

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify at least ten animals by name
- ✓ Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- ✓ Give an example of two animals that hatch from eggs/lay eggs (e.g., chickens, robins, fish, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Hickety Pickety, My Black Hen” (RL.P.5, RF.P.2a)
- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)

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)
- ✓ 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)
- ✓ 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, identify previously read books by the title and cover (RI.P.10)
- ✓ 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 (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, sequence three to five pictures depicting information from a nonfiction/informational read-aloud (RI.P.2)
- ✓ 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

chrysalis, n. A hard covering that protects a caterpillar during the time it changes into a butterfly

Example: The caterpillar built a chrysalis and stayed there for a seven days; when it came out, it was a beautiful butterfly!

Variation(s): chrysalises

Note: *In some editions of the book See Me Grow by Penelope Arlon and Tory Gordon-Harris, the chrysalis stage in a monarch butterfly's development is referred to as a cocoon. This is incorrect; moths make cocoons out of silk and butterflies make chrysalises out of a hard protein. When reading the book to students and discussing the life cycle of a butterfly, refer to this stage as the chrysalis.*

hatch, v. To come out of an egg; to be born

Example: We watched chicks hatch in our science center.

Variation(s): hatches, hatching, hatched

tadpole, n. A baby frog that lives in water, has a tail, and has not grown legs yet

Example: We saw a tadpole swimming in the pond near our school.

Variation(s): tadpoles

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Hickety Pickety, My Black Hen	Nursery Rhymes and Songs Poster 18	
SKILLS				
Small Group 1	S	Warm-Ups	Image Cards 11-1–11-5, 13-1–13-5	10
		Initial Sound Riddles		
Small Group 2	S	Warm-Ups	Activity Page 14-1; My First Strokes Book; primary crayons	10
		Writing with Primary Crayons		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	Important Background Information or Terms	Image Card 14-1; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris; chicken egg; clear glass bowl; paper towels	5
		Purpose for Listening		
Presenting the Read-Aloud	W	<i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Image Cards 14-1–14-7; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	10
Discussing the Read-Aloud	W	What’s the Big Idea?	Image Cards 13-6–13-10, 14-2, 14-3; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	10
Extension Activity	L	Animal Charades	Transition Cards: 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.

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.

Note: *In some editions of the book See Me Grow by Penelope Arlon and Tory Gordon-Harris, the chrysalis stage in a monarch butterfly's development is incorrectly referred to as a cocoon. Write "chrysalis" on a sticky note and place it on page 8 to remind yourself to use the word chrysalis rather than cocoon when referring to the life stages of a butterfly.*

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Hickety Pickety, My Black Hen	Nursery Rhymes and Songs Poster 18	

Routines



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



Hickety Pickety, My Black Hen

- Teach students the song “Hickey Pickety, My Black Hen” 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 18: Hickety Pickety, My Black Hen** as a visual support, remind students that chickens lay eggs. Tell students that female chickens that lay eggs are called hens.

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Image Cards 11-1–11-5, 13-1–13-5	10
		Initial Sound Riddles		
Small Group 2	S	Warm-Ups	Activity Page 14-1; 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

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

Initial Sound Riddles

Students will use clues to identify familiar pictures that start with /m/ or /s/. If students identify the *names* of the letters that spell these sounds (i.e., ‘m’ and ‘s’), confirm that they have indeed correctly identified the letters’ *names*. Then, clarify that they are listening for the *sounds* at the beginning of the words and that letters have both names and sounds.

- Have students help you sort ten **Image Cards 11-1–11-5: Initial Sound: /m/** and ten **Image Cards 13-1–13-5: Initial Sound: /s/** into two separate piles.
- Place all ten cards face up so students can see them.

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

Round 1

- Tell students you are going to give them some clues and you want them to try to find the picture you are talking about.
- Describe one of the pictures by saying, “I’m thinking of a word that starts with /m/.”
- Have students decide which pile they should look in—the /m/ pile or the /s/ pile.
- Continue describing the picture (e.g., “I am thinking of an animal that hangs from trees and makes the sound eee eee eee.”).

Round 2

- Pick up the cards and hold them in your hands.
- Give the same clues you gave in Round 1 again.
- Have students guess the word without looking at the cards.

Round 3

- Give a card to a student.
- Have the student give some clues to the rest of the group.
- Prompt the student by saying, “What sound does your word start with, /m/ or /s/?”

Round 4

- Give students clues about /m/ and /s/ words that are not depicted on the cards.
- See if students can guess the word you are describing.

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

Students will practice writing X's and bowls using primary crayons.

- Give each student **Activity Page 14-1** 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 the **Introduction** for step-by-step instructions on the tripod grip.

- Have students practice the writing strokes X and bowl by drawing lines on the Activity Pages starting at the triangle and ending at the dot.
- Encourage students to reference their **My First Strokes Book** 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
Introducing the Read-Aloud	W Important Background Information or Terms	Image Card 14-1; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris; chicken egg; clear glass bowl; paper towels	5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Image Cards 14-1–14-7; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	10
Discussing the Read-Aloud	W What's the Big Idea?	Image Cards 13-6–13-10, 14-2, 14-3; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	10
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Introducing the Read-Aloud

5 minutes

Whole Group

Important Background Information or Terms

- Show students the chicken egg you brought to school. Ask them if they know what it is.
- Show **Image Card 14-1: Hen on Nest**.
- Tell students that this egg was laid by a hen. Tell students that this is a chicken egg that is for eating.
- Ask students if they would like to find out what is inside the egg and have them predict what they might find.
- Crack open the egg and let students look at it in the bowl. Ask students to make observations about what they see.
- Tell students that the yellow part of the egg is called the *yolk* and the clear part of the egg is called the *white*. The hard outer covering of the egg is called the *shell*.
- Ask students if they have ever cracked open or eaten an egg.

