

**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Identify at least ten animals by name
- ✓ Describe at least two ways animals protect themselves from weather
- ✓ Describe at least two ways animals protect themselves from other animals
- ✓ Find two camouflaged animals and state how they camouflage themselves

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Kookaburra” (RL.P.5, RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)

***Skills***

Students will:

- ✓ With prompting and support, use a combination of drawing and dictating to represent an event from one’s personal experience (W.P.3)
- ✓ Add drawings or other visual displays to describe an event that has already taken place outside the immediate place and time (SL.P.4, SL.P.5)
- ✓ Use present and past verb tense (L.P.1b)
- ✓ Show understanding of and use temporal words in context (*before-after; first-last; then-next*) (L.P.5c)

- ✓ 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: bridge and cross (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (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 Protect Themselves” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words in “Animals Protect Themselves” (RI.P.4)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to “Animals Protect Themselves” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Animals Protect Themselves” (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 *pants* (L.P.4a)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about animals, naming the topic and supplying some information about animals (W.P.2, W.P.8)
- ✓ With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers (W.P.5)
- ✓ Create a rhyme or story in the style of a favorite book or author (W.P.11)

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Kookaburra	Nursery Rhymes and Songs Poster 22	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Paper; drawing utensils	10
		Grocery Story		
<i>Small Group 2</i>	S	Warm-Ups	Activity Page 7-1; My First Strokes Book; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Animals Protect Themselves		15
<i>Deepening Understanding</i>	W	Deepening Understanding: <i>Pants</i>		10
<i>Extension Activity</i>	L	"If I Could Be an Animal" Class Book	<i>Animals</i> Flip Book; Transtion Cards: Animals; animal trade books, magazines or computer printouts with animals; paper; drawing/writing utensils	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.

### ***Picture Talk***

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

### ***Extension Activity***

Make an example Class Book page by drawing an animal and completing the sentence, “If I were a \_\_\_\_\_, I would \_\_\_\_\_.”

Ensure that there are visual aids for students to copy in the event that they have difficulty choosing animals to draw. You might use the Flip Book and/or **Transition Cards: Animals**, as well as any applicable trade books or magazine photos. It is not essential that students draw an animal freehand, but rather that they choose and represent an animal and that they dictate a sentence describing why they picked that animal. You might provide students with animal stencils to help them depict their animals, or allow them to find, cut out, and glue or tape pictures from magazines.

## 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> Kookaburra	Nursery Rhymes and Songs Poster 22	

### 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

#### Kookaburra

Students will practice singing “Kookaburra” and will count syllables in words from the rhyme.

- Review the song “Kookaburra” by having students sing it with you.
- Then, using the words from the rhyme listed below, have students clap the syllables while you count on your fingers.
- *Koo-ka-bur-ra* (4 syllables)
- *tree* (1 syllable)
- *laugh* (1 syllable)
- *merr-y* (i.e., happy) (2 syllables)

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b>	Warm-Ups	Paper, drawing utensils	10
		Grocery Story		
<b>Small Group 2</b>	<b>S</b>	Warm-Ups	Activity Page 7-1; 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

##### Grocery Story

**Note:** This activity is designed to span two days in order to give students time to complete their drawings and to give teachers time to take dictation from each student. If more time is needed, this activity can be continued during Pausing Point 1.

Continue this activity during Small Group 1. See **Day 6: Grocery Story** for detailed instructions on this Small Group Activity. If students have completed their dictation and drawing, encourage them to make a new drawing showing an event that took place recently in class. Allow students to dictate a story to describe their illustrations for the new drawing, just as they did for Grocery Story on Day 6.

### 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

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Students will practice writing bridges and crosses using primary crayons.

