15 DAY 15 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 a simple nursery rhyme, poem, or song (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, 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 the students' names (RF.P.1b)
- ✓ 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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- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, provide or join in repeating the refrain in books with repetitive phrases (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 H*ere Is the Southwestern Desert* by Madeleine Dunphy (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from *Here Is the Southwestern Desert* by Madeleine Dunphy (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to *Here Is the Southwestern Desert* by Madeleine Dunphy (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in *Here Is the Southwestern Desert* by Madeleine Dunphy (RI.P.4)
- ✓ 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

badger, *n.* A mammal that lives in a burrow or tunnel under the ground
Example: I saw a badger using its front feet to dig a hole in the ground.
Variation(s): badgers

basks, *v.* Relaxes in a warm place
Example: My cat basks in the sunlight that shines through the window.
Variation(s): bask, basked, basking

blazes, *v.* Shines down very brightly
Example: The afternoon sun blazes into our classroom and keeps me warm.
Variation(s): blaze, blazed, blazing

chases, *v.* Runs fast after something else
Example: I love it when my big brother chases me through the back yard.
Variation(s): chased, chase, chasing

hisses, *v.* Blows air through the mouth as a warning
Example: The rattlesnake hisses when the coyote comes too close to its hiding place
Variation(s): hiss, hissed, hissing

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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** **Circle the Sound Picture 'i'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 15-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Making Letters with Play Dough**	Image Cards 1-1–1-3; play dough	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**	*Here is the Southwestern Desert* by Madeleine Dunphy	5
Presenting the Read-Aloud	W	***Here is the Southwestern Desert* by Madeleine Dunphy**	*Here is the Southwestern Desert* by Madeleine Dunphy	10
Discussing the Read-Aloud	W	**What's the Big Idea?**	*Here is the Southwestern Desert* by Madeleine Dunphy; Transition Cards: Habitats; Desert Plants and Animals list from Day 13; example cactus from Extension Activity; markers	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

Home Alone

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

- **Activity Page 15-2: Home Alone**

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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.

Listening & Learning

Number the pages of the book *Here is the Southwestern Desert* by Madeleine Dunphy. Begin numbering from the front of the book; page 1 is the page facing the inside of the front cover. Continue by numbering every single page until you reach the end of the book.

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 students. Write your notes in the boxes provided.

In addition, read pages 30–31 in *Here is the Southwestern Desert* by Madeleine Dunphy to learn more about each animal presented in the read-aloud. Incorporate any interesting facts you would like to share with students into your read-aloud plan.

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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*, *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 Rhymes

Whole Group

Nursery Rhyme Review

Practice the Rhymes

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.

- Tell students that 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.

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Skills		Exercise	Materials	Minutes
Small Group 1	S	**Warm-Ups** **Circle the Sound Picture 'i'**	Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; Activity Page 15-1; writing utensils	10
Small Group 2	S	**Warm-Ups** **Making Letters with Play Dough**	Image Cards 1-1—1-3; play dough	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

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

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.

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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.
- Continue for the remaining sound pictures.

Circle the Sound Picture 'i'

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

- Review the sound picture for /i/ by showing students the **Transition Card: Sound Picture /i/.** Have students say the /i/ sound with you.
- Draw a large, lowercase 'i' 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 15-1: Circle the Sound Picture 'i'.**
- 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 /i/ in the words on the page.
- They should circle or color over /i/ in each word.
- Reread the words slowly, pointing to the sound picture for /i/ when you say that sound. Comment on whether the /i/ 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 'i' or draw a picture of something that starts with /i/.

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

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 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 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)

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Making Letters with Play Dough

Students will use play dough to make the sound pictures (i.e., letters) they have learned up until this point.

- Give each student a ball of play dough.
- Show students how to roll the play dough into long 'snakes' from which they can form sound pictures (i.e., letters).
- Tell students to make the sound picture for /m/. Allow students time to construct their sound pictures from play dough. Then, make your own sound picture for /m/ out of play dough, orient it towards students, and have them check their work.
- Ask students to point to their sound picture, say the sound it represents, and think of a word that begins with that 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 letter *sound*, and ask the student to identify the *sound*.
- Continue having students make the following sound pictures, one at a time: /a/, /t/, /d/, /o/, /k/ (spelled 'c'), /g/, and /i/.

Teaching Tip

If students need additional support, allow them to reference the **Transition Cards: Sound Pictures** as they make their letters.

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Listening & Learning		Exercise	Materials	Minutes
Introducing the Read-Aloud	W	**What Do We Already Know?** **Purpose for Listening**	*Here is the Southwestern* by *Desert* Madeleine Dunphy	5
Presenting the Read-Aloud	W	***Here is the Southwestern Desert* by Madeleine Dunphy**	*Here is the Southwestern Desert* by Madeleine Dunphy	10
Discussing the Read-Aloud	W	**What's the Big Idea?**	*Here is the Southwestern Desert* by Madeleine Dunphy; Transition Cards: Habitats; Desert Plants and Animals list from Day 13; example cactus from Extension Activity; markers	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

What Do We Already Know?

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

- Remind students that 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 review another 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 students the cover of the book and tell them that it shows the desert habitat. 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 find out more about the plants and animals that live in the southwestern desert.

