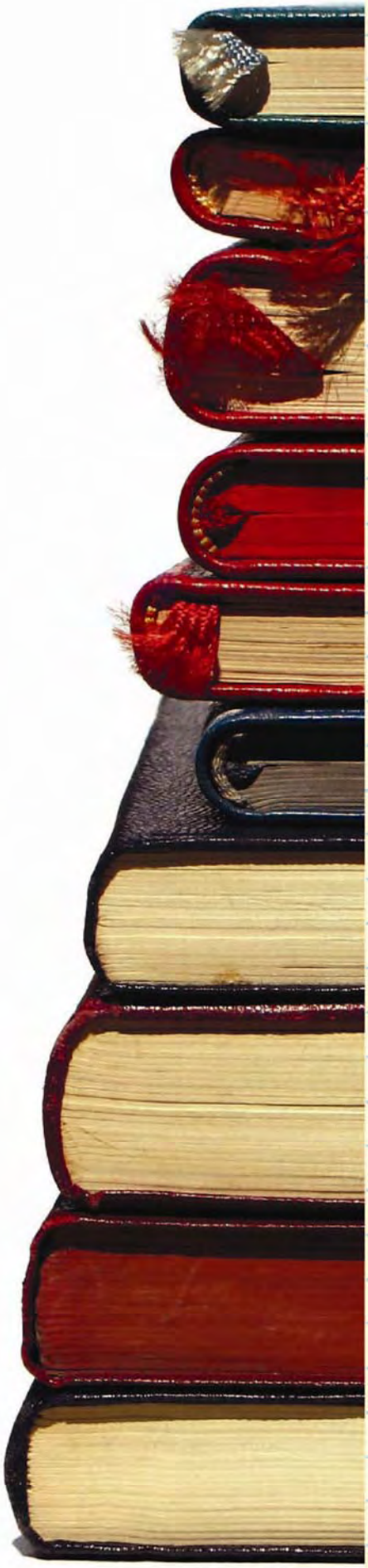


Comprehensive Curriculum

Revised 2008

Prekindergarten



Louisiana Department of
EDUCATION

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Member-at-Large

Ms. Tammie A. McDaniel
Member-at-Large

Ms. Weegie Peabody
Executive Director

For further information, contact:
Carolyn.Sessions@la.gov
Nancy.Beben@la.gov
225-342-1152

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Web posting only

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Writers

Mary Webb Green
Jefferson Parish

Michele Lewis
Ouachita Parish

Dr. Emily Williamson
University of Louisiana – Monroe

Literacy Consultant

Dr. William G. Brozo
George Mason University

Louisiana Department of Education

Paul G. Pastorek
State Superintendent of Education

Scott M. Norton, Ph.D.
Assistant Superintendent
Office of Student and School Performance

Nancy Beben, Section Supervisor
Carolyn Sessions, Comprehensive Curriculum Project Director
Sue Dishongh
Secondary Standards

Mary Louise Jones, Section Supervisor
Nicholy Johnson
Cynthia Ramagos
Ivy Starns
Elementary Standards

Prekindergarten
Table of Contents

Guidelines and General Information i

Prekindergarten Unit Information..... ii

Unit 1: My School
1-1: Welcome to School 1
1-2: School Workers and Friends.....18

Unit 2: All About Me
2-1: Me and My Five Senses.....37
2-2: Healthy Habits and Nutrition.....55

Unit 3: Fall – Harvest 72

Unit 4: Animal Habitats
4-1: Pets.....89
4-2: Farm 122
4-3: Zoo 156

Unit 5: Families
5-1: Family Members.....189
5-2: Homes 205

Unit 6: Nursery Rhymes, Other Rhymes, and Chants 221

Unit 7: Winter – Weather.....253

Unit 8: Community
8-1: Transportation.....270
8-2: Community Workers 307

Unit 9: Spring – Flowers and Plants 339

Unit 10: Louisiana
10-1: Culture, Music, and Stories.....355
10-2: Food and Agriculture.....370
10-3: Woodland Animals.....386
10-4: Insects 403
10-5: Wetlands Animals 440
10-6: Sea life and Summer 457

Louisiana Comprehensive Curriculum, Revised 2008
Guidelines and General Information

The Louisiana Department of Education issued the *Comprehensive Curriculum* in 2005. The curriculum has been revised based on teacher feedback, an external review by a team of content experts from outside the state, and input from course writers. As in the first edition, the *Louisiana Comprehensive Curriculum*, revised 2008 is aligned with state content standards, as defined by Grade-Level Expectations (GLEs), and organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. The order of the units ensures that all GLEs to be tested are addressed prior to the administration of *i*LEAP assessments in grades/courses where applicable.

District Implementation Guidelines

Local districts are responsible for implementation and monitoring of the *Louisiana Comprehensive Curriculum* and have been delegated the responsibility to decide if

- units are to be taught in the order presented
- substitutions of equivalent activities are allowed
- GLES can be adequately addressed using fewer activities than presented
- permitted changes are to be made at the district, school, or teacher level

Districts have been requested to inform teachers of decisions made.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the Grade-Level Expectations associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

New Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link (view literacy strategy descriptions) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at http://www.louisianaschools.net/lde/uploads/11056.doc.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for each course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities**.** The *Access Guide* will be piloted during the 2008-2009 school year in Grades 4 and 8, with other grades to be added over time. Click on the *Access Guide* icon found on the first page of each unit or by going directly to the url, http://sda.doe.louisiana.gov/AccessGuide.



Prekindergarten Unit Information

Organization of Units

The *Prekindergarten Comprehensive Curriculum* is composed of ten (10) units. Each unit is divided into themes of study (called a study focus) encompassing 29 weeks of instruction. These units are organized in a logical sequence from one unit to the next. As the units progress, so does the degree of difficulty in activities.

Because only 29 weeks of instruction are provided, teachers have an opportunity to incorporate other thematic units of studies of their own design to address the unique interests of students. Teachers may also wish to adjust the order of some units of study. For example, some teachers may wish to teach the Zoo unit in the spring instead of the fall. The degree of difficulty of some activities should be adjusted if the order of units is changed. In addition, teachers may wish to extend or shorten the length of a unit to accommodate the needs and interests of their students.

Each unit subdivision is assigned a number to allow easy navigation through the curriculum. For example, Unit 1-1 is My School (Unit 1) and Welcome to School (Study Focus 1). Unit 1-2 is My School (Unit 1) and School Workers and Friends (Study Focus 2). Below is a table listing each unit, the study focus(es), and their corresponding numbers.

Unit Number	Unit	Study Focus Number	Study Focus	Length of unit
1	My School	1	Welcome to School	1 week
		2	School Workers and Friends	1 week
2	All About Me	1	Me and My Five Senses	1 week
		2	Healthy Habits and Nutrition	1 week
3	Fall	1	Harvest	1 week
4	Animal Habitats	1	Pets	2 weeks
		2	Farm	2 weeks
		3	Zoo	2 weeks
5	Families	1	Family Members	1 week
		2	Homes	1 week
6	Nursery Rhymes, Other Rhymes, and Chants	1	Rhythms and Rhymes	2 weeks
7	Winter	1	Weather	1 week
8	Community	1	Transportation	2 Weeks
		2	Community Workers	2 weeks
9	Spring	1	Plants and Flowers	1 week

10	Louisiana	1	Culture, Music, and Stories	1 week
		2	Food and Agriculture	1 week
		3	Woodland Animals	1 week
		4	Insects	2 weeks
		5	Wetlands Animals	1 week
		6	Sea life and Summer	2 weeks

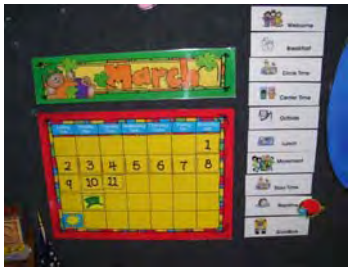
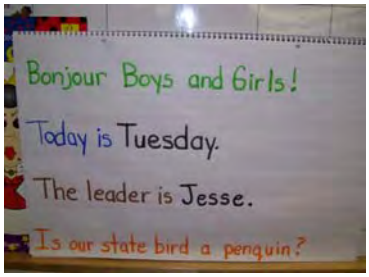
Unit Introduction – The first page in each unit/study focus uses a table format to present the same information found in other courses of the *Louisiana Comprehensive Curriculum*. Below is a description of that table.

Unit 1-1: *The unit number, study focus number, and title are given in this cell.*
Study Focus: *The title of the Study Focus is given in this cell.*
Study Focus Description: *This section gives a brief description of the content of the study focus.*
Student Understandings: *This section describes what the students will learn during this study.*
Guiding Questions: *This section has guiding questions indicating student skills.*
Guiding Vocabulary: *This section provides specific vocabulary that is to be introduced and used during the study.*
Grade-level Expectations: *This table lists all GLEs used during the unit study focus.*

Study Focus Chart – This one page chart provides an "at-a-glance" overview of the study focus activities, including whole group, small group, and morning circle activities, as well as ideas for theme-related activities that may be added to basic center materials. GLEs are also listed in applicable sections. Center time provides each teacher with a fantastic opportunity to take advantage of teachable moments and offers children a vast variety of materials and manipulatives which provide age appropriate, hands-on learning experiences. Teachers must facilitate activities during center time by utilizing open-ended questioning and engaging children in conversation that extends children's knowledge.

The components of a Study Focus Chart are described below.

Study Focus	
Whole Group Activities	*The first row of this section gives an ideas of a "topic" for each day of the week.*
	These activities are designed to be taught during a whole group meeting time.
Morning Circle Time	*Below are examples of activities that may be used during morning circle (morning meeting) time.* • *Morning greeting song* • *Seasonal, thematic song* • *The Pledge of Allegiance* • *Calendar activities* • *Picture schedule* • *Morning Message written on a dry erase board or chart paper (see below)*

	  *The Morning Message is a literacy activity that helps children associate the printed word with the spoken word. It should be brief and may include any of the following:* • *Greeting* • *Day/date* • *Weather* • *Question of the Day* • *Leader* • *Important events or news* • *Counting boys and girls*  *Beginning in Unit 2, the first line of each cell in the Morning Circle Time row gives a Question of the Day as a way to focus students' attention on the topic of study. It can be a part of the daily routine in the following ways:* • *Graphing* • *Informal voting (thumbs up/thumbs down; tallying; happy/sad face, etc.)* • *Dismissal procedure before centers* • *Writing the statement in the Morning Message* **Please note that any or all of the aforementioned activities should be modified to fit the time constraints and needs of the individual classroom.*
Storytime	*This section provides suggested books for storytime. Teachers may choose from additional theme-related books listed in the resources or use a personal favorite that relates to the study focus.*
Small Group Activities	*Small group activities can be delivered informally in a center or group session. These are focused on skill development.*
Music and Movement	*This area gives suggestions for the introduction of musical instruments, songs, and movement activities. There are additional musical selections listed in the resources section at the end of each unit.*
Field Experiences/ Guest Speakers	*This section gives suggestions for field trips and guest speakers that can be used to introduce or enrich children's knowledge about the unit study focus. Universities are rich resources for guest speakers.*

Learning Centers – This table gives suggestions for activities that can be incorporated into classroom centers. These are theme-related and will give ideas for supplementing basic center items to extend the unit study focus. Remember any center activity that can be done indoors can be done outdoors!

<table>
<tr><td>Language/ Literacy</td><td>This area has ideas for introducing letter symbols to students in different multi-sensory ways. Since teachers introduce letters in different sequences, just insert the letter(s) that is (are) being introduced and change out the letter(s) as needed. Below are examples of how daily tray tasks may be set up in language/literacy centers.
<table>
<tr>
<td>Can you find the letter?

Bowl of foam letters and a work mat that is labeled, “Can you find letter A?”</td>
<td>Sand Letters

Small, shallow container of sand and stencil. Student traces letter in sand. Stencil is removed and student tries to write letter in the sand.

Letter rubbings

Half sheet of paper, crayons ,and commercial letter rubbing plate.</td>
<td>Playdough letters

Playdough and a work mat with capital and lowercase letter on it. Have student use play-dough to construct the letter.

Letter jars

This jar has the letter on the outside and pictures in the jar of items that begin with the letter.</td>
<td>Dot letters

Half sheet of paper and dot markers for student to make the letter.

Letter puzzles

Commercial puzzle that has letter, picture, and spellings of items that begin with the letter</td>
<td>Gel or white board

Gel board or marker board and picture card. Student experiments with writing the letter.

Letter game

Commercial letter game where children match letter to letter.</td>
</tr>
</table>
</td></tr>
</table>

<table>
<tr><td>Math</td><td>This area has ideas for math activities incorporating number relations, measurement, geometry, data collection, and patterning. These can be set up as tray tasks and incorporated into a math or manipulative center. Below are examples of how the daily tray tasks may be set up.
<table>
<tr>
<td>Number Relations
Bear counting
</td>
<td>Measurement
Compare bears and sort by size.
</td>
<td>Geometry
Pattern block bear
</td>
<td>Data Collection
Bear graph with mini die-cut bears. For graphing pieces, use stickers or children’s names or photos when specific graphing pieces are not listed.

The findings area on the graph can be used with whole group or with individuals to summarize findings.</td>
<td>Patterning
Bear patterning with mini die-cut bears
</td>
</tr>
</table>
</td></tr>
<tr><td>Science</td><td>This area has ideas for science activities that can be incorporated into the science center.</td></tr>
<tr><td>Gross Motor</td><td>This area has ideas that can be utilized either indoors or outdoors that will help develop gross motor skills.</td></tr>
<tr><td>Blocks</td><td>This area has ideas for blocks and extending block play.</td></tr>
<tr><td>Manipulative/ Table Games</td><td>This area has ideas for developing math, fine motor, and problem solving skills.</td></tr>
</table>

Computer	*Websites listed assist children in learning computer skills, such as using the mouse, arrow keys, keyboard, and pointing and clicking. The sites also contain content related to the study focus.*
Art	*This area gives suggestions for painting, drawing, making collages, printing and doing sculpture.*
Sensory	*This area offers ideas for both sand and water play. These ideas can be developed both indoors and outdoors.*
Music	*This area gives suggestions for the introduction of musical instruments, songs, and movement activities. There are additional musical selections listed in the resources section at the end of each unit.*
Dramatic Play	*In addition to the regular housekeeping center, suggestions are given to develop work related themes corresponding with the unit study focus.*
Books and Listening Center	*This area gives suggestions for a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; and class-made books. There are additional book selections listed in the resources section at the end of each unit.*
Writing	*This area gives suggestions for items that will help children develop their fine motor skills and use writing for a purpose.*

Activities – This section includes detailed instructions for both small and large group instruction. These activities may need to be modified to meet the developmental levels of students. The length of group activities may need to be modified due to student attention span and/or time constraints. Blackline Masters (BLMs) that correspond to some of the activities are also included in a separate document. They are provided to reduce the amount of time needed to create materials for activities in the curriculum.

Resources - At the end of each unit are suggestions for book and music resources, as well as websites that relate to the unit study focus.

Unit 1-1: My School

Study Focus: Welcome to School

Study Focus Description: This study focuses on introducing students to their school and school rules.

Student Understandings: Students will develop an understanding of how rules keep the school and classroom safe places to play and learn. Students will learn where important places in the school and classroom are located and the appropriate procedures to use within those places.

Guiding Questions:

1. Can students understand what a rule is?
2. Can students identify rules that help keep the classroom safe?
3. Can students identify rules that help keep the school safe?
4. Can students locate various places in the classroom?
5. Can students locate various places in the school?



Guiding Vocabulary: school, rule, inside voice, walking feet, learning center, learning center names (e.g., Science, Blocks), cafeteria, office, library, playground, teacher, paraprofessional

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)

ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)

SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Welcome to School	**This is My School**	**Things at School**	**Our Centers**	**Our Rules**
Whole Group Activities	School Tour ELA 16, 18, 24; SS 2,3	School Hunt ELA 23, 24, 27	What's Missing ELA 23, 24	What Center is This? ELA 4, 23, 24, 27, 29	Rule Chart ELA 4, 16, 18, 29
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	This is the Way We Walk to School ELA 27; M 13	Where, oh Where? ELA 23, 24, 29; M 13	Thumbs Up, Thumbs Down ELA 23, 24, 27, 29; M 13	Susie Goes to School ELA 23, 24, 27, 29; M 13	How Many? M 1, 4
Storytime Suggested alternative story titles are listed in the bibliography) ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*My New School* by Scholastic Publishers	*Let's Go to School* by Troll Associates	*Clifford's First School Day* by Norman Bridwell	*Curious George Goes to School* by Margaret HA Reyes	*If You Take a Mouse to School* by Laura Numeroff
Small Group Activities	Teacher and paraprofessional will sit in each center with a small group of students and teach the rules for centers as each small group plays (e.g., build blocks to chin, write on paper only, clean up before you leave center)				
Music and Movement	Introduce Scarves	Rhythm Sticks	Marching	Scarves	Rhythm Sticks
Field Experiences/ Guest Speakers	School tour, principal				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td colspan="2">Can You Find the Letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough Letters
Letter jars</td><td>Dot Letters
Letter puzzles</td><td>Gel Board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
crayon box, crayons, and die: Have students roll die count the number of dots and put that number of crayons in the box.</td><td>Measurement
Sharpen 4 pencils to different lengths. Have students compare the lengths of the pencils and line them up from shortest to longest.</td><td>Geometry
Cut out construction paper shapes in different sizes and have students collage them on blank paper discuss names of shapes.</td><td>Data Collection
BLM Graph: How Did You Come To School Today?</td><td>Patterning
Use a variety of crayons and colored pencils to have students sort by colors.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
photographs of students to view with magnifying glasses,
magnetic items and magnet wands,
a variety of mirrors for self-examination, and
a map of the school for observation</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">in addition to a variety of outdoor centers add: hula hoops, balls, frisbees</td></tr>
<tr><td>Blocks
ELA 15, 17, 20, 23, 24
M 1, 2, 3, 5, 6, 8, 9, 10, 11
SCI 3, 9,16,
SS 1, 2, 4</td><td colspan="5">writing tools, paper, and tape for making student made signs and labels
wooden blocks, multicultural people, large cardboard blocks, cars, trucks—add children and schoolhouse,
a map of the school, names of places in the school with photographs attached to wooden blocks to be used for block props</td></tr>
</table>

Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 3 SCI 9 SS 4	plastic children counters (with a die or number cards for sorting or counting), connect-a-people (for sorting or counting), *Ellison* die machine cut-outs (for sorting, counting, or matching)-school, boy, and girl shapes for sorting, buses (with numerals one to ten on them for numerical order), puzzles with children, small colored blocks (for building, sorting, counting, or patterning)	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.learning.luton.gov.uk/l2g/custom/resources_ftp/netmedia_std/ks1/ict/mouse/index.htm	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	collage materials, marble painting, dot marker painting, tear and paste (colored construction paper to be torn and glued to white paper), *Ellison* machine cut-outs of school houses, buses, boys, and girls (for gluing), stencil of children, school houses, and buses (for rubbing or tracing)	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** add school buses and plastic children	**Water:** cups, sieves, buckets, measuring cups
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** Introduce scarves and rhythm sticks **Some featured songs**: *Walk to School, Rules Rap, I Like You, There's No Doubt About It, The More We Get Together, The First 12 Days of School* - Raffi *Welcome, Get Ready, Look at Me* - Dr. Jean *First Day of School* - Jack Hartman and Becky Bailey *Friends Forever* - Greg and Steve	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** multicultural dolls and small children figures, cooking set, duster, mop, broom, telephones, writing utensils, note pads Prop Box: School Room Theme- telephone, notepad, backpack, lunch kit, nametags, photographs of the school and school workers	

Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books**
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers;** stencils: children, schoolhouse, adults stamps: children, happy faces, school name stamp writing cards: student's names, school name, PreK

Whole Group Activities

Whole Group Activity 1: School Tour (GLEs: ELA 16, 18, 24; SS 2,3)

Materials List: camera, photographs of key areas of the school, dry erase board and markers, paper, and binding

Prior to this lesson, the teacher will take pictures of various areas of the school with a camera. The teacher will have the photographs ready to show the students as they name a place that they visited after the tour.

Take students on a tour of the school site to develop an awareness of their immediate world. The school tour could include the school office, the library, the cafeteria, and the nurse's office. Following the school tour, students will help make a *story chain* (view literacy strategy descriptions) to document their school trip. In this lesson you will use a story chain which is a sequencing activity. Begin the story chain by asking student to recall each place visited on the school tour. Using guiding questions, have students name each school locations visited and record student responses on the board. Display the photographs showing each location. Invite individual students to select the photograph depicting each location in the order it was visited. As each student comes forward with a photograph, have him/her state the location and the order in which it was visited. (e.g. "We went to the school office first." or "We went to the cafeteria second.") These photographs could also be used to make a class book of the school tour. The book could be entitled, "Our School, _____." The book should then be shared with the children by placing it in the book center.

Accommodations: Assist students who are unable to recall the correct order or name of the school site.

Whole Group Activity 2: School Hunt (GLEs: ELA 23, 24, 27)

Materials List: none

Going on a School Hunt is a take on *Going on a Bear Hunt.* Have the students sit in a circle and show them how to slap their knees and clap their hands to the beat. This is an echo call game. The teacher will say the first recurring line. The students will then repeat the line that the teacher says.

Going on a school hunt,
Going on a school hunt,
Are you ready? -Okay
Let's go.

I see _____ (school name)
I see _____ (school name)
Can' go over it, can't go under it,
Must go in it, Okay, Let's go. (Pantomime opening school door.)

I see a hallway,
I see a hallway,
Can't go over it, can't go under it,
Must walk in it, Okay, Let's go? (Pantomime walking down hallway.) – Hands slapping on legs.

I see our classroom,
I see our classroom.
Can't go over it, can't go under it,
Let's go and sign in. Okay, let's go. (Pantomime how your students sign in daily.)

I see a cubby,
I see a cubby,
Can't go over it, can't go under it,
Let's put our book bag in it.
Okay, let's go. (Pantomime putting book bag in cubby.)

I see our circle area.
I see our circle area.
Can't go over it, can't go under it.

Let's sit down. Okay, let's go.

Accommodations: None needed

Whole Group Activity 3: What's Missing? (GLEs: ELA 23, 24)

Materials List: tray, 10 items found in the classroom (1 from each center), e.g., marker, pencil, small book, small stuffed animal, block, piece of paper, paintbrush, binoculars, piece of pretend food, a cover for the tray

Open the lesson with a discussion about the various items found in school everyday. State, "We are going to play a game that includes school items." Show the tray to the students and name the items on the tray. Have them study and observe it, and then have them close their eyes. While their eyes are closed, take one item away. Have the students open their eyes and ask them, "What's missing?" Allow time for the students to identify what is missing. Do this two times to give every student a chance.

Accommodations: Have other students help when a child cannot guess the answer or limit the number of items on the tray to five items if students are having difficulty.

Whole Group Activity 4: What Center Is This? (GLEs: ELA 4, 23, 24, 27, 29)

Materials List: cards with each center's picture and center name printed on it, a professor know-it-all head gear

Tell the students, "We are going to play *professor know-it-all* (view literacy strategy descriptions). *Professor know-it-all* is a strategy in which students have a chance to show the class their knowledge on a subject by standing in front of the class and answering a question or giving information to the class. The teacher will choose a student to come to the front of the group. The student will wear a mortar board, a hat, or a crown of your choice during this activity. The teacher will read one of the rhymes listed below. The student (Professor Know it All) will try to guess the correct center. When the student guesses correctly, the teacher will show the card with the correct center's name on it. Continue this process until each student has had a turn to guess a center.

This center is where students like to read.
It hold books on shelves.
What center is it?

This center is where students like to write.
It has pencils, markers, and crayons.
What center is it?

This center is where children build.
It has blocks, cars, and trucks,
What center is it?

This center is where children like to act.
It has dress up clothes, dolls, and cooking utensils.
What center is it?

This center is where children play in sand and water.
It has sand, water, cups, buckets, and spoons.
What center is it?

This center is where children play with number activities.
It has puzzles, sorters, counters, and lacing activities.
What center is it?

Accommodations: Have other students help when a student cannot guess the answer.

Whole Group Activity 5: Rule Chart (GLEs: ELA 4, 16, 18, 29)

Materials List: chart paper, markers, index cards, picture symbols of the rules

Say, "This week during small group we have been discussing rules for class and rules for our school. Today we will *brainstorm* (view literacy strategy descriptions) a list of rules for our classroom and for our school." Have the students recall the rules they have learned and read the rules as you write the rules on the index cards with a picture on each card. For each rule, ask students, "Is this a school rule or a classroom rule?" Then put the card in the correct column of the rule chart (see diagram below). Examples of rules may include: Walk in hallway, sit for story time, stand in line for lunch, and be quiet in hallway.

Classroom	School Rules
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Accommodations: None needed.

Morning Circle Activities

During the first two weeks of school, Morning Circle should be a time for getting to know the students and helping them learn how to be in a group setting. It's also a good time for helping students learn classmates' names. More routine types of morning circle activities such as morning message or calendar should be introduced in the following weeks of school.

Morning Circle Activity 1: This is the Way (GLEs: ELA 27; M 13)

Materials List: none

Students will stand and move around the circle according to the words of the song.

(tune: *Mulberry Bush*)
This is the way we walk to school, walk to school, walk to school.
This is the way we walk to school, so early in the morning.

This is the way we hop to school …

This is the way we march to school …

This is the way we jump to school…

This is the way we tippy-toe to school…

This is the way we giant step to school…

Accommodations: None needed

Morning Circle Activity 2: Where, oh, Where? (GLEs: ELA 23, 24, 29; M 13)

Materials List: block from the block center, marker from the writing center, book from the book center, puzzle from the table toy center, binoculars from the science center, dish from the dramatic play center, cup from the sand center.

Place each of the materials cited above in the appropriate centers. While singing the song "Where, oh, Where?" identify a specific item from the list above (changing items with each verse of the song). Call a student's name. The student will go to the designated center and retrieve the item that has been identified.

(tune: "Paw, Paw, Patch")
Where, oh, where is a block from the block center?
Where, oh, where is a block from the block center?
Where, oh, where is a block from the block center?
_____ can you get me one?

Repeat this process using a different student and different item.

Accommodations: Assist the students who have trouble finding either the center or the item called.

Morning Circle Activity 3: Thumbs Up, Thumbs Down (GLEs: ELA 23, 24, 27, 29; M 13)

Materials List: none

This is a guessing game involving student behaviors. Ask the students a series of questions about school behaviors. Students respond to these questions with a "thumbs up" if it is the right action or a "thumbs down" if it is the wrong action.

Examples of student behaviors may include running in the classroom, taking a toy from a child, sitting for story, waiting in line, cleaning up after centers. This activity may be continued during center time and during small group activities.

Accommodations: Assist students who do not understand specific behaviors.

Morning Circle Activity 4: Susie Goes To School (GLEs: ELA 23, 24, 27, 29; M 13)

Materials List: none

Start the game by choosing a student to stand in front of the group. Lead the class in singing the song, repeating the song until each student has had his or her turn to be in the front of the group.

(tune: "Farmer in the Dell")
_Susie_____ goes to school,
_____goes to school,
High, ho, the Derry oh,
_____ goes to school. Susie picks another child, who stands up front and then sing---

__Harry___ goes to school.
_____ goes to school.
High, ho, the Derry oh,
_____ goes to school. Repeat until all students have a turn. Then close with—

We all go to school.
We all go to school.
High, ho, the Derry, oh,
We all go to school.

Accommodations: None needed

Morning Circle Activity 5: How Many? (GLEs: M 1, 4)

Materials List: 5 laminated school house cutouts (Ellison machine or small calendar Die-cuts), numbers 1 to 5

Tell the students, "We are going to play a counting game." Place laminated cut-outs in varying numbers on the floor. Ask the children, "How many?" Give students a chance to count and respond with the correct number. Check the number by counting as a group. Begin the game again by having the students close their eyes and by using a different number of cutouts. Use the numbers 1-5. If students are able you may extend this activity using the numbers 6 – 10.

Accommodations: Assist students who are having difficulty by counting with them.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Observations of students recalling words to songs
- Anecdotal records of students relating life experiences to timelines from books about human stages of development
- Work samples of students copying the names of classmates and drawing pictures of their classmates
- Work samples in the form of illustrations of significant events in an autobiography/biography
- Checklist of the students' ability to identify the role of an author and illustrator
- Audiotape of students asking questions about the subjects of autobiographies and biographies

Activity-Specific Assessments

- Whole Group Activity 4: Observe and document the student's ability to follow one and two step directions.

- Morning Circle Activity 5: Observe and document the student's ability to count 1-5.

Resources

Children's Books

Ahlberg, Janet and Allan. *Starting School*, ISBN: 88-50053
Berger, Samantha. *School*, ISBN: 0-439-04553-3
Bourgeouis, Paulette and Clark, Brenda. *Frankin's New Friend.* ISBN: 0-590-02592-9
Bourgeouis, Paulette and Clark, Brenda. *Franklin Goes to School.* ISBN: 0-590-25467-7
Bridwell, Norman. *Clifford's First School Day*, ISBN: 0-439-08284-6
Bridwell, Norman. *Clifford's First School Day*, ISBN: 0-439-08284-6
Bridwell, Norman. *Clifford's Pals.* ISBN: 0-590-44295-3
Bunnett, Rochelle. *Friends at School.* ISBN: 0-590-97313-4
Canizares, Susan and Chessen, Betsey. *How Many Can Play?* ISBN: 0-439-04600-9
Civardi, Anne and Stephen Cartwright. Going To School, ISBN: 0-7460-1269-1
Cutting, Jillian. *A Day at School*, ISBN: 0-7802-3907-5
Cutting, Jillian. *Going to School*, ISBN: 0-7802-3906-7
dePaola, Tomie. *The Three Friends Go to School.* ISBN: 0-439-20742-8
Fisher Price. *Back to School*, ISBN: 0-7944-0677-7
Ford, Bernette. *Hurry Up*, ISBN: 0-439-56849-8
Fraser, Mary Ann. *I.Q. Goes to School.* ISBN: 0-439-57650-4
Hains, Harriet. *My New School.* ISBN: 1-56458-116-0
Hale, Sarah Josepha. *Mary Had a Little Lamb*, ISBN: 0-8234-0509-2
Hallinan, P.K. *A Rainbow of Friends.* ISBN: 0-8249-5394-0
Hallinan, P.K. *My First Day of School.* ISBN 10: 0824953053
Hawthorne, Phillip and Nancy Tyler. *There's a Dragon at My School*, ISBN: 9-780794-506940
Hennessy, B.G. *School Days*, ISBN: 0-590-47224-0
Hill, Eric. *Spot Goes to School*, ISBN: 0-399-21073-3
Hoffman, Phyllis. *We Play*, ISBN: 0-590-44384-4
Jackson, Kim. *First Day of School*, ISBN: 0-8167-0439-2
Korman, Justine. *The Grumpy Bunny Goes to School.* ISBN: 0-439-64433-X
Kuklin, Susan. *Going to My Nursery School*, ISBN: 0-02-751237-1
Kvasnosky, Laura. *See You Later, Alligator.* ISBN: 0-15-200301-0
Lawrence, Anne. *Our School*, ISBN: 0-395-74297-8
London, Jonathan. *Froggy Goes to School.* ISBN: 0-590-06693-5
Mackall, Dandi. *First Day*, ISBN: 0152165770
Numeroff, Laura. *If You Take a Mouse to School.* ISBN: 0-06-028328-9

Pinnell, Gay Su. *School*, ISBN: 0-439-13185-5
Reyes, Margret and H.A. *Curious George Goes to School*. ISBN: 0-395-51939-X
Reyes, Margret and H.A. *Curious George: First Day of School*, ISBN: 978-0-618-60565-1
Senisi, Ellen B. *Kindergarten Kids*. ISBN: 0-590-47614-9
Slater, Teddy. *Stay in Line*. ISBN: 0-590-22713-0
Troll Associates. *Let's Go to School*.
Williams, Rozanne. *Five Little Monsters Went to School*, ISBN: 1-57471-127-8
Winget, Susan. *Tucker's Best School Day*. ISBN-13: 978-0-439-90084-3
Zoehfeld, Kathleen. *Pooh's First Day of School*. ISBN: 0-590-28160-7

Children's Music CDs and Recordings

Dr. Jean Feldman. *All Day Long*
Dr. Jean Feldman. *Keep On Singing and Dancing with Dr. Jean*
Dr. Jean Feldman. *Is Everybody Happy?*
Dr. Jean Feldman. *Silly Songs*
Greg and Steve. *We All Live Together, Volume 5*
Jack Hartman and Becky Bailey. *It Starts in the Heart*
Imagination Movers. Calling All Movers
Raffi. *Rise and Shine*

Unit 1-2: My School

Study Focus: School Workers and Friends

Study Focus Description: This study focuses on introducing students to school workers and strategies for developing friendships.

Student Understandings: Students will develop an understanding that schools need teachers, and workers. School is a place where students can learn and make friends.

Guiding Questions:

1. Can students understand what a friend is?
2. Can students identify qualities of a friend?
3. Can students understand who school workers are?
4. Can students understand what different school workers jobs are?



Guiding Vocabulary: principal, secretary, custodian, cafeteria technician, teacher, paraprofessional, librarian, and friend. Sharing, kind, cooperative

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-14b	Use simple reasoning skills by determining why something happens in a story read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)

M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)

SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Our Principal	**Who Cleans Our School**	**Our Office Workers**	**Who Cooks Our Food?**	**Our School Workers**
Whole Group Activities	Principal DR-TA ELA 4, 6, 7, 27; SS 7; SCI 26	Maintenance Worker ELA 4, 24, 27, 29; M 1	School Secretary ELA 4, 7, 15, 17, 24, 27, 29	Cafeteria Technician ELA 4, 14, 24, 27, 29; M 1, 2	School Worker Book ELA 4, 6, 8, 9, 11
Morning Circle Time ELA 1a, 1b, 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31 M 1, 3, 4, 5, 7, 13 SCI 26, 27 SS 4, 5, 7	My name is _____. What is your name? ELA 23, 24, 29	Hickety-Pickety, Bumble-bee ELA 1a, 1b, 23, 24, 29	Little Red Box ELA 3a, 23, 24, 29	Who Feels Happy at School Today? ELA 23, 24, 29	10 Little Friends ELA 23, 24, 29; M 1, 10
Storytime (Suggested alternative story titles are listed inthe bibliography) ELA 1a, 1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Our School Workers*	*Will I Have a Friend?*	*Clifford's Best Friends*	*Iris Sleeps Over*	*We Are All Alike, We Are All Different*
Small Group Activities	School Friendship Puzzle ELA 4, 8, 9, 12b, 12c	Friendship Handprint Circle ELA 16, 18, 24, 29	Friendship Book ELA 15, 16, 17, 19, 24, 29	Color, Memory, and Matching Game ELA 24, 29; M 9	Friendship Chart ELA 4, 5, 8, 9, 18, 22, 26
Music and Movement	Old Brass Wagon	If You're Happy	Head, Shoulders	Old Brass Wagon	If You're Happy
Field Experiences/ Guest Speakers	Principal visit				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough Letters
Letter jars</td><td>Dot Letters
Letter puzzles</td><td>Gel Board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
BLM: “Children at School” work mat.</td><td>Measurement
Have students choose a partner and stand back to back. Have students compare heights. Swap partners and repeat.</td><td>Geometry
BLM Friendship shape bracelet.</td><td>Data Collection
BLM Graph: How Many Girls and Boys Do We Have in Our Class?</td><td>Patterning
Have students make people patterns with the people block figures or photos of the students themselves.</td></tr>
<tr><td>Science
SCI 1,2,3,4,5, 6, 7, 8, 9, 11,22,23,24,25,
ELA 5a, 5b, 5c, 5d,17,21,22,24, 26,31
M 6,9,11,
SS 4</td><td colspan="5">learning logs and writing tools nonfiction books relating to current study,
balance scale with small plastic or rubber children to weigh, paper cut-outs of children to view, color paddles, plants, photographs of classmates, photographs of the school and of places in the school, map of the school</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">small balls, soccer balls, basketballs and basketball goal (in addition to the outside centers)</td></tr>
<tr><td>Blocks
ELA 15, 17, 20, 23, 24
M 1, 2, 3, 5, 6, 8, 9, 10, 11
SCI 3, 9,16,
SS 1, 2, 4</td><td colspan="5">writing tools, paper, and tape for making student made signs and labels
large wooden block set, multicultural people, cut out photographs of school workers with their names taped to blocks to make school block people, bristle blocks with photographs of school workers to be used as block prop people</td></tr>
</table>

Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	boy/girl die cut for patterning or sorting, connecting people, friends matching game (take a picture of each child in your class, make 2 copies of each picture and laminate), make school house counting game by die cutting 5 school houses, write one number on each school house using numbers 1-5 to use with children counters. If students are capable, add numbers 1-10.	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://pbskids.org/mamamirabelle/funstuff_friends.html http://www.apples4theteacher.com/paper-doll.html http://tre.ngfl.gov.uk/uploads/materials/16360/leckysfriends.swf	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	collage of children's faces cut from magazines, cards, old photographs, or bulletin border, constructions paper, shape collage, cookie cutter children's prints using paint, string painting, , school house and children cutouts from Ellison or Accucut machine for gluing.	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** scoops, cups, buckets, rakes	**Water:** cups, buckets, corks and rocks
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** Introduce bells and maracas. **Some featured songs:** *My School Family, Caring Friends, Friendship Chant* - Jack Hartman and Dr. Becky Bailey; *Hello Friend, Goodbye Friends, Special Me, Twinkle Friends, We Had a Good Day* - Dr. Jean Feldman; *Wonderful Friends* - Johnette Downing	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** cooking set, dish set, phones, phone book, food sets-including multicultural foods, purses, keys, money, musical instruments, writing implements, cameras Prop Box: School House Theme- telephone, notepad, backpack, lunch kit, nametags, photographs of the school and school workers Activities used during whole group time may be added to the dramatic play center.	

Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus and puppets, flannel board stories, magnetic story pieces**
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers;** stencils: children, school, adults, houses stamps: happy face, variety of children writing cards: student names, school name, teachers' names, Pre-K

Whole Group Activities

Whole Group Activity 1: Principal (**GLEs**: **ELA 4, 6, 7, 27; SS 7; SCI 26)**

Materials List: *School Helpers* (book), photograph of the principal, student desk, telephone

This book is titled *School Helpers.* Follow a modified *DR-TA* (view literacy strategy descriptions): A modified *DR-TA (Directed Reading-Thinking Activity)* is a literacy strategy that asks students to make predications about books and to check their predictions upon completion of the story. Can you predict who this book will be about? List the students' responses. Read the book, *School Helpers*, to the students, pausing where appropriate for comments and questions and to check students' predictions. At the end of the read aloud, ask students if the story was what they expected. Why or why not? The teacher will state to the children, "This week, we will be talking about school workers, people who help our school work. Our school, _____, has a school worker who is the leader of our school. This worker is called the principal. The principal is a school worker who talks to students, talks to parents, answers calls, and helps teachers." Show the picture of the principal to the students and tell them the principal's name.

The teacher will tell the students, "Today, we will pretend to be the principal and do the things that the principal does." Examples of these tasks include delivering the morning announcements, speaking on the phone to parents, giving the weather report, speaking with students, etc.

Get a small student desk and have each child practice sitting in a big chair behind the desk or pretend to speak into the microphone saying, "Good morning students. Welcome to _ (name of school) __. Today's weather report calls for _____." (morning announcements)

Accommodations: Assist students who cannot remember names or who have difficulty making announcements to the group.

Whole Group Activity 2: Maintenance Worker (**GLEs**: **ELA 4, 24, 27, 29; M 1)**

Materials List: two trash cans, wadded-up pieces of paper, photograph of maintenance workers

The teacher will introduce the concept of the school worker known as "maintenance worker". The maintenance workers are the people who take care of the physical plant (the buildings) of our school. They keep it clean and in working order. Take a picture of your school's maintenance workers and state their names to the class. Let the students know that they can help the maintenance workers by picking up their own trash and picking up trash left behind by others. Play the game known as "Throw the Trash in the Trash Can" by placing two trash cans in the middle of the circle of students. Scatter 20 pieces of wadded-up paper thrown about the room and have each student throw trash into the trash can in the middle of the rug. Count the number of trash pieces that make it in the trash can. Repeat the game as many times as you'd like.

Accommodations: Remind students who miss their first shot to pick up the trash and to try again.

Whole Group Activity 3: School Secretary (GLEs: ELA 4, 7, 15, 17, 24, 27, 29)

Materials List: telephones, note pads, pencils

The teacher will introduce the concept of the "School Secretary." A school secretary a person who works in the school office, answers phones, speaks with students, assists parents, and copies materials used by the principal and teachers. Take a picture of the School Secretary in your school. Show the picture to the students and tell them the school secretary's name and what the job entails.

The teacher will tell the students that, "Today, we will pretend to be the School Secretary." Have several telephones, note pads, and pencils ready for the activity. Pass the phones around the circle and let the students practice saying, "Hello. This is (name of school) Elementary. May I help you?" Demonstrate the manner in which the students can role play the various tasks of the "School Secretary**"** with each other, e.g., assist parents, photocopy materials, answer phones and taking messages.

Accommodations: Assist students who are unable to remember the manner in which to answer the telephone or take notes.

Whole Group Activity 4: Cafeteria Workers (**GLEs: ELA 4, 24, 27, 29; M 1, 2)**

Materials List: 20 plastic or Styrofoam bowls, 20 plastic spoons, photograph of cafeteria workers, number cards 1-5

Introduce the concept of 'cafeteria workers'. Cafeteria workers are those who order the food from the store, prepare the food, cook the food, serve the food, and clean the dishes and cafeteria after students have eaten. Take a picture of the cafeteria workers at your school. Show the picture to the students and tell them each of the workers' names, their titles, and the jobs that each of them does. Tell the students, "Today, we will play a counting game called *Mix it Up*. Hand each student a bowl and a spoon. Show all the students the number cards from 1-5 and have all of the students say, in unison, each number as it is shown. When the number is shown, have each student stir their spoons in their bowls the corresponding number of times and call out each number as they stir. Then place this activity in the dramatic play area when completed.

Accommodations: Assist students who have difficulty: 1) stirring the spoon the correct number of times, 2) standing in line correctly, or 3) stirring and counting at the same time. If the students are capable, you may include the numerals 6 – 10.

Whole Group Activity 5: (<u>school name</u>)'s School Worker Book (**GLEs: ELA 4, 6, 8, 9, 11)**

Materials List: teacher-constructed photo book of school workers with accompanying names and titles

The teacher will compose a book that includes photographs, names, and titles of each respective group of school workers. The teacher will read the rhyme described below (inserting the various groups of workers). The students will respond by identifying the worker group which was depicted by the rhyme. Once the worker group has been identified, the teacher will show the corresponding picture to the students. Challenge the students to identify specific workers by name and title.

I know a worker who works in our cafeteria.
They cook and clean.
Who are they? (cafe*teria workers*)
--Say yes. Then show the children their pictures.

I know a school worker who works in our office.
They talk on the phone, help students, assist teachers.
Who are they? (*secretary*)
--Say yes. Then show their pictures.

I know a school worker who works all around our school.

They clean our classrooms, bathrooms, and make our hallway floors shine.
Who are they? (*maintenance workers*)
--Say yes. Then show their pictures.

I know a worker who is the leader of our school.
He/She solves problems, talks to students, parents, and teachers.
Who is it? (p*rincipal*)
--Say yes. Then show the picture.

Accommodations: Assist students who have difficulty: 1) putting names with faces; 2) remembering the jobs of particular workers; 3) remembering the names of each group of workers.

Morning Circle Activities

Morning Circle Activity 1: My Name is _____? What is Your Name? (**GLEs**: **ELA 23, 24, 29)**
(Chant)

Materials List: name cards for each student that includes their picture and name

The teacher will arrange the students in the morning circle. The teacher will then sing the song while circulating around the circle, touching each student on their head as they are included in the song. As the teacher progresses around the circle, the name card is shown to the rest of the class. Continue until all children have been identified.

My name is (teacher's name)?
What is your name? (student's response with their name)
What is your name? (student's response with their name)

Accommodations: None needed

Morning Circle Activity 2: Hickety, Pickety, Bumble Bee (**GLEs**: **ELA 1a, 1b, 23, 24, 29)**

Materials List: name cards for each student that includes their picture and name

The teacher will arrange the students in the morning circle. The teacher will sing the song while circulating around the circle, touching each student on their head as they are included in the song. As the teacher progresses around the circle, the name card is shown to the rest of the class. Continue until all students have been identified.

Hickety, pickety, bumble bee,
Can you sing your name for me?
My name is _____,
His name is _____.

Accommodations: none

Morning Circle Activity 3: Little Red Box (**GLEs: ELA 3a, 23, 24, 29)**

Materials List: use a box covered with red paper that will hold pictures of each student, name-cards with the students' photographs

The teacher will have the students sitting in the morning circle holding their name-card with their photograph in front of them. Choose a student as the first participant. Have the student stand, put his/her picture in the little red box, and sing the song with that student. Once this process has been completed, have that student identify another participant by going to get a classmate by the hand. The new participant then puts his/her picture in the little red box. The teacher sings the song with the student. Continue with this process until all students have had their turn. Once the game has been completed, have one of the students place the little red box (with all pictures inside) in the music center.

I wish I had a little red box,
To put (name of student) in.
I'd take him/her out and go, "kiss, kiss, kiss" (blow kisses at the picture)
And put him/her back again.

Accommodations: None needed

Morning Circle Activity 4: Who Feels Happy at School Today? (GLEs: ELA 23, 24, 29)

The teacher will organize the students in the morning circle by having them stand. The teacher will instruct the students that, "This is a movement song. We will move as the words in the song instruct us to move."

(to the tune of *London Bridge*)

Who feels happy at school today, school today, school today?
Who feels happy at school today? (Chorus)

1. Clap, clap your hands.

Repeat Chorus

2. Snap, snap your fingers.

Repeat Chorus

3. Stomp, stomp your feet.

Repeat Chorus

4. March, march in place.

Repeat Chorus

5. Jump, jump up and down.

Repeat Chorus

6. Shake a friend's hand.

Repeat Chorus

7. Hug a friend.

Accommodations: Allow students to move freely, but under control; assist students who have difficulty with specified movements

Morning Circle Activity 5: 10 Little Friends (**GLEs**: **ELA 23, 24, 29; M 1, 10)**

Materials List: number cards 1-10

The teacher will organize the students in the morning circle by having them stand. The teacher will then distribute number cards (1-10) to the first ten students in a clockwise progression. The remaining students will be instructed to sing until it is their turn to hold one of the number cards. While the teacher and all students sing the song, the teacher will tap each student holding a card (in numerical order) on the head. Each student whose number is called will hold their number card above their head as the number is called. Repeat until all students have had the opportunity to hold their number card above their head.

(to the tune of *10 Little Indians)*
1 little, 2 little, 3 little friends,
4 little, 5 little, 6 little friends,
7 little, 8 little, 9 little friends,
10 little friends at school.

10 little, 9 little, 8 little friends,
7 little, 6 little, 5 little friends,
4 little, 3 little, 2 little friends,
1 little friend at school.

Accommodations: Assist students who do not recognize numbers.

Small Group Activities

Small Group Activity 1: School Friendship Puzzle (**GLEs: ELA 4, 8, 9, 12b, 12c)**

Materials List: *Making Friends* (book), 1 poster board cut into 20 jigsaw puzzle pieces, 1 poster board that will serve as the template for the puzzle pieces (i.e., the outline of each puzzle piece and how they all fit together), crayons, markers, and a whiteboard/chalkboard

Following a modified *DR-TA* strategy (view literacy strategy descriptions), the teacher will first share the title and cover of the book and then elicit predictions from students. Write the students' predictions on the board. Read the book, *Making Friends,* to the students, pausing where appropriate

for questions and comments and to check students' predictions. The teacher will then use the material from the text to lead a discussion about friendship, i.e., working together, getting along with each other, playing well with others, meeting new people. Ask the students if their predictions about the story were correct. Have each student choose a puzzle piece, color it with their favorite color, and write their name on it. Then have the students place their respective puzzle pieces on the floor in the middle of the circle. The teacher and the students will work cooperatively to put the puzzle together as a whole group. While the students are working on the puzzle, ask them how they are working together as friends to complete the puzzle together.

Accommodations: Assist students who have trouble writing their names or write their names on the cards, if necessary, choosing their favorite color, waiting for their turn to put a puzzle piece on the board.

Small Group Activity 2: Friendship Handprint Circle (GLEs: ELA 16, 18, 24, 29)

Materials List: chart paper, poster board, markers, paint, water, soap, and paper towels

The teacher will *brainstorm* (view literacy strategy descriptions) with the students about the qualities of friendship. Ask the students what makes a good friend. The teacher will list the qualities of friendship suggested by the students on the chart. When the list has been completed, the teacher will read and discuss the qualities of friendship that have been identified.

The teacher will state that, "We are all friends in our classroom, in our school. To demonstrate how this works, we are going to create a **friendship handprint circle.** When the circle has been completed, we'll all see how our hands work together to build a circle."

Have each child dip their hand in paint and stamp their hands going around the poster board in a circular fashion. Immediately after the student has stamped his/her handprint, the teacher will write the name of each student below the palm print. Send the students to wash their hands upon completion of their handprint. Bring the students together to read their names around the handprint circle and display the circle in the classroom for further review.

Accommodations: Assist the students who have difficulty putting their hands in the paint or keeping their hands to themselves.

Small Group Activity 3: Friendship Book (GLEs: ELA 15, 16, 17, 19, 24, 29)

Materials List: teacher made learning log page, crayons, and markers

Discuss the qualities of friendship during small group. Ask the students to identify a new friend that they have made at school. The teacher will tell the students that, "We're going to make a class book on friendship." The teacher will give each student a piece of paper to create a *learning log* (view literacy strategy descriptions). A *learning log* is a literacy in which the students write or draw about a teacher prompt. The *learning log* page states "(another student's name) is my friend because (state the reason for the friendship)." When the students have completed their drawings, they will state their friend's name and why he/she is considered to be their friend. The teacher will record the students' responses on the *learning log* page. Compile the pages into a class book to be placed in the book center.

Accommodations: Assist students who do not know the name of their friend or who do not know a reason for wanting them to be their friend.

Small Group Activity 4: Color, Memory, and Matching Game (GLEs: ELA 24, 29; M 9)

Materials List: 10 die-cut boys, one each cut from red, green, blue, yellow, brown, purple, white, black, orange, and pink construction paper; 10 Die-cut girls, one each taken from red, green, blue, yellow, brown, purple, white, black, orange, and pink construction paper; glue each individual Die-cut to a cardboard Lotto piece

The teacher will display the color matching pieces to the students and tell the students that, "Today, we're going to play a color matching game." The teacher will place the matching pieces face down on the rug and tell the students that they may turn two pieces over at a time. The student will have a 'match' when one boy and one girl of the same color are turned over at the same time. The student will then keep the match. Continue the process until all matches have been identified.

Accommodations: Assist students who have difficulty waiting for their turn or who get frustrated because they cannot remember where the matching piece lies. Use 5 sets of matching cards rather than the whole set if the activity is too difficult.

Small Group Activity 5: Friendship Chart (**GLEs**: **ELA 4, 5, 8, 9, 18, 22, 26)**

Materials List: poster board and markers, *Bright Eyes, Brown Skin* (book)

The teacher will read and discuss the text, *Bright Eyes, Brown Skin*, with the students. The teacher will tell the students that, "We are going to make a chart about friendship." The teacher will then create the chart by placing the word "friends" in the middle of a poster board. The students will then be asked to provide examples of what friends do for each other (e.g., share, care, play, listen, and help). These examples will be written around the word 'friends' on the poster board. When all students have had the opportunity to contribute, the teacher will summarize and discuss the chart with the class. Post the chart where students can see and refer to it later.

Accommodations: Assist students who have difficulty identifying appropriate examples.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Observations of students recalling words to songs
- Anecdotal records of students relating life experiences to timelines from books about human stages of development
- Work samples of students copying the names of classmates and drawing pictures of their classmates
- Work samples in the form of illustrations of significant events in an autobiography/biography
- Checklist of the student's ability to identify the role of an author and illustrator
- Audiotape of students asking questions about the subjects of autobiographies and biographies

Activity-Specific Assessments

- Small Group Activity 2: The teacher will observe and document the students' responses to the brainstorming activity that addresses Qualities of Friendship.

- Small Group Activity 3: The teacher will document the student's learning log page on friendship.

Resources

Children's Books

Berger, Samantha and Chanko, Pamela. *School.* ISBN: 0-439-04553-3
Bourgeouis, Paulette and Clark, Brenda. *Frankin's New Friend.* ISBN: 0-590-02592-9
Bourgeouis, Paulette and Clark, Brenda. *Franklin Goes to School.* ISBN: 0-590-25467-7
Bridwell, Norman. *Clifford Makes a Friend,* ISBN: 0-590-37930-5
Bridwell, Norman. *Clifford's Best Friends*, ISBN: 0-439-21997-3
Bridwell, Norman. *Clifford's Pals.* ISBN:0-590-44295-3
Bunnett, Rochelle. *Friends at School.* ISBN: 0-590-97313-4
Canizares, Susan and Chessen, Betsey. *How Many Can Play?* ISBN: 0-439-04600-9
Cheltenham Elementary School Students. *We Are All Alike, We Are All Different,* ISBN 10: 0439417805
Civardi, Anne and Stephen Cartwright. Going To School, ISBN: 0-7460-1269-1
Cohen, Miriam. *Will I Have a Friend?* ISBN 10: 0689713339
Crews, Donald. *School Bus.* ISBN: 0-590-44153-1
dePaola, Tomie. *The Three Friends Go to School.* ISBN: 0-439-20742-8
Ford, Bernette. *Hurry Up,* ISBN: 0-590-48615-2
Fraser, Mary Ann. *I.Q. Goes to School.* ISBN 0-439-57650-4
Gomi, Taro. *My Friends,* ISBN: 0-590-48615-2
Hale, Sarah Josepha. *Mary Had a Little Lamb,* ISBN: 0-8234-0509-5
Hallinan, P.K. *A Rainbow of Friends.* ISBN: 0-8249-5394-0
Hennessy, B.G. *School Days*, ISBN: 0-590-47224-0
Hill, Eric. *Spot Goes to School,* ISBN: 0-399-21073-3
Hoffman, Phyllis. *We Play,* ISBN: 0-590-44384-4
Holabird, Katharine. *Angelina Ballerina,* ISBN 10: 1584856556
Hudson, Cheryl Willis and Bernette G. Ford. *Bright Eyes, Brown Skin,* ISBN 10: 0940975238

Hutchings, Amy and Richard. *Our School Workers*, ISBN: 0590638408
Keo, Ena. *Friends Go Together*, ISBN: 0-8172-8245-9
Korman, Justine. *The Grumpy Bunny Goes to School.* ISBN: 0-439-64433-X
Kvasnosky, Laura. *See You Later, Alligator.* ISBN: 0-15-200301-0
Lionni, Leo. *Little Blue and Little Yellow*, ISBN: 0-688-13285-5
London, Jonathan. *Froggy Goes to School.* ISBN: 0-590-06693-5
McCombs, Megan. *The Teacher*, ISBN: 0-7367-1651-3
Numeroff, Laura. *If You Take a Mouse to School.* ISBN: 0-06-028328-9
Reys, Margret and H.A. *Curious George Goes to School.* ISBN: 0-395-51939-X
Rogers, Fred. *Making Friends*, ISBN: 0-399-21297-3
Senisi, Ellen B. *Kindergarten Kids.* ISBN: 0-590-47614-9
Slate, Joseph. *Miss Bindergarten Gets Ready for Kindergarten.* ISBN: 0-590-63567-0
Slater, Teddy. *Stay in Line.* ISBN: 0-590-22713-0
Torrisi, Cathy. *School Helpers*, ISBN: 0-7664-0733-0
Troll Associates. *Let's Go to School*.
Waber, Bernard. *Ira Sleeps Over.* ISBN: 0-395-20503-4
Winget, Susan. *Tucker's Best School Day.* ISBN-13:978-0-439-90084-3
Ziefert, Harriet. *Teachers Are For Reading Stories*, ISBN: 0-14-230105-1
Zoehfeld, Kathleen. *Pooh's First Day of School.* ISBN: 0-590-28160-7

Children's Music CDs and Recordings

Dr. Jean Feldman. *All Day Long*
Dr. Jean Feldman. *Keep On Singing and Dancing with Dr. Jean*
Dr. Jean Feldman. *Is Everybody Happy?*
Dr. Jean Feldman. *Silly Songs*
Dr. Jean Feldman, *Kiss Your Brain*;
Dr. Jean Feldman, *Ole' Ole' Ole'*
Johnette Downing, *Music Time*
Greg and Steve. *We All Live Together, Volume 5*
Jack Hartman and Dr. Becky Bailey. *It Starts in the Heart*
Jack Hartman and Dr. Becky Bailey. *Rhythms and Rhymes*

Unit 2-1: All About Me

Study Focus: Me and My Five Senses

Study Focus Description: This study focuses on the introduction of our body parts and the five senses people use to experience the world around us.

Student Understandings: Students will develop an understanding that our bodies are made up of identifiable parts. Students will recognize that individual people are special and unique. Students will identify feelings. Students will recognize the five senses and how they are used to experience our world.

Guiding Questions:

1. Can students name a variety of body parts?
2. Can students identify ways individuals are special?
3. Can students recognize a variety of feelings?
4. Can students identify the five senses and associate them with the correct body parts?
5. Can students identify which sense is used to complete a given task? (e.g. smell is used to identify scents)

Guiding Vocabulary: body, commonly known body parts such as wrist, elbow, waist, neck, knuckles, ankle, heel, lips, and forehead; commonly known feelings such as angry, frightened, and excited; Smell, Sight, Hear, Taste, Touch

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)

ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-14b	Use simple reasoning skills by determining why something happens in a story read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)

ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)

SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	My Body	**I Am Special**	**My Feelings**	**Sight and Sound**	**Touch, Smell, and Taste**
Whole Group Activities	Brainstorm a chart of body parts 1, 2, or more than 2 ELA 4, 5a, 5b, 5c, 6, 8, 9, 11, 12b, 12c, 14c, 16, 18, 21, 22, 26, 27, 28, 29, 31; M 1, 2, 5, 13; SCI 5, 15, 19	Discussion of ways we are special. *I Like Myself* ELA 4, 6, 8, 9, 11, 14c, 16, 21, 22, 26, 27, 28, 29; M 13; SS 2, 4	*Sometimes I'm Bombaloo* My Feelings Word Grid ELA 4, 5a, 5c, 6, 8, 9, 11, 12b, 14b, 14c, 21, 22, 26, 27, 28, 29; SCI 5	Sight and Sound *My Five Senses* by M. Miller Sound Word Grid ELA 4, 5a, 5d, 6, 8, 9, 11, 14c, 21, 22, 26, 27, 28, 29; SCI 2, 3, 5, 9, 17	Touch, Smell, and Taste *My Five Senses* by Aliki ELA 4, 6, 8, 9, 11, 14c, 21, 22, 26, 27, 28, 29; SCI 1, 2, 3, 15
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Can you sStand on one foot?	Can you hop 3 times?	Can you clap your hands?	Can you hug a friend?	Can you walk backwards?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Here Are My Hands* by Bill Martin, Jr.	*Quick As A Cricket* by Audrey Wood	*All By Myself* by Mercer Mayer	*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.	*The Nose Book* by Al Perkins
Small Group Activities	Eye color graph (alternate offered for less diverse classes) ELA 18, 21, 22, 26, 27, 28, 29, 31; M 1, 2, 5, 12; SCI 2, 3, 5	Self Portrait: "writing" response sheets: ____ is special because ____. ELA 4, 10, 19, 21, 22, 24, 26	What I Like: cutting and gluing pictures for a class book ELA 24; M 11	Patterning Colors: practice copying, extending, and creating AB patterns ELA 24, 31; M 9, 13	Cooking Shape Pizzas: biscuit dough, sauce, cheese, pepperoni ELA 24; M 8; SCI 3, 18
Music and Movement	Rhythmic body movements: hand clapping, thigh slapping, foot stamping				
Field Experiences/ Guest Speakers	Sense walks, guidance counselor, school nurse				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5"></td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot Letters
Letter puzzles</td><td>Gel Board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Recite finger play “I have ten fingers. They all belong to me. I can count them all. Would you like to see?” Count yours then have the student count his/her fingers. Students can also do this with a friend.</td><td>Measurement
Trace one foot from each student onto individual sheets of construction paper. Label with the student’s name and cut out. Have each student compare his/her foot to a friend’s. Select a few of the foot cutouts and have students put the paper footprints in order from the shortest to the longest.</td><td>Geometry
Use an overhead to trace each student’s profile on construction paper then cut out the silhouette. Cut different colors of construction paper into small ½” x ½” squares. Have students identify the shape and glue them to their silhouettes, covering it with squares.</td><td>Data Collection
BLM Graph: Which Hand Do You Use When You Write? Have each student respond to the graph by placing his/her name (write or sticker label) in a column. During a group time/circle time, guide students in interpreting the graph and completing the graph summary sheet.</td><td>Patterning
Have students make simple patterns on paper plates with fruit flavored ring cereal. Let them eat their pattern. As a bonus, have them smell their cereal pieces and guess what flavor it is before they taste it.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24,26, 31
M 6,9,11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
light table and colored translucent materials
thumbprint comparisons
magnifying glasses
<u>sorting materials</u>: rocks, shells, leaves, etc. to sort into baskets
<u>matching activities</u>: textures, sounds, scents,</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">play hot potato with a bean bag or plastic potato from the Dramatic Play center
listening walk</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student made signs and labels** "Me" blocks: Take a full length photo of each student. Cut out the photos and mount on 8.5 x 5.5 inch sheets of cardstock. Laminate the cardstock, cut apart then roll the cardstock to form a 5.5 inch tube, and tape in place. Each tube should have a different student photo on it.); photo blocks of community places Take photos of familiar places in the neighborhood. Print, laminate and attach the photos onto wooden unit blocks with wide clear tape. vehicles	
Manipulative/ **Table Games** ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	counters: babies, colored bears, children for sorting and counting. Provide plastic bowls or laminated sorting mats (paper or cardstock with dividing lines sectioning off areas for sorting) and have students sort/count manipulatives according to their interest and skill level. Ask students to explain their sorting methods by asking questions such as: "Why did you choose to put these bears in this bowl?" "How are they the same?" "How many babies did you put in this bowl?" "Can you count them for me?" Puzzles of children	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs**	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	"Me" collages, finger paints with and without added scents/textures dough with and without added scents; cutters shaped like: people, houses, cars, trees, etc.	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** treasure hunt for plastic coins, beads, toys	**Water:** color mixing ice cubes
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** Sound shakers; bells **Some featured songs:** *Simon Says, If You're Happy and You Know It, Sing a Happy Song* - Greg and Steve I Like You, There's No Doubt About It, Hello, How Are You?, Special Me, If You're Happy, The More We Get Together, Wiggle Them, Couch Potato Pokey - Dr. Jean	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** dress up clothes; fabric lengths of various colors and textures for dressing up; doctors' office Grocery Store
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets; flannel board stories; selected books and recordings related to the study focus; fannel board stories; puppets**; magnetic story pieces; class made book: *We Are Special*
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; stencils; variety of writing tools such as pencils, colored pencils, crayons, markers;** body part word cards; doctor's memo or prescription pads

Whole Group Activities

Whole Group Activity 1: My Body: (GLEs: ELA 4, 5a, 5b, 5c, 6, 8, 9, 11, 12b, 12c, 14c, 16, 18, 21, 22, 26, 27, 28, 29, 31; M 1, 2, 5, 13; SCI 5, 15, 19)

Materials List: chart markers, My Body word grid, *Two Eyes, A Nose, and A Mouth* (book)*; Head, Shoulders, Knees and Toes* and/or *Mother Goonie Bird* (music or lyrics)

Before the lesson create a *word grid* (view literacy strategy descriptions) similar to the one below. Modify your *word grid* to suit the needs and abilities of the class. Draw or use clip art to represent the words in the *word grid*.

	My body has 1:	My body has 2:	My body has more than 2:
Head			
Fingers			
Nose			
Eyes			

Open the lesson with a discussion of the book *Two Eyes, A Nose, and A Mouth*. Point out the illustrations/pictures and explain that the illustrations are the pictures but the text or words are read to tell the story. Ask questions to generate interest in the book:

What do you see on the front of the book?
What do you think this book is about? Why?

Read the title of the story. Ask the class to look at a friend and see that each of us has two eyes, a nose, and a mouth.

Are all our faces the same?
How are they the same?
How are they different?

Read the story, pausing along the way for student comments and questions. Point out the things that are the same and different about each face in the book. Encourage students to look for some of the same features on their classmates faces.

After reading the story, ask students if their predictions about the story were correct. Tell students that we all have many of the same body parts. We only have one of some parts, two of other parts, and more than two of yet other parts. Complete a *word grid* of body parts with students. Ask students to name some parts of our bodies of which we only have one (e.g. head, stomach, neck, back, nose, mouth, chin, forehead, bottom). Lead students to name the body parts of which we have two (arms, legs, feet, hands, ears, eyes, etc.) Finally, ask students to think of which body parts we have more than two (teeth, fingers, toes)

As students name each body part, list it on the *word grid* in the appropriate column. After students have named as many body parts as they can, review the *word grid*. Count how many body parts are in each column. Which column has the most? Which has the least? Close the group time with a body parts song such as *Head, Shoulders, Knees, and Toes* or *Mother Goonie Bird*.

Accommodation: If students seem to be having difficulty naming body parts, provide a model by having a student stand in front of the group and asking leading questions to get them to recognize and name some of the body parts. Teachers may have to name the body part first then lead students to count and identify the body part as being one, two, or more than two. Teachers should be mindful of any students with disabilities such as missing limbs and modify the lesson accordingly.

Whole Group Activity 2: I Am Special: (GLEs: ELA 4, 6, 8, 9, 11, 14c, 16, 21, 22, 26, 27, 28, 29; M 13; SS 2, 4)

Materials List: *I Like Myself* by Karen Beaumont (book)*; Special Me* (music and lyrics from Dr. Jean and Friends CD);

Open with the song: *Special Me*

Special, special, special me
I'm as special as can be.

There is no one quite like me.
I'm as good as I can be.
Special, special, special me.

Encourage students to think of one thing, physical or not, that makes them special. Who is the tallest? Who is the shortest? Who has red hair? Who has glasses? Who has a loose tooth? Who can tie shoelaces? Who can ride a bike? Who can skate?

Introduce the story, *I Like Myself,* a story about a little girl who has lots of things that make her special. Read the story, pausing for student questions and comments. Point out to students that the little girl in the story is proud of herself. How do we know she is proud? What are some of the things she is proud about? What is special about her?

Close with the song: *Special Me*

Accommodation: Some children have difficulty seeing what specific characteristics make them special. You may need to help them by asking guiding questions such as the "Who can…?" and "Who has…?" questions listed above. Sometimes you may need to be very specific ("Who has a new baby sister?") or very general ("Who loves to swing?") in order to ensure that every child seizes on something which makes him/her special.

Whole Group Activity 3: My Feelings: (GLEs – ELA 4, 5a, 5c, 6, 8, 9, 11, 12b, 14b, 14c, 21, 22, 26, 27, 28, 29; SCI 5)

Materials List: *Sometimes I'm Bombaloo* by Rachel Vail (book), word grid chart on chart paper, markers

Open by showing the cover of the book, *Sometimes I'm Bombaloo.* Ask students what they think the book is about. Discuss the feelings they think the little girl is experiencing based on the illustrations. Ask students to show their angry face; sad face; happy face; listening face. Read the story, pausing for brief discussions where appropriate. Ask why the little girl was angry in the story.

Create a *word grid* (view literacy strategy descriptions) by listing emotions across the top and situations down the side. Use clip art or drawings to represent the feelings and situations on the *word grid*.

Feelings:	Happy	Sad	Angry	Scared
Broken toy				
Lost				
Playing with a friend				
Someone pushes in line				

Read each situation in the left hand column of the *word grid* aloud to the students. Ask them to imagine how they would feel. Would they feel happy, sad, angry or scared in that situation? Put an X in the cell under the emotional response the students agree on. Continue this way until all the situations are done and the *word grid* is complete. It is okay to have more than one response to a given situation.

Closure: Review the *word grid* and guide students to the realization that we have many different feelings depending on the situations we are in. Talk about how our behavior affects the feelings of those around us and that we all have feelings.

Whole Group Activity 4: Sight and Sound (GLEs: ELA 4, 5a, 5d, 6, 8, 9, 11, 14c, 21, 22, 26, 27, 28, 29; SCI 2, 3, 5, 9, 17)

Materials List: *My Five Senses* by Margaret Miller (book); hand bell; horn; sheet of paper; Velcro; word grid chart

Preparation:
Make a large *word grid* (view literacy strategy descriptions) similar to the one below. Add a piece of velcro to the grid in the section that says "velcro".

Sound	Loud 	Soft 
Bell 		
Paper 		
Horn 		
Velcro		

Begin with the fingerplay:

I Have So Many Parts to Me
I have two hands to clap with, (*clap*)
One nose with which to smell, (*sniff*)
I have one head to think with, (*tap head*)
Two lungs that work quite well, (*take a deep breath*)

I have two eyes that let me see, (*point to eyes*)
I have two legs that walk. (*walk in place*)

My arms are just right for big hugs, (*hug yourself*)
And my mouth just loves to talk! (*point to mouth*)

Display the front cover of the story. While pointing at the text and moving left to right, read the title and text of the book, *My Five Senses*, to the class. Discuss the ways the children in the book experience their world with their sense. Prompt students to recall and name the five senses from the book.

Ask students to close their eyes and listen. Ask them to identify any sounds they might hear. Ask if the sounds are loud or soft. Discuss and model loud versus soft sounds so that students understand the difference. Use an athletic whistle to represent loud sounds and a feather falling to represent soft sounds. Model a loud voice and a soft voice.

Bring out the sound objects and explain that the students are to listen to the sounds made by each object. Then they are to decide if the object makes a loud sound or a soft sound and tell the teacher so that it can be marked accordingly on the *word grid*. Complete the *word grid* for each item.

Leave the *word grid* and sound items out for students to revisit during centers. Encourage students to find objects in the classroom that make sounds and decide if the sounds are loud or soft.

Whole Group Activity 5: Touch and Smell (GLEs: ELA 4, 6, 8, 9, 11, 14c, 21, 22, 26, 27, 28, 29; SCI 1, 2, 3, 15)

Materials List: *My Five Senses* by Aliki (book); Feely box; objects for the box: small pine cone, sea shell, feather, sand paper; Surprise Sack; something with an easily recognizable scent (chocolate chip cookie, orange, peppermints)

Read the story, *My Five Senses* by Aliki. Review the five senses from the previous day and today's story. Tell students that today they will use their sense of touch to discover what is in the feely box. Only one item should be in the box. Let students take turns reaching into the box then making a guess as to what is in the box. Continue until someone guesses correctly or all students have had a turn. Once someone guesses correctly, replace the object with something else before continuing. Explain that our sense of touch allows us to recognize what is in the box even though we can't see the object.

What about smells? Can we use our sense of smell to know what something is even though we can't see it? Bring out the surprise sack with your choice of aromatic surprise inside. Let students take turns smelling but not looking in the sack. Who can say what is in the surprise sack?

Close with fingerplay:

I Have So Many Parts to Me
I have two hands to clap with, (*clap*)
One nose with which to smell, (*sniff*)
I have one head to think with, (*tap head*)
Two lungs that work quite well, (*take a deep breath*)
I have two eyes that let me see, (*point to eyes*)
I have two legs that walk. (*walk in place*)
My arms are just right for big hugs, (*hug yourself*)
And my mouth just loves to talk! (*point to mouth*)

Small Group Activities

Small Group Activity 1: Eye Color Graph (GLEs: ELA 18, 21, 22, 26, 27, 28, 29, 31; M 1, 2, 5, 12; SCI 2, 3, 5)

Materials List: pre-made poster -"What Color Are Your Eyes?", pre-cut white paper squares (approximately 2" x 2"), tape, crayons (green, gray, blue, brown), hand mirror, *Two Eyes, A Nose, and A Mouth* (book)

Create a graph on posterboard. The title is "What Color Are Your Eyes?" The number of columns should accommodate the variety of eye colors in your class. Possible eye colors may be: green, gray, blue, brown, hazel. Write the color name and put a picture of an eye of that color at the bottom of each column.

Remind students of the story read at whole group, *Two Eyes, A Nose, and A Mouth*. Tell them we are going to look at our eyes and make a graph to see how many students have each color. Pass the hand mirror around the group and help the students name the color of their eyes. Give each student a white paper square. Have each student use the crayons provided to color the paper square to match his/her own eye color. Be sure to label each square with the student's name or allow those who are able to write his/her own name. Assist each student in determining which column is the correct one for his/her eye then have him/her use tape to fasten the colored paper square in the column. Repeat this for each student in the class.

At the next group time (after small groups), guide the students to interpret the graph data. Remind students of the question by reading the graph title. Ask, "How many children have blue eyes?" Then as a group count the number of student posted eyes are in that column. Ask, "Which eye color has more?" Which has less?" "What color eyes do most of the children in our class have?"

Accommodation: If your class is not culturally diverse enough for the eye graphing activity to work, you may choose to graph one of the following:

- Shoe type (laces, Velcro, etc.)
- Sleeves (long, short)
- Top with buttons or without buttons
- Or make up one of your own

Small Group Activity 2: Self Portrait (GLEs: ELA 4, 10, 19, 21, 22, 24, 26)

Materials List: *I Like Myself* by Karen Beaumont (book); white paper (1 sheet per student); crayons and/or colored pencils; mirror

Remind students of the story and discussion from whole group. Tell them that they are going to tell you what is special about them then draw a picture of themselves on the paper you give them. Write the child's name on a sheet of white paper or let the child do this if he/she is able. Prompt the child into telling you what he/she thinks is special about himself/herself then write his/her response on the paper. (e.g. Susie is special because she gives good hugs.) Give the paper to the child and direct him/her to draw a picture of himself/herself. You may need to guide some children by directing them to look at the mirror and draw what they see there. Date each child's paper and place in his/her portfolio.

Accommodation: With some children it may be necessary to ask some leading questions for a response. Some children may not be able to think of something that makes them special so a little teacher guidance may be needed to help them along. Examples: "Can you ride a bike?" "Do you have a pet?" "Do you know how to sing a song?"

Small Group Activity 3: What I Like (GLEs: ELA 24; M 11)

Materials List: 9 x 12 construction paper (one per child and one for the class book cover); scissors, glue, old magazines and/or sales papers

Explain that they are going to make a class book and each person is going to have their own page. Each child will cut out pictures of things he/she likes to glue on his/her page. Be sure to label each child's page with his/her name or have the child do so if he/she is able.

To construct the class book: Create a cover for the book by writing the title: *What We Like by Ms. ___'s Class* on one piece of 9 x 12 construction paper and decorating it with pictures of the students or pictures of things they like. Laminate all the pages, including the book cover page. Bind the pages together.
Ideas for binding:

- Commercial binding machine (may be available at district media center).
- Punch holes and use metal rings.
- Use clear packing tape to bind each page to the next then use one strip of tape to cover the spine of the book.

Accommodations: Some children may need extra help with using scissors. There are some commercially available training scissors that may be used to help. Note which children seem to be struggling with cutting skills and give them extra opportunities to practice using scissors where they don't have to cut out anything in particular. Cutting light weight card stock and construction paper is easier than the lighter weight of magazine paper.

Small Group Activity 4: Color Bear Patterns (GLEs: ELA 24, 31; M 9, 13)

Materials List: colored bear counters; patterning strips (commercial or teacher made)

Provide each child with a bowlful of colored bears and a patterning strip. Talk about the patterns on the bear patterning strips. Model "reading" the strips: "red bear, blue bear, red bear, blue bear." Model copying the pattern with the bear counters. Encourage students to copy the pattern on their own strips. Ask students what they think will come next in the pattern. Encourage students to extend patterns using the bear counters. Always be certain students can copy and extend AB patterns before introducing the idea of more complicated patterns.

Small Group Activity 5: Shape Pizzas (GLEs: ELA 24; M 8; SCI 3, 18)

Materials List: canned biscuits or English muffins (one per child); pizza sauce; pepperoni; sliced cheese; toaster oven; paper plates; plastic spoons; napkins; spatula; aluminum foil

Preparation:
Cut pepperoni into triangle shaped bits
Cut cheese slices into square and rectangle shaped bits

Check student records for any allergies for allowing students to handle or eat food.

Have students wash their hands with soap and water before coming to the small group area. Explain that they are going to make shape pizzas. Label each piece of foil with a student's name before giving students a piece of foil as a work mat and a canned biscuit or English muffin. Have students flatten the biscuit or place the English muffin on their foil. Put a teaspoonful of pizza sauce on each pizza. Encourage students to smell the sauce. Point out that they are using their sense of smell. Give each student a few pepperoni triangles and cheese squares and rectangles to put on top of the sauce. Put the pizzas in the toaster oven and bake until the biscuit is lightly browned. While the pizzas are baking, encourage students to watch (eyes/sight), listen (ears/sound), and smell (nose/scent) the baking pizzas. Put the cooked, hot pizzas on paper plates. Remind students that they are hot (which sense tells us this?) and they need to cool before they can be eaten. Cooled pizzas can be eaten as a snack.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 2: Collect the Self Portraits for portfolios. These will be a benchmark to assess fine motor, language (oral response to the prompt), and name writing skills.

- Small Group Activity 4: Observe students as they copy and extend with bear counters. Document via photos and/or anecdotal records.

Resources

Children's Books

Aliki. *My Five Senses*. ISBN 978-0064450836
Arnold, Tedd. *More Parts.* ISBN 0-439-53102-0
Arnold, Tedd. *Parts.* ISBN 0-439-077725-7
Beaumont, Karen. *I Like Myself.* ISBN 978-0152020132
Bowie, C.W. *Busy Toes.* ISBN 0-439-17874-6
Carle, Eric. *Pancakes, Pancakes!* ISBN 0-590-44453-0
Carle, Eric. *Today Is Monday*. ISBN
Cauley, Lorinda. *Clap Your Hands.* ISBN 0-698-11428-0
Degan, Bruce. *Jamberry.* ISBN 978-0874990270
Ehlert, Lois. *Eating the Alphabet.* ISBN 978-0152009021
Gelman, Rita Golden. *More Spaghetti, I Say!* ISBN 0-590-45783-7
Hines, Anna Grossnickle. *Maybe a Band-aid Will Help.* ISBN 0-525-44561-7
Hoban, Russell. *Bread and Jam for Frances.* ISBN 978-0064430968
Intrater, Roberta. *Two Eyes, A Nose, and A Mouth.* ISBN 978-0439116800
Julius, Jennifer. *I Like Cereal.* ISBN
Julius, Jennifer. *I Like Potatoes.* ISBN 0-516-23059-X
Maccarone, Grace. *My Tooth is About to Fall Out.* ISBN 0-590-48376-5
Martin, Jr., Bill. *Brown Bear, Brown Bear, What Do You See?* ISBN 978-0805082661
Martin, Jr., Bill. *Here Are My Hands.* ISBN 978-0805011685
Marzollo, Jean. *How Kids Grow.* ISBN 0-590-45062-X
Mayer, Mercer. *All By Myself.* ISBN 978-0307119384
Mayer, Mercer. *Just Going To the Dentist.* ISBN 0-307-59873-X
Miller, Margaret. *My Five Senses*. ISBN 978-0689820090
Morris, Ann. *Bread, Bread, Bread.* ISBN 978-0688122751
Perkins, Al. *The Nose Book.* ISBN 978-0375812125
Reys, Margret and H.A. *Curious George and the Pizza.* ISBN 0-395-39033-8
Reys, Margret and H.A. *Curious George Goes to the Dentist.* ISBN 0-395-51938-1
Rh Value Publishing. *Taryn Goes to the Dentist.* ISBN 978-0517561683
Rice, Judith Ann. *Those Icky, Sticky, Smelly, Cavity Causing But… Invisible Germs.* ISBN
Rice, Judith Ann. *Those Mean, No Good, Dirty, Downright Disgusting But… Invisible Germs.* ISBN
Sharmat, Mitchell. *Gregory, the Terrible Eater.* ISBN 0-590-07586-1
Snyder, Inez. *Cranberries.* ISBN 0-156-25548-7
Snyder, Inez. *Oranges.* ISBN 0-516-25545-2

Snyder, Inez. *Tomatoes.* ISBN 0-516-25547-9
Tofts, Hannah. *I Eat Fruit!* ISBN 1-84089-027-4
Tofts, Hannah. *I Eat Vegetables!* ISBN 1-84089-028-2
Traditional. *The Little Red Hen.*
Vail, Rachel. *Sometimes I'm Bombaloo.* ISBN 978-0439669412
Wood, Audrey. *Quick As A Cricket*. ISBN 978-0859531511
Yolen, Jane and Mark Teague. *How Do Dinosaurs Get Well Soon?* ISBN 978-0-545-02739-7
Zoehfeld, Kathleen Weidner. *Pooh Plays Doctor (My Very First Winnie the Pooh).* ISBN 978-0786843411

Recordings/CDs

Dr. Jean Feldman. *All Day Long*
Dr. Jean Feldman. *Dr. Jean and Friends*
Dr. Jean Feldman. *Is Everybody Happy?*
Dr. Jean Feldman. *Silly Songs*
Greg and Steve. *We All Live Together Volume 3*
Raffi. *Singable Songs for the Very Young*
Raffi. *More Singable Songs for the Very Young*
Hap Palmer. *Walter the Amazing Worm*
Jack Hartman. *Follow a Dream*
Jack Hartman. *Word Fiesta*

Unit 2-2: All About Me

Study Focus: Healthy Habits and Nutrition

Study Focus Description: This study focuses on the introduction of basic healthy habits needed for good health and hygiene.

