 978-0064436427

- Connect with *Is Your Mama a Llama?* by Deborah Guarino:

This book reviews a number of animal babies and their mothers using a predictable format. Talk with students about animal babies and their mothers, specifically about how they look similar to each other. Share the information from the back of the book about animal baby names, adult animal names, and groups of animals (e.g., a baby lion is called a cub, a mother is called a lioness, a father is called a lion, and a group of lions is called a pride).

*Time To Sleep*, by Denise Fleming (Scholastic Inc., 1997)  
ISBN 978-0805067675

- Connect with “Groups of Animals: Mammals” and “Groups of Animals: Birds, Fish, and Insects”

This book introduces a number of animals who hibernate. Review groups of animals with students and then introduce the concept of hibernation. Students may like to discuss kinds of animals that hibernate and also pretend that they are hibernating.

*Feathers For Lunch*, by Lois Ehlert (HMH Books for Young Readers, 1996)  
ISBN 978-0152009861

- Connect with “Groups of Animals: Birds, Fish, and Insects”

This book focuses on many types of birds and a cat who attempts to catch them. The birds in the book are designed to look like actual birds you may see in your environment and are drawn to reference their actual size. Talk about the kinds of birds in the book and think about birds you may see near your school. If possible, go on a bird-watching walk after you read, taking the book along with you to reference.

## Activities

---

### **Animal Visit**

Contact a local organization, pet store, veterinarian, and/or farmer who is able to bring an animal to your classroom for students to observe. Before the animal arrives, read a book about the animal and discuss whether it is a bird, fish, insect, or mammal. Recreate or copy **Activity Page 12-2: Observing Animals** to use during and after the visit. Or, create a class questionnaire for students to ask the animal’s keeper on the day

of the visit (e.g., What does it eat? When does it sleep? Does it like to be petted? How does it breathe? etc.).

### ***Mother And Baby Animals Memory Game***

**Materials: Image Cards 11-9-11-14: Mother and Baby Animals or other pictures available of animal mothers and animal babies**

Students will play a mother and baby animal matching game. Use **Image Cards 11-9-11-14** or other pairs of mother-baby animal pictures you have available. Lay the Image Cards face down on the floor or table. Have students play the game Memory, making matches from mother-baby animal pairs.

### ***Handprint Fish***

**Materials: tempera paint; paper; drawing tools; various craft supplies such as glitter and construction paper; googly eyes**

Students will turn their handprints into fish. Prepare an example of your own handprint made into a fish to show students. Paint each student's hand and have them place it on a piece of paper with their fingers held tightly together. The palm of the hand forms the fish's head and the fingers form the tail. After the paint dries, allow students to decorate their fish by adding eyes, mouth, scales, fins, gills, etc. Discuss fish body parts and how they live in the water. Once students have finished their projects, display them on bulletin board designed to look like the ocean or an aquarium, perhaps adding seaweed, a submarine, bubbles, and waves.

### ***Class Field Guide***

**Materials: large paper (11" x 14" size); drawing utensils; nonfiction books about animals from the class library**

Students will create a class field guide about a favorite or interesting animal. Decide as a class which animal that students would like to learn more about. Find books in the school or class library related to the animal and read them as a class. Have each student pick a fact about the animal that s/he would like to illustrate. Write down a sentence about each animal to accompany students' drawings. Bind the pages together to make a class book titled “[Name of Animal] Field Guide” by [Your Class Name]. Place the book in the Classroom Library for students to read together.

### ***Animal Parade***

#### **Materials: music player**

Students will parade around the classroom pretending to be various animals. Have students decide which animals they want to be. Play music while students parade around the classroom and walk and make noises like their animals. Stop the music and have students pretend to be different animals, then continue the parade.

This Domain Assessment evaluates each student's knowledge relative to Core Content and Language Arts Objectives addressed in the *Animals* domain. Portfolio Collection and Assessment Opportunities can occur throughout the domain; the Task Assessment is designed to be administered to each student at the end of the domain (i.e., during Pausing Point 2 and the Domain Assessment day of *Animals*). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual students into a quiet corner of the classroom, perhaps during Learning Center or snack time. Because skills and vocabulary are meant to develop across the entire year, teachers may readminister certain assessments from the *All About Me* and *Families and Communities* domains if students scored poorly at the end of the these domains.

