

## ✓ 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, 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)

- ✓ Attend and listen to illustrated picture books with simple story lines (RL.P.5)
- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ 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)

### **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, SL.P.3, 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 increasingly precise nouns and verbs related to animals, plants, and habitats (L.P.1b, L.P.5d)
- ✓ Point to and use the adjectival sensory attributes *prickly* and *smooth* (L.P.5b)
- ✓ 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)

## At a Glance

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	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from <i>Plants</i> and <i>Habitats</i> domains; whiteboard; dry-erase marker; paper; writing utensils; drawing tools	10
		Draw the Sound Picture for /i/		
Small Group 2	S	Warm-Ups	Image Cards 1-1—1-3; initial sound storybook	10
		Initial Sound Storybook Reading		
LISTENING & LEARNING				
Picture Talk	W	Desert		10
Deepening Understanding	W	Deepening Understanding: <i>Prickly</i>	prickly object (e.g., hairbrush); smooth object (e.g., smooth stone)	10
Extension Activity	L	Desert Mural	Image Card 13-1; <i>Habitats</i> Flip Book; construction paper; tissue paper; toothpicks; paint; paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	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

Locate a storybook that features one or multiple initial sounds. See the **Supplemental Resource** list in the Introduction for a list of suggested books. Try to avoid books that are organized around letters of the alphabet (e.g., *Dr. Seuss's ABC: An Amazing Alphabet Book!* by Dr. Seuss), since many different sounds can be spelled with the same letter

(e.g., *audience/Annie, camel/ceiling, ear/egg, etc.*). Often, alphabet books do not make the distinction between the way words are spelled and the sounds at the beginning of the word. These books may prove confusing to students.

### ***Listening & Learning***

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

### ***Deepening Understanding***

Locate an item that is prickly and an item that is smooth. Suggestions for prickly include a pencil tip or a hairbrush. Suggestions for smooth include a stone or smooth rock and a piece of cloth.

## Starting the Day

	Exercise	Materials	Minutes
<b>Routines</b>	<b>W</b> Continue Established Routines		During morning circle
<b>Nursery Rhyme</b>	<b>W</b> 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

- Review the nursery rhyme “To Market, To Market” with students
- Tell students that a *hog* is a male or boy pig and that a *plum bun* is a bun or little treat made of plums.
- 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.*

### **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.
- 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.
- Have students use blending arm gestures to blend three-sound words (see **Day 13: Blend Sounds in Words** for an example of the arm gestures).

/p/—/i/—/g/	pig
/h/—/oe/—/m/	home
/h/—/o/—/g/	hog
/b/—/u/—/n/	bun
/d/—/u/—/n/	done

## Skills

	Exercise	Materials	Minutes
<b>Small Group 1</b>	<b>Warm-Ups</b>	Transition Cards: Sound Pictures and Transition Cards: Initial Sounds from <i>Plants</i> and <i>Habitats</i> domains; whiteboard with dry-erase marker; paper; writing utensils; drawing tools	10
	<b>S Draw the Sound Picture for /i/</b>		
<b>Small Group 2</b>	<b>Warm-Ups</b>	Image Cards 1-1-1-3; initial sound storybook	10
	<b>S Initial Sound Storybook Reading</b>		

**Note:** At the end of ten minutes, students should switch groups so they have the opportunity to participate in both small-group activities. Use **Transition Cards** to transition students between each Small Group.

### Small Group 1

10 minutes

#### Small Group

#### Warm-Ups

##### Sound Picture Review

Students will identify the sound shown and write the sound picture on the table with a finger.

- Explain that you are going to show students a sound picture and you want them to say the sound they see.
- Begin by saying the following poem and use it throughout the warm-up to reorient students to the activity:

*Say the sound that you see*

*Then write it on the table with me!*

- Show students all **Transition Cards: Sound Pictures** taught up to this point. Show the cards one at a time and help students identify the sound.

*“/m/ /m/ /m/, write an /m/.”*

- Have students use their “magic pencils” (pointer fingers) to write the sound picture on the table surface as you write on the chart paper or whiteboard.



