

Domain 5: Habitats

Teacher Guide



Core Knowledge Language Arts • New York Edition



Core Knowledge®

PRE-SCHOOL



Domain 5: Habitats

Teacher Guide

PRECHOOL

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Habitats

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		Library Learning Center	Day													
	Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Core Content Objectives																	
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	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify by name the ocean habitat when shown a picture of the ocean	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Name three animals that live in the ocean	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
State that the ocean habitat has salty water and a sandy beach			✓							✓	✓	✓					
Identify by name the desert habitat when shown a picture of the desert	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Name one plant and two animals that live in the desert	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
State that the desert habitat is hot and dry			✓														
Identify by name the farm habitat when shown a picture of the farm	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day														
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17	
Name one plant and two animals that live on the farm		✓		✓														✓	✓
State that the food humans eat is grown on farms				✓														✓	✓
Reading Standards for Literature: Prekindergarten																			
Key Ideas and Details																			
STD RL.P.1	With prompting and support, ask and answer questions about detail(s) 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 fiction read-aloud						✓												
STD RL.P.2	With prompting and support, retell familiar stories.																		
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																	✓	

Alignment Chart for Habitats

		Transition Cards		Library Learning Center		Day														
		Habitats	Sound Pictures and Initial Sounds			1	2	3	4	5	6	7	11	12	13	14	15	16	17	
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 characters, a beginning, and an ending						✓													
	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						✓													
	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							✓												
Craft and Structure																				
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																			
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds						✓													
	Understand and use increasingly varied and complex vocabulary						✓													

Alignment Chart for Habitats

Transition Cards		Library Learning Center	Day																
			Habitats	Sound Pictures and Initial Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17	
Range of Reading and Level of Text Complexity			STD RL.P.10 Actively engage in group reading activities with purpose and understanding.																
CKLA Goal(s)	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			✓															
	Draw a picture to illustrate a story								✓										
	With prompting and support, dictate as a group a retelling of a story that has been heard			✓															
	Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay				✓					✓					✓				✓
	Using familiar rhymes, poems, or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation													✓					
Responding to Literature			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 Habitats		Transition Cards		Day														
				Habitats	Sound Pictures and Initial Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16
Reading Standards for Informational Text: Prekindergarten																		
Key Ideas and Details																		
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		✓						✓					✓			✓	
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		✓															
Craft and Structure																		
STD RI.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).																	
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds		✓						✓					✓			✓	

Alignment Chart for Habits

		Transition Cards		Library Learning Center	Day													
					Habitats	Sound Pictures and Initial Sounds	1	2	3	4	5	6	7	11	12	13	14	15
STD RI.P.5	Identify the front cover and back cover of book; displays correct orientation of book, page-turning skills.																	
CKLA Goal(s)	Hold a book correctly, turning the pages, while pretend-reading 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, a letter			✓														
Integration and Knowledge of Ideas																		
STD RI.P.7	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).																	
CKLA Goal(s)	Find the illustration, or object within the illustration, of a book that is being described Describe an illustration and how it relates to the text				✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
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 With prompting and support, provide or join in repeating the refrain in books with repetitive phrases				✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Habitats

		Transition Cards		Day															
				Habitats	Sound Pictures and Initial Sounds	Library Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16
Reading Standards for Foundational Skills: Prekindergarten																			
<i>NOTE: In Prekindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.</i>																			
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																		
STD RFP.1d	Recognize and name some upper- and lowercase letters of the alphabet, especially those in own name.																		
CKLA Goal(s)	Recognize the initial letter of one's first name Recognize the written form of one's first name Identify some letters of the alphabet by name, especially those in child's first name																		
STD RFP.1e	Recognize that letters are grouped to form words.																		
CKLA Goal(s)	With prompting and support, make beginning efforts to use invented, phonetic spelling to communicate in writing																		

Alignment Chart for Habitats

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

Alignment Chart for Habitats		Transition Cards		Day																	
				Library Learning Center		1	2	3	4	5	6	7	11	12	13	14	15	16	17		
STD RF.P.2c	Demonstrate awareness of relationship between sounds and letters.																				
CKLA Goal(s)	With prompting and support, give the consonant sounds of at least three written letters		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
STD RF.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		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
CKLA Goal(s)	With prompting and support, give the beginning sound of a spoken word		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
CKLA Goal(s)	With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word																				
Phonics and Word Recognition																					
STD RF.P.3	Demonstrate emergent phonics and word analysis skills.																				
STD RF.P.3a	With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.																				
CKLA Goal(s)	With prompting and support, give the consonant sounds of at least three letters		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
CKLA Goal(s)	With prompting and support, give the vowel sound of at least one letter		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
CKLA Goal(s)	With prompting and support, blend simple CVC words																				
CKLA Goal(s)	With prompting and support, blend simple CVC words																				

Alignment Chart for Habitats

		Transition Cards		Library Learning Center		Day											
						Habitats	Sound Pictures and Initial Sounds	1	2	3	4	5	6	7	11	12	13
Fluency																	
STD RF.P.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			✓													
Writing Standards: Prekindergarten																	
Text Types and Purposes																	
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		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research to Build and Present Knowledge																	
STD W.P.7	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																
CKLA Goal(s)	With prompting and support, dictate as a group a retelling of a story that has been heard								✓								
STD W.P.8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.																
CKLA Goal(s)	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		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Habitats		Transition Cards		Day																
		Habitats	Sound Pictures and Initial Sounds	Library Learning Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17		
Responding to Literature																				
STD W.P.11	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.																			
CKLA Goal(s)	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 character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending							✓												
Speaking and Listening Standards: Prekindergarten																				
Comprehension and Collaboration																				
STD SL.P.1c	Communicate with individuals from different cultural backgrounds.																			
CKLA Goal(s)	Recognize, call by name, and indicate the role of school personnel																			
	Greet adults as "Mr. (name)," and/ or "Ms. or Mrs. (name)"																			
STD SL.P.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																			
CKLA Goal(s)	Ask questions about oral directions or verbal explanations																			
	With prompting and support, ask and answer <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> questions																			

Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day													
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17
Presentation of Knowledge and Ideas																		
STD SL.P.4		Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																
CKLA Goal(s)	Describe an event or task that one has just experienced in the immediate past			✓														
	Describe an event or task that will take place in the future			✓														
STD SL.P.6		Demonstrate an emergent ability to express thoughts, feelings, and ideas.																
CKLA Goal(s)	Express a personal opinion										✓	✓						✓
Language Standards: Prekindergarten																		
Conventions of Standard English																		
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			✓				✓	✓									✓
	Write one's first name, using upper- and lowercase letters appropriately			✓														

