



# Unit 5 Amazing Animals Week 3

# C Learning Goals

	DAY				
Social & Emotional Development	1	2	3	4	5
Child shows initiative in independent situations and persists in attempting to solve problems.	1	1	1	1	1
Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.					1
Child initiates problem-solving strategies and seeks adult help when necessary.	1	1	1	1	1
Language and Communication	1	2	3	4	5
Child shows understanding by responding appropriately.				1	
Child is able to use language for different purposes.				1	
Child engages in conversations in appropriate ways.				1	
Child uses a wide variety of words to label and describe people, places, things, and actions.	1	1	1		
Child demonstrates understanding of terms used in the instructional language of the classroom.	1	1			
Child uses a large speaking vocabulary, adding several new words daily.		1			1
Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	1	1	1		
Child combines more than one idea using complex sentences.					1
Emergent Literacy: Reading	1	2	3	4	5
Child engages in pre-reading and reading-related activities.				1	
Child can produce a word that rhymes with a given word.	1	1	1	1	1
Child names at least 20 upper and at least 20 lower case letters.	1	1	1	1	1
Child recognizes at least 20 letter sounds.	1		1	1	1
Child produces the correct sounds for at least 10 letters.		1			
Child retells or re-enacts a story after it is read aloud.				1	
Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	1	1	1		1
Child asks and answers appropriate questions about the book.				1	
Emergent Literacy: Writing	1	2	3	4	5
Child independently uses letters or symbols to make words or parts of words.		1	1		
Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.					1
Child independently writes some letters on request.		1			1
Child uses some appropriate writing conventions when writing or giving dictation.				1	

	DAY				
Mathematics	1	2	3	4	5
Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.	/				
Child uses concrete models or makes a verbal word problem for adding up to 5 objects.			1		
Child recognizes and compares heights or lengths of people or objects.				1	
Child recognizes and creates patterns.		1		1	1
Science		2	3	4	5
Child identifies and describes the characteristics of organisms.		1	1		1
Child practices good habits of personal safety.	1				
Child identifies good habits of nutrition and exercise.		1			
Social Studies	1	2	3	4	5
Child identifies similarities and differences in characteristics of people.			1		
Child identifies similarities and differences in characteristics of families.			1		
Fine Arts		2	3	4	5
Child uses art as a form of creative self-expression and representation.	1		1		
Child creates or recreates stories, moods, or experiences through dramatic representations.					1
Physical Development		2	3	4	5
Child shows control of tasks that require small-muscle strength and control.		1			
Technology Applications	1	2	3	4	5
Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.		1			

# Materials and Resources

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	
• Teacher's Treasure Book • Oral Language Development Card 46 • Rhymes and Chants Flip Chart • Who Is the Beast? ¿Quien es la bestia? Big Book • ABC Picture Cards • Connecting Cubes • Making Good Choices Flip Chart • Math and Science Flip Chart • Home Connections Resource Guide	Teacher's Treasure Book Photo Library DVD Dog Puppet Who Is the Beast? ¿Quien es la bestia? Big Book ABC Picture Cards Making Good Choices Flip Chart Math and Science Flip Chart Home Connections Resource Guide	Teacher's Treasure Book Oral Language Development Card 47 Photo Library DVD Rhymes and Chants Flip Chart Concept Big Book 3 ABC Big Book Connecting Cubes Making Good Choices Flip Chart Dog Puppet Farm Animal Counters Home Connections Resource Guide	Teacher's Treasure Book Dog Puppets Connecting Cubes Flannel board pieces for "The Knee-High Man" (Teacher's Treasure Book) ABC Picture Cards Dog Puppets Connecting Cubes Photo Library DVD Home Connections Resource Guide	Teacher's Treasure Book Rhymes and Chants Flip Chart Who Is the Beast? ¿Quien es la bestia? Big Book ABC Picture Cards Math and Science Flip Chart Pattern Blocks Making Good Choices Flip Chart Connecting Cubes Home Connections Resource Guide	Program Materials
• Paper • Scissors • Crayons • Washable markers • Books about animals • Finger paint	Finger paints Paper Clothing cover-up Plastic beverage stirrers Crayons or washable markers Scissors Glue Craft sticks	Butcher paper Crayons or washable markers Scissors Glue Paper Pencils Books about families Shoe boxes	Paper Crayons Poster board Yarn or ribbon Folk tales and fairy tales featuring make-believe animals Felt Washable markers Tape Scissors	Construction paper Crayons or washable markers String Glue or stapler Clothing hangers Shallow foil pans Sand or other filler for trays Paper Plastic beverage stirrers	Other Materials
Home Connection  Remind children to tell families what they learned about how tigers, birds, and fish are the same and how they are different.  • Weekly Parent Letter, Home Connections Resource Guide, page 49-50.	Remind children to show their families examples of patterns they have found or made.	Remind children to talk with families about their culture's celebrations.	Remind children to retell the story "The Knee-High Man" to their families. • Story Book, Home Connections Resource Guide page 153-156.	Remind children to tell families which animal they played at the party and what the animal did.	Home Connection
As you observe children throughout the Observational Record Form to documer goal or signs indicating the need for de You may also choose to select work for Observational Record Form and Weekly www.DLMonline.com	nt an individual <sup>'</sup> s progress toward a velopmental or medical evaluation. each child's portfolio. The Anecdotal		k er	-	Assessment an More Literatur

# Week 3

# Daily Planner

# Let's Start the Day

Language Time

large group

# DAY 1

Opening Routines p. 179
Morning Read Aloud p. 102
Oral Language and Vocabulary
p. 102 Compare Fish
Phonological Awareness

p. 102 Produce Rhyming Words



# **DAY 2**

Opening Routines p. 179
Morning Read Aloud p. 108
Oral Language and Vocabulary
p. 108 Wild Beasts
Phonological Awareness

p. 108 Provide Rhyming Words



Center Time

small group

Focus On:

Math and Science Center p. 103 Library and Listening Center p. 103



ABC Center p. 109 Writer's Center p. 109

Circle Time
Literacy Time

large group

Read Aloud
Who Is the Beast? p. 104
Learn About Letters
and Sounds: /v/ v v,



**Read Aloud** 

Who is the Beast? p. 110 Learn About Letters and Sounds: /v/ v, /ks/ x p. 110



**Math Time** 

large group

Cube Graph p. 105

/ks/ x p. 104

Count and Move in Patterns p. 111



Social and Emotional Development

large group

Solving Problems p. 105



Solving Problems p. 111



Content Connection

large group

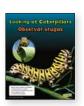
Science:

Oral Language and Academic Vocabulary p. 106 Introduce a Chart Observe and Investigate p. 106 Same and Different Chart



Math:

"Oh Dear, What Can the Pattern Be?" p. 112 Pattern Strips (The Core) p. 112



Center Time

small group

Focus On:

Creativity Center p. 107 Purposeful Play p. 107



Pretend and Learn Center p. 113 Purposeful Play p. 113

Let's Say Good-Bye large group

Read Aloud p. 107 Writing p. 107

Home Connection p. 97

Read Aloud p. 113 Writing p. 113

Home Connection p. 97

# Focus Question What are wild animals?

# DAY 3

Opening Routines p. 179 Morning Read Aloud p. 114 **Oral Language and Vocabulary** p. 114 Compare Animal Features **Phonological Awareness** p. 114 Provide Rhyming Words



# DAY 4

Opening Routines p. 179 Morning Read Aloud p. 120 **Oral Language and Vocabulary** p. 120 Real or Make-Believe? **Phonological Awareness** p. 120 Provide Rhyming Words



# DAY 5

Opening Routines p. 179 Morning Read Aloud p. 126 **Oral Language and Vocabulary** p. 126 Same and Different **Phonological Awareness** p. 126 Provide Rhyming Words



#### Focus on:

Creativity Center p. 115 Writer's Center p. 115



### Focus on:

Math and Science Center p. 121 Pretend and Learn Center p. 121



#### Focus on:

Construction Center p. 127 ABC Center p. 127

**Read Aloud** Amazing Animals p. 116

**Learn About Letters and Sounds:** /v/ v, /ks /x p. 116



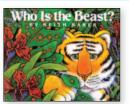
#### **Read Aloud**

The Knee-High Man p. 122 **Learn About Letters and Sounds:** /v/ v, /ks/ x p. 122



#### **Read Aloud**

Who is the Beast? p. 128 **Learn About Letters and Sounds:** /v/ v, /ks/ x p. 128



Build Cube Stairs p. 117



Pattern Strips (The Core) p. 129

Solving Problems p. 117



Solving Problems p. 123

Listen and Copy p. 123



Being Helpful p. 129



#### **Social Studies:**

**Oral Language and Academic Vocabulary** p. 118 Talk About Language and Customs **Understand and Participate** p. 118 Look at Family Pictures



## Math:

Talk About Core Units p. 124 Cube Patterns p. 124



#### **Dramatic Play:**

**Oral Language and Academic Vocabulary** p. 130 Animal Characteristics Explore and Express p. 130 A Night at the Zoo



#### Focus on:

Construction Center p. 119 Purposeful Play p. 119

Read Aloud p. 119 Writing p. 119

Home Connection p. 97

### Focus on:

Library and Listening Center p. 125 Purposeful Play p. 125

Read Aloud p. 125 Writing p. 125 Home Connection p. 97

#### Focus on:

Writing Center p. 131 Purposeful Play p. 131

Read Aloud p. 131 Writing p. 131 Home Connection p. 97 Unit 5

# Week 3

**Comparing Animals** 





## **Stripes and Spots**

Children use a template to trace and cut out two fish. They draw spots on one fish and stripes on the other and then work together to make patterns. See p. 103

## How High is Knee-High?

Children measure their leg up to their knee with Connecting Cubes. They measure classroom objects and compare them with their knee-high measurement. See p. 121

## Long Tails and Short Tails

Children sort pictures of animals into two groups: those with long tails and those with short tails.

#### Bigger and Smaller

Children fold a sheet of drawing paper and draw an animal that is bigger than they are on one side and an animal that is smaller than they are on the other side.



## Xs and Vs

Children use their fingers to form the letters x and v. Then they finger paint uppercase and lowercase Xx and Vv in different colors. See p. 109

## Sand Tray Letters

Children take turns tracing Xx and Vv in the sand as they say the name and sound for each letter. See p. 127

## A Van for Vv

Children draw a van on a large piece of construction paper. They write the letters Vv on the van and draw pictures of objects whose names begin with /v/ v, such as vase, vest, and violin.

