New York State Common Core

PRE K grade

ELA & Literacy Curriculum

Domain 5: Habitats

Teacher Guide

Core Knowledge Language Arts • New York Edition

Core Knowledge®

PRESCHOOL

Domain 5: Habitats

Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®
New York Edition

Core Knowledge®

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Alignment Chart for Habitats

The following chart contains both Core Content and Language Arts Objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for Preschool and corresponding Core Knowledge Language Arts Preschool (CKLA Preschool) goals.

Alignment Chart for Habitats	Transition Cards		Library Learning Center	Day														
	Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Core Content Objectives																	
Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland	✓		✓	✓	✓	✓	✓										
Name one plant and two animals that live in the woodland	✓		✓	✓	✓	✓	✓										
Identify by name the pond habitat when shown a picture of the pond	✓		✓					✓	✓	✓							
Name one plant and two animals that live in the pond	✓		✓					✓	✓	✓							
Identify by name the ocean habitat when shown a picture of the ocean	✓		✓								✓	✓					
Name three animals that live in the ocean	✓		✓								✓	✓					
State that the ocean habitat has salty water and a sandy beach			✓								✓	✓					
Identify by name the desert habitat when shown a picture of the desert	✓		✓										✓	✓	✓		
Name one plant and two animals that live in the desert	✓		✓										✓	✓	✓		
State that the desert habitat is hot and dry			✓										✓	✓	✓		
Identify by name the farm habitat when shown a picture of the farm	✓		✓													✓	✓

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Alignment Chart for Habitats

	Transition Cards		Library Learning Center	Day													
	Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Name one plant and two animals that live on the farm	✓		✓													✓	✓
State that the food humans eat is grown on farms			✓													✓	✓
Reading Standards for Literature: Prekindergarten																	
Key Ideas and Details																	
STD RL.P.1	With prompting and support, ask and answer questions about detail(s) in a text.																
CKLA Goal(s)	With prompting and support, ask and answer *who, what, where, when,* and *why* questions about a fiction read-aloud					✓	✓										
STD RL.P.2	With prompting and support, retell familiar stories.																
CKLA Goal(s)	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					✓											

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.																	
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud including characters, a beginning, and an ending						✓											
	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						✓											
	With prompting and support, ask and answer *who, what, where, when,* and *why* questions about a fiction read-aloud						✓	✓										
Craft and Structure																		
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																	
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds						✓	✓										
	Understand and use increasingly varied and complex vocabulary						✓	✓										

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD RL.P.5	Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																	
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Memorize and recite independently a simple nursery rhyme, poem, or song					✓				✓	✓					✓		✓
	Attend and listen to illustrated picture books with simple story lines						✓	✓							✓			
Integration and Knowledge aof Ideas																		
STD RL.P.7	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.																	
CKLA Goal(s)	With prompting and support, describe an illustration and make connections to the story and self						✓	✓										

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Range of Reading and Level of Text Complexity																		
STD RL.P.10	Actively engage in group reading activities with purpose and understanding.																	
CKLA Goal(s)	Actively engage in group reading activities with purpose and understanding						✓	✓							✓			
	Predict events in a story (i.e., what will happen next)						✓	✓										
	Provide a story ending consistent with other given story events						✓	✓										
	Draw a picture to illustrate a story							✓	✓									
	With prompting and support, dictate as a group a retelling of a story that has been heard						✓											
	Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay					✓			✓	✓	✓					✓		✓
	Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation													✓	✓			
Responding to Literature																		
STD RL.P.11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).																	
CKLA Goal(s)	Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them						✓	✓										

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Reading Standards for Informational Text: Prekindergarten																		
Key Ideas and Details																		
STD RI.P.1	With prompting and support, ask and answer questions about details in a text.																	
CKLA Goal(s)	With prompting and support, ask and answer *who, what, where, when,* and *why* questions about a nonfiction/informational read-aloud				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.2	With prompting and support, retell detail(s) in a text.																	
CKLA Goal(s)	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.3	With prompting and support, describe the connection between two events or pieces of information in a text.																	
CKLA Goal(s)	With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in a nonfiction/informational read-aloud	✓																
Craft and Structure																		
STD RI.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																	
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD RI.P.5	Identify the front cover and back cover of book; displays correct orientation of book, page-turning skills.																	
CKLA Goal(s)	Hold a book correctly, turning the pages, while pretend-reading			✓														
	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page, the end of the book, a word, a letter			✓														
Integration and Knowledge of Ideas																		
STD RI.P.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																	
CKLA Goal(s)	Find the illustration, or object within the illustration, of a book that is being described				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Describe an illustration and how it relates to the text				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Range of Reading and Level of Text Complexity																		
STD RI.P.10	With prompting and support, actively engage in group reading activities with purpose and understanding.																	
CKLA Goal(s)	With prompting and support, actively engage in group reading activities with purpose and understanding				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With prompting and support, provide or join in repeating the refrain in books with repetitive phrases															✓		

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Reading Standards for Foundational Skills: Prekindergarten																		
NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.																		
Print Concepts																		
STD RF.P.1	Demonstrate understanding of the organization and basic features of print.																	
STD RF.P.1a	Follow words from left to right, top to botton, and page by page.																	
CKLA Goal(s)	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter			✓			✓											
STD RF.P.1b	Recognize that spoken words are represented in written language by specific sequences of letters.																	
CKLA Goal(s)	Associate spoken and written language by matching written word labels with spoken words, such as the students' names				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
STD RF.P.1d	Recognize and name some upper- and lowercase letters of the alphabet, especially those in own name.																	
CKLA Goal(s)	Recognize the initial letter of one's first name					✓												
	Recognize the written form of one's first name					✓												
	Identify some letters of the alphabet by name, especially those in child's first name				✓													
STD RF.P.1e	Recognize that letters are grouped to form words.																	
CKLA Goal(s)	With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing							✓	✓	✓	✓	✓	✓					

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD RF.P.1f	Differentiate letters from numerals.																	
CKLA Goal(s)	When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page																	
Phonological Awareness																		
STD RF.P.2	Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).																	
STD RF.P.2a	Engage in language play (e.g., alliterative language, rhyming, sound patterns).																	
CKLA Goal(s)	Memorize and recite with others a simple nursery rhyme, poem, or song				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Memorize and recite independently a simple nursery rhyme, poem, or song					✓				✓	✓					✓		✓
	Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation													✓	✓			
	Segment a spoken word into separate, distinct syllables					✓												
	Blend spoken parts of a compound word, saying the whole word					✓												
	Blend two spoken syllables, saying the whole word					✓												
STD RF.P.2b	Recognize and match words that rhyme.																	
CKLA Goal(s)	Given a word, provide a rhyming word					✓								✓	✓			

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD RF.P.2c	Demonstrate awareness of relationship between sounds and letters.																	
CKLA Goal(s)	With prompting and support, give the consonant sounds of at least three written letters		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF.P.2d	With support and prompting, isolate and pronounce the initial sounds in words.																	
CKLA Goal(s)	With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound		✓		✓	✓	✓	✓		✓	✓				✓			
	With prompting and support, give the beginning sound of a spoken word		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
	With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word						✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Phonics and Word Recognition																		
STD RF.P.3	Demonstrate emergent phonics and word analysis skills.																	
STD RF.P.3a	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.																	
CKLA Goal(s)	With prompting and support, give the consonant sounds of at least three letters		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With prompting and support, give the vowel sound of at least one letter		✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	With prompting and support, blend simple CVC words						✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Fluency																		
STD RF.P.4	Displays emergent reading behaviors with purpose and understanding (e.g., pretend-reading).																	
CKLA Goal(s)	Hold a book correctly, turning the pages, while pretend reading			✓														
Writing Standards: Prekindergarten																		
Text Types and Purposes																		
STD W.P.2	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																	
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research to Build and Present Knowledge																		
STD W.P.7	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																	
CKLA Goal(s)	With prompting and support, dictate as a group a retelling of a story that has been heard						✓											
STD W.P.8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.																	
CKLA Goal(s)	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question			✓														

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Responding to Literature																		
STD W.P.11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.																	
CKLA Goal(s)	Create a rhyme or story in the style of a favorite book or author, such as *Brown Bear, Brown Bear, What Do You See?* by Eric Carle or *Jamberry* by Bruce Degen							✓	✓									
	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						✓											
Speaking and Listening Standards: Prekindergarten																		
Comprehension and Collaboration																		
STD SL.P.1c	Communicate with individuals from different cultural backgrounds.																	
CKLA Goal(s)	Recognize, call by name, and indicate the role of school personnel			✓														
	Greet adults as "Mr. (name)," and/or "Ms. or Mrs. (name)"			✓														
STD SL.P.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																	
CKLA Goal(s)	Ask questions about oral directions or verbal explanations			✓														
	With prompting and support, ask and answer *who, what, where, when,* and *why* questions				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Presentation of Knowledge and Ideas																		
STD SL.P.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																	
CKLA Goal(s)	Describe an event or task that one has just experienced in the immediate past			✓														
	Describe an event or task that will take place in the future			✓														
STD SL.P.6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.																	
CKLA Goal(s)	Express a personal opinion											✓	✓				✓	✓
Language Standards: Prekindergarten																		
Conventions of Standard English																		
STD L.P.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																	
STD L.P.1a	Print some upper- and lowercase letters. (e.g., letters in their name).																	
CKLA Goal(s)	Perform activities requiring small muscle control				✓			✓	✓			✓				✓	✓	
	Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger				✓			✓	✓			✓				✓		
	Write one's first name, using upper- and lowercase letters appropriately				✓													

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD L.P.1b	Use frequently occurring nouns and verbs (orally).																	
CKLA Goal(s)	Understand and use precise nouns and verbs related to the human body, families, communities, animals, plants, and habitats	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use present and past verb tense																	✓
STD L.P.1d	Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).																	
CKLA Goal(s)	With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.P.1f	With guidance and support, produce and expand complete sentences in shared language activities.																	
CKLA Goal(s)	Understand and use the negative forms of declarative sentences, questions, and imperatives			✓														
	Understand and use complex sentences with clauses introduced by because, if, as soon as, so that, while, before, after, who, that, when, and/or (verb)+ing											✓	✓					
STD L.P.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																	
STD L.P.2a	Capitalize the first letter in their name.																	
CKLA Goal(s)	Write the first letter of one's first name using a capital letter				✓													
	Write one's first name, using upper- and lowercase letters appropriately				✓													

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD L.P.2b	Attempt to write a letter or letters to represent a word.																	
CKLA Goal(s)	Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words				✓			✓	✓	✓	✓	✓	✓					
STD L.P.2c	With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.																	
CKLA Goal(s)	With prompting and support, make beginning efforts to use invented phonetic spellings to communicate in writing							✓	✓	✓	✓	✓	✓					
Vocabulary Acquisition and Use																		
STD L.P.5	With guidance and support, explore word relationships and nuances in word meanings.																	
CKLA Goal(s)	Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that *hot* and *warm* are similar but not identical in meaning)												✓					
STD L.P.5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																	
CKLA Goal(s)	Classify by other conceptual categories	✓			✓													

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD L.P.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., *up, down, stop, go, in, out*).																	
CKLA Goal(s)	Pair pictures depicting opposite adjectives (big-little; cold-hot; dry-wet; full-empty; happy-sad)										✓							
	Name and use opposite adjectives (big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; tall-short; yes-no)					✓					✓							
	Point to sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)														✓			
	Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)														✓			
	Name and use opposite size words (large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin)												✓					
	Pair pictures depicting opposite size words (large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin)												✓					

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).																	
CKLA Goal(s)	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)						✓											
	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)						✓											
	Show understanding of adverbs (quickly-slowly, quietly-loudly, carefully, gently)							✓										
	Use adverbs appropriately in context (quickly-slowly, quietly-loudly, carefully, gently)							✓										
STD L.P.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.																	
CKLA Goal(s)	Understand increasingly precise verbs related to plants, animals,3 and habitats														✓		✓	✓
	Use increasingly precise verbs related to plants, animals, and habitats														✓		✓	✓

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Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																	
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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INTRODUCTION

Habitats

Introduction

The Teacher Guide for *Habitats* contains a total of twenty-one days of instruction. These twenty-one days are divided into fourteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see Domain Calendar on the following page). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during Morning Circle and Learning Center are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the Preschool day, as indicated by the Domain Calendar. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the **General Overview** for suggestions for various ways to structure the Preschool day to incorporate CKLA Preschool.

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Domain Calendar

Habitats	Day(s) 1	2	3	4	5	6	7	8-10
Starting the Day								
Routines	Writing Name to Make Choices	--	--	--	--	--	--	Pausing Point
Nursery Rhyme(s)	Bat, Bat	Bat, Bat	Row, Row, Row Your Boat	Row, Row, Row Your Boat	Once I Saw a Little Bird	Once I Saw a Little Bird	Nursery Rhyme Review	
Skills								
Small Group 1	Draw the Sound Picture for /o/	Activity Page 2-1: Circle the Sound Picture 'o'	Oral Blending: Three-Sound Words	Oral Blending: Three-Sound Words	Draw the Sound Picture for /k/	Activity Page 6-1: Circle the Sound Picture 'c'	Oral Blending: Three-Sound Words	
Small Group 2	Beginning Sound Match	Teacher, Teacher, May I Cross the Bridge?	Story Dictation	Class Book: In the Woods	Class Book: In the Woods	Sound Picture Board Game	Sound Picture Board Game	
Listening & Learning								
Read-Aloud/ Picture Talk	Read-Aloud: Woodland	Picture Talk: Woodland	Trade Book: *In the Woods: Who's Been Here?* by Lindsay Barrett George	Trade Book: *In the Woods: Who's Been Here?* by Lindsay Barrett George	Trade Book: *Life in a Pond* by Carol K. Lindeen	Read-Aloud: Pond	Picture Talk: Pond	
Deepening Understanding	--	*fragile*	--	*autumn*	--	--	*shallow*	
Extension Activity	Woodland Mural	Woodland Mural	Woodland Mural	Woodland Mural	Pond Mural	Pond Mural	Pond Mural	
Take-Home Material								
Take-Home Material	Activity Page 1-1: Family Letter 1	Activity Page 2-2: "Woodland" Read-Aloud		Activity Page 4-1: The Woodland		Activity Page 6-2: Starting Sounds		

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Habitats	Day(s) 11	12	13	14	15	16	17	18-20	21
Starting the Day									
Routines	--	--	--	--	--	--	--	*Pausing Point*	*Domain Assessment*
Nursery Rhyme(s)	"At the Seaside" by Robert Louis Stevenson	"At the Seaside" by Robert Louis Stevenson	To Market, To Market	To Market, To Market	Nursery Rhyme Review	Old MacDonald	Nursery Rhyme Review		
Skills									
Small Group 1	Draw the Sound Picture for /g/	Activity Page 12-1: Circle the Sound Picture 'g'	Activity Page 13-1: Blending Sounds Train	Draw the Sound Picture for /i/	Activity Page 15-1: Circle the Sound Picture 'i'	Activity Page 16-1: Blending Sounds Train	Activity Page 17-1: Blending Sounds Train		
Small Group 2	Activity Page 11-1: Color the Balloons	Sound Picture Fishing Game	Oral Segmenting: Three-Sound Words	Initial Sound Storybook Reading	Making Letters with Play Dough	Making Letters with Play Dough	Oral Segmenting: Three-Sound Words		
Listening & Learning									
Read-Aloud/ Picture Talk	Read-Aloud: Ocean	Picture Talk: Ocean	Read-Aloud: Desert	Picture Talk: Desert	Trade Book: *Here is the Southwestern Desert* by Madeleine Dunphy	Read-Aloud: Farm	Picture Talk: Farm		
Deepening Understanding	--	*enormous*	--	*prickly*	--	--	*rooting*		
Extension Activity	Ocean Mural	Ocean Mural	Desert Mural	Desert Mural	Desert Mural	Farm Mural	Farm Mural		
Take-Home Material									
Take-Home Materials	Activity Page 11-2: Family Letter 2		Activity Page 13-2: In the Ocean		Activity Page 15-2: Home Alone				

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Domain Components

The components needed to implement Core Knowledge Language Arts Preschool are as follows:

- The ***Habitats* Teacher Guide** outlines each day of instruction and contains all the information needed to teach the *Habitats* domain.
- The ***Habitats* Flip Book** contains a collection of images that accompany the read-alouds found in the Teacher Guide.
- The ***Habitats* Image Cards** contain additional images that are used in Skills and Listening & Learning instruction.
- The ***Habitats* Center and Transition Cards** are designed to be posted in classroom Learning Centers and provide information to students and teachers. Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The ***Habitats* Activity Pages** contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of **Nursery Rhymes and Songs Posters** are provided for use with every domain. The Teacher Guide provides guidance on how to teach a subset of these posters every domain, but teachers may choose to teach additional rhymes at any time.
- The following **Trade Books** are required in order to teach the *Habitats* domain:
    - *Here Is The Southwestern Desert*, by Madeleine Dunphy and illustrated by Anne Coe (Web of Life Children's Books, 2007) ISBN 978-0-9773795-6-9
    - *In The Woods: Who's Been Here?* by Lindsay Barrett George (Greenwillow Books, 1995) ISBN 978-0-688-16163-7
    - *Life In A Pond*, by Carol K. Lindeen (Capstone Press, 2003) ISBN 978-0-7368-2101-8

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Domain Icons

The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

Whole Group	W	Whole Group
Small Group	S	Small Group
Learning Center	L	Learning Center
Take-Home	T	Take-Home

The Importance of Experiential Learning in the Habitats Domain

The materials comprising the CKLA Preschool *Habitats* domain are designed to teach young children appropriate, nonfiction content about habitats, the places where plants and animals live together. In addition to the information provided in this curriculum, it is vital that students also have opportunities for hands-on learning about habitats. Ideally, teachers would provide multiple opportunities for students to visit and observe a variety of habitats. Realistically, teachers may be able to provide students with the experience of visiting just one of the habitats featured in CKLA Preschool, or a local habitat. We strongly recommend that teachers arrange for students to take a field trip to a natural habitat and have students observe the plants and animals that live there. If it is not possible to visit one of the habitats featured in the CKLA Preschool materials, teachers might create their own interactive read-alouds based on trade books about a different habitat students will visit. Students might also enjoy making a mural showing plants and animals living in the local habitat. Before leaving for the trip, make a plan as to how students will connect the experiences they have to the content they are learning in school.

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Learning Centers and Transitions

Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to reencounter content taught in Skills and Listening & Learning instruction.

Learning Centers

The domain-specific Learning Center for the *Habitats* domain is the Library Dramatic Play Center. Most classrooms already have a library center or reading corner. You might transition this area into the Library Dramatic Play Center or you might stage this center in the dramatic play area. See the Learning Center section of this Teacher Guide for detailed information. The Library Center will contain books about plants, animals, and habitats, as well as related play and literacy props. This Learning Center is intended to bring together students' knowledge of content related to habitats with their print-related emergent literacy skills. Students will practice making and reading books about various habitats. They will have the opportunity to play the role of librarian, greeting other students and helping them check out books. Students will also learn about the importance of returning library books so other students might read them.

Transition Cards

In the *Habitats* domain, there are four new sets of Transition Cards that provide teachers with meaningful ways to help students move between different activities during the school day. Teachers will find suggested ways to use these Transition Cards in the *Habitats* Teacher Guide, and are also encouraged to think of other ways to use these cards. The content-related set of Transition Cards provided in this domain is the **Transition Cards: Habitats** set. The first set of cards depicts each of the habitats from the domain and the animal "guide" that narrates the read-aloud about that particular habitat. The second set of cards shows plants and animals that live in each of the featured habitats. The skills-related sets of Transition Cards provided in this domain are the **Transition Cards: Sound Pictures** and the **Transition Cards: Initial Sounds** sets for the sound pictures for /o/, /k/, /g/, and /i/. These cards depict sound pictures (i.e., letters) that students are learning and pictures of objects whose names start with these sounds. See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for further information about sounds and sound pictures.

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Starting the Day

Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

Classroom Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Ordering the schedule using temporal words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters during Morning Circle
- Classroom jobs

By the start of the *Habitats* domain, students are very familiar with the general schedule and rhythm of the school day. They may even independently transition from one familiar routine to the next. Students are also writing their own names. In the *Habitats* domain, students will incorporate this developing skill into Daily Routines as they sign their names to indicate a preference. Teachers should continue conducting all previously established classroom routines each day until the end of the school year. The routine modified in this domain is:

- Writing name to make a choice

Objectives associated with this routine is listed only on the day the routine is modified. Though every routine should be conducted every day, the associated objective will not be listed every day.

Nursery Rhymes

During the *Habitats* domain, students learn nursery rhymes, songs, and poems about plants, animals, and habitats. Each of these rhymes or songs has an accompanying *Nursery Rhymes and Songs* poster that shows the words of the rhyme and a related illustration. The nursery rhymes and songs included in the *Habitats* domain include:

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- “Bat, Bat”
- “Row, Row, Row Your Boat”
- “Once I Saw a Little Bird”
- “At the Seaside”
- “To Market, To Market”
- “Old MacDonald”

Students will also be reviewing sounds and sound pictures during the Nursery Rhyme recitation. By this point in the school year, students have spent significant time in Small Groups learning to identify sound pictures and learning to segment and blend sounds in words. In the latter part of the school year, it is appropriate to add a daily review of these Small Group skills to students’ morning routine. Thus, teachers are asked to lead students in exercises to identify sound pictures from words in the nursery rhyme before Pausing Point 1, and blend two- and three-sound words from the nursery rhyme after Pausing Point 1. These activities are detailed under the headings **Draw the Sound in the Word** and **Blend Sounds in Words,** respectively.

Skills Instruction

During Skills instruction, students gain experience with emergent literacy skills that develop during the Preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

Small Group Skills Instruction

In the *Habitats* domain, students continue to practice a variety of emergent literacy skills through child-friendly activities such as playing games like matching games, dictating stories, making a class book in the style of a familiar storybook, and learning four additional sounds and sound pictures. As in the previous domains, each Small Group begins with a movement opportunity designed to help students transition into their group. These activities are repeated across days so students are increasingly able to fully participate in them. When possible, domain-related vocabulary from the Listening & Learning portion of the day is also included in Skills activities. The particular Skills addressed in the *Habitats* domain include:

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- Identifying initial sounds and sound pictures
- Drawing sound pictures/writing letters
- Narrative storytelling
- Segmenting words
- Blending three-sound words

Sounds, Letters, and Sound Pictures

Research on literacy development during the Preschool period and beyond indicates that knowledge of the alphabet (i.e., letter names and letter sounds) is strongly correlated with students' later success in learning to read. Therefore, CKLA Preschool provides instruction in both letter names and letter sounds throughout the school day. In the *Habitats* domain, students continue to learn the names of letters in their own names during the Taking Attendance, Starting the Day, and Transitions portions of the lessons.

During Small Group time in the *Habitats* domain, teachers and students focus on letter sounds at the beginning of words and learn to write the sound pictures for /o/, /k/, /g/, and /i/. As in the *Animals* and *Plants* domains, teachers first draw students' attention to the way a particular sound is made using the mouth and voice, and then they ask students to identify whether or not words presented orally begin with that sound. Then, teachers show students that the sound they are hearing can be written down or drawn (i.e., sound pictures).

Some students may also know the letter name that corresponds to the sound picture and sound their teacher introduces. If a student points out the name of a letter, teachers are encouraged to confirm the student's correct identification of the letter's name and to clarify that letters have both names and sounds.

When Small Group activities focus on letter sounds, suggestions are given as to how teachers might draw students' attention to the sounds the letters represent, while at the same time acknowledging letter names. Note that CKLA Preschool focuses on the lowercase letters as the sound pictures, since most of the letters students will see in printed text are lowercase. Thus, teachers are instructed to write the lowercase letter whenever writing sound pictures.

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Importance of Phonemic Awareness in the Habitats Domain

It is important to note that students are expected to be able to detect and manipulate individual sounds in words at this point in the school year (i.e., have phonemic awareness). Students who cannot detect and manipulate sounds will experience difficulty in many of the Skills activities in the *Habitats* domain. Phonemic awareness is required for students to segment and blend three-sound words, as they do in Small Groups after Pausing Point 1 in the *Habitats* domain. **If some students are not yet able to detect and manipulate sounds in words, it is very important that these students spend extra time reviewing and practicing the Skills activities from the previous domains, particularly the *Animals* and *Plants* domains.** During Small Group time, teachers should be aware and provide the level of additional support and scaffolding these students may need. Furthermore, the teacher should ensure these students receive additional instruction in the phonological awareness skills (e.g., word awareness, rhyme awareness and production, detecting and manipulating syllables) that lay the foundation for the awareness of individual sounds in words. The understanding that words are made up of individual sounds is foundational to reading and spelling in Kindergarten, and students must be given ample instruction and opportunity to develop this knowledge.

Fine Motor Skills

At this point in the year, students should have established a tripod grip and should use that grip when forming writing strokes and letters. It is still appropriate for students to continue practicing writing strokes introduced in previous domains, but students should also be practicing writing letters (i.e., sound pictures). The letters that are familiar to students are those in their own names and the sound pictures for the sounds taught in the *Plants* domain (i.e., /m/, /a/, /t/, /d/) as well as those introduced in the *Habitats* domain (i.e., /o/, /k/, /g/, /i/).

Skills Activities Summary

The table below shows the activities students will participate in during Small Groups and the various skills covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the **General Overview**).

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Skills Small Group Activities Summary

			Phonological Awareness						Print	Handwriting	Shared Writing	Narrative		Vocabulary
Day(s)	**Skills Small Group**	**Activity**	**Nursery Rhyme Recitation**	**Rhyme**	**Syllable: Segmenting**	**Initial Sound**	**Sounds in Words**	**Sound-Letter Correspondence**	**Alphabet Knowledge**	**Strokes/ Writing Letters**	**Dictation**	**Sequencing Events**	**Verbal Retelling**	**Domain-Related Vocabulary**
1	**1**	Draw the Sound Picture for /o/				✓		✓		✓				
	2	Beginning Sound Match				✓								
2	**1**	Circle the Sound Picture 'o'						✓		✓				
	2	Teacher, Teacher, May I Cross the Bridge	✓	✓	✓	✓		✓	✓	✓				
3	**1**	Oral Blending: Three-Sound Words					✓							
	2	Story Dictation									✓	✓	✓	
4	**1**	Oral Blending: Three-Sound Words					✓							
	2	Class Book: In the Woods								✓	✓	✓		✓
5	**1**	Draw the Sound Picture for /k/				✓		✓		✓				
	2	Class Book: In the Woods								✓	✓	✓		✓
6	**1**	Circle the Sound Picture 'c'						✓		✓				
	2	Sound Picture Board Game				✓		✓						
7	**1**	Oral Blending: Three-Sound Words					✓							
	2	Sound Picture Board Game				✓		✓						
8–10	**Pausing Point 1**													
11	**1**	Draw the Sound Picture for /g/				✓		✓		✓				
	2	Color the Balloons				✓		✓						
12	**1**	Circle the Sound Picture 'g'					✓							
	2	Sound Picture Fishing Game				✓		✓						
13	**1**	Blending Sounds Train					✓	✓						
	2	Oral Segmenting: Three-Sound Words					✓							
14	**1**	Draw the Sound Picture for /i/				✓		✓		✓				
	2	Initial Sound Storybook Reading				✓								
15	**1**	Circle the Sound Picture 'i'					✓							
	2	Making Letters with Play Dough						✓		✓				
16	**1**	Blending Sounds Train					✓	✓						
	2	Making Letters with Play Dough						✓		✓				
17	**1**	Pushing Sounds Train					✓	✓						
	2	Oral Segmenting: Three-Sound Words					✓							
18–20	**Pausing Point 2**													
21	**Domain Assessment**													

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Listening & Learning Instruction

Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews (i.e., Picture Talks), explicit vocabulary instruction, and Extension Activities.

The *Habitats* domain provides an opportunity for students to review and integrate the knowledge that they have learned in the *Animals* and *Plants* domain. Given their knowledge base of the basic needs and development of plants and animals, students are poised to understand that habitats are places where plants and animals interact. Teachers are encouraged to incorporate the relevant information about plants and animals into discussions about the read-aloud text whenever possible. Teachers are also prompted and encouraged to ask students to think deeply about how plants and animals interact in particular habitats. Students use their background knowledge to answer analytical (i.e., *how* and *why*) questions about these habitats, providing justification for their responses that is grounded in what they have learned in previous domains.

Interactive Read-Alouds

For all interactive, whole-group readings, it is imperative that teachers read the text in advance and plan the prompts that they will use to engage students before conducting the read-aloud.

The *Habitats* domain includes five original read-alouds and three trade books that address the Core Content Objectives for this domain. The read-alouds in the *Habitats* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Habitats* domain include:

- "Woodland"
- *In the Woods: Who's Been Here?* by Lindsay Barrett George
- *Life in a Pond* by Carol K. Lindeen
- "Pond"
- "Ocean"

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- “Desert”
- *Here is the Southwestern Desert* by Madeleine Dunphy
- “Farm”

Picture Talks

Like the interactive group read-alouds, it is imperative that teachers read the Picture Talk in advance and become familiar with the prompts used to engage students before conducting the Picture Talk.

Picture Talks accompany the following read-alouds in the *Habitats* domain:

- “Woodland”
- “Pond”
- “Ocean”
- “Desert”
- “Farm”

Deepening Understanding

In the *Habitats* domain, Deepening Understanding instruction is given for the following words:

- *autumn*
- *enormous*
- *fragile*
- *prickly*
- *rooting*
- *shallow*

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Core Vocabulary

Days 1 & 2: Woodland

bank
damp
fragile
hike
shady
tiptoe

Days 3 & 4: *In The Woods: Who's Been Here?*

autumn
boulder
clearing
clump
gnawed

Day 5: Life in a Pond

dive
lake
still

Days 6 & 7: Pond

croaking
crouching
murky
reeds
shallow

Days 11 & 12: Ocean

burrow
enormous
tidal pool
wading
waves

Days 13 & 14: Desert

binoculars
dart
peer
prickly
sandy
scurry

Day 15: *Here is the Southwestern Desert*

badger
basks
blazes
chases
hisses

Days 16 & 17: Farm

coop
hay
flow
pasture
rooting
shearing
wool

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Extension Activities

Extension Activities provide opportunities for teachers to reinforce and for students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across a period of three to five days. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

Teachers are active facilitators of Extension Activities. They provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information.

The Extension Activities for the *Habitats* domain are:

- Days 1–4: Woodland Mural
- Days 5–7: Pond Mural
- Days 11 and 12: Ocean Mural
- Days 13–15: Desert Mural
- Days 16 and 17: Farm Mural

Planning and Conducting Habitats Extension Activities

The murals in the *Habitats* domain require Advance Preparation, as detailed on each particular day of instruction. Teachers construct a backdrop for each mural before students make plants and animals to add to each backdrop. Teachers also make examples of each craft in advance and offer students a choice as to which plant or animal they will make. Then, teachers divide students into three groups based on their choice and prepare the necessary amount of materials for each student. It is recommended that the teacher lead one group of students in making one of the crafts on each day of the Extension Activity, rather than having students make three different crafts at the same time.

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Take-Home Material

Take-home material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Habitats* domain. Some teachers might choose to use the take-home materials during the school day. In the *Habitats* domain, we recommend students take home the following:

- **Day 1:** *Habitats* Family Letter 1
- **Day 2:** Read-Aloud "Woodland"
- **Day 4:** The Woodland
- **Day 6:** Starting Sounds
- **Day 11:** *Habitats* Family Letter 2
- **Day 13:** In the Ocean
- **Day 15:** Home Alone

Pausing Points

Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (e.g., Starting the Day, Small Groups, whole-group read-aloud, etc.) as other days during the domain, but you could plan to do so if you wish. Pausing Point 1 includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students' knowledge of important material taught up until that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

Assessments

It is important to remember that, while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains. CKLA Preschool assessments are designed to provide a "snapshot view" of whether

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or not each student is mastering specific Core Content and Language Arts Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students' understanding of concepts and skill development by interacting with and observing students on a daily basis. By using the assessments provided, along with these daily observations, teachers can make informed day-to-day instructional decisions relevant to each student's progress.

Portfolio Collection

During the *Habitats* domain, students are producing many examples of written work during Small Group and Extension Activities. Teachers are able to collect a variety of examples of written work and artwork to be included as items in students' portfolios. Students' work in the *Habitats* domain can be compared to that collected in the previous domain to gauge students' progress. In this domain, students' work from the following activities may be included in their portfolios:

- **Days 1, 5, 11, 13, and 16:** Extension Activity Crafts
- **Day 1:** Draw the Sound Picture for /o/
- **Day 2:** Activity Page 2-1: Circle the Sound Picture: 'o'
- **Day 4:** Class Book: In the Woods
- **Day 5:** Draw the Sound Picture for /k/
- **Day 6:** Activity Page 6-1: Circle the Sound Picture: 'c'
- **Day 11:** Draw the Sound Picture for /g/
- **Day 11:** Activity Page 11-1: Color the Balloons
- **Day 12:** Activity Page 12-1: Circle the Sound Picture: 'g'
- **Day 14:** Draw the Sound Picture for /i/
- **Day 15:** Activity Page 15-1: Circle the Sound Picture: 'i'

Assessment Opportunity

In the *Habitats* domain, the Library Dramatic Play Center provides an excellent Assessment Opportunity for observing students' language skills in a naturalistic setting throughout the entire domain. Teachers should pay particular attention to observing the Core Content and Language Arts Objectives assigned to the Library Dramatic Play Center. One way to record these observations is to take a pad of sticky notes to the Learning

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Center and to date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each individual student's portfolio. As these observations are conducted over a period of time and across different settings, together they reflect students' progress across different areas of competency.

The *Habitats* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students' daily participation in reciting and performing nursery rhymes during Starting the Day. Teachers might lead the activity while aides record students' levels of participation, or vice versa. There are numerous Assessment Opportunities during small-group and whole-group activities in the *Habitats* domain.

Task Assessments

During the *Habitats* domain, students participate in Task Assessments during Pausing Point 1 and during the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Core Content and Language Arts Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments students perform in the *Habitats* Pausing Point 1 include:

- Skills: Handwriting Strokes
- Listening & Learning: Habitat Identification
- Listening & Learning: Assigning Animals and Plants to Habitats

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives students to can be reasonably expected to master by the end of the *Habitats* domain. The Task Assessments that students perform in the *Habitats* Domain Assessment include:

- Skills: Identifying Sound Pictures
- Listening & Learning: Habitat Identification
- Listening & Learning: Assigning Animals and Plants to Habitats

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Domain Materials

Below are lists of materials required to teach the *Habitats* domain before and after the first Pausing Point. These lists do not include materials for Pausing Point activities (see Pausing Points 1 and 2 for suggested materials). Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each day.

Materials Required Before Pausing Point 1

CKLA Materials

- *Habitats* Flip Book
- Transition Cards: Habitats
- Image Cards 1-1–1-4, 4-1–4-4, 5-1
- Nursery Rhymes and Songs Posters 6, 30, 43
- Transition Cards: Sound Pictures and Initial Sounds from *Animals, Plants,* and *Habitats* domains
- Activity Pages 1-1, 2-1, 2-2, 4-1, 6-1, 6-2
- Image Cards 4-1–4-4 from *Animals* domain

Other Materials

- *Life in a Pond* by Carol K. Lindeen
- familiar storybook
- *In the Woods: Who's Been Here?* by Lindsay Barrett George
- chart paper or whiteboard
- primary crayons or dry-erase markers
- paper
- brown paper bags
- writing utensils
- drawing tools
- construction paper
- scissors
- stapler
- yarn
- wiggle eyes
- cotton balls or pom-poms
- paint
- hook-and-loop tape
- bulletin board paper
- paper plates
- brown felt
- pipe cleaners
- glue
- stuffed animal
- plastic animals

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Materials Required after Pausing Point 1

CKLA Materials

- *Habitats* Flip Book
- Activity Pages 11-1, 11-2, 12-1, 13-1, 13-2, 15-1, 15-2, 16-1, 17-1
- Nursery Rhymes and Songs Posters 5, 6, 29, 30, 32, 50
- Transition Cards: Sound Pictures and Initial Sounds from *Animals, Plants,* and *Habitats* domains
- Transition Cards: Habitats
- Image Cards 1-1–1-3, 11-1–11-2, 13-1

Other Materials

- initial sound storybook
- *Here Is the Southwestern Desert* by Madeleine Dunphy
- chart paper or whiteboard
- dry-erase markers
- markers
- paper
- writing utensils
- drawing tools
- crayons
- bulletin board paper
- sand
- glue
- paper plates
- paint
- construction paper
- hole punch
- yarn
- tissue paper
- streamers
- large paper clips
- magnets
- dowels
- trays for each student
- stuffed animal
- toothpicks
- wiggle eyes
- egg cartons
- brown or yellow pipe cleaners
- one object that is prickly (e.g., hairbrush)
- one object that is smooth (e.g., smooth stone)
- play dough
- sentence strips
- popcorn kernels

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Recommended Resources for Habitats

Trade Books

We highly recommend the inclusion of any of the following books in your Library Center and for use throughout the year as additional whole-group read-alouds.

