

**✓ Lesson Objectives**

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**Core Content Objectives**

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Students will:

- ✓ Identify at least ten animals by name
- ✓ Pair pictures of mother and baby animals that look similar to each other

**Language Arts Objectives**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “The Eensy, Weensy Spider” (RL.P.5, RF.P.2a)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)

***Skills***

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw and use as motifs: bowl and X (L.P.1a)
- ✓ Write one’s first name, using upper- and lowercase letters appropriately (L.P.1a)
- ✓ Write the first letter of one’s first name using a capital letter (L.P.2a)
- ✓ Write one’s first name, using upper- and lowercase letters appropriately (L.P.2a)

## ***Listening & Learning***

Students will:

- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Point to the front cover, title, and back cover of a book, and a word (RF.P.1a)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about *Is Your Mamma a Llama?* (SL.P.2, SL.P.3, RL.P.1, RL.P.3)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to *Is Your Mamma a Llama?* (L.P.6)
- ✓ Describe an illustration or text in *Is Your Mamma a Llama?* and make connections to self and the world around them (RL.P. 11)
- ✓ Predict events in *Is Your Mamma a Llama?* (i.e., what will happen next) (RL.P.10)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in *Is Your Mamma a Llama?* (RL.P.4)
- ✓ Understand and use precise nouns and verbs related to families and animals (L.P.1b)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ Classify by the conceptual categories of mothers and babies (L.P.5a)
- ✓ 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)

## Core Vocabulary

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**belong, v.** To be a member or part of a group

*Example:* Henry and Keisha are both four, so they belong in the same preschool class at school.

*Variation(s):* belongs, belonging, belonged

**cave, n.** A large, open space in the ground or in rock

*Example:* The bear slept in the cave to stay dry and warm.

*Variation(s):* caves

**flippers, n.** Flat animal body parts that are used for swimming

*Example:* The dolphin flaps its flippers to swim quickly through the water.

*Variation(s):* flipper

**grazes, v.** Eats plants slowly

*Example:* The cow grazes on the grass in the pasture.

*Variation(s):* graze, grazing, grazed

**herd, n.** A group of animals

*Example:* The herd of sheep in the field near my house likes to eat grass and flowers.

*Variation(s):* herds

## 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	The Eensy, Weensy Spider	Nursery Rhymes and Songs Poster 45	
SKILLS				
<b>Small Group 1</b>	S	Warm-Ups	Image Cards 11-1–11-8; large, unbreakable mirror	10
		What Begins with the /m/ Sound?		
<b>Small Group 2</b>	S	Warm-Ups	Activity Pages 11-1–11-3; My First Strokes Book; primary crayons	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<b>Introducing the Read-Aloud</b>	W	Print Awareness	<i>Is Your Mama a Llama?</i> by Deborah Guarino	5
		Purpose for Listening		
<b>Presenting the Read-Aloud</b>	W	<i>Is Your Mama a Llama?</i> by Deborah Guarino	<i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Discussing the Read-Aloud</b>	W	What’s the Big Idea?	Image Cards 11-9–11-14; <i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Extension Activity</b>	L	“If I Could Be an Animal” Class Book	<i>Animals</i> Flip Book; animal trade books from library center; magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

## Take-Home Material

### Animals Family Letter 2

Give students the following material to take home to their family:

**Activity Page 11-4: *Animals* Family Letter 2**

## 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***

Cut apart **Image Cards 11-1–11-5: Initial Sound: /m/** and **Image Cards 11-6–11-8: Initial Sound: Other**. Place the Image Cards in a plastic bag or paper clip them together to store them until Small Group activities.

### ***Small Group 2***

Place **Activity Pages 11-1–11-2** in page protectors and put them in students' **My First Strokes Book** following the strokes they previously completed.

### ***Presenting the Read-Aloud***

Number the pages of the book *Is Your Mama a Llama?* by Deborah Guarino and illustrated by Steven Kellog. 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.

## 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> The Eensy, Weensy Spider	Nursery Rhymes and Songs Poster 45	

### 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

#### The Eensy, Weensy Spider

- Teach students the song “The Eensy, Weensy Spider” 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 45: The Eensy, Weensy Spider** as a visual support, tell students that the spider is looking for shelter and it climbs up into the spout to make its home.
- Point to and define *waterspout* by telling students that a waterspout is a big long tube that carries rainwater from the roof of a building to the ground. When it rains, water drains off the roof, into the gutters, and then travels down to the ground in a waterspout. So, in this song, when the spider tries to climb up the waterspout, it is washed back down by the rain that travels down the waterspout.

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Image Cards 11-1–11-8; large, unbreakable mirror	10
	<b>S What Begins with the /m/ Sound?</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Activity Pages 11-1–11-3; My First Strokes Book; primary crayons	10
	<b>S Tracing with Primary Crayons</b>		

**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

#### Teaching Tip

In the second half of the *Animals* domain, students will be learning about sounds at the beginning of words. For these activities, it is important to direct students' attention to the sounds at the beginning of the words, rather than the names of the letters that typically represent those sounds. Try to avoid saying the letter names as you work with students in Small Group.

