



# Animals

## Teacher Guide



Core Knowledge Language Arts • New York Edition



Core Knowledge®

**PRECHOOL**





# Animals

## Teacher Guide

PRESCHOOL

Core Knowledge Language Arts®  
New York Edition



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## Alignment Chart for Animals

The following chart contains both core content and language arts objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts Preschool (CKLA Preschool) goals.

	Transition Cards			Animal Hospital Learning Center	Day													
	Animals	Capital Letters	Name Cards and Syllables		1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Core Content Objectives</b>																		
Identify at least ten animals by name	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
State that humans are animals					✓													
Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)				✓	✓	✓												
Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)				✓	✓	✓												
Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)	✓			✓														
Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water)				✓														
State that animals have three basic needs				✓			✓											
State that animals' three basic needs are water, food, and shelter				✓			✓											
Describe at least two ways animals protect themselves from weather										✓								
Describe at least two ways animals protect themselves from other animals										✓								
Find two camouflaged animals and state how they camouflage themselves										✓								
Pair pictures of mother and baby animals that look similar to each other											✓							✓

## Alignment Chart for Animals

	Transition Cards			Animal Hospital Learning Center	Day													
	Animals	Capital Letters	Name Cards and Syllables		1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Core Content Objectives</b>																		
Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)				✓								✓	✓	✓				
Give an example of two animals that are born alive/give birth to live babies (e.g., humans, horses, rabbits, dogs, etc.)												✓						
Give an example of two animals that hatch from eggs/lay eggs (e.g., chickens, robins, fish, etc.)												✓	✓					
Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong	✓																	✓
State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)				✓														✓
State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)				✓														✓
State one defining characteristic of insects (e.g., small, have six legs)				✓														✓
State one defining characteristic of mammals (e.g., have hair/fur; live babies; and warm bodies; feed their babies milk)				✓														✓
State that humans are mammals																		✓
Identify at least three examples of mammals																		✓
<b>Reading Standards for Literature: Prekindergarten</b>																		
<b>Key Ideas and Details</b>																		
<b>STD RL.P.1</b>	With prompting and support, ask and answer about detail(s) in a text.																	
<b>CKLA Goal(s)</b>																	✓	✓

With prompting and support, ask and answer about detail(s) in a text.

With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about a fiction read-aloud

### Alignment Chart for Animals

STD RL.P.2	With prompting and support, retell familiar stories.	Transition Cards			Day															
		Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17	
CKLA Goal(s)	With prompting and support, retell, dramatize, or illustrate a story that has been read aloud including characters, a beginning, and an ending																			
															✓					
CKLA Goal(s)	With prompting and support, retell, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending																			
															✓					
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.																			
CKLA Goal(s)	With prompting and support, “retell,” dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending																			
																				✓
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a fiction read-aloud																			

### Alignment Chart for Animals

			Transition Cards			Animal Hospital Learning Center	Day												
							1	2	3	4	5	6	7	11	12	13	14	15	16
			Animals	Capital Letters	Name Cards and Syllables														
<b>Craft and Structure</b>																			
<b>STD RL.P.4</b>	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																		
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds															✓			
	Understand and use increasingly varied and complex vocabulary															✓			
<b>STD RL.P.5</b>																			
Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).																			
<b>CKLA Goal(s)</b>	Memorize and recite with others a simple nursery rhyme, poem, or song															✓			
	Memorize and recite independently a simple nursery rhyme, poem, or song																		
	Attend and listen to illustrated picture books with simple story lines															✓			
<b>Integration and Knowledge of Ideas</b>																			
<b>STD RL.P.7</b>	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.																		
<b>CKLA Goal(s)</b>	With prompting and support, describe an illustration and make connections to the story and self																		
																✓			

## Alignment Chart for Animals

	Transition Cards	Animal Hospital Learning Center	Day															
			Animals	Capital Letters	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16
<b>Range of Reading and Level of Text Complexity</b>																		
STD RL.P.10	Actively engage in group reading activities with purpose and understanding.																	
	Actively engage in group reading activities with purpose and understanding											✓	✓					
	Predict events in a story (i.e., what will happen next)											✓	✓					
	Provide a story ending consistent with other given story events											✓	✓					✓
	With prompting and support, dictate, as a group, a retelling of a story that has been heard												✓	✓				✓
CKLA Goal(s)	Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay													✓				
	Using familiar rhymes, poems, or songs, finish a recitation with the correct rhyming word												✓	✓				✓
	Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation													✓				
<b>Responding to Literature</b>																		
STD RL.P.11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).																	
CKLA Goal(s)	Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them																	✓

## Alignment Chart for Animals

	Transition Cards			Animal Hospital Learning Center	Day														
	Animals	Capital Letters	Name Cards and Syllables		1	2	3	4	5	6	7	11	12	13	14	15	16	17	
<b>Reading Standards for Informational Text: Prekindergarten</b>																			
<b>Key Ideas and Details</b>																			
STD RI.P.1	With prompting and support, ask and answer questions about details in a text.																		
CKLA Goal(s)	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions about a nonfiction/informational read-aloud				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RI.P.2	With prompting and support, retell detail(s) in a text.																		
CKLA Goal(s)	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CKLA Goal(s)	With prompting and support, sequence three to five pictures depicting information from a nonfiction read-aloud													✓	✓				
STD RI.P.3	With prompting and support, describe the connection between two events or pieces of information in a text.																		
CKLA Goal(s)	With prompting and support, sort, classify, and describe pictures according to concepts and/or categories explained in a nonfiction/informational read-aloud													✓	✓				
CKLA Goal(s)	With prompting and support, identify outcomes described in a nonfiction/informational read-aloud (what happened), with possible causes													✓	✓				

## Alignment Chart for Animals

		Transition Cards			Day															
		Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17	
<b>Craft and Structure</b>		Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																		
<b>STD RI.P.4</b>	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds					✓	✓	✓	✓	✓	✓									
<b>CKLA Goal(s)</b>						✓	✓	✓	✓	✓	✓									
<b>STD RI.P.5</b>	Identify the front cover and back cover of book; displays correct orientation of book, page-turning skills.																			
<b>CKLA Goal(s)</b>	Point to the front cover, title, back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter					✓	✓	✓												
<b>Integration and Knowledge of Ideas</b>		With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																		
<b>STD RI.P.7</b>	Find the illustration, or object within the illustration, of a book that is being described																			
<b>CKLA Goal(s)</b>	Describe an illustration and how it relates to the text																			

Transition Cards			Day													
			1	2	3	4	5	6	7	11	12	13	14	15	16	17
Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center													

### Alignment Chart for Animals

#### Range of Reading and Level of Text Complexity

STD RI.P.10	With prompting and support, actively engage in group reading activities with purpose and understanding.																		
CKLA Goal(s)	With prompting and support, actively engage in group reading activities with purpose and understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CKLA Goal(s)	With prompting and support, identify previously read books by the title and cover																		

#### Reading Standards for Foundational Skills: Prekindergarten

NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

#### Print Concepts

STD RFP.1	Demonstrate understanding of the organization and basic features of print.																		
STD RFP.1a	Follow words from left to right; top to bottom, and page by page.																		
CKLA Goal(s)	Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RFP.1b	Recognize that spoken words are represented in written language by specific sequences of letters.																		
CKLA Goal(s)	Associate spoken and written language by matching written word labels with spoken words, such as the students' names	✓																	



## Alignment Chart for Animals

STD RFP.1d	Recognize and name some upper- and lowercase letters of the alphabet, especially those in own name.	Transition Cards			Day														
		Animals	Capital Letters	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16	17	
		Animal Hospital Learning Center																	
CKLA Goal(s)	Recognize the initial letter of one's first name		✓		✓														
	Recognize the written form of one's first name			✓	✓					✓									
	Identify at least ten letters of the alphabet by name, especially those in child's first name		✓		✓														
STD RFP.1f	Differentiate letters from numerals.																		
CKLA Goal(s)	When asked, point to specific examples of letters and specific examples of numerals in the classroom environment and/or on a page																		✓

## Alignment Chart for Animals

Phonological Awareness	Transition Cards			Animal Hospital Learning Center	Day													
	Animals	Capital Letters	Name Cards and Syllables		1	2	3	4	5	6	7	11	12	13	14	15	16	17
	<p><b>STD RFP.2</b> Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</p> <p><b>STD RFP.2a</b> Engage in language play (e.g., alliterative language, rhyming, sound patterns).</p> <p>Memorize and recite with others a simple nursery rhyme, poem, or song</p> <p>Memorize and recite independently a simple nursery rhyme, poem, or song</p> <p>Using familiar rhymes, poems, or songs, finish a recitation with the correct rhyming word</p> <p>Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation</p> <p>Segment a spoken word into separate, distinct syllables</p> <p>Blend spoken parts of a compound word, saying the whole word</p> <p>Blend two spoken syllables, saying the whole word</p>					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p><b>CKLA Goal(s)</b></p> <p>Recognize and match words that rhyme.</p> <p>Given a word, provide a rhyming word</p>				✓			✓					✓				✓	✓	