# Creativity Center

## Fingerprint Animals

Children dip their thumb in finger paint to make fingerprint animals and use markers to add body parts, such as legs and ears. See p. 107

#### **Animal Homes**

Children work in pairs or threes to draw the setting for an animal home, such as a jungle or an ocean. They draw and cut out pictures of animals to glue on the home. See p. 115

## **Paper Bag Puppets**

Children draw animal faces on paper bags to create simple hand puppets. They use yarn and felt pieces for ears and whiskers.

#### **Animal Mural**

Children use colored chalk to create an animal mural on a large sheet of butcher paper.





# Library and Listening Center

## **Finding Differences**

Children look through books about animals and draw a picture of an animal that is not a fish. They pretend to be the animal and tell how they are different from a fish. See p. 103

#### **Familiar Tales**

Children browse through familiar folk and fairy tales and take turns retelling stories using flannel board pieces or characters they make up themselves. See p. 125

## **Pet Stories**

Partners look through storybooks about children and their pets, such as Whistle for Willie by Ezra Jack Keats and Can I Keep Him? by Steven Kellogg, and compare the story characters.

# Construction Center

## **Build a Farm**

Partners construct a barn from a shoebox by cutting farm doors in the side and drawing windows. They use Connecting Cubes to make fences and animal pens. See p. 119

#### **Animal Mobiles**

Children make mobiles that display animals that are alike in some way, such as wild animals, pets, farm animals, or water animals. See p. 127

### **Animal Shelter**

Children build an animal shelter, using blocks, boxes, and other materials. They make pets out of clay to place in the shelter.

## Writer's Center

## **Story Captions**

Children draw their favorite animal from the book *Who Is* the Beast? and write or dictate a caption for it. See p. 109

## Pet Books

Children fold a sheet of paper in half to make a book, draw their favorite kind of pet on the cover, and draw a picture inside to show what they would do with the pet. See p. 115

#### **Zoo News**

Children recall what they did at their zoo party by drawing pictures of an animal they portrayed and a game they played. They write or dictate to tell about each picture. See p. 131

#### **Animal Talk**

Children fold a sheet of paper into four boxes. In each box, they draw an animal that makes a unique sound and label it with the sound word.

## Pretend and Learn Center

## Stick Puppet Story

Children make stick puppets of animals from *Who Is the Beast?*, and use them to act out the story together. See p. 113

### Real and Make-Believe

Children look through books about animals and choose one to imitate. First, they move and make sounds like a real animal; then they act like an animal in a make-believe story. See p. 121

## Tortoise and Hare

Partners pretend to be the tortoise and hare having a conversation after the race. They take turns playing each role.

#### **Animal Sounds**

Children imitate animals by making sounds, such as meow, moo, quack, oink, baa, and tweet, as others guess what animal they are.

**Unit 5 Amazing Animals** 

Week 3 Comparing Animals

**Focus Question** How are animals the same and different?

¿En qué se parecen y diferencian los animales?

## **Learning Goals**

#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Language and Communication**

Child uses a wide variety of words to label and describe people, places, things, and actions.

Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb and object order.

#### **Emergent Literacy: Reading**

Child can produce a word that rhymes with a given word.

## Vocabulary

coral coral fins aletas fish peces ocean océano scales escamas swim nadar

## Differentiated Instruction



#### **Oral Language and Vocabulary**

**If...**children have difficulty explaining how the fish are the same and different, then...point out that all the fish have fins, and help children find characteristics that are different, such as stripes and spots.



#### **Enrichment**

**Phonological Awareness** 

Challenge children to name other words that rhyme with whale, day, and small.

# Let's Start the Day

## **Opening Routines and Transition Tips**

For Opening Routines and Transition Tips turn to pages 178-181 and visit **DLMExpressOnline.com** for more ideas.



Read "Jump or Jiggle" from the Teacher's Treasure Book, page 87, for your morning Read Aloud rhyme.

# **Language Time**

Title Social and Emotional Development Encourage children to talk to each other respectfully as they participate in activities and find answers to questions.

## **Oral Language and Vocabulary**

Can children use a wide variety of words to describe fish?

Compare Fish Talk about fish. Ask: Do you know where fish live? ¿Saben dónde viven los peces? Explain that many fish live in the ocean. What do fish look like? ¿Cómo son los peces?

 Display Oral Language Development Card 46. Ask: How are these fish the same? How are they different? ¿De qué manera son iguales estos peces? ¿En qué se diferencian? Then follow the suggestions on the back of the card.

## **Phonological Awareness**

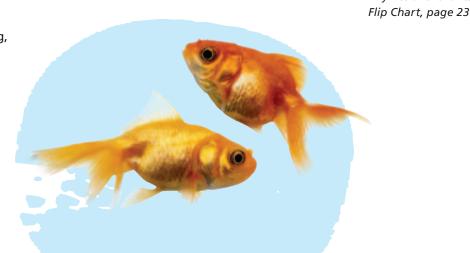


Can children produce rhyming words?

Produce Rhyming Words Display Rhymes and Chants Flip Chart, p. 23. Remind children that rhyming words end with the same sounds. Chant "Animals Protect Themselves." Say the word well and ask students for words that rhyme with well. Repeat with the word up.

Review the uncommon words in the Rhymes and Chants Flip Chart. Act out the word puff by puffing out your cheeks. Ask: Does puffing itself up make a fish bigger or smaller? Act out the word prickly by lightly touching a sharpened pencil. Ask: Are prickly spines easy to touch or hard to touch?

For additional suggestions on how to meet the needs of children at the Beginning, Intermediate, Advanced, and Advanced-High levels of English proficiency, see pages 320-323.







Oral Language Development Card 46



Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100–101 for activities in additional centers.





## Math and Science Center

of Track children's ability to create patterns.

**Materials** paper, scissors, crayons or washable markers

Stripes and Spots Remind children that some fish have spots and some have stripes.

- Provide children with a fish template cut from cardboard. Have them trace and cut out two fish.
- Have children draw spots on one fish and stripes on the other.
- Have children work together to make a pattern with their fish, for example: spots, spots, stripes, spots, stripes, spot, spots, stripes. Then have them count how many fish are in their pattern.

## **Center Tip**

If...children have difficulty cutting with scissors, then...place vour hand over theirs as you cut together.



## Library and Listening Center

Track children's use of theme-related vocabulary.

Materials books about animals, Oral Language Development Card 46, paper, crayons or washable markers

Finding Differences Display Oral Language Development Card 46 in the center and provide a variety of books with pictures of different animals.

- Tell children to look through the books and draw a picture of an animal that is not a fish.
- Have children pretend to be the animal and use their picture to tell others how they are different from a fish.

#### **Center Tip**

If...children have difficulty naming animals they see in the books, then... point to and identify the animals and have them repeat the names.



## **Mathematics**

Child counts up to 10 items, and demonstrates that the last count indicates how many items

Child recognizes and creates patterns.

Child identifies and describes the characteristics of organisms.

## Differentiated Instruction



## **Extra Support**

**Library and Listening Center** 

**If...**children have trouble telling how the animal of their choice is different from a fish, **then...** help them name characteristics of both animals and ask: What is one thing your animal has that a fish does not? ¿Cuál es una cosa que tiene tu animal que un pez no tiene?



### Enrichment

**Math and Science Center** 

Challenge children to also make some plain fish and create a pattern with spotted fish, striped fish, and plain fish.

## Accommodations for 3'5

**Math and Science Center** 

If...three-year-olds have trouble making patterns, then...help them put four of their fish in a row and have them count the fish.

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



### **Emergent Literacy: Reading**

Child can produce a word that rhymes with a given word.

Child names at least 20 upper and at least 20 lower case letters.

Child recognizes at least 20 letter sounds.

Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

#### **Vocabulary**

beast bestia eyes ojos legs patas stripes rayas tail cola huellas tracks whiskers bigotes

## Differentiated Instruction



### **Extra Support**

#### **Learn About Letters and Sound**

**If...**children have difficulty remembering letter sounds, then...practice the sounds with them several times as they trace over the letters on the ABC Picture Cards.



## **Enrichment**

#### **Read Aloud**

After reading aloud the book once, page through the illustrations and have children take turns telling what happens on each page.



## Special Needs

#### **Hearing Impairment**

Teach all children the signs for some of the animals you will study this week. Display photographs of each animal, and use the sign, when talking about a specific animal.

# Circle Time

# **Literacy Time**



## Read Aloud

Can children find ways that animals in the story are similar and different? **Build Background** Tell children that they will read a story about wild animals.

• Ask: Are wild animals pets? Can you name some wild animals? ¿Los animales salvajes son mascotas? ¿Pueden nombrar algunos animales salvajes?

Listen for Enjoyment Display Who Is the Beast? ¿Quién es la bestia? and read the title. Explain that a beast is an animal, but the word beast is often used to describe a wild animal that is big and dangerous. Conduct a picture walk.

- Browse through the pages. Name the animals. Ask: Who do you think the beast is? ¿Quién creen que es la bestia?
- Read the book aloud. Have children join in on the repetitive phrase The beast, the beast! Pause to allow children to provide rhyming words when they can.
- Stop frequently to ask: How are these animals different? How are they the same? ¿En qué se diferencian estos animales? ¿En qué se parecen?

Respond to the Story Discuss the story. Ask: How is the tiger different from the other animals? How is the tiger the same? ¿En qué se diferencia el tigre de los demás animales del cuento? ¿En qué es igual el tigre?



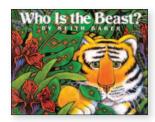
Use gestures and movements for phrases such as fly by, swing high and low, turn back, buzz along, hide from sight, and filled with fear.

## **Learn About Letters and Sounds**

Can children identify sounds and letters /v/ spelled Vv and /ks/ spelled Xx? **Identify Letters and Sounds /v/v, /ks/x** Display the ABC Picture Cards for Vv and Xx.

- Have children write each letter in the air as they name the letter and say the sound. What is the letter? What sound does it stand for?
- Have children write v and x on index cards. Say: I will say a letter. Hold up your letter card after I say it. Say the letter names several times in random order.
- Say: Now I will say the sounds of the letters. Hold up a letter card for each sound. Say /v/ and /ks/ several times in random order.





Who Is the Beast? ¿Quién es la bestia?





#### **Online Math Activity**

**Introduce Pattern Planes** 2: Duplicate, in which children duplicate a linear (in a line or row) pattern of flags, based on outlines of each flag's shape serving as a guide or model. Each child should complete Pattern Planes 2 this week.

## **Math Time**

## **Observe and Investigate**

Can children recognize and recreate patterns?

