

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify at least ten animals by name
- ✓ Give an example of two animals that are born alive/give birth to live babies (e.g., humans, horses, rabbits, dogs, etc.)

Language Arts Objectives

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)
- ✓ Using “The Eensy, Weensy Spider,” finish a recitation with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ With prompting and support, dictate as a group a retelling of a story that has been heard (RL.P.10)
- ✓ Show understanding of and use temporal words in context (*first*, *next*, and *last*) (L.P.5c)
- ✓ Provide a story ending consistent with other given story events (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)

- ✓ Given a word, provide a rhyming word (RF.P.2b)

Listening & Learning

Students will:

- ✓ Progression of the stages of development in the life of one person and in a family: sequence and describe photos and/or drawings of a baby, school-age child, and adult (SL.P.4)
- ✓ 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 *See Me Grow* (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in *See Me Grow* (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words in *See Me Grow* (RI.P.4)
- ✓ Describe an illustration and how it relates to the text in *See Me Grow* (RI.P.7)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to *See Me Grow* (L.P.6)
- ✓ With prompting and support, retell important facts and information from *See Me Grow* (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)
- ✓ With prompting and support, identify outcomes described in *See Me Grow* (what happened), with possible causes (RI.P.3)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in *See Me Grow* (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

Core Vocabulary

foal, n. A baby horse

Example: The foal tried to stand up on his wobbly legs for the first time.

Variation(s): foals

litter, n. A group of baby animals that are all born at the same time from the same mother

Example: My dog had a litter of puppies; she had five babies at the same time!

Variation(s): litters

pouch, n. A small pocket of skin on the front of a mother animal that is used to carry her babies

Example: The baby kangaroo peeked out of its mother's pouch.

Variation(s): pouches

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	The Eensy, Weensy Spider	Nursery Rhymes and Songs Poster 45	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Image Cards 11-1-11-5, 13-1-13-5	10
		What Begins with the /s/ Sound?		
<i>Small Group 2</i>	S	Warm-Ups	<i>Families and Communities</i> Image Cards 5-1-5-4, 10-1-10-4; ball or stuffed animal	10
		Find Your Rhyme Partner		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Do We Already Know?	<i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	5
		Print Conventions in Reading <i>See Me Grow</i>		
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	<i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	<i>All About Me</i> Image Cards 12-1-12-3; <i>Animals</i> Image Card 13-6; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	<i>Animals</i> Image Cards 11-12A, 11-12B, 13-7-13-10; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris, chart paper	10
<i>Extension Activity</i>	L	Animal Charades	Transition Cards: Animals	During learning centers

Advance Preparation

Small Group 2

Make pairs of rhyming words from ***Families and Communities* Image Cards 5-1-5-4: /at/ and /ee/ Words** and ***Families and Communities* Image Cards 10-1-10-4: /ok/ and /am/ Words**. Make half as many pairs as there are students in your Small Group (e.g., if you have ten students, make five pairs). Split the rhyming pairs up into two piles. The first pile

should have one member of the rhyming pair and the second pile should have the other member of the rhyming pair. Mark all members of the first pile with a blue dot on the back and all members of the second pile with a red dot on the back to keep them organized.

Listening & Learning

The trade book *See Me Grow* by Penelope Arlon and Tory Gordon-Harris will be read over the course of two days and the pages in the book will not be presented sequentially. Review the Listening & Learning activities including Introducing the Read-Aloud, Presenting the Read-Aloud, and Discussing the Read-Aloud for this day and place sticky notes on the pages you plan to present to students. Number the sticky notes in the order in which you plan to present the selected pages. Then, practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

Extension Activity

Read **Extension Activity: Animal Charades** to become familiar with the intent of the activity. From the **Transition Cards: Animals**, select five to ten animals that would be easy for students to act out with sounds and movement. Suggestions include: elephant, bald eagle, turtle, dog, cow, cat, frog, chicken, rabbit, pig, sheep, and snake.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	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 sing the nursery rhyme “The Eensy, Weensy Spider” and retell the story in their own words using the words *first*, *next*, and *last* to sequence the events of the story.

- Practice the song “The Eensy, Weensy Spider” with students. Allow students to fill in the rhyming word that finishes each line (e.g., “Down came the rain and washed the spider _____”).
- Tell students you want them to tell the story of The Eensy, Weensy Spider in their own words. Ask students what happens *first* in the song about The Eensy, Weensy Spider.
- Support students’ retelling using **Image Cards 12-1–12-3: Spider Sequencing**.
- Continue calling on students, asking them what happens *next* and *last* in “The Eensy, Weensy Spider.” Allow students to use their own words and language to describe the events in the story.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Image Cards 11-1-11-5, 13-1-13-5	10
	S What Begins with the /s/ Sound?		
Small Group 2	Warm-Ups	<i>Families and Communities</i> Image Cards 5-1-5-4, 10-1-10-4; ball or stuffed animal	10
	S Find Your Rhyme Partner		

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
- lllick an ice cream cone
- rrrrun
- rrrock back and forth
- rrreach up high

What Begins with the /s/ Sound?