*Asterisk indicates the text complexity or length of this trade book is likely above the comprehension level or attention span of preschool students. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

Suggested Trade Books With Alliteration:

1. *All The Awake Animals Are Almost Asleep*, by Crescent Dragonwagon and illustrated by David McPhail (Little, Brown Books for Young Readers, 2012) ISBN 978-0316070454
2. *Clara Caterpillar*, by Pamela Duncan Edwards and illustrated by Henry Cole (HarperCollins, 2004) ISBN 978-0064436915
3. *Four Famished Foxes And Fosdyke*, by Pamela Duncan Edwards and illustrated by Henry Cole (Katherine Tegen Books, 1997) ISBN 978-0064434805
4. *In The Tall, Tall Grass,* by Denise Fleming (Henry Holt and Company, 1991) ISBN 978-0805039412
5. *Pigs In Pajamas*, by Maggie Smith (Knopf Books For Young Readers, 2012) ISBN 978-0375848179
6. *Princess Prunella And The Purple Peanut*, by Margaret Atwood and illustrated by Aryann Kovalski (Workman Publishing Company, 1995) ISBN 978-0761101666
7. *Some Smug Slug*, by Pamela Duncan Edwards and illustrated by Henry Cole (Katherine Tegen Books, 1998) ISBN 978-0064435024
8. *The Worrywarts*, by Pamela Duncan Edwards and illustrated by Henry Cole (HarperCollins, 2003) ISBN 978-0064435161
9. *Walter Was Worried*, by Laura Vaccaro Seeger (Square Fish, 2006) ISBN 978-1596431966

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Suggested for Pausing Points and Library Center:

1. **A Day In The Life Of A Farmer*, by Heather Adamson (Capstone Press, 2004) ISBN 978-0-7368-4674-5
2. **A Log's Life*, by Wendy Pfeffer and illustrated by Robin Brickman (Simon & Schuster Books for Young Readers, 1997) ISBN 978-1416934837
3. *All The Water In The World*, by George Ella Lyon and Katherine Tillotson (Atheneum Books For Young Readers, 2011) ISBN 978-1-4169-4130-6
4. *Around The Pond: Who's Been Here?*, by Lindsay Barrett George (Greenwillow Books, 1996) ISBN 978-0-688-14376-3
5. *At The Beach*, by Anne & Harlow Rockwell (Aladdin Paperbacks, 1987) ISBN 978-0689714948
6. *Big Red Barn*, by Margaret Wise Brown and pictures by Felicia Bond (Harper Festival Books, 1989) ISBN 978-0694006243
7. **Cactus Hotel*, by Brenda Z. Guiberson and illustrated by Megan Lloyd (Henry Holt and Company, 1991) ISBN 978-0805029604
8. *Click, Clack, Moo Cows That Type*, by Doreen Cronin and pictures by Betsy Lewin (Simon and Schuster, 2000) ISBN 978-1416903482
9. **Crinkleroot's Guide To Knowing Animal Habitats*, by Jim Arnosky (Aladdin Paperbacks, 1998) ISBN 978-0689835384
10. **Deserts (Kingfisher Young Knowledge)*, by Nicola Davies (Kingfisher Publications, 2005) ISBN 978-0753458662
11. **Deserts*, by Neil Morris (Crabtree Publishing Company, 1996) ISBN 978-0865058392
12. *Flotsam*, by David Wiesner (Clarion Books, 2006) ISBN 978-1849394499
13. *Forest Bright, Forest Night*, by Jennifer Ward and illustrated by Jamichael Henterly (Dawn Publications, 2005) ISBN 978-1584690672
14. *Frog, Where Are You?*, by Mercer Mayer (Puffin Books, 1969) ISBN 978-0803728813
15. *Here Is The Tropical Rain Forest*, by Madeleine Dunphy and illustrated by Micahel Rothman (Web of Life Children's Books, 2006) ISBN 978-0977379514

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16. *In The Small, Small Pond*, by Denise Fleming (Henry Holt and Company, 1993) ISBN 978-0805059830
17. *In The Tall, Tall Grass*, by Denise Fleming (Henry Holt and Company, 1991) ISBN 978-0805039412
18. *Jack's Garden*, by Henry Cole (Greenwillow Books, 1997) ISBN 978-0-68-815283-3
19. *Just A Day At The Pond*, by Mercer Mayer (HarperFestival, 2008) ISBN 978-0-06-053961-0
20. **Life On A Crop Farm*, by Judy Wolfman and photographs by David Lorenz Winston (Carolrhoda Books, Inc. 2002) ISBN 978-1575055183
21. *Little Red Riding Hood*, retold by Gaby Goldsack and illustrated by Dubravka Kolanovic (Parragon Books, 2012) ISBN 978-1-4454-7795-4
22. **Ocean Life From A to Z*, by Cynthia Stierle and Annie Crawley (Reader's Digest Children's Books, 2007) ISBN 978-0-7944-1222-7
23. **Oceans*, by Neil Morris (Crabtree Publishing Company, 1996) ISBN 978-0865058408
24. *Old Macdonald Had A Farm*, illustrated by Pam Adams (Child's Play International, 1975) ISBN 978-0859536622
25. *Over In The Forest Come And Take a Peek*, by Marianne Berkes and illustrated by Jill Dublin (Dawn Publications, 2012) ISBN 978-1-58469-163-1
26. *Over In The Jungle: A Rainforest Rhyme,* by Marianne Berkes and illustrated by Jeanette Canyon (Dawn Publications, 2011) ISBN 978-1-58469-092-4
27. *Over In The Meadow*, by John Langstaff and illustrated by Feodor Rojankovsky (Voyager Books, 1957) ISBN 9780156-705004
28. *Over In The Ocean In a Coral Reef*, by Marianne Berkes and illustrated by Jeanette Canyon (Dawn Publications, 2004) ISBN 978-1584690634
29. *Owl Babies*, by Martin Waddell and illustrated by Patrick Benson (Candlewick Press, 1992) ISBN 978-1-56402-965-2

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30. *Pigs In The Mud In The Middle Of The Rud*, by Lynn Plourde and illustrated by John Schoenherr (Scholastic Inc., 1997) ISBN 978-0892727193

31. **Pond Circle*, by Betsy Franco and illustrated by Stefano Vitale (Margaret K. McElderry Books, 2009) ISBN 978-1-4169-4021-0

32. *Pond Walk*, written and illustrated by Nancy Elizabeth Wallace (Marshall Cavendish Corporation, 2011) ISBN 978-0-7614-5816-6

33. *Rosie's Walk*, by Pat Hutchins (Scholastic Inc., 1987) ISBN 978-0020437505

34. **Seashells By The Seashore*, by Marianne Berkes and illustrated by Robert Noreika (Dawn Publications, 2002) ISBN 978-1584690351

35. **The Great Kapok Tree: A Tale Of The Amazon Rainforest*, by Lynne Cherry (Voyager Books, 2000) ISBN 978-0-15-202614-1

36. **The Milk Makers*, by Gail Gibbons (Aladdin Paperbacks, 1987) ISBN 978-0689711169

37. *The Tree In The Ancient Forest*, by Carol Reed-Jones and illustrated by Christopher Canyon (Dawn Publications, 1995) ISBN 978-1883220310

38. **The Year At Maple Hill Farm*, by Alice and Martin Provensen (First Aladdin Paperbacks, 1978) ISBN 978-0-689-84500-0

39. *There Was A Coyote Who Swallowed A Flea*, by Jennifer Ward and illustrated by Steve Gray (Rising Moon Books, 2007) ISBN 978-0-87358-898-0

40. *This Is The Ocean*, by Kersten Hamilton and illustrated by Lorianne Siomades (Boyds Mill Press, 2001) ISBN 978-1-56394-890-6

41. *Under One Rock: Bugs, Slugs, And Other Ughs*, by Anthony D. Fredericks and illustrated by Jennifer DiRubbio (Dawn Publications, 2001) ISBN 978-1584690283

42. **Water Habitats*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2007) ISBN 978-0-7787-2977-8

43. *Way Out In The Desert*, by T.J. Marsh and Jennifer Ward and illustrated by Kenneth J. Spengler (Rising Moon Books, 1998) ISBN 978-0-87358-687-0

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44. *What Can Live In A Desert?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5674-5

45. *What Can Live In A Forest?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5675-2

46. *What Can Live In the Ocean?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5673-8

Online Resources for Teachers and Students

Online Resources for Teachers

1. Extensive list of resources for teaching science in the early childhood classroom
   http://www.naeyc.org/files/yc/file/200911/ClusterResourcesWeb1109.pdf
2. Online article about teaching science to preschoolers
   http://www.naeyc.org/files/yc/file/200911/BosseWeb1109.pdf
3. Online article about benefits of using science to teach preschoolers
   http://journal.naeyc.org/btj/200209/ScienceInThePreschoolClassroom.pdf
4. Teaching science during the early childhood years
   http://ngl.cengage.com/images/advertisements/marketing_downloads/PRO0000000028/SCL22-0429A_AM_Trundle.pdf
5. Using photographs to document student work
   http://www.naeyc.org/files/tyc/file/V4N3/Using_Photographs.pdf
6. New York Coalition for Healthy School Food
   http://www.healthyschoolfood.org/kidssectionf
7. Vegetarian Resource Group
   http://www.vrg.org

Online Resources for Students

8. Free printable sequencing cards for preschoolers
   http://www.mydeliciousambiguity.com/2010/11/free-printable-sequencing-cards.html
9. Unite for Literacy free digital books for preschoolers
   http://library.uniteforliteracy.com
10. National Geographic Little Kids
    http://kids.nationalgeographic.com/kids/littlekids
11. Wild Habitats/Animal Planet
    http://animal.discovery.com/wild-Habitats

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12. Smithsonian Museum of Natural History: Habitats
    http://www.mnh.si.edu/mna/main.cfm
13. Habitats in camouflage video
    http://www.youtube.com/watch?v=ZpE2jFHlEXI
14. Trees are Terrific video clip
    http://urbanext.illinois.edu/trees1/21.html
15. Virtual Field Trip to the farm
    http://www.youtube.com/watch?v=0Sxuildhzck
16. 4-H Virtual Farm
    http://www.sites.ext.vt.edu/virtualfarm/main.html
17. Agriculture in the Classroom
    http://www.agclassroom.org/kids/tours.htm
18. Old McDonald Had a Farm Clip
    http://www.youtube.com/watch?v=3R7ng1b9KZE
19. Desert Habitat Narration
    http://www.youtube.com/watch?v=7N58Z8ulVS0
20. Animal Habitats Games
    http://www.sheppardsoftware.com/preschool/animals.htm
21. Switch Zoo—Build Your Own Habitat Game
    http://switchzoo.com/zoo.htm
22. Animal Homes Game
    http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ey/science/animal_h/level1/level1-1.html
23. The Great Habitat Match-Up Game
    http://www.scholastic.com/magicschoolbus/games/habitat/index.htm
24. Little Story Bug Farm Animals Song
    http://www.youtube.com/watch?v=CulzRgkC2QE

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LEARNING CENTER

Library Dramatic Play Center

Core Content Objectives

Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland
- ✓ Identify by name the pond habitat when shown a picture of the pond
- ✓ Name one plant and two animals that live in the pond
- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ State that the ocean habitat has salty water and a sandy beach
- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ State that the desert habitat is hot and dry
- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name one plant and two animals that live on the farm
- ✓ State that the food humans eat is grown on farms

Language Arts Objectives

Students will:

- ✓ Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- ✓ Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question (W.P.8)
- ✓ Recognize, call by name, and indicate the role of school personnel (SL.P.1c)

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- ✓ Greet adults as “Mr. (name),” and/or “Ms. or Mrs. (name)” (SL.P.1c)
- ✓ Ask questions about oral directions or verbal explanations (SL.P.2)
- ✓ Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- ✓ Describe an event or task that will take place in the future (SL.P.4)
- ✓ Understand and use the negative forms of declarative sentences, questions, and imperatives. (L.P.1f)

Connection to Habitats Content

Assessment
The Learning Center provides excellent Assessment Opportunities throughout the entire domain. See the Domain Assessment for instructions for conducting naturalistic observations during Learning Centers.

The Library Dramatic Play Center is intended to simultaneously reinforce content from the *Habitats* domain and print-related emergent literacy skills learned throughout the school year. The books and materials in the Library Dramatic Play Center should be an assemblage of the items (e.g., trade books, magazines, posters, etc.) collected during the *Animals, Plants,* and *Habitats* domains. Thus, as students participate in the literacy-based routines and activities in the Library Center, they will also be interacting with content-related material.

Staging the Learning Center

The Library Dramatic Play Center consists of three library stations: 1) the librarian’s desk, 2) the reading area, and 3) the book-making station. Roles and supplies are listed individually for each station below. The stations should be set up in close proximity so that together they comprise the Library Dramatic Play Center.

Librarian’s Desk

Roles: librarian, patron, library volunteer

Play Props: desk, chairs, book shelves, date stamp and ink pad, eyeglasses, index card file box, play money, telephone, box with slot for returned books, stapler

Reading Props: library cards, calendar, brochures

Assessment
Students’ emergent writing from this Learning Center might be included in their portfolio and examined as part of ongoing assessment.

Writing Props: index cards, name tags, pad for writing receipts, paper, writing utensils

Before the Pausing Point

- Students make library cards.
- Teacher or aide models the role of librarian.

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- Students play the role of patrons checking out and returning books.

After the Pausing Point

- Students play the role of librarian.
- Students play the role of patrons checking out and returning books.

Reading Area

Roles: librarian, patron, library volunteer

Play Props: book shelves, book cart, habitat- or literacy-themed posters, stuffed animals who might live in the woodland, pond, forest, desert, or on the farm

Reading Props: books, audio books and player, magazines, and newspapers

Writing Props: pads for taking notes, writing utensils, drawing tools

Before the Pausing Point

- Teachers lead "story time."
- Students make up stories based on pictures in books.
- Teachers act out stories in books using stuffed animals.
- Teachers model drawing pictures based on pictures in books.

After the Pausing Point

- Students lead "story time."
- Students act out stories in books using stuffed animals.
- Students draw pictures based on pictures in books.

Book-Making Station

Roles: author, illustrator

Play Props: stapler, rulers, tape, hole punch, yarn

Writing Props: blank paper, cardboard, construction paper, writing utensils, drawing tools

Before the Pausing Point

- Teacher or aide makes blank book.
- Teacher or aide models drawing and writing in blank book.

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- Teacher scaffolds students' storytelling.
- Teacher takes dictation.
- Students draw pictures.
- Teachers read students' books aloud.

After the Pausing Point

- Students make blank book.
- Teacher takes dictation.
- Students "read" their books aloud by talking about the pictures.

Facilitating the Library Dramatic Play Center

Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom. Post the Center Cards for the Library Dramatic Play Center so students can identify the center and so adults have a quick guide to facilitating language and play in the Learning Center.

Note: *See the Learning Center Card for suggested language and vocabulary to model in this Learning Center.*

Vocabulary:

librarian	check out	return
author	due date	fine
illustrator	loan	shelf
borrow	overdue	book

Suggested Phrases:

Encourage students to greet others using "Mr. (name)" or "Ms. (name").

- Hello, **Mr. Smith.** Welcome to the library today.
- See you next week when you return your books about deserts, **Mrs. Gomez.**
- It's nice to see you at the library today, **Mr. Chen.**

Encourage students to ask questions about directions that they have heard.

- **Where** did you want me to return my book about frogs?
- **How** long did you tell me I could check out this book for?

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- **Who** can help me find a book about a pond habitat?

Encourage students to describe an event that they have experienced in the immediate past.

- Tell me how you found a book about the woodland.
- Tell me about the animals in the book you just made at the book-making station.
- Tell me what you liked about your visit to the library today.

Encourage students to describe an event that will take place in the future.

- Tell me how you could find a book about deserts.
- What is your book that you plan to make going to be about?
- Tell me how you could repair the ripped page in this book.

Encourage students to remind one another of rules in the library.

- **Don't** keep your books out for too long—remember when they are due.
- **Don't** shout in the library—use your quiet voice.
- **Don't** run in the library—use your walking feet.

Encourage students to use the cover and illustration cues to locate books on a certain topic.

- How could you tell that this book was about a pond?
- Did you see a picture of a desert on the cover?
- How did you know this book was not about animals?

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TRANSITION CARDS: HABITATS

Habitats

Core Content Objectives

Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland
- ✓ Identify by name the pond habitat when shown a picture of the pond
- ✓ Name one plant and two animals that live in the pond
- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name one plant and two animals that live on the farm

Language Arts Objectives

Students will:

- ✓ With prompting and support, sort, classify, and describe pictures according to categories (habitats) explained in nonfiction read-alouds (RI.P.3)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Use the **Transition Cards: Habitats** throughout the *Habitats* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below. Because students learn about different

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habitats one at a time throughout this domain, be sure to only use cards that depict habitats about which students have learned. These ideas progress from less to more difficult.

Act Like an Animal

Show students one of the habitat scenes from the set **Transition Cards: Habitats.** Have students name and act like an animal that lives in that habitat. You may choose to display more than one scene from the set **Transition Cards: Habitats** at once, provided students have learned about both habitats. If students are unable to think of animals on their own, prompt them using the plant and animal cards from the set **Transition Cards: Habitats**.

Does It Live There?

Place two scenes from the **Transition Cards: Habitats** set (showing habitats previously taught) in a pocket chart (e.g., Woodland and Ocean). Remind students that habitats are places where many plants and animals live together. Show students a plant or animal from the corresponding set of **Transition Cards: Habitats** and name the plant or animal shown for students. Ask students where the plant or animal lives, and have the student place the Transition Card in the pocket chart near the correct scene (e.g., "*Does a squirrel live in the woodland or in the ocean?*"). You may need to repeat some plants and animals so all students can have a turn. Transition the student who responded to the next activity.

Solve the Riddle

Assemble a deck of plants and animals cards from the **Transition Cards: Habitats** set from previously learned habitats.Tell students that you are going to describe a plant or animal and you want them to guess what you are describing and name its habitat. Tell students, "I am thinking of an animal that lives on the land and in water. It hops and says 'ribbit.' What animal is it? What habitat does it live in?" Call on one student to answer, then show all students the Transition Card depicting the frog. You may need to repeat some plants and animals so that all students can have a turn. Transition the student who responded to the next activity, then continue asking students to solve riddles until all students have had a chance to respond.

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Transition Cards: Sound Pictures and Initial Sounds

Language Arts Objectives

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)
- ✓ Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Use the **Transition Cards: Initial Sounds** set in conjunction with the **Transition Cards: Sound Pictures** set throughout the *Habitats* domain to help students move from one activity to the next. Incorporate new sound pictures from the set once students have been introduced to them in the Small Group Skills activities. Ideas for ways to use these two sets of cards alone and together are presented below. These ideas progress from less to more difficult. To revie w previously learned sound pictures and initial sounds, you might incorporate the **Transition Cards: Initial Sounds** and **Sound Pictures** sets from the *Animals* and *Plants* domains into these activities.

Starting Sounds

For this round, use only the **Transition Cards: Initial Sounds** set. Tell students you are going to hold up a card and say a word. Their job is to figure out the sound at the beginning of the word. Hold up a card and say the word, emphasizing the beginning sound. Call on a student to say the word and its beginning sound. Transition the student who responded to the next activity, then continue asking students to identify initial sounds until all students have had a chance to respond.

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Matching Initial Sounds to Single Sound Picture

Note: *Students will be introduced to and review sound pictures for /o/, /k/, /g/, and /i/ over the course of this domain. Throughout the domain, as students are introduced to a new sound picture, add that* **Transition Card: Sound Picture** *to the transition activity. Students already know sound pictures for /m/, /a/, /t/, and /d/ which were introduced in the* Animals *and* Plants *domains, so those sound pictures may be included as well. A chart detailing when students are introduced to specific sound pictures is below.*

/o/	/k/	/g/	/i/
After **Day 1** Skills activities	After **Day 5** Skills activities	After **Day 11** Skills activities	After **Day 14** Skills activities

Use the full set of **Transition Cards: Initial Sounds** from the *Plants* and *Habitats* domains in conjunction with any **Transition Cards: Sound Pictures** students have learned (e.g., at the beginning of the domain, use only the words that start with /m/, /a/, /t/, /d/, and /o/). Put the **Transition Cards: Sound Pictures** in a pocket chart. Give each student a card from the deck of **Transition Cards: Initial Sounds.** Have each student say the word that describes their picture and decide which sound pictures corresponds to that sound. They should place their card in the pocket chart with the correct sound picture. Transition the student who responded to the next activity.

What Words Start with this Sound Picture?

Use the **Transition Cards: Sound Pictures** for this round. Show students a **Transition Card: Sound Picture** (/m/, /a/, /t/, /d/, /o/, /k/, /g/, or /i/) they have learned. Ask students to think of a word that starts with the sound shown. Call on one student at a time to say the sound that goes with the sound picture, then to share a word that starts with that sound. Repeat the student's word, emphasizing the initial sound to confirm or give corrective feedback. Transition the student who responded to the next activity.

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1 DAY 1
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Bat, Bat" (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through practicing nursery rhymes (L.P.6)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)
- ✓ Identify some letters of the alphabet by name, especially those in student's first name (RF.P.1d)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

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- ✓ Write the first letter of one's first name using a capital letter (L.P.2a)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ 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)
- ✓ Classify by other conceptual categories (L.P.5a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, that is being described in "Woodland" (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words "Woodland" (RI.P.4)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Woodland" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Woodland" (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Woodland" (L.P.6)

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- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the woodland habitat, naming the topic and supplying some information (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

Core Vocabulary

bank, *n.* The edge of a body of water, like a stream
Example: Jordan stood on the bank of the river trying to catch a fish.
Variation(s): banks

damp, *adj.* Just a little bit wet
Example: My hair was damp after I got caught in the rain.
Variation(s): none

fragile, *adj.* Easily broken; not strong
Example: The cookie jar at my grandma's house is fragile, so I handle it very carefully.
Variation(s): none

hike, *v.* Walking outside for a long distance
Example: My brother and I like to hike up a mountain to see the view from the top.
Variation(s): hiked, hikes, hiking

shady, *adj.* Hidden or covered from the sun
Example: There is a large shady area on our playground where you can relax if it is very hot outside.
Variation(s): none

tiptoe, *v.* To walk very quietly on your toes
Example: I had to tiptoe very quietly to sneak up on my teacher so she would not hear me!
Variation(s): tiptoes, tiptoed, tiptoeing

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines** **Writing Name to Make a Choice**	chart paper or whiteboard; primary crayons or dry-erase markers	During morning circle
Nursery Rhymes	W	**Bat, Bat**	Nursery Rhymes and Songs Poster 6	
SKILLS				
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /o/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
Small Group 2	S	**Warm-Ups** **Beginning Sound Match**	Image Cards 1-1–1-3; Transition Cards: Initial Sounds from *Plants*; construction paper; scissors; stapler	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**Essential Background Information and Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Woodland**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; chart paper; markers; hook-and-loop tape; example mushroom from Extension Activity	10
Extension Activity	L	**Woodland Mural**	*Habitats* Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

Take-Home Material

Habitats Family Letter 1

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

- **Activity Page 1-1: *Habitats* Family Letter 1**

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Advance Preparation

Routines

Beginning in the *Habitats* domain, students will write their names to make a meaningful choice each day. Read the activity **Writing Name to Make Choices** and decide on a meaningful choice students can make each day by writing their names. You might have students choose their first Learning Center, a lunch or snack food, or a certain activity in which they wish to participate. Establish a daily time when students will write their name to make the choice (e.g., upon arrival, when washing up for breakfast or lunch, etc.) Make a chart for students to "sign up" for a choice using chart paper or a whiteboard. Label each choice with a word label and a picture label (either photograph or simple drawing). Place this chart somewhere students can easily access. At first, limit the choices to two. As students come to understand the meaning of their choices, you can give them more options or allow them to write their name to make a choice at multiple points during the day.

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 **Transition Cards: Initial Sounds** from the *Plants* domain. Staple colored construction paper to the backs of the cards so students cannot see the pictures. Create two sets of cards for the matching game. For an easier game, group together all /m/ and /a/ words and all /t/ and /d/ words to form two sets. To make the game more challenging, put two of each sound (/m/, /a/, /t/, and /d/) in each set. Decide whether you will split your small group into two groups to play with each set or whether you will play two rounds (one with each set) as one group.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book.

Extension Activity

Note: *See* ***Introduction: Extension Activities, Planning and Conducting Habitats Extension Activities*** *for suggestions about*

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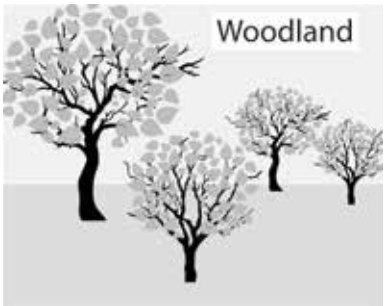
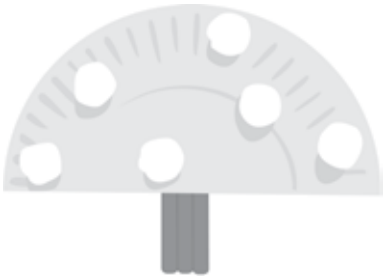
how to have students to choose the craft they wish to make and form groups of students who wish to make the same craft.



Woodland mural backdrop:

Make a backdrop for the woodland mural that shows a woodland landscape. Place a large piece of bulletin board paper on the wall. Draw a horizon line and make the ground brown and the sky blue. Make several large trees out of brown paper bags or brown and green construction paper. Alternatively, time permitting, you might draw the horizon and outlines of the trees and allow students to color, paint, or collage the backdrop. Make a label that says "Woodland" and post it at the top of the mural. Place **Image Card 1-4: Suma Squirrel** on the mural.



Make an example mushroom:

Cut a paper plate in half and paint one half red or brown for the mushroom cap. Once the paint has dried, you might glue on pompoms or cotton balls to serve as spots on the mushroom. Attach a stem made of painted craft sticks, a pipe cleaner, or construction paper.

Prepare mushroom materials for students:

Prepare several paper plates for this activity by cutting them in half. Set up an area in the classroom where students can paint or color the plates. Cut the stems to size.

Make an example of birds in a nest:

Cut a paper plate in half and paint it brown to serve as the nest. Attach brown yarn or twigs to add texture to the nest. Make birds out of ovals cut from construction paper. Then, add a beak and eyes to the birds using paper, markers, and wiggle eyes. You might also add wings or feathers.

Prepare birds and nest materials for students:

Cut ovals from construction paper and cut paper plates in half. Set up an area in the classroom where students can paint or color the plates.

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Make an example rabbit:

Paint a paper plate brown, then cut it in half. Use half of the paper plate for the rabbit's body and the other half for its head, ears, and legs. Glue on a cotton ball for a tail, a wiggle eye, and a pink pom-pom for the nose.

Prepare rabbit materials for students:

Cut paper plates in half. Set up an area in the classroom where students can paint or color the plates.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**	chart paper or whiteboard; primary crayons or dry-erase markers	During morning circle
		Writing Name to Make a Choice		
Nursery Rhyme	W	**Bat, Bat**	Nursery Rhymes and Songs Poster 6	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs

Writing Name to Make a Choice

Now that students are writing their names independently, they will use this skill to make a meaningful choice by writing their names beneath a choice.

- Show students the choices chart you created (see **Advance Preparation**). Describe each choice to students by reading the written labels and explaining the picture labels.
- Tell students they will write their name below their choice. For example, if a student wants chocolate milk, he will write his name below the picure of chocolate milk. If a student wants regular milk, she should write her name below the picture of regular milk.
- Demonstrate how to make a choice by writing your own name below a choice and explaining your choice.

  "Ms./Mr. _____ chooses _____. I chose _____, so I wrote my name below that choice. Once I write my name, that is my final choice."

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- Invite students to make a choice by writing their names using a primary crayon or dry-erase marker. To maximize instructional time, do this during another routine or transition, or during Learning Centers.
- Tell students when they will make a choice each day and incorporate this activity into your existing daily routines.

Nursery Rhyme

Whole Group

Teaching Tip
The **echo technique** is a way of teaching students the words of a nursery rhyme by reading each line and having students repeat after you. Every time you introduce a new nursery rhyme, use the echo technique to teach students the words to the song.

Bat, Bat

Practice the Rhyme

Teach students the rhyme "Bat, Bat" using the echo technique. Introduce the rhyme by showing **Nursery Rhymes and Songs Poster 6: Bat, Bat.** Then, have students repeat the words after you as you pause at natural stopping points. Finally, invite students to join in saying the entire rhyme.

- Show **Nursery Rhymes and Songs Poster 6: Bat, Bat.**
- Tell students that a bat looks like a bird, but it is really a flying mammal. Remind students that mammals are warm animals that have fur and have live babies.

  "Today we are going to learn the poem 'Bat, Bat.' Look at this picture. This is a bat. A bat is an animal. It's a mammal. Remember that word? A mammal is a kind of animal that is warm, has fur, and has live babies. What other animals are mammals?" (humans, monkeys, cats, dogs)

- Say the nursery rhyme, sliding your finger under each word as you read.

  "Now, I'm going to help you learn 'Bat, Bat.' I'm going to say a part and then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. When it is your turn to talk, I will point to you. We will keep doing this for each part of the nursery rhyme."

- Teach students the nursery rhyme in parts using the echo technique.

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Teaching Tip
See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

1. circle to the left
2. short line down

Draw the Sound in the Word

- Say the word *bat* sound by sound using robot talk and point out that it has the /a/ sound in the middle.
- Review the sound picture /a/, written as 'a'.
- Remind students how to write the /a/ sound by writing 'a' on a large piece of chart paper or a whiteboard. Describe the strokes you are using as you write the 'a'.
- Then, have students write the sound picture for /a/ with you in the air using their magic pencils (pointer fingers). Model for students by turning your back to students and drawing with them.

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /o/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
Small Group 2	S	**Warm-Ups** **Beginning Sound Match**	Image Cards 1-1–1-3; Transition Cards: Initial Sounds from *Plants*; construction paper; scissors; stapler	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Sound Picture Review

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** from the *Plants* domain. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their magic pencils (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or whiteboard.

Teaching Tip
See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

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1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

- As you write the sound picture, explain how you are making the strokes to form the sound picture.
- Continue for the remaining sound pictures.

Draw the Sound Picture for /o/

Students will observe as you show them the sound picture for the /o/ sound (as in *octopus*). Remember to try to avoid using the letter name 'o' during this activity. Instead, say the sound /o/.

- Tell students you are going to show them a new sound picture. You are going to show them how to draw the sound picture for /o/. Say a few words that start with /o/, saying the /o/ sound many times very quickly: *octopus, otter, on, off, ox, octagon.*
- Tell students that when you make the /o/ sound, you open your mouth fairly wide. Have students look in the mirror and say the /o/ and /m/ sounds, noticing that the mouth is open for /o/ but closed for /m/.
- Draw a large lowercase 'o' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing 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 the sound picture /o/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 'o' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /o/. Use **Transition Cards: Initial Sound /o/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'o' on their papers for them, reminding them that it is a picture of the sound /o/.
- Then, have students copy the sound picture 'o' that you drew. If students have more time, have them continue practicing drawing the sound picture, or students may draw another picture of something that begins with /o/.

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Small Group

Teaching Tip
See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

Warm-Ups

Call and Response: Initial Sounds

Using **Image Cards 1-1–1-3: Sounds in Words,** students will participate in a call-and-response game where they respond to the teacher's call if they are holding a picture that starts with a specific sound.

- Start with students standing up with adequate space for movement.
- Give each student one **Image Card.**
- Tell students that when you say, "Give me a /d/!" you want them to say, "/d/."
- Then, ask students who are holding a picture that starts with a certain sound (e.g., /d/, /p/, /f/, etc.) to move their bodies in a specific way.

/scripted language/

Teacher: "Give me a /d/!"

Students: "/d/!"

Teacher: "Wiggle your arms if you have a word that starts with /d/. Good, Drew, dog *starts with the /d/ sound. /d/, /d/, /d/. And your name starts with /d/!"*

"Give me a _____!"	**Beginning Sound Word (Image Card #):**
/p/	peach (1-1a)
/d/	duck (1-1b), dog (1-1c)
/f/	fish (1-1d)
/sh/	sheep (1-2a)
/s/	seal (1-2b)
/m/	mouse (1-2c), moose (1-2d)
/h/	hen (1-3a)
/ch/	chick (1-3b)
/k/	cat (1-3c)
/p/	pig (1-3d)

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Beginning Sound Match

Note: *You might wish to divide students in half and have each group play a separate game, thus allowing students to take more turns and reducing wait time (see* ***Advance Preparation****).*

Students will play a matching game and make matches based on initial sounds.

- Review the names of the pictures and their initial sounds on **Transition Cards: Initial Sounds** from the *Plants* domain.
- Explain to students that they will play a matching game, making matches based on the first sound in words.
- Have the first student turn over two pictures and say the names of the pictures. Then, have the student isolate and say the first sound in each word.
- If the pictures start with the same sound, the student keeps the match. Depending on the size of your small group, decide whether students should or should not get a bonus turn. (i.e., for more students, skip the bonus turn; for fewer students, allow a bonus turn.)
- Have the next student turn over two pictures and continue playing.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**Essential Background Information and Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Woodland**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; example mushroom from Extension Activity; chart paper; markers; hook-and-loop tape	10
Extension Activity	L	**Woodland Mural**	Habitats Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

Essential Background Information and Terms

Review Tip
Throughout the *Habitats* read-alouds, remind students of relevant information learned during the *Animals* and *Plants* domains. For example, you might review the basic needs of both animals (food, water, and shelter) and plants (nutrients in soil, air, water, and light).

SHOW FLIP BOOK PAGE 1-1: Woodland scene

- Tell students they are going to be learning about all kinds of habitats and define the word *habitat*.

  *"We are going to learn about many different habitats. Today we are going to learn about our first habitat, the woodland. A habitat is a place where animals and plants live together. Say the word with me—*habitat.*"*

- Explain how plants and animals meet their basic needs in their habitats.

  "Animals find all the things they need to survive in their habitat. Animals find food, water, and shelter in their habitat. These are animals' basic needs. Plants find all the things they need to survive in their habitat, too. Plants find nutrients in soil, air, water, and light in their habitats. These are plants' basic needs."

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SHOW FLIP BOOK PAGE 1-1: Woodland scene

- Tell students this picture shows a habitat called the woodland, which can also be called the *woods* or the *forest*. Describe some of the characteristics of a woodland habitat.

  "This is a picture of a woodland habitat. The woodland is also sometimes called the woods or the forest. The woodland habitat has many trees and lots of thick leaves and branches. It is shady under all of the trees in the woodland. There are plants everywhere. Lots of animals find shelter in the plants that live in the woodland."

Purpose for Listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in the woodland habitat.

  "Listen to find out what types of plants and animals live in the woodland. Look and listen carefully to see if you can remember some of the animals and plants shown in the pictures because I'm going to ask you to name them for me when we're done reading."

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PRESENTING THE READ-ALOUD

Woodland

10 *MINUTES*

1

Note: *Suggested language is provided for the entire read-aloud "Woodland." After the first two read-alouds in the* Habitats *domain, space is provided for you to plan how to make the read-aloud interactive, combining your own strategies with those demonstrated here.*

SHOW FLIP BOOK PAGE 1-1: Woodland scene

Look all around. Do you see the tall trees? Do you see the lush, green ferns? Do you see the path leading into the **shady** forest? You can see the woodland habitat, but you can't see me. I'm hiding in my nest high up in a tree, but I would love to climb down and meet you!

- Have students guess who might be talking and telling the story.

  "Did you hear someone talking? I wonder who that was! Can you take a guess at who might be talking to us about the woodland habitat? Let's turn the page to see who might be talking to us."

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SHOW FLIP BOOK PAGE 1-2: Suma Squirrel in Habitat

Hi! My name is Suma Squirrel. Welcome to my woodland habitat. Today, I'm going for a **hike** in the woods to visit my plant and animal friends who live here with me. I've got my trusty walking stick to help me keep my balance as I hop over logs and bushes. I'm going to walk quietly and carefully down the path and see what I can see. Is that a deer peeking out from behind that tree? I bet it's searching for some delicious green leaves to eat for lunch. I wonder what else I will see on my hike today!

- Explain that Suma Squirrel is the narrator of the story.

  "On the last page, we took a guess about who was talking, and it was Suma Squirrel. Suma Squirrel is the narrator of our story. She is taking us on a walk in the woodland, which is the habitat where she lives. Suma has already spotted a blue jay and a deer at the beginning of her walk. Those are two animals that live in the woodland. What else do you think she might see?"

- Call on a few students to respond.

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SHOW FLIP BOOK PAGE 1-3: Bear, skunk, rabbit, and bird in woodland

Uh-oh, I better **tiptoe** quietly through the forest. I certainly wouldn't want to bother the black and white striped skunk that is perched on that log. It might try to scare me away by lifting its tail and spraying a stinky spray! And over by that fern I see a furry rabbit sniffing the air with its nose. I think it is trying to smell the scent of the other animals nearby. I will walk very carefully so I do not disturb the birds building their nests in the trees.

- Ask students to describe what plants and animals they see in the woodland illustration.

  "Who can tell me what you see in this picture? Name an animal or plant that you see in this woodland habitat."

- Call on a few students to respond. (skunk, bear, rabbit, robin, tree)

SHOW FLIP BOOK PAGE 1-4: Robin's eggs and robins with nest

Up in the branches of a tree, I see a robin's nest built out of sticks and grass. It is filled with **fragile** blue eggs that will hatch into chicks. The baby robins will be very hungry for worms once they hatch from their eggs!

- Ask students how they think the birds made their nest.

  "This picture shows us a nest that these robins have built in a tree. This nest keeps the baby birds safe and provides them with shelter. What do you think the nest is made of? Where do you think they got the materials to build their nest?"

- Call on a few students to respond. (sticks, twigs, straw, grass; from the woodland)

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SHOW FLIP BOOK PAGE 1-5: Black bear with cubs

Just over there, in another tree, is a mother bear and her cubs. Maybe they are climbing the tree to look for some delicious honey to eat.

- Explain that the bears are looking for food to meet one of their basic needs (i.e., food, water, shelter).

  "These are bear cubs. Cubs are baby bears. They are with their mother bear hunting for food. In the woodland habitat, mother bears and their bear cubs climb trees to look for honey. Remember, animals need food, water, and shelter to survive and stay healthy. Can you tell me what basic need these bears are looking for?"

- Call on a few students to respond. (food)

SHOW FLIP BOOK PAGE 1-6: Striped skunks on log

Farther down the path, I see two baby skunks playing on a fallen log. One has its tail raised into the air. I better creep away slowly so I don't disturb them.

- Describe how a skunk protects itself by spraying.

  "A skunk stays safe in the woodland habitat by spraying a stinky spray at other animals so they won't get close to it. Show me what you would do if you smelled a skunk spray."

- Have students hold their noses and say, "Pew-wee!"

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SHOW FLIP BOOK PAGE 1-7: Spider in web, raccoon, ants, mouse, mushrooms, and beetle

I think I'll stop for a minute and take a peek inside this fallen log resting on the cool, **damp** forest floor. I can see many forest animals making their homes near this damp log. The raccoon likes to hide and rest inside the log during the day. When the sun sets, it will venture out into the forest to find something to eat. In front of the log, I see a spider spinning its sticky web. It will wait patiently and try to catch insects for its dinner.

- Have students name animals they see in the illustration.

  "This picture shows a log that has fallen from a tree. There are many animals that live in this log. Can you raise your hand and tell me some plants and animals you see living near the log in the woodland?"

- Call on a few students to respond. (raccoon, spider, mouse, beetle, ants)

SHOW FLIP BOOK PAGE 1-8: Pholiota mushrooms growing on oak tree

Wow, if I use my magnifying glass to look closely at the trunk of this tree, I can see mushrooms and soft, green moss growing. Mushrooms are a tasty treat that I love to eat!

- Label the mushrooms and ask students if they have ever eaten mushrooms.

  "Suma Squirrel sees all of the mushrooms with her magnifying glass. Animals can eat mushrooms. Have you ever eaten mushrooms on pizza before?"

- Call on a few students to respond.
- Caution students to never pick or eat mushrooms that they find outside.

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SHOW FLIP BOOK PAGE 1-9: Red ants on branch and beetles eating oak leaves

My magnifying glass is the perfect tool for investigating some of the tiny insects that are making their homes in plants that live in the forest. If I look very closely, I can see an army of ants crawling all over this rotten log. I can also see beetles munching on fresh green leaves.

- Remind students of the definition of INSECT.

  "Remember, insects are bugs that come in all colors and shapes. They have six legs. Can you think of any other insects?"

- Call on a few students to respond. (ladybugs, flies, mosquitos, etc.)

SHOW FLIP BOOK PAGE 1-10: Cardinal, fox, snake, woodpecker, and deer in the woodland

Gurgle, gurgle, gurgle. If I listen very carefully, I can hear water rushing over rocks and logs. I think I have hiked all the way to a stream that is running through the forest! Many animals come to the stream to get a drink of water or to hunt for food.

Slurp, slurp, slurp. I hear a deer lapping up water to drink.

Rap, rap, rap. I hear the beak of a woodpecker as he drills into the bark of a tree, trying to find insects to eat. I'll take a closer look and see what else I can see near the stream.

- Have students name animals they see in the illustration.

  "Look at all of these animals near the stream in the woodland. What animals do you see?"

- Call on a few students to respond. (fox, deer, cardinal, woodpecker, snake)

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SHOW FLIP BOOK PAGE 1-11: Black-necked garter snake on rock

Right over there on that warm rock a snake has found a spot to sun itself. The snake is keeping its body warm by soaking up heat from the rock.

SHOW FLIP BOOK PAGE 1-12: Red fox at the stream

Right nearby a fox is wading into the stream to get a drink. After it gets a drink, it will stand as still as a stone and wait to try to catch a fish.

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SHOW FLIP BOOK PAGE 1-13: White-tailed deer and fawn at stream

Farther down the stream, I see a mother deer and her fawn that have come to the stream's **bank** to quench their thirst. I think they might hear me talking, because they are pricking their ears as if they hear a sound. I'm going to leave slowly and quietly so that I do not disturb them in their woodland home.

SHOW FLIP BOOK PAGE 1-14: Suma Squirrel in woodland habitat

I sure am tired after that long hike in the woods! I think I'm going to find some acorns and berries to eat for dinner and return to my nest in my tree. There, I will be safe in the shelter of my home and I can eat some dinner and take an afternoon nap. I can't wait to tell my brother Sammy Squirrel about all of the animals and plants I saw today in our very own woodland habitat!

- *Point to Suma Squirrel in this picture.*

"Suma Squirrel was a wonderful tour guide today as she took us around her woodland habitat. Let's all wave to Suma Squirrel to tell her good-bye."

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Discussing the Read-Aloud — 10 minutes

Whole Group

What's the Big Idea?

Woodland Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers. If you are unsure whether a given plant or animal lives in the habitat, tell students you will have to do more research to confirm.*

SHOW FLIP BOOK PAGE 1-1: Woodland scene

- Tell students that this picture shows a habitat called the woodland, which can also be called the *woods* or the *forest*. Describe some of the characteristics of a woodland habitat.

  "This is a picture of a woodland habitat. A woodland is also sometimes called the woods or the forest. The woodland habitat has many trees and lots of thick leaves and branches. It is shady under all of the trees in the woodland. There are plants everywhere. Lots of animals find shelter in the plants that live in the woodland."

- Tell students you are going to make a list of plants and animals that live in the woodland habitat. Title a piece of chart paper "Woodland Plants and Animals."
- Tell students you will write down plant names in green and animal names in red.
- Help students dictate a list of the plants and animals found in the woodland habitat. Use the Flip Book to help students remember the plants and animals that live in the habitat (see list of suggestions below). This list does *not* need to be comprehensive as students will add to it on Day 3 during Discussing the Read-Aloud.
  - trees
  - blue jays (birds)
  - deer
  - squirrels
  - bears
  - skunks

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Teaching Tip
When you have completed the habitat mural, display this list beside the mural so students can reference it.

- rabbits
- robins (birds)
- raccoons
- ants
- mushrooms (not plants—a mushroom is a fungus; write in a third color)
- mice
- spiders
- beetles
- fox
- woodpeckers (birds)
- snakes

- If applicable, have students attach any matching woodland plants and animals from the set of **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or another reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the chart to students, sliding your finger under each word as you read.
- Keep your completed "Woodland Plants and Animals" list for review during Listening & Learning instruction on Days 2, 3, and 4.

Facts about Woodland Mushrooms

- Display the mushroom that students can make during the Extension Activity (see **Advance Preparation**) and tell students they are going to make something that lives in the woodland during the Extension Activity.

Show pages **Flip Book Page 1-8: Pholiota mushrooms growing on oak tree** and reread the read-aloud text.

