12 DAY 12 Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ State that the ocean habitat has salty water and a sandy beach

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the poem "At the Seaside" by Robert Louis Stevenson (RL.P.5, RF.P.2a)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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Skills

Students will:

- ✓ 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, 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)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

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 "Ocean" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Ocean" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Ocean" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Ocean" (RI.P.4)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Provide synonyms for common words recognize nuances in meaning (L.P.5)
- ✓ Name and use the opposite adjectival size words *enormous* and *tiny* (L.P.5b)

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- ✓ Pair pictures depicting the opposite size words *enormous* and *tiny* (L.P.5b)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Understand and use complex sentences with clauses introduced by *because* (L.P.1f)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about the ocean 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)

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**"At the Seaside" by Robert Louis Stevenson**	Nursery Rhymes and Songs Poster 5	
SKILLS				
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'g'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 12-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Sound Picture Fishing Game**	Image Cards 1-1—1-3; cardboard; marker; large paper clips; magnets; yarn; dowels	10
LISTENING & LEARNING				
Picture Talk	W	**Ocean**	seashells	10
Deepening Understanding	W	**Deepening Understanding: *enormous***		10
Extension Activity	L	**Ocean Mural**	*Habitats* Flip Book; bulletin board paper; sand; glue; markers; paper plates; paint; construction paper; hole punch; yarn; tissue paper; streamers	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.

Small Group 2

Create a fishing game by cutting out about 20 cardboard fish. Write one of the following letters on the back of each fish: 'm', 'a', 't', 'd', 'o', 'c', 'g'. Attach a large paper clip to each fish. Make fishing poles by attaching magnets to the end of sticks or dowels with yarn. Use a large piece of blue paper to make a pond on the floor. You may wish to set up the fishing game near the pond mural students created during the Extension Activity for "Pond."

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**"At the Seaside" by Robert Louis Stevenson**	Nursery Rhymes and Songs Poster 5	

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

"At the Seaside" by Robert Louis Stevenson

Practice the Rhyme

- Reintroduce the poem by reading the title and author of the poem. Ask students what you call an author who wrote a poem. *(poet)*
- Using the illustration on the poster, ask students to point out and name different parts of the ocean habitat. Help students use the following words:
  - *sand*
  - *water*
  - *ocean*
  - *sea*
  - *shell*
  - *crab*
  - *bird*

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- Have student to recite the poem with you.
- Tell students that *spade* is another word for shovel and that the child in the poem is digging up the sand with a spade and when he digs, the hole fills with water.
- Ask students which animal in the picture lives in holes in the sand. (*crab*)
- Have students recite the poem again with you.

Blend Sounds in Words

Using arm gestures, help students blend words from the nursery rhyme that have two sounds (see below). For an example of using arm gestures to blend sounds in words, see **Day 11: Blend Sounds in Words.**

/m/—/ee/	me
/t/—/oo/	too
/m/—/ie/	my
/s/—/ee/	sea
/n/—/oe/	no

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'g'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 12-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Sound Picture Fishing Game**	Image Cards 1-1—1-3; cardboard; marker; large paper clips; magnets; yarn; dowels	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.

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

- 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.

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1. circle to the left
2. fish hook ending below bottom line

- 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 'g'

Students will find and circle or color the sound picture for /g/ in individual words.

- Review the sound picture for /g/ by showing students the **Transition Card: Sound Picture /g/**. Have students say the /g/ sound with you.
- Draw a large, lowercase 'g' 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 12-1: Circle the Sound Picture 'g'**.
- Read the words on the page and have students point to the words on their own pages as you read them aloud.
- Explain to students that they will look at each word and find the sound picture for /g/ in the words on the page. Tell students to watch out for the tricky word that doesn't have the /g/ sound in it at all.
- They should circle or color over /g/ in each word.
- Reread the words slowly, pointing to the sound picture for /g/ when you say that sound. Comment on whether the /g/ 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 'g' or draw a picture of something that starts with /g/.

Teaching Tip

If students are not yet ready to circle letters, you might have them use a highlighter, colored pencil, or light primary crayon to color over the letter.

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Small Group 2 — 10 minutes

Small Group

Warm Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call-and-response game where they blend familiar three sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1—1-3: Sounds in Words** in a stack so that students cannot see them.
- Tell students that you want them to repeat the sounds that you call out. Then, you want them to try to figure out what word you are spelling.

  Teacher: "Give me a /d/!"

  Students: "/d/!"

  Teacher: "Give me a /o/!"

  Students: "/o/!"

  Teacher: "Give me a /g/!"

  Students: "/g/!"

  Teacher: "Give me a /d/, /o/, /g/. What's that spell?"

  Students: "Dog!"

- Show students the Image Card you are holding so that they can check if they are correct.

"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)

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Sound Picture Fishing Game

Students will use fishing poles to catch fish with hidden sound pictures (see **Advance Preparation**). Students keep the fish if they are able to say the sound that goes with the sound picture. If not, they return the fish to the pond.

Round 1:

- Show students the fish in the pond. Explain to students that they can use the poles to catch a fish. If they can say the sound that goes with the letter shown on the bottom of the fish, they can keep the fish. If not, they throw it back.
- If students respond with the name of the letter, confirm that they have indeed correctly identified the letter name. Then, clarify that you are looking for the sound that the word starts with, and ask the student to identify the sound.
- Allow one student at a time to go fishing. Provide corrective feedback.

