**Introduction**

Most young children have had experiences with pets in their own homes or in the homes of relatives, neighbors or friends. Animals as pets range from dogs, cats, fish, and birds to hamsters, guinea pigs and gerbils. Children can learn many things through a topic of study about pets. The focus here will be on dogs, cats, fish and birds as pets. If your children have other pets, include information about them in the study.

**Big Ideas**

Here are three big ideas about pets you can help children explore:

- There are many kinds of pets
- Pets depend on their owners to take care of them (food, water, shelter, exercise, grooming, health care)
- Pets are fun to watch and to play with

**Materials to Collect and Make**

- Pictures of pets and people and their pets
- Children’s books about pets:
  
  - *Pet Show* by Ezra Jack Keats
  - *Clifford the Big Red Dog* by Norman Bridwell
  - *Clifford the Small Red Puppy* by Norman Bridwell
- Storytelling figures (felt or magnetic) for the rhyme, “Three Little Kittens”
- Locate at A Story a Month, on the Arkansas Better Beginnings website:
  
  - Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, “Hey Diddle Diddle”
  - Storytelling figures (felt or magnetic) for the Mother Goose Rhyme, “Old Mother Hubbard”
  - Storytelling figures (felt or magnetic) for the story, *Harry the Dirty Dog* (A Story a Month)
- Illustrated rhyme chart for “I Love Little Kitty”
- Illustrated rhyme chart for “Oh Where, Oh Where Has My Little Dog Gone?”
- Illustrated rhyme chart for “Mary Had a Pretty Bird”
- Illustrated rhyme chart for “Once I Saw a Little Bird”
- Felt or Magnetic Board
- Dog bones (real and teacher-made) (See Attachment: “Feed the Dog Some Bones”)
- Fish for the activities: *Let’s Go Fishing for the Alphabet* and *Let’s Go Fishing for Numerals* (See Attachment: *Let’s Go Fishing*)
- Pets and their homes cards (See Attachment: *Pets and Their Homes*)
Resources

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website:
  - A Story a Month – *Harry the Dirty Dog* (patterns for storytelling figures)
  - A Story a Month (Mother Goose Rhymes)

Introduction: Finding out what Children Know about Pets

**Benchmarks: 3.5 Understands that print conveys a message 5.8 Participates in group discussion**

To introduce the topic of “Pets” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about pets.”
- Write on chart paper, chalkboard or marker board the words “Pets.”
- Invite children to tell you things they already know about pets. They may begin to tell you about their pets. You may have to ask questions to stimulate their thinking; questions such as, “What kind of animal do you have as a pet?” “Where did you get your pet?” “What is your pet’s name?”
- Make a list of all of the things children know about pets.
- Review the list with them and say, “You already know a lot of things about pets and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

**Teacher note:** The focus will be on dogs, cats, fish and birds. If your children have other kinds of pets, include information and activities about their pets in the study. For example, collect pictures and invite families to send in photos of their child’s pets.

Conclusion: Finding out what Children Have Learned about Pets

- Gather the children in a group at the conclusion of the study about pets.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Pets.”
- Invite children to tell you some things they have learned about pets. You may have to ask prompt questions such as “What are some things we do to take care of our pets?” “What are some things you like to do with your pet?”
- Make a list of all the things children learned about pets.
- Read the first list you made with the children. Then say, “Here are some new things you found out about pets” and read today’s list with the children.
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: Pet Show by Ezra Jack Keats, author and illustrator

First Reading of Pet Show
- Prepare to read the book, Pet Show.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children what they think a pet show is. Accept all answers.
- Ask children to predict what pets there will be at the pet show. Say, “Let’s read and find out about a pet show and the pets that are at the show.”
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as “Were you correct in your predictions? What animals were at the pet show?”

Second Reading of Pet Show
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading with these questions: “How do you think Archie felt when he couldn’t find his cat?” “Have you ever lost a pet? How did you feel?” “Do you think a germ would make a very good pet?”

Third Reading of Pet Show
- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by inviting the children to recall the different pets that were at the pet show: ants, mouse, dog, parrot, frog, fish, canary, goldfish, puppy, turtle and germ.
- Write the names of the pets on chart paper, marker or chalkboard as children recall them. Write the names as a list.
- Read the names of the pets back to the children, running your hand under each word as you read it.
- Show the children the page of the book that shows the children lined up with their pets and with a gold star on their chest.
- Invite children to recall with you the words to describe each animal: noisiest parrot, handsomest frog, for example. Run your hands under the words as you read them with the children.

Additional Benchmark: 3.5 Understands that print conveys a message

Fourth Reading of The Pet Show
- Show the cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by inviting children to discuss the following questions: “If you had a mouse for a pet, how would you take care of it?” “If you had ants for a pet how would you take care of them?”
- Continue this discussion about other animals as long as children remain interested.
<table>
<thead>
<tr>
<th><strong>Book #2:</strong> Clifford the Big Red Dog by Norman Bridwell, author and illustrator</th>
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<tbody>
<tr>
<td><strong>First Reading of Clifford the Big Red Dog</strong></td>
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<tr>
<td>- Prepare to read the book, <em>Clifford the Big Red Dog</em>.</td>
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<tr>
<td>- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)</td>
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<tr>
<td>- Ask children to look at cover and predict what the story is about.</td>
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<tr>
<td>- Read the story so all children can see the pictures in the book.</td>
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<tr>
<td>- Follow up by asking children if they would keep Clifford as a pet and to explain why or why not. Ask what were some of the good things about Clifford and some of the problems with Clifford.</td>
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<tr>
<td>- Invite children to tell where they got their pets</td>
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<tr>
<td><strong>Second Reading of Clifford the Big Red Dog</strong></td>
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<tr>
<td>- Show the cover, give title, author and illustrator.</td>
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<tr>
<td>- Read the story so all children can see the pictures in the book.</td>
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<tr>
<td>- Follow up the second reading by showing each page and inviting children to retell the story as they look at the pictures.</td>
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<tr>
<td><strong>Third Reading of Clifford the Big Red Dog</strong></td>
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<tr>
<td>- Show the cover. Invite children to recall the title. Give author and illustrator.</td>
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<tr>
<td>- Read the story so all children can see the pictures in the book.</td>
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<tr>
<td>- Follow up the third reading by asking questions such as: “When Emily Elizabeth bathes Clifford, where does she bathe him?” “When Emily Elizabeth feeds Clifford, how much dog food do you think she needs?” “If Clifford were your dog, what changes would you have to make at your house?” “Do you think your family would allow you to keep Clifford as a pet?”</td>
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**Additional Benchmark:** 3.2 Uses picture cues to tell a story

<table>
<thead>
<tr>
<th><strong>Book #3:</strong> Clifford the Small Red Puppy</th>
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<tr>
<td><strong>First Reading of Clifford the Small Red Puppy</strong></td>
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<tr>
<td>- Prepare to read the book, <em>Clifford the Small Red Puppy</em>.</td>
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<tr>
<td>- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)</td>
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<tr>
<td>- Ask children to look at cover and predict what the story is about.</td>
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<tr>
<td>- Read the story so all children can see the pictures in the book.</td>
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<tr>
<td>- Follow up by asking children if their pets were ever small. Ask them to show you with their hands how small their pets were. Ask if their pets grew as fast as Clifford did.</td>
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<tr>
<td><strong>Second Reading of Clifford the Small Red Puppy</strong></td>
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<tr>
<td>- Show cover, give title, author and illustrator.</td>
</tr>
<tr>
<td>- Read the story so all children can see the pictures in the book.</td>
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<tr>
<td>- Follow up the second reading by asking, “Because Clifford was so small, what were some problems the family had?” Show pictures of Emily Elizabeth feeding Clifford with a baby doll bottle, collar too small, falling in his dog food bowl, and getting in Daddy’s boot.</td>
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<tr>
<td>- Invite children to share problems they had with their pets</td>
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<tr>
<td><strong>Third Reading of Clifford the Small Red Puppy</strong></td>
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<tr>
<td>- Show cover. Invite children to recall the title. Give author and illustrator.</td>
</tr>
<tr>
<td>- Read the story so all children can see the pictures in the book.</td>
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</table>
| - Follow up the third reading by asking questions such as: “Why couldn’t Clifford stay
with Emily Elizabeth and her family?” “How did they move Clifford to the country?”
“How did Emily Elizabeth and Clifford feel when Clifford moved to the country?” “How
do you think Emily Elizabeth and Clifford felt when her family moved to the country with
Clifford?”
- Allow children to discuss loss of a pet they have experienced.

**Additional Benchmarks:**

1.25 Identifies one’s own feelings
1.26 Expresses thoughts and feelings in words
1.27 Identifies and understands others’ emotions and intentions

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<thead>
<tr>
<th>Additional Books</th>
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<tbody>
<tr>
<td>Clifford Takes A Trip by Norman Bridwell</td>
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<tr>
<td>Clifford, We Love You by Norman Bridwell</td>
</tr>
<tr>
<td>Dear Mrs. La Rue: Letters From Obedience School by Mark Teague</td>
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<tr>
<td>Fish is Fish by Leo Lionni</td>
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<td>Frog, Where Are You? by Mercer Mayer</td>
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<td>Good Dog, Carl by Alexandra Day</td>
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<tr>
<td>Harry the Dirty Dog by Gene Zion</td>
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<tr>
<td>Have You Seen My Cat? by Eric Carle</td>
</tr>
<tr>
<td>Here Comes the Cat by Frank Asch</td>
</tr>
<tr>
<td>How Much Is That Doggie in the Window? by Iza Trapani</td>
</tr>
<tr>
<td>Just Me and My Puppy by Mercer Mayer</td>
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<td>Kitten's First Full Moon by Kevin Henkes</td>
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<tr>
<td>McDuff Moves In by Rosemary Wells, illustrated by Susan Jeffers</td>
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<td>No Roses for Harry! by Gene Zion, illustrated by Margaret Bloy Graham</td>
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<tr>
<td>Pretend You’re a Cat by Jean Marzello</td>
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<tr>
<td>Swimmy by Leo Lionni</td>
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<tr>
<td>The Stray Dog by Marc Simont</td>
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<td>Top Cat by Lois Ehlert</td>
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**Benchmark:** 3.1 Shows enjoyment of books and stories and discussion of them

**Storytelling Figures:** *Harry the Dirty Dog*
- Make either felt or magnetic storytelling figures for the story.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.
**Storytelling Figures: “Color Mittens”**
- Make a kitten and four felt or magnetic mittens (blue, red, yellow, green) for the story, Color Mittens.
- Use the figures to tell the following story

**Color Mittens**

My poor little kitten lost her mitten (Place kitten on storyboard)
And began to cry, “Boohoo.” (Pretend to cry)
So I helped my kitten look for her mitten (Cup hand above eye and glance around)
Her beautiful mitten of blue.

I found a mitten just right for a kitten (Pretend to peek under bed)
Under my mother's bed.
But, alas, the mitten was not the right mitten, (Place red mitten on storyboard)
For it was colored red.

I found a mitten just right for a kitten (Pretend to peek under pillow)
Under my father’s pillow.
But alas, the mitten was not the right mitten (Place yellow mitten on the storyboard)
For it was colored yellow.

I found a mitten just right for a kitten (Pretend to peek under folded laundry)
Under the laundry so clean.
But, alas, the mitten was not the right mitten (Place green mitten on the storyboard)
For it was colored green.

I found a mitten just right for a kitten (Pretend to peek inside shoe)
Inside my favorite shoe.
And this time the mitten was just the right mitten, (Place blue mitten on storyboard next to kitten)
For it was colored blue.

**Teacher Note:** Make enough mittens for each child to have one, using the different colors. Read the story and ask the children to hold up the correct mitten when you say the color word.

**Additional Benchmark:** 3.10 Classifies objects by physical features such as shape or color.

**Color Mittens** from Arkansas Children’s Week 2000 booklet, “Tell Me a Story.”

**Benchmarks:** 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
5.5 Participates in songs, finger plays, rhyming activities and games

**Storytelling Figures:** Mother Goose Rhyme, “Three Little Kittens”
- Make felt or magnet figures of three little kittens, a larger cat (Mother), and three mittens for the rhyme, “Three Little Kittens.” Make each kitten and each mitten different.
- Use the figures to say the following rhyme:

**Three Little Kittens**
The three little kittens
They lost their mittens,
And they began to cry.
Oh, Mother dear,
We sadly fear
Our mittens we have lost.

What? Lost your mittens,
You naughty kittens!
Then you shall have no pie.
*Mee-ow, mee-ow, mee-ow.*

No, you shall have no pie.

The three little kittens
They found their mittens,
And they began to cry.

Oh, Mother, dear,
See here, see here,
Our mittens we have found.

Put on your mittens,
You silly kittens,
And you shall have some pie.

*Purr-r, purr-r, purr-r,*
Oh let us have some pie.

---

- Make illustrated rhyme charts for the following nursery rhymes:

**I Love Little Kitty**

I love little kitty,
Her coat is so warm,
And if I don’t hurt her
She’ll do me no harm.
So I’ll not pull her tail
Nor drive her away;
But kitty and I
Very gently will play.
She shall sit by my side,
And I’ll give her some food;
And kitty will love me
Even when I’m in a bad mood.