> *Wow, if I use my **magnifying glass** to look closely at the trunk of this tree, I can see mushrooms and soft, green moss growing. Mushrooms are a tasty treat that I love to eat!*

- Talk about the mushrooms shown in the Flip Book and compare the photograph to your example craft. Explain to students that mushrooms aren't plants or animals, but they are living things called funguses.

> *"Mushrooms aren't plants or animals! But, they are a living thing that grows. A mushroom is a type of living thing called a fungus. Say that with me*—funguses."

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- Label the parts of a mushroom on both your example craft and in the Flip Book picture (stem and cap).
- Caution students to never pick or eat mushroomsw they find outside.
- Ask students to name the habitat in which mushrooms live. (*woodland/forest/woods*)

Extension Activity

Learning Center

Teaching Tip

Examples of suggested crafts for woodland animals and plants have been provided in **Advance Preparation**. However, you might allow students to create other plants or animals using various craft supplies. Students might reference Flip Book illustrations and photographs as they choose a plant or animal to create.

Language Facilitation

Use the **labeling and describing strategy** to model the vocabulary students need to talk about the things around them. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say and matching words to objects and situations.

Teaching Tip

If possible, lead students on walk around your school and collect natural woodland materials such as leaves, moss, pine cones, etc. Be sure to direct students to only pick up materials that have already fallen to the ground—not live plant parts. Have students incorporate the natural materials by gluing them to the mural or using them in their own plant and animal crafts.

Woodland Mural

Students will make a mural showing the woodland habitat. They will create a familiar animal or plant and place it in the habitat. Then, students will label the animal or plant they created.

- Tell students that, as a class, they are going to make a mural of the woodland habitat. Explain that they will choose an animal or plant to make and place on the class mural.
- Show student the example crafts you made (see **Advance Preparation**) and have them decide which craft they would like to make.
- Divide students into groups based on their choices and explain how each group will make their craft on a different day.
- Hand out materials and assist students in making an animal or plant to add to the mural.
- Use the **labeling and describing strategy** to describe the plants and animals students are creating for the mural.

  "We are going to make a mushroom today. Our mushroom will have two parts: the cap and the stem."

- As students finish their craft, explain that you will help them write down the name of the animal or plant and place it on the mural. Depending on their readiness, students might dictate, copy, or write the label themselves. Affix the labeled animals and plants onto the woodland backdrop (see **Advance Preparation**).
- Allow students to use various craft materials to add additional details to the mural after they have completed their plant or animal. Students might color the background, glue leaves to the trees, or draw other animals and plants directly onto the mural.

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2 DAY 2
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Bat, Bat" (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through practicing nursery rhymes (L.P.6)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Associate spoken and written language by matching written word labels with spoken words (RF.P.1b)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

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- ✓ 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)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d)
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay (RL.P.10)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Blend two spoken syllables, saying the whole word (RF.P.2a)
- ✓ 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)
- ✓ Find the illustration, or object within the illustration, that is being described in "Woodland" (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words "Woodland" (RI.P.4)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Woodland" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Woodland" (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Woodland" (L.P.6)
- ✓ Name and use opposite adjectives (*fragile, sturdy*) (L.P.5b)

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- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the woodland habitat, naming the topic and supplying some information (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Bat, Bat**	Nursery Rhymes and Songs Poster 6	
SKILLS				
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'o'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 2-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Teacher, Teacher, May I Cross the Bridge?**	Image Cards 1-1–1-3; whiteboard; dry-erase marker; construction paper; cardboard; tape	10
LISTENING & LEARNING				
Picture Talk	W	**Woodland**		10
Deepening Understanding	W	**Deepening Understanding: *Fragile***	chart paper; markers	10
Extension Activity	L	**Woodland Mural**	*Habitats* Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

Take-Home Material

"Woodland" Read-Aloud

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

- **Activity Page 2-2: "Woodland" 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.

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Small Group 2

Construct a pretend bridge for students to cross by first taping a paper "stream" to the floor. Then, lay a piece of cardboard across the stream to be the bridge. Alternatively, if you have a balance beam or stable wooden box, you might use that as the bridge.

Deepening Understanding

Prepare a chart labeled at the top 'Things That Are Fragile' to complete during this time.

Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Bat, Bat**	Nursery Rhymes and Songs Poster 6	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

Bat, Bat

Practice the Rhyme

Students will practice reciting "Bat, Bat" and learn about bats.

- Show students **Nursery Rhymes and Songs Poster 6: "Bat, Bat."**
- Ask students what kind of animal a bat is. (mammal) Give students hints such as, "*This type of animal has live babies, is warm, and has fur.*"
- Tell students that bats sometimes live in the woodland, the habitat you learned about on Day 1.
- Practice the rhyme "Bat, Bat" with students.

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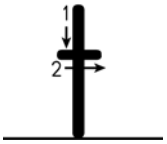
Draw the Sound in the Word

- Say the word *bat* sound by sound (using robot talk) and point out that it has the /t/ sound at the end.
- Review the sound picture /t/ written as 't'.
- Remind students how to write the /t/ sound by writing 't' on a large piece of chart paper or a whiteboard. Describe the strokes you are using as you write the 't'.
- Then, have students write the sound picture for /t/ with you in the air using their magic pencils (pointer fingers). Model for students by turning your back to students and drawing with them.



1. long line down (lift)
2. short line across

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'o'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 2-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Teacher, Teacher, May I Cross the Bridge?**	Image Cards 1-1–1-3; whiteboard; dry-erase marker; construction paper; cardboard; tape	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Sound Picture Review

Students will identify the sound shown and write the sound picture on the table with a magic pencil (pointer finger).

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their magic pencils (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or whiteboard.
- As you write the sound picture, explain how you are making the strokes to form the sound picture.

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- Continue for the remaining sound pictures.

1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

Teaching Tip

See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

Circle the Sound Picture 'o'

Students will find and circle or color over the sound picture for /o/ in individual words.

- Review the sound picture for /o/ by showing students the **Transition Card: Sound Picture /o/**. Have students say the /o/ sound with you.
- Draw a large, lowercase 'o' on the board and describe what you are doing as you draw. Repeat several times, describing how you are writing the letter as you write each stroke.
- Give students **Activity Page 2-1: Circle the Sound Picture 'o'.**
- Read the words on the page and have students point to the words on their own pages as you read them aloud.
- Explain to students that they will look at each word and find the sound picture for /o/ in the words on the page.
- They should circle or color over /o/ in each word.
- Reread the words slowly, pointing to the sound picture for /o/ when you say that sound. Comment on whether the /o/ sound is at the beginning, in the middle, or at the end of the word.
- When students are finished, they can turn the paper over and practice writing 'o' or draw a picture of something that starts with /o/.

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Small Group

Warm-Ups

Call and Response: Initial Sounds

Using **Image Cards 1-1–1-3: Sounds in Words,** students will participate in a call-and-response game where they respond to the teacher's call if they are holding a picture that starts with the spoken sound.

- Start with students standing up with adequate space for movement.
- Give each student one **Image Card.**
- Tell students that when you say, "Give me a /d/!" you want them to say, "/d/!"
- Then, ask students who are holding a picture that starts with a certain sound (e.g., /p/, /d/, /f/, etc.) to move their bodies in a specific way.

  Teacher: "Give me a /d/!"

  Students: "/d/!" Teacher: "Wiggle your arms if you have a word that starts with /d/. Good, Drew, dog *starts with the /d/ sound. /d/, /d/, /d/. And your name starts with /d/!"*

"Give me a _____!"	Beginning Sound Word (Image Card #):
/p/	peach (1-1a)
/d/	duck (1-1b), dog (1-1c)
/f/	fish (1-1d)
/sh/	sheep (1-2a)
/s/	seal (1-2b)
/m/	mouse (1-2c), moose (1-2d)
/h/	hen (1-3a)
/ch/	chick (1-3b)
/k/	cat (1-3c)
/p/	pig (1-3d)

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Teacher, Teacher, May I Cross the Bridge?

Students will ask you for permission to cross a pretend bridge. They will correctly answer a question in order to be able to cross.

- Have students stand on one side of the bridge. You stand on the opposite side.
- Call on one student to approach the bridge and say to you, "Teacher, teacher may I cross the bridge?"
- You reply, "Yes, [student's name], you may cross this way—but only if you can do what I say."
- Have each student do one of the tasks below. If they answer correctly, the student can cross the bridge.
  - Clap the syllables in his/her name
  - Clap a one-, two-, or three-syllable word
  - Recite a nursery rhyme they have learned
  - Tell you a word that rhymes with a word you provide
  - Come up with two rhyming words on their own
  - Tell you the names of the letters in his/her name
  - Tell you the first sound in his/her name
  - Tell you the first sound in a word you provide
  - Tell you a word that starts with a sound you provide
  - Tell you the sound that goes with a sound picture you draw on a whiteboard
  - Draw a sound picture that goes with a sound you provide

Teaching Tip

Ensure success for all students in this activity by carefully choosing which of the tasks to give each student. If students need additional support, have another student help and then invite both students to cross the bridge together. You might also model the correct answer and then have the student repeat after you before crossing the bridge.

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Listening & Learning		Exercise	Materials	Minutes
Picture Talk	W	**Woodland**		10
Deepening Understanding	W	**Deepening Understanding: *Fragile***	chart paper; markers	10
Extension Activity	L	**Woodland Mural**	*Habitats* Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

Picture Talk — *5 minutes*

Whole Group

Woodland

Note: *Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.*

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

Teaching Tip
You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

SHOW FLIP BOOK PAGE 1-3: Bear, skunk, rabbit, and bird in woodland

- Ask students to identify the habitat shown in the picture.

  "We have been learning about a habitat. What is the name of the habitat in this picture?"

- Call on a few students to respond. *(woodland, woods, forest)*
- Describe some of the characteristics of a woodland habitat.

  "The woodland habitat has many trees and lots of thick leaves and branches. It is shady under all of the trees in the woodland. There are plants everywhere. Lots of animals find the food, water, and shelter they need in the woodland."

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- Tell students that today you are going to pretend to be lots of different animals from the woodland habitat.

  "Today we are going to look at the pictures again and pretend to be the different animals that live in the woodland."

- Ask students what plants and animals they see in the picture.

  "What plants and animals do you see in this picture?"

- Call on a few students to respond. (*tree, fern, bear, skunk, rabbit, bird*)
- Invite students to pretend to be a skunk, raising its tail to spray a stinky spray.

  "Let's pretend to be a skunk living in the woodland. Pretend to raise your fluffy tail and spray your stinky spray."

- Ask students why skunks might spray a stinky spray.

  "Why might a skunk let out a stinky spray in the woodland?"

- Call on a few students to answer. (*to protect itself from other animals; because it is scared; to warn other animals to stay away, etc.*)
- Remind students that they learned that animals have to protect themselves from other animals.

  "Remember, earlier in the year we learned that some animals, like skunks, have to protect themselves from other animals so they can stay safe."

- Invite students to pretend to be a rabbit and sniff the air.

  "Now, let's pretend to be a rabbit living in the woodland. Use your rabbit nose to sniff the air in the woodland habitat."

- Ask students what the rabbit is trying to smell. Give students a hint that the rabbit is hungry.

  "What is the rabbit trying to sniff and use its nose to find? This rabbit looks hungry. What is it trying to find by sniffing the air in the woodland? What do you smell when you are hungry at lunch time?"

- Call on a few students to answer. (*The rabbit is sniffing out food to eat.*)

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SHOW FLIP BOOK PAGE 1-7: Spider in web, raccoon, ants, mouse, mushrooms, and beetle

- Ask students what plants and animals they see in the picture.

  "What plants and animals do you see in this picture?"

- Call on a few students to respond. (*mouse, beetle, spider, ants, berries, raccoon, moss*)
- Invite students to pretend to be a spider spinning its web.

  "Let's pretend to be a spider, spinning a web in the woodland. Pretend to use your arms and legs to spin a web."

- Ask students why spiders spin webs.

  "Why do spiders spin webs in the woodland?"

- Call on a few students to answer. (*to catch food to eat*)
- Remind students that you learned that food is a basic need.

  "Remember, food is one of animals' basic needs. The spider spins a web to catch food to eat."

- Invite students to pretend to be a raccoon resting in a log.

  "Now, let's pretend to be a raccoon resting in a fallen log in the woodland. Make rings around your eyes with your fingers and then pretend to be a raccoon falling asleep curled up in a log."

- Ask students why the raccoon is sleeping in the log.

  "Why does the raccoon sleep in the log instead of just sleeping on the forest floor out in the open?"

- Call on a few students to answer. (*to stay warm, for shelter and protection, to stay hidden*)
- Remind students that shelter is a basic need.

  "Remember, shelter is a basic need. The raccoon gets its basic need, shelter, in the woodland habitat.

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SHOW FLIP BOOK PAGE 1-10: Cardinal, fox, snake, woodpecker, and deer in the woodland

- Ask students what plants and animals they see in the picture.

  "What plants and animals do you see in this picture?"

- Call on a few students to respond. (*cardinal/bird, fox, deer, woodpecker, snake, ferns, trees*)
- Invite students to pretend to be a woodpecker, pecking at the tree in search of insects to eat.

  "Let's pretend to be a woodpecker, pecking at a tree trunk to try to find insects to eat. Pretend to use your beak to drill a hole in the tree."

- Ask students whether they found any food in the tree.

  "Did you find anything to eat in the tree that you were pecking?"

- Call on a few students to answer. (*Yes, I found an insect to eat.*)
- Remind students that you learned that food is a basic need.

  "Remember, food is one of animals' basic needs. The woodpecker gets its food from the woodland habitat by pecking at trees to get to the insects that live under the bark."

- Invite students to pretend they are deer lapping water at the stream.

  "Now let's pretend that we are the deer in this picture. The deer is lapping up water with its tongue from the stream. Pretend you are the deer lapping up water in the stream."

- Remind students that you learned that water is a basic need.

  "Remember, water is one of animals' basic needs. The deer gets water from the woodland habitat by drinking it out of the stream. Other woodland animals, like the fox, drink water from the stream, too."

SHOW FLIP BOOK PAGE 1-14: Suma Squirrel in woodland habitat

- Read the last page of the read-aloud to bring closure to the Picture Talk:

I sure am tired after that long hike in the woods! I think I'm going to find some acorns and berries to eat for dinner and return to my nest in my

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tree. There I will be safe in the shelter of my home and I can eat some dinner, and take an afternoon nap.

- Remind students that all animals need food, water, and shelter to survive; even Suma Squirrel.

  "Even Suma Squirrel needs food, water, and shelter to survive. She gets food from the acorns in the forest and she has a nest for a shelter. She drinks water from the stream."

- Remind students that the woodland habitat is home to many creatures and, as they transition to the next activity, have them to act out one of the woodland creatures.

  "The woodland habitat is home to many creatures. The animals in the woodland habitat have special ways of getting the three basic things they need to survive: food, water, and shelter. We just pretended to be some of those creatures. Show me your favorite woodland animals by acting that animal out as you go to the next activity."

Deepening Understanding — *10 minutes*

Whole Group

Deepening Understanding: *Fragile*

Defining Fragile

- Reread the part of the read-aloud text that contains the word *fragile.*

  Remember, in our read-aloud, we heard the word fragile. *Listen for the word* fragile *while I read part of the read-aloud you heard before."*

SHOW FLIP BOOK PAGE 1-4: Robin's eggs and robins with nest

Up in the branches of a tree, I see a robin's nest built out of sticks and grass. It is filled with fragile blue eggs that will hatch into chicks. The baby robins will be very hungry for worms once they hatch from their eggs!

- Define the word *fragile*.

  "Fragile *means easily broken or not strong. An egg is very fragile because if you hit its shell too hard it will crack and break."*

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Teaching Tip
Place sturdy and fragile objects in a bag and call students forward to choose an object. After they have felt the objects, have them say whether or not they are fragile.

Reviewing Fragile

- Have students use thumbs up and thumbs down to indicate whether or not something is *fragile*.

  "Let's play a game that we have played before. Show me 'thumbs up' if what I say is fragile and 'thumbs down' if it is sturdy or not fragile."

- Use the words *fragile* and *sturdy* to affirm or correct students' responses.
  - eggs (*fragile*)
  - glass (*fragile*)
  - bricks (*sturdy*)
  - ball (*sturdy*)
  - the tip of a pencil (*fragile*)
  - desk (*sturdy*)
  - eye glasses (*fragile*)
  - camera (*fragile*)
  - chair (*sturdy*)
  - spider web (*fragile*)

Expanding Fragile

- Have students make a list of things that they know are fragile.

  "Let's make a list of things that we know that are fragile. Remember, fragile *means that is breaks easily. When you tell me something that you know is fragile, I will write it down on our list."*

Extension Activity

Learning Center

Woodland Mural

Continue this activity during Learning Centers. See **Day 1: Woodland Mural** for detailed instructions on this Extension Activity.

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3 DAY 3
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Row, Row, Row Your Boat" (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through practicing nursery rhymes (L.P.6)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ 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 written letters (RF.P.2c, RF.P.3a)

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)

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- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, retell 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, RL.P.3, W.P.11)
- ✓ 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, W.P.7)
- ✓ Show understanding of and use correctly in context the temporal words *first, next,* and *finally* (L.P.5c)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Listening & Learning

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7)
- ✓ Predict events in *In the Woods: Who's Been Here?* (i.e., what will happen next) (RL.P.10)
- ✓ Describe an illustration or text in *In the Woods: Who's Been Here?* and make connections to self and the world around them (RL.P.11)
- ✓ Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RF.P.1a)

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- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about *In the Woods: Who's Been Here?* (RL.P.1, RL.P.3, SL.P.2, L.P.1d)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in *In the Woods: Who's Been Here?* (RL.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *In the Woods: Who's Been Here?* (L.P.6)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the woodland habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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Core Vocabulary

autumn, *n.* Fall; season or time of year when leaves fall off trees and the weather gets colder

Example: Autumn is Cheri's favorite season of year because school starts again.

Variation(s): none.

boulder, *n.* Large rock

Example: When we were walking in the woods, Zhou climbed on top of the tall boulder so he could see farther down the path.

Variation(s): boulders

clearing, *n.* Place in the woods where no trees are growing and the sun shines through to the ground

Example: Deer often look for a clearing in the woods where they can eat wildflowers and stay warm in the sunlight.

Variation(s): clearings

clump, *n.* Bunch of things close together

Example: During recess Sonia found a shiny rock under a clump of leaves on the ground.

Variation(s): clumps

gnawed, *v.* chewed

Example: The dog gnawed on the bone it found in the backyard.

Variation(s): gnaw, gnaws, gnawing

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At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Row, Row, Row Your Boat**	Nursery Rhymes and Songs Poster 43; *Habitats* Flip Book	
SKILLS				
Small Group 1	S	**Warm-Ups** **Oral Blending: Three-Sound Words**	stuffed animal	10
Small Group 2	S	**Story Dictation**	storybook; chart paper; marker	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**	*In the Woods: Who's Been Here?* by Lindsay Barrett George; Transition Cards: Habitats—Woodland; Woodland Plants and Animals list from Day 1; marker	5
Presenting the Read-Aloud	W	***In the Woods: Who's Been Here?* by Lindsay Barrett George**	*In the Woods: Who's Been Here?* by Lindsay Barrett George	10
Discussing the Read-Aloud	W	**What's the Big Idea?**	*In the Woods: Who's Been Here?* by Lindsay Barrett George; Transition Cards: Habitats—Woodland; Woodland Plants and Animals list from Day 1; marker; example birds in nest from Extension Activity	10
Extension Activity	L	**Woodland Mural**	*Habitats* Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

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Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

Small Group 2

Locate a simple, familiar fictional storybook that has a clear beginning, middle, and end.

Listening & Learning

Number the pages of the book *In the Woods: Who's Been Here?* by Lindsay Barrett George. Begin numbering from the front of the book. Page 1 is the page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book. Mark page 23 so you remember where to stop reading on Day 3 and mark page 32 so you remember where to begin reading again on Day 4.

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 students. Write your notes in the boxes provided. In addition, read page 44 in *In the Woods: Who's Been Here?* by Lindsay Barrett George to learn more about each animal presented in the read-aloud. Incorporate any interesting facts you would like to share with students into your read-aloud plan.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Row, Row, Row Your Boat**	Nursery Rhymes and Songs Poster 43; *Habitats* Flip Book	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

Row, Row, Row Your Boat

Practice the Rhyme

- Teach students the song "Row, Row, Row Your Boat" using the echo technique. For an example of the echo technique see **Day 1: Bat, Bat.**
- Show students **Flip Book Page 1-10: Cardinal, fox, snake, woodpecker, and deer in the woodland** and point to the stream. Also point to the stream in the illustration on **Nursery Rhymes and Songs Poster 43: Row, Row, Row Your Boat.**
- Explain to students that a stream is water that is moving. Remind students that they learned about a stream in the "Woodland" read-aloud.

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Draw the Sound in the Word

- Say the word *merrily* sound by sound (using robot talk) and point out that it has the /m/ sound at the beginning.
- Review the sound picture /m/ written as ‘m’.
- Remind students how to write the /m/ sound by writing ‘m’ on a large piece of chart paper or a whiteboard. Describe the strokes you are using as you write the ‘m’.
- Then, have students write the sound picture for /m/ with you in the air using their magic pencils (pointer fingers). Model for students by turning your back to students and drawing with them.

1. short line down
2. hump
3. hump

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Oral Blending: Three-Sound Words**	stuffed animal	10
Small Group 2	S	**Story Dictation**	storybook; chart paper; marker	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Does It Start with /o/?

Students will identify words that start with /o/ by giving a 'thumbs up' when they hear a word that starts with /o/ and a 'thumbs down' when they hear a word that doesn't start with /o/. To maximize freedom of movement, students should be standing for this activity.

- Tell students to listen to the words you say. If they start with the /o/ sound, like in *octopus,* students should show you 'thumbs up.' If they don't start with the /o/ sound, they should show you 'thumbs down.'
- Remind students that when they make the /o/ sound, their mouths are open. Have students practice making the /o/ sound so they can feel their mouths open as they make the sound.
- Say each of the words below. After students show you 'thumbs up' or 'thumbs down,' provide corrective feedback by telling them whether the word starts with /o/ or not. During feedback, encourage students to repeat the words after you to determine whether they begin with the /o/ sound. If a word starts with /o/, have students say the sound twice and then say the whole word.

  *"*Ox. *Yes,* ox *does start with /o/. You should show me a 'thumbs up' because* ox *starts with /o/: /o/ /o/ ox. Say it with me: '/o/ /o/ ox'."*

  *"*Mat. *No,* mat *does not start with /o/. You should show me a 'thumbs down' because* mat *does not start with /o/.* Mat *starts with /m/."*

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- If students are ready, have them identify the initial sounds of words that do not start with /o/ [e.g., "*Mat doesn't start with /o/. What sound does mat start with?*" (/m/)].
  - ox (/o/ /o/ ox)
  - mat (No, *mat* starts with /m/.)
  - olive (/o/ /o/ olive)
  - sit (No, *sit* starts with /s/.)
  - off (/o/ /o/ off)
  - car (No, *car* starts with /k/.)
  - oxygen (/o/ /o/ oxygen)
  - octagon (/o/ /o/ octagon)
  - dog (No, *dog* starts with /d/ but it does have the /o/ sound in the middle of the word: /d/ /o/ /g/.)

Oral Blending: Three-Sound Words

Using arm motions, students will blend words that have three sounds after listening to segmented words given to them in robot talk by the stuffed animal named 'Robo.'

- Remind students that they have already met the stuffed animal named 'Robo' who talks in robot talk.
- You are going to ask Robo some questions, and he is going to answer in robot talk. Rather than saying single syllables, Robo says single sounds in words (e.g., /k/ /a/ /t/ for *cat*).
- The students' job is to help figure out what Robo is trying to say using the following arm blending technique.

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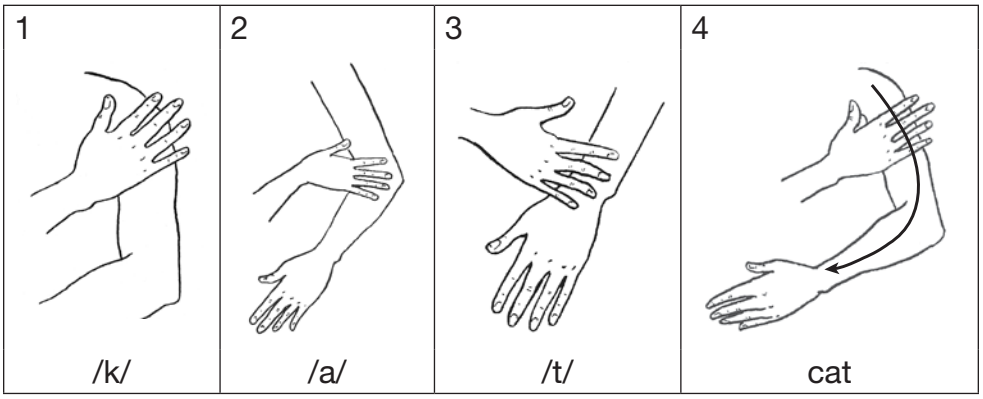
Three-Sound Blending



1. Say the /k/ sound as you touch your shoulder with your opposite hand.
2. Say the sound /a/ as you touch the inside of your elbow with your opposite hand.
3. Say the sound /t/ as you touch your wrist with your opposite hand.
4. Say the word *cat* as you slide your hand from your opposite shoulder down to your wrist.

Questions to ask Robo followed by answers Robo should give in robot talk:

Ask Robo	Robo's Answer	Students Blend
What kind of pet do you have?	/k/—/a/—/t/	cat
Who packed your lunch today?	/d/—/a/—/d/	dad
What did you ride to school today?	/b/—/u/—/s/	bus
What's your favorite color?	/r/—/e/—/d/	red
What is your favorite food?	/f/—/i/—/sh/	fish
What do you say to your dog?	/s/—/i/—/t/	sit
Where do you sleep?	/b/—/e/—/d/	bed
What do you wear on your head?	/h/—/a/—/t/	hat
What do you sit in front of when you are hot?	/f/—/a/—/n/	fan
Where can we go to see all kinds of animals?	/z/—/oo/	zoo
Do you want to go to the zoo or stay home?	/g/—/oe/	go
What animal do you want to see at the zoo?	/ae/—/p/	ape
What does a cow say?	/m/—/oo/	moo

Teaching Tip
See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

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Small Group 2 — *10 minutes*

Small Group

Story Dictation

Students will retell a very familiar story and you will write down what they say.

- Tell students they are going to retell a very familiar story.
- Show the book to students and remind them that they already know the story.
- Have students retell the story, prompting them to use temporal words like *first, next,* and *finally* to describe the pictures in the book.
- Write the students' retelling on the chart paper.
- Call on a student to come forward and point to each word as you reread the retelling to students.
- If time permits, write *Retold by* at the bottom of the chart paper and allow students to sign their names.

Learning Center

Place the book used for this activity in the **Library Center** so students can continue this activity. Provide other fictional texts students have heard that have a clear beginning, middle, and end so students can listen to and tell additional stories.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**	*In the Woods: Who's Been Here?* by Lindsay Barrett George Transition Cards: Habitats—Woodland; Woodland Plants and Animals list from Day 1; marker	5
Presenting the Read-Aloud	W	***In the Woods: Who's Been Here?* by Lindsay Barrett George**	*In the Woods: Who's Been Here?* by Lindsay Barrett George	10
Discussing the Read-Aloud	W	**What's the Big Idea?**	*In the Woods: Who's Been Here?* by Lindsay Barrett George; Transition Cards: Habitats—Woodland; Woodland Plants and Animals list from Day 1; marker; example birds in nest from Extension Activity	10
Extension Activity	L	**Woodland Mural**	*Habitats* Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

What Do We Already Know?

- Remind students what the word *habitat* means.

  *"We have been learning about a habitat. A habitat is a place where animals and plants live together. Say the word with me—*habitat. *Plants and animals find all the things they need to survive right in their habitat."*

SHOW FLIP BOOK PAGE 1-3: Woodland scene

- Tell students the name of the habitat shown in the picture.

  "The woodland habitat has many trees and lots of thick leaves and branches. It is shady under all of the trees in the woodland. There are plants and animals everywhere."

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- Read through the "Woodland Plants and Animals" list (from **Day 1, What's the Big Idea?**) with students and tell them that they might see some of these plants and animals in the story today because this story is about the woodland, too.

Purpose for Listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in the woodland habitat.

  "Listen to see what other plants and animals live in the woodland so we can add them to our list."

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PRESENTING THE READ-ALOUD 10 *MINUTES*

In the Woods: Who's Been Here? by Lindsay Barrett George

3

Note: *Because* In the Woods: Who's Been Here? *by Lindsay Barrett George is a long book with rich illustrations that deserve discussion, you should read the first half (pages 1–23) today and read the second half (pages 24–43) on Day 4. The format of this book, in which a clue and then an answer are provided, lends itself well to a multiple-day reading. If students are ready and engaged, you may wish to read the entire book in one sitting.*

➡ **COVER . . . by Lindsay Barrett George**

- Ask a student to point to the title of the book and to show you where to start reading.

  "Can someone come up and point to the title of this book? Where should I start reading if I want to read the title?"

- Ask students to predict what the book might be about based on the title and the cover illustration.

  "What do you think the story is going to be about if the title is 'In the Woods'?"

- Call on a few students to respond. (the woods, the forest, the woodland; something that happens in the woods)

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➡ PAGE 6 . . . "Let's go."

- Ask students if they have ever gone on a nature walk (you can refer back to the experiential learning activity you conducted in the PLANTS domain) and to describe what they observed.

  "These children are going on a nature walk. Have you ever gone on a walk to observe or look at nature? What did you observe or see?"

- Call on a few students to answer.

➡ PAGE 8 . . . empty nest. Who's been here?

- Tell students that sometimes when you explore a habitat, you have to look for clues to find plants and animals who might be living in that habitat. Ask students to predict what Cammy and William might find.

  "Sometimes when you explore a habitat you have to look for clues to find the plants and animals that live there. Cammy and William have found a clue—an empty nest. What do you think Cammy and William will find near the empty nest? An animal? A plant? What lives in a nest?"

- Call on a few students to respond. (a bird, a squirrel)

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➡ **PAGE 10 . . . A northern oriole.**

- Tell students a northern oriole is a type of bird.

  "A NORTHERN ORIOLE is a type of bird that is black and orange."

- Point to the nest and ask students which of the three basic needs is being met.

  "Look at the baby birds in the nest. Are they using the nest for food, for water, or for shelter?"

- Call on a few students to answer. (shelter)

  "They are using the nest for shelter. Remember, that is one of animals' three basic needs."

➡ **PAGE 14 . . . A red squirrel.**

- Ask students which of the three basic needs is being met.

  "The squirrel is finding one of its basic needs in the woodland. Which basic need is it?"

- Call on a few students to answer. (food)
- Ask students if they have ever seen a squirrel collecting or eating food and call on a few students to share.

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➡ **PAGE 16 . . . a milkweed leaf. Who's been here?**

➡ **PAGE 19 . . . A monarch butterfly.**

- Tell students that monarchs make a chrysalis on the milkweed because they eat milkweed.

  "Monarch butterflies sometimes make a chrysalis on the end of a milkweed stem. They make their chrysalises here because their favorite food is milkweed."
- Ask students to summarize the life cycle of a monarch butterfly.
- Call on a few students to respond. (First a butterfly lays an egg. Next it hatches into a caterpillar. Then the caterpillar spins a chrysalis on a milkweed plant. Then it emerges as a butterfly.)

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➡ PAGE 20 . . . the ground. Who's been here?

- Define the word GNAWED.

  "GNAWED means chewed. Something gnawed the bark, which is the outer covering of a tree, off this branch." [Point to the branch in the illustration.]

- Ask students to predict what animal might have gnawed on the branch.

  "What animal do you think gnawed the bark off this branch?"

- Call on a few students to respond.

➡ PAGE 22...A snowshoe hare

- Discuss whether students' predictions were correct.
- Tell students a snowshoe hare is a large rabbit that has big front teeth that it uses to eat bark off of trees. Snowshoe hares get their food from the bark on trees.

  "A snowshoe hare is a big rabbit. It has big front teeth that it uses to gnaw and eat bark off of trees. Can you believe they eat tree bark for food?"

- Have students pretend to be a snowshoe hare gnawing bark off a tree by putting two fingers in front of their mouths and making a gnawing motion.

  "Let's all pretend to be snowshoe hares. Let me see your teeth [demonstrate holding two fingers in front of your mouth like teeth]. Now pretend you are gnawing bark for dinner."

- Tell students that, since this is a really long book, you are going to finish reading it tomorrow.

  "Since this is a really long book, we are going to finish reading it tomorrow. I have a little bookmark here [point to sticky or use bookmark] and I'm going to mark where we left off so we can remember where to start reading tomorrow."

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Discussing the Read-Aloud

10 *minutes*

Whole Group

What's the Big Idea?

Woodland Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers, and, if you are unsure whether a given plant or animal lives in the habitat, tell students you will have to do more research to confirm.*

- Tell students you are going to add to your list of plants and animals that live in the woodland habitat. Reread the title of your list, "Woodland Plants and Animals."
- Review the plants and animals already on your list by reading the names and sliding your finger under each name as you read. Remind students that things written in green are plants and things written in red are animals. Help students add to the list of the plants and animals found in the woodland habitat. Use the trade book *In the Woods: Who's Been Here?* by Lindsay Barrett George to help students remember the plants and animals that live in the habitat (see list of suggestions below).
  - cherry trees
  - ferns
  - orioles (birds)
  - squirrels
  - milkweed
  - monarch butterflies
  - snowshoe hares (rabbits)
- When you are finished, reread the list to students, sliding your finger under each word as you read.
- Keep your completed "Woodland Plants and Animals" list for review during the Trade Book Reread on Day 4.

Facts about Woodland Animals: Birds

- Display the nest of birds that students can make during the Extension Activity (see **Day 1: Advance Preparation**) and remind students that they are making a woodland animal or plant during learning centers.

Teaching Tip

Tell students that you are going to make a class book just like this book during Small Groups (see **Day 4: Class Book: In the Woods**). Have students start thinking about a woodland plant or animal they want to write about on their page and what clue it might leave behind.

Teaching Tip

When you have completed the habitat mural, display the list beside the mural so students can reference it.

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- Show pages 8–11 from *In the Woods: Who's Been Here?* and reread the trade book text.
- Talk about the birds (orioles) shown in the illustrations and compare the illustration to your example craft. Label the nest and body parts on both your example craft and the birds in the picture (e.g., beak, eyes, feathers) with students. Talk about what the birds use to make nests (twigs and grass), how birds are born (hatch from eggs), and what birds can do (fly).
- Ask students to name one habitat in which birds live. (woodland/forest/woods)

Extension Activity

Learning Center

Woodland Mural

Continue this activity during Learning Centers. See **Day 1: Woodland Mural** for detailed instructions on this Extension Activity.

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4 DAY 4
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Row, Row, Row Your Boat" (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through practicing nursery rhymes (L.P.6)
- ✓ Show understanding of and use the adverb *gently* (L.P.5c)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)

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)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)

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- ✓ Create a rhyme or story in the style of a favorite book or author (*In the Woods: Who's Been Here?*) (W.P.11)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the woodland habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw a picture to illustrate a story (RL.P.10)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing (RF.P.1e, L.P.2c)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

Listening & Learning

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ With prompting and support, describe an illustration and make connections to the story and self (RL.P.7)
- ✓ Predict events in *In the Woods: Who's Been Here?* (i.e., what will happen next) (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ Describe an illustration or text in *In the Woods: Who's Been Here?* and make connections to self and the world around them (RL.P. 11)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about *In the Woods: Who's Been Here?* (RL.P.1, RL.P.3, SL.P.2, L.P.1d)

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- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in *In the Woods: Who's Been Here?* (RL.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *In the Woods: Who's Been Here?* (L.P.6)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the woodland habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Row, Row, Row Your Boat**	Nursery Rhymes and Songs Poster 43	
SKILLS				
Small Group 1	S	**Warm-Ups** **Oral Blending: Three-Sound Words**	stuffed animal	10
Small Group 2	S	**Class Book: In the Woods**	*In The Woods: Who's Been Here?* by Lindsay Barrett George; drawing utensils; paper	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**What Have We Already Learned?** **Reviewing *In the Woods: Who's Been Here?* by Lindsay Barrett George** **Purpose for Listening**	*In the Woods: Who's Been Here?* by Lindsay Barrett George; Woodland Plants and Animals list from Day 1; marker	5
Presenting the Read-Aloud	W	***In the Woods: Who's Been Here?* by Lindsay Barrett George**	*In the Woods: Who's Been Here?* by Lindsay Barrett George	10
Discussing the Read-Aloud	W	**Deepening Understanding: *Autumn***	Image Cards 4-1–4-4	10
Extension Activity	L	**Woodland Mural**	*Habitats* Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

Take-Home Material

The Woodland

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

- **Activity Page 4-1: The Woodland**

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Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

Small Group 2

Read the activity **Class Book: In the Woods** and create an example drawing of an animal or plant from the woodland habitat according to the activity's instructions. On a separate page, write a clue that will help others guess which animal or plant you drew.

Presenting the Read-Aloud

You may wish to skip the illustrations and text on pages 24–31 which show a hawk with dead prey (blue jay) and foxes with dead prey (woodchuck). If so, paperclip these pages together.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Row, Row, Row Your Boat**	Nursery Rhymes and Songs Poster 43	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

Row, Row, Row Your Boat

Practice the Rhyme

Students will practice singing "Row, Row, Row Your Boat" and learn about the word *gently.*

- Show students **Nursery Rhymes and Songs Poster 43: "Row, Row, Row Your Boat"** and have students practice singing the song.
- Define the word *gently* and have students act out rowing a boat gently and rowing very fast.

  "Gently means to do something very carefully or slowly. When you hold a baby, you rock it gently in your arms. Show me how you would gently rock a baby in your arms. And when you row a boat, you might row it gently to make sure the boat stays safe and steady

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in the water so you don't fall in or go too fast. Show me how you would row a boat gently. Now show me how you would row a boat not gently—you might row it very fast and carelessly."

- Have students sing the song again, while doing the motions of rowing a boat gently down the stream. Have students row along with the beat of the song.

Draw the Sound in the Word

- Say the word *down* sound by sound (using robot talk) and point out that it has the /d/ sound at the beginning.
- Review the sound picture /d/ written as 'd'.
- Remind students how to write the /d/ sound by writing 'd' on a large piece of chart paper or a whiteboard. Describe the strokes you are using as you write the 'd'.
- Then, have students write the sound picture for /d/ with you in the air using their magic pencils (pointer fingers). Model for students by turning your back to students and drawing with them.

1. circle to the left
2. long line down

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Oral Blending: Three-Sound Words**	stuffed animal	10
Small Group 2	S	**Class Book: In the Woods**	*In The Woods: Who's Been Here?* by Lindsay Barrett George; drawing utensils; paper	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Does It Start with /o/?

Repeat the activity you conducted on Day 3 during Warm-Ups for Small Group 1. See **Day 3: Warm-Ups: Does It Start with /o/?** for detailed instructions on this Small Group activity.

Oral Blending: Three-Sound Words

Repeat the activity you conducted on Day 3 during Small Group 1. See **Day 3: Oral Blending: Three-Sound Words** for detailed instructions on this Small Group activity.

Small Group 2 — *10 minutes*

Small Group

Class Book: In the Woods

Note: *This activity is designed to span two days in order to give students time to complete their drawings and to give teachers time to take dictation from each student.*

Students will create a class book in the style of *In the Woods: Who's Been Here?* by Lindsay Barrett George. Students will draw a woodland creature and teachers will help them come up with a simple clue that gives a hint about what the creature might be.

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- Explain to students that they are going to make a class book similar to *In the Woods: Who's Been Here?* by Lindsay Barrett George.
- Show students the example pages you created (see **Advance Preparation**).
- Help students choose an animal or plant to draw. They might look in the trade book, Flip Book, or other relevant books from the Library Center. Encourage them to add additional details to their drawings and to add the animal's habitat (e.g., a leaf, log, stream, etc.) as the background for their drawing.
- As students are drawing their animals, circulate among them and help students think of and write a clue about the animal they are drawing (e.g., "*I see a rotten log. I see a bit of brown fur. I see ripples in a shady stream.*"). Write the clue on a separate piece of paper from the student's drawing and add the question, "Who's been here?" to the end of their clue.
- Ask students to label their pictures with the name of the animal they drew. Accept whatever form of writing students produce (e.g., scribbles, letter-like forms, letters, invented spellings, etc.). Tell students you are also going to write the name of the animal on their paper so that you can remember what they drew.
- Bind all of the students' drawings together into a class book. Create a cover for the book and entitle it *In the Woods: Who's Been Here?* List students as the authors of the book.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**What Have We Already Learned?** **Reviewing *In the Woods: Who's Been Here?* by Lindsay Barrett George** **Purpose for Listening**	*In the Woods: Who's Been Here?* by Lindsay Barrett George; Woodland Plants and Animals list from Day 1; marker	5
Presenting the Read-Aloud	W	***In the Woods: Who's Been Here?* by Lindsay Barrett George**	*In the Woods: Who's Been Here?* by Lindsay Barrett George	10
Discussing the Read-Aloud	W	**Deepening Understanding: *Autumn***	Image Cards 4-1–4-4	10
Extension Activity	L	**Woodland Mural**	*Habitats* Flip Book; Image Card 1-4; bulletin board paper; construction paper; paper plates; glue; cotton balls/pom-poms; paint; yarn; wiggle eyes; brown paper bags	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

What Have We Already Learned?

