

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify at least ten animals by name.
- ✓ Describe at least two ways animals protect themselves from weather.
- ✓ Describe at least two ways animals protect themselves from other animals.
- ✓ Find two camouflaged animals and state how they camouflage themselves.

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Kookaburra” (RF.P.2a, RL.P.5)
- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)

Skills

Students will:

- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to represent people and an event from one’s personal experience, including a reaction to what happened (W.P.3)
- ✓ Describe an event or task that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Show understanding of and use temporal words in context (*before-after; first-last; then-next*) (L.P.5c)
- ✓ Use present and past verb tense (L.P.1b)

- ✓ Add drawings or other visual displays to describe an event or task that has already taken place outside the immediate place and time (SL.P.5)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw and use as motifs: bridge and cross (L.P.1a)
- ✓ Draw horizontal and vertical lines between two end points (L.P.1a)
- ✓ Write one's first name, using upper- and lowercase letters appropriately (L.P.1a, L.P.2a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Animals Protect Themselves” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Find the illustration, or object within the illustration, that is being described in “Animals Protect Themselves” (RI.P.7)
- ✓ With prompting and support, ask and answer questions about unknown words in “Animals Protect Themselves” (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to “Animals Protect Themselves” (L.P.6)
- ✓ With prompting and support, retell important facts and information from “Animals Protect Themselves” (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to the human body and animals (L.P.1b)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)

Core Vocabulary

camouflage, *n.* A way for animals to blend in and stay hidden by using the color of their bodies to match the color of things around them

Example: The chameleon used camouflage to hide from me.

Variation(s): none

oily, *adj.* Greasy

Example: The bird's oily feathers keep the rain from soaking into it.

Variation(s): oiler, oiliest

pants, *v.* Breathes very quickly to cool off

Example: My dog pants very hard after he has been running fast.

Variation(s): pant, panting

shell, *n.* Hard covering that protects the soft body of an animal

Example: A turtle has a very hard shell to tuck its body inside when it gets scared.

Variation(s): shells

twig, *n.* A small stick

Example: I picked up a twig outside after it fell off of the large tree in my backyard.

Variation(s): twigs

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	Kookaburra	Nursery Rhymes and Songs Poster 22	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Paper; drawing tools	10
		Grocery Story		
<i>Small Group 2</i>	S	Warm-Ups	Activity Pages 6-1-6-3; My First Strokes Book; primary crayons	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<i>Introducing the Read-Aloud</i>	W	Background Information and Terms: Protect	Image Cards 4-1-4-3	5
		Purpose for Listening		
<i>Presenting the Read-Aloud</i>	W	Animals Protect Themselves		10
<i>Discussing the Read-Aloud</i>	W	What's the Big Idea?		10
<i>Extension Activity</i>	L	Basic Needs Pretend Play	Image Cards 4-1-4-6; various materials to create an animal habitat; plastic or stuffed animals	During learning centers

Take-Home Material

Drawing Zigzag Lines

Give students the following material to take home to their family:

Activity Page 6-4: Drawing Zigzag Lines

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each Small Group leader has a copy of the lesson for implementation.

Small Group 1

Prepare an example narrative about a trip to the grocery store and a drawing to go along with your story. Include enough detail to be able to use the words *first*, *next*, and *last*. Example:

“On Monday I went to the grocery store. First, I parked my car in the parking lot. Next, I walked into the store and looked at my shopping list. I needed bananas, chocolate syrup, and ice cream, so I found them and put them in my cart. Last, I went to the check-out line and paid for my groceries. Then, I walked back to my car and loaded the bags into the trunk. When I got home I made a banana split!”

Small Group 2

Place **Activity Pages 6-1–6-2** in page protectors and put them in students’ **My First Strokes Books** following the strokes they previously completed.

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Continue Established Routines		During morning circle
Nursery Rhyme	W	Kookaburra	Nursery Rhymes and Songs Poster 22	

Routines

Whole Group

Continue Established Routines

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

- Ordering the Schedule Using Temporal Words
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying Your Name
- Classroom jobs

Nursery Rhyme

Whole Group

Kookaburra

- Teach students the song “Kookaburra” using the **echo technique**. For an example of the echo technique see **Day 1: An Old Person of Ware**.
- Using **Nursery Rhymes and Songs Poster 22: Kookaburra** as a visual support, tell students that a kookaburra is a type of bird that lives in a gum tree. Explain that, in the song, you say “laugh, Kookaburra, laugh” because when a kookaburra bird makes noise, it sounds like it is laughing.
- Ask students to find the beak, tail, and feet on the kookaburra in the illustration.