Using **Image Cards 13-1-13-5: Initial Sound: /s/** and **Image Cards 11-1-11-5: Initial Sound: /m/**, students will indicate whether or not a word begins with the /s/ sound. If students identify the *name* of the letter that spells the /s/ sound (i.e., 's'), confirm that they have indeed correctly identified the *name* of the letter 's'. Then, clarify that they are listening for the *sound* at the beginning of the word, 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 the word begins with the /s/ sound.
- Model the /s/ sound for students, and tell them it is the sound that a snake makes.
- Tell students that when you make the /s/ sound, you keep your lips a little bit apart and blow air out through a little hole you make with your tongue.
- Have students look in the mirror and at their friends to see how their lips are a little bit open when they make the /s/ sound.
- Have students put two fingers lightly on their throats as they say the /s/ sound. Tell them they cannot feel their throat buzzing because they don't use their voice to make the /s/ sound.
- Have students alternate between saying the /s/ and /m/ sounds, noticing that their lips open and close and their voices turn on and off as they say the sounds.
- Tell students you are going to say some words and you want them to tell you whether the words begin with /s/ or /m/. Students should indicate their response by making the sound at the beginning of the word.

- Show students **Image Cards 13-1a** and **11-1a** and say each word, elongating the /s/ and /m/ sound at the beginning of the words that start with that sound.
- Hold up cards one at a time, allowing students to decide whether the word begins with the /s/ or the /m/ sound. Put the /m/ words in one pile and the /s/ words in a different pile.

Small Group 2

10 minutes

Small
Group

Warm-Ups

Rhyme

- Have students stand in a circle.
- Explain that you will say a rhyming word and pass the ball/stuffed animal to a student. The student should say a word that rhymes with your word and then pass the ball back to you.
- Say a one-syllable word, then pass the ball/stuffed animal to a student.
- When the student passes the object back to you, you could either keep or change the rhyme family.
- If students are ready, have them pass the object to another student, rather than back to you.
- If appropriate, have students transition to a table after giving their rhyming response to prepare for the next activity.

cat	tree	rock	lamb	fan	pin
bat	knee	clock	clam	can	win
rat	bee	sock	ham	ran	grin
hat	pea	block	jam	man	shin
mat	see	lock	ram	tan	skin
sat	key	knock	Sam	ban	

Find Your Rhyme Partner

Students will make rhyming pairs by finding a partner who has a card that rhymes with their own card. If you have an odd number of students in Small Group, you should pair up with a student so that each student has a partner.

- Review the rhyming pictures with students using the *Families and Communities* Image Cards that you marked with blue and red dots (see **Advance Preparation**).
- Divide the students into two groups.
- Give the first group of students the cards from the blue pile.
- Give the second group of students the cards from the red pile.
- Have students with blue cards stand still around the classroom.
- Have students with the red cards walk around and find the friend who is holding a blue card that rhymes with theirs.
- When students find their rhyming match, they should stand still next to their friend.
- Once all students have found their match, have students go around the rooms and say their words aloud. Everyone else should listen to make sure the words rhyme.
- Get the students back together, collect the cards, and hand them out again.
- Continue playing the game, adding new rhyming cards to increase the challenge.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	5
	W Print Conventions in Reading <i>See Me Grow</i>		
	Purpose for Listening		
Presenting the Read-Aloud	W See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	All About Me Image Cards 12-1–12-3; <i>Animals</i> Image Card 13-6; See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	10
Discussing the Read-Aloud	W What's the Big Idea?	Image Cards 11-12C–11-12D and 13-7–13-10; See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris, chart paper	10
Extension Activity	L Animal Charades	Transition Cards: Animals	During learning centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Remind students that they learned about how humans grow at the beginning of the school year.
- Show students **All About Me Image Cards 12-1–12-3: Baby, Child, Adult**.
- Tell students that these are pictures of a baby, a child, and an adult.
- Have students help you sequence the images, using the following words in your discussion: *younger, older, baby, adult, child, born, alive, grow*.
- Review how humans are born alive from their mothers, grow into children, then grow up to be adults.

Print Conventions in Reading *See Me Grow*

- Show students the cover of *See Me Grow* by Penelope Arlon and Tory Gordon-Harris and read the title aloud while pointing to the words.
- Remind students that you just talked about how children grow and tell them that today you will learn about how different animals are born and grow.

