

✓ Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Starting the Day

Students will:

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

Skills

Students will:

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

Listening & Learning

Students will:

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

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Continue Established Routines		During morning circle
Nursery Rhymes	W	Nursery Rhyme Review	5–10 Nursery Rhymes and Songs Posters (see Advance Preparation)	
SKILLS				
Small Group 1	S	Warm-Ups	stuffed animal	10
		Oral Blending: Three-Sound Words		
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				
Picture Talk	W	Pond		10
Deepening Understanding	W	Deepening Understanding: <i>Shallow</i>		10
Extension Activity	L	Pond Mural	<i>Habitats</i> Flip Book; Image Card 5-1; bulletin board paper; brown paper bags; construction paper; tissue paper; glue; paper plates; brown felt; pipe cleaners; yarn; writing utensils; drawing tools	During learning centers

Advance Preparation

Nursery Rhymes

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

Small Groups

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

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 Rhymes	W Nursery Rhyme Review	5–10 Nursery Rhymes and Songs Posters (see Advance Preparation)	

Routines

Whole Group

Continue Established Routines

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

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

Nursery Rhymes

Whole Group

Nursery Rhyme Review

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

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

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

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	stuffed animal	10
	S Oral Blending: Three-Sound Words		
Small Group 2	Warm-Ups	Image Cards 1-1-1-3; Transitions Cards: Initial Sounds from <i>Plants and Habitats</i> ; chart paper; marker; plastic animals	10
	S 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

Does It Start with /k/?

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

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

“Cat. Yes, cat does start with /k/. You should show me a ‘thumbs up’ because cat starts with /k/: /k/ /k/ cat. Say it with me: ‘/k/ /k/ cat’.”

“Mat. No, mat does not start with /o/. You should show me a ‘thumbs down’ because mat does not start with /k/. Mat starts with /m/.”

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

Oral Blending: Three-Sound Words

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

Small Group 2

10 minutes

Small
Group

Warm-Ups

Call and Response: Initial Sounds

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

Sound Picture Board Game

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

Listening & Learning

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

Picture Talk

10 minutes

Whole Group

Pond

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

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



◀ SHOW FLIP BOOK PAGE 6-1: Pond scene

- Ask students to name the habitat about which you have been learning.

“What is the name of the habitat that you see in this picture?”

- Call on a few students to respond. (*pond*)
- Ask students if they have ever been to a pond before. Ask them to describe a pond using either personal experience or their prior knowledge from Days 5 and 6.

“Has anyone ever been to a pond before? What are ponds like? What can you do at a pond? What might you see? What plants or animals can you find in the pond habitat?”

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.

- Call on a few students to respond.
- Discuss how the pond habitat has shallow water and land around all sides. There are plants and animals that live in and around the pond. Some animals live in the pond water and some animals live around the edge of the pond.



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

- Remind students what animals' three basic needs are and that they heard all about the basic needs of animals in the pond.
"What are animals' three basic needs?"
- Call on a few students to respond. (*food, water, shelter*)
"We have been learning about lots of different animals that live in a pond. We have also been learning about how different animals meet their basic needs in the pond habitat."
- Ask a student to come point to the beaver in the picture.
"Who can point to the beaver in this picture?"
- Discuss how beavers get shelter in the pond habitat. (*build a dam*)
"How do beavers get shelter in the pond habitat? Who remembers what they use their big front teeth for?"
- Call on a few students to respond. (*make their own shelter/dam; chew down trees, drag the branches to the pond, and build a dam/shelter/home*)
- Ask students to come point to the blue heron (bird) in the picture and the raccoon in the picture.
- Discuss how raccoons and blue herons get food.
"How do raccoons and blue herons get the food they need to survive in the pond habitat?"
- Call on a few students to respond. (*They stay very still and wait for a fish to swim by and then they catch it.*)



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

- Ask students what animal they see on this page.

“What animal is this?”