Student Understandings: Students will develop an understanding of the importance of healthy habits and good hygiene through engagement in age appropriate hands on activities. Students will discuss and practice hand washing and good dental hygiene. Students will learn about good nutrition through the exploration of the food pyramid.

Guiding Questions:

1. Can students identify healthy habits?
2. Can students follow correct hand washing procedures?
3. Can students demonstrate correct tooth brushing technique?
4. Can students identify the food pyramid and the categories contained within it?
5. Can students identify healthy foods from each category?



Guiding Vocabulary: healthy habits, germs, soap, cavities, toothpaste, toothbrush, dental floss, hygiene, fruits, vegetables, cereal, grains, dairy, food pyramid, nutrition

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)

ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)

ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)

SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-3	Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-1D-E4)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Hand Washing	**Dental Care**	**Eating Healthy**	**Fruits & Veggies**	**Grains**
Whole Group Activities	Hand Washing: *Those Mean Nasty… Germs Story Chain* ELA 4, 5a, 6, 8, 9, 11, 12a, 13, 14c, 16, 21, 22, 24, 26, 27, 29, 31; M 3, 7	Tooth Brushing: *Those Icky, Sticky… Germs* ELA 4, 5a, 8, 9, 10, 11, 13, 14c, 21, 22, 26, 27, 29; M 6, 7, 10, 13; SS 3, 7	Healthy Foods/Junk Foods *Gregory, the Terrible Eater* Foods *Word Grid* ELA 4, 21, 22, 24, 26, 29, 31; M 9; SCI 5, 9	*Eating the Alphabet* ELA 4, 5a, 5b, 6, 8, 9, 10, 11, 12b, 12c, 22, 26, 27, 29; SCI 1, 3	*Bread, Bread, Bread* ELA 4, 5a, 5b, 6, 8, 9, 10, 11, 12b, 22, 26, 27, 29
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you like apples?	Do you like tomatoes?	Do you like oranges?	Do you like broccoli?	Do you like bananas?
Storytime Suggested alternative story titles are listed in the bibliography ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Pooh Plays Doctor*	*Taryn Goes to the Dentist*	*Bread and Jam for Frances*	*Jamberry*	*The Little Red Hen*
Small Group Activities	Hand Washing Practice *Story chain* ELA 4, 24, 27, 31; M 3, 13	Tooth Brushing Practice ELA 4, 24, 31; M 10; SCI 15, 19	Sort Foods: Healthy or Junk? *Professor Know It All* ELA 4, 14, 21, 22, 28; SCI 1, 2	Patterning: Fruit or veggie kabobs ELA 21, 24, 31; M 3, 11, 13	Bread Tasting Graph ELA 4, 15, 20, 24, 31; M 2, 5, 12; SCI 2, 3, 5
Music and Movement	Introduce washboard, spoons, gourd shakers, and other food related instruments.				
Field Experiences/ Guest Speakers	Cafeteria manager, dental hygienist, doctor or nurse, tour of dental care facility				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5"></td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough Letters
Letter jars</td><td>Dot Letters
Letter puzzles</td><td>Gel Board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations:
Use 10 mini metal foil pie plates and write numbers one to ten on each plate. Draw the corresponding number of dots for each number on the plate. Use fruit counters and have students count items into each plate.</td><td>Measurement:
Measure and weigh real fruits on a balance scale or compare the weight of a real fruit and a plastic fruit of the same type to see which is heavier and which is lighter.</td><td>Geometry:
Demonstrate positional words to students by putting a piece of fruit beside/under/in/over a basket. Then have students demonstrate their understanding by having them place the fruit beside/under/in/over the basket according to teacher direction.</td><td>Data Collection:
BLM: Fruit Counter Graph
Have students sort a collection of fruit counters onto the graph ,then orally respond to the question at the bottom of the graph.</td><td>Patterning:
Have students make simple patterns with fruit counters. Example apple, orange, apple etc.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
real fruits and veggies to sort and examine
toothbrushes and model teeth to brush
food pyramid posters or puzzles
soapy water tub
several soaps with different scents for comparison</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">“gym” area; toss plastic or beanbag “fruits” or “veggies” into a bushel basket
play hot potato using a plastic potato or beanbag</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10,11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student made signs and labels** milk carton and cereal box blocks rectangular blocks with word SOAP written on them to emphasize rectangle shape	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	Band-aid counting game or band-aid matching:Using real band-aids, create counting and matching games: Put an assortment of matched pairs of band-aids on a tray and have students match them up. For counting, students might use a die or spinner then count out the corresponding number of band-aids. fruit/vegetable manipulatives for sorting and counting mats puzzles with foods, tooth brushing, hand washing, hygiene pictures	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/fun-blaster/thanksgiving/games/game_thanksgiving_feast.html?g=arcade/thanksgiving1 http://www.nutritionexplorations.com/kids/activities/challenge.asp?which_game=fueled&came_from=splash http://www.uptoten.com/kids/boowakwala-family-cooking-sweetandsalty.html http://www.haelmedia.com/html/sg_m1_001.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	Fingerpaint; veggie and/or fruit printing; toothbrush painting, bar soap drawing on dark paper, sand gluing	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** plastic fruits and vegetables	**Water:** Which veggies sink or float? soapy water play
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Brush Your Teeth, Bath Time, I Wonder if I'm Growing* - Raffi *A Walking We Will Go, Listen and Move, The Body Rock, Peanut Butter* - Greg and Steve: *Fruit and Vegetable Hokey Pokey, Old MacDonald's Veggie Farm, Water is Important* - The Learning Station:	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** doctors' office grocery Store
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class made books**
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; stencils; variety of writing tools such as pencils, colored pencils, crayons, markers;** shopping lists; food word cards; supermarket sales circulars;

Whole Group Activities

Whole Group Activity 1: Introduction to Hand Washing: (GLEs: ELA 4, 5a, 6, 8, 9, 11, 12a, 13, 14c, 16, 21, 22, 24, 26, 27, 29, 31; M 3, 7)

Materials List: *Those Mean, No Good, Dirty, Downright Disgusting But… Invisible Germs* by Judith Anne Rice (book); hand washing sequence pictures downloaded from http://www.health.state.mn.us/handhygiene/wash/fsgermbuster.pdf; song: *Wash Your Hands*

Prior to the lesson, download the pictures, cut them apart, and laminate for durability.

Introduce the book by showing the front cover and reading the title aloud. Read *Those Mean, No Good, Dirty, Downright Disgusting But… Invisible Germs* to the class. Discuss what Rosa knew and how she got rid of the germs.

Ask students why it is so important to wash our hands. Ask them to think of times when one should always wash hands. List their ideas on chart paper or board. (examples may include: before eating, after toileting, after playing outdoors, after sneezing or coughing in your hand, etc.) Display

the hand washing sequence pictures. Tell students that it's also important to wash hands the correct way and the pictures will help us. Using a *story chain* (view literacy strategy descriptions), have a group of children come to the front of the group with each child holding one picture from the hand washing sequence cards. Guide the class in lining up the students holding the cards in the correct order. Have students orally describe the activity depicted on their respective cards. Repeat the activity as desired or until every child has had a turn holding a card.

Close by singing the Wash Your Hands song. Explain to students that if they sing this song twice while washing, they will have washed long enough to wash all the germs away.

Wash Your Hands
(tune: Row Your Boat)
Wash, wash, wash your hands,
Wash them nice and clean.
Wash them on top,
Wash them on bottom
And fingers in between!

Whole Group Activity 2: Introduction to Tooth Brushing: (GLEs: ELA 4, 5a, 8, 9, 10, 11, 13, 14c, 21, 22, 26, 27, 29; M 6, 7, 10, 13; SS 3, 7)

Materials List: *Those Icky, Sticky, Smelly, Cavity Causing But… Invisible Germs* by Judith Anne Rice (book) ; toothbrush, toothpaste, copy of the tooth brushing poster from
http://www.colgate.com/BrightSmilesBrightFutures/US/EN/Teachers/ProgramMaterials/PDFs/BrushforBrightminiposter.pdf

Introduce the book by showing the front cover and reading the title aloud. Read the story, *Those Icky, Sticky, Smelly, Cavity Causing But… Invisible Germs* to the class. Ask students, "Who has been to a dentist?" Give students time to share their experiences with brushing teeth and the dentist.

Hold up the toothbrush and toothpaste. Ask students to tell you what they know about these things. Refer to the poster to discuss how to correctly brush teeth. Emphasize the importance of taking the time to brush EACH tooth in the front and back so that all the cavity germs are removed. Explain that everyone should brush their teeth at least 2 times every day: every morning before school and every night before going to bed.

Close by teaching students this song while pantomiming brushing teeth:

Brush your Teeth
(tune: Row, Row, Row your Boat)
Brush, brush, brush your teeth.
Brush them everyday.

Up and down, and round and round.
Scrub the germs away.

Note: Many dentists will donate toothbrushes and other materials to be given away to students. Also, there are some nice tooth brushing props available commercially that would enhance this lesson.

Whole Group Activity 3: Healthy Foods or Junk Foods: (GLEs: ELA 4, 21, 22, 24, 26, 29, 31; M 9; SCI 5, 9)

Materials List: *Gregory, the Terrible Eater* (book), food pyramid poster or download one at http://www.familyfoodzone.com/pdf/educators/little-d/G2%20Pstr%208.5x11.pdf , a variety of foods (real or pretend) from each of the five food groups on the pyramid and several foods that would not be represented on the poster (e.g. chips, candy, soft drinks, etc.), photos or drawings of each of the foods used to create a word grid based on the following pattern:

Foods:	Is it a Fruit or a Vegetable?	Is it a Dairy or a Grain?	Is it healthy or unhealthy?
Apple 			
Candy bar 			
Crackers 			
Chips 			
Coke 			
Carrot sticks 			

Prior to the lesson, the teacher should construct a *word grid* (view literacy strategy descriptions) similar to the one above using photos or clip art to represent the foods she/he has chosen for the lesson.

Read the story, *Gregory, the Terrible Eater*, aloud to the class. Talk about how this was a pretend story about eating but in real life people need to eat healthy foods. Display the poster, explaining that for people to grow strong and stay healthy, we must eat healthy foods. The poster shows us what kinds of foods help keep us healthy so we can make better choices when we eat. Talk about how some foods taste good but are not very healthy for us. Ask the students to name some foods they enjoy eating and see if their favorites are on the food pyramid poster.

Show students the selection of foods you have brought and the *word grid*. Explain that they are going to help you decide if the foods you have brought are healthy choices or not healthy choices. They will do this by helping you answer each of the questions on the *word grid*. If they answer yes to any of the first five questions, then the food is a healthy food. If they answer no to all the questions then the food is not a healthy choice. Hold up each food and have the class answer each question on the word grid. Mark the answers by putting a smile face for yes and a frown face for no in each space on the grid. As the students use the grid to help them see which foods are healthy and which are not healthy, sort the foods into separate piles.

To close, ask students to review the *word grid* with you and name all the healthy foods and all the foods that are not healthy according to the answers given on the *word grid*.

Whole Group Activity 4: Eating the Alphabet (Fruits and Vegetables): (GLEs: ELA 4, 5a, 5b, 6, 8, 9, 10, 11, 12b, 12c, 22, 26, 27, 29; SCI 1, 3)

Materials List: *Eating the Alphabet* by Lois Ehlert (book), real apple and carrot that can be cut into bite sized pieces and eaten raw (to be used later for a small group activity), food pyramid poster

Out of sight of the students, put one piece of fruit and one piece of vegetable into a sack. Sing to the tune of I'm a Little Teapot:

What's in the surprise sack?
Who can tell?
Maybe it's a book
Or maybe it's a shell.

What's in the surprise sack?
Who can see?
It's something special
For you and me!

Give clues and encourage students to ask questions that will help them guess what is in the sack. You may want to let students feel and smell the foods in the sack without looking inside. If no one has guessed what is in the sack within about 3 minutes, go ahead and take the foods out to show the children.

Show students the cover of the book, *Eating the Alphabet*. Ask for predictions about the story based on the front cover of the book. Read the story, pausing for questions and comments where appropriate. After reading the story, ask students if the story was what they were expecting. Ask students to think about all the fruits and vegetables in the story and think of one they like to eat.

Call students' attention to the food pyramid poster. Ask them if they recall the poster and what the poster tells us about the foods we eat. Guide students to see the fruits and vegetables sections of the pyramid. Note that the fruits and vegetables sections are both very large parts of the pyramid therefore that means we should eat lots of fruits and veggies because they are very healthy for us.

As a closure, give each student a turn to tell one fruit or vegetable he/she likes to eat.

Whole Group Activity 5: Bread, Bread, Bread (Cereal/Grains): (GLEs: ELA 4, 5a, 5b, 6, 8, 9, 10, 11, 12b, 22, 26, 27, 29)

Materials List: *Bread, Bread, Bread* by Ann Morris (book), a basket with a selection of artificial breads (commercially available), food pyramid poster

Display the basket of artificial breads (these are readily available through several companies that sell dramatic play props). Open a discussion about the breads in the basket. What is each one called? Who has eaten that kind of bread?

Display the book cover. Ask students to describe the picture on the front of the book and what they think the book may be about. Read the book, pausing where appropriate for comments and questions. As you read the book, hold up the corresponding piece of bread from the basket.

After the story, ask students to look at the food pyramid poster and see if they can find breads on it. Point out that breads are at the bottom of the pyramid and hold up the rest of the pyramid, making breads, cereals, and grains a very important part of healthy eating.

Small Group Activities

Small Group Activity 1: Hand Washing Practice (GLEs – ELA 4, 24, 27, 31; M 3, 13)

Materials List: sequence pictures used from story chain activity in whole group; sink with running water; liquid hand soap; paper towels; trash can

Review the *story chain* (view literacy strategy descriptions) from whole group activity #1. Model the hand washing sequence shown in the cards. Emphasize that it's important to take your time when hand washing and that if you quietly sing the hand washing song twice while you are washing, then you have taken the right amount of time. Then, have each student take a turn practicing the hand washing sequence shown in the pictures while singing the hand washing song. Make sure every child in the class practices and understands the correct procedure for hand washing.

Small Group Activity 2: Tooth Brushing Practice (GLEs – ELA 4, 24, 31; M 10; SCI 15, 19)

Materials List: toothbrushes, tooth brushing poster, commercially made tooth brushing practice model (large set of teeth and toothbrush); optional: ask a local dentist to donate plaster molds of teeth.

Recall the story from whole group activity #2 about the importance of brushing your teeth at least 2 times daily. Discuss the correct strokes for proper tooth brushing: circular motions from top gum to bottom gum, backs and tops of the teeth too. Give each child a turn to practice brushing the model teeth (commercial set or plaster models). If your school does daily tooth brushing, this would be the time for each child to actually practice brushing his/her own teeth and following your classroom procedures for this activity.

Small Group Activity 3: Healthy or Junk Food (GLEs – ELA 4, 21, 22, 28; SCI 1, 2)

Materials List: food pyramid poster; pretend and/or real foods; professor know-it-all props (insert link here)

Explain that one child will be *professor know-it-all* (view literacy strategy descriptions) while the rest of the group will ask questions about each of the foods. One or two student(s) wear(s) the "professor" costume props and picks up one of the food items. The other students in the group quiz "professor" about the food item. The teacher should assist students in formulating and asking appropriate questions about the food. Examples:

Is the food a on the food pyramid?
Is the food a fruit?
Is the food a vegetable?
Is the food a dairy food?
Is the food meat?
Is the food a grain food?
Is the food healthy for or is it junk food?

The students who are being "professor" should be encouraged to discuss the question before answering it together. Every child should be given the opportunity to be "professor" at least once.

Note: This activity will be very challenging for young 4 year olds. Teachers should help students come up with appropriate questions. Given lots of opportunities to practice formulating, asking, and answering questions, students will become more capable of doing so on their own.

Small Group Activity 4: Fruit Pattern Kabobs (GLEs – ELA 21, 24, 31; M 3, 11, 13)

Materials List: paper plates; napkins; wooden skewers; apples; bananas; Fruit Kabobs Patterns BLM (one per student in the small group)

Prepare foods by cutting them into approximately 1 inch squares and putting each kind in a separate bowl. Prepare wooden skewers by cutting the length down to about 5 – 6 inches long and blunting the sharp tip by snipping them with scissors. Print and laminate the BLM Fruit Kabob Patterns and cut the pattern strips apart.

Be sure to check for allergies before allowing students to handle or eat foods.

Have each child wash his/her hands before coming to the table. Explain that we make kabobs by pushing the stick through foods so that the pieces of food are all in a row on the stick. Show students how to carefully push the skewer through a piece of fruit or vegetable. Talk about how each student can make his/her own kabob for a snack but they have to follow the pattern.

Display the fruit pattern cards on the table. Using one of the cards and a skewer, model how to copy and extend the pattern on the card with the real fruit pieces to make a fruit kabob.

Give each student a paper plate with a few pieces of fruit and a skewer on it. Guide students as they use the pattern card to copy and extend the pattern to fill up the skewer. Allow students to eat their kabobs! Have students to wash their hands after leaving the activity.

Small Group Activity 5: Bread Tasting Graph (GLEs – ELA 4, 15, 20, 24, 31; M 2, 5, 12; SCI 2, 3, 5)

Materials List: graph (see below); white bread; bagel; croissant; construction paper cut out in the shapes of bread slices, bagels and croissants; tape; What Kind of Bread is Your Favorite? BLM

Check student records for food allergies before allowing students to handle or eat any food items.

Advance preparation:
Make the graph on a piece of poster board or bulletin board paper
Cut out construction paper bread, bagel, and croissant shapes
(enough for each child to be able to choose their favorite for the graph)
Cut up bite sized portions of each type of bread

Have each student wash his/her hands before coming to the small group area. Display the 3 types of bread and the graph. Remind students about the story *Bread, Bread, Bread* and ask them if they remember seeing these 3 kinds of bread in the story. Remind them of the names of the breads and

show them their corresponding pictures/words on the bottom of the graph. Tell students that they are going to taste each kind of bread and decide which one they like the best. Once they decide they can choose a construction paper shape that matches the kind of bread they like best and put it on the graph. Let each student taste and choose their favorite kind of bread. Write each students name on his/her paper bread. Allow those students who are able write their own names. Assist each student in attaching his/her paper bread in the matching column.

At the next group gathering, lead a discussion about the graph. Review the question; count the number of students who chose each kind of bread. Talk about which kind of was chosen by more students and which one was chosen by fewer students. Which column has less markers? Which one has more? Etc. Record findings on the recording form (see BLM appendix)

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Hand washing activity and sequence: Observe and document students sequencing the steps for hand washing. Observe and document students' ability to wash their hands following the directions posted in the hand washing chart.

- Fruit Kabob Patterning: Document students' ability to copy and extend the patterns on the fruit pattern cards.

Resources

Children's Books

Aliki. *My Five Senses*. ISBN 978-0064450836
Arnold, Tedd. *More Parts.* ISBN 0-439-53102-0
Arnold, Tedd. *Parts.* ISBN 0-439-077725-7
Beaumont, Karen. *I Like Myself.* ISBN 978-0152020132
Bowie, C.W. *Busy Toes.* ISBN 0-439-17874-6
Carle, Eric. *Pancakes, Pancakes!* ISBN 0-590-44453-0
Carle, Eric. *Today Is Monday*. ISBN
Cauley, Lorinda. *Clap Your Hands.* ISBN 0-698-11428-0
Degan, Bruce. *Jamberry.* ISBN 978-0874990270
Ehlert, Lois. *Eating the Alphabet.* ISBN 978-0152009021
Gelman, Rita Golden. *More Spaghetti, I Say!* ISBN 0-590-45783-7
Hines, Anna Grossnickle. *Maybe a Band-aid Will Help.* ISBN 0-525-44561-7
Hoban, Russell. *Bread and Jam for Frances.* ISBN 978-0064430968
Intrater, Roberta. *Two Eyes, A Nose, and A Mouth.* ISBN 978-0439116800
Julius, Jennifer. *I Like Cereal.* ISBN
Julius, Jennifer. *I Like Potatoes.* ISBN 0-516-23059-X
Maccarone, Grace. *My Tooth is About to Fall Out.* ISBN 0-590-48376-5
Martin, Jr., Bill. *Brown Bear, Brown Bear, What Do You See?* ISBN 978-0805082661
Martin, Jr., Bill. *Here Are My Hands.* ISBN 978-0805011685
Marzollo, Jean. *How Kids Grow.* ISBN 0-590-45062-X
Mayer, Mercer. *All By Myself.* ISBN 978-0307119384
Mayer, Mercer. *Just Going To the Dentist.* ISBN 0-307-59873-X
Miller, Margaret. *My Five Senses*. ISBN 978-0689820090
Morris, Ann. *Bread, Bread, Bread.* ISBN 978-0688122751
Perkins, Al. *The Nose Book.* ISBN 978-0375812125
Reys, Margret and H.A. *Curious George and the Pizza.* ISBN 0-395-39033-8
Reys, Margret and H.A. *Curious George Goes to the Dentist.* ISBN 0-395-51938-1
Rh Value Publishing. *Taryn Goes to the Dentist.* ISBN 978-0517561683
Rice, Judith Ann. *Those Icky, Sticky, Smelly, Cavity Causing But… Invisible Germs.* ISBN
Rice, Judith Ann. *Those Mean, No Good, Dirty, Downright Disgusting But… Invisible Germs.* ISBN
Sharmat, Mitchell. *Gregory, the Terrible Eater.* ISBN 0-590-07586-1
Snyder, Inez. *Cranberries.* ISBN 0-156-25548-7
Snyder, Inez. *Oranges.* ISBN 0-516-25545-2

Snyder, Inez. *Tomatoes.* ISBN 0-516-25547-9
Tofts, Hannah. *I Eat Fruit!* ISBN 1-84089-027-4
Tofts, Hannah. *I Eat Vegetables!* ISBN 1-84089-028-2
Traditional. *The Little Red Hen.*
Vail, Rachel. *Sometimes I'm Bombaloo.* ISBN 978-0439669412
Wood, Audrey. *Quick As A Cricket*. ISBN 978-0859531511
Yolen, Jane and Mark Teague. *How Do Dinosaurs Get Well Soon?* ISBN 978-0-545-02739-7
Zoehfeld, Kathleen Weidner. *Pooh Plays Doctor (My Very First Winnie the Pooh).* ISBN 978-0786843411

Recordings/CDs

Raffi. *Singable Songs for the Very Young.*
Greg and Steve. *Playing Favorites*
Greg and Steve. *We All Live Together Volume 1*
Greg and Steve. *We All Live Together Volume 3*
Greg and Steve. *We All Live Together Volume 4*
Greg and Steve. *We All Live Together Volume 5*
Greg and Steve. *Kids in Motion*
Johnette Downing. *Music Time*

Website Resources

http://www.health.state.mn.us/handhygiene/wash/fsgermbuster.pdf
http://www.colgate.com/BrightSmilesBrightFutures/US/EN/Teachers/ProgramMaterials/PDFs/BrushforBrightminiposter.pdf
http://www.familyfoodzone.com/pdf/educators/little-d/G2%20Pstr%208.5x11.pdf

Unit 3: Fall

Study Focus: Harvest

Study Focus Description: This study focuses on the season of fall and things that change or happen in the environment during this time of the year.

Student Understandings: Students will develop an understanding that the weather changes each season of the year and with these weather changes there are changes in the environment.

Guiding Questions:

1. Can students understand that the weather changes?
2. Can students understand what a season of the year is?
3. Can students understand that when the weather changes that the seasons of the year change?
4. Can students understand that the environment changes?
5. Can students understand the different stages of plant growth?



Guiding Vocabulary: fall, autumn, spring, summer, seasons, weather, leaves, apples, pumpkins, seed, vine, tree, seed, sprout, plant, squirrels, acorns, harvest

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)

ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)

ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)

SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-12	Determine whether one object weighs more or less than another by using a pan balance (PK-CS-I4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	What is Fall?	**Pumpkins**	**Apples**	**Squirrels**	**Eating Apples**
Whole Group Activities	Fall/Harvest Brainstorm ELA 8, 9, 10, 12b, 12c, 16	Leaf Size Sorting ELA 24, 29; M 5, 9	Apples and Pumpkins ELA 5a, 5b, 5c, 24, 27, 29; M 3, 13; SCI 3	Fall Nature Hunt ELA 22; SCI 1, 2, 3, 20, 24, 26	Apple Tree Activity M 2, 4
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you ever raked leaves?	Do you prefer red or yellow leaves?	Do you prefer apples or pumpkins?	Have you ever seen a squirrel at school?	Do apples grow on trees?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Clifford's First Autumn* by Norman Bridwell	*It's Pumpkin Time* by Zoe Hall	*Picking Apples and Pumpkins* by Amy and Richard Hutchings	*Gray Squirrel at Pacific Avenue* by Gerri Harrington	*Apples, Apples, Apples* by Nancy Wallace
Small Group Activities	Leaf Exploration M 1, 9, 12; SCI 9	Pumpkin Story Chain ELA 5a, 5b, 8, 9, 12a, 12b, 12c, 23, 24; SCI 20, 24	Counting Apple Seeds ELA 29; M 2, 4	Fall Learning Log ELA 3a, 15, 16, 17, 18, 19, 20, 22	Tasting Party ELA 15, 16, 20, 31; M 1, 5, 12; SCI 2, 3
Music and Movement	*Way Down Yonder in the Apple Orchard* ELA 1d, 24, 27, 29	*Here We Go 'Round the Apple Tree* ELA 1d, 24, 27, 29	*I Like Pumpkins* ELA 1d, 24, 27, 29	*Leaf Dancing* ELA 24, 27, 29; SCI 15	*Did You Ever See a Pumpkin?* ELA 1d, 24, 27, 29
Field Experiences/ Guest Speakers	Visit a garden; visit a pumpkin patch; nature field trip				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5"></td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough Letters
Letter jars</td><td>Dot Letters
Letter puzzles</td><td>Gel Board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Cut out 10 pumpkin shapes and write numbers 1 to 10 and corresponding number words on each pumpkin. Have students use real pumpkin seeds to count out on each pumpkin.</td><td>Measurement
Have students estimate how big around a pumpkin is by cutting a length of string they think will go around it. Have them test their estimate by using the string to measure the pumpkin and see how close they are to the actual measurement. Graph the lengths of string.</td><td>Geometry
Cut out different geometric shapes from construction paper. Have students stuff a small brown paper lunch bag with newspaper. Tie green curling ribbon around bag about one inch from the top. Have students paint the bag orange and glue the shapes on to make jack-o-lantern face.</td><td>Data Collection
BLM Graph:
After tasting the apples, which one did you like the best?</td><td>Patterning
Have students use small apples and miniature pumpkins to copy, extend or create simple patterns.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 20, 22, 23, 24, 25
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study,
pumpkin vines, stems to weigh/measure with a pan balance, real apples for comparisons, a variety of nuts in a shell, pine cones, pine straw, color water mixing, look at leaves with flashlight,
non-fiction books about fall and harvest, writing tools</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">plastic rakes, plastic hoes, garden gloves, a wagon, bale of hay, and a wheelbarrow, pumpkin patch with fences: small, medium, large pumpkins, signs for pumpkin patch</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student made signs and labels** plastic trees and leaves, pumpkins and apples, farm set and farmer	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	Matching game - Using cutouts, diecuts, clipart, or boardmaker write numerals 1-10 for matching game. Apple game- Tree cards with numerals 1-10 on them and red pom-poms to be used as apples. Place pom-poms on tree to match numeral on the card. Pumpkin vine game- Use a long piece of string or raffia to simulate a vine. Cut out pumpkins with the numerals 1-10 on them. Have the students place the pumpkins in numerical order on the pumpkin vine.	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/fun-blaster/thanksgiving/games/game_fall_fever.html http://www.bbc.co.uk/cbeebies/autumnwatch/game/	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	apple prints, leaf printing, leaf sunlight prints: Place a real or fabric leaf on a piece of construction paper –not fadeless—outside in the sun. Return later in the day to see the print. fingerpaint pumpkin shapes using orange paint, cookie cutter pumpkin prints	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** plastic pumpkins and apples, rake, hoe	**Water:** plastic apples for floating; plastic pumpkins, plastic or fabric leaves
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** Orange scarves, classical music, **Some featured songs:** *The Four Seasons* by Vivaldi *Apples and Bananas; Oats and Beans and Barley Grow* -Raffi. *Follow Me to the Apple Tree, We Start the Season of Fall, Rockin' into October, Four* Seasons -Jack Hartman	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Farm Prop Box: farmer hat, bandanas, overalls, flannel shirt, jacket, sweater, sweat pants, football jersey, cheerleader outfit, pom poms, plastic fruits and vegetables	

Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class made books** gardening magazines and catalogs, *Farmer's Almanac*, homemade scarecrow, stuffed or cloth pumpkins
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; stencils; variety of writing tools such as: pencils, colored pencils, crayons, markers** sord cards - apple, pumpkin, harvest, Fall, Autumn stamps and stencils of the above

Whole Group Activities

Whole Group Activity 1: Fall Harvest Brainstorm (GLEs: ELA 8, 9, 10, 12b, 12c, 16)

Materials List: *When Autumn Comes* by Robert Maass (book), chart paper, marker

Introduce Fall/Harvest as a season of the year when there is a weather change. Spring and summer plantings mature and are ready to harvest. Follow a modified *DR-TA* strategy (view literacy strategy descriptions): Show the book cover and discuss the title of the text. Ask students to predict what the story might be about. Read *When Autumn Comes*, pausing where appropriate for comments and questions and to check students' predictions. After the read aloud, ask students if their predictions were correct. Discuss the activities and events that are addressed in the book, e.g., autumn, weather changes.

Accommodations: None needed

Whole Group Activity 2: Leaf Size Sorting (GLEs: ELA 24, 29; M 5, 9)

Materials List: collage or paper leaves in small, medium, large sizes; construction paper cut to size and labeled as 'small', 'medium', and 'large',

Tell students that the day's lesson will be about the size of different leaves. Lead a discussion on the various sizes of leaves, types of leaves, and their origins. Give each student a handful of leaves of various sizes. Have each student sort his/her collection according to size. Have each student

place his/her leaves underneath the appropriate construction paper template, e.g., small, medium, large. Ask students to identify which category has "more leaves", "less leaves", or "fewer leaves".

Accommodations: Assist students who have difficulty with the sorting and placement of leaves. Consider allowing half of the students to participate while the other half observes and then switch groups.

Whole Group Activity 3: Apples and Pumpkins (GLEs: ELA 5a, 5b, 5c, 24, 27, 29; M 3, 13; SCI 3)

Materials List: *Apples and Pumpkins* by Anne Rockwell (book), a variety of real apples and pumpkins, apple chart, pumpkin chart, marker, paper apples, paper pumpkins

Display a variety of real apples and pumpkins. Encourage students to touch, explore, and discuss them. Tell students, "Today, we are going to learn about apples and pumpkins and where they grow." Hold up the book and read the title on the cover. Point to the words in the title, explaining that the text is the part that is read, while the illustrations are the pictures of the story. Read *Apples and Pumpkins* aloud. Give each student a paper apple or paper pumpkin. Have students holding a paper apple form one group and those holding a paper pumpkin form another group. Explain what an "A/B" pattern is to the students. Tell students, "We are going to form an "A/B" pattern with our apples and pumpkins. When I call your name, stand where I place you in our line. I will ask an 'apple' to stand next to a 'pumpkin', the another 'apple' next to that 'pumpkin', and so on until all of you are in a straight line. When we are finished, we will have an "A/B" pattern . . . in other words, an apple next to a pumpkin, apple-pumpkin, apple-pumpkin, and so on. When we do that, what will we have?" The students should respond, "An A/B pattern!" Ask, "Who is first in the pattern? And, who is last in the pattern?" They should respond, "Apple is first, pumpkin is last". Finally, ask students to identify the name of the student who is holding the first apple and the name of the student holding the last pumpkin.

Accommodations: Assist students who have difficulty forming groups; standing in line; not being 'first' or 'last'; understanding the concept of "A/B" pattern; identifying 'first' and 'last' in the pattern.

Whole Group Activity 4: Fall Nature Hunt (GLEs: ELA 22; SCI 1, 2, 3, 20, 24, 26)

Materials List: nature collection bags labeled with students' names (one per student)

Tell students, "Today, we are going outside to look at nature so we can learn about the seasonal change to Fall." Once outside, circulate with and encourage students to walk around and observe nature's way of changing seasons, e.g., leaves, bugs, plants, the sky and clouds, weather changes. Tell students to put nature items such as the examples listed in their collection bags so they can be shared with the class later during small group.

Accommodations: Assist students in what to look for; encourage students to share what they find with others as they explore the area.

Whole Group Activity 5: Apple Tree Activity (GLEs: M 2, 4)

Materials List: number cards numbered 1-5

While saying the following rhyme, show a specific number card, have students say the number in the appropriate place in the rhyme. Alternate the rhymes and change the numbers each time by showing different number cards, until all numbered cards have been shown. Repeat as needed. Place the number cards in the music center for the students continued use.

Way up high in the apple tree,
_____ little apples smiled down at me.
I shook that tree as hard as I could,
And down fell those apples.
Ummm, they were good.

Way down low on the pumpkin vine,
_____ little pumpkins smiled up at me.
I pulled that vine as hard as I could,
And off plopped those pumpkins.
Ummm, they were good.

Accommodations: None needed

Music and Movement Activities

Activity 1: Way Down Yonder in the Apple Orchard (GLEs: ELA 1d, 24, 27, 29)

Materials List: none

Tell students to role play the actions directed by the song.
(tune: "Paw-paw Patch")
Pick up an apple, put it in the basket,
Pick up an apple, put it in the basket,
Pick up an apple, put it in the basket,
Way down yonder in the apple orchard.

Accommodations: None needed

Activity 2: Here We Go 'Round the Apple Tree (GLEs: ELA 1d, 24, 27, 29)

Materials List: none

Instruct students to hold hands and walk in a clockwise direction as they sing the song. One student will be selected to begin the song as he or she stands in the middle of the circle. He or she will act out the song's instructions. When the song has been completed, the student in the middle of the circle will choose another student to lead the activity. Repeat the process until all students have had a chance to lead.

(tune: "Mulberry Bush")
Here we go 'round the apple tree, the apple tree, the apple tree.
Here we go 'round the apple tree, _____ will you go and pick one for me?

Accommodations: Assist students who have difficulty walking in the correct direction in an orderly fashion or in choosing the next student to lead.

Activity 3: I Like Pumpkins (GLEs: ELA 1d, 24, 27, 29)

Materials List: none

Lead students in singing the song. Add motions to the activity as indicated by the verses of the song, e.g., making a circle with arms outstretched in front simulating the dimensions of a pumpkin ("I like pumpkins"), hand held palms up in front ("cooked in a pie" or "in pumpkin bread"), using hands and arm motion to cool one's face ("hot and salty").

(tune: "Fre're Jacques)
I like pumpkins, I like pumpkins,
In a pie, in a pie,
Big and orange pumpkins, big and orange pumpkins,
Cooked in a pie, cooked in a pie.

I like pumpkins, I like pumpkins,
In pumpkin bread, in pumpkin bread,
Big and orange pumpkins, big and orange pumpkins,
In pumpkin bread, in pumpkin bread.

I like pumpkin seeds, I like pumpkin seeds,

Hot and salty, hot and salty,
From big and orange pumpkins, from big and orange pumpkins,
Pumpkin seeds, pumpkin seeds.

Accommodations: None needed

Activity 4: Leaf Dancing (GLEs: ELA 24, 27, 29; SCI 15)

Materials List: scarves or tissue paper leaves, boom box/CD player, CD of classical music (preferably Vivaldi's *The Four Seasons)*

Distribute one scarf or one tissue paper leaf to each student. Play a piece of classical music from Vivaldi's *The Four Seasons* while students dance and create movement patterns of their choosing in time with the music, using the scarves/leaves as a prop.

Accommodations: Encourage students who are shy and do not feel comfortable 'dancing' in front of others; assist students who get carried away with their movements and present safety or classroom management concerns.

Activity 5: Did You Ever See a Pumpkin? (GLEs: ELA 1d, 24, 27, 29)

Materials List: cut-outs of pumpkins as depicted in the song (e.g., big, little, bumpy, flat, tall, short, yellow, orange), magnetic tape (to be placed on the back of the cut-outs), magnetic board

Distribute the pumpkin cut-outs to the students. When the description matching the pumpkin cut-out is mentioned in the song, the student holding that pumpkin will place his/her magnetized cut-out on the magnetic board. Repeat the process until all students have had an opportunity to put a pumpkin on the board. Place the magnetic cut-outs in the Music Center for continued use.

(tune: "Did You Ever See a Lassie?")
Did you ever see a pumpkin, a pumpkin, a pumpkin?
Did you ever see a pumpkin way down in the patch?
There are big ones and little ones.
There are bumpy ones and flat ones.
Did you ever see a pumpkin way down in the patch?

Did you ever see a pumpkin, a pumpkin, a pumpkin?
Did you ever see a pumpkin way down in the patch?
There are tall ones and short ones.

There are yellow ones and orange ones.
Did you ever see a pumpkin way down in the patch?

Accommodations: Assist students who have difficulty recognizing the description of their cut-out pumpkin.

Small Group Activities

Small Group Activity 1: Leaf Exploration (GLEs: M 1, 9, 12; SCI 9)

Materials List: fabric or real leaves, chart paper or poster board, marker

Display a variety of fabric or real leaves. Encourage students to explore the leaves and discuss their colors and shapes. Have students sort the leaves into piles by specified attributes, e.g., color and shape. When completed, have students count the leaves. Assist students in making a tally chart to show how many leaves are in each category.

Accommodations: Assist students that need help with counting.

Small Group Activity 2: Pumpkin Story Chain (GLEs: ELA 5a, 5b, 8, 9, 12a, 12b, 12c, 23, 24; SCI 20, 24)

Materials List: *Pumpkin, Pumpkin* by Jeanne Titherington (book), BLM pictures of pumpkin cycle/growth sequence for each child

Prior to the lesson, prepare the pictures of pumpkin cycle/growth sequence

Show the book *Pumpkin, Pumpkin*, by Jeanne Titherington. Discuss the cover and the title. Have the students predict what the story will be about. Read the book. Discuss the story and the sequence of the pumpkin cycle. Using the BLM pumpkin growth sequence pictures, have students put the pictures of the growth cycle of the pumpkin in sequential order to create a s*tory chain* (view literacy strategy descriptions). A story chain is an activity where students sequence the events of a book. In this story chain, the students use pictures of the pumpkin growth cycle which they place in order from beginning to end and orally describe what is happening in each stage of the growth cycle. Ask students if their predictions about the story were correct.

Accommodations: Assist students who have difficulty sequencing the pumpkin lifecycle. Consider giving every child a sequencing pictures.

Small Group Activity 3: Counting Apple Seeds (GLEs: ELA 29; M 2, 4)

Materials List: apple die-cuts, black pom-pom balls, number cards numbered 1-5

Give each student an apple cut-out and a handful of black pom-poms balls. Tell students, "The pom-poms will be used as the "apple seeds in our counting activity. We are going to play a game to find out how many seeds are in your apple." Display the cards 1-5 in random order, one at a time, and state each number as the card is shown. Have students count out pom-poms to correspond with the displayed number card and place them on their apples.

Accommodations: Assist students that have trouble counting pom-poms.

Small Group Activity 4: Fall Learning Log (GLEs: ELA 3a, 15, 16, 17, 18, 19, 20, 22)

Materials List: white paper (one per student), crayons, markers

Review the Fall Nature Hunt activity (refer to Whole Group Activity 4) with students. Give each student a piece of white paper to create a *learning log* (view literacy strategy descriptions). Have students draw/write about something they did on the Nature Hunt. (whole group activity 4). Ask each student to describe his/her paper and record his/her words on the *learning log* page. Collect and bind the *learning log* pages together to create a class-made book. Place in the Book or Science Center.

Accommodations: Assist students that have difficulty remembering their previous experience, drawing depictions of their experience, or writing their name.

Small Group Activity 5: Tasting Party (GLEs: ELA 15, 16, 20, 31; M 1, 5, 12; SCI 2, 3)

Materials List: apples of each kind available (ex.: golden, delicious, gala, Granny Smith, etc.), knife, cutting board, paper plates, wet wipes, word grid

Display the various types of apples and identify each by name. Encourage students to explore the apples using their five senses. Wash the apples prior to cutting them into sections. Invite students to taste the different apples. Encourage students to think about how the apple tastes: crunchy, sweet, tart, soft. Invite students to discuss how the apples taste and the textures of the apples. Introduce students to the *word grid* (view literacy strategy descriptions). Explain to students that we will go through the *word grid*, writing "yes" or "no" according to characteristics of the apples. Upon completion of the *word grid*, discuss the characteristics of each apple type.

	Crunchy	Sweet	Tart	Soft
 Delicious				
 Gala				
 Granny Smith				

Accommodations: Assist students who have difficulty identifying the types of apples, identifying the one they like the best, understanding the concepts of crunchy, soft, sweet, and tart, or waiting for their turn.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 4: Document students' work samples of the Fall Learning Log page.
- Small Group Activity 5: Document students' name writing and apple choice during the small group activity.

Resources

Children's Books

Aylesworth, Jim. *One Crow: A Counting Rhyme*, ISBN: 0-673-81697-4
Bridwell, Norman. *Clifford's First Autumn*.0-592-34130-8
Bridwell, Norman. *The Big Leaf Pile*. ISBN 0-439-21357-6
Cowley, Joy. *The Pumpkin*, ISBN: 1-55911-187-9
Craig, Janet. *Max and Maggie in Autumn*, ISBN 10: 0816733481
Cutting, Jillian. *Fall*, ISBN: 0-7802-6404-5
Ehlert, Lois. *Nuts to You!*, ISBN: 0-440-83093-1
Faulkner, Megan and Adam Krawesky. *A Day at the Pumpkin Patch*, ISBN 13: 978-0-439-90010-2
Faulkner, Megan and Adam Krawesky. *A Day at the Apple Orchard*, ISBN: 0-439-95713-3
Fowler, Allan. *It's a Fruit, It's a Vegetable, It's a Pumpkin.* ISBN: 0-5164609-39-0
Franco, Betsy. *Fresh Fall Leaves*, ISBN: 0-590-27363-9
Gaines, Isabel. *Pooh's Pumpkin*, ISBN: 0-7868-4304-7
Gibbons, Gail. *The Seasons of Arnold's Apple Tree*, ISBN: 0-590-62155-6
Greydanus, Rose. *Changing Seasons*, ISBN: 0-8167-1478-9
Hall, Zoe. *It's Pumpkin Time*, ISBN: 0-590-47840-0
Hall, Zoe. *The Apple Pie Tree.* ISBN 0-590-62383-4
Harrington, Gerri. *Gray Squirrel at Pacific Avenue*, ISBN: 1-56899-115-0
Hutchings, Amy and Richard. *Picking Apples and Pumpkins*, ISBN: 0-590-484567
Johnson, Hannah. *From Seed to Pumpkin*, ISBN: 0-688-41644-6
Keeler, Renee. *Our Pumpkin.* ISBN 1-57471-002-8
Maass, Robert. *When Autumn Comes*, ISBN: 0-590-96825-4
Marzollo, Jean. *I Am a Seed*, ISBN: 0-590-26586-5
McNamara, Margaret. *The Pumpkin Patch.* ISBN: 0-439-57751-9
Metzger, Steve. *The Biggest Leaf Pile,* ISBN 10: 0439556570

Metzger, Steve. *We're Going on a Leaf Hunt,* ISBN: 0-439-55657-0
Moffatt, Judith. *The Pumpkin Man*, ISBN: 0-590-62865-3
Packard, Mary. *Fall Leaves*, ISBN: 0-439-09911-0
Robbins, Ken. *Pumpkins*, ISBN 10: 0-312-37141-1
Robbins, Ken. *Autumn Leaves*, ISBN: 0-590-29879-8
Robbins, Ken. *Seeds*. ISBN: 0-689-85041-7
Rockwell, Anne. *Apples and Pumpkins*, ISBN: 0-590-45191-X
Senisi, Ellen. *Fall Changes*, ISBN 0-439-24094-8
Sherrow, Victoria. *Chipmunk at Hollow Tree Lane*, ISBN: 0-590-84498-9
Slawson, Michele. *Apple Picking Time*, ISBN: 0-517-88575-1
Smith, Jerry. *I Like Pumpkins*, ISBN: 0-439-52110-6
Thompson, Gare. *Changing Colors*, ISBN: 0-8172-8226-2
Titherington, Jeanne. *Pumpkin Pumpkin*, ISBN: 0-590-42871-3
Wallace, Nancy. *Apples, Apples, Apples*, ISBN: 0-439-27461-3
Wallace, Nancy. *Leaves, Leaves, Leaves*, ISBN 10: 0761453792
Walsh, Rita. *Fall Colors*, ISBN: 0-8167-4281-2
Wildsmith, Brian. *Squirrels*, ISBN: 0-590-20440-8

Recordings/CD's

Hartman, Jack. *Rhythms and Rhymes.*
Raffi. *Baby Beluga*,
Raffi. *One Light, One Sun.*
Vivaldi, Antonio. *The Four Seasons.*

Unit 4-1: Animal Habitats

Study Focus: Pets (week 1 of 2)

Study Focus Description: The focus of this study is to introduce students to pets and pet care.

Student Understandings: Students will develop an understanding of the role of pets and the kinds of animals people usually have as pets. Students will understand that veterinarians provide medical care for animals. Students will understand that pets have special needs and must be cared for by humans.

Guiding Questions:

1. Can students name a variety of animals often kept as pets?
2. Can students identify a veterinarian as an animal doctor?
3. Can students identify the basic needs of all pets?
4. Can students understand which animals are better suited as pets?



Guiding Vocabulary: pet, tame, animal shelter, veterinarian, vaccination, cage, collar, leash, crate, perch, mammal, domestic, fur, feathers, whiskers, groom, pets, dog, puppy, cat, kitten, bird

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)

ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK-LL-R2) (ELA-7-E1)
ELA - 13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)

ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)

SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-3	Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-1D-E4)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday, today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Pets	**Veterinarians**	**Dogs**	**Cats**	**Birds**
Whole Group Activities	Graphic Organizer (brainstorming) ELA 4,16,18, 21, 24, 26, 27, 29; M 13; SCI 24	Show and Tell KWL Chart ELA 4, 21, 22, 26, 29; SS 3	Discussion and Story ELA 4,16,18,21,22, 26, 27, 29; M 13; SCI 24	Graphic Organizer ELA 4,16,18,21,22, 26, 27, 29; M 13; SCI 24	Graphic Organizer ELA 4,16,18,21,22, 26, 27, 29; M 13; SCI 24
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you have a pet?	Would you like to be a veterinarian?	Do you like dogs?	Do you like cats?	Do you like birds?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*These Are My Pets* by Mercer Mayer	*I Was Walking Down the Road* by Sarah Barchas	*Let's Get a Pup said Kate* by Bob Graham	*Ginger* by Charlotte Voake	*Oh The Pets You Can Get!* by Tish Rabe
Small Group Activities	Class Book Learning Log:What pet would you get? ELA 4,16,19,21,22,26	Pet Counting Stories ELA 23,24; M 1,2,4	Puppy Paw Biscuits ELA 23,24	Pet Patterns ELA 23,24; M 13	What's Missing Game ELA 21,23,24
Music and Movement	Animal movements to music: fly, crawl, swim, creep, slither, etc.				
Field Experiences/ Guest Speakers	After checking for allergies and any school/district policies regarding animal visitors in the school, invite students to bring pets to visit; bring in/borrow pets to come visit; Humane Society representative; veterinarian or vet assistant; visit a local pet store				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can You Find the Letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough Letters
Letter jars</td><td>Dot Letters
Letter puzzles</td><td>Gel Board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
BLM: Dog House Counting. Draw doghouse shapes on clear cups with permanent marker. Use large tongue depressors and draw dogs on them. Use number cube (dice) to determine how many dogs go in each house.</td><td>Measurement
Use several dog or cat leashes and have students compare them. Talk about what size animal they think would need each leash. Have students compare and order the leashes from longest to shortest.</td><td>Geometry
BLM: Triangle Cat Geometry
Give each student a 5 x7 brown mailer envelope and different sized triangles cut out of paper. Encourage students to make a triangle cat. Students can put their hands inside the envelope to make a puppet. Have students help triangle cat find other triangles in the classroom.</td><td>Data Collection
BLM: What kind of pet would you buy at a pet store?</td><td>Patterning
Make a pattern with real dog biscuits then have students copy and extend the pattern.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 5,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
compare pet types: bird, reptile, mammal, amphibian
weigh pet kibble with pan or balance scales</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">Dog Bone Hot Potato Game
Duck, Duck, Goose variations such as Puppy, Puppy, Dog</td></tr>
</table>

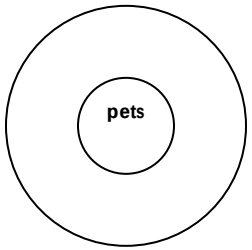
Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9, 16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** pet animal figures, pictures of pets, magazines such as Dog Fancy, etc.	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4,5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	animal counters and mats for sorting/counting small dog biscuits and tongs for sorting/counting into pet food dishes match and order dog biscuits from smallest to largest pet food cans in various sizes and shapes to match and order from smallest to largest pet leashes and/or collars to compare sizes and lengths	
Computer ELA 30	**a variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/formula-fusion/pets/games/index.html http://www.akc.org/pdfs/public_education/agility_obstacles.pdf http://www.petoftheday.com/ http://www.sesameworkshop.org/sesamestreet/games/flash.php?contentId=11230208	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	Pet-shaped sponge prints; feather painting; paw print stamps	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** bird seed with scoops and bowls	**Water:** plastic fish, turtles, and frogs can be added
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Tiny Tim the Turtle, Baby Fish, BINGO, Three Little Kittens, I Had a* Bird – Dr. Jean	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Pet Store or Vets Office add pet care props and stuffed animals to house center pet care magazines and sales ads from pet shops pictures of pets; signs from pet shops
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** class-made book: What Pet Would You Get? pet care magazines and sales ads from pet shops
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; stencils; variety of writing tools, such as pencils, colored pencils, crayons, markers** sales ads from pet stores pet word cards,

Whole Group Activities

Whole Group Activity 1: Pets Circle Map (GLEs: ELA 3a, 3b, 4, 16, 18, 21, 24, 26, 27, 29; M 13; SCI 24)

Materials List: large circle graphic organizer drawn on chart paper, chart markers, toy microphone or other object for students to pass around the circle; poem: *What the Animals Say*



Open group with the following poem:

What the Animals Say
Little pup, little pup
What do you say?
"Woof, woof, woof!
Let's go and play."

Kittycat, kittycat,
How about you?
"Meow, meow, meow!
And I purr, too."

Pretty bird, pretty bird
Have you a song?
"Tweet, tweet, tweet!
The whole day long."

Write the word Pets in the center circle of the *graphic organizer* (view literacy strategy descriptions). Relate a personal story about pets. Ask students to show a thumbs up if they have a pet or a thumbs down if they do not have a pet. Ask students to tell you what they know about pets. Write student responses inside the large outer circle of the circle map.

Close by having the students sit in a circle. Ask students to take turns passing a toy microphone, wand, baton, or other object to designate the current speaker. As each child gets the microphone or other object, he/she should tell the class what kind of pet he/she has. If a child has no pet, then ask that child what kind of pet he/she would like to have.

Accommodations: None needed

Whole Group Activity 2: Veterinarian (GLEs: ELA 4, 21, 22, 26, 29; SS 3)

Materials List: photo pictures of a veterinarian; a doctor's kit with items such as a stethoscope, needle free syringe, gauze bandaging, plastic thermometer, otoscope (tool doctors use to see inside ears & noses); lab coat or white men's shirt, chart paper, markers

Wear the lab coat or a large white men's shirt to group time and bring the doctor's kit. Ask the students who they think you are pretending to be. Give hints and guide students to realize that you are pretending to be a doctor for animals. Ask if any of them know the special name given to doctors for animals. Create a KWL *graphic organizer* (view literacy strategy descriptions) by writing the word "veterinarian" on the board or chart tablet. Encourage students to say the word. Ask students to recall a time when they may have gone with a pet to visit a veterinarian and allow time for students to share brief stories. As students share what they know about veterinarians, write their knowledge on the *KWL* chart.

Show students the doctor's kit. Ask if anyone knows what it is and what might be inside. Give students time to share their ideas. One by one, pull out each object in the bag and lead a short discussion about what the item is called and what it is used for with a pet. Be sure to discuss the importance of keeping a pet immunized so it will be healthy. As the materials are discussed and information about veterinarians is shared, write down student

questions/wonders on the *KWL* chart. Tell students that you are writing down their questions or "I wonders…" so that their questions can be answered later and when they learn something new about veterinarians, they should share that new knowledge so that it can be added to the *KWL Chart.*

Explain to students that these props will be included in the veterinarian's office center during center time. Review with students the procedures for how the materials are to be used in this center and procedures for ensuring that each student will have a turn to use the center.

Accommodations: None needed

Whole Group Activity 3: Dogs (GLEs: ELA 4, 16, 18, 21, 22, 26, 27, 29; M 13; SCI 24)

Materials List: *McDuff Moves In* (book), pictures of several kinds of dogs; dog care products such as leash, collar, brush, chew toy, dog food, treats, bed (substitute pictures of dog care products where actual objects are not available); *I Had a Dog* (poem)

Open group with *I Had a Dog:*

I had a dog and his name was Dandy.
His tail was long and his legs were bandy.
His eyes were brown and his coat was sandy.
The best in the world was my dog Dandy.

Display the pictures and dog care items. Ask students what they think they are going to be talking about today. Lead a class discussion around the items: what they are called, their uses, etc. Look at the pictures and ask students to notice the many kinds of dogs. Point out differences such as size, color, and fur type. Ask students what is the same about all the dogs (e.g., 4 legs, furry, nose, ears, teeth).

Display the front cover of the book, *McDuff Moves In,* and ask students what they think the story is about. Read the title, author's name and illustrator's name aloud. Read the story, pausing where appropriate for questions and comments about the story and/or illustrations. At the end of the story, ask students if the story was what they expected it to be about. Where do they think McDuff came from? How did McDuff get his name? Was the story sad or happy? Why?

End the lesson by explaining that the dog care products and pictures will be on display during center time.

Accommodations: None needed

Whole Group Activity 4: Cats Bubble Map (GLEs: ELA 4, 16, 18, 21, 22, 26, 27, 29; M 13; SCI 24)

Materials List: bubble map graphic organizer; chart markers; pictures of several kinds of cats; cat care products such as collar, brush, toy, cat food, treats, bed (substitute pictures of cat care products where actual objects are not available); *Three Little Kittens* (poem)

Open with *Three Little Kittens:*

Three little kittens lost their mittens;
And they began to cry,
"Oh, mother dear, we very much fear
Our mittens we have lost."

"What! Lost your mittens, you naughty kittens!"
Then you shall have no pie."
"Mee-ow, mee-ow, mee-ow."
"No, you shall have no pie."

The three little kittens they found their mittens;
And they began to cry,
"Oh, mother dear, see here, see here!
Our mittens we have found."

"What! Found your mittens! You good little kittens,
Now you shall have some pie."
"Purr, purr, purr, purr,
Yes, you shall have some pie."

Display the pictures and cat care items. Ask students what they think they are going to be talking about today. Lead a class discussion around the items: what they are called, their uses, etc. Look at the pictures and ask students to notice the many kinds of cats. Point out differences such as size, color, and fur type. Ask students what is the same about all the cats (e.g. 4 legs, furry, nose, ears, teeth).

Write the word Cat in the center circle of the *graphic organizer* (view literacy strategy descriptions). Ask students to tell about what cats look like, act like, and feel like to complete the bubble map. Encourage students to use describing words such as soft, purrs, sharp claws, etc. to describe cats. Write students' descriptive words in the bubbles surrounding the center bubble of the bubble map. To close, review the completed *graphic organizer* with students. Post the *graphic organizer* and invite students to return to it later to add newly learned information (use a different color marker for new information).

Accommodations: None needed

Whole Group Activity 5: Bird Circle Map (GLEs: ELA 3a, 3b, 4, 16, 18, 21, 22, 26, 27, 29; M 13; SCI 24)

Materials List: circle map graphic organizer; chart markers; pictures of several kinds of birds commonly kept as pets; bird care products such as cage, toy, food, treats (substitute pictures of bird care products where actual objects are not available); *Two Little Blackbirds* (song from CD Fingerplays and Footplays by Kimbo)

Open with the song/finger play *Two Little Blackbirds*

Two little black birds (hold up index finger of each hand)
Sitting on a hill
One named Jack. (hold right hand/finger forward)
And the other named Jill. (hold left hand/finger forward)
Fly away, Jack. (wiggle right finger and place behind your back)
Fly away Jill. (wiggle left finger and place behind your back)
Come back, Jack. (bring right hand back)
Come back, Jill. (bring left hand back)
Two little blackbirds sitting on a hill.

Display the pictures and bird care items. Ask students what they think they are going to be talking about today. Lead a class discussion around the items: what they are called, their uses, etc. Look at the pictures and ask students to notice the many kinds of birds. Point out differences such as size, color, and feathers. Ask students what is the same about all the birds (e.g. 2 legs, feathers, beak, wings).

Write the word Bird in the center circle of the *graphic organizer* (view literacy strategy descriptions). Ask students to tell everything they know about pet birds and write their words in the outer circle of the circle map. To close, review the completed *graphic organizer* with students. Post the *graphic organizer* and invite students to return to it later to add newly learned information (use a different color marker for new information).

Accommodations: None needed

Small Group Activities

Small Group Activity 1: Class Book Learning Log: What pet would you get? (GLEs: ELA 4, 16, 19, 21, 22, 26)

Materials List: writing/drawing tools such as colored pencils, markers, or crayons; What pet would you get? BLM: Book Cover BLM

Put out an assortment of crayons, markers, and/or colored pencils for students to use. Duplicate the What pet would you get? BLM for each student in the class. Using this BLM as a *learning log* (view literacy strategy descriptions), have students come to you individually and answer the question, "What pet would you get?" Write each student's name and response in the appropriate spaces on the *learning log*. Have each student draw a picture of the pet he/she chose in the space provided. Keep everyone's paper and bind them together in a class book to place in the library center.

Accommodations: Assist students with fine motor difficulties by providing easier-to-use writing/drawing utensils such as markers. Guide students to identify a pet through questions and comments about what kinds of animals they would like.

Small Group Activity 2: Pet counting stories (GLEs: ELA 23, 24; M 1, 2, 4)

Materials List: Pet Counting Mats BLM, dog and cat counters, number cards 1 – 10

Give each student a counting mat and up to 10 dog and cat counters. Hold up a number card and direct students to count out that number of pets onto the counting mat. For example, say: "This is the number 3. Put 3 pets in your yard." Check each student's counting mat for the correct number of pet counters. Have students clear their mats and continue this activity with numbers 1 – 10.

Accommodate varying skill levels by adjusting the difficulty level. For example:

- Focus on numbers 1 – 5 for students who need more practice counting 1 – 5 objects.
- Add number cards 11 – 20 for more advanced students.
- Hold up the cards without saying the number for number recognition practice.
- For students who are ready, incorporate simple "putting together" and "taking away" stories. For example:
    - Billy had 5 pets in his yard. One pet went into the house. How many pets are still in the yard?
    - Sally had 3 pets in her yard. Two more pets came to play. How many pets are in her yard now?

Accommodations: Note accommodations listed above

Small Group Activity 3: Puppy Paw Biscuits (GLEs: ELA 23, 24)

Materials List: refrigerator biscuit dough, baking sheets, non-stick aluminum foil, access to an oven that has been pre-heated according the biscuit packaging

Have students wash hands before coming to the center. Give each student a piece of foil with an uncooked biscuit on top. Demonstrate to students how to make a fist with the middle knuckle a bit higher than the other knuckles. Then show them how to press their knuckles into the biscuit dough to make a puppy print. Move the foil with the puppy print dough onto a baking sheet. Repeat this procedure with each student, then bake the biscuits as directed on the packaging. Serve the biscuits for snacks.

Accommodations: Check for allergies

Small Group Activity 4: Pet Patterns (GLEs: ELA 23, 24; M 13)

Materials List: Pet Pattern Strips BLM, dog and cat counters

Invite students to match, copy, extend and create patterns with the Pet Pattern Strips BLM and pet counters.

Accommodations: Have students match and copy the patterns on the strips before introducing the idea of extending or creating patterns

Small Group Activity 5: What's Missing?(GLEs: ELA 12, 21, 23, 24)

Materials List: large tray or cookie sheet; an assortment of pet-related objects such as collar, toy, treat, leash, small food dish, small toy pet animals, etc.; cloth

Begin by placing five or fewer pet-related objects on the tray and cover it with a cloth. Tell students they are going to play a memory game called *What's Missing?* Remove the cloth from the tray and let them see what's underneath. Then cover the tray, remove something, and let students figure out what's missing. Play the game as directed. If it seems too easy, add more items to the tray. If it seems too difficult, decrease the number of items on the tray.

Accommodations: None needed

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 2: Pet Counting – observe and document student skills in counting objects 1 – 10.

- Small Group Activity 4: Patterning – observe and document students' ability to copy and extend AB patterns.

Resources

Children's Books

Arnosky, Jim. *All About Frogs.* ISBN 978-0590481649
Barchas, Sarah E. *I Was Walking Down the Road.* ISBN 0-590-10137-4
Bourgeois, Paulette. *Franklin Wants A Pet.* ISBN 0-590-48915-1
Chessen, Betsey. *Pet Care.* ISBN 0-439-04589-4
DK Books. *See How They Grow: Mouse*. ISBN 0-525-67357-1
DK Books. *See How They Grow: Rabbit.* ISBN 0-525-67356-3
Eastman, P.D. *Go, Dog. Go!* ISBN 0-375-87521-2
Ehlert, Lois. *Top Cat.* ISBN 0-15-202425-5
Gag, Wanda. *Millions of Cats.* ISBN 0-590-40612-4
Graham, Bob. *Let's Get a Pup said Kate.* ISBN 076362536-1
Keats, Ezra Jack. *Pet Show!* ISBN 0-689-71159-X
Keats, Ezra Jack. *Whistle for Willie.* ISBN 0-439-11423-3
Keller, Holly. *A Bed Full of Cats.* ISBN 0-15-202262-7
King-Smith, Dick. *I Love Guinea Pigs!*. ISBN 0-76-36-1435-1
Mayer, Mercer. *These Are My Pets.* ISBN 0-307-11664-6
Mazer, Anne. *The Salamander Room.* ISBN 0-679-87134-9
Moore, Inga. *Six-Dinner Sid.* ISBN 0-671-79613-5
O'Donnell, Elizabeth Lee. *I Can't Get My Turtle to Move.* ISBN 978-0688073237
Palmer, Helen. *A Fish Out of Water*. ISBN 978-0394800233
Rabe, Tish. *Oh The Pets You Can Get!*. ISBN 0-375-82278-X
Schenk de Regniers, Beatrice. *So Many Cats!* ISBN 0-89919-700-0
Scruton, Clive. *Where Are Mary's Pets?* ISBN 0-7636-0760-6
Voake, Charlotte. *Ginger.* ISBN 0-7636-0788-6
Wells, Rosemary. *McDuff Moves In.* ISBN 0-590-03225-9
Wells, Rosemary. *McDuff Comes Home.* ISBN 0-590-64755-5
Wells, Rosemary. *McDuff and the Baby.* ISBN 0-7868-2258-9

Recordings/CDs

Dr. Jean Sings Silly Songs
Dr. Jean's Nursery Rhymes and Good Ol' Times
Dr. Jean and Friends

Unit 4-1 : Animal Habitats

Study Focus: Pets (week 2 of 2)

Study Focus Description: The focus of this study is to continue introduction of the variety of pets available and the needs of those pets.

Student Understandings: Students will have an expanded understanding of the kinds of animals often kept as pets. Students will understand that all pets need special care to keep them healthy and happy.

Guiding Questions:

1. Can students identify a variety of animals often kept as pets?
2. Can students name some of the special needs of specific pets?
3. Can students identify the characteristics of animals kept as pets?
4. Can students understand that pets require people to care for them?



Guiding Vocabulary: pets, fish, lizard, snake, hamster, guinea pig, gerbil, turtle, frog, tank, heat lamp, bedding, reptile, mammal, cage

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)

ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)

SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Fish	**Lizards and Snakes**	**Small mammals**	**Turtles & Frogs**	**Pet Show**
Whole Group Activities	SQPL ELA 21,22,26,27,29; SCI 23,24	Compare and Discuss ELA 21,22,26; SCI 24	Hamsters Guinea pigs Rabbits Word Grid ELA 16,18,21,22,26 ,27,29; SCI 3,24	Show and Tell *Pet Frog* by Robin Nelson ELA 4,6,8,9,10,21,22, 26,27; M 1, 13; SCI 3,22,24	Students bring real or pretend pets ELA 21,22,26,29; SCI 1
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Would you like a pet fish?	Would you hold a snake?	Would you hold a hamster?	Would you hold a frog?	Would you hold a turtle?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*A Fish Out of Water* by Helen Palmer	*The Salamander Room*	*I Like Guinea Pigs!*	*I Can't Get My Turtle to Move!*	*Pet Show*
Small Group Activities	Fish Counting Stories ELA 23,24; M 1,2,4	Measuring length ELA 23,24; M 1,2,6; SCI 4	Carrot Snacks ELA 21,22,23,24,26; M 6; SCI 21,24	Pets: *Professor Know It All* ELA 21,22,26,27,29; SCI 2,24	Sort pets ELA 24; M 1,2,5,9
Music and Movement	Animal movements to music: crawl, swim, hop, etc.				
Field Experiences/ Guest Speakers	Invite students to bring pets to visit Bring in/Borrow pets to come visit Humane Society Representative Veterinarian or Vet. Assistant Visit a local pet store				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can You Find the Letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough Letters
Letter jars</td><td>Dot Letters
Letter puzzles</td><td>Gel Board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Use dog biscuits to count into the cups from BLM Dog House Counting (week 1).</td><td>Measurement
Using several dog or cat leashes and collars, have students compare them and talk about what size animal they think each collar or leash fits.</td><td>Geometry
Use plastic pet animals and hide them in various places in the classroom. Have students go on a pet hunt and report where they found them using positional words such as under the block shelf, inside the basket, etc.</td><td>Data Collection
BLM Graph: What animal do you have or would you like to have for a pet?</td><td>Patterning
Have students use plastic pet animals to copy, extend, or create a pattern. If plastic pets are not available use Turtle/Frog BLM.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
a class pet or borrowed pet such as a hamster, gerbil, guinea pig, fish, etc.
snake skin
pet foods such as kibble, rabbit food, bird seed, etc., to examine and compare</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">animal movements</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9, 16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** small mammal mazes: Model for students how to use unit blocks to create pathways, mazes, and enclosures for a small mammal pet such as a guinea pig and encourage students to create their own,	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	fish counters/aquarium counting mats: Students use a die or spinner to determine the number of fish to count onto a single mat. A set of mats can be programmed with numerals 1 – 10 with students counting out the matching number of fish onto the appropriate mat lizard and snake counters: use in the same ways as fish counters. frog and turtle counters: use in the same way as fish counters. measuring snakes: use rulers to measure the lengths of plastic snakes; compare a variety of snake lengths to one another	
Computer ELA 30	**a variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/formula-fusion/pets/games/index.html http://www.akc.org/pdfs/public_education/agility_obstacles.pdf http://www.petoftheday.com/ http://www.sesameworkshop.org/sesamestreet/games/flash.php?contentId=11230208	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	"snake" painting with plastic snakes fish prints	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand**: lizards and snakes in sand add bowls or buckets for "catching" them	**Water**: fish, frogs, and turtles add small hand nets for "catching" them
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Tiny Tim the Turtle*, *Baby Fish*, *BINGO*, *Three Little Kittens*, *I Had a Bird* – Dr. Jean	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** pet props in House Center Pet Store or Veterinarian Office pet magazines such as Dog Fancy, Cat World, etc.
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** class-made book: What Pet Would You Get? pet magazines such as Dog Fancy, Cat World, etc.
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; stencils; variety of writing tools, such as pencils, colored pencils, crayons, markers** sales ads from pet stores pet word cards

W**hole Group Activities**

Whole Group Activity 1: Fish Show & Tell (GLEs: ELA 21, 22, 26, 27, 29; SCI 23, 24)

Materials List: real pet fish, if possible, or pictures of fish in aquariums; chart paper, markers, *I Know How to Care for Fish* (song)

Open with the song: *I Know How to Care for Fish*
(tune: *Mary Had a Little Lamb)*

I know how to care for fish,
Care for fish, care for fish.

I know how to care for fish.
I feed them once a day!

I know how to care for fish,
Care for fish, care for fish.

I know how to care for fish.
I keep their water clean!

Display the fish (or pictures). Using a modified *SQPL strategy* (view literacy strategy descriptions), write: "Fish make good pets." on the chart paper, reading the statement aloud as it is written. Ask students what they can tell you about keeping fish as pets. Write down student statements and questions on the chart paper, using one color for statements of knowledge and another color for questions. Guide discussion with questions such as:

- What kind of homes do fish need?
- What do we feed pet fish?
- What special things to fish owners have to do for their pets?
- Why do people like to keep fish for pets?

Tell students that they can return to the chart paper to add more information about fish as pets as they learn more. Close with the song.

Accommodations: None needed

Whole Group Activity 2: Lizards and Snakes (GLEs: ELA 21, 22, 26; SCI 24)

Materials List: a live pet lizard or snake, if possible, or pictures of pet lizards and snakes in the habitats pet owners provided (alternate material: book *The Salamander Room*)

If possible, bring in a real reptile pet for students to observe. Exotics are probably not a familiar pet to most students so most of the information regarding this type of pet will be from the teacher or pet owner. Petco and other pet stores may be a good source of information and/or field experiences that would allow students some first-hand experiences with exotic pets such as lizards and snakes. Lead students in a discussion of what kinds of foods the animal(s) might eat, what kind of home they need, what they feel like and look like, how they move, etc.

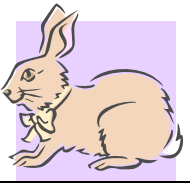
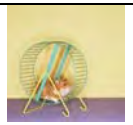
If a live pet snake or lizard is not available, read the story *The Salamander Room* and discuss the changes that happened in the story.

Accommodations: None needed

Whole Group Activity 3: Small Mammals: Hamsters, Guinea Pigs, Rabbits, Gerbils, Rats, Ferrets, etc. (GLEs: ELA 16, 18, 21, 22, 26, 27, 29; SCI 3, 24)

Materials List: one or more small mammal pet and/or pictures of these types of pets; word grid; marker; *Do You Have a Guinea Pig?*(song)

Prior to the lesson, create a *word grid* (view literacy strategy descriptions) similar to the example:

	Gerbil 	Hamster 	Guinea Pig 	Mouse 	Rabbit 
Cage 					
Wheel 					
Vegetables 					
Hay 					
Seeds 					

Open with the song *Do You Have a Guinea Pig?*
(Tune: *Do You Know the Muffin Man?)*

Oh, do you have a guinea pig? Guinea pig? Guinea pig?
Oh, do you have a guinea pig? That lives inside a cage?

Oh, do you have a hamster? A hamster? A hamster?
Oh, do you have a hamster? That runs inside a wheel?

Display the small mammal pet you brought to class and pictures of other small mammal pets. Lead a discussion with the children about how all these pets are similar with similar needs. Complete the *word grid* of small mammals and their needs. Discuss features such as the pet's need for an appropriate home and how a pet owner would make a home for the pet. Discuss the pet's need for the right kind of food and what might happen if the pet wasn't well fed. Ask students how a new pet owner might find out how to take good care of their pet.

Close with the song, perhaps adding one or more verses about some of the other small mammal pets. (e.g. rabbit: that loves to eat carrots or gerbil: that chews lots and lots)

Accommodations: None needed

Whole Group Activity 4: Turtles and Frogs (GLEs: ELA 4, 6, 8, 9, 10, 21, 22, 26, 27; M 1, 13; SCI 3, 22, 24)

Materials List: a live turtle and a live frog; *There Once Was a Turtle* (fingerplay), *Five Green and Speckled Frogs* (song): *Pet Frog* (book) by Robin Nelson

Open with the finger play: *There Once Was a Turtle*

There was a little turtle. (make a fist)
He lived in a box. (draw a square in the air)
He swam in a puddle. (pretend to swim)
He climbed on the rocks. (pretend to climb)
He snapped at a mosquito. (snap)
He snapped at a flea. (snap)
He snapped at a minnow. (snap)

And he snapped at me. (snap)
He caught the mosquito. (clap)
He caught the flea. (clap)
He caught the minnow. (clap)
But he didn't catch me. (wave index finger to say no-no)

Display the live turtle and frog. Give students an opportunity to see them, then lead a discussion:

- Do you think these animals would make good pets? Why? Why not?
- What do each of them need to be healthy and happy?
- What would the pet owner need to know to keep a turtle or a frog as a pet?
-

Read the book, *Pet Frog*, to the class. Did the book answer any of their questions? Did they learn more about keeping a frog as a pet?

Close with song: *Five Green and Speckled Frogs*

Five green and speckled frogs,
Sat on a speckled log,
Eating some most delicious bugs!
Yum! Yum!
One jumped into the pool
Where it was nice and cool.
Then there were four green speckled frogs!
Croak! Croak!

Repeat the countdown to "no green speckled frogs" as the last phrase of the last verse.

Accommodations: None needed

Whole Group Activity 5: Pet Show (GLEs: ELA 21, 22, 26, 29; SCI 1)

Materials List: stuffed animal pets brought to school by students (request in advance of lesson)

Have extra stuffed animal pets on hand for those who forget to bring one. Have each student sit in the circle with his/her pet in his/her lap. Have them take turns telling the class about his/her pet. Encourage students to listen respectfully and take turns talking about their pets. Prompt students to raise their hands and ask questions to get more information about the pet. Questions may include:

- What is your pet?
- Does your pet have a name?
- Where does your pet sleep?
- If your pet was real, what would he eat?

Accommodations: This activity may need to be divided into several smaller segments of time to allow all students to participate yet keep the length of the group time session to an appropriate amount of time (i.e., two or three 15 minute segments of time rather than one 30 – 45 minute group time).

Small Group Activities

Small Group Activity 1: Fish Counting Stories (GLEs: ELA 23, 24; M 1, 2, 4)

Materials List: plastic fish counters, Aquarium BLM, number cards 1 - 10

Invite students to come count fish counters on the aquarium counting mats. Hold up the number card as you tell students how many fish to put on the mat. To make it more challenging, hold up the card without saying the number orally. Observe and document students' counting abilities during this activity.

Accommodations: Adapt to individual student needs by adjusting the numerals and skill level

Small Group Activity 2: Measuring Length (GLEs: ELA 23, 24; M 1, 2, 6; SCI 4)

Materials List: plastic lizards and snakes of varying lengths, Snake and Lizard Measuring BLM, linking cubes or 1 inch cubes

Invite students to use the linking or 1 inch cubes to measure the plastic snakes and lizards. Guide student work with questions such as:

- How many cubes long is that snake?
- Which is longer, the snake or the lizard?
- Which is shorter?

After students have had some practice with measuring the toy lizards and snakes, ask them to measure the ones on the blackline master. Continue to ask guiding questions and encourage students to measure objects with the cubes. Observe and document students' ability to understand measurement.

Accommodations: None needed

Small Group Activity 3: Carrot Snacks (GLEs: ELA 21, 22, 23, 24, 26; M 6; SCI 21, 24)

Materials List: vegetable peelers, serrated safety knives, teacher knife, cutting board, whole carrots, ranch dressing or other veggie dip, small disposable plates

Before allowing students to handle food items, check for allergies. Have students wash hands before coming to the area. Demonstrate how to use the vegetable peelers and safety knives. Safety knives are the same kinds of knives that are often sold with pumpkin carving kits. They have dull, serrated edges that will not cut skin. Have students peel, rinse and cut the carrots into sections. The teacher may need to quarter or halve larger carrots for the students. Allow students to snack on the carrot sticks. Serve with ranch dressing or veggie dip of your choice, if desired.

As students are working on the carrots, mention that carrots are vegetables often eaten by small mammals such as rabbits, guinea pigs, and hamsters. Encourage informal conversation among the students as they work on the carrots.

Accommodations: Check for food allergies and adjust where necessary

Small Group Activity 4: Pets Professor Know-It-All (GLEs: ELA 21, 22, 26, 27, 29; SCI 2, 24)

Materials List: pet pictures, Professor Know-It-All hat

Show the students each pet picture. Lead each small group to come up with 2 or 3 questions to ask *professor know-it-all* (view literacy strategy descriptions) about each pet. Put the pet cards face down. One student puts on the *professor's* hat and draws a pet card. The *professor* holds up the pet card so that the other students can see it. The other students ask the *professor* the agreed-upon questions; then the *professor* answers the questions about that pet. Play continues in this way until all the students have had a turn to ask questions and to be the *professor*. Observe and document students' questioning skills and students' ability to orally answer questions.

Accommodations: None needed

Small Group Activity 5: Sort Pets (GLEs: ELA 24; M 1, 2, 5, 9)

Materials List: stuffed animal pets students brought from home

Invite students to sort the stuffed animal pets according to the following characteristics:

- Large and small
- Dogs, cats, and other animals
- Colors: black, brown, white, etc.

Encourage students to come up with their own sorting characteristics and sort the animals accordingly. After each sorting, have students count how many animals are in each set of animals. Discuss which set has more, less, fewer, the same, etc.

Accommodations: None needed

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 2: Measuring length – observe and document student skills in using nonstandard units of measurement and understanding of longer and shorter.

- Small Group Activity 4: Professor Know-It-All - observe and document student skills in formulating and asking questions.

Resources

Children's Books

Arnosky, Jim. *All About Frogs.* ISBN 978-0590481649
Barchas, Sarah E. *I Was Walking Down the Road.* ISBN 0-590-10137-4
Bourgeois, Paulette. *Franklin Wants A Pet.* ISBN 0-590-48915-1
Chessen, Betsey. *Pet Care.* ISBN 0-439-04589-4
DK Books. *See How They Grow: Mouse*. ISBN 0-525-67357-1
DK Books. *See How They Grow: Rabbit.* ISBN 0-525-67356-3
Eastman, P.D. *Go, Dog. Go!* ISBN 0-375-87521-2
Ehlert, Lois. *Top Cat.* ISBN 0-15-202425-5
Gag, Wanda. *Millions of Cats.* ISBN 0-590-40612-4
Graham, Bob. *Let's Get a Pup said Kate.* ISBN 076362536-1
Keats, Ezra Jack. *Pet Show!* ISBN 0-689-71159-X
Keats, Ezra Jack. *Whistle for Willie.* ISBN 0-439-11423-3
Keller, Holly. *A Bed Full of Cats.* ISBN 0-15-202262-7
King-Smith, Dick. *I Love Guinea Pigs!*. ISBN 0-76-36-1435-1
Mayer, Mercer. *These Are My Pets.* ISBN 0-307-11664-6
Mazer, Anne. *The Salamander Room.* ISBN 0-679-87134-9
Moore, Inga. *Six-Dinner Sid.* ISBN 0-671-79613-5
O'Donnell, Elizabeth Lee. *I Can't Get My Turtle to Move.* ISBN 978-0688073237
Palmer, Helen. *A Fish Out of Water*. ISBN 978-0394800233
Rabe, Tish. *Oh The Pets You Can Get!*. ISBN 0-375-82278-X
Schenk de Regniers, Beatrice. *So Many Cats!* ISBN 0-89919-700-0
Scruton, Clive. *Where Are Mary's Pets?* ISBN 0-7636-0760-6
Voake, Charlotte. *Ginger.* ISBN 0-7636-0788-6
Wells, Rosemary. *McDuff Moves In.* ISBN 0-590-03225-9
Wells, Rosemary. *McDuff Comes Home.* ISBN 0-590-64755-5
Wells, Rosemary. *McDuff and the Baby.* ISBN 0-7868-2258-9

Recordings/CDs

Dr. Jean Sings Silly Songs
Dr. Jean's Nursery Rhymes and Good Ol' Times
Dr. Jean and Friends

Unit 4-2: Animal Habitats

Study Focus: Farm (week 1 of 2)

Study Focus Description: The focus of this study is to introduce students to farm animals, farmers, and farm life.