- Remind students that when you read a book, you turn the pages from left to right and turn the pages of *See Me Grow* to demonstrate this.
- Tell students that each page in this book talks about one animal. To demonstrate this structure, show students pages 6 and 7 in *See Me Grow* and tell them these pages are about rabbits.
- Tell students that, instead of reading the pages in order, like you usually do, you are going to skip around to learn about certain animals. Tell students that you will put the book in the Library Center and, if they want, they can look at every page in the book during learning centers.

Purpose for Listening

- Tell students to listen to find out about many different kinds of animals that are born alive and how they grow.

See Me Grow

by Penelope Arlon and Tory Gordon-Harris

Rabbits

➔ PAGE 6 . . . but they grow up fast.

- Show students Image Card 13-6A: Newborn Rabbits.
- Tell students that baby rabbits are born alive. They are very tiny and pink, and they have ears like rabbits do.

➔ PAGE 7 . . . and find food on their own.

- Ask students if they know another baby animal that is called a kitten. (cat)
- Tell students that when the rabbits are very small and their eyes are closed, they need their mother rabbit to protect them and give them food.

Puppies

➔ PAGE 26 . . . but most litters have about six.

- Tell students that puppies are baby dogs.
- Define LITTER as a group of baby animals that are all brothers and sisters and have the same birthday.

➔ PAGE 26 . . . drink the milk for 2 months.

- Tell students puppies can't eat dog food yet because they are too young. [Point to dog food in bowl on page 27.]
- Explain that the mother dog makes milk inside her body for the puppies to drink.

Baby Horses

➔ PAGE 24 . . . danger in the wild.

- Tell students that horses are not born with their eyes closed like baby rabbits and puppies.
- Tell students that baby horses are called foals. Review the names for baby rabbits (kittens) and dogs (puppies).
- Explain that horses are born with their eyes open and ready to run so that they can escape danger. Ask students if they were born ready to run, or if it took them a while to learn how to walk and run.

In a Pouch

➔ PAGE 12 . . . in its mother's pouch.

- Tell students that a baby kangaroo is called a joey. Review the names for baby horses (foals), baby rabbits (kittens), and dogs (puppies).
- Show students Image Card 13-6B: Kangaroo and Joey.
- Tell students that the baby kangaroo—the joey—is born alive and then crawls into its mother's pouch. The joey lives in its mother's pouch until it is ready to find food and stay safe on its own.

- Explain that the baby kangaroo doesn't have any hair when it is born, just like baby rabbits. It grows hair as it gets bigger.
- Tell students that the koala is another animal that carries its baby in a pouch.
- Explain that just like baby kangaroos, baby koalas leave their mothers' pouches when they are ready to find food and stay safe on their own.



What's the Big Idea?

Mother and Baby Mammals

- Show students **Image Cards 11-12A–11-12B: Mother Kangaroo and Joey** and **Image Cards 13-7–13-10: 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 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 babies (e.g., rabbit and kittens) and animals and other animals' babies (e.g., mother kangaroo and puppy).
- As you show the cards, name the mother animal that is shown on the card, then ask students if the other picture shows its baby.

Mother and Baby Animal Names

- Put **Image Cards 11-12A–11-12B: Mother Kangaroo and Joey** and **Image Cards 13-7–13-10: Mother and Baby Animals** on a piece of chart paper beneath the labels "Mother" and "Baby."
- Explain to students that you want them to help you write down what the mother and baby animals are called.
- Write the mother and baby animal names under the pictures of the respective animals.

Mother	Baby
Rabbit	Kitten
Dog	Puppy
Horse	Foal
Kangaroo	Joey

Extension Activity

Language Facilitation

Use the **parallel talk strategy** to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

Animal Charades

Students will pretend to be different animals and their peers will guess which animal they are imitating.

- Have students sit in a circle and place the subset of **Transition Cards: Animals** (see **Advance Preparation**) where all students can see them. Students can think of their own animals to act out, or the cards can be used to prompt students and give them ideas about what animal to act out.
- Tell students that you will call on them one at a time. When it is a student's turn, he should think of an animal in his head, and then come over and whisper to you what animal he is going to pretend to be. Then, the student will pretend to be the animal by making sounds and moving around the circle like that animal. Tell students to look at the pictures in the middle of the circle to get ideas, but remind them to leave the cards in the middle.
- Tell all other students that their job is to guess what animal is being acted out.
- Model the activity for students by completing a practice round where you are the animal. Model both sounds and actions and have students guess what animal you are pretending to be.
- Call students one at a time to act out an animal. Have each student come over and whisper the animal in your ear before he begins pretending.
- As the student acts, use the **parallel talk strategy** to describe what he is doing to his peers.

"Look at Miles slithering along the ground. He is sticking his tongue out and making hissing noises! Look at Maya panting. Now she is walking on four legs and barking."