- Call on a few students to respond. (crayfish)
- Ask students where the crayfish is located.

“Where is it in the pond habitat in this picture? Is it on top of the water? Is it on the land around the edge of the pond? Where does it live?”

- Call on a few students to respond. (bottom of the pond, underwater)
- Remind students that Tobias Turtle told them about how crayfish live in the murky pond water where they can’t see very well (Show **Flip Book Page 6-12** if students need a reminder of what murky water is).

“Remember, Tobias Turtle told us about that crayfish live on the bottom of the pond where it is dark and murky and hard to see.”

- Ask students how the crayfish finds food if it can’t see very well.

“How does the crayfish find food to eat if it can’t see very well on the bottom of the pond? What body part does it use? Who remembers that word?”

- Call on a few students to answer. (uses antennae to feel around for food)
- Tell students that animals have different ways of getting their basic needs in the pond habitat.

“Animals in the pond have different ways of meeting their three basic needs. Crayfish have antennae to help them feel in the murky water to find food. Raccoons and herons stand very still and catch fish. Beavers build their own shelters using the materials they find near the pond.”



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

- Remind students that they heard all about the basic needs of plants in the pond and ask them to identify the water lily in the picture.

“The other day we also talked about how plants meet their basic needs in the pond habitat. What is the name of this plant? [point to the water lily]”

- Call on a few students to respond. (water lily) If students respond “lily pad,” tell them that the lily pad is a part of the water lily—it is the leaf.

- Discuss how water lilies' basic needs (water, light, air, nutrients) are met in the pond habitat.

"Plants need water, nutrients, sunlight, and air to survive. How does the water lily get nutrients from the soil?"

- Call on a few students to respond. *(Its stem stretches to the bottom of the pond and the roots reach into the soil for nutrients.)*

"How does the water lily get air and sunlight?"

- Call on a few students to respond. *(The flowers and lily pads are on the surface of the pond so they can take in air and sunlight.)*

"How does the water lily get water?"

- Call on a few students to respond. *(It uses its roots to soak it up from the pond.)*



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

- To bring closure to the Picture Talk, remind students that the plants and animals living in the pond habitat all have to get their basic needs to survive and that different plants and animals each have special ways of getting the things they need in the pond.

"All of the plants and animals in the pond habitat have basic needs. They each have different ways of getting the things they need to survive. They all live together in the pond, but each plant and animal has its own way of getting the things it needs to survive."

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: Shallow

Defining Shallow

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

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



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

*I am feeling warm, too, so I think I will get ready to go for a swim in the **shallow** pond water. I wonder what I will see when I dive down underwater.*

- Define the word *shallow*.

“Shallow means not very deep. Usually shallow water is water you can stand up in with your head above the water. Ponds are usually shallow. You could probably stand up in a lot of ponds.”

Opposites: Shallow and Deep

- Discuss how *shallow* and *deep* are opposites by defining *deep* and giving examples.

“Deep is the opposite of shallow. If water is deep, you can’t stand up in it and it goes down very far below the surface.”

- Show students with your hand how deep shallow water might be and how deep deep water might be by holding your hand close to the floor and then above your head.

“Shallow water might be only this high. [hold hand close to ground] Deep water might be all the way up to here. [hold hand far above your head].”

Expanding Shallow and Deep

- If applicable to students’ experiences, ask students if they have ever been in shallow or deep water and to describe their experiences. If not, give an example by describing a time you were in shallow and/or deep water.

“Has anyone in our class ever been in shallow water before? Has anyone been in deep water before? What was it like? Could you stand up? Did you have to swim or hold onto something or wear a life jacket?”

- Remind students that most ponds are shallow, but some can be deeper than others.

“Remember, ponds are usually shallow. That is because they aren’t very big. Some ponds are a little deeper than others but most ponds are pretty shallow.”

Extension Activity

Learning
Center

Pond Mural

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