**Cube Patterns** Have children sit in a circle, and put a large pile of Connecting Cubes in the center.

- Make a strip of three cubes in a blue/blue/ yellow pattern. You may use other colors as long as you model a pattern.
- Show the cube strip to children; tell students it is the core unit. Have each child recreate it.
- Afterward, help children link all cube strips to make a cube pattern train. Chant color names as you point to each cube in the train. Repeat with a different core unit, such as yellow/blue/red.

11 Have children create a "living" cube pattern train. Give each child a square of colored paper. Arrange children in a line to form a pattern. Have children say their colors as you point to them.

# XXX Social and Emotional Development

## **Making Good Choices**

O Do children understand how to use problem-solving strategies and seek appropriate help when needed?

Solving Problems Discuss how children can solve problems and find answers to their questions. Display the Making Good Choices Flip Chart, page 23. Point to the girl working with cube patterns.

- Ask: What problem is the girl trying to solve, or figure out? How might she solve the problem? ¿Cuál problema está intentando resolver, o comprender, la niña? ¿Cómo puede resolver el problema?
- Discuss how the girl can try to solve the problem on her own and what she should do if she still needs help.
- Ask: When is it okay to ask for help? When is it okay to offer to help someone? ¿Cuándo está bien pedir ayuda? ¿Cuándo está bien ofrecerle ayuda a alguien?



#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Mathematics**

Child recognizes and creates patterns.

#### Vocabulary

cube cubo

unidad principal core unit

pattern patrón problem problema solucionar solve

## Differentiated Instruction



## **Extra Support**

#### **Observe and Investigate**

**If...**children struggle when recreating core units, then...help them name the colors in the core unit you made and have them say the colors with you as they recreate it.



### **Enrichment**

#### **Observe and Investigate**

Have partners build a longer core unit pattern, for example: yellow/blue/blue/yellow. Have them link their cubes together and say the color names. Then have them continue adding to the pattern.



Making Good Choices Flip Chart, page 23

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



#### **Language and Communication**

Child demonstrates understanding of terms used in the instructional language of the classroom.

Child identifies and describes the characteristics of organisms.

Child practices good habits of personal safety.

### **Vocabulary**

bird pájaro tabla chart columna column different diferente fish peces same igual tiger tigre

## **Differentiated Instruction**



**Observe and Investigate** 

If...children have difficulty using the chart, **then...**have them to go the chart, point to the word *Tiger* as you read the word, and run their hand down the chart to look at pictures that give information about tigers. Repeat for the other animals.



**Oral Language and Academic Vocabulary** Challenge children to add robust vocabulary to their daily spoken language: scientist, row, information.

## **Science Time**

**Personal Safety Skills** Remind children that they should never approach a strange animal, whether it is a pet or a wild animal, without adult permission and supervision.

## **Oral Language and Academic Vocabulary**

Do children understand how to use a chart?

Introduce a Chart Display Math and Science Flip Chart, page 41. Point to the animal chart.

- Say: This is a chart. Scientists use charts to show information in a way that is easy to read and understand. Esta es una tabla. Los científicos usan tablas para mostrar información de manera que sea fácil de leer y entender.
- Point to and identify the columns on the chart and the column headings. Explain that children can learn about each animal in the chart by looking down the columns.

# Same and Different Chart **Cuadro de lauales** y diferentes

Math and Science Flip Chart, page 41

## **Observe and Investigate**

Can children identify similarities and differences in animals?

Same and Different Chart Have children use the chart to find information about animals.

- Ask: Which animals are shown on this chart? ¿Cuáles animales se muestran en esta tabla? Have children point to all the pictures about tigers. Point out the label and explain that all of the information about tigers is in the first column.
- Help children use the chart to answer questions. Ask: Can you use the chart to find an animal that has fur? Does the bird have fur? Does a fish have feathers? Are any of the animals pets? ¿Puedes usar la tabla para encontrar un animal que tiene pelo? ¿Tiene pelo el pájaro? ¿Tiene plumas un pez? ¿Son mascotas algunos de estos animales?
- Have children use the chart to identify each animal's habitat as well as well as the way it moves.

Begin by comparing concrete objects in the classroom, such as two Farm Animal Counters. For children at the Beginning

level of proficiency, ask yes or no questions. Does the horse have legs? Does the sheep have legs? Is the horse purple? Is the sheep purple? Then ask yes or no questions about animals on the chart.



**Center Rotation** Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100-101 for activities in additional centers.





## Creativity Center

Track children's ability to describe similarities and differences in the fingerprint animals.

Materials paper, finger paint in different colors, washable markers Fingerprint Animals Set out shallow bowls of finger paint, paper, and washable markers. Invite children to make fingerprint animals.

- Have children dip a finger or their thumb in paint and make a print on paper. Allow them to practice several times.
- Then have children make animals from their fingerprints. After the fingerprints dry, have children use markers to add body parts such as legs, a tail, and ears.
- Have children tell how their fingerprint animals are the same and

## **Center Tip**

If...children have difficulty making clear fingerprints, then...help them dip their finger to get the right amount of paint and gently press it on paper.



## **Learning Goals**

#### **Social and Emotional Development**

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Emergent Literacy: Writing**

Child uses some appropriate writing conventions when writing or giving dictation.

#### **Fine Arts**

Child uses art as a form of creative selfexpression and representation.

## Writing

Recap the day. Ask children to draw two different animals and write or dictate to tell how they are the same and different.



# Purposeful Play

Observe children appropriately communicating with each other in respectful ways and asking for help when needed.

Children choose an open Center for free playtime. Encourage problem-solving skills by suggesting that they work together to make animal patterns using the Farm Animal Counters.





# Let's Say Good-Bye



Read Aloud Revisit the rhyme, "Jump or Jiggle" for your afternoon Read Aloud. Have children move like the animals in the rhyme.



Home Connection Refer to the Home Connections activities listed in the Resources and Materials chart on page 165. Remind children to tell families what they learned about how tigers, birds, and fish are the same and how they are different. Sing the "Good-Bye Song" as children prepare to leave.

**Unit 5 Amazing Animals** 

Week 3 Comparing Animals

**Focus Question** How are animals the same and different?

¿En qué se parecen y diferencian los animales?



### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Language and Communication**

Child uses a large speaking vocabulary, adding several new words daily.

Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb and object order.

#### **Emergent Literacy: Reading**

Child can produce a word that rhymes with a given word.

### Vocabulary

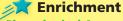
beast bestia claws garras dangerous peligroso patas paws roar rugido tiger wild salvaje

## **Differentiated Instruction**



**Oral Language and Vocabulary** 

**If...**children have difficulty comparing and contrasting beasts and pets, then...have them compare specific animals, such as a tiger and a house cat or a dog and bear.



**Phonological Awareness** 

Give partners the dog puppets and have them use the puppets to say other words that rhyme.

# Let's Start the Day

## **Opening Routines and Transition Tips**

For Opening Routines and Transition Tips turn to pages 178–181 and visit **DLMExpressOnline.com** for more ideas.



Read "The Tortoise and the Hare" from the Teacher's Treasure Book, page 291, for your morning Read Aloud.

# Language Time

Social and Emotional Development Remind children to try different ways to solve problems before asking for help.

## **Oral Language and Vocabulary**

Ocan children use complete sentences to identify and describe animals that might be called beasts?

Wild Beasts Remind children that they read about wild animals in the book Who Is the Beast? ¿Quién es la bestia? Review that the word beast is often used to describe a wild animal that is big and dangerous. Say: Tigers are often called beasts. What other animals might be called beasts? A los tigres se les suele llamar bestias. ¿A cuáles otros animales podría llamárseles bestias?

- Have children take turns naming a wild beast. Ask: Is it big? Is it dangerous? ¿Es grande? ¿Es peligroso?
- Encourage children to compare a wild beast to a pet. How is a wild beast different from a pet like a cat or a dog? ¿En qué se diferencia una bestia salvaje de una mascota, como un gato o un perro?
- Encourage children to roar like a beast.



Display animal photos from the Photo Library DVD. Choose animals that are wild and large, such as the bear, bobcat, elephant, lion, and rhinoceros. Ask yes and no questions: Is it big and wild? Is it a beast? It is a pet? If the photo is accompanied by sound, have children listen and make the sound of the animal.

## **Phonological Awareness**



**Provide Rhyming Words** Display a dog puppet. Have the puppet introduce itself and say: Rhyming words end with the same sounds. I know some rhyming words... tall, small; paws, claws; wet, pet. Then have the puppet say the following sentences. Let children give the rhyming words.

- I am small. A giraffe is \_\_\_\_\_. (tall)
- I have paws. A tiger has \_\_\_\_\_\_. (claws)
- A fish is a pet. A fish is \_\_\_\_\_. (wet)





Who Is the Beast? ¿Quién es la bestia?



**Center Rotation** Center Time includes teacher-guided activities and independent activities. Refer to the **Learning Centers** on pages 100-101 for activities in additional centers.





## ABC Center

oTrack children's formation of letters.

**Materials** finger paints, paper, clothing cover-ups

**Xs and Vs** Display the ABC Picture Cards for Vv and Xx. Point to each letter and have children form the letter with their fingers, making a v sign for v and crossing index fingers to make an x.

- Provide finger paint, paper, and cover-ups. Keep the Letter Cards on Display and have children finger paint the letters in uppercase and lowercase forms. Encourage them to make letters in different colors.
- As children paint, ask: What is this letter? What sound does it make? ¿Cómo se llama esta letra? ¿Qué sonido hace?

## **Center Tip**

If...children have difficulty painting the letters, then... demonstrate how to hold the brush and make straight lines to form v and x.

# Writer's Center

Track children's listening skills and retention of information. **Materials** drawing paper, crayons or washable markers **Story Captions** Tell children that they will draw and write about their favorite animal in Who Is the Beast? ¿Quién es la bestia?

- Display the Big Book Who Is the Beast? ¿Quién es la bestia?
- Play the Listening Library Unit 5 CD and have children follow along as they listen.
- Have children draw their favorite animal from the story and write a caption for their drawing.

#### **Center Tip**

If...children have difficulty knowing what to write in a caption, then...show them books with captions and explain that a caption tells about a picture.

## **Learning Goals**

#### **Emergent Literacy: Reading**

Child names at least 20 upper and at least 20 lower case letters.

Child produces the correct sounds for at least 10 letters.

#### **Emergent Literacy: Writing**

Child independently uses letters or symbols to make words or parts of words.

Child independently writes some letters on request.

## Differentiated Instruction



## Extra Support

If...children have difficulty creating captions for their animal pictures, then...provide examples by writing short captions for one or two animals in the story, such as pretty bird or big tiger.