#### Warm-Ups

##### Move Your Body

Students will follow your commands and make movements with their bodies. As they make the movements, they will repeat the command and elongate the initial sound of each word.

- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.

*“Nnnod your head. That means move your head up and down.”*

- Once students figure out what movement to make, have them say the word with you, elongating the initial sound of each word. Then, comment on the sound at the beginning of the word (remember to say the sound /n/, not the letter ‘n’).

*“Now, let’s say that word together—nnnod. Nnnod starts with /n/.”*

- Tell students to:
  - mmmarch in place
  - sssing
  - look ssscared

- sssmell a flower
- sssit down
- zzzip up their coats
- fffall on the floor
- fffly
- vvvacuum
- llllaugh
- llllick an ice cream cone
- rrrrun
- rrrrock back and forth
- rrrreach up high

### What Begins with the /m/ Sound?

Using **Image Cards 11-1–11-5: Initial Sound: /m/** and **Image Cards 11-6–11-8: Initial Sound: Other**, students will indicate whether or not a word begins with the /m/ sound. As you work with students, reinforce the /m/ sound rather than the letter ‘m’. Additionally, for words that do not begin with /m/, say only, “That word does not begin with /m/.” If students identify the *name* of the letter that spells the /m/ sound (i.e., ‘m’), confirm that they have indeed correctly identified the name of the letter ‘m’. Then, clarify that they are listening for the *sound* at the beginning of the words and that letters have both names and sounds.

- Tell students that you are going to say some words and you want them to try to figure out if a word begins with the /m/ sound.
- Model the /m/ sound for students, and tell them it is the sound you make when something tastes delicious.
- Tell students that when you make the /m/ sound, you put your lips together and use your voice to make a sound.
- Have students look in the mirror and at their friends to see how their lips are closed when they make the /m/ sound.
- Have students put two fingers lightly on their throats as they start and stop saying the /m/ sound. Tell them to try to feel the buzzing with their fingers and hear the buzzing in their heads.
- Tell students you are going to say some words that go with some pictures and you want them say the /m/ sound if the word starts with /m/. If the word does not start with /m/, have them shake their heads.

#### Teaching Tip

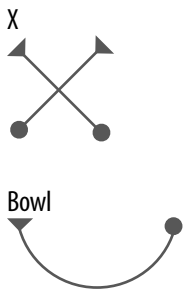
Whenever sounds are mentioned in the lessons, they are printed in slashes like this: /m/. Whenever letter names are mentioned in the lessons, they are shown in single quotation marks like this: ‘m’.



- Show students the **Image Cards 11-1–11-8** and say each word, elongating the /m/ sound at the beginning of the words that start with that sound.
- Have students repeat the /m/ words after you, elongating the /m/ sound just as you did.
- Put the /m/ words in one pile and the other words in a different pile.

## Small Group 2

10 minutes



### Warm-Ups

#### *My First Strokes Book*

Students will practice handwriting strokes by tracing lines with their fingers in their **My First Strokes Book** (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 an X and a bowl using primary crayons

- Give each student **Activity Page 11-3** 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 X and bowl strokes by tracing the lines on the front and back of the Activity Page.

- As students finish tracing each stroke on the front of the page, have them work on the back of the 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 Book**.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> Print Awareness	<i>Is Your Mama a Llama?</i> by Deborah Guarino	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>Is Your Mama a Llama?</i> by Deborah Guarino	<i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	Image Cards 11-9–11-14; <i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Extension Activity</b>	<b>L</b> "If I Could Be an Animal" Class Book	<i>Animals</i> Flip Book; animal trade books from library center; magazines or computer printouts with animals; paper; drawing/writing utensils	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

**Note:** After students understand the rhyming riddles in this book, you may choose to reread it, pausing for students to predict or guess what animal will come next to complete the rhyme.

#### Print Awareness

- Show students the cover of the book and read the title.
- Remind students that the title of the book tells us what the book is about.
- After reading the title on the cover, call on students to come up and identify the front cover, back cover, and spine of the book.
- Call on a few students to come up and point to a single word on the cover.

#### Purpose for Listening

- Tell students to listen to find out about some baby animals who are looking for their mamas—another way to say *moms* or *mothers*.

# *Is Your Mama a Llama?* by Deborah Guarino

➔ PAGE 3 (TITLE PAGE) . . . pictures by Steven Kellogg

Handwriting practice area for Page 3 (Title Page) with six horizontal dashed lines.

➔ PAGE 7 . . . answer Dave gave.

Handwriting practice area for Page 7 with six horizontal dashed lines.

➔ PAGE 10 . . . Bat!

- Tell students that this baby bat found his mama bat.
- Ask students how they can tell that this baby bat is related to his mama, pointing out that they look similar and live in the same environment.
- Discuss how you can tell they are related using the following words and phrases:
  - FLY, LOOK ALIKE, WINGS, HANG UPSIDE DOWN, LIVE IN A CAVE

➔ FLIP BACK TO PAGE 7 . . . answer Dave gave.

- Remind students that on this page the llama asked Dave the bat if Dave's mama is a llama.