Student Understandings: Students will understand that some animals live on farms. Students will recognize that farm workers take care of the animals on the farm. Students will understand that farm animals produce products used by people.

Guiding Questions:

1. Can students identify a farm environment?
2. Can students identify what happens on a farm?
3. Can students identify different varieties of farm animals?
4. Can students identify the characteristics of farm animals?
5. Can students identify some of the products produced on farms?



Guiding Vocabulary: farm, farmer, barn, crop, field, fence, gate, tractor, harvest, silo, bale, plow, produce, veterinarian, farm animals (e.g., horse, cow, chicken, rooster, duck, pig, sheep, etc.)

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)

ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)

ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)

SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday, today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Introduction to Farm	**Farm Implements**	**The Farmer**	**What Farmers Grow**	**Farm Products**
Whole Group Activities	Farm Brainstorm ELA 3 ,4, 10, 16, 22, 24, 28	Farm Riddle Game ELA 22, 23, 24, 27; SCI 2	Farmer in the Dell ELA 16; M 1, 3; SS 4	Farmer Grows the Corn ELA 24, 26, 27, 29; M 13; SCI 1, 3, 23	Egg Relay Game ELA 3, 23, 24, 29; M 2
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you ever been on a farm?	Have you ever ridden on a tractor?	Do you know a farmer?	Do you like corn?	Have you ever eaten scrambled eggs?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Farming* by Gail Gibbons	*Big Red Barn* by Margaret Wise Brown	*On A Farm* by Susan Canizares & Betsy Waugh	*Cock-a-Doodle –Doo* by Venice Shone	*Milk Makers* by Gail Gibbons
Small Group Activities	Types of Farms ELA 4, 5, 7, 8, 9, 14c, 16, 22; SCI 2, 9, 20, 22	Tractor Trouble *DR-TA* ELA 4, 6, 9, 11, 12b, 12c, 18, 26; SCI 16	Dramatize *Farmer and the Beet* *Story Chain* ELA 6, 7, 8, 9, 12a, 13, 23, 24; M 3	Seed Planting ELA 23, 24; SCI 1, 3, 8, 20, 23	A Dairy Tasting Party *Learning Log* ELA 5, 8, 12, 15, 17, 19, 20, 21; SCI 3, 6, 22; SS 2
Music and Movement	gourd shakers; milk carton shakers; juice bottle shakers – fill with cut-up Mardi Gras beads, cover with a piece of cloth and secure with a rubber band				
Experiences/ Guest Speakers	a farmer and/or gardener; a veterinarian; field trip to a farm				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Use plastic farm animals, toy barn, and die. Have students roll die, count the dots and put that number of plastic farm animals in the barn.</td><td>Measurement
Use real horseshoes in different sizes and have students compare sizes of horseshoes. Have them stack them one on top of the other from largest on the bottom to smallest on top or line them up from left to right smallest to largest.</td><td>Geometry
Have students sort large and small plastic farm animals.</td><td>Data Collection
BLM Graph: Prepare small glasses of plain milk, strawberry flavored milk and chocolate flavored milk for each child to taste. Then graph responses on BLM What flavor of milk do you like?</td><td>Patterning
Have students use milk jug caps in different colors to copy, extend, or create patterns.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
a variety of real fruits and vegetables to sort, weigh, measure and examine
seeds and seed packets to match and sort
photographs of farm animals
potting soil and sand for comparison in containers
scale to weigh fruits and vegetables
measuring tape,
mud and grass
a real horseshoe</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">*Hot Potato* Game;
Duck, Duck, Goose
Farmer in the Dell,
egg relay game using a plastic egg and a spoon
farm animal movements: gallop like a horse; waddle like a duck; sway like a cow; wallow like a pig, etc.
horseshoe game</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** plastic farm animals; a barn; a farmer; a tractor w/ tools; popsicle sticks for fences, corrals, and barns; blue felt or laminated paper for a water source	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11 SCI 9 SS 4	farm puzzles, plastic farm animals for sorting vegetable lotto game: create lotto boards and cards by gluing clip art or pictures of vegetables onto cardstock, laminate for durability "Momma-to-baby" animal match game using commercially available cards or make it by gluing pictures of farm animals and their young to cardstock farm bingo and farm lotto can be made with pictures and cardstock or purchased from a commercial vendor farm plastic or rubber with a counting mat for animal counters: have students use die, spinners, or numeral cards to determine how many animals to count into a bowl or have students use commercially available patterning cards to copy and extend patterns eggs to egg carton counting 1-12 *Mr. Potato Head* people or games plastic horses with numbered paper red barns for 1-10 counting 3 little pigs props - 3 plastic pigs, *Legos*® for brick house, sticks for the stick house, and broom straw pieces for straw house for story retelling	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs.** http://www.moomilk.com/index.html http://www.agclassroom.org/kids/tours.htm http://www.snaithprimary.eril.net/fodd4.htm	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	farm collage using pictures and clip art of farm-related things such as implements, animals, produce, buildings vegetable prints milk blowing - pour a little bit of milk on construction paper. Have each child use his/her own drinking straw and blow the milk around the paper making a milk design corn cob prints animal stencils and stickers Kraft sticks for barns and fences mud painting, feather painting, cotton ball prints, eggshell collage	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** green gerbil bedding, tractor, farm animals, plastic vegetables, mud mixing using potting soil	**Water:** ducks on the pond, watering can, blue food coloring, plastic ducks

Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Down on Grandpa's Farm* - Raffi *Little White Duck* ; *Three Little Pigs Blues* - Greg & Steve *About the Farm* - My Discovery CD *Did you feed my cow?* - Ella Jenkins *Bingo, Farmer in the Dell, Old McDonald* - Dr. Jean Nursery Rhymes and Good Ole Times
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Farm Prop Box: bandanas, apron, farmer's hat, seed catalogue, tractor steering wheel (real or homemade), gardening gloves, shovel, rake, trowel Produce stand: vegetable pictures and catalogues, plastic vegetables and fruits, a pan balance, photographs of real vegetables and fruits, a cash register, money, a shopping list with writing implements, and bags to place items bought
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** *Farmers' Almanac* grocery advertisements; farm animal puppets Storytelling Props: 3 plastic pigs, a plastic wolf and "The Three Little Pigs" BLM
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers;** farm word cards; stamps; stencils; grocery advertisements; *Farmers' Almanac*

Whole Group Activities

Whole Group Activity 1: Farm Brainstorming (ELA 3, 4, 10, 16, 22, 24, 28)

Materials: computer, chart paper, markers

Tell the students, "In this unit, we will be learning about farms." Write the word "farm" in the middle of the chart paper. In response to the statement "Tell me what you know about farms," have students *brainstorm* (view literacy strategy descriptions) and then list their responses on the chart. Using guided discovery, the teacher will ask questions of the students that will lead to information about farms, e.g., "What is the name of the person who works on the farm? What kind of animals live on a farm? What kind of foods are grown on a farm?" Once the information is gathered, the teacher will show the video clip taken from United Streaming titled, *What is a Farm?* to the class and lead the class in discussion about farms and farm life.

Accommodations: Assist students in developing a farm vocabulary. If computer or video clip is not available, the teacher may use a general book about farming such as *Farming* by Gail Gibbons.

Whole Group Activity 2: Farm Riddle Game (ELA 22, 23, 24, 27; SCI 2)

Materials List: chart paper or white board, marker, magnetic board, magnetic farm pictures - cow, horse, pig, sheep, farmer, barn

Tell the students that they are going to play a farm guessing game. Read each of the following riddles and encourage the students to guess the correct answer. When a student provides the correct response, he/she is instructed to hang the appropriate picture on the magnetic board. Write the each animal name on a white board or chart paper as students correctly guess them. Continue playing until all students have provided a correct response.

"I am an animal on a farm that has four legs, a long tail, and I produce milk. Who am I?"
"I am an animal on a farm that lives in a field, eats grass, gallops, and runs fast. Who am I?"
"I am an animal on a farm that is pink, has a curly tail, and wallows in the mud. Who am I?"
"I am an animal on a farm that lives in a meadow, has curly fur, and eats grass. Who am I?"
"I am the worker on the farm that takes care of the animals and the crops. Who am I?"
"I am the place on the farm where the hay is stored and the tractor is stored. What am I?"

Accommodations: Assist students who do not respond with correct information by prompting them with leading questions.

Whole Group Activity 3: Farmer in the Dell (ELA 16; M 1, 3; SS 4)

Materials List: farmer's hat, apron, stethoscope, any book, a ball, a ball of yarn, a picture of a piece of cheese

Place the props in the middle of the circle and introduce the song, *Farmer in the Dell*, to the students. Once the students have demonstrated that they know the song, the game begins. A student will be selected to begin the game as the farmer and the teacher will hand the farmer's hat to the student. The farmer will then begin singing the song and when the verse referring to farmer picks a wife is sung, the farmer will choose another student to play the role of the wife. The same procedure is to be followed until each of the props has been selected by students playing the appropriate role (e.g., farmer picks the wife (apron), the wife picks the nurse (stethoscope), nurse picks the child (book), child picks the dog (ball), dog picks the cat (ball of yarn), cat picks the rat (cheese), cheese stands alone). List the names of the game participants on the board when completed. Count the number of participants and describe who was first and last. When this activity is complete, place the props in the dramatic play area for the students to use as a retelling activity.

Accommodations: None needed

Whole Group Activity 4: Farmer Grows the Corn (ELA 24, 26, 27, 29; M 13; SCI 1, 3, 23)

Materials List: photographs of a corn field and a farmer

Show the photos of a cornfield and a farmer. Discuss cornfields and how corn grows in the dirt. Introduce and teach the song, *The Farmer Grows the Corn* (to the tune of *Farmer in the Dell*) and corresponding movements to the students.

The farmer tills the soil (pretend to dig in the dirt)
The farmer tills the soil
Hi, Ho, the Derry-oh
The farmer tills the soil.

The farmer plants the corn (pretend to plant seeds in the ground)
The farmer plants the corn
Hi, Ho, the Derry-oh
The farmer plants the corn.

The farmer waters the corn (pretend using a hose to water the corn)
The farmer waters the corn
Hi, Ho, the Derry-oh
The farmer waters the corn.

The farmer grows the corn (pretend to be a corn stalk growing toward the sky on tip toes)
The farmer grows the corn
Hi, Ho, the Derry-oh
The farmer grows the corn.

The farmer picks the corn (pretend pulling the corn off the stalk)
The farmer picks the corn
Hi, Ho, the Derry-oh
The farmer picks the corn.

Accommodations: None needed

Whole Group Activity 5: Egg Relay Game (ELA 3, 23, 24, 29; M 2)

Materials List: two plastic eggs, two large spoons, relay race course

Introduce the game to the students; mark off the relay race course; and separate the students into two teams. Organize the two teams into two single-filed lines, each line standing behind the starting line. An egg and spoon will be handed to the first student in each line with all other students falling into their respective lines. Announce, "Ready, Set, Go" to initiate the race. Upon the command of "Go," the student with the egg/spoon will move as fast as possible to the turn around line (distance to be determined by playing area). Should a student drop the egg from the spoon, he/she must stop, retrieve the egg, and resume the race from that spot. Once the student has touched the turn around line with either foot, he/she returns to the original line and passes the egg/spoon to the next student in line. The student receiving the egg/spoon must stay behind the starting line until the egg/spoon has been exchanged. The student who has completed the passing of the egg/spoon moves to the end of the line and sits down, moving forward as each student completes his/her turn.

Accommodations: Assist students who have difficulty: controlling the egg/spoon, standing or sitting in line, demonstrating good sportsmanship.

Small Group Activities

Small Group Activity 1: Types of Farms (ELA 4, 5, 7, 8, 9, 14c, 16, 22; SCI 2, 9, 20, 22)

Materials List: *Farming* by Gail Gibbons (book), chart paper, markers, photographs of farm products or cut-outs of farm products from newspapers, magazines, etc. (e.g., cheese, milk, cows, bread, corn, vegetables, eggs, lettuce, oranges, apples, grain)

Refer to the previous readings from *Farming* in order to discuss the various types of farms (e.g., dairy, grain, fruit, egg and poultry, vegetables, cattle ranches/farms). The six types of farms will be listed on the chart paper. A variety of photographs/cut-outs will be shown to the students who, in turn, will sort and place the specific types of farm products under the correct listing of farm types. Continue the process until each student has had the opportunity to identify and place a farm product on the chart.

Accommodations: Assist students who do not recall the previous readings and/or cannot match specific farm products to farm types.

Small Group Activity 2: Tractor Trouble (ELA 4, 6, 9, 11, 12b, 12c, 18, 26; SCI 16)

Materials List: *Tractor Trouble* by Ronne Randall (book), chart paper, paint, markers, variety of tractors with wheels

Follow a modified *DR-TA* (view literacy strategy descriptions). Show the cover of the text and elicit students' predictions about the story line. Write their predictions on the board or chart paper. Ask the students, "Do you see two letters that are the same on the cover of the book? What letters are they?" Read the story, pausing where appropriate for comments and questions and to check students' predictions. Ask the students what happened to the animals and tractor. Indicate to the students that there are words that sound the same on each page. These are words that rhyme. With the class, go through the book and find more words that rhyme. As the students identify the rhyming words, the teacher will list them on the chart. Discuss the tractor and what it is used for on the farm. Show the students a toy tractor with big wheels. Discuss how it is able to move through mud without getting stuck. Roll the tractor in paint and allow the students to make wheel paintings\ on the chart paper.

Accommodations: None needed

Small Group Activity 3: Dramatize Farmer and the Beet (ELA 6, 7, 8, 9, 12a, 13, 23, 24; M 3)

Materials List: *Farmer and the Beet* (book) published by Addison-Wesley, five head bands (each with a picture of farm animals depicted in the text), farmer's hat

Read the book to the students and discuss its story line, specifically the sequence in which each farm animal helped the farmer. The students will role-play the story line, each wearing the head band depicting the specific farm animals identified in the story. Have students sequence the order of appearance for each animal in the story to create a *story chain* (view literacy strategy descriptions). As the students arrange themselves in the order of appearance in the story, have them identify their animal and which position they appear in the story. Emphasize ordinal number words such as first, second, third, etc. Repeat this activity until all students have had a turn to participate.

Accommodations: Assist students who have difficulty with the sequencing of numbers or order of appearance of various characters.

Small Group Activity 4: Seed Planting (ELA 23, 24; SCI 1, 3, 8, 20, 23)

Materials List: seed packets, popcorn, potting soil, clear cups, spoons, water spray bottle, hand lens

The teacher will present a variety of seed packets to the students. The teacher will sort different types of seeds into clear cups and distribute the cups to the students. The students will observ, using a hand lens, and then describe the characteristics of the various types of seeds, e.g., large/small, flat/round, color, thin/fat, round/oval. Once the seeds have been characterized, they will be placed in the science center for further observation. Each student will use a cup, spoon, potting soil, and popcorn seeds to simulate the planting of seeds. When the seeds have been planted, the students will use the spray bottle of water to wet the soil and complete the planting process. The cups of planted seeds will then be placed in the science center or on a window sill. The teacher should also convey to the students that once seeds have been planted, they need water, sun light, and fresh air in order to grow.

Accommodations: Assist students who have difficulty characterizing the differences between seeds, planting the seeds, or understanding the growth process for plants.

Small Group Activity 5: A Dairy Tasting Party (ELA 5, 8, 12, 15, 17, 19, 20, 21; SCI 3, 6, 22; SS 2)

Materials List: milk products (e.g., American cheese, milk, yogurt, whipped cream, butter, cottage cheese, ice cream), ditto paper, markers, paper plates, napkins, wet wipes, *The Milk Makers* by Gail Gibbons (book)

Refer to the book, *The Milk Makers*, and discuss the variety of products that can be made from milk. Distribute paper plates, napkins, and wet wipes to each student in preparation for the tasting party. Each student will be given the opportunity to taste each of the milk by-products and discuss the differences in taste, substance, and texture (e.g., cold, bumpy, sweet, sour, wet, smooth, light). Upon completion of the taste test each student will complete a l*earning log* page (view literacy strategy descriptions). Give each student a piece of blank paper and a marker to record their favorite milk product. Write the student responses to their favorite milk product on their individual *learning log* pages. These pages will be bound in a class book and placed in the science center for further use and observation.

Accommodations: Assist students who have difficulty in retaining the information read to them earlier, identifying specific characteristics of the milk products, trying new foods, drawing and writing about the foods.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Whole Group Activity 1: Student responses to the farm *brainstorming* activity.
- Small Group Activity 5: Student responses to the *learning log* page of the Dairy Tasting Party.

Resources

Children's Books

Addison-Wesley, *The Farmer and the Beet,* ISBN: 0-201-19053-2
Andreae, Giles and David Wojtowycz. *Cock-a-Doodle-Doo Barnyard Hullabaloo*, ISBN: 0-439-20735-5
Baker, Keith. *Big Fat Hen*, ISBN 10: 0152013318
Beaton, Claire. *How Big is a Pig*, ISBN 10: 184148959X
Brown, Margaret Wise. *Big Red Barn*, ISBN: 0-673-81703-2
Canizares, Susan. *On a Farm*, ISBN: 0-439-15371-9
Carle, Eric. *Rooster Off To See the World*, ISBN: 0-590-42565-X
Carroll, Kathleen. *One Red Rooster*, ISBN: 0-395-60195-9
Cowen-Fletcher, Jane. *Farmer Will*, ISBN: 0-7636-0988-9
Cowley, Joy. *Mrs. Wishy Washy,* ISBN: 1-55911-205-0
Cowley, Joy. *Mrs. Wishy Washy's Farm*, ISBN: 0-439-67247-3
Crebbin, June. *Cows in the Kitchen*, ISBN: 0-439-05650-0
DK Publishing. *My First Farm: Touch and Feel*, ISBN: 0-7894-8524-9
Dunn, Judy. *The Little Pig*, ISBN: 0-394-88774-3
Fisher Price. *Alphabet Farm*, ISBN: 0-766-0319-9
Gibbons, Gail. *Farming*, ISBN: 0-8234-0797-7
Gibbons, Gail. *Pigs, Pig,* ISBN: 0-8234-1554-6
Gibbons, Gail. *The Milk Makers*, ISBN: 0-590-45964-3
Graboff, Abner. *Old MacDonald Had a Farm*, ISBN: 0-8234-0797-7
Harrison, David. *When Cows Come Home,* ISBN: 0-590-62345-1
Hill, Eric. *Spot Can Count*, ISBN: 0-14-056864-8
Hill, Eric. *Spot Goes to the Farm*, ISBN: 0-399-21434-8
Hinkler Books. *Look and Learn: Farm,* ISBN: 1-7415-7100-6
Hutchins, Pat. *Rosie's Walk*, ISBN: 0-590-41239-6
Kunhard, Edith. *I'm Going to Be a Farmer*, ISBN: 0-590-25482-0

Lakeshore. *Visit the Farm*, ISBN: 1-58970415-0
Lillie, Patricia. *When the Rooster Crowed*, ISBN: 0-15-301469-5
Ling, Mary. *See How They Grow: Pig*, ISBN: 978-07566-3018-8
McQueen, Lucinda. *The Little Red Hen*, ISBN 10: 0590411454
Most, Bernard. *The Cow That Went Oink*, ISBN: 0-590-48620-9
Pearce, Q. L. and W. J. Pearce. *In The Barnyard*, ISBN: 0-671-68824-3
Randall, Ronne. *Tractor Trouble*, ISBN: 1-40547-461-0
Rius, Maria and J. M. Parramo´n. *The Countryside*, ISBN: 0-8120-3701-4
Scelsa, Greg. *Down on the Farm*, ISBN 10: 0916119653
Schwartz, Amy. *Old MacDonald*, ISBN: 0-439-17485-6
Schwartz, David. *At The Farm*, ISBN: 1-57471-220-9
Seibert, Patricia. (Retold version) *The Three Little Pigs*, ISBN: 1-57768-367-6
Shaw, Nancy. *Sheep in a Jeep*, ISBN: 6-395-41105-X
Shone, Venice. *Cock-a-Doodle-Doo: A Day on the Farm*, ISBN: 0-590-45425-0
Sloan, Peter and Sheryl. *At the Farm*, ISBN: 1-56801-995-5
Speed, Toby. *Two Cool Cows*, ISBN: 0-590-67299-1
Sweet, Melissa. *Fiddle-I-Fee* (adapted version), ISBN: 0-440-84937-3
Tafuri, Nancy. *Spots, Feathers, and Curly Tails*, ISBN: 0-395-53881-5
Thompson, Carol. *My Big Farm Book*, ISBN: 0-448-46534-5
Troll Associates. *The Three Little Pigs*, ISBN: 0-89375-463-3
Wellington, Monica. *The Sheep Follow*, ISBN: 0-590-22365-8
Westcott, Nadine. *Skip to My Lou* (Adapted version), ISBN: 0-395-61751-0
Whitehead, Pat. *Let's Go to the Farm*, ISBN: 0-8167-0378-7
Williams, Sue. *I Went Walking*, ISBN 10: 0152007717
Wood, Jakki. *Moo Moo, Brown Cow*, ISBN: 0-15-200533-1

Recordings/CDs

Brighter Visions. *About the Farm*.
Dr. Jean. *The Color Farm*.
Greg and Steve. *Rockin' Down the Road*.
Greg and Steve. *Big Fun*.
Greg and Steve. *Fun and Games*.
Raffi. *Three Little Pigs Blues.*

Website Resources

http://www.explor.com/animals/
Louisiana Public Broadcasting (LPB) Cyberchannel, http://www.lpb.org/education/cyberchannel.cfm

- *Let's explore around the Farm*
- *Farm Animals: A First Look*
- *Apples*

Unit 4-2: Animal Habitats

Study Focus: Farm (week 2 of 2)

Study Focus Description: The focus of this study is to introduce students to farm animals and farm life.

Student Understandings: Students will understand that some animals live on farms. Students will recognize that farm workers take care of the animals on the farm. Students will understand that farm animals produce products used by people.

Guiding Questions:

1. Can students identify a farm and the farm environment?
2. Can students identify what happens on a farm?
3. Can students identify different varieties of farm animals?
4. Can students identify the characteristics of farm animals?
5. Can students identify some of the products produced on farms?



Guiding Vocabulary: farm, farmer, barn, crop, field, fence, gate, tractor, harvest, silo, bale, plow, produce, veterinarian, farm animals (e.g., horse, cow, chicken, rooster, duck, pig, sheep, etc.)

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1c	Demonstrate understanding of phonological awareness by identifying and manipulating onset and rime in words with three sounds (onset of the word *cake* is */k/* and the rime of the word *cake* is */ake/*) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)

ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)

ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)

SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-12	Determine whether one object weighs more or less than another by using a pan balance (PK-CS-I4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Farm Animals	**Pigs**	**Horses**	**Poultry**	**Farm Fun**
Whole Group Activities	Bingo ELA 3, 24, 27, 29; M 3, 13	Fig the Pig Rhyme Game ELA 1c, 27, 29	Horseshoe game ELA 23, 24; M 4, 5, 6	The Farmer and the Hen game M 4, 10	Dramatize *Mrs. Wishy Washy* *DR-TA* ELA 4, 6, 7, 8, 9, 10, 11, 12a, 12b, 12c, 13, 14c, 27
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you ever touched a sheep?	Can you make the sound pigs make?	Have you ever ridden a horse?	Can you crow like a rooster?	Do you like to play in the mud?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Sheep in a Jeep*	*Three Little Pigs*	*Spot Goes to the Farm*	*One Red Rooster*	*Mrs. Wishy Washy's Farm*
Small Group Activities	Bags of Wool ELA 19, 27; M 1, 2, 4	*Learning Log:* This Little Piggy Went to Market ELA 7, 10, 16, 17, 18, 26; SS 2, 6	I Went Walking *Story Chain* ELA 6, 7, 8, 10, 12a, 22, 25; M 3; SCI 24	Rosie's Walk ELA 6, 8, 9, 11, 13, 24, 27; M 10, 11	Professor Know-It-All ELA 4, 10, 21, 22, 26; SCI 2, 20, 22
Music and Movement	gourd shakers; milk carton shakers; juice bottle shakers – fill with cut-up Mardi Gras beads, cover with a piece of cloth and secure with a rubber band				
Field Experiences/ Guest Speakers	a farmer and/or gardener, a veterinarian, field trip to a farm				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Use plastic farm animals, toy barn, and die. Have students roll die, count the dots and put that number of plastic farm animals in the barn.</td><td>Measurement
Use real horseshoes in different sizes and have students compare sizes of horseshoes. Have them stack them one on top of the other from largest on the bottom to smallest on top.</td><td>Geometry
Have students sort large and small plastic farm animals.</td><td>Data Collection
BLM Graph:
What is your favorite farm animal?</td><td>Patterning
Have students use milk jug caps in different colors to copy, extend, or create patterns.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
a variety of real fruits and vegetables to sort, weigh, measure and examine
seeds and seed packets to match and sort
photographs of farm animals
potting soil and sand for comparison in containers
scale to weigh fruits and vegetables
measuring tape,
mud and grass
a real horseshoe</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">*Hot Potato* Game;
Duck, Duck, Goose
Farmer in the Dell,
egg relay game using a plastic egg and a spoon
farm animal movements: gallop like a horse, waddle like a duck, sway like a cow, wallow like a pig.
horseshoe game</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10,11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** plastic farm animals; a barn; a farmer; a tractor w/ tools; popsicle sticks for fences, corrals, and barns; blue felt or laminated paper for a water source	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	farm puzzles, plastic farm animals for sorting vegetable lotto game: create lotto boards and cards by gluing clip art or pictures of vegetables onto cardstock, laminate for durability "Momma-to-baby" animal match game using commercially available cards or make it by gluing pictures of farm animals and their young to cardstock farm bingo and farm lotto can be made with pictures and cardstock or purchased from a commercial vendor farm animal counts with counting mats: have students use die, spinners, or numeral cards to determine how many animals to count into a bowl or have students use commercially available patterning cards to copy and extend patterns eggs to egg carton counting 1-12 *Mr. Potato Head* people or games plastic horses with numbered paper red barns for 1-10 counting 3 little pigs props - 3 plastic pigs, *Legos*® for brick house, sticks for the stick house, and broom straw pieces for straw house for story retelling	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.moomilk.com/index.html http://www.agclassroom.org/kids/tours.htm http://www.snaithprimary.eril.net/fodd4.htm	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	farm collage using pictures and clip art of farm-related things such as implements, animals, produce, buildings vegetable prints milk blowing - pour a little bit of milk on construction paper. Have each child use his/her own drinking straw and blow the milk around the paper making a milk design corn cob prints animal stencils and stickers Kraft sticks for barns and fences mud painting, feather painting, cotton ball prints, eggshell collage	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** green gerbil bedding, tractor, farm animals, plastic vegetables, mud mixing using potting soil	**Water:** ducks on the pond, watering can, blue food coloring, plastic ducks

Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Down on Grandpa's Farm* - Raffi *Little White Duck* ; *Three Little Pigs Blues* - Greg & Steve *About the Farm* - My Discovery CD *Did you feed my cow?* - Ella Jenkins *Bingo, Farmer in the Dell, Old McDonald* - Dr. Jean Nursery Rhymes and Good Ole Times *Chicken Dance* - DJ's Choice Kids' Fun
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Farm Prop Box: bandanas, apron, farmer's hat, seed catalogue, tractor steering wheel (real or homemade), gardening gloves, shovel, rake, trowel Produce stand: vegetable pictures and catalogues, plastic vegetables and fruits, a pan balance, photographs of real vegetables and fruits, a cash register, money, a shopping list with writing implements, and bags to place items bought
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** *Farmers' Almanac* grocery advertisements Storytelling Props: 3 plastic pigs, a plastic wolf and house blackline masters for story retelling farm animal puppets
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers;** farm word cards; stamps; stencils; grocery advertisements; *Farmers' Almanac*

Whole Group Activities

Whole Group Activity 1: Bingo Is His Name-O (ELA 3, 24, 27, 29; M 3, 13)

Materials List: a set of individual letter cards that spell the name "Bingo" (B, i, n, g, o) with a picture of a dog on the back of each, a single card with a picture of the dog with Bingo written under it (all cards should have a magnetic strip for use on a magnetic board), magnetic board

Teach the students the traditional song "Bingo." Place the picture of a dog, "Bingo," with its name written under the picture on the magnetic board. Then place the individual letter cards in the correct order to spell "Bingo," introducing each letter as it is placed on the board. Have the students practice the song.

There was a farmer had a dog,
And Bingo was his name-Oh.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
And Bingo was his name-Oh!

Choose five students to come up to the board and pick a letter card. Have the students stand in order to spell "Bingo." All of the students will sing the Bingo song. As each letter is sung, the student with the letter will hold up his/her card.

Next, teach the students how to sing the song, replacing one letter, then two letters, etc., with a clap as indicated below. The students holding the letters on which a clap is made should flip their cards over to show the picture of Bingo. This will let students know when to clap as the verses are sung.

(All letters are shown)
There was a farmer had a dog,
And Bingo was his name-Oh.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
And Bingo was his name-Oh!

(Student holding B flips his/her card over)
There was a farmer had a dog,
And Bingo was his name-Oh.

CLAP-I-N-G-O!
CLAP-I-N-G-O!
CLAP-I-N-G-O!
And Bingo was his name-Oh!

(Students holding B and I flip their cards over)
There was a farmer had a dog,
And Bingo was his name-Oh.
CLAP, CLAP-N-G-O!
CLAP, CLAP-N-G-O!
CLAP, CLAP-N-G-O!
And Bingo was his name-Oh!

(Students holding B, I, and N flip their cards over)
There was a farmer had a dog,
And Bingo was his name-Oh.
CLAP, CLAP, CLAP-G-O!
CLAP, CLAP, CLAP-G-O!
CLAP, CLAP, CLAP-G-O!
And Bingo was his name-Oh!

(Students holding B, I, N, and G flip their cards over)
There was a farmer had a dog,
And Bingo was his name-Oh.
CLAP, CLAP, CLAP, CLAP-O!
CLAP, CLAP, CLAP, CLAP-O!
CLAP, CLAP, CLAP, CLAP-O!
And Bingo was his name-Oh!

(Students holding B, I, N, G, and O flip their cards over)
There was a farmer had a dog,
And Bingo was his name-Oh.
CLAP, CLAP, CLAP, CLAP, CLAP
CLAP, CLAP, CLAP, CLAP, CLAP
CLAP, CLAP, CLAP, CLAP, CLAP
And Bingo was his name-Oh!

Following the activity, reinforce the sequential order of the letters by asking the students which letter in the word "Bingo" is first, second, third, fourth, and last. Place the letters on the magnetic board as the students identify the letters in the correct order.

Accommodations: Assist students who have difficulty identifying the letters in the word "Bingo" and with sequential ordering of the letters.

Whole Group Activity 2: Fig the Pig (ELA 1c, 27, 29)

Materials List: Create a file folder game that uses a laminated window on the front of an 8x10 manila filing folder. Cut the outline of a pig from the front of the folder so that the clear, laminated window reveals the figure of the pig. Staple the sides of the folder together to form a pocket with an opening at the top. Fill the folder with assorted colors of construction paper.

Introduce the *Fig the Pig* color game (similar to *Scat the Cat*) to the students. Fill the laminated folder with assorted colors of construction paper with the window of the pig in front. When the teacher and students have completed reciting the rhyme, the teacher shows a colored piece of construction paper through the window on the front of the folder and says, "Yellow!" The students will follow in kind, saying "Yellow" in unison. Continue the process until all colors have been identified.

I'm Fig the Pig,
I'm chubby and big,
And I can change my color
With a jiggity-jig!

Accommodations: Assist students who do not recognize the colors or have difficulty in reciting the rhyme.

Whole Group Activity 3: Horseshoe Game (ELA 23, 24; M 4, 5, 6)

Materials List: rubber horseshoes, horseshoe posts, 1 dice

Organize the students into two teams. Each team will stay in their respective lines with the first student in line standing, the others sitting. The teacher will roll the dice, and the class will identify the number of dots on the dice, e.g., up to six. The first student in line will then throw the number of horseshoes identified on the dice at the horseshoe post. When the students have thrown the correct number of horseshoes, they will move to the back of the line and sit with the others. Continue this process until each student has had the opportunity to throw the horseshoes. Additional questions to ask: Who threw more horseshoes? Who threw less horseshoes? Which side had more or less horseshoes? When this activity is complete, place the props in the dramatic play area for the students to use as a retelling activity.

Accommodations: If the activity is too lengthy, introduce it as a whole group activity and provide opportunities for the students to use the activity during center times.

Whole Group Activity 4: The Farmer and the Hen Game (M 4, 10)

Materials List: numbered cards 1-10, two baskets each holding 10 plastic eggs

Organize the students into two lines. One student from each team will begin the game playing the role of the hen. These two students will sit across the play area from the rest of the students at a point designated by an X on the floor. Each of the two hens will have 10 eggs placed in front of them. The first student in line will play the role of the farmer and will stand in the front of the line with an empty basket. The teacher will show a number card to the class. The class will verbally identify the number. Once the number has been identified, the farmer will run to the hen with the basket. Both the farmer and the hen will pick up the number of eggs identified and place them in the basket. The farmer shows the basket to the teacher for evaluation. Once the teacher has determined that the number of eggs in the basket is correct, the teacher reinforces the performance and hands the basket back to the farmer. The farmer empties the eggs from the basket and places the basket back on the X. The farmer then becomes the new hen, sits and waits for the next farmer to come. The old hen returns to the line and hands the basket to the next student in line who becomes the new farmer.

Accommodations: Assist students who have difficulty identifying the correct number of eggs or those who have difficulty understanding the changing of roles, e.g., farmer and hen counting eggs, farmer shows basket to teacher, farmer returns basket to X, farmer becomes new hen, old hen returns to line, new farmer. If the activity is too lengthy, introduce it as a whole group activity and provide opportunities for the students to use the activity during center times or outdoor times.

Whole Group Activity 5: Dramatize Mrs. Wishy Washy *(*ELA 4, 6, 7, 8, 9, 10, 11, 12a, 12b, 12c, 13, 14c, 27)

Materials List: *Mrs. Wishy Washy* by Joy Cowley (book), a plastic wash tub, a plastic cow, a plastic pig, a plastic duck, a soft bristle scrubber, dry erase board and markers

Use a modified *DR-TA* (view literacy strategy descriptions). Show the cover of the book to the class and ask the students to predict what they think the story line will be. Write students' predictions on the board. The story props will be placed in front of the students. The teacher will then read the story. As the teacher retells the story, the students will act out each scene using the props. The teacher will pause periodically to check students' predictions and ask simple questions regarding the story line. Once the story has been acted out by the students, the teacher will lead a discussion that addresses the sequence in which the animals appear; e.g., the cow came first, the pig came second, etc. Place the props in the book center for the students to use as they retell the story during centers.

Accommodations: None needed

Small Group Activities

Small Group Activity 1: Bags of Wool (ELA 19, 27; M 1, 2, 4)

Materials List: small lunch brown paper bag for each student, 10 cotton balls for each student, paper and marker for each student

Teach the nursery rhyme, *Baa, Baa Black Sheep*. The students and teacher will repeat the rhyme. Each student will be handed a brown bag and 10 cotton balls. The students will be instructed to fill their bags with "wool" (cotton balls). Allow the students a chance to explore this activity by self-selecting the number of cotton balls they will put in their respective bags (i.e., from 1-10). The teacher will circulate and engage each student in discussion about how many cotton balls they used, why that number, etc. Each student will draw a cotton ball and then write the number of cotton balls they used on a piece of paper inside the drawn cotton ball. Each student will then show their written number and tell it to the group.

Accommodations: Assist students who have difficulty counting or writing the numbers.

Small Group Activity 2: This Little Piggy Went to the Market (ELA 7, 10, 16, 17, 18, 26; SS 2, 6)

Materials List: paper and markers for each student

Teach the nursery rhyme, *This Little Piggy Went to Market*. Have students repeat the nursery rhyme with the teacher. Discuss the rhyme and its meaning. Ask questions about what could be bought at a market. Once the students have demonstrated that they know the rhyme, they will repeat the rhyme inserting a new place that Little Piggy could visit (e.g., playground, Disney World, beach, etc.) and then continue the rhyme as before. Have students complete a *learning log* page (view literacy strategy descriptions) by drawing a picture of Little Piggy visiting his new destination. Take dictation from students telling where Little Piggy is visiting on their learning log page. Compile the pages into a class book to be placed in the Book center of the classroom.

Accommodations: Assist students who have difficulty in choosing places to visit or gluing the cut-outs on the paper.

Small Group Activity 3: I Went Walking (ELA 6, 7, 8, 10, 12a, 22, 25; M 3; SCI 24)

Materials List: *I Went Walking* by Sue Williams (book), story props (e.g., cut-outs for each animal depicted in the text)

Read the book to the class, pausing where appropriate for questions and comments. Following a discussion of the story line, include questions about where students have gone walking. Distribute story props to each student. Have the students retell the story using the story props by creating a *story chain* (view literacy strategy descriptions). As the students stand with their animals, encourage them to orally identify their character and the order in which the animal appeared in the story.

Accommodations: Assist students who have difficulty playing well with others and waiting their turn to use their selected story prop; sequencing the order of appearance of each animal.

Small Group Activity 4: Rosie's Walk (ELA 6, 8, 9, 11, 13, 24, 27; M 10, 11)

Materials List: *Rosie's Walk* by Pat Hutchins (book), cut-outs of Rosie, student-made depiction of haystacks, paper, yellow and brown crayons

Read the story and lead a discussion about Rosie's adventures including questions about directional words. Each student will be given a piece of paper and one yellow crayon and one brown crayon to be used to draw a haystack. Upon completion of their drawing, the students will use their Rosie picture to tell the story in keeping with the teacher's use of directional words (e.g., Rosie under the haystack, Rosie on top of the haystack).

Accommodations: Assist students who have difficulty creating a haystack; understanding the directional words.

Small Group Activity 5: Professor Know-it-All (ELA 4, 10, 21, 22, 26; SCI 2, 20, 22)

Materials List: Professor Know-it-All hat or crown, markers, chart paper

Culminate the unit on animal habitats with a comprehensive discussion of all concepts used to address farming. Following this review, each student will be given an opportunity to play the role of p*rofessor know-it-all* (view literacy strategy descriptions) by wearing the designated hat or crown and stating a specific farm fact that he or she has learned. The teacher will compile their responses into a Farm Facts chart to be displayed in the science center.

Accommodations: Assist students who have difficulty being specific about what they have learned.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 2: The teacher will document the student responses to the *learning log* page, "This Little Piggy Went to . . . "

- Small Group Activity 5: The teacher will document the students' responses to "Professor Know-it-All" farm facts.

Resources

Children's Books

Addison-Wesley, *The Farmer and the Beet,* ISBN: 0-201-19053-2
Andreae, Giles and David Wojtowycz. *Cock-a-Doodle-Doo Barnyard Hullabaloo,* ISBN: 0-439-20735-5
Baker, Keith. *Big Fat Hen,* ISBN 10: 0152013318
Beaton, Claire. *How Big is a Pig*, ISBN 10: 184148959X
Brown, Margaret Wise. *Big Red Barn*, ISBN: 0-673-81703-2
Canizares, Susan. *On a Farm,* ISBN: 0-439-15371-9
Carle, Eric. *Rooster Off To See the World*, ISBN: 0-590-42565-X
Carroll, Kathleen. *One Red Rooster*, ISBN: 0-395-60195-9
Cowen-Fletcher, Jane. *Farmer Will*, ISBN: 0-7636-0988-9
Cowley, Joy. *Mrs. Wishy Washy*, ISBN: 1-55911-205-0

Cowley, Joy. *Mrs. Wishy Washy's Farm*, ISBN: 0-439-67247-3

Crebbin, June. *Cows in the Kitchen*, ISBN: 0-439-05650-0
DK Publishing. *My First Farm: Touch and Feel*, ISBN: 0-7894-8524-9
Dunn, Judy. *The Little Pig*, ISBN: 0-394-88774-3
Fisher Price. *Alphabet Farm*, ISBN: 0-766-0319-9
Gibbons, Gail. *Farming*, ISBN: 0-8234-0797-7
Gibbons, Gail. *Pigs, Pig*, ISBN: 0-8234-1554-6
Gibbons, Gail. *The Milk Makers*, ISBN: 0-590-45964-3
Graboff, Abner. *Old MacDonald Had a Farm*, ISBN: 0-8234-0797-7
Harrison, David. *When Cows Come Home*, ISBN: 0-590-62345-1
Hill, Eric. *Spot Can Count*, ISBN: 0-14-056864-8
Hill, Eric. *Spot Goes to the Farm*, ISBN: 0-399-21434-8
Hinkler Books. *Look and Learn: Farm*, ISBN: 1-7415-7100-6
Hutchins, Pat. *Rosie's Walk*, ISBN: 0-590-41239-6
Kunhard, Edith. *I'm Going to Be a Farmer*, ISBN: 0-590-25482-0
Lakeshore. *Visit the Farm*, ISBN: 1-58970415-0
Lillie, Patricia. *When the Rooster Crowed*, ISBN: 0-15-301469-5
Ling, Mary. *See How They Grow: Pig*, ISBN: 978-07566-3018-8
McQueen, Lucinda. *The Little Red Hen*, ISBN 10: 0590411454
Most, Bernard. *The Cow That Went Oink*, ISBN: 0-590-48620-9
Pearce, Q. L. and W. J. Pearce. *In The Barnyard*, ISBN: 0-671-68824-3
Randall, Ronne. *Tractor Trouble*, ISBN: 1-40547-461-0
Rius, Maria and J. M. Parramo´n. *The Countryside*, ISBN: 0-8120-3701-4
Scelsa, Greg. *Down on the Farm*, ISBN 10: 0916119653
Schwartz, Amy. *Old MacDonald*, ISBN: 0-439-17485-6
Schwartz, David. *At The Farm*, ISBN: 1-57471-220-9
Seibert, Patricia. (Retold version) *The Three Little Pigs*, ISBN: 1-57768-367-6
Shaw, Nancy. *Sheep in a Jeep*, ISBN: 6-395-41105-X
Shone, Venice. *Cock-a-Doodle-Doo: A Day on the Farm*, ISBN: 0-590-45425-0
Sloan, Peter and Sheryl. *At the Farm*, ISBN: 1-56801-995-5
Speed, Toby. *Two Cool Cows*, ISBN: 0-590-67299-1
Sweet, Melissa. *Fiddle-I-Fee* (adapted version), ISBN: 0-440-84937-3
Tafuri, Nancy. *Spots, Feathers, and Curly Tails*, ISBN: 0-395-53881-5
Thompson, Carol. *My Big Farm Book*, ISBN: 0-448-46534-5
Troll Associates. *The Three Little Pigs*, ISBN: 0-89375-463-3
Wellington, Monica. *The Sheep Follow*, ISBN: 0-590-22365-8

Westcott, Nadine. *Skip to My Lou* (Adapted version), ISBN: 0-395-61751-0

Whitehead, Pat. *Let's Go to the Farm*, ISBN: 0-8167-0378-7
Williams, Sue. *I Went Walking*, ISBN 10: 0152007717
Wood, Jakki. *Moo Moo, Brown Cow*, ISBN: 0-15-200533-1

Recordings/CDs

Brighter Visions. *About the Farm*.
DJ's *Choice Kids' Fun*
Dr. Jean. *The Color Farm.*,
Dr. Jean, Nursery Rhymes and Good Ole Times, *Bingo, Farmer in the Dell, Old McDonald*
Greg and Steve. *Rockin' Down the Road*.
Greg and Steve. *Big Fun*.
Greg and Steve. *Fun and Games*.
Greg and Steve. *Playing Favorites*.
Palmer, Hap and Martha. *Witches Brew*.

Website Resources

Louisiana Public Broadcasting (LPB) Cyberchannel, http://www.lpb.org/education/cyberchannel.cfm

- *Let's explore around the Farm*
- *Farm Animals: A First Look*
- *Apples*

Unit 4-3: Animal Habitats

Study Focus: Zoo (week 1 of 2)

Study Focus Description: The focus of this study is to introduce students to the purposes of zoos, the jobs of zoo keepers, and the animals that often live in zoos.

Student Understandings: Students will understand that animals live in zoos and people visit zoos. Students will understand that zoo keepers take care of the animals in the zoo.

Guiding Questions:

1. Can students identify a zoo environment?
2. Can students identify what happens in zoos?
3. Can students identify different varieties of zoo animals?
4. Can students identify the characteristics of zoo animals?



Guiding Vocabulary: zoo, zookeeper, habitat, cages, reptile, amphibian, mammal, bird, nocturnal, wild, endangered, diet, carnivore, herbivore, and omnivore, observer, biologist, veterinarian

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK-LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)

M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)

SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday, today,* and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	What Is a Zoo?	**Who works in a Zoo?**	**Big Cats**	**Elephants**	**Monkeys**
Whole Group Activities	*Zoo* by Gail Gibbons Brainstorm ELA 4, 5a, 5c, 6, 8, 9, 10, 11, 14c, 16, 18, 21, 22, 26, 27, 28, 29; SCI 20, 22; SS 2	*I Want to be a Zookeeper* by Dan Liebman ELA 4, 5a, 5c, 6, 8, 9, 10, 11, 14, 16, 18, 21, 22, 26, 27, 28, 29; SCI 20, 22; SS 2	*Lion Vs. Tiger* by Isabel Thomas Graphic Organizer ELA 4, 5a, 6, 8, 9, 10, 11, 14c, 16, 18, 21, 22, 26, 27, 28, 29; SCI 20, 22; SS 2	*Elephant (Watch Me Grow)* by DK Publishing ELA 4, 5a, 6, 8, 9, 10, 11, 16, 18, 21, 22, 26, 27, 28, 29; M 6; SCI 20, 22; SS 2	*Little Monkey Lost* by Keith DuQuette Story Chain ELA 4,5,6,8,9,10,11, 12b,14c,16,18,21,22,26, 27,28, 29; SCI 20,22; SS 2
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you ever been to a zoo?	Would you like to work in a zoo?	Do you like tigers?	Would you ride an elephant?	Do you like monkeys?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Going to the Zoo* by Tom Paxton	*Zoo Looking* by Mem Fox	*Who is the Beast?* by Keith Baker	*The Happy Hippopotami* by Bill Martin, Jr.	*Five Little Monkeys Jumping on the Bed* by Eileen Christelow
Small Group Activities	RAFT – Zoo Animals ELA 15,19,20,21,22, 23,24,26; SCI 20	Graph: Would You Like to Be a Zookeeper? ELA 9,11,14,23,24, 31; M 2,5,12; SS 3	Torn paper Tigers Patterning ELA 21,22,23,24,26; M 8,10,11,13	Counting zoo animals ELA 21,22,23,24,26; M 1,2,4,11	Monkey Bread ELA 21,22,23,24,26; M 2,8,10,11; SCI 3,7
Music and Movement	African, Asian, and South American instruments such as maracas, bongo drums, and rainsticks				
Field Experiences/ Guest Speakers	zoo docents(volunteers) visit the school; zoo field trip (use the BLM zoo animal checklist: duplicate for each student, put them on clipboards and provide crayons for students to check off each animal as they find them at the zoo)				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Use strawberry baskets for cages, small plastic zoo animals and spinner or die. Have students put the number of animals in a cage according to the spinner or die toss.</td><td>Measurement
Print out animal track pictures from http://www.bear-tracker.com/ or similar website. Encourage students to compare size of tracks and span of tracks to determine which animals are larger and smaller.</td><td>Geometry
Provide construction paper geometric shapes and paper plates for students to make shapes of animals. Have students use the paper plates for the animal bodies. Plates can also be cut in half to introduce that concept.</td><td>Data Collection
BLM Graph: Have you ever been to the zoo?</td><td>Patterning
Have students copy, extend or create patterns with plastic zoo animals</td></tr>
<tr><td>Science
SCI 1,2,3,4,5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
wild animal puzzles
wild animal memory game
check with local pet stores or snake owners to obtain a snake skin for students to observe
feathers for observation</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">feed the animals bean bag toss: tape pictures of animals to shoe boxes then have students “feed” the animals by tossing bean bags into the boxes
move like the animals: create cards with pictures of animals; have students take turns drawing a card and moving like that animal
monkey see, monkey do: students take turns making movements and the rest of the group copies the movement</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** wild animals and items to create animal habitats such as blue and green felt for water and grass, plastic trees, and decorative rocks	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, , 10, 11, 13 SCI 9 SS 4	wild animal counters and counting mats - have students use a die or spinner to determine the number of animals to place on the counting mat, or label each counting mat with a numeral 1 – 10 and have students count out the corresponding number on the mat strawberry baskets for sorting and counting animal counters (use die, spinner or numeral cards to determine number) wild animal puzzle wild animal matching wild animal patterning	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs.** http://pbskids.org/mamamirabelle/funstuff_friends.html http://funschool.kaboose.com/formula-fusion/animal-adventure/index.html http://www.hoglezoo.org/kids/ http://funschool.kaboose.com/formula-fusion/animal-adventure/games/game_animal_spot.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	animal print fabric and paper, wiggle eyes, Easter grass, twigs, string, yarn, etc. for zoo collages box sculpture animals paper plate lions animal sponge prints	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** zoo animals that live on land small trees and jeeps	**Water:** zoo animals that live in water
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Going to the Zoo* - Raffi *Zebras, Monkey See Monkey Do, Dark in the Jungle, Wild and Wooley* - Johnette Downing: *Monkeys and the Alligator, Tarzan, Elephant Song, The Cool Bear Hunt, The Alligator* Chant – Dr. Jean *Animal Action* - Greg and Steve *3 Elephants* – Jack Hartman	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** small stuffed animals and boxes for students to create a zoo zookeeper props such as khaki colored caps or safari hats clipboards and pencils pretend binoculars or teacher made ones created from cardboard tubes taped together
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** magazines such *as Ranger Rick, Zoo Books,* or *Your Big Backyard*
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers** zoo animal word cards: take pictures of wild animals (clip art, magazine pictures, photos) and put them on strips of card stock, print the name of the animal on the card next to or above the picture, laminate for durability.

Whole Group Activities

Whole Group Activity 1: What is a Zoo? (GLEs: ELA 4, 5a, 5c, 6, 8, 9, 10, 11, 14c, 16, 18, 21, 22, 26, 27, 28, 29; SCI 20, 22; SS 2)

Materials List: *What Is a Zoo?* (book) by Gail Gibbons; *Going to the Zoo* (song) by Raffi , chart paper graphic organizer and 2 different colored markers

Play and sing *Going to the Zoo* from the Raffi CD Singable Songs for the Very Young. Encourage students to move like the animals in the song.

Begin a *graphic organizer* (view literacy strategy descriptions) in the form of a KWL chart by writing “What we KNOW about the zoo” at the top of the chart paper. Have students tell what they know about the zoo while you write their ideas on the chart. Post this chart on the wall or board where it is accessible for additions. On a new piece of chart paper write “What we WONDER about the zoo” at the top of the paper. Ask students to think of things they wonder about the zoo or questions they have about the zoo. Write student responses on this chart paper.

Introduce the book, *What Is a Zoo?* by Gail Gibbons, by showing its cover and title. Read the book aloud, pointing to the words and pausing for comments and questions where appropriate.

Following the reading, ask students if they found out something new from the book. Refer to the WONDER chart to see if students' questions were answered. Guide students to see that their questions were answered by the book and now their new knowledge can be recorded on a new chart. At the top of a new piece of chart paper write "What we LEARNED about the zoo" and have students tell you what they learned about the zoo from the book. Review all three parts of the *KWL* before posting them in a place where students can refer back to them throughout the unit.

Close by singing "Going to the Zoo" again.

Accommodations: Assist students in identifying what they know about the zoo and verbalizing that knowledge.

Whole Group Activity 2: Who Works in a Zoo? (GLEs: ELA 4, 5a, 5c, 6, 8, 9, 10, 11, 14, 16, 18, 21, 22, 26, 27, 28, 29; SCI 20, 22; SS 2)

Materials List: *I Want to be a Zookeeper* by Dan Liebman (book), *Hear the Animals* (song), props for dressing like a zookeeper-cap, apron, push broom, pail, scrub brush

Dress in the zookeeper apron and cap and have the other props handy.

Open with the song, *Hear the Animals:*
(tune: *She'll be Coming 'Round the Mountain*)

You can hear the lions roaring at the zoo,
ROAR! ROAR!
You can hear the lions roaring at the zoo,
ROAR! ROAR!
You can hear the lions roaring.
You can hear the lions roaring.
You can hear the lions roaring at the zoo,
ROAR! ROAR!

Repeat the following stanzas in the same pattern:

You can hear snakes hissing… SSSS! SSSS!
You can hear bears growling… GROWL!
You can hear zebras braying… HEEHAW!
You can hear monkeys chattering… OOHOOHAHA!
You can hear tigers growling… GRRR!

Make the song longer or shorter to fit the needs of your class. Encourage students to verbally and physically imitate the animals in the song.

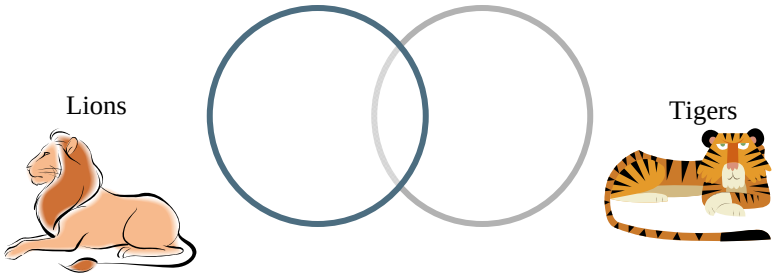
After the song, show students the zookeeper props and ask them why they think you are dressed like that and why you are carrying these things. Lead them to recognize the props as things a zookeeper might need. Ask students what kinds of jobs they believe the zookeepers do in the zoo. List the student responses on a chart paper or board.

Introduce the book by displaying the cover and title *I Want to be a Zookeeper* by Dan Liebman. Read the story, pausing where appropriate for comments and questions. Read aloud the student generated list and ask students if they learned new information from the story and ask them to share that new information.

Accommodations: Provide extra support to students having difficulty expressing their knowledge of zookeepers.

Whole Group Activity 3: Big Cats (GLEs: ELA 4, 5a, 6, 8, 9, 10, 11, 14c, 16, 18, 21, 22, 26, 27, 28, 29; SCI 20, 22; SS 2)

Materials List: *Lion Vs. Tiger* by Isabel Thomas(book), graphic organizer drawn on chart paper (see illustration below), *L-I-O-N* (song), pictures of lions, tigers, and other big cats, Lions and Tigers BLM, scotch tape



Open with the song, *L-I-O-N*
(tune: *Bingo*)

I know an animal who lives in a zoo
And lion is his name-o.
L-I-O-N, L-I-O-N, L-I-O-N
And lion is his name-o!

Repeat the song using T-I-G-E-R in place of L-I-O-N.

Show students the pictures of lions, tigers and other big cats. Discuss the characteristics of each animal. Point out ways they are different and alike throughout your discussion.

Introduce the book, displaying the cover and reading the title *Big Cats* by Seymour Simon. Read it aloud to students, pausing where appropriate for questions and comments. Show students the Venn diagram *graphic organizer* (view literacy strategy descriptions). Explain that you have some facts about lions and some facts about tigers and some facts about both lions and tigers written on slips of paper and you need their help figuring out where the facts belong. Call up students to pull a fact slip out of a container where you previously put them. Read the fact aloud and ask students if this fact is about lions, about tigers, or about both. Tape the fact slip in the correct part of the Venn diagram. Repeat in the same way until all the facts have been placed on the diagram, then review the diagram with the students. Point out that using the diagram helps us see how lions and tigers are the same and how they are different from one another.

Close by singing "L-I-O-N" and/or "T-I-G-E-R."

Accommodations: Give oral prompts to students having difficulty identifying to which animal the facts can be attributed.

Whole Group Activity 4: Elephants (GLEs: ELA 4, 5a, 6, 8, 9, 10, 11, 16, 18, 21, 22, 26, 27, 28, 29; M 6; SCI 20, 22; SS 2)

Materials List: *Elephant (Watch Me Grow)* by DK Publishing (book), *Elephants* (song from Dr. Jean and Friends CD), chart paper with a large outline drawing of an elephant, measuring tape

Open with the song, *Elephants,* from Dr. Jean and Friends CD.

Elephants

Elephants walk like this and that.
They're terribly big and terribly fat.
They have no hands, they have no toes.
But goodness, gracious, what a nose!

Introduce the book, displaying the cover and reading the title *Elephant (Watch Me Grow)* by DK Publishing. Read the book aloud to the students, pausing for questions and comments where appropriate. Ask students to recall elephant facts from the book and write them on the elephant chart. Discuss the size of an elephant. Adult elephants can reach seven and a half feet tall. Use the measuring tape to show students how tall some elephants can grow to be.

Close with the *Elephants* song.

Accommodations: Give multiple concrete examples of the size of an elephant: have students pace off the distance or have students lay head to toe on the floor to demonstrate a relative comparison of how tall an adult elephant can grow to be.

Whole Group Activity 5: Monkeys (GLEs: ELA 4, 5, 6, 8, 9, 10, 11, 12b, 14c, 16, 18, 21, 22, 26, 27, 28, 29; SCI 20, 22; SS 2)

Materials List: *Little Monkey Lost* (book) by Keith DuQuette, *Five Little Monkeys* (song) from Dr. Jean and Friends CD, chart titled "Who Did Little Monkey Meet?"

Open with the song *Five Little Monkeys* from Dr. Jean and Friends CD.

Ask students if they have ever seen a monkey. Discuss where they saw monkeys and what they know about monkeys. Ask them if all monkeys are the same. Tell them that the story you are about to read is about a little monkey who gets lost and meets lots of different kinds of monkeys. Read the book, pausing for questions and comments. Point out the chart and read the question, "Who Did Little Monkey Meet?" Create a modified *story chain* (view literacy strategy descriptions) by having groups of students take turns recalling, in sequence, each group of monkeys they met. Ask one student in each group to verify that his/her group got the sequence correct. Ask students if all the monkeys are the same. Lead students to identify some of the differences they saw in the monkeys in the story.

Close by reviewing the list of things little monkey learned from all the other monkeys.

Accommodations: Prompt students having difficulty recalling the sequence of the monkeys as they appear in the story.

Small Group Activities

Small Group Activity 1: Zoo Animals (GLEs: ELA 15, 19, 20, 21, 22, 23, 24, 26; SCI 20)

Materials List: pictures of a wide variety of animals commonly seen in zoos; crayons, markers, or colored pencils; teacher-made word/picture cards of zoo animals

Display the animal pictures in the center of the table. Tell students they are to choose an animal they would like to be and make a sign that will tell zoo visitors about themselves. Invite students to look at the pictures and choose one they would like to be for this modified *RAFT* (view literacy strategy descriptions).

For this *RAFT*, students will do the following:

R – Take on the Role of the **Zoo Animal**
A – Write/Draw a sign for the Audience of **Zoo Visitors**
F – The Form is a **Zoo Sign**
T – The Topic is **Name, Drawing and Fact about the Animal**

Give each student a piece of paper for their sign. Have students who are able to do so, write their first names on the back of the paper. Write the first names of students who are not yet able to write their own names. Have students draw a picture of the animal they chose on the front of the paper. Students may also copy the name of the animal chosen from the word/picture cards, if they are able. Encourage students to think of at least one fact they know about their animal. Have students dictate the name of the animal they are pretending to be and one or more fact they know about the animal. Write each student's dictation on his/her Zoo Sign.

Gather all the Zoo Signs for a zoo bulletin board and/or assemble them into a class book. At the next group gathering, take a moment to share the Zoo Signs with the class before displaying or putting them into a book for the science or library center.

Accommodations: Give oral or visual prompts to students having difficulty identifying favorite animal. Provide informational books for students to locate facts about the animals they chose.

Small Group Activity 2: Would You Like to be a Zookeeper? (GLEs: ELA 9, 11, 23, 24, 31; M 2, 5, 12; SS 3)

Materials List: teacher-made graph (see illustration); individual student photos

Would You Like to be a Zookeeper? 	
Yes	**No**

Prepare the graph on poster board or chart paper. Laminate for durability. Make graph markers for each student using photos of each student sized to approximately 2 x 3 inches. Laminate and cut apart the photos so they can be reused for other activities.

Invite students to put their photo on the graph. Read the question to students, then assist them in taping their photo in the column according to their response to the question.

At the next circle gathering, review the graph. Ask students which response has more and which has fewer pictures. Ask students to explain why they think one has more or fewer photos. Then count the actual number of photos in each column and discuss which number is more or less.

Accommodations: Assist students having difficulty placing a marker on the graph. Assist students in counting and identifying the correct number of markers in each column of the graph.

Small Group Activity 3: Torn Paper Tigers (GLEs: ELA 21, 22, 23, 24, 26; M 8, 10, 11, 13)

Materials List: orange and green construction paper; black crayons; glue; pictures of tigers

Prior to the activity, cut the orange construction paper as follows:
1 half sheet per student
2 quarter sized sheets per student

Display the pictures of the tigers. Explain to students they are going to make their own tiger picture. Show students how to tear around the edges of the half sheet of orange construction paper into a rectangle shape. This is the body of the tiger. Show students how to tear the smaller, quartered pieces of orange paper into legs, a tail, and a head for their tiger body. Assist students in assembling and gluing their tiger parts on the green construction paper. Give each student a black crayon to draw stripes on their tiger. Encourage them to notice that the stripes are in an AB pattern: orange, black, orange, black…. Help students use crayons or markers to add eyes, nose, and whiskers to their tigers too. The end products of this activity should not be identical to one another. Allow students to try making their tigers look like individual works.

Accommodations: Assist students having difficulty with tearing paper by providing thinner paper such as colored copy paper for tearing.

Small Group Activity 4: Counting Zoo Animals (GLEs: ELA 21, 22, 23, 24, 26; M 1, 2, 4, 11)

Materials List: small toy animals or animal erasers, number cards, Zoo Animal BLM counting mats for each student

Prior to the activity, print out enough copies of the BLM counting mat for each student to have one. For durability, laminate the mats.

Give each student at least 10 small toy animal counters and a counting mat. Have students look at the number card you are holding up, then count out that number of animals onto the mat. Continue this procedure for each number card. Increase or decrease difficulty by changing the number cards: lower (1 – 5) and fewer number cards for less skilled students; higher (6 or higher) number cards to challenge more advanced students. To create even more challenge, create simple adding and subtraction stories for students to represent on the counting mats.

Observe and document student skills in counting objects, association of sets to numbers, and number recognition.

Accommodations: Use lower numbers for students with less number experience and higher numbers for those who are ready to identify and count higher numbers.

Small Group Activity 5: Monkey Bread (GLEs: ELA 21, 22, 23, 24, 26; M 2, 8, 10, 11; SCI 3, 7)

Materials List: one can of refrigerator biscuits for every 10 students, cinnamon sugar mixture, ½ cup of margarine (melted), cupcake liners, muffin tins, clean scissors, 2 small bowls, oven

Always check for any food allergies before any cooking activity.

Teacher preparation: Preheat oven to the temperature specified on the biscuit cans. Put the melted margarine in one bowl and the cinnamon sugar mixture in the other bowl. Clean a pair of student scissors. Put cupcake liners into the muffin tins (one per student).

Have students wash hands before coming to the center. Talk about how monkeys eat by using their fingers to pick things apart and eating it with their fingers. Tell students they are going to make their own Monkey Bread snack. Help each student use the scissors to cut their biscuit into 4 smaller pieces. The student will roll each piece of dough into a ball, drop each ball into the margarine, sprinkle the balls with cinnamon sugar, and put all 4 balls into one of the cupcake liners in the muffin tin.

After each student has made his/her Monkey Bread, take the muffin tins to the oven and bake for 8 – 10 minutes or until golden brown. Let cool then students may eat their Monkey Bread.

Accommodations: Assist students with cutting and rolling the dough into the correct size and shape.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations

- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 1: RAFT Zoo Signs
- Small Group Activity 4: Counting Zoo Animals

Resources

Children's Books

Baker, Keith. *Who Is the Beast?*. ISBN 978-0152001223
Bullock, Linda. *Living On the Savannah.* ISBN 978-0516273273
Cannon, Janell. *Stellaluna* ISBN 0-15-280217-7
Cannon, Janell. *Verdi.* ISBN 978-3551514974
Capucilla, Alyssa. *Inside a Zoo in the City*. ISBN 0-439-22317-2
Cherry, Lynne. *The Great Kapok Tree.* ISBN 0-15-202614-2
Christelow, Eileen. *Five Little Monkeys Jumping on the Bed*. ISBN 978-0618836826
DK Publishing. *Elephant (Watch Me Grow)*. ISBN 978-0756611552
DK Publishing. *Zoo Animals.* ISBN 0-689-71406-8
DuQuette, Keith. *Little Monkey Lost*. ISBN 978-0399242946
Fraser, Mary Ann. *Where Are the Night Animals?* ISBN 978-0064451765
Fox, Mem. *Zoo Looking*. ISBN 0-590-29901-8
Gelman, Rita. *I Went to the Zoo.* ISBN 0-590-45883-3
Gibbons, Gail. *Zoo*. ISBN 978-0874992106
Jorgensen, Gail. *Crocodile Beat.* ISBN 0-590-22659-2
Krebs, Laurie. *We All Went On A Safari.* ISBN 0-439-63826-7
Liebman, Dan. *I Want to be a Zookeeper.* ISBN 1-55297-697-1
Lopshire, Robert. *Put Me in the Zoo.* ISBN 0-375-87520-4
Martin, Jr., Bill. *The Happy Hippopotami*. ISBN 978-0152333829
Martin, Jr., Bill. *Polar Bear, Polar Bear, What Do You Hear?* ISBN 0-590-45409-9
Martin, Jr., Bill. *Brown Bear, Brown Bear What Do You See?* ISBN 978-0805047905
Paxton, Tom. *Going to the Zoo*. ISBN 978-0688138004
Riley, Linda. *Elephants Swim.* ISBN 0-395-93489-3
Rockwell, Anne. *Who Lives in an Alligator Hole?* ISBN 978-0064452007

Schwartz, David. *At the Zoo.* ISBN 1-57471-217-9
Slater, Teddy. *Stay in Line.* ISBN 0-590-22713-0
Stimson, Joan. *Swim Polar Bear, Swim!* ISBN 0-590-59601-2
Thomas, Isabel. *Lion Vs. Tiger*. ISBN 978-1410923981

Cds/Recordings

Dr. Jean Feldman. *Dr. Jean and Friends*
Dr. Jean Feldman. *Sings Silly Songs*
Greg and Steve, *Kids In Motion*
Jack Hartman, *Rhyming to Read*
Johnette Downing, *Wild and Wooley Wiggle Songs*
Raffi. *Singable Songs for the Very Young*

Unit 4-3: Animal Habitats

Study Focus: Zoo (week 2 of 2)

Study Focus Description: The focus of this study is to introduce students to the purposes of zoos, the jobs of zoo keepers, and the animals that often live in zoos.

Student Understandings: Students will understand that animals live in zoos and people visit zoos. Students will understand that zoo keepers take care of the animals in the zoo.

Guiding Questions:

1. Can students identify a zoo environment?
2. Can students identify what happens in zoos?
3. Can students identify different varieties of zoo animals?
4. Can students identify the characteristics of zoo animals?



Guiding Vocabulary: zoo, zookeeper, habitat, cages, reptile, amphibian, mammal, bird, nocturnal, wild, endangered, diet, carnivore, herbivore, and omnivore, observer, biologist, veterinarian

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)

ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK-LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)

M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)

SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Zebras and Giraffes	**Reptiles and Amphibians**	**Going on a Bear Hunt**	**Nocturnal Animals**	**Animal Habitat Sort**
Whole Group Activities	*Living on the Savannah* by Linda Bullock *Graphic Organizer* ELA 4, 5a, 5c, 5d, 6, 9, 14a, 14c, 21, 22, 29, 31, SCI 22	*Who Lives in an Alligator Hole?* By Anne Rockwell ELA 4, 5a, 6, 9, 12b; SCI 22	Graphing: What kind of bear would you hunt? ELA 21, 24, 27, 28, M 10, 12, 13 SCI 15	*Where are the Night Animals?* By Mary Ann Fraser ELA 9, M 7, SCI 22	*Word Grid* ELA 21, 24, 29, SCI 5, 9
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you like zebras?	Do you like snakes?	Do you like bears?	Do you like bats?	Would you like to live in the zoo?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*We All Went on a Safari* by Laurie Krebs	*Verdi* by Janell Cannon	*Brown Bear, Brown Bear, What Do You See?* By Eric Carle	*Stellaluna* by Janell Cannon	*Put Me in the Zoo* by Robert Lopshire
Small Group Activities	AB patterns: Animal stripes ELA 24, M 13	*Learning Log:* ___ lives in an alligator hole. ELA 3a, 3b, 11, 19, 24, SCI 22	Bear Claw snacks ELA 24, SCI 3, 7, 18, 21	Torn paper bats ELA 23, 24, M 7, 10, 11	Animal Habitat sort *Professor KIA* M 9, SCI 1, 20, 22
Music and Movement	zebra dancing (black and white ribbons) *Going on a Bear Hunt* song/chant				
Field Experiences/ Guest Speakers	zoo docents (volunteers) visit the school; Zoo field trip (use the BLM zoo animal checklist: duplicate for each student, put them on clipboards and provide crayons for students to check off each animal as they find them at the zoo)				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Use strawberry baskets for cages, small plastic zoo animals, spinner or die and tickets. Have students spin spinner and put the correct number of tickets in front of each animal cage for admission to that exhibit.</td><td>Measurement
Use different size zoo animals such as giraffes and compare the length of their necks.</td><td>Geometry
Paper plate, scissors, and geometric shapes. Cut paper plate in a 1” spiral. Have students identify shapes as they glue them onto their snake.</td><td>Data Collection
BLM Graph:
What is your favorite zoo animal?</td><td>Patterning
Trace the outline of a zebra and cut out, marble or small rubber ball, black paint, and magnifying glass. Let children marble paint zebras then examine to see if any stripe patterns are alike using magnifying glasses.</td></tr>
<tr><td>Science
SCI 1,2,3,4,5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
wild animal puzzles
wild animal memory game
check with local pet stores or snake owners to obtain a snake skin for students to observe
feathers for observation</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">feed the animals bean bag toss: tape pictures of animals to shoe boxes, then have students “feed” the animals by tossing bean bags into the boxes
move like the animals: create cards with pictures of animals; have students take turns drawing a card and moving like that animal
monkey see, monkey do: students take turns making movements, and the rest of the group has to copy the movement</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** wild animals and items to create animal habitats such as blue and green felt for water and grass, plastic trees, and decorative rocks	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 3 SCI 9 SS 4	wild animal counters and counting mats - have students use a die or spinner to determine the number of animals to place on the counting mat, or label each counting mat with a numeral 1 – 10 and have students count out the corresponding number on the mat strawberry baskets for sorting and counting animal counters (use die, spinner or numeral cards to determine number) wild animal puzzle wild animal matching wild animal patterning	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://pbskids.org/mamamirabelle/funstuff_friends.html http://funschool.kaboose.com/formula-fusion/animal-adventure/index.html http://www.hoglezoo.org/kids/ http://funschool.kaboose.com/formula-fusion/animal-adventure/games/game_animal_spot.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	animal print fabric and paper, wiggle eyes, Easter grass, twigs, string, yarn, etc. for zoo collages box sculpture animals paper plate lions animal sponge prints	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** zoo animals that live on land small trees and jeeps	**Water:** zoo animals that live in water
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Going to the Zoo* - Raffi *Zebras, Monkey See Monkey Do, Dark in the Jungle, Wild and Wooley* - Johnette Downing: *Monkeys and the Alligator, Tarzan, Elephant Song, The Cool Bear Hunt, The Alligator* Chant – Dr. Jean *Animal Action* - Greg and Steve *3 Elephants* – Jack Hartman	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** small stuffed animals and boxes for students to create a zoo zookeeper props such as khaki colored caps or safari hats clipboards and pencils
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books**
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers** zoo animal word cards: take pictures of wild animals (clip art, magazine pictures, photos) and put them on strips of card stock, print the name of the animal on the card next to or above the picture and laminate for durability.

Whole Group Activities

Whole Group Activity 1: Zebras and Giraffes (GLEs: ELA 4, 5a, 5c, 5d, 6, 9, 14a, 14c, 21, 22, 29, 31; SCI 22)

Materials List: *Living on the Savannah* (book) by Linda Bullock, comparison graphic organizer such as a Venn diagram drawn on chart paper using 2 different colored markers, pictures of zebras and giraffes, *Zebras* (song) from Wild and Woolly Wiggle Songs by Johnette Downing

Open with *Zebras* from Wild and Wooley Wiggle Songs by Johnette Downing

Display the book, *Living on the Savannah*, pointing to the title as it is read aloud. Ask students what they think this story may be about. Discuss the illustrations and how the text tells the story while the illustrations are the pictures. Read the book, being sure to point to the text as it's read and pausing where appropriate to allow for comments and questions. Display the pictures of the zebras and giraffes and lead a brief discussion of each animals' characteristics: physical descriptions, diet, names of the young, etc.

Lead students in completing a *graphic organizer* (view literacy strategy descriptions) in the form of a Venn diagram comparing zebras and giraffes.

Review the completed Venn diagram and close with *Zebras* song.

Whole Group Activity 2: Reptiles and Amphibians (GLEs: ELA 4, 5a, 6, 9, 12b; SCI 22)

Materials List: *Who Lives in an Alligator Hole?* (book) by Anne Rockwell; pictures/posters of amphibians such as frogs, toads, and salamanders; pictures/posters of reptiles such as alligators, crocodiles, turtles, lizards, etc.

Open with the following poem:

If you should meet a crocodile,
Don't take a stick and poke him.
Ignore the welcome of his smile,
Be careful not to stroke him,
For as he sleeps upon the Nile,
He gets thinner and thinner.
And whenever you meet a crocodile,
He's looking for his dinner.

Display the book, *Who Lives in an Alligator Hole?* Read the title and ask students what they believe the story will be about. Read the book, pausing where appropriate for comments and questions. Display pictures/posters of amphibians and reptiles. Discuss the different animals: habitats, diet, habits, etc.

Close with the opening poem.

Whole Group Activity 3: Going on a Bear Hunt (GLEs: ELA 21, 24, 27, 28; M 10, 12, 13; SCI 15)

Materials List: Music CD *Dr. Jean Sings Silly Songs* by Jean Feldman; pictures or plastic figurines of various kinds of bears (possible choices of bears may include grizzly, black, and polar); What Kind of Bear Would You Hunt? BLM, Bear Hunt BLM graph response sheet

Tell students that today our class will go on a pretend bear hunt. Tell them there are several kinds of bears that might be found on a bear hunt. Display the pictures or figurines of bears and briefly discuss with students facts about the bears: name, habitat, diet, etc.

Lead the class in singing/acting out *The Cool Bear Hunt* from Dr. Jean Sings Silly Songs. After the song, ask students to respond to the graph question: What Kind of Bear Would You Hunt?

Whole Group Activity 4: Nocturnal Animals (GLEs: ELA 9; M 7; SCI 22)

Materials List: *Where are the Night Animals?* by Mary Ann Fraser (book); pictures/figurines of nocturnal animals such as bats, raccoons, opossums, owls, etc.

Open with the following poem:

There was a little boy went into a barn
And lay down on some hay.
An owl came out and flew about,
And the little boy ran away.

Read book, pausing for questions and comments where appropriate. Display and discuss pictures/figurines of nocturnal animals.

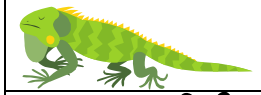
Close with the opening poem.

Whole Group Activity 5: Animal Habitats (GLEs: ELA 21, 24, 29; SCI 5, 9)

Materials List: Singable Songs CD by Raffi; pictures of the following habitats: desert, jungle, grass lands, polar, and forest; word grid poster featuring the listed habitats; pictures of animals (should be at least one from each habitat)

Open with *Going to the Zoo* song from Singable Songs by Raffi

Discuss the different habitats and animals that have been covered during the previous 2 weeks. Refer to the *word grid* (view literacy strategy descriptions) showing the different habitats listed across the top and the animals down the side of the word grid. Guide students as they determine which habitats each animal lives in and mark the word grid accordingly.

	Desert 	Jungle 	Grass lands 	River or lake 	Polar 	Forest 
Lizard 						
Tiger 						
Lion 						
Bear 						
Deer 						
Giraffe 						
Monkey 						
Frog 						
Owl 						

Review the word grid and allow time for students to discuss/add any other animals they wish. Place word grid in an accessible area with additional animal pictures so students can continue to sort and classify animals by habitat.

Close with *Going to the Zoo* song.

Small Group Activities

Small Group Activity 1: AB patterns: Animal stripes (GLEs: ELA 24; M 13)

Materials List: black and orange finger paint, finger paint paper (optional: cut paper into large tiger shapes); smocks; pictures of real tigers

Explain that the tigers' stripes help them hide and sneak up on their prey as they are hunting for food in the jungle. Have students put on paint smocks to protect clothing. Display tiger pictures and explain that they are to paint black and orange stripes with the finger paint. As students are painting, encourage them to notice that the stripes are in a pattern of black, orange, black, orange. After the paintings have dried, use them to create a display of student art work.

Accommodations: None needed

Small Group Activity 2: Learning Log: ____ lives in an alligator hole. (GLEs: ELA 3a, 3b, 11, 19, 24; SCI 22)

Materials List: *Who Lives in an Alligator Hole?* (book), blank paper, crayons/colored pencils/markers

Display and remind students of the story read at whole group time, *Who Lives in an Alligator Hole?* Give students a piece of blank paper and ask each to write his/her name. Ask students to draw a picture of what they remember lives in alligator holes and to orally describe what they drew on the *learning log* (view literacy strategy descriptions) page and write their responses in the blank provided on the page. Bind the pages together to create a class book. After sharing the class book with the class, place the completed book in the library or science center.

Accommodations: Encourage students who are hesitant or unsure of their drawing/writing skills. Provide pictures or the book illustrations to assist students who can't remember the animals in the story.

Small Group Activity 3: Bear Claw Snacks (GLEs: ELA 24; SCI 3, 7, 18, 21,)

Materials List: canned biscuit dough (one biscuit per student); cinnamon sugar mixture in a bowl or shaker, melted margarine, pastry brush, cookie sheet; aluminum foil cut into approximately 5 inch squares (one per student); permanent marker

Check for potential allergy problems before doing this activity. Have each student wash his/her hands before coming to the center.

Explain that they are going to make a bear claw snack today. Give each student a piece of aluminum foil with his/her name written in permanent marker on it. Put a canned biscuit in the center of the foil square and have each student press his/her fist into the biscuit making a paw print-like impression. Have each child use the pastry brush to brush his/her bear claw with melted butter. Then have each child sprinkle his/her bear claw with cinnamon sugar. Bake according to directions on the biscuit cans. Serve baked bear claws as a snack.

Small Group Activity 4: Torn Paper Bats (GLEs: ELA 23, 24; M 7, 10, 11)

Materials List: 9x12 inch black and brown constructions paper; Bat Pattern BLM; glue; scissors; pictures of real bats

Duplicate the Bat Pattern BLM for each student. Cut black and brown construction paper into half sheets.

Display bat pictures and allow each student to choose a color for his/her bat. Have students tear construction paper into small pieces then glue the pieces to the Bat Pattern BLM. After students have covered their bat with torn paper, let them dry. Later students may use scissors to cut out their bat.