Alignment Chart for Habitats

		Transition Cards		Library Learning Center	Day															
		Habitats	Sound Pictures and Initial Sounds		1	2	3	4	5	6	7	11	12	13	14	15	16	17		
STD L.P.1b	Use frequently occurring nouns and verbs (orally).																			
CKLA Goal(s)	Understand and use precise nouns and verbs related to the human body, families, communities, animals, plants, and habitats Use present and past verb tense	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.P.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).																			
CKLA Goal(s)	With prompting and support, ask and answer <i>who, what, where, when, why, and how</i> questions				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.P.1f	With guidance and support, produce and expand complete sentences in shared language activities.																			
CKLA Goal(s)	Understand and use the negative forms of declarative sentences, questions, and imperatives 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>			✓														✓	✓	
STD L.P.2	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
STD L.P.2a	Capitalize the first letter in their name.																			
CKLA Goal(s)	Write the first letter of one's first name using a capital letter Write one's first name, using upper- and lowercase letters appropriately				✓															

Alignment Chart for Habitats

	Transition Cards	Library Learning Center	Day															
			Habitats	Sound Pictures and Initial Sounds	1	2	3	4	5	6	7	11	12	13	14	15	16	17
STD L.P.2b	Attempt to write a letter or letters to represent a word.																	
CKLA Goal(s)	Use a combination of letters, partial letters, lines, and/or shapes to represent a word or words		✓				✓	✓	✓	✓		✓	✓					
STD L.P.2c	With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.																	
CKLA Goal(s)	With prompting and support, make beginning efforts to use invented phonetic spellings to communicate in writing						✓	✓	✓	✓		✓	✓					
Vocabulary Acquisition and Use																		
STD L.P.5	With guidance and support, explore word relationships and nuances in word meanings.																	
CKLA Goal(s)	Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that <i>hot</i> and <i>warm</i> are similar but not identical in meaning)																	✓
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		✓															

Alignment Chart for Habitats

Transition Cards		Library Learning Center	Day														
			1	2	3	4	5	6	7	11	12	13	14	15	16	17	
Habitats	Sound Pictures and Initial Sounds																
STD L.P.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).																
CKLA Goal(s)	Pair pictures depicting opposite adjectives (big-little; cold-hot; dry-wet; full-empty; happy-sad)									✓							
	Name and use opposite adjectives (big-little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; tall-short; yes-no)									✓							
	Point to sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)													✓			
	Use sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry)																✓
	Name and use opposite size words (large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin)																✓
	Pair pictures depicting opposite size words (large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin)																✓

Alignment Chart for Habitats

		Transition Cards		Library Learning Center		Day															
		Habitats	Sound Pictures and Initial Sounds		Center	1	2	3	4	5	6	7	11	12	13	14	15	16	17		
STD L.P.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).																				
CKLA Goal(s)	<p>Show understanding of temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate; first-last; beginning-middle-end; then-next; already, soon)</p> <p>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)</p> <p>Show understanding of adverbs (quickly-slowly, quietly-loudly, carefully, gently)</p> <p>Use adverbs appropriately in context (quickly-slowly, quietly-loudly, carefully, gently)</p>						✓														
STD L.P.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.																				
CKLA Goal(s)	<p>Understand increasingly precise verbs related to plants, animals, and habitats</p> <p>Use increasingly precise verbs related to plants, animals, and habitats</p>																				

Alignment Chart for Habitats

Transition Cards		Day																		
		1	2	3	4	5	6	7	11	12	13	14	15	16	17					
Habitats	Sound Pictures and Initial Sounds																			
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.																			
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

INTRODUCTION

Habitats

Introduction

The Teacher Guide for *Habitats* 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 on the following page). 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 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.

Domain Calendar

		Day(s)							
		1	2	3	4	5	6	7	8-10
Habitats									
Starting the Day									
Routines	Writing Name to Make Choices	--	--	--	--	--	--	--	--
Nursery Rhyme(s)	Bat, Bat	Bat, Bat	Row, Row, Row Your Boat	Row, Row, Row Your Boat	Row, Row, Row Your Boat	Once I Saw a Little Bird	Once I Saw a Little Bird	Nursery Rhyme Review	
Skills									
Small Group 1	Draw the Sound Picture for /o/	Activity Page 2-1: Circle the Sound Picture 'o'	Oral Blending: Three-Sound Words	Oral Blending: Three-Sound Words	Oral Blending: Three-Sound Words	Draw the Sound Picture for /k/	Activity Page 6-1: Circle the Sound Picture 'c'	Oral Blending: Three-Sound Words	
Small Group 2	Beginning Sound Match	Teacher, May I Cross the Bridge?	Story Dictation	Class Book: In the Woods	Class Book: In the Woods	Class Book: In the Woods	Sound Picture Board Game	Sound Picture Board Game	
Listening & Learning									
Read-Aloud/ Picture Talk	Read-Aloud: Woodland	Picture Talk: Woodland	Trade Book: <i>In the Woods: Who's Been Here?</i> by Lindsay Barrett George	Trade Book: <i>In the Woods: Who's Been Here?</i> by Lindsay Barrett George	Trade Book: <i>In the Woods: Who's Been Here?</i> by Lindsay Barrett George	Trade Book: <i>Life in a Pond</i> by Carol K. Lindeen	Read-Aloud: Pond	Picture Talk: Pond	
Deepening Understanding	--	<i>fragile</i>	--	<i>autumn</i>	--	--	--	<i>shallow</i>	
Extension Activity	Woodland Mural	Woodland Mural	Woodland Mural	Woodland Mural	Woodland Mural	Pond Mural	Pond Mural	Pond Mural	
Take-Home Material									
Take-Home Material	Activity Page 1-1: Family Letter 1	Activity Page 2-2: "Woodland" Read-Aloud	Activity Page 4-1: The Woodland	Activity Page 4-1: The Woodland	Activity Page 4-1: The Woodland	Activity Page 6-2: Starting Sounds	Activity Page 6-2: Starting Sounds	Activity Page 6-2: Starting Sounds	

Pausing Point

Habitats

Day(s)

