

**✓ Lesson Objectives**

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**Core Content Objectives**

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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**

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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)
- ✓ 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

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**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

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Here is the Beehive	Nursery Rhymes and Songs Poster 16	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Name Cards; Transition Cards: Animals; various sets of Image Cards; eight containers; paper; marker; tape	10
		Syllable Sort		
<i>Small Group 2</i>	S	Warm-Ups	Activity Page 4-1; My First Strokes Book; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Do We Already Know?		5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Animals Have Three Basic Needs		10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?		10
<i>Extension Activity</i>	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

## 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>	<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

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

#### 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
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Already Know?		5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> Animals Have Three Basic Needs		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?		10
<b>Extension Activity</b>	<b>L</b> Basic Needs Pretend Play	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.

# Animals Have Three Basic Needs



## ◀ 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.*

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◀ **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.

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◀ **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)*

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◀ **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.*

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◀ **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.

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◀ **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



### Language Facilitation

Use the **labeling and describing strategy** to model the vocabulary students need to talk about the things around them. Use words to name and describe the things that students are seeing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say and matching words to objects and situations.

### 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 cards 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.