Skills

		Exercise	Materials	Minutes
Small Group 1	S	Warm-Ups	Paper; drawing tools	10
		Grocery Story		
Small Group 2	S	Warm-Ups	Activity Pages 6-1–6-3; My First Strokes Book; primary crayons	10
		Tracing with Primary Crayons		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small Group

Warm-Ups

Grocery Story

Note: This activity is designed to span two days in order to give teachers time to take dictation from each student. If more time is needed, this activity can be continued during Pausing Point 1.

Students will dictate a short narrative about a trip to the grocery store. Teachers will help students tell their stories using the words *first*, *next*, *then*, and *last*.

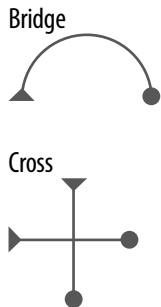
- Read students the grocery store story that you wrote using the words *first*, *next*, *then*, and *last* (see **Advance Preparation**).
- Show students the drawing you made that shows your trip to the grocery store and read them your story.
- Give all students a sheet of paper on which to draw a picture showing a trip to the grocery store and allow them to begin drawing.

Note: The focus of this activity is on creating a narrative using temporal words. The focus is not on the quality or content of students' drawings. Having students draw a picture helps students think about the grocery store while you have a chance to work one-on-one with students to help them craft a narrative.

- As students are drawing, call students over one at a time to dictate a narrative about a trip to the grocery store. Encourage students to speak in complete sentences. Write down three or four sentences for each student, adding the words *first*, *next*, *then*, and *last* to their sentences.
- Prompt students as needed by asking, “What happened first?” “What happened next?” “Then what happened?” and “What is the last thing you did at the grocery store?”
- Staple students’ narrative to their drawings and make a display labeled “Grocery Stories.”

Small Group 2

10 minutes



Warm-Ups

My First Strokes Book

Students will practice two pre-handwriting strokes by tracing lines with their fingers in their **My First Strokes Book** (see **Advance Preparation**).

- Have each student find their own **My First Strokes Book** by looking for their name on the cover.
- Tell students to drag their finger from left to right under the title as you read “**My First Strokes Book.**”
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.
- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

Tracing with Primary Crayons

Students will practice tracing a bridge and a cross using primary crayons

- Give each student **Activity Page 6-3** and a primary crayon.
- Work with each student independently to help him/her establish a tripod grip. Students may not yet use the tripod grip consistently throughout this activity, but each student should practice the grip at least once. See **Introduction** for step-by-step instructions on the tripod grip.

- Have students practice their bridge and cross strokes by tracing the lines on the front and back of the Activity Page.
- If students finish both strokes, give them a blank piece of paper and have them practice writing their names. Students can reference their names written on the front of their **My First Strokes Book**.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Background Information and Terms: Protect	Image Cards 4-1–4-3	5
	Purpose for Listening		
Presenting the Read-Aloud	W Animals Protect Themselves		10
Discussing the Read-Aloud	W What's the Big Idea?		10
Extension Activity	L Basic Needs Pretend Play	Image Cards 4-1–4-6; various materials to create an animal habitat; plastic or stuffed animals	During learning centers

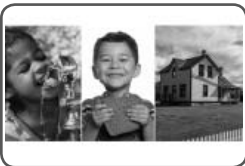
Introducing the Read-Aloud

5 minutes

Whole Group

Background Information and Terms

- Tell students you are going to learn about how animals protect themselves.
- Define the word *protect* as meaning “to keep safe.” Give students some examples of ways humans protect themselves (e.g., helmets, umbrellas, seatbelts, car seats, etc.).
- Remind students that they learned about animals’ three basic needs: water, food, and shelter.
- Ask student which of these three things might protect a human or an animal in bad weather. (shelter)



◀ SHOW FLIP BOOK PAGE 4-1: Humans’ basic needs

- Show **Image Cards 4-1–4-3: Animals’ Basic Needs** if students need a hint or to confirm their answers.
- Tell students that shelter sometimes helps animals stay protected and safe. For humans, our home is our shelter. Other animals have different kinds of homes or shelters that protect them.

Purpose for Listening

- Tell students to listen to find out how different animals protect themselves and stay safe.

Animals Protect Themselves



◀ **SHOW FLIP BOOK PAGE 6-1: Girl at window, apartment building, snowy house**

Humans live in many kinds of homes. Your home is a shelter that keeps you safe and protects you from all kinds of weather. When it is raining, your home keeps you dry. When it is cold outside, your home keeps you warm. When it is hot outside, your home keeps you cool. Your home is a shelter.