## Alignment Chart for Animals

STD R.F.P.2c	Demonstrate awareness of relationship between sounds and letters.	Transition Cards			Animal Hospital Learning Center	Day														
		Animals	Capital Letters	Name Cards and Syllables		1	2	3	4	5	6	7	11	12	13	14	15	16	17	
CKLA Goal(s)	With prompting and support, give the consonant sounds of at least three written letters, especially those in the child's own name																		✓	✓
STD R.F.P.2d	With support and prompting, isolate and pronounce the initial sounds in words.																			
CKLA Goal(s)	With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound																		✓	✓
	With prompting and support, give the beginning sound of a spoken word																		✓	✓
<b>Phonics and Word Recognition</b>																				
STD R.F.P.3	Demonstrate emergent phonics and word analysis skills.																			
STD R.F.P.3a	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.																			
CKLA Goal(s)	Give the consonant sounds of at least three letters																		✓	✓
STD R.F.P.3b	Recognizes own name and common signs and labels in the environment.																			
	Recognize the written form of one's first name			✓															✓	
	Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day (i.e., which are the first and last activities)																		✓	
	Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity																		✓	

## Alignment Chart for Animals

			Transition Cards			Day														
			Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>Fluency</b>																				
STD R.F.4	Displays emergent reading behaviors with purpose and understanding (e.g., pretend-reading).																			
CKLA Goal(s)	Hold a book correctly, turning the pages, while pretend-reading																			
<b>Writing Standards: Prekindergarten</b>																				
<b>Text Types and Purposes</b>																				
STD W.P.2	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																			
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic																			
STD W.P.3	With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.																			
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to represent people and an event from one's personal experience, including a reaction to what happened																			
<b>Production and Distribution of Writing</b>																				
STD W.P.5	With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.																			
CKLA Goal(s)	With prompting and support, make revisions to drawing or writing, adding greater detail, based on feedback from adults and peers																			

## Alignment Chart for Animals

Transition Cards			Day													
			1	2	3	4	5	6	7	11	12	13	14	15	16	17
Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center													
<b>Research to Build and Present Knowledge</b>																
<b>STD W.P.8</b>	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.															
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic									✓						
	Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question									✓						
<b>Responding to Literature</b>																
<b>STD W.P.11</b>	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.															
<b>CKLA Goal(s)</b>	Create a rhyme or story in the style of a favorite book or author, such as <i>Brown Bear, Brown Bear, What Do You See?</i> by Eric Carle or <i>Jamberry</i> by Bruce Degen									✓						
	Retell, dramatize, or illustrate a story that has been read aloud including characters, a beginning, and an ending															✓
	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending															✓



## Alignment Chart for Animals

CKLA Goal(s)	STL SL.P.4	Transition Cards			Animal Hospital Learning Center	Day													
		Animals	Capital Letters	Name Cards and Syllables		1	2	3	4	5	6	7	11	12	13	14	15	16	17
		Presentation of Knowledge and Ideas																	
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																		
	Describe an event or task that has already taken place outside the immediate place and time				✓				✓					✓					
	Describe an event or task that will take place in the future				✓														
	Classify and describe images of everyday activities according to the time of day with which they are associated (day-night, morning-afternoon-evening)																		
	Sequence chronologically and describe three images of events or phases of a single event, occurring at temporally distinct times, that have actually been experienced												✓						
	Sequence chronologically and describe three to five images of events or phases of a single event that has been experienced													✓					
	Use a schedule of daily activities represented in images to describe the order of events for the day													✓					
	Progression of the stages of development in the life of one person: sequence and describe photos and/or drawings of a baby, school-age child, young adult, and elderly adult																	✓	
	Generations within the context of family: sequence and describe photos and/or drawings of a baby, school-age child, young adult, and/or elderly adult																		✓

## Alignment Chart for Animals

Standards	Description	Transition Cards			Animal Hospital Learning Center		Day													
		Animals	Capital Letters	Name Cards and Syllables	1	2	3	4	5	6	7	11	12	13	14	15	16	17		
STD SL.P.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.																			
CKLA Goal(s)	Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time						✓													
STD SL.P.6	Demonstrate an emergent ability to express thoughts, feelings, and ideas.																			
CKLA Goal(s)	Give simple, single-step directions Assume a different role or perspective and express different possibilities, imaginary or realistic						✓											✓	✓	
<b>Language Standards: Prekindergarten</b>																				
<b>Conventions of Standard English</b>																				
STD L.P.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
STD L.P.1a	Print some upper- and lowercase letters (e.g., letters in their name).																			
CKLA Goal(s)	Perform activities requiring small muscle control										✓									
	Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger										✓					✓				
	Draw and use as motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, X, star																			
	Draw horizontal and vertical lines between two end points																			
	Write one's first name, using upper- and lowercase letters appropriately																			✓



## Alignment Chart for Animals

STD L.P.1b	Use frequently occurring nouns and verbs (orally).	Transition Cards			Animal Hospital Learning Center	Day													
		Animals	Capital Letters	Name Cards and Syllables		1	2	3	4	5	6	7	11	12	13	14	15	16	17
<b>CKLA Goal(s)</b>	Understand and use precise nouns and verbs related to the human body, families, communities, animals, plants, and habitats	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Use present and past verb tense				✓				✓										
	Use the future verb tense					✓													
<b>STD L.P.1c</b>	With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).																		
<b>CKLA Goal(s)</b>	Use regularly formed plurals in spoken language				✓														
<b>STD L.P.1f</b>	With guidance and support, produce and expand complete sentences in shared language activities.																		
<b>CKLA Goal(s)</b>	Understand and use complex sentences with clauses introduced by <i>because, if, as soon as, so that, while, before, after, who, that, when, and/or (verb)-ing</i>				✓														
<b>STD L.P.2</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																		
<b>STD L.P.2a</b>	Capitalize the first letter in their name.																		
<b>CKLA Goal(s)</b>	Write the first letter of one's first name using a capital letter				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Write one's first name, using upper- and lowercase letters appropriately				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.P.2b</b>	Attempt to write a letter or letters to represent a word.																		
<b>CKLA Goal(s)</b>	Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words				✓														

## Alignment Chart for Animals

		Transition Cards			Day															
		Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17	
<b>Vocabulary Acquisition and Use</b>																				
STD L.P.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Prekindergarten reading and content.																			
STD L.P.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).																			
CKLA Goal(s)	Demonstrate understanding and use words with multiple meanings appropriately (e.g., knowing that <i>sink</i> is a container into which water runs and learning the verb <i>to sink</i> )					✓				✓										
STD L.P.5a	Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.																			
CKLA Goal(s)	Classify by other conceptual categories	✓												✓						✓
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).																			
CKLA Goal(s)	Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)  Use temporal words appropriately in context (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already; soon)					✓				✓				✓						✓
STD L.P.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.																			
CKLA Goal(s)	Understand increasingly precise verbs related to eating, movement, and the five senses  Use increasingly precise verbs related to eating, movement, the five senses					✓				✓				✓						✓

## Alignment Chart for Animals

				Transition Cards			Day																	
				Animals	Capital Letters	Name Cards and Syllables	Animal Hospital Learning Center			1	2	3	4	5	6	7	11	12	13	14	15	16	17	
<b>STD L.P.6</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																							
<b>CKLA Goal(s)</b>	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts																							
							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



# INTRODUCTION

## Animals

### ***Introduction***

---

The Teacher Guide for *Animals* contains a total of twenty-one days of instruction. These twenty-one days are divided into fourteen days of Skills and Listening & Learning activities, six Pausing Point days, and one day for Domain Assessments (see Domain Calendar). Each day of instruction requires a total of approximately forty-five minutes—twenty minutes for small-group instruction and twenty-five minutes for whole-group instruction. Activities to be conducted during morning circle and Learning Center time are also included in the Teacher Guide, and are intended to be conducted during existing daily routines. Guidance for staging and facilitating a domain-related Learning Center is included, as are instructions for facilitating learning during transitions between activities.

The various activities included in this Teacher Guide are intended to be implemented in different contexts across the Preschool day, as indicated by the Domain Calendar. Teachers use their professional judgment, combined with the constraints of their day-to-day schedule, to decide when to conduct these activities. See the **General Overview** for suggestions for various ways to structure the Preschool day to incorporate CKLA Preschool.

