13 DAY 13
Habitats

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ State that the desert habitat is hot and dry

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme "To Market, To Market" (RL.P.5, RF.P.2a)
- ✓ Using "To Market, To Market" indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation (RL.P.10, RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ 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)

Skills

Students will:

- ✓ 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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- ✓ Associate spoken and written language by matching written word labels with spoken words, such as 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, give the beginning sound of a spoken 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 "Desert" (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from "Desert" (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to "Desert" (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in "Desert" (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 desert 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)

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Core Vocabulary

binoculars, *n.* Special glasses that help you see things that are very far away

Example: Rory likes to use her binoculars to look at birds that are far up in trees.

Variation(s): none

dart, *v.* To move quickly

Example: When I'm playing hide-and-seek, I dart from one hiding place to another.

Variation(s): darts, darting, darted

peer, *v.* To look carefully

Example: Sometimes I peer through the window of my house to see if the mailman is coming.

Variation(s): peers, peering, peered

prickly, *adj.* Pointy, sharp

Example: My dad's beard feels prickly when kisses me goodnight.

Variation(s): pricklier, prickliest

sandy, *adj.* Full of sand, dusty

Example: The ground under the swings is sandy.

Variation(s): sandier, sandiest

scurry, *v.* Move quickly so as not to be seen

Example: Mice scurry through the tall grass in the field, hiding from hawks.

Variation(s): scurries, scurrying, scurried

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At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**To Market, To Market**	Nursery Rhymes and Songs Poster 50	
SKILLS				
Small Group 1	S	**Warm-Ups** **Blending Sounds Train**	Activity Page 13-1; trays for each student; chart paper; marker	10
Small Group 2	S	**Warm Ups** **Oral Segmenting: Three-Sound Words**	Image Cards 1-1–1-3; stuffed animal	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Desert**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; example snake from Extension Activity; chart paper; marker	10
Extension Activity	L	**Desert Mural**	Image Card 13-1; *Habitats* Flip Book; construction paper; tissue paper; toothpicks; paint; paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	During learning centers

Take-Home Material

In the Ocean

Give students the following material to take home to their family:

- **Activity Page 13-2: In the Ocean**

Advance Preparation

Small Groups

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

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Small Group 1

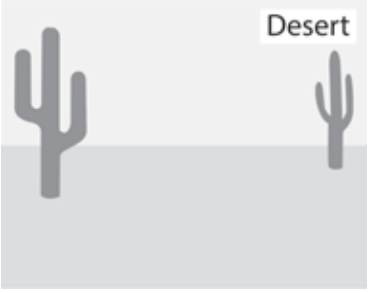
Cut apart the letters from the bottom of **Activity Page 13-1: Blending Sounds Train** and make two piles for each student. In the first pile, put letters ‘c’, ‘a’, and ‘t’. In the second pile, put letters ‘m’ and ‘d’. You will pass out the first pile at the beginning of the activity and the second pile in the middle of the activity.

Read the activity **Small Group 1: Blending Sounds Train** and decide how to model this activity for students. You might use a projector to show **Activity Page 13-1: Blending Sounds Train.** Or, you might draw a large version of the Activity Page on chart paper. Make sure to plan for a way to affix the letters to the chart paper. You will repeat this activity on **Days 16** and **17,** so keep the class display so that it can be reused.

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.

Extension Activity



Desert mural backdrop:

Make a backdrop for the desert mural that shows a desert landscape. Place a large piece of bulletin board paper on your wall. Draw a horizontal line for the horizon and put tan paper to represent the sand of the desert below the line. Add a few cactus plants cut from green paper. Place **Image Card 13-1: Laniya Lizard** on the mural.

Make an example cactus:

Cut out the shape of a cactus using green construction paper. Add crumpled tissue paper “flowers” to the tops of the arms and toothpick “spines.”

Prepare materials for students:

Cut cactus out of green construction paper. Cut small squares of tissue paper for students to use as flowers.