Small Group Activity 5: Animal Habitat Sort (GLEs: M 9; SCI 1, 20, 22)

Materials List: Pictures of the following habitats: desert, jungle, grass lands, polar, and forest; 5 boxes/baskets or trays (one per habitat); pictures or figurines of animals from each of the 5 habitats

Attach habitat pictures to the outside of the boxes/baskets or place them in the trays. Have students take turns being *professor know-it-all* (view literacy strategy descriptions) and sort the animal pictures or figurines according to the habitats they live in. Observe and discuss with students why animals live in certain habitats.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 2: Learning Log pages

Resources

Children's Books

Baker, Keith. *Who Is the Beast?*. ISBN 978-0152001223
Bullock, Linda. *Living On the Savannah.* ISBN 978-0516273273
Cannon, Janell. *Stellaluna* ISBN 0-15-280217-7
Cannon, Janell. *Verdi.* ISBN 978-3551514974
Capucilla, Alyssa. *Inside a Zoo in the City*. ISBN 0-439-22317-2
Cherry, Lynne. *The Great Kapok Tree.* ISBN 0-15-202614-2
Christelow, Eileen. *Five Little Monkeys Jumping on the Bed*. ISBN 978-0618836826
DK Publishing. *Elephant (Watch Me Grow)*. ISBN 978-0756611552
DK Publishing. *Zoo Animals.* ISBN 0-689-71406-8

DuQuette, Keith. *Little Monkey Lost*. ISBN 978-0399242946
Fraser, Mary Ann. *Where Are the Night Animals?* ISBN 978-0064451765
Fox, Mem. *Zoo Looking*. ISBN 0-590-29901-8
Gelman, Rita. *I Went to the Zoo.* ISBN 0-590-45883-3
Gibbons, Gail. *Zoo*. ISBN 978-0874992106
Jorgensen, Gail. *Crocodile Beat.* ISBN 0-590-22659-2
Krebs, Laurie. *We All Went On A Safari.* ISBN 0-439-63826-7
Liebman, Dan. *I Want to be a Zookeeper.* ISBN 1-55297-697-1
Lopshire, Robert. *Put Me in the Zoo.* ISBN 0-375-87520-4
Martin, Jr., Bill. *The Happy Hippopotami*. ISBN 978-0152333829
Martin, Jr., Bill. *Polar Bear, Polar Bear, What Do You Hear?* ISBN 0-590-45409-9
Martin, Jr., Bill. *Brown Bear, Brown Bear What Do You See?* ISBN 978-0805047905
Paxton, Tom. *Going to the Zoo*. ISBN 978-0688138004
Riley, Linda. *Elephants Swim.* ISBN 0-395-93489-3
Rockwell, Anne. *Who Lives in an Alligator Hole?* ISBN 978-0064452007
Schwartz, David. *At the Zoo.* ISBN 1-57471-217-9
Slater, Teddy. *Stay in Line.* ISBN 0-590-22713-0
Stimson, Joan. *Swim Polar Bear, Swim!* ISBN 0-590-59601-2
Thomas, Isabel. *Lion Vs. Tiger*. ISBN 978-1410923981

CDs/Recordings

Dr. Jean Feldman. *Dr. Jean and Friends*
Dr. Jean Feldman. *Sings Silly Songs*
Greg and Steve, *Kids In Motion*
Jack Hartman, *Rhyming to Read*
Johnette Downing, *Wild and Wooley Wiggle Songs*
Raffi. *Singable Songs for the Very Young*

Unit 5-1 : Families

Study Focus: Family Members

Study Focus Description: The focus of this study is to introduce students to different types of families and to help students develop an appreciation for the diversity in families.

Student Understandings: Students will understand that families are made up of two or more people. Students will understand that some people in a family live together and some live in other places.

Guiding Questions:

1. Can students identify people who are in a family?
2. Can students understand that there are different kinds of families?
3. Can students understand that families take care of each other?
4. Can students identify their role in their own family?



Guiding Vocabulary: family, relatives, love, care, reunion, family members (mother, father, sister, brother, etc.)

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)

ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14b	Use simple reasoning skills by determining why something happens in a story read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)

ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)

SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Family Members	**Parents**	**Grandparents**	**Siblings**	**Family Activities**
Whole Group Activities	*Goldilocks and the Three Bears* Dramatize ELA 1d, 4, 6, 8, 9, 10, 11, 13, 14a, 14b, 24, 27	Family in the House ELA 5a, 5c, 7, 8, 22, 24, 26, 27; M 1, 6	Matching: People to Houses ELA 6, 13, 14, 22, 24, 27; M 1,2	Sibling Measurement ELA 8, 10; M 5, 6; SCI 2, 3, 4, 5; SS 4, 7	T Chart: Work and Play *Brainstorm* ELA 6, 8, 9, 14c, 16; M 12; SS 4
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Are you a member of a family?	Did you kiss mom or dad goodbye this morning?	Do your grandparents live nearby?	Do you have a brother or sister?	Do you help clean house?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Families are Different*	*Momma, Do You Love Me?* *Clifford's Day with Dad*	*Grandpa Snores*	*Just Me and My Sister/Brother*	*Jamal's Busy Day*
Small Group Activities	Family Prints ELA 8, 9, 18, 22, 24; M 1, 4, 5	Mom and Dad Word Grid ELA 9, 10, 11, 24	"The Napping House" *Learning Log* ELA 6, 8, 9, 10, 13, 14a, 14b, 14c, 15, 19, 23; M 10	"The Doorbell Rang" ELA 8, 9, 10, 11, 13, 14b, 14c, 22, 24, 29; M 5, 10; SCI 2, 3, 14, 17, 21; SS 4	Family Booklet ELA 6, 9, 10, 15, 17, 19, 20, 22, 24
Music and Movement	Ribbon/Streamer dancing	Marching with Lummi Sticks			
Field Experiences/ Guest Speakers	pediatrician; visit by mom and baby; grandparents visit or grandparents day				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Draw the shape of a house on a clear plastic cup. Use a die and small plastic people counters. Have students roll die and then count out that number of people as they place each counter in the house.</td><td>Measurement
Have students build houses in the block area and compare sizes of the houses. Discuss how many people could live in a home that size.</td><td>Geometry:
Circle family: Use a shape such as circle and have students make all the members of their families using circles as the body. Can use different shapes as body.</td><td>Data Collection:
BLM Graph:
How many members are in your family?</td><td>Patterning:
Use plastic family figures from the block center to make patterns.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
binoculars
bird nest/eggs
rocks
wood-housing materials-bricks for touch and observation
paint sample swatches for visual comparisons
soil and seeds for planting</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">Family in the Dell Game; Mother May I/Father May I
Creative Movement Pretend Game: “When I was a Baby, I…(act out sleeping, crawling, etc)”,
”When I was a toddler, I…(learned to walk, learned to climb steps, etc.),”
”Now that I am Four, I . . .(run, hop, jump, etc.)”
Paint brushes and paint cans with water to paint the building</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student made signs and labels** diverse family props doll house with people, cars, and trucks; variety of boxes for building houses	
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	Family Lotto Match-create lotto boards and cards by gluing clip art or pictures of family members onto cardstock-laminate for durability Connect a People; Family bingo-can be made with pictures and cardstock; Family people to sort by size and seriate; Three Size Teddy Bear Counters for sorting, classifying, patterning, seriating, and counting; Family people puzzles; Family Mr. Potato heads	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.kidspsych.org/eyes.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	family prints with cookie cutters family pictures cut out from magazines brochures or flyers to be used in collage art student created family drawing in a house or in an apartment family shields family last name with glue and glitter decorate a family picture frame with foamies, stickers, gems, beads, etc. drawing of a family with heart stamps encircling it with heart cookie cutter prints around the family	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** variety of cup sizes; measuring cups; muffin tins, plastic people and a small dollhouse or box for a house, plastic trees, cars, and trucks	**Water:** soapy water to use to bathe baby dolls and to wash the housekeeping dishes
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Goldilocks and The Three Bears*- Music/Movement Literacy in Motion-The Learning Station; *The More We Get Together* - Raffi, Singable Songs for the Very Young; *Old Mother Hubbard* - Rhymin' to the Beat, Volume 2, Jack Hartman *Grandpa's Beard* -Silly Sing Along, Johnette Downing *Skid-a-ma-rink* - Favorite Pre-K Songs, Kidz Up	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Baby/Infant Prop Box: baby blanket, bottles, bibs, diaper bag, rattle, baby dolls, wet wipe carton, pacifier, books Picnic Prop Box: small table or blanket, basket, plastic dishes, pretend food, camera, books Cleaning Prop Box: bucket, sponges, rags, empty spray bottles, rubber gloves, vacuum cleaner, duster Catalogues grocery circulars hardware store ads
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books**; baby catalogues; grocery circulars; hardware store ads, department store catalogs or flyers
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as pencils, colored pencils, crayons, markers;** word cards; stencils; stamps; catalogues; hardware ads, baby and toy store ads/catalogues

Whole Group Activities

Whole Group Activity 1: Goldilocks and the Three Bears (ELA 1d, 4, 6, 8, 9, 10, 11, 13, 14a, 14b, 24, 27)

Materials List: "*Goldilocks and the Three Bears*" (book), three bears headbands, yellow yarn (for Goldilocks' hair)

Read the book to the class and encourage the class to chorally recite the lines, "Who's been eating/sleeping/sitting/ in my …" Discuss the storyline with the students. Ask, "What was the bear family's problem and how could it have been solved? Could this story really happen? Is it real or pretend?" Introduce the concepts of *small*, *medium,* and *large* as related to the three bears. Discuss families eating and doing activities together. Elicit responses from the students depicting what types of activities they do with their own family. Review the story line and distribute props with which the students will dramatize the storyline of the text. When dramatization has been completed, place all props in the reading center for future use.

Accommodations: None needed

Whole Group Activity 2: Family in the House (ELA 5a, 5c, 7, 8, 22, 24, 26, 27; M 1, 6)

Materials List: *I Love My Family* (book); a large cut-out of a house from bulletin board paper; a plastic garden hose (mom); car keys (dad); apron (grandma); fishing pole (grandpa); ball (sister); jump rope (brother); baby bottle (baby)

Read the book to the students and discuss the title and illustrations on the cover. Discuss the variety of people and variety of numbers of people that comprise a family unit. Introduce the song, *There's a Family in the House* (to the tune of *Farmer in the Dell*). Students will dramatize the actions associated with each respective prop as the song is being sung by the class.

There's a family in the house,
A family in the house,
Hi, ho, the derry-oh,
A family in the house.

The Dad takes the keys,
The Dad takes the keys,
Hi, ho, the derry-oh,
The Dad takes the keys.

The Mom takes the hose,
The Mom takes the hose
Hi, ho, the derry-oh,
The Mom takes the hose.

Continue the song with the following:
Grandma takes the apron…
Grandpa takes the fishing pole…
Sister takes the ball…
Brother takes the jump rope…
Baby takes the bottle…

Accommodations: None needed

Whole Group Activity 3: Matching: People to Houses (ELA 6, 13, 14, 22, 24, 27; M 1,2)

Materials List: *This is My Family* (book), houses numbered from 1-5, people or children counters

Read the book to the students. Discuss the variety of places in which families live and the number of people that form a family. Show the students the houses located in the house box as well as the people located in the people box. Explain to the students that each house is numbered from 1-5 and that there are people counters to put on the houses. The first student called by name by the teacher will retrieve the #1 house from the box. That student will then call the name of another student who will retrieve a people counter from the people box. The students will then work together to place the house on the floor with the correct number of people counters lying on top of it. Once they have completed the entire task, they stand beside their work and state to the class, "House #1 has 1 person in it." Once this has been accomplished, the second student identified by the teacher will retrieve the #2 house from the house box. This student will then call the name of another student who will retrieve 2 people counters from the people box. These two students will then organize the house with the people in the same fashion as the first two students and state to the class that "House #2 has two people in it." The third student identified by the teacher will retrieve the #3 house from the house box. This student will then call the name of another student who will retrieve 3 people counters from the people box. These two students will follow the same procedure, ending with the statement "House #3 has 3 people in it." Repeat the process until the final two students have retrieved the #5 house from the house box and five people counters from the people box. Place the activity in the manipulative center after the activity has been introduced.

Accommodations: Assist students who have difficulty counting the correct number of people counters to the numbered house and students who have difficulty being patient while awaiting their turn. Ensure that all students participate at least once. After introducing this concept, add the numerals 6-10 and place the activity in the manipulative center.

Whole Group Activity 4: Sibling Measurement (ELA 8, 10; M 5, 6; SCI 2, 3, 4, 5; SS 4, 7)

Materials List: *I am a Big Brother, I am a Big Sister* (book); tape measure, chart paper, markers

Prior to the lesson, invite several older brothers and sisters of students to come and participate in the class activity.

Read the book to the students. Discuss having brothers and sisters; e.g., things that can be done together, ways in which they can help you/you help them, favorite foods, sibling age comparison—older/younger, etc. Each student will introduce his/her brother/sister to the class by telling their name and age. Measure the height of both the student and his/her sibling in order to establish a comparison. Write the measurements of each sibling pair on a chart with the headings: *Taller Than* and *Shorter Than*. Discuss the math concepts of taller and shorter with students before closing the lesson.

Accommodations: Encourage students who do not have a sibling present to use other examples of the concepts *bigger, smaller, taller,* and *shorter*.

Whole Group Activity 5: Brainstorm: Work and Play (ELA 6, 8, 9, 14c, 16; M 12; SS 4)

Materials List: *In Our House* (book); chart paper, markers, pictures of families working/playing together

Read and discuss the book with the students. Make a *graphic organizer* (view literacy strategy descriptions) in the form of a T-chart divided into 2 columns. Title one column of the chart "Families at Work" and the other column "Families at Play." Show the class the pictures of families working and/or playing together. Ask the class for other examples from the class of ways in which their families work together and play together. Have the students pick up one of the pictures of families at work and/or play. Ask them to tell you what the family is doing. Ask students to *brainstorm* (view literacy strategy descriptions) ways that families work and play together. Record their responses on the appropriate side of the T-Chart.

Accommodations: Assist students who have difficulty identifying examples of work and/or play.

Small Group Activities

Small Group Activity 1: Family Prints (ELA 8, 9, 18, 18, 22, 24; M 1, 4, 5)

Materials List: *Family Time (*book*)*; paper; people cookie cutter; paint; markers

Read the book *Family Time* to the students. Discuss the variety of families (e.g., numbers and types of people). Have each student count the number of people that are in their family. On a piece of paper, have the students write their name and the number of people in their family. Students will then make a family portrait using the cookie cutter to make prints of each family member on the paper. Have each student write his/her name and the number of family members they have on a chart. The chart will demonstrate the range of family members in the students' families. Discuss the number of family members that are in each student's family and draw attention to the different numbers represented. Each student's portrait of their respective families will be collated into a class family album to be placed in the book center.

Accommodations: Assist students who have difficulty writing their names and/or counting the number of members in their family.

Small Group Activity 2: Mom and Dad Word Grid (ELA 9, 10, 11, 24)

Materials List: *Mommies are for Counting Stars, Daddy Makes the Best Spaghetti* (book); a word grid, markers

Read the books to the students. Discuss the variety of things that mommies and daddies do with their children. Encourage the children to identify and describe activities they do with their mom and/or dad, or other family members. Show the *word grid* (view literacy strategy descriptions). Have each student come to the grid and place a tally mark in the appropriate box for their family situation. For example, a student who eats only with mom at home would put a tally mark in the box under Mom and in the Eat row. Or a student who eats with mom and dad would put a tally mark under Mom and Dad and in the Eat row. Before the end of the day, review with the class the number of tally marks for each column and row of the Word Grid. Record the number of tally marks for each square of the *word grid*.

	Mom	**Dad**	**Mom and Dad**	**Other Family Members**
Eat 				
Bedtime Story 				
Shop 				
Play ball 				

Prior to the lesson, the teacher should construct a word grid similar to the one above using photos or clip art to represent the activities that parents do with their children.

Accommodations: Assist students who have difficulty identifying activities they do with each of their parents.

Small Group Activity 3: The Napping House (ELA 6, 8, 9, 10, 13, 14a, 14b, 14c, 15, 19, 23; M 10)

Materials List: *The Napping House* (book); Who is Napping in My Bed BLM of (one per each student; each with the fill-in-the-blank sentence identified below), poster board, markers, crayons

Read the book to the students, pausing where appropriate for comments and questions. Discuss the story and list the characters on the poster board. Ask students if this story could be real or if it's pretend. Ask students what woke the grandmother up. Discuss the positional concept of *on* as it relates to the characters in the story. Distribute the Who is Napping in My Bed BLM to each student. Have each student create a *learning log* (view literacy strategy descriptions) by drawing a figure of someone "napping on the bed" in my house. Once the students have completed their drawings, have them complete the following sentence on the top of the paper with the name of a family member: "_____ is napping in my house." Collate these drawings into a class book to be placed in the book center.

Accommodations: Assist students who have difficulty drawing or identifying a family member's name.

Small Group Activity 4 : The Doorbell Rang (ELA 8, 9, 10, 11, 13, 14b, 14c, 22, 24, 29; M 5, 10; SCI 2, 3, 14, 17, 21; SS 4)

Materials List: *The Doorbell Rang* (book); dry and wet ingredients for chocolate chip cookies, cookie sheet, spoon, mixing bowl, stove; audio tape of a doorbell ringing or a bell that rings

Read the book to the students. Discuss the story and the concept of sharing cookies with family and friends. Ask why the children were so concerned when the doorbell rang the last time. Inform the students that "Today, we have a special project to make chocolate chip cookies just like they did in the book." Show the bag of cookie mix to the students, drawing attention to the smell of the ingredients and the cookie mix is dry is nature. Continue with the discussion of how to make cookies by showing them the wet ingredients (e.g., water, oil, eggs). Then combine the wet and dry ingredients in the mixing bowl discussing what happens when the wet ingredients are combined with the dry ingredients. Drop and count the cookies onto the cookie sheet and bake the cookies in the oven. While the cookies are baking, inform the students that a special guest will come in a little while with a sweet treat for each of them. Arrange for your assistant to "Ring the doorbell" prior to bringing the cookies back into the room. When the doorbell rings, stop whatever activity the students are doing so that everyone is able to enjoy the special project.

Accommodations: None needed

Small Group Activity 5: Family Booklet (GLEs: ELA 6, 9, 10, 15, 17, 19, 20, 22, 24)

Materials List: *Loving* (book); a family booklet, pre-made handouts for students to do a Family Booklet, stickers

On Monday, explain to the students that they have a take-home assignment that must be completed at home and brought back to school on Thursday. This assignment is called "The Family Booklet." The booklet will have five pages and a cover with each page depicting activities that families do together. The teacher will want to create a template for each page prior to the lesson for the students to use. The cover will be a page which says student's name Family Is Special." Page one will state,"We Eat Together." Page Two will state, "We Work Together." Page Three will state, "We Play Together." Page Four will state, "We Laugh Together"; Page Five will state, "We Are a Family" with the same depictions OR a family picture. On Wednesday, send a note home with the students reminding them and their parents to return the completed project on Thursday. On Thursday, send another note home with any student who has not submitted the assignment to do so. On Friday, distribute the students' booklets to them so that they can decorate their cover page with stickers provided to them by the teacher. When all booklets have been completed, call on each student to bring his/her booklet to the front of the group so that it can be read. Conclude the activity by reading the text *Loving*.

Accommodations: Assist students who have not met the deadlines by completing their booklet in class with them on Thursday. Anticipate this by having a number of booklets ready to be completed during the course of Thursday with the teacher or assistant.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 1: The teacher will observe and document the student's ability to count and print the number of family members.

- Small Group Activity 3: The teacher will observe and document the student's drawing and naming of a family member napping in their house.

Resources

Children's Books

Asch, Frank. *Just Like Daddy*, ISBN: 0-671-66457-3
Bang, Molly. *Ten, Nine, Eight*, ISBN: 0-590-45583-4
Bridwell, Norman. *Clifford's Family*, ISBN: 0-590-44290-2
Brown, Margaret Wise. *Good Night Moon*, ISBN: 0-590-09242-1
Buckley, Helen E. and Ormerod, Jan. *Grandfather and I*, ISBN: 0-590-85026-1
Cole, Joanna. *I'm a Big Brother*, ISBN: 0-688-14507-8
Cole, Joanna. *I'm a Big Sister*, ISBN 13 ; 978-0-688-4509-5

Cowen-Fletcher, Jane. *Mama Zooms*, ISBN: 0-590-45775-6
Cutting, Jillian. *Grandpa*, ISBN: 0-7802-6405-3
Cutting, Jillian. *The Family*, ISBN: 0-7802-6402-9
Eastman, P.D. *Are You My Mother?*, ISBN: 0-679-89047-5
Freeman, Don. *A Pocket for Corduroy*, 0-670-56172-X
Halpern, Jerald. *Family Time*, 0-81723-8234-3
Havill, Juanita. *Jamica Tag-along*, ISBN: 0-590-44062-4
Hines, Anna. *Daddy Makes the Best Spaghetti*, ISBN: 0-440-84498-3
Hudson, Wade. *Jamal's Busy Day*, ISBN: 0-590-45767-5
Hudson, Wade. *I Love My Family*, ISBN: 0-590-47325-5
Hutchins, Pat. *The Doorbell Rang*, ISBN: 0-688-09234-9
Joosse, Barbara M. *Mama, Do You Love Me?*, ISBN: 0-87701-759-X
Keane, Sarah. *My Grandma*, ISBN: 0-395-74345-1
Keats, Ezra Jack. *Peter's Chair*, ISBN: 0-06-023111-4

King, Susan. *Grandpa Snored*, ISBN: 0-7327-1868-6
Mayer, Gina and Mercer. *This is My Family*, ISBN: 0-307-00137-7
Mayer, Mercer. *Just Grandma and Me*, ISBN: 0-307-61893-5
Mayer, Mercer. *Just Me and My Dad*, ISBN: 0-307-11839-8
Mayer, Mercer. *Just Me and My Mom*, ISBN: 0-307-12584-X
McCloskey, Robert. *Blueberries for Sal*, ISBN: 0-590-40923-9
McPhail, David. *Sisters*, ISBN: 0-15-204659-3
Morris, Ann. *Loving*, ISBN: 0-590-47263-1
Pellegrini, Nina. *Families are Different*, ISBN: 0-590-46317-9
Rockwell, Anne. *In Our House*, ISBN: 0-06-107413-6
Rylant, Cynthia. *The Relatives Came*, ISBN: 0-590-47790-0
Simon, Nora. *All Kinds of Families*, ISBN: 0-8075-0282-0
Spinelli, Eileen. *Night Shift Daddy*, ISBN: 0-439-22138-2
Super, Gretchen. *What is a Family?*, ISBN: 0-8167-2472-5
Tallarico, Tony. *I Love My Family*, ISBN: 0-89828-314-0
Traditional. *Goldilocks and the Three Bears*
Udry, Janice May. *What Mary Jo Shared*, ISBN: 0-590-44566-9
Waddell, Martin. *Who Do You Love?*, ISBN: 0-7636-2565-5
Williams, Vera B. *A Chair for My Mother*, ISBN: 0-590-33155-8
Ziefert, Harriet. *Daddy's Are For Catching Fireflies,* ISBN: 0-14-056-553-1
Ziefert, Harriet. *Mommy's Are For Counting Stars*, ISBN: 0-14-056552-3
Ziefert, Harriet. *Grandma's Are For Giving Tickles*, ISBN: 0-14-056718-6
Ziefert, Harriet. *Grandpa's Are For Finding Worms*, ISBN: 0-14-056719-4

Recordings/CDs

Johnette Downing, Silly Sing Along, *Grandpa's Beard*
Jack Hartman, Rhyming to the Beat Vol. 2, *Old Mother Hubbard*
Jack Hartman, Rhythms and Rhymes
The Learning Station, Music and Movement, Literacy in Motion, *Goldilocks and the Three Bears*
Raffi, Singable Songs for the Very Young, *The More We Get Together*
Kidz Up, Favorite Pre-K Songs, *Skid-a-ma-rink*

Unit 5-2: Families

Study Focus: Homes

Study Focus Description: The focus of this study is to introduce students to the concept of a home as a place where people live.

Student Understandings: Students will understand that a home is a place where a family can live. Students will understand that people live in different types of homes. Students will understand that homes are made up of rooms.

Guiding Questions:

1. Can students understand that a home is a place where families live?
2. Can students understand that homes have addresses?
3. Can students identify different types of homes?
4. Can students identify rooms in a home?



Guiding Vocabulary: home, house, apartment, condominium, shelter, trailer, mobile home, house boat, address, road, street, rooms (living room, bedroom, kitchen, bathroom, etc.)

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)

ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)

ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)

SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Kinds of Homes	**My Home**	**3 Little Pigs**	**What's in my home?**	**Homes around the world**
Whole Group Activities	Brainstorm: Homes ELA 4, 6, 8, 9, 10, 11, 16, 21, 22, 26, 27, 29, SS 2	Read: *This Is The Place for Me* ELA 4, 5a, 6, 8, 9, 10, 11, 12b, 12c, 13, 21, 26, 29, SS 2	Story Chain: *The 3 Little Pigs* ELA 6, 7, 12a, 21, 22, 24, 25, 27, M 13	Word Grid: Things in a home ELA 4, 23, 24, 31, SCI 9, SS 2	Read: *Homes Around the World* ELA 4, 5a, 6, 8, 9, 10, 12b, 12c, SS 2
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you live in an apartment?	Do you know your address?	Is your house made of bricks?	Is there a fireplace in your home?	Have you been inside a teepee?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*A House is A House for Me*	*My Building*	*Building A House*	*Goodbye House*	*Alphabet Under Construction*
Small Group Activities	Shape houses ELA 21, 22, 23, 24, M 8, 10, 11, SS 1, 2	Learning Log: Draw Your Home ELA 4, 15, 19, 21, 22, 24, 26, SS 1, 2	Graph: What kind of house would you build? ELA 4, 6, 11, 13, 15, 21, 24, 31, M 2, 5, 12	Build 3-D houses ELA 21, 23, 24, M 8, 10, 11, SCI 3, SS 1, 2	Sort Objects by Room ELA 21, 23, 24, SCI 9, SS 2
Music and Movement	use household objects for rhythm instruments: spoons, spatulas, pans, pots, pot lids, etc.				
Field Experiences/ Guest Speakers	neighborhood walk to look at homes				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Piece of construction paper with streets drawn on it, plastic house counters, and spinner. Have students spin and count the correct number of houses onto the street mat.</td><td>Measurement
Build houses in the block area. Compare sizes of homes and discuss how many people could live in a home that size.</td><td>Geometry
Have students make houses from craft sticks. Discuss the shapes used to make the craft-stick house.</td><td>Data Collection
BLM Graph:
Where do you live?</td><td>Patterning
Have students copy, extend or create patterns using craft sticks or toothpicks. For example by having the sticks turned tall, wide, tall, wide, tall…</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
add pulleys, fulcrums, and levers along with things to move using these simple tools
samples of some building materials such as a brick, piece of vinyl siding, shingle, paint samples to examine and compare
furniture fabric swatches to feel and compare textures</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">walking a balance beam,
hammering golf tees into Styrofoam® blocks</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** pictures and/or blueprints of buildings hard hats pretend tools cell phones carpenters pencils and notepads	
Manipulative/ **Table Games** ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	*Lego*® bricks and construction sets such as *Lincoln Logs*®, *Tinker Toys*®, etc. Using small *Lego*® bricks and construction paper houses, have students practice counting bricks. Using a die or spinner, students can count out the number of bricks based on the numeral spun or tossed. The teacher can identify the paper houses with numerals 1 – 10 and have students count out the corresponding number of bricks for each house. Doll house furniture or pictures of furniture for students to sort according to the rooms where they are usually found.	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.billybear4kids.com/games/stickers/dolhouse/IEStickers.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	rubbings off bricks, siding, shingles, etc. 3D constructions using small boxes, wood scraps, and *Styrofoam*® blocks print making with household items such as potato masher, fork, slotted spoon, dish scrubber, etc.	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** damp sand with sand castle molds	**Water:** paint brushes and small pieces of plywood or boards
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** The *3 Pigs Blues* – Greg and Steve *Bringing Home a Baby Bumblebee, Couch Potato Pokey, Mulberry Bush, Little Jack Horner* – Dr. Jean	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Carpenter Prop Box: hammers and golf tees to hammer into *Styrofoam*® blocks, paint brushes and empty buckets, pretend tool belt and construction tools, tape measures, carpenters' pencils and paper for drawing blueprints, hard hats Post Office Prop Box: postal carrier costume, tote bags for mail bags, index cards, envelopes, greeting cards, stationery, scale for weighing letters and packages, cash register, stamps(stickers), small boxes, tape, etc.	

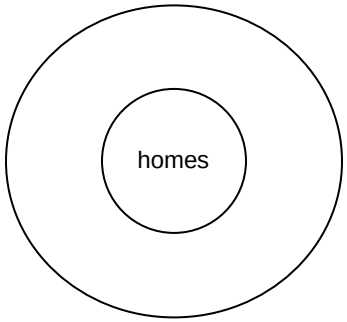
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** *The 3 Little Pigs* flannel board set (www.preschoolprintables.com/felt/3pigs/feltping.shtml) *The 3 Little Pigs* puppets and/or masks house plan magazines and sales ads for homes
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers** may add Post Office props here (see Dramatic Play) word cards for different types of homes;

Whole Group

Whole Group Activity 1: Brainstorm Kinds of Homes (GLEs: ELA 4, 6, 8, 9, 10, 11, 16, 21, 22, 26, 27, 29, SS 2)

Materials List: *Houses* by Marcia Fries, chart paper, marker

Prior to the lesson, make a circle map graphic organizer similar to the example shown:



Open with fingerplay: Two little houses, closed up tight. (closed fists)
Let's open the windows and let in some light. (open fists)

Read the book, *Houses*, pausing where appropriate for comments and questions. Ask students to think about their own homes. Ask them to *brainstorm* (view literacy strategy descriptions) and tell what they know about homes. Record students' brainstormed responses in a circle map

graphic organizer (view literacy strategy descriptions) with the word Homes written in the inner circle. Keep the chart for referencing back and adding newly learned information as the unit progresses.

Close by telling students they are going to spend the next few days learning about the many different kinds of homes in which people live. Repeat the fingerplay from the opening.

Accommodations: Ask guiding questions and use verbal prompts to assist students having trouble contributing to the brainstorming activity.

Whole Group Activity 2: My Home (GLEs: ELA 4, 5a, 6, 8, 9, 10, 11, 12b, 12c, 13, 21, 26, 29, SS 2)

Materials List: *This is the Place for Me*, pictures of different kinds of homes from around the world

Open with fingerplay: *Where I Live*

Some people live in big houses. (stretch arms out wide)
But some people's houses are small. (bring arms in close together)
People live in mobile homes. (move arms around in wheel motions)
Or in apartments so tall. (stretch up on tip toes while reaching arms above head)
But I think the place where I live (point to self)
Is the best place of all! (smile, thumbs up)

Using a modified *DRTA* strategy (view literacy strategy descriptions), introduce the story by asking students what they think the story will be about. Encourage students to use front cover illustrations and the title of the story to help them predict the story plot. Read the story aloud, pausing where appropriate for questions and comments. Use guiding questions and comments to lead students to recognize story cues that can help them to better comprehend the story and its outcome. Following the story, ask students if the story was what they were expecting and if they were surprised about where the bear ended up living.

Close by asking students to tell what kind of home they live in.

Accommodations: None needed

Whole Group Activity 3: Story Chain The Three Little Pigs (GLEs: ELA 6, 7, 12a, 21, 22, 24, 25, 27, M 13)

Materials List: *The Three Little Pigs*, flannel board pieces for the story (commercially made or download from www.preschoolprintables.com/felt/3pigs/feltping.shtml), *The Three Pigs Blues* song from by Greg and Steve

Open with song, *The Three Pigs Blues.*

Tell/read the story while using the flannel board pieces to illustrate. Encourage students to join in the story. After telling the story, divide the class into 4 groups so that they can participate in a modified *story chain* activity (view literacy strategy descriptions). As the story is retold by the students, have each group act out the parts of each of the three pigs and the wolf. If time and interest permits, rotate the groups so that every child has an opportunity to play each part in the story. Stress the importance of telling the story in the correct sequence and repeating the correct lines in the story with good oral expression. Leave the flannel board pieces and flannel board out for students to use for retelling the story during centers.

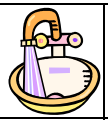
Accommodations: Provide oral prompts to students having difficulty recalling the correct lines to say and to those having difficulty recalling the correct sequence of the story.

Whole Group Activity 4: Things in a Home (GLEs: ELA 4, 23, 24, 31, SCI 9, SS 2)

Materials List: word grid on chart or poster board, red (NO) and green (YES) response cards

Prior to the lesson, prepare a word grid similar to the one below:

	Kitchen 	Bedroom 	Bathroom 	Living Room 
Stove 				
Bed 				

Sink 				
Table 				
Sofa 				

Discuss with students what kinds of things we might find in the different rooms of our homes. Use a *word grid* (view literacy strategy descriptions) strategy to help students organize information. Show students the word grid and response cards. Explain that they are going to look at each piece of furniture and decide if it is found in each room or not. Give each student an opportunity to respond by attaching a yes or no response card on the word grid. After the word grid is completed, review the information with the group.

Accommodations: Assist students having difficulty determining whether an item belongs in a certain room by using guiding questions. Assist students with motor challenges to properly affix the response cards to the grid.

Whole Group Activity 5: Homes Around the World (GLEs: ELA 4, 5a, 6, 8, 9, 10, 12b, 12c, SS 2)

Materials List: *Homes Around the World* (book)

Using a modified *DR-TA* strategy (view literacy strategy descriptions), display the book cover and ask students to predict what the book could be about. Ask students to tell why they believe that's what the book will be about. Read the title of the book and allow students to continue to make more predictions about the book. Read the book aloud, pausing where appropriate to allow for comments and questions and to check students' predictions. Throughout the reading, guide students to pay attention to the illustrations as well as the words to help them understand the information in the book. Following the reading, allow time for students to comment on the different kinds of homes they learned about.

Close by having students tell which kind of home they liked the best.

Accommodations: None needed

Small Groups

Small Group Activity 1: Shape Houses (GLEs: ELA 21, 22, 23, 24, M 8, 10, 11, SS 1, 2)

Materials List: black construction paper (one per child), pre-cut brightly colored construction paper shapes (triangles, squares, rectangles, circles, etc.), glue, pictures of different types of homes

Display the pictures of homes and discuss with the students the shapes they see in the pictures. Give each student a piece of black construction paper. Put the collection of brightly colored pre-cut shapes in the middle of the table and encourage students to select the shapes they would like to use to make a house on the black paper. Have students manipulate the shapes on the black paper into the design they would like for their house. Once students have decided on their shape house design, have them glue the shapes into place on the black paper.

Accommodations: Assist students having trouble identifying shapes by prompting them or getting another student to share the shape names with them. Assist students with motor challenges to move the shapes and use the glue to create their picture.

Small Group Activity 2: Draw Your Home (GLEs: ELA 4, 15, 19, 21, 22, 24, 26, SS 1, 2)

Materials List: *This is the Place for Me*, white copy paper (one per child); markers, colored pencils, and/or crayons

Recall the story *This is the Place for Me* read during whole group activity. Tell students to think about their own homes and what their homes look like. Give each student a piece of paper to create a *learning log* (view literacy strategy descriptions) drawing of their own homes. Encourage students to visualize the colors, shapes and objects on and around their homes and to draw those on the learning log page. After students are finished with their drawings, ask them to tell you why their home is the best place for them or what they like about their homes. Write student-dictated responses on their learning log pages.

Accommodations: Assist students having trouble telling about their homes through guided questioning. Provide a variety of writing/drawing tools to accommodate a range of fine motor skills and to stimulate interest in completing the learning log page.

Small Group Activity 3: What Kind of House Would You Build? (GLEs: ELA 4, 6, 11, 13, 15, 21, 24, 31, M 2, 5, 12)

Materials List: graph, house shapes, tape

Prior to the lesson, create a graph similar to the illustration below:

What Kind of House Would You Build?		
Straw 	Stick 	Brick 

Recall the story of *The Three Little Pigs* read at earlier at group time. Discuss the sequence of the story and what happened to each kind of house in the story. Have each student write his/her name on a paper die cut house. Ask students to think about what kind of house they would build and put their house shape on the graph above the kind of house they would build. At the next whole group gathering, review the graph with the class before posting the graph where students can look back at it.

Accommodations: Assist students having trouble recalling the story by having the book or flannel board characters handy and reviewing the story. Assist students having trouble writing their names.

Small Group Activity 4: Build 3-D Houses (GLEs: ELA 21, 23, 24, M 8, 10, 11, SCI 3, SS 1, 2)

Materials List: wood glue or school glue thickened with a little flour, paper plates or pieces of cardboard, craft sticks, spools, *Styrofoam* pieces, small cardboard boxes, wood scraps, etc.

Put building materials out for students to see and explain that they are to use the materials to create a house of their own. Explain that, first, they are to take their choice of building materials and position it on their own paper plate or cardboard mat to create a building/house. Give each student a paper plate or piece of cardboard to serve as a base and have the materials accessible but hold the glue until students have manipulated the materials and have taken time to plan their buildings. Once a student has arranged his/her materials and is ready to glue the pieces in place, make the glue available for use. Encourage students to build up and out with the materials. Guide students through questions and suggestions using terms such as walls, roof, doors, windows, foundation and other building terms. Provide space for students to save their work and come back to it to add more details.

Accommodations: Assist students with using glue. Assist students having trouble with balancing and holding materials in place.

Small Group Activity 5: Sort Objects by Room (GLEs: ELA 21, 23, 24, SCI 9, SS 2)

Materials List: Pictures of rooms in homes (bedroom, bathroom, kitchen, living room, laundry room), small objects or pictures of things from each of the pictured rooms, such as stove, spatula, cooking pot, bed, pillow, alarm clock, toilet, bath soap, wash cloth, sofa, television, lamp, detergent bottle/box, washer, dryer sheets box, etc.

Display the pictures and the collection of objects/pictures of objects. Tell students, “We need to put all of these objects away. Help me figure out where each object belongs.” Hold up each object or picture of an object and ask students to decide into which room it goes. After all students have had a chance to participate, leave materials accessible for students’ use during centers.

Accommodations: Accept multiple possibilities for where objects may belong based on the students’ own experiences.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Whole Group Activity 3: Assess the student's ability to retell a story in sequence.
- Small Group Activity 1: Assess shape identification skills for each student.

Resources

Children's Books

Ahrens, Robin Isabel. *My Building.* ISBN 0-439-19985-9
Asch, Frank. *Goodbye House.* ISBN 0-671-67927-9
Barton, Byron. *Building a House.* ISBN 0-688-09356-6
Berenstain, Stan and Jan. *Home Sweet Tree.* ISBN 0-89577-732-0
Boelts, Maribeth. *Little Bunny's Cool Tool Set.* ISBN 0-8075-4585-6
Brown, Mark. *There's No Place Like Home.* ISBN 0-8193-1125-1

Brown, Margaret Wise. *Good Night Moon.* ISBN 0-06-020705-1
Burton, Virginia. *The Little House.* ISBN 0-395-25938-X
Canizares, Susan and Samantha Berger. *Building Shapes.* ISBN 978-0-439-04585-1
Chessen, Betsey and Pamela Chanko. *Buildings.* ISBN 0-978-0-439-04584-3
Cowley, Joy. *Houses.* ISBN 1-55911-159-3
Dunsmuir, Tom. *There's No Place Like Home.* ISBN 0-307-23145-3
Edwards, Pamela Duncan and Henry Cole. *Livingstone Mouse.* ISBN 0-06-443508-3
Fleming, Denise. *Alphabet Under Construction.* ISBN 978-0805081121
Gibbons, Gail. *Tool Book.* ISBN 0-8234-0694-6
Gibbons, Gail. *How a House is Built.* ISBN 0-590-44940-0
Hindley, Judy. *Once There Was a House.* ISBN 0-394-88772
Hoberman, Mary Ann. *A House is a House for Me.* ISBN 0-590-45306-8
Hutchins, Pat. *Changes, Changes.* ISBN 0-590-45965-1
Jackson, Mike. *Homes Around the World.* ISBN 0-8114-3741-8
Kitchen, Bert. *And So They Build.* ISBN 1-56402-502-0
Mayer, Mercer. *Little Monster at Home.* ISBN 0-307-03933-1
Morris, Ann. *Tools.* ISBN 0-688-16165-0
Rice, Dona Herweck. *Time for Kids: Homes.* ISBN 0-7439-8521-4
Rice, Dona Herweck. *Time for Kids: Places Around the World.* ISBN 0-7439-8535-4
Rockwell, Anne. *In Our House.* ISBN 0-06-107413-6
Sieg, Theo. *Come Over to My House.* ASIN: B000NZ8LO4
Suen, Anastasia. *Raise the Roof!* ISBN 978-0670892822
Weinberger, Kimberly. *My Saw*. ISBN 0-439-29500-9
Ziefert, Harriet. *A Clean House for Mole and Mouse.* ISBN 0-590-44508-1

Recordings/CDs

Dr. Jean: Dr. Jean Sings Silly Songs,
Dr. Jean: Is Everybody Happy?,
Dr. Jean: Nursery Rhymes and Good Ol' Times,
Dr. Jean: Dr. Jean and Friends,
Dr. Jean: Just for Fun
Greg and Steve: Playing Favorites

Website Resources

www.preschoolprintables.com/felt/3pigs/feltping.shtml

Unit 6: Nursery Rhymes, Other Rhymes and Chants

Study Focus: Rhythms and Rhymes (week 1 of 2)

Study Focus Description: This study focuses on introducing students to rhyme and the rhythms of language, song, and poetry.

Student Understandings: Students will develop an understanding of rhyme and the rhythms of the English language through the use of Nursery Rhymes. Students will use Nursery Rhymes to practice rhyming words through poems and songs.

Guiding Questions:

1. Can students recite Nursery Rhymes?
2. Can students identify the rhyming words within the Nursery Rhymes?
3. Can students maintain rhythm and beat of Nursery Rhymes?
4. Can students classify Nursery Rhymes as real or make believe?
5. Can students identify the characters in Nursery Rhymes?



Guiding Vocabulary: poem, nursery rhyme, rhyme, Mother Goose, rhythm, beat, time, real, make believe, pretend, characters, recite

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-2	Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)

ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)

ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)

SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Humpty Dumpty	**Little Miss Muffet**	**Hey Diddle Diddle**	**Baa, Baa, Black Sheep**	**Jack and Jill**
Whole Group Activities	Story Chain ELA 1a, 1d, 2, 4, 6, 12a, 13, 24, 25, 27, M 3, 13	Story Chain 1a, 1d, 2, 4, 6, 12a, 13, 24, 25, 27, M 3, 13	Is It Alive? Word Grid ELA 1a, 1d, 2, 4, 6, 9, 11, 14a, 14c, 24, 27, 28, 31, M 13, SCI 1, 2, 5, 9	Colors and Numbers ELA 1a, 1d, 2, 4, 6, 24, 27, 28, M 4, 13	Opposites ELA 1a, 1d, 2, 4, 6, 9, 27, 28, M 10
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Can you balance on one foot?	Do you like spiders?	Can you play a fiddle?	Do you like the color black?	Have you ever fallen down?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Row Row Row Your Boat* by Iza Trapani	*Mary Had a Little Lamb* by Sarah Josepha Hale	*Hey, Diddle Diddle* by Kin Eagle	*Each Peach Pear Plum* by Janet and Allan Ahlberg	*Miss Mary Mack* by Mary Ann Hoberman
Small Group Activities	Egg Fall ELA 1a, 1d, 2, 24, 27, M 13, SCI 2, 3, 4, 7	Counting spiders ELA 1a, 1d, 2, 4, 23, 24, 27, M 1, 2, 4, 13	Patterning: dishes and spoons Learning Log ELA 1a, 1d, 2, 15, 20, 23, 24, 27, M 13	Dye Yarn ELA 1a, 1d, 2, 23, 24, 27, M 13, SCI 1, 2, 3, 4, 7	Learning Log: What's in your pail? ELA 1a, 1d, 2, 3a, 3b, 4, 10, 19, 20, 21, 22, 26, 27, M 13
Music and Movement	props to coordinate with the featured Nursery Rhymes Dr. Jean Sings Silly Songs, *Nursery Rhymes & Good Ol' Times* – Dr. Jean *Hip Hop Alpha Bop, Rhyming to Read* - Frog Street Press Nursery Rhyme CD, Jack Hartman Clapping rhythms*: Hinky Pinky Bumble Bee, Cookie Jar*				
Field Experiences/ Guest Speakers	Guest musician to play a fiddle				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Itsy Bitsy Spider Webs: Use foam shape cut-outs of webs and spiders. Write a numeral on each web and have students count spiders onto the web.</td><td>Measurement
1-2-3-4-5 I Caught a Fish Alive: Cut different size fish out of fun foam. Have students compare the length of each fish and line them up from shortest to longest.</td><td>Geometry
Hey Diddle Diddle: Cut out two sets of different sized moons and stars. Attach Velcro to each pair. Attach one set to the underside of a table. Have students lie under the table and match the other set of moons and stars by size and shape.</td><td>Data Collection
BLM Graph Which is your favorite Nursery Rhyme?</td><td>Patterning
Cut out large and small moons and stars. Make patterns on construction paper or sentence strips. Have students glue moon and star shapes onto a strip to finish the pattern.</td></tr>
<tr><td>Science
SCI 1,2,4,5, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6,9,11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
books and pictures of spiders and spider webs
wool fabrics and fleece for students to examine and compare
pulley - set up so that students can use to raise pails of “water”
set up a tasting station for students to come taste some “curds and whey” (cottage cheese). This must be teacher directed.</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">small pails and blue/white bean bags to “fetch” from one tub to another (use real water and pails outdoors)
balance beam</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student made signs and labels** plastic eggs (Humpty Dumpty) and cardboard brick blocks Nursery Rhyme characters - use clip art or photocopies of characters. Cut them out and glue to cardstock, laminate then roll cardstock into tubes to make stand-up characters for students to use in the block area.	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	buckles to fasten and unfasten counting spiders onto web counting mats - label the counting mats with numerals 1 – 10 and have students count out the corresponding number of spiders onto each mat counting "wool" (cotton balls) into bags - have students use a die, spinner, or numeral cards to determine the number of cotton balls to count into the bags	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.mothergoose.com/index.htm	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	Painting with textures such as fleece; marble painting "spider webs" : white paint on black paper; egg shell collage	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** plastic eggs and large connecting plastic blocks such as *Duplo*® blocks for making walls	**Water:** pails and scoops
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** All songs on Frog Street Press Nursery Rhyme CD *Nursery Rhymes and Good Ol' Times* – Dr. Jean *Hip Hop Alpha Bop, Rhyming to Read* – Jack Hartman	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Dress-up props to act out nursery rhymes- pails for Jack and Jill, stuffed animal sheep for Baa, Baa Black Sheep, etc.	

Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books**
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers**

Whole Group

Whole Group Activity 1: Humpty Dumpty (GLEs: ELA 1a, 1d, 2, 4, 6, 12a, 13, 24, 25, 27; M 3, 13)

Materials List: felt or magnetic board storytelling pieces to the nursery rhyme *Humpty Dumpty*; sequencing cards (http://www.enchantedlearning.com/rhymes/seq/); felt or magnetic board, Dr. Jean CD *Nursery Rhymes and Good Ol' Times*

Prior to the lesson, enlarge a set of the sequencing cards to a full-page size. Make individual copies of the smaller version for each student to take home.

Open by playing the song version of *Humpty Dumpty*.

Using the felt or magnetic board storytelling pieces, recite the nursery rhyme *Humpty Dumpty*. After the first recitation, tell the students that they can help recite the nursery rhyme. Hand out the storytelling pieces to student volunteers and encourage all students to recite *Humpty Dumpty* together. After reciting the nursery rhyme 2 or 3 times, tell students they are going to create a *story chain* (view literacy strategy descriptions) with the sequencing cards. Display the large set of sequencing cards and tell students they need to look carefully at what is happening on each card so they can help put the cards in the correct order. Discuss the illustration on each card and guide students to correctly place the 4 cards in order from first to last. Provide each student with a set of sequencing cards to take home.

Accommodations: Provide extra practice to students who are having difficulty correctly reciting the poem.

Whole Group Activity 2: Little Miss Muffett (GLEs: ELA 1a, 1d, 2, 4, 6, 12a, 13, 24, 25, 27, M 3, 13)

Materials List: felt or magnetic board storytelling pieces to the nursery rhyme *Little Miss Muffet*, sequencing cards (http://www.enchantedlearning.com/rhymes/seq/muffet.shmtl), felt or magnetic board, Frog Street Press Nursery Rhyme CD

Prior to the lesson, enlarge a set of the sequencing cards to a full-page size. Make individual copies of the smaller version for each student to take home.

Open by playing the song version of *Little Miss Muffett* found on the Frog Street Press Nursery Rhyme CD.

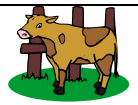
Using the felt or magnetic board storytelling pieces, recite the nursery rhyme *Little Miss Muffett.* After the first recitation, tell the students that they can help recite the nursery rhyme. Hand out the storytelling pieces to student volunteers and encourage all students to recite *Little Miss Muffett* together. After reciting the nursery rhyme 2 or 3 times, tell students they are going to create a *story chain* (view literacy strategy descriptions) with the sequencing cards. Display the large set of sequencing cards and tell students they need to look carefully at what is happening on each card so they can help put the cards in the correct order. Discuss the illustration on each card and guide students to correctly place the 4 cards in order from first to last. Provide each student with a set of sequencing cards to take home.

Accommodations: Provide extra practice to students who are having difficulty correctly reciting the poem

Whole Group Activity 3: Hey Diddle, Diddle – Is it Alive? (GLEs: ELA 1a, 1d, 2, 4, 6, 9, 11, 14a, 14c, 24, 27, 28, 31, M 13, SCI 1, 2, 5, 9)

Materials List: felt or magnetic board storytelling pieces to the nursery rhyme *Hey Diddle, Diddle,* word grid chart, markers, Frog Street Press Nursery Rhyme CD

Prior to the lesson, create the following *word grid* (view literacy strategy descriptions) on posterboard or chart paper:

	 Cat	 Fiddle	 Cow	 Moon	Dog 	 Dish	 Spoon
Eat 							
Breathe 							
Grow 							

Using the felt or magnetic board pieces, recite the nursery rhyme *Hey Diddle, Diddle.* Distribute the storytelling pieces to selected students and recite the rhyme again while students place the pieces on the board. Repeat as desired to allow maximum student participation. Ask students if this rhyme could really happen. "Could a cat really play a fiddle? Could a cow really jump over the moon? Are all the characters in this rhyme alive? How do you know?" Discuss how one can tell if something is alive or not alive. Tell students that for something to be alive, it must eat, breathe, and grow. Show students the *word grid* as shown above. Ask students to help complete the word grid by answering your questions with a yes or a no response. Orally complete the word grid with the students. "Which characters are alive? Which characters are not alive?"

Close by playing the song version of *Hey Diddle, Diddle.*

Accommodations: None needed

Whole Group Activity 4: Baa, Baa Black Sheep – Colors and Numbers (GLEs: ELA 1a, 1d, 2, 4, 6, 24, 27, 28, M 4, 13)

Materials List: letter-sized manila envelope with a sheep-shaped window cut-out of one side, colored construction paper, number cards (1 – 10), Frog Street Press Nursery Rhyme CD

Prior to the lesson, prepare the materials by cutting out a sheep-shaped window in one side of the manila envelope and laminating it. Place the colored construction paper into the envelope so that each color can be displayed through the window as the previous color is pulled out. Make sure the black paper is the first color shown.

Open by playing the song version of *Baa, Baa Black Sheep.*

Hold up the envelope with the sheep window showing the color black. Recite the nursery rhyme 2 or 3 times, encouraging the students to join in as they are able. Tell students the nursery rhyme is to be recited this way, but they are going to play a game where the sheep is sometimes a different color with a different number of bags. Instruct students to recite based on the color in the sheep-shaped window and on the number card pulled. For example:

Baa, Baa purple sheep (purple paper in the window)
Have you any wool?
Yes sir, yes sir
8 bags full! (number card 8 held up)

Repeat until all the colors/numbers have been used in the poem and/or as interest and time permits.

Accommodations: Use lower numbers and fewer colors for lower performing students, gradually increasing the challenge to identify numbers 1 – 10 and 10 basic colors. Add numbers 11 – 20 and more complex colors for more advanced students.

Whole Group Activity 5: Jack and Jill – Opposites (GLEs: ELA 1a, 1d, 2, 4, 6, 9, 27, 28, M 10)

Materials List: felt or magnetic board storytelling pieces for the nursery rhyme *Jack and Jill,* pictures/words depicting opposites (commercially available or teacher-made), Frog Street Press Nursery Rhyme CD

Open by playing the song version of *Jack and Jill.*

Recite the nursery rhyme with the storytelling pieces. Involve students by asking selected students to place the storytelling pieces on the board as the rhyme is recited a second and third time. Discuss new vocabulary, such as pail, fetch, and crown (top of the head). Point out to students that this

nursery rhyme has lots of opposites in it. Give examples of opposites in *Jack and Jill*: boy/girl and up/down. Using the picture/word cards, ask students to match opposite pairs such as: hot/cold, loud/quiet, soft/hard, high/low, over/under.

Accommodations: Allow students to physically act out some of the opposite body or movement positions.

Small Groups

Small Group Activity 1: Egg Fall (GLEs: ELA 1a, 1d, 2, 24, 27, M 13, SCI 2, 3, 4, 7)

Materials List: uncooked whole eggs (2 per group), plastic Easter eggs; cereal box decorated to look like a brick wall, cookie sheet or tray, cotton balls, paper towels, tissues, shredded paper, packing peanuts, bubble wrap, etc.

Prior to the lesson, set up the area with the cereal box "wall" set up on a cookie sheet or tray. Have a selection of cushioning materials such as those listed in the materials list available nearby.

Have students recall the nursery rhyme *Humpty Dumpty* and recite it together. Show students the eggs and the "wall" on the tray/cookie sheet. Ask students to predict what will happen if "Humpty Dumpty" falls off the wall. Once all students have made their predictions about what will happen, place one egg on the wall. Let the egg fall off the wall and onto the tray. Discuss with the students what happened to the egg when it fell. Ask students to think of a way to prevent the egg from cracking. Show students the cushioning materials and ask them if they believe any of those materials might prevent Humpty Dumpty from cracking. Encourage students to come up with a plan using the cushioning materials to prevent the next egg from cracking when it falls from the wall. Assist students in setting up a safer fall zone for the egg in testing their ideas.

After each group has participated in the activity using two real eggs, provide plastic Easter eggs and leave the materials for further student exploration during free choice centers.

Accommodations: Use guiding questions and comments to assist students having difficulty understanding the concepts or coming up with a plan to prevent the eggs from cracking.

Small Group Activity 2: Counting Spiders (GLEs: ELA 1a, 1d, 2, 4, 23, 24, 27, M 1, 2, 4, 13)

Materials List: small plastic spider counters, plastic bowls, spoons, number cards

Recite the nursery rhyme *Little Miss Muffett* with students. Tell students that they are going to pretend to be Little Miss Muffett, but they are not afraid of spiders. They are going to count spiders. Set up the game by giving each student a bowl, a spoon, and a handful of plastic spiders. Place the number cards face down in the middle of the group. Explain that each student will take a turn drawing a card from the stack of number cards and turning it over for everyone to see. Then each student should use his/her spoon to scoop up and count out the correct number of spiders into the bowl. Once every student in the group has counted out his/her spiders, everyone dumps their spiders and play moves on to the next student in the group. Continue in this fashion until each number card has been drawn.

Accommodations: Use lower numbers and fewer cards for students having difficulty with counting and numeral recognition. Use higher numbers for students who are more advanced.

Small Group Activity 3: Patterning Dishes and Spoons (GLEs: ELA 1a, 1d, 2, 15, 20, 23, 24, 27, M 13)

Materials List: plastic or paper dessert-sized plates, plastic spoons, blank paper, crayons and/or pencils

Recite the nursery rhyme *Hey Diddle, Diddle* with students. Explain that they are going to use the plates and spoons to make patterns. Demonstrate an AB pattern for the students. Have students copy the AB pattern or make one of their own. Encourage students to create a *learning log* (view literacy strategy descriptions) by drawing their pattern on a piece of the blank paper to document the pattern they created. Write "I made this pattern" at the top of the paper and have students dictate their pattern as you write their words under the pictures they drew.

Accommodations: For students who are having difficulty creating a pattern of their own, start the pattern and let them extend it.

Small Group Activity 4: Dyeing Wool (GLEs: ELA 1a, 1d, 2, 23, 24, 27, M 13, SCI 1, 2, 3, 4, 7)

Materials List: white wool yarn pre-cut into 4 – 6 inch strands; cranberry juice, purple onion, red cabbage, yellow onion, clear plastic containers (one per color)

Prior to the lesson, boil each of the vegetables in a separate pot of water (approximately a quart). Cool and store in the clear plastic containers until time for the lesson. Label each container with a picture and word label.

Recite the nursery rhyme *Baa, Baa Black Sheep* with the students. Recall that in the whole group lesson, they pretended the sheep came in many colors but in reality most sheep are white. To get the wool to be different colors, it must be dyed first. Explain that dyeing wool can be done in many different ways but they are going to help dye wool yarn with some things found in the garden. Display the jug of cranberry juice, a whole purple onion, a red cabbage, and a yellow onion. Ask students where they have seen these things before and to name each vegetable. Show students the clear containers with the boiled vegetable juice in 3 of the containers. Pour some of the cranberry juice into the empty fourth container. Explain that they are going to dye the wool by putting some yarn into each of the containers. As students take turns putting some wool yarn into each container, ask them to predict what colors they believe each container will yield. Let each container sit overnight. The following day, assist students in removing the yarn from the containers (use tongs!). Ask students to identify the colors that came from each container and recall the fruit or vegetable that made that color. Were their predictions correct?

Accommodations: None needed

Small Group Activity 5: What's in your pail? (GLEs: ELA 1a, 1d, 2, 3a, 3b, 4, 10, 19, 20, 21, 22, 26, 27, M 13)

Materials List: pail, paper (one sheet per student), crayons, markers, pencils

Prior to the lesson, write "What's in your pail?" at the top of a piece of paper and make a copy for each student.

Recite the nursery rhyme *Jack and Jill* with students in the group. Display the pail and ask students to imagine that the pail holds their favorite thing. Ask students to close their eyes and think about what's in their pail. Remind them that since this is imaginary, it can be anything they wish. Give each student a sheet of paper to make a *learning log* (view literacy strategy descriptions). Ask students to write their names and to draw/write their favorite thing on the *learning log*. As each student completes his/her *learning log*, have him/her dictate a response to "What's in your pail?" Collect the *learning log* papers and bind them together to create a class book that can be placed in the library center for all to share.

Accommodations: Encourage and assist those who have difficulty imagining or drawing their favorite thing. Assist students having difficulty writing their names.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 1: Observe and document student problem solving, predictions, and participation in a simple experiment.

- Small Group Activity 5: Copy and file each student's learning log page in his/her portfolio as a work sample documenting writing/drawing development.

Resources

Children's Books

Aesop. *City Mouse-Country Mouse.* ISBN 0-590-41155-1
Ahlberg, Janet and Allan. *Each Peach Pear Plum.* ISBN 0-590-41081-4
Appleby, Ellen. *The Three Billy-Goats Gruff.* ISBN 0-590-41121-7
Dussling, Jennifer. *Stars.* ISBN 0-448-41148-2
Eagle, Kin. *Hey Diddle Diddle.* ISBN 1-58089-007-5
Eagle, Kin. *It's Raining, It's Pouring.* ISBN 978-1-879085-71-8
Eagle, Kin. *Rub a Dub Dub.* ISBN 1-58089-075-X

Galdone, Paul. *The Three Bears.* ISBN 0-590-61971-3
Galdone, Paul. *Three Little Kittens.* ISBN 0-89919-796-5
Gibbons, Gail. *Stargazers.* ISBN 0-590-47486-3
Hale, Sarah Josepha. *Mary Had a Little Lamb.* ISBN 0-590-43774-7
Halpern, Shari. *Little Robin Redbreast.* ISBN
Hoberman, Mary. *Miss Mary Mack.* ISBN 0-439-04022-1
Huck, Charlotte. *Princess Furball.* ISBN 0-590-43686-4
Hyman, Trina Schart. *Little Red Riding Hood.* ISBN 0-8234-0653-9
Lodge, Bernard. *There Was an Old Woman Who Lived in a Glove.* ISBN 1-58089-018-0
Marshall, James. *Goldilocks and the Three Bears.* ISBN 0-590-44992-3
Marshall, James. *The Three Little Pigs.* ISBN 0-590-45781-0
Martin, David. *Five Little Piggies.* ISBN 0-7636-1081-X
Marzollo, Jean. *I Am a Star.* ISBN 0-439-11320-2
Miranda, Anne. *To Market, To Market.* ISBN 0-15-200035-6
Siomades, Lorianne. *Three Little Kittens.* ISBN 0-439-29161-5
Tolhurst, Marilyn. *Somebody and the Three Blairs.* ISBN 0-590-53960-4
Trapani, Iza. *The Itsy Bitsy Spider.* ISBN 978-1-879085-69-5
Trapani, Iza. *Row Row Row Your Boat.* ISBN 978-1-58089-077-9
Trapani, Iza. *Twinkle, Twinkle, Little Star.* ISBN 978-1-879085-70-1
Wilcox, Leah. *Falling for Rapunzel.* ISBN 0-439-75046-6
Wood, Audrey. *King Bidgood's in the Bathtub.* ISBN 0-590-47499-5
Young, Ed. *Lon Po Po.* ISBN 0-590-44069-1

Recordings
Dr. Jean Feldman: Nursery Rhymes and Good Ol' Times
Dr. Jean Feldman: Dr. Jean Sings Silly Songs
Frog Street Press: Nursery Rhymes CD
Jack Hartman: Hip Hop Alpha Bop
Jack Hartman: Rhyming to Read

Websites
http://www.enchantedlearning.com/rhymes

Unit 6: Nursery Rhymes, Other Rhymes, and Chants

Study Focus: Rhythms and Rhymes (week 2 of 2)

Study Focus Description: This study focuses on introducing students to rhyme and the rhythms of language, song, and poetry.

Student Understandings: Students will develop an understanding of rhyme and the rhythms of the English language through the use of Nursery Rhymes. Students will use Nursery Rhymes to practice rhyming words through poems and songs.

Guiding Questions:

1. Can students recite Nursery Rhymes?
2. Can students identify the rhyming words within the Nursery Rhymes?
3. Can students maintain rhythm and beat of Nursery Rhymes?
4. Can students classify Nursery Rhymes as real or make believe?
5. Can students identify the characters in Nursery Rhymes?



Guiding Vocabulary: poem, nursery rhyme, rhyme, Mother Goose, rhythm, beat, time, real, make believe, pretend, characters, recite

Grade-level Expectations

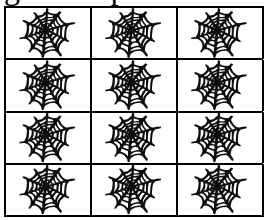
GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-2	Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)

ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)

ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)

SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SCI-28	Learn about objects in the sky through nonfiction literature (PK-CS-ES3) (ESS-E-B1)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	The Itsy Bitsy Spider	**One, Two, Buckle My Shoe**	**One, Two, Three, Four, Five**	**Little Boy Blue**	**Twinkle, Twinkle, Little Star**
Whole Group Activities	DR-TA ELA 1a, 1d, 2, 4, 5a, 6, 8, 9, 11, 12b, 12c, 13, 14a, 14c, 21, 22, 27, 29	Story Chain ELA 1a, 1d, 2, 4, 12a, 21, 22, 23, 24, 27, 29, M 3, 13	Story Chain ELA 1a, 1d, 2, 4, 12a, 21, 22, 23, 24, 27, 29, M 3, 13	Story Chain ELA 1a, 1d, 2, 4, 12a, 21, 22, 23, 24, 27, 29, M 3, 13	DR-TA ELA 1a, 1d, 2, 4, 5a, 5c, 6, 8, 9, 11, 12b, 12c, 13, 14c, 21, 22, 27, 29
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you like spiders?	Can you fasten buckles?	Have you ever been fishing?	Do you like the color blue?	Do you like stars?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*The Itsy Bitsy Spider* by Iza Trapani	*Five Little Piggies* by David Martin	*Three Little Kittens* by Paul Galdone	*To Market, To Market* by Anne Miranda	*Twinkle, Twinkle, Little Star* by Iza Trapani
Small Group Activities	Spider web opposites ELA 1a, 1d, 2, 23, 24, 27, M 10, 11, 13	Learning Log: number books ELA 3a, 3b, 5a, 5b, 5c, 5d, 15, 20, 24, M 1, 2, 4	Counting: Catching fish ELA 21, 24, M 1, 2, 4	Make Haystack snacks ELA 1a, 1d, 2, 21, 22, 23, 24, M 6, 13, SCI 3, 4, 7, 18, 21	Learning Log: Star Pictures ELA 4, 9, 21, 24, M 11, SCI 5, 28
Music and Movement	props to coordinate with the featured Nursery Rhymes Dr. Jean Sings Silly Songs CD, *Nursery Rhymes & Good Ol' Times* - Dr. Jean Frog Street Press Nursery Rhyme CD *Hip Hop Alpha Bop, Rhyming to Read* – Jack Hartmann Clapping rhythms: *Hinky Pinky Bumble Bee; Cookie Jar*				
Field Experiences/ Guest Speakers	Guest musician to play a horn				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Itsy Bitsy Spider Counting: Make a grid of spider webs.

Use plastic, die cut or foam spiders and die or spinner. Have students roll die and count out that number of spiders on the grid. If the students roll a 3, they may place all three spiders on one web or they may use one-to-one correspondence and put 1 spider on each web until they have a total of 3 spiders on the grid.</td><td>Measurement
Cut multiple pieces of yarn into different lengths.
Have students compare lengths of yarn and line them up from shortest to longest, then have students combine the different lengths of yarn to make an Itsy Bitsy Spider Web.</td><td>Geometry
Three little kittens' mitten shape hunt. This activity can be done with partners or teacher and student. You will need cards with a different shape on each card and three 1"x1" mitten shapes. Have students close eyes and their partner or the teacher will hide the 3 kittens' mittens under three different shape cards. The students will then name the shape that they think the mitten is hiding under. They will repeat this process until they find all three mittens. .</td><td>Data Collection
BLM Graph: Which is your favorite Nursery Rhyme?</td><td>Patterning
Twinkle, Twinkle Little Star Patterning: Using different color star stickers, have students copy, extend and create different patterns.</td></tr>
</table>

Science SCI 1,2,3,4,5, 6, 7, 8, 9, 11,22,23,24,25, ELA 5a, 5b, 5c, 5d,17,21,22,24, 26,31 M 6,9,11, SS 4	**learning logs and writing tools, nonfiction books relating to current study** books and pictures of spiders and spider webs constellation books/posters books and pictures about fish and fishing
Gross Motor ELA 23, 24 M 11,13 SCI 15,16 SS 4	fishing shoe relay game
Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** Nursery Rhyme characters - use clip art or photocopies of characters. Cut them out and glue to cardstock, laminate then roll cardstock into tubes to make stand up characters for students to use in the block area.
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	counting spiders onto web-counting mats - use a die, spinner, or numeral cards and have students count out the corresponding number of spiders onto the web-counting mats buckles and laces dressing boards for students to manipulate counting stars on sky-counting mats (black construction paper) - label each sky-counting mat with numerals 1 – 10 and have students count out the corresponding number of stars (erasers, beads, or stickers) plastic fish to count or sort
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.mothergoose.com/index.htm
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	star pictures (constellations) - using black or dark blue construction paper, have students create pictures using star stickers or make prints with star and moon-shaped stamps. provide paints and collage materials in colors and textures that will evoke some of the nursery rhymes - egg shells (Humpty Dumpty), shades of blue collage materials (Little Boy Blue), marble painting white on black paper (Itsy Bitsy Spider), shoe prints (One, Two, Buckle My Shoe)

Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** add plastic spiders and tongs	**Water:** fishing
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** All songs on Frog Street Press Nursery Rhyme CD *Nursery Rhymes and Good Ol'* Times – Dr. Jean *Hip Hop Alpha Bop, Rhyming to Read* – Jack Hartmann	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** dress up props to act out nursery rhymes: fishing pole, toy telescope; real or toy horn	
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books**	
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as: pencils, colored pencils, crayons, markers**	

Whole Group Activities

Whole Group Activity 1: The Itsy Bitsy Spider (GLEs: ELA 1a, 1d, 2, 4, 5a, 6, 8, 9, 11, 12b, 12c, 13, 14a, 14c, 21, 22, 27, 29)

Materials List: *The Itsy Bitsy Spider* by Iza Trapani (book)

Open by singing this familiar song with the students, using hand motions to simulate the spider climbing, the rain falling and the sun drying up the rain. Most students will be familiar with this song and will join in. Ask students where they think the spider was trying to go in the song. Following a modified *DR-TA* (view literacy strategy descriptions), display the front cover of the book. Ask students what they believe the story will tell them about the spider. Read the story, pausing where appropriate for comments and questions and checking students' predictions. After each segment of the story, ask students:

- Where do you think the spider is going?
- Why does the spider keep trying to climb things?
- What do you think the spider will climb next?

At the end of the story, review some of the students' predictions about the story. Did the spider end up where they thought he would? Discuss how the spider kept on trying and trying even though he kept getting knocked down.

Accommodations: None needed

Whole Group Activity 2: One, Two, Buckle My Shoe (GLEs: ELA 1a, 1d, 2, 4, 12a, 21, 22, 23, 24, 27, 29, M 3, 13)

Materials List: rebus story from http://www.enchantedlearning.com/rhymes/Onetwo.shtml, sentence strips, pocket chart (optional)

Prior to the lesson, print out the rebus story. Enlarge the clip art from the web site or create your own. Print each line of the rhyme on sentence strips, adding the clip art in the appropriate places.

Open by reciting the poem, using your fingers to indicate the numbers in the rhyme. Repeat 2 or 3 times, encouraging students to join in as they are able. Explain to the students that they are going to work in partners to create a *story chain* (view literacy strategy descriptions) of the rhyme. Divide the class into 10 partners. Hold up and read aloud each of the sentence strips created prior to the lesson. Explain that each pair of students will get a strip with part of the rhyme written on it. Their job is to figure out what their strip says and put it in the correct order with all the other strips. Lead the class in reciting the rhyme. As each line is recited, have the pair with that strip come forward with the strip and post it, either taped to the board or in a pocket chart. Continue until all the strips have been put in the correct order from beginning to end. Close with a final recitation of the rhyme, pointing to the text and rebus pictures as each is recited.

Accommodations: Assist students having difficulty figuring out what their strip says. Assist students with putting rhyme rebus strips in the correct order.

Whole Group Activity 3: One, Two, Three, Four, Five (GLEs: ELA 1a, 1d, 2, 4, 12a, 21, 22, 23, 24, 27, 29, M 3, 13)

Materials List: rebus story from http://www.enchantedlearning.com/rhymes/Onefive.shtml, sentence strips, pocket chart (optional)

Prior to the lesson, print out the rebus story. Enlarge the clip art from the web site or create your own. Print each line of the rhyme on sentence strips, adding the clip art in the appropriate places.

Open by reciting the poem, using your fingers to indicate the numbers in the rhyme. Repeat 2 or 3 times, encouraging students to join in as they are able. Explain to the students that they are going to work in partners to create a *story chain* (view literacy strategy descriptions) of the rhyme. Divide the class into partners. Hold up and read aloud each of the sentence strips created prior to the lesson. Explain that each pair of students will get a strip with part of the rhyme written on it. Their job is to figure out what their strip says and put it in the correct order with all the other strips. Lead the class in reciting the rhyme. As each line is recited, have the pair with that strip come forward with the strip and post it, either taped to the board or in a pocket chart. Continue until all the strips have been put in the correct order from beginning to end. Close with a final recitation of the rhyme, pointing to the text and rebus pictures as each is recited.

Accommodations: Assist students having difficulty figuring out what their strip says. Assist students with putting rhyme rebus strips in the correct order.

Whole Group Activity 4: Little Boy Blue (GLEs: ELA 1a, 1d, 2, 4, 12a, 21, 22, 23, 24, 27, 29, M 3, 13)

Materials List: rebus story from http://www.enchantedlearning.com/Littleboyblue.html, sentence strips, pocket chart (optional)

Prior to the lesson, print out the rebus story. Enlarge the clip art from the web site or create your own. Print each line of the rhyme on sentence strips, adding the clip art in the appropriate places.

Open by reciting the poem, using your fingers to indicate the numbers in the rhyme. Repeat 2 or 3 times, encouraging students to join in as they are able. Explain to the students that they are going to work in partners to create a *story chain* (view literacy strategy descriptions) of the rhyme. Divide the class into partners. Hold up and read aloud each of the sentence strips created prior to the lesson. Explain that each pair of students will get a strip with part of the rhyme written on it. Their job is to figure out what their strip says and put it in the correct order with all the other strips. Lead the class in reciting the rhyme. As each line is recited, have the pair with that strip come forward with the strip and post it, either taped to the board or in

a pocket chart. Continue until all the strips have been put in the correct order from beginning to end. Close with a final recitation of the rhyme, pointing to the text and rebus pictures as each is recited.

Accommodations: Assist students having difficulty figuring out what their strip says. Assist students with putting rhyme rebus strips in the correct order.

Whole Group Activity 5: Twinkle, Twinkle Little Star – DR-TA (GLEs: ELA 1a, 1d, 2, 4, 5a, 5c, 6, 8, 9, 11, 12b, 12c, 13, 14c, 21, 22, 27, 29)

Materials List: *Twinkle, Twinkle Little Star* by Iza Trapani (book)

Open by singing this familiar song/rhyme with the students. Most of the students will be familiar with the first verse of this song and will join in.

Using a modified *DR-TA* strategy (view literacy strategy descriptions), read the book *Twinkle, Twinkle, Little Star* aloud to the students. Begin by displaying the front of the book and asking students to predict what the story will be about. Ask students to imagine going on a magical journey with a star. Where would they go? What would they expect to see? Begin reading the story, pausing where appropriate for comments and questions about the story text and illustrations. Encourage students to use picture clues along with the text to help them predict what will happen next in the story. Following the reading, ask students if they were surprised at what happened in the story. Ask students to think about what they did or did not like about the story. Give students an opportunity to share their ideas about the story.

Close by singing the song again.

Accommodations: None

Small Group Activities

Small Group Activity 1: Spider Web Opposites (GLEs: ELA 1a, 1d, 2, 23, 24, 27, M 10, 11, 13)

Materials List: picture/word cards depicting opposites (hot, cold, up, down, front, back), ball of yarn

Prior to the lesson, make a set of cards depicting opposites. (e.g. a picture of fire with the word “hot” written below on one card and a picture of ice with the word “cold” written below on another card) There should be at least 3 pairs of opposites cards for this activity. Punch 2 holes in the tops of the cards and string some yarn through them, making the cards into necklaces for the students to wear during this activity.

Sitting in a circle on the floor with a small group of 5 students, sing the song *The Itsy, Bitsy Spider* while using hand motions to act out the lyrics. Explain to the students that they are going to make a web for the itsy bitsy spider using yarn. Explain that to help them know how to roll the ball of yarn, they are going to wear cards with opposites on them. Read/show each card to the students and discuss which are opposite pairs (e.g. hot is opposite of cold). After each student and the teacher is wearing an opposite card, be sure that opposites are across one another in the circle, rather than beside one another. Begin the web by having one student hold the yarn ball, holding the loose end of the yarn in one hand. The student will orally identify his/her opposite card by saying: "The itsy bitsy spider crawled on something _(UP)_. Then the itsy bitsy spider crawled on something __(DOWN)__." As the student says this, he/she should roll the yarn ball to the student wearing the card that shows the opposite of his/her own card. That student then holds on to the yarn while rolling the ball to another student. The third student repeats the task of the first student. Play continues until all the students have rolled the ball and all the matches have been made. Play a second round so that all students have an opportunity to make the opposite matches.

Accommodations: Assist students in identifying the correct opposite pairs. Assist students with rolling the yarn ball while still holding on to the yarn.

Small Group Activity 2: Number Books (GLEs: ELA 3a, 3b, 5a, 5b, 5c, 5d, 15, 20, 24, M 1, 2, 4)

Materials List: large assortment of stickers with many duplicates of each sticker; crayons/markers; folded paper booklets (one per student)

Prior to the lesson create a *learning log* (view literacy strategy descriptions) booklet for each student by stacking 3 sheets of 8.5x11 inch copy paper. Fold the papers in half and staple them at the mid point to create a six page booklet for each child. On the front page of each booklet, write My Number Book. On each subsequent page, write the numerals 1 – 5, one numeral per page.

Have each student write his/her first name on the front of the book. Tell students to put stickers on each page to match the number on that page. As students finish their books, have them dictate what they chose to put on each page. Write student dictation on each page (e.g. 2 birds or 5 flowers, etc.).

Accommodations: Assist students having difficulty with writing their names or putting the correct number of stickers on the accompanying page.

Small Group Activity 3: Catching Fish (GLEs: ELA 21, 24, M 1, 2, 4)

Materials List: construction paper fish cut-outs, magnetic tape, horseshoe magnets, 2 - 3 foot long dowel rods or similarly sized sticks, yarn or string, numeral cards

Prior to the lesson, prepare the following materials:

- Code the paper fish with dots (1 – 10 dots on each fish, depending on needs of the students)
- Attach about 1 inch of magnetic tape on either side of the paper fish "noses"
- Make fishing poles by tying a length of yarn/string to each pole then tying a horseshoe magnet to the other end of the yarn/string
- Make numeral cards with numbers to correspond with the number of dots on each fish

Scatter the fish on the floor. Point out to the students that each fish has a certain number of dot "scales" on its sides. Also, point out that each fish has a magnet on its "nose." Tell students that they can use the fishing poles with the horseshoe magnets to catch the fish by touching the horseshoe magnet at the end of the string/yarn to the magnet on the fish. Challenge students to pull a numeral card then catch a fish with the same number of "scales."

Accommodations: Assist students in controlling the fishing poles and magnets. Adjust the numbers and number of fish according to the skill levels of the students participating in the activity.

Small Group Activity 4: Haystack Snacks – Cooking (GLEs: ELA 1a, 1d, 2, 21, 22, 23, 24, M 6, 13, SCI 3, 4, 7, 18, 21)

Materials List: waxed paper, teaspoons, butterscotch chips, peanuts, peanut butter, chow mein noodles, microwave, *Little Boy Blue*

Before using this activity, be sure to check for any food allergies, especially peanuts.

Have students wash hands thoroughly before coming to the center. Recite *Little Boy Blue* with the students. Explain that Little Boy Blue fell asleep under a real haystack but that they are going to help make candy haystacks. Following the recipe below, encourage students to assist with measuring and stirring the candy ingredients. Emphasize that it's important to measure each ingredient correctly so that the candy turns out right. Have each student help scoop out a portion of the candy to make his/her own haystack to be eaten later for a snack.

Recipe:

- 1 cup butterscotch chips
- 1/2 cup peanut butter
- 1/2 cup peanuts
- 2 cups chow mein noodles

Teacher Preparation: Microwave the butterscotch chips and peanut butter on 50 percent power for 3 to 5 minutes. Add remaining ingredients and blend to coat noodles thoroughly. Drop by teaspoonfuls onto waxed paper.

Note: This recipe can be doubled or halved according to the number of servings needed.

Accommodations: Assist students with measuring and stirring ingredients and scooping out the haystacks.

Small Group Activity 5: Star Pictures (GLEs: ELA 4, 9, 21, 24, M 11, SCI 5, 28)

Materials List: *I Am a Star* by Jean Marzollo (book), black construction paper, white crayons or chalk, star stickers

Read the story aloud to students, pointing out the pictures of the constellations. Explain to the students that they are going to make a *learning log* (view literacy strategy descriptions) of their own constellations or star pictures. Give each student a piece of black construction paper and a small sheet of foil star stickers and a white crayon or chalk. Encourage students to think about what kind of picture they are going to make before putting the stickers on the paper. Have students use the crayon or chalk to draw lines between the stars to finish their picture. Once students have finished their constellations, have them tell what they created while you use white crayon to write their responses on their paper. These pages may be displayed on a bulletin board before being placed in student portfolios.

Accommodations: Assist students having difficulty deciding how/what to create with their stars.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessment

- Small Group Activity 2: Note student ability to recognize numerals 1 – 5 and match sets to those numerals.

Resources

Children's Books

Aesop. *City Mouse-Country Mouse.* ISBN 0-590-41155-1
Ahlberg, Janet and Allan. *Each Peach Pear Plum.* ISBN 0-590-41081-4
Appleby, Ellen. *The Three Billy-Goats Gruff.* ISBN 0-590-41121-7
Dussling, Jennifer. *Stars.* ISBN 0-448-41148-2
Eagle, Kin. *Hey Diddle Diddle.* ISBN 1-58089-007-5
Eagle, Kin. *It's Raining, It's Pouring.* ISBN 978-1-879085-71-8
Eagle, Kin. *Rub a Dub Dub.* ISBN 1-58089-075-X
Galdone, Paul. *The Three Bears.* ISBN 0-590-61971-3
Galdone, Paul. *Three Little Kittens.* ISBN 0-89919-796-5
Gibbons, Gail. *Stargazers.* ISBN 0-590-47486-3

Hale, Sarah Josepha. *Mary Had a Little Lamb.* ISBN 0-590-43774-7
Halpern, Shari. *Little Robin Redbreast.* ISBN
Hoberman, Mary. *Miss Mary Mack.* ISBN 0-439-04022-1
Huck, Charlotte. *Princess Furball.* ISBN 0-590-43686-4
Hyman, Trina Schart. *Little Red Riding Hood.* ISBN 0-8234-0653-9
Lodge, Bernard. *There Was an Old Woman Who Lived in a Glove.* ISBN 1-58089-018-0
Marshall, James. *Goldilocks and the Three Bears.* ISBN 0-590-44992-3
Marshall, James. *The Three Little Pigs.* ISBN 0-590-45781-0
Martin, David. *Five Little Piggies.* ISBN 0-7636-1081-X
Marzollo, Jean. *I Am a Star.* ISBN 0-439-11320-2
Miranda, Anne. *To Market, To Market.* ISBN 0-15-200035-6
Siomades, Lorianne. *Three Little Kittens.* ISBN 0-439-29161-5
Tolhurst, Marilyn. *Somebody and the Three Blairs.* ISBN 0-590-53960-4
Trapani, Iza. *The Itsy Bitsy Spider.* ISBN 978-1-879085-69-5
Trapani, Iza. *Row Row Row Your Boat.* ISBN 978-1-58089-077-9
Trapani, Iza. *Twinkle, Twinkle, Little Star.* ISBN 978-1-879085-70-1
Wilcox, Leah. *Falling for Rapunzel.* ISBN 0-439-75046-6
Wood, Audrey. *King Bidgood's in the Bathtub.* ISBN 0-590-47499-5
Young, Ed. *Lon Po Po.* ISBN 0-590-44069-1

Recordings
Dr. Jean Feldman: *Nursery Rhymes and Good Ol' Times*
Dr. Jean Feldman: Dr. Jean Sings Silly Songs
Frog Street Press: Nursery Rhymes CD
Jack Hartman: *Hip Hop Alpha Bop*
Jack Hartman: *Rhyming to Read*

Websites
http://www.enchantedlearning.com/rhymes

Unit 7: Winter

Study Focus: Weather

Study Focus Description: The focus of this study is to introduce students to the concept of weather and the weather changes.

