

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify at least ten animals by name
- ✓ Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong
- ✓ State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)
- ✓ State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)
- ✓ State one defining characteristic of insects (e.g., small, have six legs)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)

Skills

Students will:

- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, give the consonant sounds of at least three letters (RF.P.2c, RF.P.3a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Groups of Animals: Birds, Fish, and Insects” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described from “Groups of Animals: Birds, Fish, and Insects” (RI.P.7)
- ✓ 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 “Groups of Animals: Birds, Fish, and Insects” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Groups of Animals: Birds, Fish, and Insects” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Groups of Animals: Birds, Fish, and Insects” (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about groups of animals, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in “Groups of Animals: Birds, Fish, and Insects” (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)

Core Vocabulary

fins, *n.* Body parts fish use to swim through water

Example: The fish moved its fins on the sides of its body to swim quickly through the water.

Variation(s): fin

gills, *n.* Body parts fish use to breathe and take in oxygen while underwater

Example: The gills on the fish look like little lines just behind its eyes.

Variation(s): gill

insects, *n.* Bugs; very small animals with six legs

Example: I saw four small insects crawling on the window in my room.

Variation(s): insect

peck, *v.* To take little bites of something with a beak

Example: The chicken used its beak to peck at the corn on the ground.

Variation(s): pecks, pecking, pecked

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhymes</i>	W	Nursery Rhyme Review	Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Image Cards 11-1–11-5; whiteboard or chart paper; marker; paper; drawing tools	10
		Draw the Sound Picture for /m/		
<i>Small Group 2</i>	S	Warm-Ups	Transition Cards: Animals; ball or stuffed animal; paper; drawing tools	10
		Silly Animal Rhymes		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	What Do We Already Know?	Image Card 14-1; chart paper; marker; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Groups of Animals: Birds, Fish, and Insects	Image Card 14-1	10
<i>Discussing the Read-Aloud</i>	W	What’s the Big Idea?	Chart paper; marker; tape	10
<i>Extension Activity</i>	L	Groups of Animals Sorting Game	Transition Cards: Animals (birds, fish, and insects only); large piece of chart paper	During learning centers

Take-Home Material

"Groups of Animals" Read-Aloud

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

Activity Page 16-1: "Groups of Animals" Read-Aloud

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

Make up your own verse to the song “Down by the Bay.” Write it down on a piece of paper and draw a picture to go along with it.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Discussing the Read-Aloud

Prepare three posters by labeling three piece of chart paper with “Birds,” “Fish,” and “Insects.”

Review the sample poster lists in Discussing the Read-Aloud, including the key features of each group and the symbols you might draw to represent these features for students so you are prepared to create these posters during Discussing the Read-Aloud.

Extension Activity

Sort the **Transition Cards: Animals** into the following piles: birds, fish, insects, mammals, or other. Paper clip each group together. Lay the mammals and others groups aside. Create four “game boards” onto which students can sort **Transition Cards: Animals**. Prepare a piece of chart paper for each animal group: birds, fish, and insects. Write the group name at the top and draw a picture or place an Image Card depicting that type of animal at the top of each piece of paper.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Continue Established Routines		During morning circle
Nursery Rhymes	W	Nursery Rhyme Review	Nursery Rhymes and Songs Posters 3, 16, 18, 22, 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 Rhymes

Whole Group

Nursery Rhyme Review

Students will review the words and motions to some of the nursery rhymes they have learned during this domain. Choose two or three rhymes that had skills, motions, or lyrics that were especially challenging for your students. See the chart that follows for an overview of which skills and content each nursery rhyme targeted.

- Show students the Nursery Rhyme Posters for the rhymes you want them to recite or sing.
- Allow students to choose which one they would like to recite or sing first.
- Review the songs with students, focusing on difficult concepts, skills, or content.

Nursery Rhyme Title	Poster #	Skills and Content Targeted
An Old Person of Ware (Days 1 and 2)	3	<ul style="list-style-type: none"> • Rhyme • Content: animal body parts and movement
Here is the Beehive (Days 3 and 4)	16	<ul style="list-style-type: none"> • Rhyme • Fine motor skills (finger motions) • Content: animal shelter
Kookaburra (Days 5–7)	22	<ul style="list-style-type: none"> • Syllable • Content: animal sounds
The Eensy, Weensy Spider (Days 11–13)	45	<ul style="list-style-type: none"> • Fine motor skills (finger motions) • Narrative: retell the story • Content: animal shelter
Hickety, Pickety My Black Hen (Days 14 and 15)	18	<ul style="list-style-type: none"> • Rhyme and Syllable • Content: laying eggs

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Image Cards 11-1–11-5; whiteboard or chart paper; marker; paper; drawing tools	10
	Draw the Sound Picture for /m/		
Small Group 2	Warm-Ups	Transition Cards: Animals; ball or stuffed animal; paper; drawing tools	10
	Silly Animal Rhymes		

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.