	11	12	13	14	15	16	17	18-20	21
Starting the Day									
Routines	--	--	--	--	--	--	--	Pausing Point	
Nursery Rhyme(s)	"At the Seaside" by Robert Louis Stevenson	"At the Seaside" by Robert Louis Stevenson	To Market, To Market	To Market, To Market	Nursery Rhyme Review	Old MacDonald	Nursery Rhyme Review	Domain Assessment	
Skills									
Small Group 1	Draw the Sound Picture for /g/	Activity Page 12-1: Circle the Sound the Picture 'g'	Activity Page 13-1: Blending Sounds Train	Draw the Sound Picture for /i/	Activity Page 15-1: Circle the Sound the Picture 'i'	Activity Page 16-1: Blending Sounds Train	Activity Page 17-1: Blending Sounds Train		
Small Group 2	Activity Page 11-1: Color the Balloons	Sound Picture Fishing Game	Oral Segmenting: Three-Sound Words	Initial Sound Storybook Reading	Making Letters with Play Dough	Making Letters with Play Dough	Oral Segmenting: Three-Sound Words		
Listening & Learning									
Read-Aloud/ Picture Talk	Read-Aloud: Ocean	Picture Talk: Ocean	Read-Aloud: Desert	Picture Talk: Desert	Trade Book: <i>Here is the Southwestern Desert</i> by Madeleine Dunphy	Read-Aloud: Farm	Picture Talk: Farm		
Deepening Understanding	--	<i>enormous</i>	--	<i>prickly</i>	--	--	<i>rooting</i>		
Extension Activity	Ocean Mural	Ocean Mural	Desert Mural	Desert Mural	Desert Mural	Farm Mural	Farm Mural		
Take-Home Material									
Take-Home Materials	Activity Page 11-2: Family Letter 2		Activity Page 13-2: In the Ocean		Activity Page 15-2: Home Alone				

Domain Components

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

- The **Habitats Teacher Guide** outlines each day of instruction and contains all the information needed to teach the *Habitats* domain.
- The **Habitats Flip Book** contains a collection of images that accompany the read-alouds found in the Teacher Guide.
- The **Habitats Image Cards** contain additional images that are used in Skills and Listening & Learning instruction.
- The **Habitats Center and Transition Cards** are designed to be posted in classroom Learning Centers and provide information to students and teachers. Transition Cards are content- and skills-related materials that are used to provide learning opportunities as students move between activities.
- The **Habitats 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 *Habitats* domain:
 - *Here Is The Southwestern Desert*, by Madeleine Dunphy and illustrated by Anne Coe (Web of Life Children’s Books, 2007) ISBN 978-0-9773795-6-9
 - *In The Woods: Who’s Been Here?* by Lindsay Barrett George (Greenwillow Books, 1995) ISBN 978-0-688-16163-7
 - *Life In A Pond*, by Carol K. Lindeen (Capstone Press, 2003) ISBN 978-0-7368-2101-8

Domain Icons

The icons below 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 Habitats Domain

The materials comprising the CKLA Preschool *Habitats* domain are designed to teach young children appropriate, nonfiction content about habitats, the places where plants and animals live together. In addition to the information provided in this curriculum, it is vital that students also have opportunities for hands-on learning about habitats. Ideally, teachers would provide multiple opportunities for students to visit and observe a variety of habitats. Realistically, teachers may be able to provide students with the experience of visiting just one of the habitats featured in CKLA Preschool, or a local habitat. We strongly recommend that teachers arrange for students to take a field trip to a natural habitat and have students observe the plants and animals that live there. If it is not possible to visit one of the habitats featured in the CKLA Preschool materials, teachers might create their own interactive read-alouds based on trade books about a different habitat students will visit. Students might also enjoy making a mural showing plants and animals living in the local habitat. Before leaving for the trip, make a plan as to how students will connect the experiences they have to the content they are learning in school.

Learning Centers and Transitions

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

Learning Centers

The domain-specific Learning Center for the *Habitats* domain is the Library Dramatic Play Center. Most classrooms already have a library center or reading corner. You might transition this area into the Library Dramatic Play Center or you might stage this center in the dramatic play area. See the Learning Center section of this Teacher Guide for detailed information. The Library Center will contain books about plants, animals, and habitats, as well as related play and literacy props. This Learning Center is intended to bring together students' knowledge of content related to habitats with their print-related emergent literacy skills. Students will practice making and reading books about various habitats. They will have the opportunity to play the role of librarian, greeting other students and helping them check out books. Students will also learn about the importance of returning library books so other students might read them.

Transition Cards

In the *Habitats* domain, there are four new sets of Transition Cards 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 *Habitats* Teacher Guide, and are also encouraged to think of other ways to use these cards. The content-related set of Transition Cards provided in this domain is the **Transition Cards: Habitats** set. The first set of cards depicts each of the habitats from the domain and the animal “guide” that narrates the read-aloud about that particular habitat. The second set of cards shows plants and animals that live in each of the featured habitats. The skills-related sets of Transition Cards provided in this domain are the **Transition Cards: Sound Pictures** and the **Transition Cards: Initial Sounds** sets for the sound pictures for /o/, /k/, /g/, and /i/. These cards depict sound pictures (i.e., letters) that students are learning and pictures of objects whose names start with these sounds. See **Appendix B: Representing Phonemes (Sounds) in CKLA Preschool** for further information about sounds and sound pictures.

Starting the Day

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

Classroom Routines

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

- Ordering the schedule using temporal words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters during Morning Circle
- Classroom jobs

By the start of the *Habitats* domain, students are very familiar with the general schedule and rhythm of the school day. They may even independently transition from one familiar routine to the next. Students are also writing their own names. In the *Habitats* domain, students will incorporate this developing skill into Daily Routines as they sign their names to indicate a preference. Teachers should continue conducting all previously established classroom routines each day until the end of the school year. The routine modified in this domain is:

- Writing name to make a choice

Objectives associated with this routine is 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

During the *Habitats* domain, students learn nursery rhymes, songs, and poems about plants, animals, and habitats. 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 *Habitats* domain include:

- “Bat, Bat”
- “Row, Row, Row Your Boat”
- “Once I Saw a Little Bird”
- “At the Seaside”
- “To Market, To Market”
- “Old MacDonald”

Students will also be reviewing sounds and sound pictures during the Nursery Rhyme recitation. By this point in the school year, students have spent significant time in Small Groups learning to identify sound pictures and learning to segment and blend sounds in words. In the latter part of the school year, it is appropriate to add a daily review of these Small Group skills to students’ morning routine. Thus, teachers are asked to lead students in exercises to identify sound pictures from words in the nursery rhyme before Pausing Point 1, and blend two- and three-sound words from the nursery rhyme after Pausing Point 1. These activities are detailed under the headings **Draw the Sound in the Word** and **Blend Sounds in Words**, respectively.