Student Understandings: Students will understand that weather changes. Students will understand that weather varies according to the temperature and where you live.

Guiding Questions:

1. Can students describe weather changes?
2. Can students understand that temperature affects the weather?
3. Can students understand that winter weather varies according to geographic location?
4. Can students identify a meteorologist as a person who tracks and predicts weather changes?

Guiding Vocabulary: weather, season, precipitation, wind, cold, cool, chilly, cloudy, rain, snow, temperature, meteorologist, degree, climate, map, front, hail

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)

ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)

SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SCI-28	Learn about objects in the sky through nonfiction literature (PK-CS-ES3) (ESS-E-B1)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-3	Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-1D-E4)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Weather	**Sun**	**Wind**	**Snow**	**Rain**
Whole Group Activities	Winter Weather Introduction *Modified DR-TA* ELA 4, 5, 9, 10, 27; M 13; SCI 1, 26, 27, 28; SS 2	Sunny Day *Learning Log* ELA 4, 5, 15, 16, 18; M 6; SCI 1, 26, 27, 28	The Wind Blew ELA 4, 7, 8, 10, 11, 14, 27, 29; M 3; SCI 1, 15, 26, 28	Snow ELA 21, 24, 27, 28; M 6, 10; SCI 28	Umbrella Dancing Chart; Umbrella colors ELA 4, 6, 7, 10, 20, 24, 27, 31; M 5, 9, 10
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you watch the weather on TV?	Is it sunny today?	Is it windy today?	Is it cold today?	Is it raining today?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Weather*	*It Looks Like Spilt Milk*	*Rain*	*The Snowy Day*	*Weather Words and What They Mean*
Small Group Activities	Weather Words ELA 3, 8, 9, 10, 23, 24; SCI 28	Clouds ELA 10, 14, 19, 20, 21; SCI 1, 2, 3, 6, 26, 27	Raindrops ELA 4, 8, 9, 14, 21, 24, 26; M 1; SCI 2, 3, 4	Snowmen ELA 8, 9, 24, 26; M 9, 11; SCI 2, 3, 18	Weather Raft ELA 8, 9, 10, 11, 22; SCI 18, 26, 27, 28; SS 3, 7
Music and Movement	Dance with scarves or ribbon streamers to wind music Examples: Water, Wind, and World; *The Second Line* by Johnette Downing; *A Windy Day*; Nature Sounds				
Field Experiences/ Guest Speakers	Have a weatherman/reporter/meteorologist visit the classroom or view a weather report online or from a recorded TV broadcast				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Blue construction paper, cotton balls, spinner or die. Have students spin spinner and put that number of cotton ball clouds on the blue construction paper.</td><td>Measurements
Keep a log of the temperature and compare it each day.</td><td>Geometry
Use geo boards to make cloud shapes</td><td>Data Collection
BLM Graph What is your favorite type of weather?</td><td>Patterning
Have students create patterns using weather shapes such as sun, cloud, raindrop etc.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
rain sticks for listening and observing
ice cubes for touching and observing the melting process
thermometers for temperature graphing or tracking, and number recognition
InstaSnow or SuperSnow for feeling or observation
paper fans, spray water bottles
wind pinwheels and wind socks</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">umbrella dancing- allow the students to take their umbrellas which they bring to school for Friday’s activity to dance or second line with their umbrellas outside as a gross motor activity.
clothing relays (boots, umbrella, jackets, rain coats, sweatshirts)
bubble play
pinwheels
ping-pong ball blowing: Have small plastic ping-pong balls available for students to blow on a hard surface or on the concrete outside to simulate wind and movement.
wind socks, kite flying</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3 ,5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** TV station – name and call numbers, cars and trucks with TV station's name and call number on them; a variety of people props	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	numbered clouds 1-10 matched to numbered suns 1-10 using cutouts or clip art; rain drops to numbered umbrellas- cut out raindrop shapes to be counted and placed on the umbrellas weather bingo or lotto using die cut weather symbols or clipart glued on to cardstock and laminated for durability weather puzzles	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.weatherwizkids.com/index.htm http://eo.ucar.edu/webweather/games.html http://funschool.kaboose.com/preschool/games/game_counting_on_a_cloud.html http://funschool.kaboose.com/preschool/games/game_can_you_place_me.html http://www.bbc.co.uk/wales/bobinogs/games/game.shtml?1	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	coffee filter snowflakes; clouds prints made with cotton balls and white paint; splatter paint drops from eyedroppers onto paper white paper towels; sun, rain, snow stencils and stamps; sun prints - Place construction paper (not fadeless) outside in the sun with items of the students' choice on them. Leave in the sun. Return later in the day. Have the students take off the items. A sun-shadow print will appear. glued styrofoam squiggles for snow or clouds in the sky; shaving cream for painting, ivory snow painting colored ice cube painting - Fill ice cube trays with water and put drops of different food color in compartments. Freeze. Pop the ice cubes out when frozen and let children paint with them on white paper.	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** *SuperSnow* or *InstaSnow*, polar bears, penguins, cut pieces of Styrofoam to simulate ice bergs for the polar bears and penguins	**Water:** ice cubes in water tubs; eye droppers to simulate rain

Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Mr. Sun: Rain, Rain Go Away* - Raffi; *Singable Songs* - The Very Young; *Ain't Gonna Rain No More*- Greg and Steve, Playing Favorites *You Are My Sunshine* - Papillion, Cajun for Kids *Singing in the Rain* - The Learning Station: Rock n' Roll Songs That Teach *Make it Rain* – Johnette Downing: Music Time *One Umbrella, Two Umbrellas* – Lakeshore Learning: Learn to Count Math Rhymes *A Windy Day* - Nature Sounds *Cool Breeze, Clouds, Alone with the Rain, Raindrops on my Window*- Jazz for a Rainy Day
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Weather TV Station - Map of your city or town, state map, U.S. map Rain, Sun, Clouds, Wind, Hot, Cold, Chilly, and Warm die-cut symbols TV Station name and call numbers on cards microphone, an old (broken) video recorder, desk, pointer
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books (where applicable):** magnetic die-cut weather symbols weather word cards
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools, such as pencils, colored pencils, crayons, markers;** weather word cards; weather stencils; weather stamps; weather pages from the newspaper; hurricane tracking maps; TV station names and call numbers on cards

Whole Group Activities

Whole Group Activity 1: Winter Weather Introduction (ELA 4, 5, 9, 10, 27; M 13; SCI 1, 26, 27, 28; SS 2)

Materials List: *What is the Weather* (book); map of the United States; cut-outs of the sun, rain, clouds, wind, snowflakes; thermometer.

Using a modified *SQPL* (view literacy strategy descriptions), write the statement "It always snows in the winter" on the board. After that statement is written, draw snowflakes around the statement to assist the students with recognition. Read the statement aloud to the students and tell the students to think about the statement. Ask students if they have any questions about the statement "It always snows in the winter." Pause and allow time for the students to formulate any questions they might have. Write student questions on the board. Then ask the students if they agree or disagree with the statement. If they agree, have students put their thumbs up, and if they disagree, have them put their thumbs down.

Read the book and discuss the concept of weather in the winter season. Identify different types of weather, e.g., sunny, rainy, snowy, cloudy, windy, hot, and cold. Referring to the map of the United States, describe the different types of weather patterns associated with the north, south, east, and west regions during the winter season. Introduce a thermometer as a tool for measuring temperature. Discuss hot and cold temperature as it relates to the winter season. Introduce the song "What Is the Weather?" While singing the song, place the cut-outs on different parts of the United States map, indicating where the weather could be. Continue until all cut-outs have been used.

What is the Weather? (Tune of *BINGO*)

There is some weather in the sky
And sunny is its name-o.
S-U-N-N-Y, S-U-N-N-Y,
S-U-N-N-Y
and sunny is its name-o.
(substitute windy, sunny, cloudy, rainy, snowy)

Close by referring back to the statement "It always snows in the winter" and the questions students asked based on this statement. Ask them what they learned and how that information can help them answer their questions about winter weather. Ask students to, again, think about this statement and decide if they agree or disagree after hearing the story. Have students, again, show if they agree by putting their thumbs up or disagree by putting their thumbs down.

Accommodations: Assist students who have difficulty identifying weather patterns and/or regions of the country.

Whole Group Activity 2: Sunny Day (ELA 4, 5, 15, 16, 18; M 6; SCI 1, 26, 27, 28)

Materials List: *Sun Up, Sun Down* (book); markers; paper; chalk board/dry erase board.

Read the book and discuss the sun and activities that one could do on a sunny day. Elicit student responses for activities mentioned. List all responses on the board. Ask the students if the sun is hot or cold. Ask the question, "What kind of clothing would you wear on a sunny winter day? On a chilly/cold winter day?" After reading both statements, draw pictures on the marker board of sunshine and snow with wind blowing. Have each student draw their favorite activity on the paper provided. Have the students repeat the chant listed below by filling in the blanks with the activities they have identified. Compile their drawings into a "Sunny Day" *learning log* (view literacy strategy descriptions) that will include each student's favorite activity that can be done on a sunny day.

When it's sunny
When it's sunny,
You can _____.
You can _____.

When it's sunny,
When it's sunny,
You can _____.
You can _____.

Accommodations: None needed

Whole Group Activity 3: The Wind Blew (ELA 4, 7, 8, 10, 11, 14, 27, 29; M 3; SCI 1, 15, 26, 28)

Materials List: *The Wind Blew* (book); umbrella; balloon; hat; kite; shirt; handkerchief; wig; letters; flag; scarves; newspaper; fan.

Read the book and discuss the wind and its strength. Demonstrate the different velocities of the wind by using the fan and its different speeds. Have the students sequence the story by having them place objects listed in the story in front of the fan, letting the fan blow them. Ask the students which object blew away first and last in the story. Ask the students to identify things that they have seen the wind blow away on a windy day. Then ask the children why they think some objects blow away more easily than others? Allow students to stand in front of the fan and feel the wind blow on them at different speeds. Discuss the force of the wind.

Accommodations: None needed

Whole Group Activity 4: Snow (ELA 21, 24, 27, 28; M 6, 10; SCI 28)

Materials List: tissue paper, cut-out snowflakes (1 per child), tape of classical music

Ask the students if anyone has ever seen snow falling. Was the snow hot or cold when it fell? Ask students what snow is made of? What happens when snowflakes land on objects? Discuss how snow falls from the sky and lands on the ground or objects. Distribute a snowflake to each child. Allow the students free exploration with their snowflakes. Play a tape of classical music of your choice and encourage the students to watch the snowflakes as they float to the ground and land. Instruct the students to have the snowflake fall on top of their head, on their arm, under their hands, next to their feet, on their face, under their chin, behind their legs, on their back, etc.

Whole Group Activity 5: Umbrella Dancing (ELA 4, 6, 7, 10, 20, 24, 27, 31; M 5, 9, 10)

Materials List: *Umbrella Parade* (book); umbrellas from home; chart paper; markers, paper

On Monday, send a note home to parents requesting that their child bring an umbrella from home on Thursday. On Friday, read the book and discuss topics covered, umbrella colors and how umbrellas keep you dry. Have the students sit on the rug with their umbrellas closed. Group the students by the colors of their umbrellas (i.e., black umbrellas together, blue umbrellas together, striped umbrellas together). Compare similarities and differences of umbrellas. Ask the students which umbrella will open up to be the largest and why. Compose a *Bar Graph* that indicates the number of people in each group. Have the students write their name on a piece of paper and place it on the graph. Have the students count the number of classmates in their group out loud. Then place these numbers on the graph. Count each color of umbrellas and determine which color has more or less. Close the lesson with the chant and have the students participate in an umbrella parade.

Rain on the black umbrellas,
Rain on the blue umbrellas,
Rain on the striped umbrellas,
Rain on the ___ umbrellas.

But no rain on me!

Accommodations: Provide umbrellas for those who do not bring them from home.

Small Group Activities

Small Group Activity 1: Weather Words (ELA 3, 8, 9, 10, 23, 24; SCI 28)

Materials List: *I Like the Rain* (book); weather pictures on the word cards with hyphenated spelling of r-a-i-n, s-n-o-w, h-e-a-t, h-a-i-l; magnetic letters that will spell these words; magnetic board

Read the book and discuss the words that describe various weather patterns. In a small group setting, have the students spell each word out loud as it appears in the book. Then select specific students to spell the word they have chosen from the book. Continue until all students have had an opportunity to spell their word out loud while matching each letter with the magnetic example. Repeating words is appropriate so that all students will have an opportunity.

Accommodations: Assist students who do not know their letters or those who are shy in front of the group.

Small Group Activity 2: Clouds (ELA 10, 14, 19, 20, 21; SCI 1, 2, 3, 6, 26, 27)

Materials List: *Little Cloud* (book); cotton swabs; white paint; cups; black or dark blue construction paper.

Read the book and discuss cloud formations in the sky. Take the students outside to play "What Do You See in the Clouds?" Return to the classroom and discuss the cloud formations and other information provided in the book. Hand a cotton swab, a cup of white paint, and a piece of construction paper to each student. Encourage each student to paint clouds in the sky. Upon completion, have each student discuss what he or she has painted. Compile all contributions from the students into a "Cloud Book" to be placed in the book center for future reference. This activity may be done by allowing a small group of students to go outside with the teacher while the other group of students stays inside with the paraprofessional and continues in centers.

Accommodations: None needed

Small Group Activity 3: Raindrops (ELA 4, 8, 9, 14, 21, 24, 26; M 1; SCI 2, 3, 4)

Materials List: *Rain* (book), *Raindrops* (book), eyedroppers for each student, a bowl filled with water for each student, paper towels, number cards from 1 – 10.

Read *Rain* to the students and discuss how rain is made and from where it comes. Read *Raindrops* and discuss the manner in which rain falls, e.g., drip, drip, drop as stated in the book. Explain to the students that they will each create their own raindrops by using the eyedroppers and water from

the bowls. Direct them to squeeze their raindrops back into the bowl (not on the floor). Allow the students to experiment and enjoy the activity. Circulate amongst the students and have each student count the number of raindrops they create with the eyedropper. Then have them hold up the number card that corresponds with the number of raindrops they created.

Accommodations: Assist the students who have difficulty manipulating the eyedropper; counting the number of raindrops; keeping the raindrops in the bowl.

Small Group Activity 4: Snowmen (ELA 8, 9, 24, 26; M 9, 11; SCI 2, 3, 18)

Materials List: *Snowballs* (book); white construction paper; scissors; glue; collage articles used in making a snowman (e.g., buttons, carrots, scarf, hat, sequins/bobbles for eyes/nose, sticks).

Read the book and discuss the different materials used to make a snowman. Ask the students if the snow that is used to build a snowman is hot or cold. Also, discuss the concepts of small, medium, and large as they pertain to the making of the snowman's body parts. Hand each student several pieces of white construction paper and instruct them to cut out small, medium, and large circles to be used for the snowman's body. Once they have cut out the circles, allow the students to decorate their snowman with the collage articles. Display the snowmen on the walls of the room.

Accommodations: Assist students who have difficulty cutting with scissors; creating their snowman's appearance.

Small Group Activity 5: Weather Report (ELA 8, 9, 10, 11, 22; SCI 18, 26, 27, 28; SS 3, 7)

Materials List: *How's the Weather* (book); map of the United States; cut-out of the sun shining, rain falling, wind blowing, clouds, snow falling, paper and markers

Read the book to the students and discuss the different types of weather that could occur during the winter. Display the weather card cutouts in the middle of the circle. Discuss the variety of the weather cutouts and allow the students to choose which one they would like to be during this modified RAFT. For this modified RAFT (insert strategy link here).

For this RAFT, students will do the following:
R – take on the role of the meteorologist
A – write/draw a sign for the viewing audience of the weather report today
F - the form is the weather station call number (example: WWL-TV, WDSU, or your school name weather station)
T – the topic is the name drawing and/or fact about the weather (example- sunny, cloudy, rainy, snowy, foggy, stormy)

Hand each student a piece of white paper for their sign and have them write their names on the back. Have the students draw a picture of the symbol they chose on the front of the white paper. If the students are able, they may copy the weather name chosen from the word or picture cards, and if not have the students dictate the weather symbol and a fact to the teacher. The teacher will then write the descriptors as dictated by the students on their respective papers. Once all of the signs have been completed, have each student share their work with the other members of the group. Organize the completed work in a learning log and place it in the science center for further review.

Accommodations: Assist students with organizing their RAFT.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Whole Group Activity 1: The teacher will observe and document the students' responses to the *SQPL*.
- Small Group Activity 5: The teacher will observe and document the students' responses to modified *RAFT*.

Resources

Children's Books

Alexander, Liza. *Splish Splashy Day*, ISBN: 0-307-10064-2
Asrdema, Verna. *Bringing Rain to the Kapiti Plain*, ISBN: 0-590-42870-5
Barrett, Judi. *Cloudy With a Chance of Meatballs*, ISBN: 0-689-70749-5
Belanger, Claude. I Like the Rain, ISBN: 0-86867-641-1
Benjamin, Cynthia. *Footprints in the Snow*, ISBN 10: 0590466631
Bennet, David. *Rain*, ISBN: 0-89577-556-5
Berger, Gilda and Melvin. *A Rainy Day*.
Berger, Gilda and Melvin. *A Cloudy Day*.
Berger, Gilda and Melvin. *A Windy Day*.
Berger, Gilda and Melvin. *A Snowy Day*, ISBN: 0439566-959
Berger, Gilda and Melvin. *A Stormy Day*.
Berger, Gilda and Melvin. *A Sunny Day*.
Berger, Gilda and Melvin. *Snow*. ISBN: 0-439-67904-4
Berger, Gilda and Melvin. *Winter*. ISBN: 0-439-67905-2
Borden, Louise. *Caps, Hats, Socks, and Mittens*, ISBN: 0-590-44872-2
Bourgeois, Paulette. *Big Sarah's Little Boots*, ISBN 10: 0590426230
Bourgeois, Paulette. *Franklin and the Thunderstorm*, ISBN: 0590026350
Branley, Franklyn. *Snow is Falling*, ISBN: 0-06-445186-0
Brett, Jan. *The Hat*, ISBN: 0-399-23101-3
Brett, Jan. *The Mitten*, ISBN: 0-399-219-20-X
Bridwell, Norman. *Clifford and the Big Storm*. ISBN: 0-590-92773-6
Carle, Eric. *Little Cloud*, ISBN: 0-399-23034-3
Carruth, Jane. *Hoppity's First Thunderstorm*, ISBN 10: 999-524702-X
Cash, Megan. M. *What Makes the Seasons*, ISBN 10: 067003598-X
Coleridge, Sarah. *January Brings Snow*, ISBN 10: 0803703139
Cummings, Pat. *Shoveling Snow*, ISBN: 0590275674
Disney, Walt. *Where Do Rainbows End*?, ISBN: 1-56326-207-X
Ehlert, Lois. *Snowballs*, ISBN: 0-15-200074-7
Evans, Lezlie. *Rain Song*, ISBN: 0-439-13510-9
Feceko, Kathy, *Umbrella Parade*, ISBN: 9780816704361
Fowler, Allan. *What's the Weather Today*. ISBN 0-516-44918-4
Gay, Sandy. *Raindrops*, ISBN: 0-590-27370-1

Gibbons, Gail. *Sun Up, Sun Down*, ISBN: 0-590-46047-1
Gibbons, Gail. *Weather Forecasting*, ISBN: 13-978-0-689-71683-6
Gibbons, Gail. *Weather Words and What They Mean*, ISBN: 082340952-X
Hesse, Karen. *Come On Rain!*, ISBN: 0-439-06015-X
Hill, Eric. *Spot Looks at the Weather*, ISBN: 0-399-21673-1
Hill, Eric. *Spot's Windy Day*, ISBN 10: 0448422164-X
Hutchins, Amy and Richard, *When the Wind Blows*, ISBN: 0-439-22355-5
Hutchins, Pat. *The Wind Blew*, ISBN: 0-370-02031-6
Kalan, Robert. *Rain*, ISBN: 0-590-46895-2
Keats, Ezra Jack. *The Snowy Day*, ISBN: 0590757709
Lewis, Kim. *First Snow*, ISBN: 1-56402-194-7
London, Jonathan. *Puddles*, ISBN: 0-14-056175-7
Martin, Bill, Jr. and Archambault, John. *Listen to the Rain*, ISBN 10: 0805006826
Marzollo, Jean. *I Am Snow*, ISBN: 0-590-641743
Mayer, Mercer. *Just a Rainy Day*, ISBN 10: 0307116824
Menschell, Mindy. *Here Comes the Rain*!, ISBN: 0-8215-0743-5
Neitzel, Shirley. *The Jacket I Wear in the Storm*, ISBN 10: 0688045871
Parker, Mary Jessie. *City Storm*, ISBN: 0-590-42306-1
Pinwhell, *What's the Weather?*, ISBN: 13-978-0545-025-997
Rebun, Alan M. *What's the Weather?*, ISBN: 0-15-333112-7
Schwartz, Betty Ann. *What Makes a Rainbow*?, ISBN: 158117134-X
Serfozo, Mary. *Rain Talk*, ISBN: 0-15-300401-0
Shaw, Charles G. *It Looks Like Spilt Milk*, ISBN 10: 0064433129
Tresselt, Alvin. *White Snow Bright Snow*, ISBN: 0-590-40989-1
Vazquez, Sarah. *A Walk in the Rain*, ISBN: 0-8172-8235-1
Vazquez, Sarah. *It's Raining*, ISBN: 0-8172-8236-X
Weinburger, Kimberly. *Winter is Here*, ISBN 10: 0590115073
Wilhelm, Hans. *It's Too Windy*, ISBN: 0-439-10849-7
Williams, Rozanne Lanczak. *How's the Weather?*, ISBN 10: 0916119351
Wynn-Thomas, Nell. *Snow is Cold*, ISBN: 0-618-12557-4

Websites:
Louisiana Public Broadcasting (LPB) Cyberchannel:

- *Weather: A First Look*
- *Weather Changes and Measurement*

Recordings/CDs

Downing, Johnette; Music Time
Greg and Steve; Playing Favorites
Lakeshore Learning; Learn to Count Math Rhymes
Papillion; Cajun for Kids
Raffi; Singable Songs for the Very Young
The Learning Station; Rock n' Roll Songs That Teach
Growing Minds with Music; Nature Sounds
Turn Up the Music; Jazz for a Rainy Day

Unit 8-1: Community

Study Focus: Transportation (week 1 of 2)

Study Focus Description: The focus of this study is to explore the various forms of transportation and the concept of travel.

Student Understandings: Students will understand the meaning of transportation. Students will understand that people travel in different ways. Students will understand that transportation occurs via land, water, and air.

Guiding Questions:

1. Can students identify transportation as a way to move from one place to another?
2. Can students understand that transportation methods vary according to where people live?
3. Can students recognize an array of transportation vehicles?
4. Can students select the forms of transportation needed to travel by air, land, and water (example- air travel – airplane, hot air balloon; water—boat, ship, sailboat; land travel-bus, car, train, bike)



Guiding Vocabulary: transportation, travel, land, water, air, vehicle, map, far, near, vacation, destination, airport, train station, engine, motor, port, dock, transportation modes, such as car, bus, taxi, train, bicycle, boat, ship, airplane, helicopter, etc.

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)

ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK-LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)

ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)

SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday, today,* and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Transportation	**Cars and Trucks**	**Buses**	**Trains**	**Bikes**
Whole Group Activities	Transportation Graphic Organizer ELA 4, 8, 9, 16, 18, 21 ELA 4, 8, 9, 16, 18, 21	Car and Truck Measurement M 3, 6, 11; SCI 4, 5, 6, 16	Students on the Bus ELA 8, 9, 22, 27; M 13	Engine, Engine #9 ELA 8, 9, 10; M 1, 3, 4	Bike Chart ELA 8, 9, 10, 11, 16, 17, 18; M 1, 4
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Did you ride to school in a car?	Do you have a truck?	Have you ridden on a school bus?	Have you ridden on a train?	Do you have a bike?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a, 1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Wheel Away*	*Wheels*	*Bus Stop Bop*	*Freight Train*	*Lulu on Her Bike*
Small Group Activities	Car Sets ELA 8, 9, 10; M 1, 4	Truck Geometry ELA 8, 9, 10, 11, 19; M 8	Bumpy Bus Story Chain ELA 8, 9, 10, 11, 12a, 13, 19, 21, 25; M 3	The Little Engine that Could ELA 13, 19, 21, 25; M 3	Bike Rap ELA 8, 9, 10, 12, 15, 19; SS 4
Music and Movement	Variety of horns and bells				
Experiences/ Guest Speakers	Auto Mechanic, Crossing Guard, Police Officer; Riverboat or Tugboat Captain; Airline or Airport Worker				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Road sign number match: Cut out 2 sets of shapes of common road signs from construction paper and glue to craft sticks. On one set write the numeral and on the other set draw dots to represent the number. Have students match the two sets.</td><td>Measurement
Have students roll two cars down a ramp and compare the distances each car rolled. Ask students how they can change the outcome and let them experiment to see if they can get the cars to travel a longer or shorter distance than before.</td><td>Geometry
Trace the outlines of road signs from the block area onto poster board. Have students match the sign shape to shape on poster board.</td><td>Data Collection
BLM Graph:
Have you ever ridden in a . . .?</td><td>Patterning
Have students use vehicles from the block area to create patterns. Turn cars in different directions to create |—|—|— patterns.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
feely box with car/truck keys inside
license plates to feel and observe the letters and numbers
maps
horns
a variety of different sizes of cars and trucks with wheels of different sizes and types
brochures of cars/trucks
balance scale for weighing cars and trucks</td></tr>
</table>

Gross Motor ELA 23, 24 M 11,13 SCI 15,16 SS 4	stop and go signs car/truck/bicycle races bicycle obstacle course red light/green light game airplane game or motorboat game using directional hand signals: up, down, left, right, high, low, stop, and go	
Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10,11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** atlas, maps, car wash implements, gas station logo signs, long boards/blocks for roadways, paper roadways, plastic garages, roadways, road rugs, a variety of transportation vehicles, blue bodies of water (created from paper or fabric), boats, airport names and photos, space stations, cotton batting for clouds, stop and go signs, local river, lake, or bayou names	
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	matching games using road signs created from clipart, boardmaker, or cutouts; gas station or oil company logos matching game; teacher-made license plate matching game (e.g.,. LBG 123 to LBG 123); rubber or plastic vehicle manipulatives to be used for patterning, sorting, or classifying; airplane-to-cloud number game (Cut out a cloud shaped out of a piece of paper. Write the numerals 1-10 on clouds. Place the corresponding number of airplanes on each cloud.); transportation lotto or bingo - create a transportation or vehicle bingo or lotto game using boardmaker, diecuts, stickers, or clipart small plastic airplanes and boats for sorting, pattering, or graphing	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/globe-rider/space/index.html http://www.chevroncars.com/games/	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	license plate rubbings, a variety of vehicle wheel sizes of toy cars and trucks available in the classroom which are rolled in paint then on paper, water colors, ship cookie cutter prints on blue painted “water,” train tracks made with popsicle sticks and a train stamped on the track, transportation stickers and stamps or pictures cut from travel brochures, clipart, or travel magazines for collage, boat and airplane stencils and stamps, cotton ball prints with white paint for clouds	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** cars and trucks in wet sand, dump trucks, road signs, popsicle sticks for train tracks	**Water:** boats, sailboats, funnels, sponges, plastic cars, spray bottles, pieces of wood for floating, sailboats and rocks/marbles for displacement investigating

Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Riding in my Car, Bicycle Built for Two, Little Red Wagon* - Raffi; *Bike* - Johnette Downing*; Chug-Lug- a-Choo-Choo* - Gregg and Steve *Helicopter, Sail Away Sailboat, I'm a Little Airplane* - High Reach Learning *Row, Row, Row Your Boat, I Saw Three Ships by Countdown Kids; A Sailor Went to Sea* - Dr. Jean *The Silly Pirate Song* - Jack Hartmann *Riding in an Airplane* - Raffi
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Transportation Prop Box: cars and trucks, car wash bucket, sponges, rags, soap bottle, maps, steering wheel, car magazines, funnel, hose, cash register, money, hat, uniform, gas pump, small plastic (unused) gasoline container Travel Prop Box: travel destination brochures (obtained from hotel lobbies or state rest area welcome stations or a travel agency), head set, pilot hat/suit, steering wheel, seats, blankets, travel bag and/or suitcase, airplane, tickets, money, paper credit cards, clothes
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** Atlas, maps, travel destination brochures, destination word cards, car ads from the newspaper
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools, such as pencils, colored pencils, crayons, markers;** car, truck, and bus stamps, stencils, word cars; auto magazines; maps; gas station logos; car ads from newspaper, travel brochures, destination cards—mountains, ocean, Walt Disney World, New York City, beach, etc.

Whole Group Activities

Whole Group Activity 1: Transportation Graphic Organizer (GLEs: ELA 4, 8, 9, 16, 18, 21)

Materials List: *On The Go* (book), chart paper, markers, picture of land with "land" written under it, picture of sea with "sea" written under it, picture of sky with "sky" written under it

Read the book and introduce the concept of transportation to the students. Emphasize that transportation helps people and goods get from one place to another. Using the chart paper write TRANSPORTATION (in big letters at the top) and place "land," "sea," and "air" as column headings underneath. Ask the students to provide examples of each category and place them in the appropriate columns on the board. When the graphic organizer (view literacy strategy descriptions) has been completed, review each entry identifying specific modes of transportation. Post the chart in a place where it can be reviewed throughout the unit.

Accommodations: None needed

Whole Group Activity 2: Car and Truck Measurement (GLEs: M 3, 6, 11; SCI 4, 5, 6, 16)

Materials List: variety of blocks to make inclined planes, a selection of cars and trucks in various colors and shapes, yardstick or measuring tape, dry erase board, markers

Divide the students into teams of four providing them with blocks to build ramps and inclines. Once the inclines have been built, allow the students to choose a car or truck. Instruct them to manipulate the cars and trucks up, down, and around the course. Once the students have played on the course, say "We're now going to see which truck/car can go down the incline for the farthest distance." Instruct the students to hold the car at the top of the ramp until "All is ready," then release the car to see how far it can travel. Using the measuring tape, assist the students in measuring the distance from the top of the incline to the point where the car stops. Record the distance on the dry erase board and discuss the differences in measurements, e.g., inches, feet. Discuss the concept words- first, last, long, longer. Question the students about which of the transportation items match the concept words given.

Accommodations: Assist students who have difficulty working in groups and/or reading the measurement tools.

Whole Group Activity 3: Students on the Bus (GLEs: ELA 8, 9, 22, 27; M 13)

Materials List: *School Bus* (book), steering wheel (cut-out, real), chairs organized like a bus, bus driver's hat

Read the book and discuss the fact that some students in our school use a bus for transportation to school. The teacher will choose a student to play the role of the driver and present them with the steering wheel and bus driver's hat. Have the open space in the classroom organized with chairs to simulate the passenger area in a bus. Allow the students to sit on chairs in the bus while they sing *Students on the Bus* (to the tune of *Wheels on the Bus*). Once the song has been sung all the way through, allow the students to change seats on the bus, choose a new driver, and repeat the song.

Students on the Bus

The students on the bus go up and down,
Up and Down,
Up and Down.
The students on the bus go up and down,
All the way to school.

The students on the bus sit in their seats,
In their seats,
In their seats.
The students on the bus sit in their seats,
All the way to school.

The students on the bus look out the window,
Out the window,
Out the window.
The students on the bus look out the window,
All the way to school.

The students on the bus talk to their friends,
To their friends,
To their friends.
The students on the bus talk to their friends,
All the way to school.

The students on the bus wave bye to the driver,
Bye to the driver,
Bye to the driver.
The children on the bus wave bye to the driver,
When they get to school.

Accommodations: None needed

Whole Group Activity 4: Engine, Engine #9 (GLEs: ELA 8, 9, 10; M 1, 3, 4)

Materials List: *Engine, Engine Number 9* (book), ten number necklaces (numbered cards 1-10 that have a string strung through the middle of the card to be worn around the students' necks)

Read the book and discuss the manner in which passenger trains take people from one place to another, and freight trains carry goods from one destination to another. Introduce students to the names and functions of the different types of railroad cars, i.e. tanker cars, flat beds, grain hoppers, box cars, etc. Discuss the fact that train engines have an identification number painted on their side. Organize the students in a circle. Then describe the following activity to the students. First, everyone will all recite the rhyme together (see below). Then, one student will start the game by choosing a number necklace (1-10). He/she will then walk around the inside of the circle, moving his/her arms in a motion simulating that of the train engine's wheels. The class will recite the rhyme, inserting the number written on the necklace (1-10). When the first student has completed his/her turn, he/she will choose the next student to play the role of the train engine. Continue until all students have had their turn.

Engine, Engine, number **nine**, (insert number word on the necklace that the student is wearing)
Going down Chicago line.
If the train should jump the track,
Will I get my money back?

Accommodations: Assist students who cannot identify the numbers or recite the rhyme.

Whole Group Activity 5: Bike Chart (GLEs: ELA 8, 9, 10, 11, 16, 17, 18; M 1, 4)

Materials List: *I Can Ride a Bike* (book), a chart that has column headings of pictures of different colored bicycles drawn in their respective colors (ex. draw a blue bicycle with a blue marker), rectangular cut-outs on which students will write their names, markers

Read the book and discuss bike riding as an activity used for fun, sport, and health. Inquire as to how many students have their own bikes or share a bike. Have the students write their names on the rectangular cut-outs and place their name under the column that describes their bike or the bike they wish to own. Count the number of names under each column and a total number at the bottom of the column. Have the students identify which color of bike had the largest number or the least number of names under it.

Accommodations: Assist students who are unable to write their names.

Small Group Activities

Small Group Activity 1: Car Sets (GLEs: ELA 8, 9, 10; M 1, 4)

Materials List: *Mister Little's Noisy Car* (book), 2 sets of teacher-made garages numbered 1-10, set of plastic or rubber cars or car counters,2 sets of 1-10 number cards

Read the book and discuss with students that engines provide the power for cars to work. Introduce the game by showing the students the ten numbered garages and the car counters. Indicate that all students will have a turn to pick a card to get a number. Have the students identify the number shown on the number card. Then, have them count out the correct number of cars and place them on the corresponding numbered garage. Continue until all students have had a turn.

Accommodations: Assist students who have difficulty counting or reading the numbers from the number cards

Small Group Activity 2: Truck Geometry (GLEs: ELA 8, 9, 10, 11, 19; M 8)

Materials List: *Truck* (book), geometric shapes cut from colored paper, markers, glue, examples of trucks with various purposes (e.g., bakery, florist, moving vans)

Read the book and discuss the manner in which trucks can move people and materials from place to place. Discuss the parts of the truck (e.g., tires, cab, body, engine). Introduce the concepts of triangles, squares, rectangles. Indicate to the students that each of them will have the opportunity to build their own truck using the cut-out geometric shapes. Once the students have created their trucks, provide them with markers so that they can write the job-related purpose on their truck. Have each student show their truck to the class and describe what type of truck and the parts of the truck. Compile the students' work into a "Truck Book" and place it in the block center.

Accommodations: Assist students who have difficulty naming their truck or writing.

Small Group Activity 3: Bumpy Bus Story Chain (GLEs: ELA 8, 9, 10, 11, 12a, 13, 19, 21, 25; M 3)

Materials List: *The Very Bumpy Bus Ride* (book), pictures of strawberries, a goose, a jug of cream, a bushel of apples, a cow, a fish bowl with a fish, paper, crayons, markers

Read the book and discuss the variety of people and products that were carried to the county fair on the bus. Have the students tell about the characters and events of the story. Using a *story chain* (view literacy strategy descriptions), have students give an oral sequence of the order in which the people and products entered the bus. Discuss the concepts of first, second, last as they correspond to the elements of the story. Have the students draw their depiction of what a "bumpy bus ride" would look like.

Accommodations: Assist students who have difficulty with the concepts associated with sequencing or depicting what a bumpy bus ride might look like.

Small Group Activity 4: The Little Engine that Could (GLEs: ELA 8, 9, 10, 12, 15, 19; SS 4)

Materials List: *The Little Engine that Could* (book), crayons, markers, twenty copies of paper with a title of *I Think I Can*

Read the book and discuss the manner in which the little train was helpful to the broken-down engine when other engines drove by and chose not to be helpful. Discuss the size of the engines in the book (e.g., little, large). Emphasize how someone has the ability to be helpful even if they are small or do not fit the profile of someone who can. Have the students identify situations with which they are capable of helping. Give examples as needed—"I think I can…" Have the students draw a picture depicting their idea. Record these situations on the bottom of the *learning log* (view literacy strategy descriptions) page and compile these drawings into the class book to be placed in the book center.

Accommodations: None needed

Small Group Activity 5: Bike Rap (ELA 8, 9, 10, 11; SS 2)

Materials List: *Curious George Rides a Bike* (book), Professor Know-It-All hat, cut-outs or photographs of places around school (e.g., hardware store, library, park, buildings)

Read the book and discuss the manner in which Curious George rode his bike around the neighborhood. Show the cut-outs/photographs of various places to the students. In turn, have each student be *professor know-it-all* (view literacy strategy descriptions) while they identify each place as they are shown. Discuss the various places where children could ride a bike safely in their neighborhood. Allow each student to wear the Professor Know-It-All hat while they perform the following rap:

Riding on my bike, bike, bike
Riding on my bike, bike, bike
Going to the (insert place), (insert place), (insert place)
Going to the (insert same place), (insert same place), (insert same place).

Repeat same verse.

This ends the turn of the first student. This student then passes the Professor-Know-It-All Hat to the next student. This student chooses a different place and repeats the process.

Riding on my bike, bike, bike
Riding on my bike, bike, bike
Going to the (insert different place), (insert different place), (insert different place)
Going to the (insert different place), (insert different place), (insert different place)

Repeat process until all students have their turn.

Accommodations: None needed

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 1: The teacher will observe and document the student's ability to count the numbers of cars and to match the correct number to the correct numbered garage.

- Small Group Activity 4: The teacher will observe and document the student's response to the learning log.

Resources

Children's Books

Allen, Pamela. *Who Sank the Boat?,* ISBN: 0-440-84438-X
Baer, Edith. *This is the Way We Go to School*, ISBN: 0-590-43162-5
Barbot, Daniel. *A Bicycle for Rosaura*, ISBN: 0-395-78158-2
Barton, Byron. *Airport*, ISBN: 0-06-443145-2
Benjamin, Cynthia. *I Am a Pilot*, ISBN: 0-8120-6407-0
Berenstain, Stan and Jan. *Bears on Wheels*, ISBN: 0-394-90967-4

Berenstain, Stan and Jan. *The Berenstain Bears and the Big Road Race*, ISBN: 0-394-89134-1
Berger, Samantha and Pamela Chanko. *The Boat Book*, ISBN: 0-439-08125-4
Boyd, Patti. *Oh, So Noisy*!, ISBN: 0-448-40538-5
Bridwell, Norman. *Clifford Takes a Trip*, ISBN: 0-590-44260-0
Brown, Janet Allison. *Vehicles: A First Vehicles Book*, ISBN: 1-40545-361-3
Brown, Margaret Wise. *Red Light, Green Light*, ISBN: 0-590-44558-8
Bruna, Dick. *Miffy Goes Flying*, ISBN: 0-8431-1535-1
Burton, Virginia Lee. Choo Choo: The Runaway Engine, ISBN: 590-04436-2
Burton, Virginia Lee. *Choo Choo: The Story of a Little Engine Who Ran Away*, ISBN: 0-395-17684-0
Calmenson, Stephanie. *Engine, Engine, Number Nine*, ISBN: 0-590-26820-1
Calmenson, Stephanie. *Roller Skates!*, ISBN: 0-590-45716-0
Cammell, Sandra. *Row Your Boat*, ISBN: 0-7901-0580-2
Canizares, Susan and Daniel Moreton. *Wheels*, ISBN: 0-439-08123-8
Chewning, Randy. *You Can Name 100 Trucks*, ISBN: 0-590-46302-0
Cobb, Annie. *Wheels!*, ISBN: 0-679-86445-8
Conrad, Lynn. All Aboard Trucks, ISBN: 0-448-19094-X
Cowley, Joy. *To Town*, ISBN: 1-55911-262-X
Crampton, Gertrude. *Scuffy The Tugboat*, ISBN: 0-307-02046-0
Crews, Donald. *Flying*, ISBN: 0-590-46364-0
Crews, Donald. *Sail Away*, ISBN: 0-590-85911-0
Crews, Donald. *Truck*, ISBN: 0-673-81693-1
Crews, Donald. *Freight Train*, ISBN: 0-590-42694-X
Crews, Donald. *School Bus*, ISBN: 0-590-44153-1
Crews, Donald. *Harbor*, ISBN: 0-688-00861-5
Cutting, Jillian. *The School Bus*, ISBN: 0-7802-6408-8
Delgado, Eduard and Francesc Rovira. *Alex's Adventures at the Harbor*, ISBN: 0-517-60673-9
Disney. *Things that Go*, ISBN: 0-5008-60149-4
Dodds, Dayle Ann. *Wheel Away!*, ISBN: 0-590-43831-X
Fowler, Richard. *Mr. Little's Noisy Car*, ISBN: 0-448-18977-1
Gibbons, Gail. *Bicycle Book*, ISBN: 13-978-0-8234-1408-6
Graham, Margaret Bloy. *Benjy's Boat Trip*, ISBN: 0-06-022092-9
Gramatky, Hardie. *Little Toot*, ISBN: 0-448-34301-0
Hooker, Yvonne. *Wheels Go Round*, ISBN: 0-448-21030-4
Johnston, Faith. *Lion's Limousine*, ISBN: 0-7327-1953-4
Kingsland, Robin. *Bus Stop Bop*, ISBN: 0-670-83919-1
Kovalski, Maryann. *The Wheels On the Bus*, ISBN: 0-440-84409-6

Lippman, Peter. *Busy Trains*, ISBN: 0-394-83747-9
Maestro, Betsy and Ellen DelVecchio. *Big City Port*, ISBN: 0-590-41577-8
Mathieu, Joe. *Big Joe's Trailer Truck*, ISBN: 0-394-82925-5
McNaught, Harry. *The Truck Book*, ISBN: 0-394-83621-9
McNeil, Florence and David McPhail. *Sail Away*, ISBN: 1-55143-147-5
McPhail, David. *First Flight*, ISBN: 0-316-56332-3
Merriam, Eve. *Train Leaves the Station*, ISBN: 0-440-84939-X
Mitton, Tony and Ant Parker. *Terrific Trains*, ISBN: 0-439-25420-5
Morris, Ann. *On the Go*, ISBNN: 0-590-45995-3
Muntean, Michaela. *The Very Bumpy Bus Ride*, ISBN: 0-8193-1079-4
Muntean, Michaela. *Bicycle Bear Rides Again*, ISBN: 0-8193-1193-6
Murphy, Stuart J., *Beep Beep, Vroom Vroom!* ISBN: 0-06-446728-7
Neitzel, Shirley. *I'm Taking a Trip on My Train*, ISBN: 0-439-16487-7
Piper, Watty. *The Little Engine That Could*, ISBN: 0-448-40520-2
Potter, Marian. *The Little Red Caboose*. ISBN: 978-0307021526
Priddy Books. *My Big Train Book*, ISBN: 0-312-49186-7
Rey, Margret and H.A. *Curious George Takes a Train*, ISBN: 0-618-06567-9
Rey, H.A. *Curious George Rides a Bike*, ISBN: 0-395-16964-X
Rockwell, Anne. *Cars*, ISBN: 0-8085-7279-2
Rogers, Fred. *Going on an Airplane*, ISBN: 0-399-21633-2
Royston, Angela. *Ships and Boats*, ISBN: 0-689-71566-8
Royston, Angela. *Diggers and DumpTrucks*, ISBN: 0-689-71516-1
Scarry, Richard. *Things That Go*, ISBN: 0-307-11817-7
Shaw, Nancy. *Sheep in a Jeep*, ISBN: 0-395-41105-X
Shaw, Nancy. *Sheep on a Ship*, ISBN: 0-440-84992-6
Siebert, Diane. *Train Song*, ISBN: 0-06-443340-4
Slater, Teddy. *I Want to Be a Pilot*, ISBN: 0-307-131254-4
Sloan, Peter and Sheryl. *The Car Ride*, ISBN: 1-56801-983-1
Smith, Jessie. *Going Places*, ISBN: 0-307-10057-X
Steers, Billy. *The Little Book of Planes*, ISBN: 0-375-80219-3
Sturges, Philemon. *I Love Trains!* ISBN: 0-439-41805-4
Sturges, Philemon. *I Love Trucks!* ISBN: 0-06-443758-2
Wickstrom, Sylvie Kantorovitz. *Wheels on the Bus*, ISBN: 0-517-57645-7
Wolcott, Patty. *Double-Decker, Double-Decker, Double-Decker Bus*, ISBN: 0-679-81930-4

Recordings/CDs

The Countdown Kids. Mommy and Me: Rock-a-Bye Baby
Downing, Johnette. Fins and Grins
Downing, Johnette. From the Gumbo Pot: Stirring Up Tasty Tunes
Downing, Johnette. Music Time
Dr. Jean. Rockin' Rhymes and Good Ol' Times.
Greg and Steve. We all Live Together
Greg and Steve. On the Move
Greg and Steve. Playing Favorites
Hartman, Jack. Language Play and Listening Fun for Everyone!
Hartman, Jack. Rhyming To Read
Hartman, Jack. Word Fiesta: It's a Word Party!
Hartman, Jack. Math All Around Me
High Reach Learning. Terrific Transportation Tunes
Raffi. Bananaphone
Raffi. Singable Songs for the Very Young.
Raffi. More Singable Songs.

Website Resources

Louisiana Public Broadcasting (LPB) United Streaming- Cyberchannel; *Away We Go: All About Transportation*; http://streaming.discoveryeducation.com/

Unit 8-1: Community

Study Focus: Transportation (week 2 of 2)

Study Focus Description: The focus of this study is to explore the various forms of transportation and the concept of travel.

Student Understandings: Students will understand the meaning of transportation. Students will understand that people travel in different ways. Students will understand that transportation occurs via land, water, and air.

Guiding Questions:

1. Can students identify transportation as a way to move from one place to another?
2. Can students understand that transportation methods vary according to where people live?
3. Can students recognize an array of transportation vehicles?
4. Can students select forms of transportation according to the method of travel? (examples- air travel – airplane, hot air balloon; water travel – boat, ship, sailboat; land travel – bus, car, train, bike)



Guiding Vocabulary: transportation, travel, land, water, air, vehicle, map, far, near, vacation, destination, airport, train station, engine, motor, port, dock, transportation modes, such as car, bus, taxi, train, bicycle, boat, ship, airplane, helicopter, etc.

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)

ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)

ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)

SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Ships	**Boats**	**Airplanes**	**Airports**	**Going on a Trip**
Whole Group Activities	Big City Port ELA 8, 9, 11, 14c, 16, 18, 22	The Boat Game ELA 8, 9, 11, 16, 18, 22, 27; M 10, 13; SS 2	Going on a Trip ELA 8, 9, 10,14c, 21, 24, 27; M 13; SS 2	If I Could Fly Chart ELA 8, 9, 10, 14c, 16, 18, 20, 21; M 1; SS 2	Traveling We Will Go ELA 18, 22, 27, 31; M 13
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you seen a ship?	Have you ridden on a boat?	Have you seen an airplane?	Have you ever been to the airport?	Do you have a suitcase?
Storytime Suggested alternative story titles are listed in the bibliography ELA 1a, 1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*The Boat Book*	*Who Sank the Boat?*	*Airport*	*Flying*	*This is the Way We Go to School*
Small Group Activities	Tug Boat Puffs ELA 3b, 4, 9, 14c; SCI 2, 3	Floating/Sinking Activity ELA 16; SCI 2, 3, 6, 10	Patterning Activity ELA 24; M 11	Airplanes and Clouds ELA 14c, 24; M 10, 11	Word Grid ELA 22, 31
Music and Movement	Horns and bells				
Experiences/ Guest Speakers	Field trip to the airport, field trip to a lake, river, or pond Invite a boat owner or a boat captain to school				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Construction paper, marker, small cars from block area and masking tape. Divide paper up with marker like the floor of a parking garage and number each space. Put corresponding numbers on each car with masking tape and have students drive the cars through the parking garage, parking each car in its correct space.</td><td>Measurement
Using small plastic boats in the water table or tub, have students push the boats across the water and identify which boat stayed near and which boat moved far away from them.</td><td>Geometry
Have students identify different shapes on vehicles from the block center. Ex: round tire</td><td>Data Collection
Wheel Graph BLM</td><td>Patterning
Use plastic or wooden thread spools that are shaped like wheels. Have students dip them in different colors of paint and create wheel patterns.</td></tr>
</table>

Science SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25 ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31 M 6, 9, 11, SS 4	**learning logs and writing tools, nonfiction books relating to current study** feely box with car/truck keys inside license plates to feel and observe the letters and numbers maps horns a variety of different sizes of cars and trucks with wheels of different sizes and types brochures of cars/trucks balance scale for weighing cars and trucks
Gross Motor ELA 23, 24 M 11, 13 SCI 15, 16 SS 4	car/truck/bicycle races bicycle obstacle course red light/green light game airplane game or motorboat game using directional hand signals: up, down, left, right, high, low, stop, and go
Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** atlas, maps, car wash implements, gas station logo signs, long boards/blocks for roadways, paper roadways, plastic garages, roadways, road rugs, a variety of transportation vehicles, blue bodies of water (created from paper or fabric), boats, airport names and photos, space stations, cotton batting for clouds, stop and go signs, local river, lake, or bayou names
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	matching games using road signs created from clipart, boardmaker, or cutouts; gas station or oil company logos matching game; teacher-made license plate matching game (e.g.,. LBG 123 to LBG 123); rubber or plastic vehicle manipulatives to be used for patterning, sorting, or classifying airplane to cloud number game (Cut out a cloud shape out of a piece of paper. Write the numerals 1-10 on clouds. Place the corresponding number of airplanes on each cloud.) transportation lotto or bingo - create a transportation or vehicle bingo or lotto game using boardmaker, diecuts, stickers, or clipart small plastic airplanes and boats for sorting, pattering, or graphing
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/globe-rider/space/index.html http://www.chevroncars.com/games/
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	license plate rubbings, different-sized wheels from toy cars and trucks which are to be rolled in paint then on paper, water colors, ship cookie cutter prints on blue painted “water,” train tracks made with popsicle sticks and a train stamped on the track, transportation stickers and stamps or pictures cut from travel brochures, clipart, or travel magazines for collage, boat and airplane stencils and stamps, cotton ball prints with white paint for clouds

Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** cars and trucks in wet sand, dump trucks, road signs, popsicle sticks for train tracks	**Water:** boats, sailboats, funnels, sponges, plastic cars, spray bottles, pieces of wood for floating, sailboats and rocks/marbles for displacement investigating
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Riding in my Car, Bicycle Built for Two, Little Red Wagon* - Raffi; *Bike* - Johnette Downing*; Chug a Lugg a Choo Choo* - Gregg and Steve *Helicopter, Sail Away Sailboat, I'm a Little Airplane* - High Reach Learning *Row, Row, Row Your Boat, I Saw Three Ships by Countdown Kids; A Sailor Went to Sea* - Dr. Jean *The Silly Pirate Song* - Jack Hartmann *Riding in an Airplane* -Raffi	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Transportation Prop Box: cars and trucks, car wash bucket, sponges, rags, soap bottle, maps, steering wheel, car magazines, funnel, hose, cash register, money, hat, uniform, gas pump, small plastic (unused) gasoline container Travel Prop Box: travel destination brochures (obtained from hotel lobbies or state rest area welcome stations or a travel agency), head set, pilot hat/suit, steering wheel, seats, blankets, travel bag and/or suitcase, airplane, tickets, money, paper credit cards, clothes	
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** Atlas, maps, travel destination brochures, destination word cards, car ads from the newspaper	
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools, such as pencils, colored pencils, crayons, markers;** car, truck, and bus stamps, stencils, word cars; auto magazines; maps; gas station logos; car ads from newspaper, travel brochures, destination cards—mountains, ocean, Walt Disney World, New York City, beach, etc.	

Whole Group Activities

Whole Group Activity 1: Big City Port (GLEs: ELA 8, 9, 11, 14c, 16, 18, 22)

Materials List: *Big City Port* (book), chart paper, markers, picture of a port

Read the book and discuss the ships and activities associated with a big city port. Create a *graphic organizer* (view literacy strategy descriptions) by writing "Big City Port" in the middle of the large chart paper and include a picture of a port. Ask students to give you examples of ships or activities that occur in a big city port and record student responses on the chart. Refer to book when needed. Post the chart paper in a place where students can refer back to it.

Accommodations: None needed

Whole Group Activity 2: The Boat Game (GLEs: ELA 8, 9, 11, 16, 18, 22, 27; M 10, 13; SS 2)

Materials List: *Ships and Boats* (book), chart paper, markers, large pictures labeled with the names of each - boat, sailboat, canoe, motorboat, tugboat, fishing boat, and a ship for students to hold as the song is sung

Read the book and discuss the variety of boats and ships as well as the manner in which they are powered (e.g., sails, people, engines). Make a list of responses on the chart paper. Say "We're going to learn a boat song. We're also going to use the names of the boats and ships that you have named." Distribute pictures with the words labeled (see material list) to students to hold up as the verse is sung. Sing the following song enough times for each student to have a turn to hold a picture card. While you sing, make the sounds associated with each task and move your hands and arms to demonstrate the movements indicated:

(tune of "Row, Row, Row Your Boat")

Row, Row, Row your boat gently down the stream,
Merrily, merrily, merrily, life is but a dream.

Sail, Sail, Sail your sail boat slowly on the lake,
Merrily, merrily, merrily, life is but a dream.

Paddle, paddle, paddle your canoe quickly down the bayou,
Merrily, merrily, merrily, life is but a dream.

Zoom, zoom, zoom in your motor boat quickly across the lake,
Merrily, merrily, merrily, life is but a dream.

Push, push, push goes the tugboat all around the river,
Merrily, merrily, merrily life is but a dream.

Fish, fish, fish on your fishing boat all around the marsh,
Merrily, merrily, merrily, life is but a dream.

Cut, cut, cut speeds the ship through the ocean deep,
Merrily, merrily, merrily, life is but a dream.

Accommodations: None needed

Whole Group Activity 3: Going on a Trip (GLEs: ELA 8, 9, 10, 14c, 21, 24, 27; M 13; SS 2)

Materials List: *Going on an Airplane* (book), a suitcase with items to be taken on a trip (e.g., toothbrush/toothpaste, shoes, clothing)

Read the book and discuss traveling on an airplane, the preparation needed to travel, and the items needed for the trip. Show the students the suitcase and display the items that you have packed. Teach the following song to the tune of *Row, Row, Row Your Boat*:

Pack, pack, pack your bag
Pack your bag today.
Whatcha gonna pack inside
Before you fly away?

Insert student's name three times (e.g., Sally, Sally, Sally)
Watcha gonna pack?

Student Response:
I'm gonna pack my insert item (e.g., toothbrush)
Before I fly away.

Repeat prompt and response until all students have had an opportunity to respond.

Accommodations: None needed

Whole Group Activity 4: If I Could Fly Chart (GLEs: ELA 8, 9, 10, 14c, 16, 18, 20, 21; M 1; SS 2)

Materials List: *First Flight* (book), pictures of an airplane, space shuttle, hot air balloon, helicopter, jet

Read the book and discuss the concept of flying with the students and that people use air transportation to travel to places faster than by other ways of transportation. Ask the students to generate a list of other types of air transportation. Have the photographs of the other methods ready to show as the list is generated. Use the following rhyme with the students:

Up, up and away.
How will you fly away today?

Call on individual students to choose a picture of a mode of air transportation with the following response:

Up, up and away.
_____ (student's name) will take
a(an) _____ (jet, airplane, etc.) today.

Accommodations: None needed

Whole Group Activity 5: Traveling We Will Go (GLEs: ELA 18, 22, 27, 31; M 13)

Materials List: cut-outs or photographs of airplanes, boats, bicycle, car, truck, bus, train; chart paper, markers

Briefly review land, sea, and air transportation. Refer to previously taught lessons if needed. Write land, sea, and air with corresponding pictures on columns on the chart paper. Have students identify as many modes of transportation as they can. Categorize the various modes of transportation within the appropriate column on the chart. When the chart is complete, place cut-outs or photographs of the various modes of transportation in the middle of the circle rug. Teach the students the following song to the tune of "Farmer in the Dell":

A travelling I will go,
A travelling I will go,
Hi, ho the derry-o,
A travelling I will go.

_____ (student's name) will go by _____ (mode of transportation)
_____ will go by _____
Hi, ho the derry-o,
_____ will go by _____.

Once the song has been learned, have each student stand in the front of the class holding the cut-out/photo of their choice. The class will then sing the song together using the chosen student's name and mode of transportation. Repeat until all students have had the opportunity to participate.

Accommodations: None needed

Small Group Activities

Small Group Activity 1: Tugboat Puffs (GLEs: ELA 3b, 4, 9, 14c; SCI 2, 3)

Materials List: *Little Toot* (book), 26 cut-outs of a tugboat with an upper and lower case letter written on the boat (e.g., Aa, Bb), 26 cut-outs of white puffs of smoke with an upper an lower case letter written on the puff (e.g., Aa, Bb), dry erase board, dry erase markers

Read the book, pausing to discuss tugboats and the manner in which they operate on a river. Discuss the manner is which tugboats push and pull other ships on rivers and harbors. Discuss the manner in which the smoke comes out of the chimney of the boat. This is referred to as a 'puff' of smoke. Introduce the matching game called "Tugboat Puffs". Display the boats and the puffs in the circle area. Instruct the students that they will take turns matching the alphabet letters written on the puffs with the same alphabet letters written on the boats. Continue around the circle until all students have had a turn and when all letters have been matched. Allow the students to write a letter of their choice on the dry erase board.

Accommodations: Assist students who are unable to find a match, and/or limit the number of tugboats and puffs according to the students' abilities.

Small Group Activity #2: Floating and Sinking Activity (GLEs: ELA 16, SCI 2, 3, 6, 10)

Materials List: a large plastic bowl filled ¾ with water, a cork, a shirt button, a piece of *Styrofoam*, a pencil, a rock, a piece of paper, a paper clip, a feather, a piece of wood, a popsicle stick, chart paper, markers

Discuss the concepts of sinking and floating with the students. Write the two concepts, Sink and Float, on the chart at the top. Display the items listed above in the circle area. Have the students predict which items will sink and which will float. Place each item on the chart under the column as the students have predicted. Then place each item in the water, one at a time to see which sink and which float. Check the chart to see how well the students predicted. Make corrections on the chart as needed. Conclude by asking the students to name other items and predict whether they would sink or float.

Accommodations: None needed

Small Group Activity 3: Patterning Activity (GLEs: ELA 24; M 11)

Materials List: airplane cut-outs or rubber counting airplanes, a bag of cotton balls, crayons, strips of paper for each student

Discuss AB patterns. Show the students a physical pattern using a boy-girl' pattern as an example of AB patterning. Allow the students to manipulate the airplanes and the cotton balls. When they have finished, tell the students that they will now create an AB pattern using the airplanes and the cotton balls. As an extension of this activity, give each student two crayons of their choice and a strip of paper. Using these tools, the students will make their own AB patterns using the two colors of the crayons and drawing circles to represent clouds. Encourage the students to share their work with their classmates, one at a time. Allow each student the opportunity to discuss their work.

Accommodations: Assist students who do not understand AB patterns.

Small Group Activity 4: Airplanes and Clouds (GLEs: ELA 14c, 24; M 10, 11)

Materials List: *The Little Book of Planes* (book), rubber counting airplanes or airplane cut-outs for each student, cotton batting cut in the shape of a cloud with a slit in the middle for each student, markers, paper, crayons

Read the book to the students and discuss how planes are able to fly into the sky, into the clouds. Have each student hold their own cloud and their own plane. Instruct them to follow your positional commands, e.g., pass the plane through the cloud, around the cloud, over the cloud, under the cloud, next to the cloud, above the cloud. Once all of the positional commands have been completed, allow each student to demonstrate each

of the commands in front of the class. Then, distribute markers, crayons, and paper to each student and instruct them to draw an airplane and cloud depicting one of the positional commands. Compile the students' work that identifies the positional commands into a *learning log* (view literacy strategy descriptions). Place the learning log journal in the science center.

Accommodations: None needed

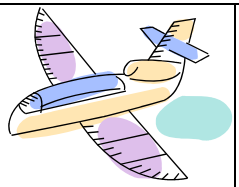
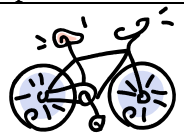
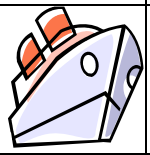
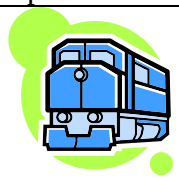
Small Group Activity 5: Word Grid (GLEs: ELA 22, 31)

Materials List: word grid chart, markers

Review the concepts used throughout the Transportation Unit. Discuss the various forms of transportation; e.g., car, truck, airplane, bike, sailboat, ship, train, tugboat and the concepts that accompany the previous activities, e.g., cars and motors, airplanes with wings, boats and ships on the water, trains on a track, bikes on the road. Show the *word grid* (view literacy strategy descriptions) to the students and encourage the students to assist with the completion of the word grid by placing either a Y for yes or an N for no to indicate appropriate matching of mode of transportation to descriptors.

Accommodations: Assist students who have difficulty remembering modes of transportation and their associated characteristics.

	Wheels 	**Wings** 	**Motor** 	**2 Doors** 	**Track** 	**Water** 
 Car						
 Truck						

 Airplane						
 Bike						
 Sailboat						
 Ship						
 Train						
 Tugboat						

Y = yes N = no or you can put a happy/sad face

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 4: The teacher will observe and document the students' responses to the learning log journal.
- Small Group Activity 5: The teacher will observe and document the students' response to the word grid.

Resources

Children's Books

Allen, Pamela. *Who Sank the Boat?,* ISBN: 0-440-84438-X
Baer, Edith. *This is the Way We Go to School,* ISBN: 0-590-43162-5
Barbot, Daniel. *A Bicycle for Rosaura,* ISBN: 0-395-78158-2
Barton, Byron. *Airport,* ISBN: 0-06-443145-2
Benjamin, Cynthia. *I Am a Pilot,* ISBN: 0-8120-6407-0
Berenstain, Stan and Jan. *Bears on Wheels,* ISBN: 0-394-90967-4
Berenstain, Stan and Jan. *The Berenstain Bears and the Big Road Race,* ISBN: 0-394-89134-1

Berger, Samantha and Pamela Chanko. *The Boat Book*, ISBN: 0-439-08125-4
Boyd, Patti. *Oh, So Noisy!*, ISBN: 0-448-40538-5
Bridwell, Norman. *Clifford Takes a Trip*, ISBN: 0-590-44260-0
Brown, Janet Allison. *Vehicles: A First Vehicles Book*, ISBN: 1-40545-361-3
Brown, Margaret Wise. *Red Light, Green Light*, ISBN: 0-590-44558-8
Bruna, Dick. *Miffy Goes Flying*, ISBN: 0-8431-1535-1
Burton, Virginia Lee. *Choo Choo: The Runaway Engine*, ISBN: 590-04436-2
Burton, Virginia Lee. *Choo Choo: The Story of a Little Engine Who Ran Away*, ISBN: 0-395-17684-0
Calmenson, Stephanie. *Engine, Engine, Number Nine*, ISBN: 0-590-26820-1
Calmenson, Stephanie. *Roller Skates!*, ISBN: 0-590-45716-0
Cammell, Sandra. *Row Your Boat*, ISBN: 0-7901-0580-2
Canizares, Susan and Daniel Moreton. *Wheels*, ISBN: 0-439-08123-8
Chewning, Randy. *You Can Name 100 Trucks*, ISBN: 0-590-46302-0
Cobb, Annie. *Wheels!*, ISBN: 0-679-86445-8
Conrad, Lynn. *All Aboard Trucks*, ISBN: 0-448-19094-X
Cowley, Joy. *To Town*, ISBN: 1-55911-262-X
Crampton, Gertrude. *Scuffy The Tugboat*, ISBN: 0-307-02046-0
Crews, Donald. *Flying*, ISBN: 0-590-46364-0
Crews, Donald. *Sail Away*, ISBN: 0-590-85911-0
Crews, Donald. *Truck*, ISBN: 0-673-81693-1
Crews, Donald. *Freight Train*, ISBN: 0-590-42694-X
Crews, Donald. *School Bus*, ISBN: -590-44153-1
Crews, Donald. *Harbor*, ISBN: 0-688-00861-5
Cutting, Jillian. *The School Bus*, ISBN: 0-7802-6408-8
Delgado, Eduard and Francesc Rovira. *Alex's Adventures at the Harbor*, ISBN: 0-517-60673-9
Disney. *Things that Go*, ISBN: 0-5008-60149-4
Dodds, Dayle Ann. *Wheel Away!*, ISBN: 0-590-43831-X
Fowler, Richard. *Mr. Little's Noisy Car*, ISBN: 0-448-18977-1
Gibbons, Gail. *Bicycle Book*, ISBN: 13-978-0-8234-1408-6
Graham, Margaret Bloy. *Benjy's Boat Trip*, ISBN: 0-06-022092-9
Gramatky, Hardie. *Little Toot*, ISBN: 0-448-34301-0
Hooker, Yvonne. *Wheels Go Round*, ISBN: 0-448-21030-4
Johnston, Faith. *Lion's Limousine*, ISBN: 0-7327-1953-4
Kingsland, Robin. *Bus Stop Bop*, ISBN: 0-670-83919-1

Kovalski, Maryann. *The Wheels On the Bus*, ISBN: 0-440-84409-6
Lippman, Peter. *Busy Trains*, ISBN: 0-394-83747-9
Maestro, Betsy and Ellen DelVecchio. *Big City Port*, ISBN: 0-590-41577-8
Mathieu, Joe. *Big Joe's Trailer Truck*, ISBN: 0-394-82925-5
McNaught, Harry. *The Truck Book*, ISBN: 0-394-83621-9
McNeil, Florence and David McPhail. *Sail Away*, ISBN: 1-55143-147-5
McPhail, David. *First Flight*, ISBN: 0-316-56332-3
Merriam, Eve. *Train Leaves the Station*, ISBN: 0-440-84939-X
Mitton, Tony and Ant Parker. *Terrific Trains*, ISBN: 0-439-25420-5
Morris, Ann. *On the Go*, ISBNN: 0-590-45995-3
Muntean, Michaela. *The Very Bumpy Bus Ride*, ISBN: 0-8193-1079-4
Muntean, Michaela. *Bicycle Bear Rides Again*, ISBN: 0-8193-1193-6
Murphy, Stuart J., *Beep Beep, Vroom Vroom!* ISBN: 0-06-446728-7
Neitzel, Shirley. *I'm Taking a Trip on My Train*, ISBN: 0-439-16487-7
Piper, Watty. *The Little Engine That Could*, ISBN: 0-448-40520-2
Potter, marian. *The Little Red Caboose*.
Priddy Books. *My Big Train Book*, ISBN: 0-312-49186-7
Rey, Margret and H.A. *Curious George Takes a Train*, ISBN: 0-618-06567-9
Rey, H.A. *Curious George Rides a Bike*, ISBN: 0-395-16964-X
Rockwell, Anne. *Cars*, ISBN: 0-8085-7279-2
Rogers, Fred. *Going on an Airplane*, ISBN: 0-399-21633-2
Royston, Angela. *Ships and Boats*, ISBN: 0-689-71566-8
Royston, Angela. *Diggers and DumpTrucks*, ISBN: 0-689-71516-1
Scarry, Richard. *Things That Go*, ISBN: 0-307-11817-7
Shaw, Nancy. *Sheep in a Jeep*, ISBN: 0-395-41105-X
Shaw, Nancy. *Sheep on a Ship*, ISBN: 0-440-84992-6
Siebert, Diane. *Train Song*, ISBN: 0-06-443340-4
Slater, Teddy. *I Want to Be a Pilot*, ISBN: 0-307-131254-4
Sloan, Peter and Sheryl Sloan. *The Car Ride*, ISBN: 1-56801-983-1
Smith, Jessie. *Going Places*, ISBN: 0-307-10057-X
Steers, Billy. *The Little Book of Planes*, ISBN: 0-375-80219-3
Sturges, Philemon. *I Love Trains!* ISBN: 0-439-41805-4
Sturges, Philemon. *I Love Trucks!* ISBN: 0-06-443758-2
Wickstrom, Sylvie Kantorovitz. *Wheels on the Bus*, ISBN: 0-517-57645-7
Wolcott, Patty. *Double-Decker, Double-Decker, Double-Decker Bus*, ISBN: 0-679-81930-4

Recordings/CDs

The Countdown Kids. *Mommy and Me: Rock-a-Bye Baby*, Madacy Entertainment.
Downing, Johnette. *Fins and Grins*, Wiggle Worm Records.
Downing, Johnette. *From the Gumbo Pot: Stirring Up Tasty Tunes*, Wiggle Worm Records.
Downing, Johnette. *Music Time*, Wiggle Worm Records.
Dr. Jean. *Rockin' Rhymes and Good Ol' Times*.
Greg and Steve. *We all Live Together*, Youngheart Records.
Greg and Steve. *On the Move*, Youngheart Records.
Greg and Steve. *Playing Favorites*, Youngheart Records.
Hartman, Jack. *Hip-Hop Alphabet Bop 2*. Hop 2 It Music,
Hartman, Jack. *Language Play and Listening Fun for Everyone!* Hop 2 It Music.
Hartman, Jack. *Rhyming To Read*, Hop 2 It Music.
Hartman, Jack. *Word Fiesta: It's a Word Party!*, Hop 2 It Music.
Hartman, Jack. *Math All Around Me*, Hop 2 It Music.
High Reach Learning. Terrific Transportation Tunes
Raffi. *Bananaphone*, Shokrline Records.
Raffi. *Singable Songs for the Very Young*.
Raffi. *More Singable Songs*.
Raffi. *One Light One Sun.*

Website Resources

Louisiana Public Broadcasting (LPB) United Streaming- Cyberchannel; *Away We Go: All About Transportation*;

Unit 8-2: Community

Study Focus: Community Workers (week 1 of 2)

Study Focus Description: The focus of this study is to introduce students to the concept of work and the many jobs people do in the community.

Student Understandings: Students will understand that people do jobs in our community. Students will understand that workers help provide goods and services that we all need. Students will understand that workers are usually paid for their services. Students will understand that there are many kinds of jobs and workers.

Guiding Questions:

1. Can students recognize the concepts of jobs and work?
2. Can students understand that workers provide the goods and services people need?
3. Can students understand that people usually work in exchange for money, goods, or services?
4. Can students identify a variety of jobs people do in their community?

Guiding Vocabulary: community, workers, work, career, goods, services, money, jobs such as policeman, fire fighter, grocer, hair stylist, mail carrier, etc. (adapt list according to the surrounding community)

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)

ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)

ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)

SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-3	Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-1D-E4)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Who are Workers?	**Police Officers**	**Firefighters**	**Mail Carriers**	**Hair Stylists & Barbers**
Whole Group Activities	KWL: *Jobs People Do* ELA 3b, 4, 5a, 5b, 6, 9, 10, 11, 14c, 16, 21, 29, SS 2, 3	Brainstorm & Discussion: *I Want to be a Police Officer* ELA 4, 5d, 9, 16, 21, 29, SS 2, 3	Brainstorm & Discussion: *I Want to be a Firefighter* ELA 4, 9, 12b, 12c, 16, 21, 29, SS 2, 3	Story Chain *A Day with a Mail Carrier* ELA 4, 9, 12a, 14c, 16, 21, 29, SS 2, 3	DR-TA *Luke's First Haircut* ELA 4, 5a, 6, 8, 9, 11, 12b, 12c, 13, 14, 29, SS 2, 3
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you like to be a helper?	Do you know a police officer?	Do you know a firefighter?	Do you know a mail carrier?	Do you know a hair stylist?
Storytime Suggested alternative story titles are listed in the bibliography ELA 1a, 1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Franklin's Neighborhood*	*My Friend the Police Officer*	*Clifford, The Firehouse Dog*	*Dear Juno*	*Mommy's At Work*
Small Group Activities	Whose Tools? Word Grid ELA 4, 21, 22, 23, 24, 26, 29, SCI 5, SS 2, 3	Finger print fun ELA 15, 20, 21, 24, SCI 3, 4, 8, 11, SS 2, 3	Which is Heavier? ELA 21, 22, 24, 29, M 6, SCI 2, 3, 4, 11, 12	A Letter to … Learning Log ELA 3b, 4, 9, 10, 11, 15, 17, 20, 21, 22, 26	Long, longer, longest, Seriating ELA 24, M 3, 6
Music and Movement	A variety of bells for different sounds; bean bag games				
Experiences/ Guest Speakers	Visit a fire station or post office. Invite workers to come visit and share.				

<table>
<tr><td colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</td></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Using restaurant order pad sheets, write numerals on each sheet. Have students count out number of pennies needed to pay the bill.</td><td>Measurement Mat
Compare different size coins and sort them into small, medium and large sizes.</td><td>Geometry
Have students empty a cup of pennies onto a tray and sort them into two stacks: those that landed face up (front) and those that landed face down (back).</td><td>Data Collection
BLM Money graph
Gather real coins if possible, children will sort coins into the correct columns on the graph then they will tally below how many of each coin they have. If real coins are not available, use pictures provided on BLM.</td><td>Patterning
Have students use coins to copy, extend or create patterns</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
pulley and bucket - attach a clothesline pulley to a shelf. Cut a length of cord/rope long enough to loop over the pulley and drop to the floor on either side of the pulley. Tie one end of the cord/rope to the handle of a bucket. Provide cargo such as small blocks, rocks, or wooden cubes for students to load into the bucket, then use the rope to lift the bucket via the pulley. Discuss how the pulley makes the work easier and how some workers might use pulleys to help them lift heavy loads.
make fingerprints and examine them with magnifying glasses
grow “hair” by planting rye grass seed in disposable cups with faces drawn or pasted on them</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">play “A Tisket, A Tasket” circle game (similar to Duck, Duck, Goose)
hammering with golf tees and Styrofoam
walking a balance beam</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10,11 SCI 3, 9,16, SS 1, 2, 4 SS 4	**writing tools, paper, and tape for making student-made signs and labels** add accessories such as community worker people, pretend buildings, and signs for community workers	
Manipulative/ **Table Games** ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	cookie patterning using cut-out pictures of cookies match tools with outlines of the tools made on large sheets of paper (laminate for durability) coupon clipping (fine motor) coupon or label sorting: by coupon amount, same product, category of product, etc. cereal box matching: cut out the fronts of several different kinds of cereal and have students match them yarn braiding locks and keys junk mail sorting weighing boxes for the post office	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.fisher-price.com/us/littlepeople/clubhouse/games.asp?section=door&gameID=LP_WhosattheDoor	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	comb painting container construction: use grocery "trash" such at empty boxes and labels to create 3-D sculpture junk mail collage	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** combs for creating textures in sand	**Water:** clear plastic tubing and a variety of containers
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** Volume 3: Community Workers - High Reach Singalong Songs *Pizza Hut* – Dr. Jean	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** add props for students to pretend to be community workers set up a hair salon area or a grocery store as an alternate dramatic play center
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** make environmental print books from food labels such as cereal, familiar restaurants, etc.
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools, such as pencils, colored pencils, crayons, markers;** add props to make a pretend office or post office: envelopes, stickers for stamps, mailbox, telephone, scales, and boxes of varying sizes and weights

Whole Group

Whole Group Activity 1: Who are workers? (GLEs: ELA 3b, 4, 5a, 5b, 6, 9, 10, 11, 14c, 16, 21, 29, SS 2, 3)

Materials List: *Jobs People Do* (book), chart paper, 3 different colored markers

Prior to the lesson, attach 3 sheets of chart paper to the board.

Create a *graphic organizer* (view literacy strategy descriptions) in the form of a KWL chart. Open by writing the words "Community Workers" at the top of the first sheet of chart paper. Identify each letter as it is written, then read the words. Ask students, "Who are community workers?" Write student responses on the chart paper. This is the "K" part of the chart. Write, "I Wonder…" at the top of the second sheet of poster board, reading aloud as it is written. Ask students if they ever wonder about some of the jobs the workers do. Write appropriate responses on the second sheet of chart paper, using a different color marker than was used on the first sheet. Introduce the book, *Jobs People Do*, by displaying the book cover and explaining that it tells about many community workers and what they do in their jobs. Read aloud, pausing where appropriate for comments and questions. When questions or "I wonder…" statements are made about the workers, write them on the second sheet of chart paper. After the book has been read, review the charts and make any changes or additions needed. Move to the third chart and write, "I Learned…" at the top. Explain to

students that this is a place where they can have you write down what they have learned about community workers. Keep these charts up in a prominent location so that students and teacher can refer to them during the two week unit. Make sure students understand that they can add questions or "I wonder…" statements to chart 2 at any time. They should also know that they need to let you know when they have learned something new so that it can be written down on the "I Learned…" chart.

Accommodations: None needed

Whole Group Activity 2: Police Officers (GLEs: ELA 4, 5d, 9, 16, 21, 29, SS 2, 3)

Materials List: If possible, have a real police officer visit the classroom to share his/her job and tools for the job. If not, then use a police uniform (real or costume), badge, walkie talkie, clipboard and pen, *I Want to be a Police Officer* (book)

Display all the tools used by a police officer and ask students which worker uses these tools. Once students have correctly identified the tools as equipment used by a police officer, refer to the KWL charts to see that a police officer is displayed. Check to see if there are any questions already documented. Ask students to tell what they know about police officers. Many students have negative views of police officers. Encourage students to name positive and non-violent aspects of the police officer's job. Guide discussion to help students view police officers as helpers rather than just enforcers. Dispel any misconceptions about race or gender with regard to police officers. Read the book, *I Want to be a Police Officer*, aloud to the students. While reading, be sure to follow the text with a pointer or finger. Pause where appropriate for questions and comments about the text. Add questions to the KWL chart. After the reading, ask students what they have learned about police officers. Write student responses on the KWL chart. Close by reviewing the KWL, emphasizing the learned information.

Accommodations: Guided questioning to assist students who have difficulty seeing police in a positive way.

Whole Group Activity 3: Firefighters (GLEs: ELA 4, 9, 12b, 12c, 16, 21, 29, SS 2, 3)

Materials List: If possible, have a real firefighter the class come to share his/her profession with the class. If not, then use the following: firefighter tools such as hat, gloves, hose, coat, boots, etc.; *Firefighter* song from "Songs for the Whole Day" by Thomas Moore; Book *I Want to be a Firefighter*

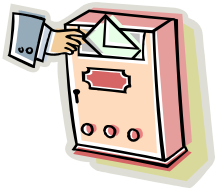
Display the firefighter's tools and ask students to tell what worker might use these tools. Refer to the KWL chart to see that firefighter is listed and to check for any questions students had about firefighters. Discuss with students the job of a firefighter. Dispel any misconceptions about race or gender with regard to firefighters. Talk about what people should do if they are in a building that's on fire. Discuss the safety procedures for your school and "Stop, Drop, and Roll" with students. Show students the book cover and ask them to predict what they think the story will be about. Read the book, *I Want to be a Firefighter*, aloud to students. Pause for questions and comments. Add questions to the KWL chart. After the reading, ask

students what they have learned about firefighters. Ask if the book was what they expected it to be. Write student responses on the KWL chart. Close by playing the song "Firefighter."