## **Enrichment**

#### **ABC Center**

Challenge children to include letters Cc and Uu in their finger painting.

## Accommodations for 3'5

#### **Writer's Center**

**If...** children randomly scribble words or make circular scribbling, then...suggest that they write by start at the left of their paper (point) and going to the right (point).

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



### **Emergent Literacy: Reading**

Child names at least 20 upper and at least 20 lower case letters.

Child recognizes at least 20 letter sounds.

Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

#### Science

Child identifies and describes the characteristics of organisms.

#### Vocabulary

beast saltar jump stripes rayas tail cola tiger tigre whiskers bigotes

## Differentiated Instruction



#### **Letter and Word Knowledge**

**If...**children have difficulty forming letters with their bodies, **then...**have them look at the ABC Picture Cards again and work gently to help them place their bodies in the correct position.



#### **Enrichment**

**Letter and Word Knowledge** 

Teach children how to write and read fox. Write the word for children to trace. Sound out the letters with them: /f/ /o/ /ks/. Challenge children to compare a fox to a tiger

# Circle Time

# **Literacy Time**



## Read Aloud

On children use words and pictures to compare specific characteristics of animals?

Build Background Display the Big Book Who Is the Beast? ¿Quién es la bestia? Point to the front cover.

- Ask: Is this the front or back cover? ¿Es la portada o la contraportada?
- Page through the book and have children point to the beginning of the story and the end.
- Then say: We read this book together. What do you remember about this book? Leimos este libro juntos. ¿Qué recuerdan sobre este libro?

Listen for Understanding As you reread the book, track the print with your hand and point out and name the animals.

- Point out specific similarities and differences in the animals. *I see the* tiger's tail in this picture. Does the bird have a tail, too? Does the bird have stripes? Veo la cola del tigre en esta imagen. ¿El pájaro tiene una cola también? ¿El pájaro tiene rayas?
- Ask: Who is the beast in this book? ¿Quién es la bestia en este libro?

Respond to the Story Have children make comparisons. Ask: Which animal has whiskers like the tiger? Which has stripes? Which has a tail? Which animals can jump? How are all the animals the same? ¿Cuál animal tiene bigotes como los del tigre? ¿Cuál tiene rayas? ¿Cuál tiene una cola? ¿Cuáles animales pueden saltar? ¿Cuál cosa tienen en común todos los animales?



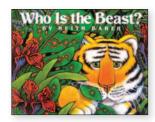
**11.** Engage children and provide group enrichment by asking children to share what the animals are called in their home language.

## **Learn About Letters and Sounds**

Can children identify the sounds and letters /v/ spelled Vv and /ks/ Xx? Identify Letters and Sounds /v/v, /ks/x Display ABC Picture Cards for Vv and Xx. Remind children that they painted these letters during Center Time. Point to each letter and ask: What is the letter? What sound does it stand for?

- Have partners lie on the floor to form the letter v. Have children repeat the /v/ sound while in their letter formation.
- Then have children stand up and make an x by spreading legs wide apart and reaching arms up and out. Have them say the /ks/ sound.





Who Is the Beast? ¿Quién es la bestia?









#### **Online Math Activity**

Introduce Marching Patterns 2: Extend, in which children extend a linear (in a line or row) pattern by one full repetition of an entire core unit of marching members. Each child should complete Marching Patterns 2 this week.

## **Math Time**

## **Observe and Investigate**

Can children create patterns?

Count and Move in Patterns Tell children that they will count and move in patterns.

- Count aloud with children to 20 (or more as appropriate) in patterns of 4, such as 1 (clap), 2 (clap), 3 (clap), 4 (hop), 5 (clap), 6 (clap) 7 (clap), 8 (hop).
- Repeat with other motions if you choose. Incorporate animal movements to fit the weekly theme. For example, have students hop like a rabbit, hop like a rabbit, pounce like a tiger, and pounce like a tiger while counting 1 (hop), 2 (hop), 3 (pounce), 4 (pounce), 5 (hop), 6 (hop), 7 (pounce), 8 (pounce) and so on.

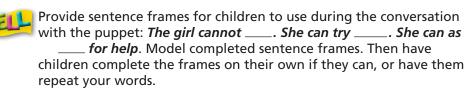
# XX Social and Emotional Development

## **Making Good Choices**

O children understand how to use problem-solving strategies and seek appropriate help when needed?

**Solving Problems** Revisit the *Making Good Choices Flip Chart* page 23, "How Can I Solve Problems?"/ "¿Cómo puedo resolver problemas?"

- Display the dog puppet. Say: Tell the puppet about the problem the girl has and how she can solve her problem. Platiquenle al titere sobre el problema que la niña enfrenta y cómo podría resolverlo.
- Provide each child a turn to tell the puppet about the girl's problem and how she can solve it herself. Encourage them to tell who the girl can ask for help if she still needs it. Remind children to try to solve problems together during Center Time and to ask politely if they still need help.





## Learning Goals

### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Mathematics**

Child recognizes and creates patterns.

#### Vocabulary

count contar pattern patrón politely amablemente problem problema solve resolver

## Differentiated Instruction



## **Observe and Investigate**

If...children have difficulty counting to 20, then...count to 12 using patterns of 4.



#### **X** Enrichment

#### **Observe and Investigate**

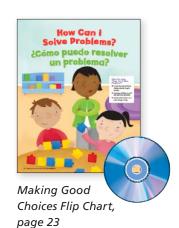
Have partners come up with new movements for Count and Move in patterns. Invite them to demonstrate their new movements to the group.



### Special Needs

#### **Delayed Motor Development**

**If...**children become fatigued by engaging in the movement patterns, **then...**invite them to call out movements in a pattern for the other children to follow.



How are animals the same and different?

¿En qué se parecen y diferencian los animales?



## **Learning Goals**

#### **Language and Communication**

Child demonstrates understanding of terms used in the instructional language of the classroom.

#### **Mathematics**

Child recognizes and creates patterns.

#### Vocabulary

core unit Unidad principal diagonal diagonal horizontal horizontal patrón pattern

## Differentiated Instruction

vertical



vertical

#### **Extra Support**

If...children need help recreating patterns, **then...**verbalize each strip as children create it.



Challenge children to create their own pattern strip by drawing a more complex core unit to extend.

## **Math Time**



Can children identify a core unit?

"Oh Dear, What Can the Pattern Be?" Sing the following lyrics to the tune of "Oh Dear, What Can the Matter Be?

Oh dear, what can the pattern be? Mira, hay un patrón aquí. (Repeat two more times)

Let's look at the pattern and see. Vemos cuál es el patrón.

• Use Math and Science Flip Chart, page 42 to reintroduce pattern strips to children, emphasizing the idea of a core unit. For example, in an ABCCABCCABCC pattern, ABCC is the core unit.



Can children recreate patterns?

Pattern Strips (The Core). Point to the first pattern strip on the Math and Science Flip Chart, and have children describe its pattern, such as diagonal/ diagonal/vertical. Always repeat the core unit at least three times. Ask children what the core pattern of the strip is (for example diagonal/diagonal/ vertical).

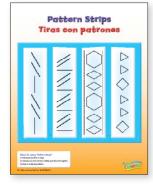
- Have children help you recreate the pattern using flat, plastic beverage stirrers, and then have each child recreate the pattern's core unit once. After you check their work, have children continue to recreate additional core units.
- Repeat with other patterns strips that use positional and shape patterns. Use pattern blocks to have children recreate the shape patterns.

Tell children that they will have another chance to work with pattern strips in a few days.

🔼 Bring in examples of patterns on clothes, ceramics, and so on. Review the concepts of core units and help children identify them on the objects.

For additional suggestions on how to meet the needs of children at the Beginning, Intermediate, Advanced, and Advanced-High levels of English proficiency, see pages 320–323.





Math and Science Flip Chart, page 42

Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100–101 for activities in additional centers.





## Pretend and Learn Center

Track children's ability to retell a story in their own words.

Materials drawing paper, crayons or washable markers, scissors, glue, craft sticks

**Stick Puppet Story** Have children draw, color, and cut out small pictures of animals from the Big Book Who Is the Beast? ¿Quién es la bestia? Suggest that each child create two animals. Check to make sure that all the story animals are represented.

- Help children use glue their animals onto craft sticks to make character puppets.
- Have children use their puppets to act out the story together.

## **Center Tip**

If...children have difficulty creating animals for the puppets, then...draw the animals for them and have them color and cut them out.



## **Learning Goals**

#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

#### **Language and Communication**

Child uses a wide variety of words to label and describe people, places, things, and actions.

#### **Emergent Literacy: Writing**

Child independently uses letters or symbols to make words or parts of words.

## Writing

Recap the day. Have children describe the animals in Who Is The Beast? ¿Quién es la bestia? Then ask: What did you learn about the way animals move? ¿Qué aprendieron sobre la manera en que los animales se mueven? Ask them to draw and label a picture of an animal jumping, running, swimming, or flying.



## Purposeful Play

Observe children sustaining independent play sequences.

Children choose an open Center for free playtime. Encourage initiative and persistence by suggesting that children take turns pantomiming animals in a game of Animal Charades.

# Let's Say Good-Bye





Read Aloud Revisit the story, "The Tortoise and the Hare" for your afternoon Read Aloud. Ask children to listen for information about animals.



**Home Connection** Refer to the Home Connections activities listed in the Resources and Materials chart on page 165. Remind children to show their families examples of patterns they have found or made. Sing the "Good-Bye Song" as children prepare to leave.

**Unit 5 Amazing Animals** 

Week 3 Comparing Animals

**Focus Question** 

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

#### **Language and Communication**

Child uses a wide variety of words to label and describe people, places, things, and actions.

Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb and object order.

#### **Emergent Literacy: Reading**

Child can produce a word that rhymes with a given word

### Vocabulary

ears orejas pelaje hop salto kit kit rabbit coneio legs patas

## Differentiated Instruction



## **Extra Support**

#### **Phonological Awareness**

**If...**children have difficulty generating words that rhyme with hop, then...segment the word. Say: Listen carefully. /h//op/, hop. What sounds do you hear at the end of hop? What other words end with /op/?



#### **Enrichment**

#### **Phonological Awareness**

Ask children what a baby bunny is called. (kit) Challenge them to generate words that rhyme with *kit*.

## **Accommodations for 3'5**

#### **Phonological Awareness**

**If...**children have difficulty naming words that rhyme with hop, then...have them hop around the room until you say stop. Ask: Do hop and stop rhyme?