Purpose for Listening

- Tell students that eggs are not just for eating. Have them listen to find out about some baby animals that hatch from eggs.

See Me Grow by Penelope Arlon and Tory Gordon-Harris

Egg to Chick

➔ PAGE 16 . . . until they hatch into chicks.

- Explain that a mother chicken is called a hen. Show students IMAGE CARD 14-1: HEN ON NEST.
- Tell students that chickens come from eggs—the same kind of eggs we eat for breakfast. The mother hen lays the eggs, and then sits on them to keep them warm.

➔ PAGE 17 . . . the chick grows new feathers.

- Explain that a baby chicken is called a chick.
- Show students IMAGE CARDS 14-2 and 14-3: EGG TO CHICKEN and describe the growth process of a chick.

"The chick grows slowly inside the egg. When it's ready, the chick pecks its way out of the shell. At first, just the chick's head comes out. Then its whole body comes out. It is very tired from working to break out of the egg. As the chick eats foods or drinks water, it grows feathers and gets bigger and starts to look more like a chicken."

- Remind students that you cracked open an egg earlier. Tell students that the eggs from the grocery store, like the one you cracked open, don't have baby chicks inside of them.
- Tell students that, while the baby chick is still inside the egg, it uses the yoke for food and that the white part of the egg protects the chick inside the egg and keeps it safe.

Baby Birds

◀ PAGE 29 . . . nests they make in trees.

- Show students IMAGE CARD 14-1: HEN ON NEST.
- Tell students that robins are birds just like chickens. They both have feathers and wings and lay eggs.

← PAGE 29 . . . out of the nest and fly away.

- Tell students that baby robins hatch out of eggs just like chicks do.
- Show IMAGE CARD 14-4: ROBIN FEEDING CHICKS.
- Explain to students that mother robins leave the nest to find worms for baby robins to eat. The mother robin brings the worm back in her beak and feeds it to the babies.
- Tell students that when baby robins are big enough to fly, they practice leaving the nest, then fly away to start their own lives.

Fish Babies

➔ PAGE 22 . . . hundreds of eggs on rocks.

- Show students IMAGE CARD 14-5: CLOWNFISH EGGS. Point out that the eggs are orange just like the clownfish.
- Tell students that fish—just like birds—lay eggs. Tell students that clownfish eggs grow into baby clownfish.

➔ PAGE 23 . . . find food by themselves.

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From Caterpillar to Butterfly

Note: In some editions of the book *See Me Grow* by Penelope Arlon and Tory Gordon-Harris, the chrysalis stage in a monarch butterfly's development is referred to as a cocoon. This is incorrect; moths make cocoons out of silk and butterflies make chrysalises out of a hard protein. When reading the book to students and discussing the life cycle of a butterfly, please refer to this stage as the chrysalis.

➔ PAGE 8 . . . their journey.

- Explain to students that adult butterflies look very different than baby butterflies. Tell students that butterflies change a lot as they grow.

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➔ **PAGE 9 . . . butterfly flies away.**

- *Show students IMAGE CARDS 14-6 and 14-7: CATERPILLAR TO BUTTERFLY.*
- *As you read the text, show the Image Cards and explain what is happening in each stage.*
- *Emphasize that the caterpillar changes shape inside the chrysalis and turns into a butterfly.*

**Whole
Group****What's the Big Idea?*****What Hatches from an Egg?***

- Tell students that you are going to show them a picture of an animal, and you want them to show 'thumbs up' if it hatches from an egg and 'thumbs down' if it does not hatch from an egg.
- Show students the following Image Cards or pages from *See Me Grow* by Penelope Arlon and Tory Gordon-Harris:
 - **Image Card 13-7A: Rabbit** or page 6
 - **Image Card 14-6B: Monarch Caterpillar** or page 8 (egg)
 - **Image Card 13-10A: Horse** or page 24
 - **Image Card 14-4: Robin feeding babies** or page 28 (egg)
 - pages 22 and 23 in *See Me Grow*: Clownfish (egg)
 - **Image Card 13-9A: Puppy** or page 26
 - **Image Card 14-3A: Chick** or page 16 (egg)

From Egg to Chicken

- Show students **Image Cards 14-2 and 14-3: Egg to Chicken** in mixed-up order.
- Have students help you sequence the Image Cards from egg to chicken.
- Call on individual students to tell you about the phases of growth of a chicken. (egg, chick, chicken).
- If students are unable to describe some or all of the pictures on their own, read pages 16 and 17 of the trade book to them. Have them repeat each sentence after you as you point to the pictures.

Extension Activity**Learning
Center****Animal Charades**

Continue this activity during Learning Centers. See **Day 13: Animal Charades** for detailed instructions on this Extension Activity.