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Make an example desert snake:

Paint a paper plate green and brown. Beginning on the outside edge, cut inward in a spiral so the finished product looks like a curled-up snake. Cut a tongue from red construction paper and add wiggle eyes.

Prepare snake materials for students:

Set up an area in the classroom where students can paint or color the plates. Draw spirals on the paper plates for students to cut. You may need to go ahead and cut the spiral for some students. Cut tongues from red construction paper.

Make an example spider:

Cut apart the egg carton into 12 pieces and paint one of the pieces brown. Cut the pipe cleaners in half. Poke eight pieces of pipe cleaner through the carton as legs. Add wiggle eyes.

Prepare spider materials for students:

Cut apart enough egg cartons so each student has one piece. Set up an area in the classroom where students can paint or color the plates. Cut pipe cleaners in half.

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Starting the Day		Exercise	Materials	Minutes
Routines	W	**Continue Established Routines**		During morning circle
Nursery Rhyme	W	**To Market, To Market**	Nursery Rhymes and Songs Poster 50	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me*, *Families and Communities*, *Animals*, *Plants*, and *Habitats* 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

To Market, To Market

Practice the Rhyme

- Teach students the nursery rhyme "To Market, To Market" using the echo technique. For an example of the echo technique see **Day 1: Bat, Bat.**
- Encourage students to help you make up your own verses to the rhyme by thinking of a food to buy and then creating a nonsense rhyme (see example below).

To market, to market,
To buy some ***fruit***
Home again, home again,
*Jiggity-****jute.***

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Blend Sounds in Words

Using an arm gesture, students will blend words from the nursery rhyme that have three sounds.

- Remind students that words are made up of sounds.

  "Remember, we have learned that words are made up of sounds. Today we are going to blend sounds into words using the arm movements we learned a little while ago."

- Say the word you want students to blend. Then say the sounds in the word. If students are ready, ask them to segment the word into sounds.

  "In the poem we heard the word pig*. That word has three sounds: /p/—/i/—/g/. Say the sounds with me: '/p/—/i/—/g/.' Now watch me blend that word using our arm motions." [Blend the word using he motions below.]*

- Have students use blending arm gestures (see below) to blend three-sound words.

  "Let's all blend the word pig*."*

Robo's Answer	Students Blend
/p/—/i/—/g/	pig
/h/—/oe/—/m/	home
/h/—/o/—/g/	hog
/b/—/u/—/n/	bun
/d/—/u/—/n/	done

1. Say the sound /p/ as you touch your shoulder with your opposite hand.
2. Say the sound /i/ as you touch the inside of your elbow with your opposite hand.
3. Say the sound /g/ as you touch your wrist with your opposite hand.

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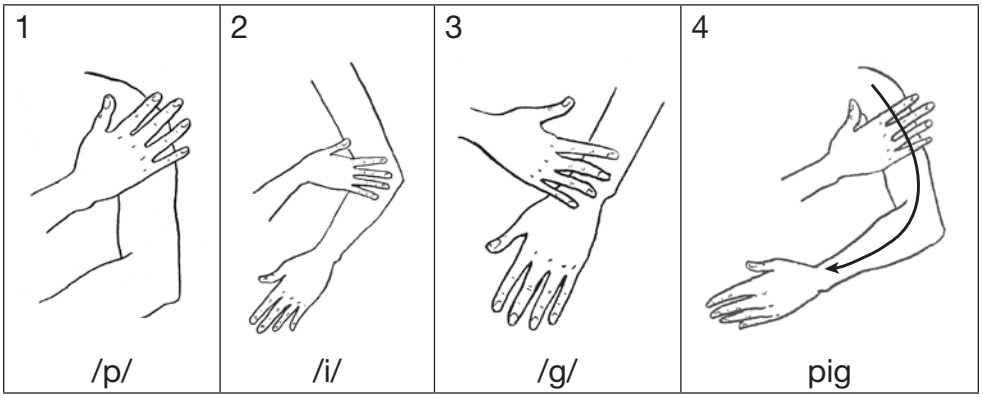
4. Say the word *pig* as you slide your hand from your opposite shoulder down to your wrist.