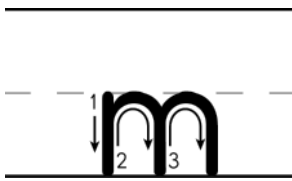
- Tell students that you are going to ask them to make some movements with their bodies.
- Tell students that the words might seem a little bit funny because you are going to say the first sound of each word for a long time.
- Tell the students to “nnnod” their heads.
- Once students figure out what 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 finger
- catch a fish
- leap into the air
- turn on the lights
- raise your hand
- roll your hands

Draw the Sound Picture for /m/

Students will observe as you show them the sound picture for the /m/ sound. If students identify the *name* of the letter that spells the /m/ sound, confirm that they have indeed correctly identified the *name* of the letter 'm'. Then, clarify that letters have both names and sounds.

- Draw a picture of a flower on the board, and ask the students to identify it.
- Once students have identified the picture, draw a picture of the sun on the board, and ask the students to identify the picture.
- Once the students have identified the picture, explain that we can draw pictures of sounds just as we can draw a picture of a flower or the sun.
- Tell students you are going to show them how to draw a picture of the /m/ sound.
- Draw a large lowercase 'm' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model with the sound picture /m/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 'm' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /m/. Use **Image Cards 11-1-11-5: Initial Sound: /m/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'm' on their papers for them, reminding them that it is a picture of the sound /m/.
- If students are ready, they might try copying the letter 'm' that you drew.



1. short line down
2. hump
3. hump



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.

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	

Silly Animal Rhymes

- Remind students that they sang a rhyming song about animals and silly things they did. The song was called “Down by the Bay.”
- Review the song “Down by the Bay” by singing a few verses from **Day 1, Small Group 2**.
- Tell students they are going to make up their very own silly verse to the song and draw a picture to go along with it.
- Invite students to think of a rhyme pair that fits with the verse structure “Down by the Bay”.
- First, have students think of an animal. Then, have students think of a word that rhymes with the animal. You can help them make the two words into a sentence. If students are unable to think of their own rhyme, they could draw one of the rhymes from the song.

Teaching Tip

Allow students to sing “Down by the Bay” during circle time. Have each student hold up his/her picture and sing the verse s/he made up.

- Give each student a piece of paper and have them begin drawing their animals.
- Circulate among students, writing their verses on their paper for them.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	Image Card 14-1; chart paper; marker; <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	5
	Purpose for Listening		
Presenting the Read-Aloud	W Groups of Animals: Birds, Fish, and Insects	Image Card 14-1	10
Discussing the Read-Aloud	W What's the Big Idea?	Chart paper; marker	10
Extension Activity	L Groups of Animals Sorting Game	Transition Cards: Animals (birds, fish, and insects only); large piece of chart paper	During learning centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Remind students that the other day you learned about how some animals lay eggs. One animal you learned about, the chicken, lays eggs that hatch into baby chicks. Show students **Image Card 14-1: Hen on Nest** to remind students that chickens lay eggs.
- Tell students that chickens aren't the only animals that lay eggs. Other animals lay eggs, too! Ask students if they remember any other animals that lay eggs that you read about the other day.
- Show students **pages 28–29** in *See Me Grow* by Penelope Arlon and Tory Gordon-Harris. Remind students that robins are another kind of animal and that they also lay eggs.
- Tell students that all of the animals you have just showed them belong to a particular group of animals called birds. There are many different kinds of birds. Animals that belong to the bird group are alike, or the same, in certain ways.
- Show students the Birds poster you made (see **Advance Preparation**). Tell students that today you are going to learn more things that are special about birds. As you learn things about birds, you will write them down on the Birds poster.
- Tell students that for now they can write one thing they know about the group of animals called birds on the Birds poster. Ask students, "What do we know about birds?" (Birds lay eggs.) Draw an egg on the paper

beside the words so that students can easily recall this fact about birds.

Purpose for Listening

- Tell students to listen to the read-aloud to find out more things that are special about birds so you can add them to your poster.
- Also tell students that you will hear about two other groups of animals and to listen to find out what they are so you can make posters for them, too.

Groups of Animals: Birds, Fish, and Insects



◀ **SHOW FLIP BOOK PAGE 16-1:** King penguins, chameleon, bottle-nose dolphin, chimpanzee, elephant, monarch butterfly

There are many different kinds of animals in our world. Even though animals look different from one another, animals that are alike **belong** to the same group.