Skills Instruction

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

In the *Habitats* domain, students continue to practice a variety of emergent literacy skills through child-friendly activities such as playing games like matching games, dictating stories, making a class book in the style of a familiar storybook, and learning four additional sounds and sound pictures. As 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 students are increasingly able to fully 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 addressed in the *Habitats* domain include:

- Identifying initial sounds and sound pictures
- Drawing sound pictures/writing letters
- Narrative storytelling
- Segmenting words
- Blending three-sound words

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 *Habitats* 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.

During Small Group time in the *Habitats* domain, teachers and students focus on letter sounds at the beginning of words and learn to write the sound pictures for /o/, /k/, /g/, and /i/. As in the *Animals* and *Plants* domains, teachers first draw students' attention to the way a 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. Then, teachers show students that the sound they are hearing can be written down or drawn (i.e., sound pictures).

Some students may also know the letter name that corresponds to the sound picture and sound their teacher introduces. If a student points out the name of a letter, teachers are encouraged to confirm the student's 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 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 text are lowercase. Thus, teachers are instructed to write the lowercase letter whenever writing sound pictures.

Importance of Phonemic Awareness in the Habitats Domain

It is important to note that students are expected to be able to detect and manipulate individual sounds in words at this point in the school year (i.e., have phonemic awareness). Students who cannot detect and manipulate sounds will experience difficulty in many of the Skills activities in the *Habitats* domain. Phonemic awareness is required for students to segment and blend three-sound words, as they do in Small Groups after Pausing Point 1 in the *Habitats* domain. **If some students are not yet able to detect and manipulate sounds in words, it is very important that these students spend extra time reviewing and practicing the Skills activities from the previous domains, particularly the *Animals* and *Plants* domains.** During Small Group time, teachers should be aware and provide the level of additional support and scaffolding these students may need. Furthermore, the teacher should ensure these students receive additional instruction in the phonological awareness skills (e.g., word awareness, rhyme awareness and production, detecting and manipulating syllables) that lay the foundation for the awareness of individual sounds in words. The understanding that words are made up of individual sounds is foundational to reading and spelling in Kindergarten, and students must be given ample instruction and opportunity to develop this knowledge.

Fine Motor Skills

At this point in the year, students should have established a tripod grip and should use that grip when forming writing strokes and letters. It is still appropriate for students to continue practicing writing strokes introduced in previous domains, but students should also be practicing writing letters (i.e., sound pictures). The letters that are familiar to students are those in their own names and the sound pictures for the sounds taught in the *Plants* domain (i.e., /m/, /a/, /t/, /d/) as well as those introduced in the *Habitats* domain (i.e., /o/, /k/, /g/, /i/).

Skills Activities Summary

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

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	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												
11	1	Draw the Sound Picture for /g/				✓		✓		✓			
	2	Color the Balloons				✓		✓					
12	1	Circle the Sound Picture 'g'					✓						
	2	Sound Picture Fishing Game				✓		✓					
13	1	Blending Sounds Train					✓	✓					
	2	Oral Segmenting: Three-Sound Words					✓						
14	1	Draw the Sound Picture for /i/				✓		✓		✓			
	2	Initial Sound Storybook Reading				✓							
15	1	Circle the Sound Picture 'i'					✓						
	2	Making Letters with Play Dough						✓		✓			
16	1	Blending Sounds Train					✓	✓					
	2	Making Letters with Play Dough						✓		✓			
17	1	Pushing Sounds Train					✓	✓					
	2	Oral Segmenting: Three-Sound Words					✓						
18-20	Pausing Point 2												
21	Domain Assessment												

Listening & Learning Instruction

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 (i.e., Picture Talks), explicit vocabulary instruction, and Extension Activities.

The *Habitats* domain provides an opportunity for students to review and integrate the knowledge that they have learned in the *Animals* and *Plants* domain. Given their knowledge base of the basic needs and development of plants and animals, students are poised to understand that habitats are places where plants and animals interact. Teachers are encouraged to incorporate the relevant information about plants and animals into discussions about the read-aloud text whenever possible. Teachers are also prompted and encouraged to ask students to think deeply about how plants and animals interact in particular habitats. Students use their background knowledge to answer analytical (i.e., *how* and *why*) questions about these habitats, providing justification for their responses that is grounded in what they have learned in previous domains.

Interactive Read-Alouds

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

The *Habitats* domain includes five original read-alouds and three trade books that address the Core Content Objectives for this domain. The read-alouds in the *Habitats* 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 *Habitats* domain include:

- “Woodland”
- *In the Woods: Who’s Been Here?* by Lindsay Barrett George
- *Life in a Pond* by Carol K. Lindeen
- “Pond”
- “Ocean”

- “Desert”
- *Here is the Southwestern Desert* by Madeleine Dunphy
- “Farm”

Picture Talks

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

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

- “Woodland”
- “Pond”
- “Ocean”
- “Desert”
- “Farm”

Deepening Understanding

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

- *autumn*
- *enormous*
- *fragile*
- *prickly*
- *rooting*
- *shallow*

Core Vocabulary

Days 1 & 2: Woodland

bank
damp
fragile
hike
shady
tiptoe

Days 3 & 4: In The Woods: Who's Been Here?

autumn
boulder
clearing
clump
gnawed

Day 5: Life in a Pond

dive
lake
still

Days 6 & 7: Pond

croaking
crouching
murky
reeds
shallow

Days 11 & 12: Ocean

burrow
enormous
tidal pool
wading
waves

Days 13 & 14: Desert

binoculars
dart
peer
prickly
sandy
scurry

Day 15: Here is the Southwestern Desert

badger
basks
blazes
chases
hisses

Days 16 & 17: Farm

coop
hay
flow
pasture
rooting
shearing
wool

Extension Activities

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. 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 *Habitats* domain are:

- Days 1–4: Woodland Mural
- Days 5–7: Pond Mural
- Days 11 and 12: Ocean Mural
- Days 13–15: Desert Mural
- Days 16 and 17: Farm Mural

Planning and Conducting Habitats Extension Activities

The murals in the *Habitats* domain require Advance Preparation, as detailed on each particular day of instruction. Teachers construct a backdrop for each mural before students make plants and animals to add to each backdrop. Teachers also make examples of each craft in advance and offer students a choice as to which plant or animal they will make. Then, teachers divide students into three groups based on their choice and prepare the necessary amount of materials for each student. It is recommended that the teacher lead one group of students in making one of the crafts on each day of the Extension Activity, rather than having students make three different crafts at the same time.