  "We are going to learn more about the plants and animals that live in the hot, dry desert. Listen carefully to see if you recognize any of the plants or animals we learned about before and to hear about some new animals."

- Tell students that this book has a repeated refrain, and that you want them to join in telling the story

  "I think you are really going to like this book. There is something special about it. It has some words that I am going to read again and again. I want you to listen carefully so that you can say those words with me on each page."

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PRESENTING THE READ-ALOUD

10 *MINUTES*

Here is the Southwestern Desert by Madeleine Dunphy

15

Note: *Encourage students to join in the refrain "here is the southwestern desert" on every page.*

➡ **TITLE PAG . . . by Madeleine Dunphy and illustrated by Anne Coe**

➡ **PAGE 2 . . . Here is the southwestern desert.**

- Show Flip Book Page 13-1: Desert landscape with cactus.
- Compare the picture in the text with the picture in the Flip Book.

"Both of these pictures show the desert. Look at the bright sun in both of these pictures. Remember, the desert is a very hot, dry place where the sun shines a lot. Who can look at these pictures and tell me what they remember about the desert?"

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➡ PAGE 4 . . . Here is the cactus

- Point to the desert sand and cactus in this picture and remind students what they have learned about a cactus.

  "This picture shows us the cactus growing in the southwestern desert. Remember, the desert habitat is very dry and it hardly ever rains. But cactuses need water to live and grow. So, how do you think this cactus gets enough water to survive in the hot, dry desert?"

- Call on a few students to respond. (Cactuses can hold water inside for a long time.)

➡ PAGE 4 . . . Here is the hawk

➡ PAGE 6 . . . Here is the lizard

- Remind students that lizards can like to be in the hot sun.

  "This lizard is perched on a rock near a desert cactus. The lizard is basking in the sun. Lizards like to bask in the hot sun to warm their bodies. If they get too hot, they hide under the rock for shade."

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➡ PAGE 10 . . . Here is the roadrunner

➡ PAGE 12 . . . Here is the tree

- Remind students that a lot of animals like to hide in the shade in the desert.

  "Look at the tree in this picture. It is providing shade. The shade helps animals to keep cool in the hot, dry desert. Raise your hand if you can name an animal that hides in the shade of the desert."

➡ PAGE 14 . . . Here is the sun

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➡ PAGE 16 . . . Here is the bobcat

- Point to the bobcat in this illustration.

  "Look at the bobcat in this picture. He is basking in the sun. When an animal basks in the sun, they lay out in the sun to relax and get warm. Remember, in the desert the sun makes it very hot. The bobcat is laying on the rock enjoying the hot desert sun."

➡ PAGE 18 . . . Here is the badger

➡ PAGE 20 . . . Here is the squirrel

- Point to the squirrel in this illustration and allow students to get close enough to the book to see it.

  "The squirrel in this illustration is protecting itself from the badger. The squirrel is hiding underground in its burrow so the badger won't find it. Who can remember other ways animals protect themselves?"

- Call on a few students to respond.

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➡ PAGE 22 . . . Here is the coyote

- Remind students that this illustration shows a coyote.

  "This is a coyote. Who can remind me what a coyote sounds like? Let's all make a noise like a coyote."

➡ PAGE 24 . . . Here is the snake

➡ PAGE 26 . . . Here is the hare

- Remind students about the function of the hare's ears in this picture. (to take heat away from its body; hearing)
- Talk about ways that other animals keep cool in the desert heat. (hiding in the shade, coming out after the sun goes down)

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➡ **PAGE 28 . . . Here is the cactus that is food**

➡ **PAGE 30 . . . Wildlife of the Sonoran Desert**

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.*

- Tell students you are going to add to your list of plants and animals that live in the desert habitat. Reread the title of your list, "Desert Plants and Animals."

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- 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 one color 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 trade book *Here Is the Southwestern Desert* and **Transition Cards: Habitats** to help students remember the plants and animals that live in the habitat (see list of suggestions below).
  - lizards
  - cactuses (prickly pears, saguaros)
  - jackrabbits (hares)
  - hawks (birds)
  - mountain lions (or bobcats)
  - turtles
  - centipedes
  - spiders (tarantulas)
  - scorpions
  - woodpeckers (birds)
  - roadrunners (birds)
  - coyotes
  - fox (kit fox)
  - javelinas
  - snakes (rattlesnakes)
  - badgers
  - ground squirrels
- If applicable, have students attach any matching animals or plants from the set **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 list to students, sliding your finger under each word as you read.

Facts about Desert Plants: Cactus

- Display the cactus that 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.

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- Show pages 4–5 in the trade book *Here Is the Southwestern Desert* and reread the read-aloud text. You might also show **Flip Book Page 13-1: Desert landscape with cactus.**
- Talk about the cactus shown in the trade book and compare the illustration to your example craft (see **Advance Preparation**). Talk about how the cactus spines are prickly. Talk about how a cactus can live for a very long time without water and the animals that eat the cactus fruit to survive. (*squirrels, birds*)
- Ask students to name the habitat where you can find cactuses growing. (*desert*)

Extension Activity

Learning Center

Desert Mural

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

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