	Day(s)							
	1	2	3	4	5	6	7	8-10
<b>Animals</b>								
<b>Starting the Day</b>								
<b>Routines</b>	Taking Attendance; Copying Your Name	Ordering the Schedule Using Temporal Words	--	--	--	--	--	--
<b>Nursery Rhyme</b>	An Old Person of Ware	An Old Person of Ware	Here is the Beehive	Here is the Beehive	Here is the Beehive	Kookaburra	Kookaburra	Kookaburra
<b>Skills</b>								
<b>Small Group 1</b>	Duck, Duck, Goose	Mystery Syllable Box	Jumping for Syllables	Syllable Sort	Count and Color Syllables	Grocery Story	Grocery Story	Grocery Story
<b>Small Group 2</b>	Silly Rhyming Sentences	Tracing with Primary Crayons	Mystery Rhyming Box	Writing with Primary Crayons	Shampoo Story	Tracing with Primary Crayons	Writing with Primary Crayons	Writing with Primary Crayons
<b>Listening &amp; Learning</b>								
<b>Read-Aloud/ Picture Talk</b>	Read-Aloud: "Humans are Animals"	Picture Talk: "Humans are Animals"	Trade Book: <i>What Do You Do With A Tail Like This?</i> by Steve Jenkins and Robin Page	Read-Aloud: "Animals Have Three Basic Needs"	Picture Talk: "Animals Have Three Basic Needs"	Read-Aloud: "Animals Protect Themselves"	Picture Talk: "Animals Protect Themselves"	Picture Talk: "Animals Protect Themselves"
<b>Deepening Understanding</b>	--	<i>trunk</i>	--	--	<i>lap</i>	--	<i>pants</i>	<i>pants</i>
<b>Extension Activity</b>	Animal Library	Animal Library	Animal Library	Basic Needs Pretend Play	Basic Needs Pretend Play	Basic Needs Pretend Play	"If I Could Be An Animal" Class Book	"If I Could Be An Animal" Class Book
<b>Take-Home Material</b>								
<b>Take-Home Material</b>	Activity Page 1-1: <i>Animals</i> : Family Letter 1	Activity Page 2-4: "Humans Are Animals" Read-Aloud	--	Activity Page 4-2: Animal Body Parts Riddles	--	Activity Page 6-5: Drawing Zigzag Lines	--	--

*Pausing Point*

# Animals

Day(s)

	11	12	13	14	15	16	17	18–20	21
<b>Starting the Day</b>									
<b>Routines</b>	--	--	--	--	--	--	--	<b>Domain Assessment</b>	
<b>Nursery Rhyme</b>	The Eensy, Weensy Spider	The Eensy, Weensy Spider	The Eensy, Weensy Spider	Hickety, Pickety, My Black Hen	Hickety, Pickety, My Black Hen	Nursery Rhyme Review	Nursery Rhyme Review		
<b>Skills</b>									
<b>Small Group 1</b>	What Begins with the /m/ Sound?	What Begins with the /m/ Sound?	What Begins with the /s/ Sound?	Initial Sound Riddles	Robot Talk: Blending /s/ and /m/ words	Draw the Sound Picture for /m/	Circle the Sound Picture for /m/		
<b>Small Group 2</b>	Tracing with Primary Crayons	Eensy, Weensy Spider Sequencing	Find Your Rhyme Partner	Writing with Primary Crayons	Connect the Rhyming Words	Silly Animal Rhymes	Retell the Story		
<b>Listening &amp; Learning</b>									
<b>Read-Aloud/ Picture Talk</b>	Trade Book: <i>Is Your Mama a Llama?</i> by Deborah Guarino	Trade Book Reread: <i>Is Your Mama a Llama?</i> by Deborah Guarino	Trade Book: See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Trade Book: See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Trade Book Review: See <i>Me Grow</i> by Penelope Arlon and Tory Gordon-Harris	Read-Aloud: "Groups of Animals: Birds, Fish and Insects"	Read-Aloud: "Groups of Animals: Mammals"		
<b>Deepening Understanding (W)</b>	--	<i>belong</i>	--	--	--	--	--		
<b>Extension Activity</b>	"If I Could Be An Animal" Class Book	"If I Could Be An Animal" Class Book	Animal Charades	Animal Charades	Animal Charades	Groups of Animals Sorting Game	Groups of Animals Sorting Game		
<b>Take-Home Material</b>									
<b>Take-Home Material</b>	Activity Page 11-4: <i>Animals</i> Family Letter 2	Activity Page 12-2: Observing Animals	--	--	--	Activity Page 16-1: "Groups of Animals" Read-Aloud	Activity Page 17-2: Mark These Trucks		

## Domain Components

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The components needed to implement Core Knowledge Language Arts Preschool are as follows:









- The ***Animals Teacher Guide*** outlines each day of instruction and contains all the information needed to teach the *Animals* domain.
- The ***Animals Flip Book*** contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The ***Animals Image Cards*** contain additional images that are used in Skills and Listening & Learning instruction.
- The ***Animals Learning Center Cards*** are designed to be posted in classroom Learning Centers and provide information to students and teachers.
- The ***Animals Transition Cards*** are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The ***Animals Activity Pages*** contain various activities for students to complete in class or at home with their families. There should be a copy of each Activity Page for every student in the class.
- A set of ***Nursery Rhymes and Songs Posters*** are provided for use with every domain. The Teacher Guide provides guidance on how to teach a subset of these posters every domain, but teachers may choose to teach additional rhymes at any time.
- The following ***Trade Books*** are required in order to teach the *Animals* domain:
  - *What Do You Do With A Tail Like This?*, by Steve Jenkins and illustrated by Robin Page (Houghton Mifflin Company, 2003) ISBN 978-0-618-99713-8
  - *Is Your Mama A Llama?*, by Deborah Guarino and illustrated by Steven Kellogg (Scholastic, 1989) ISBN 978-0-590-44725-6
  - *See Me Grow*, by Penelope Arlon and Tory Gordon-Harris (Scholastic Inc. 2012) ISBN 978-0-545-34513-2



## Domain Icons

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The following icons are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

## ***The Importance of Experiential Learning in the Animals Domain***

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The materials comprising the CKLA Preschool *Animals* domain are designed to teach young children appropriate nonfiction content about the animal kingdom. In addition to the information provided in this curriculum, it is vital that students also have opportunities for hands-on learning about animals. Ideally, teachers would provide multiple opportunities for young children to interact with and care for a variety of animals. When interacting with real animals, students should be given opportunities to ask questions, make predictions, make observations, and record information about the animals. Below are several suggestions that we recommend teachers integrate into their teaching of the *Animals* domain.

### **Opportunities for Experiential Learning about *Animals***

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#### ***Adopt a Class Pet***

Many Preschool classes enjoy caring for pets on a daily basis. Classroom pets might include: fish, hamsters, rabbits, or mice. Students enjoy voting for which pet to adopt, giving it a name, and learning how to care for the pet. Some teachers allow students to take the class pet home over the weekend or during school holidays, if parents are willing. See **Supplemental Resources** for organizations that provide grants for classroom pets.

### **Teaching Tip**

Before releasing any animals into the wild, check with a wildlife expert to make sure it is safe.

### ***Add Zookeeper to Classroom Jobs Chart***

Once a class pet has been adopted, students can take on the role of the ‘zookeeper’ and become responsible for its care. Teachers may need to train students in general animal safety practices and how much food and water is required before students take on this responsibility.

### ***Observe the Development of Butterflies or Frogs***

Young children delight in hatching butterflies or frogs in their classroom. Butterfly chrysalides can be found outdoors or ordered through the mail. Tadpoles can also be ordered through the mail. When the butterfly or frog emerges, it can be released into the wild. While some teachers might also consider incubating fertilized eggs so that children have an opportunity to observe baby chicks hatching, please consider the ethical implications of this activity in terms of care for the chicks after they are born. See **Supplemental Resources: Online Resources for Teachers** for specific mail-order sources for butterfly and frog kits, as well alternative suggestions to hatching chicks.

### ***Go on a Field Trip***

Young children really enjoy opportunities to learn outside the classroom. You might arrange for students to visit animals at a farm, zoo, pet store, veterinarian’s office, wildlife center, aquarium, natural area, or animal shelter.

### ***Invite a Guest Speaker***

There are many community members who may be able to come to talk with students about animal husbandry and even bring animals to class for students to pet. You might invite a farmer, veterinarian, zookeeper, scientist (e.g., biologist, etymologist, ornithologist), wildlife specialist, animal control officer, animal therapist, or animal rescuer.

## ***Learning Centers and Transitions***

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Learning Centers and Transitions provide opportunities throughout the school day for teachers to reinforce and students to re-encounter content taught in Skills and Listening & Learning instruction.

## Learning Centers

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The domain-specific Learning Center for the *Animals* domain is the Animal Hospital Learning Center. As they learn about animals in the Animal Hospital, students will have the opportunity to practice using the vocabulary that they are hearing in the read-alouds. They will have extended conversations with their teachers and peers as they conduct veterinary activities and pretend to take care of and/or be animals. Students will interact with print by reading field guides and nonfiction trade books, and by reading magazines in the waiting room. Students will practice writing or dictating as they write charts and prescriptions, make X-rays, and label animal carriers.

