

## Note to Teacher

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Pausing Point 2 is an opportunity to review, reinforce, and extend the material taught during the second half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see **Domain Assessment**). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

## ☑ Lesson Objectives

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### Core Content Objectives Up to This Pausing Point

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Students will:

- ✓ Identify at least ten animals by name
- ✓ Pair pictures of mother and baby animals that look similar to each other
- ✓ 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 are born alive/give birth to live babies (e.g., humans, horses, rabbits, dogs, etc.)
- ✓ Give an example of two animals that hatch from eggs/lay eggs (e.g., chickens, robins, fish, etc.)
- ✓ 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)
- ✓ 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

## ***Skills Review***

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### **Skills Activities Summary**

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The following chart shows the small-group activities that students have completed in this domain and the skill areas they address. If students need more practice in a particular area, revisit activities that address those skills.

## Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Phonological Awareness						Print		Handwriting		Shared Writing	Narrative		Vocabulary
			Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending	Initial Sound	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes	Name Writing	Dictation	Sequencing Events	Oral Retelling	Domain-Related Vocabulary
1	1	Duck, Duck, Goose			✓	✓										
	2	Silly Rhyming Sentences		✓												✓
2	1	Mystery Syllable Box			✓											
	2	Tracing with Primary Crayons						✓	✓	✓	✓					
3	1	Jumping for Syllables			✓											
	2	Mystery Rhyming Box		✓												
4	1	Syllable Sort			✓											✓
	2	Writing with Primary Crayons						✓	✓	✓	✓					
5	1	Count and Color Syllables			✓											✓
	2	Shampoo Story											✓	✓	✓	
6	1	Grocery Story										✓	✓	✓		
	2	Tracing with Primary Crayons						✓	✓	✓	✓					
7	1	Grocery Story										✓	✓	✓		
	2	Writing with Primary Crayons						✓	✓	✓	✓					
8-10	Pausing Point 1															

## Skills Small Group Activities Summary

Day(s)	Skills Small Group	Activity	Phonological Awareness						Print		Handwriting		Shared Writing	Narrative		Vocabulary
			Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending	Initial Sound	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes	Name Writing	Dictation	Sequencing Events	Oral Retelling	Domain-Related Vocabulary
11	1	What Begins with the /m/ Sound?					✓									✓
	2	Tracing with Primary Crayons							✓	✓	✓	✓				
12	1	What Begins with the /m/ Sound?					✓									✓
	2	Eensy, Weensy, Spider Sequencing	✓										✓	✓		✓
13	1	What Begins with the /s/ Sound?					✓									✓
	2	Find Your Rhyme Partner		✓												
14	1	Initial Sound Riddles					✓									✓
	2	Writing with Primary Crayons							✓	✓	✓					
15	1	Robot Talk: Blending /s/ and /m/ Words					✓									
	2	Connect the Rhyming Words		✓							✓					
16	1	Draw the Sound Picture for /m/					✓	✓								
	2	Silly Animal Rhymes		✓												✓
17	1	Circle the Sound Picture for /m/						✓								
	2	Retell the Story												✓		
18–20	Pausing Point 2															
21	Domain Assessment															

## Additional Skills Activities

### Mystery Sound Bag

**Materials:** bag filled with objects that do and do not start with /m/ and/or /s/

Invite one student to pull an object out of your big brown bag. You will say “[Student’s name], you pulled out a \_\_\_\_! Does that begin with the /m/ sound?” Play this game again using objects that start with the /s/ sound. If students are ready, you can combine /m/ and /s/ sounds together in the bag.

### ***Sound Walk***

Take a small group of students for a walk around the classroom, playground, or school. Have students look for things that start with the /m/ or /s/ sound. When a student sees something, s/he should raise his/her hand. Have the whole group stop, say the word, and confirm whether or not it starts with the /m/ or /s/ sounds.

### ***Sequence the Text***

#### **Materials: familiar fictional storybook**

In a small group, invite students to retell a familiar fictional story with you. First, read the book to the students. Then, walk students through the book by looking at pictures. Finally, allow students to retell the story, being sure to describe what is happening on each page.

### ***Erase the Rhyme***

#### **Materials: whiteboard; dry-erase markers**

Draw a few simple pictures on a dry-erase board (e.g., tree, sun, flower, etc.) and tell students what they are. Say a word that rhymes with one of the pictures (e.g., *fun*) and choose a student to come forward to erase the picture that rhymes (e.g., sun).

### ***Dry-Erase Writing Strokes***

#### **Materials: My First Strokes Books; dry-erase marker; tissues**

Give each student their **My First Strokes Book**, a dry-erase marker, and a tissue. Have students practice their writing strokes by drawing on the page protector and erasing with a tissue.

### ***Developing Fine Motor Skills***

Continue to give students opportunities to develop and refine their fine motor skills during their daily routine using the activities suggested below.

