

Note to Teacher

Pausing Point 1 is an opportunity to review, reinforce, and extend the material taught during the first half of the domain. Begin by identifying areas in which students may need extra practice by using Observational Assessments (see **General Overview**) and/or Task Assessments (see below). Then, use this information to decide which activities you wish to repeat and whether it is best to repeat them in a whole-group or small-group setting. If students are ready to extend their knowledge, suggestions for activities that draw on information presented across multiple days are provided below. During the Pausing Point, continue conducting Routines that have been introduced up until this point (e.g., attendance, daily schedule, classroom jobs, signing in to Learning Centers, etc.).

☑ Lesson Objectives

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- ✓ Name one plant and two animals that live in the woodland
- ✓ Identify by name the pond habitat when shown a picture of the pond
- ✓ Name one plant and two animals that live in the pond

Student Performance Task Assessment

Skills Task Assessment

Sound Picture Identification

Individually assess whether students are able to produce the sounds that accompany the sound pictures/letters learned up until this point (i.e., ‘m’, ‘a’, ‘t’, ‘d’, ‘o’, ‘c’). Hold up a **Transition Card: Sound Picture** and ask the student, “*What sound goes with this sound picture/letter?*” If students respond with the correct letter name, confirm their response as correct, and clarify that you are asking for the letter sound. Record students’ responses on the Sound Picture Identification Record Form that follows the Domain Assessment.

Listening & Learning Task Assessment

During a transition or in Small Groups, show students Flip Book images from the “Woodland” and “Pond” read-alouds. Ask them to identify which habitat is shown, and to name an animal or plant that lives in that habitat.

Skills Review

Skills Activities Summary

The chart below shows the Small Group activities that students have completed up to Pausing Point 1 and the emergent literacy skills areas they address. If students need more practice in a particular area, revisit activities that address those skills.

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	Initial Sound	Sounds in Words	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes/ Writing Letters	Dictation	Sequencing Events	Verbal Retelling
1	1	Draw the Sound Picture for /o/				✓				✓				
	2	Beginning Sound Match				✓								
2	1	Circle the Sound Picture 'o'								✓				
	2	Teacher, Teacher, May I Cross the Bridge?	✓	✓	✓	✓			✓	✓				
3	1	Oral Blending: Three-Sound Words					✓							
	2	Story Dictation									✓	✓	✓	
4	1	Oral Blending: Three-Sound Words					✓							
	2	Class Book: In the Woods								✓	✓	✓		✓
5	1	Draw the Sound Picture for /k/				✓				✓				
	2	Class Book: In the Woods								✓	✓	✓		✓
6	1	Circle the Sound Picture 'c'								✓				
	2	Sound Picture Board Game				✓				✓				
7	1	Oral Blending: Three-Sound Words					✓							
	2	Sound Picture Board Game				✓								
8-10	Pausing Point 1													

Additional Skills Activities

Practice Writing Sound Pictures

Ideas for activities that help students practice copying or writing sound pictures:

- Place sand, sugar, or salt into a small tray or pencil box and have students write sound pictures with unsharpened pencils or their fingers.
- Press play dough onto a paper plate and have students “write” sound pictures in it with unsharpened pencils or their fingers.
- Form letters with play dough.
- Make giant letters by having students lay on the floor and use their bodies to make the letter shapes.
- Use various wands (homemade or store bought) and have students write sound pictures in the air.
- Add the following materials to the Writing Center: letter stencils, letter magnets, magnetic writing boards, copies of pages from **My First Strokes Books** and sound picture Activity Pages, chalkboards and chalk, whiteboards and dry-erase markers.
- Take students outside and have them write sound pictures in the sandbox.
- Use water to “paint” sound pictures on the sidewalk outside or the chalkboard inside.
- Use pipe cleaners or wax sticks to form sound pictures or students’ names.

Sound Picture Mystery Bag

Materials: Transition Cards: Sound Pictures; drawstring bag, blank paper, writing utensils

Place **Transition Cards: Sound Pictures** into a drawstring bag. Invite one student to draw a card and tell you the sound that goes with the sound picture and to think of a word starting with that sound. Then, instruct all students to copy the sound picture onto their blank piece of paper. Continue having students remove sound pictures from the bag until all have been chosen.

Story Bracelets

Materials: pipe cleaners, beads

Make story bracelets by stringing three beads on a pipe cleaner. Tell students the beads represent the beginning, middle, and end of a story. Demonstrate telling a story and moving the beads around the bracelet. Have students dictate their own stories, using the three beads as a reminder that their stories should have a beginning, middle, and end. You might also use the story bracelets to have students retell the steps in a familiar routine (e.g., washing their hands, eating lunch, getting ready for bed, etc.).

Make Your Own Book

Materials: construction paper, blank paper, drawing utensils, stapler

Make blank books by folding blank paper in half and stapling it together. Add a construction paper cover. Have students make up a story about one of the animal “tour guides” from the *Habitats* read-alouds. Help students think of a title for their story. Have students dictate the story and draw a picture to illustrate each page. When they are finished, give students the option to place their handmade storybooks in the Library Learning Center or with the appropriate *Habitats* mural (see Extension Activities).

I’m Thinking of Something

Materials: Transition Cards: Habitats

Tell students you are going to play a game called “I’m Thinking of Something.” You will give them clues about an object hidden in the bag, and they will try to guess what it is. The first clue will be the initial sound of the word you have in mind. Continue by giving other meaningful clues until students guess the correct answer [e.g., “*I’m thinking of something that starts with /m/. It is an animal that squeaks. Sometimes, cats chase these animals. It might live in the woodland. It starts with /m/.*” (mouse)]. Then, show students the card that was hidden in the bag. Once students understand the game, allow them to give the clues, being sure to start with the initial sound clue and following up with content-based clues from the read-aloud.

