

## Note to Teacher

---

Pausing Point 2 is an opportunity to review, reinforce, and extend the material taught during the second 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 Domain Assessment). 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 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

# Skills Review

## Skills Activities Summary

The chart below shows the Small Group activities that students have completed after 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	Alphabet Knowledge	Strokes/ Writing Letters	Dictation	Sequencing Events	Verbal Retelling
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	Blending Sounds Train					✓	✓					
	2	Oral Segmenting: Three-Sound Words					✓						
18–20	Pausing Point 2												
21	Domain Assessment												

## 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 chalk board inside.
- Use pipe cleaners or wax sticks to form sound pictures or students’ names.

## ***Jumping Blends***

### **Materials: sidewalk chalk**

To prepare, draw three boxes in a horizontal line on the sidewalk and write one sound picture in each box. Write from left to right, and be sure to use lowercase letters. Have students jump from box to box, saying the sound that goes with the sound picture shown in the box. You could also say the sounds as the student jumps. Then, have the student blend the word and say what it means or use it in a sentence. You could play this game indoors, using laminated construction paper taped to the floor as the 'boxes.' Words students have practiced before include:

- cat (furry animal with whiskers)
- mat (something soft you can lay on at nap time)
- mad (angry, upset)
- got (past tense of get)
- dot (spot)
- dog (furry animal with four legs and a tail that some people keep as a pet)
- dig (scoop out)
- dim (not very bright, hard to see, a little dark)

## ***Roll a Word***

### **Materials: blank foam cubes (three total), permanent marker**

Draw familiar sound pictures on the sides of each foam cube. Reserve one for vowels only and the other two for consonants. Utilize the sound pictures students have learned in this domain as well as past domains (/m/, /a/, /t/, /d/, /o/, /k/ written as 'c', /g/, /i/). Have students roll each block one by one onto a table. After the three blocks have been rolled, assist students in blending the sound pictures together. Ask students whether they have made a real word or a silly word.

## ***Blending Words Popsicle Sticks***

### **Materials: play dough, popsicle sticks, permanent markers, small baggies**

Write one sound picture students have learned on each end of the popsicle stick ('m', 'a', 't', 'd', 'o', 'k', 'g', 'i'). Say a word for students to spell and help them say each sound in the word and then blend it to say the word. For each sound, have students find the sound picture

popsicle stick. Then, have students stick the popsicle sticks in play dough to spell the word. If students are ready, they can copy the word that they have blended onto a piece of paper. Make sure to review the meaning of the words you are spelling. Words that students have practiced before include:

- *cat*
- *mat*
- *mad*
- *got*
- *dot*
- *dog*
- *dig*
- *dim*

For an added challenge have students spell these words:

- *cot*
- *tad*

### **Fishing Game**

**Materials: Fishing Game from Day 12, blank paper, writing utensils**

Obtain the fishing game supplies from Day 12 in the *Habitats* domain. Show students the fish in the pond and explain that they can use the poles to catch a fish. Allow one student at a time to go fishing. Once they catch a fish, allow the students to copy the sound picture that they catch onto a piece of paper. Once they have copied the sound picture, allow them to keep the fish. Continue the game until all of the fish have been caught. Play the game again, this time asking students to say a word that starts with the sound shown on the fish.

## **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 2. See the domain 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:

*At The Beach*, by Anne & Harlow Rockwell (Aladdin Paperbacks, 1987) ISBN 978-0689714948

- Connection to content from “Oceans”

*A little girl takes a trip to the beach and XXX. As you read, comment on the things that the little girl sees while on her trip to the seashore. Have students take a pretend trip to the beach and talk about what else you might see after reading this book.*

*Way Out In The Desert*, by T.J. Marsh and Jennifer Ward and illustrated by Kenneth J. Spengler (Rising Moon, 1998) ISBN 978-0-87358-687-0

- Connection to content from “Deserts”

*This book highlights many animals or plants you may see if you were visiting the desert. Read the book and then reread it, allowing students to participate by singing or chanting along with the repetition in the book. Make a list of the animals that live in the desert. Talk about other animal or plants students may have learned about from their desert read-alouds.*

*Click, Clack, Moo Cows That Type*, by Doreen Cronin and pictures by Betsy Lewin (Little Simon Books, 2007) ISBN 978-1-4424-3370-0

- Connection to content from “Farms”

*In this popular fictional book, Farmer Brown tends to his farm while the cows on his barn pretend to type him letters using a typewriter. Read the book and talk with students about how the cows are talking and writing letters to the farmer. Then, talk with students about real farm animals and what they may do (e.g. cows make milk and chickens lay eggs). Show students **Flip Book** images from the “Farms” read-aloud to confirm their answers.*

## Activities

---

### ***Moldable Sand Sensory Bin***

**Materials:** large bin, shovels, buckets, sand molds, seashells, plastic animals found on the seashore, moldable sand (5 cups all-purpose flour and 1 cup of baby oil), sunglasses, hats, beach towel

**Note:** *Once you make your sand dough, store it for up to a week in an airtight container. Add extra baby oil to soften if it dries out.*

Invite students to dress up as if they are going to the beach by putting on their sunglasses and hats and allow them to sit on beach towels. Make your own moldable sand by mixing the 5 cups of flour and then slowly adding 1 cup of baby oil, mixing as you go. You want the dough to be moldable but not damp. Allow students to play in the “sand” using shovels, buckets, and sand molds. Hide seashells, and plastic ocean animals such as crabs, birds, and even turtle eggs. Talk about what students may find in the sand by referring back to the pictures in the **Flip Book**. You might even have students pretend to be a sea turtle laying eggs in the sand or a crab digging a burrow. Use the following talking points to engage students in play:

- Crabs dig burrows in the sand to stay safe. Their burrows are shelter.
- You can find seashells in the sand. Seashells used to have living animals inside them and they used to be in the ocean water.
- Sea turtles come up on the sand to lay eggs.
- The salty ocean water makes the sand wet. The place where the ocean meets the sand is called the shore.
- Sea grass grows in the sand near the shore.

### ***How a Cactus Retains Water***

**Materials:** paper towels, water, spray bottles, cookie sheet, window or outdoor access to sunlight

**Note:** *Some cactuses have pleats that expand to collect and retain water. This experiment will help students see how the pleats help cactuses survive in the desert.*

Lay a paper towel flat onto a cookie sheet and place an accordion folded paper towel beside of it. Explain to students that the flat paper towel represents a normal plant and the folded paper towel represents the pleats like that of a cactus. Have students take turns giving each paper towel squirts of water. Give both paper towels the same squirts, ensuring that it is soaked through. Place the baking sheet outside in the sun. Have students predict which paper towel would dry out faster. Check your results an hour later and talk about how the paper towel that was folded held in water better, like a cactus would in the desert.

### ***Habitat Animal and Plant Sort***

**Materials:** Transition Cards: Habitats

Lay out **Transition Cards: Habitats** scenes. Give students the animal and plant cards and have them sort each animal or plant into its correct habitat. Continue until all cards have been sorted.

### ***Farm Sensory Play***

**Materials:** plastic barn, hay, plastic farm animals

Set up a farm sensory bin or center in your block center. Use a plastic barn to have students interact with. Use blocks to build fences for the animals. Encourage students to complete the chores of farmers who take care of the plants and animals on the farm. Remind students that farm animals get their basic needs from the humans that take care of them. Have students put out hay or feed to feed animals, give animals water, plant and water a pretend garden, pretend to shear sheep and milk cows, etc. As students play, have them discuss what they are doing (e.g. “I am putting out hay for my horses to eat in this fence” or “I am planting the corn in this field so it can grow”).