

## ✓ 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)

- ✓ 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)

- ✓ 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)

## 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

## At a Glance

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	stuffed animal	10
		Oral Blending: Three-Sound Words		
Small Group 2	S	Story Dictation	storybook; chart paper; marker	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Do We Already Know?	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
		Purpose for Listening		
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

### ***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.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> <b>Continue Established Routines</b>		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> <b>Row, Row, Row Your Boat</b>	Nursery Rhymes and Songs Poster 43; <i>Habitats</i> 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.

### **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

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	stuffed animal	10
	<b>S Oral Blending: Three-Sound Words</b>		
<b>Small Group 2</b>	<b>S Story Dictation</b>	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/.”*

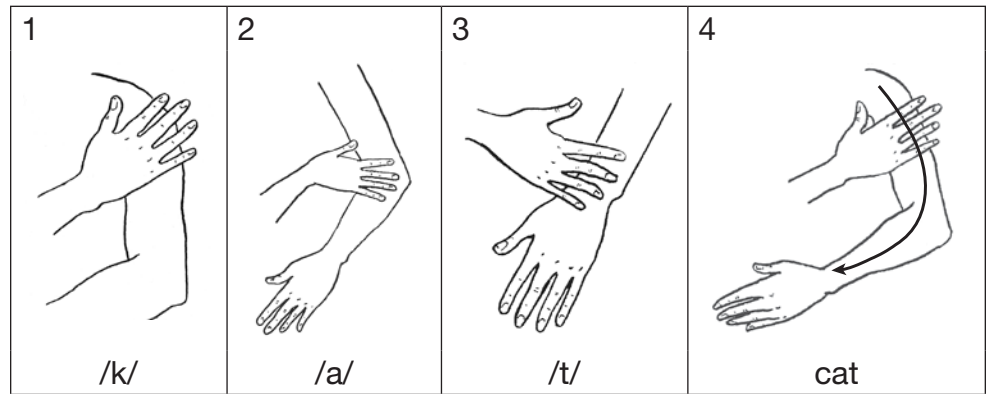
- If students are ready, have them identify the initial sounds of words that do not start with /o/ [e.g., “*Mat doesn’t start with /o/. What sound does mat start with?*” (/m/)].
  - ox (/o/ /o/ ox)
  - mat (No, *mat* starts with /m/.)
  - olive (/o/ /o/ olive)
  - sit (No, *sit* starts with /s/.)
  - 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.

### 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:

#### 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.

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



### <sup>v</sup> 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.

### 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.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>W</b> What Do We Already Know?	<i>In the Woods: Who's Been Here?</i> by Lindsay Barrett George Transition Cards: Habitats—Woodland; Woodland Plants and Animals list from Day 1; marker	5
	<b>W</b> Purpose for Listening		
<b>Presenting the Read-Aloud</b>	<b>W</b> <i>In the Woods: Who's Been Here?</i> by Lindsay Barrett George	<i>In the Woods: Who's Been Here?</i> by Lindsay Barrett George	10
<b>Discussing the Read-Aloud</b>	<b>W</b> What's the Big Idea?	<i>In the Woods: Who's Been Here?</i> 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
<b>Extension Activity</b>	<b>L</b> 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

### Introducing the Read-Aloud

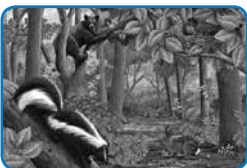
5 minutes

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."*

- 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.”*

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

**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)

➔ 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)

➔ 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.

➔ 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.)

.....

.....

.....

.....

➔ 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."*



## What's the Big Idea?

### Woodland Plants and Animals List

#### 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.

**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.

#### Teaching Tip

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

### 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.

- 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.