# Let's Start the Day

## **Opening Routines and Transition Tips**

For Opening Routines and Transition Tips turn to pages 178–181 and visit **DLMExpressOnline.com** for more ideas.



Read "Sammy the Rodeo Sea Horse" from the Teacher's Treasure Book, page 223, for your morning Read Aloud.

# Language Time

Social and Emotional Development Remind children to try to think of answers to questions on their own and to ask for help from peers and then adults when it is needed.

## **Oral Language and Vocabulary**



O Can children use a wide variety of words in complete sentences to compare animals?

**Compare Animal Features** Talk about the coverings that animals have on their bodies. Ask: What covers a tiger? Is it fur or feathers? What covers a bird? Is it feathers or scales? Is a fish covered with fur, feathers, or scales? ¿Qué es lo que cubre al tigre? ¿Es pelaje o plumas? ¿Qué es lo que cubre a un pájaro? ¿Son plumas o escamas? ¿Un pez está cubierto de pelaje, plumas o escamas?

• Display Oral Language Development Card 47. Identify the animals as rabbits and point out their fur. Then follow the suggestions on the back of the card.

Display the following flashcards in the Photo Library DVD: tiger, rabbit, eagle, trout. Point to and name the covering on each animal as the picture is shown: fur, fur, feathers, scales. Then display the flashcards again and have children name each covering.

For additional suggestions on how to meet the needs of children at the Beginning, Intermediate, Advanced, and Advanced-High levels of English proficiency, see pages 320-323

## **Phonological Awareness**



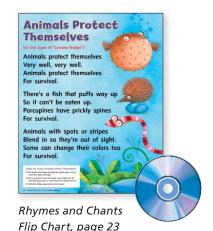
Can children provide and generate rhyming words?

**Provide Rhyming Words** Revisit Rhymes and Chants Flip Chart, page 23. Remind children that rhyming words end with the same sounds. Chant "Animals Protect Themselves" with children. Say: These animals move in a lot of different ways. Think about the rabbits we saw. How do rabbits move? Have children give words that rhyme with hop.





Oral Language Development Card 47





Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100-101 for activities in additional centers.



## Creativity Center

Track children's knowledge of different animal environments. Materials large paper, crayons or washable markers, scissors, glue **Animal Homes** Remind children that the animals in Who Is the Beast? ¿Quién es la bestia? live in the jungle. In "Animals Protect Themselves," the fish lives in the ocean. Ask: Where else do animals live? ¿En cuál otro lugar viven los animales?

- Have children work in groups to draw the setting for an animal home, such as a jungle, the ocean, or a house. Tell them not to draw any animals in their picture. Encourage each group to draw a different home.
- Have children share their drawing with each other and then work together to draw and cut out different animals to glue onto the homes.

### **Center Tip**

If...children have difficulty choosing animals to add to their drawings. then...display Who Is the Beast? ¿Quién es la bestia? and Concept Big Book 3: Amazing Animals/ Animales asombrosos, and have them choose from animals shown on the pages.

## **Learning Goals**

#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

### **Emergent Literacy: Writing**

Child independently uses letters or symbols to make words or parts of words.

#### Science

Child identifies and describes the characteristics of organisms.

#### **Fine Arts**

Child uses art as a form of creative self expression and representation.

## Differentiated Instruction



## Extra Support

#### **Writing Center**

If...children have difficulty writing in detail, then...have them dictate ideas to you and copy words into their book.



### Enrichment

#### **Writing Center**

Challenge children to write complete sentences in their book.

## Accommodations for 3'5

#### **Writer's Center**

If...children have difficulty completing a book, then...have them draw a picture of their favorite kind of pet and dictate why they like it.

## Writer's Center

Track children's ability to describe the characteristics of pets.

Materials paper, pencils, crayons or washable markers.

**Pet Books** Tell children that they will make a book about their favorite kind of pet.

- Show children how to fold a sheet of paper in half to make a book. Have them draw a picture of their favorite kind of pet on the front of the book and write their name below it.
- On the inside of the book, have children draw and write to tell what they would do with the pet and how they would care for it.
- Have children share their books and discuss how their pets are the same as wild animals and how they are different.

### **Center Tip**

**If . . .** children have difficulty deciding on a pet to write about, **then** . . . show them pictures of pets in the Concept Big Book.

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



### **Emergent Literacy: Reading**

Child names at least 20 upper and at least 20 lower case letters.

Child recognizes at least 20 letter sounds.

Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

#### **Science**

Child identifies and describes the characteristics of organisms.

#### Vocabulary

farm granja feathers plumas océano fur pelaje ocean wild scales escamas salvaje

## Differentiated Instruction



## Extra Support

If...children have difficulty comparing animals, **then...**give them specific animals to compare: Is a giraffe or a kitten a pet? Is a cow or a whale a farm animal? ¿Cuál es una mascota, la jirafa o el gatito? ¿Cuál es un animal de granja, la vaca o la ballena?



#### **Enrichment**

#### **Read Aloud**

As you read, challenge children to give other examples that could be included in the book, such as: A tiger has four legs, too. A mouse is small, too. A pet can also be a hamster.



#### Special Needs

#### **Speech/Language Delays**

Even if the child does not correctly say or pronounce a letter, don't stop him or her. Repeat the letter correctly, and encourage him or her to repeat it after you.

# Circle Time

# **Literacy Time**



## Read Aloud



Can children use information in the Concept Big Book to make comparisons?

**Build Background** Tell children that you will be rereading the *Concept Big* Book 3: Amazing Animals/ Animales asombrosos.

• Ask: What amazing animals do you remember from this book? ¿Qué animales asombrosos recuerdan de este libro?

**Listen for Understanding** Reread *Concept Big Book 3* tracking the print with your hand and pointing to animal characteristics in the pictures. As you read, pause to allow children to answer the questions in the text.

• Ask: What surprised or amazed you about these animals? ¿Qué tan sorprendidos o asombrados están sobre estos animales?

**Respond to the Story** Help children compare animals in the story. Ask: Which animals are pets and which are wild? Which are farm animals? Can you name an animal with fur? Can you name an animal with feathers or scales?

¿Cuáles animales son mascotas y cuáles son salvajes? ¿Cuáles son animales de granja? ¿Pueden nombrar a un animal con pelaje? ¿Pueden nombrar a un animal con plumas o escamas?

## **Learn About Letters and Sounds**

Can children identify sounds and letters /v/ spelled Vv and /ks/ spelled Xx? **Identify Letters and Sounds Vv, Xx** Sing the Alphabet Song with children. Ask: Do v and x come at the beginning of the alphabet or near the end?

- Display the ABC Big Book and page through it slowly. Have children say "stop" when you come to the letter v and then again at x.
- Write van, six, vegetable, vase, mix, box on the board. Read the words. Then have volunteers circle the v or the x in each word. Say the /v/ and /ks/ sounds with children as you point to the letters.
- Say: Listen for the sound of v or x as I read the words again. Encourage children to join in when they can.

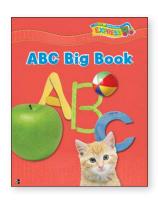


**11.** Support word meaning. Point out a box and a vase in the classroom. Show pictures of a van and vegetables in the Photo Library. Ask children to hold up six fingers and pretend to mix food in a bowl.





Concept Big Book 3



ABC Big Book



# Building

#### **Online Math Activity**

Children can complete Pattern Planes 2 and Marching Patterns 2 during computer time or Center Time.

Making Good

page 23

Choices Flip chart,

## **Math Time**

## **Observe and Investigate**

Can children use cubes to form a growing pattern?

Build Cube Stairs Remind children how to build cube stairs, and review how the stairs form a pattern – a growing pattern in which each step is one higher (one more) than the previous one.

- Show children how to link Connecting Cubes, and then show them two steps using the cubes (one cube for the first step, two cubes for the second).
- Ask children how many cubes it will take to make the next step. (three) "Walk" your fingers up the steps, asking children to count "1, 2, 3" with you.
- Children then build their own cube stairs.



뚸 Have children count the steps in their home language. Then count in English and have children count with you.

# XX Social and Emotional Development

## **Making Good Choices**



Do children understand how to use problem-solving strategies and seek appropriate help when needed?

**Solving Problems** Display Making Good Choices Flip Chart page 23, "How Can I Solve Problems?"/ "¿Cómo puedo resolver problemas?" Review with children the problem that the girl has and the ways she can solve it, including how she can solve it on her own and who she can ask for help.

- With the dog puppet, role play how the girl can ask the boy next to her for help. Then role play how the girl can ask her peers, then the teacher for help. Model using polite words and communicating in respectful ways.
- After each role play, ask: How did I ask for help? What did I say? What else could I have said? ¿Cómo podemos pedir ayuda? ¿Qué diremos?



## **Learning Goals**

#### **Mathematics**

Child uses concrete models or makes a verbal word problem for adding up to 5 objects.

### **Social and Emotional Development**

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Vocabulary**

cube cubo higher más alto pattern patrón problem problema solve resolver stairs escaleras

## Differentiated Instruction



#### **Observe and Investigate**

**If...**children need help building their own cube stairs, then...continue to verbalize and provide hands-on assistance until they can work on their own.



#### Enrichment

#### **Social and Emotional Development**

Have partners use the dog puppets to role play the girl and the boy. Then have them role play the girl and the teacher.

## Accommodations for 3'5

**Observe and Investigate** 

**If...**children need help making cube stairs, then...have them form three steps as you guide their hands and count with them

"1, 2, 3."



How are animals the same and different?

¿En qué se parecen y diferencian los animales?



#### **Language and Communication**

Child uses a wide variety of words to label and describe people, places, things, and actions.

Child identifies good habits of nutrition and exercise.

#### **Social Studies**

Child identifies similarities and differences in characteristics of people.

Child identifies similarities and differences in characteristics of families.

#### Vocabulary

celebrate celebrar país country holiday día festivo language idioma world mundo

## **Differentiated Instruction**



#### **Social Studies**

**If...**children have difficulty choosing an item to draw, then...Ask questions such as: Does this look like fun? Is this something you would like to eat? What do you like about this piece of clothing? ¿Esto se ve divertido? ¿Te gustaría comerte esto? ¿Qué es lo que te gusta de esta prenda de vestir?



#### **Social Studies**

Challenge children to create a chart that shows a food, a holiday, and an article of clothing from this country in the first row and a food, a holiday, and an article of clothing from another culture in the second row.

## **Social Studies Time**

**Health Skills** During the discussion, help children name foods from other cultures that are healthy and nutritious.

## **Oral Language and Academic Vocabulary**

Can children identify languages and customs in their own country?

