

✓ 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)

- ✓ 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)

- ✓ 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)

At a Glance

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	Transition Cards: Sound Pictures from the <i>Plants</i> and <i>Habitats</i> domains; Activity Page 2-1; writing utensils	10
		Circle the Sound Picture 'o'		
Small Group 2	S	Warm-Ups	Image Cards 1-1-1-3; whiteboard; dry-erase marker; construction paper; cardboard; tape	10
		Teacher, Teacher, May I Cross the Bridge?		
LISTENING & LEARNING				
Picture Talk	W	Woodland		10
Deepening Understanding	W	Deepening Understanding: <i>Fragile</i>	chart paper; markers	10
Extension Activity	L	Woodland Mural	<i>Habitats</i> 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.

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.

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

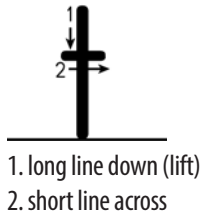
Whole Group

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.



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.

Skills

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

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.



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.

- Continue for the remaining sound pictures.

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/.

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)

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.

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	<i>Habitats</i> 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.



◀ 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.”

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.

- 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.)



◀ **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.”



◀ 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

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.”

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 it 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.