

✓ 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, SL.P.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
STARTING THE DAY				
Routines	W	Continue Established Routines	Pictorial schedule	During morning circle
		Ordering the Schedule Using Temporal Words		
Nursery Rhyme	W	An Old Person of Ware	Nursery Rhymes and Songs Poster 3	
SKILLS				
Small Group 1	S	Warm-Ups	Cardboard box, a variety of classroom objects	10
		Mystery Syllable Box		
Small Group 2	S	Warm-Ups	Activity Pages 2-1–2-3; My First Strokes Book; primary crayons	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
Picture Talk	W	Humans Are Animals		15
Deepening Understanding	W	Deepening Understanding: <i>Trunk</i>	Image Card 2-1	10
Extension Activity	L	Animal Library	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

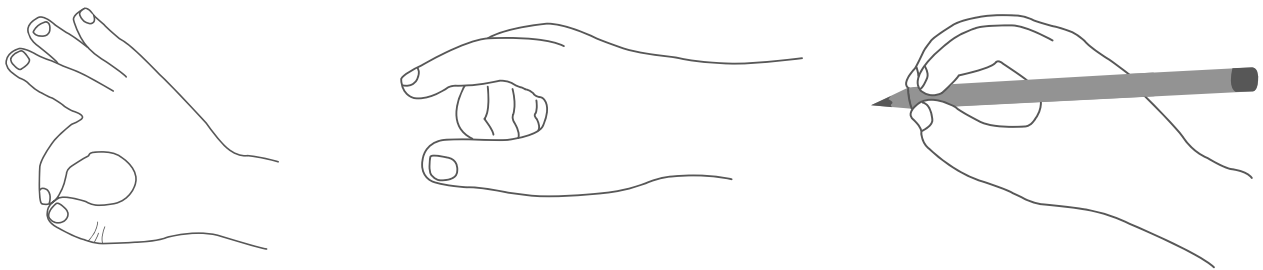
Gather a variety of objects from around the classroom and place them in the cardboard box. Be sure to include objects with names that vary in number of syllables (e.g., tape, scissors, sunglasses, etc.).

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.

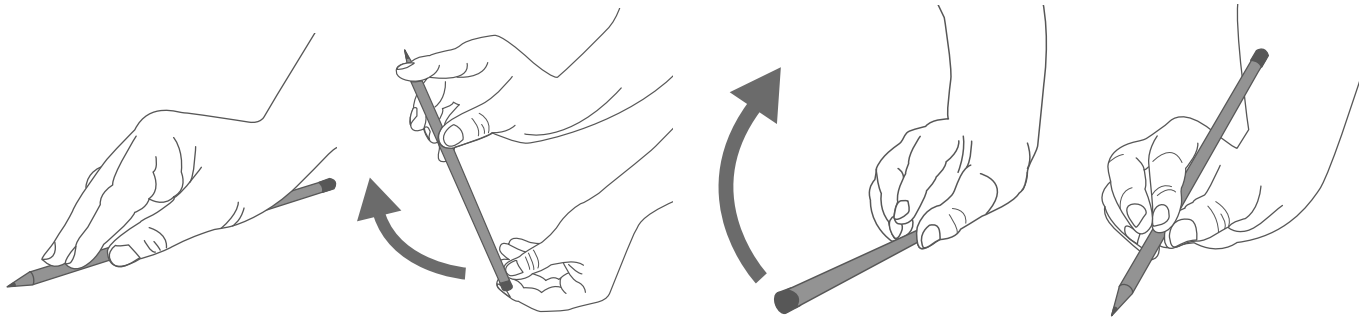
Practice the methods below to show students the tripod grip.

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
Routines	W	Continue Established Routines	Pictorial schedule	During morning circle
		Ordering the Schedule Using Temporal Words		
Nursery Rhyme	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
Small Group 1	S	Warm-Ups	Cardboard box; a variety of classroom objects	10
		Mystery Syllable Box		
Small Group 2	S	Warm-Ups	Activity Pages 2-1–2-3; My First Strokes Book; 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 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 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



Zigzag



Dot



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
Picture Talk	W Humans Are Animals		15
Deepening Understanding	W Deepening Understanding: Trunk	Image Card 2-1	10
Extension Activity	L Animal Library	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**

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.

- 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)

“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: *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.