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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Blending Sounds Train**	Activity Page 13-1; trays for each student; chart paper; marker	10
Small Group 2	S	**Warm-Ups** **Oral Segmenting: Three-Sound Words**	Image Cards 1-1–1-3; stuffed animal	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

Blending Sounds Train

Students will identify the sound pictures needed to spell three, three-sound words. They will glue these sound pictures to a picture of a train.

- Give each student **Activity Page 13-1: Blending Sounds Train**, the letters 'c', 'a', and 't', and a tray to contain their materials.
- Explain that students are going to spell three words by finding the correct sound pictures and gluing them to the train.
- Show students your large chart paper train (see **Advance Preparation**) and model how to segment the word *cat* and locate the corresponding sound pictures. Glue the sound pictures to your train. Tell students a cat is a furry animal with a tail and whiskers. Draw a picture of a cat on the chart paper.
  - *"I want to spell the word* cat. *Say that word with me:* cat."
  - *"/k/ —at.* Cat *starts with a /k/ sound so I'm going to find the /k/ sound picture and put it first in the train." [Place the letter 'c' in the first box below the train.]*
  - *"Cat. /k/ /a/. Next I hear the /a/ sound so I'm going to find the /a/ sound picture and put it beside the /k/." [Place the letter 'a' in the second box below the train.]*

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- */k/ /a/ /t/. At the end of the word, I hear the /t/ sound so I'm going to find the /t/ sound picture and put it up here." [Place the letter 't' in the third box below the train.]*
- *Let's check our work. /k/ [point to the 'c'], /a/ [point to the 'a'], /t/ [point to the 't']. /k/—/a/—/t/, spells cat!"*

- Say *cat* sound by sound. Help students locate the corresponding sound pictures and glue them to their train.
- Next, pass out the second set of letters you cut out for students ('m' and 'd'; See **Advance Preparation**).
- Help students segment *mat*. Ask them what sound they hear at the beginning of *mat,* and point out that *mat* has the same sounds as *cat,* except in the beginning. Have them change the word *cat* to *mat* by gluing the 'm' on top of the 'c' in *cat.*
- Repeat this process to spell *mad*, focusing on the final sound in the word.
- For each word, remind students that the word has a meaning and define it.
  - *cat* (furry animal with whiskers)
  - *mat* (something soft you can lay on at nap time)
  - *mad* (angry, upset)

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 students cannot see them.
- Tell students 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.

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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)

Oral Segmenting: Three-Sound Words

Students will take turns talking for Robo and saying words sound by sound.

- Remind students that they have already met the stuffed animal named 'Robo' who talks in robot talk.
- Allow each student to be Robo. Have them choose an Image Card from **Image Cards 1-1–1-3: Sounds in Words** and say the word in the picture sound by sound (using robot talk).
- Allow the student to call on a peer to blend the word using blending arm motions (see **Day 3, Small Group 1**). Then, have the student show the Image Card so his/her peers can check whether or not they are correct.

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Robot Talk Sounds			Blended Word (Image Card #):
/p/	/ee/	/ch/	peach (1-1a)
/d/	/u/	/k/	duck (1-1b)
/d/	/o/	/g/	dog (1-1c)
/f/	/i/	/sh/	fish (1-1d)
/sh/	/ee/	/p/	sheep (1-2a)
/s/	/ee/	/l/	seal (1-2b)
/m/	/ou/	/s/	mouse (1-2c)
/m/	/oo/	/s/	moose (1-2d)
/h/	/e/	/n/	hen (1-3a)
/ch/	/i/	/k/	chick (1-3b)
/k/	/a/	/t/	cat (1-3c)
/p/	/i/	/g/	pig (1-3d)

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**		5
Presenting the Read-Aloud	W	**Desert**		10
Discussing the Read-Aloud	W	**What's the Big Idea?**	Transition Cards: Habitats; chart paper; example snake from Extension Activity; marker	10
Extension Activity	L	**Desert Mural**	Image Card 13-1; *Habitats* Flip Book; construction paper; tissue paper; toothpicks; paint, paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	During learning centers

Introducing the Read-Aloud — *5 minutes*

Whole Group

Essential Background Information and Terms

- Remind students they have already learned about all kinds of habitats and define the word *habitat*.