Take-Home Material

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

- **Day 1:** *Habitats* Family Letter 1
- **Day 2:** Read-Aloud “Woodland”
- **Day 4:** The Woodland
- **Day 6:** Starting Sounds
- **Day 11:** *Habitats* Family Letter 2
- **Day 13:** In the Ocean
- **Day 15:** Home Alone

Pausing Points

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. Pausing Point 1 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

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

During the *Habitats* domain, students are producing many 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 *Habitats* 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:

- **Days 1, 5, 11, 13, and 16:** Extension Activity Crafts
- **Day 1:** Draw the Sound Picture for /o/
- **Day 2:** Activity Page 2-1: Circle the Sound Picture: 'o'
- **Day 4:** Class Book: In the Woods
- **Day 5:** Draw the Sound Picture for /k/
- **Day 6:** Activity Page 6-1: Circle the Sound Picture: 'c'
- **Day 11:** Draw the Sound Picture for /g/
- **Day 11:** Activity Page 11-1: Color the Balloons
- **Day 12:** Activity Page 12-1: Circle the Sound Picture: 'g'
- **Day 14:** Draw the Sound Picture for /i/
- **Day 15:** Activity Page 15-1: Circle the Sound Picture: 'i'

Assessment Opportunity

In the *Habitats* domain, the Library Dramatic Play 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 Library 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, together they reflect students' progress across different areas of competency.

The *Habitats* domain also includes routine activities that provide excellent opportunities for direct observation. For example, teachers might focus on observing students' daily participation in reciting and performing nursery rhymes during Starting the Day. Teachers might lead the activity while aides record students' levels of participation, or vice versa. There are numerous Assessment Opportunities during small-group and whole-group activities in the *Habitats* domain.

Task Assessments

During the *Habitats* 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 students perform in the *Habitats* Pausing Point 1 include:

- Skills: Handwriting Strokes
- Listening & Learning: Habitat Identification
- Listening & Learning: Assigning Animals and Plants to Habitats

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

- Skills: Identifying Sound Pictures
- Listening & Learning: Habitat Identification
- Listening & Learning: Assigning Animals and Plants to Habitats

Domain Materials

Below are lists of materials required to teach the *Habitats* domain before and after the first Pausing Point. 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.

Materials Required Before Pausing Point 1

CKLA Materials

- *Habitats* Flip Book
- Transition Cards: Habitats
- Image Cards 1-1-1-4, 4-1-4-4, 5-1
- Nursery Rhymes and Songs Posters 6, 30, 43
- Transition Cards: Sound Pictures and Initial Sounds from *Animals*, *Plants*, and *Habitats* domains
- Activity Pages 1-1, 2-1, 2-2, 4-1, 6-1, 6-2
- Image Cards 4-1-4-4 from *Animals* domain

Other Materials

- *Life in a Pond* by Carol K. Lindeen
- familiar storybook
- *In the Woods: Who's Been Here?* by Lindsay Barrett George
- chart paper or whiteboard
- primary crayons or dry-erase markers
- paper
- brown paper bags
- writing utensils
- drawing tools
- construction paper
- scissors
- stapler
- yarn
- wiggle eyes
- cotton balls or pom-poms
- paint
- hook-and-loop tape
- bulletin board paper
- paper plates
- brown felt
- pipe cleaners
- glue
- stuffed animal
- plastic animals

Materials Required after Pausing Point 1

CKLA Materials

- *Habitats* Flip Book
- Activity Pages 11-1, 11-2, 12-1, 13-1, 13-2, 15-1, 15-2, 16-1, 17-1
- Nursery Rhymes and Songs Posters 5, 6, 29, 30, 32, 50
- Transition Cards: Sound Pictures and Initial Sounds from *Animals*, *Plants*, and *Habitats* domains
- Transition Cards: Habitats
- Image Cards 1-1–1-3, 11-1–11-2, 13-1

Other Materials

- initial sound storybook
- *Here Is the Southwestern Desert* by Madeleine Dunphy
- chart paper or whiteboard
- dry-erase markers
- markers
- paper
- writing utensils
- drawing tools
- crayons
- bulletin board paper
- sand
- glue
- paper plates
- paint
- construction paper
- hole punch
- yarn
- tissue paper
- streamers
- large paper clips
- magnets
- dowels
- trays for each student
- stuffed animal
- toothpicks
- wiggle eyes
- egg cartons
- brown or yellow pipe cleaners
- one object that is prickly (e.g., hairbrush)
- one object that is smooth (e.g., smooth stone)
- play dough
- sentence strips
- popcorn kernels

Recommended Resources for Habitats

Trade Books

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

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

Suggested Trade Books With Alliteration:

1. *All The Awake Animals Are Almost Asleep*, by Crescent Dragonwagon and illustrated by David McPhail (Little, Brown Books for Young Readers, 2012) ISBN 978-0316070454
2. *Clara Caterpillar*, by Pamela Duncan Edwards and illustrated by Henry Cole (HarperCollins, 2004) ISBN 978-0064436915
3. *Four Famished Foxes And Fosdyke*, by Pamela Duncan Edwards and illustrated by Henry Cole (Katherine Tegen Books, 1997) ISBN 978-0064434805
4. *In The Tall, Tall Grass*, by Denise Fleming (Henry Holt and Company, 1991) ISBN 978-0805039412
5. *Pigs In Pajamas*, by Maggie Smith (Knopf Books For Young Readers, 2012) ISBN 978-0375848179
6. *Princess Prunella And The Purple Peanut*, by Margaret Atwood and illustrated by Aryann Kovalski (Workman Publishing Company, 1995) ISBN 978-0761101666
7. *Some Smug Slug*, by Pamela Duncan Edwards and illustrated by Henry Cole (Katherine Tegen Books, 1998) ISBN 978-0064435024
8. *The Worrywarts*, by Pamela Duncan Edwards and illustrated by Henry Cole (HarperCollins, 2003) ISBN 978-0064435161
9. *Walter Was Worried*, by Laura Vaccaro Seeger (Square Fish, 2006) ISBN 978-1596431966

Suggested for Pausing Points and Library Center:

1. **A Day In The Life Of A Farmer*, by Heather Adamson (Capstone Press, 2004) ISBN 978-0-7368-4674-5
2. **A Log's Life*, by Wendy Pfeffer and illustrated by Robin Brickman (Simon & Schuster Books for Young Readers, 1997) ISBN 978-1416934837
3. *All The Water In The World*, by George Ella Lyon and Katherine Tillotson (Atheneum Books For Young Readers, 2011) ISBN 978-1-4169-4130-6
4. *Around The Pond: Who's Been Here?*, by Lindsay Barrett George (Greenwillow Books, 1996) ISBN 978-0-688-14376-3
5. *At The Beach*, by Anne & Harlow Rockwell (Aladdin Paperbacks, 1987) ISBN 978-0689714948
6. *Big Red Barn*, by Margaret Wise Brown and pictures by Felicia Bond (Harper Festival Books, 1989) ISBN 978-0694006243
7. **Cactus Hotel*, by Brenda Z. Guiberson and illustrated by Megan Lloyd (Henry Holt and Company, 1991) ISBN 978-0805029604
8. *Click, Clack, Moo Cows That Type*, by Doreen Cronin and pictures by Betsy Lewin (Simon and Schuster, 2000) ISBN 978-1416903482
9. **Crinkleroot's Guide To Knowing Animal Habitats*, by Jim Arnosky (Aladdin Paperbacks, 1998) ISBN 978-0689835384
10. **Deserts (Kingfisher Young Knowledge)*, by Nicola Davies (Kingfisher Publications, 2005) ISBN 978-0753458662
11. **Deserts*, by Neil Morris (Crabtree Publishing Company, 1996) ISBN 978-0865058392
12. *Flotsam*, by David Wiesner (Clarion Books, 2006) ISBN 978-1849394499
13. *Forest Bright, Forest Night*, by Jennifer Ward and illustrated by Jamichael Henterly (Dawn Publications, 2005) ISBN 978-1584690672
14. *Frog, Where Are You?*, by Mercer Mayer (Puffin Books, 1969) ISBN 978-0803728813
15. *Here Is The Tropical Rain Forest*, by Madeleine Dunphy and illustrated by Micahel Rothman (Web of Life Children's Books, 2006) ISBN 978-0977379514

16. *In The Small, Small Pond*, by Denise Fleming (Henry Holt and Company, 1993) ISBN 978-0805059830
17. *In The Tall, Tall Grass*, by Denise Fleming (Henry Holt and Company, 1991) ISBN 978-0805039412
18. *Jack's Garden*, by Henry Cole (Greenwillow Books, 1997) ISBN 978-0-68-815283-3
19. *Just A Day At The Pond*, by Mercer Mayer (HarperFestival, 2008) ISBN 978-0-06-053961-0
20. **Life On A Crop Farm*, by Judy Wolfman and photographs by David Lorenz Winston (Carolrhoda Books, Inc. 2002) ISBN 978-1575055183
21. *Little Red Riding Hood*, retold by Gaby Goldsack and illustrated by Dubravka Kolanovic (Parragon Books, 2012) ISBN 978-1-4454-7795-4
22. **Ocean Life From A to Z*, by Cynthia Stierle and Annie Crawley (Reader's Digest Children's Books, 2007) ISBN 978-0-7944-1222-7
23. **Oceans*, by Neil Morris (Crabtree Publishing Company, 1996) ISBN 978-0865058408
24. *Old Macdonald Had A Farm*, illustrated by Pam Adams (Child's Play International, 1975) ISBN 978-0859536622
25. *Over In The Forest Come And Take a Peek*, by Marianne Berkes and illustrated by Jill Dublin (Dawn Publications, 2012) ISBN 978-1-58469-163-1
26. *Over In The Jungle: A Rainforest Rhyme*, by Marianne Berkes and illustrated by Jeanette Canyon (Dawn Publications, 2011) ISBN 978-1-58469-092-4
27. *Over In The Meadow*, by John Langstaff and illustrated by Feodor Rojankovsky (Voyager Books, 1957) ISBN 9780156-705004
28. *Over In The Ocean In a Coral Reef*, by Marianne Berkes and illustrated by Jeanette Canyon (Dawn Publications, 2004) ISBN 978-1584690634
29. *Owl Babies*, by Martin Waddell and illustrated by Patrick Benson (Candlewick Press, 1992) ISBN 978-1-56402-965-2

30. *Pigs In The Mud In The Middle Of The Rud*, by Lynn Plourde and illustrated by John Schoenherr (Scholastic Inc., 1997) ISBN 978-0892727193
31. **Pond Circle*, by Betsy Franco and illustrated by Stefano Vitale (Margaret K. McElderry Books, 2009) ISBN 978-1-4169-4021-0
32. *Pond Walk*, written and illustrated by Nancy Elizabeth Wallace (Marshall Cavendish Corporation, 2011) ISBN 978-0-7614-5816-6
33. *Rosie's Walk*, by Pat Hutchins (Scholastic Inc., 1987) ISBN 978-0020437505
34. **Seashells By The Seashore*, by Marianne Berkes and illustrated by Robert Noreika (Dawn Publications, 2002) ISBN 978-1584690351
35. **The Great Kapok Tree: A Tale Of The Amazon Rainforest*, by Lynne Cherry (Voyager Books, 2000) ISBN 978-0-15-202614-1
36. **The Milk Makers*, by Gail Gibbons (Aladdin Paperbacks, 1987) ISBN 978-0689711169
37. *The Tree In The Ancient Forest*, by Carol Reed-Jones and illustrated by Christopher Canyon (Dawn Publications, 1995) ISBN 978-1883220310
38. **The Year At Maple Hill Farm*, by Alice and Martin Provensen (First Aladdin Paperbacks, 1978) ISBN 978-0-689-84500-0
39. *There Was A Coyote Who Swallowed A Flea*, by Jennifer Ward and illustrated by Steve Gray (Rising Moon Books, 2007) ISBN 978-0-87358-898-0
40. *This Is The Ocean*, by Kersten Hamilton and illustrated by Lorianne Siomades (Boyd's Mill Press, 2001) ISBN 978-1-56394-890-6
41. *Under One Rock: Bugs, Slugs, And Other Ughs*, by Anthony D. Fredericks and illustrated by Jennifer DiRubbio (Dawn Publications, 2001) ISBN 978-1584690283
42. **Water Habitats*, by Molly Aloian and Bobbie Kalman (Crabtree Publishing Company, 2007) ISBN 978-0-7787-2977-8
43. *Way Out In The Desert*, by T.J. Marsh and Jennifer Ward and illustrated by Kenneth J. Spengler (Rising Moon Books, 1998) ISBN 978-0-87358-687-0

44. *What Can Live In A Desert?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5674-5
45. *What Can Live In A Forest?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5675-2
46. *What Can Live In the Ocean?*, by Sheila Anderson (Lerner Publications Company, 2011) ISBN 978-0-7613-5673-8