Talk About Language and Customs Remind children that animals live in many different parts of the world. Explain that people live in many different parts of the world, too.

- Tell children that people in different parts of the world have their own language, or special way of speaking, and their own special ways of doing things, like celebrating holidays.
- Ask: What languages do we use in this country? What are some ways we celebrate special days at school? How do families in this country celebrate holidays? ¿Qué idiomas hablamos en este país? ¿Cuáles son algunas formas de celebrar los días festivos en la escuela? ¿Cómo celebran los días festivos las familias de este país?

## **Understand and Participate**

Can children compare other cultures to their own?

Look at Family Pictures Display books depicting families from around the world. Make sure some of the photos show special occasions.

- Page through the books with children, pointing out unique clothing, customs, or foods.
- Ask: What are some things that are different about families in other parts of the world? What are some things that are the same? ¿En qué se diferencian las familias del resto del mundo a las nuestras? ¿En qué se parecen?
- Continue the discussion by talking about foods from different cultures. Ask: Have you ever eaten food that people in other countries eat? What are some different kids of foods from different countries? How was it like food at your house or how was it different? ¿Alguna vez han comido platillos de otros países, como la comida tailandesa, jamaiguina, cubana o coreana? ¿Qué comieron? ¿Cómo son los platillos que su familia prepara? ¿En se diferencian de éstos?
- Have children draw something that they like from another culture, such as a food, a custom, or an item of clothing. Post the pictures in the classroom to celebrate cultural differences.

Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100–101 for activities in additional centers.





## Construction Center

Track children's knowledge of how farm animals are the same and different.

**Materials** shoe boxes, scissors, crayons or washable markers, Farm **Animal Counters** 

**Build a Farm** Remind children that they learned about farm animals in the Concept Big Book Amazing Animals/Animales asombrosos. Then have partners construct a barn from a shoebox by cutting farm doors in the side and drawing or cutting out windows. Have children use Connecting Cubes to make fences and animal pens.

- Encourage cooperation between partners as they create their barn.
- Provide Farm Animal counters and have partners use the manipulatives to act out farm activities. Ask: What animals do you have on your farm? What do the farm animals do? ¿Cuáles animales tienen en su granja? ¿Qué hacen los animales de granja?

## **Center Tip**

If...children need help creating their barn, then...draw barn doors on the shoebox for them to cut. Make initial cuts for the windows and have them finish the task.



## **Learning Goals**

#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

#### **Language and Communication**

Child uses a wide variety of words to label and describe people, places, things, and actions.

#### **Emergent Literacy: Writing**

Child independently uses letters or symbols to make words or parts of words.

#### Science

Child identifies and describes the characteristics of organisms.

#### **Social Studies**

Child identifies similarities and differences in characteristics of families.



#### Writing

Recap the day. Ask: What new things did you learn about animals today? What new things did you learn about people? ¿Qué cosas nuevas aprendieron hoy acerca de los animales? ¿Qué cosas nuevas aprendieron sobre las personas? Record answers on chart paper. Share the pen by having children write letters and words they know.



## Purposeful Play

Observe children as they cooperate to work in groups.

Children choose an open Center for free playtime. Encourage cooperation skills by suggesting that children place their farms on a large table and act out stories about different farm families and the holidays they celebrate on their farms.

# Let's Say Good-Bye







Read Aloud Revisit the story, "Sammy the Rodeo Sea Horse" for your afternoon Read Aloud. Ask children to listen for the names of different kinds of animals.



Home Connection Refer to the Home Connections activities listed in the Resources and Materials chart on page 165. Remind children to talk with families about their culture's celebrations. Sing the "Good-Bye Song" as children prepare to leave.

**Unit 5 Amazing Animals** 

Week 3 Comparing Animals

**Focus Question** How are animals the same and different?

¿En qué se parecen y diferencian los animales?



#### **Social and Emotional Development**

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Language and Communication**

Child is able to use language for different

Child engages in conversations in appropriate

#### **Emergent Literacy: Reading**

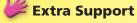
Child can produce a word that rhymes with a given word.

#### Vocabulary

hello hola make-believe fantástico real real

rhymes rimas enseñar

## Differentiated Instruction



#### **Oral Language and Vocabulary**

**If...**children have difficulty distinguishing real animals from make-believe animals in stories, then...return to the text of Who is the Beast? ¿Quién es la bestia? Explain that even though the animals look real, real animals would never talk or think in words.



**Oral Language and Vocabulary** Challenge children to extend the activity by creating a pretend conversation between themselves and an animal.

## **Opening Routines and Transition Tips**

For Opening Routines and Transition Tips turn to pages 178-181 and visit **DLMExpressOnline.com** for more ideas.



Read "Old Gray Cat" from the Teacher's Treasure Book, page 208, for your morning Read Aloud.

# Language Time

Social and Emotional Development Encourage children to remember the plan for how to handle prolems when they are working on their own. Try to solve it yourself. Ask someone nearby for help. Ask an adult for help.

## **Oral Language and Vocabulary**

Can children engage in conversations with make-believe characters? **Real or Make-Believe?** Talk about the animals that children read about this week: Ask: Which animals are very big? Which are small? Which of the animals have you seen in real life? ¿Cuáles animales son muy grandes? ¿Cuáles son pequeños? ¿Cuáles de estos animales han visto ustedes en la vida real?

- Explain that some stories have make-believe animals that can talk like people.
- Ask: What would say to an animal if you could talk to it? ¿Qué le dirían a un animal si pudieran platicar con él?
- Model talking to an animal such as a tiger and asking question: *Hello, Mr.* Tiger. Can you teach me how to roar like you? ¿Puede enseñarme cómo puedo rugir como usted? Then have children give questions that they would ask animals.

[ Use the Big Book Who Is the Beast? and the Concept Big Book, and have children point to an animal and complete sentence frames:

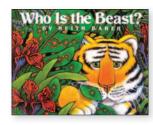
Hello Mr. \_\_\_\_\_. Can you teach me how to \_\_\_\_\_?

## **Phonological Awareness**

Can children generate rhyming words?

Provide Rhyming Words Display the dog puppets. Have one puppet say: Listen to my word: cat. Can you say a word that rhymes? Have the other puppet say: I can say a word that rhymes with cat: bat! Repeat with other rhyming words: fox/box, bee/ see, fish/wish, snake/bake. Then have pairs take turns saying a word and asking their partner for a word that rhymes.





Who Is the Beast?



Concept Big Book 3



Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100–101 for activities in additional centers.





## Math and Science Center

Track children's ability to measure accurately.

Materials Connecting Cubes, paper, crayons or washable markers **How High is Knee-High?** Have children use Connecting Cubes to measure their leg up to their knee. Ask: *How many cubes did* you connect to make a knee-high strip of cubes? ¿Cuántos cubos conectaron para hacer una tira de cubos hasta la altura de la rodilla?

- Have children compare their knee-high measurement to things in the classroom. Children can use their Connecting Cube strip or their leg. Ask: Which things are higher than your knee? Which are not as high? Which are about as high? ¿Cuáles cosas son más altas que su rodilla? ¿Cuáles no son tan altas? ¿Cuáles son casi tan altas?
- Have children draw a picture of something that is as high as their knee, not as high as their knee, and about as high. Encourage children to share their drawings with each other.

### **Center Tip**

If...children have difficulty counting their Connecting Cubes, then...count with them as you point to each cube.





## Pretend and Learn Center

Track children's ability to portray real and make-believe animals. **Materials** poster board, crayons or washable markers, yarn or ribbon **Real and Make Believe** Have children look through books about real animals and chose an animal to act out. Have children draw their animal on a square of poster board, and help them attach yarn or ribbon to the poster board to make a wearable sign.

- Say: Now act like real animals. Move and make sounds like real animals. Remember, no talking! Ahora, actúen como animales reales. Muévanse y hagan sonido como los de los animales reales. Recuerden que ¡no deben hablar!
- After children act and interact like real animals, have them switch to make-believe.
- Ask: Which was more fun to act out, a real animal or a make-believe animal? ¿Qué fue más divertido de actuar, un animal real o uno fantástico? Have children tell why.

### **Center Tip**

If...children have difficulty remembering not to speak when acting out real animals, then...remind them by giving nonverbal signals such as putting your finger to your lips and shaking your head "no."

## **Learning Goals**

#### **Language and Communication**

Child is able to use language for different purposes.

### **Emergent Literacy: Reading**

Child engages in pre-reading and readingrelated activities.

#### **Mathematics**

Child recognizes and compares heights or lengths of people or objects.

## Differentiated Instruction



**Math and Science Center** 

If...children struggle making a Connecting Cube strip that is as high as their knee,

then...have them make a smaller strip that is as long as their hand or have partners make strips together.

## **TEnrichment**

**Math and Science Center** 

Challenge children to use a ruler or yardstick to measure their leg to the knee and then use the ruler or vardstick to measure things in the classroom.

## Accommodations for 3'5

**Pretend and Learn Center** 

**If...**children struggle to participate in the pretend activity, then...create a picture sign for them with a familiar animal, such as a pet or a farm animal, and have them join in.

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



## Learning Goals

### **Language and Communication**

Child shows understanding by responding appropriately.

### **Emergent Literacy: Reading**

Child names at least 20 upper and at least 20 lower case letters.

Child recognizes at least 20 letter sounds.

Child asks and answers appropriate questions about the book.

### **Vocabulary**

bull horse caballo

knee-high a la altura de la rodilla

búho pig cerdo tamaño size

## Differentiated Instruction



## Extra Support

#### **Letter and Word Knowledge**

If...children have difficulty repeating the /v/ and /ks/ sounds in the chant, **then...**show them the correct mouth positions for the letters and have them practice saying the sounds slowly.



### **Enrichment**

Have children use the flannel characters to retell the story on the flannel board.

# Circle Time

# **Literacy Time**



## Read Aloud



Can children understand the lesson in a folk tale?

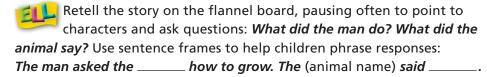
**Build Background** Tell children that you will be reading about a man who is only knee-high, and some animals that tell him how he can grow.

 Ask: Do you think this will be a make-believe story? Why or why not? ¿Creen que este cuento va a ser fantástico? ¿Por qué sí o por qué no?

**Listen for Enjoyment** Read the flannel board story *The Knee-High Man.* 

- Show children the flannel board characters. Say: *This is the knee-high man.* These are the animals he talks to. As I read, listen carefully to what the animals tell the man. Éste es el hombre a-la-altura-de-la-rodilla. Éstos son los animales con los que él habla. Mientras leo, escuchen con atención lo que los animales le dicen a ese hombre.
- Read the story aloud and use the characters to act out the story on the flannel board.