1. short line down
2. hump
3. hump



1. circle to the left
2. short line down



1. long line down (lift)
2. short line across



1. circle to the left
2. long line down



1. start at the top
2. circle to the left



1. Most of the circle to the left



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



1. short line down (lift)
2. dot on top

- As you write the sound picture, explain how you are making the strokes to form the sound picture.

### Draw the Sound Picture for /i/

Students will observe as you show them the sound picture for the /i/ sound as in *itch*. Remember to try to avoid using the letter name ‘i’ during this activity. Instead, say the sound /i/.

- Tell students you are going to show them a new sound picture—the sound picture for /i/. Say a few words that start with /i/, saying the /i/ sound many times very quickly: *itch, if, iguana, igloo, ick, it*.
- Tell students that when you make the /i/ sound, you open your mouth a little bit less than for /a/. Have students say the /a/ sound and the /i/ sound and notice how their mouths close a little bit for /i/.
- Draw a large lowercase ‘i’ on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or describing the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw the sound picture in the air. Model the sound picture /i/ with your back to students, encouraging them to copy the motions and repeat the phrases for forming ‘i’ with you.
- Give students paper and drawing utensils. Have them draw a picture of something that starts with /i/. Use **Transition Cards: Initial Sound /i/** to help them think of something if necessary.
- As students complete their pictures, go around and write the sound picture ‘i’ on their papers for them, reminding them that it is a picture of the sound /i/.
- Then, have students copy the sound picture ‘i’ that you drew. If students have more time, have them continue practicing drawing the sound.



## 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.

*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.

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)

## Initial Sound Storybook Reading

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Students will listen to a storybook featuring alliteration (i.e., repeated initial sounds). As they listen, they will pause and identify the initial sounds of words. See the Introduction for a list of suggested trade books.

- Tell students you are going to read them a story. Explain that there are many words in the story that start with the same sound. You want them to help you find those words.
- When you encounter words that start with the same sound, pause and repeat the words. Then, ask students to identify the initial sound.
- 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*.
- Remember, some words may start with the same letter, but not the same sound (e.g., *audience/Annie, camel/ceiling, ear/egg, etc.*). Be sure to emphasize only words that start with the same *sound*.

## Listening & Learning

	Exercise	Materials	Minutes
<b>Picture Talk</b>	<b>W Desert</b>		10
<b>Deepening Understanding</b>	<b>W Deepening Understanding: Prickly</b>	prickly object (e.g., hairbrush); smooth object (e.g., smooth stone)	10
<b>Extension Activity</b>	<b>L Desert Mural</b>	Image Card 13-1; <i>Habitats</i> Flip Book; construction paper; tissue paper; toothpicks; paint; paper plates; wiggle eyes; egg cartons; brown or yellow pipe cleaners	During learning centers

## Picture Talk

10 minutes

Whole Group

### Desert

**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 13-1: Desert landscape with cactus

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

*“What is the name of the habitat in this picture?”*

- Call on a few students to respond. (*desert*)
- Ask students if they have ever been to a desert before. Ask them to describe the desert using either personal experience or their prior knowledge from **Day 13**.

*“Has anyone ever been to a desert before? What is the desert like? What’s the weather like in the desert?”*

### 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 deserts are sandy and dry because it doesn't rain very much. Discuss how the sun shines during the day and makes it really hot. Then, at night, when the sun goes down, it gets cooler.



◀ SHOW FLIP BOOK PAGE 13-4: **Jackrabbit**

- Remind students that earlier in the year they learned animals have to protect themselves from weather and from other animals.

*“Remember, earlier in the year we learned animals need to protect themselves and keep themselves safe. They have to protect themselves from the weather, like when it’s too hot or too cold. In the desert, animals have to protect themselves from the heat. They also have to protect themselves from other animals. In the desert, animals protect themselves from other animals that are trying to catch them.”*

- Ask students to name the animal in the picture.

