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**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Name two ways that their family cares for them
- ✓ Define a home as a shelter where a family lives and cares for each other
- ✓ Name and describe two kinds of homes where a family might live (e.g., house, apartment building, houseboat, etc.)

**Language Arts Objectives**

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**Starting the Day**

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Five Little Monkeys” (RF.P.2a, RL.P.5)
- ✓ 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)

**Skills**

Students will:

- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Indicate the number of sounds heard (up to four sounds) (CK Prerequisite)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)

- ✓ Draw and use as motifs: horizontal line, vertical line (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)

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

Students will:

- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ With prompting and support, given a specific book, describe and show what the author and illustrator each contributed to the creation of that particular book (RI.P.6)
- ✓ With prompting and support, ask and answer who, what, where, when, and why questions about *Families* and *Houses and Homes* (RI.P.4, SL.P.2, RI.P.1)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Find the photograph in *Families* or *Houses and Homes* that is being described (RI.P.7)
- ✓ With prompting and support, retell important facts and information from *Families* and *Houses and Homes* (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Families* and *Houses and Homes* (L.P.6)
- ✓ With prompting and support, listen to different read-alouds on the same domain and identify ways that they are the same or different (RI.P.9)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use dictation to identify a favorite book (W.P.1)
- ✓ With prompting and support, listen to read-alouds of different books by the same author and participate in a shared writing activity describing favorite selections and why (W.P.7)

- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ With prompting and support, use a combination of drawing and dictating to create an informative text about the family, naming family members and supplying some information about each member (W.P.2, W.P.8)
- ✓ Add drawings or other visual displays to describe oneself, home, and immediate family (SL.P.5)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults (W.P.5)

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Five Little Monkeys	Nursery Rhyme Poster 14; cards numbered 1 to 5	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Musical instruments; cubes (four per student), small mats (one per student)	10
		How Many Noises?		
<i>Small Group 2</i>	S	Warm-Ups	My First Strokes Book; Activity Page 4-1, primary crayons	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Two Books, One Author		20
<i>Extension Activity</i>	L	My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

## Advance Preparation

### Nursery Rhymes

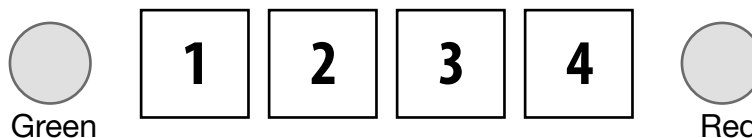
Write the numbers 1, 2, 3, 4, and 5 on five pieces of cardstock.

### 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

Draw four squares on students' mats that are the same size as the cubes. Number the squares from left to right. Draw a green circle on the left and a red circle on the right.



### ***Picture Talk***

Prepare two pieces of chart paper. Write '*Families* by Ann Morris' on one piece and '*Houses and Homes* by Ann Morris' on the other.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> Five Little Monkeys	Nursery Rhyme Poster 14; cards numbered 1–5	

### 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
- Attendance: One Pile
- Classroom Jobs

### Nursery Rhyme

Whole Group

#### Five Little Monkeys

Review the song “Five Little Monkeys” by having students sing it with you. Then, help students visualize counting down from five by having students act out the song using number cards.

- Sing just the first verse of “Five Little Monkeys” to remind students of the words to the song.
- Tell students you are going to count down from five while singing the song. Show students the cards numbered 1–5 (see **Advance Preparation**). Tell them the name of each number in order. Throughout the activity, remind students that they are looking at numbers, which tell them ‘how many’.
- Call up five students and give each student a number card. Tell students that these five students are the five monkeys in the song. Have the students line up in numerical order. Then, have students count *backward* from 5. As students count down with you, have each student who is standing hold up their number card when it is called.

This will help students connect the word to the written number. Count slowly and prompt each student to hold up the card at the appropriate time.

- Now, tell students you are going to sing “Five Little Monkeys.” Each time you count down a monkey, that monkey will sit down. Tell students that monkey number **5** will sit down first because he/she will fall off the bed, bump his/her head, and then there will only be **4** monkeys left.
- Have the whole class sing “Five Little Monkeys” and help students sit down as their number is subtracted, going from **five monkeys** to **no monkeys**.
- Repeat the song to allow other students to hold the cards.

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	§	Warm-Ups	Musical instruments, cubes (four per student), small mats (one per student)	10
		How Many Noises?		
<b>Small Group 2</b>	§	Warm-Ups	My First Strokes Book; Activity Page 4-1, primary crayons	10
		Tracing with Primary Crayons		

**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 transition students between each Small Group.

### Small Group 1

**10** minutes

Small Group

#### Warm-Ups

##### Body Beats

Students will use their bodies to imitate sound patterns.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern. Then, point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, knee pats, and vocalizations (e.g., knee pat, knee pat, knee pat, *ho!*; stomp, clap, stomp, knee pat; knee pat, clap, clap, *ho!* etc.). Increase the number of sounds you make as students are ready.

##### Be a Good Listener

Students will learn and demonstrate the steps to being a good listener.