Whole Group Activity 4: A Day with a Mail Carrier (GLEs: ELA 4, 9, 12a, 14c, 16, 21, 29, SS 2, 3)

Materials List: If possible, have a real mail carrier come and share his/her tools and job with the students. If not, use *A Day with a Mail Carrier* (book), *Mail Carrier* from "Songs for the Whole Day" by Thomas Moore, picture cards for sequencing

Prior to the lesson, make a set of 8.5 x 11 inch cards with the following pictures/words or supply your own:

 **Mail**	 **Mailbox**	 **Mail Carrier**	 **Post Office**	 **Mail Carrier**	 **Mailbox**

Display the picture/word cards and ask students to orally name each picture. Ask students what they think the lesson will be about and why. Show students the front cover of the book, *A Day with a Mail Carrier*. Read the book aloud, pausing where appropriate for questions and comments. Refer to the KWL chart from the previous lessons. Add any new questions students asked about mail carriers. Ask students what they have learned about mail carriers and add new information to the "I Learned…" part of the KWL. Explain to students that they are going to use the picture cards to create a *story chain* (view literacy strategy descriptions) of how mail travels from one place to another. Ask students which card shows the first thing that happens with mail. Ask a volunteer to post the picture card showing the mail and describe the first step from the book as he/she does. Proceed with the steps showing the mail in a mailbox, a mail carrier picking it up, the post office where it's sorted, a mail carrier delivering the mail, and finally another mailbox holding the mail for the recipient. Close with the "Mail Carrier" song.

Whole Group Activity 5: Luke's First Hair Cut (GLEs: ELA 4, 5a, 6, 8, 9, 11, 12b, 12c, 13, 14, 29, SS 2, 3)

Materials List: Book *Luke's First Hair Cut*, hair styling tools such as scissors, clippers, cape, comb, brush, etc.

Display the tools and ask students if they know who uses these tools. Allow for general discussion and sharing of personal stories about getting a haircut. Discuss the tools individually, identifying how each is used and what it's called. Emphasize to students that cutting hair is serious business that children should never do. Display the front cover of the book. Using a modified *DR-TA* (view literacy strategy descriptions) strategy, ask students to predict what the story will be about and why. Write their predictions on the board or chart paper. Read the story, pausing for comments and questions and to ask students if they predicted correctly. Was the story what they were expecting? What did they learn about Luke? Why was he nervous about getting his hair cut? What did Luke learn? Did the story have a happy or sad ending? What might have happened to change the story?

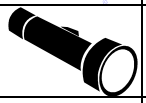
Small Group Activities

Small Group Activity 1: Whose Tools? (GLEs: ELA 4, 21, 22, 23, 24, 26, 29, SCI 5, SS 2, 3)

Materials List: *Jobs People Do* (book), Word Grid, vis-à-vis markers

Prior to the lesson, create a word grid similar to the one below on chart paper:

	Police Officer 	Firefighter 	Mail Carrier 	Hair Stylist 
Blow dryer 				
Hose 				
Bag 				
Hand Cuffs 				

Scissors 				
Flashlight 				
Walkie Talkies 				

Refer to the book read at whole group time. Ask students to think about some of the tools used by workers in the book. Invite students to help create a *word grid* (view literacy strategy descriptions) showing which workers use which tools. Assist students in identifying each tool and determining if that tool is used by the workers listed at the top of the grid. Help students mark the grid with the vis-à-vis markers, indicating yes with a check mark and no with a X mark. Keep the *word grid* in the classroom for students to refer to during the unit.

Accommodations: Assist students with correctly marking the grid and correctly identifying the tools and workers on the grid.

Small Group Activity 2: Fingerprint Fun (GLEs: ELA 15, 20, 21, 24, SCI 3, 4, 8, 11, SS 2, 3)

Materials List: magnifying glasses, ink pad, white paper, baby wipes, crayons or pencils

Invite students to make and examine fingerprints. Explain that everyone has special ridges in the tips of their fingers and those ridges can make marks called fingerprints. Explain that we all have different fingerprints; no two look exactly the same. Give each student a sheet of white paper and have him/her write his/her name on it. Assist each student with making several fingerprints on the paper. Have students immediately wipe the ink off their fingers with the baby wipes. Give each student a magnifying glass to get a close up look at his/her own fingerprints. Encourage students to look at each other's fingerprints too. Do they look the same or are they each just a little bit different? Explain that sometimes when the police are trying to find out who has been in a place, they will look for fingerprints. Sometimes when the police find fingerprints, they can find out who was there and this can help them figure out who committed a crime.

Accommodations: Assist children with identifying differences between fingerprints by pointing out the small whorls and curves in the fingerprints. It may be necessary to add more light to the center for the fingerprints to be easily viewed.

Small Group Activity 3: Which is Heavier? (GLEs: ELA 21, 22, 24, 29, M 6, SCI 2, 3, 4, 11, 12)

Materials List: pan balance, collection of objects with range of different weights (e.g. rock, cork, pompom, key, button, crayon, etc.)

Ask students if they can think of a worker whose job might require them to lift heavy objects. Discuss the jobs of constructions workers, postal workers and grocers as they relate to lifting heavy objects. Talk about how these workers might use scales to weigh things in their jobs (e.g. postal workers weigh packages and letters; grocers weigh produce and meats). Ask students if they think there is a way to tell if something is heavier or lighter than something else. Display the collection of objects. Invite students to pick up the objects and notice how heavy each is in comparison to another object. Display the pan balance. Explain that the pan balance is a tool we can use to help us know if an object is heavier or lighter than another object. Ask students if they can guess how it works. Discuss the students' ideas about how the pan balance might work. Demonstrate with two very obviously different objects such as a pompom and a rock. Before putting the objects on the balance, ask students to predict which one is heavier and which one is lighter. Ask students to predict what will happen to the pan balance when the pompom is placed on a pan. What will happen when the rock is placed in the other pan? Demonstrate this activity; then lead a discussion about what the students observed. Encourage students to try the same procedure with other objects in the collection. Tell students to predict, then test their predictions by actually weighing the objects.

Accommodations: Have students find their own objects to weigh.

Small Group Activity 4: A Letter to (GLEs: ELA 3b, 4, 9, 10, 11, 15, 17, 20, 21, 22, 26)

Materials List: *A Letter to Amy* (book), white paper, crayons, markers, pencils, envelopes

Open by reading the book *A Letter to Amy*, pausing where appropriate for comments and questions. Ask students if they have ever written a letter to someone. Give students a brief opportunity to share personal stories about writing or receiving letters. Ask students if they would like to write a letter to someone now. Give each student a piece of white paper and writing tools to create a *learning log* (view literacy strategy descriptions). Encourage students to draw or write to someone they care about, just like Peter did in the story. Have students sign their own names to their "letters."Tell students you will write their words on their letters for them. Have each student dictate what his/her letter says and write the words on the paper. Ask students to read and identify letters in their names.

Accommodations: Assist students having difficulty beginning by giving them extra prompts and encouragement.

Small Group Activity 5: Long, Longer, Longest (GLEs: ELA 24, M 3, 6)

Materials List: varying lengths of yarn braids

Prior to the lesson, cut yarn into lengths and create 5 braids in graduated lengths.

Display the braids lined up from shortest to longest. Ask students to notice that the longest braid is on one end and the shortest is on the other end with the other braids in between. Point out that they are lined up in a way that looks similar to stairs. Explain that you are going to mix the braids up and they need to "fix" the braids so they are lined up in the correct way again. Allow students to move the braids around, lining them up from shortest to longest.

Accommodations: Reduce the number of braids for students who are struggling to seriate 5 braids

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 5: Observe and document students as they seriate the braids.

Resources

Children's Books

Birney, Betty. *What's My Job?*, ISBN: 0-671-76915-4
Kroll, Steven. *I'd Like to Be*, ISBN: 0-8193-1141-3
Lakeshore Learning Materials. *Our Community*, ISBN: 1-58970-415-0
Merriam, Eve. *Mommies at Work*, ISBN: 0-671-64386-X
Scarry, Richard. *What Do People Do All Day?*, ISBN: 0-394-81823-7
Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel*, ISBN: 0-590-75803-9
De Brunhoff, Laurent. *Babar Learns to Cook*, ISBN: 0-394-84107-7
Hennessy, B. G. *Jake Baked the Cake*, ISBN: 0-590-44893-5
Priddy Books. My *Big Rescue Book*, ISBN: 0-312-49327-4
Moses, Diane. *A Job for You*, ISBN: 0-618-48151-6
Spevack, Judy. *At the Store*, ISBN: 0-02-147759-0
Liebman, Dan. *I Want to Be a Doctor*, ISBN 13: 978-1-55209-461-7
Jo, Amy. *Buildings*, ISBN: 0-02-147756-6
Weiss, Ellen. *The Tool Box Book*, ISBN: 0-307-23121-6
Chirinian, Helene. *A Visit to the Dentist*, ISBN: 0-8431-3275-2
Benjamin, Cynthia. *I Am a Doctor*, ISBN: 0-8120-6380-5
Benjamin, Cynthia. *I Am a Firefighter*, ISBN: 0-8120-6538-7
Benjamin, Cynthia. *I Am a Police Officer*, ISBN: 0-8120-6438-0
Gibbons, Gail. *Fire! Fire!*, ISBN: 0-590-46478-7
Bridwell, Norman. *Clifford the Firehouse Dog*, ISBN: 0-590-48419-2
Bridwell, Norman. *Clifford's Loose Tooth*, ISBN: 0-439-33245-1
Rockwell, Anne. *Fire Engine*, ISBN: 0-440-84480-0
Kottke, Jan. *A Day with Firefighters*. ISBN: 0-516-23847-7
Kottke, Jan. *A Day with Police Officers*, ISBN: 0-516-24523-6
Elliott, Dan. *A Visit to the Firehouse*, ISBN: 0-394-86029-2
Rey, Margret and H.A. *Curious George at the Fire Station*, ISBN: 0-395-39031-6
Desimini, Lisa. *Policeman Lou and Policewoman Sue*, ISBN: 0-439-40888-1
London, Jonathan. *Froggy Goes to the Doctor*, ISBN: 0-439-57657-1
Berenstain, Stan and Jan. *The Berenstain Bears Visit the Dentist*, ISBN: 0-394-84836-5
Slater, Helen. *What Happens When I Go to the Doctor*, ISBN: 0-8317-9508-5
Zoehfeld, Kathleen W. *Pooh Plays Doctor*, ISBN: 0-590-27337-X
Anastasio, Dina. *Roger Goes to the Doctor*, ISBN: 0-87135-106-4

Rogers, Fred. *Going to the Doctor*, ISBN: 0-399-21298-1
Campbell, Janet. *The House That Biff Built*, ISBN: 0-307-23119-4
Adams, Pam. *This is the House That Jack Built*. ISBN: 0-85953-075-2
Ford, B. G. *Don't Forget the Oatmeal*, ISBN: 0-307-23109-7
Asch, Frank. *George's Store*, ISBN: 0-8193-1101-4
Gelman, Rita Golden. *Stop Those Painters!*, ISBN: 0-590-40959-X
Thaler, Mike. *Never Mail an Elephant*, ISBN:0-8167-3019-9
LeSieg, Theo. *Maybe You Should Fly a Jet! Maybe You Should Be a Vet!*, ISBN: 394-84448-3
Daynes, Katie. *Firefighters*, ISBN: 0-439-88992-8
Eckard, Leslie. *My Friend The Police Officer*, ISBN: 1-59340-104-3
Shira, Naomi. *What Do We Do?*, ISBN: 0-02-147761-2
Carle, Eric. *My Apron*, ISBN: 0-399-22685-0
Carle, Eric. Walter *The Baker*, ISBN: 0-689-82088-7
Merriam, Eve. *Bam Bam Bam*, ISBN: 0-590-62399-0
Morris, Ann. *Tools*, ISBN: 0-688-16165-0
Zimmerman, Andrea. *Trashy Town*, ISBN: 978-0060271398

Recordings/CDs

Dr. Jean Just For Fun
Greg and Steve Playing Favorites
High Reach Singalong Songs Volume 3: Community Workers

Unit 8-2: Community

Study Focus: Community Workers (week 2 of 2)

Study Focus Description: The focus of this study is to introduce students to the concept of work and the many jobs people do in the community.

Student Understandings: Students will understand that people do jobs in our community. Students will understand that workers help provide goods and services that we all need. Students will understand that workers are usually paid for their services. Students will understand that there are many kinds of jobs and workers.

Guiding Questions:

1. Can students recognize the concepts of jobs and work?
2. Can students understand that workers provide the goods and services people need?
3. Can students understand that people usually work in exchange for money, goods, or services?
4. Can students identify a variety of jobs people do in their community?



Guiding Vocabulary: community, workers, work, career, goods, services, money, jobs such as policeman, fire fighter, grocer, hair stylist, mail carrier, etc. (adapt list according to the surrounding community)

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)

ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)

ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)

SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-3	Identify community workers and their jobs (PK-CSS-C1) (C-1D-E3) (C-1D-E4)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Construction Workers	**Sanitation Workers**	**Chefs and Bakers**	**Grocery Store Workers**	**Doctors and Nurses**
Whole Group Activities	Brainstorm *I Want to be a Builder* ELA 3, 4, 6, 9, 16, 18, 21, 22, 26, 27, 29, M 1, 13, SS 1	DR-TA *I Stink!* ELA 4, 6, 8, 9, 10, 11, 12b, 12c, 13, 14c, 21, 22, 29, SS 3	Story Chain *Mr. Cookie Baker* ELA 4, 6, 8, 9, 10, 11, 12a, 14c, 21, 22, 24, 25, 26, 29, M 3, 7, SS 3	Brainstorm *Grocer* ELA 1d, 2, 4, 6, 8, 9, 10, 16, 21, 22, 26, 27, 29, M 13, SS 3, 6	Brainstorm *I Want to be a Doctor* 1d, 2, 3b, 4, 5a, 6, 8, 9, 10, 16, 21, 22, 26, 27, 29, M 13, SS 3
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Can you build something?	Do you litter?	Have you helped cook at home?	Do you go to the grocery store?	Have you been to the doctor?
Storytime Suggested alternative story titles are listed in the bibliography ELA 1a, 1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*This is the House that Jack Built*	*Trashy Town*	*Jake Baked the Cake*	*At the Store*	*Froggy Goes to the Doctor*
Small Group Activities	My Construction Learning Log ELA 3a, 15, 17, 20, 21, 22, 24, SS 3	Litter Patrol ELA 21, 22, 23, 24, 26, SS 3, 4	Cookie Patterns ELA 21, 23, 24, M 8, 9, 13	Float or Sink? ELA 21, 23, 24, M 12, SCI 2, 3, 5, 10	Whose Tools? Word Grid ELA 21, 22, 23, 24, 26, 31, SS 3
Music and Movement	A variety of bells; bean bag games				
Experiences/ Guest Speakers	Invite parents or community people to come share information about their jobs.				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations:
Nuts and bolts match: Get different sized nuts and bolts. Write a numeral on the head of each bolt and on the matching nut. Have students match nuts to bolts by matching the numerals.</td><td>Measurement:
Using an assortment of bolts, have students compare their sizes and line them up from shortest to longest.</td><td>Geometry:
Using brown bags, draw a geometric shape on each bag. Collect some clean trash items (empty Styrofoam cup, soda can, etc.). Have students sort each item into the bag with the matching geometric shape drawn on it.</td><td>Data Collection:
BLM: Nuts and bolts graph</td><td>Patterning:
Copy and extend patterns using nuts and bolts.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
pulley and bucket
make fingerprints and examine them with magnifying glasses
grow “hair” by planting rye grass seed in disposable cups with faces drawn or pasted on them
scent bottles: cotton ball and baking extracts such as vanilla, peppermint, lemon put into a small containers, such as Dixie cups or film canisters; make 2 of each scent and have students match them
stethoscope for listening to heartbeat and breathing</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">play “A Tisket, A Tasket” circle game (similar to Duck, Duck, Goose)
hammering with golf tees and Styrofoam
walking a balance beam</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** community worker people, vehicles, and pretend buildings toy construction tools	
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	cookie patterning using cut out pictures of cookies match tools with outlines of the tools made on large sheets of paper (laminate for durability coupon clipping (fine motor) coupon or label sorting: by coupon amount, same product, category of product, etc. cereal box matching: cut out the fronts of several different kinds of cereal and have students match them yarn braiding locks and keys junk mail sorting weighing boxes for the post office	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.fisher-price.com/us/littlepeople/clubhouse/games.asp?section=door&gameID=LP_WhosattheDoor	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	wood 3-D art wallpaper collage; clean trash collages large paintbrushes and mural paintings tool prints (e.g. cookie cutters, potato masher, whisk, etc.) fingerprint pictures	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** construction vehicles	**Water:** dishes, pots and pans
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** Volume 3: Community Workers - High Reach Singalong Songs *Pizza Hut* – Dr. Jean	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27	**In addition to the regular housekeeping center, add one or more of the following:** add props for students to play at various jobs alternate dramatic play centers: hair salon, post office, office, doctor or dentist office, restaurant	

SS 2, 4, 6, 7	
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class made books (where applicable):**
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools, such as pencils, colored pencils, crayons, markers;** add props to make a pretend office or post office: envelopes, stickers for stamps, mailbox, telephone, scales, and boxes of varying sizes and weights

Whole Group

Whole Group Activity 1: Brainstorm (GLEs: ELA 3, 4, 6, 9, 16, 18, 21, 22, 26, 27, 29, M 1, 13, SS 1)

Materials List: *I Want to be a Builder* (book)*;* chart paper, 2 markers (different colors); *I Can Build with One Hammer* from "Playing Favorites*"* by Greg and Steve; tool belt or box with common construction tools such as a hammer, drill, hand saw, screwdrivers

Open with song *I Can Build with One Hammer*. Display the tools and begin a conversation with the students about them. Ask students to identify the tools and how they might be used. Write the words "Construction Worker" in the center of the chart paper. Read each letter and each word as they are written. Ask students what they know about construction workers. Write student responses on the chart paper in a different color marker. Display the book *I Want to be a Builder*. Read the book aloud, pausing where appropriate for comments and questions. After reading the book, refer to the chart paper and ask students if they want to add anything else to the information about construction workers.

Whole Group Activity 2: I Stink*!* (GLEs: ELA 4, 6, 8, 9, 10, 11, 12b, 12c, 13, 14c, 21, 22, 29, SS 3)

Materials List: *I Stink!* (book)

Ask students who takes out the trash at their houses. Using a modified *DR-TA* (view literacy strategy descriptions), ask students to predict what happens to the trash after it leaves their homes. Write their predictions on the board or chart paper. Give students time to discuss their ideas about what happens to the trash. Show the front of the book, *I Stink!*, to the class. Ask students what they think the story is about. Read the book aloud,

pausing where appropriate for comments and questions and to check student predictions. Following the story, ask students if they found out what happens to the trash. Were their predictions correct?

Whole Group Activity 3: *Mr. Cookie Baker* (GLEs: ELA 4, 6, 8, 9, 10, 11, 12a, 14c, 21, 22, 24, 25, 26, 29, M 3, 7, SS 3)

Materials List: *Mr. Cookie Baker* (book); story sequence cards, baking tools such as a mixing bowl, spoon, measuring cups and spoons, mixer or whisk, chef's hat and/or apron, etc.

Prior to the lesson make a set of cards similar to the ones below:

Mixes 	 Cuts	 Decorates	 Sells

Dressed in the chef's hat and apron, display the other tools used by chefs and bakers. Lead a discussion about the names and uses of each tool. Ask students to share stories of times they may have helped out in the kitchen with baking or cooking other things. Read the story, *Mr. Cookie Baker*, aloud to the class. Pause where appropriate for comments and questions about the story events. Show the cards to the students. Discuss what each card depicts. Tell students they are going to create a *story chain* (view literacy strategy descriptions) using the cards. Ask students to recall what Mr. Cookie Baker did first in the story. Have a volunteer post the first card on the board and describe the first step as s/he does so. Repeat until all four cards have been placed in the correct order. Close by having students orally tell the story, using the story chain as a prompt.

Whole Group Activity 4: Grocer (GLEs: ELA 1d, 2, 4, 6, 8, 9, 10, 16, 21, 22, 26, 27, 29, M 13, SS 3, 6)

Materials List: chart paper, 2 markers (different colors), *Grocer* (book), objects used in a grocery store such as a cash register, apron, shopping bags, shopping cart or basket, coupons, scale, etc.

Open by reciting the Nursery Rhyme "To Market, To Market" with the students. Ask students to recall a time when they went to the grocery store or supermarket. Write the word "Grocer" in the middle of the chart paper. Read each letter and the word aloud as each is written. Explain that a grocer is a person who works in a grocery store or supermarket. Ask students what kind of work they think a grocer has to do. Give students an opportunity to brainstorm ideas about the kinds of work grocers do and write their ideas on the chart paper in a different color marker. Show students the collection of objects used in a grocery store. Discuss the names and uses of each object. Introduce the book, *Grocer*, to the students. Read the book aloud, pausing for comments and questions where appropriate. Ask students if they learned anything new from the book that should be added to the chart. Write any new responses on the chart. Ask students to join in as "To Market, To Market" is recited again.

Whole Group Activity 5: I Want to be a Doctor (GLEs: ELA 1d, 2, 3b, 4, 5a, 6, 8, 9, 10, 16, 21, 22, 26, 27, 29, M 13, SS 3)

Materials List: *I Want to be a Doctor* (book), doctor's kit with items such as a stethoscope, otoscope, thermometer, bandages, syringe (no needle), lab jacket and/or scrub top, etc., chart paper, markers (2 colors)

Open with the song "Miss Lucy":

Miss Lucy

Miss Lucy had a baby
She named him Tiny Tim
She put him in the bath tub
To see if he could swim
He drank up all the water
He ate up all the soap
He tried to eat the bath tub
But it wouldn't go down his throat

Miss Lucy called the Docter
Miss Lucy called the Nurse
Miss Lucy called the Lady
With the Alligator Purse

Mumps said the Doctor
Measles said the Nurse
Nothing said the Lady
With the Alligator Purse

Out went the Doctor
Out went the Nurse
Out went the Lady
With the Alligator Purse.

Display and discuss the medical equipment in the doctor's kit. Ask students what they know about each object. Write the word "Doctor" in the center of the chart paper, saying each letter and the word as they are written. Ask students to brainstorm about doctors. Write student responses in a different color in the area around the word "Doctor." Introduce and read the book, *I Want to be a Doctor*, to the class. Pause where appropriate for comments and questions about the book content and illustrations. Refer to the chart paper, asking students if there is anything else they would like to add to the chart. Ask students if doctors are the only ones who help us when we are sick or hurt. Guide students to realize that nurses and dentists provide care in many of the same ways doctors help others.

Small Group Activities

Small Group Activity 1: My Construction (GLEs: ELA 3a, 15, 17, 20, 21, 22, 24, SS 3)

Materials List: Pictures of buildings, bridges, etc., white paper, markers, crayons, pencils

Display the pictures of buildings, bridges, and other kinds of constructions. Discuss how each of these pictures shows constructions built by construction workers. Give each student a sheet of white paper to make a *learning log* (view literacy strategy descriptions). Ask students to imagine they are builders/construction workers. What would they build? Ask students to draw a picture of what he/she would build. Encourage students to write and draw as much as they are able, including writing their own first names on the paper. After finishing their drawings, have students dictate a story about their construction picture. Write students' oral dictation on their learning log paper. Collect completed papers and create a class book or display entitled "Our Construction Plans."

Accommodations: Provide a variety of writing tools and support for students who may have motor difficulties.

Small Group Activity 2: Litter Patrol (GLEs: ELA 21, 22, 23, 24, 26, SS 3, 4)

Materials List: lunch sacks

Divide the class into two groups: one group for the teacher and one group for the paraprofessional to supervise during this activity. Both groups can participate in the activity simultaneously with one adult per group, or one group can stay in the classroom with the paraprofessional while the other group does the litter patrol. Then switch the groups so that all have a chance to participate.

Discuss with students how trash and litter affect the appearance of the school grounds. Ask students where they believe we should put our trash. Guide student discussion on the issue of litter and trash at school with questions about who should be responsible for litter and how students can show good citizenship by helping to keep the school grounds clean. Give each student a lunch sack and explain that they are to use the lunch sack to hold the litter they find on the playground. Explain the parameters of the area chosen for the litter patrol, then take the students out for a 5 minute pick up of litter. Reinforce the concepts of shared responsibility and citizenship as important aspects of this activity.

Accommodations: None needed

Small Group Activity 3: Cookie Patterns (GLEs: ELA 21, 23, 24, M 8, 9, 13)

Materials List: light brown construction paper cut into circles, squares, triangles, and rectangles; sentence strips; glue

Explain to students that they are going to create patterns with the “cookies.” Have each student select “cookie” shapes and lay them out in a pattern along the length of the sentence strip. After a student has successfully created and read his/her pattern aloud, have the student glue the “cookie” shapes down on the sentence strip.

Accommodations: Start patterns to be extended for students who are not yet ready to create patterns on their own.

Small Group Activity 4: Float or Sink? (GLEs: ELA 21, 23, 24, M 12, SCI 2, 3, 5, 10)

Materials List: plastic tub filled with water, towels, 2 trays or cookie sheets, selection of fruits and vegetables

Prior to the lesson set up the sink or float experiment by filling the plastic tub with water and placing it on towels. Also put out the two trays or cookie sheets. On one tray put a label that says “Sinks” and on the other tray put a label that says “Floats.” Have the fruits and vegetables in a separate tub or basket.

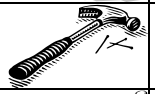
Display and discuss the fruits and vegetables, identifying each by name and asking students to predict whether each will sink or float. Explain that they are going to test their predictions by putting each fruit or vegetable into the tub of water to see what it actually does. Display and read the labels on the trays. Explain that students are to sort the fruits and vegetables according to whether they sink or float. Allow students to use the materials to test their ideas about which fruits and vegetables sink or float. Supervise and guide their exploration of the materials to keep them on task and focused on the objectives but allow the students to do the actual testing and sorting.

Accommodations: None needed

Small Group Activity 5: Whose Tools? (GLEs: ELA 21, 22, 23, 24, 26, 31, SS 3)

Materials List: word grid poster; vis-à-vis pens; baby wipes

Prior to the lesson prepare a *word grid* similar to the example below, laminate the word grid for durability and repeated use.

	Construction Worker 	Sanitation Worker 	Chef or Baker 	Grocer 	Doctor or Nurse 
 Stethoscope					
Garbage Truck 					
Hammer 					
Whisk 					
Scale 					

Tongue Depressor 					
Garbage Can 					
Chef Hat 					
Hard Hat 					

Explain to each group of students that they are going to complete a *word grid* (view literacy strategy descriptions) using the grid provided and the vis-à-vis markers. Demonstrate for each group of students how to mark the word grid with X for "no" and a check mark for "yes" responses. Discuss each of the community workers and tools featured on the word grid, making sure each student has a clear understanding of each one. Ask students to decide which tool is used by which worker and mark the grid accordingly. Once the word grid is completed, ask students if they can tell what a person's job is by the tools used by the worker. Ask students to think of some other tools used by these and other workers. Use the baby wipes to clean off the grid after each small group has used it.

Accommodations: Assist students with correct vocabulary and correctly marking the word grid.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products

- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 3: Collect the cookie patterning work samples for portfolios.

Resources

Children's Books

Birney, Betty. *What's My Job?*, ISBN: 0-671-76915-4
Kroll, Steven. *I'd Like to Be,* ISBN: 0-8193-1141-3
Lakeshore Learning Materials. *Our Community*, ISBN: 1-58970-415-0
Merriam, Eve. *Mommies at Work,* ISBN: 0-671-64386-X
Scarry, Richard. *What Do People Do All Day?,* ISBN: 0-394-81823-7
Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel*, ISBN: 0-590-75803-9
De Brunhoff, Laurent. *Babar Learns to Cook*, ISBN: 0-394-84107-7
Hennessy, B. G. *Jake Baked the Cake*, ISBN: 0-590-44893-5
Priddy Books. My *Big Rescue Book*, ISBN: 0-312-49327-4
Moses, Diane. *A Job for You*, ISBN: 0-618-48151-6
Spevack, Judy. *At the Store*, ISBN: 0-02-147759-0
Liebman, Dan. *I Want to Be a Doctor*, ISBN 13: 978-1-55209-461-7
Jo, Amy. *Buildings*, ISBN: 0-02-147756-6
Weiss, Ellen. *The Tool Box Book*, ISBN: 0-307-23121-6
Chirinian, Helene. *A Visit to the Dentist*, ISBN: 0-8431-3275-2
Benjamin, Cynthia. *I Am a Doctor*, ISBN: 0-8120-6380-5
Benjamin, Cynthia. *I Am a Firefighter*, ISBN: 0-8120-6538-7
Benjamin, Cynthia. *I Am a Police Officer*, ISBN: 0-8120-6438-0
Gibbons, Gail. *Fire! Fire!*, ISBN: 0-590-46478-7
Bridwell, Norman. *Clifford the Firehouse Dog*, ISBN: 0-590-48419-2
Bridwell, Norman. *Clifford's Loose Tooth*, ISBN: 0-439-33245-1
Rockwell, Anne. *Fire Engine*, ISBN: 0-440-84480-0
Kottke, Jan. *A Day with Firefighters*. ISBN: 0-516-23847-7

Kottke, Jan. *A Day with Police Officers*, ISBN: 0-516-24523-6
Elliott, Dan. *A Visit to the Firehouse*, ISBN: 0-394-86029-2
Rey, Margret and H.A. *Curious George at the Fire Station*, ISBN: 0-395-39031-6
Desimini, Lisa. *Policeman Lou and Policewoman Sue*, ISBN: 0-439-40888-1
London, Jonathan. *Froggy Goes to the Doctor*, ISBN: 0-439-57657-1
Berenstain, Stan and Jan. *The Berenstain Bears Visit the Dentist*, ISBN: 0-394-84836-5
Slater, Helen. *What Happens When I Go to the Doctor*, ISBN: 0-8317-9508-5
Zoehfeld, Kathleen W. *Pooh Plays Doctor*, ISBN: 0-590-27337-X
Anastasio, Dina. *Roger Goes to the Doctor*, ISBN: 0-87135-106-4
Rogers, Fred. *Going to the Doctor*, ISBN: 0-399-21298-1
Campbell, Janet. *The House That Biff Built*, ISBN: 0-307-23119-4
Adams, Pam. *This is the House That Jack Built*. ISBN: 0-85953-075-2
Ford, B. G. *Don't Forget the Oatmeal*, ISBN: 0-307-23109-7
Asch, Frank. *George's Store*, ISBN: 0-8193-1101-4
Gelman, Rita Golden. *Stop Those Painters!*, ISBN: 0-590-40959-X
Thaler, Mike. *Never Mail an Elephant*, ISBN:0-8167-3019-9
LeSieg, Theo. *Maybe You Should Fly a Jet! Maybe You Should Be a Vet!*, ISBN: 394-84448-3
Daynes, Katie. *Firefighters*, ISBN: 0-439-88992-8
Eckard, Leslie. *My Friend The Police Officer*, ISBN: 1-59340-104-3
Shira, Naomi. *What Do We Do?*, ISBN: 0-02-147761-2
Carle, Eric. *My Apron*, ISBN: 0-399-22685-0
Carle, Eric. Walter *The Baker*, ISBN: 0-689-82088-7
Merriam, Eve. *Bam Bam Bam*, ISBN: 0-590-62399-0
Morris, Ann. *Tools*, ISBN: 0-688-16165-0
Zimmerman, Andrea. *Trashy Town*, ISBN: 978-0060271398

Recordings/CDs

Dr. Jean - *Just For Fun*
Greg and Steve - *Playing Favorites*
High Reach Singalong Songs Volume 3: Community Workers

Unit 9: Spring

Study Focus: Plants and Flowers

Study Focus Description: The focus of this study is to introduce students to the growth cycle of plants and flowers in the spring.

Student Understandings: Students will understand that seasonal changes affect the growth of plants and flowers. Students will recognize the seasonal changes of spring. Students will understand that plants and flowers are part of a growth cycle.

Guiding Questions:

1. Can students recognize the seasonal changes in spring?
2. Can students understand that changes in the weather affect seeds and plant growth?
3. Can students understand that plant life follows a predictable growth cycle?
4. Can students understand that plants need soil, water, and sunlight in order to grow and live?



Guiding Vocabulary: spring, season, plants, flowers, seeds, soil, sunlight, water, growth cycle, plant, sow, nutrients, stem, roots, leaves, blossom, bulb, bloom, garden

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence. (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story. (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about. (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate. (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14b	Use simple reasoning skills by determining why something happens in a story read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)

ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)

SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Seeds	**Flowers**	**Flowers**	**Plants**	**Gardener**
Whole Group Activities	From Seed to Plant ELA 4, 10, 14b, 14c; SCI 1, 2, 22, 26	Pick a Flower ELA 23, 24, 27, 28	Flower Bouquets ELA 8, 10, 11, 15; M 1, 12; SCI 20	What Do Plants Need? ELA 4, 9, 10, 11, 27; SCI 1, 2, 3, 20, 24	The Gardener ELA 4, 6, 9, 10, 27; SCI 1, 2, 3
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you ever planted a flower seed?	Do you like flowers?	Have you ever smelled a flower?	Do you have a plant at home?	Have you ever picked a flower?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	The Tiny Seed	Flower Garden	The Carrot Seed	Sunflower House	The Garden in Our Yard
Small Group Activities	Jack and the Beanstalk ELA 4, 6, 9, 10, 14a; M 5; SCI 2, 4, 5	How Many Seeds? ELA 8, 10, 24, 27; M 1, 5, 10; SCI 2, 3	Flower Patterning ELA 9, 16, 17, 19; M 5, 13	"Mistress Mary" *LEARNING LOG* ELA 18, 20, 24, 27	*PROFESSOR KNOW-IT-ALL* ELA 24; SCI 1, 3, 22, 23, 25
Music and Movement	Plastic flowers to be used as props for dancing to classical music such as "Dance of the Flowers"; dance with green scarves to simulate the leaves on the trees in spring; gourd shakers				
Experiences/ Guest Speakers	Gardener/ Horticulturist/ Extension Agents/Flower Shoppe Owner of Garden Store				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Miniature flower pots and large seeds like pumpkin. Write a numeral on each pot. Have students count the correct number of seeds into the pot.</td><td>Measurement
Bring several different vegetable plants in and have students compare the height of the plants, length of leaves etc.</td><td>Geometry
Paper plates and die-cut attribute shapes: Have students glue attribute shapes to the plates to make flowers.</td><td>Data Collection
BLM Graph:
How many seeds will you plant in your garden?</td><td>Patterning
Have students use seeds to create patterns.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 5,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
potting soil; a variety of seeds for sorting and observation; a variety of plastic flowers of various lengths to measure with a measuring tape or ruler; real plants; a vase of flowers; bulbs; new leaves; twigs or branches with buds; photographs of flowers</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">Gardening tools; a wagon; plastic flowers or plants and plastic pots, oasis or potting soil; “Seed/Seed Sprout” Game (like “Duck, Duck, Goose”) Garden gloves to use for planting and gardening</td></tr>
<tr><td>Blocks
ELA 15, 17, 20, 23, 24
M 1,2,3,5,6,8,9,10, 11
SCI 3, 9,16,
SS 1, 2, 4</td><td colspan="5">writing tools, paper, and tape for making student-made signs and labels
Flower Shop Sign/ Garden Store Signs/hardware signs; cars/delivery trucks signs, photographs of plant nurseries and florists, plastic flowers or plants</td></tr>
</table>

Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	Flower to flower pot numeral match: Put numerals 1-10 on the flower pots and the flowers. Students will match the identical numerals. fabric flowers to use as a sorting game; seriated flower sizes (both in different sizes and heights) bee to flower match game (using boardmaker, clipart, or diecuts for game pieces) rubber, plastic, or eraser flowers to be used as counters for sorting, counting, and patterning with a soil, flower pot, or garden counting mat	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.procreo.jp/labo/flower_garden.swf	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	Tear and paste construction paper flowers; garden tool prints (Use garden tools dipped into paint and pressed onto paper.); seed gluing; flower print collage using diecuts, clipart, or cutouts from magazines; flower thumbprint petals – (Position thumb prints to create flower petals. Stamp pads or paint can be used.); flower stickers; leaf rubbings; tissue paper flowers; muffin paper-cup flowers	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** plastic pots; flowers and oasis for flower arranging; potting soil, watering can; plastic flowers and plants, garden tools	**Water:** watering can; plastic flowers or plants for floating, leaves or sticks
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *In My Garden, Oats and Beans and Barley, Spring Flowers, The Changing Garden of Mr. Bell, Everything Grows* – Raffi *Weather, Parts of a Flower; Jack Hartman- Four Seasons, If Friends Were Flowers* - Dr. Jean Preschool Songs- Oats, Peas, Beans, and Barley Grow; *Let's Sing a Merry Little Spring Song, When You Were A Tulip, Little April Shower, It's a Sunny, Sunny Day, The Bunny Hop* - Disney *The Hokey Pokey, Dance of the Flowers, Walking in the Green Grass, Spring Music Garden, Garden Story, Garden* Song - Melody House	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Flower Shop Prop Box: Flower shop sign; cash register, money; seed catalogues; a variety of plastic and fabric flowers and plants; vases; oasis; pictures of flower arrangements, greeting cards (computer-generated or recycled), markers, photographs of flowers	

Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** Buds and Blossoms Catalogue; Seed, plant, and flower brochures
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; stencils; variety of writing tools, such as pencils, colored pencils, crayons, markers;** seeds, plants, and flowers brochures; advertisements from hardware stores; Buds and Blossoms Catalogue; a variety of greeting cards (e.g., birthday, births, wedding, get well –computer-generated or recycled)

Whole Group Activities

Whole Group Activity 1: From Seed to Plant (GLEs: ELA 4, 10, 14b, 14c; SCI 1, 2, 22, 26)

Materials List: *From Seed to Plant* (book), chart paper, markers, cut-outs of sun, soil, and rain

Read the book, pausing where appropriate to discuss the scientific principles that are introduced. Draw a picture of the various parts of a plant on the chart paper, e.g. roots, stem, leaf, bud, flower. Also draw a picture or have cut-outs of sunlight, soil, and rain in order to identify what is needed for the plant to grow. Ask questions of the students that review the material from the book as well as personal experiences, e.g., with gardening, observing the stages of growth for plants, planting flowers.

Accommodations: None needed

Whole Group Activity 2: Pick a Flower (GLEs: ELA 23, 24, 27, 28)

Materials List: A variety of plastic or artificial flowers, a basket, song on chart paper (Pick a Flower –tune of Paw Paw Patch)
Introduce the concept of flower gardens to the students. Discuss the fact that flowers can be picked and placed in a vase or in an arrangement for display in a home, business, or school. Place the artificial flowers in the middle of the circle. Choose a student to begin the activity by handing them the basket and singing the following song:

Pick a _____(color) flower,
Put it in the basket.

Pick a _____(color) flower,
Put it in the basket.

Pick a _____(color) flower,
Put it in the basket.

Way down yonder in the flower patch.

Repeat the activity several times allowing students to participate. Place the props in the manipulative and table games area for further student engagement.

Accommodations: None needed

Whole Group Activity 3: Flower Bouquets (GLEs: ELA 8, 10, 11, 15; M 1, 12; SCI 20)

Materials List: *Counting in the Garden* (book), a variety of artificial flower bouquets, dry erase board, markers

Read the book and discuss counting flowers and making bouquets. Display a flower bouquet and discuss the different types of flowers and plants used in the bouquet. Then have the students estimate how many flowers are in the bouquet. Have the students count the flowers and write the number on the dry erase board. Vary the number of flowers in each bouquet. Write the number of flowers in each students' bouquet on the board. Create a chart of the number in each bouquet. Repeat the activity several times allowing students to participate. Place the props in the manipulative and table games area for further student engagement.

Accommodations: None needed

Whole Group Activity 4: What Do Plants Need? (GLEs: ELA 4, 9, 10, 11, 27; SCI 1, 2, 3, 20, 24)

Materials List: *The Tiny Seed* (book), "Plants Need Sun" (song), cut-outs of the sun, water, soil, air (the sky)

Read the book and discuss what plants need in order to grow, e.g., the sun, water, fresh air, good soil. Teach the following song to the students (to the tune of "Three Blind Mice"). Take the students outside for a walking tour of their school environment. Stop to view a garden with flowers or plants in it or show the students the pictures of a flower garden if a real garden is not available on your school property.

Plants need sun,
Plants need air,
Plants need water,
Plants need soil,
They need all these things to help them grow.
They need all these things to help them grow.
They need all these things to help them grow.
And now you know.
Now you know.

Accommodations: None needed

Whole Group Activity 5: The Gardener (GLEs: ELA 4, 6, 9, 10, 27; SCI 1, 2, 3)

Materials List: *Grandpa's Garden Lunch* (book), *The Gardener Plants the Seeds* (song), a gardener's hat, a hoe, a watering can, artificial flowers, and plants

Read the book and discuss the job description of a gardener, e.g., planting flowers and plants, weeding the garden, watering the flowers/plants. Teach the song "The Gardener" to the tune of "Farmer in the Dell." Select students to act out the verses; while using the props, act out the verses of the song. Repeat the activity several times allowing students to participate. Place the props in the manipulative and table games area for further student engagement.

The gardener plants the seeds,
The gardener plants the seeds.
Hi, Ho, the Derry-o,
The gardener plants the seeds.

The gardener waters the seeds,
The gardener waters the seeds.
Hi, Ho, the Derry-o,
The gardener waters the seeds.

The gardener hoes the weeds,
The gardener hoes the weeds.
Hi, Ho, the Derry-O,
The gardener hoes the weeds.

The gardener watches the weather,
The gardener watches the weather.
Hi, Ho, the Derry-o,
The gardener watches the weather.

The gardener picks the flowers,
The gardener picks the flowers.
Hi, Ho, the Derry-o,
The gardener picks the flowers.

Accommodations: None needed

Small Group Activities

Small Group Activity 1: Jack and the Beanstalk (GLEs: ELA 4, 6, 9, 10, 14a; M 5; SCI 2, 4, 5)

Materials List: *Jack in the Beanstalk* (book), strips of paper cut into a variety of lengths, e.g., five, seven, twelve, fifteen, eighteen inches, crayons, markers, dry erase board, cut-outs or pictures of the characters in the story

Read the book, pausing for questions where appropriate. Discuss the manner in which different beans grow into a variety of heights. Review the book discussing real and make-believe. Using cut-outs or pictures of the characters in the story, ask each student to organize the sequence of the story into a *story chain* (view literacy strategy descriptions), utilizing the proper sequence outlined in the book.

As an extension, the following activity may be utilized:

Allow the students to choose a length of paper and instruct them to draw a beanstalk on their paper strip. Upon completion, have each student use their hands as a non-standard unit of measure to determine the length of the beanstalk chosen. Write the number of hands "tall" of their beanstalk on the dry erase board and determine which numbers represent the 'tallest' and 'shortest' beanstalk.

Accommodations: Assist students who have difficulty with non-standard measurement and/or sequencing.

Small Group Activity 2: How Many Seeds? (GLEs: ELA 8, 10, 24, 27; M 1, 5, 10; SCI 2, 3)

Materials List: *How Many Seeds* (book), small paper plates for each student, a variety of flower seeds for each student

Read the book and discuss seeds with the students and the manner in which seeds grow into plants and flowers. Teach the rhyme "Little Seeds" (see below). Distribute the plates with seeds to each student. Choose one student to be the bird who flies down to one plate and takes a seed away. The student with the plate, counts the seeds that are left, and announces aloud the number of seeds left. Question the students, "Do you have more seeds or less seeds on your plate?" That student then becomes the bird. Continue the process until all students have had an opportunity to be the bird.

"Little Seeds"
A-sleeping they lay,
A-sleeping they lay.
A bird flew down and took one away.
How many seeds were left that day?

Accommodations: Assist any student who has difficulty counting the number of seeds.

Small Group Activity 3: Flower Patterning (GLEs: ELA 9, 16, 17, 19; M 5, 13)

Materials List: *Garden Colors* (book), fabric flowers, paper, crayons, markers

Read the book and discuss the variety of colors in a garden. Distribute the fabric flowers and encourage the students to make color patterns using their flowers. Instruct them to use AB or AABB patterns. Discuss the variety of patterns that each student has made. Instruct the students to create their own flower patterns using crayons and markers on their individual pieces of paper. Have them display their patterns to the class. When all have been displayed to the class, organize each student's work into a "Colorful Garden" book. Place the book in the science center.

Accommodations: None needed

Small Group Activity 4: Mistress Mary (GLEs: ELA 18, 20, 24, 27)

Materials List: Write the rhyme "Mistress Mary" on chart paper, paper, crayons, markers

Write the rhyme "Mistress Mary" on chart paper and read the rhyme to the students. Discuss the vocabulary words-- Mistress, Master, and contrary with the students. Tell them that we are going to change the rhyme to include all of our students' names. (Insert the term "Master" for "Mistress" where appropriate). Upon completion of the song, hand each student a learning log page and direct each of them to draw different colors of flowers. When the students have completed their *learning log* (view literacy strategy descriptions) journal page, have each student recite the rhyme to the class using the colors of their flowers on their learning log page.

Mistress/Master _____ (student's name)
Quite contrary.
How does your garden grow?
With red flowers, red flowers,
And pretty red ones in a row.
(Alternate colors, e.g., blue, yellow, etc)

Accommodations: None needed

Small Group Activity 5: Professor Know-It-All (GLEs: ELA 24; SCI 1, 3, 22, 23, 25)

Materials List: *From Seed to Plant* (book), Professor Know-It-All hat, a clear plastic cup for each student, black construction paper, bean seeds, paper cups filled with water.

Read the last three pages of the book. Inform the students that today, we are going to play *professor know-it-all* (view literacy strategy descriptions). While wearing the Professor Know-It-All hat, allow selected students to stand and describe the growth cycle of plants and what is needed for them to grow. Distribute the cups, five bean seeds, black construction paper, and a cup of water to each student. Following the instructions in the book, place the construction paper in the cup, fill with water, and wedge the bean seeds between the black paper and the glass. Place the cups in a warm place and, over time, watch the beans sprout. Refer to the growth cycle of plants every day that the beans show progress. Once the beans have sprouted, have the students transfer their bean sprout from the cup to a larger cup filled with soil. When the sprouts have become plants, allow the students to take theirs home.

Accommodations: Be prepared to repeat the activity with students whose seeds do not sprout.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 4**:** The teacher will observe and document the students' responses to the learning log journal.

- Small Group Activity 5**:** The teacher will observe and document the students' responses to Professor Know-It-All.

Resources

Children's Books

Baby's First Book Club. *In The Garden*, ISBN: 1-881445-28-3
Bass, Marilyn and Marvin Goldman. *Growing Wild.*
Bennet, David. *Patterns*, ISBN: 0-7327-1201-7
Bennett, David. *Seasons*, ISBN: 0-89577-557-3
Bourgeois, Paulette and Brenda Clark. *Franklin Plants a Tree*, ISBN: 0-439-27120-7
Bunting, Eve. *Flower Garden*, ISBN: 0-15-228776-0
Bunting, Eve. *Sunflower House*, ISBN: 0-590-33036-5
Bulla, Clyde Robert. *A Tree Is a Plant*, ISBN: 0-06-028171-5

Carle, Eric. *The Tiny Seed*, ISBN: 0-590-42566-8
Caseley, Judith. *Grandpa's Garden Lunch*, ISBN: 0-15-304271-0
Cicciarelli, Joellyn Thrall. *Apron Annie in the Garden*, ISBN: 1-57471-312-4
Cowley, Joy. *The Red Rose*, ISBN: 1-55911-244-1
Cowley, Joy. *The Seed*, ISBN: 1-55624-797-4
Day, Jenifer W. *What Is a Flower?* ISBN: 13: 9780307039200
Ehlert, Lois. *Growing Vegetable Soup*, ISBN: 0-590-45030-1
Ehlert, Lois. *Planting a Rainbow*, ISBN: 0-15-262609-3
Ellis, Veronica Freeman. *The Garden*, ISBN: 0-15-325273-1
Faulkner, Matt. *Jack and the Beanstalk*, ISBN: 0-590-40164-5
Fujimoto, Michi. *What's in the Garden?*
Gibbons, Gail. *From Seed to Plant*, ISBN: 0-8234-1025-0
Good, Elaine W. *That's What Happens When It's Spring*, ISBN: 1-56148-145-9
Halpern, Monica. *How Many Seeds?*, ISBN: 0-8172-8238-6
Heller, Ruth. *Plants That Never Ever Bloom*, ISBN: 0-448-18964-X
Hogan, Paula Z. *The Life Cycle of the Dandelion*, ISBN: 0-8172-1250-7
Kemp, Moira. *Round and Round the Garden*.
Johnston, Tony. *Big Red Apple*, ISBN: 0-439-09860-2
Krauss, Ruth. *The Carrot Seed*, ISBN: 0-06-443210-6
Lakeshore Learning Materials. *What's in the Garden?*, ISBN: 1-58970-415-0
Marzollo, Jean. *I Am an Apple*, ISBN: 0-590-37223-8
Marzollo. Jean. *I'm a Seed*, ISBN: 0-590-26586-5
Marzollo, Jean. *Once Upon a Springtime*, ISBN: 0-590-46017-X
McNaughton, Colin. *Spring*, ISBN: 0-8037-0044-X
Merrill, Claire. *A Seed Is a Promise*, ISBN: 0-590-43454-3
Moon, Cliff and Bernice. *Look at a Bean*, ISBN: 1-55624-068-6
Moon, Cliff and Bernice. *Look at an Apple*, ISBN: 1-55624-068-6
Parker, Kim, *Counting in the Garden*, ISBN 13: 9780439694520
Patterson, Pat, *How Does Your Garden Grow*, 308-55
Pope, Joyce. *Plants and Flowers*, ISBN: 0-8167-2780-5
Quinn, Greg Henry. *The Garden in Our Yard*, ISBN: 0-590-48536-9
Robbins, Ken. *Seeds*, ISBN: 0-689-85041-7
Rosa, Helena and Eduardo Delgado. *The Five Friends Plant a Vegetable Garden*, ISBN:0-517-65577-2
Ruis, Maria and J. M. Parramon. *Life On The Land*, ISBN: 0-8120-3864-9
Saksie, Judy. *The Seed Song*, ISBN: 0-916119-38-6

Sands, Kay. *I'm a Little Seed*, ISBN: 0-8172-8237-8
Schwartz, David M. *Among The Flowers*, ISBN: 1-57471-215-2
Schwartz, David M. *Sunflowers*, ISBN: 1-57471-581-X
Schwartz, David M. *In the Garden*, ISBN: 1-57471-216-0
Selsam, Millicent E. *Seeds and More Seeds*. ASIN: B00NXMPTS
Stutley, Alison. *Our Garden*, ISBN: 0-7327-1165-7
Tanner, Henry O, *Kindergarten School*. The Farmer's Huge Carrot, ISBN: 0-87406-437-6
Thompson, Gare. *Garden Colors*, ISBN: 0-8172-8225-4
Usborne. *Flowers*, ISBN: 0-86020-479-0

Recordings/CDs

Cedarmont Kids Classics, Preschool Songs
Disney, Springtime Favorites
Dr. Jean, Kiss Your Brain
Dr. Jean, Ole! Ole! Ole!
Greg and Steve, Quiet Moments
Jack Hartman, Getting Better at Getting Along
Jack Hartman, Word Fiesta
Raffi, Bananaphone
Raffi, Baby Beluga
Raffi, Raffi in Concert With The Rise and Shine Band
Raffi, One Light One Sun

Internet Resources

LPB- CyberChannel videos

1. *Peep and the Big Wide World: Peep Plants a Seed/The Root Problem*
2. *Peep and the Big Wide World: Spring Thing/Springy Thingy*
3. *Debbie Greenthumb: How Plants Grow*
4. *Debbie Greenthumb: Where Plants Come From*
5. *Flower Farm*

Unit 10-1: Louisiana

Study Focus: Music and Stories

Study Focus Description: This study focuses on some traditional music and stories from Louisiana culture and Louisiana's state symbols.

Student Understandings: Students will recognize some of the Louisiana state symbols. Students will understand that Jazz, Blues, and Zydeco music are important music genres in Louisiana culture. Students will understand that many stories incorporate traditions, animals, people and places in Louisiana.

Guiding Questions:

1. Can students recognize Louisiana state symbols?
2. Can students understand that music is an important part of Louisiana life?
3. Can students appreciate the variety of music genres traditional to Louisiana?
4. Can students appreciate stories and literature based on or about Louisiana life?



Guiding Vocabulary: symbols, map, magnolia, flag, Catahoula Leopard dog, cypress tree, alligator, blues, jazz, zydeco, Louisiana, cajun

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
ELA-2	Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)

ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)

ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)

SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Louisiana Introduction	**Louisiana Stories**	**Louisiana Music**	**Louisiana People**	**State of Louisiana**
Whole Group Activities	Louisiana Introduction: "P" is for Pelican	Petite Rouge	Louisiana music	Feliciana Feydra le Roux	Louisiana, Louisiana, What Do You See?
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you live in Louisiana?	Do you like gumbo?	Do you like jazz? blues? Cajun music?	Have you ever seen an alligator?	Can you make a capital "L" with your fingers?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	"L" is for Louisiana	Today is Monday (song and props)	Rat-a-tat-tat; Charlie Parker Bee-bop	Feliciana Feydra LeRoux	Louisiana Alphabet
Small Group Activities	"L" is For Louisiana	La Trois Le Cochons	What a Wonderful World	Sequence "There Was an Ol' Cajun"	Professor Know-It-All
Music and Movement	*The Second Line* by Johnette Downing with scarves				
Field Experiences/ Guest Speakers	Storyteller, Grandma and/or Grandpa, Musician, Cook/chef				

<table>
<tr><td colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</td></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Die-cut Mardi Gras masks and doubloons: Write numerals on the masks and have students count out the correct number of doubloons to go with each mask.</td><td>Measurement
Using a commercially available Grow an Alligator Kit, have students record the growth of the synthetic alligator each day and compare it to the previous day’s measurement.</td><td>Geometry
Use Mardi Gras beads to make different shapes.</td><td>Data Collection
BLM: Graph What is your favorite Louisiana story?</td><td>Patterning
BLM: Complete pattern with doubloons.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 5,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
musical instruments, photographs of Louisiana places of interest, a variety of fishing weights, crawfish or crab net, Mardi Gras beads to weigh with pan balance, doubloons for weighing with a pan balance</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">doubloon toss into Mardi Gras cups, a Mardi Gras bead relay, Saints, LSU, Tulane, or local college of your choice t-shirts, football</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** local map, photographs of local Louisiana places—grocery stores, museums, banks, bayous, waterways, State Parks—to place on blocks to use as symbols and signs	
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9, 10, 11, 13 SCI 9 SS 4	use a Louisiana state outline diecut symbol to make a matching or numerical order game using the numerals 1 – 10 Louisiana bingo created from clipart, boardmaker, stickers, and diecuts instrument matching game using clipart, diecuts, stickers, or boardmaker, plastic or rubber Louisiana animals for seriating largest to smallest fishing lures without hooks for sorting on mats in the shape of a pond or lake, variety of links of Mardi Gras beads cut for seriation, doubloons of different colors for sorting, patterning, or counting	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.mobypincher.com	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	Louisiana collage using clipart, cutouts from Louisiana brochures, a travel magazines, stamps and stencils, collage using Louisiana natural resources - moss, leaves, tree branches, pine straw, acorns, etc., doubloon prints with paint, Mardi Gras bead prints using purple, green, and gold paint	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** cut up lengths of Mardi Gras beads, doubloons, throws caught from parades, Mardi Gras cups, king cake babies	**Water:** fishing pole, plastic fish, rubber ducks, plastic trees
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments —**add steel drum, spoons **Some featured songs:** *Feliciana LeRoux, Bon Jour Mes Amis, Loup Garou* - Johnette Downing *Laissez Les Bon Temps Rouler, Let's Go! Fais Do Do!, Fais Do Do!, Zydeco Dancing*- Papillion *What a Wonderful World* - Louis Armstrong	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Louisiana box—map of Louisiana and Louisiana areas, state brochures, Fleur De Leis items, Saints, LSU, Tulane, Southern, or local college t-shirts, Louisiana tourism book, a music catalog
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** A music catalog, Louisiana tourism book, Louisiana State Park brochure, symphony or musical venue playbill
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; stencils; variety of writing tools such as pencils, colored pencils, crayons, markers;** Louisiana state map; Louisiana travel brochures; names of local attractions; musical instrument names

Whole Group Activities

Whole Group Activity 1: "P" is for Pelican (ELA 4, 9, 11; SS 2)

Materials List: *P is for Pelican* (book), dry erase board, markers, map of Louisiana, map of the United States of America

Show the cover of the book to the students and read the title of the book. Using a modified *DR-TA* (view literacy strategy descriptions), ask the students to predict what the story will be about. Write their predictions on the board. Read the story, pausing where appropriate for comments and questions. At the end of the story, ask the students whether the story was as expected and have them provide reasons why and why not. List their final answers next to each prediction on the board. Show the map of United States to the students and discuss where Louisiana is located as well as its shape.

Accommodations: None needed

Whole Group Activity 2: Petite Rouge (ELA 3, 4, 7, 9, 11, 16, 24)

Materials List: *Petite Rouge* (book), *Little Red Riding Hood* (book), dry erase board, markers

Describe to the students that many stories in Louisiana folklore incorporate traditions, animals, people, and places in Louisiana. Show them the book *Little Red Riding Hood* and ask them to describe the story line and who the characters are. Write their responses on the dry erase board. Then, show them the book *Petite Rouge* and explain that petite rouge is French for little red. Read *Petite Rouge* and ask the students to list its characters and the similarities and difference between them. In order to summarize, have the students identify different traditions, animals, people, and places that were mentioned in the two stories. List these on the dry erase board as well.

Accommodations: Assist any student who has difficulty remembering the story line of either book. If the teacher chooses to do a compare and contrast activity, both books will need to be read before comparisons. This may be done in two different group times.

Whole Group Activity 3: Louisiana Music (ELA 16, 28; M 13; SCI 3, 17)

Materials needed: CD player, CDs: "In the Gumbo Pot" by Johnette Downing, "The Marsalis Family" by the Marsalis Family, "South of A1A" by Sonny Landreth, "Zydeco" by Zachary Richard, word cards with pictures of jazz, blues, zydeco for the students to hold, dry erase board, markers

Discuss the importance of music in Louisiana's culture. Explain that music is played at festivals, family gatherings, at fais do do's, craft fairs, homes, virtually everywhere, and that each song has a story to be told. These stories tell the tales of local residents and their lives, e.g., their good times, their hard times, their family traditions, and the feelings that people have for each other and their land. Introduce the three types of music (e.g., jazz, blues, zydeco) by playing the CDs and describe each of their unique genres. Ask the students to choose the picture card that matches with the type of music they heard. Ask them which genre they liked the most and why. List these responses on the dry erase board.

Accommodations: Students may need help and prompting to determine which musical genre was played.

Whole Group Activity 4: Feliciana Feydra LeRoux (ELA 1, 2, 4, 7, 8, 11, 16; SCI 3, 15, 17)

Materials List: *Feliciana Feydra LeRoux* (book), "From the Gumbo Pot" (CD), dry erase board, markers

Play the song *Feliciana Feydra LeRoux* and encourage the students to clap, keep the rhythm, and sing along. Introduce the book by showing and discussing its cover. Read the book, pausing where appropriate for comments and questions. Ask the students to sequence the story using a *story chain* (view literacy strategy descriptions) and list student responses on the board. Play the song again and ask the students to find something new that they had not heard the first time. Ask the students to listen for rhyming words within the song. List these responses on the board as well.

Accommodations: Assist students who have difficulty understanding the Cajun accents and the story line of the book.

Whole Group Activity 5: Louisiana, Louisiana, What Do You See? (ELA 9, 12, 16; SCI 15, 17; SS 2)

Materials List: *Dig Into Louisiana's Gumbo of State Symbols* (compiled by the Office of the Secretary of State (www.sos.louisiana.gov), teacher-made book *Louisiana, Louisiana, What Do You See*?, dry erase board, markers

Preparation for this lesson includes downloading a copy of this booklet for your use during the lesson and making a second copy of a teacher-made book titled *Louisiana, Louisiana, What Do You See?*. This teacher-made book will include cut-outs of the various symbols identified in the original version, e.g., alligator, magnolia, Catahoula Leopard dog, pelican, Cyprus tree, black bear, crawfish, honey bee, the state flag. Each separate cut-out will be glued to its own page so that the final product includes each symbol. This book will be entitled *Louisiana, Louisiana, What Do You See?* (a take on *Brown Bear, Brown Bear*) and will then be read to the students. Have the students read along with each symbol as is done with *Brown Bear, Brown Bear*. List these responses on the dry erase board. Place the book in the reading center for future reference.

Accommodations: None needed

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Small Group Activities

Small Group Activity 1: "L" is for Louisiana (ELA 3, 4, 14, 24; SS 2)

Materials List: *"L" is for Louisiana* (book), alphabet letters A-Z

Show the cover of the book and introduce the letter "L" as the capital letter that begins the word Louisiana. Ask the students to predict what the story line of the book will be. Show the students the alphabet cards from A-Z. Hand each student an alphabet card and instruct them to stand up and come forward when their letter is used in the book. Once the students have shared their letter with the rest of the class, have them return to their seats. When the story has been told, instruct the students to stand and show their letter again when the teacher calls it out in reference to its use in the book. Have the students make a line from A-Z to demonstrate the alphabet.

Accommodations: Assist students who have difficulty identifying their letters.

Small Group Activity 2: La Trois le Cochons (ELA 4, 6, 7, 25, 31)

Materials List: *The Three Little Pigs* (book), *La Trois le Cochons* (book), dry erase board, markers

Re-introduce *The Three Little Pigs* and discuss the story line. Inform the students that, oftentimes, tales from Louisiana include animals, people, and places. These tales tell the same story as the original but with a little bit of lagniappe or a twist to the story line that is unique to Louisiana. Read the book *La Trois le Cochons* and discuss its story line. Use a variety of voices as you read the book and encourage the students to say the recurring story line. Have the students identify similarities and differences between the two versions. Write these on the dry erase board.

Accommodations: Assist students who have difficulty identifying similarities and differences between the two versions.

Small Group Activity 3: What a Wonderful World (ELA 6, 10, 12, 19, 28; SCI 3, 15, 17)

Materials List: *What a Wonderful World* (book), What a Wonderful World (CD by Louis Armstrong), one long roll of butcher paper, crayons, markers

Introduce Louis Armstrong as being a famous trumpet player and jazz musician from Louisiana. Share the fact that "What a Wonderful World" was recorded by Louis Armstrong and it became not only his signature song but one that has been famous all over the world. Mr. Armstrong was considered to be an ambassador for jazz all over the world. Play the song for the students. Refer to the book and indicate that the words of the song

serve as the story line for the book. Read the book. The teacher will then take the students outside to identify wonderful things that they see in their world.

Accommodations: Assistant will stay with half of the class, while the teacher takes the small group outside.

Small Group Activity 4: There Was an Ol' Cajun (ELA 4, 6, 11, 12, 13, 14; M 3, 6)

Materials List: *There Was an Ol' Cajun* (book), markers, cut-outs or cards with the names of the animals in the text

Introduce the word *Cajun* to the students. Explain that the Cajuns were people that lived in another country called Canada, and they moved to their new home in Louisiana. Many stories, songs, and history referred to the members of the Cajun people and the way they lived. Introduce the book and indicate that this particular story is a Cajun tale modeled after the story "There Was on Old Lady that Swallowed a Fly." Read the book and have the students participate in a *story chain* (view literacy strategy descriptions). Pass out the character cards to students and have students retell the story, in sequential order. Discuss the sizes of the animals that the Ol' Cajun swallowed and the order he swallowed them. Draw attention to the cultural interpretation of the original story, e.g., the new story's being told from the point of view of the Cajun culture.

Accommodations: The teacher may use a map to indicate where Canada and Louisiana are located depending upon the students' interest and attention span.

Small Group Activity 5: Professor Know-It-All (ELA 16, 24; SS 5)

Materials List: Professor Know-It-All hat, Louisiana symbols taken from the Secretary of State book, dry erase board, markers

Review the symbols for the state of Louisiana as you place them in the middle of the floor. Instruct the students that everyone will have a turn at playing *professor know-it-all* (view literacy strategy descriptions) and wearing the Professor Know-It-All hat. As each student plays the professor, instruct them to retrieve a symbol from the floor, name the symbol, and share what they have learned about that particular symbol. As each student shares a symbol, write the name of the symbol and all related information about it as described by the students on the board. Continue the game until all students have had an opportunity to play Professor Know-It-All.

Accommodations: Assist any student who has difficulty remembering the symbols.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 4: Observe and document the students' abilities to participate in the story chain.
- Small Group Activity 5: Observe and document the students' answers and participation in Professor Know-It-All.

Resources

Children's Books

Arnold, Carolyn. *A Walk in the Woods*, ISBN: 0-67-68665-8
Arrigo, Joseph A. S*teamboats on the River Coloring Book*, ISBN: 1-56554-316-5
Artell, Mike. *3 Little Cajun Pigs*, ISBN: 0-88037-2815-8
Artell, Mike. *Petit Rouge: A Cajun Red Riding Hood*, ISBN: 0-8037-2514-0
Baker, Keith. *Quack and Count*, ISBN: 0-15-205025-6
Birchman, David F. *Brother Bjlly Bronto's Bygone Blues Band*, ISBN: 0-688-10423-1
Blazek, Mary Alice. *Clovis Crawfish and Batiste Beta Puante*, ISBN: 0-88289-952-X
Carvin, Ruth. *A Visit to New Orleans*, ISBN: 0-9616390-2-4
Collins, Sheila Hebert. *Cendrillon: A Cajun Cinderella*, ISBN: 1-56554-326-2

Collins, Sheila Hebert. *Jolie Blonde and the Three Heberts: A Cajun Twist on an Old Tale*, ISBN: 1-56554-324-6

Collins, Sheila Hebert. *Les Trois Cochons*, ISBN: 1-56554-325-4
Collins, Sheila Hebert. *Petite Rouge: A Cajun Twist to an Old Tale*, ISBN: 1-56554-310-6
Dartez, Cecilia Casrill. *Jenny Giraffe and the Streetcar Party*, ISBN: 0-88289-962-7
Dartez, Cecilia Casrill. *Jenny Giraffe Discovers the French Quarter*, ISBN: 0-88289-819-1
Dartez, Cecilia Casrill. *L is for Louisiana*, ISBN: 1-58980-022-2
Delacre, Lulu. *Nathan's Fishing Trip*, ISBN: 0-590-41282-5
Fontenot, Mary Alice. *Clovis Crawfish and Bertile's Bon Voyage*, ISBN 13: 9781589805415
Fontenot, Mary Alice. *Clovis Crawfish and His Friend*, ISBN: 0-88289-479-X
Kadair, Deborah Ousley. *Grandma's Gumbo*, ISBN: 1-58980-133-4
Kadair, Deborah Ousley. *There Was an Ol' Cajun*, ISBN: 1-56554-917-1
LaDoux, Rita C. *Louisiana*, ISBN: 0-8225-9786-1
Moore, Lillian. *Little Raccoon's Night Time Adventure*, ISBN: 0-307-10255-6
Parker, Laurie. *Louisiana Alphabet*, ISBN: 1-893062-31-7
Prieto, Anita C. *P is for Pelican: A Louisiana Alphabet*, ISBN: 1-58536-137-2
Raschka, Chris. *Charlie Parker Played Be Bop*, ISBN: 0-531-05999-5
Rey, Margret and H. A. *Curious George Visits an Amusement Park*, ISBN: 0-590-42813-6
St. Pierre, Todd-Michael. *The Louisiana State Bird Beauty Pageant*, ISBN: 0-9675170-0-1
St. Romain, Rose Anne. *Moon's Cloud Blanket*, ISBN: 1-56554-922-8
Szekeres, Cyndy. *A Fine Mouse Band*, ISBN: 0-307-11999-8
Thomassie, Tynia. *Feliciana Feydra LeRoux: A Cajun Tall Tale*, ISBN: 0-316-84459-4
Thompson, Gare. *Parades!*, ISBN: 0-8172-8222-X
Vidrine, Beverly B. *A Mardi Gras Dictionary*, ISBN: 1-56554-332-7
Visser, Reona and Children of the Mississippi Gulf Coast. *Story of a Storm*, ISBN: 1-893062-86-4
Weiss, George David and Bob Thiele, *What a Wonderful World*, ISBN: 0-439-20746-0

CDs

Louis Armstrong; The Millennium CD
Johnette Downing; In the Gumbo Pot,
Johnette Downing; Second Line
Sonny Landreth; South of A1A
Marsalis Family; The Marsalis Family
Papillion; Cajun and Zydeco for Kids,
Papillion; Cajun for Kids
Putumayo Kids; New Orleans Playground

Website Resources

www.wwoz.org – live streaming of jazz, blues, zydeco, and Cajun music
www.live365.com/stations/radiola - Louisiana music
http://datadragon.com/education/genres - a variety of virtual musical instruments are shown and played

Unit 10-2: Louisiana

Study Focus: Food and Agriculture

Study Focus Description: This study focuses on the importance of agriculture and traditional foods in Louisiana.

Student Understandings: Students will understand the meaning of the word agriculture and that agriculture is an important source of jobs in our state. Students will understand that many common foods are grown in Louisiana. Students will understand that there are many special foods associated with Louisiana.

Guiding Questions:

1. Can students identify the different forms of agriculture in Louisiana?
2. Can students recognize some special Louisiana dishes?
3. Do students understand that farming is an important job in Louisiana?
4. Do students understand that many common products come from crops grown in Louisiana?

Guiding Vocabulary: agriculture, crop, farm, farming, rice, corn, sugar cane, catfish, crawfish, soybeans, strawberries, oranges, peaches, traditional, recipe

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
ELA-2	Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and a printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)

ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)

ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)

SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Where does our food come from?	**Catfish, Crawfish, and Seafood**	**Strawberries, Oranges, and Peaches**	**Rice, Sweet Potatoes, and Corn**	**Louisiana Food Festival**
Whole Group Activities	SQPL *Pasta Please!* ELA 4, 9, 14c, 16, 21, 22, 29, SCI 22	Story Chain *Grandma's Gumbo* ELA 1d, 5a, 5b, 5c, 6, 12a, 12b, 21, M 3, 11, 13	Story Chain *From Pit to Peach Tree* ELA 5a, 5c, 12b, 23, 24, SCI 2, 3, 21, 22	DR-TA *Everybody Cooks Rice* ELA 4, 5a, 5c, 5d, 12b, 12c, 14c, 21, 22, SCI 3, 21	Tasting Party ELA 21, 22, 26, SCI 3, 17, 18, 20, 21, SS 2, 4
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you seen wheat?	Do you like to eat gumbo?	Do you like peaches?	Do you like rice?	Do you like to eat crawfish?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*From Kernel to Corncob*	*Clovis Crawfish and His Friends*	*The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*	*Sweet Potato Pie*	*P is for Pelican*
Small Group Activities	*Today is Monday in Louisiana* ELA 1d, 6, 12a, 24, 27, 28, M 3, 7, 13	Gumbo Pot Game ELA 1b, 1d, 2, 12a, 27	Story Chain *From Pit to Peach Tree* ELA 12a, 23, 24, M 3, 11, SCI 22	Sweet Potato Pie - Cooking ELA 21, 22, 23, 24, M 10, SCI 5, 13, 14, 21	Word Grid Spicy, salty, sweet, sticky ELA 21, 24, 31, M 1, 5, SCI 3, 5, 21
Music and Movement	rice, corn, and wheat maracas (plastic drink bottles partially filled with the dried grains) used as rhythm instruments with Cajun and Zydeco music				
Field Experiences/ Guest Speakers	farmer, gardener, LSU Extension Agent, grocer				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Crawfish counting with paper plates and rubber crawfish: Cut paper plate from outside edge to center of plate. Roll plate to form a cone and tape in place. This will make pretend crawfish houses. Write numerals 1-10 on each house. Have students count out crawfish for each house according to the numeral written on the house, then set the house on top of cawfish that were counted out.</td><td>Measurement
Compare the lengths of different Mardi Gras Beads to each other and see which are the same length, which are longer and which are shorter. Next, have students line up from left to right the shortest strand of Mardi Gras Beads to the longest.</td><td>Geometry
Place the paper plate crawfish houses on the floor. Give plastic crawfish to students and have them place under, beside, behind etc. each mound as directions are given by the teacher. Have students describe where they placed the crawfish, using positional words.</td><td>Data Collection
BLM Graph: What is your favorite Louisiana food?</td><td>Patterning
BLM: Have students use small rubber crawfish and alligators to copy, extend, or create patterns.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 5,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
root a sweet potato; basket of real fruits and vegetables to weigh and measure, food products to correlate with the fresh foods; photos of farming activities and foods common to LA; LA Gardening magazines, Informational brochures from LSU Ag, Live crawfish</td></tr>
</table>

Gross Motor ELA 23, 24 M 11,13 SCI 15,16 SS 4	Hot Potato Game (with a sweet potato); Fishing Game; Popcorn movement	
Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10,11 SCI 3, 9, 16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** tractors and other kinds of farm implements; posters/photos of farmlands; Fishing net and pole and plastic or rubber fish	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	sorting, counting, and patterning fruit and vegetable counters fruit and vegetable lotto seriate plastic vegetables according to size crawfish counters fish counters;	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://www.uptoten.com/kids/kidsgames-mixedbag-storygame.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	gumbo pot collage (cut colored paper to represent the ingredients of gumbo and have students glue them to the pot-shaped base) fruit and vegetable prints (real or plastic), fish prints (real or plastic), dried beans and rice collage (similar to gumbo pot) ****Note: Do not use red beans because the uncooked skins are toxic.***	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** substitute beans and rice for sand; add a pan balance and scoops for measuring ****Note: Do not use red beans because the uncooked skins are toxic.***	**Water:** add fish and fishing poles and nets; add plastic crabs and crawfish
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Today is Monday in Louisiana, Gumbo Pot, Crawfish Song* - Johnette Downing *Jambalaya, Crawfish, Watermelon Man* - Papillion *I Like Potatoes* - Greg and Steve	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Put in a gumbo pot with pretend ingredients and recipe cards for the items needed to make gumbo; LA cookbooks and cooking magazines;
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** gardening and farming magazines cooking magazines word cards with pictures of Louisiana foods.
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; stencils; variety of writing tools, such as pencils, colored pencils, crayons, markers;** farming and cooking magazines; cookbooks and recipe cards; word cards with pictures of Louisiana grown foods and the corresponding word printed on the same card

Whole Group

Whole Group Activity 1: Pasta Please! (GLEs: ELA 4, 9, 14c, 16, 21, 22, 29, SCI 22)

Materials List: *Pasta Please!*(book), chart paper or white board, markers

Use a *SQPL strategy* (view literacy strategy descriptions) by displaying the front cover of the book and then pausing for students' comments about the illustration on the front cover. Say, "Our foods grow on farms." Write this statement on the chart paper or white board, repeating the statement as it is written. Ask students to think about the statement and ask them to share their thoughts while looking at the book. What do they think it means? Ask if anyone has any "I wonder" statements or questions about the book or the statement, "Our foods grow on farms." Encourage students to think of comments or questions relating to the book and the statement. Write these questions and "I wonder" comments on the board or chart paper. Read the questions and comments aloud as often as necessary to keep students' interest and to maintain focus on the topic. Before reading the book, remind students to listen carefully for the answers to their questions and things they wondered about. Read the book aloud, pausing often to refer to questions, comments and answers as they occur in the book. As questions/I wonders are addressed in the book, pause to refer to them on the board and discuss the answers with the class. Write brief answers (in a different color marker) near the questions on the board/chart paper. After reading the book, return to the list of questions/I wonders to see if any of the questions remain

unanswered. Answer these with teacher knowledge or by providing other resources of information. Tell students that asking questions and wondering about something usually leads to learning something new.

Accommodations: None needed

Whole Group Activity 2: Grandma's Gumbo (GLEs: ELA 1d, 5a, 5b, 5c, 6, 12a, 12b, 21, M 3, 11, 13)

Materials List: *Grandma's Gumbo Pot* (book), black plastic pot (witches cauldron available during Halloween), apron, large wooden spoon, cut-outs from copied illustrations in the book or props to simulate the ingredients: oil, flour, rice, salt, celery, onion, green bell pepper, okra, tomato, shrimp, oyster, crab, green onion, garlic, parsley, hot sauce, and filé

Display the book and read the title, following the text with a finger or pointer. Ask students to predict what they think this book might be about. Pause for student responses. Read the story aloud, encouraging students to chorally join in on the predictable stanza occurring throughout the story. After the reading, tell students they are going to create a modified *story chain* (view literacy strategy descriptions) using the props along with the book as a guide to help keep everything in the correct sequence. Ask for a student volunteer to be in charge of the book and another volunteer to be Grandma. "Grandma" wears the apron and sits next to the pot stirring in the ingredients. The student with the book helps keep the rest of the students in the correct order as the ingredients are added to the pot. Give each of the remaining students an ingredient to add at the correct time. With teacher guidance, have the students act out and retell the story in the correct sequence. Encourage the student in charge of the book to turn the pages and tell the students with the ingredients when to come forward and add their part to the gumbo. Encourage "Grandma" to stir in each ingredient and all students to chorally recite the repetitive stanza. As students add their ingredients, they should be encouraged to orally tell what they are adding to the gumbo pot.

Accommodations: The illustrations from the book could be photocopied and made into a flannel board story that can be placed in the Books and Listening Center. Story props can be placed in the Dramatic Play Center.

Whole Group Activity 3: From Pit to Peach Tree (GLEs: ELA 5a, 5c, 12b, 23, 24, SCI 2, 3, 21, 22)

Materials List: *From Pit to Peach Tree* (book), real peaches, strawberries, and oranges

Open by showing students the fruits and asking if they know where they come from. Pass the fruits around the group, allowing students to touch and smell the fruits. Guide a discussion about the fruits, where they grow, how they grow, and how they are eaten. Inform students that these fruits, and many other fruits and vegetables, are grown in Louisiana. Introduce the book by displaying the cover and reading the title while following the text with a finger or pointer. Ask students what they think the book will tell us about peaches. Allow students to discuss the book cover and title and their

thoughts about them. Read the book aloud, pausing where appropriate for questions and comments. Close by asking students to recall the names of the fruits and telling them that the fruits will be placed in the Science Center for further examination.

Accommodations: Check for food and contact allergies before allowing students to handle these foods.

Whole Group Activity 4: Everybody Cooks Rice (GLEs: ELA 4, 5a, 5c, 5d, 12b, 12c, 14c, 21, 22, SCI 3, 21)

Materials List: *Everybody Cooks Rice* (book), rice, sweet potatoes, corn on a cob

Display the rice, sweet potatoes, and corn. Explain to the students that these foods are grown in Louisiana. Allow students to examine the foods (touch and smell) as the class discusses how the foods are grown by LA farmers. Talk about how we buy, cook, and eat each of these foods. Give students time to share personal stories about how these foods are eaten by their families. Using the *DR-TA strategy* (view literacy strategy descriptions), show students the front cover of the book. Read the title, following the text with a finger or pointer. Ask students to make predictions about what the story might be about. Write predictions on the board or chart paper. Read the story aloud, pausing for comments, questions and to allow students to revise their predictions. Following the story, ask students if the story was what they were expecting. Refer to the written predictions and ask students if any of them were correct.

Accommodations: None needed

Whole Group Activity 5: LA Food Festival (GLEs: ELA 21, 22, 26, SCI 3, 17, 18, 20, 21, SS 2, 4)

Materials List: a variety of traditional LA dishes and dishes prepared with LA produce/products (may vary according to individual location and tastes), disposable plates, bowls, and eating utensils, LA music, a variety of LA produce and products

Invite parents to provide traditional LA dishes and to join the class for a LA Food Festival. Create a festive atmosphere by playing LA music, such as Blues, Jazz, Country, and Zydeco. Set up a display of LA produce and products. Encourage students to share their knowledge with parents and visitors by telling them about the various foods grown and made in Louisiana. Prepare tasting plates/bowls from the dishes of foods and distribute them to students and visitors.

Accommodations: None needed

Small Groups

Small Group Activity 1: Today is Monday in Louisiana (GLEs: ELA 1d, 6, 12a, 24, 27, 28; M 3, 7, 13)

Materials List: *Today is Monday in Louisiana* by Johnette Downing (book), *Today is Monday in Louisiana* from the music CD "From the Gumbo Pot" by Johnette Downing, teacher-made story cards

Prior to the lesson, make story cards by copying the illustrations of the foods featured on each day of the week. Using cardstock, write a day of the week on each story card and attach the corresponding food to the card, e.g. Monday with the illustration of red beans and rice. Laminate the cards for durability.

Invite seven students to the group (one per day of the week). Read the book aloud to the group. Following the reading, explain that they will now participate in retelling the story along with the music. Give each student a story card. Students will hold up their cards when their day/food is featured in the song/book. Encourage students to sing along with the song. Play the song and prompt students to hold up their cards at the designated time. Allow students to trade cards and replay the game again. Encourage students to sing along as they play.