  *"We have learned about many different habitats. Today we are going to learn about a fourth habitat, the desert. A habitat is a place where animals and plants live together. Say the word with me—*habitat.*"*

- Explain how plants and animals meet their basic needs in their habitats.

  "Animals find all the things they need to survive right in their habitat. Animals find food, water, and shelter in their habitat. These are animals' basic needs. Plants find all the things they need to survive in their habitat, too. Plants find nutrients, air, water, and light in their habitats. These are plants' basic needs."

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SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

- Tell students this picture shows a habitat called the desert. Describe some of the characteristics of a desert habitat.

  "This is a picture of a desert habitat. Deserts are very dry habitats. There is not much water because it does not rain very often. The desert we are going to talk about is hot and sandy. We are going to learn all about the plants and animals that can survive in the hot, dry desert."

Purpose for Listening

- Tell students to listen to the read-aloud to find out more about the animals and plants in the desert habitat.

  "Listen to find out what types of plants and animals live in the desert. Look and listen carefully to see if you can remember some of the animals and plants shown in the pictures because I'm going to ask you to name them for me when we're done reading."

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PRESENTING THE READ-ALOUD

Desert

10 *MINUTES*

13

SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

Look all around. Do you see the tall, spiny cactus reaching up toward the sky? Do you see the dry, **sandy** soil? Can you see the rocks on the ground that are warm and toasty from the hot sun? You can see the desert habitat, but you can't see me. I'm hiding under a rock, but I would love to **scurry** out and meet you!

- Ask students what animal they think might appear on the next page.

  "What animal do you think it might be? Remember, it is going to be an animal that lives in the desert and hides under a rock."

- Call on a few students to respond.

SHOW FLIP BOOK PAGE 13-2: Laniya Lizard in desert habitat

Howdy! My name is Laniya Lizard and I live in the desert. Even though the desert is hot and dry, I am very comfortable living here. If you look closely, you can see many of the plants and animals that live here in the desert with me. I can see a hawk searching for food from the top of a cactus. I think I will **dart** around the desert sand and see what other plants and animals I will meet in my habitat.

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- Ask students what they see in the illustration of the desert.

  "What sorts of plants and animals do you see living in the desert? What else do you see in the desert?"

- Call on a few students to respond. (lizard, bird, coyote, jackrabbit, cactus, sand, rocks)

SHOW FLIP BOOK PAGE 13-3: Bobcat, desert bighorn, coyote, collared lizard, and black-tailed jackrabbit

I better be quiet and careful as I crawl along so I don't scare away the animals who live all around me in the desert.

Thud! Thud! Listen closely! I think I hear a jackrabbit thumping its hind feet. It's warning other rabbits that there is a bobcat hiding in a nearby rocky cave. I'm going to sneak away quietly so that fierce bobcat doesn't see me.

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SHOW FLIP BOOK PAGE 13-4: Jackrabbit

Wow, look at the gigantic ears on that jackrabbit! It uses its ears to stay cool in the hot desert sun, since it has such a warm, furry body. The heat in the jackrabbit's body travels up to its ears and then goes into the air. I wonder how other desert animals keep themselves cool when the sun makes the desert so hot.

- Discuss how humans cool their bodies when they get hot.

  "How do human beings cool their bodies when they get too hot? What do you do in the summer time when it's hot outside and you want to cool down?"
- Call on a few students to respond. (wear shorts, drink cold water, go swimming, hide in the shade, use air conditioning, etc.)
- Remind students that the jackrabbit stays cool by sending heat out of its big ears.

