

**✓ Lesson Objectives**

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**Core Content Objectives**

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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**

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***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

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**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

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

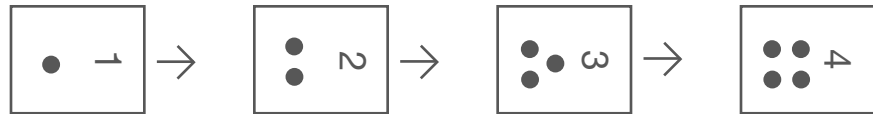
## Advance Preparation

### 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

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> 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>	S	Warm-Ups	<i>Families and Communities</i> Image Cards 14-1–14-5; Transition Cards: Animals; paper; tape; markers	10
		Jumping for Syllables		
<b>Small Group 2</b>	S	Warm-Ups	Box with various familiar items from your classroom (i.e., glue, book, etc.); ball or stuffed animal	10
		Mystery Rhyming Box		

**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>	<b>W</b> Reviewing “Humans are Animals”	Transition Cards: Animals; <i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page	<i>What Do You Do With a Tail Like This?</i> by Steven Jenkins and Robin Page	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What’s the Big Idea?	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>	<b>L</b> Animal Library	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”

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- 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

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- 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.

- 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 use 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***

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Learning  
Center

### **Animal Library**

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