- Remind students what the word *habitat* means.

  *"We have been learning about the woodland habitat. A habitat is a place where animals and plants live together. Say the word with me—*habitat. *Plants and animals find all the things they need to survive right in their habitat."*

- Show students the cover of *In the Woods: Who's Been Here?* by Lindsay Barrett George and ask students the name of the habitat shown in the picture. (*woodland, woods, forest*)

- Remind students of the characteristics of the woodland habitat.

  "The woodland habitat has many trees and lots of thick leaves and branches. It is shady under all of the trees in the woodland. There are plants everywhere. Lots of animals find shelter in the plants that live in the woodland."

- Read through the "Woodland Plants and Animals" list with students, reminding of the plants and animals that they already know about who live in the woodland.

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Reviewing *In the Woods: Who's Been Here?* by Lindsay Barrett George

- Show the cover of *In The Woods: Who's Been Here?* by Lindsay Barrett George and remind students that you read the first part of the story.

  "We read the first part of this book yesterday. The title of the book is In the Woods: Who's Been Here? *and the author is Lindsay Barrett George. There are two characters in our story, Cammy and William. The characters are the people the book is about. Cammy and William go for a walk in the woods with their dog. As they walk through the woods they find different clues that lead them to different plants and animals. Does anyone remember a plant or animal they found in the woods?*

- Call on a few students to answer. Flip to different pages in the first half of the book to remind students of the plants and animals they found.
- Tell students that you are going to read the rest of the book today.

  "Now we are going to finish reading the story."

Purpose for Listening

- Tell students to listen to the rest of the read-aloud to find out more about the animals and plants in the woodland habitat.

  "Listen to see what other plants and animals live in the woodland so we can add them to our list. Look and listen carefully to see if you can remember some of the new woodland plants and animals shown in the pictures so we can add them to our list."

- Keep your "Woodland Plants and Animals" list available during the read-aloud in case students want to add a plant or animal to the list.

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PRESENTING THE READ-ALOUD 10 MINUTES

In the Woods: Who's Been Here? by Lindsay Barrett George

4

➡ **PAGE 24 . . . to the rock. Who's been here?**

- Define the word BOULDER.

  "A boulder is a huge rock. Look at the boulder in the picture. The dog is standing the boulder that is bigger than Cammy and William!"

- Point to the small bees nest stuck in the shadow of the rock and ask students to predict what small animals might live in it.

  "Look at this thing stuck to the bottom of the rock. It is so small you can barely see it. What kind of animals do you think would live in something this small?"

- Call on a few students to respond. (insects, bugs)

➡ **PAGE 35 . . . A mud dauber.**

- Define MUD DAUBER and ask students to which group of animals bees belong.

  "A mud dauber is a type of wasp or bee that lives in a little house made of mud. What kind of animals are bees and wasps and mud daubers?"

- Call on a few students to respond. (insects, bugs)

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➡ PAGE 36 . . . flower is gone. Who's been here?

- Ask students to predict what happened to the flower.

  "What do you think happened to the flower in this picture?"

- Call on a few students to respond and discuss their predictions.

➡ PAGE 39 . . . A deer.

- Ask students to describe what the deer in the picture is doing.

  "What is the deer in this picture doing in the woods?"

- Call on a few students to respond. (eating flowers)
- Tell students the flower the deer is eating is called a lily.

  "The flower the deer is eating is called a lily. Lilies are big flowers that grow very tall. Some people plant them in their gardens because they think they are beautiful."

- Point to the leafy ferns in which the deer are standing and tell students that these are another type of plant that grows in the forest.

  "Down here is another kind of plant that grows on the forest floor. These plants are called ferns. They have long green leaves and grow close to the ground in bunches. Say that word with me—FERN."

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➡ **PAGE 40 . . . But Cammy knows . . .**

- Now that the text mentions them, remind students you just learned about ferns. You might turn back to the previous page to remind students of the ferns nearby.

  "Cammy and William can smell the ferns nearby."

- Ask students to predict who is there.

  "Who do you think is hiding behind the tree? How do you know?"

- When you turn the page, confirm whether students were correct.

Deepening Understanding — *10 minutes*

Whole Group

Deepening Understanding: *Autumn*

Defining Autumn

- Reread the part of the trade book text that contains the word *autumn*.

  "Remember, in our story, we heard the word autumn. *Listen for the word* autumn *while I read part of the story you heard before."*

➡ **PAGE 6 . . sweet fern is everywhere.**

- Define the word *Autumn*.

  *"*Autumn *is another word for fall. In the woodland, it's the time of year when the leaves change colors from green to orange and red and brown. Then, the leaves fall off the trees. The weather gets cooler, too."*

- Ask students what they do in the autumn.
- Call on a few students to answer. (*Responses will vary based on your geographic location. If students have not experienced autumn, tell students what fall is like in some places.*)

Reviewing Autumn

- Have students show 'thumbs up' or 'thumbs down' to indicate whether you can do these things in the autumn. Answers may vary based on your geographic location and autumn weather.

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- rake leaves
- play in the snow
- collect red and orange leaves that have fallen
- plant a garden
- wear a bathing suit and go swimming
- wear a jacket
- go to school
- pick flowers
- pick apples

Expanding Autumn

- Tell students about the three other seasons of the year. If appropriate for your climate, ask students what they do during different seasons.

  "In addition to autumn, there are three other seasons in the woodland: winter, spring, and summer. What are some things you do during these seasons?"

- Explain to students that the seasons are important to the animals and plants that live in the woodland and describe the woodland during each season. Use **Image Cards 4-1–4-4** to tell the story of the seasons in the woodland.

  "The seasons are important to the plants and animals that live in the woodland."

- Show **Image Card 4-1: Woodland Seasons—autumn**

  "In the fall, the leaves on the trees start to change colors and fall off. All of the animals in the woodland get ready for the cold, cold winter. Some animals, like squirrels, bury nuts in the ground so they will have food in the winter."

- Show **Image Card 4-2: Woodland Seasons—winter**

  "In the winter, the trees don't have any leaves on them and the weather is very cold. Sometimes it even snows. Many animals sleep a lot during the winter so they can stay cuddled up and warm in their shelters."

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- Show **Image Card 4-3: Woodland Seasons—spring**

  "Then, in the spring, it gets warmer and leaves come back on the trees. The flowers start to bloom. Animals spend more time running around in the open and lots of animals have babies now that it is warm enough to take good care of them."

- Show **Image Card 4-4: Woodland Seasons—summer**

  "In the summer, it is hot and many animals hide in the shade of the trees or go for a swim in a creek or river."

Extension Activity

Learning Center

Woodland Mural

Continue this activity during Learning Centers. See **Day 1: Woodland Mural** for detailed instructions on this Extension Activity.

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5 DAY 5
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the pond habitat when shown a picture of the pond
- ✓ Name one plant and two animals that live in the pond

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Once I Saw a Little Bird" (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with "Once I Saw a Little Bird" (RL.P.10)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

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 written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Create a rhyme or story in the style of a favorite book or author (*In the Woods: Who's Been Here?*) (W.P.11)

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- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the woodland habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw a picture to illustrate a story (RL.P.10)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing (RF.P.1e, L.P.2c)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Pond" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Pond" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Pond" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Pond" (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)

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- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the pond habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing (RF.P.1e, L.P.2c)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

Core Vocabulary

dive, *v.* Go down headfirst underwater
Example: When I go swimming in the ocean, I like to dive under the water to look at fish.
Variation(s): dives, dived, diving

lake, *n.* Water that is surrounded by land on all sides
Example: Chantal loves to go fishing in the lake with her dad.
Variation(s): lakes

still, *adj.* Not moving
Example: Be very still when you are sitting in circle time so you do not bother your neighbors.
Variation(s): none

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Once I Saw a Little Bird**	Nursery Rhymes and Songs Poster 30	
SKILLS				
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /k/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
Small Group 2	S	**Class Book: In the Woods**	*In The Woods: Who's Been Here?* by Lindsay Barrett George; drawing tools; paper	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**What Have We Already Learned?** **Purpose for Listening**	Image Cards 4-1–4-3 from *Animals* domain; *Life in a Pond* by Carol K. Lindeen	5
Presenting the Read-Aloud	W	***Life in a Pond* by Carol K. Lindeen**	*Life in a Pond* by Carol K. Lindeen	10
Discussing the Read-Aloud	W	**What's the Big Idea?**	*Life in a Pond* by Carol K. Lindeen; Transition Cards: Habitats; chart paper; markers; hook-and-loop tape; example cattail from Extension Activity	10
Extension Activity	L	**Pond Mural**	Image Card 5-1; bulletin board paper; brown paper bags; construction paper; glue; paper plates; brown felt; pipe cleaners; yarn; writing utensils; drawing tools	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 each small-group leader has a copy of the lesson for implementation.

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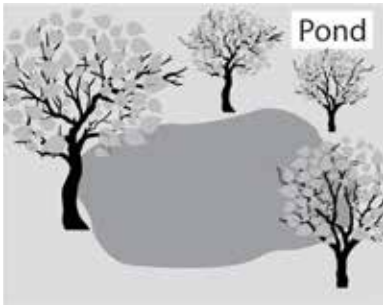
Listening & Learning

Number the pages of the book *Life in a Pond* by Carol K. Lindeen. Begin numbering from the front of the book; page 1 is page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book.

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 students. Write your notes in the boxes provided.

Extension Activity

Note: *See* ***Introduction: Extension Activities: Planning and Conducting Habitats Extension Activities*** *for suggestions as to how to have students to choose the craft they wish to make and form groups of students who wish to make the same craft.*



Pond mural backdrop:

Make a backdrop for the pond mural that shows a pond surrounded by land. Place a large piece of bulletin board paper on the wall. Cut a large blue oval out of paper and tape it to the middle of the bulletin board paper. You might draw trees or other plants surrounding the pond (see Flip Book images for visual reference). Make a label that says "Pond" and post it at the top of the mural. Place **Image Card 5-1: Tobias Turtle** on the mural.

Make an example cattail:

Cut out an oval of brown felt and glue it to the top of a pipe cleaner to make the 'cob' and stem of the cattail. Attach two green leaves to the pipe cleaner stem. Glue short pieces of yarn to the bottom of the leaves to represent the roots.

Prepare cattail materials for students:

Prepare the pieces of the cattails by cutting ovals out of brown felt and cutting green leaves from construction paper.

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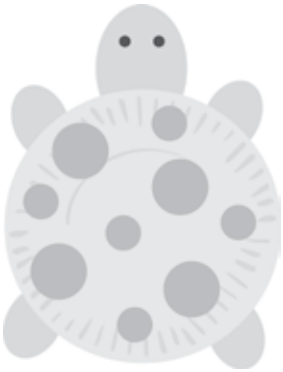

Make an example turtle:

Cut out turtle legs and a head from green construction paper and glue them to a paper plate. Draw on the turtle's face. Use tissue paper to make a design on the turtle's shell.

Prepare materials for students:

Cut out turtle legs and heads from green construction paper. Cut tissue paper into squares.

Make an example frog:

Paint a paper plate green and fold it in half. Cut out arms, legs, eyes, webbed feet, and a long, rolled-up tongue using various colors of construction paper and glue them to the paper plate.

Prepare frog materials for students:

Set up an area in the classroom where students can paint or color the plates. Cut out arms, legs, eyes, feet, and tongues from construction paper.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Once I Saw a Little Bird**	Nursery Rhymes and Songs Poster 30	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

Once I Saw a Little Bird

Practice the Rhyme

- Show students **Nursery Rhymes and Songs Poster 30: "Once I Saw a Little Bird"** and have students practice singing the song.
- Teach students the song and motions for "Once I Saw a Little Bird" using the echo technique. For an example of the echo technique see **Day 1: Bat, Bat.** Suggested motions to accompany the song are detailed below.

When you say . . .	Do this . . .
Saw	Shield eyes with hand, look around
Hop, hop, hop	Hop three times
Cried	Cup hands around mouth
Stop, stop, stop	Hold out hand to make stop sign three times
Window	Draw rectangle in air with pointer fingers

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How do you do	Shake hands with a neighbor
Shook his little tail	Wiggle bottom
Flew away	Link thumbs and flap hands

Draw the Sound in the Word

- Say the word *hop* in robot talk and point out that it has the /o/ sound in the middle.
- Review the sound picture /o/ written as 'o'.
- Remind students how to write the /o/ sound by writing 'o' on a large piece of chart paper or a whiteboard. Describe the stroke you are using as you write the 'o'.
- Then, have students write the sound picture for /o/ with you in the air using their magic pencils (pointer fingers). Model for students by turning your back to students and drawing with them.

1. start at the top
2. circle to the left

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /k/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
Small Group 2	S	**Class Book: In the Woods**	*In The Woods: Who's Been Here?* by Lindsay Barrett George; drawing tools; paper	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Sound Picture Review

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their magic pencils (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or whiteboard.

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1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

1. Most of the circle to the left

Teaching Tip

See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

- As you write the sound picture, explain how you are making the strokes to form the sound picture.
- Continue for the remaining sound pictures.

Draw the Sound Picture for /k/

Students will observe as you show them the sound picture for the /k/ sound written as 'c' as in *car.* Remember to try to avoid using the letter name 'c' during this activity. Instead, say the sound /k/.

- Tell students you are going to show them a new sound picture. You are going to show them how to draw the sound picture for /k/. Say a few words that start with /k/, saying the /k/ sound many times very quickly: *car, cow, carrot, candy, catch, carry, come.*
- Tell students that when you make the /k/ sound, your tongue touches the back of your throat and your voice is off. Have students say the /k/ sound and feel their tongue on the back of the throat. Have students say the /g/ sound and notice how their voice is on for /g/, but off for /k/.
- Draw a large lowercase 'c' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing 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 the sound picture /k/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 'c' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /k/. Use **Transition Cards: Initial Sound /k/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'c' on their papers for them, reminding them that it is a picture of the sound /k/.
- Then, have students copy the sound picture 'c' that you drew. If students have more time, have them continue practicing drawing the sound picture or students may draw another picture of something beginning with /k/.

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Small Group 2 — *10 minutes*

Small Group

Class Book: In the Woods

Note: *This activity is designed to span two days in order to give students time to complete their drawings and to give teachers time to take dictation from each student.*

Continue this activity during Small Group 2. See **Day 4: Class Book** for detailed instructions on this Small Group Activity.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**What Have We Already Learned?** **Purpose for Listening**	Image Cards 4-1–4-3 from *Animals* domain; *Life in a Pond* Carol K. Lindeen	5
Presenting the Read-Aloud	W	***Life in a Pond* by Carol K. Lindeen**	*Life in a Pond* by Carol K. Lindeen	10
Discussing the Read-Aloud	W	**What's the Big Idea?**	*Life in a Pond* by Carol K. Lindeen; Transition Cards: Habitats—Pond; chart paper; markers; hook-and-loop tape; example cattail from Extension Activity	10
Extension Activity	L	**Pond Mural**	Image Card 5-1; bulletin board paper; brown paper bags; construction paper; glue; paper plates; brown felt; pipe cleaners; yarn; writing utensils; drawing tools	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

What Have We Already Learned?

- Show students **Image Cards 4-1–4-3: Animals' Basic Needs** from the *Animals* domain and discuss each card with students.
- Remind students they have already learned about the three things animals need to stay alive. Ask students to name the basic needs.

  "We have already learned the three things all animals need to stay alive. Who can remember what animals' three basic needs are?"

- Call on a few students to respond. (*water, food, shelter*)
- Remind students that animals find all of their basic needs in their habitats.

  "Animals find all of their basic needs in their habitats. They find everything they need to stay alive right where they live."

Purpose for Listening

- Tell students to listen to find out how animals and plants live in and near a pond.

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"Today we are going to learn more about animals and plants who live in the pond habitat. Listen to find out how pond animals find food, water, and shelter in their habitat."

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PRESENTING THE READ-ALOUD

Life in a Pond by Carol K. Lindeen

10 *MINUTES*

5

➡ **TITLE PAGE . . . by Carol K. Lindeen**

Note: *This book includes different section headings that help students understand the transition from one section of the book to another. Be sure to read these headings aloud.*

➡ **TABLE OF CONTENTS**

- Review the function of the table of contents.

  "This page is called the table of contents. The contents are the things in the book, so this page tells use what the contents of our book are—it tells us what's in our book. These words tell us what is on a certain page of the book. The numbers on the other side tell us the page where we can find things."

- Point to and read the words that say "Pond Plants, page 14."

  "These words tell us that if you want to know more about the kinds of plants that live in a pond, you go to page 14. That's how you use a table of contents. Let's turn to page 14 and see what's there. What do you think is going to be on page 14?"

- Call on a few students to answer.

- Show students page 14 and point out that it shows the kinds of plants that are in a pond, just like the table of contents said it would.

  "What do you see on this page? It's the plants that live in a pond! It's exactly what the table of contents told us would be on page 14. Now let's read our book so we can find out more about other things that live in a pond."

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➡ **PAGE 4 . . . of still, shallow water.**

- Point to the pond in this picture.
- Define the word SHALLOW.

  "SHALLOW means not very deep. Most ponds are very shallow—they are not deep like the ocean."

➡ **PAGE 6 . . . smaller than lakes.**

- Point to the picture of the pond on this page.

  "Ponds can be found in many places, like in parks, in the woods, or on farms in the middle of fields. Raise your hand if you have ever visited a pond."

➡ **PAGE 8 . . . breathe through gills.**

- Tell students that this is a picture of a fish that has gills that let it breathe under water. Point to the side of the fish's body behind the head and locate the gills.
- Remind students that all fish can breathe underwater. Remind them that humans cannot breathe underwater, since they have lungs—not gills.
- Tell students that pond water provides shelter for the animals—like fish—that live in the pond water.

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➡ **PAGE 10 . . . underwater to look for food.**

- Ask students which basic need the ducks are meeting at the pond. (food)

➡ **PAGE 12 . . . Frogs eat insects.**

- Ask students which basic need the frog is meeting at the pond. (food)

➡ **PAGE 14 . . . Their flowers bloom.**

- Remind students of plants' basic needs. (nutrients from soil, air, water, sunlight)
- Ask students which basic need the water lilies are meeting by spreading their leaves on the top of the pond. (sunlight, air)

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➡ **PAGE 16 . . . looks like a cat's tail.**

- Remind students that plants need sunlight to grow healthy and strong and talk about how the cattails are getting sunlight around the pond in this picture.

➡ **PAGE 18 . . . the bottom of the pond.**

➡ **PAGE 20 . . . Ponds are full of life.**

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Discussing the Read-Aloud — 10 minutes

Whole Group

What's the Big Idea?

Pond Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers and if you are unsure whether a given plant or animal lives in the pond habitat, tell students you will do more research to confirm.*

- Before beginning your list, help students remember some key characteristics of the pond habitat (i.e., shallow body of water surrounded by land, there is water *and* land).

  "The pond habitat has shallow water and land around all sides. There are plants and animals that live in and around the pond. Some animals live in the pond water and some animals live around the edge of the pond."

- Tell students you are going to make a list of plants and animals that live in the pond habitat. Title a piece of chart paper "Pond Plants and Animals."
- Tell students you will write down plant names in green and animal names in red.
- Help students dictate a list of the plants and animals found in the pond habitat. Use the trade book *Life in a Pond* by Carol K. Lindeen to help students remember the plants and animals that live in the pond (see list of suggestions below). This list does not need to be comprehensive as students will add to it on Day 6 during Discussing the Read-Aloud.
  - turtles
  - trees
  - grass
  - fish
  - ducks
  - frogs
  - lily pads
  - cattails
  - raccoons

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- If applicable, have students attach any matching pond plants and animals from the set **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or a reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the list to students, sliding your finger under each word as you read.

Teaching Tip
When you have completed the habitat mural, display this list beside the mural so students can reference it.

Facts about Pond Plants: Cattails

- Display the cattail students can choose to make during the Extension Activity (see **Advance Preparation**) and remind students they can choose to make a plant or animal that lives in the pond during the Extension Activity.
- Show pages 16–17 from *Life in a Pond* by Carol K. Lindeen and reread the text on the page.
- Talk about the cattails shown in this picture and compare the photograph to your example craft (see **Advance Preparation**). Talk about how cattails got their name (i.e., they look like a cat's tail). Label plant parts on both your example craft and the cattails in the picture (e.g., stem, leaves, cob) with students. Talk about how cattails get water (their roots are in the pond water) and how they need sunlight to grow.
- Ask students to name the habitat in which cattails grow. (*pond*)

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Extension Activity

Learning Center

Pond Mural

Students will make a mural showing the pond habitat. They will create a familiar animal or plant and place it in the habitat. Then, students will label the animal or plant they created.

- Tell students they are going to make a mural of the pond habitat. Explain that they will choose an animal or plant to make and place on the class mural.
- Show student the example crafts you made (see **Advance Preparation**) and have them decide which craft they would like to make.
- Divide students into groups based on their choices and explain how each group will make their craft on a different day.
- Hand out materials and assist students in making an animal or plant to add to the mural.
- Use the **parallel talk strategy** to describe what students are doing as they make and label their crafts.

  "Shane is gluing green leaves on his cattail. Rhonda is drawing black eyes on her beaver. She already glued the big white teeth under the flap where the beaver's mouth is."

- As students finish their crafts, give them a blank strip of paper and tell them to write the name of their plant or animal so everyone will know what it is called. Once students have written their labels, ask them to "read" what they wrote and write down their interpretation of their writing using standard spelling.
- Affix the students' crafts and their labels to the pond backdrop (see **Advance Preparation**).
- Allow students to use various craft materials to add additional details to the mural after they have completed their plant or animal. Students might color the background, glue leaves to the trees, or draw other animals and plants directly onto the mural.

Teaching Tip

Examples of suggested crafts for pond animals and plants have been provided in **Advance Preparation.** However, you might allow students to create other plants or animals using various craft supplies. Students might reference Flip Book illustrations and photographs as they choose a plant or animal to create.

Language Facilitation

Use the **parallel talk strategy** to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

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6 DAY 6
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the pond habitat when shown a picture of the pond
- ✓ Name one plant and two animals that live in the pond

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Once I Saw a Little Bird" (RL.P.5, RF.P.2a)
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay (RL.P.10)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Skills

Students will:

- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ 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 consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

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- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Pond" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Pond" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Pond" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Pond" (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the pond habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)
- ✓ With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing (RF.P.1e, L.P.2c)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

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Core Vocabulary

croaking, *v.* Making a grunting noise using the throat
Example: Every night I can hear the frogs croaking down by the pond.
Variation(s): croak, croaks, croaked

crouching, *v.* Bending down
Example: The students were crouching behind the door to surprise their friend on his birthday.
Variation(s): crouch, crouches, crouched

murky, *adj.* Cloudy, dark, and hard to see through
Example: Even with my goggles, I couldn't see any fish in the murky pond water.
Variation(s): murkier, murkiest

reeds, *n.* Tall grasses that grow in wet ground or in water
Example: The duck hid in the reeds so it could take a rest.
Variation(s): reed

shallow, *adj.* Not very deep
Example: The park has a pool with a shallow end where I can touch the bottom.
Variation(s): none

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Once I Saw a Little Bird**	Nursery Rhymes and Songs Poster 30	
SKILLS				
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'c'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 6-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Sound Picture Board Game**	Image Cards 1-1–1-3; Transitions Cards: Initial Sounds from *Plants* and *Habitats;* chart paper; marker; plastic animals	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**What Have We Already Learned?** **Purpose for Listening**	*Life in a Pond* by Carol K. Lindeen; Transition Cards: Habitats; Pond Plants and Animals list from Day 5; marker	5
Presenting the Read-Aloud	W	**Pond**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; example frog from Extension Activity; chart paper; markers; hook-and-loop tape	10
Extension Activity	L	**Pond Mural**	*Habitats* Flip Book; Image Card 5-1; bulletin board paper; brown paper bags; construction paper; glue; paper plates; brown felt; pipe cleaners; writing utensils; drawing tools	During learning centers

Take-Home Material

Starting Sounds

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

- **Activity Page 6-2: Starting Sounds**

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Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

Small Group 2

Create a board game where the game board is a circular path divided into squares. In the squares, write one of the sound pictures that students have learned (i.e., 'm', 'a', 't', 'd', 'o', 'c') in random order, repeating some sound pictures right after each other and spacing others widely apart. Depending on the plastic animals you have to use for playing pieces, you may want to decorate the game board to look like a particular habitat.

Gather and shuffle the **Transition Cards: Initial Sounds** from *Plants* and *Habitats* that go with these sound pictures. Tape or staple a piece of paper over the word on the back of the card that names the picture. You might want to make some "wild cards" for students to draw that give instructions like "*say three words that start with /t/ then take an extra turn,*" "*go directly to the next /m/,*" "*go backwards to the last /d/,*" etc.

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.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Once I Saw a Little Bird**	Nursery Rhymes and Songs Poster 30	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

Once I Saw a Little Bird

Practice the Rhyme

- Show students **Nursery Rhymes and Songs Poster 40: "Once I Saw a Little Bird"** and have students practice singing the song and doing the motions. For a list of motions, see Day 5.
- If a student is ready, allow them to lead the class in the motions for the rhyme one at a time by standing at the front of the whole group.

Draw the Sound in the Word

- Say the word *stop* sound by sound (using robot talk) and point out that it has the /o/ sound in the middle.
- Review the sound picture for /o/ written as 'o'.

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1. start at the top
2. circle to the left

- Remind students how to write the /o/ sound by writing ‘o’ on a large piece of chart paper or a whiteboard. Describe the stroke you are using as you write the ‘o’.
- Then, have students write the sound picture for /o/ with you in the air using their magic pencils (pointer fingers). Model for students by turning your back to students and drawing with them.

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'c'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 6-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Sound Picture Board Game**	Image Cards 1-1–1-3; Transitions Cards: Initial Sounds from *Plants* and *Habitats*; chart paper; marker; plastic animals	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Sound Picture Review

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their magic pencils (pointer fingers) to write the sound picture on the table surface as you write on chart paper or a whiteboard.

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1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

1. Most of the circle to the left

Teaching Tip
See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

- As you write the sound picture, explain how you are making the strokes to form the sound picture.
- Continue for the remaining sound pictures.

Circle the Sound Picture 'c'

Students will find and circle or color the sound picture for /o/ in individual words.

- Review the sound picture for /k/ (which is the letter 'c') by showing students the **Transition Card: Sound Picture /k/.** Have students say the /k/ sound with you.
- Draw a large, lowercase 'c' on the board and describe what you are doing as you draw. Repeat several times, describing how you are writing the letter as you write each stroke.
- Give students **Activity Page 6-1: Circle the Sound Picture 'c'.**
- Read the words on the page and have students point to the words on their own pages as you read them aloud.
- Explain that students will look at each word and find the sound picture for /k/ (the letter 'c') in the words on the page. Some pictures have a 'c' and some do not.
- They should circle or color over 'c' in each word.
- Reread the words slowly, pointing to the sound picture for /k/ when you say that sound. Comment on whether the /k/ sound is at the beginning, in the middle, or at the end of the word.
- When students are finished, they can turn the paper over and practice writing 'c' or draw a picture of something that starts with /k/.

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Small Group

Warm-Ups

Call and Response: Initial Sounds

Using **Image Cards 1-1–1-3: Sounds in Words,** students will participate in a call-and-response game where they respond to the teacher's call if they are holding a picture that starts with a specific sound.

- Start with students standing up with adequate space for movement.
- Give each student one **Image Card.**
- Tell students that when you say, "Give me a /d/!" you want them to say, "/d/!"
- Then, ask students who are holding a picture that starts with a particular sound (e.g., /p/, /d/, /f/, etc.) to move their bodies in a specific way.

  Teacher: "Give me a /d/!"

  Students: "/d/!"

  Teacher: "Wiggle your arms if you have a word that starts with /d/. Good, Drew, dog *starts with the /d/ sound. /d/, /d/, /d/. And your name starts with /d/!"*

"Give me a _____!"	Beginning Sound Word (Image Card #):
/p/	peach (1-1a)
/d/	duck (1-1b), dog (1-1c)
/f/	fish (1-1d)
/sh/	sheep (1-2a)
/s/	seal (1-2b)
/m/	mouse (1-2c), moose (1-2d)
/h/	hen (1-3a)
/ch/	chick (1-3b)
/k/	cat (1-3c)
/p/	pig (1-3d)

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Sound Picture Board Game

Students will play a board game based on the sound pictures they have learned up to this point (i.e., ‘m’, ‘a’, ‘t’, ‘d’, ‘o’, ‘c’).

Teaching Tip
See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

- Show students the game board you prepared (see **Advance Preparation**) and review the sound that goes with each sound picture.
- Place the **Transition Cards: Initial Sounds** upside down in a pile on the game board.
- Allow students to each choose a plastic animal to use as a playing piece.
- The first student draws one of the Transition Cards. Help the student name the picture and identify its initial sound.
- The student places his/her playing piece on one of the sound pictures on the game board that corresponds to the first sound in the word that names the picture on the Transition Card.
- As students move their pieces around the circle have them say the sound that corresponds to each sound picture they pass along the way.
- The goal of the game is for each student to move around the circle one complete time and arrive back at hi/her starting point.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**What Have We Already Learned?** **Purpose for Listening**	*Life in a Pond* by Carol K. Lindeen; Transition Cards: Habitats—Pond; Pond Plants and Animals list from Day 5; marker	5
Presenting the Read-Aloud	W	**Pond**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; example frog from Extension Activity; chart paper; markers; hook-and-loop tape	10
Extension Activity	L	**Pond Mural**	*Habitats* Flip Book; Image Card 5-1; bulletin board paper; brown paper bags; construction paper; glue; paper plates; brown felt; pipe cleaners; writing utensils; drawing tools	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

What Have We Already Learned?

- Remind students what the word *habitat* means.

  "We have been learning about the pond habitat. A habitat is a place where animals and plants live together. Say the word with me— habitat. *Plants and animals find all the things they need to survive right in their habitat."*

- Show students the cover of *Life in a Pond* by Carol K. Lindeen
- Ask students the name of the habitat shown in the picture. (*pond*)
- Describe the characteristics of the pond habitat.

  "The pond habitat has shallow water and land around all sides. There are plants and animals that live in and around the pond. Some animals live in the pond water and some animals live around the edge of the pond."

- Read through the "Pond Plants and Animals" list (see **Day 5, What's the Big Idea?**) with students and tell them that they might see some of these plants and animals in the story today because this story is about the pond, too.

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Purpose for Listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in the pond habitat.

  "Listen to see what other plants and animals live in the pond habitat so we can add them to our list. Look and listen carefully to see if you can remember some of the new pond animals and pond plants shown in the pictures because I'm going to ask you to name them for me when we're finished reading."

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PRESENTING THE READ-ALOUD

Pond

10 *MINUTES*

6

SHOW FLIP BOOK PAGE 6-1: Pond scene

Look all around. Do you see the calm, still water? Do you see the swimming ducks? Can you see the long, green grasses growing around the edge of the water? You can see the pond habitat, but you can't see me. I'm tucked inside my shell, but I would love pop out and meet you!

- Stop reading after "Do you see the calm, still water?" so you can define the word STILL.

  "Look at the still water in the pond. STILL means not moving. Show me how you can be very still like the water. Only the ducks are moving the pond water a tiny bit. Do you see the ripples they are making?"

- Ask students to predict who is talking in the text.

  "Who do you think is 'tucked inside a shell'? What animal could it be?"

- Call on a few students to respond. Confirm or correct their responses when you turn the Flip Book page.

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SHOW FLIP BOOK PAGE 6-2: Tobias Turtle in pond habitat

Hello there! My name is Tobias Turtle and I live near the pond. Welcome to my habitat. Today I'm going to explore the many plants and animals that live in and around the pond with me. *Splash!* What was that? It must have been a fish jumping out of the water, trying to catch a mosquito to eat.

Buzz! I think I hear a dragonfly flying by me. I'm going to tuck my legs inside my shell and wait quietly to see what else I can see.

SHOW FLIP BOOK PAGE 6-3: Beaver, raccoon, blue heron, and duck with ducklings

I have been so still that many of my animal friends have come out of their hiding places. I can see an animal with a mask of dark fur around its eyes and stripes on its tail. It is a raccoon that has come to the pond to search for food. In the middle of the pond, a mother and father duck are teaching their ducklings to swim. Now I'm going to stretch my legs back out of my shell and crawl slowly closer to the water's edge.

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SHOW FLIP BOOK PAGE 6-4: Wild beaver with chopped log

I can see the furry beaver swimming through the pond, cutting and gathering logs to build itself a home. It uses its strong front teeth to chew on a tree trunk until it falls to the ground. Then, the beaver builds its home out of the logs it has dragged into the water.

- Point to the fallen tree photograph and tell students that beavers use their strong front teeth to cut down trees.

  "Beavers have big, strong front teeth so they can chew on big tree trunks. They chew all the way through the trunk until the tree falls down. Then, they drag the fallen tree into the pond to build a home. Beaver's homes or shelters are called beaver dams. They use the trees and plants they find in the pond habitat to make their homes."

- Flip back to Flip Book Page 6-3: Beaver, raccoon, blue heron, and duck with ducklings to show students the beaver dam in the bottom left portion of the illustration.

  "Beaver dams look like a big pile of sticks and logs, but really they are a shelter in which the beaver lives!"

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SHOW FLIP BOOK PAGE 6-5: Raccoon at edge of pond

There is the masked raccoon **crouching** in the grasses by the pond's edge. The raccoon takes a long drink of water, then stays very still and waits for a fish to swim by. Maybe, if it waits patiently, it will catch a fish with its sharp claws!

- Ask students if they have ever been fishing in a pond like this raccoon.
- Discuss how you have to be quiet and patient when fishing in order to catch a fish. Tell students the raccoon is being quiet, still, and patient, so it can catch a fish. If it even makes a ripple in the surface of the pond, the fish will swim away.

SHOW FLIP BOOK PAGE 6-6: Great blue heron eating in pond

On the other side of the pond, in the **reeds**, a great blue heron has been very patient. It has stood so still for so long that it caught a fish in its long beak.

- Remind students that many animals have to be very quiet and patient in order to get food to eat. Just like the raccoon, the heron has to be very still to catch fish.

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SHOW FLIP BOOK PAGE 6-7: Cattails, dragonfly, monarch butterfly, frog, turtle, and water lilies

If I look closely at furry brown cattails swaying gently in the breeze, I see insects flying from plant to plant. They are looking for tasty nectar on which to feed.

Ribbit, ribbit. I hear a frog **croaking** nearby. It sits on its flat green lily pad, hoping a tasty fly will buzz by.

SHOW FLIP BOOK PAGE 6-8: Dragonfly, monarch butterfly, and water strider

I love to look closely at the various insects that make their homes in the pond habitat. Dragonflies are expert fliers that have four wings so that they can fly straight up and straight down, just like a helicopter. The water strider also has a special talent: it can walk on top of the pond's surface! I also see a monarch butterfly drinking the delicious nectar of a goldenrod flower. I wonder where that frog went—it sure loves to look for insects, too!

- Remind students that insects are a group of animals you learned about earlier in the year. They are small, have six legs, and are sometimes called bugs.

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SHOW FLIP BOOK PAGE 6-9: American bullfrog under lily pad in pond

There's the frog—it was hiding! I can just barely see its eyes peering out of the water because its green skin blends in so well with the lily pads. I think it must have gotten too hot, so it jumped off its lily pad into the cool pond water. I am feeling warm, too, so I think I will get ready to go for a swim in the **shallow** pond water. I wonder what I will see when I dive down underwater.

SHOW FLIP BOOK PAGE 6-10: Pond cut-away

Wow! The long, tall stems of the water lily stretch all the way to the bottom of the pond. I bet its roots grow down into the muddy ground. The cattails' stems grow underwater, too. One of the turtles has slid off its warm rock and started swimming underwater in search of a snack.

- Explain the point of view of the cut-away illustration by pointing to the parts of the drawing that are underwater, the surface of the pond, and the parts that are above water on land.
- Call on students to come up and find animals that are underwater, plants that are underwater, and plants that are growing on land.

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SHOW FLIP BOOK PAGE 6-11: Fish in murky water of pond

The water in the pond is so **murky** and muddy I can hardly see! But I do see a fish swimming along, weaving between the stems of the lily pads. I can see the warm sunlight shining through the water's surface into the pond's depths. I wonder what I will find crawling along the very bottom of the pond, where it is gloomy and dark.

- Tell students this picture shows a pond underwater.
- Define the word MURKY.

  "MURKY means cloudy and dark and hard to see through. It's hard to see the plants and animals living underwater in this pond because the water is so murky. See how it's all brown and cloudy? Say that word with me—MURKY."

SHOW FLIP BOOK PAGE 6-12: Crayfish at bottom of pond

I guess crayfish like the cold murky water at the bottom of the pond. I see one using its antennae to feel around for food that might be nearby. Then it will use its front claws to capture the food and put it in its mouth. I think I am going to swim away before the crayfish's antennae find me!

- Explain that crayfish use their antennae to feel around because they can't see well in the murky pond water. That is a special way that crayfish can live in the pond habitat.

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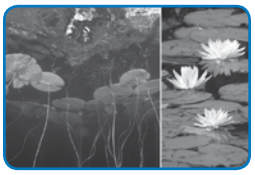

SHOW FLIP BOOK PAGE 6-13: Water lilies and lily pad below water and above pond

If I follow the lily pad's stems upward, I can swim right back to the surface of the pond. The water gets warmer and warmer as I swim towards the sunlight. I can understand why the flower of the lily pad grows on top of the water! After all, it needs bright sunlight to so its beautiful white flowers can grow and bloom.

- Call up students to point to the plant's different parts: stem, flower, leaves (lily pads).
- Remind students that plants' four basic needs are sunlight, water, air, and nutrients from soil. Explain how water lilies get each of these basic needs in the pond habitat.

  "Remember, plants need sunlight, water, air, and nutrients from the soil to survive. Water lilies get nutrients from the soil at the bottom of the pond. That is why their stems reach all the way down to the bottom of the pond. Where do you think water lilies get water? How do they get sunlight and air?"
- Call on a few students to respond. (from the pond water; lily pads and flowers above the surface of pond)

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SHOW FLIP BOOK PAGE 6-14: **Tobias Turtle leaving pond habitat**

That swim in the cool pond water was refreshing, but now I am worn out! It's time for me to say good-bye to the blue heron and the cattails, to the fish and the lily pads. I am going to find a warm rock nearby where I can lay in the sun, dry off, and take a nap. I think I'll take my time as I crawl slowly around, looking for the perfect spot. Good-bye everyone!

Discussing the Read-Aloud — *10 minutes*

Whole Group

What's the Big Idea?

Pond Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers, and, if you are unsure whether a given plant or animal lives in the habitat, tell students you will have to do more research to confirm.*

- Tell students you are going to add to your list of plants and animals that live in the pond habitat that you created the other day. Reread the title of your list, "Pond Plants and Animals."
- Review the plants and animals already on your list by reading the names and sliding your finger under each name as you read. Remind students that things written in green are plants and things written in red are animals. Help students add to the list of the plants and animals found in the Pond habitat.

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- Use the Flip Book and pond plants and animals from the set **Transition Cards: Habitats** to help students remember the plants and animals that live in the habitat (see list of suggestions below).
  - turtles
  - trees
  - grass
  - fish
  - ducks
  - frogs
  - lily pads
  - cattails
  - raccoons
  - beavers
  - blue herons
  - dragonflies
  - butterflies
  - water strider
  - crawfish
- If applicable, have students attach any matching pond plants and animals from the set **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the list to students, sliding your finger under each word as you read.

Facts about Pond Animals: Frogs

- Display the frog that students can choose to make during the Extension Activity (see **Day 5: Advance Preparation**) and remind them that they are making a pond plant or animal during the Extension Activity.
- Show **Flip Book Page 6-7: Cattails, dragonfly, monarch butterfly, frog, turtle, and water lilies**

  "If I look closely at furry brown cattails swaying gently in the breeze, I see insects flying from plant to plant. They are looking for tasty nectar on which to feed."

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"Ribbit, ribbit. *I hear a frog* **croaking** *nearby. It sits on its flat green lily pad, hoping a tasty fly will buzz by."*

- Talk about the frog shown in this picture and compare the photograph to your example craft. Label body parts students see on both your example craft and the frog in the picture (e.g., legs, eyes, skin). Talk about where frogs sit (*lily pads*), what frogs eat according to the text (*flies*), and that they can swim underwater.
- Ask students to name the habitat in which frogs live. (*pond*)
- Ask students to make the sound of a frog as they transition to the next activity.