## Transition Cards

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In the *Animals* domain, there is one set of new **Transition Cards** and two repurposed sets that provide teachers with meaningful ways to help students move between different activities during the school day. Teachers will find suggested ways to use these **Transition Cards** in the *Animals* Teacher Guide, and are also encouraged to think of other ways to use these cards.

- The *Animals* domain set, **Transition Cards: Animals**, depicts various animals.
- In addition to this set of cards, teachers are also asked to continue to use the **Transition Cards: Capital Letters** and **Transition Cards: Name Cards** from the *All About Me* domain.

## Starting the Day

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Activities presented in the Starting the Day portion of the lessons provide opportunities to introduce and practice classroom routines and nursery rhymes.

## Classroom Routines

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Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Reviewing and having students update the **Daily Schedule**
- Using **Learning Center Labels**
- Signing into Learning Centers using **Name Cards**

- **Taking Attendance** (See modification on **Day 1**.)
- Reviewing attendance during morning circle
- Assigning and completing classroom jobs

By the start of the *Animals* domain, students will have become very familiar with the general schedule and rhythm of the school day. Thus, in this domain, instead of introducing new classroom routines, you will make slight modifications to the existing routines to further challenge students. Teachers should continue conducting all classroom routines each day throughout the school year. The routines modified in this domain include:

- Taking Attendance: Copying Your Name (modified on Day 1)
- Ordering the Schedule: Using Temporal Words (modified on Day 2)

Objectives associated with each of these routines are listed only on the day the routine is modified. Though every routine should be conducted every day, the associated objective will not be listed every day.

### **Nursery Rhymes**

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During the *Animals* domain, students learn nursery rhymes and songs and talk about rhyming words. Each of these rhymes or songs has an accompanying **Nursery Rhymes and Songs Poster** that shows the words of the rhyme and a related illustration. The nursery rhymes and songs included in the *Animals* domain include:

- “An Old Person of Ware”
- “Here is the Beehive”
- “Kookaburra”
- “Eensy Weensy Spider”
- “Hickety, Pickety, My Black Hen”

## Skills Instruction

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During Skills instruction, students gain experience with emergent literacy skills that develop during the Preschool period and provide the foundation for skilled, fluent reading and writing in the elementary school grades.

### Small Group Skills Instruction

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In the *Animals* domain, students continue to practice a variety of emergent literacy skills through child-friendly activities such as playing rhyming games, sequencing pictures and telling stories, continuing to work in their **My First Strokes Book**, and solving riddles. Like in the previous domains, each Small Group begins with a movement opportunity designed to help students transition into their group. These activities are repeated across days so that students are increasingly able to participate in them. When possible, domain-related vocabulary from the Listening & Learning portion of the day is also included in Skills activities. The particular Skills areas addressed in the *Animals* domain include:

- syllable blending and segmentation
- sequencing and narrative storytelling
- fine motor skills and handwriting strokes
- initial sound identification
- drawing a “sound picture” for /m/

### **Sounds, Letters, and Sound Pictures**

Research on literacy development during the Preschool period and beyond indicates that knowledge of the alphabet (i.e., letter names and letter sounds) is strongly correlated with students’ later success in learning to read. Therefore, CKLA Preschool provides instruction in both letter names and letter sounds throughout the school day. In the *Animals* domain, students continue to learn the names of letters in their own names during the Taking Attendance, Starting the Day, and Transitions portions of the lessons.

After Pausing Point 1 in the *Animals* domain, teachers and students also start to focus on letter sounds at the beginning of words during Small Group time. First, teachers draw students’ attention to the way a

## Teaching Tip

Whenever sounds are mentioned in the lessons, they are printed in slashes like this: /m/.

Whenever letter names are mentioned in the lessons, they are shown in single quotation marks like this: 'm'.

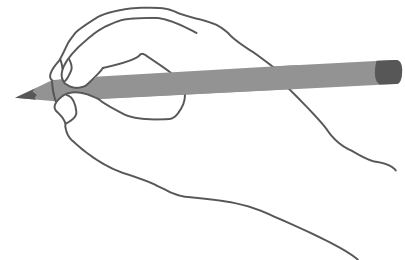
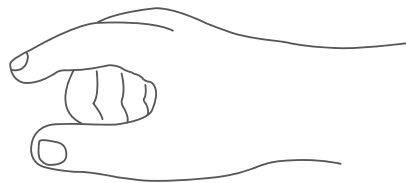
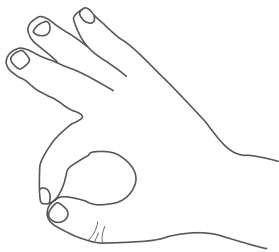
particular sound is made using the mouth and voice, and then they ask students to identify whether or not words presented orally begin with that sound (see **Day 11, Small Group 1**). On **Day 16**, teachers introduce students to the idea that sounds can be written down or drawn (i.e., sound pictures). That is, they begin to show students how to write certain letters, emphasizing that each letter or sound picture represents a certain sound. In the *Animals* domain, students are introduced to the sound picture for /m/, or the letter 'm'. Some students may also know the letter name that corresponds to the sound picture and sound that their teacher introduces. If a student points out the name of a letter, teachers are encouraged to confirm students' correct identification of the letter's name and to clarify that letters have both names and sounds. When Small Group activities focus on letter sounds, suggestions are given as to how teachers might draw students' attention to the sounds that the letters represent, while at the same time acknowledging letter names. Note that CKLA Preschool focuses on the lowercase letters as the 'sound pictures,' since most of the letters students will see in printed texts are lowercase. Thus, teachers are instructed to write the lowercase letter whenever writing sound pictures.

## Additional Resource

For more information regarding the role of sounds in learning to read, see the Core Knowledge Language Arts Kindergarten–Grade 2 Skills Strand General Overview: [http://www.coreknowledge.org/mimik/mimik\\_uploads/documents/662/GENERAL%20OVERVIEW%20SKILLS%20K-2%20.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/documents/662/GENERAL%20OVERVIEW%20SKILLS%20K-2%20.pdf)

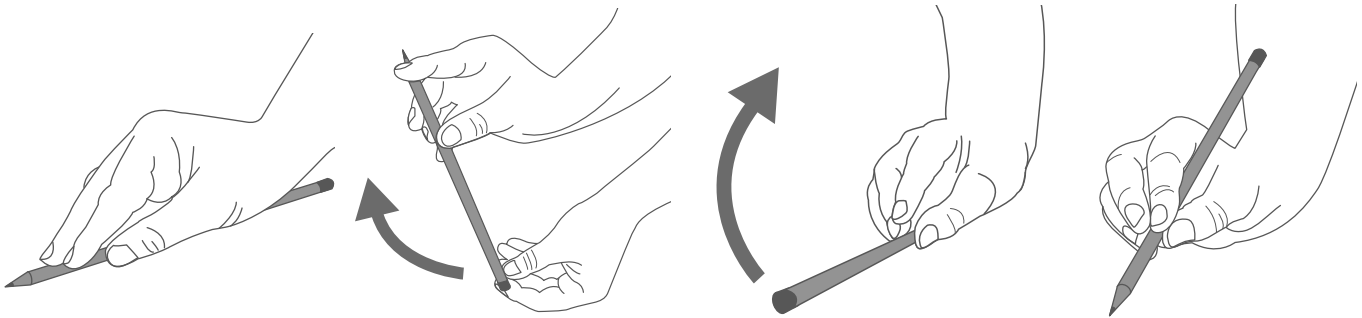
## Fine motor skills

One way to help young children establish a proper grip is to have them make the 'OK' sign by making a circle with their thumb and pointer finger. Then, have students swing the rest of their fingers down and create a small space between their thumb and pointer finger. Place a writing implement (e.g., primary crayon) in between the student's thumb and pointer finger, resting on their middle fingers.



**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the quadropod grip, is fine as well.

Another method for establishing proper grip with long writing implements (e.g., pencils) is to lay the writing implement in front of the writing hand with the tip pointing away from the writer. Pick up the implement near the tip with the tripod grip fingers: thumb, pointer, and middle. Then using the opposite hand, spin the implement around so it moves from being under the wrist to resting between the thumb and pointer finger for the writing position.



At this point in the year, students should be more comfortable in grasping their writing utensils and making appropriate strokes on paper. Continue to practice strokes introduced in previous domains throughout your daily schedule as they are foundational for students mastering future strokes as well as beginning to write and form letters.

## Skills Activities Summary

The table that follows shows the activities that students will participate in during Small Groups and the various skills that are covered in those activities. Many activities cover multiple skill areas (for a more detailed explanation of these skills areas, see the **General Overview**).

