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**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)
- ✓ Perform previously taught hand and body gestures associated with “The Eensy, Weensy Spider” (RL.P.10)

**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)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Memorize and recite with others the nursery rhyme “The Eensy, Weensy Spider” (RL.P.5, RF.P.2a)
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Show understanding of and use temporal words in context (*first*, *next*, *then*, and *last*) (L.P.5c)
- ✓ With prompting and support, sequence illustrations of three to five story events (RL.P.2)

- ✓ Provide a story ending consistent with other given story events (RL.P.10)

### ***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)
- ✓ 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, and 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)
- ✓ 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.5)
- ✓ With prompting and support, retell *Is Your Mamma a Llama?* aloud including characters, a beginning, and an ending (RL.P.2)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7)
- ✓ 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)

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<b>Routines</b>	W	Continue Established Routines	Pictorial Schedule	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	10
		Find an /m/ Word		
<b>Small Group 2</b>	S	Warm-Ups	Image Cards 12-1–12-2; Activity Page 12-1; chart paper; blank piece of paper (one per student); glue or tape	10
		The Eensy, Weensy Spider Sequencing		
LISTENING & LEARNING				
<b>Introducing the Trade Book Reread</b>	W	Purpose for Listening	Image Cards 11-9–11-14; pocket chart; <i>Is Your Mama a Llama?</i> by Deborah Guarino	5
<b>Trade Book Reread</b>	W	<i>Is Your Mama a Llama?</i> by Deborah Guarino	Image Cards 11-9–11-14; pocket chart; <i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Deepening Understanding</b>	W	Deepening Understanding: <i>Belong</i>	<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

### Observing Animals

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

- **Activity Page 12-2: Observing Animals**

## 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 2***

On a piece of chart paper, write the numbers 1, 2, and 3, leaving enough space above each number to place an Image Card. Cut apart the three pictures on **Activity Page 12-1** for each student. Paper clip the set of three pictures together for each student. Have a piece of blank paper for each student. You can provide additional support by drawing a large green dot at the far left of the paper to signal the starting point and a red dot at the far end of the paper to signal the stopping point. You might also draw three boxes the same size as the images to indicate where students can place the boxes.

### ***Trade Book Reread***

Place **Image Cards 11-9–11-14** in a pocket chart to be displayed during the Trade Book Reread of *Is Your Mama A Llama?* by Deborah Guarino and Steven Kellog.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	Continue Established Routines	Pictorial schedule	During morning circle
		Ordering the Schedule Using Temporal Words		
<b>Nursery Rhyme</b>	W	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

Students will learn the motions that go along with “The Eensy, Weensy Spider.”

- Show and then teach students the motions that go along with the song. Some hand motions, such as the climbing spider motion, may be difficult for students. Encourage students to try the way you demonstrate, or demonstrate a simpler motion so all students can participate.

- Practice singing the song and doing the hand motions, encouraging students to join you in singing and doing the motions.

<b>When you say...</b>	<b>Do this...</b>
The eensy, weensy spider...	Touch thumb to pointer on opposite hands and alternate, making your hands climb like a spider.
Down came the rain...	Flutter ten fingers in the air moving your hands downward
washed...	Sweep hands downward and apart
Out came the sun...	Sweep hands upward and apart
So the eensy, weensy spider...	Touch thumb to pointer on opposite hands and alternate, making your hands climb like a spider

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b>	Warm-Ups	Image Cards 11-1–11-8	10
		Find an /m/ Word		
<b>Small Group 2</b>	<b>S</b>	Warm-Ups	Image Cards 12-1–12-2; Activity Page 12-1; chart paper; blank piece of paper (one per student); glue or tape	10
		The Eensy, Weensy Spider Sequencing		

**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

##### 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.
- 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’).
- 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

### Find an /m/ Word

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Students will identify whether or not words start with the /m/ sound using **Image Cards 11-1–11-5: Initial Sound: /m/** and **11-6–11-8: Initial Sound: Other**.

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 word, and that letters have both names and sounds.

**Note:** *If students are not ready to advance after Rounds 1 or 2, repeat these rounds.*

#### Round 1

- From **Image Cards 11-1–11-8**, select five words that start with the /m/ sound and five other words.
- Place Image Cards face down on the table.
- Have students choose a card.
- All students say the word aloud, then make the /m/ sound if the word starts with the /m/ sound or shake their heads if it does not.

#### Round 2

- Lay cards out as in Round 1.
- Have *individual students* say the word they chose and decide whether or not it starts with /m/.
- Ask all students to repeat the word and check whether the student was correct.

### Round 3

- Increase the number of Image Cards to eight /m/ words and eight other words.
- Place Image Cards face-up on the table.
- Ask a student to choose a word that starts with /m/ or that does not start with /m/. Prompt the student to say the word aloud so s/he can hear the initial sound.
- Ask all students to repeat the word and check whether the student was correct.
- Continue until all /m/ cards have been chosen.

## Small Group 2

10 minutes

Small  
Group

### The Eensy, Weensy Spider Sequencing

Students will order and sing a familiar nursery rhyme, using the words *first*, *next*, *then*, and *last* to tell the rhyme.