**Oh Where, Oh Where Has My Little Dog Gone? (Song)**

Oh where, oh where has my little dog gone?
Oh where, oh where can he be?
With his ears cut short and his tail cut long,
Oh where, oh where can he be?

**Once I Saw a Little Bird**

Once I saw a little bird
Come hop, hop, hop;
So I cried, “Little bird,
Will you stop, stop, stop?”
I was going to the window
To say, "How do you do?"
But he shook his little tail,
And far away he flew.

- Say the rhymes with the children while showing the appropriate chart.
- Post the charts on the wall at child's eye level. Observe to see if the children look at the charts and say the words.

- Make felt or magnetic figures for the following nursery rhymes

Hey Diddle, Diddle
Hey diddle, diddle,
The Cat and the Fiddle,
The Cow jumped over the Moon,
The little Dog laughed
To see such sport,
And the Dish ran away
With the Spoon.

Old Mother Hubbard
Old Mother Hubbard
Went to the cupboard,
To give her poor dog a bone;
But when she got there
The cupboard was bare,
And so the poor dog had none.

- Say the rhymes with the children while placing the figures on the storyboard.
- Place the felt or magnetic figures and storyboard in the library area. Observe to see if children use the figures and say the rhyme.

One Stormy Night (Poem)

Two little kittens,
One stormy might
Began to quarrel,
And then to fight.

One had a mouse,
The other had none;
And that’s the way
The quarrel begun.

“I’ll have that mouse,”
Said the bigger cat.
“You’ll have that mouse?
We’ll see about that!”

“I will have that mouse,”
Said the eldest son.
“You shan’t have that mouse,”
Said the little one.
The old woman seized
Her sweeping broom,
And swept both kittens
Right out of the room.

The ground was covered
With frost and snow,
And the two little kittens
Had nowhere to go.

They lay and shivered
On the mat at the door,
While the old woman
Was sweeping the floor.

And then they crept in
As quiet as mice,
All wet with the snow,
And as cold as ice.

And found it much better
That stormy night,
To lie by the fire,
Than to quarrel and fight.

Traditional

Teacher Note: Read the poem, “One Stormy Night,” with expression and body language. For example, use a deep voice when speaking for the bigger cat and a high voice when speaking for the little cat. Pretend to shiver when you read, “They lay and shivered.”

Fred and His Fish (Finger play)

Fred had a little fish bowl, (Form shape of bowl with hands)
In it was a fish (Hold up one finger)
Swimming around, (Make swimming motion)
With a swish, swish, swish.
Fred said, “I know what I will do
I’ll buy another and that will make _____” (Children supply number and hold up 2 fingers)

Fred said, “I’m sure it would be
Very, very nice if I just had ______” (Children supply number and hold up 3 fingers)

Fred said, “If I just had one more
That would make one, two, three, _____” (Children supply number and hold up 4 fingers)

Fred said, “What fun to see them dive,
One, two, three, four, _____” (Children supply number and hold up 5 fingers)

How many fish do you see?
How many fish? Count them with me! (Children count to five)

Additional Benchmark: 3.16 Demonstrates an understanding of addition and subtraction using manipulatives
My Four Pets  
(Hold up 4 fingers. Point to each one as the verse progresses)

I have four little pets
That I’d like you to meet.
They all live with me on Mulberry Street.

This is my fish,
The smallest you see.
He comes swimming
When he sees me.

This is my canary,
He likes to sing,
As he sits on his perch
Like he is a king.

This is my kitten,
Her coat’s black and white.
She loves to sleep
On my pillow at night.

This is my puppy,
He has lots of fun.
He chases the cat
And makes her run.

Additional Benchmark: 3.16 Demonstrates an understanding of addition and subtraction using manipulatives

I’m a Little Kitten  
(Sing to tune of “I’m a Little Teapot”)

I’m a little kitten
Soft and furry.
I’ll be your friend,
So don’t you worry.
Right up into your lap
I like to plop
Purr, purr, purr
And never stop.

How Much Is That Doggie in the Window? (Song)

How much is that doggie in the window?
The one with the wagglely tail.
How much is that doggie in the window?
I do hope that doggie’s for sale!
Bingo (Song)

There was a farmer had a dog,
And Bingo was his name-o.
B-I-N-G-O!
B-I-N-G-O!
B-I-N-G-O!
And Bingo was his name-o!

There was a farmer had a dog,
And Bingo was his name-o.
(Clap) I-N-G-O!
(Clap) I-N-G-O!
(Clap) I-N-G-O
And Bingo was his name-o!

There was a farmer had a dog,
And Bingo was his name-o.
(Clap, clap) N-G-O!
(Clap, clap) N-G-O!
Clap, clap) N-G0O!
And Bingo was his name-o!

There was a farmer had a dog,
And Bingo was his name-o!
(Clap, clap, clap) G-O!
(Clap, clap, clap) G-O!
Clap, clap, clap) G-O!
And Bingo was his name-o!

There was a farmer had a dog,
And Bingo was his name-o!
(Clap, clap, clap, clap) O!
(Clap, clap, clap, clap) O!
(Clap, clap, clap, clap) O!
And Bingo was his name-o!

There was a farmer had a dog,
And Bingo was his name-o!
(Clap, clap, clap, clap, clap)
(Clap, clap, clap, clap, clap)
(Clap, clap, clap, clap, clap)
And Bingo was his name-o!

Benchmark: 3.7 Identifies letters and signs in the environment

Activity: Let’s Go Fishing for the Alphabet (See Attachment: Let’s Go Fishing)

- Make fishing poles using a dowel 18 inches in length with an 18-inch string attached for the fishing pole.
- Tie a magnet at the end of the fishing line.
- Make laminated fish with letters of the alphabet written on individual fish.
- Attach a paper clip or a magnet strip to each fish.
- Allow the children to fish with the poles, catching the fish when the magnet attaches to the paper clip.
Encourage the children to identify the letters on each fish they catch.

Teacher Note: Use correct print-script when writing the letters of the alphabet.

Benchmarks: 5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures
5.8 Participates in group discussion

Activity: Special Visitor
- Invite a veterinarian or pet groomer to demonstrate the care of a pet.
- Ask that the visitor name the items they demonstrate and invite the children to explore the items and ask questions.

Teacher Note:
- Follow up the visit by suggesting that children draw pictures about the experience.
- Invite children to dictate their comments about their drawing.
- Write exactly what each child says. This can be written directly on the drawing with the child’s permission, or on a separate slip of paper and attached to the drawing. Begin and end the child’s words with quotation marks.

Additional Benchmarks: 2.11 Creates drawings and paintings that gradually become detailed and realistic
3.5 Understands that print conveys a message

Science / Discovery and Math

Benchmarks: 3.5 Understands that print conveys a message
3.20 Uses senses to learn about the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

Activity: Pet Goldfish
- Visit a pet store or a store that sells goldfish and select two goldfish, a goldfish bowl, aquarium plants and snails, marbles, marble chips or aquarium sand and food.
- Find out about how to care for the goldfish before introducing them to the children.
- Choose one of the following two ways to introduce the goldfish to the children.
- Place the goldfish bowl in the Science/Discovery area and allow children to discover it on their own, OR
- Bring the goldfish and the other purchased items to group time. Explain to the children that the goldfish will be their class pet.
- Allow children to observe and discuss with you what you are doing as you prepare the bowl and add the fish.
- Discuss with the children the color of the fish and that the fish has eyes, fins, gills, scales, a mouth and a tail.
• Invite children to share what they know about caring for goldfish.
• Show the children the goldfish food package and read what it says on the package: when and how to feed the fish and how much to feed them, for example.
• Involve children in naming the goldfish. Write the names on a card and place it next to the bowl.
• Involve children in creating a “Feed the Goldfish” chart.
• Develop a system for allowing children turns to feed the fish.
• Place the fish bowl on the Science/Discovery table and encourage children to observe the fish as they swim in the bowl. Suggest that they use a magnifying glass to look at the fish.

**Teacher Note:** You may choose to select another type of fish such as guppies or black mollies, or a bird, hamster or gerbil as a class pet. Follow the same procedure for introducing and caring for the animal.

**Activity: Which Pet Eats This?**
• Place a small amount of food for each pet (dog, cat, fish, bird) in a separate self-closing bag.
• Take the bags to group time and allow children to look at and feel each bag and discuss differences in size of food and what kind of pet would eat the food.
• Place the label from each pet food container in the correct bag and review this with the children. Write the name of the animal on a card and include it in the bag.
• Place the bags in the science/discovery area and add a magnifying glass to encourage further exploring by the children.

**Teacher Note:** Make sure there is a big difference between the cat and the dog food.

**Benchmarks:** 1.3 Demonstrates ability to make choices  
3.5 Understands that print conveys a message  
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

**Activity: My Favorite Pet Graph (Large Group Activity)**
• Prepare a graph with columns for these pets: cat, dog, and fish. Use a picture or drawing of the pet with the word written on it.
• Make name cards for each child in a size that will fit on the graph.
• Go over the child with the children, explaining that they will decide which pet they like best by placing their name card in the correct column.
• Allow each child a turn to say which pet they like best, tell why, and place his or her name card in the correct column.
• Involve the children in counting the number of children who like each pet.

**Our Favorite Pet**

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<tr>
<td>6</td>
<td>Jonathan</td>
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<td>5</td>
<td>James</td>
<td>Miguel</td>
</tr>
<tr>
<td>4</td>
<td>Kennedy</td>
<td>Trude</td>
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<td>3</td>
<td>Sam</td>
<td>Maria</td>
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<tr>
<td>2</td>
<td>Ashley</td>
<td>Elizabeth</td>
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</table>

| dog | fish | cat |
Write a summary story.

### Our Favorite Pet

Five children like dogs the best. Three children like fish the best. Four children like cats the best.

**Benchmark:** 3.11 Classifies objects conceptually (things that go together)

**Activity:** Match Pets to Their Homes
- Make a set of pets and their homes cards (see attachment)
- Laminate or cover the cards with clear self-adhesive paper for durability
- Place the cards on the Science/Discovery table and invite children to help the pets find their homes.

**Benchmarks:** 3.13 Demonstrates one-to-one correspondence
3.14 Demonstrates the ability to order and sequence
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

**Activity:** Let’s Go Fishing for Numerals (Small Group Activity)
- Use the fishing poles from the Let’s Go Fishing for the Alphabet activity.
- Make fish shapes with a numeral written on each one (from 1 to 5 or 1 to 10, depending on where your children are in recognizing and naming numerals). Place the corresponding number of dots on each fish. For example, for the numeral 3, put three dots on the fish.
- Attach a paper clip or a magnet strip to each fish.
- Allow children to fish with the poles, catching the fish when the magnet attaches to the paper clip.
- Encourage the children to identify the numeral.

**Teacher Note:** Some children will need to count the number of dots on the fish, while others will be able to recognize and say the numeral.

**Teacher Note:** Invite children to put the fish in order from 1 to 5, or from 1 to 10, for example.

**Activity:** Feed the Dog Some Bones (Small Group Activity)
- Make 10 dog bowls. Write one numeral on each bowl (1 to 10).
- Make dog bones or purchase dog bones for this activity.
- Explain to children that different dogs need different numbers of bones.
- Invite children to put the correct number of bones in each bowl.
- Assist children to be successful in this activity.

**Teacher Note:** In order to be successful with this activity, children must be able to count objects, recognize and name numerals, and understand number (how many) and numeral (3 is a numeral) relationship. Some children will be successful with this while others will simply want to put the bones in the bowls.

**Teacher Note:** Invite the children to put the bowls in order from 1 to 5, or from 1 to 10 for example.
### Food/Nutrition Experience

**Benchmarks:**
- 4.2 Demonstrates health and personal care habits
- 4.3 Tries new foods before deciding whether he/she likes them
- 4.6 Coordinates eye-hand movements to complete task

#### Puppy Chow Mix
- Gather the following: different kinds of whole-grain cereal squares, small scoop, small bowl and spoon for each child. Place each cereal in a separate bowl.
- Allow each child to put a scoop of each type of whole-grain cereal squares in his or her bowl.
- Serve with milk. Children may choose to pour milk over cereal, or eat cereal and drink milk separately.

#### Gold Fish Mix
- Gather the following: toasted oat cereal, pretzel sticks, and small gold fish. Place each in a separate bowl.
- Allow each child to put a scoop of each food item into his or her bowl.
- Serve the gold fish mix with juice.

#### Tuna Salad
- Gather the following: tuna, sweet pickle relish, mayonnaise, measuring spoons, spoons for stirring, a small bowl for each child, crackers.
- Make an illustrated recipe chart with the steps for making tuna salad as follows:

  **Tuna Salad**

  2 tablespoons tuna
  1 teaspoon sweet pickle relish
  ½ teaspoon mayonnaise

  Mix the tuna, relish and mayonnaise. Spread on crackers.

**Teacher Note:** Talk with children about how much cats like tuna.

**Teacher Note:** Allow the children to do as much of the food experiences as possible.

**Teacher Note:** Teachers and children should always wash hands before participating in a food experience.

### Movement/Physical Education

**Benchmarks:**
- 4.9 Participates in gross motor activities
- 4.12 Shows balance and coordination

#### Activity: Move Like Your Pets
- Name an action of an animal and ask children to act out the animal’s motion. Examples include the following:
  - “Swim like a goldfish.”
  - “Stretch like a cat.”
  - “Dig like a puppy.”
  - “Walk softly and quietly like a cat.”
  - “Fly like a bird.”
  - “Roll over like a dog.”
  - “Wag your tail like a dog.”
  - “Curl up in a ball like a sleeping cat.”
Teacher Note: Let children know in advance if these motions are to be done in place or if there is room for them to move as they do the actions.