### Portfolio Collection

#### Work Samples

**Note:** Be sure to date each piece of student work as it is added to the portfolio.

In this domain, students' work from the following activities may be included in their portfolios:

- Animal Hospital Learning Center: Students' emergent writing samples, such as their efforts to write prescriptions, schedule appointments, and make animal carrier labels
- Day 5: Count and Color Syllables
- Days 6 and 7: Narrative: Grocery Story
- Days 7–12: "If I Could Be an Animal" Class Book
- Day 15: Connect the Rhyming Words
- Day 15: From Egg to Caterpillar
- Day 16: Silly Animal Rhymes

- Day 17: Circle the Sound Picture for /m/
- Days 2, 4, 6, 7, 11, and 14: Writing strokes Activity Pages and students' attempts at writing their names

## Assessment Opportunities

---

### Observing Learning Centers

---

#### Language Arts Objectives Assessed

Students will:

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments ([SL.P.1b](#))
- ✓ Understand and use precise nouns and verbs related to animals ([L.P.1b](#))
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts ([L.P.6](#))
- ✓ Use regularly formed plurals in spoken language ([L.P.1c](#))
- ✓ Use present and past verb tense ([L.P.1b](#))
- ✓ Understand and use complex sentences with clauses introduced by *because* and *so that* ([L.P.1f](#))
- ✓ Give simple single-step directions ([SL.P.6](#))

#### Materials

Various colored sticky notes

Pen

### Animal Hospital Learning Center

---

As you observe the Animal Hospital Learning Center, keep the above Language Arts Objectives with you. When you see a student demonstrating a behavior or using language that is related to the objective, write that student's name and a brief description of what occurred on a sticky note. You might use different colored notes for each objective. At the end of the day, reflect on these notes and distribute them to student's portfolios, sticking them inside the manila folder or on a separate piece of paper. At the end of the domain, review notes collected in each student's portfolio, perhaps writing a sentence or two reflecting

on each student's progress across the domain and current performance relative to the Language Arts Objectives.

## Task Assessments

---

### Skills Assessment

---

#### Language Arts Objectives Assessed

- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger ([L.P.1a](#))
- ✓ Draw and use as motifs: vertical line, horizontal line, diagonal lines, and circle ([L.P.1a](#))
- ✓ Segment a spoken word into separate, distinct syllables ([RF.P.2a](#))

#### Materials

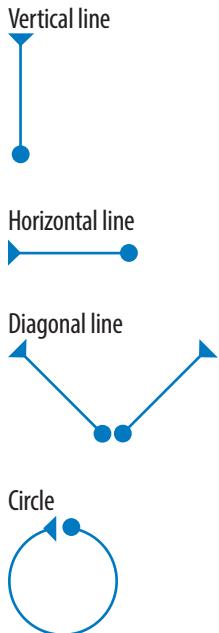
Blank paper cut in half

Primary crayons

Stapler

Pen

#### Handwriting Strokes



Individually assess students' progress in mastering the writing strokes taught in the *Families and Communities* domain. These strokes include: vertical line, horizontal line, diagonal lines, and circle. Place a blank piece of paper in front of the student. Tell the student that you will show them one of the writing strokes and you want them to copy exactly what you draw. Demonstrate how to draw the first writing stroke and have the student copy you. Give the student a clean piece of paper and demonstrate the next stroke. Staple all of the pieces together and have the student write his/her name on the back. Label the front of the packet with the student's first and last name. Score students' writing strokes according to the **Writing Strokes Scoring Guide** found in the **Domain Assessment Record Form**.

#### Animal Name Syllables

In a small group, show students a card from the set **Transition Cards: Animals**. Have them say the name of the animal, and then clap the syllables in its name while saying the name of the animal using robot talk.

Be sure to give each student at least three opportunities to clap animal names of various syllable lengths (one to four syllables).