Extension Activity

Learning Center

Pond Mural

Continue this activity during Learning Centers. See **Day 5: Pond Mural** for detailed instructions on this Extension Activity.

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7 DAY 7
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the pond habitat when shown a picture of the pond
- ✓ Name one plant and two animals that live in the pond

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Once I Saw a Little Bird" (RL.P.5, RF.P.2a)
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay (RL.P.10)

Skills

Students will:

- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ 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 consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

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Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Pond" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from a nonfiction/informational read-aloud (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Pond" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Pond" (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Pair pictures depicting opposite adjectival size words *deep* and *shallow* (L.P.5b)
- ✓ Name and use the opposite adjectival size words *deep* and *shallow* (L.P.5b)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the pond habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)
- ✓ With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing (RF.P.1e, L.P.2c)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhymes	W	**Nursery Rhyme Review**	5–10 Nursery Rhymes and Songs Posters (see Advance Preparation)	
SKILLS				
Small Group 1	S	**Warm-Ups** **Oral Blending: Three-Sound Words**	stuffed animal	10
Small Group 2	S	**Warm-Ups** **Sound Picture Board Game**	Image Cards 1-1–1-3; Transitions Cards: Initial Sounds from *Plants* and *Habitats*; chart paper; marker; plastic animals	10
LISTENING & LEARNING				
Picture Talk	W	**Pond**		10
Deepening Understanding	W	**Deepening Understanding: *Shallow***		10
Extension Activity	L	**Pond Mural**	*Habitats* Flip Book; Image Card 5-1; bulletin board paper; brown paper bags; construction paper; tissue paper; glue; paper plates; brown felt; pipe cleaners; yarn; writing utensils; drawing tools	During learning centers

Advance Preparation

Nursery Rhymes

Select a variety of Nursery Rhymes and Songs Posters (between five and ten) from which students can choose a rhyme to recite independently. Choose some shorter rhymes, some longer rhymes, and some rhymes that have hand motions. Post them so they are clearly visible to all students.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

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Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhymes	W	**Nursery Rhyme Review**	5–10 Nursery Rhymes and Songs Posters (see Advance Preparation)	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhymes

Whole Group

Nursery Rhyme Review

Students will have a chance to perform nursery rhymes independently or lead the class in a nursery rhyme. Continue this daily routine throughout Pausing Point 1 so all students have a chance to lead or recite a nursery rhyme. Students will also have additional opportunities to recite or lead a nursery rhyme later in the *Habitats* domain.

- Tell students they will get a chance to recite a nursery rhyme or lead the group in a nursery rhyme, if they want to (allow shy students the option to be participants and to recite a rhyme for you one-on-one later in the day).
- Review the names of the nursery rhymes you posted (see **Advance Preparation**) by reading the titles aloud to students so they know which nursery rhymes they can choose.

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- Call on as many students as time permits to recite a rhyme or lead the class in a rhyme.

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Oral Blending: Three-Sound Words**	stuffed animal	10
Small Group 2	S	**Warm-Ups** **Sound Picture Board Game**	Image Cards 1-1–1-3; Transitions Cards: Initial Sounds from *Plants* and *Habitats*; chart paper; marker; plastic animals	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Does It Start with /k/?

Students will identify words that start with /k/ by giving a 'thumbs up' when they hear a word that starts with /k/ and a 'thumbs down' when they hear a word that doesn't start with /k/. To maximize freedom of movement, students should be standing for this activity.

- Tell students to listen to the words you say. If they start with the /k/ sound, as in cat, students should show you 'thumbs up.' If they don't start with the /k/ sound, they should show you 'thumbs down.'
- Remind students that when you make the /k/ sound, your tongue touches the back of your throat and your voice is off. Have students say that /k/ sound and feel their tongue on the back of the throat. Have students say the /g/ sound and notice how their voice is on for /g/, but off for /k/.
- Say each of the words below. After students show you 'thumbs up' or 'thumbs down,' provide corrective feedback by telling them whether the word starts with /k/ or not. During feedback, encourage students to repeat the words after you to determine whether they begin with the /k/ sound. If a word starts with /k/, have students say the sound twice and then say the whole word.

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"Cat. Yes, cat *does start with /k/. You should show me a 'thumbs up' because* cat *starts with /k/: /k/ /k/ cat. Say it with me: '/k/ /k/ cat'."*

"Mat. No, mat *does not start with /o/. You should show me a 'thumbs down' because* mat *does not start with /k/.* Mat *starts with /m/."*

- If students are ready, have them identify the initial sounds of words that do not start with /k/ (e.g., "*Mat* doesn't start with /k/. What sound does *mat* start with? /m/").
  - ox (no, *ox* starts with /o/)
  - cat (/k/ /k/ cat)
  - mat (no, *mat* starts with /m/)
  - cow (/k/ /k/ cow)
  - candy (/k/ /k/ candy)
  - olive (/o/ /o/ olive)
  - sit (no, *sit* starts with /s/)
  - rock (no, *rock* starts with /r/ but it does have the /k/ sound at the end of the word)
  - car (no, *car* starts with /k/)
  - costume (/k/ /k/ costume)

Oral Blending: Three-Sound Words

Repeat the activity you conducted on Day 3 during Small Group 1. See **Day 3: Oral Blending: Three-Sound Words** for detailed instructions on this Small Group Activity.

Small Group 2 — *10 minutes*

Warm-Ups

Call and Response: Initial Sounds

Conduct the same Warm-Up as you did on Day 6 for Small Group 2. See **Day 6: Warm-Ups: Call and Response: Initial Sounds** for detailed instructions on this Small Group Activity.

Sound Picture Board Game

Continue this activity during Small Group 2. See **Day 6: Sound Picture Board Game** for detailed instructions on this Small Group activity.

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Listening & Learning		Exercise	Materials	Minutes
Picture Talk	W	**Pond**		10
Deepening Understanding	W	**Deepening Understanding: *Shallow***		10
Extension Activity	L	**Pond Mural**	*Habitats* Flip Book; Image Card 5-1; bulletin board paper; brown paper bags; construction paper; tissue paper; glue; paper plates; brown felt; pipe cleaners; yarn; writing utensils; drawing tools	During learning centers

Picture Talk — *10 minutes*

Whole Group

Pond

Note: *Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.*

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

Teaching Tip
You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

SHOW FLIP BOOK PAGE 6-1: Pond scene

- Ask students to name the habitat about which you have been learning.

  "What is the name of the habitat that you see in this picture?"

- Call on a few students to respond. (*pond*)
- Ask students if they have ever been to a pond before. Ask them to describe a pond using either personal experience or their prior knowledge from Days 5 and 6.

  "Has anyone ever been to a pond before? What are ponds like? What can you do at a pond? What might you see? What plants or animals can you find in the pond habitat?"

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- Call on a few students to respond.
- Discuss how the pond habitat has shallow water and land around all sides. There are plants and animals that live in and around the pond. Some animals live in the pond water and some animals live around the edge of the pond.

SHOW FLIP BOOK PAGE 6-3: Beaver, raccoon, blue heron, and duck with ducklings

- Remind students what animals' three basic needs are and that they heard all about the basic needs of animals in the pond.

  "What are animals' three basic needs?

- Call on a few students to respond. (*food, water, shelter*)

  "We have been learning about lots of different animals that live in a pond. We have also been learning about how different animals meet their basic needs in the pond habitat."

- Ask a student to come point to the beaver in the picture.

  "Who can point to the beaver in this picture?"

- Discuss how beavers get shelter in the pond habitat. (*build a dam*)

  "How do beavers get shelter in the pond habitat? Who remembers what they use their big front teeth for?"

- Call on a few students to respond. (*make their own shelter/dam; chew down trees, drag the branches to the pond, and build a dam/shelter/home*)
- Ask students to come point to the blue heron (bird) in the picture and the raccoon in the picture.
- Discuss how raccoons and blue herons get food.

  "How do raccoons and blue herons get the food they need to survive in the pond habitat?

- Call on a few students to respond. (*They stay very still and wait for a fish to swim by and then they catch it.*)

SHOW FLIP BOOK PAGE 6-12: Crayfish at bottom of pond

- Ask students what animal they see on this page.

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"What animal is this?"

- Call on a few students to respond. (*crayfish*)
- Ask students where the crayfish is located.

  "Where is it in the pond habitat in this picture? Is it on top of the water? Is it on the land around the edge of the pond? Where does it live?"

- Call on a few students to respond. (*bottom of the pond, underwater*)
- Remind students that Tobias Turtle told them about how crayfish live in the murky pond water where they can't see very well (Show **Flip Book Page 6-12** if students need a reminder of what murky water is).

  "Remember, Tobias Turtle told us about that crayfish live on the bottom of the pond where it is dark and murky and hard to see."

- Ask students how the crayfish finds food if it can't see very well.

  "How does the crayfish find food to eat if it can't see very well on the bottom of the pond? What body part does it use? Who remembers that word?"

- Call on a few students to answer. (*uses antennae to feel around for food*)
- Tell students that animals have different ways of getting their basic needs in the pond habitat.

  "Animals in the pond have different ways of meeting their three basic needs. Crayfish have antennae to help them feel in the murky water to find food. Raccoons and herons stand very still and catch fish. Beavers build their own shelters using the materials they find near the pond."

SHOW FLIP BOOK PAGE 6-10: Pond cut-away

- Remind students that they heard all about the basic needs of plants in the pond and ask them to identify the water lily in the picture.

  "The other day we also talked about how plants meet their basic needs in the pond habitat. What is the name of this plant? [point to the water lily]"

- Call on a few students to respond. (*water lily*) If students respond "lily pad," tell them that the lily pad is a part of the water lily—it is the leaf.

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- Discuss how water lilies' basic needs (water, light, air, nutrients) are met in the pond habitat.

  "Plants need water, nutrients, sunlight, and air to survive. How does the water lily get nutrients from the soil?"

- Call on a few students to respond. (*Its stem stretches to the bottom of the pond and the roots reach into the soil for nutrients.*)

  "How does the water lily get air and sunlight?"

- Call on a few students to respond. (*The flowers and lily pads are on the surface of the pond so they can take in air and sunlight.*)

  "How does the water lily get water?"

- Call on a few students to respond. (*It uses its roots to soak it up from the pond.*)

SHOW FLIP BOOK PAGE 6-14: Tobias Turtle leaving pond habitat

- To bring closure to the Picture Talk, remind students that the plants and animals living in the pond habitat all have to get their basic needs to survive and that different plants and animals each have special ways of getting the things they need in the pond.

  "All of the plants and animals in the pond habitat have basic needs. They each have different ways of getting the things they need to survive. They all live together in the pond, but each plant and animal is has its own way of getting the things it needs to survive."

Deepening Understanding — *10 minutes*

Whole Group

Deepening Understanding: *Shallow*

Defining Shallow

- Reread the part of the read-aloud text that contains the word *shallow*.

  "Remember, in our read-aloud, we heard the word shallow*. Listen for the word* shallow *while I read part of the read-aloud you heard before."*

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SHOW FLIP BOOK PAGE 6-9: American bullfrog under lily pad in pond

I am feeling warm, too, so I think I will get ready to go for a swim in the **shallow** *pond water. I wonder what I will see when I dive down underwater.*

- Define the word *shallow*.

  *"*Shallow *means not very deep. Usually shallow water is water you can stand up in with your head above the water. Ponds are usually shallow. You could probably stand up in a lot of ponds. "*

Opposites: Shallow *and* Deep

- Discuss how *shallow* and *deep* are opposites by defining *deep* and giving examples.

  *"*Deep *is the opposite of* shallow. *If water is deep, you can't stand up in it and it goes down very far below the surface."*

- Show students with your hand how deep shallow water might be and how deep deep water might be by holding your hand close to the floor and then above your head.

  "Shallow water might be only this high. [hold hand close to ground] Deep water might be all the way up to here. [hold hand far above your head]."

Expanding Shallow *and* Deep

- If applicable to students' experiences, ask students if they have ever been in shallow or deep water and to describe their experiences. If not, give an example by describing a time you were in shallow and/or deep water.

  "Has anyone in our class ever been in shallow water before? Has anyone been in deep water before? What was it like? Could you stand up? Did you have to swim or hold onto something or wear a life jacket?

- Remind students that most ponds are shallow, but some can be deeper than others.

  "Remember, ponds are usually shallow. That is because they aren't very big. Some ponds are a little deeper than others but most ponds are pretty shallow."

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Extension Activity

Learning Center

Pond Mural

Continue this activity during Learning Centers. See **Day 5: Pond Mural** for detailed instructions on this Extension Activity.

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PP1 DAYS 8–10
Habitats

Note to Teacher

Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first 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 below). 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*

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland
- ✓ Identify by name the pond habitat when shown a picture of the pond
- ✓ Name one plant and two animals that live in the pond

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Student Performance Task Assessment

Skills Task Assessment

Sound Picture Identification

Individually assess whether students are able to produce the sounds that accompany the sound pictures/letters learned up until this point (i.e., 'm', 'a', 't', 'd', 'o', 'c'). Hold up a **Transition Card: Sound Picture** and ask the student, "*What sound goes with this sound picture/letter?*" If students respond with the correct letter name, confirm their response as correct, and clarify that you are asking for the letter sound. Record students' responses on the Sound Picture Identification Record Form that follows the Domain Assessment.

Listening & Learning Task Assessment

During a transition or in Small Groups, show students Flip Book images from the "Woodland" and "Pond" read-alouds. Ask them to identify which habitat is shown, and to name an animal or plant that lives in that habitat.

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Skills Review

Skills Activities Summary

The chart below shows the Small Group activities that students have completed up to Pausing Point 1 and the emergent literacy skills areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Small Group Activities Summary

			Phonological Awareness						Print		Handwriting	Shared Writing	Narrative		Vocabulary
Day(s)	**Skills Small Group**	**Activity**	**Nursery Rhyme Recitation**	**Rhyme**	**Syllable: Segmenting**	**Initial Sound**	**Sounds in Words**	**Sound-Letter Correspondence**	**Name Recognition**	**Alphabet Knowledge**	**Strokes/ Writing Letters**	**Dictation**	**Sequencing Events**	**Verbal Retelling**	**Domain-Related Vocabulary**
1	**1**	Draw the Sound Picture for /o/				✓		✓			✓				
	2	Beginning Sound Match				✓									
2	**1**	Circle the Sound Picture 'o'						✓			✓				
	2	Teacher, Teacher, May I Cross the Bridge?	✓	✓	✓	✓		✓		✓	✓				
3	**1**	Oral Blending: Three-Sound Words					✓								
	2	Story Dictation										✓	✓	✓	
4	**1**	Oral Blending: Three-Sound Words					✓								
	2	Class Book: In the Woods									✓	✓	✓		✓
5	**1**	Draw the Sound Picture for /k/				✓		✓			✓				
	2	Class Book: In the Woods									✓	✓	✓		✓
6	**1**	Circle the Sound Picture 'c'						✓			✓				
	2	Sound Picture Board Game				✓		✓							
7	**1**	Oral Blending: Three-Sound Words					✓								
	2	Sound Picture Board Game				✓		✓							
8–10	**Pausing Point 1**														

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Additional Skills Activities

Practice Writing Sound Pictures

Ideas for activities that help students practice copying or writing sound pictures:

- Place sand, sugar, or salt into a small tray or pencil box and have students write sound pictures with unsharpened pencils or their fingers.
- Press play dough onto a paper plate and have students "write" sound pictures in it with unsharpened pencils or their fingers.
- Form letters with play dough.
- Make giant letters by having students lay on the floor and use their bodies to make the letter shapes.
- Use various wands (homemade or store bought) and have students write sound pictures in the air.
- Add the following materials to the Writing Center: letter stencils, letter magnets, magnetic writing boards, copies of pages from **My First Strokes Books** and sound picture Activity Pages, chalkboards and chalk, whiteboards and dry-erase markers.
- Take students outside and have them write sound pictures in the sandbox.
- Use water to "paint" sound pictures on the sidewalk outside or the chalkboard inside.
- Use pipe cleaners or wax sticks to form sound pictures or students' names.

Sound Picture Mystery Bag

Materials: Transition Cards: Sound Pictures; drawstring bag, blank paper, writing utensils

Place **Transition Cards: Sound Pictures** into a drawstring bag. Invite one student to draw a card and tell you the sound that goes with the sound picture and to think of a word starting with that sound. Then, instruct all students to copy the sound picture onto their blank piece of paper. Continue having students remove sound pictures from the bag until all have been chosen.

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Story Bracelets

Materials: pipe cleaners, beads

Make story bracelets by stringing three beads on a pipe cleaner. Tell students the beads represent the beginning, middle, and end of a story. Demonstrate telling a story and moving the beads around the bracelet. Have students dictate their own stories, using the three beads as a reminder that their stories should have a beginning, middle, and end. You might also use the story bracelets to have students retell the steps in a familiar routine (e.g., washing their hands, eating lunch, getting ready for bed, etc.).

Make Your Own Book

Materials: construction paper, blank paper, drawing utensils, stapler

Make blank books by folding blank paper in half and stapling it together. Add a construction paper cover. Have students make up a story about one of the animal "tour guides" from the *Habitats* read-alouds. Help students think of a title for their story. Have students dictate the story and draw a picture to illustrate each page. When they are finished, give students the option to place their handmade storybooks in the Library Learning Center or with the appropriate *Habitats* mural (see Extension Activities).

I'm Thinking of Something

Materials: Transition Cards: Habitats

Tell students you are going to play a game called "I'm Thinking of Something." You will give them clues about an object hidden in the bag, and they will try to guess what it is. The first clue will be the initial sound of the word you have in mind. Continue by giving other meaningful clues until students guess the correct answer [e.g., "*I'm thinking of something that starts with /m/. It is an animal that squeaks. Sometimes, cats chase these animals. It might live in the woodland. It starts with /m/.*" (*mouse*)]. Then, show students the card that was hidden in the bag. Once students understand the game, allow them to give the clues, being sure to start with the initial sound clue and following up with content-based clues from the read-aloud.

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Sound Picture Treasure Hunt

Materials: Transition Cards: Initial Sounds and Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; whiteboard, marker

Place **Transition Cards: Initial Sounds** and **Transition Cards: Sound Pictures** around your classroom. Tell students that you have hidden cards with pictures and sound pictures on them. Allow students to look around the room and instruct them to return to the group once they have found a picture card. Once all students have returned, go around the circle and have students share the sound that goes with the sound picture, or draw the sound picture that starts the word describing the picture they have found.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

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

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 1. 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:

Little Red Riding Hood, retold by Gaby Goldsack and illustrated by Dubravka Kolanovic (Parragon Books, 2011) ISBN 978-1-4454-7795-4

- Connection to content from "Woodland"

  This is a classic tale about a little girl who goes for a walk in the woodland. Talk about the woodland illustrations as you read this story, focusing on the plants and animals shown in each picture. You might also have students predict what other woodland creatures Little

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Red Riding Hood might see on her walk in the forest, based on their knowledge of the "Woodland" read-aloud.

In The Small, Small Pond, by Denise Fleming (Henry Holt and Company, 1993) ISBN 978-0805059830

- Connection to content from "Ponds"

  This book showcases a number of animals that live in a pond and describes some of the sounds they make. Have students identify the animals they see in the book and allow them to act the story out by making sounds they may hear in the pond. Discuss how the animals who live in the pond interact with the plants that live in the pond (e.g., discuss what the frog is doing as he dives into the pond of minnows).

Pond Walk, written and illustrated by Nancy Elizabeth Wallace (Marshall Cavendish Corporation, 2011) ISBN 978-0-7614-5816-6

- Connection to content from *Life In A Pond* by Carol K. Lindeen

  In this book, a little bear takes a trip to a pond with his mother. He sees many plants and animals during his visit. As you read the story, review the pond habitat and what little bear sees at the pond.

Activities

Forest Mystery Box

Materials: empty shoe box, magnifying glasses, paper, crayons, and various materials from a forest or woodland including leaves, sticks, branches, dirt, etc.

Note: *If you live near a woodland or nature trail, take your students on a nature walk to collect the materials for the Mystery Box.*

Assemble a box of woodland items for students to explore using their five senses. Allow students to feel the items that you have collected. Have them use magnifying glasses to explore what they see up close. Encourage students to trace around the things they would see in the woodland and make a collage. They might use paint and make prints with the leaves.

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Leaf Rubbings

Materials: leaves, crayons, white paper

Go on a nature walk or collect leaves near your school or classroom. Have students can create leaf rubbings in the Art Center by placing leaves under a piece of white paper and gently rubbing over them with crayons.

Build a Bear Cave

Materials: pillows, blankets, stuffed teddy bears

Make a bear cave (similar to a fort) in your classroom. Allow students to play with stuffed bears or pretend to be bears hibernating in the woods. You might want to have students each bring in their own bear or woodland stuffed animal from home to play with in the bear cave. Be sure to establish ground rules as to how students will share or not share their animals with their friends before beginning play.

Make Ants on a Log

> **Note:** *When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

Materials: celery sticks, whipped cream cheese, raisins

Tell students the celery represents a fallen log and the raisins are the ants crawling along the log. Spread cream cheese onto the celery stalks and stick the raisins on top. Talk about other animals that might live on a fallen log as students eat their snacks.

Red Light, Green Light

Materials: green paper ("lily pads") taped to the floor

Play a variation of "Red Light, Green Light" where students pretend to be animals that live in a pond (e.g., frog, great blue heron, fish, crayfish, dragonfly, etc.). Start with all students standing on a "lily pad." Encourage students to act like a certain animal when you say, "Green light." When you say, "Red light," they should return to their lily pads and get ready to act out the next animal. Consider playing this game outside and using sidewalk chalk to draw the lily pads.

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Pond Sensory Bin

Materials: tub or sensory bin, water, plastic pond animals (e.g., frog, turtles, butterflies, snakes, etc.), green circles cut out of foam to serve as lily pads, plastic plants, rocks, boats

Create a pond sensory bin using pond props. Encourage students to act out pond scenes based on your read-aloud. You might have students discuss how the plants and animals interact with one another in the pond as part of their pretend play. For example, have students make their frogs jump from lily pad to lily pad, hunting for insects to eat. Or, encourage students to have their fish swim underneath the water in the pond.

Make Fish in a Pond

Note: *When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

Materials: rice cakes, whipped cream cheese, fish-shaped crackers, cucumbers, blue food coloring

Tell students that the rice cake is their pond, the cream cheese is the water, the cucumbers are the lily pads, and the crackers are fish living in the pond. Slice cucumbers. Allow students to place a few drops of blue food coloring into the cream cheese and stir it up. Have students spread cream cheese on rice cakes and top with fish-shaped crackers and cucumbers. Talk about other plants and animals that might live in a pond as students eat their snacks.

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11 DAY 11
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ State that the ocean habitat has salty water and a sandy beach

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the poem "At the Seaside" by Robert Louis Stevenson (RL.P.5, RF.P.2a)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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 written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Ocean" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Ocean" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Ocean" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Ocean" (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the ocean habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing (RF.P.1e, L.P.2c)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

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Core Vocabulary

burrow, *n.* A hole underground where an animal lives
Example: It was cozy and dark down in the rabbit's burrow.
Variation(s): burrows

enormous, *adj.* Really, really big; huge; gigantic
Example: The enormous elephant ate a tiny peanut.
Variation(s): none

tidal pool, *n.* A shallow puddle of ocean water trapped between rocks or in sand near the ocean
Example: It is fun to take a net and see what kind of animals you can scoop out of a tidal pool at the ocean shore.
Variation(s): tidal pools

wading, *v.* Walking around in shallow water
Example: Nashan was wading in the pond and looking at all the fish swimming around his toes.
Variation(s): wade, wades, waded

waves, *n.* Water that moves, curls up and crashes on the beach
Example: The waves rolled up onto the sand and ruined the sandcastle I had made.
Variation(s): wave

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At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**"At the Seaside" by Robert Louis Stevenson**	Nursery Rhymes and Songs Poster 5	
SKILLS				
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /g/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard; dry-erase marker; paper; drawing tools; writing utensils	10
Small Group 2	S	**Warm-Ups** **Color the Balloons**	Image Cards 1-1—1-3; Activity Page 11-1; Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; chart paper; marker; crayons	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**Essential Background Information and Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Ocean**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Image Card 11-1; Transition Cards: Habitats; example shell from Extension Activity; chart paper; markers	10
Extension Activity	L	**Ocean Mural**	Image Card 11-2; *Habitats* Flip Book; bulletin board paper; sand; glue; markers; paper plate; paint; construction paper; hole punch; yarn; tissue paper; streamers	During learning centers

Take-Home Material

Habitats Family Letter 2

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

- **Activity Page 11-2: Habitats Family Letter 2**

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Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

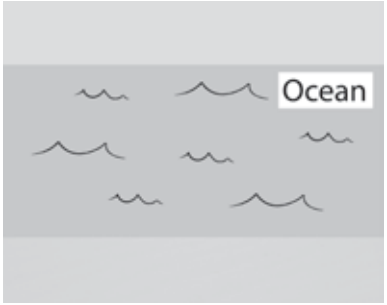
Small Group 2

Create two large versions of the Activity Page on chart paper (one for use in each Small Group).

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.

Extension Activity



Ocean mural backdrop:

Make a backdrop for the ocean mural that shows the beach and the water. Place a large piece of bulletin board paper on your wall. Draw two horizontal lines to divide the sky, water, and sand. Use strips of colored paper to indicate the sky (light blue), water (dark blue), and sand (tan). Add waves to the water and some birds to the sky. Time permitting, mix real sand with glue and paint it on the tan paper to give the beach a sandy texture. Place **Image Card 11-2: Sampson Seal** on the mural.

Make an example crab:

Paint a paper plate red or blue. Cut legs, claws, and eye stalks out of construction paper and attach them to the sides of the plate. Glue wiggle eyes to the eye stalks.

Prepare crab materials for students:

Set up an area in the classroom where students can paint or color the plates. Cut legs, claws, and eye stalks out of construction paper.

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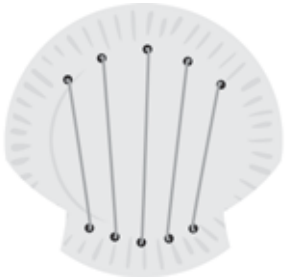

Make an example seashell:

Cut the shape of a shell out of a white paper. Punch holes about 1 inch apart around the top and bottom of the plate. Weave yarn through the holes and knot it on the back of the plate.

Prepare seashell materials for students:

Draw guidelines so students can cut the shell out of the plates themselves. Cut lengths of yarn and use masking tape to stiffen one end.

Make an example jellyfish:

Cut a paper plate in half and paint it with watercolors. Glue yarn, streamer, or ribbon “tentacles” to the back of the paper plate so they hang down about 12 inches.

Prepare jellyfish materials for students:

Cut paper plates in half. Cut lengths of yarn, streamer, or ribbon (about eight to ten per student).

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**"At the Seaside" by Robert Louis Stevenson**	Nursery Rhymes and Songs Poster 5	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

"At the Seaside" by Robert Louis Stevenson

Practice the Rhyme

- Introduce the poem by reading the title and author of the poem. Remind students that an author is the person who writes the words.
- Tell students that if an author wrote a poem, we call him a *poet,* so Robert Louis Stevenson is a poet.
- Tell students this poem is called "At the Seaside" because it is about a boy who is visiting the seaside, which is a place right beside the sea. Tell students they will learn more about the sea, which is also called the ocean, during the read-aloud later in the day.
- Teach students the poem "At the Seaside" using the echo technique. For an example of the echo technique, see **Day 1: Bat, Bat.**

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Blend Sounds in Words

Using an arm gesture, students will blend words from the nursery rhyme that have two sounds.

- Remind students that words are made up of sounds.

  "Remember, we have learned that words are made up of sounds. Today we are going to blend sounds into words using the arm movements we learned a little while ago."

- Say the word you want students to blend. Then say the sounds in the word. If students are ready, ask them to segment the word into sounds.

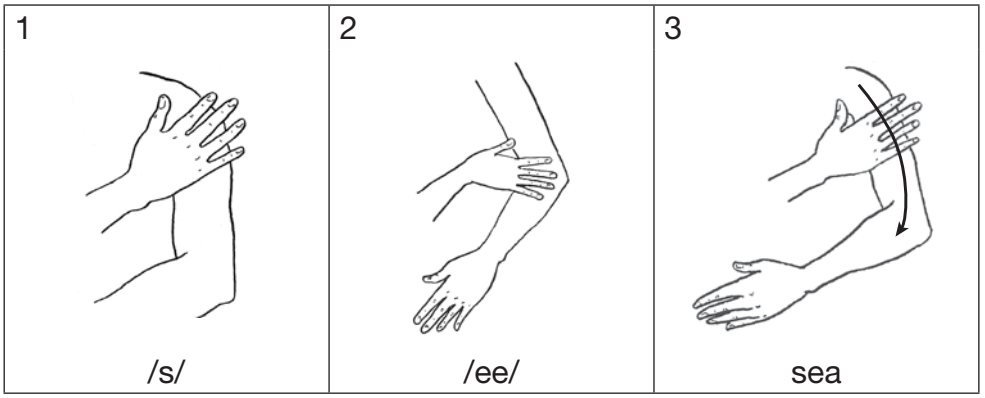
  "In the poem we heard the word sea*. That word has two sounds: /s/—/ee/. Say the sounds with me: '/s/—/ee/.' Now watch me blend that word using our arm motions." [Blend the word* sea *using he motions below.]*

- Have students use blending arm gestures (see below) to blend two-sound words.

  "Let's all blend the word sea*."*

/m/—/ee/	me
/t/—/oo/	too
/m/—/ie/	my
/s/—/ee/	sea
/n/—/oe/	no

1. Say the sound /s/ as you touch your shoulder with your opposite hand.
2. Say the sound /ee/ as you touch the inside of your elbow with your opposite hand.
3. Say the word *sea* as you slide your hand from your opposite shoulder down to your elbow.



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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /g/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard with marker; paper; writing utensils; drawing tools	10
Small Group 2	S	**Warm-Ups** **Color the Balloons**	Image Cards 1-1—1-3; Activity Page 11-1; Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; chart paper; marker; crayons	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

1. Most of the circle to the left

Warm-Ups

Sound Picture Review

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their "magic pencils" (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or white board.

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- As you write the sound picture, explain how you are making the strokes to form the sound picture.

Draw the Sound Picture for /g/

Students will observe as you show them the sound picture for the /g/ sound as in *girl.* Remember to try to avoid using the letter name 'g' during this activity. Instead, say the sound /g/.

- Tell students you are going to show them a new sound picture—the sound picture for /g/. Say a few words that start with /g/, saying the /g/ sound many times very quickly: *girl, goat, goose, garden, go, gone.* (Try to avoid adding an 'uh' to the /g/ sound; that is, do not say 'guh, guh, guh.')
- Tell students that when you make the /g/ sound, your tongue touches the back of your throat and your voice is on. Have students say the /g/ sound and feel their tongue on the back of the throat and notice that their voice is "on." Have students say the /k/ sound and notice how their voice is "off" for /k/, but "on" for /g/.

1. circle to the left
2. fish hook ending below bottom line

- Draw a large lowercase 'g' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing 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 the sound picture /g/ with your back to students, encouraging them to copy the motions and repeat the phrases for writing the sound /g/ with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /g/. Use **Transition Cards: Initial Sound /g/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'g' on their papers for them, reminding them that it is a picture of the sound /g/.
- Then, have students copy the sound picture 'g' that you drew. If students have more time, have them continue practicing drawing the sound picture, or, students may draw another picture of something that begins with /g/.

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Small Group

Teaching Tip
See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for a guide to how individual sounds in words (phonemes) are spelled in the *Habitats* domain.

Warm-Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call-and-response game where they blend familiar three sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1—1-3: Sounds in Words** in a stack so students cannot see them.
- Tell students you want them to repeat the sounds that you call out. Then, you want them to try to figure out what word you are spelling.

  Teacher: "Give me a /d/!"

  Students: "/d/!"

  Teacher: "Give me a /o/!"

  Students: "/o/!"

  Teacher: "Give me a /g/!"

  Students: "/g/!"

  Teacher: "Give me a /d/, /o/, /g/. What's that spell?"

  Students: "Dog!"

- Show students the Image Card you are holding so that they can check if they are correct.

"Give me a _____!"	Beginning Sound Word (Image Card #):
/p/	peach (1-1a)
/d/	duck (1-1b), dog (1-1c)
/f/	fish (1-1d)
/sh/	sheep (1-2a)
/s/	seal (1-2b)
/m/	mouse (1-2c), moose (1-2d)
/h/	hen (1-3a)
/ch/	chick (1-3b)
/k/	cat (1-3c)
/p/	pig (1-3d)

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Color the Balloons

Students will color balloons containing the sound picture that corresponds to the initial sound of familiar words.

- Give each student **Activity Page 11-1: Color the Balloons** and explain that they are going to listen to a word, think about the sound it starts with, then find and color in the sound picture that goes with that word.
- Show students the large version of the Activity Page you prepared (see **Advance Preparation**) and explain that you want them to check their answers by looking at the balloon you color in when they are done.
- One at a time, show students one card each from the *Plants* **Transition Cards: Initial Sounds /m/, /a/, /t/, /d/** and **Transition Cards: Initial Sounds /o/ and /k/.**
- Have students color in the balloon with the sound picture that corresponds to the initial sound in the word.
- After students have finished, color in the correct balloon on your chart paper and ask students to check their work.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**Essential Background Information and Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Ocean**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Image Card 11-1; Transition Cards: Habitats; example shell from Extension Activity; chart paper; markers	10
Extension Activity	L	**Ocean Mural**	Image Card 11-2; *Habitats* Flip Book; bulletin board paper, sand; glue; markers; paper plate; paint; construction paper; hole punch; yarn, tissue paper; streamers	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

Essential Background Information and Terms

- Remind students that they have already learned about all kinds of habitats and define the word *habitat*.

  *"We have learned about many different habitats. Today we are going to learn about our third habitat, the ocean. A habitat is a place where animals and plants live together. Say the word with me—*habitat*."*

- Explain how plants and animals meet their basic needs in their habitats.

  "Animals find all the things they need to survive right in their habitat. Animals find food, water, and shelter in their habitat. These are animals' basic needs. Plants find all the things they need to survive in their habitat, too. Plants find nutrients, air, water, and light in their habitats. These are plants' basic needs."

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SHOW FLIP BOOK PAGE 11-1: Ocean landscape with seagrass

- Tell students that this picture shows a habitat called the ocean, which can also be called the sea.

  "This is a picture of an ocean habitat. The ocean is also sometimes called the sea. The place where the ocean meets the sand is called the beach. Lots of animals live in the salty water of the ocean, and many plants live there, too. The ocean habitat has lots of salty water and the water is very deep."

SHOW FLIP BOOK PAGE 6-10: Pond cut-away

- Compare the pond habitat to the ocean habitat.

  "Pond habitats have water too, but the water is shallow and it is not salty. We call the kind of water in a pond fresh water. Ponds and oceans both have water but they are very different habitats."

Purpose for Listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in the ocean habitat.

  "Listen to find out what types of plants and animals live on the beach and in the ocean. Look and listen carefully to see if you can remember some of the animals and plants shown in the pictures because I'm going to ask you to name them for me when we're done."

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PRESENTING THE READ-ALOUD

Ocean

10 *MINUTES*

11

SHOW FLIP BOOK PAGE 11-1: Ocean landscape with seagrass

Look all around. Do you see that wide expanse of clear, blue water? Can you hear **waves** crashing onto the sand? Can you see the thin blades of the beach grasses blowing in the breeze? You can see the ocean habitat, but you can't see me. I'm hiding in the water, but I would love to swim up onto the beach and meet you!

- Ask students what animal they think might appear on the next page.

  "What animal do you think it might be? Remember, it is going to be an animal that can swim in the water and come up onto the beach."

- Call on a few students to respond.

SHOW FLIP BOOK PAGE 11-2: Sampson Seal on beach with seagulls

Greetings! My name is Sampson Seal and I live at the beach! The beach is a sandy or rocky place where the salty water of the ocean meets the land of the coast. I think I'll move along the beach and see what I can find.

- Ask students what they see in the illustration of the beach.

  "What sorts of plants and animals do you see at the beach? What else do you see?"

- Call on a few students to respond. (birds, rocks, grasses, sand, water).

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SHOW FLIP BOOK PAGE 11-3: Two sandpipers (speckled birds), sea star, piping plover (bird with ring around neck), sand dollar, vampire shell, scallop shells, and ghost crab

Note: *In these lessons, we refer to what is commonly known as the 'starfish' as a 'sea star' because this animal is not actually a fish.*

I see many different birds **wading** in the surf searching for things to eat. I love to collect shells when I walk along the beach. Did you know that an animal used to live inside each shell?

SHOW FLIP BOOK PAGE 11-4: Long-billed curlew (shore bird)

In the surf, I can see a shore bird using its long beak to dig down into the sand and find food. As the waves roll in and the water gets deeper, its long legs keep its body out of the water so its feathers stay dry.

- Define WAVES.

"Waves are water that moves, curls up, and crashes on the beach."

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SHOW FLIP BOOK PAGE 11-5: Ghost crab digging burrow

It is fun to see crabs scuttling all over the sand at the beach. That tiny hole is the ghost crab's **burrow**. I think that ghost crab sees me and is going to hide down in its hole. Wow, the sun is really hot at the beach! I think I'll go for a swim out deep in the ocean so I can cool off.

- Ask students if they have ever been swimming in the ocean.

  "Have any of you ever taken a trip to the beach? Did you see any crabs? Did you go swimming in the ocean? Was the water salty?"

- Call on a few students to respond.

SHOW FLIP BOOK PAGE 11-6: Deep sea with humpback whale, bottlenose dolphin, Ridley sea turtle, giant squid, white shark, jellyfish, and giant octopus

Deep under water there are all kinds of animals living in the ocean. There are **enormous** whales and squid, and beautiful sea turtles. I have to swim carefully underwater to avoid the stinging tentacles of the jellyfish!

- Tell students that all of these animals live in the deep water of the ocean. [Point to each animal as you name them.]

  "All of these different animals live in the deep water of the ocean where it is very dark because the sunlight doesn't reach. There is a whale, a dolphin, a turtle, a squid, a shark, a jellyfish, and an octopus."

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SHOW FLIP BOOK PAGE 11-7: Atlantic spotted dolphins

Dolphins are animals that live under the water, too. They can't breathe underwater like fish do. Since they are mammals, they have to come to the surface to breathe air.

SHOW FLIP BOOK PAGE 11-8: Great white shark underwater

Even deeper, near the bottom of the ocean, I see a shark using its fins to swim through the salty water. Its gills are moving back and forth, taking in oxygen from the water. It will probably use those big teeth to catch some fish to eat for dinner.

- Remind students that humans have lungs and breathe air. Sharks are fish, so they use their gills to take in oxygen underwater. Sharks don't have to go to the surface of the ocean to breathe air.

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SHOW FLIP BOOK PAGE 11-9: Loggerhead sea turtle

Shew! I am getting tired of swimming and need to go back to the surface so I can take a deep breath of air. I'm going to follow this sea turtle as it swims up to the beach. I wonder what it is going to do when it gets there.

SHOW FLIP BOOK PAGE 11-10: Adult sea turtle, newly hatched sea turtles, and sea turtle eggs

The sea turtle has come up to the beach to lay its eggs in a hole in the sand where they can stay safe and warm. In a few months, the eggs will hatch and little turtles will crawl out, making their way into the ocean.

- *Point out and comment on the sea turtle eggs that are buried in the sand.*
- *Point out and comment on the baby sea turtles making their way toward the water.*

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SHOW FLIP BOOK PAGE 11-11: Tidal pool

Farther down the shore there are rocks that make a little **tidal pool** of ocean water. I'm going to see if I can find any animals or plants living in the rocky tidal pool.

- Define TIDAL POOL.

"A tidal pool is a shallow puddle of ocean water trapped between rocks near the ocean."

SHOW FLIP BOOK PAGE 11-12: Tidal pool with mussels, urchin, green crab, sculpin, periwinkles, sea anemone, and sea star

In the tidal pool I see lots of small animals. On the edge of the rocks, there are some mussels growing in a group. They have shiny black shells that protect their fleshy insides. Beside the mussels, a sea urchin is attached to a rock on the bottom of the pool. Its spines protect it from crabs and fish nearby.

- Ask students if they can find the sea star and why it is called a 'sea star.' (because it is shaped like a star)

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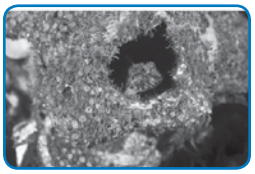
SHOW FLIP BOOK PAGE 11-13: Flowering sea anemone in tidal pool

Sea anemones are animals that often attach themselves to rocks in a tidal pool. They use their short tentacles to sting and catch animals that swim by. The hole in the middle is the anemone's mouth that it uses to eat the prey it has caught.