SHOW FLIP BOOK PAGE 13-5: Laniya Lizard with bobcat

Using my **binoculars,** I can spy a bobcat sitting up in its dark cave, staying cool. I bet it is surveying the desert in search of food. When it spies something to eat, it will leap carefully down the rocks and sprint to catch its prey in its sharp claws.

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SHOW FLIP BOOK PAGE 13-6: Green collared lizard on rock

Over there on a rock in the sun, I see my brother Lamar, a collared lizard, sunning himself to keep warm. Unlike many other animals in the desert, we lizards like the hot sun, as long as we don't get too hot! If we do feel too hot, we can just hide under a shady rock.

SHOW FLIP BOOK PAGE 13-7: Turtle, giant desert millipede, scorpion, tarantula, antelope ground squirrel, Western diamondback rattlesnake

I can always find many animal friends over near the **prickly** pear cactuses that grow down close to the ground. Turtles and ground squirrels love to eat the prickly pear's juicy, red fruit. Many animals like snakes and spiders hide out under the cactus, trying to find a bit of shade. I like hiding out here with my desert friends, too.

- Discuss how desert animals use the prickly pear for food and shelter.

  "Look at all the different animals that use the prickly pear cactus for food and shelter. I can see a turtle and a ground squirrel eating its fruit and a snake cooling itself in the shade. What other animals do you see that enjoy living near the prickly pear cactus?"

- Call on a few students to respond. (insects like a millipede or scorpion, tarantula/spider)

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SHOW FLIP BOOK PAGE 13-8: Joshua tree, saguaro cactus, barrel cactus

There are all kinds of plants growing in my habitat. Desert plants don't have big green leaves. Instead, they have thin, **prickly** spines or needles.

SHOW FLIP BOOK PAGE 13-9: Gila woodpecker on aguaro cactus flowers

Let me get a closer look at the top of one of the saguaro cactuses. If I **peer** through my binoculars, I can see a bird and some bees drinking the nectar from its flowers. It seems birds in every habitat are always looking for nectar!

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SHOW FLIP BOOK PAGE 13-10: American desert tarantula and scorpion

I better be careful when I'm scurrying through the sandy soil; I could meet either of these creatures crawling on the floor of the desert! The hairy tarantula crawls slowly across the sand and dirt. Uh-oh, a poisonous scorpion has crept out from under its rock. I'd better dart away!

SHOW FLIP BOOK PAGE 13-11: Roadrunner, javelina, woodpecker, kit fox, and rattlesnake

Look at all the animals in the desert that are searching food. It looks like the roadrunner was fast enough to catch a tiny lizard for dinner. The kit fox his pricked its ears as if it heard something. I wonder if it hears me. Yikes! I better get going!

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SHOW FLIP BOOK PAGE 13-12: Kit foxes near rock

I think that was a mother fox hoping to find some food for her kits. These young foxes look like they have just awoken from their daily snooze. It sure is hard to see them, since their fur is the same color as the sand and dirt in the desert. I wonder if they can hear me. I better skedaddle.

- Remind students of the word CAMOUFLAGE and discuss relative to these foxes.

  "We have learned all about the word CAMOUFLAGE. What does CAMOUFLAGE mean? How are these foxes camouflaged?"

- Call on a few students to respond. (CAMOUFLAGE means a way for animals to blend in and stay hidden by using the color of their bodies to match the color of things around them. These foxes' fur is the same color as the desert sand so that they can hide in their habitat.)

SHOW FLIP BOOK PAGE 13-13: Diamond rattlesnake in rocks

Shake! Shake! Shake! I hear the rattle of a rattlesnake's tail! It looks like it was just resting in the shade of a rock, but now it is awake and warning me to leave it alone. I'm out of here!

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SHOW FLIP BOOK PAGE 13-14: Coyote howling

Aaawwooooo! There's the coyote's howl that tells me the hot sun is about to set and the dry, sandy desert will soon be dark and cool.

SHOW FLIP BOOK PAGE 13-15: Laniya Lizard leaving desert habitat

Since the sun is going to start setting soon, I think I'll catch a nap, too. I need to get back to my rock that has been warming in the sun all day so I can stay warm when the sun goes down.