## Listening & Learning Task Assessments

### Language Arts Objectives Assessed

- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to texts (L.P.6)
- ✓ With prompting and support, retell important facts and information from read-alouds (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)

### Core Content Objectives Assessed

- Identify at least ten animals by name
- Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)

### Materials

**Transition Cards: Animals** (elephant, bald eagle (or bird), duck, turtle, goldfish, dog, butterfly, cow, cat, human)

### Identifying Animals and their Body Parts

**Note:** It may be helpful to number and label the back of the Transition Cards with the following numbers and cues:

1. Elephant—trunk
2. Eagle (or bird)—wings
3. Duck—beak, feathers
4. Turtle—shell
5. Goldfish—fins
6. Dog—fur (or hair)
7. Butterfly—wings
8. Cow—tail
9. Cat—eyes, ears, nose
10. Human—hands

**Identifying Animals:** Show the student the following Animals Transition Cards one at a time and have him or her name the following animals: elephant, bald eagle (or bird), duck, turtle, goldfish, dog, butterfly, cow, cat, human. Put the animals that the student names correctly in one pile and the animals that the student cannot name or names incorrectly in another pile. Be sure to count and record how many animals the student named correctly before proceeding.

**Animal Body Parts:** Show the cards again. Point to the body parts listed below and ask the student, “What is this part of the animal called?” If the student is unable to answer, you may prompt him or her by stating the function of the body part (e.g., “The elephant uses it to squirt water into his mouth.”).

1. Elephant—trunk
2. Eagle (or bird)—wings
3. Duck—beak
4. Turtle—shell
5. Goldfish—fins
6. Dog—fur or hair
7. Butterfly—wings
8. Cow—tail
9. Cat—eyes
10. Human—hands

Put the animal body parts that the student names correctly in one pile and the animal body parts that the student cannot name or names incorrectly in another pile. Be sure to count and record how many animals the student named correctly before proceeding.