- Show students the **Good Listening Poster** you made during the *All About Me* domain and say the following:

*Eyes look. Look at me eye to eye.*

*Mouth closes. Close your lips and stop talking.*

*Body is still. Stop your body from moving.*

*Ears listen. Listen with your ears.*

## How Many Noises?

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Students will count noises by placing cubes on a mat. For each noise students hear, they should place one cube on the mat.

- Gather various rhythm instruments and distribute one mat and four cubes to each student.
- Make one noise and have students move one cube forward onto the mat you prepared in advance. They should put the cube in the square labeled '1'.
- Help students count the cube, then check under the cube to read the number.
- If students make mistakes, play the same (series of) noise(s) again and help them put a cube on their mats correctly.
- Have students clear their mats.
- Repeat this process several times, making up to four noises.
- Have students put their cubes in the squares from left to right, following the numbers written together in the squares.

## Small Group 2

10 minutes

Small  
Group

### Warm-Ups

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#### *Move Your Body*

Students will make gross motor movements to prepare them to participate in Small Group.

- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.*

*I can wave to a friend.*

*I jump so high; I crouch so low.*

*I tap the floor with my toe.*

*I cross my arms and breathe in deep.*

*I calm my body and take a seat.*



### ***My First Strokes Book***

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

- Give each student their My First Strokes Book. Tell students they will be learning strokes by following along in the book and drawing lines with their pointer finger.
- 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 horizontal and vertical lines using primary crayons.

- Give each student **Activity Pages 4-1** and a primary crayon.
- Have students practice their vertical and horizontal writing strokes by tracing the lines on the front and back of the Activity Page.
- As students finish tracing each line on the front of the page, have them work on the back of the page.
- If students finish both strokes, have them color the background of their Activity Page.

### **Learning Center**

Put primary crayons and extra copies of **Activity Page 4-1** or blank paper in the **Art Center** for students to practice drawing lines.

### **Review Tip**

Use this activity to also talk about colors with students (e.g., “Find your red crayon and use it to make a vertical line,” etc.)

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W</b> Two Books, One Author		20
<b>Extension Activity</b>	<b>L</b> My Family Book	Drawing tools, paper, writing utensils, stapler	During Learning Centers

### Picture Talk

**20** minutes

#### Two Books, One Author

**Note:** *In this activity, students will compare two books by the same author—Ann Morris—and participate in a dictated writing activity, sharing their favorite parts of each book.*

#### Teaching Tip

If you anticipate students having a hard time sitting still for the entire dictation activity, you might separate them into two groups once they have voted on their favorite book. The teacher and an aide could each take dictation from one group. Then, get the students back together as a whole group and read both groups' dictation aloud.

#### Review Tip

Discuss body parts by looking at the cover of each book. Talk about the body parts that you see on each cover and name a few of the body parts. Call on a few students to point out a body part that they see.

- Show the covers of *Families* and *Houses and Homes*. Tell students that these books have the same author—Ann Morris.

*“Now we have read two books by the same author—Ann Morris. First we read Families. Then, we read Houses and Homes. The author of both of these books is Ann Morris. Ann Morris wrote the words in both Families and Houses and Homes. Authors write many books during their life time. Some people have a favorite author and they read as many books by that author as they can.”*

- Remind students of the pictures and content of *Families* by doing a brief picture walk, showing students the pictures and briefly commenting on some of them.
- Remind students of the pictures and content of *Houses and Homes* by doing a brief picture walk, showing students the pictures and briefly commenting on some of them.
- Tell students to think about both of the books and decide which one is their favorite. Be sure students understand that they can only pick one book.
- Show students the chart paper you prepared for each book. Place each of the books at the top of the piece of chart paper that you prepared for that book.
- Tell students that you want them to raise their hand if *Families* was their favorite book. Write how many students liked *Families* best using a numeral (e.g., 10 students like *Families* best.).

- Call on individual students to share why they liked *Families* best. Write their responses on the chart paper. Write the student's name in red in front of their response, then write their response in black (e.g., **Jamal** said, "I love the picture where the girl is cooking with her mom."). After you finish writing, read the sentence back to the whole class, sliding your finger under the words as you read.
- Tell students that you want them to raise their hand if *Houses and Homes* was their favorite book. Write how many students liked *Houses and Homes* best using a numeral (e.g., 8 students like *Houses and Homes* best.).
- Call on individual students to share why they liked *Houses and Homes* best. Write their responses on the chart paper. Write the student's name in red in front of their response, then write their response in black (e.g., **Ketra** said, "My favorite part was learning about the house on stilts."). After you finish writing, read the sentence back to the whole class, sliding your finger under the words as you read.
- As students respond, point out the differences between the two books, incorporating their responses in the comparison  
*"Ketra liked learning about all different kinds of houses. The book about families didn't talk about houses; it talked about what families do together."*

## Extension Activity

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Learning  
Center

### My Family Book

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Continue this activity during Learning Centers. See **Day 1: My Family Book** for detailed instructions on this Extension Activity.