Online Resources for Teachers and Students

Online Resources for Teachers

1. Extensive list of resources for teaching science in the early childhood classroom
<http://www.naeyc.org/files/yc/file/200911/ClusterResourcesWeb1109.pdf>
2. Online article about teaching science to preschoolers
<http://www.naeyc.org/files/yc/file/200911/BosseWeb1109.pdf>
3. Online article about benefits of using science to teach preschoolers
<http://journal.naeyc.org/btj/200209/ScienceInThePreschoolClassroom.pdf>
4. Teaching science during the early childhood years
http://ngl.cengage.com/images/advertisements/marketing_downloads/PRO0000000028/SCL22-0429A_AM_Trundle.pdf
5. Using photographs to document student work
http://www.naeyc.org/files/tyc/file/V4N3/Using_Photos.pdf
6. New York Coalition for Healthy School Food
<http://www.healthyschoolfood.org/kidssectionf>
7. Vegetarian Resource Group
<http://www.vrg.org>

Online Resources for Students

8. Free printable sequencing cards for preschoolers
<http://www.mydeliciousambiguity.com/2010/11/free-printable-sequencing-cards.html>
9. Unite for Literacy free digital books for preschoolers
<http://library.uniteforliteracy.com>
10. National Geographic Little Kids
<http://kids.nationalgeographic.com/kids/littlekids>
11. Wild Habitats/Animal Planet
<http://animal.discovery.com/wild-Habitats>

12. **Smithsonian Museum of Natural History: Habitats**
<http://www.mnh.si.edu/mna/main.cfm>
13. **Habitats in camouflage video**
<http://www.youtube.com/watch?v=ZpE2jFHIEXI>
14. **Trees are Terrific video clip**
<http://urbanext.illinois.edu/trees1/21.html>
15. **Virtual Field Trip to the farm**
<http://www.youtube.com/watch?v=0Sxuildhzck>
16. **4-H Virtual Farm**
<http://www.sites.ext.vt.edu/virtualfarm/main.html>
17. **Agriculture in the Classroom**
<http://www.agclassroom.org/kids/tours.htm>
18. **Old McDonald Had a Farm Clip**
<http://www.youtube.com/watch?v=3R7ng1b9KZE>
19. **Desert Habitat Narration**
<http://www.youtube.com/watch?v=7N58Z8uIVS0>
20. **Animal Habitats Games**
<http://www.sheppardsoftware.com/preschool/animals.htm>
21. **Switch Zoo—Build Your Own Habitat Game**
<http://switchzoo.com/zoo.htm>
22. **Animal Homes Game**
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ey/science/animal_h/level1/level1-1.html
23. **The Great Habitat Match-Up Game**
<http://www.scholastic.com/magicschoolbus/games/habitat/index.htm>
24. **Little Story Bug Farm Animals Song**
<http://www.youtube.com/watch?v=CulzRgkC2QE>

LEARNING CENTER

Library Dramatic Play Center

Core Content Objectives

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
- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ State that the ocean habitat has salty water and a sandy beach
- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ State that the desert habitat is hot and dry
- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name one plant and two animals that live on the farm
- ✓ State that the food humans eat is grown on farms

Language Arts Objectives

Students will:

- ✓ 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 (RI.P.5, RF.P.1a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- ✓ Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question (W.P.8)
- ✓ Recognize, call by name, and indicate the role of school personnel (SL.P.1c)

- ✓ Greet adults as “Mr. (name),” and/or “Ms. or Mrs. (name)” (SL.P.1c)
- ✓ Ask questions about oral directions or verbal explanations (SL.P.2)
- ✓ Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- ✓ Describe an event or task that will take place in the future (SL.P.4)
- ✓ Understand and use the negative forms of declarative sentences, questions, and imperatives. (L.P.1f)

Connection to Habitats Content

Assessment

The Learning Center provides excellent Assessment Opportunities throughout the entire domain. See the Domain Assessment for instructions for conducting naturalistic observations during Learning Centers.

The Library Dramatic Play Center is intended to simultaneously reinforce content from the *Habitats* domain and print-related emergent literacy skills learned throughout the school year. The books and materials in the Library Dramatic Play Center should be an assemblage of the items (e.g., trade books, magazines, posters, etc.) collected during the *Animals*, *Plants*, and *Habitats* domains. Thus, as students participate in the literacy-based routines and activities in the Library Center, they will also be interacting with content-related material.

Staging the Learning Center

The Library Dramatic Play Center consists of three library stations: 1) the librarian’s desk, 2) the reading area, and 3) the book-making station. Roles and supplies are listed individually for each station below. The stations should be set up in close proximity so that together they comprise the Library Dramatic Play Center.

Librarian’s Desk

Roles: librarian, patron, library volunteer

Play Props: desk, chairs, book shelves, date stamp and ink pad, eyeglasses, index card file box, play money, telephone, box with slot for returned books, stapler

Reading Props: library cards, calendar, brochures

Writing Props: index cards, name tags, pad for writing receipts, paper, writing utensils

Before the Pausing Point

- Students make library cards.
- Teacher or aide models the role of librarian.

Assessment

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

- Students play the role of patrons checking out and returning books.

After the Pausing Point

- Students play the role of librarian.
- Students play the role of patrons checking out and returning books.

Reading Area

Roles: librarian, patron, library volunteer

Play Props: book shelves, book cart, habitat- or literacy-themed posters, stuffed animals who might live in the woodland, pond, forest, desert, or on the farm

Reading Props: books, audio books and player, magazines, and newspapers

Writing Props: pads for taking notes, writing utensils, drawing tools

Before the Pausing Point

- Teachers lead “story time.”
- Students make up stories based on pictures in books.
- Teachers act out stories in books using stuffed animals.
- Teachers model drawing pictures based on pictures in books.

After the Pausing Point

- Students lead “story time.”
- Students act out stories in books using stuffed animals.
- Students draw pictures based on pictures in books.

Book-Making Station

Roles: author, illustrator

Play Props: stapler, rulers, tape, hole punch, yarn

Writing Props: blank paper, cardboard, construction paper, writing utensils, drawing tools

Before the Pausing Point

- Teacher or aide makes blank book.
- Teacher or aide models drawing and writing in blank book.

- Teacher scaffolds students’ storytelling.
- Teacher takes dictation.
- Students draw pictures.
- Teachers read students’ books aloud.

After the Pausing Point

- Students make blank book.
- Teacher takes dictation.
- Students “read” their books aloud by talking about the pictures.

Facilitating the Library Dramatic Play 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 Library Dramatic Play Center so students can identify the center and so adults have a quick guide to facilitating language and play in the Learning Center.

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

Vocabulary:

librarian	check out	return
author	due date	fine
illustrator	loan	shelf
borrow	overdue	book

Suggested Phrases:

Encourage students to greet others using “Mr. (name)” or “Ms. (name)”.