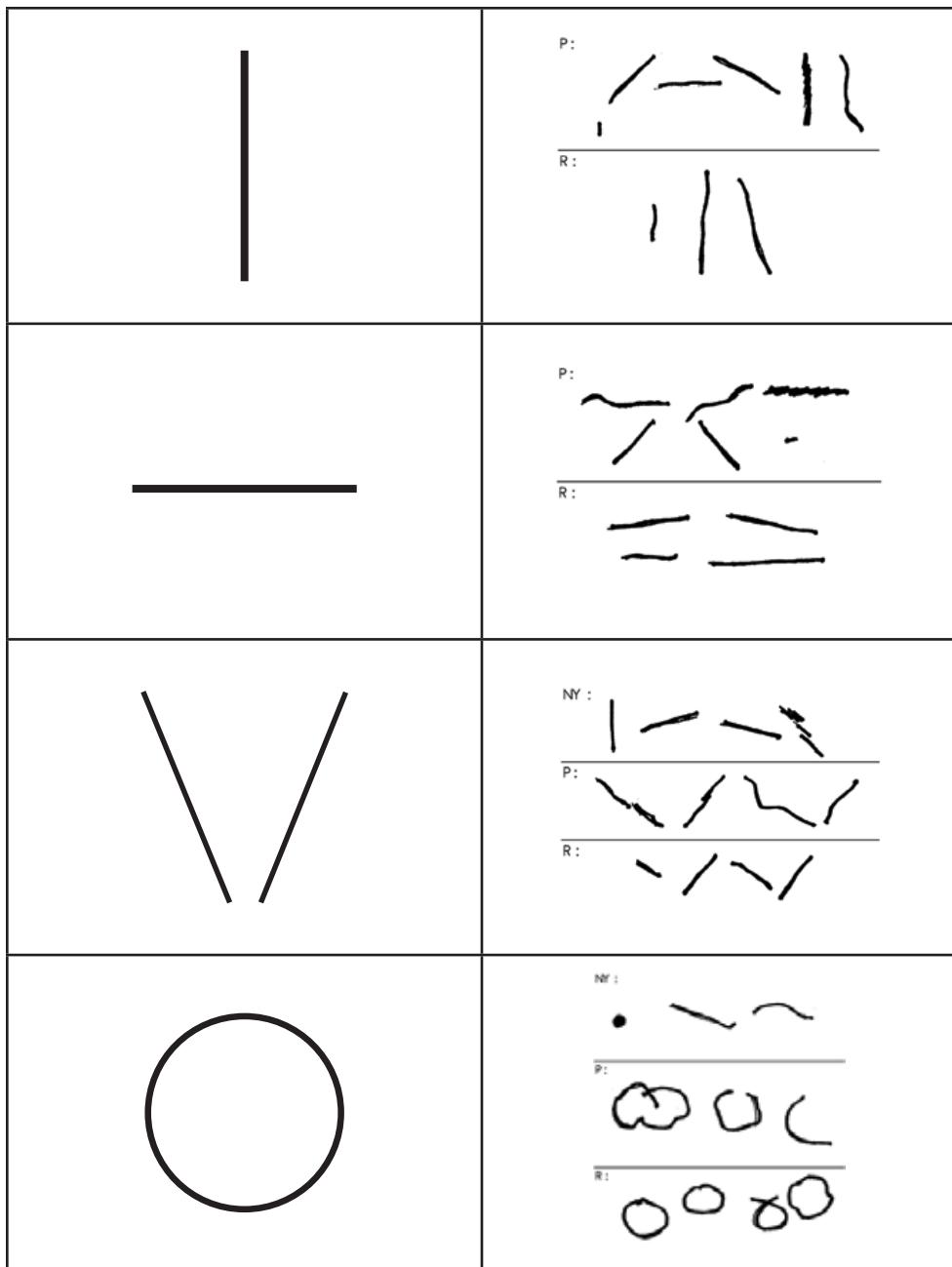
**DA**

# DOMAIN ASSESSMENT RECORD FORM

## Animals

### ***Key to Domain Assessment Record Form***

#### **Skills: Handwriting Strokes**



## **Skills: Animal Name Syllables**

---

### **Not Yet Ready**

Student does not yet demonstrate this skill, knowledge, or behavior

- Student does not orally segment any words of any syllable length correctly.

### **Progressing**

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis

- Student orally segments some words of varying syllable length correctly.

### **Ready**

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Student orally segments words of varying syllable length correctly.

## **Listening & Learning: Identifying Animals and Their Body Parts**

---

### **Not Yet Ready**

Student does not yet demonstrate this skill, knowledge, or behavior

- **Identifying Animals:** Does not identify any animals correctly.
- **Animal Body Parts:** Does not identify any animals correctly.

### **Progressing**

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis

- **Identifying Animals:** Correctly identifies one to eight animals.
- **Animal Body Parts:** Correctly identifies one to eight animal body parts.

**Ready** Student consistently and independently demonstrates this skill, knowledge or behavior.

- **Identifying Animals:** Correctly identifies nine or ten animals.
- **Animal Body Parts:** Correctly identifies nine or ten animal body parts.



## **APPENDIX A**

### **What Teachers Need to Know About Animals**

#### ***Animal Characteristics, Needs, and Development***

---

Humans are a special kind of animal. As such, animals and humans share many characteristics. In the Preschool classroom, we can help children to see similarities and differences between humans and animals, and in doing so, we extend their understanding of living things.

##### **Animals Are Living Things**

---

Animals are alive. Like people, they grow and change and can have babies of their own. Animals can also move around.

##### **Animals Have Body Parts**

---

Just like humans, animals have body parts. With knowledge of human body parts, comparisons can be made between humans and animals. Humans and animals both have legs, but humans have hands and other animals have paws. Humans and animals both use their five senses to learn about their environment.

##### **Animals Move in Different Ways**

---

Where an animal lives can influence how they move. Animals that live in the water are often swimmers. Animals that live on land may run, walk, or hop, depending on their environment. Wide open grasslands and plains, like those found in Africa, are conducive to running. Some of the fastest animals in the world, such as cheetahs, antelopes, and lions, live in habitats with large, open spaces. Animals that live in tree-filled habitats are often good at climbing and swinging from limb to limb. Squirrels, monkeys, and bears are good climbers. Some animals, like kangaroos and rabbits, hop rather than run. Birds are animals that fly. They have wings instead of arms. Some birds that live near water also swim. Ducks and geese can both swim and fly.