◀ **SHOW FLIP BOOK PAGE 6-2: Child with umbrella and insect under leaf**

When it's wet outside, humans protect themselves from the rain. Animals protect themselves from rain, too. Some insects hide beneath leaves; they use the leaf like an umbrella.

- Tell students that animals need protection from the weather just like humans.

- Summarize the ways the boy and bug are protecting themselves from rain.

"This boy is using an umbrella to protect himself from the rain. This bug is using a leaf to protect itself from the rain. The leaf is like an umbrella that protects the bug from rain."



◀ **SHOW FLIP BOOK PAGE 6-3: Red-wattled lapwing bird in rain and mallard duck with ducklings**

Birds have feathers that protect them from rain. Their feathers are **oily**, so the rain doesn't soak through to their skin. The water rolls off their feathers so that, under the feathers, the birds' bodies stay warm and dry.

- Define **OILY** and explain how oily feathers keep birds dry.

"A bird's feathers are oily. That means they are greasy and feel slippery to the touch. Sometimes your fingers feel greasy or oily if you get butter on them. When things are oily, water can't get through. The rain falls on ducks' feathers but it doesn't go through their feathers to their skin because the oil on their feathers makes it roll right off."

- Ask students if they have ever found a bird's feather outside. Remind students that birds have many feathers that help keep them warm and dry.



◀ **SHOW FLIP BOOK PAGE 6-4: Girl in coat and brown bear**

When it's cold outside, humans put on hats and jackets to stay warm. Some other animals need to stay warm in the cold, too. Bears have a thick fur coat that keeps them warm in the snow.

- *Explain how a human's coat and a bear's coat are different using the words and phrases TAKE ON, TAKE OFF, FUR, and ALWAYS ON THEIR BODY.*



◀ **SHOW FLIP BOOK PAGE 6-5: Dog and desert fox**

Animals have many ways of protecting themselves from hot weather, too. When it is hot, a dog **pants** to stay cool. This fox lives in the desert, where it is very hot during the day when the sun shines brightly in the sky. During the day, this desert fox sleeps in a hole in the ground to avoid the heat. At night, when the sun goes down and it gets cooler, the desert fox comes out to explore.

- *Ask students if they have ever been outside during the day when the sun is bright and hot. Then, ask students if they have ever gone outside at night when the sun went down and it feels cooler.*
- *Explain how the fox protects himself from temperature by coming out at night.*

"The fox protects itself from the heat by staying in its hole during the day when it's hot."



◀ **SHOW FLIP BOOKS PAGE 6-6: White-tailed deer in meadow**

Animals also have to protect themselves from other animals that try to catch them. Some animals, like deer, have strong legs and can run very fast to escape danger.

- *Tell students this is a deer with very long legs that help it run fast and escape danger.*
- *Ask students if they can think of any other animals they know that have strong legs and might be able to run fast. (horse, dog, cat, lion, tiger, etc.)*



◀ **SHOW FLIP BOOK PAGE 6-7: Skunk spraying black bear cub and boy holding nose**

Some animals spray a stinky smell at other animals to make the other animals go away. When a skunk lifts its tail to spray, animals run away as fast as they can to avoid the bad smell.



◀ **SHOW FLIP BOOK PAGE 6-8: Box turtles and snail**

Other animals have special body parts that keep them safe. Turtles have a hard **shell** that protects their soft, inside body parts. When turtles are in danger, they can tuck their head, legs, and tail into their shells to stay safe. Snails have shells they can hide in, too.



◀ **SHOW FLIP BOOK PAGE 6-9: Mountain hare (rabbit) and rattlesnake, both camouflaged**

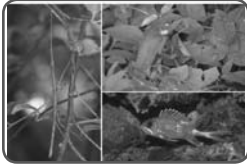
Instead of running away, some animals stay very still and blend in with the things around them.

Rabbits that live in the snow have white fur so that they are hard to see. Snakes that live in the sandy desert are brown to match the sand and dirt. These animals use **camouflage** to hide.

- Define CAMOUFLAGE.

"Camouflage a way for animals to blend in and stay hidden by using the color of their bodies to match the color of things around them."

This rabbit's white fur matches the snow behind it so it's hard to see. Can you see the snake in the dirt? It is brown just like the ground."



◀ **SHOW FLIP BOOK PAGE 6-10: Northern walking stick insect, variable lizard, and longspine squirrelfish, all camouflaged**

Walking sticks are insects whose bodies look just like a **twig** or stick. When stick insects climb in trees, it's very hard to tell the difference between the animal and the tree. Some animals are green or red to match the plants and other things where they live.