**Respond to the Story** Have children recall the animals in the story as you point to them on the flannel board. Ask: Who was the smartest animal of all? What did that animal tell the knee-high man? ¿Cuál fue el más listo de todos los animales? ¿Qué le dijo ese animal al hombre a-la-altura-de-la-rodilla?



## **Learn About Letters and Sounds**

Can children identify sounds and letters /v/ spelled Vv and /ks/ spelled Xx? Identify Letters and Sounds Vv and Xx Display the ABC Picture Cards for letters Vv and Xx. Point to each letter. Say: What is the name of this letter? Do you remember the sound?

 Have children recite the following chant with you as you point to the ABC Picture Cards.

V, v, v! I know the sound of v. The sound of v is |v|. |v|, |v|, |v|! X, x, x! I know the sound of x. The sound of x is /ks/. /ks/, /ks/, /ks/!

• Repeat the chant and have children trace the letters x and v in the air with their finger as they say them.





Teacher's Treasure Book page 323





#### **Online Math Activity**

Children can complete Pattern Planes 2 and Marching Patterns 2 during computer time or Center Time.



## **Math Time**

## **Observe and Investigate**

Can children recognize and recreate patterns?

Listen and Copy Tell children that you will clap in patterns and they will name the patterns and repeat them.

- Clap in patterns a certain number of times. For example: clap, clap, pause, clap, long pause, clap, clap, pause, clap, long pause, and so on. Keep pauses distinct. Ask children to name the patterns (two claps and then one or AAB).
- Increase the number of claps, and do rhythmic patterns, such as two medium-paced claps, a pause, three fast claps, and so on. Remember to complete three repetitions of a pattern's core unit.
- Use this activity as a way to get children's attention during the day. For example, when they hear a clapping pattern, children stop what they are doing and repeat the pattern.

# XX Social and Emotional Development

## **Making Good Choices**

O children understand how to use problem-solving strategies and seek appropriate help when needed?

**Solving Problems** Tell children that you will use the puppets to act out a problem and how it can be solved.

- Display the dog puppets and tell children that the puppets are clapping in patterns. Model a scenario in which one puppet tries several times to clap in a pattern, but cannot. End with that puppet asking the other puppet for help.
- Ask: What problem did the puppet have? How did the puppet solve the problem? ¿Cuál problema enfrentó el títere? ¿Cómo resolvió el problema el títere?
- Remind children that when they have a problem or a question, they should try several times to solve it on their own. Then they can ask another child or the teacher for help.

🚺 As you work with the puppets, model polite language and appropriate ways to ask for help.

## **Learning Goals**

#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

Child initiates problem-solving strategies and seeks adult help when necessary.

#### Mathematics

Child recognizes and creates patterns.

### Vocabulary

copy copiar clap aplauso listen escuchar pattern patrón problem problema solve resolver

## Differentiated Instruction



#### **Observe and Investigate**

If...children have difficulty with clapping in patterns, then...clap the core unit once and have children repeat. Then complete two and three repetitions of the core unit.



#### **Enrichment**

### **Observe and Investigate**

Have partners come up with new clapping patterns of their own and present them to the group.



#### Special Needs

**Behavioral Social/Emotional Problems** Noise can be very offensive to children with certain types of disabilities. Adapt the clapping activities accordingly.

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



#### **Language and Communication**

Child shows understanding by responding appropriately.

#### **Mathematics**

Child recognizes and creates patterns.

## **Vocabulary**

cube cubo

core unit unidad principal

pattern patrón

smallest el más pequeño

train tren

## Differentiated Instruction



If...children need help recreating core units, then...say the color names as children put cubes together, for example as: blue, blue, yellow or yellow, blue, red.



Challenge partners to make their own cube pattern train, trade it with a partner, and recreate their partner's pattern train.

## **Math Time**



Can children understand the concept of a core unit?

Talk About Core Units Review core units with children. Use Connecting Cubes to make a pattern. Point to the core unit.

- Say: This is the smallest part of the pattern. It is the core unit. *Ésta es la* parte más pequeña del patrón. Es la unidad principal.
- Can children recreate patterns?

**Cube Patterns** This lesson is a variation of the activity introduced on Day 1.

- Have children sit in a circle, and put a large pile of Connecting Cubes in the center.
- Make a strip of three cubes in a blue/blue/ yellow pattern. You may use other colors as long as you model a pattern. Show the cube strip to children; it is the core unit. Have children recreate it.
- Help children then link all cube strips to make a cube pattern train. Chant color names as you point to each cube in the train. Repeat with a different core unit such as yellow/blue/red.
- Afterward, show children a pattern train you made previously, and ask them what the smallest part (core unit) is that they could use to extend the train.
- Select a child to create a core pattern. Have the rest of the children create a pattern train using that pattern. Repeat as time permits.
- Tell children that they can say the colors in the model core unit to quietly themselves as they recreate it.
  - Review color names using Colors and Shapes pictures in the Photo Library DVD. Access the translation tool so that children can hear the color names in English and their home language.

For additional suggestions on how to meet the needs of children at the Beginning, Intermediate, Advanced, and Advanced-High levels of English proficiency, see pages 320-323



Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100–101 for activities in additional centers.





# Library and Listening Center

Track children's ability to retell familiar stories.

Materials familiar folk tales and fairy tales with make-believe animal characters, paper or felt, washable markers, tape, scissors

Familiar Tales Tell children that they will read other stories about make-believe animals.

- Collect familiar tales with make-believe animals and place them in
- Have children choose stories and take turns retelling them.
- Invite children to use the flannel board to retell the stories if they wish. Have them use existing flannel board pieces or characters they make themselves from paper or felt.

## **Center Tip**

If...children make paper pieces for the flannel board, then...help them put double-sided tape on the back of each piece so that it will stick to the board.



## **Learning Goals**

#### **Social and Emotional Development**

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Emergent Literacy: Reading**

Child retells or re-enacts a story after it is read aloud.

#### **Emergent Literacy: Writing**

Child uses some appropriate writing conventions when writing or giving dictation.



### Writing

Recap the day. Say: Let's quickly retell the story "The Knee-High Man." Vamos a volver a contar rápidamente el cuento "El hombre a-la-altura-de-la-rodilla".

Encourage children to retell the story in complete sentences. Write their responses, pointing out the way that you write from left to right and leave spaces between words.



## Purposeful Play

Observe children communicating with each other in respectful ways.

Children choose an open Center for free playtime. Encourage cooperation skills by suggesting they draw a make-believe animal and take turns telling each other what their animal would say.



# Let's Say Good-Bye



**Read Aloud** Revisit the story, "Old Gray Cat" for your afternoon Read Aloud. Ask children to tell whether the animals in the story are real or make believe, and why they think so.



**Home Connection** Refer to the Home Connections activities listed in the Resources and Materials chart on page 165. Remind children to retell the story "The Knee-High Man" to their families. Sing the "Good-Bye Song" as children prepare to leave.



**Unit 5 Amazing Animals** 

Week 3 Comparing Animals

**Focus Question** How are animals the same and different?

¿En qué se parecen y diferencian los animales?

## Learning Goals

#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Language and Communication**

Child uses a large speaking vocabulary, adding several new words daily.

Child combines more than one idea using complex sentences.

#### **Emergent Literacy: Reading**

Child can produce a word that rhymes with a given word

#### Vocabulary

mezclar different diferente blend prickly espinoso puff soplar

## Differentiated Instruction



### **Extra Support**

**Oral Language and Vocabulary** 

**If...**children have difficulty identifying animal characteristics, then...use the Photo Library to view animals named in the chant. For the crocodile, display the picture of the alligator and explain that they look a lot alike.



#### **Enrichment**

**Oral Language and Vocabulary** 

Invite partners to play a game in the Photo Library DVD. To play, click on Game Time! Select **Animals**. Play "Select the Correct Picture." Have children do the activity on a touch screen or whiteboard, if possible.

# Let's Start the Day

## **Opening Routines and Transition Tips**

For Opening Routines and Transition Tips turn to pages 178-181 and visit **DLMExpressOnline.com** for more ideas.



Read "Rabbit: A Mayan Legend" from the Teacher's Treasure Book, page 252, for your morning Read Aloud.

# Language Time

Social and Emotional Development Encourage children to participate in all activities. Say: Remember, when there's a job to do on your own, do your best to do it on your own. If you have a problem, ask someone around you for help before you ask an adult.

## **Oral Language and Vocabulary**

Can children tell how animals are the same and different?

Same and Different Talk with children about their work with animals this week. Say: This week we learned how some animals are the same. What else did we learn? Esta semana aprendimos en qué se parecen algunos animales. ¿Qué más aprendimos? Help children recognize that they also learned how animals are different.

• Display Rhymes and Chants Flip Chart, p. 23. Chant "Animals Protect Themselves" with children. Ask: How are the ways in which animals protect themselves different? Which animal makes itself bigger? Which animal makes itself prickly? Cada animal se protege de diferente manera. ¿Cuál animal se infla? ¿Cuál animal se eriza?

## **Phonological Awareness**



Can children provide rhyming words?

**Provide Rhyming Words** Remind children that rhyming words end with the same sounds. Then use Rhymes and Chants Flip Chart, p. 23 to chant "Animals Protect Themselves" again with children. Say: Well rhymes with tell. What else rhymes with well?



Tell children to clap every time they hear a word that rhymes with well. Say: smell, wish, bell, tell, swim, sell. Repeat with small and hall, tall, door, call, long, fall.





Rhymes and Chants Flip Chart, page 23





Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100–101 for activities in additional centers.





## **Construction Center**

Track children's knowledge of animal similarities.

**Materials** construction paper, crayons or washable markers, string, glue or stapler, clothing hangers

**Animal Mobiles** Have children make an animal mobile that depicts animals that are the same in some way, such as wild animals, pets, farm animals, animals with fur, big animals, or water animals.

- Tell children to draw and cut out at least four animals in their category. Then have them cut a piece of string for each animal. Suggest that the strings be different lengths.
- Have children glue each animal to a string and then tie it to a hanger to construct an animal mobile. Hang the mobiles for children.

## **Center Tip**

If...children have difficulty constructing their mobiles,

then...help them attach the pictures to the string and have them show you where to tie the pictures on the hanger.



## ABC Center

Track children's ability to recognize and write letters.