Teacher Note: Invite children to suggest other actions that pets might perform, especially pets they might have such as gerbils or hamsters.

Activity: Dog Hoops
- Hold a hoop and invite children to move through the hoop in various ways. For example:
  - “Can you crawl through the hoop?”
  - “Can you crawl through the hoop backward?”
  - “Can you crawl through the hoop without touching the sides?”
  - “Can you step through the hoop?”
  - “Can you jump through the hoop?”

Activity: Pets on Parade
- Ask families to send a stuffed animal from home. Have extra stuffed animals for children who may not bring one from home.
- Play march music and invite children to march around the room or the playground with their pet.

Benchmarks: 2.10 Explores and manipulates art media

Art
Activity: Fish Sponge Painting
- Cut sponges into fish shapes.
- Place sponges on art table with paper and several shallow trays of paint. Children can make fish prints by dipping sponges into the paint and pressing them onto paper.

Activity: Animal Prints
- Provide animal cookie cutters (cats, dogs, fish and birds) and several shallow trays of paint. Children can make animal prints by dipping the cookie cutters into the paint and pressing them onto paper.

Activity: Animals and Play Dough
- Provide animal cookie cutters (cats, dogs, fish and birds) and play dough.
- Add feathers to the collection of collage materials.

Block Center
- Add vinyl dogs and cats
- Add signs such as The Pet Store

Library/Book Corner
- Add books about pets
- Add pictures that show pets and pets with their owners (laminate or cover pictures with self stick adhesive)
- Post Mother Goose rhyme charts on wall at child’s eye level
- Place magnetic or felt Mother Goose rhyme figures and storyboard in library.

Benchmarks: 2.1 Shows creativity and imagination in play with materials and props
  2.2 Participates in dramatic play themes that become move involved and complex
  2.3 Assumes various roles in dramatic play
**Home Living/Dramatic Play**
- Add Pet Store prop box: stuffed animals, cash register, empty food containers, dog leash, dog tags, bird cage, fishbowl, sign with name of pet store
- Add Veterinarian prop box: white shirt or t-shirt with name badge (Dr. Smith), stethoscope, syringes, gauze for bandages, stuffed animals, telephone, note pad, pencils, magazines with pictures of animals, sign with name of veterinarian clinic: Dr. Smith’s Pet Clinic.
- Add Pet Care prop box: stuffed animals, food and water bowls, dog collars, leash, brushes, towels, small plastic tub, pet toys, treats, empty pet shampoo bottles, empty pet food containers

**Teacher Note:** You may decide to provide only one prop box and label it Pet Center. Should you decide to do this, consider starting out with a few props and adding others to enhance children’s play. You may also want to remove some props to avoid having too many props out at one time.

**Benchmark: 4.6 Coordinates eye and hand movements to complete tasks**

**Manipulatives**
- Add animal puzzles

**Water table or tub**
- **Wash our Pets**
  - Add liquid detergent, vinyl (washable) dogs and cats and sponges to the water table.
  - Provide towels for drying the animals.

**Sand table or tub**
- Place aquarium rock in the sand table or tub. Add small containers, scoops, measuring cups.

**Benchmark: 3.10 Classifies objects by physical features such as shape or color**

**Science/Discovery**
- **Sorting Feathers**
  - Place a tub of feathers (craft) of different colors on the Science/Discovery Table
  - Invite children to sort the feathers by color and by size.
  - Suggest that children look at the feathers with a magnifying glass.
- Add the following:
  - Goldfish bowl
  - Which Pet Eats This? (bags of pet food)
  - Match Pets to Their Homes

**Quiet Corner**
- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.
### Transition Activities

**Benchmark: 3.10** Classifies objects by physical features such as shape or color

**Activity: What Color Bone?**
- Make dog bones in four to six different colors.
- Give each child a bone and you keep a set of each color.
- Show a color of a bone, invite children with that color to name the color, and go to the next activity.

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**Benchmark: 3.4** Demonstrates visual discrimination and visual memory skills

**Activity: What’s Missing?**
- Have four cards with one animal on each: fish, bird, cat, and dog.
- Place the objects on the floor in front of the children and ask them to look at and name the animals.
- Ask children to close their eyes and you remove one card. Children open their eyes and the selected child tells what is missing, then transitions to the next activity.

### Family Activities

Send home a note to parents stating for the next few days, the children will be learning about pets. Suggest some ways families can be involved in the topic of study:
- Collect items such as pictures of pets and people with pets.
- Include the titles and authors of some of the children’s books about pets. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send photos of family pets
- Visit a pet store with their child
- Send a stuffed animal for the pet parade.
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**Changes to the Environment (Props, materials added to Centers)**

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</table>
Let's Go Fishing
Pets and Their Homes

- Bird sitting on a branch.
- Fish swimming in the water.
Pets and Their Homes

- Dog bed
- Bird cage
Pets and Their Homes

[Drawing of a doghouse]

[Drawing of a fishbowl with aquatic plants]
# Topic of Study – Animals on the Farm

## Introduction

While some children live on a farm or in a rural area, other children may have only heard about a farm through television, movies, or through pictures or books. Of special interest to children are the animals that are found on a farm. There are many things children can learn through a study of domestic and farm animals.

## Big Ideas

Here are three big ideas about animals on the farm you can help children explore:

- Many different kinds of animals live on a farm
- Each animal makes a different sound
- We get food from some farm animals

## Materials to Collect and Make

- Pictures of farm and domestic animals and farm scenes (laminate or cover with clear adhesive to preserve)
- Children’s books about the farm and farm animals
  - *Old MacDonald Had a Farm*, illustrated by Pam Adams
  - *I Went Walking* by Sue Williams, illustrated by Julie Vivas
  - *Rosie’s Walk* by Pat Hutchins
  - *The Three Billy Goats Gruff* by Paul Galdone
- Illustrated rhyme charts for the following Mother Goose rhymes:
  - “Baa, Baa, Black Sheep”
  - “Good Morning Mrs. Hen”
  - “Mary Had a Little Lamb”
  - “This Little Piggie”
  - “To Market, to Market”
  - “Little Boy Blue”
- Felt or magnetic figures for the Mother Goose Rhyme “Little Bo Peep”. Locate at [A Story a Month](https://www.arkansambetterbeginnings.org) on the Arkansas Better Beginnings website.
- Mother Goose rhyme book(s)
- Felt or Magnetic Board
  - Storytelling figures (felt or magnetic) for these following stories, locate at [A Story a Month](https://www.arkansambetterbeginnings.org) on the Arkansas Better Beginnings website:
    - (A Story a Month) are available for your selection
      - *Ask Mr. Bear*
      - *The Three Little Pigs*
      - *Mr. Gumpy’s Outing*
      - *The Tale of Peter Rabbit*
      - *The Three Billy Goats Gruff*
      - *If You Give a Pig a Pancake*
      - *Charlie Needs a Cloak*
      - *Are You My Mother?*
### Hattie and the Fox

*The Little Red Hen*

- CD or cassette tape with barn dance, hoe down or country swing music
- CD or cassette tape with “She’ll be Comin’ Round the Mountain”
- Farm Animal Concentration cards (See Attachment: Farm Animal Concentration)
- Farm Animals and Animal Sounds Puzzles (See Attachment: Farm Animals and Animal Sounds Puzzles)
- Farm Animal Cube (Use animals from Farm Animal Concentration)

### Resources

- Check with your local library for the availability of children’s books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website.

- ✓ A Story a Month – (patterns for storytelling figures)
- ✓ A Story a Month – Mother Goose Rhymes

### Introduction: Finding out what children know about farm animals

#### Benchmarks: 3.5 Understands that print conveys a message  
5.8 Participates in group discussion

To introduce the topic of “farm animals” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about animals that live on a farm.”
- Write on chart paper, chalkboard or marker board the words “Farm Animals.”
- Invite children to tell you things they already know about animals that live on a farm. They may name certain animals, for example. You may have to ask questions to stimulate their thinking, questions such as, “Have you ever visited a farm?” “What animals did you see?”
- Make a list of all of the things children know about farm animals.
- Review the list with them and say, “You already know a lot of things about farm animals and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

### Conclusion: Finding out what children have learned about farm animals

- Gather the children in a group at the conclusion of the study about farm animals.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Farm Animals.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “Name some of the animals we found on a farm.” “What are some of the sounds that the animals make?” “What do cows and horses eat?”
- Make a list of all the things children learned about farm animals.
- Read the first list you made with the children. Then say, “Here are some new things you found out about farm animals” and read today’s list with the children.
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1 Old Macdonald Had a Farm illustrated by Pam Adams

First Reading of Old Macdonald Had a Farm

- Prepare to read the book, Old Macdonald Had a Farm.
- Show the cover, give title, and illustrator. (Explain that the illustrator is the person who draws the pictures)
- Ask children to look at the cover and predict what the story is about.
- Invite children to name the animals they see on the cover
- Read the story so all children can see the pictures in the book.
- Follow up by asking children which animal they liked the best and explain why.
- Show the last page and invite children to name the animals and repeat after you the noises they make.

Second Reading of Old Macdonald Had a Farm

- Show the cover, give title and illustrator.
- Invite children to name the animals.
- Explain to children that this time you and they will sing the words in the book together.
- Turn the pages as you and the children sing the song together.
- Follow up the second reading by asking children which they liked the best: hearing the story read or singing the song together.

Third Reading of Old Macdonald Had a Farm

- Show the cover, give title and illustrator.
- Show the first two pages to the children. Ask them to look at the page opposite the words (children’s right) and find the different animals. You may need to help them by pointing out the ducks with their heads down in the water and the pigs’ curly tails.
- Read or sing the words in the story.
- Invite the children to make the appropriate animal noises as you turn the pages.
- Point to the pictures on the last page and invite children to make the appropriate noises for each animal.

Book #2: I Went Walking by Sue Williams, illustrated by Julie Vivas

First Reading of I Went Walking

- Prepare to read the book, I Went Walking.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Begin to read the story, allowing children time to look at the illustrations.
- Read a couple of pages, then ask children to predict what they think they will see on the next page and why they make the predictions they do.
- Ask additional prediction questions if children seem to be really observant of the pictures as clues to what is on the next page.
- Continue with the story to the end.
- Follow up by asking questions about the story such as “What did you like best about the story?” “What surprised you about the story?” “Which is your favorite animal in the story?”
Second Reading of *I Went Walking*
- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by involving children in discussing their own experiences and what they have seen when they went walking.
- Ask questions such as, “If we went walking, what do you think we might see?” “What would you like to see?”

Third Reading of *I Went Walking*
- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading the text that says, “I went walking. What did you see?”
- Show the next page and pause and allow children to “read” what is on the page. Run your fingers under the words to help children see that print contains the message. Use a return sweep (run your fingers under one line and return them to the beginning of the next line) to let children see that reading does not stop at the end of a line.
- Thank the children for helping you “read” the book.

Additional Benchmark: 3.5 Understands that print conveys the message

Book #3: *Rosie’s Walk* by Pat Hutchins, author and illustrator

First Reading of *Rosie’s Walk*
- Prepare to read the book. *Rosie’s Walk*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Show the cover and say, “This is Rosie,” as you point to the hen. Ask children, “Who is this?” as you point to fox. Ask what they think will happen in the book.
- Explain to children that they will have to pay close attention to the pictures because the book has very few words. In fact, some pages have no words at all.
- Show the title page double spread and invite children to name all of the things they see on the two pages.
- Read the story, allowing time for children to look at the pictures on each page.
- Ask questions such as “What’s happening here?” on pages without words.
- Follow up with questions such as, “What did you like best about the story?” “What did you think was the funniest thing that happened to the fox?” “What did you think was the worse thing that happened to the fox?”

Second Reading of *Rosie’s Walk*
- Show the cover. Give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading with questions such as, “Do you think Rosie knew the fox was after her?” “Do you think the fox will follow Rosie again?” Invite children to explain their answer.

Third Reading of *Rosie’s Walk*
- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing each page and allowing children to tell the story.
- Explain to children that they can help you write more words for the story at a later time.
Teacher Note: See the Language Materials and Activities section for the activity, More about Rosie's Walk, for an activity that can be done with a small group of children (3 to 5).

**Book #4: The Three Billy Goats Gruff by Paul Galdone, author and illustrator**

**First Reading of The Three Billy Goats Gruff**
- Prepare to read the book, *The Three Billy Goats Gruff*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Vary your voice for the characters in the story: a roaring, growling voice for the troll, a small voice, not so small and a loud voice for the three goats.
- Follow up with questions such as, “How do you think the first and second Billy Goats felt when they heard and saw the troll under the bridge?” Do you think a troll is real or make believe?”

**Additional Benchmark:** 1.27 Identifies and understands others’ emotions and intentions

**Second Reading of The Three Billy Goats Gruff**
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting children to help you “read” it again.
- Begin to read, pausing and inviting children to fill in the words. For example, when you read, “and under the bridge lived a _______(troll).”
- Involve children in making the sounds as the goats cross the bridge: “Trip, trap, trip trap, trip trap.”