<b>Skills Small Group Activities Summary</b>			Phonological Awareness					Print		Handwriting		Shared Writing	Narrative		Vocabulary
			Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending	Initial Sound	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes	Name Writing	Dictation	Sequencing Events	Oral Retelling
Day(s)	Skills Small Group	Activity													
1	1	Duck, Duck, Goose			✓	✓									
	2	Silly Rhyming Sentences		✓											✓
2	1	Mystery Syllable Box			✓										
	2	Tracing with Primary Crayons						✓	✓	✓	✓				
3	1	Jumping for Syllables			✓										
	2	Mystery Rhyming Box		✓											
4	1	Syllable Sort			✓										✓
	2	Writing with Primary Crayons						✓	✓	✓	✓				
5	1	Count and Color Syllables			✓										✓
	2	Shampoo Story											✓	✓	
6	1	Grocery Story										✓	✓	✓	
	2	Tracing with Primary Crayons						✓	✓	✓	✓				
7	1	Grocery Story										✓	✓	✓	
	2	Writing with Primary Crayons						✓	✓	✓	✓				
8-10	<b>Pausing Point 1</b>														



**Skills Small Group  
Activities Summary**

Day(s)	Skills Small Group	Activity	Phonological Awareness					Print		Handwriting		Shared Writing	Narrative		Vocabulary
			Nursery Rhyme Recitation	Rhyme	Syllable: Segmenting	Syllable: Blending	Initial Sound	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes	Name Writing	Dictation	Sequencing Events	Oral Retelling
11	1	What Begins with the /m/ Sound?					✓								✓
	2	Tracing with Primary Crayons							✓	✓	✓	✓			
12	1	What Begins with the /m/ Sound?					✓								✓
	2	Eensy, Weensy, Spider Sequencing	✓										✓	✓	✓
13	1	What Begins with the /s/ Sound?					✓								✓
	2	Find Your Rhyme Partner		✓											
14	1	Initial Sound Riddles					✓								✓
	2	Writing with Primary Crayons							✓	✓	✓				
15	1	Robot Talk: Blending /s/ and /m/ Words					✓								
	2	Connect the Rhyming Words		✓							✓				
16	1	Draw the Sound Picture for /m/					✓	✓							
	2	Silly Animal Rhymes		✓											✓
17	1	Circle the Sound Picture for /m/						✓							
	2	Retell the Story												✓	
18-20	<b>Pausing Point 2</b>														
21	<b>Domain Assessment</b>														

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

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**Note:** *Teachers may need to adapt the core content addressed during Listening & Learning instruction in response to the beliefs and characteristics of individual students in their classes. Teachers should take care to acknowledge the many different animals that students might have and be inclusive of those animals. Be mindful that students might follow certain religious traditions that honor certain animals. Additionally, students might be sensitive to discussions regarding eating animals. Finally, be sure to emphasize that animals are to be treated with respect and that wild animals should not be touched.*

Listening & Learning instruction is designed to provide students the experiences needed to develop domain-specific language and content knowledge. These experiences include participating in interactive read-alouds, read-aloud reviews, and explicit vocabulary instruction.

The *Animals* domain introduces many scientific concepts that may be new to preschoolers as well as teachers. Because preschoolers are naturally curious, they may ask questions beyond the information provided in the read-aloud or scripted language. Please refer to Appendix A, which explains “What Teachers Need to Know” about animals. Furthermore, you may wish to read **Supplemental Resources for Teachers** found at the end of this Introduction. You will find several articles that address teaching science-related topics to preschoolers, as well as specific information about animals taught throughout this domain.

### **Interactive Read-Alouds**

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**For all interactive, whole-group readings, it is imperative that teachers read the text and plan the prompts that they will use to engage students before conducting the read-aloud.**

The *Animals* domain includes five original read-alouds and three trade books that address the Core Content Objectives for this domain. The read-alouds in the *Animals* domain are intended to be conducted as interactive group readings, meaning that teachers encourage student contributions and participation throughout the reading of the text. The read-alouds for the *Animals* domain include:

- “Humans are Animals”
- *What Do You Do With a Tail Like This?* by Steven Jenkins and Robin Page

- “Animals Have Three Basic Needs”
- “Animals Protect Themselves”
- *Is Your Mama a Llama?* By Deborah Guarino
- *See Me Grow* by Penelope Arlon and Tory Gordon-Harris
- “Groups of Animals: Birds, Fish, and Insects”
- “Groups of Animals: Mammals”

### Picture Talks

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**Like the interactive group read-alouds, it is imperative that teachers read the Picture Talk and become familiar with the prompts used to engage students before conducting the Picture Talk.**

Picture Talks accompany the following read-alouds in the *Animals* domain:

- “Humans are Animals”
- “Animals Have Three Basic Needs”
- “Animals Protect Themselves”

### Deepening Understanding

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In the *Animals* domain, Deepening Understanding instruction is given for the following words:

- trunk
- lap
- pants
- belong

## Core Vocabulary

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### Day 1: "Humans Are Animals"

animals  
beak  
furry  
sharp  
sniff  
**trunk**

### Day 3: *What Do You Do With a Tail Like This?* by Steven Jenkins and Robin Page

underground  
pesky  
sticky  
leap  
capture

### Day 4: "Animals Have Three Basic Needs"

burrows  
carnivores  
herbivores  
**lap**  
nibble

### Day 6: "Animals Protect Themselves"

camouflage  
oily  
**pants**  
shell  
twig

### Day 11: *Is Your Mama a Llama?* by Deborah Guarino

**belong**  
cave  
flippers  
grazes  
herd

### Day 13: *See Me Grow* by Penelope Ardon and Tory Gordon-Harris

foal  
litter  
pouch

### Day 14: *See Me Grow* by Penelope Ardon and Tory Gordon-Harris

chrysalis  
hatch  
tadpole

### Day 16: "Groups of Animals: Birds, Fish, and Insects"

fins  
gills  
insects  
peck

### Day 17: "Groups of Animals: Mammals"

cuddle  
fawn  
mammals  
smooth

## Extension Activities

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Extension Activities provide opportunities for teachers to reinforce and for students to apply content knowledge presented in the read-alouds. These activities are designed to be conducted by the teacher or classroom aide during Learning Center time across a period of three to five days. Since these activities cover certain Core Content and Language Arts Objectives, it is important that every student have an opportunity to participate in each activity.

Teachers are active facilitators of Extension Activities in that they provide the appropriate materials and model and facilitate the language needed to complete an activity. Nevertheless, these activities are intended to be primarily child-led. That is, once the general instructions have been explained, the teacher strategically supports students' learning by a) following the students' lead, b) scaffolding their language, and c) providing content-related information.

The Extension Activities for the *Animals* domain are:

- Days 1–3: Animal Library
- Days 4–6: Basic Needs Pretend Play
- Days 7–10: “If I Could Be an Animal” Class Book
- Days 13–15: Animal Charades
- Days 16–20: Groups of Animals Sorting Game

## Take-Home Material

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Take-home material is designed to give students repeated exposure to the domain-specific language and content knowledge in the *Animals* domain. Some teachers might choose to use the take-home materials during the school day. In the *Animals* domain, we recommend that students take home the following:

- Day 1: Family Letter 1
- Day 2: Read-Aloud “Humans are Animals”
- Day 4: Animal Body Parts Riddles
- Day 6: Drawing Zigzag Lines
- Day 11: Family Letter 2

- Day 12: Observing Animals
- Day 16: Read-Aloud “Groups of Animals”
- Day 17: Mark These Trucks

## ***Pausing Points***

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Pausing Points are opportunities to complete any activities from previous days or revisit material with which students are experiencing difficulty. Pausing Points do not follow the same daily structure (e.g., Starting the Day, Small Groups, whole-group read-aloud, etc.) as other days during the domain, but you could plan to do so if you wish. Each Pausing Point includes both a Skills and Listening & Learning Task Assessment that can be used to quickly evaluate students’ knowledge of important material taught up until that point. Teachers can use the Skills Activities Summary to find and repeat activities that target particular areas of difficulty for students. Additional ideas for activities that reinforce or extend material from both Skills and Listening & Learning are included in the Pausing Point as well.

## ***Assessments***

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It is important to remember that, while many objectives are taught in each domain, the expectation is not that students will master every objective taught in a single domain; the goal is mastery of all objectives by the end of the school year. Therefore, some objectives that are taught in a given domain will not be assessed until subsequent domains. CKLA Preschool assessments are designed to provide a “snapshot view” of whether or not each student is mastering specific Core Content and Language Arts Objectives. In addition to the specific assessments detailed here, teachers should continuously monitor students’ understanding of concepts and skill development by interacting with and observing students on a daily basis. By using the assessments provided—along with these daily observations—teachers can make informed day-to-day instructional decisions relevant to each student’s progress.