**Materials** shallow foil pans, sand or other filler for sand trays **Sand Tray Letters** Display the ABC Picture Cards Vv and Xx and review the sounds of the letters with children.

- Fill shallow trays with sand or another material in which children can trace letters.
- Have partners take turns tracing v's and x's in the sand as they say the name and sound for each letter.

#### **Center Tip**

If...children have difficulty recalling letter sounds.

then...have them trace v's in the sand as they say /v/ with you. Repeat with /ks/x.



## **Learning Goals**

#### **Emergent Literacy: Reading**

Child names at least 20 upper and at least 20 lower case letters.

Child recognizes at least 20 letter sounds.

#### **Emergent Literacy: Writing**

Child independently writes some letters on request.

#### Science

Child identifies and describes the characteristics of organisms.

## Differentiated Instruction



## **Extra Support**

#### **Construction Center**

**If...**children have difficulty choosing animals for their mobile, **then...**display the read alouds and the Rhymes and Chants Flip Chart for the week and have them choose animals from them.



## **Enrichment**

Challenge children to make a pattern of x's and v's in the sand tray.

## Accommodations for 3'5

#### **ABC Center**

If...children have difficulty writing letters in the sand tray, **then...**lightly trace the letter in the sand and have them trace over them as they say the letter sounds with you.

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



## **Learning Goals**

#### **Emergent Literacy: Reading**

Child names at least 20 upper and at least 20 lower case letters.

Child recognizes at least 20 letter sounds.

Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

#### Science

Child identifies and describes the characteristics of organisms.

## **Vocabulary**

beast bestia jump saltar stripes rayas tall cola tiger tigre whiskers bigotes

## Differentiated Instruction



## **Extra Support**

### **Letter and Word Knowledge**

If...children have difficulty forming straight lines to write v and x, **then...**give them chenille sticks and have them bend one stick to form a v and cross two sticks to form an x.



#### **Enrichment**

#### **Letter and Word Knowledge**

Challenge children to write a pattern with x's and v's, such as x, x, v, x, x, v, x, x, v. Ask them to "read" their pattern by pointing to each letter and saying the sound.



#### Special Needs

#### **Cognitive Challenges**

Limit the comparison of the animals in the book to two specific animals. Ask questions to help elicit specific responses.

# Circle Time

# **Literacy Time**



## Read Aloud



🕜 Can children use information from the book to compare animal characteristics?

**Build Background** Tell children that you will be rereading the book Who Is the Beast? ¿Quién es la bestia? Display the Big Book.

• Ask: What animals did we read about in this book? ¿Sobre cuáles animales leímos en este libro?

**Listen for Understanding** Reread the book to review how the animals are the same and different.

- Let children provide rhyming words is they can and encourage them to join in on the repetitive words, The beast, the beast! ¡La bestia, la bestia!
- Pause as you read to let children tell you ways that animals are the same and different. What animals do you see on this page? How are they the same? How are they different? ¿Cuáles animales ven en esta página? ¿En qué se parecen? ¿En qué se diferencian?

**Respond and Connect** Have children connect their new learning to their daily lives. Ask: What will you look for the next time you see an animal? ¿Qué buscarán en un animal la próxima vez que vean uno?

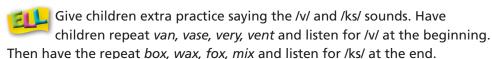
## **Learn About Letters and Sounds**



Can children identify letters and sounds?

**Review Letters and Sounds /Vv, Xx** Display ABC Picture Cards for Vv and Xx. Say the name of each letter and its sound as you point to it. Have children repeat: The letter is v. The sound is /v/. The letter is x. The sound is /ks/.

- Ask children to trace each letter in the air as they say the sound.
- Have children form each letter with their fingers as they say its sound. Children can make a v sign for v and cross index fingers to make x.
- Have children write each letter on paper as they say the letter sound.



For additional suggestions on how to meet the needs of children at the Beginning, Intermediate, Advanced, and Advanced-High levels of English proficiency, see pages 320-323.





Who Is the Beast? ¿Ouién es la bestia?

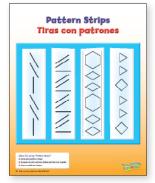






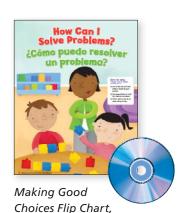
#### **Online Math Activity**

Children can complete Pattern Planes 2 and Marching Patterns 2 during computer time or Center Time.



Math and Science Flip Chart, page 42





page 23

## **Math Time**

## **Observe and Investigate**

Can children identify and recreate patterns?

Pattern Strips (The Core) This is a small-group version of the activity done on Day 2. Display Math and Science Flip Chart, page 42.

- Children choose a pattern strip to describe its pattern and identify its core unit, and then they use the corresponding material (flat, plastic beverage stirrers or Pattern Blocks) to recreate the pattern.
- If children struggle, have them isolate the core unit first and then build on it to mimic the pattern. Have children describe the pattern. Use fingers to simultaneously point to each element of the core unit, such as pointing with three fingers to ABC, and then moving the same fingers to the next ABC, and so on. During discussion, put the word and between the core units, such as yellow/green and yellow/green.
- Check whether children can identify and reproduce a pattern's core unit or are merely matching it piece by piece.

# XX Social and Emotional Development

## **Making Good Choices**

Do children understand why problem-solving strategies are important? Being Helpful Display Making Good Choices Flip Chart page 23, "How Can I Solve Problems?"/ "¿Cómo puedo resolver problemas?"

- Point to the flip chart illustration. Ask: *How can we solve problems in the* classroom? Who can we ask for help? What are some polite words we can use? ¿Cómo podemos resolver problemas en el salón de clase? ¿A quién le podemos pedir ayuda? ¿Cuáles son algunas palabras amables que podemos usar?
- Give partners Connecting Cubes. Say: Pretend that you're trying to make a pattern. You've tried one or two times, but you are still confused. Show what you can do to solve your problem. Imaginen que uno de ustedes intenta hacer un patrón. Lo ha intentado una o dos veces, pero aún está confundido. Él debe mostrar ahora lo que puede hacer para resolver el problema. Have one partner role play the child who needs help and the other role play the child who has the answers. Then have partners switch roles and act out the problem and solution again.

## **Learning Goals**

#### **Social and Emotional Development**

Child shows initiative in independent situations and persists in attempting to solve problems.

Child initiates problem-solving strategies and seeks adult help when necessary.

#### **Mathematics**

Child recognizes and creates patterns.

#### Vocabulary

unidad principal core unit diagonal diagonal horizontal horizontal pattern patrón problem problema solve resolver vertical vertical

## Differentiated Instruction



#### **Observe and Investigate**

**If...**children need help working with the pattern strips, then...model step-by-step patterning. For example, place several AB units next to each other but with a clear space between, and chant the pattern together while pointing to corresponding materials (stirrers or blocks), and then move the units closer to each other, chanting the pattern again



#### **Enrichment**

#### **Observe and Investigate**

Challenge children to work on more complex core units, such as one that begins and ends with the same element (ABBCA)

How are animals the same and different?

¿En qué se parecen y diferencian los animales?



#### **Social and Emotional Development**

Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.

#### Science

Child identifies and describes the characteristics of organisms.

#### **Fine Arts**

Child creates or recreates stories, moods, or experiences through dramatic representations.

#### **Vocabulary**

different diferente moverse move mismo same similar similar sonido sound zoológico 700

## Differentiated Instruction



**Explore and Express** 

**If...**children have difficulty choosing an animal to pantomime, then...review the pictures in Who Is the Beast? ¿Quién es la bestia? and have children choose one of those animals.



**Explore and Express** 

Invite children to think of a snack that their animal could bring to the party and pretend to present it to the group, such as honey from a bee, nuts and seeds from a bird, bananas from a monkey, or striped cookies from a tiger.

# **Dramatic Play Time**

Social and Emotional Development Skills Model positive interactions by engaging with children during their dramatic play and addressing them as their animal characters.

## **Oral Language and Academic**



Can children name characteristics of animals?

Animal Characteristics Remind children that they learned how animals are the same and different.

- Ask: How do animals move? What sounds do they make? ¿Cómo se mueven los animales? ¿Cuáles sonidos hacen?
- Ask: If you could be any animal in the zoo, what would you be? How would you be different from other animals? Si pudieran ser cualquier animal del zoológico, ¿cuál serían? ¿En qué se diferenciarían de los demás animales?
- Have children discuss specific details.

## **Explore and Express**



Can children pantomime movements of various animals?

A Night at the Zoo Tell children that they will act out a make-believe scene at a zoo. Tell them to pretend that it is night time at the zoo. All the people are gone and the animals have come out to have a party together.

- Tell children to choose an animal to act out.
- Have children gather together as their animal characters to sing, dance, and play games such as follow the leader, leap frog, and duck, duck, goose.
- Encourage children stay to stay in character during the animal party.



fip Tell children that even though they are pretend animals that can talk, they should try to move and make noises like real animals.

Have children pair up with English proficient partners. Children can act out the same kind of animal and go to the zoo party as twins or siblings.



Center Rotation Center Time includes teacher-guided activities and independent activities. Refer to the Learning Centers on pages 100–101 for activities in additional centers.





## Writing Center

Track children's ability to recall and describe events.

**Materials** paper, crayons or washable markers

Zoo News Have children write to describe what they did at their zoo party.

- Show children how to fold a sheet of drawing paper in half to make two writing "pages."
- On one half of the paper have children draw the animal they acted out at the zoo party. On the other half, have them draw a game they played.
- Have children write or dictate to tell about each picture.

## **Center Tip**

If...children need help writing to tell about their pictures, then...have them dictate words to you that they can copy.



## **Learning Goals**

### **Language and Communication**

Child uses a wide variety of words to label and describe people, places, things, and actions.

#### **Emergent Literacy: Writing**

Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.



### Writing

Recap the day and week. Say: Name two animals. Tell me one way they are the same and one way they are different. Record responses on chart paper. Share the pen with children and have them write their name or first initial next to their entry.



# Purposeful Play



Observe children describing experiences.

Children choose an open Center for free playtime. Encourage cooperation skills by suggesting children display the writing done in the Writing Center and take turns telling each other about their pictures.

# Let's Say Good-Bye







**Read Aloud** Revisit the story, "Rabbit: A Mayan Legend" for your afternoon Read Aloud. Ask children to listen for words that describe animals.



Home Connection Refer to the Home Connections activities listed in the Resources and Materials chart on page 165. Remind children to tell families which animal they played at the party and what the animal did. Sing the "Good-Bye Song" as children prepare to leave.