- Give each student **Activity Page 7-1** 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 **Introduction** for step-by-step instructions on the tripod grip.
- Have students practice their bridge and cross 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 Books** 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>Picture Talk</b>	<b>W</b> Animals Protect Themselves		15
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: Pants		10
<b>Extension Activity</b>	<b>L</b> "If I Could Be an Animal" Class Book	Animals Flip Book; Transition Cards: Animals; animal trade books, magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

## Picture Talk

**15 minutes**

Whole Group

### Animals Protect Themselves

**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 6-1: Girl at window, apartment building, boy with snowy house**

### 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.

- Remind students that they heard all about ways animals protect themselves. Ask students what they do to protect themselves when it's raining outside and what they do when it's hot or cold outside. Use the following words to recast students' answers:
  - *weather*
  - *protect*
  - *shelter* (inside/outside)
  - *rain/snow*
  - *cold/hot*
  - *home/house/apartment*



- umbrella
- raincoat
- coat

*“What do you do when the weather is bad outside, like when it’s raining? When it is raining, you go inside or you use an umbrella or raincoat to protect you and keep you dry. You are protecting yourself from weather.”*



◀ **SHOW FLIP BOOK PAGE 6-2: Child with umbrella and insect under leaf**

- Ask students what the boy in the picture is doing to protect himself from the rainy weather.

*“What is this boy doing to protect himself from the rainy weather?”  
(He is using an umbrella and wearing a raincoat and boots.)*

- Ask students what the insect in this picture is doing to protect itself.

*“Remember, other animals—not just humans—have to protect themselves from the weather too. Do other animals use umbrellas and wear raincoats like us humans do? What is this insect doing to stay dry and protect itself from the rain?” (It is hiding under a leaf so the rain drops don’t make it wet.)*



◀ **SHOW FLIP BOOK PAGE 6-4: Girl in coat and brown bear**

- Remind students that some humans and animals live in places where it can be very cold outside. Ask students what humans and bears do to stay warm and protect themselves from cold weather.

*“Some humans and animals live in places where the weather can be very cold. What do humans and bears do to stay warm and protect themselves from cold weather?”*

- Recast students’ answers to include the word *coat* and discuss the difference with students.

*“Humans, like this little girl, wear a heavy warm coat when the weather is cold. Bears have a thick fur coat that keeps them warm. The bear and the girl both have coats that keep them warm. Is this girl’s coat the same or different from the bear’s coat? How are they different?” (A bear’s coat is made of fur and is part of the bear’s body. This girl can put her coat on and take it off.)*



◀ **SHOW FLIP BOOK PAGE 6-7: Skunk spraying black bear cub and boy holding nose**

- Remind students that animals have to protect themselves from other animals and ask how skunks protect themselves.

*“Sometimes animals have to protect themselves from other animals. How is this skunk protecting itself from this bear?”*

- Ask students if they have ever smelled a skunk. Remind students that the skunk was protecting itself when it let out that smell.

*“Have you ever smelled a skunk before? Remember, the skunk was protecting itself when it let out that smell.”*



◀ **SHOW FLIP BOOK PAGE 6-9: Mountain hare (rabbit) and rattlesnake, both camouflaged**

- Ask students how the animals on this page are protecting themselves from other animals

*“How are the animals on this page protecting themselves from other animals? Does anyone remember the special word we used?”*

- Ask students how the rabbit and the snake are protecting themselves in these pictures. Give additional hints to help students remember the word *camouflage*.

*“The rabbit in this picture is staying completely still to protect itself. Why is it staying completely still in the snow? Is the rabbit easy or hard to see? (The rabbit is hidden in the snow. It is using camouflage; it is the same color as the snow so it is hard to see). How is the snake protecting itself?”*



◀ **SHOW FLIP BOOK PAGE 6-10: Northern walking stick insect, variable lizard, and longspine squirrelfish, all camouflaged**

- Ask students how the animals on this page are protecting themselves from other animals and invite them to find the animals on the page.

Whole Group

## Deepening Understanding: *Pants*

### Defining Pants

- Reread the part of the read-aloud text that contains the word *pants*.

*“Remember, in our read-aloud, we heard the word pants. Listen for the word pants while I read part of the read-aloud you heard before.”*



### ◀ SHOW FLIP BOOK PAGE 6-5: Dog and desert fox

*Animals have many ways of protecting themselves from hot weather, too. When it is hot, a dog **pants** to stay cool.*

- Define the word *pants*.