### **Portfolio Collection**

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During the *Animals* domain, students produce many more examples of written work during Small Group and Extension Activities. Teachers are able to collect a variety of examples of written work and artwork to be

included as items in students' portfolios. Students' work in the *Animals* domain can be compared to that collected in the previous domain to gauge students' progress. In this domain, students' work from the following activities may be included in their portfolios:

- Animal Hospital Learning Center: Students' emergent writing samples, such as their efforts to write prescriptions, appointments, and animal carrier labels
- Day 5: Count and Color Syllables
- Days 6 and 7: Narrative: Grocery Story
- Days 7–2: "If I Could Be an Animal" Class Book
- Day 15: Connect the Rhyming Words
- Day 15: From Egg to Caterpillar
- Day 16: Silly Animal Rhymes
- Day 17: Circle the Sound Picture for /m/
- Days 2, 4, 6, 7, 11, and 14: Writing Strokes Activity Pages and students' attempts at writing their names

### **Assessment Opportunity**

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In the *Animals* domain, the Animal Hospital Learning Center provides an excellent Assessment Opportunity for observing students' language skills in a naturalistic setting throughout the entire domain. Teachers should pay particular attention to observing the Core Content and Language Arts Objectives assigned to the Animal Hospital Dramatic Play Center. One way to record these observations is to take a pad of sticky notes to the Learning Center and to date and record observations about individual students on each note. At the end of the day, these observations can be affixed to a page inserted into each individual student's portfolio. As these observations are conducted over a period of time and across different settings, they together reflect students' progress across different areas of competency.

The *Animals* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students' abilities to segment syllables during Small Groups. There are numerous Assessment Opportunities during small-group and whole-group activities in the *Animals* domain.

## Task Assessments

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- During the *Animals* domain, students participate in Task Assessments during Pausing Point 1 and during the Domain Assessment. Pausing Point 1 Task Assessments are designed to give teachers a general idea of how students are performing relative to particular Core Content and Language Arts Objectives addressed in this domain. Students are asked to participate in tasks that demonstrate their competency in both Skills and Listening & Learning. These assessments are administered in either whole-group or small-group settings. The Task Assessments that students perform in *Animals* Pausing Point 1 include:
  - Skills: Clapping Syllables
  - Listening & Learning: Animal Identification

Task Assessments presented during the Domain Assessment are designed to record students' progress relative to objectives that students can be reasonably expected to master by the end of the *Animals* domain. The Task Assessments that students perform in the *Animals* Domain Assessment include:

- Skills: Handwriting Strokes
- Skills: Animal Name Syllables
- Listening & Learning: Identifying Animals and Their Body Parts

## Domain Materials

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Lists of materials required to teach the *Animals* domain before and after Pausing Point 1 are provided on the following pages. Some materials from the *All About Me* and *Families and Communities* domain are used again in this domain. These lists do not include materials for Pausing Point activities (see Pausing Points 1 and 2 for suggested materials). Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each day.

## Preparation

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Prepare the following for use throughout the domain and in other domains throughout the school year.



### ***Sign-In Cards***

**Sign-In Cards** will be introduced on Day 1 and used to help students learn to write their names. These Sign-In Cards will be used for students to copy their names with a dry-erase marker as they sign into the classroom each day. To create Sign-In Cards, make copies, preferably on card stock, of **Image Card 1-1: Sign-In Card Template** from the **Image Cards** component. Make a card for each student, writing the students' names on the line, being sure to use a red marker for the first letter and a black marker for the remaining letters. Cover each student's Sign-In Card with laminate or a page protector so that it can be reused every day. If you have a small whiteboard for each student, you might instead affix the students' Name Cards to the top half and have them sign in below.

Misha

*child writes name here*

## Materials Required before Pausing Point 1

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### **CKLA Materials**

- *Animals* Flip Book
- Activity Pages 1-1, 2-1–2-3, 4-1, 4-2, 5-1, 6-1–6-4, and 7-1
- Image Cards 1-1, 2-1, and 4-1–4-3
- Image Cards 3-1–3-5, 4-4–4-6, 5-1–5-3 (cut apart)
- Nursery Rhymes and Songs Posters 3, 16, 18, 22, 45
- Animal Hospital Learning Center Cards
- Transition Cards: Animals
- My First Strokes Book from *Families and Communities*
- *All About Me* Name Cards
- *All About Me* Transition Cards: Capital Letters
- *All About Me* Image Cards 12-1–12-3
- *Families and Communities* Image Cards 14-1–14-5

### **Other Materials**

- *What Do You Do With A Tail Like This?*, by Steve Jenkins and illustrated by Robin Page
- *The Very Hungry Caterpillar*, by Eric Carle (or other familiar trade book)
- My First Strokes Book (saved from previous domains)
- ten to twenty books about animals, ten to twenty books on other subjects, book display stand or bookshelf (see **Day 1: Advance Preparation**)
- Animal Hospital props (see Learning Center: Animal Hospital for suggestions)
- Classroom Jobs Chart (from previous domains)
- laminator or page protectors
- red and black dry-erase markers
- ball or stuffed animal
- basket or box
- cardboard box; a variety of classroom objects (see **Day 2: Advance Preparation**)
- drawing tools
- primary crayons
- writing utensils
- tape
- blank paper
- various materials to create an animal habitat, plastic or stuffed animals (see **Day 4: Advance Preparation**)
- eight containers
- chart paper
- large, unbreakable mirror
- glue or tape
- scissors

## Materials Required after Pausing Point 1

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### **CKLA Materials**

- *Animals* Flip Book beginning of the domain)
- Activity Pages 11-1–11-4, 12-1, 12-2, 14-1, 15-1, 15-2, 16-1, 17-1, and 17-2
- Image Cards 11-1–11-14, 12-1, 12-2, 13-1–13-10, 14-2, 14-3, 14-6, and 14-7 (cut apart)
- Image Cards 14-1, 14-4, and 14-5
- Nursery Rhymes and Songs Posters 3, 16, 18, 22, and 45
- Transition Cards: Animals
- Animal Hospital Center Cards
- Sign-In Cards (created at the
- My First Strokes Book from *Families and Communities*
- Transition Cards: Capital Letters from *All About Me*
- Name Cards from *All About Me*
- *Animals* Domain Assessment Record Form
- *Families and Communities* Image Cards 5-1–5-4, 10-1–10-4
- *All About Me* Image Cards 13-1–13-3

### **Other Materials**

- *Is Your Mama A Llama?*, by Deborah Guarino and illustrated by Steven Kellog
- *See Me Grow*, by Penelope Arlon and Tory Gordon-Harris
- Animal Hospital props (see **Learning Center: Animal Hospital** for suggestions)
- large, unbreakable mirror
- magazines or printouts of animals
- paper
- glue or tape
- primary crayons
- drawing and writing utensils
- stuffed animal
- whiteboard
- chart paper
- large pieces of paper
- hook-and-loop dots (optional)
- pocket chart
- fresh chicken egg
- clear glass bowl
- paper towels

## Recommended Resources for Animals

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### Trade Books

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We highly recommend the inclusion of any of the following books in your Library Center and/or for use as time permits throughout the year as additional whole-group read-alouds.

\*Asterisk indicates that the text complexity or length of this trade book is likely above the comprehension level or attention span of preschoolers. Nevertheless, the pictures or themes in this book represent important opportunities for adults to facilitate conversations related to the content in this domain.

#### ***Suggested for Pausing Points and Library Center:***

1. *Animal Friends (A Global Celebration of Children and Animals)*, by Maya Ajmera and John D. Ivanko (Charlesbridge, 2010) ISBN 978-1-57091-502-4
2. *Animal Needs*, by Sue Barraclough (Heinemann Library, 2008) ISBN 978-1-4329-1403-5
3. *\*Animals Grow and Change*, by Bobbie Kalman (Crabtree Publishing Company, 1998) ISBN 978-0-7787-3251-8
4. *Animals In Camouflage*, by Phyllis Limbacher Tildes (Charlesbridge, 2000) ISBN 978-0-88106-134-5
5. *\*Are You A Bee? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2001) ISBN 978-0-75345-804-4
6. *\*Are You A Butterfly? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2000) ISBN 978-0-75345-608-8
7. *\*Are You A Ladybug? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2000) ISBN 978-0-75345-603-3
8. *\*Are You a Snail? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2000) ISBN 978-0-75345-604-0
9. *\*Are You a Spider? (Backyard Books)*, by Judy Allen and illustrated by Tudor Humphries (Kingfisher, 2000) ISBN 978-0-75345-609-5
10. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 1994) ISBN 978-0-80506-594-7

11. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin, Jr. and illustrated by Eric Carle (Henry Holt, 1995) ISBN 9-780805-047905
12. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2003) ISBN 978-0-8234-1939-5
13. *Cock-a-Doodle-Do! Barnyard Hullabaloo*, by Giles Andreae and illustrated by David Wojtowycz (Tiger Tales, 2000) ISBN 978-1-58925-387-2
14. *Commotion In the Ocean*, by Giles Andreae and illustrated by David Wojtowycz (Tiger Tales, 1998) ISBN 978-1-58925-366-7
15. *Does a Kangaroo Have a Mother, Too?*, by Eric Carle (HarperCollins Publishers, 2000) ISBN 978-0-06-443642-7
16. *\*Farmyard Friends: Chickens*, by Camilla de la Bedoyere (QEB Publishing, 2010) ISBN 978-1-59566-942-1
17. *Feathers For Lunch*, by Lois Ehlert (HMH Books for Young Readers, 1996) ISBN 978-0-1520-098-6
18. *First Look At Ocean Animals*, by Jamie McCune and illustrations by Lindsay Broderick (Palm Publishing, LLC, 2010) ISBN 978-1-60727-138-3
19. *Good Dog, Carl*, by Alexandra Day (Aladdin Paperbacks, 1985) ISBN 978-0-68981-771-7
20. *How Animals Move*, by Pamela Dell (Capstone Press, 2005) ISBN 978-0-7368-5166-4
21. *How Do Animals Hide?*, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 978-0-7787-9491-2
22. *I Went Walking*, by Sue Williams and illustrated by Julie Vivas (HMH Books for Young Readers, 1992) ISBN 978-0-15238-011-3
23. *\*Little Kids First Big Book of Animals*, by Catherine D. Hughes (National Geographic, 2010) ISBN 978-1-4263-0704-1
24. *Ocean Animal Adaptations*, by Julie Murphy (Capstone Press, 2012) ISBN 978-1-4296-7029-6
25. *Pet Show!*, by Ezra Jack Keats (Puffin Books, 1972) ISBN 978-0-14-230000-8

26. *Pigs*, by Gail Gibbons (Holiday House, 1999)  
ISBN 978-0-82341-554-0
27. *Quick As A Cricket*, by Audrey Wood and illustrated by Don Wood (Child's Play, 1982) ISBN 978-0-85953-306-5
28. *Rain Forest Adaptations*, by Lisa J. Amstutz (Capstone Press, 2012)  
ISBN 978-1-4296-7034-0
29. *Rumble In The Jungle*, by Giles Andreae and illustrated by David Wojtowycz (Tiger Tales, 2002) ISBN 978-1-58925-367-4
30. *Swimmy*, by Leo Lionni (Knopf Books for Young Readers, 2003)  
ISBN 978-0-394-82620-2
31. *\*The Great Animal Search*, by Caroline Young and illustrated by Ian Jackson (Usborne Publishing, 2002) ISBN 978-0-79451-028-2
32. *\*The Kingfisher First Animal Encyclopedia*, edited by Camilla Reid (Kingfisher Publications, 1998) ISBN 978-0-75345-135-9
33. *The Milk Makers*, by Gail Gibbons (Aladdin Paperbacks, 1987)  
ISBN 978-0-689-71116-9
34. *The Very Hungry Caterpillar*, by Eric Carle (Scholastic Inc, 1987)  
ISBN 978-0-39922-690-8
35. *Time To Sleep*, by Denise Fleming (Scholastic, 1997)  
ISBN 978-0-80506-767-5
36. *Touch And Feel Wild Animals*, by DK Publishing (Dorling Kindersley Books, 1998) ISBN 978-0-78942-918-6
37. *What Animals Eat*, by Brenda Stones and Thea Feldman (Kingfisher, 2012) ISBN 978-0-7534-6759-6
38. *What Can Live In The Desert?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5674-5
39. *What Can Live In The Forest?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5675-2
40. *What Can Live In The Ocean?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5673-8
41. *What Color Is Camouflage?*, by Carolyn Otto and illustrated by Megan Lloyd (HarperCollins Publishers, 1996) ISBN 978-0-06-445160-4

## Online Resources for Teachers

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1. **Teaching science to preschoolers**  
<http://www.naeyc.org/files/yc/file/200911/BosseWeb1109.pdf>
2. **Benefits of using science to teach preschoolers**  
<http://journal.naeyc.org/btj/200209/ScienceInThePreschoolClassroom.pdf>
3. **Teaching science during the early childhood years**  
[http://ngl.cengage.com/images/advertisements/marketing\\_downloads/PRO0000000028/SCL22-0429A\\_AM\\_Trundle.pdf](http://ngl.cengage.com/images/advertisements/marketing_downloads/PRO0000000028/SCL22-0429A_AM_Trundle.pdf)
4. **Butterfly kits available for purchase (to observe life stages)**  
[http://www.carolina.com/living-organisms/insects/butterflies/10582.ct?mCat=10476&sCat=10568&s\\_cid=ppc\\_gl\\_Butterfly\\_Kits&gclid=COaciuGOqrgCFRSi4AodnxkAVg](http://www.carolina.com/living-organisms/insects/butterflies/10582.ct?mCat=10476&sCat=10568&s_cid=ppc_gl_Butterfly_Kits&gclid=COaciuGOqrgCFRSi4AodnxkAVg)
5. **Alternatives to School Hatching Projects**  
<http://www.upc-online.org/hatching/alternatives.html>
6. **Ant farm kits available for purchase (to observe living insects)**  
<http://www.carolina.com/living-organisms/insects/ants/10570.ct?mCat=10476&sCat=10568>
7. **Frog/tadpole kits available for purchase (to observe life stages)**  
<http://www.mykidsadventure.com/grow-a-frog-live-tadpole-kit>
8. **Carnegie Science Center (resources for Educators)**  
<http://www.carnegiesciencecenter.org/educators/educator-resources>
9. **Pets in the classroom (grants providing funding for classroom pets)**  
<http://www.petsintheclassroom.org>

## Online Resources for Students

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1. **Unite for Literacy free digital books for preschoolers, including books about animals**  
<http://library.uniteforliteracy.com>
2. **Ranger Rick online (National Wildlife Foundation)**  
<https://www.nwf.org/Kids/Ranger-Rick.aspx>
3. **National Geographic Kids**  
<http://kids.nationalgeographic.com/kids/animals>
4. **Smithsonian National Zoo webcams**  
<http://nationalzoo.si.edu/Animals/WebCams>
5. **San Diego Zoo for kids**  
<http://kids.sandiegozoo.org>

6. Kookaburra “laugh” video clip  
[http://www.youtube.com/watch?v=Fc\\_-icFHwQo](http://www.youtube.com/watch?v=Fc_-icFHwQo)
7. Animal Planet page on wild animals  
<http://animal.discovery.com/wild-animals>
8. Interactive animal games for Preschoolers  
<http://www.sheppardsoftware.com/preschool/animals.htm>
9. BBC Animals Nature/Wildlife  
<http://www.bbc.co.uk/nature/animals>
10. Smithsonian Museum of Natural History: Animals  
<http://www.mnh.si.edu/mna/main.cfm>

### ***What Do You Do With A Tail Like This?***

11. Animal Action interactive song  
[http://www.youtube.com/watch?v=\\_lhYjSgkZgg](http://www.youtube.com/watch?v=_lhYjSgkZgg)
12. Guess the animal sound game  
<http://www.kidsplanet.org/games/js/whoami.html>

### ***Animals Have Three Basic Needs***

13. Animal’s Basic Needs Video clip  
[http://www.youtube.com/watch?v=X\\_DwEfuCvU](http://www.youtube.com/watch?v=X_DwEfuCvU)

### ***Animals Protect Themselves***

14. Animals in camouflage video  
<http://www.youtube.com/watch?v=ZpE2jFHIEXI>
15. Polar animals video clip  
<http://www.youtube.com/watch?v=spx-0FrsLKQ>

### ***Is Your Mama A Llama?***

16. “Is Your Mama a Llama?” original song clip (based on book)  
<http://www.youtube.com/watch?v=gKntRVKGa54>

### ***See Me Grow***

17. Butterfly Life Stages video clip  
<http://www.youtube.com/watch?v=5XWFFTuX5gQ>
18. *The Very Hungry Caterpillar*: a movie  
<http://www.youtube.com/watch?v=wfbKB-eEO-0>
19. Chickens at Play: a video by United Poultry Concerns  
<http://vimeo.com/13210456>



## ***Groups of Animals***

### **20. Bio Kids: Critter Catalog**

<http://www.biokids.umich.edu/critters>

### Core Content Objectives

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Students will:

- ✓ Identify at least ten animals by name
- ✓ Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- ✓ Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)
- ✓ Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- ✓ Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water)
- ✓ State that animals' three basic needs are water, food, and shelter
- ✓ Identify two ways that animals are born (i.e., some animals are born alive and some animals hatch from eggs)
- ✓ State two defining characteristics of birds (e.g., have wings, feathers, two legs, or a beak; lay eggs; fly)
- ✓ State two defining characteristics of fish (e.g., have fins, tails, gills; live and breathe underwater; swim)
- ✓ State one defining characteristic of insects (e.g., small, have six legs)
- ✓ State one defining characteristic of mammals (e.g., have hair/fur, live babies, warm bodies; feed their babies milk)

### Language Arts Objectives

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Students will:

- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)

- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Use regularly formed plurals in spoken language (L.P.1c)
- ✓ Use present and past verb tense (L.P.1b)
- ✓ Understand and use complex sentences with clauses introduced by *because* and *so that* (L.P.1f)
- ✓ Give simple, single-step directions (SL.P.6)

### Staging the Learning Center

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#### Teaching Tip

Take students on a field trip to visit a veterinarian's office, animal hospital, or wildlife rescue center. Or, invite a professional who cares for sick and injured animals to come talk to your students.