Accommodations: Assist students who have difficulty keeping up with their turn to hold up their story card.

Small Group Activity 2: Gumbo Pot Game (GLEs: ELA 1b, 1d, 2, 12a, 27)

Materials List: plastic gumbo pot, props from *Grandma's Gumbo* story

Before introducing the game, teach students how to keep a beat by clapping hands then slapping their thighs in a rhythmic pattern. Introduce the idea of keeping beat with the syllables of the words in a chant. Give each student in the group one or more "ingredient" to add to the gumbo pot. Teach students the following chant:

Gum – bo pot,
Gum – bo pot,
What would you put in the
Gum – bo pot?

Gum – bo pot,

Gum – bo pot,
(child's name) put (ingredient)
in the Gum – bo pot!

As a student's name is chanted, he/she will add an ingredient to the pot and that ingredient will be part of the chant. Continue this game until all ingredients have been added.

Accommodations: Limit the number of ingredients used to make the activity shorter and to maintain student interest.

Small Group Activity 3: From Pit to Peach Tree – Story Chain (ELA 12a, 23, 24; M 3, 11; SCI 22)

Materials List: *From Pit to Peach Tree* (book), peach life cycle pictures (photocopied from the book), 11 x 18 construction paper

Prior to the lesson, make 4 sets of the peach life cycle pictures. Cut out the pictures, mount them on index cards and laminate for durability. After laminating, code the backs of the cards by numbering them in the correct sequence. Cut the 11 x 18 construction paper in half, lengthwise, to create a strip for students to place the life cycle cards in order. Draw the appropriate number of lines to create a section for each card. Number these spaces to correspond with the life cycle cards. Laminate these strips for durability.

Review the basic points of the book, then tell students they are going to work together to create a life cycle *story chain* (view literacy strategy descriptions) using information from the book. Give a set of peach life cycle cards and a construction paper mat to the students. Instruct them to work together to put the cards in the correct order as described in the story. Have each group orally describe the growth sequence from pit to peach tree.

Accommodations: Assist students by prompts such as: "What happens first? What happens after the tree blooms? What happens last?"

Small Group Activity 4: Sweet Potato Pie - Cooking (GLEs: ELA 21, 22, 23, 24; M 10; SCI 5, 13, 14, 21)

Materials List: two 9-inch unbaked pie shells, 2 large sweet potatoes – boiled, 12 tablespoons butter, 6 eggs, 1 1/2 cups sugar, 1 cup milk, 1 teaspoon cinnamon, 1 teaspoon vanilla, oven – preheated to 400 degrees, mixing bowl, rubber spatula, potato masher, measuring spoons, measuring cups, electric mixer, optional: whipped topping

All Groups: Check for food allergies. Have students wash hands before coming to this activity. Divide the ingredients into smaller amounts so that each student can add something to the pie mixture. Explain to the students that they are going to assist in mixing the ingredients for sweet potato pie that will later be served as a snack. Explain that each small group will add some of the ingredients to make 2 pies.

Group One: Show students the boiled sweet potatoes and compare them to the uncooked potatoes. Remove the peel from the boiled potatoes and have students take turns adding 2 or 3 tablespoons of butter before mashing the potatoes with a potato masher (Divide 12 tablespoons of butter by the number of students in the group to determine how much butter each student should add to the mixture.)

Group Two: Invite students to add eggs to the sweet potato mixture. Depending on the skills of students in the class, the teacher may allow students to actually crack eggs into a bowl, then dump the egg into the mixture or crack the eggs for students and have them just pour the egg into the mixture. Give each student an opportunity to hold the electric hand mixer and mix his/her egg into the sweet potatoes. This should be closely supervised by the teacher for safety reasons.

Group Three: Divide the sugar into portions equal to the number of students in the group. Give each student an opportunity to add sugar to the mixture and use the electric hand mixer to mix it into the sweet potatoes.

Group Four: Divide the milk into portions. Invite students to take turns adding milk or cinnamon or vanilla to the mixture. Give each student an opportunity to add an ingredient to the mixture and mix it in with the electric hand mixer.

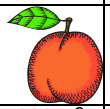
After all ingredients have been blended in, divide it between the two pie crusts. Bake for 15 minutes on 400 degrees then lower the oven temperature to 325 degrees for 30 minutes. Let the pies cool completely then serve small slices for snacks. Optional: add whipped topping

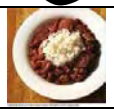
Accommodations: None needed

Small Group Activity 5: Louisiana Foods (GLEs: ELA 21, 24, 31; M 1, 5; SCI 3, 5, 21)

Materials List: word grid, a variety of Louisiana foods, marker

Prior to the lesson, prepare a *word grid* (view literacy strategy descriptions) similar to the one below:

	Spicy 	Salty 	Sweet 
Peaches 			
Gumbo 			

Fried Catfish 			
Strawberries 			
Red Beans and Rice 			

Invite students to participate in completing the *word grid* (view literacy strategy descriptions) after they eat their sample plates at the Louisiana Food Festival. Students may come in small groups or individually and mark the word grid with tally marks according to their own opinions about the ways the foods taste. This activity will vary widely depending on the variety of foods offered during the LA Food Festival and the individual tastes of the students. At the next group opportunity, have students count the tally marks in each cell of the word grid and determine which foods/flavors had more marks.

Accommodations: Assist students with making tally marks

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Whole Group Activity 3: Assess students' abilities to work in a group successfully and to complete the sequencing activity accurately.
- Small Group Activity 1: Assess students' abilities to follow directions and correctly identify and use the story card appropriately.

Resources

Children's Books

Berger, Melvin. *Pasta, Please!* ISBN: 1-56784-021-3
Buckless, Andrea. *Too Many Cooks!* ISBN: 0-439-16966-6
Canizares, Susan and Betsey Chessen. *In the Kitchen.* ISBN: 978-0-439-04586-X
Carle, Eric. *The Very Hungry Caterpillar.* ISBN: 0-590-03029-9
Chessen, Betsey and Pamela Chanko. *Orange Juice.* ISBN: 0-590-14999-7
Degan, Bruce. *Jamberry.* ISBN: 978-0060214166
Dooley, Norah. *Everybody Cooks Rice.* ISBN: 978-0876145913
Downing, Johnette. *Today Is Monday in Louisiana.* ISBN: 9781589804067
Ehlert, Lois. *Eating the Alphabet.* ISBN: 0-590-05302-7
Fleming, Candace. *Gator Gumbo: A Spicy Hot Tale.* ISBN: 978-0374380502
Fontenot, Mary Alice. *Clovis Crawfish and Etienne Escargot.* ISBN: 978-0882898261
Fontenot, Mary Alice. *Clovis Crawfish and His Friends.* ISBN: 978-0882894799
Hausherr, Rosmarie. *What Food is This?* ISBN: 0-590-46583-X
Kadair, Deborah Ousley. *Grandma's Gumbo.* ISBN: 1-58980-133-4
Kadair, Deborah Ousley. *There was an Ol' Cajun.* ISBN: 978-1565549173
Lindsey, Kathleen D. *Sweet Potato Pie.* ISBN: 978-1584300618
McGovern, Ann. *Stone Soup.* ISBN: 0-590-41602-2
Miranda, Anne. *To Market, To Market.* ISBN: 0-590-51242-0
Numeroff, Laura Joffe. *If You Give a Mouse a Cookie.* ISBN: 0-590-40233-1
Numeroff, Laura. *If You Give a Pig A Pancake.* ISBN: 0-06-026686-4
Prieto, Anita. *P is for Pelican: A Louisiana Alphabet.* ISBN: 978-1585361373
Rey, Margret and H.A. *Curious George and the Pizza.* ISBN: 0-395-39033-8
Rey, Margret and H.A. *Curious George Makes Pancakes.* ISBN: 0-439-58908-8
Snow, Pegeen. *Eat Your Peas, Louise!* ISBN: 0-516-2796-9
Stoodt, Jeffrey. *Pizza Pokey.* ISBN: 0-8172-7250-X
Sturges, Philemon. *The Little Red Hen (Makes a Pizza).* ISBN: 0-439-45076-4

Weiss, Ellen. *From Kernel to Corncob*. ISBN: 978-0531187890
Weiss, Ellen. *From Pit to Peach Tree*. ISBN: 978-0531187913
Westcott, Nadine Bernard. *Peanut Butter and Jelly*. ISBN: 0-14-054852-1
Wood, Don and Audrey. *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*. ISBN: 0-590-46894-4

Recordings/CDs
Downing, Johnette: From the Gumbo Pot
Papillion: Cajun for Kids

Website Resources
http://www.pickyourown.org/peachpickingtips.htm
http://www.lsuagcenter.com/
http://www.kidsfarm.com/wheredo.htm
http://www.moomilk.com/

Unit 10-3: Louisiana

Study Focus: Woodland Animals

Study Focus Description: This study focuses on woodland habitats and animals in Louisiana.

Student Understandings: Students will understand the characteristics of woodland habitats. Students will understand that certain animals are commonly found in Louisiana woodlands areas.

Guiding Questions:

1. Can students recognize woodland areas?
2. Can students name some of the features of a woodlands area?
3. Can students identify animals that live in woodlands areas?
4. Can students identify characteristics of woodlands animals?

Guiding Vocabulary: woodlands, forest, woods, meadow, deer, squirrel, bear, armadillo, fox, opossum, skunk, owls, hawks, rabbit

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book. (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text. (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom. (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)

ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)

ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)

SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday, today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Woodlands	**Black Bears**	**Squirrels**	**Forest Animals**	**Forest Animals**
Whole Group Activities	Introduction to Woodlands	The Bear Went Into the Woodlands	Squirrels to Tree Game	Animal Creative Movement	Playing Possum
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you ever been in a forest?	Have you seen a black bear?	Do you have squirrels in a tree at your house?	Have you ever smelled a skunk?	Have you heard an owl hoot?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*In the Forest* *In the Meadow*	*Black Bear Cub*	*The Squirrel*	*Lost in the Woods*	*Nature Footprints: In The Forest*
Small Group Activities	Down in Louisiana Story Chain	Home for a Bunny	Directional Words	Stinky Smells	Woodland word grid
Music and Movement	rhythm sticks to simulate the steady beat of a march or a hike				
Field Experiences/ Guest Speakers	Naturalist, Extension or County Agent, botanist, hunter to describe the woods				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations:
On construction paper, draw several trees. Have students use spinner or die ,then count out plastic North American animals onto the trees.</td><td>Measurement:
Using plastic trees from the block area, have students compare and then line up from shortest to tallest.</td><td>Geometry:
Have students use geo boards to create shapes</td><td>Data Collection:
BLM Graph:
How many forest animal prints do you see?</td><td>Patterning:
Put North American animals in the sand table. Have students choose two animals and create a footprint pattern in the sand.</td></tr>
<tr><td>Science
SCI 1,2,3,4,5, 6, 7, 8, 9, 11,22,23,24,25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6,9,11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
pine straw, sticks and twigs, acorns to weigh using a pan balance; branches with leaves; a variety of real leaves, sticks and twigs, a measuring tape to measure the length of the sticks and twigs, plastic woodland animals; binoculars; photographs of woodland animals</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">baton races, hula hoop rolling, hula hoop hopping, bean bag toss, limbo using sticks</td></tr>
<tr><td>Blocks
ELA 15, 17, 20, 23, 24
M 1,2,3,5,6,8,9,10,11
SCI 3, 9,16,</td><td colspan="5">writing tools, paper, and tape for making student made signs and labels
camping gear – backpack, binoculars, field guide, maps, flashlight, ice chest, compass</td></tr>
</table>

SS 1, 2, 4		
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	forest animal bingo and lotto - Use die-cuts, boardmaker, stickers, or clipart to create bingo or lotto games on cardstock which has been laminated for durability forest animal counters and counting mats for sorting, counting, or patterning squirrel to trees counting game - using die-cuts, stickers, clipart, or boardmaker, cut out 10 trees with the numberals 1-10 written on them. Place the correct number of squirrels on the trees. real acorns for counting or sorting; bunny counters for pattering or counting Feed the Bunny Fine Motor Game, tree sticks in a variety of sizes in graduated order for seriation	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/formula-fusion/birds-of-a-feather/games/index.html http://funschool.kaboose.com/preschool/amazing-animals/games/game_animal_tracks.html http://funschool.kaboose.com/preschool/art-activity-center/games/game_cartoon_builder.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	collage created from camping brochures, magazines, clipart, or stickers, animal stamps and stencils watercolor paint sponge animal foot prints pine tree branch dipped in paint for gross motor painting	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** pine straw and acorns in sand table with woodland animals	**Water:** water mills and measuring cups woodland animals, ducks and turtles
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Playing Possum, Going on a Bear Hunt, Armadillo, 5 Little Possums, Honey Jar*- Johnette Downing *John the Rabbit*- Spring Musikgarten *The Little Skunks Hula*-50 Silly Songs for Kids Vol. 3 *Rattlesnakes* -Tony Chestnut,The Learning Station *In the Woods There Was a Tree, Over in the Meadow, The Beaver Call, Bear Went Over the Mountain* - Dr. Jean	
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** camping prop box: binoculars for animal watching, photos of real animals, bird book/field guide, picnic basket, plastic food plates and cups, small picnic blanket, plastic food, compass, flashlight, camera, Wildlife and Fisheries guides, conservation magazines; map	

Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** nature magazines; field guides and booklets; *Ranger Rick , Junior Smithsonian, National Geographic*, *Louisiana Sportsman* magazines; names of the state parks; forests brochures
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as pencils, colored pencils, crayons, markers** stamps; stencils; word cards; woodland forest animal name cards; Louisiana camping/conservation/Naturalist magazines and booklets; names of the state parks and forests

Whole Group Activities

Whole Group Activity 1: Introduction to Woodlands (ELA 4, 6, 8, 11, 12, 22; SCI 2, 22)

Materials List: *A Day in the Woods* (book), dry erase board, markers

Using a modified *DR-TA strategy* (view literacy strategy descriptions) show the students the cover of the book and ask the students to predict what the story may be about. Write their predictions on the dry erase board. Read the book, pausing where appropriate for student comments and questions. At the end of the read-aloud, ask the students to confirm whether the story met their predictions and the reasons for why they did or not. Record their answers on the dry erase board. Discuss the woodland photographs, noting the features of woodland areas and the animals that inhabit woodlands.

Accommodations: None needed

Whole Group Activity 2: The Bear Went into the Woodlands (ELA 4, 6, 8, 22, 24; M 13; SCI 22)

Materials List: *Black Bear* (book), dry erase board, markers, *The Bear Went into the Woodlands* (song)

Read the book and discuss the characteristics of black bears. Discuss the manner in which bears rumble through woodland areas in search of food and shelter. Discuss what bears might see as they move through the woodlands. Teach the students the following song to the tune of *The Bear Went Over the Mountain.*

The bear went into the woodlands,
The bear went into the woodlands
To see what he could see.
And all that he could see,
And all that he could see . . . was _____.
(Pine trees, pine cones, bumble bees, shadows, flowers, water, blackberries, honey)
A pine tree in the woodlands,
A pine tree in the woodlands
Was all that he could see.

Accommodations: None needed

Whole Group Activity 3: Squirrels to Tree Game (ELA 4, 6, 10, 22; M 1, 4, 10)

Materials List: *Squirrels* (book), number cards 1-10

Read the book and discuss the manner in which squirrels scamper across the ground and up trees. The teacher will stand at one end of the circle rug and play the role of the tree. The teacher will extend both arms from her sides. One student will hold the number card, displaying its number. The student will then tap the number of fellow students on the head that corresponds with the number on the card. These students then play the role of squirrels by scampering to the teacher, forming a circle around her. Students then return to their places. The game is repeated until all of the numbered cards have been used.

Accommodations: Students may need help in identifying the numeral and counting the number of students.

Whole Group Activity 4: Animal Creative Movement (ELA 4, 6, 9, 10, 16, 24; M 10; SCI 15, 20, 22)

Materials List: *Forest Animals* (book), dry erase board, markers

Read the book, pausing to discuss the characteristics of forest animals that are depicted on each page. Once the book has been read, have the students identify the various animals that were depicted. List them on the dry erase board. Also have the students identify other animals that they know to exist in the forest but were not included in the book. List these on the dry erase board as well. Utilizing the list, have the students stand up and

physically imitate the manner in which these animals move, e.g., soar like a hawk above the ground, lumber like a bear across the woodlands, run like a deer through the forest, climb like a squirrel up the tree, hop like a rabbit over the log, crawl like a snake along the ground.

Accommodations: None needed

Whole Group Activity 5: Playing Possum (ELA 4, 8, 11; M 1, 5, 13; SCI 15, 22)

Materials List: *Count the Possums* (book), CDs: "Silly Songs" by Dr. Jean, "From the Gumbo Pot" by Johnette Downing

Read the book and discuss the actions and characteristics of a possum. Play the song *Playing Possum* (Dr. Jean) and allow the students to play possum on the circle rug. Play the song *Five Little Possums* (Johnette Downing) and allow the students to play along.

Accommodations: None needed

Small Group Activities

Small Group Activity 1: Down in Louisiana Story Chain (ELA 4, 9, 11, 21, 27; M 1, 13; SCI 20, 22)

Materials List: *Down in Louisiana* (book), ten word cards with names and pictures of the animals with numerals 1-10 (e.g., 1- pelican, 2- armadillo)

Read the book, pausing after each page to discuss the animal and the environment in which the animal is depicted. Using a *story chain* (view literacy strategy descriptions), distribute the number and word cards to ten students. Using the song that appears at the end of the book, have the students come forward and stand in front of the class when the animal appearing on their card is sung. Continue the song until all ten animals have been used, allowing all students to have a turn.

Accommodations: None needed

Small Group Activity 2: Home for a Bunny (ELA 4, 8, 10, 24; M 1, 5, 10, 13)

Materials List: *Home for a Bunny* (book), a paper cup for each student with the end cut out to simulate a rabbit hole, rabbit counters or cut-outs

Read the book and discuss rabbits and their homes. Teach the following finger play to the students.

Here is a bunny
With ears so funny. (Hold up two fingers to simulate bunny ears)
Here is his hole in the ground. (With your other hand, make a circle between your forefinger and thumb)
When a noise he hears,
He perks up his ears. (Hold your fingers depicting the bunny ears erect)
And hops in his hole in the ground. (Insert the bunny ears into the hole)

Once the students have learned the finger play, distribute the cups and rabbit counters. Demonstrate to the students the manner in which the rabbit hops into his hole (this time, with the manipulatives). Call out a number (e.g., 5) and have the students count out as five bunnies jump into the hole (i.e., the cup).

Accommodations: None needed

Small Group Activity 3: Directional Words (ELA 4, 8, 24; M 1, 4, 10)

Materials List: *Squirrels* (book), a brown paper lunch bag for each student with a marker line drawn at the point the students need to stop cutting, scissors for each student, squirrel counters or cut-outs

Read the book and discuss squirrels and their habitats. Hand each student a paper bag. Instruct them to:

1) lay the bag flat on the table
2) use the scissors to cut strips of about an inch wide and about one-third of the way down from the top of the bag (this will create the tree limbs)
3) open the bag so that you can twist the bottom half of the bag together (like ringing out a washcloth) to form the trunk of the tree
4) leave the bottom of the bag flat and intact so that the tree can stand on its own.

When completed, the paper bag should have tree limbs, a trunk, and a flat bottom to stand on.

Once the tree has been constructed, have the students follow the directional words given, e.g., place squirrel counter *in front of* the tree, *beside* the tree, *on* the tree, *behind* the tree, *up* the tree, *down* the tree. In addition, have the students use multiple squirrel counters to demonstrate the same directional words, e.g., two squirrels going *around* the tree, etc.

Accommodations: The teacher should demonstrate the manner in which the tree is made prior to having the students attempt to make their own. Assist students who do not understand the four steps involved in making the tree.

Small Group Activity 4: Stinky Smells (ELA 4, 8, 9, 16, 24; SCI 3)

Materials List: *Sassafras Story* (book), empty film canisters, cotton balls, food items (or otherwise) that have stinky smells (e.g., soy sauce, hot sauce, onions, bell peppers, steak sauce, pickle juice), dry erase board, markers

Read the book discussing skunks and their aroma. Tell the students we are going to smell some different items and see if you can guess what they are. Hand each student a film canister that has a cotton ball dipped in one of the food items you have selected. Ask each student to close their eyes and be ready to smell each canister as it is passed around the circle. Once all of the students have had an opportunity to smell the canister, ask them to identify what they think the stinky smell is. List their responses on the dry erase board. Continue until all items have been identified.

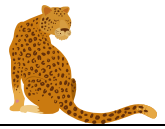
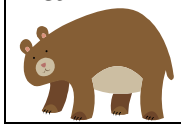
Accommodations: Assist students who have difficulty identifying each smell by asking leading questions that serve as hints.

Small Group Activity 5: Woodland Animal Word Grid (ELA 4, 6, 9, 16; M 7; SCI 20, 22, 24)

Materials List: *Animals of the Night* (book), word grid, markers, dry erase board

Read the book, pausing where appropriate to discuss woodland animals and their characteristics. Ask the students to name animals that inhabit woodlands. List the animals the students name on the dry erase board. Display the *word grid* (view literacy strategy descriptions). Ask students which characteristics or attributes each animal has on the grid. Write a "y" for yes or an "n" for no for each attribute. When the grid is complete, discuss the students' answers. Keep the grid in the classroom for reference throughout the unit.

WOODLAND ANIMAL WORD GRID

	Fur 	Feathers 	Claws 	Tail 	Beak 	Day 	Night 
Bear 							

Skunk 							
Squirrel 							
Possums 							
Deer 							
Owl 							
Raccoon 							

Accommodations: Assist students who are unable to name a woodland animal, an animal characteristic, or understand the word grid.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 1: Observe and document the students' abilities to construct the story chain.

- Small Group Activity 5: Observe and document the students' responses to the word grid.

Resources

Bains, Rae. *Wonders of Rivers*, ISBN: 0-89375-571-0
Banks, Merry. *Animals of the Night*, ISBN: 0-15-300306-5
Biel, Timothy Levi. *ZooBooks: Skunks and Their Relatives*, ISBN: 937934-38-0
Biel, Timothy Levi. *ZooBooks: The Deer Family*, ISBN: 937934-37-2
Boundy, Jeff. *Snakes of Louisiana*, Louisiana Dept. of Wildlife and Fisheries
Brett, Jan. *Annie and the Wild Animals*, ISBN: 0-395-51006-6
Brett, Jan. *Armadillo Rodeo*, ISBN: 0-590-22298-8
Brown, Janet Allison. *Bailey Bunny's Bright Moon*, ISBN: 1-932209-42-5

Brown, Margaret Wise. *Fox Eyes*, ISBN: 0-394-83116-0
Brown, Margaret Wise. *Home for a Bunny*, ISBN: 0-307-10388-9
Carter, Anne. *Molly in Danger*, ISBN: 517-56534-X
Cowley, Joy. *Silly Old Possum*, ISBN: 1-55911-155-0
Cox, Daniel J. *Black Bear*, ISBN: 0-87701-684-4
Day, Jennifer W. *What Is a Bird?*, ISBN: 0-307-61805-6
Di Blasi, Lidia and Nuria Roca. *I Am a Big Snake*, ISBN: 0-7647-5443-5
Disney, Walt. *Bambi*, ISBN: 0-7172-8711-4
Disney, Walt. *Story of Bambi*
Fisher, Ronald M. *A Day in the Woods*, ISBN: 0-87044-169-8
Fleming, Denise. *In The Small, Small Pond*, ISBN: 0-8050-2264-3
Fleming, Denise. *Time to Sleep*, ISBN: 0-590-00525-1
Fleming, Denise. *Where Once There Was a Forest*, ISBN: 0-590-93807-X
Gise, Joanne. *Birds*, ISBN: 0-8167-1899-7
Gise, Joanne. *Forest Animals*, ISBN: 0-8167-1905-5
Gree, Alain and Luis Camps. *Ollie the Owl*, ISBN: 0-516-08325-2
Gree, Alain and Luis Camps. *Wally the Woodpecker*, ISBN: 0-517-65302-8
Greenberg, David T. Skunks, ISBN: 0-316-32606-2
Herkert, Barbara. *Birds in Your Backyard*, ISBN: 1-58469-025-9
Hirschi, Ron. *Forest*, ISBN: 0-553-07469-5
Hogan, Paula Z. *The Life Cycle of the Frog*, ISBN: 0-8172-1253-1
Hooker, Yvonne. *One Green Frog*, ISBN: 0-448-21031-2
Hutchins, Pat. *Goodnight Owl*, ISBN 10: 0-689-71371-1
Keats, Ezra Jack. *Over in the Meadow*, ISBN:
Kostyal, K. M. *Raccoons*, ISBN: 0-87044-677-0
Lane, Margaret. *The Fox*, ISBN: 0-8037-2491-8
Lane, Margaret. *The Squirrel*, ISBN: 0-14-054926-9
Lepthien, Emilie U. *Squirrels*, ISBN: 0-516-41947-1
Lesser, Carolyn. *The Goodnight Circle*, ISBN: 0-15-232159-4
Lind, Alan. *Black Bear Cub*, ISBN: 0-590-85291-4
Marzollo, Jean. *Once Upon a Springtime*, ISBN: 0-590-46017-X
Milbourne, Anna. *In The Nest*, ISBN: 0-7945-0735-2
Moreton, Daniel. *Snakes and Lizards*, ISBN: 0-590-63900-5
Oppenheim, Joanne. *Have You Seen Birds?*, ISBN: 0-590-40890-9
Pascoe, Elaine. *How and Why Birds Build Nests*, ISBN: 1-57471-656-5
Pearce, Q. L. and W. J. Pearce. *Nature Footprints: In the Forest*, ISBN: 0-671-68830-8

Pedler, Caroline. *Kind Little Bear*, ISBN: 1-40544-486-X
Penn, Audrey. *Sassafras Story*, ISBN: 0-590-04703-5
Phister, Marcus. *The Sleepy Owl*, ISBN: 0-590-39667-6
Poitier, Anton. *Who Am I in the Dark?*, ISBN-13: 978-0-7607-6733-7
Punnett, Dick. Count *The Possums*, ISBN: 0-89565-215-3
Rey, Margret, and H. A. *Curious George Goes Camping*, ISBN: 0-439-18826-1
Ross, Katharine. *The Baby Animals' Party*, ISBN: 0-394-87355-6
Roza, Greg. *Big Black Bears*, ISBN: 0-8239-8100-2
Sadoway, Margaret Wheeler. *Owls: Hunters of the Night*, ISBN: 0-8225-0293-3
Sams, Carl R. and Jean Stoick. Lost in the Wood, ISBN: 0-967-1748-8-0
Schwartz, David M. *Life Cycles: Green Snakes*, ISBN: 1-57471-557-7
Schwartz, David M. *Life Cycles: Wood Frog*, ISBN: 1-57471-552-6
Schwartz, David M. *Look Once, Look Again: In a Tree*, ISBN: 1-57471-219-5
Schwartz, David M. *Look Once, Look Again: In the Forest*, ISBN: 1-57471-218-7
Schwartz, David M. *Look Once, Look Again: In the Meadow*, ISBN: 1-57471-213-6
Smee, Nicola. *Little Duckling*
Smee, Nicola. *Little Rabbit*, ISBN:
Swinburne, Stephen. *Black Bear*, ISBN: 1-59078-023-X
Thaler, Mike. *Owly*, ISBN: 0-06-026151-X
Ward, Lorraine. *A Walk in the Wild*, ISBN: 0-88106-478-5
Wexo, John Bonnett. *ZooBooks: Night Animals*, ISBN: 0-937934-26-7
Wildsmith, Brian. *Squirrels*, ISBN: 0-590-20440-8
Wildsmith, Brian. *The Lazy Bear*, ISBN: 0-15-304270-2
Williams, Rozanne Lanczak. *Who Lives Here?*, ISBN: 0-916119-37-8
Williams, Rozanne Lanczak. *Whose Forest Is It?*, ISBN: 0-916119-29-7

Recordings/CDs

Dr. Jean. Just For Fun!
Dr. Jean. Dr. Jean Sings Silly Songs
Johnette Downing. From the Gumbo Pot
Johnette Downing. Music Time
Johnette Downing. Silly Sing Along
Spring Musikgarten
50 Silly Songs for Kids, Vol. 3

Website Resources

LPB (Louisiana Public Broadcasting) Cyberchannel: *Jeff Corwin Experience: Louisiana: Swampy Ecosystem*

Louisiana State Parks – www.crt.state.la.us/parks/
-brochure requests link
-Kids' Webpage link—matching animal tracks game

Unit 10-4: Louisiana

Study Focus: Insects and Creepy Crawlies (week 1 of 2)

Study Focus Description: This study focuses on the characteristics and habits of insects, arachnids, and invertebrates.

Student Understandings: Students will understand that insects have specific, identifiable characteristics. Students will understand that arachnids and invertebrates are not insects.

Guiding Questions:

1. Can students identify the characteristics of an insect?
2. Can students name some insects by their common names?
3. Can students identify the physical characteristics of arachnids and invertebrates?
4. Can students recognize the importance of insects in our ecosystem?



Guiding Vocabulary: insect, arachnid, invertebrate, thorax, abdomen, head, antennae, wing, life cycle, metamorphosis, chrysalis, cocoon, web, spinnerets, entomologist

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)

ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate (PK-LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where) (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object’s position as first or last (PK- -G3) (N-1-E)

M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)

SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday, today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	What is an insect?	**Ladybugs**	**Caterpillars & Butterflies**	**Earthworms**	**Honeybees**
Whole Group Activities	Word Grid: Characteristics of an Insect ELA 21, 22, 23, 24, 29, 31, SCI 5	DR-TA *Are You a Ladybug?* ELA 4, 6, 8, 9, 10, 11, 12b, 12c, 22, 26, 27, 29, 31, M 2, SCI 1, 2, 5, 22	Story Chain *I Am A Caterpillar* ELA 4, 6, 8, 9, 11, 12b, 12c, 21, 22, 23, 24, M 3, SCI 5, 22, 24	DR-TA *Diary of a Worm* ELA 4, 5a, 5c, 5d, 6, 8, 9, 10, 11, 12b, 12c, 22, 26, 27, 29, 31, M 2, 13, SCI 1, 2, 5, 22, 23, 24	KWL: *Busy As a Bee* ELA 1d, 3, 4, 6, 8, 9, 10, 11, 14c, 16, 18, 21, SCI 1, 2, 5, 22
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you like bugs?	Would you hold a ladybug?	Would you hold a caterpillar?	Have you ever caught an earthworm?	Have you ever tasted honey?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Bug Safari*	*The Very Grouchy Ladybug*	*A Butterfly Is Born*	*Inch by Inch*	*Are You a Bee?*
Small Group Activities	Bug Hunt ELA 17, 20, 21, 22, 24, SCI 1, 2, 3, 4, 5, 7, 8, 24	Ladybug observation Learning Log ELA 15, 17, 20, 21, 22, 24, 26, SCI 1, 2, 3, 5, 8, 24	Caterpillar observation Learning Log ELA 15, 17, 20, 21, 22, 24, 26, SCI 1, 2, 3, 5, 8, 24	Worm measuring Learning Log ELA 4, 21, 22, 24, 26, M 6	Patterning: Honeybee stripes ELA 4, 21, 24, M 13
Music and Movement	"buggy" movements to music: hop, crawl, fly				
Field Experiences/ Guest Speakers	bug hunt around the school grounds; local beekeeper; local university entomologist				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Plastic container to catch bugs, Easter grass, and plastic bug counters. Put Easter grass in a small tub and hide the bugs in the grass. Have students find bugs and put in the plastic container. When they have found all the bugs, have students count them.</td><td>Measurement
BLM Butterfly Comparisons. Compare the wing span of different butterflies.</td><td>Geometry
Use attribute shapes/ pattern blocks to make different insects.</td><td>Data Collection
BLM Graph: How many insects did you hold in your hand?</td><td>Patterning
BLM: Use plastic insect counters to copy, extend, or create patterns.</td></tr>
<tr><td>Science
SCI 1,2,3,4,5, 6, 7, 8, 9, 11,22,23,24,25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26,31
M 6,9,11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
insect specimen (live if possible): ladybugs, ant farm, caterpillars, worm farm, etc.
magnifying glasses
children’s microscope such as the GeoSafari Talking Microscope
photos of insects
“bugs’ eye” viewers</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">bean bag bugs and a basket or bucket to play a tossing game;
move like bugs: crawl, slither, hop, fly</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10,11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** large plastic bugs; berry baskets for "cages"	
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	small plastic bugs for counting games such as ants and picnic baskets, butterflies and nets, or ladybugs and leaves	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/formula-fusion/creepy-crawlies/games/index.html http://prongo.com/match/bugs.pl	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	Red and black paint; yellow and black paint; paper plate ladybugs; bug sculpture with clay, pipe stems, craft sticks, egg cartons, tissue paper, etc. Bug shaped sponge painting	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** substitute sand for Easter grass; add plastic bugs, tongs or small nets for catching bugs	**Water:** fishing worms and small nets
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Insect Body* – Dr. Jean; *Walter the Waltzing Worm, Flick a Fly* –Hap Palmer; *Spider on the Floor* - Raffi; *Wiggle Worms* – Johnette Downing; *Fireflies* – Anna Moo; *Itsy Bitsy Spider, Itsy Bitsy Spider Rock* – Jack Hartmann	

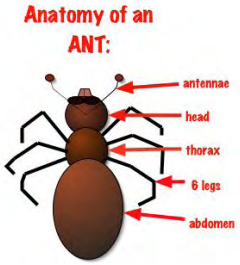
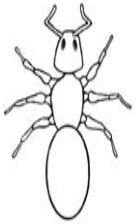
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** insect wings (butterfly, ladybug, honeybee); entomologist research lab: lab coats, plastic bugs, magnifying glasses, specimen cups, microscope
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books**
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools, such as pencils, colored pencils, crayons, markers** bug stamps; bug shaped notepads

Whole Group Activities

Whole Group Activity 1: Is it an Insect? (GLEs: ELA 21, 22, 23, 24, 29, 31; SCI 5)

Materials List: poster(s) of insects – include at least one with a description of the body parts of an insect, selection of nonfiction books about various insects, several large plastic insects, vis-à-vis pen, word grid on poster board

Prior to the lesson, create a *word grid* (view literacy strategy descriptions) similar to the one below and laminate it for durability.

	 3 body parts? (head, thorax, abdomen)	 6 legs?	 Wings?	 Antennae?	Is it an insect?
Ladybug 					
Butterfly 					
Earthworm 					
Honeybee 					
Spider 					
Firefly 					
Ant 					
Cricket 					

Fly 					

Display the posters, books, and plastic insects. Ask students to predict what they will be learning about for the next two weeks. Encourage students to share ideas and thoughts about insects and other "creepy crawlies" with the class. Point out the body parts of the insects on the posters and the plastic insects. Display the *word grid* (view literacy strategy descriptions) and explain that each day the class will learn about one of the bugs listed in the left-hand column of the grid. Read each of the bug names while pointing to each one. Explain that insects are often called bugs, but for it to be a true insect, the bug must have the following: read off the top row of questions/criteria for insects found at the top of the word grid. Show students the plastic bugs and ask them if they think all of them are insects. Why or why not? Divide the class into 4 or 5 groups. Give each group one of the plastic insects to examine. Using a vis-à-vis marker, have each group answer the questions on the word grid and identify their bug as an insect or not an insect. Tell students that they will use the word grid every day as the class learns more about bugs. Place the word grid in a prominent location in the classroom.

Accommodations: None needed

Whole Group Activity 2: Are You A Ladybug? (GLEs: ELA 4, 6, 8, 9, 10, 11, 12b, 12c, 22, 26, 27, 29, 31; M 2; SCI 1, 2, 5, 22)

Materials List: *Are You A Ladybug?* (book), large plastic ladybug, real ladybugs, word grid chart from activity 1, vis-à-vis marker

Open with poem: Ladybug, ladybug!
Fly away home.
Your house is on fire
And your children all gone.
All except one,
And that's little Ann,
For she has crept under
The frying pan.

Introduce the book, *Are You A Ladybug?*. Using a *modified DR-TA* (view literacy strategy descriptions), ask students what they believe the book will be about. Write these predictions on the board or chart paper. Read the text aloud, pausing where appropriate for comments and questions. After the reading, go over the predictions written down before reading and ask students if the book was what they expected. Did they learn any new information about ladybugs? Encourage students to look at the ladybug model and/or the real ladybugs and compare them to the illustrations in the book. Ask students to check the word grid from the previous day's lesson and answer the questions about ladybugs. Do ladybugs have 3 body parts? Do ladybugs have 6 legs? Do ladybugs have wings? Do ladybugs have antennae? Are ladybugs insects?

Place the plastic ladybug and real ladybugs in the science center for students to examine during centers.

Accommodations: None needed

Whole Group Activity 3: I Am A Caterpillar (GLEs: ELA 4, 6, 8, 9, 11, 12b, 12c, 21, 22, 23, 24; M 3; SCI 5, 22, 24)

Materials List: *I Am A Caterpillar* (book), plastic caterpillars and butterflies, live caterpillars, pictures of caterpillar to butterfly metamorphosis: http://www.enchantedlearning.com/subjects/butterflies/lifecycle/

Prior to the lesson, prepare metamorphosis cards on cardstock and laminate for durability.

Open the lesson by displaying the live caterpillars for students to examine. Discuss the appearance of the caterpillars and what they are doing (usually eating!). Display the plastic caterpillars and butterflies. Ask students if they know why the caterpillars go with the butterflies. Read the book, *I Am A Caterpillar*, aloud to the class. Pause where appropriate for questions and comments about the book. After reading the book, explain to students that they are going to create a *story chain* (view literacy strategy descriptions) of the life cycle of the butterfly using the metamorphosis pictures. Divide the class into groups. Give each group one of the metamorphosis pictures. Encourage the groups to look at their pictures and figure out which one comes first, second, third, and fourth in the story chain. Have each group come forward to hang their picture card (taped to the board, hung on a clothesline, etc.) in the correct sequence and describe what is happening at that stage of the butterfly. Close by reviewing the story chain sequence.

Accommodations: None needed

Whole Group Activity 4: Diary of a Worm (GLEs: ELA 4, 5a, 5c, 5d, 6, 8, 9, 10, 11, 12b, 12c, 22, 26, 27, 29, 31; M 2, 13; SCI 1, 2, 5, 22, 23, 24)

Materials List: *Diary of a Worm* (book), word grid from day 1, vis-à-vis marker, live earthworms (can be purchased at bait stands or pet stores), Herman the Worm song from Mr. Al's Math in Motion CD

Prior to the lesson, put the live earthworms in a tub with a shallow layer of soil.

Play/sing Herman the Worm:

I was sitting on the fence post ***(slap knees)***
I was chewing on my bubble gum ***(chomp, chomp, chomp, chomp)***

Playing with my yo-yo ***(up and down with hands)***
Doo-wop, doo-wop ***(continue yo-yo motion)***

When along came Herman the worm yeah ***(worm motion with hands)***
and he was.....
1 inch **(*verse 1*) *(measure with hands)***
6 inches ***(verse 2)***
1 foot ***(verse 3)***
2 feet ***(verse 4)***

And I said "Herman what happened?"

And Herman said "Duuuuuhhhh, I swallowed a..."
bug in a rug ***(verse 1)***
mouse in the house ***(verse 2)***
kitty cat, imagine that ***(verse 3)***
puppy dog, what a hog ***(verse 4)***

Oh Herman!!!

And Herman just crawled away like this
crawling fingers - **(*verse 1*)**
crawling hand - **(*verse 2*)**
crawling arms & hand - **(*verse 3*)**
whole body - **(*verse 4*)**

Last verse:
And he was three feet...
No, he was two feet...
No, he was 1 inch.

And I said "Herman what happened?"

And Herman said"Duuuhhh, I burped!"
Oh Herman!!!!

Ask students if they have ever seen an earthworm. Pause for student responses. Display the front cover of the book, asking students to look at the illustrations and title as you point to each and read the title aloud. Using a modified *DR-TA* (view literacy strategy descriptions), elicit student predictions about the story based on their observation of the front cover and the title of the book and write them on the board or chart paper. Read the story aloud, following the left to right sweep of the text and pausing where appropriate for comments and questions about the story. Afterward, go over the predictions about the story and ask students if they were correct. Display the *word grid* (view literacy strategy descriptions) from the first lesson. Ask students to complete the word grid for ladybugs (if not done previously) and for earthworms. To close, show students the live earthworms and explain that they are being placed in the science center for observation.

Accommodations: None needed

Whole Group Activity 5: Busy as a Bee (GLEs: ELA 1d, 3, 4, 6, 8, 9, 10, 11, 14c, 16, 18, 21; SCI 1, 2, 5, 22)

Materials List: chart paper, markers (3 colors), *Busy as a Bee* (book), honey, craft sticks

Open by reciting:

Here is a beehive (make a fist)
Where are the bees? (pretend to look around for them)
Hiding inside (try to see inside the beehive)
Where nobody sees!

Soon they come creeping (unlock fist slowly)
Out of the hive.
One, two, three, four, five!

Show students the honey and ask where they believe the honey comes from. To create a *graphic organizer* (view literacy strategy descriptions) in the form of a KWL chart, write the word “Bees” at the top of the chart paper being sure to identify each letter as it’s written and reading the word aloud. Divide the chart paper into 3 sections. Write the word “Know” in the first section, “Wonder” in the second section, and “Learned” in the third section. Read each letter and word as they are written, explaining to students that you are going to write what they already know about bees in the first section of the chart and what they wonder about bees in the second section. Explain that after the book is read, you will record what they learned about bees in the last section of the chart. Encourage students to think about bees and tell you what they know about them. Record their responses in the “Know” section of the chart. Guide students to wonder about bees and write their questions or “I wonders” on the “Wonder” section of the chart. Read the book, *Busy as a Bee*, aloud to the class, pausing where appropriate for questions and comments. Be sure to note where students’ questions or wonderings are answered in the text. Following the reading, ask students what they learned from the book and record their responses on the “Learned” section of the chart. Post the chart where students can refer to it in the future. To close, offer students who wish to taste the honey an

opportunity to do so by providing a craft stick to each student. Students may dip their craft stick into the honey one time then taste the honey from the stick. Supervise this activity carefully to prevent double dipping!

Accommodations: None needed

Small Groups

Small Group Activity 1: Bug Hunt (GLEs: ELA 17, 20, 21, 22, 24; SCI 1, 2, 3, 4, 5, 7, 8, 24)

Materials List: paper and clipboards for each student, crayons/colored pencils/markers, magnifying glasses, digital camera, clear containers with vented lids for each group

Give each student in the group a clipboard with paper, writing utensils, and a magnifying glass. Explain that they are going to use these items to work as a group to find one or more bug, observe the bugs they find, record their observations by drawing or writing about the bugs, and possibly collecting a specimen to share with the rest of the class. Explain where they are allowed to look for insects or other small creatures and set down safety rules based on your individual situation. Encourage students to work together as a group rather than dividing up as they hunt for insects to observe. Once a likely specimen is located, encourage students to use the magnifying glasses to look carefully at the insect in its natural habitat. Have students draw/write about what they see, giving assistance and encouragement where needed. Use the digital camera to take pictures of the students working and of the insects they find. If they find an insect or spider that would be safe to collect, help students gather the specimen and put it into a container. Be sure students understand that the insect will be released once the class has had time to observe it. Release all specimen by the end of the day. Repeat this process until all the students have had an opportunity to participate. This may take place over several days.

Accommodations: Provide additional supervision for students having difficulty working in groups; assist students with motor challenges by hunting in an area that is handicap accessible

Small Group Activity 2: Ladybug Observations (GLEs: ELA 15, 17, 20, 21, 22, 24, 26; SCI 1, 2, 3, 5, 8, 24)

Materials List: blank paper, writing utensils such as crayons, markers, or colored pencils, live ladybugs, magnifying glasses

Put the live ladybugs into a transparent covered container such as a covered aquarium, large jars, or commercially available ladybug farm. Make the ladybug filled container(s) available to students in the science center of the classroom. Provide each student with a *learning log* (view literacy strategy descriptions) page to record his/her observations of the ladybugs. Encourage students to use the magnifying glasses to get a better look at the ladybugs. Ask students questions such as:

- What do you notice about the ladybugs' bodies?

- How many dots can you count on the ladybug's back?
- Can you see the ladybug's wings? Do you remember where they are hidden?
- Why do gardeners like ladybugs? Can you remember what they like to eat?
- Have you ever seen a ladybug outside? What did you do?

Have students draw/write their observations of the ladybugs on their *learning log* page. Once all students have completed their pages, assemble them into a class journal (book) or place them into the students' portfolios as a work sample.

Accommodations: Encourage students who are hesitant to write or draw their observations by providing a variety of different writing utensils and by giving them prompts to get them started.

Small Group Activity 3: Caterpillar Observation (GLEs: ELA 15, 17, 20, 21, 22, 24, 26; SCI 1, 2, 3, 5, 8, 24)

Materials List: blank paper, writing utensils such as crayons, markers, or colored pencils, live caterpillars, magnifying glasses

Put the live caterpillars into a transparent covered container such as a covered aquarium, large jars, or commercially available caterpillars in a cup. Make the caterpillar filled container(s) available to students in the science center of the classroom. Provide each student with a *learning log* (view literacy strategy descriptions) page to record his/her observations of the caterpillars. Encourage students to use the magnifying glasses to get a better look at the caterpillars. Ask students questions such as:

- What do you notice about the caterpillars?
- What are the caterpillars eating?
- Why do the caterpillars eat so much?
- What will the caterpillars do next?
- What do you think they will look like when they come out of their chrysalides?
- Have you ever seen a caterpillar outside? What did you do?

Have students draw/write their observations of the caterpillars on their learning log page. Once all students have completed their pages, assemble them into a class journal (book) or place them into the students' portfolios as a work sample.

Accommodations: Encourage students who are hesitant to write or draw their observations by providing a variety of different writing utensils and by giving them prompts to get them started.

Small Group Activity 4: Worm Measuring (GLEs: ELA 4, 21, 22, 24, 26, M 6)

Materials List: playdough, rulers, blank paper, crayons/markers/colored pencils

Give each student a portion of playdough. Have students make "worms" with the playdough, then measure their worm or worms with the rulers. Show students how to place the ruler alongside the playdough worm, matching one end of the "worm" with the end of the ruler. Show students the numbers along the edge of the ruler and explain that these numbers show inches. Encourage students to line up the rulers correctly and figure out how long their worms are. Explain that they will now record their findings on a *learning log* (view literacy strategy descriptions) page. Have each student lay his/her worm on the paper and trace around it to illustrate the page. Write on each student's paper _____'s worm is __ inches long, filling in the blanks according to student names and actual measurement of the playdough worm made by the student.

Accommodations: Assist students with accurately using rulers and recording the correct measurement.

Small Group Activity 5: Patterning – Honeybee Stripes (GLEs: ELA 4, 21, 24; M 13)

Materials List: black and yellow finger paint, optional: white paper

Invite students to come to the art center to finger paint. Ask students to create honeybee stripes with the black and yellow finger paints. Have students read the pattern aloud. If desired, you may want to create a print of each student's painting by pressing a piece of white paper down on the finger paint.

Accommodations: May use brushes to accommodate students with sensory issues.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products

- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Ladybug Observation Learning Log: Collect originals or make copies to be placed in the portfolio.

- Worm Measurement Learning Log: Collect originals or make copies to be placed in the portfolio.

Resources

Children's Books

Allen, Judy and Tudor Humphries. *Are You an Ant?* ISBN: 0-7534-5365-7
Allen, Judy and Tudor Humphries. *Are You a Bee?* ISBN: 0-7534-5345-2
Allen, Judy and Tudor Humphries. *Are You a Butterfly?* ISBN: 0-7534-5240-5
Allen, Judy and Tudor Humphries. *Are You a Dragonfly?* ISBN: 0-7534-5805-5
Allen, Judy and Tudor Humphries. *Are You a Grasshopper?* ISBN: 0-7534-5806-3
Allen, Judy and Tudor Humphries. *Are You a Ladybug?* ISBN: 0-7534-5241-7
Allen, Judy and Tudor Humphries. *Are You a Snail?* ISBN: 0-7534-5604-4
Allen, Judy and Tudor Humphries. *Are You a Spider?* ISBN: 0-7534-5243-X
Barner, Bob. *Bugs, Bugs, Bugs!* ISBN: 0-439-17208-X
Barner, Bob. *Bug Safari.* ISBN: 0-439-74876-3
Bauer, Jeff. *Butterfly Life Cycle.* ISBN: 978-0-439-87652-0
Berger, Melvin. *A Butterfly is Born.* ISBN: 1-56784-012-4
Berger, Melvin. *Busy As a Bee.* ISBN: 1-56784-101-5
Berger, Melvin. *The World of Ants.* ISBN: 1-56784-008-6
Brenner, Barbara. *Thinking About Ants.* ISBN: 0-439-50109-1
Brinckloe, Julie. *Fireflies!* ISBN: 0-689-71055-0
Canizares, Susan. *Butterfly.* ISBN: 0-590-76160-9
Canizares, Susan and Pamela Chanko. *What Do Insects Do?* ISBN: 0-590-39794-X
Canizares, Susan and Mary Reid. *Where Do Insects Live?* ISBN: 0-590-39793-1
Carle, Eric. *The Grouchy Ladybug.* ISBN: 0-06-027087-X
Carle, Eric. *The Very Busy Spider.* ISBN: 0399211667
Carle, Eric. *The Very Hungry Caterpillar.* ISBN: 0-399-20853-4

Carle, Eric. *The Very Lonely Firefly*. ISBN: 978-0399227745
Carle, Eric. *The Very Quiet Cricket.* ISBN: 978-0399218859
Cassie, Brian and Jerry Pallotta and Mark Astrella. *The Butterfly Alphabet Book.* ISBN: 0-88106-894-2
Cronin, Doreen. *Diary of a Worm*. ISBN: 0-439-69234-2
Fleming, Denise. *In the Tall, Tall Grass.* ISBN: 0-590-46104-4
Fowler, Allan. *It's a Good Thing There are Insects.* ISBN: 0-516-44905-2
Hawes, Judy. *Fireflies in the Night.* ISBN: 0-06-445101-1
Hoberman, Mary Ann. *The Eensy-Weensy Spider.* ISBN: 0-430-29516-5
Jeunesse, Gallimard and Sylvaine Peyrols. *The Ladybug and Other Insects.* ISBN: 0-439-54616-8
Kirk, David. *Miss Spider's Tea Party.* ISBN: 0-590-47725-0
Lakeshore Learning. *Creepy Crawlers!* ISBN: 1-58970-415-0
Lionni, Leo. *Inch by Inch.* ISBN: 0-688-13283-9
Martin, Justin McCory. *Ladybug Life Cycle.* ISBN: 978-0-439-87656-8
Marzollo, Jean. *I'm a Caterpillar.* ISBN: 0-590-66712-2
Maynard, Christopher. *Incredible Mini-Beasts.* ISBN: 1-56458-554-9
Murphy, Stuart J. *The Best Bug Parade.* ISBN: 0-06-446700-7
Pallotta, Jerry. *The Butterfly Counting Book.* ISBN: 0-590-04938-0
Pallotta, Jerry. *The Icky Bug Alphabet Book.* ISBN: 0-88106-450-5
Parker, John. *I Love Spiders.* ISBN: 0-590-47807-9
Parker, Nancy Winslow and Joan Richards Wright. *Bugs.* ISBN: 0-590-44478-6
Posada, Mia. *Ladybugs: Red, Fiery, and Bright.* ISBN: 0-87614-334-6
Reid, Mary and Betsey Chessen. *Bugs, Bugs, Bugs!* ISBN: 0-590-39792-3
Rice, Dona Herweck. *The Life of a Butterfly.* ISBN: 0-7439-8518-4
Rice, Dona Herweck. *Busy Bees.* ISBN: 0-7439-8520-6
Sandved, Kjell B. *The Butterfly Alphabet Book.* ISBN: 0-439-07947-0
Schwartz, David M. *Underfoot.* ISBN: 1-57471-210-1
Singer, Marilyn. *A Wasp Is Not a Bee.* ISBN: 0-590-13904-5
Taback, Simms. *There Was an Old Lady Who Swallowed a Fly*. ISBN: 978-0670869398
Trumbauer, Lisa. *Spinning a Web.* ISBN: 1-56784-312-3
Watts, Barrie. *Ladybug.* ISBN: 0-382-09960-5
Wildsmith, Brian and Rebecca. *Look Closer*. ISBN: 0-590-47835-4

Recordings/CDs

Anna Moo: Crackers by Anna Moo
Dr. Jean: Kiss your Brain
Hap Palmer: Walter the Waltzing Worm
Jack Hartman: Rhyming to Read & Word Fiesta

Johnette Downing:
Mr. Al: Math in Motion
Raffi: More Singable Songs for the Very Young

Website Resources

http://www.urbanext.uiuc.edu/worms/index.html
http://lifecycle.onenessbecomesus.com/
http://www.enchantedlearning.com/subjects/butterflies/lifecycle/
http://www.dnr.state.wi.us/org/caer/ce/eek/critter/insect/index.htm
http://www.preschooleducation.com/sbug.shtml

Unit 10-4: Louisiana

Study Focus: Insects and Creepy Crawlies (week 2 of 2)

Study Focus Description: This study focuses on the characteristics and habits of insects, arachnids, and invertebrates.

Student Understandings: Students will understand that insects have specific, identifiable characteristics. Students will understand that arachnids and invertebrates are not insects.

Guiding Questions:

1. Can students identify the characteristics of an insect?
2. Can students name some insects by their common names?
3. Can students identify the physical characteristics of arachnids and invertebrates?
4. Can students recognize the importance of insects in our ecosystem?



Guiding Vocabulary: insect, arachnid, invertebrate, thorax, abdomen, head, antennae, wing, life cycle, metamorphosis, chrysalis, cocoon, web, spinnerets, entomologist

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up. (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate (PK-LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object’s position as first or last (PK- -G3) (N-1-E)

M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-12	Determine whether one object weighs more or less than another by using a pan balance (PK-CS-I4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)

SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday, today,* and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Spiders	**Fireflies**	**Ants**	**Crickets**	**Flies**
Whole Group Activities	DR-TA *The Very Busy Spider* ELA 1a, 1d, 4, 5a, 9, 10, 12b, 12c, 21, 22, 26, 29, 31, M 10, 11, 13	DR-TA *The Very Lonely Firefly* ELA 1a, 1d, 4, 5a, 9, 10, 12b, 12c, 21, 22, 26, 29, 31	KWL *The World of Ants* ELA 3b, 4, 8, 9, 10, 16, 21, 22, 24, 26, 29, 31, SCI 1, 22, 24	DR-TA *The Very Quiet Cricket* ELA 4, 9, 12b, 12c, 14a, 14c, 21, 22, 31, SCI 3, 22, 23	Story Chain *There Was an Old Woman Who Swallowed a Fly* ELA 12a, 21, 24, 25, 26, 27, 31 M 3
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Do you like spiders?	Have you ever caught a firefly?	Do you like ants?	Have you ever heard a cricket?	Did you ever swat a fly?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*Spinning a Web*	*Fireflies in the Night* by Judy Hawes	*Thinking About Ants*	*The Icky Bug Alphabet Book*	*Miss Spider's Tea Party*
Small Group Activities	Spider Webs ELA 21, 23, 24, M 10, SCI 2, 24	Color Seriation ELA 21, 22, 24, M 3, 6, 9	Weight Lifters ELA 21, 22, 24, M 6, SCI 3, 4, 11, 12	Word Grid How do they move? ELA 21, 22, 23, 24, 31, M 12, SCI 24, SS 4	Learning Log: My Favorite Bug ELA 3a, 3b, 15, 21, 22, 24, 26, SCI 20, 24
Music and Movement	*Insect Body* – Dr. Jean; *Walter the Waltzing Worm*, *Flick a Fly* –Hap Palmer; *Spider on the Floor* - Raffi; *Wiggle Worms* – Johnette Downing; *Fireflies* – Anna Moo; *Itsy Bitsy Spider, Itsy Bitsy Spider Rock* – Jack Hartmann				
Field Experiences/ Guest Speakers	bug hunt around the school grounds; local beekeeper; local university entomologist				

<table>
<tr><td colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</td></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Use a piece of blue construction paper for sky, spinner or die and mini butterfly die-cuts. Have students use the spinner or die, then count out the correct number of butterflies in the sky.</td><td>Measurement
With assistance from the teacher, have students put one earthworm on a piece of paper and one earthworm on a piece of wax paper. Have students compare how far they move on each type of paper.</td><td>Geometry
Use construction paper triangle shapes to make different butterflies</td><td>Data Collection
BLM: Butterfly graph</td><td>Patterning
BLM: Butterfly patterns</td></tr>
<tr><td>Science
SCI 1,2,3,4,5, 6, 7, 8, 9, 11, 22, 23, 24, 25
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26, 31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
insect specimen (live if possible): ladybugs, ant farm, caterpillars, worm farm, etc.
magnifying glasses
children’s microscope such as the GeoSafari Talking Microscope
photos of insects
“bugs’ eye” viewers</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11, 13
SCI 15, 16
SS 4</td><td colspan="5">bean bag bugs and a basket or bucket to play a tossing game;
move like bugs: crawl, slither, hop, fly</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1, 2, 3, 5, 6, 8, 9, 10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student-made signs and labels** large plastic bugs; berry baskets for "cages"	
Manipulative/ Table Games ELA 23, 24 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9 SS 4	small plastic bugs for counting games such as ants & picnic baskets or butterflies & nets or ladybugs & leaves	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/formula-fusion/creepy-crawlies/games/index.html http://prongo.com/match/bugs.pl	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	red and black paint; yellow and black paint; paper plate ladybugs; bug sculpture with clay, pipe stems, craft sticks, egg cartons, tissue paper, etc. bug-shaped sponge painting	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** substitute sand for Easter grass; add plastic bugs, tongs or small nets for catching bugs	**Water:** fishing worms and small nets
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Insect Body* – Dr. Jean; *Walter the Waltzing Worm, Flick a Fly* –Hap Palmer; *Spider on the Floor* - Raffi; *Wiggle Worms* – Johnette Downing; *Fireflies* – Anna Moo; *Itsy Bitsy Spider, Itsy Bitsy Spider Rock* – Jack Hartmann	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** Insect wings (butterfly, ladybug, honeybee); entomologist research lab: lab coats, plastic bugs, magnifying glasses, specimen cups, microscope
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books**
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools, such as pencils, colored pencils, crayons, markers;** bug stamps; bug shaped notepads

Whole Group

Whole Group Activity 1: The Very Busy Spider (GLEs: ELA 1a, 1d, 4, 5a, 9, 10, 12b, 12c, 21, 22, 26, 29, 31; M 10, 11, 13)

Materials List: *The Very Busy Spider* (book), *The Itsy Bitsy Spider* (book), large ball of white yarn, black bulletin board paper, word grid from day one of the previous week

Prior to the lesson: Create a large circle with the black bulletin board paper by laying lengths of the paper next to one another and taping it, thereby making a large square shape. Make it large enough for all students to sit around it comfortably. Then cut the corners off the square to make a circle. Cut out the center of the circle, leaving a 3 – 4 inch border of black paper. The resulting ring of black paper should be large enough for all students to sit around it.

Open by singing/acting out "The Itsy Bitsy Spider" song. Ask students if they have ever seen a spider and briefly allow students to share personal stories about spiders. Using a modified *DR-TA* (view literacy strategy descriptions), display the book and ask students to make predictions about the

story. Read the story aloud, pausing where appropriate for questions, comments and to ask students if they still think the story matches their predictions. At the end of the story, discuss how well student predictions matched the actual story. What was different from what they expected? What was the same? Show students the *word grid* (view literacy strategy descriptions) begun on day one of the previous week. Complete the word grid row for spiders and help students determine if a spider is an insect. Inform students that a spider is actually an arachnid. Have students sit in a circle and place the black paper ring in the middle of the circle. Show students the ball of yarn. Explain that we are going to use the yarn to pretend that we are making a web just like a spider's web. Have students sit in a circle. Tape the loose end of the yarn down on the paper circle then roll the yarn ball across to a student on the opposite side of the group. Tape the yarn down on the circle then have that student hold onto the yarn then roll the yarn ball across the circle to another student. Repeat this process until the yarn is taped down in front of each student and there is a large "web" of yarn criss crossed across the middle of the circle. Close by singing "The Itsy Bitsy Spider" again. Display the student created "web" in the classroom.

Accommodations: Assist students with taping the yarn and rolling it to another student.

Whole Group Activity 2: The Very Lonely Firefly (GLEs: ELA 1a, 1d, 4, 5a, 9, 10, 12b, 12c, 21, 22, 26, 29, 31)

Materials List: *The Very Lonely Firefly* (book), word grid from day one of the previous week, *I'm a Little Firefly* (song)

Open with the song: *I'm a Little Firefly*
(sung to the tune of "I'm a Little Teapot")

I'm a little firefly
Look at me!
I'm as happy as I can be.
See my light flicker and shine so bright
Now watch me fly into the night!

Ask students if they have seen or caught fireflies. Allow a brief amount of time for students to share personal experiences with fireflies. Using a modified *DR-TA* (view literacy strategy descriptions), show students the cover of the book *The Very Lonely Firefly* and ask them to predict what they believe the story will be about and write it on the board or chart paper. Read the story aloud, pausing often for comments, questions and to allow students to revise their predictions about the story outcome. After reading the story, go over their predictions and ask students if the story were what they were expecting. Ask students what was surprising or unexpected about the story. Using the *word grid* (view literacy strategy descriptions) from day one of the previous week, assist students in completing the row about fireflies. Help students determine from the word grid if a firefly is an insect. Close by singing the song *I'm a Little Firefly*.

Accommodations: None needed

Whole Group Activity 3: The World of Ants (GLEs: ELA 3b, 4, 8, 9, 10, 16, 21, 22, 24, 26, 29, 31; SCI 1, 22, 24)

Materials List: *The World of Ants* (book), chart paper, markers, word grid from day one of week one, *Ant Hill* (fingerplay)

Open with the fingerplay:

> Ant Hill
>
> Once I saw an ant hill with no ants about (fingers curled under, concealed)
> So I said, "Dear little ants, won't you come out?"
> Then, as if the little ants had heard my call,
> One, two, three, four, five come out? (as numbers are called, fingers are extended)
> And that was all!

Create a *graphic organizer* (view literacy strategy descriptions) in the form of a KWL chart, by writing the word "Ants" at the top of the chart paper and dividing the paper into 3 separate sections. Write the word "Know" at the top of the first section. Write the word "Wonder" at the top of the second section. Write the word "Learned" at the top of the third section. As each letter is written, say it out loud for the students, then read the words aloud. Ask students to share what they know about ants and write their responses in the "Know" section of the chart. Encourage students to also think about what they don't know about ants and formulate questions or "I wonder" statements for the "Wonder" section of the KWL. Display the book *The World of Ants*. Tell students they should listen to find out the answers to their questions or "I wonder" statements as the text is read aloud. Remind them that they may also learn something new about ants they did not wonder about. Read the book aloud, pausing often for questions, comments and to point out the answers to questions on the KWL. After reading the book, ask students to share what they learned about ants and write their statements in the "Learned" section of the chart. Review the chart by going over the three sections, recalling what they know and pointing out the connections between what they wondered about and what they learned from the book. Point out the *word grid* (view literacy strategy descriptions) from previous lessons and check off the questions on the ant row of the grid. Are ants insects? Close by reciting the "Ant Hill" fingerplay.

Accommodations: None needed

Whole Group Activity 4: The Very Quiet Cricket (GLEs: ELA 4, 9, 12b, 12c, 14a, 14c, 21, 22, 31; SCI 3, 22, 23)

Materials List: *The Very Quiet Cricket* (book), live crickets in a small container that can be passed around the group, word grid from day one of week one, cricket sounds from http://www.fcps.k12.va.us/StratfordLandingES/Ecology/mpages/field_cricket.htm

Prior to the lesson record, download or access the site listed in the materials list for cricket sounds.

Open by reciting this fingerplay:

The Little Cricket

(Point to one finger at a time.)
The first little cricket played a violin.
The second little cricket joined right in.
The third little cricket made a crackly song.
The fourth little cricket helped him along.
The fifth little cricket cried, "Crick-crick-cree.
The orchestra is over and it's time for tea!

Display the live crickets and ask students if they have ever heard a real cricket. Play the cricket sounds for students to hear. Using a *DR-TA* (view literacy strategy descriptions), display the book and ask students to predict what they believe the story is about. Read the story aloud, pausing for questions, comments, and for students to revise their predictions of the story outcome. At the end of the story, ask students if they were surprised by the ending or if it were what they expected. Ask students if the story were real or pretend and why they think so. Pass the container of crickets around the group. Encourage students to tell the group what they see and hear. Ask leading questions to help students recognize the characteristics of insects as stated on the *word grid* (view literacy strategy descriptions) from day one of the prior week. Guide students to complete the cricket row of the word grid and to conclude that crickets are insects. Close the lesson by repeating the fingerplay or replaying the cricket sounds.

Accommodations: None needed

Whole Group Activity 5: There Was an Old Lady Who Swallowed a Fly (GLEs: ELA 12a, 21, 24, 25, 26, 27, 31; M 3)

Materials List: *There Was an Old Lady Who Swallowed a Fly* (book), word grid from day one of week one

Prior to the lesson, make color copies of the story characters on cardstock and laminate for durability. Tape a craft stick to the back of each character to create stick puppets.

Open with the song:

Shoo Fly

Shoo fly, don't bother me
Shoo fly, don't bother me
Shoo fly, don't bother me
I belong to somebody!

Ask students if they have ever been bothered by a fly. Pause briefly for student responses and discussion. Display the book and tell students they need to listen carefully to what happens because after the story they will have to retell the story in the correct order. Read the story aloud. Encourage student participation in this very repetitive story. After reading the book, have students create a *story chain* (view literacy strategy descriptions). Distribute the stick puppets and have students retell the story in order. Students should stand up in front of the rest of the group in the order their character appeared in the story. Encourage students to use dramatic voices as they retell the story. Repeat this activity until every student has had an opportunity to participate. Check the *word grid* (view literacy strategy descriptions) from week one and assist students as they complete the row for flies. Close with the song *Shoo Fly*.

Accommodations: None needed

Small Groups

Small Group Activity 1: Spider Webs (GLEs: ELA 21, 23, 24; M 10; SCI 2, 24)

Materials List: pictures of spider webs, white yarn or string, dinner size paper plates, hole punch, scissors

Prior to the lesson, cut out the centers of the paper plates (one per student) and punch holes around the inner edge of the paper plate ring. The holes should be about 1 – 2 inches apart.

Show students the pictures of the spider webs and explain that they are going to create pretend spider webs with the materials on the table. Begin by tying the loose end of the white yarn in one hole in a paper plate ring. Show students how to weave the web by pulling the yarn across the open center of the plate and through another punched hole on the opposite side of the plate. Show students how to continue this process until all the holes are used and there is a web-like pattern in the open center of the paper plate. Tie off the loose end in one of the holes. During this process, emphasize positional vocabulary such as over/under, across, beside, around, opposite, etc. Ask students to think about why spiders weave webs and what they think they could catch with a web if they were spiders.

Accommodations: Assist students with motor difficulties in completing the weaving tasks or by providing an easier alternative activity such as gluing lengths of white yarn on black construction paper in a web-like pattern.

Small Group Activity 2: Color Seriation (GLEs: ELA 21, 22, 24; M 3; 6, 9)

Materials List: paint chips with 3 – 5 shades of color on a single card (several distinct colors such as blue, yellow, green, and red)

Prior to the lesson, visit your local paint store and collect a selection of paint cards. Cut the cards apart so that each color is a separate smaller card. Keep a matching set of cards that are not cut apart.

Show students the intact, uncut cards and ask them to identify the basic colors on each card. Point out that each card has lighter and darker shades of color. On each card, the colors are arranged in order from the lightest shade to the darkest shade. Next, show students the cards that have been cut apart. Explain that this is a special kind of puzzle where they need to put the colors in order from lightest to darkest, just like the first set of cards they saw. Give students the cards to arrange. Encourage them to work together as a group to figure out how to arrange the colors. After students have arranged the colors in order, have them check their work against the uncut cards.

Accommodations: Keep the uncut cards available for students to match the colors rather than ordering them on their own.

Small Group Activity 3: Weight Lifters (GLEs: ELA 21, 22, 24; M 6; SCI 3, 4, 11, 12)

Materials List: several plastic buckets, blocks, large rocks, and/or bricks, kitchen scale, bathroom scale

Prior to the lesson fill each bucket with blocks, rocks or bricks in varying amounts so that each bucket weighs a different amount. Vary the weights from light (1 lb.) to heavy (20 lbs.).

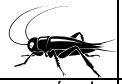
Invite students to pretend they are ants and lift the buckets. Remind students that ants can lift and carry things that are very heavy compared to their tiny sizes. Encourage students to use the kitchen scales and the bathroom scales to weigh the buckets. Assist students in determining which scale would be the best one to use to weigh the different buckets. Lighter buckets would best be weighed on the kitchen scales because it measures lighter amounts of weight, whereas heavier buckets would best be weighed on the bathroom scales which is made to weigh heavier things.

Accommodations: None needed

Small Group Activity 4: How Do They Move? (GLEs: ELA 21, 22, 23, 24, 31; M 12; SCI 24; SS 4)

Materials List: word grid, small pictures of each of the bugs on the word grid

Prior to the lesson, create a *word grid* (view literacy strategy descriptions) similar to the following:

	Crawl 	Fly 	Hop 	Slither 
Ladybug 				
Butterfly 				
Earthworm 				
Honeybee 				
Spider 				
Firefly 				
Ant 				
Cricket 				
Fly 				

Tell students they are going to construct a *word grid* (view literacy strategy descriptions) by putting the pictures of each of the bugs on the grid in the correct column depending on whether the bug usually crawls, flies, hops or slithers. Encourage students to discuss and work as a group to put each of the bug pictures on the grid according to how it moves. After students have completed the word grid, discuss their work, encouraging them to justify why they chose to place the bugs where they did.

Accommodations: Offer verbal support and advice to students having difficulty deciding where to place the bugs and to those having difficulty explaining their work.

Small Group Activity 5: My Favorite Bug (GLEs: ELA 3a, 3b, 15, 21, 22, 24, 26; SCI 20, 24)

Materials List: white paper (at least one sheet per student), markers/crayons/colored pencils, pictures of the bugs featured in the 2 week unit

Invite students to create a *learning log* (view literacy strategy descriptions) of their favorite bug from the past 2 weeks. Give each student a sheet of white paper and ask him/her to write his/her name. Display the pictures of the various kinds of bugs and have students draw/write about their favorite one. Once students have finished their drawings, have them dictate the kind of bug and any information they can recall about their favorite bug. Also have students dictate why that bug is their favorite. Collect and assemble all the learning log sheets into a class book that can be shared with the entire group. Add this class book to the science center library.

Accommodations: Encourage hesitant students to look at the pictures for ideas about which bug they like the best. Use guiding questions and comments to assist students in telling about their favorite insect.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products

- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Color seriation: Observe and document student skills in ordering the color shades from lightest to darkest.

Resources

Children's Books

Allen, Judy and Tudor Humphries. *Are You an Ant?* ISBN: 0-7534-5365-7
Allen, Judy and Tudor Humphries. *Are You a Bee?* ISBN: 0-7534-5345-2
Allen, Judy and Tudor Humphries. *Are You a Butterfly?* ISBN: 0-7534-5240-5
Allen, Judy and Tudor Humphries. *Are You a Ladybug?* ISBN: 0-7534-5241-7
Allen, Judy and Tudor Humphries. *Are You a Spider?* ISBN: 0-7534-5243-X
Barner, Bob. *Bugs, Bugs, Bugs!* ISBN: 0-439-17208-X
Barner, Bob. *Bug Safari.* ISBN: 0-439-74876-3
Bauer, Jeff. *Butterfly Life Cycle.* ISBN: 978-0-439-87652-0
Berger, Melvin. *A Butterfly is Born.* ISBN: 1-56784-012-4
Berger, Melvin. *Busy As a Bee.* ISBN: 1-56784-101-5
Berger, Melvin. *The World of Ants.* ISBN: 1-56784-008-6
Brenner, Barbara. *Thinking About Ants.* ISBN: 0-439-50109-1
Canizares, Susan. *Butterfly.* ISBN: 0-590-76160-9
Canizares, Susan and Pamela Chanko. *What Do Insects Do?* ISBN: 0-590-39794-X
Canizares, Susan and Mary Reid. *Where Do Insects Live?* ISBN: 0-590-39793-1
Carle, Eric. *The Grouchy Ladybug.* ISBN: 0-06-027087-X
Carle, Eric. *The Very Busy Spider*. ISBN: 0399211667
Carle, Eric. *The Very Hungry Caterpillar.* ISBN: 0-399-20853-4
Carle, Eric. *The Very Lonely Firefly.* ISBN: 978-0399227745
Carle, Eric. *The Very Quiet Cricket.* ISBN: 978-0399218859
Cronin, Doreen. *Diary of a Worm.* ISBN: 0-439-69234-2
Fleming, Denise. *In the Tall, Tall Grass.* ISBN: 0-590-46104-4
Fowler, Allan. *It's a Good Thing There are Insects.* ISBN: 0-516-44905-2

Hoberman, Mary Ann. *The Eensy-Weensy Spider.* ISBN: 0-430-29516-5
Jeunesse, Gallimard and Sylvaine Peyrols. *The Ladybug and Other Insects.* ISBN: 0-439-54616-8
Kirk, David. *Miss Spider's Tea Party.* ISBN: 0-590-47725-0
Lionni, Leo. *Inch by Inch.* ISBN: 0-688-13283-9
Martin, Justin McCory. *Ladybug Life Cycle.* ISBN: 978-0-439-87656-8
Marzollo, Jean. *I'm a Caterpillar.* ISBN: 0-590-66712-2
Maynard, Christopher. *Incredible Mini-Beasts.* ISBN: 1-56458-554-9
Murphy, Stuart J. *The Best Bug Parade.* ISBN: 0-06-446700-7
Pallotta, Jerry. *The Butterfly Counting Book.* ISBN: 0-590-04938-0
Pallotta, Jerry. *The Icky Bug Alphabet Book.* ISBN: 0-88106-450-5
Parker, John. *I Love Spiders.* ISBN: 0-590-47807-9
Parker, Nancy Winslow and Joan Richards Wright. *Bugs.* ISBN: 0-590-44478-6
Posada, Mia. *Ladybugs: Red, Fiery, and Bright.* ISBN: 0-87614-334-6
Reid, Mary and Betsey Chessen. *Bugs, Bugs, Bugs!* ISBN: 0-590-39792-3
Rice, Dona Herweck. *The Life of a Butterfly.* ISBN: 0-7439-8518-4
Rice, Dona Herweck. *Busy Bees.* ISBN: 0-7439-8520-6
Schwartz, David M. *Underfoot.* ISBN: 1-57471-210-1
Singer, Marilyn. *A Wasp Is Not a Bee.* ISBN: 0-590-13904-5
Taback, Simms. *There Was an Old Lady Who Swallowed a Fly.* ISBN: 978-0670869398
Trumbauer, Lisa. *Spinning a Web.* ISBN: 1-56784-312-3
Watts, Barrie. *Ladybug.* ISBN: 0-382-09960-5
Wildsmith, Brian and Rebecca. *Look Closer.* ISBN: 0-590-47835-4

Recordings/CDs

Anna Moo: Crackers by Anna Moo
Dr. Jean: Kiss your Brain
Hap Palmer: Walter the Waltzing Worm
Jack Hartman: Rhyming to Read & Word Fiesta
Johnette Downing:
Mr. Al: Math in Motion
Raffi: More Singable Songs for the Very Young

Website Resources

http://www.urbanext.uiuc.edu/worms/index.html
http://lifecycle.onenessbecomesus.com/
http://www.enchantedlearning.com/subjects/butterflies/lifecycle/
http://www.dnr.state.wi.us/org/caer/ce/eek/critter/insect/index.htm
http://www.preschooleducation.com/sbug.shtml
http://www.fcps.k12.va.us/StratfordLandingES/Ecology/mpages/field_cricket.htm

Unit 10-5: Louisiana

Study Focus: Wetlands Animals

Study Focus Description: This study focuses on animals that live in or near wetlands areas of Louisiana.

Student Understandings: Students will understand that wetlands are important for many varieties of animals. Students will understand that animals live in different habitats.

Guiding Questions:

1. Can students recognize wetlands areas?
2. Can students name some of the features of a wetlands area?
3. Can students identify animals that live in or near wetlands areas?
4. Can students identify characteristics of wetlands animals?



Guiding Vocabulary: wetlands, bayou, habitat, swamp, marsh, alligator, crawfish, frog, turtle, duck, egret, heron, bass, bream, catfish, nymphs, dragonflies, snakes, crane

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)

ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14b	Use simple reasoning skills by determining why something happens in a story read aloud. (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)

ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)
SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)

SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-20	Give examples of different kinds of plants and different kinds of animals (PK-CS-L1) (LS-E-A4)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Wetlands Habitats	**Fish, Crawfish and Frogs**	**Alligators and Snakes**	**Birds**	**Mammals**
Whole Group Activities	KWL: Wetlands ELA 1d, 4, 9, 16, 21, 22, 26, 29, 31, SCI 1, 2, 20, 22, 24, SS 2	Story Chain: *Jump Frog, Jump!* ELA 1a, 4, 5a, 5c, 5d, 6, 12a, 21, 22, 24, 25, 27, 28, M 2, 3, 4, 10, 13	SQPL: *Baby Alligator* ELA 1a, 1d, 4, 9, 16, 21, 22, 26, 27, 29, M 13, SCI 1, 20, 22	DR-TA: *The Louisiana State Bird Beauty Pageant* ELA 4, 5a, 5b, 6, 8, 9, 11, 12b, 12c, 14b, 16, 21, 22, SS 4	SQPL: *Raccoon Moon* ELA 1d, 4, 14c, 16, 21, 22, 27, SCI 1, 22
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you ever seen a swamp?	Do you like frogs?	Do you like alligators?	Have you ever seen a pelican?	Have you ever seen a raccoon?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 2911, 12b, 12c, 14c, 25, 29	*Life in a Wetland*	*My River*	*Izzie Lizzie Alligator*	*One Duck Stuck*	*Life in a Pond*
Small Group Activities	*Down in Louisiana* Counting ELA 5a, 5c, 6, M 1, 2, 4, 13	RAFT – Fishing Stories ELA 3a, 3b, 4, 10, 19, 20, 21, 22, 23, 24, 26, SS 2	Alligator Tails ELA 21, 23, 24, 27, 28, M 13	*Babies in the Bayou* Matching mothers and their babies ELA 4, 9, 21, 22, 23, 24	Crawfish races ELA 21, 22, 23, 24, M 3, SCI 1, 2, 3, 7, 8, 23, 24
Music and Movement	drums and rhythm sticks				
Field Experiences/ Guest Speakers	visit a local wetlands area; Wildlife and Fisheries educator; local zoo programs featuring wetlands/LA animals.				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Playdough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Cut lily pad shapes from construction paper or fun foam. Write numerals or draw dots on each. Give students plastic or paper cut=outs of small frogs to count out the correct number of frogs onto each lily pad.</td><td>Measurement
Tape a piece of masking tape to the floor and have each student pretend to be a frog and leap one leap down the length of tape. Have students mark where they land with a die-cut frog with their name on it. Have them jump again and put down another frog with their name on it. Have them compare how far they jumped the first time to their second jump.</td><td>Geometry
Use geometric shape cut-outs to create Louisiana water animals.</td><td>Data Collection
Graph: Louisiana wetlands animal</td><td>Patterning
Use different color die-cut frogs to copy, extend, or create frog patterns.</td></tr>
<tr><td>Science
SCI 1,2,3,4,5, 6, 7, 8, 9, 11,22,23,24,25,
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26,31
M 6,9,11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
plastic wetlands animals
pond habitat: tub filled with water, plastic animals, plastic plants, rocks, etc.
binoculars
sink and float
colored water mixing</td></tr>
</table>

Gross Motor ELA 23, 24 M 11,13 SCI 15,16 SS 4	move like a crawfish (crawfish walk races), leap frog game, slither like a snake, act out *Five Little Ducks went out to Play* stilt walking	
Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student made signs and labels** camping gear – backpack, binoculars, field guide, maps, flashlight, fishing pole and net	
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	crawfish, frog and alligator counters, frogs to lilypad number matching game, fish counters, size seriation wetlands animals or larger to smaller fish, turtle counters, duck counters	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs.** http://www.uptoten.com/kids/kidsgames-puzzles-beaverspuzzle.html http://www.primarysite-kidszone.co.uk/KidsZone/resources/frogs-life.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	Reed painting; feather painting, crayon resist drawings, watercolors,	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** turtles, ducks, woodland animals	**Water:** pond or bayou animals and plants (real or pretend), small nets, and tubs or boats
Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *The Alligator Chomp, Freddy the Friendly Duck* - Jack Hartman; *Little White Duck, Five Green and Speckled Frogs* - Raffi; *The Alligator Chant, Tiny Tim the Turtle, Baby Fish* - Dr. Jean; *Lady with the Alligator Purse, Leap Frog Croaky, I Want to Be a Frog Today, Turtles* - Johnette Downing; *Five Frogs, Alligator Stomp*- Anna Moo	

Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** fishing trip gear: inflatable boat or a box for a boat, poles, life vests, small ice chest, tackle box with lures (hooks removed), fisherman's hats, maps or guides; fishing magazines
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books;** Louisiana outdoor magazines; fishing magazines
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as pencils, colored pencils, crayons, markers;** teacher-made word cards with pictures and names of animals often found in LA wetlands areas

Whole Group

Whole Group Activity 1: KWL: *Wetlands* (GLEs: ELA 1d, 4, 9, 16, 21, 22, 26, 29, 31; SCI 1, 2, 20, 22, 24; SS 2)

Materials List: *Wetlands* (book), chart paper, markers, *Little White Duck* by Raffi from the CD "Everything Grows"

Open the lesson by playing and singing the song *Little White Duck*. Create a *graphic organizer* (view literacy strategy descriptions) in the form of a KWL, by printing the word Wetlands at the top of a piece of chart paper, then dividing the chart paper into 3 sections. Label each section as follows: Know, Wonder, and Learned. Read each word to the class and ask students to share what they know about wetlands. Show students the front cover of the book, Wetlands, and explain that a wetlands area can be a river, bayou, pond, or lake. Encourage students to name the animals, plants, and insects they know live in and around wetlands areas. Write down student knowledge in the "Know" section of the chart. Point out the "Wonder" section of the chart and ask students to think about wetlands areas and the animals living there, and then share their "I Wonder" statements or questions with the class. Write these statements and questions down in the "Wonder" section of the chart. Return to the book. Remind students to listen for the answers to their questions as the text is read aloud. Read the text, pausing to allow for student discussion and questions. If the answer to a question on the "Wonder" section of the chart remains unanswered, make sure to point out both the question as it is written on the chart and discuss the answer with the students.

