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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
- ✓ State one defining characteristic of mammals (e.g., have hair/fur, live babies, and warm bodies; feed their babies milk)
- ✓ State the humans are mammals
- ✓ Identify at least three examples of mammals

**Language Arts Objectives**

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***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)
- ✓ When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page (RF.P.1f)
- ✓ Show understanding of and use temporal words (*first, next, last; beginning, middle, end*) (L.P.5c)
- ✓ Use temporal words appropriately in context (*today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon*) (L.P.5c)

- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, dictate, as a group, a retelling of a story that has been heard (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about a fiction read-aloud (RL.P.3)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7)
- ✓ With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending (RL.P.2)
- ✓ Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending (RL.P.3, W.P.11)

### ***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: Mammals” (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: Mammals” (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: Mammals” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Groups of Animals: Mammals” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Mammals” (RI.P.4)

- ✓ Understand and use precise nouns and verbs related to the human body, families, communities, and 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: Mammals” (RI.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)

### Core Vocabulary

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**cuddle, v.** To hug or snuggle and hold onto closely

*Example:* Sometimes Sarah likes to cuddle with her cat and put her ear close to its head to listen to it purr.

*Variation(s):* cuddles, cuddling, cuddled

**fawn, n.** A baby deer

*Example:* The deer and its fawn were in the field nibbling grass.

*Variation(s):* fawns

**mammals, n.** Warm bodied animals that have fur and live babies and feed their babies milk

*Example:* Some mammals—like cats and dogs—make very good pets.

*Variation(s):* mammal

**smooth, adj.** Even and not rough

*Example:* When I touched the table it felt smooth, flat, and cold.

*Variation(s):* smoother, smoothest

## At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<b>Routines</b>	W	Continue Established Routines		During morning circle
<b>Nursery Rhymes</b>	W	Nursery Rhyme Review	Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45	
SKILLS				
<b>Small Group 1</b>	S	Warm-Ups	Activity Page 17-1; drawing tools	10
		Circle the Sound Picture for /m/		
<b>Small Group 2</b>	S	Warm-Ups	<i>The Very Hungry Caterpillar</i> by Eric Carle (or other familiar story)	10
		Retell the Story		
LISTENING & LEARNING				
<b>Introducing the Read-Aloud</b>	W	What Do We Already Know?	Animal Groups Posters from Day 16 (Birds, Fish, Insects)	5
		Purpose for Listening		
<b>Presenting the Read-Aloud</b>	W	Groups of Animals: Mammals		10
<b>Discussing the Read-Aloud</b>	W	What’s the Big Idea?	Chart paper, marker	10
<b>Extension Activity</b>	L	Groups of Animals Sorting Game	Transition Cards: Animals (birds, fish, and insects only); large piece of chart paper, hook-and-loop dots (optional)	During learning centers

## Take-Home Material

### Mark These Trucks

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

- **Activity Page 17-2: Mark These Trucks**

## 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***

Locate *The Very Hungry Caterpillar* by Eric Carle or find another comparable domain-related trade book that will help students practice retelling a story. The story should be familiar to your students so that you spend less time reading and more time retelling.

### ***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 a fourth poster labeled “Mammals,” like the posters you created for fish, birds, and insects. Review the sample poster lists in *Discussing the Read-Aloud*, including the key features of mammals and the symbols you might draw to represent these features for students so you are prepared to create this poster during *Discussing the Read-Aloud*.

## Starting the Day

		Exercise	Materials	Minutes
<b>Routines</b>	W	Continue Established Routines		During morning circle
<b>Nursery Rhymes</b>	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.

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

## Skills

		Exercise	Materials	Minutes
<b>Small Group 1</b>		Warm-Ups	Activity Page 17-1; drawing tools	10
	<b>S</b>	Circle the Sound Picture for /m/		
<b>Small Group 2</b>	<b>S</b>	Retell the Story	<i>The Very Hungry Caterpillar</i> by Eric Carle	10

**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



- lllleap into the air
- turn on the llllights
- rrrraise your hand
- rrrroll your hands

### Circle the Sound Picture for /m/

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Students will circle the sound picture for /m/ and mark out symbols that are not 'm'. Some students may know the letter 'm'. Acknowledge that 'm' is the *name* of the letter and that /m/ is the *sound* that goes with the letter. Continue to refer to the letter 'm' as /m/ as you help students complete this activity.