**Roles:** veterinarian, veterinarian technician, groomer, receptionist, pet/animal owner, animals

**Play Props:** veterinarian kit with stethoscope (similar to doctor kit), thermometer, bandages or gauze, animal food (real or pretend), water and food bowls, empty fish aquarium, cardboard boxes for use as animal carriers, telephone, assorted stuffed animals, blankets and towels, white veterinarian coat, veterinarian technician scrubs, magnifying glass, hair brush and empty shampoo bottle for grooming, pet leashes, pet costumes for students

**Reading Props:** magazines or books in waiting room, field guides or other animal identification books for reference, nonfiction books related to animals, animal or pet magazines (including fliers for pet stores, lost pets, pet supplies, etc.)

**Writing Props:** calendar for receptionist to write appointments, clipboard, paper and pen for veterinarians' notes and prescriptions, construction paper and crayons with tape to label animal carriers, black construction paper and chalk for animal X-rays

#### Assessment Opportunity

Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of ongoing assessment.

### Facilitating the Animal Hospital

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**Note:** See the *Learning Center Card* for suggested language and vocabulary to model in this Learning Center.

Teachers and aides play important roles as facilitators of Learning Centers, particularly when Learning Centers are first added to the classroom.

Post the Center Cards for the Animal Hospital Learning Center so students can identify the center and so adults have a quick guide to facilitating language and play in the Learning Center.

**Vocabulary:** animal, pet, veterinarian, veterinarian technician, heart, lungs, paws, eyes, ears, mouth, teeth, tongue, tail, wing, skin, fur, aquarium, carrier, bandage, cast, leashes

**Suggested Phrases:**

- Let's take an X-ray of the bird's wing so that we can see if it is hurt.
- Let's listen to the dog's heartbeat so that we can see if he is healthy or not.
- This cat needs a bandage because her leg is broken.
- Where are the bandages?
- There are six animals at the animal hospital today.
- I am examining this horse's ear.
- What happened to this animal?

***Before the Pausing Point***

- Students bring stuffed animal "patients" to see the veterinarian
- Teacher or aide models calling and registering animals for exams and scheduling appointments by phone, etc.
- Teacher models role of animal owner signing in upon arrival, talking with the veterinarian about what is wrong with the animal
- Teacher or aide models role of veterinarian and shows students how to examine and treat animals
- Students act as veterinarian technicians by holding the animal for examination and bringing the veterinarian needed supplies
- Teacher or aide models using reference books to identify types of animals
- Teacher or aide models writing exam notes and making X-rays
- Teacher or aide models applying bandages and gauze to hurt animals

### ***After the Pausing Point***

- Students wear costumes and play the role of the animal patient
- Students play the role of receptionist, using appropriate language on the telephone and recording appointments
- Students write exam notes and read X-rays
- Students play the role of the animal owner, signing in upon arrival, talking with the veterinarian, etc.
- Students play the roles of veterinarian technician and groomer, talking about animal body parts and assisting in activities
- Students locate and use reference books to identify types of animals with the help of a teacher or aide
- Students independently play the role of veterinarian, asking the animal owners appropriate questions, writing appropriate exam notes, making animal X-rays, etc.

# TRANSITION CARDS

## Animals

### ***Transition Cards: Animals***

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#### **Core Content Objectives**

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Students will:

- ✓ Identify at least ten animals by name
- ✓ Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)
- ✓ Sort pictures of birds, fish, and insects into piles based on the animal group to which they belong

#### **Language Arts Objectives**

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Students will:

- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)
- ✓ Ask or answer questions beginning with *who*, *what*, *where*, *when*, or *why* (SL.P.3)
- ✓ Ask or answer increasingly detailed, elaborate questions (other than those beginning *with who*, *what*, *where*, *when*, or *why*) (SL.P.3)
- ✓ Classify by other conceptual categories (L.P.5a)

Use the **Transition Cards: Animals** throughout the *Animals* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

### ***Name That Animal***

Show students **Transition Cards: Animals** one at a time. Ask a student to name the animal you are showing. When a student correctly names the animal, transition the student to the next activity and continue until all students have had a chance to respond.

### ***Animal Riddles***

Place **Transition Cards: Animals** in a pocket chart where all students can see them. Tell students that you are going to describe one of the animals that they can see. You will call on a student to come up and point to the animal you have described. Think of riddles to describe each animal (e.g., “I am thinking of an animal that lives on a farm, says “moo,” and gives us milk. What animal is it?”). Call on a student to name or point to the animal, then transition the student to the next activity and continue until all students have had a chance to respond. After you have conducted this activity a few times, you might allow students to give the clues.

### ***Tell Me about an Animal***

Tell students you are going to show them a picture of an animal and you want them to tell you something about that animal. Show the first card and say, “This is a \_\_\_\_\_. Tell me something we have learned about a \_\_\_\_\_.” Have a student name one thing about the animal shown (e.g., “The duck has yellow feathers.”). Prompt the student to tell you about body parts, basic needs, and groups of animals (birds, insects, mammals, and fish) if he/she is unable to tell you something about the animal on their own. Transition the student to the next activity and continue asking students to name animal features until all students have had a chance to respond. Extend the activity by asking the student to first name the animal shown and then to describe a feature.

### ***Which Animal Group?***

Show students an animal and ask them to name the group to which the animal belongs. At first, give students two choices and then ask them how they made their choice (e.g., “Is a flamingo a bird or a fish? How do you know?”). After you have conducted this activity a few times, stop giving students choices and see if they can remember the animal group on their own. Transition students to the next activity and continue until all students have had a chance to respond.

## Transition Cards: Capital Letters

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### Teaching Tip

During Transitions, students focus on learning letter *names*. Letter *sounds* are taught during Small Group beginning on Day 11. Once students begin to learn the sounds that go with the letters, accept both letter names and letter sounds as correct responses.

### Language Arts Objectives

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Students will:

- Recognize the initial letter of one’s first name (RF.P.1d)
- Identify at least ten letters of the alphabet by name, especially those in child’s first name (RF.P.1d)

Use the **Transition Cards: Capital Letters** from the *All About Me* domain throughout the *Animals* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

#### ***What’s the First Letter of Your Name?***

Ask each student, “What’s the first letter of your name?” At first, do not show them their **Name Cards** or the **Capital Letter Cards**. If the student needs support in order to respond, hold up the Capital Letter Card that shows the first letter of his/her name. Transition the student to the next activity and continue until all students have had a chance to respond.

#### ***Write Your Letter in the Air***

Show students one **Capital Letter Card** at a time. Ask students to raise their hands if it is the letter that starts their name. Tell students you are going to write the letter together. Have all students take out their “magic pencil” (i.e., their pointer fingers) and write their letter in the air as you use a marker to write the letter on a piece of chart paper and/or a whiteboard. Transition the students to the next activity and continue until all students have had a chance to respond.

## Transition Cards: Name Cards

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### Language Arts Objectives

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Students will:

- Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)
- Segment a spoken word into separate, distinct syllables (RF.P.2a)
- Blend two spoken syllables, saying the whole word (RF.P.2a)



Use the **Name Cards** you made for the *All About Me* domain throughout the *Animals* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below; these ideas progress from less to more difficult.

### ***Blend Your Name***

Say the segmented syllables of one student's name using robot talk. Have each student raise his hand when he hears his name. Tell the student to blend his name and say it out loud. If the student is ready, have him repeat his name in robot talk before blending it. If a student needs additional support, you may hold up **Name Cards** one at a time to help him identify when his name is being said in robot talk. Continue saying names until all students have had a chance to blend their name.

### ***Clap Your Name***

Show students one **Name Card** at a time. Have each student raise her hand when she sees her **Name Card**. Tell the student to say her name using robot talk and clap the syllables [e.g., "Your name is Zoe. Clap your name. Zo-e" (two claps)]. Then, have the whole class clap the student's name using robot talk. After you have conducted this activity a few times, have students clap their last names as well. You might also have students stomp or tap their names instead of clapping. Transition the student to the next activity and continue until all students have had a chance to clap their name.

### ***Clap Your Name without Speaking***

Show students one **Name Card** at a time. Have each student raise his hand when he sees his **Name Card**. Tell the student to clap his syllables and mouth his name at the same time without making a sound. Then, have the whole class clap the student's name, mouthing the syllables rather than saying the name aloud. After you have conducted this activity a few times, have students clap and mouth their last names as well. You might also have students stomp or tap the names instead of clapping. Transition the student to the next activity and continue until all students have had a chance to clap their name.