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Discussing the Read-Aloud — 10 minutes

Whole Group

What's the Big Idea?

Desert 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 desert habitat, tell students you will do more research to confirm.*

SHOW FLIP BOOK PAGE 13-1: Desert landscape with cactus

- Before beginning your list, help students remember some key characteristics of the desert habitat. (*dry, little rain, sandy, hot*)

  "This is a picture of a desert habitat. What is special about the desert? What is the weather like in the desert?"

- Call on a few students to answer.
- Tell students you are going to make a list of plants and animals that live in the desert habitat. Title a piece of chart paper "Desert Plants and Animals."
- Tell students you will write down plant names in one color and animal names in another color.
- Help students dictate a list of the plants and animals found in the desert habitat. Use the Flip Book to help students remember the plants and animals that live in the desert habitat (see list of suggestions below).This list does *not* need to be comprehensive as students will add to it on **Day 14** during **Discussing the Read-Aloud.**
  - lizards
  - cactuses (prickly pears, saguaros)
  - jackrabbits
  - hawks (birds)
  - mountain lions
  - turtles
  - millipedes
  - spiders (tarantulas)
  - scorpions

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- woodpeckers (birds)
- roadrunners (birds)
- coyotes
- fox (kit fox)
- javelinas
- snakes (rattlesnakes)

- If applicable, have students attach any matching **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 chart to students, sliding your finger under each word as you read.
- Keep the completed "Desert Plants and Animals" chart for review during Listening & Learning activities on **Days 14 and 15.**

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

Facts about Desert Animals: Rattlesnake

- Display the snake students can choose to make during the Extension Activity (see **Advance Preparation**) and remind students that they are making a desert plant or animal during centers.
- Show **Flip Book Page 13-13: Diamond rattlesnake in rocks** and reread the read-aloud text.

"Shake! Shake! Shake! *I hear the rattle of a rattlesnake's tail! It looks like it was just resting in the shade of a rock, but now it is awake and warning me to leave it alone. I'm out of here!"*

- Talk about the snake shown in the Flip Book and compare the photograph to your example craft (see **Advance Preparation**). Talk about the snake's head, eyes, skin, and rattle. Talk about how snakes move by slithering because they don't have any arms or legs.
- Ask students to name the habitat where you can find a rattlesnake. (*desert*) Ask students if they have seen a snake in another habitat about which they have learned. (*woodland*)

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Extension Activity

Learning Center

Desert Mural

Students will make a mural showing the desert habitat. They will create a familiar animal or plant and place it in the habitat. Then, students will dictate a fact about the plant or animal they made to display on the mural.

- Tell students that, as a class, they are going to make a mural of the desert habitat. Explain that they will choose an animal or plant to make and place on the class mural.
- Show students the animal and plant examples you created (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 **open questions strategy** to ask students questions about the desert habitat and the plants and animals that live there.

  "How did you decide to make a spider, Lucy? Why are you painting it brown, Darius? How could we make a bobcat?"

- As students finish their animal or plant, explain that you will help them write down a fact about the plant or animal they made. Have students tell you something they learned about the animal or plant, and write it down for them (e.g., spiders live in the desert, cactuses don't need much water, rattlesnakes stay cool in caves, etc.). If studens are ready, they can write the fact themselves and you can write beneath their emergent writing. Display the written facts as part of the desert mural.
- 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, or draw other animals and plants directly onto the mural.

Teaching Tip
Examples of suggested crafts for desert animals and plants have been provided in **Advance Preparation**. However, you may want to allow students to create other plants or animals using various craft supplies. Students might reference **Flip Book** images as they choose a plant or animal to create.

Language Facilitation
Use the **open questions strategy** to ask questions that have a variety of possible answers (e.g., *where, what, how,* and *why* questions). Open questions allow students to construct their own answers and provide students a sense of autonomy because they allow students to use their own words to respond.

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