- *Point out and label the anemone's tentacles and mouth.*



SHOW FLIP BOOK PAGE 11-14: Sculpin in coral

I almost didn't see the sculpin fish hiding inside the coral. Its big eyes are looking all around to see if it is safe to come out and swim around the tidal pool in search of food.

- *Remind the students that they have learned the word* CAMOUFLAGE, *which means a way for animals to blend in and stay hidden by using the color of their bodies to match the color of things around them.*
- *Tell students that the sculpin is camouflaged. It is the same color as the rocks where it is hiding.*

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SHOW FLIP BOOK PAGE 11-15: Sampson Seal says good-bye on beach

I love living in the ocean habitat because I can go for a swim whenever I want, and I can lay on the beach and enjoy the sunlight as it warms my skin. I think I'm going to find a sunny rock where I can listen to the seagulls call and take my afternoon nap.

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Discussing the Read-Aloud

10 *minutes*

Whole Group

What's the Big Idea?

Ocean Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers and if you are unsure whether a given plant or animal lives in a habitat, tell students you will do more research to confirm.*

- Before beginning the ocean list, help students remember some key characteristics of the ocean habitat. (*salty water, big deep body of water, waves, sandy, windy*)

  "This is a picture of the ocean habitat. What is special about the ocean? What is the weather like at the ocean?"

- Call on a few students to answer.
- Tell students you are going to make a list of plants and animals that live in the ocean habitat. Title a piece of chart paper "Ocean Plants and Animals."
- Tell students you will write down plant names in one color and animal names in another color.
- Help students dictate a list of the plants and animals found in the ocean habitat. Use the Flip Book to help students remember the plants and animals that live in the habitat (see list of suggestions below).
  - sea grass
  - seagulls
  - birds
  - sea star
  - crabs
  - whales
  - dolphins
  - squid
  - jellyfish
  - sea turtles
  - sharks
  - octopuses
  - sea anemones

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- urchins
- fish
- mussels

- If applicable, have students attach any matching plants and animals from the set **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or a reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the chart to students, sliding your finger under each word as you read.
- Keep your completed "Ocean Plants and Animals" chart for review during Listening & Learning activities on Day 12.

Teaching Tip
When you have completed the ocean mural, display this list beside the mural so students can reference it.

Facts About Ocean Animals: Shells

- Display the shell students can choose to make during the Extension Activity (see **Advance Preparation**) and remind students that they are making an ocean animal during centers.
- Show **Flip Book Page 11-3: Two sandpipers (speckled birds), sea star, piping plover (bird with ring around neck), sand dollar, vampire shell, scallop shells, and ghost crab** and reread the read-aloud text.

  I see many different birds wading in the surf searching for things to eat. **I love to collect shells when I walk along the beach. Did you know that an animal used to live inside each shell?**

- Show students **Image Card 11-1: Live scallop growing in a shell**. Point to the live scallop inside the shell in the picture and explain to students that some animals grow a shell to protect them, like a turtle.

  "This animal grew this shell to protect itself. Then, when the animal is gone, just the shell is left and the ocean waves carry the shell onto the sand. So, all the seashells that you see on the beach used to protect the soft insides of an animal."

- Talk about the shells shown in the Flip Book illustration and compare the illustration to your example craft (see **Advance Preparation**). Talk about how the shell has ridges and how it has a rounded top.
- Ask students to name the habitat where you can find shells. (*ocean, beach*)

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Extension Activity

Learning Center

Ocean Mural

Students will make a mural showing the ocean habitat. They will create a familiar animal and place it in the habitat. Then, students will complete a sentence stating why they would like to visit the ocean.

- Tell students they are going to make a mural of the ocean habitat. Explain that they will choose an animal to create to place on the class mural.
- Show students the animal examples you created (see **Advance Preparation**).
- Invite students to select one animal they would like to make by writing their name on a chart to make this choice.
- Prepare the correct number of supplies based on your class choices (see **Advance Preparation**). Divide your class into groups on different days based on what animal or plant that they choose.
- Hand out materials and assist students in making an animal or plant to add to the mural.
- Use the **expansion strategy** to expand on what students are saying while making their craft and discussing the ocean habitat.

  "Student: Jellyfish stings. Teacher: Yes, Zoe, jellyfish have tentacles that can sting."

  "Student: I look for crab. Teacher: Donte wants to visit the ocean because he wants to find a crab in the sand."
- As students finish their animal or plant, explain that you will help them write a sentence about why they would like to visit the ocean. Start the sentence by saying "I would like to visit the ocean because..." and encourage the students to finish the sentence. Depending on their readiness, students might dictate, copy, or write the label themselves. Affix the sentence onto the ocean backdrop (see **Advance Preparation**).
- Allow students to use various craft materials to add additional details to the mural after they have completed their plant or animal. Students might color the background, glue green paper on to represent sea grass, or draw other animals and plants directly onto the mural.

Teaching Tip

Examples of suggested crafts for ocean animals and plants have been provided in **Advance Preparation.** However, you may want to allow students to create other plants or animals using various craft supplies. Students might reference **Flip Book** illustrations and photographs as they choose a plant or animal to create.

Language Facilitation

Use the **expansion strategy** to expand on what students say by repeating the students' words in a more grown-up manner (e.g., Student: Swimming. Teacher: You want to visit the ocean so you can go swimming?").

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12 DAY 12 Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ State that the ocean habitat has salty water and a sandy beach

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the poem "At the Seaside" by Robert Louis Stevenson (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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Skills

Students will:

- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Ocean" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Ocean" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Ocean" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Ocean" (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Provide synonyms for common words recognize nuances in meaning (L.P.5)
- ✓ Name and use the opposite adjectival size words *enormous* and *tiny* (L.P.5b)

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- ✓ Pair pictures depicting the opposite size words *enormous* and *tiny* (L.P.5b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the ocean habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing (RF.P.1e, L.P.2c)
- ✓ Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words (L.P.2b)

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**"At the Seaside" by Robert Louis Stevenson**	Nursery Rhymes and Songs Poster 5	
SKILLS				
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'g'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 12-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Sound Picture Fishing Game**	Image Cards 1-1—1-3; cardboard; marker; large paper clips; magnets; yarn; dowels	10
LISTENING & LEARNING				
Picture Talk	W	**Ocean**	seashells	10
Deepening Understanding	W	**Deepening Understanding: *enormous***		10
Extension Activity	L	**Ocean Mural**	*Habitats* Flip Book; bulletin board paper; sand; glue; markers; paper plates; paint; construction paper; hole punch; yarn; tissue paper; streamers	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 each small-group leader has a copy of the lesson for implementation.

Small Group 2

Create a fishing game by cutting out about 20 cardboard fish. Write one of the following letters on the back of each fish: 'm', 'a', 't', 'd', 'o', 'c', 'g'. Attach a large paper clip to each fish. Make fishing poles by attaching magnets to the end of sticks or dowels with yarn. Use a large piece of blue paper to make a pond on the floor. You may wish to set up the fishing game near the pond mural students created during the Extension Activity for "Pond."

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**"At the Seaside" by Robert Louis Stevenson**	Nursery Rhymes and Songs Poster 5	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

"At the Seaside" by Robert Louis Stevenson

Practice the Rhyme

- Reintroduce the poem by reading the title and author of the poem. Ask students what you call an author who wrote a poem. *(poet)*
- Using the illustration on the poster, ask students to point out and name different parts of the ocean habitat. Help students use the following words:
  - *sand*
  - *water*
  - *ocean*
  - *sea*
  - *shell*
  - *crab*
  - *bird*

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- Have student to recite the poem with you.
- Tell students that *spade* is another word for shovel and that the child in the poem is digging up the sand with a spade and when he digs, the hole fills with water.
- Ask students which animal in the picture lives in holes in the sand. (*crab*)
- Have students recite the poem again with you.

Blend Sounds in Words

Using arm gestures, help students blend words from the nursery rhyme that have two sounds (see below). For an example of using arm gestures to blend sounds in words, see **Day 11: Blend Sounds in Words.**

/m/—/ee/	me
/t/—/oo/	too
/m/—/ie/	my
/s/—/ee/	sea
/n/—/oe/	no

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'g'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 12-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Sound Picture Fishing Game**	Image Cards 1-1—1-3; cardboard; marker; large paper clips; magnets; yarn; dowels	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm Ups

Sound Picture Review

1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

1. Most of the circle to the left

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their "magic pencils" (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or whiteboard.

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1. circle to the left
2. fish hook ending below bottom line

- As you write the sound picture, explain how you are making the strokes to form the sound picture.
- Continue for the remaining sound pictures.

Circle the Sound Picture 'g'

Students will find and circle or color the sound picture for /g/ in individual words.

- Review the sound picture for /g/ by showing students the **Transition Card: Sound Picture /g/**. Have students say the /g/ sound with you.
- Draw a large, lowercase 'g' on the board and describe what you are doing as you draw. Repeat several times, describing how you are writing the letter as you write each stroke.
- Give students **Activity Page 12-1: Circle the Sound Picture 'g'**.
- Read the words on the page and have students point to the words on their own pages as you read them aloud.
- Explain to students that they will look at each word and find the sound picture for /g/ in the words on the page. Tell students to watch out for the tricky word that doesn't have the /g/ sound in it at all.
- They should circle or color over /g/ in each word.
- Reread the words slowly, pointing to the sound picture for /g/ when you say that sound. Comment on whether the /g/ sound is at the beginning, in the middle, or at the end of the word.
- When students are finished, they can turn the paper over and practice writing 'g' or draw a picture of something that starts with /g/.

Teaching Tip

If students are not yet ready to circle letters, you might have them use a highlighter, colored pencil, or light primary crayon to color over the letter.

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Small Group 2 — 10 minutes

Small Group

Warm Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call-and-response game where they blend familiar three sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1—1-3: Sounds in Words** in a stack so that students cannot see them.
- Tell students that you want them to repeat the sounds that you call out. Then, you want them to try to figure out what word you are spelling.

  Teacher: "Give me a /d/!"

  Students: "/d/!"

  Teacher: "Give me a /o/!"

  Students: "/o/!"

  Teacher: "Give me a /g/!"

  Students: "/g/!"

  Teacher: "Give me a /d/, /o/, /g/. What's that spell?"

  Students: "Dog!"

- Show students the Image Card you are holding so that they can check if they are correct.

"Give me a _____!"	Beginning Sound Word (Image Card #):
/p/	peach (1-1a)
/d/	duck (1-1b), dog (1-1c)
/f/	fish (1-1d)
/sh/	sheep (1-2a)
/s/	seal (1-2b)
/m/	mouse (1-2c), moose (1-2d)
/h/	hen (1-3a)
/ch/	chick (1-3b)
/k/	cat (1-3c)
/p/	pig (1-3d)

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Sound Picture Fishing Game

Students will use fishing poles to catch fish with hidden sound pictures (see **Advance Preparation**). Students keep the fish if they are able to say the sound that goes with the sound picture. If not, they return the fish to the pond.

Round 1:

- Show students the fish in the pond. Explain to students that they can use the poles to catch a fish. If they can say the sound that goes with the letter shown on the bottom of the fish, they can keep the fish. If not, they throw it back.
- If students respond with the name of the letter, confirm that they have indeed correctly identified the letter name. Then, clarify that you are looking for the sound that the word starts with, and ask the student to identify the sound.
- Allow one student at a time to go fishing. Provide corrective feedback.

Round 2:

- Play the game again, this time asking students to say a word that starts with the sound shown on the fish.

Learning Center

Place the fishing game in the **Games Center** for students to play independently. Add additional sound pictures as students learn them.

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Listening & Learning		Exercise	Materials	Minutes
Picture Talk	W	**Ocean**	*Animals* Flip Book; Seashells	10
Deepening Understanding	W	**Deepening Understanding: *enormous***		10
Extension Activity	L	**Ocean Mural**	*Habitats* Flip Book; bulletin board paper; sand; glue; markers; paper plate; paint; construction paper; hole punch; yarn; tissue paper; streamers	During learning centers

Picture Talk — *10 minutes*

Whole Group

Ocean

Note: *Not every* Flip Book *page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.*

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous Read-Aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

Teaching Tip
You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on-topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

SHOW FLIP BOOK PAGE 11-1: Ocean landscape with seagrass

- Remind students that they heard all about the ocean.

  "We learned all about the ocean habitat. The ocean habitat has lots of salty water and the water is very deep. Lots of animals live in the salty water of the ocean."

- Ask students if they remember the name of the sandy or rocky place where the ocean meets the coast.

  "Who remembers the name of the sandy or rocky place where the ocean meets the coast?"

- Call on a few students to respond. (*shore, beach*)

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SHOW FLIP BOOK PAGE 11-4: Long-billed curlew (shore bird)

- Explain how animals that live in the ocean or on the beach have special body parts that let them live in their habitat.

  "This is a picture of a shore bird looking for food down in the sand. What is special about this bird's body that helps it live near the water without getting too wet?"

- Call on a few students to respond. (*It has long legs that keep its body out of the water; it has a long beak so it can reach down into the sand and find food.*)

SHOW FLIP BOOK PAGE 11-8: Great white shark underwater

- Tell students this is a shark and ask them what it does with his gills, fins, and teeth to survive in the ocean.

  "This is a picture of a shark. The shark also has special body parts that helps it live in its ocean habitat. These are the shark's gills. What does the shark do with his gills? These are his fins. Why does a shark have fins? These are his sharp teeth. Why does a shark have sharp teeth?"

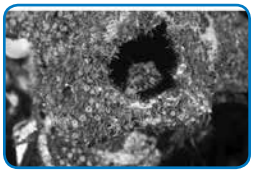
- Call on a few students to respond. (*gills to breathe underwater, fins to swim, teeth to catch fish to eat*)

SHOW FLIP BOOK PAGE 11-13: Flowering sea anemone in tidal pool

- Tell students this is a sea anemone and ask them how it catches prey in its ocean habitat.

  "This animal lives in a tidal pool. It is called a sea anemone. The sea anemone has tentacles that it uses to survive in its ocean habitat. What does it use its tentacles for?"

- Call on a few students to respond. (*sting and catch prey as it swims by with is tentacles*)



SHOW FLIP BOOK PAGE 11-14: Sculpin in coral

- Tell students this is a sculpin fish and ask them it how it uses its body to survive in its ocean habitat.

  "This is a sculpin fish. What is special about this fish that allows it to survive in its ocean habitat?"

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- Call on a few students to respond. (*camouflage; blends in with its surroundings*)
- Ask students if they remember any other animals who use camouflage to protect themselves.

  "Who remembers some other animals we have learned about that use camouflage to protect themselves?"

- Call on a few students to respond. (Show students **Flip Book** images from *Animals: Day 6: arctic seal, stick insect, lizard, snake, mountain hare [rabbit], squirrel fish*)

SHOW FLIP BOOK PAGE 11-15: Sampson Seal says goodbye on beach

- Discuss how Sampson Seal is protecting himself in the ocean habitat.

  "This picture shows Sampson Seal. Sampson Seal isn't a real seal—he's just pretend. We know he's pretend because he's wearing some things that humans wear when they go to the ocean habitat. What is Sampson wearing? Why is he wearing those things at the ocean?"

- Call on a few students to respond. (*sunglasses and hat to protect him from the sun*)

Deepening Understanding — *10 minutes*

Whole Group

Deepening Understanding: *Enormous*

Defining Enormous

- Reread the part of the read-aloud text that contains the word *enormous*.

  "Remember, in our read-aloud, we heard the word enormous. *Listen for the word* enormous *while I read part of the read-aloud you heard before."*

SHOW FLIP BOOK PAGE 11-6: Deep sea with humpback whale, bottlenose dolphin, Ridley sea turtle, giant squid, white shark, jellyfish, and giant octopus

Deep under water there are all kinds of animals living in the ocean. There are ***enormous*** *whales and squid, and beautiful sea turtles. I have to swim carefully underwater to avoid the stinging tentacles of the jellyfish!*

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- Define the word *enormous*.

  "Enormous *means really, really big, huge, or gigantic"*

Reviewing Enormous

- Have students use thumbs up and thumbs down to indicate whether or not something is enormous.

  "I am going to say some things, and I want you to show 'thumbs up' if it is enormous. If it is not enormous, I want you to show 'thumbs down'."

  - whale
  - ant
  - squid
  - paperclip
  - tree
  - school bus
  - bead
  - the ocean

Expanding Enormous

- Explain that the opposite of *enormous* is *tiny.*

  "Enormous *means really, really big. If something is really, really small, we say it is tiny.* Tiny *is the opposite of* enormous."

Extension Activity

Learning Center

Ocean Mural

Continue this activity during Learning Centers. See **Day 11: Ocean Mural** for detailed instructions on this Extension Activity.

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13 DAY 13 Habitats

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ State that the desert habitat is hot and dry

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "To Market, To Market" (RL.P.5, RF.P.2a)
- ✓ Using "To Market, To Market" indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Desert" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Desert" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Desert" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Desert" (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the desert habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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Core Vocabulary

binoculars, *n.* Special glasses that help you see things that are very far away

Example: Rory likes to use her binoculars to look at birds that are far up in trees.

Variation(s): none

dart, *v.* To move quickly

Example: When I'm playing hide-and-seek, I dart from one hiding place to another.

Variation(s): darts, darting, darted

peer, *v.* To look carefully

Example: Sometimes I peer through the window of my house to see if the mailman is coming.

Variation(s): peers, peering, peered

prickly, *adj.* Pointy, sharp

Example: My dad's beard feels prickly when kisses me goodnight.

Variation(s): pricklier, prickliest

sandy, *adj.* Full of sand, dusty

Example: The ground under the swings is sandy.

Variation(s): sandier, sandiest

scurry, *v.* Move quickly so as not to be seen

Example: Mice scurry through the tall grass in the field, hiding from hawks.

Variation(s): scurries, scurrying, scurried

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**To Market, To Market**	Nursery Rhymes and Songs Poster 50	
SKILLS				
Small Group 1	S	**Warm-Ups** **Blending Sounds Train**	Activity Page 13-1; trays for each student; chart paper; marker	10
Small Group 2	S	**Warm Ups** **Oral Segmenting: Three-Sound Words**	Image Cards 1-1–1-3; stuffed animal	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Desert**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; example snake from Extension Activity; chart paper; marker	10
Extension Activity	L	**Desert Mural**	Image Card 13-1; *Habitats* Flip Book; construction paper; tissue paper; toothpicks; paint; paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	During learning centers

Take-Home Material

In the Ocean

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

- **Activity Page 13-2: In the Ocean**

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.

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Small Group 1

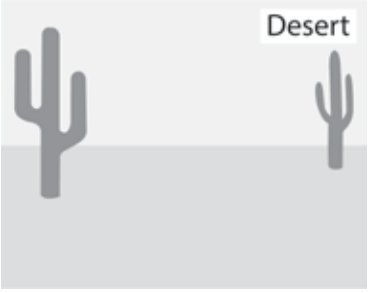
Cut apart the letters from the bottom of **Activity Page 13-1: Blending Sounds Train** and make two piles for each student. In the first pile, put letters ‘c’, ‘a’, and ‘t’. In the second pile, put letters ‘m’ and ‘d’. You will pass out the first pile at the beginning of the activity and the second pile in the middle of the activity.

Read the activity **Small Group 1: Blending Sounds Train** and decide how to model this activity for students. You might use a projector to show **Activity Page 13-1: Blending Sounds Train.** Or, you might draw a large version of the Activity Page on chart paper. Make sure to plan for a way to affix the letters to the chart paper. You will repeat this activity on **Days 16** and **17,** so keep the class display so that it can be reused.

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.

Extension Activity



Desert mural backdrop:

Make a backdrop for the desert mural that shows a desert landscape. Place a large piece of bulletin board paper on your wall. Draw a horizontal line for the horizon and put tan paper to represent the sand of the desert below the line. Add a few cactus plants cut from green paper. Place **Image Card 13-1: Laniya Lizard** on the mural.

Make an example cactus:

Cut out the shape of a cactus using green construction paper. Add crumpled tissue paper “flowers” to the tops of the arms and toothpick “spines.”

Prepare materials for students:

Cut cactus out of green construction paper. Cut small squares of tissue paper for students to use as flowers.

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Make an example desert snake:

Paint a paper plate green and brown. Beginning on the outside edge, cut inward in a spiral so the finished product looks like a curled-up snake. Cut a tongue from red construction paper and add wiggle eyes.

Prepare snake materials for students:

Set up an area in the classroom where students can paint or color the plates. Draw spirals on the paper plates for students to cut. You may need to go ahead and cut the spiral for some students. Cut tongues from red construction paper.

Make an example spider:

Cut apart the egg carton into 12 pieces and paint one of the pieces brown. Cut the pipe cleaners in half. Poke eight pieces of pipe cleaner through the carton as legs. Add wiggle eyes.

Prepare spider materials for students:

Cut apart enough egg cartons so each student has one piece. Set up an area in the classroom where students can paint or color the plates. Cut pipe cleaners in half.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**To Market, To Market**	Nursery Rhymes and Songs Poster 50	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, *Plants*, and *Habitats* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

To Market, To Market

Practice the Rhyme

- Teach students the nursery rhyme "To Market, To Market" using the echo technique. For an example of the echo technique see **Day 1: Bat, Bat.**
- Encourage students to help you make up your own verses to the rhyme by thinking of a food to buy and then creating a nonsense rhyme (see example below).

To market, to market,
To buy some ***fruit***
Home again, home again,
*Jiggity-****jute.***

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Blend Sounds in Words

Using an arm gesture, students will blend words from the nursery rhyme that have three sounds.

- Remind students that words are made up of sounds.

  "Remember, we have learned that words are made up of sounds. Today we are going to blend sounds into words using the arm movements we learned a little while ago."

- Say the word you want students to blend. Then say the sounds in the word. If students are ready, ask them to segment the word into sounds.

  "In the poem we heard the word pig*. That word has three sounds: /p/—/i/—/g/. Say the sounds with me: '/p/—/i/—/g/.' Now watch me blend that word using our arm motions." [Blend the word using he motions below.]*

- Have students use blending arm gestures (see below) to blend three-sound words.

  "Let's all blend the word pig*."*

Robo's Answer	Students Blend
/p/—/i/—/g/	pig
/h/—/oe/—/m/	home
/h/—/o/—/g/	hog
/b/—/u/—/n/	bun
/d/—/u/—/n/	done

1. Say the sound /p/ as you touch your shoulder with your opposite hand.
2. Say the sound /i/ as you touch the inside of your elbow with your opposite hand.
3. Say the sound /g/ as you touch your wrist with your opposite hand.

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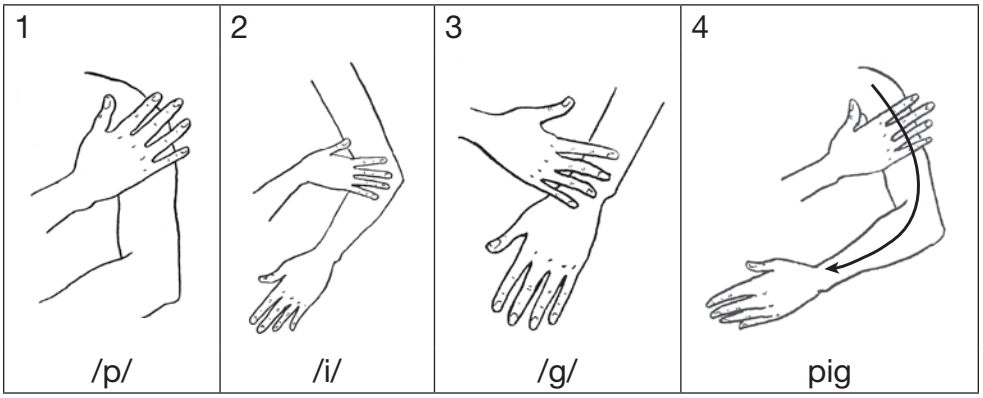
4. Say the word *pig* as you slide your hand from your opposite shoulder down to your wrist.



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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Blending Sounds Train**	Activity Page 13-1; trays for each student; chart paper; marker	10
Small Group 2	S	**Warm-Ups** **Oral Segmenting: Three-Sound Words**	Image Cards 1-1–1-3; stuffed animal	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Blending Sounds Train

Students will identify the sound pictures needed to spell three, three-sound words. They will glue these sound pictures to a picture of a train.

- Give each student **Activity Page 13-1: Blending Sounds Train**, the letters 'c', 'a', and 't', and a tray to contain their materials.
- Explain that students are going to spell three words by finding the correct sound pictures and gluing them to the train.
- Show students your large chart paper train (see **Advance Preparation**) and model how to segment the word *cat* and locate the corresponding sound pictures. Glue the sound pictures to your train. Tell students a cat is a furry animal with a tail and whiskers. Draw a picture of a cat on the chart paper.
  - *"I want to spell the word* cat. *Say that word with me:* cat."
  - *"/k/ —at.* Cat *starts with a /k/ sound so I'm going to find the /k/ sound picture and put it first in the train." [Place the letter 'c' in the first box below the train.]*
  - *"Cat. /k/ /a/. Next I hear the /a/ sound so I'm going to find the /a/ sound picture and put it beside the /k/." [Place the letter 'a' in the second box below the train.]*

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- */k/ /a/ /t/. At the end of the word, I hear the /t/ sound so I'm going to find the /t/ sound picture and put it up here." [Place the letter 't' in the third box below the train.]*
- *Let's check our work. /k/ [point to the 'c'], /a/ [point to the 'a'], /t/ [point to the 't']. /k/—/a/—/t/, spells cat!"*

- Say *cat* sound by sound. Help students locate the corresponding sound pictures and glue them to their train.
- Next, pass out the second set of letters you cut out for students ('m' and 'd'; See **Advance Preparation**).
- Help students segment *mat*. Ask them what sound they hear at the beginning of *mat,* and point out that *mat* has the same sounds as *cat,* except in the beginning. Have them change the word *cat* to *mat* by gluing the 'm' on top of the 'c' in *cat.*
- Repeat this process to spell *mad*, focusing on the final sound in the word.
- For each word, remind students that the word has a meaning and define it.
  - *cat* (furry animal with whiskers)
  - *mat* (something soft you can lay on at nap time)
  - *mad* (angry, upset)

Small Group 2 — *10 minutes*

Small Group

Warm-Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call-and-response game where they blend familiar three sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1–1-3: Sounds in Words** in a stack so students cannot see them.
- Tell students you want them to repeat the sounds that you call out. Then, you want them to try to figure out what word you are spelling.

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Teacher: "Give me a /d/!"

Students: "/d/!"

Teacher: "Give me a /o/!"

Students: "/o/!"

Teacher: "Give me a /g/!"

Students: "/g/!"

Teacher: "Give me a /d/, /o/, /g/. What's that spell?"

Students: "Dog!"

- Show students the Image Card you are holding so that they can check if they are correct.

"Give me a _____!"	**Beginning Sound Word (Image Card #):**
/p/	peach (1-1a)
/d/	duck (1-1b), dog (1-1c)
/f/	fish (1-1d)
/sh/	sheep (1-2a)
/s/	seal (1-2b)
/m/	mouse (1-2c), moose (1-2d)
/h/	hen (1-3a)
/ch/	chick (1-3b)
/k/	cat (1-3c)
/p/	pig (1-3d)

Oral Segmenting: Three-Sound Words

Students will take turns talking for Robo and saying words sound by sound.

- Remind students that they have already met the stuffed animal named 'Robo' who talks in robot talk.
- Allow each student to be Robo. Have them choose an Image Card from **Image Cards 1-1–1-3: Sounds in Words** and say the word in the picture sound by sound (using robot talk).
- Allow the student to call on a peer to blend the word using blending arm motions (see **Day 3, Small Group 1**). Then, have the student show the Image Card so his/her peers can check whether or not they are correct.

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Robot Talk Sounds			Blended Word (Image Card #):
/p/	/ee/	/ch/	peach (1-1a)
/d/	/u/	/k/	duck (1-1b)
/d/	/o/	/g/	dog (1-1c)
/f/	/i/	/sh/	fish (1-1d)
/sh/	/ee/	/p/	sheep (1-2a)
/s/	/ee/	/l/	seal (1-2b)
/m/	/ou/	/s/	mouse (1-2c)
/m/	/oo/	/s/	moose (1-2d)
/h/	/e/	/n/	hen (1-3a)
/ch/	/i/	/k/	chick (1-3b)
/k/	/a/	/t/	cat (1-3c)
/p/	/i/	/g/	pig (1-3d)

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Desert**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; chart paper; example snake from Extension Activity; marker	10
Extension Activity	L	**Desert Mural**	Image Card 13-1; *Habitats* Flip Book; construction paper; tissue paper; toothpicks; paint, paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

Essential Background Information and Terms

- Remind students they have already learned about all kinds of habitats and define the word *habitat*.

  *"We have learned about many different habitats. Today we are going to learn about a fourth habitat, the desert. A habitat is a place where animals and plants live together. Say the word with me—*habitat.*"*

- Explain how plants and animals meet their basic needs in their habitats.

  "Animals find all the things they need to survive right in their habitat. Animals find food, water, and shelter in their habitat. These are animals' basic needs. Plants find all the things they need to survive in their habitat, too. Plants find nutrients, air, water, and light in their habitats. These are plants' basic needs."

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SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

- Tell students this picture shows a habitat called the desert. Describe some of the characteristics of a desert habitat.

  "This is a picture of a desert habitat. Deserts are very dry habitats. There is not much water because it does not rain very often. The desert we are going to talk about is hot and sandy. We are going to learn all about the plants and animals that can survive in the hot, dry desert."

Purpose for Listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in the desert habitat.

  "Listen to find out what types of plants and animals live in the desert. Look and listen carefully to see if you can remember some of the animals and plants shown in the pictures because I'm going to ask you to name them for me when we're done reading."

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PRESENTING THE READ-ALOUD

Desert

10 *MINUTES*

13

SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

Look all around. Do you see the tall, spiny cactus reaching up toward the sky? Do you see the dry, **sandy** soil? Can you see the rocks on the ground that are warm and toasty from the hot sun? You can see the desert habitat, but you can't see me. I'm hiding under a rock, but I would love to **scurry** out and meet you!

- Ask students what animal they think might appear on the next page.

  "What animal do you think it might be? Remember, it is going to be an animal that lives in the desert and hides under a rock."

- Call on a few students to respond.

SHOW FLIP BOOK PAGE 13-2: Laniya Lizard in desert habitat

Howdy! My name is Laniya Lizard and I live in the desert. Even though the desert is hot and dry, I am very comfortable living here. If you look closely, you can see many of the plants and animals that live here in the desert with me. I can see a hawk searching for food from the top of a cactus. I think I will **dart** around the desert sand and see what other plants and animals I will meet in my habitat.

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- Ask students what they see in the illustration of the desert.

  "What sorts of plants and animals do you see living in the desert? What else do you see in the desert?"

- Call on a few students to respond. (lizard, bird, coyote, jackrabbit, cactus, sand, rocks)

SHOW FLIP BOOK PAGE 13-3: Bobcat, desert bighorn, coyote, collared lizard, and black-tailed jackrabbit

I better be quiet and careful as I crawl along so I don't scare away the animals who live all around me in the desert.

Thud! Thud! Listen closely! I think I hear a jackrabbit thumping its hind feet. It's warning other rabbits that there is a bobcat hiding in a nearby rocky cave. I'm going to sneak away quietly so that fierce bobcat doesn't see me.

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SHOW FLIP BOOK PAGE 13-4: Jackrabbit

Wow, look at the gigantic ears on that jackrabbit! It uses its ears to stay cool in the hot desert sun, since it has such a warm, furry body. The heat in the jackrabbit's body travels up to its ears and then goes into the air. I wonder how other desert animals keep themselves cool when the sun makes the desert so hot.

- Discuss how humans cool their bodies when they get hot.

  "How do human beings cool their bodies when they get too hot? What do you do in the summer time when it's hot outside and you want to cool down?"

- Call on a few students to respond. (wear shorts, drink cold water, go swimming, hide in the shade, use air conditioning, etc.)
- Remind students that the jackrabbit stays cool by sending heat out of its big ears.

SHOW FLIP BOOK PAGE 13-5: Laniya Lizard with bobcat

Using my **binoculars,** I can spy a bobcat sitting up in its dark cave, staying cool. I bet it is surveying the desert in search of food. When it spies something to eat, it will leap carefully down the rocks and sprint to catch its prey in its sharp claws.

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SHOW FLIP BOOK PAGE 13-6: Green collared lizard on rock

Over there on a rock in the sun, I see my brother Lamar, a collared lizard, sunning himself to keep warm. Unlike many other animals in the desert, we lizards like the hot sun, as long as we don't get too hot! If we do feel too hot, we can just hide under a shady rock.

SHOW FLIP BOOK PAGE 13-7: Turtle, giant desert millipede, scorpion, tarantula, antelope ground squirrel, Western diamondback rattlesnake

I can always find many animal friends over near the **prickly** pear cactuses that grow down close to the ground. Turtles and ground squirrels love to eat the prickly pear's juicy, red fruit. Many animals like snakes and spiders hide out under the cactus, trying to find a bit of shade. I like hiding out here with my desert friends, too.

- Discuss how desert animals use the prickly pear for food and shelter.

  "Look at all the different animals that use the prickly pear cactus for food and shelter. I can see a turtle and a ground squirrel eating its fruit and a snake cooling itself in the shade. What other animals do you see that enjoy living near the prickly pear cactus?"

- Call on a few students to respond. (insects like a millipede or scorpion, tarantula/spider)

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SHOW FLIP BOOK PAGE 13-8: Joshua tree, saguaro cactus, barrel cactus

There are all kinds of plants growing in my habitat. Desert plants don't have big green leaves. Instead, they have thin, **prickly** spines or needles.

SHOW FLIP BOOK PAGE 13-9: Gila woodpecker on aguaro cactus flowers

Let me get a closer look at the top of one of the saguaro cactuses. If I **peer** through my binoculars, I can see a bird and some bees drinking the nectar from its flowers. It seems birds in every habitat are always looking for nectar!

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SHOW FLIP BOOK PAGE 13-10: American desert tarantula and scorpion

I better be careful when I'm scurrying through the sandy soil; I could meet either of these creatures crawling on the floor of the desert! The hairy tarantula crawls slowly across the sand and dirt. Uh-oh, a poisonous scorpion has crept out from under its rock. I'd better dart away!

SHOW FLIP BOOK PAGE 13-11: Roadrunner, javelina, woodpecker, kit fox, and rattlesnake

Look at all the animals in the desert that are searching food. It looks like the roadrunner was fast enough to catch a tiny lizard for dinner. The kit fox his pricked its ears as if it heard something. I wonder if it hears me. Yikes! I better get going!

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SHOW FLIP BOOK PAGE 13-12: Kit foxes near rock

I think that was a mother fox hoping to find some food for her kits. These young foxes look like they have just awoken from their daily snooze. It sure is hard to see them, since their fur is the same color as the sand and dirt in the desert. I wonder if they can hear me. I better skedaddle.

- Remind students of the word CAMOUFLAGE and discuss relative to these foxes.

  "We have learned all about the word CAMOUFLAGE. What does CAMOUFLAGE mean? How are these foxes camouflaged?"

- Call on a few students to respond. (CAMOUFLAGE means a way for animals to blend in and stay hidden by using the color of their bodies to match the color of things around them. These foxes' fur is the same color as the desert sand so that they can hide in their habitat.)

SHOW FLIP BOOK PAGE 13-13: Diamond rattlesnake in rocks

Shake! Shake! Shake! I hear the rattle of a rattlesnake's tail! It looks like it was just resting in the shade of a rock, but now it is awake and warning me to leave it alone. I'm out of here!

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SHOW FLIP BOOK PAGE 13-14: Coyote howling

Aaawwooooo! There's the coyote's howl that tells me the hot sun is about to set and the dry, sandy desert will soon be dark and cool.

SHOW FLIP BOOK PAGE 13-15: Laniya Lizard leaving desert habitat

Since the sun is going to start setting soon, I think I'll catch a nap, too. I need to get back to my rock that has been warming in the sun all day so I can stay warm when the sun goes down.

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Discussing the Read-Aloud — 10 minutes

Whole Group

What's the Big Idea?

Desert Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers, and, if you are unsure whether a given plant or animal lives in the desert habitat, tell students you will do more research to confirm.*

SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

- Before beginning your list, help students remember some key characteristics of the desert habitat. (*dry, little rain, sandy, hot*)

  "This is a picture of a desert habitat. What is special about the desert? What is the weather like in the desert?"

- Call on a few students to answer.
- Tell students you are going to make a list of plants and animals that live in the desert habitat. Title a piece of chart paper "Desert Plants and Animals."
- Tell students you will write down plant names in one color and animal names in another color.
- Help students dictate a list of the plants and animals found in the desert habitat. Use the Flip Book to help students remember the plants and animals that live in the desert habitat (see list of suggestions below).This list does *not* need to be comprehensive as students will add to it on **Day 14** during **Discussing the Read-Aloud.**
  - lizards
  - cactuses (prickly pears, saguaros)
  - jackrabbits
  - hawks (birds)
  - mountain lions
  - turtles
  - millipedes
  - spiders (tarantulas)
  - scorpions

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- woodpeckers (birds)
- roadrunners (birds)
- coyotes
- fox (kit fox)
- javelinas
- snakes (rattlesnakes)

- If applicable, have students attach any matching **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or a reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the chart to students, sliding your finger under each word as you read.
- Keep the completed "Desert Plants and Animals" chart for review during Listening & Learning activities on **Days 14 and 15.**

Teaching Tip
When you have completed the desert mural, display this list beside the mural so students can reference it.

Facts about Desert Animals: Rattlesnake

- Display the snake students can choose to make during the Extension Activity (see **Advance Preparation**) and remind students that they are making a desert plant or animal during centers.
- Show **Flip Book Page 13-13: Diamond rattlesnake in rocks** and reread the read-aloud text.

"Shake! Shake! Shake! *I hear the rattle of a rattlesnake's tail! It looks like it was just resting in the shade of a rock, but now it is awake and warning me to leave it alone. I'm out of here!"*

- Talk about the snake shown in the Flip Book and compare the photograph to your example craft (see **Advance Preparation**). Talk about the snake's head, eyes, skin, and rattle. Talk about how snakes move by slithering because they don't have any arms or legs.
- Ask students to name the habitat where you can find a rattlesnake. (*desert*) Ask students if they have seen a snake in another habitat about which they have learned. (*woodland*)

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Extension Activity

Learning Center

Desert Mural

Students will make a mural showing the desert habitat. They will create a familiar animal or plant and place it in the habitat. Then, students will dictate a fact about the plant or animal they made to display on the mural.

- Tell students that, as a class, they are going to make a mural of the desert habitat. Explain that they will choose an animal or plant to make and place on the class mural.
- Show students the animal and plant examples you created (see **Advance Preparation**) and have them decide which craft they would like to make.
- Divide students into groups based on their choices and explain how each group will make their craft on a different day.
- Hand out materials and assist students in making an animal or plant to add to the mural.
- Use the **open questions strategy** to ask students questions about the desert habitat and the plants and animals that live there.

  "How did you decide to make a spider, Lucy? Why are you painting it brown, Darius? How could we make a bobcat?"

- As students finish their animal or plant, explain that you will help them write down a fact about the plant or animal they made. Have students tell you something they learned about the animal or plant, and write it down for them (e.g., spiders live in the desert, cactuses don't need much water, rattlesnakes stay cool in caves, etc.). If studens are ready, they can write the fact themselves and you can write beneath their emergent writing. Display the written facts as part of the desert mural.
- Allow students to use various craft materials to add additional details to the mural after they have completed their plant or animal. Students might color the background, or draw other animals and plants directly onto the mural.

Teaching Tip

Examples of suggested crafts for desert animals and plants have been provided in **Advance Preparation**. However, you may want to allow students to create other plants or animals using various craft supplies. Students might reference **Flip Book** images as they choose a plant or animal to create.

Language Facilitation

Use the **open questions strategy** to ask questions that have a variety of possible answers (e.g., *where, what, how,* and *why* questions). Open questions allow students to construct their own answers and provide students a sense of autonomy because they allow students to use their own words to respond.

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14 DAY 14
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ State that the desert habitat is hot and dry

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "To Market, To Market" (RL.P.5, RF.P.2a)
- ✓ Using "To Market, To Market" indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

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- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ 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)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Desert" (RI.P.1, SL.P. 2, SL.P.3, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Desert" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Desert" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Desert" (RI.P.4)
- ✓ Understand and use increasingly precise nouns and verbs related to animals, plants, and habitats (L.P.1b, L.P.5d)
- ✓ Point to and use the adjectival sensory attributes *prickly* and *smooth* (L.P.5b)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the desert habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**To Market, To Market**	Nursery Rhymes and Songs Poster 50	
SKILLS				
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /i/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
Small Group 2	S	**Warm-Ups** **Initial Sound Storybook Reading**	Image Cards 1-1—1-3; initial sound storybook	10
LISTENING & LEARNING				
Picture Talk	W	**Desert**		10
Deepening Understanding	W	**Deepening Understanding: *Prickly***	prickly object (e.g., hairbrush); smooth object (e.g., smooth stone)	10
Extension Activity	L	**Desert Mural**	Image Card 13-1; *Habitats* Flip Book; construction paper; tissue paper; toothpicks; paint; paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	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 each small-group leader has a copy of the lesson for implementation.