*“What desert animal is in this picture?”*

- Call on a few students to respond. (*jackrabbit*)
- Ask students how jackrabbits protect themselves from the heat and keep their bodies cool.

*“How does a jackrabbit protect itself from the heat and stay cool?”*

- Call on a few students to respond. (*uses its big ears to let off body heat into the air and cool down*)



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

- Tell students this animal has to protect itself from the heat, too, and ask them to name the animal.

*“This animal has to protect itself from the weather and stay cool, too. What desert animal is in this picture?”*

- Call on a few students to respond. (*bobcat*)
- Ask students how bobcats protect themselves from the heat and keep their bodies cool.

*“How is this bobcat protecting itself from the heat and stay cool in this picture?”*

- Call on a few students to respond. (*hiding in a shady cave out of the sun*)
- Tell students bobcats are nocturnal animals that come out at night and sleep during the day.

*“Bobcats usually come out at night and sleep in caves or in the shade during the day so they can stay cool when it’s hot outside. When the sun goes down and it’s cooler, they come out and look for food. Animals that sleep all day and come out at night are called nocturnal animals. What kind of animal is this bobcat? Say it with me—nocturnal.”*



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

- Tell students this animal has to protect itself from the heat, too, and ask what it is.

*“This animal has to protect itself from the heat and stay cool, too. What desert animal is in this picture?”*

- Call on a few students to respond. (*rattlesnake*)
- Ask students how rattlesnakes protect themselves from the heat and keep their bodies cool.

*“How is this rattlesnake protecting itself from the heat and staying cool in this picture?”*

- Call on a few students to respond. (*in the shade of rocks*)
- Tell students rattlesnakes also have a way of protecting themselves from other animals by giving a warning. Ask students what they do to warn other animals to stay away.

*“Rattlesnakes not only protect themselves from the heat, but they also protect themselves from other animals. Rattlesnakes have a special way of warning other animals to stay away. How do rattlesnakes warn other animals?”*

- Call on a few students to respond. (*rattles its tail and sticks out its tongue to hiss*). Have students pretend to rattle their tails and stick out their tongues to hiss like a rattlesnake.



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

- Tell students plants in the desert have to protect themselves from the weather, too. Remind students that plants need water to survive and that there is very little water in the desert. Explain to students how cactuses get enough water.

*“Plants have to protect themselves from the weather in the desert, too. Remember, the desert habitat is very dry and it hardly ever rains. But, plants need water to live and grow. Cactuses are special plants that can live with very little water. They hold water inside themselves for a long time and only use a little bit at a time.”*



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

- Summarize how plants and animals survive in the hot, dry desert climate.

*“The desert is very hot and dry. Desert animals stay cool in many different ways. Some animals hide under rocks. Some animals sleep all day and come out at night when it’s colder. Plants like cactuses have to store water so they can survive in the dry desert where it hardly ever rains. They hold the water inside and only use what they need to survive. All of the plants and animals that live in the desert habitat have a special way of surviving there.”*

## Deepening Understanding

10 minutes

Whole Group

### Deepening Understanding: Prickly

#### Defining Prickly

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

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



← 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.

- Define the word *prickly*.

*“Prickly means pointy or sharp. Something that is prickly pokes you.”*

### Reviewing Prickly

- Show students an object that is prickly. Allow them to feel the object and talk about how it is prickly.

*“I am going to show you something that I brought in that is kind of prickly. I want you to touch it so that you can feel what prickly feels like.”*

### Expanding Prickly

- Explain that the opposite of *prickly* is *smooth*.

*“Prickly means pointy and sharp. If something is not prickly, we say it is smooth. Smooth is the opposite of prickly.”*

- Show students an object that is smooth. Allow them to feel the object and talk about how it is smooth.

*“I am going to show you something that I brought in that is very smooth. I want you to touch it so that you can feel what prickly feels like.”*

## Extension Activity

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Learning  
Center

### Desert Mural

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Continue this activity during Learning Centers. See **Day 13: Desert Mural** for detailed instructions on this Extension Activity.