

✓ 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)

- ✓ 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)

- ✓ 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

At a Glance

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	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from <i>Plants</i> and <i>Habitats</i> domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
		Draw the Sound Picture for /k/		
Small Group 2	S	Class Book: In the Woods	<i>In The Woods: Who’s Been Here?</i> by Lindsay Barrett George; drawing tools; paper	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Have We Already Learned?	Image Cards 4-1–4-3 from <i>Animals</i> domain; <i>Life in a Pond</i> by Carol K. Lindeen	5
		Purpose for Listening		
Presenting the Read-Aloud	W	<i>Life in a Pond</i> by Carol K. Lindeen	<i>Life in a Pond</i> by Carol K. Lindeen	10
Discussing the Read-Aloud	W	What’s the Big Idea?	<i>Life in a Pond</i> 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.

Listening & Learning

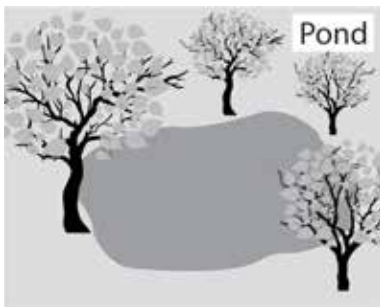
Number the pages of the book *Life in a Pond* by Carol K. Lindeen. Begin numbering from the front of the book; page 1 is page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book.

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.

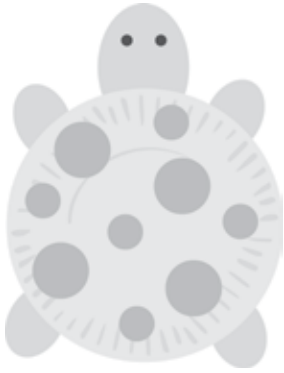
Make an example cattail:



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.

**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.

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

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

Skills

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



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/.



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.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?	Image Cards 4-1–4-3 from <i>Animals</i> domain; <i>Life in a Pond</i> Carol K. Lindeen	5
	Purpose for Listening		
Presenting the Read-Aloud	W <i>Life in a Pond</i> by Carol K. Lindeen	<i>Life in a Pond</i> by Carol K. Lindeen	10
Discussing the Read-Aloud	W What's the Big Idea?	<i>Life in a Pond</i> 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.

“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.”

Life in a Pond by Carol K. Lindeen

➔ 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 us 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."

➔ 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.

➔ 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)

➡ 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.



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

Teaching Tip

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

- 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.

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*)

Extension Activity



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.

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.