

✓ 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)

- ✓ 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)

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

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 from the <i>Plants</i> and <i>Habitats</i> domains; Activity Page 6-1; writing utensils	10
		Circle the Sound Picture ‘c’		
Small Group 2	S	Warm-Ups	Image Cards 1-1-1-3; Transitions Cards: Initial Sounds from <i>Plants</i> and <i>Habitats</i> ; chart paper; marker; plastic animals	10
		Sound Picture Board Game		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Have We Already Learned?	<i>Life in a Pond</i> by Carol K. Lindeen; Transition Cards: Habitats; Pond Plants and Animals list from Day 5; marker	5
		Purpose for Listening		
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	<i>Habitats</i> 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**

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.

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’.



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.

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 6-1; writing utensils	10
	Circle the Sound Picture 'c'		
Small Group 2	Warm-Ups	Image Cards 1-1-1-3; Transitions Cards: Initial Sounds from <i>Plants</i> and <i>Habitats</i> ; chart paper; marker; plastic animals	10
	Sound Picture Board Game		

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.



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/.

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)

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.

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').

- 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.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?	<i>Life in a Pond</i> by Carol K. Lindeen; Transition Cards: Habitats—Pond; Pond Plants and Animals list from Day 5; marker	5
	W Purpose for Listening		
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	<i>Habitats</i> 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.

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.”



← 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.



◀ 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.



← 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!"



← 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.

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◀ 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.*



← 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**.

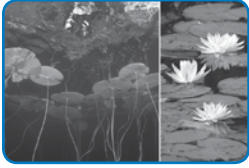
"**MURKY** means cloudy and dark and hard to see through. It's hard to see the plants and animals living underwater in this pond because the water is so murky. See how it's all brown and cloudy? Say that word with me—**MURKY**."



← 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.



← **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 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)



← 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!

Handwriting practice area with five sets of dashed lines for writing.

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.

- 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.”

*“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.