**Third Reading of The Three Billy Goats Gruff**
- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so that all children can see the pictures in the book.
- Follow up the third reading by preparing the children for acting out the story.
- Lead a discussion about the story. Involve children in discussing the sequence of the story and what the different characters say and do and how they express their feelings.
- Invite children to volunteer for each part. Respect children’s choices of level of involvement. Some may choose to be a part of the audience.
- Serve as narrator. Read the story and prompt children who are acting out the parts when necessary.
- Suggest that all children say, “Trip, trap, trip, trap, trip trap” at the appropriate times and in small, not so small and loud voices.
- Allow reenacting the story with different children playing the parts. The attention span of the children will determine if this takes place the same day or another day.

**Ask Mr. Bear** by Marjorie Flack

*Are You My Mother?* by P.D. Eastman

*Barn Dance* by Bill Martin, Jr. and John Archambault

*Charlie Needs a Cloak* by Tomie de Paola

*Color Farm* by Lois Ehlert
**Language Materials and Activities**

**Benchmarks:**
- 3.1 Shows enjoyment of books and stories and discussion of them
- 3.5 Understands that print conveys a message

**Activity:** More about Rosie's Walk

- Invite a small group of children to join you for another reading of *Rosie's Walk*.
- Involve children in dictating a description of what is happening on the pages with no words/print. Write what they dictate on a self-adhesive note and attach to the pages.
- Read the story again, including the children’s dictation on the pages with no words.

**Teacher Note:** An example of what children might dictate:

“The fox stepped on the rake. It hit him on the nose”

**Benchmarks:**
- 3.1 Shows enjoyment of books and stories and discussion of them

**Storytelling Figures:** Make either felt or magnetic storytelling figures for the following stories:

- *Ask Mr. Bear*
- *The Three Little Pigs*
- *Mr. Gumpy’s Outing*
- *The Tale of Peter Rabbit*
- *The Three Billy Goats Gruff*
- *If You Give a Pig a Pancake*
- *Charlie Needs a Cloak*
- *Are You My Mother?*
- *Hattie and the Fox*
- *The Little Red Hen*

- Read the book (if it is available) to the children before using the storytelling figures.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

**Benchmarks:**
- 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
- 5.5 Participates in songs, finger plays, rhyming activities and games
• Make illustrated rhyme charts for the following nursery rhymes:

**Little Boy Blue**

Little boy blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.
Where is the little boy
Who looks after the sheep?
He's under the haystack
Fast asleep.

**Little Bo-Peep**

Little Bo-Peep has lost her sheep
And can't tell where to find them:
Leave them alone, and they'll come home,
Wagging their tales behind them.

**Baa, Baa, Black Sheep**

Baa, baa, black sheep, have you any wool?
Yes, sir, yes, sir, three bags full.
One for the master, one for my dame,
And one for the little boy who lives in the lane.

**This Little Piggie**

This little piggie went to market,
This little piggie stayed home,
This little piggie had roast beef,
This little piggie had none,
And this little piggie cried,
Wee-wee-wee-wee-wee,
All the way home.

**To Market, To Market**

To market, to market,
To buy a fat pig:
Home again, home again,
Jiggety, jig.

**Good Morning, Mrs. Hen**

Chook, chook, chook, chook, chook,
Good morning, Mrs. Hen.
How many chickens have you got?
Madam, I've got ten.
Four of them are yellow,
And four of them are brown,
And two of them are speckled red,
The nicest in the town.

**Mary Had A Little Lamb (song)**

Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
Its fleece was white as snow.
Everywhere that Mary went,
  Mary went, Mary went,
Everywhere that Mary went,
  The lamb was sure to go.

It followed her to school one day,
School one day, school one day,
It followed her to school one day,
Which was against the rules.

It made the children laugh and play,
Laugh and play, laugh and play,
It made the children laugh and play
  To see a lamb at school.

- Say the rhymes with the children while showing the appropriate chart.
- Post the charts on the wall at child’s eye level. Observe to see if the children look at the charts and say the words.

**Teacher Note:** If you have a Mother Goose book, read the rhymes with the children while showing them the illustrations.

**Teacher Note:** Consider having the children act out some of the Mother Goose rhymes either with or without props.

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**Pigs**

Pigs have ears. Pigs have tails.
Pigs have four little feet.
Pigs love dirt.
Pigs love mud.
And pigs just love to eat!

  Pigs can oink.
Pigs can grunt.
Pigs can squeal and snort.
Pigs can be fat.
Pigs can be thin.
And pigs can be long or short.

  Pigs can be brown.
Pigs can be pink.
Pigs can be spotted black and white.
Pigs can be tan.
Pigs can be gray.
And pigs can be as black as night!

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**All Around the Farm**

*(Sing to tune of The Wheels on the Bus)*

The roosters on the farm go cock-a-doodle do,
Cock-a-doodle do,
Cock-a-doodle do,
The roosters on the farm go cock-a-doodle do,
All around the farm.
The hen on the farm goes cluck, cluck, cluck,
   Cluck, cluck, cluck,
   Cluck, cluck, cluck,
The hen on the farm goes cluck, cluck, cluck,
   All around the farm.

The chicks on the farm go peep, peep, peep,
   Peep, peep, peep,
   Peep, peep, peep,
The chicks on the farm go peep, peep, peep,
   All around the farm.

The ducks on the farm go quack, quack, quack,
   Quack, quack, quack,
   Quack, quack, quack,
The ducks on the farm go quack, quack, quack,
   All around the farm.

The cows on the farm go moo, moo, moo,
   Moo, moo, moo,
   Moo, moo, moo,
The cows on the farm go moo, moo, moo,
   All around the farm.

The pigs on the farm go oink, oink, oink,
   Oink, oink, oink,
   Oink, oink, oink,
The pigs on the farm go oink, oink, oink,
   All around the farm.

The sheep on the farm go baa, baa, baa,
   Baa, baa, baa,
   Baa, baa, baa,
The sheep on the farm go baa, baa, baa,
   All around the farm.

The horse on the farm goes neigh, neigh, neigh,
   Neigh, neigh, neigh,
   Neigh, neigh, neigh,
The horse on the farm goes neigh, neigh, neigh,
   All around the farm.

The rabbits on the farm go snuffle, snuffle, snuffle,
   Snuffle, snuffle, snuffle,
   Snuffle, snuffle, snuffle,
The rabbits on the farm go snuffle, snuffle, snuffle,
   All around the farm.

The goats on the farm go maa-a-a, maa-a-a, maa-a-a,
   Maa-a-a, maa-a-a, maa-a-a,
   Maa-a-a, maa-a-a, maa-a-a,
The goats on the farm go maa-a-a, maa-a-a, maa-a-a,
   All around the farm.

Teacher Note: Hold up an animal card as the cue for the verse the children are to sing.
Teacher Note: Invite children to suggest other animals and the sounds they make and sing about them: turkeys go gobble, gobble, gobble, mice go squeak, squeak squeak, goose goes honk, honk, honk.

Did You Feed My Cow? (Song)

Did you feed my cow?
Yes, Ma’am!

Will you tell me how?
Yes, Ma’am!

Oh, what did you feed her?
Corn and hay.
Oh, what did you feed her?
Corn and hay.

Did you milk her good?
Yes, Ma’am!

Did you do like you should?
Yes, Ma’am!

Oh, how did you milk her?
Swish, swish, swish!
Oh, how did you milk her?
Swish, swish, swish!

Did my cow get sick?
Yes, Ma’am!

Was she covered with tick?
Yes, Ma’am!

Oh, how was she sick?
All swelled up.
Oh, how was she sick?
All swelled up.

Did my cow die?
Yes, Ma’am!

Did my cow die?
Yes, Ma’am!

Oh, how did she die?
Ugh! Ugh! Ugh!
Oh, how did she die?
Ugh! Ugh! Ugh!

Will the buzzards come?
Yes, ma’am!
Will the buzzards come?
Yes, Ma’am!

Oh, how will they come?
Flop! Flop! Flop!
Oh, how will they come?
Flop! Flop! Flop!

Teacher Note: Consider singing or chanting this with the teacher singing the question (first line) and the children singing the answer (second line). Add motions where appropriate; milking cow and flapping arms for buzzard, for example.

This song has been recorded by Ella Jenkins and is available on CD or tape cassette.
**Quacking Ducks**

Five little ducks went out to play,
Over the hills and far away.
Mama Duck said, “Quack, quack, quack.”
Four little ducks came running back.

Four little ducks went out to play,
Over the hill and far away.
Mama Duck said “Quack, quack, quack.”
Three little ducks came running back.

Three little ducks went out to play,
Over the hill and far away.
Mama Duck said, “Quack, quack, quack.”
Two little ducks came running back.

Two little ducks went out to play,
Over the hill and far away.
Mama Duck said, “Quack, quack, quack.”
One little duck came running back.

One little duck went out to play,
Over the hill and far away.
Mama Duck said “Quack, quack, quack.”
No little ducks came running back.

No little ducks went out to play,
Over the hill and far away.
Daddy Duck said, “Quack, quack, quack.”
Five little ducks came running back.

**Additional Benchmark: 3.16 Demonstrates an understanding of addition and subtraction using manipulatives**

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**Six Little Ducks**

Six little ducks that I once knew.
Fat ones, skinny ones, fair ones too.
But the one little duck with the feather on his back,
He led the others with a quack, quack, quack.

Down to the river they would go
Wibble, wobble, wibble wooble, to and fro.
But the one little duck with the feather on his back
He led the others with a quack, quack, quack.

**Additional Benchmark: 3.16 Demonstrates an understanding of addition and subtraction using manipulatives**
**Tired Bunnies**

"Come my bunnies, it’s time for bed." (Beckoning motion with hand)
That’s what mother bunny said.
"But first I’ll count you just to see
If you have all come back to me.
Bunny 1, bunny 2, bunny 3, oh dear,
Bunny 4, bunny 5, yes, you’re all here.
You’re the sweetest bunnies alive.
My bunnies, 1, 2, 3, 4, 5."

(Finger on chin contemplating)
(Hold up each finger as bunnies are counted)

**Downy Duck**

One day I saw a downy duck
With feathers on his back.
I said “Good morning, downy duck.”
And he said “Quack, quack, quack.”

**Fluffy Little Rabbit**

A fluffy little rabbit with ears so tall,
And two pink eyes about this small.
Went hop, hop, hopping to get some lunch.
He found a fresh carrot, crunch, crunch, crunch.

While he was eating and having such fun,
He heard a loud noise and started to run
All you could see as he went racing by,
Was his powder puff tail waving goodbye.

(Place hands on head to form ears)
(Form two circles with thumb and index finger)
(Make hopping motion with fingers)
(Make running motion with fingers)
(Wave goodbye)

**A Little Girl Went Walking**

A little girl went walking
One lovely summer day,
She saw a little rabbit,
That quickly ran away.

A little girl went walking
One lovely summer day
She saw an old brown cow
Eating lots of hay.

A little girl went walking
One lovely summer day.
She saw a frisky horse
He went neigh, neigh, neigh.

A little girl went walking
One lovely summer day
She saw two little lambs
And watched them run and play.
Rabbit in the Garden

In the garden I saw a rabbit
And a green, green cabbage head.

"I think I'll have some cabbage,"
The little rabbit said.

So he nibbled and he nibbled.
Then he perked his ears to say,

"Now I think it's time
For me to hop away."

Rabbits and Dogs

Out in the garden
Where the cabbages grow,
Happy little rabbits
Are hopping to and fro.
Along comes a playful dog
Looking for some fun.
"Woof, woof, woof" he barks.
Watch those rabbits run!

Five Little Pigs

(Hold up five fingers and bend each down as verse progresses)

This little pig makes an "oink, oink" sound.
This little pig is fat and round.
This little pig roots all around,
With his piggy snout, he digs up the ground.
This little pig has a curly tail
He eats his lunch from a shiny pail.
This little pig doesn't seem to care
If any of the other pigs get their share.

Galloping

I like to ride on a galloping horse.
Gillopy, gallopy,
Trop – trot – trot. (make up and down motions with hands)

Over the hilltop,
Down through the lane,
Leaping the fence (large motion of jumping fence)
To the barnyard lot.

Oh, it’s rillicking, rollicking
Fun - Is it not?

To ride gillipy, gallopy (galloping motions with hands)
Trot – trot- trot.
To ride gillipy, gallopy (Make up and down motion with hands)
Trot – trot – trot!

