

**✓ Lesson Objectives**

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**Core Content Objectives**

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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**

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***Starting the Day***

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Hickety Pickety, My Black Hen” (RL.P.5, RF.P.2a)
- ✓ Using “Hickety Pickety, My Black Hen,” finish a recitation with the correct rhyming word (RL.P.10, RF.P.2a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

***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

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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)
- ✓ Show understanding of and use temporal words in context (*first*, *next*, *then*, and *last*) (L.P.5c)
- ✓ With prompting and support, sequence three to five pictures depicting information from *See Me Grow* (RI.P.2)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

## 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	Hickety Pickety, My Black Hen	Nursery Rhymes and Songs Poster 18	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Transition Cards: Animals; Image Cards 11-1–11-5 and 13-1–13-5; stuffed animal	10
		Robot Talk: Blending /m/ and /s/ Words		
<i>Small Group 2</i>	S	Warm-Ups	Ball or stuffed animal	10
		Connect the Rhyming Words	Activity Page 15-1	
LISTENING & LEARNING				
<i>Trade Book Review</i>	W	<i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Image Cards 14-6–14-7; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	15
<i>Show Me What You’ve Learned</i>	W	From Caterpillar to Butterfly	Activity Page 15-2; glue or tape	10
<i>Extension Activity</i>	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.

### Show Me What You Learned

Cut apart the images on each student's **Activity Page 15-2**. Prepare a strip of paper for each student by cutting a regular piece of paper in half (lengthwise) and taping the short ends of each piece together.

## 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> Hickety Pickety, My Black Hen	Nursery Rhymes and Songs Poster 18	

### 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

#### Hickety Pickety, My Black Hen

Review the song “Hickety Pickety, My Black Hen” by having students sing it with you. Then, help students learn to recognize the rhyming words in the song. Finally, count the syllables in each of the rhyming words.

- Show students **Nursery Rhymes and Songs Poster 18** and review the song by having them sing the song with you and do the motions.
- Remind them that some words in the song rhyme. Tell students to take a seat while you talk about the rhyming words in the song.
- Start at the beginning of the song and talk about each rhyming pair. Each time remind students that the words sound the same at the end; that is how you know the words rhyme.
- After you talk about each rhyming pair, ask students to help you clap the syllables in each word to find out how many syllables are in each word. Point out that some words can have a different number of parts and still rhyme. The word *hen* has one syllable and the word *gentlemen*

has three syllables, but they still rhyme because they end with the sound /en/.

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>S</b>	Warm-Ups	Transition Cards: Animals; Image Cards 11-1–11-5 and 13-1–13-5; Stuffed animal	10
		Robot Talk: Blending /m/ and /s/ Words		
<b>Small Group 2</b>	<b>S</b>	Warm-Ups	Ball or stuffed animal	10
		Connect the Rhyming Words	Activity Page 15-1	

**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:
  - touch your nnnose
  - mmmove your arms
  - mmmoo like a cow
  - show your mmmuscles
  - ssscratch an itch

- ssscrub the floor
- point with your fffinger
- catch a fffish
- lleap into the air
- turn on the lllights
- rrraise your hand
- rrroll your hands

### Robot Talk: Blending /m/ and /s/ Words

Students will blend initial sounds with the rest of the word after listening to the stuffed animal named 'Robo.' Instead of speaking in syllables like before, Robo will now say initial sounds, then the rest of the word.

- Remind students that they have already met the stuffed animal named Robo who talks in robot talk. Reintroduce Robo using robot talk.
- Explain that Robo is going to ask for some things, and you want the students to find them and give them to Robo.

#### Round 1

- Lay out **Image Cards: 11-1–11-5 Initial Sound: /m/** and **Image Cards: 13-1–13-5 Initial Sound: /s/ Words** faceup on the table.
- Have Robo ask for each picture using robot talk. Robo should pause after the initial /m/ or /s/ sound in each word.

*"I want some mmm...acaroni."*

- Once students find the correct picture, have them blend the word and say it without pausing.

*"What did Robo want? He wanted macaroni. That's a silly way to say macaroni, Robo."*

#### Round 2

- Have Robo ask for things that start with /m/ or /s/ that are not shown on the cards.
- Students say the thing Robo is asking for and pretend to give it to Robo.

#### Round 3

- Lay out **Image Cards 11-1–11-5: Initial Sound: /m/** and **Image Cards 13-1–13-5: Initial Sound : /s/** faceup on the table.

- Allow students to be Robo and ask for things that are shown on the cards.

## 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	

### Connect the Rhyming Words

- Give students **Activity Page 15-1: Make a Rhyme** and a primary crayon or writing utensil.
- Tell students that they are going to match sets of rhyming pictures by looking at one side of the page and finding a picture that matches from the other side of the page.
- When they find the match, they will draw a line to connect those two pictures.
- Prompt students to continue until all pictures are matched.



- When students are finished, have them tell you the matching pairs by naming pictures (e.g., “tree” and “bee”).

## Listening & Learning

	Exercise	Materials	Minutes
<b>Trade Book Review</b>	<b>W</b> <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Image Cards 14-6–14-7; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	15
<b>Show Me What You've Learned</b>	<b>W</b> <i>From Caterpillar to Butterfly</i>	Activity Page 15-2; glue or tape	10
<b>Extension Activity</b>	<b>L</b> Animal Charades	Transition Cards: Animals	During learning centers

### Trade Book Review

**15 minutes**

Whole Group

*See Me Grow* by Penelope Arlon and Tory Gordon-Harris

*From Caterpillar to Butterfly*

➔ PAGE 8 . . . follow their journey.

- Ask students if they remember what baby butterflies look like. (eggs, caterpillars)
- Show students IMAGE CARDS 14-6A: BUTTERFLY EGG, 14-6B: MONARCH CATERPILLAR, 14-7A: CHRYSALIS, and 14-7B: MONARCH BUTTERFLY.
- Review the four stages of caterpillar growth shown on the Image Cards, being sure to refer to the caterpillar's covering as a chrysalis, not a cocoon.

### Small Group

#### Assessment Opportunity

Observe students as they sequence the stages of butterfly growth to see whether they recall the information correctly and whether they are able to correct themselves if they sequence the images incorrectly.

### From Caterpillar to Butterfly

- Give each student the precut images from **Activity Page 15-2: From Egg to Butterfly** and a strip of paper (see **Advance Preparation**).
- Explain to students that they are going to get to sequence their own set of pictures showing how a butterfly is born and grows.
- Have students line up the pictures from left to right to show the stages of a butterfly's growth. Students should then glue or tape the images to their strip of paper.
- After each student has sequenced their images, ask them to tell you about the stages of growth of a butterfly.
- Encourage students to use the words *first*, *next*, *then*, and *last* in their descriptions.

## Extension Activity

### Learning Center

### Animal Charades

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