Round 2:

- Play the game again, this time asking students to say a word that starts with the sound shown on the fish.

Learning Center

Place the fishing game in the **Games Center** for students to play independently. Add additional sound pictures as students learn them.

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Listening & Learning		Exercise	Materials	Minutes
Picture Talk	W	**Ocean**	*Animals* Flip Book; Seashells	10
Deepening Understanding	W	**Deepening Understanding: *enormous***		10
Extension Activity	L	**Ocean Mural**	*Habitats* Flip Book; bulletin board paper; sand; glue; markers; paper plate; paint; construction paper; hole punch; yarn; tissue paper; streamers	During learning centers

Picture Talk — *10 minutes*

Whole Group

Ocean

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.

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.

SHOW FLIP BOOK PAGE 11-1: Ocean landscape with seagrass

- Remind students that they heard all about the ocean.

  "We learned all about the ocean habitat. The ocean habitat has lots of salty water and the water is very deep. Lots of animals live in the salty water of the ocean."

- Ask students if they remember the name of the sandy or rocky place where the ocean meets the coast.

  "Who remembers the name of the sandy or rocky place where the ocean meets the coast?"

- Call on a few students to respond. (*shore, beach*)

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SHOW FLIP BOOK PAGE 11-4: Long-billed curlew (shore bird)

- Explain how animals that live in the ocean or on the beach have special body parts that let them live in their habitat.

  "This is a picture of a shore bird looking for food down in the sand. What is special about this bird's body that helps it live near the water without getting too wet?"

- Call on a few students to respond. (*It has long legs that keep its body out of the water; it has a long beak so it can reach down into the sand and find food.*)

SHOW FLIP BOOK PAGE 11-8: Great white shark underwater

- Tell students this is a shark and ask them what it does with his gills, fins, and teeth to survive in the ocean.

  "This is a picture of a shark. The shark also has special body parts that helps it live in its ocean habitat. These are the shark's gills. What does the shark do with his gills? These are his fins. Why does a shark have fins? These are his sharp teeth. Why does a shark have sharp teeth?"

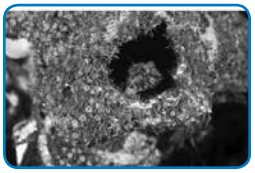
- Call on a few students to respond. (*gills to breathe underwater, fins to swim, teeth to catch fish to eat*)

SHOW FLIP BOOK PAGE 11-13: Flowering sea anemone in tidal pool

- Tell students this is a sea anemone and ask them how it catches prey in its ocean habitat.

  "This animal lives in a tidal pool. It is called a sea anemone. The sea anemone has tentacles that it uses to survive in its ocean habitat. What does it use its tentacles for?"

- Call on a few students to respond. (*sting and catch prey as it swims by with is tentacles*)



SHOW FLIP BOOK PAGE 11-14: Sculpin in coral

- Tell students this is a sculpin fish and ask them it how it uses its body to survive in its ocean habitat.

  "This is a sculpin fish. What is special about this fish that allows it to survive in its ocean habitat?"

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- Call on a few students to respond. (*camouflage; blends in with its surroundings*)
- Ask students if they remember any other animals who use camouflage to protect themselves.

  "Who remembers some other animals we have learned about that use camouflage to protect themselves?"

- Call on a few students to respond. (Show students **Flip Book** images from *Animals: Day 6: arctic seal, stick insect, lizard, snake, mountain hare [rabbit], squirrel fish*)

SHOW FLIP BOOK PAGE 11-15: Sampson Seal says goodbye on beach

- Discuss how Sampson Seal is protecting himself in the ocean habitat.

  "This picture shows Sampson Seal. Sampson Seal isn't a real seal—he's just pretend. We know he's pretend because he's wearing some things that humans wear when they go to the ocean habitat. What is Sampson wearing? Why is he wearing those things at the ocean?"

- Call on a few students to respond. (*sunglasses and hat to protect him from the sun*)

Deepening Understanding — *10 minutes*

Whole Group

Deepening Understanding: *Enormous*

Defining Enormous

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

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

SHOW FLIP BOOK PAGE 11-6: Deep sea with humpback whale, bottlenose dolphin, Ridley sea turtle, giant squid, white shark, jellyfish, and giant octopus

Deep under water there are all kinds of animals living in the ocean. There are ***enormous*** *whales and squid, and beautiful sea turtles. I have to swim carefully underwater to avoid the stinging tentacles of the jellyfish!*

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- Define the word *enormous*.

  "Enormous *means really, really big, huge, or gigantic"*

Reviewing Enormous

- Have students use thumbs up and thumbs down to indicate whether or not something is enormous.

  "I am going to say some things, and I want you to show 'thumbs up' if it is enormous. If it is not enormous, I want you to show 'thumbs down'."

  - whale
  - ant
  - squid
  - paperclip
  - tree
  - school bus
  - bead
  - the ocean

Expanding Enormous

- Explain that the opposite of *enormous* is *tiny.*

  "Enormous *means really, really big. If something is really, really small, we say it is tiny.* Tiny *is the opposite of* enormous."

Extension Activity

Learning Center

Ocean Mural

Continue this activity during Learning Centers. See **Day 11: Ocean Mural** for detailed instructions on this Extension Activity.

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