##### **Animals Eat Plants or Other Animals for Food**

---

Just like people, animals eat many different things. Some animals, called herbivores, eat only plants. Rabbits, cows, giraffes, deer, camels, and antelopes are herbivores. Animals that eat other animals are called carnivores. Lions, hawks, and wolves are carnivores. Some animals, like

raccoons and chickens, eat both plants and animals. They are called omnivores.

### **Animals Live in Many Kinds of Homes**

---

Each animal has a home in its habitat. Some animals, like bears and bats, live in caves. Other animals, like squirrels and birds, build nests high in a tree. Rabbits sometimes build a nest on the ground hidden under a thicket or bush. Groundhogs, chipmunks, and ants dig holes in the ground to build their home. The farmer provides a barn for horses and cows. Dogs and cats may live in our homes with us.

### **There Are Many Different Kinds of Animals**

---

Insects and spiders are small animals. We sometimes call them bugs. There are millions of different kinds of insects and bugs. Insects have six legs and spiders have eight legs. Spiders are *not* insects; they are arachnids. Some insects have wings and fly. Some insects have antennae.

Birds are animals, too. Birds have wings and feathers. Most birds can fly and walk. Some birds, like the ostrich and the penguin, have wings, but cannot typically fly.

Fish are animals that live in the water. Fish have fins and tails to help them move in the water. Instead of walking, fish swim. Fish have gills on the sides of their bodies that they use to take in oxygen. They find their food in the water and live in saltwater and freshwater environments.

Reptiles and amphibians are also animals. Reptiles are animals that live in dry places. Snakes and lizards are reptiles. Amphibians are animals that must live near water. Frogs are amphibians. They spend some time in the water and some time on land.

Mammals are animals with warm bodies. Mammals also have hair or fur on their bodies. Hair and fur help keep mammals warm. Humans are a special kind of mammal. Mother mammals make milk with their bodies to feed their babies.

# CORE KNOWLEDGE LANGUAGE ARTS

## SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

## PRESIDENT

Linda Bevilacqua

### EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool  
Khara Turnbull, Materials Development Manager  
Michelle L. Warner, Senior Editor - Listening & Learning  
  
Mick Anderson  
Robin Blackshire  
Maggie Buchanan  
Paula Coyner  
Sue Fulton  
Sara Hunt  
Erin Kist  
Robin Luecke  
Rosie McCormick  
Cynthia Peng  
Liz Pettit  
Ellen Sadler  
Deborah Samley  
Lauren Simmons  
Diane Auger Smith  
Sarah Zelinke

### DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director  
  
Kim Berrall  
Michael Donegan  
Liza Greene  
Matt Leech  
Brigid Moriarty  
Lauren Pack

### CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

### ADDITIONAL CONSULTING SERVICES

Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

## ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

### SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



## CREDITS

*Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.*

### EXPERT REVIEWER

Christine May

### WRITERS

Cate Whittington,  
Core Knowledge Staff      Humans are Animals

### IMAGES

Core Knowledge

Staff:      Flip Book Pages 67; 104; 133; 174; 206;  
228; 229; 245

Shutterstock:      Cover; Title Page; Pages 121; 139; Flip Book  
Pages: 1-1; 1-2; 1-3; 1-4; 1-5; 1-6; 1-7; 1-8;  
1-9; 1-10; 1-11; 1-12; 1-13; 1-14; 4-1; 4-2;  
4-3; 4-4; 4-5; 4-6; 4-7; 4-8; 4-9; 4-10; 6-1;  
6-2; 6-3; 6-4; 6-5; 6-6; 6-7; 6-8; 6-9; 6-10;  
6-11; 16-1; 16-2; 16-3; 16-4; 16-5; 16-6;  
16-7; 16-8; 16-9; 16-10; 17-1; 17-2; 17-3;  
17-4; 17-5; 17-6; 17-7  
Regarding the Shutterstock items listed  
above, please note: "No person or entity  
shall falsely represent, expressly or by way  
of reasonable implication, that the content  
herein was created by that person or entity,  
or any person other than the copyright  
holder(s) of that content."





# Domain 3: Animals

## Teacher Guide

PRESCHOOL

The Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)