Sound Picture Treasure Hunt

Materials: Transition Cards: Initial Sounds and Transition Cards: Sound Pictures from the *Plants* and *Habitats* domains; whiteboard, marker

Place **Transition Cards: Initial Sounds** and **Transition Cards: Sound Pictures** around your classroom. Tell students that you have hidden cards with pictures and sound pictures on them. Allow students to look around the room and instruct them to return to the group once they have found a picture card. Once all students have returned, go around the circle and have students share the sound that goes with the sound picture, or draw the sound picture that starts the word describing the picture they have found.

Listening & Learning Review

Read-Aloud and Picture Talk Reviews

If students need repeated exposure to particular content, choose a read-aloud to be heard again. You could also let students choose their favorite read-aloud to hear or retell. Picture Talks provide an excellent opportunity to practice Core Vocabulary, and can be repeated in a whole-group or small-group setting. You may also choose to do a Picture Talk of pages not presented in the lesson, facilitating a discussion using questions and comments similar to those given in the lesson.

Domain-Related Trade Books

Read nonfiction trade books that are related to the Core Content Objectives addressed up to Pausing Point 1. See the **Introduction** for suggestions. You might also choose to read a fiction trade book that complements the content presented in this domain. You may have your own favorites, or you could use the following fictional stories:

Little Red Riding Hood, retold by Gaby Goldsack and illustrated by Dubravka Kolanovic (Parragon Books, 2011) ISBN 978-1-4454-7795-4

- Connection to content from “Woodland”

This is a classic tale about a little girl who goes for a walk in the woodland. Talk about the woodland illustrations as you read this story, focusing on the plants and animals shown in each picture. You might also have students predict what other woodland creatures Little

Red Riding Hood might see on her walk in the forest, based on their knowledge of the “Woodland” read-aloud.

In The Small, Small Pond, by Denise Fleming (Henry Holt and Company, 1993) ISBN 978-0805059830

- Connection to content from “Ponds”

This book showcases a number of animals that live in a pond and describes some of the sounds they make. Have students identify the animals they see in the book and allow them to act the story out by making sounds they may hear in the pond. Discuss how the animals who live in the pond interact with the plants that live in the pond (e.g., discuss what the frog is doing as he dives into the pond of minnows).

Pond Walk, written and illustrated by Nancy Elizabeth Wallace (Marshall Cavendish Corporation, 2011) ISBN 978-0-7614-5816-6

- Connection to content from *Life In A Pond* by Carol K. Lindeen

In this book, a little bear takes a trip to a pond with his mother. He sees many plants and animals during his visit. As you read the story, review the pond habitat and what little bear sees at the pond.

Activities

Forest Mystery Box

Materials: empty shoe box, magnifying glasses, paper, crayons, and various materials from a forest or woodland including leaves, sticks, branches, dirt, etc.

Note: *If you live near a woodland or nature trail, take your students on a nature walk to collect the materials for the Mystery Box.*

Assemble a box of woodland items for students to explore using their five senses. Allow students to feel the items that you have collected. Have them use magnifying glasses to explore what they see up close. Encourage students to trace around the things they would see in the woodland and make a collage. They might use paint and make prints with the leaves.

Leaf Rubbings

Materials: leaves, crayons, white paper

Go on a nature walk or collect leaves near your school or classroom. Have students can create leaf rubbings in the Art Center by placing leaves under a piece of white paper and gently rubbing over them with crayons.

Build a Bear Cave

Materials: pillows, blankets, stuffed teddy bears

Make a bear cave (similar to a fort) in your classroom. Allow students to play with stuffed bears or pretend to be bears hibernating in the woods. You might want to have students each bring in their own bear or woodland stuffed animal from home to play with in the bear cave. Be sure to establish ground rules as to how students will share or not share their animals with their friends before beginning play.

Make Ants on a Log

Note: *When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

Materials: celery sticks, whipped cream cheese, raisins

Tell students the celery represents a fallen log and the raisins are the ants crawling along the log. Spread cream cheese onto the celery stalks and stick the raisins on top. Talk about other animals that might live on a fallen log as students eat their snacks.

Red Light, Green Light

Materials: green paper (“lily pads”) taped to the floor

Play a variation of “Red Light, Green Light” where students pretend to be animals that live in a pond (e.g., frog, great blue heron, fish, crayfish, dragonfly, etc.). Start with all students standing on a “lily pad.” Encourage students to act like a certain animal when you say, “Green light.” When you say, “Red light,” they should return to their lily pads and get ready to act out the next animal. Consider playing this game outside and using sidewalk chalk to draw the lily pads.

Pond Sensory Bin

Materials: tub or sensory bin, water, plastic pond animals (e.g., frog, turtles, butterflies, snakes, etc.), green circles cut out of foam to serve as lily pads, plastic plants, rocks, boats

Create a pond sensory bin using pond props. Encourage students to act out pond scenes based on your read-aloud. You might have students discuss how the plants and animals interact with one another in the pond as part of their pretend play. For example, have students make their frogs jump from lily pad to lily pad, hunting for insects to eat. Or, encourage students to have their fish swim underneath the water in the pond.

Make Fish in a Pond

Note: *When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

Materials: rice cakes, whipped cream cheese, fish-shaped crackers, cucumbers, blue food coloring

Tell students that the rice cake is their pond, the cream cheese is the water, the cucumbers are the lily pads, and the crackers are fish living in the pond. Slice cucumbers. Allow students to place a few drops of blue food coloring into the cream cheese and stir it up. Have students spread cream cheese on rice cakes and top with fish-shaped crackers and cucumbers. Talk about other plants and animals that might live in a pond as students eat their snacks.