

## Note to Teacher

---

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

## ☑ Lesson Objectives

---

### Core Content Objectives Up to This Pausing Point

---

Students will:

- ✓ Identify at least ten animals by name
- ✓ State that humans are animals
- ✓ Identify three body parts that belong to animals that are not human (e.g., beak, trunk, claw, etc.)
- ✓ Identify three body parts that humans and some animals have in common (e.g., eyes, ears, legs, hands, etc.)
- ✓ Name various animal body parts (e.g., body parts here)
- ✓ Describe how animals use specific body parts (e.g., an elephant uses its trunk to get water)
- ✓ State that animals have three basic needs
- ✓ State that animals' three basic needs are water, food, and shelter

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

## ***Student Performance Task Assessment***

---

### **Skills Task Assessment**

---

#### ***Clapping Syllables***

Assess which students have learned to clap and count syllables. In a whole-group setting, call on individual students and have them clap the syllables in their own name. Then, call on individual students and have them clap as they say each syllable in the names of animals from the following list. Emphasis should be placed on segmenting and clapping syllables, rather than on how many syllables a given word contains. For students who make an error counting three- or four-syllable words, give them a chance to clap a two-syllable word.

- *flamingo* (3)
- *cat* (1)
- *lion* (2)
- *tiger* (2)
- *grasshopper* (3)
- *beetle* (2)
- *mosquito* (3)
- *elephant* (3)
- *llama* (2)
- *seal* (1)
- *whale* (1)
- *bear* (1)
- *butterfly* (3)
- *shark* (1)
- *clownfish* (2)
- *caterpillar* (4)
- *dog* (1)

## Listening & Learning Task Assessment

---

### *Animal Identification*

Assess which students have learned particular content about animals that was addressed in the read-alouds. First, use the **Transition Cards: Animals** to have students identify animals by name. Then, in a whole-group or small-group setting, tell students that you want them to show you ‘thumbs up’ or ‘thumbs down’ to answer your questions.

- Is a human an animal?
- Does a shark use its teeth to help it swim?
- Do giraffes use their tails to brush off flies?
- Does an elephant have a short nose?
- Do tiny bugs drink water from droplets found on leaves?
- Do some birds use their wings to fly away when they are scared?
- Do animals need apple juice to survive?
- Do dogs pant so that they stay cool?
- Do turtles stick their heads out of their shells when they are scared?
- Are white rabbits able to hide in the snow?
- Do all animals need food, water, and shelter to stay healthy and grow?

## ***Skills Review***

---

### **Skills Activities Summary**

---

The chart below shows the Small Group activities that students have completed up to Pausing Point 1 and the skill 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	Syllable: Blending	Initial Sound	Sound-Letter Correspondence	Name Recognition	Alphabet Knowledge	Strokes	Name Writing	Dictation	Sequencing Events	Oral Retelling	Domain-Related Vocabulary
1	1	Duck, Duck, Goose			✓	✓										
	2	Silly Rhyming Sentences		✓												✓
2	1	Mystery Syllable Box			✓											
	2	Tracing with Primary Crayons							✓	✓	✓	✓				
3	1	Jumping for Syllables			✓											
	2	Mystery Rhyming Box		✓												
4	1	Syllable Sort			✓											✓
	2	Writing with Primary Crayons							✓	✓	✓	✓				
5	1	Count and Color Syllables			✓											✓
	2	Shampoo Story												✓	✓	
6	1	Grocery Story											✓	✓	✓	
	2	Tracing with Primary Crayons							✓	✓	✓	✓				
7	1	Grocery Story											✓	✓	✓	
	2	Writing with Primary Crayons							✓	✓	✓	✓				

## Additional Skills Activities

---

### *I Spy*

Play the game “I Spy” using two- to four-syllable words, pausing between each syllable (e.g., “I spy, with my little eye, a *ta ... ble*.”) Have students indicate their response by touching the correct object and then saying its name. Once students are comfortable with the game, they can practice segmenting syllables by taking turns being the person to “spy” an object.

### *Dry-Erase Writing Strokes*

**Materials: My First Strokes Books; dry-erase marker; tissues**

Give each student their **My First Strokes Book**, a dry-erase marker, and a tissue. Have students practice their writing strokes by drawing on the page protector and erasing with a tissue.