Following the reading, have students tell what they learned about wetlands areas from the text and write the new knowledge on the "learned" section of the chart. Review the entire chart, then hang it in a place where students can refer to it throughout the unit.

Accommodations: None needed

Whole Group Activity 2: Jump, Frog, Jump! (GLEs: ELA 1a, 4, 5a, 5c, 5d, 6, 12a, 21, 22, 24, 25, 27, 28; M 2, 3, 4, 10, 13)

Materials List: *Jump, Frog, Jump!* (book), teacher-made story cards of the characters from the book, *Five Green and Speckled Frogs* by Raffi from CD "Singable Songs for the Very Young"

Prior to the lesson, photocopy illustrations of the animals in the story. Cut out and mount the animal pictures on cardstock with the name of each animal printed underneath. Laminate the story cards for durability. Optional: reduce and copy a set of the story cards for each student to take home.

Introduce the book by displaying the front cover and reading the title aloud while pointing at the text with a finger or pointer. Ask students to predict what will happen in the story based on the illustration on the front cover. Tell students they need to listen carefully to the story because after it is read, they will construct a *story chain* (view literacy strategy descriptions) of the events in the story. Read the story aloud, encouraging students to join in on the repetitive stanza of the story. Pause frequently for student comments and questions and to allow students to predict what will happen next in the story. After the reading, distribute the story cards to student volunteers. Have the volunteers holding the story cards stand in front of the group while holding the cards facing outward. Make sure the story cards are in random order. Ask another student to be the checker. This volunteer will be in charge of checking the book to see if the class correctly sequenced the cards. Have the class look at the cards and tell the volunteers holding them to move those holding the cards into the correct order with the first animal on the left and progressing to the last animal on the right. Repeat the activity as time and interest allow. Close by playing/singing *Five Green and Speckled Frogs.*

Accommodations: Encourage unsure students to participate by asking leading questions to help them determine the correct order of the story chain cards.

Whole Group Activity 3: Baby Alligator (GLEs: ELA 1a, 1d, 4, 9, 16, 21, 22, 26, 27, 29; M 13; SCI 1, 20, 22)

Materials List: *Baby Alligator* (book), chart paper or white board, markers, "Alligator Pie" (poem)

Open by reciting the poem "Alligator Pie" by Dennis Lee:

> Alligator pie, alligator pie,
> If I don't get some I think I'm gonna die.

Give away the green grass, give away the sky,
But don't give away my alligator pie.

Alligator stew, alligator stew,
If I don't get some I don't know what I'll do.
Give away my furry hat, give away my shoe,
But don't give away my alligator stew.

Alligator soup, alligator soup,
If I don't get some I think I'm gonna droop.
Give away my hockey stick, give away my hoop,
But don't give away my alligator soup.

Show students the front cover of *Baby Alligator*. Write the following statement on the board or chart paper: "Alligators eat people." Tell students to think about the statement. Repeat the statement as needed. Ask students what they think about that statement. Do they believe it's true or false? Lead students in a discussion about whether they believe alligators eat people. Ask students what questions they have about alligators. Write student questions on the board or chart paper. Read the book, pausing for student questions and comments about the text and illustrations. Whenever a question that's written on the board is answered, point it out to students and pause for student discussion of the question and answer. Continue to use the text to answer the questions on the board, checking off each question as it's answered. After the book is read, refer to any unanswered questions. Ask students how those questions might be answered. Make arrangements for other resources to be made available to answer the questions. Remind students that asking questions is one way to learn new things and that many new things can be learned through reading books.

Accommodations: None needed

Whole Group Activity 4: The Louisiana State Bird Beauty Pageant (GLEs: ELA 4, 5a, 5b, 6, 8, 9, 11, 12b, 12c, 14b, 16, 21, 22, SS 4)

Materials List: *The Louisiana State Bird Beauty Pageant* (book), chart paper or white board, markers, *Freddie the Friendly Duck* from Jack Hartman's CD "Getting Better at Getting Along"

Open by playing/singing the song *Freddie the Friendly Duck*. Display the front cover of the book and read the title aloud. Using a modified *DR-TA* (view literacy strategy descriptions), ask students what they think the story will be about and write their predictions on the chart paper or white board. Discuss the illustrations and follow the text with a finger or pointer as the book is read aloud. Pause where appropriate for student questions, comments and to allow students to revise their predictions about the story. Following the reading, refer to the predictions written on the chart paper or board. Read the predictions aloud to students and let them decide which predictions were accurate. Discuss the social aspects of the story as

well: Why was Monique chosen as the LA state bird? Were the other birds friendly to Monique? How did the other birds make Monique feel? Was Monique a friend to the other birds? Were the other birds friendly to Monique?

Accommodations: None needed

Whole Group Activity 5: Raccoon Moon (GLEs: ELA 1d, 4, 14c, 16, 21, 22, 27; SCI 1, 22)

Materials List: *Raccoon Moon* (book), chart paper or white board, markers

Open with the following action song:
I'm a Little Raccoon
(tune: I'm a Little Teapot)
I'm a little raccoon, prowling around, *(use your hands like little paws and make a cautious prowling motion.)*
I hunt for food without a sound (*look left and then right and then make a shhhhhh motion -- with your finger to your lips)*
A mask on my face and a bushy tail, *(point to your eyes and then swish one arm behind you like a tail)*
Let's see if you can spot my trail! *(point at someone, then put hand on forehead (like a salute) and gaze at the floor like you're looking for pawprints)*

Using a modified *SQPL strategy* (view literacy strategy descriptions), write the following statement on the board or chart paper: “Only alligators live in wetlands areas.” Read the statement aloud, encouraging students to orally express their opinions about the statement. Repeat the statement and ask students, think of a question based on the statement “Only alligators live in wetlands areas.” Write students’ questions on the board or chart paper, placing a check mark or star next to questions asked more than once to indicate that this is an important question. Read the story, *Raccoon Moon*, pausing in places where the students’ questions are answered in the text or illustrations. As questions on the list are answered, mark them off the list. Continue in this fashion until the entire story is read. Answer any unanswered questions from your own knowledge or assist students in finding the answers in other sources. Close by repeating the action song *I’m a Little Raccoon.*

Accommodations: None needed

Small Groups

Small Group Activity 1: *Down in Louisiana* (GLEs: ELA 5a, 5c, 6, M 1, 2, 4, 13)

Materials List: *Down in Louisiana* (book)

Invite students to join in a counting story about animals who live in the swamps of Louisiana. Display the book and read the title, sweeping a finger or pointer under the text as it is read. Tell students that this is a counting story, so they will need to help count all the baby animals on each page. Read the story and encourage students to join in the repetitive verses. After each animal is introduced, pause and encourage students to orally count the baby animals in the illustrations. Close by having students name each animal in the story as you show them the illustrations in the book.

Accommodations: None needed

Small Group Activity 2: Fishing Stories (GLEs: ELA 3a, 3b, 4, 10, 19, 20, 21, 22, 23, 24, 26; SS 2)

Materials List: *Nathan's Fishing Trip* (book), white paper, markers/crayons/colored pencils

Read *Nathan's Fishing Trip* to the class. Ask students to imagine that they have been on a fishing trip and are writing a story about their trip for this modified *RAFT* (view literacy strategy descriptions).

For this *RAFT*, students will do the following:

R – Take on the Role of a **fisher**
A – Write/Draw a story for the Audience of **other children**
F – The Form is a **story**
T – The Topic is **a fishing story**

Give each student a piece of paper for their story. Have students who are able to do so to write their first names on the back of the paper. Have students draw a picture of their fishing trip on the front of the paper. After students have drawn a picture of what happened on their real or imaginary fishing trip, write each student's dictation on his/her story page.

Gather all the stories and create a display or assemble them into a class book titled *Our Fishing Tales*. At the next group gathering, take a moment to share the fishing stories with the class before displaying or putting them into a book for the Science or Library Center.

Accommodations: Give oral or visual prompts to students having difficulty remembering or imagining a fishing story.

Small Group Activity 3: Alligator Tails (GLEs: ELA 21, 23, 24, 27, 28; M 13)

Materials List: heavy duty white bulletin board paper, green tempera paint, paint brushes, hole puncher, yarn, *Alligator* by Dr. Jean from the "Sings Silly Songs" CD

Prior to the lesson, pre-cut the bulletin board paper into large triangular shapes similar to the shape/ and length of an alligator's tail. Punch a hole at each corner of the tail where it would attach to the student's backside. Later, yarn will be tied into these holes.

This activity will take one or more day to complete.

Play the song *Alligator* and have students join in. Invite students to make alligator tails of their own to wear. Provide each student with an alligator tail paper. Have students write their names on one side of the paper then paint the other side of the paper with the green paint. After the paint has dried; tie lengths of yarn into the holes on 2 corners of each tail. Tie the loose ends of the yarn around the students' waists so that their alligator tails hang down their backsides. Repeat the song *Alligator* with the students wearing their tails.

Accommodations: Assist students needing help with writing their names.

Small Group Activity 4: Matching Mothers and Babies (GLEs: ELA 4, 9, 21, 22, 23, 24)

Materials List: *Babies in the Bayou* (book), pictures of the animal mothers and babies featured in the book

Prior to the lesson, make a photocopy of each adult animal and the corresponding baby animal in the book. Cut out these pictures and mount them on cardstock and write the name of the animal under the adult animal picture and the baby name under baby animal picture, e.g. duck and duckling.

Read the story, *Babies in the Bayou*, to the small group of students. Following the story, show students the adult animal cards and have them tell the name of each animal. Then show students the baby animal cards, having students name each of these animals using the correct baby name for the animal. Instruct students to work together to match the adult animals to the baby animals by putting their cards together. Ask one student to check the book and be sure the group matched all the animals correctly. After students have completed the matching task, have them orally describe what they did and name the animal mothers and babies.

Accommodations: Assist students in correctly naming the adult and baby animals in the story.

Small Group Activity 5: Crawfish Races (GLEs: ELA 21, 22, 23, 24; M 3; SCI 1, 2, 3, 7, 8, 23, 24)

Materials List: live crawfish, colored masking tape, colored construction paper flags, colored dots

Prior to the lesson, obtain a number of live crawfish to match the number of students in your small groups (i.e. 5 students = 5 crawfish). Note: Live crawfish are often available from restaurants serving boiled crawfish. Prepare the crawfish for the race by putting a small adhesive, colored dot on the back of each. Be sure each crawfish is designated a different color or combination of colors. Make race flags to match each crawfish's color(s) by taping construction paper rectangles to a straw or craft stick. Create a racing "ring" by putting masking tape down on the floor in a circular shape. The masking tape circle should be no more than about 3 feet in diameter.

Before the races, give students ample opportunity to observe the crawfish with magnifying glasses. Be sure students understand that the crawfish can pinch very hard, so they should be careful not to touch them except when an adult is present to help them. Students should also understand that if they do touch a crawfish, they need to immediately go wash their hands with soap and water.

To conduct the crawfish races, have each student in the group choose which crawfish he/she thinks will be the first one to crawl out of the circle on the floor. Give each student the flag that corresponds with the crawfish he/she has chosen. Carefully put all the crawfish in the center of the circle marked by the masking tape and let the races begin. Students will cheer on their favorites! The first crawfish to cross the line of the circle is the winner!

Alternate Activity: If crawfish are unavailable, have the students be the crawfish and race each other. Show students how to crab (crawfish) crawl (belly up, knees bent with feet and hands on the floor/ground). Designate a start and finish line and have students race while in their crawfish position.

Accommodations: None needed

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products

- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 1: Assess student counting skills.

- Small Group Activity 2: RAFT writing sample.

Resources

Children's Books

Arnosky, Jim. *All About Alligators* ISBN: 0-590-46789-1
Arnosky, Jim. *All About Frogs*. ISBN: 0-590-48165-7
Arnosky, Jim. *All About Turtles.* ISBN: 0-590-48149-5
Arnosky, Jim. *Babies in the Bayou*. ISBN: 978-0-399-22653-3
Back, Christine and Barrie Watts. *Tadpole and Frog.* ISBN: 0-382-24021-9
Bains, Rae. *Wonders of the River*. ISBN: 0-89375-571-0
Baker, Keith. *Quack and Count.* ISBN: 0-15-205025-6
Boundy, Jeff. *Snakes of Louisiana*. LA Dept. of Wildlife and Fisheries
Cain, Sheridan and Tanya Linch. *Look Out for the Big Bad Fish!* ISBN: 0-439-07798-2
Canizares, Susan and Daniel Moreton. *Frogs.* ISBN: 0-590-76159-5
Clarke, Ginjer. *Baby Alligator*. ISBN: 0-448-42095-3
Cristini, Ermanno and Luigi Puricelli. *In the Pond.* ISBN: 0-590-43635-X
Dabcovich, Lydia. *Busy Beavers*. ISBN: 0-590-42807-1
Delacre, Lulu. *Nathan's Fishing Trip.* ISBN: 0-590-41282-5
Downing, Johnette. *Down in Louisiana.* ISBN: 978-1589804517
Fleming, Denise. *In the Small, Small Pond.* ISBN: 0-8050-2264-3
Fowler, Allan. *Life in a Wetland.* ISBN: 13:9780516264176
Freeman, Marcia. *Wetlands.* ISBN: 1-56784-381-6
Geraghty, Paul. *Over in the Sweet Steamy Swamp*. ISBN: 0-15-200226-X
Gibbons, Gail. *Marshes and Swamps*. ISBN 10: 0823415155
Halpern, Shari. *My River.* ISBN: 0-590-72814-8
Hogan, Paula. *The Beaver*. ISBN: 0-8172-1502-6

Kalan, Robert. *Jump, Frog, Jump!* ISBN: o-688-13954-X
Kent, Jack. *The Caterpillar and the Polliwog.* ISBN: 0-671-66281-3
Knight, David. *Alligators and Crocodiles*. ISBN: 0-8167-4983-3
Langley, Andrew. *Wetlands Nature Search*. ISBN: 0-89577-482-8
Lillegard, Dee. *Frog's Lunch.* ISBN: 0-590-27378-7
London, Jonathan. *Froggy Learns to Swim.* ISBN: 0-439-18852-0
MacDonald, Amy and Sarah Fox-Davies. *Little Beaver and the Echo*. ISBN: 0-590-12026-3
Martin, Justin McCory. *Frog Life Cycle.* ISBN: 978-0-439-87657-5
McCloskey, Robert. *Make Way for Ducklings.* ISBN: 0-590-33949-4
National Geographic. *Hide and Seek.*
Pallotta, Jerry and David Biedrzycki. *The Fresh Water Alphabet Book*. ISBN: 0-88106-900-0
Paparone, Pamela. *Five Little Ducks.* ISBN: 0-590-96581-6
Pfeffer, Wendy. *From Tadpole to Frog.* ISBN: 0-06-445123-2
Rice, Dona Herweck. *The Life of a Frog.* ISBN: 0-7439-8517-6
Root, Phyllis. *One Duck Stuck.* ISBN: 0-590-51661-2
Rounds, Glen. *Beaver*. ISBN: 0-439-17316-7
Schwartz, David M. *Green Snake*. ISBN: 1-57471-557-7
Schwartz, David M. *Pond.* ISBN: 1-57471-211-X
Schwartz, David. *At the Pond.* ISBN: 1-57471-211-X
Sendak, Maurice. *Alligators All Around: An Alphabet.* ISBN: 0-590-45451-X
Simmons, Jane. *Daisy and the Egg.* ISBN: 0-439-17702-2
St. Pierre, Todd-Michael. *The Louisiana State Bird Beauty Pageant.* ISBN: 0-9675170-0-1
St. Romain, Rose Anne. *Moon's Cloud Blanket.* ISBN: 1-56554-922-8
Stidworthy, John. *Ponds and Streams*. ISBN: 0-8167-1964-0
Tate, Suzanne. *Izzie Lizzie Alligator*. ISBN: 1-878405-23-3
Thompson, Lauren. *Little Quack's New Friend.* ISBN: 978-0-545-00377-3
Trumbauer, Lisa. *Life in a Pond.* ISBN: 1-56784-314-X
Trumbaur, Lisa. *Follow the River*. ISBN: 1-56784-377-8
Ward, Lorraine and Laura Jacques. *A Walk in the Wild*. ISBN: 0-88-1106-478-5
Watts, Barrie. *See How They Grow: Duck.* ISBN: 0-525-67346-6
Westcott, Nadine. *The Lady With the Alligator Purse*. ISBN: 0-440-84509-2
Williams, Rozanne Lanczak. *Little Green Frog.* ISBN: 0-916119-50-5
Willis, Nancy Carol. *Raccoon Moon.* ISBN: 978-0966276138

Recordings/CDs

Anna Moo: Anna Moo Crackers
Dr Jean Sings Silly Songs
Jack Hartman: Getting Better at Getting Along
Jack Hartman: Math All Around Me
Johnette Downing: Fins and Grins
Johnette Downing: Wild and Wooley Wiggle Songs
Raffi: Everything Grows
Raffi: Singable Songs for the Very Young

Unit 10-6: Louisiana

Study Focus: Sea Life and Summer (week 1 of 2)

Study Focus Description: This study focuses on the Gulf of Mexico habitat and the animals that live in and around the Gulf Coast.

Student Understandings: Students will understand that the Gulf of Mexico is a body of salt water bordering the southern coast of Louisiana. Students will understand that animals live in and around the Gulf of Mexico. Students will understand that the Gulf of Mexico is a place where many people fish for pleasure and work. Students will understand that many people travel to Gulf beaches in the summer.

Guiding Questions:

1. Can students locate the Gulf of Mexico on a Louisiana map?
2. Can students identify some of the animals living in or around the Louisiana Gulf coast?
3. Can students appreciate the work of fisherman and that fishing can be a fun sport?
4. Can students understand that the Gulf of Mexico beaches are a travel destination?



Guiding Vocabulary: Gulf of Mexico, coast, beach, waves, tide, sand, shells, marine biologist, shark, porpoise, stingray, redfish, shrimp, oyster, crab, nets, fishing poles, rod and reel, bait, shells

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2)

ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate (PK- LL-R2) (ELA-7-E1)
ELA-13	Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where). (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-18	Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)

ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)

SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Under the Sea	**Ocean Treasures**	**Fishy Friends**	**More Fish**	**Ocean Creatures**
Whole Group Activities	Sea Life Introduction ELA 4, 9, 22; SCI 2, 22; SS 2	The Underwater Alphabet ELA 3, 4, 8, 9; SCI 2, 22	Ten Little Fishes ELA 4, 9; M 1, 5	S-H-A-R-K ELA 3, 4, 8, 24, 27; M 13; SCI 22	Over in the Ocean ELA 4, 8, 9; M 1, 4, 10, 13
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you ever been to the Gulf?	Have you ever been swimming in the Gulf?	Have you seen a live fish?	Have you seen a shark?	Have you found a shell at the beach?
Storytime Suggested Alternative story titles are listed in The Bibliography) ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	Life in the Sea	The Ocean Alphabet Book	Surrounded by the Sea	The Ocean Is	Animals of the Ocean
Small Group Activities	Sand, Shells, and Waves	There Was an Old Lady Who Swallowed a Shell	Fish of the Gulf	Fish Facts	Sea Shape Geometry
Music and Movement	movement with blue fabric to simulate waves to dance along with classical music, ocean drum, sand blocks, sand shakers, strips of blue fabric or scarves for wave dancing				
Field Experiences/ Guest Speakers	fisherman/woman, biologist, boat owner with boat, trip to aquarium, fish store owner, trip to fish store or pet store, trip to the Gulf of Mexico				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in various multi-sensory ways. Sample activities are indicated below. Adjust the activities by inserting the letter(s) that is (are) being introduced and changing the letter(s) as needed.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Play dough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 6, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Have students dig in sand and find sea shells. As they find them, students can lay shells on a number chart. Have students count the sea shells to see how many were found.</td><td>Measurement
Have students weigh sea shells in a balance scale and compare weights.</td><td>Geometry
Have students use shells to create different geometric shapes.</td><td>Data Collection
BLM Graph:
What shell did you pick up in your pail?</td><td>Patterning
Using two sea shells and playdough, have students create patterns by making impressions in the dough.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 22, 23, 24, 25
ELA 5a, 5b, 5c, 5d, 17, 21, 22, 24, 26,31
M 6, 9, 11,
SS 4</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
Sand (book)
jars with sand and water for mixing and observation
seashells - a variety of sizes and shapes for comparisons; starfish
Louisiana coastal or waterway map
fishing lures with a pan balance to weigh and measure
measuring tape
fish photos
a wave bottle for wave simulation</td></tr>
<tr><td>Gross Motor
ELA 23, 24
M 11,13
SCI 15,16
SS 4</td><td colspan="5">Fish, Fish, Shark (like Duck, Duck, Goose)
Art/fish beach scene - paint a beach scene on butcher paper outdoors
fishing poles and magnetic fish for fishing
bathing suit relay game - a variety of different sizes of bathing suits on both ends. Have students race to put on suits then run to other end.
beach ball and volleyball
water painting - Have students dip paint brushes in water that is in a bucket or pail to paint the building outside.
boat or pirogue (actual or box boat); oars and paddles</td></tr>
</table>

Blocks ELA 15, 17, 20, 23, 24 M 1,2,3,5,6,8,9,10, 11 SCI 3, 9,16, SS 1, 2, 4	**writing tools, paper, and tape for making student made signs and labels** Louisiana map, ice chest, fishing poles, magnetic fish, cars/trucks,plastic or rubber fish and crabs; fishing net or scoop, measuring tape	
Manipulative/ Table Games ELA 23, 24 M 1,2,3,4,5,6,8, 9,10,11,13 SCI 9 SS 4	Matching Fish cut outs - number 10 fish and make 10 corresponding fish with 1-10 dots or stickers on them wooden, rubber, or plastic fish counters for counting, sorting, or patterning with "water" or fishbowl counting mats fish foamies in different sizes for sorting or seriation matching or sorting of real sea shells graduated ordering of fishing weights, fishing lures for patterning or sorting Dollar Store fish erasers for counting, sorting, patterning, fish puzzles, *Go Fish* card game plastic fish bowl and diecut fish shapes for counting game with number generators (dice)	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs.** http://funschool.kaboose.com/globe-rider/under-the-sea/index.html http://www.epa.gov/beaches/kids/game-matching.html http://funschool.kaboose.com/preschool/art-activity-center/games/game_coloring_book_fun.html http://www.uptoten.com/kids/kidsgames-mixedbag-shellspairs.html http://www.uptoten.com/kids/boowakwala-family-seaside-sandcastle.html	
Art ELA 23, 24 M 5, 6, 8, 9, 10 SCI 3, 13, 14 SS 4	seashell prints; watercolor painting; watercolor drops on paper towels or coffee filters; real fish prints; fish stamps, stickers or stencils; sand art - colored sand; a variety of depths in babyfood jars and/or glue sand to create a beach scene; painting prints with fishing lures; fish collage-cutouts from fishing magazines, clipart, boardmaker, stickers, etc.	
Sensory ELA 22, 23, 24 M 5, 6, 10 SCI 2, 3, 10, 13, 14 SS 1, 4	**Sand:** sand molds, sea shells, pails, buckets, shovels, wet and dry sand	**Water:** blue food coloring; sea shells; plastic or rubber fish shapes; corks, bobs

Music ELA 27, 28 M 1, 2, 3, 4, 10, 11, 13 SCI 15, 17, 19 SS 4	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Going Bass Fishing* - Anna Moo *Baby Fish, Five Fish Swimming in the Sea, Going Over the Sea, A Sailor Went to Sea,* *Did You Ever Go Fishing* - Dr. Jean *Fish Dance, Music of the Seas, Most Fish Swim* - Johnette Downing: *Five Little Fish, Ten Little Fish, Over in the Ocean* - Jack Hartman *Harp by the Sea, Wonders of the Ocean* - Growing Minds with Music: http://oceanexplorer.noaa.gov/gallery/sound/sound.html - Sound in the Sea Gallery
Dramatic Play ELA 7, 21, 22, 23, 24, 27 M 1, 2, 5, 6, 7, 10, 11 SCI 3, 15, 17, 18, 21, 26, 27 SS 2, 4, 6, 7	**In addition to the regular housekeeping center, add one or more of the following:** beach prop box- beach basket; swim suits – variety of sizes for boys/girls; goggles; beach ball; beach towel; plastic crabs, fish; sunglasses; visors and sun hats; picnic basket with lunch food; empty sunscreen bottle; sea shells, pails, buckets, shovels
Books and Listening Center ELA 1a, 1d, 3a, 5a, 5b, 5c, 5d, 6, 7, 10, 11, 12a, 14a, 14c, 21, 22, 23, 24, 25, 26, 27, 29 SS 2, 4	**A variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books** magazines - Outdoor Life, Conservation, Louisiana Sportsman, Field and Stream
Writing ELA 3a, 3b, 15, 16, 17, 19, 20 M 11, 13 SS 4	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as pencils, colored pencils, crayons, markers;** beach and fish word cards; stamps; stencils; magazines -Outdoor Life, Conservation, Louisiana Sportsman

Whole Group Activities

Whole Group Activity 1: Sea Life Introduction (GLEs: ELA 4, 9, 22; SCI 2, 22; SS 2)

Materials List: *Let's Discover the Seaside* (book), state of Louisiana map

Show the map of Louisiana to the students. Draw attention to the bottom of the map and how the state is bordered by the Gulf of Mexico. Introduce the Gulf of Mexico as a large body of salt water in which various activities are undertaken; e.g., fishing (recreation and commercial), swimming, snorkeling, shelling, diving. Indicate that the class will study the Gulf and its inhabitants, its oceanography, and its recreational and commercial uses. Read the book and discuss the variety of activities that occurred. Lead the students in a discussion that compares the information in the text with the information taken from the map; e.g., the seaside that is formed by the Gulf, the waves that break onto the shoreline, the fishermen fishing, people swimming, the animals that live off-shore.

Accommodations: None needed

Whole Group Activity 2: The Underwater Alphabet (GLEs: ELA 3, 4, 8, 9; SCI 2, 22)

Materials List: *Underwater Alphabet Book* (book), A-Z alphabet cards, dry erase board, markers

Introduce the book by showing the cover and reading the title. Using a modified *DR-TA* (view literacy strategy descriptions), ask the students to predict what the story line will be. Write their predictions on the board or flipchart. Read the book, pausing where appropriate for comments and questions from the students. At the end of the read-aloud, review students' predictions and ask them if the story line was as they expected and the reasons as to why or why not. List their responses on the board. Place the alphabet cards on the floor. Show a particular letter from the text to the class. Recruit a student to choose the corresponding letter from the alphabet pile, show it to the class. Repeat until every letter in the text has been used and all students have had a turn.

Accommodations: None needed

Whole Group Activity 3: Ten Little Fishes (GLEs: ELA 4, 9, M 1, 5)

Materials List: *Ten Little Fish* (book), fish cut-outs numbered 1-10 that have been hole-punched and strung with yarn so that they can be worn as necklaces, yarn

Prior to reading the book, tell the students to listen carefully and be ready to tell what is different about how this book orders numbers. Read the book. Once the reading has been completed, ask the students to identify what was different in the counting sequence (i.e., the book counts backwards from ten to one). Then, choose ten students whose tasks will be to wear one of the fish necklaces and to role play each numbered fish and its actions as the storyline is read for the second time. Continue until all students have had a turn.

Accommodations: None needed

Whole Group Activity 4: S-H-A-R-K (GLEs: ELA 3, 4, 8, 24, 27, M 13, SCI 22)

Materials List: *Shark* (book), letter cards depicting the letters of 'shark'(s, h, a, r, k)

Read the book and discuss the manner in which sharks inhabit the Gulf as well as other waterways around the world, the different types of sharks, the characteristics of sharks, the myths about sharks. Lead a discussion among the students about sharks that includes material from the text as well as their own experiences or thoughts about sharks. Indicate to the students that they will learn how to spell *shark* and will learn a song about sharks.

(To the tune of "B-I-N-G-O"; accompanying movements indicating a "Gator Chomp")

I know a fish
That swims in the Gulf, and
SHARK is its name-o.

S-H-A-R-K,
S-H-A-R-K,
S-H-A-R-K, and
SHARK is its name-o.

2nd time through . . .
Chomp-H-A-R-K
And Shark is its name-o.

3RD time through . . .
Chomp-Chomp-A-R-K
And Shark is its name-o.

4th time through . . .
Chomp-Chomp-Chomp-R-K
And Shark is its name-o.

5TH time through . . .
Chomp-Chomp-Chomp-Chomp-K
And Shark is its name-o.

6th time through . . .
Chomp-Chomp-Chomp-Chomp-Chomp
And Shark is its name-o.

Accommodations: None needed

Whole Group Activity 5: Over in the Ocean (GLEs: ELA 4, 8, 9, M 1, 4, 10, 13)

Materials List: *Over in the Ocean* (book), *Over in the Ocean* (song), numbered cards from 1-10 with corresponding animals depicted in the book written at the bottom

Read the book and discuss the various forms of sea life found in the ocean. Choose ten students to stand in front of the class, present them with a numbered card, and instruct them to step forward and say their numbers when they hear their animal and number sung on the CD. Play the CD and have each student role play their respective parts at the appropriate time. Continue until all students have had a turn.

Accommodations: None needed

Small Group Activity 1: Sand, Shells, and Waves (GLEs: ELA 4, 8, 9, 24, SCI 3, 14, 22)

Materials List: *At the Seashore* (book), a clear plastic water bottle filled with one inch of sand and small shells and filled ¾ to the top of the bottle with tap water dyed with blue food coloring

Discuss the manner in which waves are created on the shoreline, e.g., the incoming waves and the outgoing runoff; the mixing of sand, shells and water; over the top of the sand. Have the students identify different experiences they've had with waves or pictures that they've seen. Demonstrate the dynamics of waves with the bottle filled with sand, shells and blue water by: 1) grasping the bottle at each end, 2) tipping the bottle downward on the left while raising the other end, and 3) allowing the shaken contents to settle. Once this process has been demonstrated, pass the bottle among the students so that they can simulate the wave action and see it settle by themselves. Follow this experiential segment by reading the book to the students and discussing the big picture of the shoreline, e.g., plants and animals that inhabit the sea, the wave actions. At the end of the lesson, place the sand-filled water bottle in the science center for further review.

Accommodations: None needed

Small Group Activity 2: There Was an Old Lady Who Swallowed a Shell (GLEs: ELA 4, 8, 11, 24, 27, M 3)

Materials List: *There Was an Old Lady Who Swallowed a Shell* (book), word cards or cards with pictures of the characters depicted in the story, dry erase board, markers, paper, crayons

Read the book and discuss the items that the Old Lady swallowed. Emphasize the order in which she swallowed the items, i.e., what she swallowed first, then second, then third, etc. Using the picture or word cards, have the students create a *story chain* (view literacy strategy descriptions). Once the story has been retold, ask the students to identify words that rhymed. List these words on the dry erase board. Once this lesson has been completed, have the students draw pictures of something unbelievable that they could swallow. Collate these pictures into a book and place it in the book center.

Accommodations: Assist students who have difficulty identifying words that rhymed by re-reading various sections that include rhyming words.

Small Group Activity 3: Fish of the Gulf (GLEs: ELA 4, 8, 10, 16, 18, SCI 3, 22)

Materials List: *Angler's Guide to Fishes of the Gulf of Mexico* (book), paper, crayons

Select a variety of listings from the book that illustrate the vast number of fish that reside in the Gulf of Mexico; e.g., sharks, red fish, grouper, cobia, amberjack, stingray, dolphin, snapper, kingfish. Show the pictures from the book to the students and discuss the facts and characteristics of each fish. Once the text has been discussed, have the students draw pictures of specific fish (e.g., their favorite). Collate these pictures into a *learning log* (view literacy strategy descriptions) and place it in the science center.

Accommodations: Assist students who have difficulty remembering a specific fish.

Small Group Activity 4: Fish Facts (GLEs: ELA 4, 8, 9, 10, SCI 3, 22)

Materials List: *Fish Facts* (book), a teacher-made illustration of a fish that labels body parts, e.g., fins, tail, scales, gills

Read the book and discuss each fact on each page as it is read. Using the teacher-made illustration, point to the labeled body parts of the fish and describe their specific functions. Also describe specific facts about fish as identified in the book, e.g., fish have scales in addition to skin, fish eyes do not close, fish have no eye-lids, most fish hatch from eggs, fish live in water.

Accommodations: None needed

Small Group Activity 5: Sea Shape Geometry (GLEs: ELA 4, 6, 14, M 8)

Materials List: *Sea Shapes* (book), construction paper, scissors, markers, bulletin board paper to be used as a backdrop for student pictures, glue

Read the book and discuss the various geometric shapes of sea life that are identified, e.g., star, circles, square, diamond, oval. Distribute scissors, markers, and construction paper to each student. Instruct the students to draw a specific example of sea life that represents a specific geometric shape, e.g., a star fish is in the shape of a star, a shell is in the shape of a circle, a fish in the shape of an oval. Glue the pictures onto the bulletin board paper backdrop to create a collage of sea shapes.

Accommodations: None needed

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-specific Assessments

- Small Group Activity 2: Observe and document the student's story chain picture.

- Small Group Activity 3: Observe and document the student's response to the learning log journal.

Resources

Children's Books

Aliki. *My Visit to the Aquarium*, ISBN: 0-06-446186-6
Andreae, Giles. *Commotion in the Ocean*, ISBN: 0-439-08214-5
Archambault, John. *The Birth of a Whale*, ISBN: 1-58669-121-X
Audubon Institute. *The Institute, Summer* 1992, A Publication of the Audubon Institute
Bassede, Francine. *George's Store at the Shore*, ISBN: 0-439-13377-7
Bauer, David. *Fish Facts*, ISBN: 0-7398-5837-8
Berger, Gilda. *Whales*, ISBN: 0-385-23420-1
Canizares, Susan and Betsey Chessan. *What Comes in a Shell*, ISBN: 0-590-63878-5
Carle, Eric. *A House for Hermit Crab*, ISBN: 0-590-42567-6

Carle, Eric. *Mister Seahorse*, ISBN: 0-399-24269-4
Chanko, Pamela. *Sea Creatures*, ISBN: 0-590-63880-7
Chinery, Michael. *Life Story: Shark*, ISBN: 0-8167-2105-X
Colandro, Lucille. *There Was an Old Lady Who Swallowed a Shell*, ISBN 0-439-81536-3
Cole, Sheila. *When the Tide is Low*, ISBN: 0-688-04067-7
Corrigan, Patricia. *Sharks for Kids*, ISBN: 1-55971-476-X
Craig, Janet. *What's Under the Ocean*, ISBN: 0-89375-653-9
Daynes, Katie. *1001 Things to Spot in the Sea*, ISBN: 978079450229-4
Dickens, Lucy. *My Sister and Me At the Beach*, ISBN 0-670-83927-2
Doubilet, Anne. *Under the Sea from A to Z*, ISBN: 0-590-48598-9
Edwards, Nicola and Jane Harris. *Sand*, ISBN: 0-7608-5086-0
Fotheringham, Nick and Susan Brunemeister. *Beachcomber's Guide to Gulf Coast Marine Life: Florida, Alabama, Mississippi, Louisiana, & Texas*, ISBN: 0-87201-186-0
Freymann, Saxton and Joost Elffers. *One Lonely Seahorse*, ISBN: 0-439-11014-9
Frueh, Mark. Sing With Me: *If You're Happy and You Know It*, ISBN: 0-7853-0377-4
Gibbons, Gail. *Coral Reefs*, ISBN: 978-0-8234-2080-3
Gibbons, Gail. *Sea Turtles*, ISBN 10: 082341373 X
Gibbons, Gail. *Sharks*, ISBN 10: 0823410684
Gibbons, Gail. *Surrounded By the Sea*, ISBN: 0-316-30961-3
Gibbons, Gail. *Whales*, ISBN 10: 0823410307
Gordon, Sharon. *Now I Know: Dolphins and Porpoises*, ISBN: 0-8167-0443-0
Hartman, Jack. *Over in the Ocean*, ISBN: 0-9674913-0-4
Hayes, Geoffrey. *Patrick and Ted at the Beach*, ISBN –394-87289-4
Hill, Eric. Spot *Goes to the Beach*, ISBN 0-14-055281-2
Hirschmann, Kris. *Ocean Hunters*, ISBN: 0-8167-6948-6
Horst, Jerald and Mike Lane. *Angler's Guide to Fishes of the Gulf of Mexico*, ISBN 978-1-58980-388-6
Houghton, Sue. *Life Story: Dolphins*
Hubbell, Patricia. *Sand, Sea, Me!*, ISBN: 0-439-382230-0
Hulme, Joy N. *Sea Squares*, ISBN: 1-56282-520-8
Hutchings, Amy and Richard. *Our Day at the Seashore*, ISBN: 0-43922353-9
Irons, Calvin. *Shiny Shells*, ISBN 0-7327-0252-6
Irons, Rosemary Reuille and Calvin. *Fish for Supper*, ISBN: 0-7312-0084-5
James, Brian. *The Shark Who Was Afraid of Everything*, ISBN: 0-439-36865-0
Jeunesse, Gallimard, Clause Delafosse, and Sabine Krawczyk. *Fish*, ISBN: 0-590-38155-5

Kalman, Bobbie. *A B Sea*, ISBN: 086505-725-7
Kranking, Kathleen W. *The Ocean Is…*, ISBN: 061851400-7
Lakeshore Learning. *Life in the Sea*, ISBN: 1-58970-415-0
Landry, Sarah. *Fishes*, ISBN: 0-394-44095-5
Lauber, Patricia. *Who Eats What? Food Chains and Food Webs*, ISBN: 0-06-445130-5
Leonhardt, Alice. *Ocean Life: Tide Pool Creatures*, ISBN: 0-7398-0869-9
Lionni, Leo. *Fish is Fish*, ISBN: 0-394-82799-6
Lionni, Leo. *Swimmy*, ISBN: 0-590-43049-1
Llewellyn, Claire. *Awesome Facts About Sharks*, ISBN: 1-57755-571-6
Lloyd, Sam. *Shark Trouble*, ISBN: 0-439-66994-4
Marshall, Janet Perry. *My Camera: At the Aquarium*, ISBN: 0-316-54713-1
McCauley, Jane R. *Let's Explore a River (National Geographic Society)*, ISBN: 0-870-44741-6
McDonald, Megan. *Is This a House for Hermit Crab?*, ISBN: 0-15-305766-1
McDonald, Suse. *Sea Shapes*, ISBN: 0-15-201700-3
McMillan, Bruce. *Going on a Whale Watch*, ISBN: 0-590-5-45769-1
O'Brien, Teresa. *Animals of the Ocean*, ISBN: 1-884628-08-7
Palazza-Craig, Janet. *I Can Read About: Manatees*, ISBN: 0-8167-4718-0
Pallotta, Jerry. *The Ocean Alphabet Book*, ISBN: 0-590-31959-0
Pallotta, Jerry. *The Underwater Alphabet Book*, ISBN 10: 0-88106-455-6
Permenter, Dana Norsworthy. *Fishing For Fun*, La. Dept. of Wildlife and Fisheries Aquatic Education Section
Pinnington, Andrea. *Who Lives In The Sea?*, ISBN: 0-312-49172-7
Pledger, Maurice. *In The Ocean*, ISBN: 1-57145-453-5
Poitier, Anton. *Who Am I? IN THE OCEAN*, ISBN 10: 0-7607-6735-1
Raffi, and Debi Pike. *Baby Beluga*, ISBN: 0-517-58362-3
Reasoner, Charles. *Who's in the Sea?*, ISBN: 0-8431-3912-9
Rey, Margret and H. A. *Curious George Goes to the Aquarium*, ISBN: 0-395-36628-3
Rey, Margret and H.A. *Curious George Goes to the Beach*, ISBN 0-395-97838-6
Rice, Dona. *The Sea*, ISBN: 0-7439-8524-9
Rius, Maria and J. M. Parramon. Let's Discover the Seaside, ISBN: 0-8120-3699-9
Royston, Angela. *Sea Animals*, IBSN: 0-689-71565-X
Schwartz, David M. *At the Seashore*, ISBN 1-57471-209-8
Serventy, Vincent. *Animals in the Wild: Whale and Dolphin*, IBSN: 0-590-40227-7
Sloan, Peter and Sheryl, *In the Sea*, ISBN: 0-7608-0543-1
Usborne First Nature. *Fishes*, ISBN: 0-86020-626-2

Vasiliu, Mircea. *A Day at the Beach*, ISBN 0-394-83475-4
Wilson, Lynn. *Sharks*, ISBN: 0-448-40301-3
Wood, Audrey. *Ten Little Fish*, ISBN: 0-439-84933-0
Wood, Audrey. *The Deep Blue Sea: A Book of Colors*, ISBN: 0-439-75382-1
World of Knowledge. *The Sea*, ISBN: 1-56144-609-2
Yektai, Niki. *Bears at the Beach: Counting 10 to 20*, ISBN 0-7613-0047-3
Zolotow, Charlotte. *The Seashore Book*, ISBN: 0-06-443364-1

Recordings/CDs

Anna Moo. Anne Moo Crackers
Dr. Jean. Dr. Jean Sings Silly Songs
Dr. Jean. Just for Fun
Dr. Jean. Keep on Singing and Dancing with Dr. Jean
Growing Minds with Music. Nature Sounds
Johnette Downing. Music Time
Johnette Downing. Wild and Wooly Wiggle Songs
Johnette Downing. Fins and Grins
Jack Hartman. Word Fiesta
Jack Hartman. Rhymin' to the Beat, Volume 2

Website Resources

www.indwes.edu/Faculty/bcupp/sound/sound.htm - Sounds of the Sea
http://oceanexplorer.noaa.gov/gallery/sound/sound.html - Sound in the Sea Gallery

Unit 10-6: Louisiana

Study Focus: Sea Life and Summer (week 2 of 2)

Study Focus Description: This study focuses on the Gulf of Mexico habitat and the animals that live in and around the Gulf Coast.

Student Understandings: Students will understand that the Gulf of Mexico is a body of salt water bordering the southern coast of Louisiana. Students will understand that animals live in and around the Gulf of Mexico. Students will understand that the Gulf of Mexico is a place where many people fish for pleasure and work. Students will understand that many people travel to Gulf beaches in the summer.

Guiding Questions:

1. Can students locate the Gulf of Mexico on a Louisiana map?
2. Can students identify some of the animals living in or around the Louisiana Gulf coast?
3. Can students appreciate the work of fisherman and that fishing can be a fun sport?
4. Can students understand that the Gulf of Mexico beaches are a travel destination?



Guiding Vocabulary: Gulf of Mexico, coast, beach, waves, tide, sand, shells, marine biologist, shark, porpoise, stingray, redfish, shrimp, oyster, crab, nets, fishing poles, rod and reel, bait, shells

Grade-level Expectations

GLE#	GLE Text and Benchmarks
ELA-1a	Demonstrate understanding of phonological awareness by manipulating endings of words and nonsense words to make rhyming sounds (PK-LL-L3) (ELA-1-E1)
ELA-1b	Demonstrate understanding of phonological awareness by manipulating syllables in spoken words (segment/blend) (PK-LL-L3) (ELA-1-E1)
ELA-1d	Demonstrate understanding of phonological awareness by repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
ELA-3a	Demonstrate understanding of alphabetic principle by identifying own first name in print (PK-LL-L3) (ELA-1-E1)
ELA-3b	Demonstrate understanding of alphabetic principle by identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
ELA-4	Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
ELA-5a	Demonstrate understanding of book and print concepts by recognizing that a book has a cover and identifying the cover and title of a book (PK-LL-R3) (ELA-1-E2)
ELA-5b	Demonstrate understanding of book and print concepts by holding a book right side up (PK-LL-R3) (ELA-1-E2)
ELA-5c	Demonstrate understanding of book and print concepts by differentiating between an illustration and printed text (PK-LL-R3) (ELA-1-E2)
ELA-5d	Demonstrate understanding of book and print concepts by recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2)
ELA-6	Relate pictures to characters (PK-LL-R4) (ELA-1-E4)

ELA-7	Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
ELA-8	Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
ELA-9	Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
ELA-10	Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
ELA-11	Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)
ELA-12a	Demonstrate understanding of texts read aloud using a variety of strategies by sequencing two or three pictures to illustrate events in a story (PK- LL-R2) (ELA-7-E1)
ELA-12b	Demonstrate understanding of texts read aloud using a variety of strategies by participating in a group discussion to predict what a book will be about (PK- LL-R2) (ELA-7-E1)
ELA-12c	Demonstrate understanding of texts read aloud using a variety of strategies by determining whether the prediction was accurate (PK- LL-R2) (ELA-7-E1)
ELA-14a	Use simple reasoning skills by identifying reality and fantasy in texts read aloud (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-14c	Use simple reasoning skills by asking simple questions about a story read aloud (e.g., who, where) (PF-LL-R1) (PK-LL-R2) (PK-LL-S3) (ELA-7-E4)
ELA-15	Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
ELA-16	Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
ELA-17	Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
ELA-19	Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)
ELA-20	Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)
ELA-21	Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
ELA-22	Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
ELA-23	Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
ELA-24	Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
ELA-25	Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
ELA-26	Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
ELA-27	Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
ELA-28	Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)

ELA-29	Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)
ELA-30	Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
ELA-31	Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)
M-1	Count by ones to 10 (PK-CM-N3) (N-1-E) (N-3-E)
M-2	Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (PK-CM-N2) (N-1-E)
M-3	Identify an object's position as first or last (PK- -G3) (N-1-E)
M-4	Identify numerals 1 to 5 (PK-CM-N5) (N-1-E) (N-3-E)
M-5	Compare sets of objects using the words *same/different* and *more/less/fewer* (PK-CM-N1) CM (N-3-E) (N-7-E)
M-6	Use comparative vocabulary in measurement settings (e.g., *long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller*) (PK-CM-M3) (M-1-E) (M-2-E) (M-3-E)
M-7	Use words such as *day, week, month, schedule, morning, noon, night* (PK-CM-M1) (M-2-E)
M-8	Identify rectangles, squares, circles, and triangles using concrete models (G-2-E)
M-9	Sort concrete objects by an attribute (e.g., shape, size, color) (PK-CM-D1) (G-2-E) (D-1-E)
M-10	Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind) (PK-CM-G3) (G-3-E)
M-11	Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles) (PK-CM-G3) (G-3-E) (G-4-E)
M-12	Arrange objects or pictures of objects to make an object or picture graph (PK-CM-D2) (D-4-E)
M-13	Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements) (PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E)
SCI-1	Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (PK-CS-I1) (SI-E-A1)
SCI-2	Pose questions that can be answered by using students' own observations and scientific knowledge (PK-CS-I1) (SI-E-A1)
SCI-3	Use the five senses to describe observations (PK-CS-P3) (SI-E-A3)
SCI-4	Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (PK-CS-I4) (SI-E-A4)
SCI-5	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (PK-CS-I5) (SI-E-A5) (SI-E-B4)
SCI-6	Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (PK-CS-I5) (SI-E-A6)
SCI-7	Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (PK-CS-I4) (SI-E-A7)

SCI-8	Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (PK-CS-I4) (SI-E-B3)
SCI-9	Sort objects using one characteristic (PK-CS-P2) (PS-E-A1)
SCI-10	Determine whether objects float or sink through investigations (PK-CS-P1) (PS-E-A1)
SCI-11	Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors (PK-CS-P4) (PS-E-A2)
SCI-13	Compare the properties of different solids and liquids through observation (PK-CS-P1) (PS-E-A4)
SCI-14	Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand) (PK-CS-P1) (PS-E-A5)
SCI-15	Demonstrate motion by using students' own bodies (PK-CS-P3) (PS-E-B3)
SCI-16	Explore the motion of objects by using balls, toy cars, or spinning tops (PK-CS-I2) (PS-E-B3)
SCI-17	Identify different sounds as *soft* or *loud* (PK-CS-P3) (PS-E-C1)
SCI-18	Identify selected substances as *hot* or *cold* (PK-CS-P2) (PS-E-C3)
SCI-19	Identify parts of the body and how they move (PK-CS-L1) (LS-E-A3)
SCI-21	Distinguish food items from nonfood items (PK-CS-L1) (LS-E-A6)
SCI-22	Learn about animals and plants through nonfiction literature (PK-CS-L1) (LS-E-B1)
SCI-23	Observe and care for pets and plants (PK-CS-L1) (LS-E-B1)
SCI-24	Describe plants and animals in the schoolyard or home environments (PK-CS-L1) (LS-E-C1)
SCI-25	Explore and describe various properties of rocks, minerals, and soils (PK-CS-L2) (ESS-E-A1)
SCI-26	Describe the weather and its daily changes (PK-CS-ES2) (ESS-E-A4)
SCI-27	Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions (PK-CS-ES2) (ESS-E-A4)
SS-1	Identify representations of roads, bodies of water, and buildings in play activities (PK-CSS-G1) (G-1A-E1)
SS-2	Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives) (PK-CSS-G3) (G-1A-E2)
SS-4	Discuss ways people can help each other (e.g., sharing, paying attention, taking turns) (PK-SE-C1) (C-1D-E4)
SS-5	Participate in patriotic activities (PK-CSS-C2) (C-1D-E4)
SS-6	Demonstrate an awareness of the uses of money in play activities (PK-CSS-E1) (E-1A-E3)
SS-7	Demonstrate an awareness of time by using and responding to such words as *yesterday*, *today*, and *tomorrow* (PK-CSS-H1) (H-1A-E1)

Study Focus					
	Where is the Sea?	**Let's Go Fishing**	**Catching Fish**	**Let's Visit the Beach**	**Beach Fun**
Whole Group Activities	Sailor Went to Sea ELA 1a, 4, 7, 18, 27, 28; M 13	Fish Tales ELA 8, 10, 15, 16, 22, 24; M 1; SCI 20, 22	Did You Ever Go Fishing? ELA 9, 10, 14c, 22, 24, 28; M 13	Going to the Beach ELA 8, 9, 10, 16, 27; M 13; SCI 1, 2, 3, 20, 22	A Day at the Beach ELA 9, 10, 12b, 12c, 16, 24, 26; SCI 2, 3, 13, 14
Morning Circle Time ELA 1d, 3a, 3b, 4, 21, 22, 26, 27, 28, 29, 31; M 1, 3, 4, 5, 7, 13; SCI 26, 27; SS 4, 5, 7	Have you been to the sea?	Have you been fishing?	Did you catch a fish?	Have you been to the beach?	Have you found a shell at the beach?
Storytime Suggested alternative story titles are listed in the bibliography. ELA 1a,1b, 1d, 4, 5a, 5b, 5c, 5d, 6, 7, 8, 9, 10, 11, 12b, 12c, 14c, 25, 29	*A Swim Through the Sea*	*Somewhere in the Ocean*	*Life in the Sea*	*Patrick and Ted at the Beach*	*Sea Creatures and Life in the Sea*
Small Group Activities	Sprinkles in the Sand ELA 3a, 3b, 4, 24; SCI 1, 2, 3	Water and Sand Mixing ELA 24; M 6; SCI 1, 2, 3, 13, 14, 25	"If I Were a Fish" LEARNING LOG ELA 1a, 9, 10, 11, 17, 18, 19; SCI 20, 22	Shells ELA 16, 18; M 5, 6, 9; SCI 1, 2, 3, 22	Sea Life *RAFT* ELA 1d, 6, 15, 17, 19, 20, 24; SCI 22
Music and Movement	movement with blue fabric to simulate waves to dance along with classical music, ocean drum, sand blocks, sand shakers, strips of blue fabric or scarves for wave dancing				
Field Experiences/ Guest Speakers	fisherman/woman; biologist; boat owner with boat; trip to aquarium; fish store owner; trip to fish store or pet store; trip to the Gulf of Mexico				

<table>
<tr><th colspan="6">Study Focus Activities for Learning Centers that can be incorporated into your existing center activities. Remember any center activity that you can do indoors, could be done outdoors!</th></tr>
<tr><td rowspan="2">Language/Literacy
ELA 3, 15, 17, 20, 24</td><td colspan="5">Introduce letters to students in different multi-sensory ways. Since different sequences are used by individual teachers, insert the letter that is being introduced and change the letter each week.</td></tr>
<tr><td>Can you find the letter?
Letter symbols</td><td>Sand Letters
Letter rubbings</td><td>Play dough letters
Letter jars</td><td>Dot letters
Letter puzzles</td><td>Gel board
Letter game</td></tr>
<tr><td rowspan="2">Math
M 1, 2, 4, 5, 8, 9, 12, 13</td><td colspan="5"></td></tr>
<tr><td>Number Relations
Cut a fish bowl shape from construction paper. Have students use a spinner or die, then count plastic or paper fish into the fish bowl.</td><td>Measurement
Bring in fish from the fish market and have students weigh them on the balance scale to compare the sizes of the fish.</td><td>Geometry
Have students use pattern blocks to create a fish.</td><td>Data Collection
BLM Graph:
Color Fish</td><td>Patterning
Have students use different colored paper fish to create fish patterns.</td></tr>
<tr><td>Science
SCI 1, 2, 3, 4, 6, 7, 8, 9, 11, 22, 23, 24, 25,
ELA 5, 17, 21, 22, 24, 26, 31
M 6, 9, 11</td><td colspan="5">learning logs and writing tools, nonfiction books relating to current study
Sand (book)
jars with sand and water for mixing and observation
seashells-a variety of sizes and shapes for comparisons; starfish
Louisiana coastal or waterway map
fishing lures with a pan balance to weigh and measure
measuring tape
fish photos
a wave bottle for wave simulation</td></tr>
<tr><td>Gross Motor
ELA 24
M 11,13
SCI 15,16</td><td colspan="5">Fish, Fish, Shark (like Duck, Duck, Goose)
Art - fish beach scene- paint a beach scene on butcher paper outdoors
fishing poles and magnetic fish for fishing
bathing suit relay game- a variety of different sizes of bathing suits on both ends. Have students race to put on suits then run to other end.
beach ball and volleyball
water painting - Have students dip paint brushes in water that is in a bucket or pail to paint the building outside.
boat or pirogue (actual or box boat); oars and paddles</td></tr>
</table>

Blocks ELA 14 M 1,2,3,5,6,8,9,10, 11 SCI 3, 9,16 SS 1, 2	**writing tools, paper, and tape for making student made signs and labels** Louisiana map, ice chest, fishing poles, magnetic fish, cars/trucks,plastic or rubber fish and crabs; fishing net or scoop, measuring tape	
Manipulative/ Table Games ELA 14 M 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13 SCI 9	Matching Fish cut-outs - number fish 1-10 with corresponding fish with 1-10 dots or stickers on them wooden, rubber, or plastic fish counters for counting, sorting, or patterning with "water" or fishbowl counting mats fish foamies in different sizes for sorting or seriation matching or sorting real sea shells graduated ordering of fishing weights, fishing lures for patterning or sorting Dollar Store fish erasers for counting, sorting, patterning, fish puzzles, *Go Fish* card game plastic fish bowl and diecut fish shapes for counting game with number generators (dice)	
Computer ELA 30	**A variety of selected games/activities based on available technology and student needs** http://funschool.kaboose.com/globe-rider/under-the-sea/index.html http://www.epa.gov/beaches/kids/game-matching.html http://funschool.kaboose.com/preschool/art-activity-center/games/game_coloring_book_fun.html http://www.uptoten.com/kids/kidsgames-mixedbag-shellspairs.html http://www.uptoten.com/kids/boowakwala-family-seaside-sandcastle.html	
Art ELA 14 SCI 13,14	seashell prints; watercolor painting; watercolor drops on paper towels or coffee filters; real fish prints; fish stamps, stickers or stencils; sand art - colored sand; a variety of depths in babyfood jars and/or glue sand to create a beach scene; painting prints with fishing lures; fish collage-cutouts from fishing magazines, clipart, boardmaker, stickers, etc.	
Sensory ELA 14 M 6, 10, 11 SCI 3, 10, 13,14	**Sand:** sand molds; sea shells; pails, buckets, shovels, wet and dry sand	**Water:** blue food coloring; sea shells; plastic or rubber fish shapes; corks, bobs

Music ELA 14 M 1, 2, 3, 4, 13 SCI 15, 17	**CD player and CDs, previously introduced musical instruments** **Some featured songs:** *Going Bass Fishing* - Anna Moo *Baby Fish, Five Fish Swimming in the Sea, Going Over the Sea, A Sailor Went to Sea,* *Did You Ever Go Fishing* - Dr. Jean *Fish Dance, Music of the Seas, Most Fish Swim* - Johnette Downing: *Five Little Fish, Ten Little Fish, Over in the Ocean* - Jack Hartman
Dramatic Play ELA 27 M 5, 6,7,10, 11,	**In addition to the regular housekeeping center, add one or more of the following:** Beach Prop Box- beach basket; swim suits – variety of sizes for boys/girls; goggles; beach ball; beach towel; plastic crabs, fish; sunglasses; visors and sun hats; picnic basket with lunch food; empty sunscreen bottle; sea shells, pails, buckets, shovels
Books and Listening Center ELA 4, 5,6, 7,8,9,10,11,12, 13,14, 25	**a variety of books and recordings related to the study focus; puppets, flannel board and/or magnetic board figures; class-made books;** magazines - Outdoor Life, Conservation, Louisiana Sportsman
Writing ELA 14, 15, 16, 17, 19, 20 M 11, 13	**blank books; paper in a variety of colors and sizes; student name cards; variety of writing tools such as pencils, colored pencils, crayons, markers;** beach and fish word cards; stamps; stencils; magazines - Outdoor Life, Conservation, Louisiana Sportsman

Whole Group Activities

Whole Group Activity 1: Sailor Went to Sea (GLEs: ELA 1a, 4, 7, 18, 27, 28; M 13)

Materials List: *Life in the Sea* (book), *A Sailor Went to Sea* from Dr. Jean's Silly Songs CD, word card with "Sea" and an illustration of waves (wavy lines) before the word for each student, word card with "See" written out and an illustration of eye before the word for each student, dry erase board, markers

Read the text and introduce the concept of the word "sea" as another way of referring to the ocean. Write *sea* on the dry erase board and discuss the left to right progression of the letters as you write them. Repeat the process using *see*. Explain to the students that there are words that sound the same but are spelled differently. Hand the word cards to each student and have them discuss the two spellings of the words. Explain that they are going to sing a song that uses both words and to hold the correct word card up as they sing. Play the song from the CD and have the students hold

up the word cards as they sing along. After the children have participated in the song, ask the students to name other words that rhyme with sea or see (e.g., he, she, bee) and list the words on the board.

Accommodations: Assist the students who have difficulty identifying the differences in the spelling of the two words.

Whole Group Activity 2: Fish Tales (GLEs: ELA 8, 10, 15, 16, 22, 24; M 1; SCI 20, 22)

Materials List: *Fish Eyes* (book), fishing net, fish counters or plastic fish, chart paper, markers

Read the text and discuss the variety of fish shown in the text. Highlight the fact that this particular text presents pictures of the fish with holes cut out of the page where their eyes are located and that the color of the eyes are determined by the colors of the fish on the previous or subsequent page. Discuss the manner in which the book indicates how many fish are being presented in the book by placing numbers 1-10 in the top left hand corner of each page. In preparation for the fishing trip, place the fish counters on the floor in the middle of the circle. Tell the students that they are going fishing and will write the number of fish caught on the chart paper. Indicate that they will fish by using the fishing net to scoop up fish (the fish counters). Choose one student at a time to go fishing (i.e., one scoop of the net). After the student scoops the fish, the other students will count how many fish have been caught. The fisherman/woman will then write the total number of their catch on the chart paper.

Accommodations: Assist students who have difficulty writing the number of their catch or who have difficulty using the fish net.

Whole Group Activity 3: Did You Ever Go Fishing? (GLEs: ELA 9, 10, 14c, 22, 24, 28; M 13)

Materials List: *Fishing for Fun* (book), *Did You Ever Go Fishing?* from Dr. Jean's Silly Songs CD, actual fishing gear or photographs of fishing gear (rod/reel, fishing net, tackle box, bait bucket, first aid kit, life jacket), dry erase board and markers

Read the text and discuss the items needed for fishing and the fact that people fish for fun or to make a living. Show the fishing gear and discuss the function of each item. Ask the students if they have ever gone fishing? If they have, with whom did they go? Discuss what the students caught or if they caught fish. Play the song from the CD and have the students sing and dance to the music.

Accommodations: None needed

Whole Group Activity 4: Going to the Beach (GLEs: ELA 8, 9, 10, 16, 27; M 13; SCI 1, 2, 3, 20, 22)

Materials List: *Out of the Ocean* (book), *Going to the Beach* (sung to the tune of *Going to the Zoo* by Raffi), dry erase board and markers

Read the text, pausing to discuss the photographs that depict the various items that can be found on the beach, e.g., shells, sand, fishing gear, driftwood, shark's teeth. Inquire as to how many students have been to the beach and what they saw when they were there. List the items on the board as the students verbalize them. Tell the students we're going to learn a song about going to the beach." Teach the students the following song:

Mom and Dad
Are taking us to the beach tomorrow,
Beach tomorrow,
Beach tomorrow.
Mom and Dad
Are taking us to the beach tomorrow
And we can stay all day.

We're going to the beach, beach, beach.
We're going to the beach, beach, beach.
We're going to the beach, beach, beach
And we can stay all day. (chorus, to be repeated between each verse)

Look at all the waves
Crashing on the shore
Crashing on the shore,
Crashing on the shore.
Look at all the waves
Crashing on the shore,
And we can stay all day.

Repeat Chorus.

Look at all the gulls
Flying up and down,
Flying up and down,
Flying up and down.
Look at all the gulls

Flying up and down,
And we can stay all day.

Repeat Chorus.

Look at all the fishermen
Tossing out their lines,
Tossing out their lines,
Tossing out their lines.
Look at all the fishermen
Tossing out their lines,
And we can stay all day.

Repeat Chorus.

Look at all the people
Swimming in the surf,
Swimming in the surf,
Swimming in the surf.
Look at all the people
Swimming in the surf,
And we can stay all day.

Repeat Chorus.

Note: Add as many verses as you choose, e.g., building sandcastles, walking on the beach, picking up sea shells.

Accommodations: None needed

Whole Group Activity 5: A Day at the Beach (GLEs: ELA 9, 10, 12b, 12c, 16, 24, 26; SCI 2, 3, 13, 14)

Materials List: *A Day at the Beach* (book), beach balls, sunglasses, beach towels, sunscreen, hats, sand tables, sand molds, beach shovels, beach buckets, water tables, cups, water wheels, blowing bubbles, swim suits (if allowed), small wading pools filled with sand or water (if allowed), dry erase board, markers, teacher-made sign indicating _____ Elementary School Beach, healthy snack or picnic lunch

Show the cover of the text. Using a *modified DR-TA* (view literacy strategy descriptions), ask the students to predict what the story line might be. Write their predictions on the dry erase board. Read the text, pausing where appropriate for questions and comments from the students. At the conclusion of the read-aloud, ask the students if their predictions about the story line were correct and why or why not. Tell the students, "I have a great day planned for you at _____ Elementary School Beach." Take the class outside to "The Beach" and encourage them to have fun exploring what to do while at the beach. [Teacher note: This could serve as a culminating lesson/play day at the end of the year].

Accommodations: Parental permission slip; approval from the principal.

Small Group Activities

Small Group Activity 1: Sprinkles in the Sand (GLEs: ELA 3a, 3b, 4, 24; SCI 1, 2, 3)

Materials List: *Sand* (book), bucket of sand, a piece of tagboard and a Styrofoam plate or tray for each student, glue, markers

Read the text discussing the properties of sand and the manner in which it is created. Hand each student a Styrofoam plate or tray. Allow each student to fill their plate/tray with sand. Encourage the students to experiment with their fingers in the sand, e.g., lifting it up and having it filter through their fingers, sticking their fingers into it. Show them how to write letters in the sand, create shapes in the sand, and how to smooth the sand out like an etch-a-sketch so that they can create new things. Write each student's name on a tag board and distribute the tag boards to each student. Have the students trace their names with glue and then sprinkle the sand over the glue for a sand relief name card. Allow the glue to dry so that the letters of their name will be covered with sand. Dispense the excess sand into their Styrofoam plate/tray. When their name card has dried, have each student show their name card and spell their names to the other members of the group.

Accommodations: Assist students who have difficulty spelling their names or manipulating the sand and glue.

Small Group Activity 2: Water and Sand Mixing (GLEs: ELA 24; M 6; SCI 1, 2, 3, 13, 14, 25)

Materials List: bucket of sand, bucket of water, Styrofoam plate or aluminum pie container for each student, wet wipes, sand molds

Discuss the manner in which the beach has both wet and dry sand, i.e., the incoming tide wets the shoreline making sand that was once dry, wet. Indicate that the tide comes in and out during the day and moves up the beach before it returns to the sea. When the sand becomes wet, it becomes more compact. Dry sand remains soft. Allow each student to mix sand and water in their plate/pie container simulating wet sand at the beach. Ask questions about the wet and dry sand as it is mixed: Which sand is heavy or light? Encourage the students to play with the wet sand, e.g., creating a mold, writing their names. [Teacher note: This activity is best suited as an outside activity.]

Accommodations: None needed

Small Group Activity 3: If I Were a Fish (GLEs: ELA 1a, 9, 10, 11, 17, 18, 19; SCI 20, 22)

Materials List: *If I Were a Fish* (book) photographs of a variety of fishes taken from non-fiction books (e.g., *Anglers Guide to the Fishes of the Gulf of Mexico*), learning log page, markers, crayons

Show the students photographs of the various types of fish that inhabit the Gulf of Mexico. Discuss their multiple colors and shapes and have the students choose the one they like the best. Read the text to the students discussing the concept of "pretending" to be a fish. Create a *learning log* (view literacy strategy descriptions) by having the students fill in the name of their chosen fish in the blank for "If I were a fish in the sea, sea, sea, a _____ is what I would be, be, be." Have the students draw and color the fish of their choosing on the *learning log* page. Have the students share their *learning log* with the rest of the group. Once each student has shared his/her work, collate the pages into a class book and place it in the science center. [Teacher note: Prepare the *learning log page* prior to the activity by inserting the fill-in-the-blank statement at the top of the page].

Accommodations: Assist students who have difficulty writing the name of their chosen fish.

Small Group Activity 4: Shells (GLEs: ELA 16, 18; M 5, 6, 9; SCI 1, 2, 3, 22)

Materials List: *Shiny Shells* (book), *What Lives in a Shell* (book, pp. 18-31), a variety of real shells or photographs/die cut-outs of shells, dry erase board, markers

Read both texts highlighting the different shapes and sizes of the shells and the manner in which different types of animals once lived in some of the shells. Distribute the shells amongst the students and lead a discussion that addresses their size, shape, texture, and feel. Have the students organize

and sort the shells from largest to smallest, from rough to smooth, from flat to round, from curved to straight and sort as same or different. List the descriptive words that were used on the dry erase board. Upon completion, place the shells in the science center for further exploration.

Accommodations: None needed

Small Group Activity 5: Sea Life (GLEs: ELA 1d, 6, 15, 17, 19, 20, 24; SCI 22)

Materials List: *Into the A, B, SEA* (book), white paper, markers, crayons, word cards or pictures of a wide variety of sea life animals commonly found in the sea

Display the sea life pictures in the center of the circle rug. Identify the contents of each picture and tell the students to choose an animal that they like the best. To fulfill a modified *RAFT* (view literacy strategy descriptions), instruct the students to make a sign that describes the animal that they have chosen and that could be shown to beach visitors.

For this *RAFT*, students will do the following:

R – assume the role of the sea life animal
A – write/draw a sign for the audience of beach visitors
F – the form is a beach sign
T – the topic is name, drawing, and/or fact about the animal

Hand students a piece of white paper for their signs and have them write their names on the back. Have the students draw a picture of the animal they chose on the front of the white paper. If the students are able, they may copy the name of the animal chosen from the word or picture cards. Have the students dictate the name of the animal that they are pretending to be and a fact that they know about that animal. The teacher will then write the descriptors as dictated by the students on their respective signs. Once all of the signs have been completed, have each student share their sign with other members of the group. Organize all signs in a LEARNING LOG and place it in the science center.

Accommodations: Assist students who have difficulty identifying a favorite animal, finding facts about their chosen animal, writing or drawing, or role playing the animal.

Sample Assessments

General Guidelines

Documentation of student understanding will be recorded by the teacher through observation, notes, and anecdotal records as well as student-generated products. These items will be dated and kept in the form of portfolio assessment.

General Assessments

- Photos, audio tapes, or videotapes to record student behaviors
- Student products
- Checklists for recording student behaviors, understanding and skills
- Teacher observations
- Anecdotal records

Activity-Specific Assessments

- Small Group Activity 3: Observe and document the student's drawing and writing in the learning log page.

- Small Group Activity 5: Observe and document the student's drawing and writing in the RAFT.

Resources

Children's Books

Adams, Georgie, *Fish Fish Fish*, ISBN:0-8037-1208-1
Aliki. *My Visit to the Aquarium*, ISBN: 0-06-446186-6
Andreae, Giles. *Commotion in the Ocean*, ISBN: 0-439-08214-5
Archambault, John. *The Birth of a Whale*, ISBN: 1-58669-121-X
Arnosky, Jim. *Turtle in the Sea*, ISBN: 0-439-63609-4
Audubon Institute. *The Institute*, Summer 1992, A Publication of the Audubon Institute
Bassede, Francine. *George's Store at the Shore*, ISBN: 0-439-13377-7
Bauer, David. *Fish Facts*, ISBN: 0-7398-5837-8

Berenstain, Stan. *The Berenstain Bears By the Sea*, ISBN: 0-679-88719-9
Berger, Gilda. *Whales*, ISBN: 0-385-23420-1
Brown, Marc. *Arthur's Family Vacation*, ISBN: 0-590-31262-6
Canizares, Susan and Betsey Chessan. *What Comes in a Shell*, ISBN: 0-590-63878-5
Carle, Eric. *A House for Hermit Crab*, ISBN: 0-590-42567-6
Carle, Eric. *Mister Seahorse*, ISBN: 0-399-24269-4
Caver, Susan. *If I Were a Fish*, ISBN: 0-8136-8003-4
Chanko, Pamela. *Sea Creatures*, ISBN: 0-590-63880-7
Chinery, Michael. *Life Story: Shark*, ISBN: 0-8167-2105-X
Colandro, Lucille. *There Was an Old Lady Who Swallowed a Shell*, ISBN: 0-439-81536-3
Cole, Sheila. *When the Tide is Low*, ISBN: 0-688-04067-7
Corrigan, Patricia. *Sharks for Kids*, ISBN: 1-55971-476-X
Craig, Janet. *What's Under the Ocean*, ISBN: 0-89375-653-9
Curran, Eileen. Life in the Sea, ISBN: 0-8167-0448-1
Daynes, Katie. *1001 Things to Spot in the Sea*, ISBN: 978079450229-4
Dickens, Lucy. *My Sister and Me at the Beach*, ISBN: 0-670-83927-2
Doubilet, Anne. *Under the Sea from A to Z*, ISBN: 0-590-48598-9
Educational Insights. *My Picture Library: Fish*
Edwards, Nicola and Jane Harris. *Sand*, ISBN: 0-7608-5086-0
Ehlert, Lois. Fish *Eyes: A Book You Can Count On*, ISBN: 0-15-228050-2
Fitzsimons, Cecilia. *My First Fishes and Other Waterlife*, ISBN: 0-06-021873-8
Foley, Cate. *Let's Go to the Aquarium*, ISBN: 0-516-24503-1
Fotheringham, Nick and Susan Brunemeister. *Beachcomber's Guide to Gulf Coast Marine Life: Florida, Alabama, Mississippi, Louisiana, & Texas*, ISBN: 0-87201-186-0
Frasier, Debra. *Out of the Ocean*, ISBN: 0-439-06301-9
Freymann, Saxton and Joost Elffers. *One Lonely Seahorse*, ISBN: 0-439-11014-9
Frueh, Mark. *Sing With Me: If You're Happy and You Know It*, ISBN: 0-7853-0377-4
Garland, Peter. *Vagabond Crabs*, ISBN: 0-7901-0640-X
Gibbons, Gail. *Coral Reefs*, ISBN: 978-0-8234-2080-3
Gibbons, Gail. *Sea Turtles*, ISBN 10: 082341373 X
Gibbons, Gail. *Sharks*, ISBN 10: 0823410684
Gibbons, Gail. *Surrounded By the Sea*, ISBN: 0-316-30961-3
Gibbons, Gail. *Whales*, ISBN 10: 0823410307
Gordon, Sharon. *Now I Know: Dolphins and Porpoises*, ISBN: 0-8167-0443-0
Hartman, Jack. *Over in the Ocean*, ISBN: 0-9674913-0-4
Hayes, Geoffrey. *Patrick and Ted at the Beach*, ISBN: –394-87289-4
Hill, Eric. *Spot Goes to the Beach*, ISBN 0-14-055281-2

Hirschmann, Kris. *Ocean Hunters*, ISBN: 0-8167-6948-6
Horst, Jerald and Mike Lane. *Angler's Guide to Fishes of the Gulf of Mexico*, ISBN: 978-1-58980-388-6
Houghton, Sue. *Life Story: Dolphins*
Hubbell, Patricia. *Sand, Sea, Me*!, ISBN: 0-439-382230-0
Hulme, Joy N. *Sea Squares*, ISBN: 1-56282-520-8
Hutchings, Amy and Richard. *Our Day at the Seashore*, ISBN: 0-43922353-9
Irons, Calvin. *Shiny Shells*, ISBN: 0-7327-0252-6
Irons, Rosemary Reuille and Calvin. *Fish for Supper*, ISBN: 0-7312-0084-5
James, Brian. *The Shark Who Was Afraid of Everything*, ISBN: 0-439-36865-0
Jeunesse, Gallimard, Clause Delafosse, and Sabine Krawczyk. *Fish*, ISBN: 0-590-38155-5
Kalan, Robert. *Blue Sea*, ISBN: 0-440-84979-9
Kalman, Bobbie. *A B Sea*, ISBN: 086505-725-7
Koch, Michelle. *By the Sea*, ISBN: 0-688-09549-6
Kranking, Kathleen W. *The Ocean Is…*, ISBN: 061851400-7
Lakeshore Learning. *Life in the Sea*, ISBN: 1-58970-415-0
Landry, Sarah. *Fishes*, ISBN: 0-394-44095-5
Lauber, Patricia. *Who Eats What? Food Chains and Food Webs*, ISBN: 0-06-445130-5
Leonhardt, Alice. *Ocean Life: Tide Pool Creatures*, ISBN: 0-7398-0869-9
Lionni, Leo. *Fish is Fish*, ISBN: 0-394-82799-6
Lionni, Leo. *Swimmy*, ISBN: 0-590-43049-1
Llewellyn, Claire. *Awesome Facts About Sharks*, ISBN: 1-57755-571-6
Lloyd, Sam. *Shark Trouble*, ISBN: 0-439-66994-4
Marshall, Jane Perry. *My Camera at the Aquarium*, ISBN: 0-316-54713-1
McCauley, Jane R. *Let's Explore a River* (National Geographic Society), ISBN: 0-870-44741-6
McDonald, Megan. *Is This a House for Hermit Crab?*, ISBN: 0-15-305766-1
McDonald, Suse. *Sea Shapes*, ISBN: 0-15-201700-3
McMillan, Bruce. *Going on a Whale Watch*, ISBN: 0-590-5-45769-1
Metzger, Steve. *Five Little Sharks Swimming in the Sea*. ISBN: 0-439-59228-3
O'Brien, Teresa. *Animals of the Ocean*, ISBN: 1-884628-08-7
Palazza-Craig, Janet. *I Can Read About: Manatees*, ISBN: 0-8167-4718-0
Pallotta, Jerry. *The Ocean Alphabet Book*, ISBN: 0-590-31959-0
Pallotta, Jerry. *The Underwater Alphabet Book*, ISBN 10: 0-88106-455-6
Pascoe, Gwen, and Craig Foster-Lynam. *SAND*, ISBN: 0-88679-554-0
Permenter, Dana Norsworthy. *Fishing For Fun*, La. Dept. of Wildlife and Fisheries Aquatic Education Section
Pinnington, Andrea. *Who Lives In The Sea?*, ISBN: 0-312-49172-7
Pledger, Maurice. *In The Ocean*, ISBN: 1-57145-453-5
Poitier, Anton. *Who Am I? IN THE OCEAN*, ISBN: 10: 0-7607-6735-1

Pratt, Kristin Joy. *A Swim Through the Sea*, ISBN: 1-883220-03-3
Raffi, and Debi Pike. *Baby Beluga*, ISBN: 0-517-58362-3
Reasoner, Charles. Who's in the Sea?, ISBN: 0-8431-3912-9
Rey, Margret and H. A. *Curious George Goes to the Aquarium*, ISBN: 0-395-36628-3
Rey, Margret and H.A. *Curious George Goes to the Beach*, ISBN: 0-395-97838-6
Rice, Dona. *The Sea*, ISBN: 0-7439-8524-9
Rius, Maria and J. M. Parramon. *Habitats: Life in the Sea*, ISBN: 0-8120-3865-7
Rius, Maria and J. M. Parramon. *Let's Discover the Seaside*, ISBN: 0-8120-3699-9
Rose, Deborah Lee. *Into the A, B, Sea*, ISBN: 0-439-09697-9
Royston, Angela. *Sea Animals*, IBSN: 0-689-71565-X
Schwartz, David M. *At the Seashore*, ISBN: 1-57471-209-8
Serventy, Vincent. *Animals in the Wild: Whale and Dolphin*, IBSN: 0-590-40227-7
Sloan, Peter and Sheryl, *In the Sea*, ISBN: 0-7608-0543-1
Tate, Suzanne. *Sammy Shrimp*, ISBN: 1-878405-00-4
Usborne First Nature. *Fishes*, ISBN: 0-86020-626-2
Vasiliu, Mircea. *A Day at the Beach*, ISBN: 0-394-83475-4
Ward, Jennifer, and T. J. Marsh. *Somewhere in the Ocean*, ISBN: 0-439-28515-1
Wilson, Lynn. Sharks! ISBN: 0-448-40301-3
Wood, Audrey. *Ten Little Fish*, ISBN: 0-439-84933-0
Wood, Audrey. *The Deep Blue Sea: A Book of Colors*, ISBN: 0-439-75382-1
World of Knowledge. *The Sea*, ISBN: 1-56144-609-2
Yektai, Niki. *Bears at the Beach: Counting 10 to 20*, ISBN: 0-7613-0047-3
Zoehfeld, Kathleen Weidner. *What Lives in a Shell?*, ISBN: 0-06-445124-0
Zolotow, Charlotte. *The Seashore Book*, ISBN: 0-06-443364-1

Recordings/CDs

Anna Moo. Anne Moo Crackers
Dr. Jean. Dr. Jean Sings Silly Songs
Dr. Jean. Just for Fun
Dr. Jean. Keep on Singing and Dancing with Dr. Jean
Jack Hartman. Rhymin' to the Beat, Volume 2
Jack Hartman. Word Fiesta
Johnette Downing. Fins and Grins
Johnette Downing. Music Time
Johnette Downing. Wild and Wooly Wiggle Songs