- Remind students that they have been singing the song “The Eensy, Weensy Spider” during the unit about animals. Invite students to sing the song with you.
- Show the students **Image Cards 12-1–12-2: Spider Sequencing**. Show students the chart paper labeled 1, 2, and 3 (see **Advance Preparation**).
- Tell students that they are going to help you put the pictures in order to tell the story of The Eensy, Weensy Spider.
- Guide students in sequencing the pictures as a class by singing the song aloud and pointing to the pictures that depict each event in the song.
- Give students the sheet of paper you prepared for them and the pictures from **Activity Page 12-1: Tell the Story of “The Eensy, Weensy Spider”** (see **Advance Preparation**).
- Have students glue or tape the pictures down on the paper from left to right in the order that they occur in the song. Once students are finished, sing the song together as students point to each of their pictures, checking to make sure they are in the correct order.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Trade Book Reread</b>	<b>W</b> Purpose for Listening	Image Cards 11-9–11-14; pocket chart; <i>Is Your Mama a Llama?</i> by Deborah Guarino	5
<b>Trade Book Reread</b>	<b>W</b> <i>Is Your Mama a Llama?</i> by Deborah Guarino	Image Cards 11-9–11-14; pocket chart; <i>Is Your Mama a Llama?</i> by Deborah Guarino	10
<b>Deepening Understanding</b>	<b>W</b> Deepening Understanding: <i>Belong</i>	<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 Trade Book Reread

5 minutes

Whole Group

#### Purpose for Listening

- Point to the baby llama on the cover and tell students that this story is about a baby llama that is looking for its mama.
- Point to **Image Cards 11-9–11-14: Mother and Baby Animals** displayed in pocket chart (see **Advance Preparation**).

*“Remember, we read this book yesterday and learned all about baby and mother animals. This book is about a baby llama looking for his mother, who he calls ‘mama.’ Today I am going to have you guess which animal comes next by looking at these pictures. If you know which animal comes next, raise your hand and you can come forward and point to that animal in this chart.”*

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

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

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➔ PAGE 9 . . . more like a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

*"Can you guess what mama animal comes next? We just read the clues that this mama animal hangs by her feet and lives in a cave. Who can show me which mama animal that is?"*

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➡ PAGE 10 . . . Bat!

- Remind students that the mama animal on this page is a bat by pointing to the correct Image Card.

"This mama animal is a bat. A mama bat looks like the animal in this picture."

➡ PAGE 13 . . . mama must be . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read the clues that this mama animal has a long neck, white feathers, and wings. Who can show me which mama animal that is?"

➡ PAGE 14 . . . Swan!

- Remind students that the mama animal on this page is a swan by pointing to the correct Image Card.

"This mama animal is a swan. A mama swan has big, white feathers like in this picture."

➡ PAGE 17 . . . mama must be a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read the clues that this mama animal likes to eat grass and says 'moo.' What animal is that?"

➡ PAGE 18 . . . Cow!

- Remind students that the mama animal on this page is a cow by pointing to the correct Image Card.

"This mama animal is a cow. A mama cow looks similar to a baby cow and likes to say, "moo."

➡ PAGE 21 . . . must really be a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read the clues that this mama animal has flippers and whiskers on her body and eats fish all day."

➡ PAGE 22 . . . Seal!

- Remind students that the mama animal on this page is a seal by pointing to the correct Image Card.

"This mama animal is a seal. A mama seal helps her baby by catching fish to help both of them to eat. Look at this picture of the mama seal."

➡ PAGE 25 . . . your mama's a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read the clues that this mama has a special pocket for her baby. What mama animal is that?"



➔ PAGE 26 . . . Kangaroo!

- Remind students that the mama animal on this page is a kangaroo by pointing to the correct Image Card.

"This mama animal is a kangaroo. She has a pocket that she uses to carry her baby as she hops around."

➔ PAGE 29 . . . My mama's a . . .

- Ask students to predict which mama animal they will see next by having one student come forward and point to the correct Image Card.

"Can you guess what mama animal comes next? We just read that this mama has big ears, long lashes, and fur. What animal is that?"

- *Remind the students that Lloyd found his mama, who is also a llama.*
- *Ask students how they can tell that this is Lloyd's mama.*
- *Remind students that all animal babies have animal mamas that look a lot like them.*

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## Deepening Understanding: *Belong*

### Defining *Belong*

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

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

- Show **trade book pages 27–29**

*“Is your mama a llama?” I asked my friend Llyn. “Oh, Lloyd, don’t be silly!” Llyn said with a grin. “My mama has big ears, long lashes, and fur . . . and you, of all people, should know about her! Our mamas **belong** to the same herd, and you know all about llamas, ’cause you are one, too!”*

- Define the word *belong*.

*“What does the word belong mean?”*

- When something belongs to a group, it means that it is part of or goes with the same group. You are all students in [your name]’s class. That means you belong to this class.

### Reviewing *Belong*

- Have students use a word to tell you where the material belongs in the classroom.

*“I want us to play a game together. I am going to show you some cards that belong around our classroom and we are going to talk about where they belong.”*

- Show students the materials labels you introduced during the *Families and Communities* domain and prompt them to tell you where the item on each label belongs (e.g., wooden blocks belong in the block center because there is a picture of wooden blocks on the shelf).

### Expanding *Belong*

- Show students examples of things that belong together in the classroom.

- Have students share examples of things that belong together in the classroom.

*“Now I want you to think of some things that do not belong together. This block belongs in the block center because that is where keep our blocks. This marker doesn’t belong in the block center, because that’s not where we use those. The markers belong in the Writing Center. Raise your hand when you think of things that belong together in our classroom.”*

## 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 detailed instructions on this Extension Activity.