### *Developing Fine Motor Skills*

Continue to give students opportunities to develop and refine their fine motor skills during their daily routine using the activities suggested below.

- Tearing pieces of construction or tissue paper to glue on a collage
- Stringing looped cereal onto pipe cleaners or string
- Using tongs to pick up small pom-pom balls or cotton balls
- Using an easel or other vertical surface for writing with primary crayons
- Peeling stickers from sticker books or sheets of stickers
- Molding play dough using fingertips
- Snipping play dough using scissors
- Rolling putty or play dough between the tips of fingers to make balls
- Pinching clothespins open and closed
- Putting coins or buttons into small slots (e.g., piggy bank, box with slot, etc.)

### *Tell a Story*

**Materials: sequencing cards or photographs that tell a story (optional)**

In a small group, invite students to tell a fictional story with you. Examples of events to narrate that would be familiar to children include taking a trip with a family member, baking cookies, or going to the doctor. Be sure to model the use of the words *first*, *next*, and *last* as you help students tell their story.

## ***Listening & Learning Review***

---

### **Read-Aloud and Picture Talk Reviews**

---

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

### **Domain-Related Trade Books**

---

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

*I Went Walking*, by Sue Williams and illustrated by Julie Vivas (HMH Books for Young Readers, 1992) ISBN 978-0152380113

- Connection to content from “Humans are Animals”:

*The girl in this book goes for a walk and finds many different animals along the way. Talk with students about the animals she sees and how they are like her, reminding students that humans are animals, too.*

*Pet Show!* by Ezra Jack Keats (Puffin Books, 2001) ISBN 978-0142300008

- Connection to content about animal body parts:

*The character in this story, Archie, wants to take his cat to the neighborhood pet show but cannot seem to find his cat. Talk with students about the awards given to the animals in the book, such as “longest cat whiskers,” and how they relate to animal body parts.*

*Swimmy*, by Leo Lionni (Knopf Books for Young Readers, 2003)  
ISBN 978-0-394-82620-2

- Connection to content from “Animals Protect Themselves”:

*Swimmy is a fish that is black and different from the other fish he swims with in the ocean. Many things hunt Swimmy and his friends, and they must find a way to get to safety. Swimmy comes up with a plan to protect himself and his friends. Discuss ways Swimmy protects himself, comparing Swimmy to other animals that protect themselves.*

## Activities

### *Musical Animals*

#### **Materials: Transition Cards: Animals; glue or tape**

Securely tape **Transition Cards: Animals** onto the floor in a circular shape. Play music as students walk around in a circle, stepping on the cards. When the music stops, students stop on an animal.

You will call out the name of an animal from the circle and students will make the sound or movement of the animal called (e.g., if a student is standing on a pig and teacher calls out “pig,” the student then makes “oink” sound). Before you resume play, have the student tell you something they know about that animal.

### *Animal Masks*

#### **Materials: paper plates; paint; yarn; wiggle eyes; glue; crayons or markers; cotton balls; wooden craft sticks; construction paper; etc.**

Have students make animal masks from paper plates. Cut two small holes in each paper plate. Position these holes to be the animal’s eyes and to allow the student to see through the mask. Allow students to choose an animal based on the *Animals Flip Book*, *Transition Cards*, or *Image Cards* that they would like to replicate on their mask. Help

students make their animals by using the craft supplies listed, or others of your choosing. Prompt students to include various animal body parts on their mask (e.g., eyes, beak, mane, eyebrows, etc.). When their mask is completed, glue or tape a wooden stick on the bottom so students can hold their mask up to their faces. You might choose to have an ‘Animal Parade’ where students parade around the classroom or playground, peeking out from behind their animal masks and making animal noises.

### ***Pet Bar Graph***

#### **Materials: chart paper; marker; Name Cards**

Create a bar graph showing how many students in the class have a pet at home. Entitle the graph “How Many Students Have Pets?” Make two columns. Label the first one “Pets” and the second one “No Pets.” Have students put their Name Cards in the column that best describes them. Then, count the number of students in each column and talk about which column contains the most and least number of students.