Teacher Note: Say this rhyme with a galloping rhythm.
<table>
<thead>
<tr>
<th>Ten Frisky Horses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten frisky horses, in a meadow green, (Hold up ten fingers)</td>
</tr>
<tr>
<td>Ten frisky horses, friskiest ever seen. (Motion of hands galloping)</td>
</tr>
<tr>
<td>They go for a gallop (Motion of hands trotting)</td>
</tr>
<tr>
<td>They go for a trop. (Hands are still)</td>
</tr>
<tr>
<td>They come to a stop in the big feed-lot.</td>
</tr>
<tr>
<td>Ten frisky horses, fat and well fed, Curl up together on a soft, straw bed. (Fingers closed in hands)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Farm Animal Cube</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Make a Farm Animal Cube as follows:</td>
</tr>
<tr>
<td>o Carefully fill an empty cube shaped tissue box with crumpled newspapers. Use several sheets of paper because this will make your cube more durable.</td>
</tr>
<tr>
<td>o Cover the cube with colored paper.</td>
</tr>
<tr>
<td>o Glue a different farm animal picture on each side of the cube. (See Attachment: Farm Animal Concentration)</td>
</tr>
<tr>
<td>• Ask a child to toss the cube. The animal that shows on the top of the cube is the verse from Old Macdonald Had a Farm the children will sing. For example, if the cow picture is on top, the children will sing, “And on that farm he had a cow,” and continue with the remainder of the song.</td>
</tr>
<tr>
<td>• Continue with each child having a turn to toss the cube. If cube lands with same animal on top, child has another turn until a new animal is on top of the cube.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benchmark 3.4 Demonstrates visual discrimination and visual memory skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: Farm Animal Concentration</td>
</tr>
<tr>
<td>• Make pairs of farm animal cards: chicken, sheep, rabbit, horse, pig, goose, duck, goat, cow, cat, dog and bird. Laminate or cover the cards with clear adhesive for durability. Begin with four pairs of cards and as children become successful add more pairs.</td>
</tr>
<tr>
<td>• Gather a small group of children to play the game.</td>
</tr>
<tr>
<td>• Place the cards face up, show to children and have them name the animals.</td>
</tr>
<tr>
<td>• Turn the cards over and mix them up.</td>
</tr>
<tr>
<td>• Explain to children that they will each have a turn turning over a card, naming the animal, and trying to find the matching card. Demonstrate if necessary.</td>
</tr>
<tr>
<td>• Give each child a turn.</td>
</tr>
<tr>
<td>• Create a stack of cards as matches are found.</td>
</tr>
<tr>
<td>• Continue playing the game as long as the children remain interested.</td>
</tr>
</tbody>
</table>

| Teacher Note: Remember that the object of the game is for children to develop visual discrimination and visual memory skills and that there are to be no winners or losers. |

| Teacher Note: Allow the children to play the game independently. |

<table>
<thead>
<tr>
<th>Activity: Peekaboo-Guess Who? (Small Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cut out farm animals and laminate or cover with clear self-adhesive paper for durability. Place a strip of magnetic tape on the back of each animal.</td>
</tr>
<tr>
<td>• Attach the animals to the back of a magnetic board or metal cookie sheet.</td>
</tr>
<tr>
<td>• Begin to sing “Old Macdonald Had a Farm” with the children.</td>
</tr>
<tr>
<td>• During the part of the song “….and on that farm, he had a _______” very slowly expose part of the animal from behind the board.</td>
</tr>
</tbody>
</table>
- Encourage the children to identify the animal as soon as they can to sing about that animal in the song.
- Place the animal on the front of the board once it is identified.
- Repeat the process until all of the animals are on the front of the board

**Teacher Note:** The process of exposing the animals should take place at different parts of the board (top, bottom, side, corner). Show different parts of the animal.

**Teacher Note:** Point to one of the animals after they have all been placed on the board and ask children to make the sound of that animal.

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**Science / Discovery and Math**

<table>
<thead>
<tr>
<th>Benchmarks:</th>
<th>3.20 Uses senses to learn about the environment and to collect data (scientific process: observing)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.21 Uses words to describe the characteristics of objects (scientific process: communicating)</td>
</tr>
<tr>
<td></td>
<td>3.22 Makes comparisons (scientific process: comparing)</td>
</tr>
</tbody>
</table>

**Activity: What Animals Eat**

- Add hay and corn in small containers.
- Discuss with children that horses and cows eat corn and hay.
- Add magnifying glass so children can examine the corn and hay more closely.

**Activity: Animals/Sound Match**

- Make animal and the sounds they make puzzles from poster board, cutting the puzzle into two pieces (see attachment)
- Cover the puzzle pieces with clear self-adhesive paper for durability.
- Show the puzzles to the children. Ask them to name each animal.
- Help children find the matching puzzle pieces. Say the “sound” word with them, running your fingers under the word. For example, show the half with the picture of the cat and the corresponding piece with “meow meow” written on it. Run your finger under the word as you and the child “read” it together.
- Mix up the puzzle pieces and challenge the children to match the animal and the sound it makes.

**Additional Benchmark: 3.5 Understands that print conveys a message**

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**Benchmarks: | 1.1 Demonstrates ability to make choices | 3.5 Understands that print conveys a message | 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship | 4.3 Tries new foods before deciding whether he/she likes them | 4.4 Recognizes different types of foods**

**Activity: Favorite Cheese Graph**

- Provide a choice of three cheeses for tasting (Cheddar, Swiss, Mozzarella or American, for example)
- Prepare a graph with columns for each kind of cheese. Use a picture or drawing of the cheese with the word written on it
- Make name cards for each child in a size that will fit on the graph.
• Explain to children that they will taste three different cheeses to determine which they like best.
• Invite each child to put a piece of each cheese on a plate, taste each one, choose which cheese is his or her favorite and tape his or her name card in the correct column on the graph.
• Involve the children in counting the number of children who like each cheese.

Our Favorite Cheese

<p>| | | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>5</td>
<td>Jonathan</td>
<td>Miguel</td>
</tr>
<tr>
<td>4</td>
<td>James</td>
<td>Miguel</td>
</tr>
<tr>
<td>3</td>
<td>Kennedy</td>
<td>Trude</td>
</tr>
<tr>
<td>2</td>
<td>Sam</td>
<td>Maria</td>
</tr>
<tr>
<td>1</td>
<td>Ashley</td>
<td>Elizabeth</td>
</tr>
</tbody>
</table>

- Write a summary story.

Our Favorite Cheese

Five children like Cheddar best. Three children like Swiss the best. Four children like Mozzarella the best.

Activity: Favorite Animal on the Farm Graph

• Provide a choice of three animals found on the farm (cow, pig, sheep, horse, or chicken, for example)
• Prepare a graph with columns for each animal. Use a picture or drawing of the animal with the word written on it
• Make name cards for each child in a size that will fit on the graph.
• Explain to children that they will choose the animal they like best.
• Invite each child to choose which animal is his or her favorite and tape his or her name card in the correct column on the graph.
• Involve the children in counting the number of children who like each animal.

Our Favorite Animal

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- Write a summary story.
Our Favorite Animal on the Farm

Five children like cows best. Three children like pigs the best. Four children like horses the best.

Benchmarks: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.22 Makes comparisons (scientific process: comparing)
3.23 Shows awareness of cause-effect relationships
5.9 Uses language to problem solve

Activity: Drop the Feather

- Provide a feather, a plastic egg and a plastic bowl.
- Challenge the children to hold the feather at nose level and drop it into the bowl.
- Observe and ask the children what happens to the feather on the way down.
- Challenge the children to hold the egg at nose level and drop it into the bowl.
- Observe and ask the children what happened to the egg. Which was easiest to drop into the bowl?
- Discuss with the children why the egg was easiest to get into the bowl. Guide them to see that the feather is lighter than the egg and that the air can move the feather but not the egg.

Activity: Moving Feathers

- Form a maze with blocks on a table.
- Place feathers on the table.
- Provide a variety of objects such as paper fans, straws, paper towel tubes and plastic squirt bottles.
- Invite children to use the different air movers to try and move the feathers through the maze.
- Observe as they experiment with the different air movers. Ask them which moved the feathers the best.

Benchmarks: 3.23 Shows awareness of cause-effect relationships
4.2 Demonstrates health and personal care habits
4.3 Tries new foods before deciding whether he/she likes them
4.6 Coordinates eye-hand movements to complete task

Activity: Making Butter

- Gather the following: ½ pint of heavy whipping cream at room temperature, salt, clear plastic jar with lid, strainer, bowl, spoon, small saucer and plastic knife for each child, crackers
- Gather children in a group and explain that they will all have a turn to help make butter. Involve children in a discussion about what they know about butter. Show them the cream and ask if they know where the cream comes from. Explain that the cream comes from a cow.
- Pour the cream into the jar and tighten the lid.
- Explain to children that the jar will be in the Science/Discovery area and they can take turns going to the area to shake the jar. Ask children what they think will happen when they shake the jar. Accept all answers.
- Guide the children to shake the jar vigorously, holding it with both hands, until clumps form.
• Drain the liquid from the clumps of butter.
• Transfer butter to a small bowl and add a small amount of salt, stirring with a spoon to mix.
• Invite children to take a small amount of the butter and use their knife to spread it on their crackers.

Teacher Note: Allow the children to do as much of this food experience as possible.

Teacher Note: Teachers and children should always wash hands before participating in a food experience.

Activity: Purple Cow
• Gather grape juice (plastic jar), frozen vanilla yogurt, cups and spoons for each child.
• Invite children to sit at the table and say with them the poem that is written below.
• Explain that the children will now make a “Purple Cow” for snack.
• Help each child add ¼ cup frozen vanilla yogurt into a cup and pour ¼ cup grape juice on top.
• Eat with a spoon and enjoy.

Purple Cow
I’ve never seen a purple cow,
I never hope to see one,
But if by chance I ever do,
I’d rather see than be one.

Teacher Note: Allow the children to do as much of this food experience as possible.

Teacher Note: Teachers and children should always wash hands before participating in a food experience.

Teacher Note: Before introducing the Food Nutrition Activities: Making Butter and Purple Cow involve children in a discussion that focuses on the fact that yogurt and cream come from cows.

Chicken Salad
• Gather chicken in a can/pouch, sweet pickle relish, mayonnaise, boiled eggs, small bowls, forks and spoons, napkins, one per child and measuring spoons.
• Help each child take 2 tablespoons of chicken, 1 teaspoon of sweet pickle relish and ½ teaspoon of mayonnaise and put in small bowl.
• Cut the boiled eggs in quarters and give each child ¼ of an egg.
• Invite children to mash the egg and mix with the other ingredients in his or her bowl.
• Provide wheat crackers and milk for a healthy snack.

Teacher Note: Allow the children to do as much of this food experience as possible.

Teacher Note: Teachers and children should always wash their hands before participating in a food experience.

Teacher Note: Discuss with children that chicken and eggs come from chickens and that milk comes from cows.
Benchmark: 4.12 Shows balance and coordination

Activity: Rosie’s Walk Obstacle Course
- Create a “Rosie’s Walk” obstacle course. For example, a hula hoop for the pond, pillows for the haystack, a table for the beehives, a line of chairs with space between them for the fence
- Read the book and have children pretend to be Rosie and walk across the yard, around the pond (hoop), over the haystack (pillows), through the fence (chairs), and under the beehives (table), and back to her nest (their carpet squares)

Benchmarks: 2.4 Participates freely in music activities
  2.5 Enjoy singing games, dramatizing songs and moving to music
  2.6 Expresses through movement what is felt and heard in various musical tempos and styles

Activity: Barn Dance
- Play a barn dance, hoe down, or country swing tape or CD, with songs such as “Turkey in the Straw”.
- Invite children to move to the music.

Benchmark: 4.9 Participates in gross motor activities
  4.11 Runs, jumps, hops, skips
  4.12 Shows balance and coordination

Activity: Galloping Horses
- Discuss with children the different ways that horses move. Say that one way horses move is to “gallop.”
- Introduce galloping to the children as follows:
  “Start with a step and slide the other foot behind the lead foot. The lead foot is the leader and the other foot never goes in front of it.”
- Have sufficient space so children can move safely and not get too close to other children.
- Establish a stop and go signal with the children: clapping hands, striking a drum, striking two rhythm sticks together are examples. When children hear this signal, they are to freeze like a statue.
- Pretend you’re riding a horse, so hold on to the reins. You’re going to gallop in a
straight line. Start with a step on the leader foot and slide the other foot behind it. Now go faster.” (When children increase speed it will automatically become a gallop.)

- Allow children to practice galloping.
- Observe children and assist those who are having difficulty galloping.

**Teacher Note:** Play the song “She’ll be Comin’ Round the Mountain” as children are galloping.

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**Learning Centers**

**Benchmark: 2.10 Explores and manipulates art media**

**Art**

- **Animal Prints:**
  Add animal cookie cutters (cow, horse, pig, duck, goose, chicken, goat, sheep) to art center. Place tempera paint in pans and invite children to use the cookie cutters to make animal prints. Include colors of paint to suggest animals found on a farm: black, brown, tan, and dark red, for example.

- Add animal cookie cutters and play dough.

- Introduce modeling clay to the children. Ask what they could make with the clay for “our farm.”

**Block Center**

- Add small tractors, trucks and vinyl farm animals.
- Add a sign that says “Old Macdonald’s Farm”
- Add a farm set. **SAFETY NOTE:** Check age approval and size of pieces. If some pieces seem to be too small and might create a choking hazard, remove them from the set.

**Library/Book Corner**

- Add books about farm animals.
- Add pictures that show farms and farm animals (laminate or cover pictures with self stick adhesive)
- Post Mother Goose rhyme charts on wall at child’s eye level
- Add felt/magnetic story figures and felt or magnetic board.

**Teacher Note:** Consider alternating the felt/magnetic story figures rather than putting all of the story figures in the library area at one time.

**Benchmarks:** 2.1 Shows creativity and imagination in play with materials and props
2.2 Participates in dramatic play themes that become more involved and complex
2.3 Assumes various roles in dramatic play situations

**Home Living/Dramatic Play**

- Add a Farm Kitchen Prop Box: Include items such as a red checked tablecloth, decorations that include chickens, pigs, and roosters, a pair of child size overalls, apron and straw hat, and a basket of eggs (white plastic).