- Review the sound picture for /m/.
- Draw a large lowercase 'm' on the board and describe what you are doing. Repeat several times, describing how you are writing the letter as you write each stroke. (e.g., "I draw a vertical line, then a bridge, and another bridge.")
- Give students **Activity Page 17-1: Circle the Sound Picture: m**.
- Explain to students that they are supposed to look at all the pictures and find the sound picture for /m/.
- They should circle /m/ and cross out the other pictures.
- When they are finished, they can turn the paper over practice writing 'm' or draw a picture of something that starts with /m/.

### Small Group

#### Learning Centers

Encourage students in the **Library Center** to narrate books that they are looking at by using the pictures to tell a story. You may choose to provide them with the language of first, next, last, or beginning, middle, end to get them started. Additionally, try to include some wordless picture books in the **Library Center** for students to narrate.

#### Retell the Story

**Note:** This activity suggests reading the book *The Very Hungry Caterpillar* by Eric Carle. If this book is unavailable, you could substitute another story book. Choose a book that your students have heard before, that has simple illustrations, and has a clear beginning, middle, and end.

Students will first listen to then retell a story, using the pictures in a book to support their narrative.

- Tell students that they are going to listen to you read a story. They should listen carefully because they are going to have a chance to tell the story after you have read it.
- Read *The Very Hungry Caterpillar* by Eric Carle (or another book of your choosing).
- After reading the text, tell students that it is their turn to tell the story. They should use the pictures to help them remember what happens. Start the story for the students by summarizing what happens in the first picture.
- Go around to each student, having each student add to the story by describing a picture.
- Help students use words such as *first*, *next*, *last*; or *beginning*, *middle*, and *end* as they retell the story. If there is time remaining, have students continue the story by talking about what might happen after the book ends (e.g., the butterfly flies away and finds a beautiful flower).
- Tell students that you are going to put the book in the Library Center so that they can each have a chance to look at the pictures and tell the story.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Already Know?	Animal Groups Posters (Birds, Fish, Insects)	5
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> Groups of Animals: Mammals		10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	Chart paper; marker	10
<b>Extension Activity</b>	<b>L</b> Groups of Animals Sorting Game	Transition Cards: Animals (birds, fish, and insects only); large piece of chart paper; hook-and-loop dots (optional)	During learning centers

### Introducing the Read-Aloud

5 minutes

Whole Group

#### What Do We Already Know?

- Show students the three posters you created on Day 16. Remind them that you learned about three groups of animals: birds, fish, and insects.
- Ask students what they remember about birds. As they list characteristics, reread your list to affirm their statements.
- Do this for fish and insects as well.

#### Purpose for Listening

Tell students to listen to the read-aloud to find out about a new group of animals that humans belong to.

# Groups of Animals: Mammals



← SHOW FLIP BOOK PAGE 17-1: Boy, rabbit, dog, and cat

How are humans, rabbits, dogs, and cats all the same? They are all **mammals**. There are many different kinds of mammals, but all mammals have hair or fur that keeps their bodies warm. Unlike fish who breathe underwater, mammals breathe air.

- Tell students to repeat the word *MAMMALS* after you.
- Tell students that they are mammals. Ask students to touch their hair. Tell them they can tell they are mammals because they have hair.
- Ask students to take a deep breath of air. Tell students they can tell they are mammals because they breathe air.
- Remind students that the other animals in the picture are also mammals that have hair and breathe air.



◀ **SHOW FLIP BOOK PAGE 17-2: Sheep, Amur tiger, girl, and short-clawed otters**

A mammal's fur can be thick and fluffy or thin and **smooth**. A mammal's hair can be many colors. It can be long or short, curly, or straight. Mammals' fur keeps their bodies warm.

- Ask students what kind of hair they have. Remind students that they are mammals and mammals have hair or fur.
- Ask students to describe the fur on the animals in the pictures.
- Define the word *SMOOTH* using the picture of the tiger by describing its hair.