◀ **SHOW FLIP BOOK PAGE 16-2: Bald eagle, chicken, and American goldfinch**

A chicken, an eagle, and a goldfinch each look different. But do you know how a chicken, an eagle, and a goldfinch are alike, or the same? They are all birds. There are many different kinds of birds, but all birds have wings that they can flap. Birds are covered in feathers that keep their bodies warm and dry.

- *Ask students to point to the chicken. Remind students it is a bird.*
- *Tell students the names of the other birds.*
- *Tell students that all birds have wings and feathers.*



◀ **SHOW FLIP BOOK PAGE 16-3: Toco toucan, cedar waxwing birds, and flamingo**

All birds have two legs on which they can stand. Birds have a special type of mouth called a beak. Beaks are hard and pointy. Birds use their beaks to **peck**, eat food, and drink water. Some beaks are long and big, some are shorter and smaller.

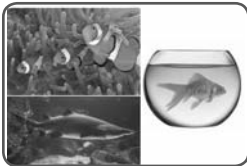
- *Talk about the beaks and legs on the birds in the pictures.*
- *Define the word PECK and have students act it out.*
"PECK means to hit or bite at something with a beak. Pretend you are a bird. Show me how you would peck at a nut on the ground so you could break it open and eat it."
- *Remind students that all animals have basic needs, like food and water.*
- *Tell students that birds are a type of animal that uses their beaks to eat food and drink water.*



◀ **SHOW FLIP BOOK PAGE 16-4: Duck with egg**

Birds lay eggs. Birds have to take care of their eggs until they hatch. When the egg hatches, a baby bird comes out.

- *Remind students that they learned about birds laying eggs in SEE ME GROW by Penelope Arlon and Tory Gordon-Harris.*
- *Show students IMAGE CARD 14-1: HEN ON NEST and tell them that not just chickens, but all birds lay eggs.*
- *Tell students that there are other groups of animals that have things in common or are the same in some ways. Remind them that you just learned about a group of animals called birds.*



◀ **SHOW FLIP BOOK PAGE 16-5: Clownfish, shark, and goldfish**

Birds aren't the only group of animals that have things in common. How are clownfish, goldfish, and sharks all the same? They are all fish. There are many different kinds of fish, but all fish have fins and tails. They use their **fins** and tails to swim through the water.

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◀ **SHOW FLIP BOOK PAGE 16-6: School of yellow striped reef fish in ocean**

All fish live and swim underwater. Some fish live in the ocean where the water is salty; it is called salt water.

- *Ask students if all of the fish in the picture have fins and tails.*
- *Tell students these fish are living in the ocean where the water is salty. Tell students that if they tasted ocean water it would taste salty, like potato chips or popcorn.*



← **SHOW FLIP BOOK PAGE 16-7: Freshwater fish in water**

Some fish live in lakes, ponds, and streams where the water isn't as salty. They live in fresh water. Fish don't need air to breathe. Fish have **gills** that let them breathe underwater.

- *Tell students that this is a trout that has gills that let it breathe under water. Point to the side of the fish's body behind the head and tell them this is where the gills are.*
- *Remind students that all fish can breathe underwater and that this is very special because it allows them to live underwater. Remind them that humans cannot breathe underwater.*

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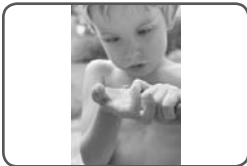
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← **SHOW FLIP BOOK PAGE 16-8: Jewelry beetle, monarch butterfly, and ant**

Fish and birds aren't the only groups of animals that have things in common. How are a beetle, a butterfly, and an ant the same? They are all **insects**. Insects come in all colors and shapes. They have six legs.

- Tell students *INSECTS* is another word for *BUGS*.
- Ask students what color the beetle, butterfly, and ant are.
- Help students count the legs on the beetle. (six)
- Tell students that sometimes it's hard to see the legs on an insect because they are so small, but they all have six legs.



← **SHOW FLIP BOOK PAGE 16-9: Child holding small insect in hand**

Insects can look very different from one another but they are all very small. Most insects are smaller than the tip of your finger.

- Ask students if they have ever held or found a tiny insect before. Ask them how small it was.



◀ **SHOW FLIP BOOK PAGE 16-10: Bald eagle, monarch butterfly, and yellow runner tropical fish**

There are all kinds of animals. Some animals have things in common and belong to special groups. Some animals are birds, some animals are insects, and some animals are fish.

- *Ask students to identify the three types of animals shown on this page. (bird, insect, fish)*

What's the Big Idea?

Do Fish Have Feathers?