"I'm going to go back a few pages so we can remember what happened before in our story. Remember the baby llama is asking Dave, the baby bat, if his mama is a llama. He says, 'Is your mama a llama?'"

➔ **FLIP FORWARD TO PAGE 10 . . . Bat!**

- *Demonstrate how you found out whether or not Dave's mama was a llama.*

*"Does the baby bat have a llama for a mama? No. We found out Dave's mama is also a bat. Mamas and babies are always the same kind of animal and they look alike. Let's see what other animals the baby llama might find and see what their mamas look like."*

➔ **PAGE 12 . . . Swan!**

- *Point to the picture of the baby swan on his mama's back and discuss whether the mama swan and the baby swan look alike.*
- *Explain to students that even though the mama and baby have different colored feathers, they both have feathers and a beak, so they look alike. Tell students that when the baby swan grows up, its feathers will turn white.*

➔ PAGE 17 . . . Cow!

- *Point to the picture of the baby cow beside his mama cow and discuss whether the baby cow and mama cow look alike.*
- *Point to the text bubble that says "moo" and discuss what the cow is saying.*

➔ PAGE 22 . . . Seal!

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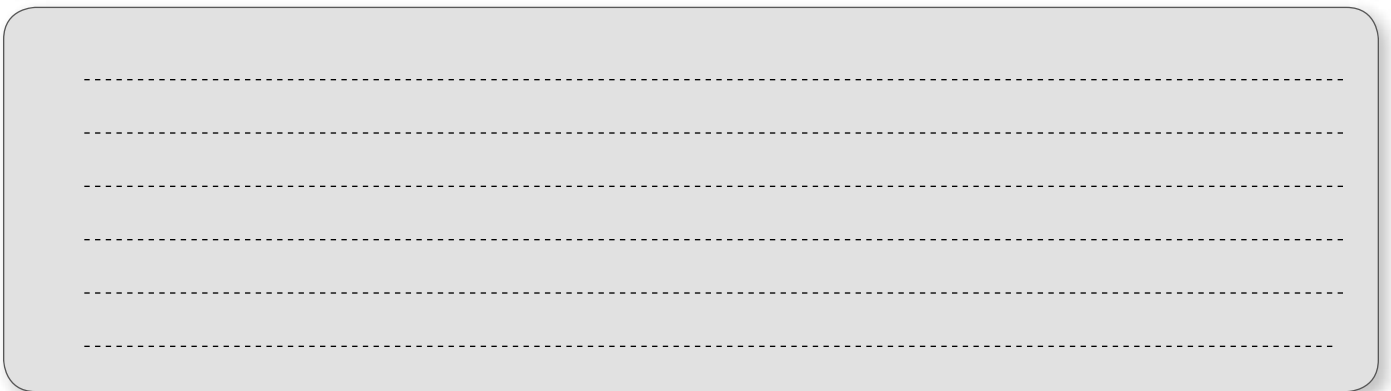
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➡ **PAGE 26 . . . Kangaroo!**



➡ **PAGE 29 . . . you are one, too!**





- Define the word *HERD*.

*"A herd is a group of animals that are all the same kind of animals. A lot of llamas all together as a group is called a herd."*

- Remind students that all animal babies have animal mamas who are the same kind of animal they are and look a lot like them.



## What's the Big Idea?

### Mother and Baby Animals

- Show students **Image Cards 11-9-11-14: Mother and Baby Animals**.
- Have students use thumbs-up and thumbs-down to indicate whether or not the mother animal matches the baby animal.

*"I am going to show you some mama, or mother, animals and some baby animals. I want you to look at the mother animal and baby animal and show me 'thumbs-up' if you think that the baby matches its mother and 'thumbs-down' if you think this mother and baby animal do not go together."*

- Show students pairs of Image Cards that show animals and their own babies (e.g., cow and calf) and animals and other animals' babies (e.g., mother swan and baby bat).
- As you show the cards, name the mother animal that is shown on the card, and then ask students if the other picture shows its baby.

### Name, Describe, and Match Mother and Baby Animals

- Show students **Image Cards 11-9-11-14: Mother and Baby Animals**.
- Place the Image Cards showing mother animals in a line on the floor. Hold the Image Cards showing baby animals in your hand.
- Call on students one at a time to come up, pick a card, and match a baby to its mother. Ask the student what kind of baby animal they see and what kind of animal its mother is. Additionally, encourage students to explain how the two animals are similar or the same.

### Match the Photograph to the Illustration

- Place **Image Cards 11-9-11-14: Mother and Baby Animals** on the floor where all students can see them.
- Ask students to match the photographs on the cards to the illustrated animals in the book as you flip through the pages.

*"Let's look at our pictures of mother and baby animals and see if we can match them to the baby and mama animals in the book. When*

*we see an animal on a page, I am going to call on someone to help me find the matching card. Let's see how many matches we can find."*

- As you match the images, talk about each animal's characteristics as you did in the previous activity. Make sure students match both the mother and baby animal to the illustrations, specifying which is which.

## ***Extension Activity***

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Learning  
Center

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

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Continue this activity during Learning Centers. See **Day 7: "If I Could Be an Animal" Class Book** for details instructions on this Extension Activity.