- Tearing pieces of construction or tissue paper to glue on a collage
- Stringing looped cereal onto pipe cleaners or string
- Using tongs to pick up small pom-pom balls or cotton balls
- Using an easel or other vertical surface for writing with primary crayons
- Peeling stickers from sticker books or sheets of stickers

- Molding play dough using fingertips
- Snipping play dough using scissors
- Rolling putty or play dough between the tips of fingers to make balls
- Pinching clothespins open and closed
- Putting coins or buttons into small slots (e.g., piggy bank, box with slot, etc.)

### ***Find Your Name***

#### **Materials: sidewalk chalk**

Have students use sidewalk chalk to write their names outside on the sidewalk or playground. If it would be helpful, write the student's name for him/her and allow them to trace over it and then copy it below. Have all the students stand together in a group. Say one student's name and have that student run and stand on his/her name. Keep saying students' names until all students are standing in the right spot.

## ***Listening & Learning Review***

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### **Read-Aloud and Picture Talk Reviews**

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If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

### **Domain-Related Trade Books**

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Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 2. See the **Introduction** for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

*Does A Kangaroo Have A Mother, Too?* by Eric Carle (HarperCollins, 2005) ISBN 978-0064436427

- Connect with *Is Your Mama a Llama?* by Deborah Guarino:

This book reviews a number of animal babies and their mothers using a predictable format. Talk with students about animal babies and their mothers, specifically about how they look similar to each other. Share the information from the back of the book about animal baby names, adult animal names, and groups of animals (e.g., a baby lion is called a cub, a mother is called a lioness, a father is called a lion, and a group of lions is called a pride).

*Time To Sleep*, by Denise Fleming (Scholastic Inc., 1997)  
ISBN 978-0805067675

- Connect with “Groups of Animals: Mammals” and “Groups of Animals: Birds, Fish, and Insects”

This book introduces a number of animals who hibernate. Review groups of animals with students and then introduce the concept of hibernation. Students may like to discuss kinds of animals that hibernate and also pretend that they are hibernating.

*Feathers For Lunch*, by Lois Ehlert (HMH Books for Young Readers, 1996)  
ISBN 978-0152009861

- Connect with “Groups of Animals: Birds, Fish, and Insects”

This book focuses on many types of birds and a cat who attempts to catch them. The birds in the book are designed to look like actual birds you may see in your environment and are drawn to reference their actual size. Talk about the kinds of birds in the book and think about birds you may see near your school. If possible, go on a bird-watching walk after you read, taking the book along with you to reference.

## Activities

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### *Animal Visit*

Contact a local organization, pet store, veterinarian, and/or farmer who is able to bring an animal to your classroom for students to observe. Before the animal arrives, read a book about the animal and discuss whether it is a bird, fish, insect, or mammal. Recreate or copy **Activity Page 12-2: Observing Animals** to use during and after the visit. Or, create a class questionnaire for students to ask the animal’s keeper on the day

of the visit (e.g., What does it eat? When does it sleep? Does it like to be petted? How does it breathe? etc.).

### ***Mother And Baby Animals Memory Game***

**Materials: Image Cards 11-9–11-14: Mother and Baby Animals or other pictures available of animal mothers and animal babies**

Students will play a mother and baby animal matching game. Use **Image Cards 11-9–11-14** or other pairs of mother-baby animal pictures you have available. Lay the Image Cards face down on the floor or table. Have students play the game Memory, making matches from mother-baby animal pairs.

### ***Handprint Fish***

**Materials: tempera paint; paper; drawing tools; various craft supplies such as glitter and construction paper; googly eyes**

Students will turn their handprints into fish. Prepare an example of your own handprint made into a fish to show students. Paint each student's hand and have them place it on a piece of paper with their fingers held tightly together. The palm of the hand forms the fish's head and the fingers form the tail. After the paint dries, allow students to decorate their fish by adding eyes, mouth, scales, fins, gills, etc. Discuss fish body parts and how they live in the water. Once students have finished their projects, display them on bulletin board designed to look like the ocean or an aquarium, perhaps adding seaweed, a submarine, bubbles, and waves.

### ***Class Field Guide***

**Materials: large paper (11" x 14" size); drawing utensils; nonfiction books about animals from the class library**

Students will create a class field guide about a favorite or interesting animal. Decide as a class which animal that students would like to learn more about. Find books in the school or class library related to the animal and read them as a class. Have each student pick a fact about the animal that s/he would like to illustrate. Write down a sentence about each animal to accompany students' drawings. Bind the pages together to make a class book titled "[Name of Animal] Field Guide" by [Your Class Name]. Place the book in the Classroom Library for students to read together.

### ***Animal Parade***

#### **Materials: music player**

Students will parade around the classroom pretending to be various animals. Have students decide which animals they want to be. Play music while students parade around the classroom and walk and make noises like their animals. Stop the music and have students pretend to be different animals, then continue the parade.