**Benchmark:** 4.6 Coordinates eye and hand movements to complete tasks

**Manipulatives**

- Add farm and farm animal puzzles

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Adventures in Learning - #8 Animals
Animals on the Farm - Revised
<table>
<thead>
<tr>
<th>Water table or tub</th>
<th>Sand table or tub</th>
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</table>
| **Wash the Animals.**  
  Add washable farm animals to the water table or tub  
| **Place six rubbers ducks in the water table.** |
| **Place six rubbers ducks in the water table.**  
  Add deer corn, scoops, and containers to the sand table or tub |

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<tr>
<th>Science/Discovery</th>
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| **Farm Animal Concentration**  
| **What Animals Eat**  
| **Animals/Sound Match** |

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<tr>
<th>Quiet Corner</th>
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| Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.  
| Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.  
| Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?  
| Explain to children that the quiet corner is for one child at a time |

| Benchmark: 3.4 Demonstrates visual discrimination and visual memory skills |
| Activity: Which Animal Is Missing? |
| Place 4 farm animals on the floor.  
| Invite children to name them.  
| Ask children to close their eyes while you remove one of the animals.  
| Ask children to open their eyes and ask the selected child to name the animal that is missing. That child transitions to the next activity.  
| Continue with this activity, giving each child a turn. |

| Activity: Farm Animal Cube |
| Give each child a turn to toss the farm animal cube.  
| Ask child to name the animal on top of the cube, make the animal sound and go to the next activity.  
| Continue with this activity, giving each child a turn. |

| Family Activities |
| Send home a note to parents stating for the next few days, the children will be learning about farm animals.  
| Collect items such as pictures of farms and farm animals.  
| Include the titles and authors of some of the children’s books about farm animals. Suggest that they look for these books in the local library, check them out and read them with their child.  
<p>| Send home a set of the illustrated nursery rhymes (on regular size paper) and suggest that families say the rhymes with their children. |</p>
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<tr>
<td><strong>Introduction:</strong> Finding out what children know about animals on the farm – p. 2</td>
<td>First Reading of Old MacDonald Had a Farm – p. 3</td>
<td><strong>FP or Song:</strong> All Around the Farm - p. 8</td>
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<td><strong>FP or Song:</strong> Did You Feed My Cow – p. 10</td>
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<tr>
<td><strong>Storytelling Figures:</strong> Your selection – p. 6</td>
<td>First Reading of I Went Walking – p. 3</td>
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<td><strong>FP or Song:</strong> Pigs – p. 8</td>
<td>FP or Song:** Five Little Pigs – p. 13</td>
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**Changes to the Environment (Props, materials added to Centers)**

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<td>Third Reading</td>
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<tr>
<td>Animal cookie cutters and play dough, Add modeling clay - p. 20</td>
<td>Add farm sets and signs – p. 20</td>
<td>All main books, pictures, Mother Goose Rhyme Charts, and Storytelling Figures – p. 20</td>
<td>Add Farm Kitchen Prop Box – p. 20</td>
<td>Add farm and farm animal puzzles – p. 20</td>
<td>Sand table or tub: Add deer corn – p. 21</td>
<td>Farm Animal Concentration – p. 14 What Animals Eat, Animals/Sound Match – p. 15</td>
</tr>
</tbody>
</table>
honk honk
chirp chirp
quack quack

Farm Animals and Animal Sounds
meow meow

thump thump

maa-a-a-a-a

Farm Animals and Animal Sounds
moo-o-o-o

baa-a-a-a

cluck cluck
Farm Animals and Animal Sounds

- **neigh**
  - Horse

- **woof woof**
  - Dog

- **oink oink**
  - Pig
Farm Animal Concentration

- Pig
- Duck
- Horse
- Duck
Farm Animal Concentration
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<td>Second Reading of <em>Clifford the Small Red Puppy</em> – p. 4</td>
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<td>Second Reading of <em>Clifford the Small Red Puppy</em> – p. 4</td>
<td>Third Reading of <em>Clifford The Big Red Dog</em> – p. 4</td>
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<td>FP or Song: Oh Where, Oh Where Has My Little Dog? Gone – p. 7</td>
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<td>First Reading of <em>The Three Billy Goats Gruff</em> – p. 5</td>
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<td>Add vinyl animals</td>
<td>All main books Pictures, Mother Goose Rhymes, storytelling figures</td>
<td>Prop boxes</td>
<td>Add animal puzzles</td>
<td>Water: add vinyl animals</td>
<td>Sand: add deer corn</td>
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## Introduction

Bears are among the first animals children learn to recognize. Children hear stories about bears, they sing songs about bears, they see bears on television, and many children have stuffed bears they sleep with. Some children have seen bears in the zoo. Bears can be found in some parts of Arkansas. Bears as a topic of study is one that children will enjoy.

## Big Ideas

Here are four big ideas about bears you can help children explore:

- Bears are wild animals
- Bears are different colors: brown, black and white
- Bears live in different places: woods, forest, areas with ice, and in zoos.
- Bears eat a variety of foods: nuts, acorns, berries, grasses, bulbs, roots, fruit, fish, seals (polar bears)

## Materials to Collect and Make

- Pictures of “real” bears (not cartoon characters): brown, black and white (polar) bears
- Children’s books about bears: *Blueberries for Sal* by Robert McCloskey, author and illustrator
  *The Three Bears* retold and illustrated by Paul Galdone
  *Ask Mr. Bear* by Marjorie Flack, author and illustrator
- Felt or Magnetic Board
- Locate at *A Story a Month*, on the Arkansas Better Beginnings website:
  Storytelling figures (felt or magnetic) for the book, *The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear*
  Storytelling figures (felt or magnetic) for the book, *Corduroy*
  Storytelling figures (felt or magnetic) for the book, *The Three Bears*
  Storytelling figures (felt or magnetic) for the book, *Ask Mr. Bear*
  Storytelling figures (felt or magnetic) for the book, *We’re Going on a Bear Hunt*
- Storytelling figures (felt or magnetic) for the book, *Blueberries for Sal* (See Attachment: *Characters to use for Blueberries for Sal*
- Three Bears prop box: 3 sizes of stuffed bears, 3 sizes of bowls, and 3 sizes of towels for beds
Check with your local library for the availability of children’s books. Children’s books can be purchased online, from school supply catalogs or local bookstores.

Contact the Division of Child Care and Early Childhood Education for the following materials or locate at Locate at A Story a Month on the Arkansas Better Beginnings website.

- A Story a Month – The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear (patterns for storytelling figures)
- A Story a Month – Corduroy (patterns for storytelling figures)
- A Story a Month – The Three Bears (patterns for storytelling figures)
- A Story a Month – Ask Mr. Bear (patterns for storytelling figures)
- A Story a Month – We’re Going on a Bear Hunt (patterns for storytelling figures)

Introduction: Finding Out What Children Know About Bears

Benchmarks: 3.5 Understands that print conveys a message
              5.8 Participates in group discussion

To introduce the topic of “Bears” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about bears. Bears are wild animals. What do you think we mean when we say ‘wild’ animals?”
- Guide discussion to help children understand that wild animals live in the woods and in the jungle. They are not pets, nor are they farm animals.
- Write on chart paper, chalk board or marker board the words “Bears.”
- Invite children to tell you things they already know about bears. They may talk about bears they have seen in books, movies, or at the zoo, or about their stuffed bear. If they live in areas of the state where bears are found, they may talk about this. You may have to ask questions to stimulate their thinking, questions such as, “What color was the bear you saw?” “Where do you think bears live?”
- Make a list of all of the things children know about bears.
- Review the list with them and say, “You already know a lot of things about bears and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

Conclusion: Finding Out What Children Have Learned About Bears

- Gather the children in a group at the conclusion of the study about bears. Write on chart paper, chalkboard or marker board, “Things We Learned about Bears.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “What colors are bears?” “What are some things bears eat?”
- Make a list of all the things children learned about bears.
- Read the first list you made with the children. Then say, “Here are some new things you found out about bears” and read today’s list with the children.
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: *Blueberries for Sal*, by Robert McCloskey, author and illustrator

First Reading of *Blueberries for Sal*
- Bring a small tin pail/bucket to group time.
- Prepare to read the book.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Show the children the small tin pail and ask them what it is and what you can do with it. If children call the pail a bucket, explain that the two words mean the same thing. If the children learned the Mother Goose rhyme “Jack and Jill” remind them that Jack and Jill went up the hill to fetch a **pail** of water.
- Show children the first two pages of the book (Little Sal and her mother are holding hands, each with a pail in the other hand).
- Ask children what they think Little Sal and her mother are going to do with the pails. Accept all answers.
- Say, “Let’s read and find out.”
- Read story so all children can see the pictures in the book.
- Follow up with questions such as “Were your predictions right about what Little Sal and her mother were going to do with the pail?” “Have you ever eaten blueberries? Blueberry muffins? Blueberry pancakes? Blueberry jam?” “Do you think you would like to pick blueberries?”

Teacher Note: Consider “telling” some of the pages of the book if you think it may be too long to read to your children. Be sure to include “kuplink, kuplank, kuplunk.”

Second Reading of *Blueberries for Sal*
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading of the story by showing the pages and inviting children to tell the story by looking at the pictures. You may have to ask questions to prompt discussion such as, “What did Little Sal do with the berries she picked?” “Why did Little Bear sit down in a large clump of bushes?”
- Ask children to discuss the difference in the way Little Sal ate the blueberries and the way Little Bear ate the blueberries.

Additional Benchmark: 3.2 Uses picture cues to tell a story

Third Reading of *Blueberries for Sal.*
- Show cover, give title, author and illustrator. Invite children to tell you what the author does (writes the words) and what the illustrator does (draws the pictures)
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by asking questions such as, “How do you think Little Bear’s mother felt when she turned around and saw Little Sal instead of Little Bear?” “How do you think Little Sal’s mother felt when she turned around and saw Little Bear instead of Little Sal?” “How would you feel if you turned around and saw a bear?”

Additional Benchmarks: 1.25 Identifies one’s own feelings
- 1.26 Expresses thoughts and feelings in words
- 1.27 Identifies and understands others’ emotions and intentions

Fourth Reading of *Blueberries for Sal*
- Place some large blue stringing beads in a tin pail. Bring to group time, keeping out of children’s sight.
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Invite the children to make the noise of the blueberries dropping into the pail: kuplink, kuplank, kuplunk.
- Follow up the fourth reading by showing children the pail and the beads. Allow each child a turn to drop a bead in the bucket while children say, "kuplink, kuplank, kuplunk."
- Explain to children that the pail and beads will be in the Science/Discovery area. Suggest that they can drop beads into the pail, counting how many they drop.

**Fifth Reading of Blueberries for Sal (Optional Reading) (Small Group)**
- Gather a small group of children, four to six for this reading of the story.
- Show cover, invite children to say the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fifth reading by showing the illustrated pages inside the cover. Invite children to discuss what they see.
- Ask the children what Little Sal’s mother is doing. Listen to determine if any of the children are familiar with canning foods.
- Invite children to name all of the things they see in the picture as you point to the many items.
- Answer questions they might have about things that are unfamiliar to them: cooking stove, jar lids and jar rings, for example.

**Book #2: The Three Bears, retold and illustrated by Paul Galdone**

**First Reading of The Three Bears**
- Prepare to read the book, The Three Bears.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Read story so all children can see the pictures in the book.
- Change your voice to match each of the bears.
- Follow up with questions such as, “What did you like best about the story? What was your favorite part? What surprised you?”

**Second Reading of The Three Bears**
- Show cover, give title, author and illustrator.
- Invite children to recall something they remembered about the story.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading with questions such as, “How do you think Goldilocks felt when the bottom of Baby Bear’s chair fell out and she fell on the floor?” “How do you think the bears felt when they realized that someone had been in their house?” “How do you think Goldilocks felt when she woke up and saw the Three Bears staring at her? (frightened)”
- Invite children to share some things that have frightened them.

**Additional Benchmarks:** 1.25 Identifies one’s own feelings  
1.26 Expresses thoughts and feelings in words  
1.27 Identifies and understands others’ emotions and intentions

**Third Reading of The Three Bears**
- Show cover and invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in discussing things about bears that are real and things that are make believe.
- Suggest that children give a “thumbs up” for things that are real, or answer “yes” and a “thumbs down” for things that are make believe, or answer “No.”
- Ask questions such as:
  - “Do bears live in the woods?” (Thumbs up – Yes)
  - “Do bears live in houses?” (Thumbs down – No)
  - “Are bears different sizes?” (Thumbs up – Yes)
  - “Can there be a Papa Bear, Mama Bear and Baby Bear?” (Thumbs up – Yes)
  - “Do bears sit in chairs?” (Thumbs down – No)
  - “Do bears sleep in beds?” (Thumbs down – No)
  - “Do bears eat porridge for breakfast?” (Thumbs down – No)
  - “Do bears eat blueberries?” (Thumbs up – Yes)
  - “Do bears sometimes frighten people?” (Thumbs up – Yes)

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**Book #3: Ask Mr. Bear by Marjorie Flack, author and illustrator**

**First Reading of Ask Mr. Bear**
- Prepare to read the book, *Ask Mr. Bear*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover, name the animals they see, and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Pause after Mr. Bear whispers a secret in Danny’s ear and ask, “What do you think Mr. Bear whispered in Danny’s ear?” Accept all answers.
- Continue the story to the end.
- Follow up with questions such as, “Were your predictions about the secret Mr. Bear whispered in Danny’s ear correct?” “Why do you think the animals didn’t want to go with Danny to meet Mr. Bear?” “How do you think Danny’s mother felt about her birthday gift from Danny?”

