

✓ 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

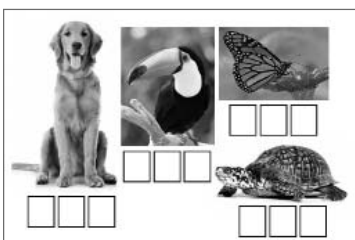
At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Here is the Beehive	Nursery Rhymes and Songs Poster 16	
SKILLS				
Small Group 1	S	Warm-Ups	Activity Page 5-1; Transition Cards: Animals; chart paper; marker; primary crayons; tape	10
		Count and Color Syllables		
Small Group 2	S	Warm-Ups	Image Cards 5-1–5-3; chart paper	10
		Shampoo Story		
LISTENING & LEARNING				
Picture Talk	W	Animals Have Three Basic Needs		15
Deepening Understanding	W	Deepening Understanding: <i>Lap</i>		10
Extension Activity	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.

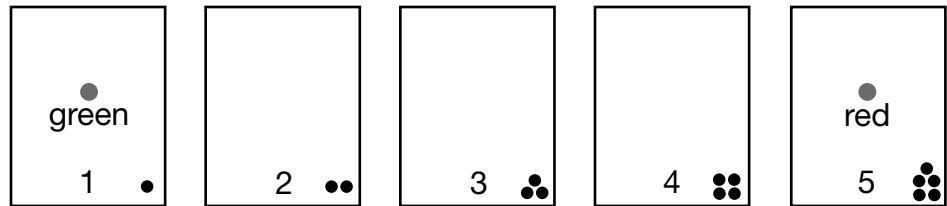
Small Group 1



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
Routines	W	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

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
Small Group 1	§	Warm-Ups	Activity Page 5-1; chart paper; marker; primary crayons	10
		Count and Color Syllables		
Small Group 2	§	Warm-Ups	Image Cards 5-1–5-3; chart paper	10
		Shampoo Story		

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.

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

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.

Shampoo Story

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

- 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
Picture Talk	W Animals Have Three Basic Needs		15
Deepening Understanding	W Deepening Understanding: Lap		10
Extension Activity	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

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.