Students will identify basic characteristics of birds, fish, and insects.

- Tell students to show you 'thumbs up' if you say something true about a group of animals and a 'thumbs down' if you say something wrong about a group of animals.
- Read the statements from the list below (or create your own). Helping students decide whether a statement is true or not. For the untrue statements, help students correct them.
 - Birds lay eggs.
 - Birds have wings.
 - Birds have beards and hair. (No, birds have feathers.)
 - Birds have six legs. (No, birds have two legs.)
 - Fish swim.
 - Fish live underwater.
 - Fish have arms and legs they use to swim. (No, fish have fins and tails.)
 - Fish have gills so they can breathe underwater.
 - Insects are HUGE. (No, insects are small.)
 - Insects have six legs.

Animal Group Posters

- Show students the Birds poster (see **Advance Preparation** and **Introducing the Read-Aloud**). Remind students that you are making a poster about birds and you want to write down some things you know about birds. Point to the first thing you wrote, along with the egg you drew, and ask students if they remember one fact about birds that you wrote earlier. (Birds lay eggs.)
- Have students raise their hands and tell you some other things they learned during the read-aloud about birds.
- To help students remember:

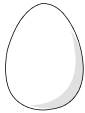
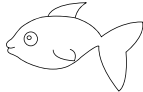

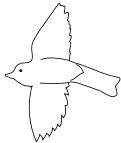

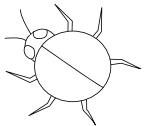

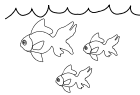
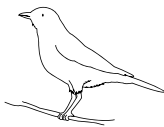
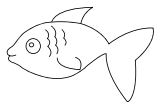



◀ **SHOW FLIP BOOK PAGE 16-2: Bald eagle, chicken, and American goldfinch**



◀ **SHOW FLIP BOOK PAGE 16-3: Toco toucan, cedar waxwing birds, and flamingo**

- You may also reread parts of the read-aloud text to help students remember. Each time you write a new fact about a group, draw a simple symbol to help students recall the fact when looking at the poster. Describe the symbol as you draw it so students can associate the fact with your drawing. Suggested symbols and facts are listed below.
- Complete posters about fish and insects using the same steps.
- Allow students to choose Image Cards, Transition Cards, or pictures from a magazine that represents a bird, a fish, and an insect to tape to the posters.
- Your posters might include this information:

<u>Birds</u>	<u>Fish</u>	<u>Insects</u>
Birds lay eggs. 	Fish have fins and tails. 	Insects are small. 
Birds have wings. 	Fish swim. 	Insects have six legs. 
Birds have feathers. 	Fish live underwater. 	Insects are also called bugs.
Birds have two legs. 	Fish have gills. 	
Birds have a beak. 	Fish breathe underwater.	

Extension Activity



Groups of Animals Sorting Game

Note: If groups of students need extra time to complete this Extension Activity, they can do so during Pausing Point 2.

Students will classify animals into groups by sorting images of animals into two piles.

- Remind students that they learned about groups of animals in the read-aloud that they heard earlier. Ask students if they remember any of the names of the groups about which they learned. (birds, fish, insects)
- Shuffle the birds and fish Transition Cards (see **Advance Preparation**) and put them face-down in a pile.
- Review the Birds Poster and Fish Poster you created during the read-aloud. Reread the defining characteristics of each group and remind students to think about these things when they decide whether a picture shows a bird or a fish.
- Show students the chart paper “game boards” (see **Advance Preparation**) for sorting birds and fish. Tell students they will take turns drawing cards from the pile. When a student draws a card, she will place the animal in the group where it belongs.
- As a student draws a card from the pile, help the student decide whether it is a bird or a fish using the characteristics listed on the posters. Encourage students to explain how they knew it was a fish and not a bird or vice versa using domain-related vocabulary like *fins*, *gills*, *feathers*, *wings*, etc.
- Use the **expansion plus strategy** to model the logic behind classifying animals.

S: This is a bird.

T: This animal is a bird. I can tell it’s a bird because I see feathers and wings on it. Birds have feathers and wings, so this must be a bird.
- When students are finished, follow the same steps to sort fish and insects.
- If students are ready, have them sort animals into three categories by putting all three pieces of chart paper on the table.

Teaching Tip

You might also provide students with nature magazines and have them cut out their own pictures of fish, birds, and insects and glue or tape them onto the chart paper.

Language Facilitation

Use the **expansion plus strategy** to expand on what students are saying by adding another sentence to their statements. (e.g., Child: “Fish fins swimming.” Teacher: “Fish use their fins to swim. They have to swim because they live underwater.”)