"*SMOOTH* means feeling even and easy to run your hand over. It's not rough. This tiger's fur is smooth; you could just run your hand over it easily. Does anyone in our class have smooth hair?"



◀ **SHOW FLIP BOOK PAGE 17-3: Mom with newborn and cat with kitten**

Mammals give birth to live babies. They do not lay eggs like birds do. When they are born, mammals' babies look very similar to their parents.

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◀ **SHOW FLIP BOOK PAGE 17-4: Dog nursing puppies**

Mammals make milk to feed their babies. This mother dog makes milk inside her body and her puppies drink it so they can stay healthy and grow.

- *Ask students what other animals from SEE ME GROW make milk to feed their babies. (horses, rabbits, kangaroos)*

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◀ **SHOW FLIP BOOK PAGE 17-5: Rabbits, deer, dogs, and humans**

Rabbits, deer, humans, and dogs are all mammals. How can you tell? This rabbit has soft fur on its body that keeps it warm. This deer gave birth to a live fawn. This girl feels the puppy's warm body on her fingertips. This Chihuahua is feeding her puppies milk from her body.

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◀ **SHOW FLIP BOOK PAGE 17-6: Man with beard, mother with baby, child bundled up in coat**

Humans are also mammals. They have hair on their heads and on their bodies. Humans give birth to live babies and can feed their babies milk. To stay healthy, humans have to stay warm.

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◀ **SHOW FLIP BOOK PAGE 17-7: Children with dog**

Humans and dogs are both mammals. Humans like to snuggle up to their dogs' warm, furry bodies. Many pets, such as dogs, cats, and rabbits, are mammals, too. People like to cuddle with pet mammals because their bodies are warm and furry.

- *Ask students if they have any pets at home.*
- *Ask students if their pets are mammals or not, and how they can tell.*

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**What's the Big Idea?*****Do Mammals Have Gills?***

Students will identify basic characteristics of mammals.

- Tell students to show you 'thumbs up' if you say something true about mammals and a 'thumbs down' if you say something wrong about mammals.
- 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.
  - Mammals live underwater. (No, mammals breathe air.)
  - Mammals have hair or fur on their bodies.
  - Mammals feel warm and keep their bodies warm.
  - Mammals have feathers. (No, mammals have fur or hair.)
  - Mammals lay eggs. (No, mammals have live babies.)
  - Humans are mammals.
  - Dogs are mammals.
  - A bird is a mammal. (No, birds are not mammals, they have feathers and wings; they are birds.)
  - Mammals feed milk to their babies.


***Animal Group Posters: Mammals***

Students will dictate facts about mammals to create a poster.

- Show students the Birds, Fish, and Insects posters you created during **Day 16: Discussing the Read-Aloud**. Remind students that you made these posters about different groups of animals.
- Tell students that now you are going to make a poster about a fourth group of animals: mammals.
- Have students raise their hands and tell you some other things they learned during the read-aloud about mammals. Show students **Flip Book pages 17-2–17-6** to help them remember. You may also reread parts of the read-aloud text to help students remember. As you write



each fact, draw a symbol to accompany it so students can remember what you wrote. Your poster might include this information:

<b><u>Mammals</u></b>	
Mammals have hair or fur.	
Mammals breathe air.	
Mammals have live babies.	
Mammals feed their babies milk.	
Mammals are warm.	
Humans are mammals.	

### ***Mammal Examples***

- Tell students that you are going to think of some examples of mammals to add to your Mammals poster.
- Scatter **Transition Cards: Animals** on the ground and allow students to come up and find a mammal and name it.
- Use the list of characteristics on the poster to confirm whether or not the animal the child selected is a mammal.
- Tape the card to the Mammals poster and write the animal's name under the card, saying the name as you write it.
- If students are ready, you might also have them add more pictures to the Birds, Fish, and Insects posters.

## Extension Activity

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Learning  
Center

### Groups of Animals Sorting Game

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Continue this activity during Learning Centers. See **Day 16: Groups of Animals Sorting Game** for detailed instructions on this Extension Activity.