*“Pants means breathes very quickly to cool off. When dogs get hot they breathe in lots of air quickly to help their bodies cool down.”*

### Reviewing Pants

- Have students pretend to be a dog and pant.

*“Let’s all pretend to be dogs and pant. Put your tongue out and breathe quickly. Can you feel how there is a lot of air going into your mouth and into your body? You are panting. All dogs pant. This makes dogs feel better on a hot day.”*

### Expanding Pants

- Define *pants* as a multiple-meaning word.

*“Pants also means something else. What are pants for humans? Pants are clothes we wear on our legs. Raise your hand if you are wearing pants today. Now, show me how a dog pants. Pants are something you wear but pant is also a word for what a dog does when it is hot. A dog pants.”*

## Extension Activity



### "If I Could Be an Animal" Class Book

**Note:** *If groups of students need extra time to complete this Extension Activity, they can do so during and after Pausing Point 1.*

Students will choose an animal they would like to be and dictate a sentence stating why they would like to be that animal. They will draw pictures to accompany their dictation and then compile these drawings into a class book. Students will use information gained from the **Days 1-3 Extension Activity: Animal Library**—as well as information from *Animals* read-alouds—to help them draw their picture.

#### Language Facilitation

Use the **comments strategy** to make engaging comments on students' work to start a conversation. (For example, a teacher saying "Wow, Shauna! Look at your new shiny red shoes!" is more likely to get a student engaged in a lengthy conversation than "I like your new shoes Shauna. Where did you get them?" which can be answered in one word.).

- Explain to students that they are going to draw, trace, or cut out a picture about an animal they would like to be, and that later you are going to put all the pictures together to make a class book that everyone can look at and read.
- Show students your own picture (see **Advance Preparation**). Describe your drawing and read your sentence, "If I were a \_\_\_\_\_, I would \_\_\_\_\_." (e.g. "If I were a dolphin, I would have large flippers and do flips in the ocean."). Describe the process you went through to make your page.

*"First, I thought of the animal I would like to be. Then, I found a picture of that animal in a book. Next, I drew a picture of that animal based on a picture that I saw in a book or magazine. Then, I revised my drawing by adding more details (e.g., you checked the picture and saw the dolphin had a fin up top that you needed to add). Finally, I filled in the sentence describing why I would like to be that animal."*

- Ask students what animals they would like to be and help them find pictures of these animals in books or magazines. Consult with students one-on-one, using the **comments strategy** to encourage students to elaborate on the animal they would like to be.

*"Wow, Chelsea, an ant is a very interesting animal to want to be! David, I wonder why you want to be a fierce lion."*

- Give students pieces of paper and invite them to draw their animal. Encourage them to look back at the book or magazine as they complete their drawings.

### Review Tip

As students complete their drawings, talk about human and animal body parts. Ask students to point to their own body parts and then ask them to point to those same body parts on their drawing of an animal. You can also talk with students about the colors they chose to decorate their pages.

### Learning Center

Place completed class book in the **Library Center**. Encourage students to “read” the class book to one another by turning the pages, describing the pictures, and guessing what the text might say.

- As students draw, use the comments strategy to comment on what they are drawing and encourage them to describe their drawing to you in greater detail.

*“Wow, Rita, your animal is very colorful and has two legs! Tell me more about your drawing.”*

- Once students have talked with you about their drawings, have students dictate a sentence about why they chose that animal. You will write the sentence on their paper for them. Students should fill in the blanks for the following sentence: *If I were a \_\_\_\_\_, I would \_\_\_\_\_.*
- Assist students in writing their name at the top of the page. If students are ready, have them write their own first letter or entire name.
- Bind students’ drawings together to make a class book. Title the book “If I Could Be an Animal” and include a list of students’ names as the authors and illustrators of the book.
- Read the book to students during circle time. If students are able, have them recite the words written on their own page.