**Second Reading of Ask Mr. Bear**
- Bring an unwrapped gift box to the group time area. Keep it hidden until the end of the story.
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to name each animal, the gift that animal wanted to give to Danny’s mother, and Danny’s reply.
- Show the empty gift box to children and ask, “Do you think Danny’s gift to his mother can be put in this box?” Allow children to explain their answers.
- Ask children questions such as, “What do you think might fit in the box?” “If you received a birthday gift in this box, what would you like it to be?”

**Third Reading of Ask Mr. Bear (Small Group)**
- Gather a small group of children, from three to five.
- Show cover, ask children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures and the print in the book.
- Follow up the third reading by showing the next to last two pages. Read the words on the page on the left.
- Invite children to help you read the page on the right.
• Run your finger under the print as you read each line. After reading a line, return your hand to the beginning of the next line. (This is called “return sweep.”)
• Read, “Is it an egg?” and invite children to “read”, “No, it isn’t an egg,” said Danny.
• Continue to the end of the page.
• Thank the children for helping you “read” the page.

Additional Benchmark: 3.5 Understands that print conveys a message

Fourth Reading of *Ask Mr. Bear* (Small Group)
• Gather a small group of children, from three to five.
• Show cover, ask children to recall the title. Give author and illustrator.
• Read the story so all children can see the pictures in the book.
• Follow up the fourth reading by involving children in the same process of “reading” the next to last page as you did in the third reading.
• Put your finger under the word “egg” and ask a child to find a word on the next line that “looks just like this one.”
• Assist a child who needs help with this activity.
• Repeat the process with the other duplicate words: pillow, cheese, blanket, milk, and cream.
• Say, “This word is Danny,” as you run your finger under the word on the third line.
• Ask children to help you find and count how many times the word “Danny” appears on the page. (5 times)
• Run your finger under the word each time as you and the children count 1, 2, 3, 4, 5.

Additional Benchmark: 3.7 Identifies letters and signs in the environment

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**A Pocket for Corduroy** by Don Freeman

*Bear Shadow* by Frank Asch

*The Biggest Bear* by Lynn Ward

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., illustrated by Eric Carle

*Corduroy* by Don Freeman

*Jesse Bear, Jesse Bear, What Will You Wear?* by Nancy White Carlstrom, illustrated by Bruce Degen

*Little Bear* by Else H. Minarik, illustrated by Maurice Sendak

*The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear* by Don and Audrey Wood

*Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr., illustrated by Eric Carle

*The Teddy Bear’s Picnic* by James Kennedy

*We’re Going on a Bear Hunt*, by Michael Rosen, illustrated by Helen Oxenbury
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Storytelling Figures: *Blueberries for Sal*
- Make either felt or magnetic storytelling figures for the story, *Blueberries for Sal*
- Use the figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures:
- Make either felt or magnetic storytelling figures for the following stories:  
  *The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear* 
  *Corduroy* 
  *We're Going on a Bear Hunt* 
  *The Three Bears* 
  *Ask Mr. Bear*
- Read the selected book to the children.
- Use the matching storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Clothesline Story: *Ask Mr. Bear*
- Tell the story, *Ask Mr. Bear*, as a clothesline story.
- Attach characters on the clothesline from left to right as they appear in the story.
- Tell the story and allow children to attach characters to the clothesline in order as they appear in the story.

Additional Benchmark: 3.14 Demonstrates the ability to order and sequence

Benchmarks: 5.3 Expands vocabulary
  5.8 Participates in group discussion

Activity: Discussing Bear Pictures (Small Group Activity)
- Gather a variety of pictures of real bears (not cartoon pictures), as many as you can find. (Because the pictures are to be used in a small group, some may be small). Locate pictures of brown, black and white (polar) bears, if possible.
- Allow children to look at the bears for a few minutes. Listen to their comments.
- Lead children in discussing the pictures: size of bears, different colors of bears, features such as claws, and shape of ears (round), for example.
- Involve children in discussing where bears live. Some live in the woods or forest. Polar bears live where there is ice. Some bears live in zoos.

Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)  
  5.5 Participates in songs, finger plays, rhyming activities and games
Teddy Bear Song or Chant
(Make appropriate motions to go with the rhyme)

Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, reach up high.
Teddy bear, teddy bear, touch the sky.

Teddy bear, teddy bear, bend down low.
Teddy bear, teddy bear, touch your toe.

Teddy bear, teddy bear, go upstairs.
Teddy bear, teddy bear, say your prayers.

Teddy bear, teddy bear, turn out the light.
Teddy bear, teddy bear, say goodnight.

The Bear Went Over the Mountain

The bear went over the mountain,
(walk in place, then fingertips together)
The bear went over the mountain,
The bear went over the mountain,
To see what he could see. (hands over eyes)

To see what he could see,
To see what he could see.

The other side of the mountain,
(walk in place, then fingertips together)
The other side of the mountain,
The other side of the mountain,
Was all that he could see! (hands out, palms up)

Hug, Hug, Hug Your Bear
(Sing to tune of Row, Row, Row Your Boat)

Hug, hug, hug your bear
Squeeze him very tight.
Hold him high
Help him fly.
Then hug with all your might.

We’re Going On A Bear Hunt (Action Story)

Let’s go on a bear hunt. (Tap hands on thighs like walking)
All right, let’s go.

Oh-oh, there’s long, wavy grass.
Can’t go over it,
Can’t go under it.
Let’s go through it.
Swishy swashy!
(Rub hands together like swishing through grass)
Swishy swashy! Swishy swashy!  
Oh-oh, there’s a deep, cold river.  
Can’t go over it,  
Can’t go under it.  
Let’s go through it.  
Splash, splosh, splash splosh, splash splosh!  
(Pretend to swim)

Oh – oh, there’s thick, oozy mud.  
Can’t go over it.  
Can’t go under it.  
Let’s go through it.  
Squelch, squerch!  
(Move hands up and down as though walking through mud)  
Squelch, squerch!  Squelch, squerch!

Oh – oh, there’s a big, dark forest.  
Can’t go over it.  
Can’t go under it.  
Let’s go through it.  
Stumble trip! Stumble trip! Stumble trip!

Oh, oh, there’s a swirling, whirling snowstorm.  
Can’t go over it.  
Can’t go under it.  
Let’s go through it.  
Hooo wooo! (Pretend to shiver)  
Hooo wooo!  
Hooo wooo!

Oh, oh, there’s a narrow, gloomy cave.  
Can’t go over it.  
Can’t go under it.  
Let’s go through it.  
Tip toe! Tip toe! Tip toe! (Tip toe fingers)

Oh, oh, I feel a shiny wet nose!  
I feel two furry ears!  
I see two big, big eyes.  
It’s a bear!  
(Retrace steps)  
Whew! We made it.  
Under the covers, safe in bed!

If I Met a Bear

If I went walking and met a bear,  
I’ll tell you right now that I wouldn’t care  
If his coat was brown, or black or white  
‘Cause I know that when I saw him  
He’d give me quite a fright!
I Like Bears
(Sing to tune of Are You Sleeping?)

I like brown bears, I like brown bears,
Yes, I do. Yes I do.
I really do like brown bears,
I really do like brown bears.
How about you? How about you?

I like black bears, I like black bears,
Yes, I do. Yes, I do.
I really do like black bears,
I really do like black bears.
How about you? How about you?

I like white bears, I like white bears,
Yes, I do. Yes, I do.
I really do like white bears,
I really do like white bears.
How about you? How about you?

We like white bears, we like brown bears,
And we like black bears, too.
We really like all kinds of bears,
We really like all kinds of bears.
Yes, we do! Yes, we do!

Teacher Note: Cut out enough bears for each child in the group. Have brown, black and white bears. Laminate or cover the bears with clear self-adhesive for durability. Give each child a bear and as you are singing the song, have the children hold up the appropriate bear.

Benchmarks:
3.10 Classifies objects by physical characteristics such as color or shape
3.13 Demonstrates one-to-one correspondence
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
3.22 Makes comparisons (scientific process: comparing)

Activity: How Many Counting Bears Do I Have?
- Gather a small group of children together. (four children)
- Have an assortment of red, yellow, blue, and green counting bears. Make sure that there is a different number of bears in each color. For example, eight red, seven green, five yellow and four blue bears.
- Give each child a different color of construction paper (yellow, blue, green, red)
- Give each child an assortment of counting bears
- Allow children time to play with the bears.
- Ask the children to put the bears back into a pile.
- Invite each child to take from the pile the bears that match their sheet of paper.
- Involve each child in counting the number of bears on his or her paper.
- Ask the children to state, by color, which group has “the most” bears and which has “the least bears.”
- Involve them in comparing all four groups (sets) as to more or less.
- Assist children in counting the bears when necessary.
- Review by asking each child to state the number of bears they have.
Teacher Note: Provide numeral cards that correspond to the number of counting bears each child has. Show the cards face up and ask each child to select the card that goes with the number of bears they have. Assist children who need help with numeral recognition.

Additional Benchmark: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Benchmark: 3:15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity: Find a Home for the Bears

- Gather a collection of counting bears and clean butter tubs.
- Label each tub with a numeral, from 1 to 5.
- Invite children to put the correct number of bears into each cave (tub)

Teacher Note: Put the corresponding number of dots on each tub if children do not yet recognize numerals.

Teacher Note: Add additional tubs with numerals from 6 to 10 when children are ready for this.

Teacher Note: Invite children to put the tubs in order from 1 to 5, or from 1 to 10.

Additional Benchmark: 3.14 Demonstrates the ability to order and sequence

Benchmark: 3.22 Makes comparisons (scientific process: comparing)

Activity: How Much Do These Bears Weigh?

- Place a balance scale and an assortment of stuffed bears on the Science/Discovery Table.
- Invite children to weigh the bears to determine which is the heaviest and which is the lightest.

Teacher Note: Add counting bears and challenge children to find out how many counting bears weigh the same as one of the stuffed bears. Help children understand how the balance scale works.

Benchmark: 3.22 Makes comparisons (scientific process: comparing)

Activity: Which Bear Is the Tallest?

- Provide rulers and an assortment of stuffed bears.
- Invite children to measure the bears to determine which is the tallest.
- Suggest that children line up the bears from shortest to tallest.

Benchmark: 3.11 Classifies objects conceptually (things that go together)

Activity: Bear Food Chart

- Divide a sheet of construction paper or a piece of card stock down the middle, vertically.
- Write at the top of the page: **Bear Food**
- At the top of the column on the left, write “Yes” and add a picture of a bear.
the top of the column on the right, write “No”.

- Provide pictures of things that bears might eat and pictures of food that only people eat. Bears eat grasses, fruits, berries, nuts, insects, and fish. Food that only people eat might be fried chicken, cheese, hamburgers, spaghetti, and cereal, for example.
- Explain to children that they are to put the things that bears eat in the “Yes” column with the picture of the bear and to put the things that bears don’t eat in the “No” column.
- Invite them to name the food items and put them in the correct column and explain why they placed the items in each column. If children say that people also eat fruits, berries, nuts, and fish, agree with them.

**Activity: Counting Blueberries**

- Place a small tin pail (bucket) and large blue stringing beads on the Science/Discovery table.
- Invite children to drop the beads into the bucket, counting them as they do.

**Benchmark: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)**

**Activity: Bear Fur**

- Collect pieces of fake fur fabric and store in a basket.
- Place the pieces of fur on the Science/Discovery table.
- Invite children to touch the fabric and discuss how it feels.

**Benchmarks: 4.2 Demonstrates health and personal care habits  
4.3 Tries new foods before deciding whether he/she likes them  
4.6 Coordinates eye-hand movements to complete task**

**Activity: Blueberry Delight**

- Provide frozen vanilla yogurt, blueberries (washed) in a bowl, a small bowl and spoon for each child, a spoon for the blueberries, and a large spoon or scoop for the yogurt.
- Guide each child to take two scoops of yogurt.
- Allow each child to add a spoonful of blueberries to the yogurt.
- Serve with animal crackers and enjoy.

**Teacher Note:** Allow the children to do as much of these food experiences as possible. **Teacher Note:** Teachers and children should always wash hands before participating in food experiences.

**Blueberry Muffins**

- Provide blueberry muffins for snack. Have pats of butter or margarine in a small bowl.
- Give each child a small plate, plastic knife, and a napkin.
- Allow each child to take a blueberry muffin from the serving plate.
- Ask children to use their knife and cut their muffin in half. Assist as needed.
- Pass the butter around the table and invite each child to take a pat and spread it on their muffin.
- Serve milk and enjoy the snack together.
- Invite children to discuss whether or not bears would like blueberry muffins.

**Teacher Note:** Allow the children to do as much of these food experiences as possible.
Teacher Note: Teachers and children should always wash hands before participating in a food experience.