- Hello, **Mr. Smith**. Welcome to the library today.
- See you next week when you return your books about deserts, **Mrs. Gomez**.
- It’s nice to see you at the library today, **Mr. Chen**.

Encourage students to ask questions about directions that they have heard.

- **Where** did you want me to return my book about frogs?
- **How** long did you tell me I could check out this book for?

- **Who** can help me find a book about a pond habitat?

Encourage students to describe an event that they have experienced in the immediate past.

- Tell me how you found a book about the woodland.
- Tell me about the animals in the book you just made at the book-making station.
- Tell me what you liked about your visit to the library today.

Encourage students to describe an event that will take place in the future.

- Tell me how you could find a book about deserts.
- What is your book that you plan to make going to be about?
- Tell me how you could repair the ripped page in this book.

Encourage students to remind one another of rules in the library.

- **Don't** keep your books out for too long—remember when they are due.
- **Don't** shout in the library—use your quiet voice.
- **Don't** run in the library—use your walking feet.

Encourage students to use the cover and illustration cues to locate books on a certain topic.

- How could you tell that this book was about a pond?
- Did you see a picture of a desert on the cover?
- How did you know this book was not about animals?

TRANSITION CARDS: HABITATS

Habitats

Core Content Objectives

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
- ✓ Identify by name the ocean habitat when shown a picture of the ocean
- ✓ Name three animals that live in the ocean
- ✓ Identify by name the desert habitat when shown a picture of the desert
- ✓ Name one plant and two animals that live in the desert
- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name one plant and two animals that live on the farm

Language Arts Objectives

Students will:

- ✓ With prompting and support, sort, classify, and describe pictures according to categories (habitats) explained in nonfiction read-alouds (RI.P.3)
- ✓ Understand and use precise nouns and verbs related to animals, plants, and habitats (L.P.1b)
- ✓ Classify by other conceptual categories (L.P.5a)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)

Use the **Transition Cards: Habitats** throughout the *Habitats* domain to help students move from one activity to the next. Ideas for ways to use the cards are presented below. Because students learn about different

habitats one at a time throughout this domain, be sure to only use cards that depict habitats about which students have learned. These ideas progress from less to more difficult.

Act Like an Animal

Show students one of the habitat scenes from the set **Transition Cards: Habitats**. Have students name and act like an animal that lives in that habitat. You may choose to display more than one scene from the set **Transition Cards: Habitats** at once, provided students have learned about both habitats. If students are unable to think of animals on their own, prompt them using the plant and animal cards from the set **Transition Cards: Habitats**.

Does It Live There?

Place two scenes from the **Transition Cards: Habitats** set (showing habitats previously taught) in a pocket chart (e.g., Woodland and Ocean). Remind students that habitats are places where many plants and animals live together. Show students a plant or animal from the corresponding set of **Transition Cards: Habitats** and name the plant or animal shown for students. Ask students where the plant or animal lives, and have the student place the Transition Card in the pocket chart near the correct scene (e.g., “*Does a squirrel live in the woodland or in the ocean?*”). You may need to repeat some plants and animals so all students can have a turn. Transition the student who responded to the next activity.

Solve the Riddle

Assemble a deck of plants and animals cards from the **Transition Cards: Habitats** set from previously learned habitats. Tell students that you are going to describe a plant or animal and you want them to guess what you are describing and name its habitat. Tell students, “I am thinking of an animal that lives on the land and in water. It hops and says ‘ribbit.’ What animal is it? What habitat does it live in?” Call on one student to answer, then show all students the Transition Card depicting the frog. You may need to repeat some plants and animals so that all students can have a turn. Transition the student who responded to the next activity, then continue asking students to solve riddles until all students have had a chance to respond.

Transition Cards: Sound Pictures and Initial Sounds

Language Arts Objectives

Students will:

- ✓ With prompting and support, given a sound and a choice of two words, choose the word that begins with the given sound (RF.P.2d)
- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)
- ✓ Give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)

Use the **Transition Cards: Initial Sounds** set in conjunction with the **Transition Cards: Sound Pictures** set throughout the *Habitats* domain to help students move from one activity to the next. Incorporate new sound pictures from the set once students have been introduced to them in the Small Group Skills activities. Ideas for ways to use these two sets of cards alone and together are presented below. These ideas progress from less to more difficult. To review previously learned sound pictures and initial sounds, you might incorporate the **Transition Cards: Initial Sounds** and **Sound Pictures** sets from the *Animals* and *Plants* domains into these activities.

Starting Sounds

For this round, use only the **Transition Cards: Initial Sounds** set. Tell students you are going to hold up a card and say a word. Their job is to figure out the sound at the beginning of the word. Hold up a card and say the word, emphasizing the beginning sound. Call on a student to say the word and its beginning sound. Transition the student who responded to the next activity, then continue asking students to identify initial sounds until all students have had a chance to respond.

Matching Initial Sounds to Single Sound Picture

Note: Students will be introduced to and review sound pictures for /o/, /k/, /g/, and /i/ over the course of this domain. Throughout the domain, as students are introduced to a new sound picture, add that **Transition Card: Sound Picture** to the transition activity. Students already know sound pictures for /m/, /a/, /t/, and /d/ which were introduced in the Animals and Plants domains, so those sound pictures may be included as well. A chart detailing when students are introduced to specific sound pictures is below.

/o/	/k/	/g/	/i/
After Day 1 Skills activities	After Day 5 Skills activities	After Day 11 Skills activities	After Day 14 Skills activities

Use the full set of **Transition Cards: Initial Sounds** from the *Plants* and *Habitats* domains in conjunction with any **Transition Cards: Sound Pictures** students have learned (e.g., at the beginning of the domain, use only the words that start with /m/, /a/, /t/, /d/, and /o/). Put the **Transition Cards: Sound Pictures** in a pocket chart. Give each student a card from the deck of **Transition Cards: Initial Sounds**. Have each student say the word that describes their picture and decide which sound picture corresponds to that sound. They should place their card in the pocket chart with the correct sound picture. Transition the student who responded to the next activity.

What Words Start with this Sound Picture?

Use the **Transition Cards: Sound Pictures** for this round. Show students a **Transition Card: Sound Picture** (/m/, /a/, /t/, /d/, /o/, /k/, /g/, or /i/) they have learned. Ask students to think of a word that starts with the sound shown. Call on one student at a time to say the sound that goes with the sound picture, then to share a word that starts with that sound. Repeat the student's word, emphasizing the initial sound to confirm or give corrective feedback. Transition the student who responded to the next activity.