- *Ask students to come forward and find the camouflaged animals in the picture.*
- *Use the word CAMOUFLAGE to describe the animals in the pictures. Define TWIG.*

"The stick insect is using camouflage to blend in with the twig. A twig is a small stick. This lizard is green just like the leaves of the tree it is sitting in. This fish is red just like the rocks behind it. They are all using camouflage."



◀ **SHOW FLIP BOOK PAGE 6-11: Arctic seal pup (baby)**

Baby seals, called pups, have thick fur that protects them from cold snow. Animals need to protect themselves from weather. They also protect themselves from other animals. A seal pup's fur is white, just like the snow. From far away, it is hard to see the seal. Baby seals need to stay safe and warm so they can be healthy and grow.

Whole Group

What's the Big Idea?

What Do Animals Do To Protect Themselves?

- Ask students to tell you whether or not animals protect themselves in a certain way. Show students the Flip Book pages to give them a hint or remind them of how animals protect themselves.

"Animals have to protect themselves from the weather and from other animals. Animals have to stay safe. When I say something that an animal does to protect itself, put your thumbs up. If an animal doesn't do the things I say, put your thumbs down. I can show you the pictures again to give you a hint."



- ◀ **SHOW FLIP BOOK PAGE 6-2: Child with umbrella and insect under leaf** before or after giving students a chance to respond to the prompts.

- *"Humans use umbrellas and raincoats to protect themselves from rain."*
- *"Bugs use umbrellas and raincoats to protect themselves from rain."*
- *"Humans hide under a leaf to protect themselves from rain."*
- *"Insects crawl under a leaf to protect themselves from rain."*



- ◀ **SHOW FLIP BOOK PAGE 6-4: Girl in coat and brown bear** before or after giving students a chance to respond to the prompts.

- *"Bears stay warm and protect themselves from cold by lighting a fire in the fireplace or turning the heat on in their home."*
- *"Bears stay warm and protect themselves from cold by taking a coat out of the closet at home and putting it on before going outside."*
- *"Bears stay warm and protect themselves from cold with a big thick fur coat that is a part of their bodies."*
- *"Humans stay warm and protect themselves from cold by lighting a fire in the fireplace or turning the heat on in their home."*



◀ **SHOW FLIP BOOK PAGE 6-6: White-tailed deer in meadow** before or after giving students a chance to respond to the prompts.

- *“Deer stay safe from other animals by hiding in a hard shell.”*
- *“Deer stay safe from other animals by using their long legs to run fast and escape.”*



◀ **SHOW FLIP BOOK PAGE 6-7: Skunk spraying black bear cub and boy holding nose** before or after giving students a chance to respond to the prompts.

- *“Skunks stay safe by using their long legs to run away. (Skunks are actually very slow moving creatures. They have short legs for their size.)”*
- *“Skunks stay safe by spraying a stinky smell at other animals.”*



◀ **SHOW FLIP BOOK PAGE 6-8: Box turtles and snail** before or after giving students a chance to respond to the prompts.

- *“Turtles stay safe by running very fast to escape.”*
- *“Turtles stay safe by hiding in a hard shell.”*



◀ **SHOW FLIP BOOK PAGE 6-9: Mountain hare (rabbit) and rattlesnake, both camouflaged**



◀ **SHOW FLIP BOOK PAGE 6-10: Northern walking stick insect, variable lizard, and longspine squirrelfish, all camouflaged**

- *“Some animals stay safe because they are the same color as the things around them.”*

Describe How Animals Protect Themselves

- Ask students to describe how specific animals protect themselves. Use the images from the Flip Book to help students answer the following questions:
 - *“How do some insects protect themselves from rain falling from the sky?”*
 - *“How do bears protect themselves from cold weather and stay warm?”*

- “How do deer protect themselves from other animals when an animal is chasing them?”
- “How do skunks protect themselves from other animals?”
- “How do turtles protect themselves from other animals?”



◀ **SHOW FLIP BOOK PAGE 6-9: Mountain hare (rabbit) and rattlesnake, both camouflaged**

- “How are this rabbit and this snake protecting themselves?”

Extension Activity



Basic Needs Pretend Play

Note: *If groups of students need extra time to complete this extension activity, they can do so during the Pausing Point.*

Continue this activity during Learning Centers. See **Day 4: Basic Needs Pretend Play** for detailed instructions on this Extension Activity.