Small Group 2

Locate a storybook that features one or multiple initial sounds. See the **Supplemental Resource** list in the Introduction for a list of suggested books. Try to avoid books that are organized around letters of the alphabet (e.g., *Dr. Seuss's ABC: An Amazing Alphabet Book!* by Dr. Seuss), since many different sounds can be spelled with the same letter

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(e.g., *audience/Annie, camel/ceiling, ear/egg, etc.*). Often, alphabet books do not make the distinction between the way words are spelled and the sounds at the beginning of the word. These books may prove confusing to students.

Listening & Learning

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.

Deepening Understanding

Locate an item that is prickly and an item that is smooth. Suggestions for prickly include a pencil tip or a hairbrush. Suggestions for smooth include a stone or smooth rock and a piece of cloth.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**To Market, To Market**	Nursery Rhymes and Songs Poster 50	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, *Plants*, and *Habitats* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhyme

Whole Group

To Market, To Market

Practice the Rhyme

- Review the nursery rhyme "To Market, To Market" with students
- Tell students that a *hog* is a male or boy pig and that a *plum bun* is a bun or little treat made of plums.
- Encourage students to help you make up your own verses to the rhyme by thinking of a food to buy and then creating a nonsense rhyme (see example below).

To market, to market,

To buy some ***fruit***

Home again, home again,

*Jiggity-****jute.***

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Blend Sounds in Words

Using an arm gesture, students will blend words from the nursery rhyme that have three sounds.

- Remind students that words are made up of sounds.
- Say the word you want students to blend. Then say the sounds in the word. If students are ready, ask them to segment the word into sounds.
- Have students use blending arm gestures to blend three-sound words (see **Day 13: Blend Sounds in Words** for an example of the arm gestures).

/p/—/i/—/g/	pig
/h/—/oe/—/m/	home
/h/—/o/—/g/	hog
/b/—/u/—/n/	bun
/d/—/u/—/n/	done

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Draw the Sound Picture for /i/**	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from *Plants* and *Habitats* domains; whiteboard with dry-erase marker; paper; writing utensils; drawing tools	10
Small Group 2	S	**Warm-Ups** **Initial Sound Storybook Reading**	Image Cards 1-1–1-3; initial sound storybook	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Sound Picture Review

1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

1. Most of the circle to the left

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their "magic pencils" (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or whiteboard.

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1. circle to the left
2. fish hook ending below bottom line

- As you write the sound picture, explain how you are making the strokes to form the sound picture.

Draw the Sound Picture for /i/

Students will observe as you show them the sound picture for the /i/ sound as in *itch.* Remember to try to avoid using the letter name 'i' during this activity. Instead, say the sound /i/.

- Tell students you are going to show them a new sound picture—the sound picture for /i/. Say a few words that start with /i/, saying the /i/ sound many times very quickly: *itch, if, iguana, igloo, ick, it*.
- Tell students that when you make the /i/ sound, you open your mouth a little bit less than for /a/. Have students say the /a/ sound and the /i/ sound and notice how their mouths close a little bit for /i/.

1. short line down (lift)
2. dot on top

- Draw a large lowercase 'i' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing 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 the sound picture /i/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming 'i' with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /i/. Use **Transition Cards: Initial Sound /i/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture 'i' on their papers for them, reminding them that it is a picture of the sound /i/.
- Then, have students copy the sound picture 'i' that you drew. If students have more time, have them continue practicing drawing the sound.

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Small Group

Warm-Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call-and-response game where they blend familiar three sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1–1-3: Sounds in Words** in a stack so students cannot see them.
- Tell students you want them to repeat the sounds that you call out. Then, you want them to try to figure out what word you are spelling.

  Teacher: "Give me a /d/!"

  Students: "/d/!"

  Teacher: "Give me a /o/!"

  Students: "/o/!"

  Teacher: "Give me a /g/!"

  Students: "/g/!"

  Teacher: "Give me a /d/, /o/, /g/. What's that spell?"

  Students: "Dog!"

- Show students the Image Card you are holding so that they can check if they are correct.

Robot Talk Sounds			Blended Word (Image Card #):
/p/	/ee/	/ch/	peach (1-1a)
/d/	/u/	/k/	duck (1-1b)
/d/	/o/	/g/	dog (1-1c)
/f/	/i/	/sh/	fish (1-1d)
/sh/	/ee/	/p/	sheep (1-2a)
/s/	/ee/	/l/	seal (1-2b)
/m/	/ou/	/s/	mouse (1-2c)
/m/	/oo/	/s/	moose (1-2d)
/h/	/e/	/n/	hen (1-3a)
/ch/	/i/	/k/	chick (1-3b)
/k/	/a/	/t/	cat (1-3c)
/p/	/i/	/g/	pig (1-3d)

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Initial Sound Storybook Reading

Students will listen to a storybook featuring alliteration (i.e., repeated initial sounds). As they listen, they will pause and identify the initial sounds of words. See the Introduction for a list of suggested trade books.

- Tell students you are going to read them a story. Explain that there are many words in the story that start with the same sound. You want them to help you find those words.
- When you encounter words that start with the same sound, pause and repeat the words. Then, ask students to identify the initial sound.
- If students respond with the *name* of the letter, confirm that they have indeed correctly identified the letter *name*. Then, clarify that you are looking for the *sound* that the word starts with, and ask the student to identify the *sound*.
- Remember, some words may start with the same letter, but not the same sound (e.g., *audience/Annie, camel/ceiling, ear/egg, etc.)*. Be sure to emphasize only words that start with the same *sound*.

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Listening & Learning		Exercise	Materials	Minutes
Picture Talk	W	**Desert**		10
Deepening Understanding	W	**Deepening Understanding: *Prickly***	prickly object (e.g., hairbrush); smooth object (e.g., smooth stone)	10
Extension Activity	L	**Desert Mural**	Image Card 13-1; *Habitats* Flip Book; construction paper; tissue paper; toothpicks; paint; paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	During learning centers

Picture Talk — *10 minutes*

Whole Group

Desert

Note: *Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.*

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

Teaching Tip
You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on-topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

- Ask students to name the habitat about which you have been learning.

  "What is the name of the habitat in this picure?"

- Call on a few students to respond. (*desert*)
- Ask students if they have ever been to a desert before. Ask them to describe the desert using either personal experience or their prior knowledge from **Day 13.**

  "Has anyone ever been to a desert before? What is the desert like? What's the weather like in the desert?"

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- Call on a few students to respond. Discuss how deserts are sandy and dry because it doesn't rain very much. Discuss how the sun shines during the day and makes it really hot. Then, at night, when the sun goes down, it gets cooler.

SHOW FLIP BOOK PAGE 13-4: Jackrabbit

- Remind students that earlier in the year they learned animals have to protect themselves from weather and from other animals.

  "Remember, earlier in the year we learned animals need to protect themselves and keep themselves safe. They have to protect themselves from the weather, like when it's too hot or too cold. In the desert, animals have to protect themselves from the heat. They also have to protect themselves from other animals. In the desert, animals protect themselves from other animals that are trying to catch them."

- Ask students to name the animal in the picture.

  "What desert animal is in this picture?"

- Call on a few students to respond. (*jackrabbit*)
- Ask students how jackrabbits protect themselves from the heat and keep their bodies cool.

  "How does a jackrabbit protect itself from the heat and stay cool?"

- Call on a few students to respond. (*uses its big ears to let off body heat into the air and cool down*)

SHOW FLIP BOOK PAGE 13-5: Laniya Lizard with bobcat

- Tell students this animal has to protect itself from the heat, too, and ask them to name the animal.

  "This animal has to protect itself from the weather and stay cool, too. What desert animal is in this picture?"

- Call on a few students to respond. (*bobcat*)
- Ask students how bobcats protect themselves from the heat and keep their bodies cool.

  "How is this bobcat protecting itself from the heat and stay cool in this picture?"

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- Call on a few students to respond. (*hiding in a shady cave out of the sun*)
- Tell students bobcats are nocturnal animals that come out at night and sleep during the day.

  "Bobcats usually come out at night and sleep in caves or in the shade during the day so they can stay cool when it's hot outside. When the sun goes down and it's cooler, they come out and look for food. Animals that sleep all day and come out at night are called nocturnal animals. What kind of animal is this bobcat? Say it with me—nocturnal."

SHOW FLIP BOOK PAGE 13-13: Diamond rattlesnake in rocks

- Tell students this animal has to protect itself from the heat, too, and ask what it is.

  "This animal has to protect itself from the heat and stay cool, too. What desert animal is in this picture?"

- Call on a few students to respond. (*rattlesnake*)
- Ask students how rattlesnakes protect themselves from the heat and keep their bodies cool.

  "How is this rattlesnake protecting itself from the heat and staying cool in this picture?"

- Call on a few students to respond. (*in the shade of rocks*)
- Tell students rattlesnakes also have a way of protecting themselves from other animals by giving a warning. Ask students what they do to warn other animals to stay away.

  "Rattlesnakes not only protect themselves from the heat, but they also protect themselves from other animals. Rattlesnakes have a special way of warning other animals to stay away. How do rattlesnakes warn other animals?"

- Call on a few students to respond. (*rattles its tail and sticks out its tongue to hiss*). Have students pretend to rattle their tails and stick out their tongues to hiss like a rattlesnake.

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SHOW FLIP BOOK PAGE 13-8: Joshua tree, saguaro cactus, barrel cactus

- Tell students plants in the desert have to protect themselves from the weather, too. Remind students that plants need water to survive and that there is very little water in the desert. Explain to students how cactuses get enough water.

  "Plants have to protect themselves from the weather in the desert, too. Remember, the desert habitat is very dry and it hardly ever rains. But, plants need water to live and grow. Cactuses are special plants that can live with very little water. They hold water inside themselves for a long time and only use a little bit at a time."

SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

- Summarize how plants and animals survive in the hot, dry desert climate.

  "The desert is very hot and dry. Desert animals stay cool in many different ways. Some animals hide under rocks. Some animals sleep all day and come out at night when it's colder. Plants like cactuses have to store water so they can survive in the dry desert where it hardly ever rains. They hold the water inside and only use what they need to survive. All of the plants and animals that live in the desert habitat have a special way of surviving there."

Deepening Understanding — *10 minutes*

Whole Group

Deepening Understanding: Prickly

Defining Prickly

- Reread the part of the read-aloud text that contains the word *prickly*.

  "Remember, in our read-aloud, we heard the word prickly. *Listen for the word* prickly *while I read part of the read-aloud you heard before."*

SHOW FLIP BOOK PAGE 13-7: Turtle, giant desert millipede, scorpion, tarantula, antelope ground squirrel, Western diamondback rattlesnake

I can always find many animal friends over near the ***prickly*** *pear cactuses that grow down close to the ground. Turtles and ground squirrels love to eat the prickly pear's juicy, red fruit. Many animals like*

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snakes and spiders hide out under the cactus, trying to find a bit of shade. I like hiding out here with my desert friends, too.

- Define the word *prickly*.

  *"*Prickly *means pointy or sharp. Something that is prickly pokes you."*

Reviewing Prickly

- Show students an object that is prickly. Allow them to feel the object and talk about how it is prickly.

  "I am going to show you something that I brought in that is kind of prickly. I want you to touch it so that you can feel what prickly feels like."

Expanding Prickly

- Explain that the opposite of *prickly* is *smooth*.

  *"*Prickly *means pointy and sharp. If something is not prickly, we say it is smooth.* Smooth *is the opposite of* prickly*."*

- Show students an object that is smooth. Allow them to feel the object and talk about how it is smooth.

  "I am going to show you something that I brought in that is very smooth. I want you to touch it so that you can feel what prickly feels like."

Extension Activity

Learning Center

Desert Mural

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

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15 DAY 15 Habitats

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ State that the desert habitat is hot and dry

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)
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay (RL.P.10)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)

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, provide or join in repeating the refrain in books with repetitive phrases (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer who, what, where, when, why, and how questions about H*ere Is the Southwestern Desert* by Madeleine Dunphy (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from *Here Is the Southwestern Desert* by Madeleine Dunphy (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Here Is the Southwestern Desert* by Madeleine Dunphy (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in *Here Is the Southwestern Desert* by Madeleine Dunphy (RI.P.4)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the desert habitat, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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Core Vocabulary

badger, *n.* A mammal that lives in a burrow or tunnel under the ground
Example: I saw a badger using its front feet to dig a hole in the ground.
Variation(s): badgers

basks, *v.* Relaxes in a warm place
Example: My cat basks in the sunlight that shines through the window.
Variation(s): bask, basked, basking

blazes, *v.* Shines down very brightly
Example: The afternoon sun blazes into our classroom and keeps me warm.
Variation(s): blaze, blazed, blazing

chases, *v.* Runs fast after something else
Example: I love it when my big brother chases me through the back yard.
Variation(s): chased, chase, chasing

hisses, *v.* Blows air through the mouth as a warning
Example: The rattlesnake hisses when the coyote comes too close to its hiding place
Variation(s): hiss, hissed, hissing

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhymes	W	**Nursery Rhyme Review**	5–10 Nursery Rhymes and Songs Posters (see Advance Preparation)	
SKILLS				
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'i'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 15-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Making Letters with Play Dough**	Image Cards 1-1–1-3; play dough	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**	*Here is the Southwestern Desert* by Madeleine Dunphy	5
Presenting the Read-Aloud	W	***Here is the Southwestern Desert* by Madeleine Dunphy**	*Here is the Southwestern Desert* by Madeleine Dunphy	10
Discussing the Read-Aloud	W	**What's the Big Idea?**	*Here is the Southwestern Desert* by Madeleine Dunphy; Transition Cards: Habitats; Desert Plants and Animals list from Day 13; example cactus from Extension Activity; markers	10
Extension Activity	L	**Desert Mural**	Image Card 13-1; *Habitats* Flip Book; construction paper; tissue paper; toothpicks; paint; paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	During learning centers

Take-Home Material

Home Alone

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

- **Activity Page 15-2: Home Alone**

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Advance Preparation

Nursery Rhymes

Select a variety of Nursery Rhymes and Songs Posters (between five and ten) from which students can choose a rhyme to recite independently. Choose some shorter rhymes, some longer rhymes, and some rhymes that have hand motions. Post them so they are clearly visible to all students.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Number the pages of the book *Here is the Southwestern Desert* by Madeleine Dunphy. Begin numbering from the front of the book; page 1 is the page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book.

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 students. Write your notes in the boxes provided.

In addition, read pages 30–31 in *Here is the Southwestern Desert* by Madeleine Dunphy to learn more about each animal presented in the read-aloud. Incorporate any interesting facts you would like to share with students into your read-aloud plan.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhymes	W	**Nursery Rhyme Review**	5–10 Nursery Rhymes and Songs Posters (see Advance Preparation)	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, *Plants*, and *Habitats* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhymes

Whole Group

Nursery Rhyme Review

Practice the Rhymes

Students will have a chance to perform nursery rhymes independently or lead the class in a nursery rhyme. Continue this daily routine throughout Pausing Point 1 so all students have a chance to lead or recite a nursery rhyme.

- Tell students that they will get a chance to recite a nursery rhyme or lead the group in a nursery rhyme, if they want to (allow shy students the option to be participants and to recite a rhyme for you one-on-one later in the day).
- Review the names of the nursery rhymes you posted (see **Advance Preparation**) by reading the titles aloud to students so they know which nursery rhymes they can choose.
- Call on as many students as time permits to recite a rhyme or lead the class in a rhyme.

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'i'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 15-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Making Letters with Play Dough**	Image Cards 1-1—1-3; play dough	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Warm-Ups

Sound Picture Review

1. short line down
2. hump
3. hump

1. circle to the left
2. short line down

1. long line down (lift)
2. short line across

1. circle to the left
2. long line down

1. start at the top
2. circle to the left

1. Most of the circle to the left

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

  Say the sound that you see

  Then write it on the table with me!

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

  "/m/ /m/ /m/, write an /m/."

- Have students use their "magic pencils" (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or whiteboard.

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1. circle to the left
2. fish hook ending below bottom line

1. short line down (lift)
2. dot on top

- As you write the sound picture, explain how you are making the strokes to form the sound picture.
- Continue for the remaining sound pictures.

Circle the Sound Picture 'i'

Students will find and circle or color the sound picture for /i/ in individual words.

- Review the sound picture for /i/ by showing students the **Transition Card: Sound Picture /i/.** Have students say the /i/ sound with you.
- Draw a large, lowercase 'i' on the board and describe what you are doing as you draw. Repeat several times, describing how you are writing the letter as you write each stroke.
- Give students **Activity Page 15-1: Circle the Sound Picture 'i'.**
- Read the words on the page and have students point to the words on their own pages as you read them aloud.
- Explain that students will look at each word and find the sound picture for /i/ in the words on the page.
- They should circle or color over /i/ in each word.
- Reread the words slowly, pointing to the sound picture for /i/ when you say that sound. Comment on whether the /i/ sound is at the beginning, in the middle, or at the end of the word.
- When students are finished, they can turn the paper over and practice writing 'i' or draw a picture of something that starts with /i/.

Teaching Tip

If students are not yet ready to circle letters, you might have them use a highlighter, colored pencil, or light primary crayon to color over the letter.

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Small Group

Warm-Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call-and-response game where they blend familiar three-sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1–1-3: Sounds in Words** in a stack so students cannot see them.
- Tell students you want them to repeat the sounds you call out. Then, you want them to try to figure out what word you are spelling.

  Teacher: "Give me a /d/!"

  Students: "/d/!"

  Teacher: "Give me a /o/!"

  Students: "/o/!"

  Teacher: "Give me a /g/!"

  Students: "/g/!"

  Teacher: "Give me a /d/, /o/, /g/. What's that spell?"

  Students: "Dog!"

- Show students the Image Card you are holding so they can check if they are correct.

Robot Talk Sounds			Blended Word (Image Card #):
/p/	/ee/	/ch/	peach (1-1a)
/d/	/u/	/k/	duck (1-1b)
/d/	/o/	/g/	dog (1-1c)
/f/	/i/	/sh/	fish (1-1d)
/sh/	/ee/	/p/	sheep (1-2a)
/s/	/ee/	/l/	seal (1-2b)
/m/	/ou/	/s/	mouse (1-2c)
/m/	/oo/	/s/	moose (1-2d)
/h/	/e/	/n/	hen (1-3a)
/ch/	/i/	/k/	chick (1-3b)
/k/	/a/	/t/	cat (1-3c)
/p/	/i/	/g/	pig (1-3d)

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Making Letters with Play Dough

Students will use play dough to make the sound pictures (i.e., letters) they have learned up until this point.

- Give each student a ball of play dough.
- Show students how to roll the play dough into long 'snakes' from which they can form sound pictures (i.e., letters).
- Tell students to make the sound picture for /m/. Allow students time to construct their sound pictures from play dough. Then, make your own sound picture for /m/ out of play dough, orient it towards students, and have them check their work.
- Ask students to point to their sound picture, say the sound it represents, and think of a word that begins with that sound. If students respond with the *name* of the letter, confirm that they have indeed correctly identified the letter *name*. Then, clarify that you are looking for the letter *sound*, and ask the student to identify the *sound*.
- Continue having students make the following sound pictures, one at a time: /a/, /t/, /d/, /o/, /k/ (spelled 'c'), /g/, and /i/.

Teaching Tip

If students need additional support, allow them to reference the **Transition Cards: Sound Pictures** as they make their letters.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**	*Here is the Southwestern* by *Desert* Madeleine Dunphy	5
Presenting the Read-Aloud	W	***Here is the Southwestern Desert* by Madeleine Dunphy**	*Here is the Southwestern Desert* by Madeleine Dunphy	10
Discussing the Read-Aloud	W	**What's the Big Idea?**	*Here is the Southwestern Desert* by Madeleine Dunphy; Transition Cards: Habitats; Desert Plants and Animals list from Day 13; example cactus from Extension Activity; markers	10
Extension Activity	L	**Desert Mural**	Image Card 13-1; *Habitats* Flip Book; construction paper; tissue paper; toothpicks; paint; paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

What Do We Already Know?

SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

- Remind students that they have already learned about all kinds of habitats and define the word *habitat.*

  *"We have learned about many different habitats. Today we are going to review another habitat, the desert. A habitat is a place where animals and plants live together. Say the word with me—*habitat*."*

- Explain how plants and animals meet their basic needs in their habitats.

  "Animals find all the things they need to survive right in their habitat. Animals find food, water, and shelter in their habitat. These are animals' basic needs. Plants find all the things they need to survive in their habitat, too. Plants find nutrients, air, water, and light in their habitats. These are plants' basic needs."

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- Show students the cover of the book and tell them that it shows the desert habitat. Describe some of the characteristics of a desert habitat.

  "This is a picture of a desert habitat. Deserts are very dry habitats. There is not much water because it does not rain very often. The desert we are going to talk about is hot and sandy. We are going to learn all about the plants and animals that can survive in the hot, dry desert."

Purpose for Listening

- Tell students to listen to find out more about the plants and animals that live in the southwestern desert.

  "We are going to learn more about the plants and animals that live in the hot, dry desert. Listen carefully to see if you recognize any of the plants or animals we learned about before and to hear about some new animals."

- Tell students that this book has a repeated refrain, and that you want them to join in telling the story

  "I think you are really going to like this book. There is something special about it. It has some words that I am going to read again and again. I want you to listen carefully so that you can say those words with me on each page."

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PRESENTING THE READ-ALOUD

10 *MINUTES*

Here is the Southwestern Desert by Madeleine Dunphy

15

Note: *Encourage students to join in the refrain "here is the southwestern desert" on every page.*

➡ **TITLE PAG . . . by Madeleine Dunphy and illustrated by Anne Coe**

➡ **PAGE 2 . . . Here is the southwestern desert.**

- Show Flip Book Page 13-1: Desert landscape with cactus.
- Compare the picture in the text with the picture in the Flip Book.

  "Both of these pictures show the desert. Look at the bright sun in both of these pictures. Remember, the desert is a very hot, dry place where the sun shines a lot. Who can look at these pictures and tell me what they remember about the desert?"

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➡ PAGE 4 . . . Here is the cactus

- Point to the desert sand and cactus in this picture and remind students what they have learned about a cactus.

  "This picture shows us the cactus growing in the southwestern desert. Remember, the desert habitat is very dry and it hardly ever rains. But cactuses need water to live and grow. So, how do you think this cactus gets enough water to survive in the hot, dry desert?"

- Call on a few students to respond. (Cactuses can hold water inside for a long time.)

➡ PAGE 4 . . . Here is the hawk

➡ PAGE 6 . . . Here is the lizard

- Remind students that lizards can like to be in the hot sun.

  "This lizard is perched on a rock near a desert cactus. The lizard is basking in the sun. Lizards like to bask in the hot sun to warm their bodies. If they get too hot, they hide under the rock for shade."

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➡ PAGE 10 . . . Here is the roadrunner

➡ PAGE 12 . . . Here is the tree

- Remind students that a lot of animals like to hide in the shade in the desert.

  "Look at the tree in this picture. It is providing shade. The shade helps animals to keep cool in the hot, dry desert. Raise your hand if you can name an animal that hides in the shade of the desert."

➡ PAGE 14 . . . Here is the sun

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➡ PAGE 16 . . . Here is the bobcat

- Point to the bobcat in this illustration.

  "Look at the bobcat in this picture. He is basking in the sun. When an animal basks in the sun, they lay out in the sun to relax and get warm. Remember, in the desert the sun makes it very hot. The bobcat is laying on the rock enjoying the hot desert sun."

➡ PAGE 18 . . . Here is the badger

➡ PAGE 20 . . . Here is the squirrel

- Point to the squirrel in this illustration and allow students to get close enough to the book to see it.

  "The squirrel in this illustration is protecting itself from the badger. The squirrel is hiding underground in its burrow so the badger won't find it. Who can remember other ways animals protect themselves?"

- Call on a few students to respond.

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➡ PAGE 22 . . . Here is the coyote

- Remind students that this illustration shows a coyote.

  "This is a coyote. Who can remind me what a coyote sounds like? Let's all make a noise like a coyote."

➡ PAGE 24 . . . Here is the snake

➡ PAGE 26 . . . Here is the hare

- Remind students about the function of the hare's ears in this picture. (to take heat away from its body; hearing)
- Talk about ways that other animals keep cool in the desert heat. (hiding in the shade, coming out after the sun goes down)

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➡ **PAGE 28 . . . Here is the cactus that is food**

➡ **PAGE 30 . . . Wildlife of the Sonoran Desert**

Discussing the Read-Aloud — *10 minutes*

Whole Group

What's the Big Idea?

Desert Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers and if you are unsure whether a given plant or animal lives in the desert habitat, tell students you will do more research to confirm.*

- Tell students you are going to add to your list of plants and animals that live in the desert habitat. Reread the title of your list, "Desert Plants and Animals."

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- Review the plants and animals already on your list by reading the names and sliding your finger under each name as you read. Remind students that things written in one color are plants and things written in red are animals. Help students add to the list of the plants and animals found in the Pond habitat.
- Use the trade book *Here Is the Southwestern Desert* and **Transition Cards: Habitats** to help students remember the plants and animals that live in the habitat (see list of suggestions below).
  - lizards
  - cactuses (prickly pears, saguaros)
  - jackrabbits (hares)
  - hawks (birds)
  - mountain lions (or bobcats)
  - turtles
  - centipedes
  - spiders (tarantulas)
  - scorpions
  - woodpeckers (birds)
  - roadrunners (birds)
  - coyotes
  - fox (kit fox)
  - javelinas
  - snakes (rattlesnakes)
  - badgers
  - ground squirrels
- If applicable, have students attach any matching animals or plants from the set **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or a reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the list to students, sliding your finger under each word as you read.

Facts about Desert Plants: Cactus

- Display the cactus that students can choose to make during the Extension Activity (see **Advance Preparation**) and remind students that they are making a desert plant or animal during centers.

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- Show pages 4–5 in the trade book *Here Is the Southwestern Desert* and reread the read-aloud text. You might also show **Flip Book Page 13-1: Desert landscape with cactus.**
- Talk about the cactus shown in the trade book and compare the illustration to your example craft (see **Advance Preparation**). Talk about how the cactus spines are prickly. Talk about how a cactus can live for a very long time without water and the animals that eat the cactus fruit to survive. (*squirrels, birds*)
- Ask students to name the habitat where you can find cactuses growing. (*desert*)

Extension Activity

Learning Center

Desert Mural

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

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16 DAY 16 Habitats

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name three animals that live on the farm
- ✓ State that the food humans eat is grown on farms

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "Old MacDonald" (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through singing "Old MacDonald" (L.P.6)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)

Skills

Students will:

- ✓ Give the consonant sounds of at least three letters (RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)
- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c)

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- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Farm" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Farm" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Farm" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Farm" (RI.P.4)
- ✓ Understand and use increasingly precise verbs related to animals, plants, and habitats. (L.P.1b, L.P.5d)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about farms, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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Core Vocabulary

coop, *n.* Shelter where chickens sleep and lay eggs
Example: The hens ran into their coop when they saw the fox.
Variation(s): coops

hay, *n.* Dried grass that animals eat
Example: Every morning Julian feeds hay to his horse.
Variation(s): none

flow, *v.* Move through
Example: When I turn on the faucet, water will flow through the pipes and pour out on my hands.
Variation(s): flows, flowing, flowed

pasture, *n.* Fenced field where animals live and eat grass
Example: Each morning the farmer puts the cows in the pasture to graze on fresh grass.
Variation(s): pastures

rooting, *v.* Using a snout to dig around in the ground in search of food
Example: The pig was rooting around in the mud, trying to find an apple that the farmer had dropped.
Variation(s): root, roots, rooted

shearing, *v.* Shaving off hair or fur
Example: Shearing sheep in the spring keeps them cool in the hot summer.
Variation(s): shear, shears, sheared

wool, *n.* Sheep's fur that can be made into fabric and sweaters
Example: Chloe is wearing a warm sweater made of sheep's wool.
Variation(s): none

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Old MacDonald**	Nursery Rhymes and Songs Poster 29	
SKILLS				
Small Group 1	S	**Blending Sounds Train**	Activity Page 16-1; trays for each student; chart paper, marker	10
Small Group 2	S	**Warm-Ups** **Making Letters with Play Dough**	Image Cards 1-1–1-3; play dough	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**Essential Background Information or Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Farm**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; chart paper; markers; hook-and-loop tape; example cow from Extension Activity	10
Extension Activity	L	**Farm Mural**	*Habitats* Flip Book; bulletin board paper; paper plate; paint; construction paper; glue; scissors; writing utensils; pipe cleaners; markers; sentence strips; popcorn kernels	During learning centers

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Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

Small Group 1

Cut apart the letters from the bottom of **Activity Page 16-1: Blending Sounds Train** and make two piles for each student. In the first pile, put letters 'g', 'o', and 't.' In the second pile, put letters 'd' and the second 'g'. You will pass out the first pile at the beginning of the activity and the second pile in the middle of the activity.

Read the activity **Small Group 1: Blending Sounds Train** and decide how to model this activity for students. You might use a projector to show **Activity Page 16-1: Blending Sounds Train.** Or, you might draw a large version of the Activity Page on chart paper. Be sure to plan for a way to affix the letters to the chart paper. You will repeat this activity on **Day 17,** so keep the class display so it can be reused.

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.

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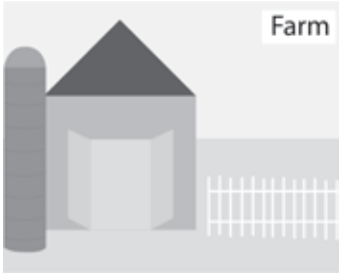
Extension Activity



Farm mural backdrop:

Make a backdrop for the farm mural that shows a barn and fields. Place a large piece of bulletin board paper on your wall. Add a barn and silo made from construction paper and draw in a fence and road.

Make example ear and stalk of corn:

Cut out the pieces of the corn stalk: a yellow oval for the ears of corn, a long green strip for the stalk, and green husks. Glue kernels of popcorn to the ear and assemble the corn stalk. Glue a few ears of corn to the stalk.

Prepare corn materials for students:

Cut out the pieces of the corn ear and stalk: a yellow oval for the ears of corn, a long green strip for the stalk, and green husks.

Make an example cow:

Glue a small white paper plate (head) to the larger paper plate (body). Draw black and brown spots on the cow and add a face. Cut out ears, horns, and legs and glue them to the cow. Use yarn to make a tasseled tail.

Prepare cow materials for students:

Cut out ears, horns, and legs for the cow. Cut lengths of yarn for tails.

Make an example pig:

Paint a large and small paper plate pink. Glue the small plate directly on top of the larger one. Cut feet, ears, and a nose out of construction paper and attach them to the pig's body. Draw a face and add a curly tail made from a pipe cleaner.

Prepare pig materials for students:

Set up an area in the classroom where students can paint or color the plates. Cut feet and a nose out of construction paper.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**Old MacDonald**	Nursery Rhymes and Songs Poster 29	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, *Plants*, and *Habitats* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

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Nursery Rhyme

Whole Group

Old MacDonald

Practice the Rhyme

- Teach students the song "Old MacDonald" using the echo technique. For an example of the echo technique see **Day 1: Bat, Bat.**
- When students are ready, allow one student to name the animal for the verse and then allow the rest of the students to join in the verse, making the associated animal sound. You might sing verses about cows (moo), horses (neigh), dogs (woof), cats (meow), sheep (bah), and pigs (oink).

Blend Sounds in Words

Using an arm gesture, students will blend words from the nursery rhyme that have three sounds.

- Remind students words are made up of sounds.
- Say the word you want students to blend. Then say the sounds in the word. If students are ready, ask them to segment the word into sounds.
- Have students use blending arm gestures to blend three-sound words (see **Day 13: Blend Sounds in Words** for an example of the arm gestures).

/ch/—/i/—/k/	chick
/d/—/u/—/k/	duck
/d/—/o/—/g/	dog
/k/—/a/—/t/	cat
/sh/—/ee/—/p/	sheep
/p/—/i/—/g/	pig

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Blending Sounds Train**	Activity Page 16-1; trays for each student; chart paper; marker	10
Small Group 2	S	**Warm-Ups** **Making Letters with Play Dough**	Image Cards 1-1–1-3; play dough	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Blending Sounds Train

Students will identify the sound pictures needed to spell three, three-sound words. They will glue these sound pictures to a picture of a train.

- Give each student **Activity Page 16-1: Blending Sounds Train**, the letters 'g', 'o', and 't', and a tray to contain their materials.
- Explain that students are going to spell three words by finding the correct sound pictures and gluing them to the train.
- Show students your large chart paper train (see **Advance Preparation**) and model how to segment the word got and locate the corresponding sound pictures. Glue the sound pictures to your train.
- Say *got* sound by sound. Help students locate the corresponding sound pictures and glue them to their train.
- Next, pass out the second set of letters you cut out for students ('d' and the second 'g'; See **Advance Preparation**).
- Help students segment *dot*. Ask them what sound they hear at the beginning of *dot*, and point out that *dot* has the same sounds as *got*, except in the beginning. Have them change the word *got* to *dot* by gluing the 'd' on top of the 'g' in *got*.
- Repeat this process to spell *dog,* focusing on the final sound in the word.

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- For each word, remind students that the word has a meaning and define it.
  - *got* (past tense of *get*)
  - *dot* (spot)
  - *dog* (furry animal with four legs and a tail that some people keep as a pet)

Small Group 2 — *10 minutes*

Small Group

Warm Ups

Call and Response: Initial Sounds

Conduct the same Warm-Up as you did on Day 15 for Small Group 2. See **Day 15: Warm-Ups: Call and Response: Blending Three-Sound Words** for detailed instructions on this Small Group Activity.

Making Letters with Play Dough

Continue this activity during Small Group 2. See **Day 15: Making Letters with Play Dough** for detailed instructions on this Small Group activity.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**Essential Background Information or Terms** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Farm**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; chart paper, markers; hook-and-loop tape; example cow from Extension Activity	10
Extension Activity	L	**Farm Mural**	*Habitats* Flip Book; bulletin board paper; paper plate; paint; construction paper; glue; scissors; writing utensils; pipe cleaners; markers; sentence strips; popcorn kernels	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

Essential Background Information or Terms

Note: *The farm is a man-made habitat, so it is different from the other habitats students have studied. As you read and discuss the read-aloud, continue to emphasize that farms are created by humans who care for the plants and animals that live there. You may want to tell students that family farms like the one depicted in the read-aloud are not as common as they were a long time ago, but people used to raise plants and animals on family farms. As you read the lessons about farm animals, you may also want to point out that some people, for a variety of reasons (e.g., religious or personal beliefs, food allergies, etc.), do not eat eggs, dairy, and/or meat products. People who don't eat meat products including beef, chicken, and fish are called vegetarians. People who do not eat meat or dairy products like eggs, butter, and cheese are called vegans.This is a wonderful opportunity to teach students awareness and sensitivity.*

- Tell students they have learned about all different kinds of habitats (woodland, pond, ocean, desert).

  "We have learned about many different habitats. Today we are going to learning about our last habitat, the farm. A habitat is a place where animals and plants live together. Say the word with me—habitat."

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SHOW FLIP BOOK PAGE 16-2: Children walking by cow pasture

- Explain how a farm is different from the other four habitats students have learned about, because people make farms and take care of the plants and animals there.

  "A farm is a little bit different than the other habitats we have learned about. On a farm, people take care of the plants and animals so that they have everything they need to grow. People bring the animals to the farm and keep them there in fences. People buy seeds and plant the crops that grow on farms. People do not take care of the plants and animals in the woodlands, pond, ocean, or desert. The plants and animals that live in those habitats are wild. They live and grow there naturally without people's help."

SHOW FLIP BOOK PAGE 16-1: Farm landscape with barn

- Tell students that this picture shows a habitat called the farm. Describe some of the characteristics of a farm habitat.

  "This is a picture of a farm habitat. Lots of plants and animals grow on farms. Farmers take care of the plants and animals. The animals live in the barn, and some of the plants, like corn, are stored in the silo. The silo is this tall round building behind the barn."

Purpose for listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in that farmers grow on farmers.

  "Listen to find out how farmers help plants and animals grow on farms. Look and listen carefully to see if you can remember some of the animals and plants farmers grow because I'm going to ask you to name them for me when we're finished reading."

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Farm

SHOW FLIP BOOK PAGE 16-1: Farm landscape with barn

Make sure your boots and bandanas are tied tight everyone. Today we are going to visit a farm to see what kind of animals and plants live there. Look at the big red barn with the silo and the horses grazing in the field. I wonder what's inside. Let's hop out of the truck and start exploring!

SHOW FLIP BOOK PAGE 16-2: Children walking by cow pasture

Moo! Moo! Do you hear that sound? Look right over there behind that fence. There are some spotted cows grazing on tasty green grass. Up ahead I see pigs **rooting** around in the mud for something to eat. Let's walk along this road and see what else lives at the farm.

- Ask students what noise pigs make.

  "Cows say, 'Moo!' What noise do pigs make?"
- Call on a few students to respond. (OINK)
- Ask students to look at the picture and predict what else lives on the farm.

  "What other things live and grow on farms? Use the picture to help you figure it out."
- Call on a few students to respond. (chickens, vegetables, crops like corn, barn animals like horses)

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SHOW FLIP BOOK PAGE 16-3: Barn with doors open and horses

Neigh! Neigh! I hear horses whinnying from inside the barn where it is cool and shady. Look, the farmers have stored some **hay** for the horses to eat in the hay loft.

Meow! Meow! It looks like the barn cat has just sauntered outside to get warm in the sun. Now let's take a peek inside those big barn doors and see what other animals live on the farm.

SHOW FLIP BOOK PAGE 16-4: Milking the cow

Moo! Moo! One of the cows has come inside to be milked. Do you see Laura using a milking machine to milk the mother cow? The milk will **flow** through those tubes and into the big shiny container. It will eventually be put into plastic jugs and sold at the supermarket.

Oink! Oink! I hear a grunting sound coming from the stall beside the cows. I wonder what animal might be living just over there.

- Have students guess what animal might be grunting.

  "What animal do you think it is?"
- Call on a few students to respond. (pig)

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SHOW FLIP BOOK PAGE 16-5: Pigs in the barn

Oink, oink. Do you hear that? At the back of the barn, a sow is taking care of her litter of piglets. They have dry hay inside their stall so that can stay cozy and warm. Let's step outside of the barn and see what else lives on the farm.

- Stop reading after "... litter of piglets" and define SOW and PIGLETS.

  "A mother pig is called a sow. A baby pig is called a piglet."

SHOW FLIP BOOK PAGE 16-6: Chickens in the fence and Betsy the dog

Cluck! Cluck! I can hear the hens that live in the chicken coop beside the barn. During the day, the hens find cozy places inside the coop to lay their eggs. At sunset, the hens go into their **coop** to stay safe and warm.

Woof! Woof! Betsy the dog loves living on the farm. Betsy makes sure the chickens stay inside their fence. If they get out, they might wander over and peck at the delicious vegetables growing in rows in the garden. We have to keep the cabbages safe so that we can make some delicious cabbage soup for dinner.

- Ask students what other kinds of vegetables grow in gardens.

  "When we were learning about plants, we learned about different vegetables that grow in gardens on farms. Who can remember some of those vegetables?"

- Call on a few students to respond.

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SHOW FLIP BOOK PAGE 16-7: Boy feeding chickens and egg

If we take good care of the chickens, they will take good care of us by laying eggs that we can eat for breakfast. Every morning, Edgar makes sure the chickens have plenty of corn to eat and fresh water to drink. Then, he looks inside the coop and collects the eggs the hens have laid.

- Ask students if they have ever eaten eggs.

  "Who in this class has eaten eggs? Do you eat them fried, scrambled, or hard-boiled?"

- Tell students that the eggs they ate came from hens.

  "Did you know that eggs we eat come from hens that live on farms?"

- You might mention that some people choose not to eat chicken eggs because they do not like them or they think that eggs should not be taken from the mother hen.

SHOW FLIP BOOK PAGE 16-8: Woman picking tomatoes

Over in the garden, Martha is harvesting tomatoes so she can make a tomato salad for lunch. When it doesn't rain, she waters the roots of the tomato vines so that the tomatoes will grow big and juicy. Maybe she will give us some tomatoes so that we can take them home and use them to make pizza sauce!

- Ask students if they have ever eaten tomatoes. Mention a few familiar foods that contain tomatoes.

  "Have you ever eaten tomatoes? You use tomatoes to make pizza sauce, spaghetti sauce, and chili. Some people put tomatoes on tacos. Have you ever eaten any of those foods?"

- Call on a few students to respond.

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SHOW FLIP BOOK PAGE 16-9: Carrots, zucchini, pumpkins, and potatoes

Tomatoes aren't the only food Martha grows on the farm. She also grows carrots, zucchini, potatoes, and even pumpkins! Think of all the delicious foods we could cook with those ingredients. Now that we have seen the barn, the chicken coop, and the garden, let's go back out to the fields see what else grows on the farm.

- Discuss what kinds of foods you might cook with vegetables.

  "You can cook all kinds of food with the crops that grow on the farm. You can make French fries with potatoes. You can make pumpkin pie from pumpkins. What other things do we eat that come from foods that grow on the farm?"

- Call on a few students to respond. (carrot sticks, potato chips, fried rice with carrots and peas, potato curry, etc.)

SHOW FLIP BOOK PAGE 16-10: Cows and sheep in the pasture eating grass

Bah! Bah! Look! The sheep and cows are out in the **pasture** grazing together. The farmer has made sure that they have fresh, green grass to munch. Way beyond the pasture, a farmer is driving a tractor through the crop fields to harvest the crops.

- Define PASTURE.

  "A pasture is a field with a fence around it where animals like cows and sheep can walk around and eat grass and stay safe."

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SHOW FLIP BOOK PAGE 16-11: Sheep shearing

Over in the corner of the pasture, one of the farmers is **shearing** the sheep. The sheep are all feeling really hot. Their thick wooly fleeces have been growing all winter. Now that spring is here, they are happy that the farmer is going to cut off their **wool** coats.

- Define SHEARING.

"SHEARING means shaving off fur."

SHOW FLIP BOOK PAGE 16-12: Farmer on tractor

Vroom! Vroom! Beyond the pasture, the farmer is working in the crop fields. He is driving a tractor through rows of vegetables to harvest them. I can't believe how much food is grown on the farm! Being a farmer sure looks like it's hard work. Well, now that we have seen the whole farm, it's time to go!

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SHOW FLIP BOOK PAGE 16-13: Children walking from the barn

Visiting the farm is fun! When we eat dinner tonight, I will think about all the foods that are grown on the farm. Let's say good-bye to all the animals we met on our visit!

- Have students bid farewell to each animal by making the noise that the animal makes.

  "Let's say good-bye to each animal. Good-bye cow. Moo! Moo! Good-bye pigs. Oink! Oink! Good-bye chicken. Cluck! Cluck! Good-bye dog. Woof! Woof! Good-bye sheep. Bah! Bah!"

Discussing the Read-Aloud

10 *minutes*

Whole Group

What's the Big Idea?

Farm Plants and Animals List

Note: *Students may bring prior knowledge to this activity and name a plant or animal that was not mentioned in the read-aloud. Accept any reasonable answers, and, if you are unsure whether a given plant or animal lives in the farm habitat, tell students you will do more research to confirm.*

- Tell students you are going to make a list of plants and animals that live on a farm. Title a piece of chart paper "Farm Plants and Animals."
- Tell students you will write down plant names in one color and animal names in red.
- Help students dictate a list of the plants and animals found on a farm. Use the Flip Book to help students remember the plants and animals that live on a farm (see list of suggestions below).
  - cow
  - pig
  - chicken
  - dog

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- sheep
- cabbage
- tomato
- potato
- carrot
- corn

- If applicable, have students attach any matching plants or animals from the set **Transition Cards: Habitats** beside the animal or plant name you have written. Use hook-and-loop tape or a reusable adhesive so Transition Cards can easily be removed for use during transitions.
- When you are finished, reread the chart to students, sliding your finger under each word as you read.
- Keep your completed "Farm Plants and Animals" chart for review during Listening & Learning activities on **Day 17.**

Teaching Tip
When you have completed the farm mural, display the list beside the mural so students can reference it.

Facts about Farm Animals: Cows

- Display the cow students can choose to make during the Extension Activity (see **Advance Preparation**) and remind students they are making a farm animal or plant during centers.
- Show **Flip Book Page 16-4: Milking the cow** and reread the read-aloud text.

  Moo! Moo! Moo! *One of the cows has come inside to be milked. Do you see Laura using a milking machine to milk that mother cow? The milk that flows through those tubes into the big shiny container will eventually be put into plastic jugs and sold at the supermarket.*

- You might also show **Flip Book Page 16-2: Children walking by cow pasture** and discuss the cows shown in the illustration.
- Talk about the cow shown in the Flip Book and compare the photograph to your example craft (see **Advance Preparation**). Talk about the cow's different body parts and how cows make milk that humans and baby cows, called calves, can drink. You might mention that some humans like to drink cows' milk, but that other people want all of the cow's milk to go to her baby calf.
- Ask students to tell you where you can find cows. *(farm)*

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Extension Activity

Learning Center

Farm Mural

Students will make a mural showing the farm habitat. They will create a familiar animal or plant and place it in the habitat. Then, students will dictate a sentence about something they like to eat that grows on a farm (plant or animal).

- Tell students that, as a class, they are going to make a mural of the farm habitat. Explain that they will choose an animal or plant to create to place on the class mural.
- Show students the animal and plant examples you created (see **Advance Preparation**).
- Divide students into groups based on their choices and explain how each group will make their craft on a different day.
- Hand out materials and assist students in making an animal or plant to add to the mural.
- As students work, have them dictate a sentence about something they like to eat that grows on a farm. Write their dictation on sentence strips and post them around the edges of the mural.
- Use the **expansion plus strategy** to expand on students' responses by adding another sentence to their dictation.

  "Student: I like eggs. Teacher: You like to eat eggs for breakfast. Eggs come from chickens."

- Allow students to use various craft materials to add additional details to the mural after they have completed their plant or animal. Students might color the background, paint animals in the fields, or draw other animals and plants directly onto the mural.

Teaching Tip

Examples of suggested crafts for farm animals and plants have been provided in **Advance Preparation**. However, you may want to allow students to create other plants or animals using various craft supplies. Students might reference **Flip Book** illustrations and photographs as they choose a plant or animal to create.

Language Facilitation

Use the **expansion plus strategy** to expand on what students are saying by adding another sentence to their statements.

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17 DAY 17
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name one plant and two animals that live on the farm
- ✓ State that the food humans eat is grown on farms

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)
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay (RL.P.10)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who, what, where, when, why,* and *how* questions about "Farm" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Farm" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Farm" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Farm" (RI.P.4)
- ✓ Use present and past verb tense (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to plants, animals, and habitats (L.P.5d)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about farms, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhymes	W	**Nursery Rhyme Review**	5–10 Nursery Rhymes and Songs Posters (see **Advance Preparation**)	
SKILLS				
Small Group 1	S	**Blending Sounds Train**	Activity Page 17-1; trays for each student; chart paper; marker	10
Small Group 2	S	**Warm-Ups** **Oral Segmenting: Three-Sound Words**	Image Cards 1-1–1-3; stuffed animal	10
LISTENING & LEARNING				
Picture Talk	W	**Farm**		10
Deepening Understanding	W	**Deepening Understanding: *Rooting***		10
Extension Activity	L	**Farm Mural**	*Habitats* Flip Book; bulletin board paper; paper plate; paint; construction paper; glue; scissors; writing utensils; pipe cleaners; markers	During learning centers

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Advance Preparation

Nursery Rhyme

Select a variety of Nursery Rhymes and Songs Posters (between five and ten) from which students can choose a rhyme to recite independently. Choose some shorter rhymes, some longer rhymes, and some rhymes that have hand motions. Post them so they are clearly visible to all students.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

Small Group 1

Cut apart the letters from the bottom of **Activity Page 17-1: Blending Sounds Train** and make two piles for each student. In the first pile, put letters ‘d’, ‘o’, and ‘g’. In the second pile, put letters ‘i’ and ‘m’. You will pass out the first pile at the beginning of the activity and the second pile in the middle of the activity.

Read the activity **Small Group 1: Blending Sounds Train** and decide how to model this activity for students. You might use a projector to show **Activity Page 17-1: Blending Sounds Train.** Or, you might draw a large version of the Activity Page on chart paper. Make sure to plan for a way to affix the letters to the chart paper.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhymes	W	**Nursery Rhyme Review**	5–10 Nursery Rhymes and Songs Posters (see **Advance Preparation**)	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, and *Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhymes

Whole Group

Nursery Rhyme Review

Students will have a chance to perform nursery rhymes independently or lead the class in a nursery rhyme. Continue this daily routine throughout Pausing Point 2 so all students who want to have a chance to lead or recite a nursery rhyme.

- Tell students they will get a chance to recite a nursery rhyme or lead the group in a nursery rhyme, if they want to (allow shy students the option to be participants and to recite a rhyme for you one-on-one later in the day).
- Review the names of the nursery rhymes you posted (see **Advance Preparation**) by reading the titles aloud to students so they know which nursery rhymes they can choose.

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- Call on as many students as time permits to recite a rhyme or lead the class in a rhyme.
- Continue the Nursery Rhyme Review throughout Pausing Point 2 to give as many students a chance to perform or lead as possible.

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Blending Sounds Train**	Activity Page 17-1; trays for each student; chart paper; marker	10
Small Group 2	S	**Warm-Ups** **Oral Segmenting: Three-Sound Words**	Image Cards 1-1–1-3; stuffed animal	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 transition students between each Small Group.*

Small Group 1 — *10 minutes*

Small Group

Blending Sounds Train

Students will identify the sound pictures needed to spell three, three-sound words. They will glue these sound pictures to a picture of a train.

- Give each student **Activity Page 17-1: Blending Sounds Train,** the letters ‘d’, ‘o’, and ‘g’, and a tray to contain their materials.
- Explain to students that they are going to spell three words by finding the correct sound pictures and gluing them to the train.
- Show students the large chart paper train (see **Advance Preparation**) and model how to segment the word *dog* and locate the corresponding sound pictures. Glue the sound pictures to your train.
- Say *dog* sound by sound. Help students locate the corresponding sound pictures and glue them to their train.
- Next, pass out the second set of letters you cut out for students (‘i’ and ‘m’; See **Advance Preparation**).
- Help students segment *dig.* Ask them what sound they hear at the beginning of *dig,* and point out that *dig* has the same sounds as *dog,* except in the middle. Have them change the word *dog* to *dig* by gluing the ‘i’ on top of the ‘o’ in *dog.*
- Repeat this process to spell *dim,* focusing on the final sound in the word.

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- For each word, remind students that the word has a meaning and define it.
  - *dog* (furry animal with four legs and a tail that some people keep as a pet)
  - *dig* (scoop out)
  - *dim* (not very bright, hard to see, a little dark)

Small Group 2 — *10 minutes*

Small Group

Warm-Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call and response game where they blend familiar three sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1–1-3: Sounds in Words** in a stack so students cannot see them.
- Tell students you want them to repeat the sounds you call out. Then, you want them to try to figure out what word you are spelling.

  Teacher: "Give me a /d/!"

  Students: "/d/!"

  Teacher: "Give me a /o/!"

  Students: "/o/!"

  Teacher: "Give me a /g/!"

  Students: "/g/!"

  Teacher: "Give me a /d/, /o/, /g/! What's that spell?"

  Students: "Dog!"

- Show students the Image Card you are holding so they can check if they are correct.

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Robot Talk Sounds			Blended Word (Image Card #):
/p/	/ee/	/ch/	peach (1-1a)
/d/	/u/	/k/	duck (1-1b)
/d/	/o/	/g/	dog (1-1c)
/f/	/i/	/sh/	fish (1-1d)
/sh/	/ee/	/p/	sheep (1-2a)
/s/	/ee/	/l/	seal (1-2b)
/m/	/ou/	/s/	mouse (1-2c)
/m/	/oo/	/s/	moose (1-2d)
/h/	/e/	/n/	hen (1-3a)
/ch/	/i/	/k/	chick (1-3b)
/k/	/a/	/t/	cat (1-3c)
/p/	/i/	/g/	pig (1-3d)

Oral Segmenting: Three-Sound Words

Conduct the same Skills Small Group activity as you did on Day 13 for Small Group 2. See **Day 13: Oral Segmenting: Three-Sound Words** for detailed instructions on this Small Group activity.

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Listening & Learning		Exercise	Materials	Minutes
Picture Talk	W	**Farm**		10
Deepening Understanding	W	**Deepening Understanding: *Rooting***		10
Extension Activity	L	**Farm Mural**	*Habitats* Flip Book; bulletin board paper; paper plate; paint; construction paper; glue; scissors; writing utensils; pipe cleaners; markers	During learning centers

Picture Talk — *10 minutes*

Whole Group

Farm

Note: *Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.*

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.

Teaching Tip
You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

SHOW FLIP BOOK PAGE 16-1: Farm landscape with barn

- Remind students that they heard all about the farm, which is a man-made habitat.

  "We learned all about the farm habitat. The farm is different from the other habitats because people take care of and raise the plants and animals that live on the farm."

- Ask students how people take care of the farm.

  "What are some of the things people do to take care of and raise the plants and animals that live on the farm?"

- Call on a few students to respond. (*milk cows, feed and water chickens, plant and harvest tomatoes, shear sheep, etc.*)

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SHOW FLIP BOOK PAGE 16-3: Barn with doors open and horses

- Tell students that this building is called a barn and ask them how humans take care of the animals that live in a barn.

  "This red building is called a barn. There are lots of animals that live in a barn like horses, pigs, and cows. How do people take care of the animals that live in barns?"

- Call on a few students to respond (*feed hay to horses, milk cows, make beds of hay for sows and piglets*)

SHOW FLIP BOOK PAGE 16-4: Milking the cow

- Ask students what chore this person is doing with the cow.

  "What chore is this person doing with the cow?"

- Call on a few students to respond. (*milking the mother cow*)
- Tell students that people use their hands or milking machines to milk cows and that some people eat many things made from cow's milk.

  "Cows give us milk. People use their hands or milking machines to milk cows. Then, the milk is sold at the store. Some people drink milk and eat things made out of milk. Ice cream, yogurt, cheese, and butter are all made out of milk. Raise your hand if you like to drink milk? Eat ice cream? Eat yogurt? Eat cheese? Spread butter on your bread? Raise your hand if you do not eat food that comes from cows' milk."

SHOW FLIP BOOK PAGE 16-7: Boy feeding chickens and egg

- Ask students how this person is taking care of the chickens.

  "How is this person taking care these hens?"

- Call on a few students to respond. (*giving them fresh food and water*)
- Tell students that people take care of chickens by feeding them corn and giving them fresh water. Ask students what kind of food comes from chickens?

  "Chickens need food like corn every day. They also need fresh water. Who remembers what kind of food we get from chickens?"

- Call on a few students to respond. (*chicken, eggs*)

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SHOW FLIP BOOK PAGE 16-8: Woman picking tomatoes

- Ask students how this person takes cares of tomato plants.

  "How do farmers take care of plants?"

- Call on a few students to respond. (*plant them, give them water, harvest*)
- Tell students that people take care of plants on farms by planting seeds and watering them.

  "People take care plants on farms. First, they plant the seed in the soil. Then, they water the seed. When the plants, like these tomatoes, have grown up, people harvest the crops. We eat all different kinds of plants that are grown on farms. Who can name some of the plants grown on farms that humans can eat?"

- Call on a few students to respond. (*cabbage, carrots, tomatoes, zucchini, potatoes*)
- Show students **Flip Book Page 16-9** if they need help remembering plants that grow on farms.

SHOW FLIP BOOK PAGE 16-12: Farmer on tractor

- Discuss how farmers drive tractors to harvest crops.

  "Farmers use tractors to plant crops in the fields. Plants like corn, soy beans, and wheat grow in fields and can be harvested with a tractor. After the farmer harvests the crops with the tractor, they are turned into foods that are sold at the grocery store. Who in this class would like to go for a tractor ride and watch it harvest crops?"

- Call a few students to respond.

SHOW FLIP BOOK PAGE 16-13: Children walking from the barn

- Have students make the noises of animals that live on the farm to bring closure to the Picture Talk.

  "Let's say goodbye to each animal that lives on the farm. Good-bye cow. Moo! Moo! Good-bye pigs. Oink! Oink! Good-bye chicken. Cluck! Cluck! Good-bye dog. Woof! Woof! Good-bye sheep. Bah! Bah!"

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Deepening Understanding — 10 minutes

Whole Group

Deepening Understanding: *Rooting*

Defining Rooting

- Reread the part of the read-aloud text that contains the word *rooting*.

  "Remember, in our read-aloud, we heard the word rooting*. Listen for the word* rooting *while I read part of the read-aloud you heard before."*

SHOW FLIP BOOK PAGE 16-2: Children walking by cow pasture

Moo! Moo! Do you hear that sound? Look right over there behind that fence. There are some spotted cows grazing on tasty green grass. Up ahead I see pigs ***rooting*** *around in the mud for something to eat. Let's walk along this road and see what else lives at the farm.*

- Define the word *rooting*.

  "Rooting *means using a snout to dig around in the ground in search of food."*

Reviewing Rooting

- Have students pretend to be pigs rooting around for food.

  "I want all of us to pretend to be pigs rooting around for food. Get up on your hands and knees and use your nose to search for food. Let's all grunt like pigs as we root around looking for food."

Expanding Rooting

- Tell students that rooting is also something that plants do when they are growing their roots down deeply into the soil.

  "The word rooting *can also be used to talk about plants. Plants that are rooting are growing roots down deep into the soil so that they can soak up water."*

Extension Activity

Learning Center

Farm Mural

Continue this activity during Learning Centers. See **Day 16: Farm Mural** for detailed instructions on this Extension Activity.

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PP2 DAYS 18–20
Habitats

Note to Teacher

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*

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ State that the ocean habitat has salty water and a sandy beach
- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ State that the desert habitat is hot and dry
- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name one plant and two animals that live on the farm
- ✓ State that the food humans eat is grown on farms

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Skills Review

Skills Activities Summary

The chart below shows the Small Group activities that students have completed after Pausing Point 1 and the emergent literacy skills areas they address. If students need more practice in a particular area, revisit activities that address those skills.

Skills Small Group Activities Summary

			Phonological Awareness						Print	Handwriting	Shared Writing	Narrative		Vocabulary
Day(s)	**Skills Small Group**	**Activity**	**Nursery Rhyme Recitation**	**Rhyme**	**Syllable: Segmenting**	**Initial Sound**	**Sounds in Words**	**Sound-Letter Correspondence**	**Alphabet Knowledge**	**Strokes/ Writing Letters**	**Dictation**	**Sequencing Events**	**Verbal Retelling**	**Domain-Related Vocabulary**
11	**1**	Draw the Sound Picture for /g/				✓		✓		✓				
	2	Color the Balloons				✓		✓						
12	**1**	Circle the Sound Picture 'g'					✓							
	2	Sound Picture Fishing Game				✓		✓						
13	**1**	Blending Sounds Train					✓	✓						
	2	Oral Segmenting: Three-Sound Words					✓							
14	**1**	Draw the Sound Picture for /i/				✓		✓		✓				
	2	Initial Sound Storybook Reading				✓								
15	**1**	Circle the Sound Picture 'i'					✓							
	2	Making Letters with Play Dough						✓		✓				
16	**1**	Blending Sounds Train					✓	✓						
	2	Making Letters with Play Dough						✓		✓				
17	**1**	Blending Sounds Train					✓	✓						
	2	Oral Segmenting: Three-Sound Words					✓							
18–20	**Pausing Point 2**													
21	**Domain Assessment**													

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Additional Skills Activities

Practice Writing Sound Pictures

Ideas for activities that help students practice copying or writing sound pictures:

- Place sand, sugar, or salt into a small tray or pencil box and have students write sound pictures with unsharpened pencils or their fingers.
- Press play dough onto a paper plate and have students "write" sound pictures in it with unsharpened pencils or their fingers.
- Form letters with play dough.
- Make giant letters by having students lay on the floor and use their bodies to make the letter shapes.
- Use various wands (homemade or store bought) and have students write sound pictures in the air.
- Add the following materials to the Writing Center: letter stencils, letter magnets, magnetic writing boards, copies of pages from **My First Strokes Books** and sound picture Activity Pages, chalkboards and chalk, whiteboards and dry-erase markers.
- Take students outside and have them write sound pictures in the sandbox.
- Use water to "paint" sound pictures on the sidewalk outside or the chalk board inside.
- Use pipe cleaners or wax sticks to form sound pictures or students' names.

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Jumping Blends

Materials: sidewalk chalk

To prepare, draw three boxes in a horizontal line on the sidewalk and write one sound picture in each box. Write from left to right, and be sure to use lowercase letters. Have students jump from box to box, saying the sound that goes with the sound picture shown in the box. You could also say the sounds as the student jumps. Then, have the student blend the word and say what it means or use it in a sentence. You could play this game indoors, using laminated construction paper taped to the floor as the 'boxes.' Words students have practiced before include:

- cat (furry animal with whiskers)
- mat (something soft you can lay on at nap time)
- mad (angry, upset)
- got (past tense of get)
- dot (spot)
- dog (furry animal with four legs and a tail that some people keep as a pet)
- dig (scoop out)
- dim (not very bright, hard to see, a little dark)

Roll a Word

Materials: blank foam cubes (three total), permanent marker

Draw familiar sound pictures on the sides of each foam cube. Reserve one for vowels only and the other two for consonants. Utilize the sound pictures students have learned in this domain as well as past domans (/m/, /a/, /t/, /d/, /o/, /k/ written as 'c', /g/, /i/). Have students roll each block one by one onto a table. After the three blocks have been rolled, assist students in blending the sound pictures together. Ask students whether they have made a real work or a silly word.

Blending Words Popsicle Sticks

Materials: play dough, popsicle sticks, permanent markers, small baggies

Write one sound picture students have learned on each end of the popsicle stick ('m', 'a', 't,' 'd', 'o', 'k', 'g', 'i'). Say a word for students to spell and help them say each sound in the word and then blend it to say the word. For each sound, have students find the sound picture

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popsicle stick. Then, have students stick the popsicle sticks in play dough to spell the word. If students are ready, they can copy the word that they have blended onto a piece of paper. Make sure to review the meaning of the words you are spelling. Words that students have practiced before include:

- *cat*
- *mat*
- *mad*
- *got*
- *dot*
- *dog*
- *dig*
- *dim*

For an added challenge have students spell these words:

- *cot*
- *tad*

Fishing Game

Materials: Fishing Game from Day 12, blank paper, writing utensils

Obtain the fishing game supplies from Day 12 in the *Habitats* domain. Show students the fish in the pond and explain that they can use the poles to catch a fish. Allow one student at a time to go fishing. Once they catch a fish, allow the students to copy the sound picture that they catch onto a piece of paper. Once they have copied the sound picture, allow them to keep the fish. Continue the game until all of the fish have been caught. Play the game again, this time asking students to say a word that starts with the sound shown on the fish.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

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.

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Domain-Related Trade Books

Read nonfiction trade books that are related to the Core Content objectives addressed up to Pausing Point 2. See the domain 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:

At The Beach, by Anne & Harlow Rockwell (Aladdin Paperbacks, 1987) ISBN 978-0689714948

- Connection to content from "Oceans"

  A little girl takes a trip to the beach and XXX. As you read, comment on the things that the little girl sees while on her trip to the seashore. Have students take a pretend trip to the beach and talk about what else you might see after reading this book.

Way Out In The Desert, by T.J. Marsh and Jennifer Ward and illustrated by Kenneth J. Spengler (Rising Moon, 1998) ISBN 978-0-87358-687-0

- Connection to content from "Deserts"

  This book highlights many animals or plants you may see if you were visiting the desert. Read the book and then reread it, allowing students to participate by singing or chanting along with the repetition in the book. Make a list of the animals that live in the desert. Talk about other animal or plants students may have learned about from their desert read-alouds.

Click, Clack, Moo Cows That Type, by Doreen Cronin and pictures by Betsy Lewin (Little Simon Books, 2007) ISBN 978-1-4424-3370-0

- Connection to content from "Farms"

  In this popular fictional book, Farmer Brown tends to his farm while the cows on his barn pretend to type him letters using a typewriter. Read the book and talk with students about how the cows are talking and writing letters to the farmer. Then, talk with students about real farm animals and what they may do (e.g. cows make milk and chickens lay eggs). Show students ***Flip Book*** *images from the "Farms" read-aloud to confirm their answers.*

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Activities

Moldable Sand Sensory Bin

Materials: large bin, shovels, buckets, sand molds, seashells, plastic animals found on the seashore, moldable sand (5 cups all-purpose flour and 1 cup of baby oil), sunglasses, hats, beach towel

Note: *Once you make your sand dough, store it for up to a week in an airtight container. Add extra baby oil to soften if it dries out.*

Invite students to dress up as if they are going to the beach by putting on their sunglasses and hats and allow them to sit on beach towels. Make your own moldable sand by mixing the 5 cups of flour and then slowly adding 1 cup of baby oil, mixing as you go. You want the dough to be moldable but not damp. Allow students to play in the "sand" using shovels, buckets, and sand molds. Hide seashells, and plastic ocean animals such as crabs, birds, and even turtle eggs. Talk about what students may find in the sand by referring back to the pictures in the **Flip Book.** You might even have students pretend to be a sea turtle laying eggs in the sand or a crab digging a burrow. Use the following talking points to engage students in play:

- Crabs dig burrows in the sand to stay safe. Their burrows are shelter.
- You can find seashells in the sand. Seashells used to have living animals inside them and they used to be in the ocean water.
- Sea turtles come up on the sand to lay eggs.
- The salty ocean water makes the sand wet. The place where the ocean meets the sand is called the shore.
- Sea grass grows in the sand near the shore.

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How a Cactus Retains Water

Materials: paper towels, water, spray bottles, cookie sheet, window or outdoor access to sunlight

Note: *Some cactuses have pleats that expand to collect and retain water. This experiment will help students see how the pleats help cactuses survive in the desert.*

Lay a paper towel flat onto a cookie sheet and place an accordion folded paper towel beside of it. Explain to students that the flat paper towel represents a normal plant and the folded paper towel represents the pleats like that of a cactus. Have students take turns giving each paper towel squirts of water. Give both paper towels the same squirts, ensuring that it is soaked through. Place the baking sheet outside in the sun. Have students predict which paper towel would dry out faster. Check your results an hour later and talk about how the paper towel that was folded held in water better, like a cactus would in the desert.

Habitat Animal and Plant Sort

Materials: Transition Cards: Habitats

Lay out **Transition Cards: Habitats** scenes. Give students the animal and plant cards and have them sort each animal or plant into its correct habitat. Continue until all cards have been sorted.

Farm Sensory Play

Materials: plastic barn, hay, plastic farm animals

Set up a farm sensory bin or center in your block center. Use a plastic barn to have students interact with. Use blocks to build fences for the animals. Encourage students to complete the chores of farmers who take care of the plants and animals on the farm. Remind students that farm animals get their basic needs from the humans that take care of them. Have students put out hay or feed to feed animals, give animals water, plant and water a pretend garden, pretend to shear sheep and milk cows, etc. As students play, have them discuss what they are doing (e.g. “I am putting out hay for my horses to eat in this fence” or “I am planting the corn in this field so it can grow”).

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DA DOMAIN ASSESSMENT
Habitats

This Domain Assessment evaluates each student's knowledge relative to Core Content and Language Arts Objectives addressed in the *Habitats* domain. Portfolio Collection and Assessment Opportunities can occur throughout the domain; the Task Assessment is designed to be administered to each student at the end of the domain (i.e., during Pausing Point 2 and the Domain Assessment day of *Habitats*). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual students into a quiet corner of the classroom, perhaps during Learning Center or snack time. Because skills and vocabulary are meant to develop across the entire year, teachers may readminister certain assessments from the *All About Me, Families and Communities, Animals,* and *Plants* domains if students scored poorly.

Portfolio Collection

Work Samples

Note: *Be sure to date each piece of student work as it is added to the portfolio.*

In this domain, students' work from the following activities may be included in their portfolios:

- **Library Dramatic Play Center:** Students' emergent writing samples, such as their handmade books and library cards
- **Days 1, 5, 11, 13, and 16:** Extension Activity Crafts
- **Day 1:** Draw the Sound Picture for /o/
- **Day 2:** Activity Page 2-1: Circle the Sound Picture: 'o'
- **Day 4:** Class Book: In the Woods
- **Day 5:** Draw the Sound Picture for /k/
- **Day 6:** Activity Page 6-1: Circle the Sound Picture: 'c'
- **Day 11:** Draw the Sound Picture for /g/
- **Day 11:** Activity Page 11-1: Color the Balloons

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- **Day 12:** Activity Page 12-1: Circle the Sound Picture: 'g'
- **Day 15:** Activity Page 15-1: Circle the Sound Picture: 'i'

Assessment Opportunities

Observing Learning Centers

Language Arts Objectives Assessed

Students will:

- ✓ Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- ✓ Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question (W.P.8)
- ✓ Recognize, call by name, and indicate the role of school personnel (SL.P.1c)
- ✓ Greet adults as "Mr. (name)," and/or "Ms. or Mrs. (name)" (SL.P.1c)
- ✓ Ask questions about oral directions or verbal explanations (SL.P. 2)
- ✓ Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- ✓ Describe an event or task that will take place in the future (SL.P.4)
- ✓ Understand and use the negative forms of declarative sentences, questions, and imperatives. (L.P.1f)

Materials

Various colored sticky notes

Pen

Library Dramatic Play Center

As you observe the Library Dramatic Play Center, keep the above Language Arts Objectives with you. When you see a student demonstrating a behavior or using language that is related to the objective, write that student's name and a brief description of what

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occurred on a sticky note. You might use different colored notes for each objective. At the end of the day, reflect on these notes and distribute them to student's portfolios, sticking them inside the manila folder or on a separate piece of paper. At the end of the domain, review notes collected in each student's portfolio, perhaps writing a sentence or two reflecting on each student's progress across the domain and current performance relative to the Language Arts Objectives.

Task Assessments

Skills Task Assessment

Language Arts Objectives Assessed

- With prompting and support, give the consonant sounds of at least three written letters (R.F.P.2c, R.F.P.3a)
- With prompting and support, give the vowel sound of at least one letter (R.F.P.3a)

Materials

Transition Cards: Sound Pictures from *Plants* and *Habitats*

Sound Picture Identification

Individually assess whether students are able to produce the sounds that accompany the sound pictures/letters learned up until this point (i.e., 'm', 'a', 't', 'd', 'o', 'c', 'g', and 'i'). Hold up a **Transition Card: Sound Picture** and ask the student, "What sound goes with this sound picture/letter?" If students respond with the correct letter name, confirm their response as correct, and clarify that you are asking for the letter sound. Record students' responses on the **Sound Picture Identification Record Form** that follows the Domain Assessment.

Listening & Learning Task Assessments

Core Content Objectives Assessed

- Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- Identify by name the pond habitat when shown a picture of the pond
- Identify by name the ocean habitat when shown a picture of the ocean

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- Identify by name the desert habitat when shown a picture of the desert
- Identify by name the farm habitat when shown a picture of the farm
- Name one plant and two animals that live in the woodland
- Name one plant and two animals that live in the pond
- Name three animals that live in the ocean
- Name one plant and two animals that live in the desert
- Name one plant and two animals that live on the farm

Materials

Transition Cards: Habitat Scenes; Transition Cards: Plants and Animals

Habitat Identification

Show students the five **Transition Cards: Habitat Scenes** one at a time and ask them to tell you the name of each habitat. At the end of the assessment, provide the name of any habitats the student was unable to name.

Assigning Plants and Animals to Habitats

Lay out ten **Transition Cards: Plants and Animals.** Include one plant and one animal from each of the five habitats (for ocean, include two animals). Show students the **Transition Cards: Habitat Scenes** one at a time and tell them the name of the habitat and a brief description of that habitat (e.g., "*The ocean habitat is very, very big. There is lots of salty water in the deep ocean. The beach is also part of the ocean habitat.*"). Ask them to name a plant or animal that lives in each habitat. If students are unable to think of a plant or animal on their own, have them look at the **Transition Cards: Plants and Animals** for a clue. Accept any reasonable answer as correct, whether or not it is depicted on the Transition Cards.

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DA DOMAIN ASSESSMENT RECORD FORM
Habitats

Key to Domain Assessment Record Form

Skills: Sound Picture Identification

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior.

- Does not correctly produce any sound when shown sound pictures

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Sometimes produces the correct sound when shown sound pictures (i.e., knows one to six sound to sound picture correspondences)

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Correctly produces most or all sounds when shown sound pictures (i.e., knows seven to eight sound to sound picture correspondences)

Listening & Learning: Habitat Identification and Assigning Plants and Animals to Habitats

Not Yet

Student does not yet demonstrate this skill, knowledge or behavior.

- Habitat Identification: Correctly labels one or fewer habitats
- Assigning Plants and Animals to Habitats: Correctly names at least one plant and animal the lives in each of two or fewer habitats

Progressing

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis.

- Habitat Identification: Correctly labels two to four habitats

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- Assigning Plants and Animals to Habitats: Correctly names at least one plant and animal the lives in each of two to four habits

Ready

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Habitat Identification: Correctly labels five habitats
- Assigning Plants and Animals to Habitats: Correctly names at least one plant and animal that lives in each of all five habitats

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Sound Picture Identification

Scoring Directions: Using a pencil, mark a check to indicate the student correctly produces the sound when show the sound picture/letter. Mark an X to indicate the student does not correctly produce the sound when show the sound picture/letter. If you have not yet assessed a sound picture/letter, leave the box blank.

Date	Student	m /m/	a /a/	t /t/	d /d/	o /o/	c /k/	g /g/	i /i/

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Date	Student	Habitat Identification			Plants and Animals		
		Not Yet	Progressing	Ready	Not Yet	Progressing	Ready

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APPENDIX A
What Teachers Need to Know About Habitats

Plants and Animals Live in Many Kinds of Habitats

Plants and animals live together all over the earth. The place where an animal or plant lives is called its habitat. Many plants and animals share the same habitat. In their habitats, plants and animals can usually find everything they need to survive (i.e., their basic needs). Animals can find food, water, and shelter in their habitats. Plants can find water, sunlight, air, and nutrients in their habitat. The animals and plants that live in a habitat have adapted over time to their particular habitat, so their habitat is where they grow best.

Woodland Habitat

The woodland habitat (also called the woods or forest) has many trees that form a canopy, or a layer of leaves and branches that provide shade to the woodland floor. Woodlands can be very large and are found in many climates. Ponds and streams are found in woodland and provide water for the animals that live there. Woodland animals include deer, bears, skunks, raccoons, rabbits, birds, and insects. Plants that thrive in the woodland habitat include trees, shrubs, ferns, grasses, and moss. When these plants die, they decay on the floor of the woodland and provide food and homes for the animals living there.

Pond Habitat

The pond is a freshwater habitat. A pond is smaller than an ocean, lake, or river and it is surrounded by land on all sides. Ponds can be found in many climates and can be located in woodland or fields. Animals that live in ponds include turtles, fish, and crayfish. Some pond animals do not live in the water, but they use the pond to find food, drink, and bathe. Animals that live on land and use the water of the pond are raccoons, herons, ducks, and beavers. Frogs are animals that live in both the water of the pond and on land at different times during their lives. Plants that thrive in the pond habitat include reeds, cattails, and water lilies. Some pond plants live entirely underwater, and other pond plants have roots that reach into the water of the pond.

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Ocean Habitat

The ocean is a very large saltwater habitat. There are five oceans that cover about seventy percent of the earth's surface (i.e., Atlantic, Pacific, Indian, Arctic, Antarctic [Southern] Oceans). The water of the ocean is very, very deep in some places. The ocean water gets shallower as it meets the land at the coast. The ocean is home to many animals such as whales, sharks, and a large variety of fish. Fish have special body parts called gills that they use to breathe underwater. There are also mammals living in the ocean (e.g., whales and dolphins) that cannot breathe underwater like fish. Mammals come to the surface of the water to breathe air. Plants that thrive in the ocean include kelp and seaweed. Beaches are the narrow strips of land that are found where the water of the ocean meets the coast. There are many plants and animals that make their homes on sandy or rocky beaches. Tidal pools are filled when the tide comes in. When the tide goes out, water is trapped between the rocks or in low-lying sandy areas on the beach. The plants and animals that live in tidal pools are specially adapted to the changing levels of water in their habitats.

Desert Habitat

The desert is a habitat that gets very little rainfall. Deserts are found all over the world and they can be hot or cold. Even though there is very little rain in the desert, there are still many plants and animals that thrive there. In some deserts, it is very cold at night but very hot during the day. The desert of the southwestern United States is called the Sonoran desert. Animals that live in the Sonoran desert include bobcats, mountain lions, coyotes, jackrabbits, big horn sheep, kit foxes, and roadrunners. There are also rattlesnakes, turtles, spiders, and scorpions. The plants in the Sonoran desert include trees, cactuses, shrubs, and wildflowers. The plants and animals that thrive in the desert have special adaptations that allow them to survive without much water.

Farms

> **Note:** *The farm is a man-made habitat, so it is different from the other habitats detailed above.*

The farm is a man-made habitat where plants and animals are raised for food. People bring the plants or animals to the farm and provide for their basic needs. Some farms have many different kinds of plants and animals, while other farms raise only one crop or animal. Farm animals

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include cows, chickens, goats, pigs, and sheep. Plants grown on farms include corn, tomatoes, carrots, pumpkin, and squash. Farms are important to people because they supply food, which is one of humans' basic needs.

The type of farm depicted in the read-aloud is a *small scale* or *family* farm. This type of farm is less common today than it was in the past. Today, *large scale* or *industrial* farms that grow/raise only one or a few types of plants or animals are more comon.

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APPENDIX B

Representing Phonemes (Sounds) in CKLA Preschool

How are Sounds Represented in CKLA Preschool?

In the *Plants* domain, in addition to giving the spelling of words that students will be blending and segmenting, the Teacher Guide also uses a standard convention for representing the phonemes in words (see chart below). The reason for using this convention is that spellings do not always correspond to pronunciation (e.g., *tough, bough, cough, dough*), and the number of letters in words does not always correspond to the number of sounds (consider the same list). In order to be clear regarding how words are to be segmented, the below conventions are used to represent sounds in words in this domain.

What is a Phoneme?

Linguists refer to single sounds in words as phonemes. Phonemes are the smallest sound parts into which a word can be broken. This is a term we use occasionally in the instructional materials. With students, however, you may prefer to use the word *sound* to refer to sounds in words.

The Core Knowledge Language Arts program uses a 44-phoneme classification scheme (listed below). In these materials, phonemes are written with two slash marks as follows: /a/. /a/ stands for the sound at the beginning of the word *apple.* English phonemes are divided into two categories, vowel sounds and consonant sounds. The /a/ sound in *at* is a vowel sound; the /t/ sound is a consonant sound. Vowel sounds are made with an open mouth and an unobstructed flow of air. By contrast, consonant sounds are made by closing parts of the mouth together, which causes either a partial or a complete blockage of the airflow. Some consonant sounds can be stretched out, but many others are quick sounds that last only a split second and cannot be stretched out.

The charts below list all 44 phonemes used in the Core Knowledge Language Arts classification scheme. In the left-hand column, the phoneme is shown as it is written in the Teacher Guide. Beside the phoneme (in the middle column) is the basic spelling of that sound (i.e., the letter or letters that represent the sound in a given word). In the farthest right column is an example word that contains the phoneme. The chart reads: "The /a/ sound is spelled 'a' as in the word *at.*"

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These charts are provided for teacher reference only. The example words are simply that; they should not be used as "key words" for students.

Consonant Sounds		
Phoneme	**Basic Spelling**	**Example Word**
/b/	'b'	**b**ib
/ch/	'ch'	**ch**ip
/d/	'd'	**d**a**d**
/f/	'f'	**f**ish
/g/	'g'	**g**i**g**
/h/	'h'	**h**ip
/j/	'j'	**j**am
/k/	'c' 'k' (can be spelled both ways)	**c**ab,**k**it
/l/	'l'	**l**ip
/m/	'm'	**m**o**m**
/n/	'n'	**n**u**n**
/ng/	'ng'	si**ng**
/p/	'p'	**p**o**p**
/qu/	'qu'	**qu**it
/r/	'r'	**r**ed
/s/	's'	**s**i**s**
/sh/	'sh'	**sh**u**sh**
/t/	't'	**t**o**t**
/th/	'th'	**th**in
/th/	'th'	**th**em
/v/	'v'	**v**et
/w/	'w'	**w**in
/x/	'x'	bo**x**
/y/	'y'	**y**es
/z/	'z'	**z**ip
/zh/	varies	trea**s**ure

Vowel Sounds		
Phoneme	**Basic Spelling**	**Example Word**
/a/	'a'	**a**t
/ae/	'a_e'	**ate**
/ar/	'ar'	c**ar**
/aw/	'aw'	p**aw**
/e/	'e'	b**e**t
/ee/	'ee'	t**ee**n
/er/	'er'	h**er**
/i/	'i'	b**i**g
/ie/	'ie'	t**i**m**e**
/o/	'o'	c**o**t
/oe/	'o_e'	n**o**t**e**
/oi/	'oi'	c**oi**n
/oo/	'oo'	s**oo**n
/<u>oo</u>/	'oo'	b**oo**k
/or/	'or'	f**or**
/ou/	'ou'	**ou**t
/u/	'u'	b**u**n
/ue/	'ue'	c**ue**

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