Movement/Physical Education

Benchmarks: 3.17 Shows understanding of different relationships of objects in space (spatial relations)
4.11 Runs, jumps, hops and skips
4.12 Shows balance and coordination

Activity: Bears Moving Through the Forest
- Create an indoor or outdoor forest (obstacle course). Use cones or two-liter soda bottles weighted down with sand or gravel to represent trees. Tape the caps on the bottles to avoid spills.
- Explain to children that they are to be bears moving through the forest without touching the trees.
- Remind children that they are to stay away from their friends as they are walking.
- Establish a stop and go signal such as clapping your hands or striking a drum. Children are to freeze when they hear the signal.
- Say, “Can you walk slowly through the woods?”
- Observe children to make sure they are able to walk without hitting barriers.
- Sound the stop signal.
- Say, “Can you walk faster?”
- Sound the stop signal.
- Say, “Can you walk to your cave?” Children walk to carpet squares or to a designated place on the playground if this activity takes place outdoors.

Activity: Ask Mr. Bear Hop
- Recall with the children that in the book, Ask Mr. Bear, Danny, the hen and the goose all hopped along.
- Explain to children that they are going to practice hopping.
- Introduce hopping as follows:
  o “When you hop, you hold one leg off the floor and hop up and down on the other.
  o Can you hold one leg off the floor and hop up and down on the other? Now switch legs and hop on that one.”
- Allow children to practice hopping frequently. Keep practice brief.
- Practice hopping in space, then hopping from one spot to another.
Teacher Note:
- Children may have difficulty hopping because they lack the strength and balance to hold one leg in the air while hopping on the other.
- If children are having a difficult time hopping, try this:
  - Have them lean against a wall with one hand, lift one foot in the air and hop on the other foot.
  - Children must be able to hop before they can begin skipping, which is the most difficult motor skill to develop.

Learning Centers

Benchmark: 2.10 Explores and manipulates art media
Art
Activity: Bear Prints:
- Add bear cookie cutters to art center.
- Place black, brown and white tempera paint in three separate pans and invite children to use the cookie cutters to make bear prints.
- Discuss with children that it is hard to see the white prints on the white paper, just like it is hard to see the polar bears on the ice where they live.
- Add bear cookie cutters and play dough.

Activity: Bear Shape Rubbings:
- Cut out bear shapes from textured paper doilies, textured wallpaper, or sand paper.
- Tape these bears to the table.
- Invite the children to place a piece of thin white paper over the bears and to rub a crayon over the bears.
- Observe and listen to their comments as the bear shapes appear on their paper.

Additional Benchmark: 3.23 Shows awareness of cause-effect relationships
- Provide black, brown and white paint at the easel.

Block Center
- Add stuffed and vinyl bears to the block center.
- Add shoe boxes for caves

Library/Book Corner
- Add books about bears
- Place stuffed bears in the library area for children to read to.
- Add pictures that show bears (laminate or cover pictures with self stick adhesive)
- Place magnetic/felt and clothesline storytelling figures and a storyboard in the center.
<table>
<thead>
<tr>
<th>Benchmark: 2.1 Shows creativity and imagination in play with materials and props</th>
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<tbody>
<tr>
<td><strong>Home Living/Dramatic Play</strong></td>
</tr>
<tr>
<td>• Add the Three Bears prop box: 3 sizes of stuffed bears, 3 sizes of bowls, and 3 sizes of towels for beds.</td>
</tr>
<tr>
<td>• Add a tin pail.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Benchmark: 4.6 Coordinates eye and hand movements to complete tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manipulatives</strong></td>
</tr>
<tr>
<td>• Add bear puzzles</td>
</tr>
<tr>
<td>• Add counting bears with tongs (ice) and containers for the children to transfer the bears from one container to another.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Water table or tub</th>
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<tbody>
<tr>
<td>• Add counting bears and aquarium nets.</td>
</tr>
<tr>
<td>• Invite children to catch bears of one color with the net.</td>
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<tr>
<td>• Invite children to count the bears they catch.</td>
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<table>
<thead>
<tr>
<th>Sand table or tub</th>
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<tbody>
<tr>
<td>• Add counting bears to the sand table or tub.</td>
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<tr>
<td>• Provide sifters, containers, and large plastic tweezers.</td>
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<table>
<thead>
<tr>
<th>Science/Discovery</th>
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<tbody>
<tr>
<td>• Bear Fur: add pieces of fake fur fabric</td>
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<tr>
<th>Quiet Corner</th>
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<tbody>
<tr>
<td>• Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.</td>
</tr>
<tr>
<td>• Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.</td>
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<tr>
<td>• Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?</td>
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<tr>
<td>• Explain to children that the quiet corner is for one child at a time</td>
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<table>
<thead>
<tr>
<th>Activity: Matching Bears</th>
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<tbody>
<tr>
<td>• Make multiple sets of bear cards using different colors or poses of bear stickers on cardstock and laminate or cover with clear adhesive to preserve.</td>
</tr>
<tr>
<td>• Hold one complete set of the cards, place the other sets in a basket and allow the children to draw a card.</td>
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<tr>
<td>• Show the children one card and allow all the children holding the same card to choose a center or get their personal belongings and get ready to go home.</td>
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<thead>
<tr>
<th>Benchmark: 3.7 Identifies letters and signs in the environment</th>
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<tbody>
<tr>
<td><strong>Activity: Bear’s Letters</strong></td>
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<tr>
<td>• Place a set of magnetic letters in a basket or gift bag. Attach a picture of a bear with a label “Bear’s Letters.”</td>
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<tr>
<td>• Pull out one letter at a time and place on a magnet board or cookie sheet. Ask the children to stand if they have that letter in their name.</td>
</tr>
<tr>
<td>• Allow the children to tell the name of the letter and choose a center or get their personal belongings and get ready to go home.</td>
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</tbody>
</table>
Send home a note to parents stating for the next few days, the children will be learning about bears. Suggest some ways families can be involved in the topic of study:

- Collect pictures of bears and bring to the center.
- Include the titles and authors of some of the children’s books about bears. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home some of the songs and finger plays and suggest that the children and families say them together.
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<th>Weekly Plan Sheet</th>
<th>Week of</th>
<th>Topic of Study</th>
<th>Bears</th>
<th>Teacher(s)</th>
<th>Revised</th>
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<td>Introduction: Finding Out What Children Know About Bears – p. 2</td>
<td>First Reading of <em>Blueberries for Sal</em> – p. 3</td>
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<td></td>
<td>FP or Song: Teddy Bear Song – p. 8</td>
<td>FP or Song: The Bear Went Over the Mountain – p. 8</td>
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<td>Storytelling Figures: <em>Blueberries for Sal</em> - p 7</td>
<td>First Reading of <em>The Three Bears</em> – p. 4</td>
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<td>FP or Song: Hug, Hug, Hug Your Bear - p. 8</td>
<td>FP or Song: Teddy Bear Song – p. 8</td>
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<td>First Reading of <em>Ask Mr. Bear</em> - p. 5</td>
<td>Second Reading of <em>The Three Bears</em> – p. 4</td>
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<td>Clothesline Figures: <em>Ask Mr. Bear</em> – p. 7</td>
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<td>Second Reading of <em>Ask Mr. Bear</em> – p. 5</td>
<td>Conclusion: Finding Out What Children Have Learned About Bears – p. 2</td>
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<td>FP or Song: Hug, Hug, Hug Your Bear – p. 8</td>
<td>FP or Song: Teddy Bear Song – p. 8</td>
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**Changes to the Environment (Props, materials added to Centers)**

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<td></td>
<td>Sand – add counting bears, sifters, containers, and large plastic tweezers – p. 15</td>
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</table>
Characters to use with the book, Blueberries for Sal
Characters to use with the book, *Blueberries for Sal*
## Introduction

Children are familiar with many animals that live in the woods or in areas where there are lots of trees. Although some of the animals, such as squirrels and raccoons, may be seen in neighborhoods and in yards, they are considered to be wild animals. This topic of study will focus on these three wild animals: raccoons, squirrels and foxes. Other woods animals are included in some of the activities.

## Big Ideas

Here are four big ideas about raccoons, squirrels and foxes that you can help children explore:

- Raccoons, squirrels and foxes are wild animals that live in the woods.
- Raccoons and foxes are most active at night (they are nocturnal), while squirrels are active in the daytime.
- Each animal has distinctive physical characteristics.
- Animals in the woods eat a variety of things.

## Materials to Collect and Make

- Pictures of animals in the woods, especially raccoons, squirrels, foxes, possums, deer, owls, skunks, and woodland scenes (laminate or cover with clear adhesive to preserve)
- Children’s books about animals in the woods: *The Kissing Hand* by Audrey Penn, illustrated by Ruth E. Harper & Nancy M. Leak; *Hattie and the Fox* by Mem Fox, illustrated by Patricia Mullins; *Nuts to You* by Lois Ehlert
- Felt or Magnetic Board
- Locate at A Story a Month on the Arkansas Better Beginnings website: Storytelling figures (felt or magnetic) for the book, *Hattie and the Fox*; Storytelling figures (felt or magnetic) for the book, *The Kissing Hand*; Storytelling figures (felt or magnetic) for the book, *The Gingerbread Boy*
- “Night School” prop box: flashlight, pencils, crayons, paper, a name tag for each children, several children’s books, including *The Kissing Hand*
- Animals in the Woods cube (See Attachment: Animals in the Woods Cube and Concentration)
- Animals in the Woods concentration cards (See Attachment: Animals in the Woods Cube and Concentration)
Resources

• Check with your local library for the availability of children’s books.
• Children’s books can be purchased online, from school supply catalogs or local bookstores.
• Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website:
  ✓ A Story a Month – Hattie and the Fox (patterns for storytelling figures)
  ✓ A Story a Month – The Kissing Hand (patterns for storytelling figures)
  ✓ A Story a Month – The Gingerbread Boy (patterns for storytelling figures)
• Search websites or reference books for additional information and for pictures of animals in the woods.

Introducing and Concluding the Topic

Introduction: Finding Out What Children Know about Animals in the Woods

Benchmarks: 3.5 Understands that print conveys a message
5.8 Participates in group discussion

To introduce the topic of “animals in the woods” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

• Gather the children in a group. Say, “For the next few days we’re going to be learning about animals that live in the woods.”
• Write on chart paper, chalkboard or marker board the words “Animals in the Woods.”
• Invite children to tell you things they already know about animals that live in the woods. They may name certain animals, for example squirrels and deer. You may say, for example, “You may see these animals in your yard or near your house. But they are not pets and they do not live on farms. They are wild animals. You may have to ask questions to stimulate their thinking, questions such as, “Have you ever seen animals in trees?” “What animals did you see?”
• Make a list of all of the things children know about animals in the woods.
• Review the list with them and say, “You already know a lot of things about animals in the woods and we’ll find out even more. We’ll find out about squirrels, raccoons and foxes.”
• Keep the list until you have completed the topic of study.

Conclusion: Finding Out What Children Have Learned about Animals in the Woods

• Gather the children in a group at the conclusion of the study about wild animals in the woods.
• Write on chart paper, chalkboard or marker board, “Things We Learned about Animals in the Woods.”
• Invite children to tell you some things they have learned. You may have to ask prompt questions such as “Name some of the animals we might see in the woods.” Name the animals and ask, “What do you remember about each animal?”
• Make a list of all the things children learned about animals in the woods.
• Read the first list you made with the children. Then say, “Here are some new things you found out about animals in the woods” and read today’s list with the children.
**Benchmarks:** 3.1 Shows enjoyment of books and stories and discussion of them  
1.25 Identifies one’s own feelings

**Book #1** *The Kissing Hand* by Audrey Penn, illustrated by Ruth E. Harper and Nancy M. Leak

**First Reading** of *The Kissing Hand*
- Prepare to read the book, *The Kissing Hand*
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures)
- Ask children to look at the cover and ask if they know the name of the animals they see. If children do not know, identify the animals as raccoons.
- Invite children to look at the raccoons and describe them. (patch on face that looks like a mask, tail has black rings around it and a black tip, for example)
- Ask children to predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking questions such as, “How did Chester feel about going to school? “What were some things Chester’s mother said he would do at school?” “Are these some of the things you do at school?”
- Invite children to talk about some of their feelings during their first days at school.

**Teacher Note:** If you have pictures of “real” raccoons, show them to the children so they see more clearly the identifying markings and describe the features of the raccoon.

**Second Reading** of *The Kissing Hand*
- Show the cover, give title, author and illustrator.
- Invite children to recall the name of the animals on the cover.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing pictures of Chester and his mother with the moon behind them.
- Ask, “When is Chester going to school?” (night) “Why do you think Chester is going to school at night?” “How would you like to go to school at night?”
- Discuss with children that raccoons are **nocturnal**. This means they are most active at night.
- Invite children to discuss what they think raccoons do at night. (look for food, get into garbage cans, play)
- Ask children if they can think of people in certain jobs who are working throughout the night. (police officers, firefighters, nurses and doctors in hospitals, people who clean offices, grocery store clerks)

**Additional Benchmark:** 5.3 Expands vocabulary

**Third Reading** of *The Kissing Hand*
- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by asking children what Mrs. Raccoon did that made Chester feel better about going to school. “How do you think Chester is going to school at night?” “How would you like to go to school at night?”
- “How did Mrs. Raccoon feel when Chester gave her a kissing hand?” “How would you feel if someone in your family gave you a kissing hand?”

**Additional Benchmarks:** 1.25 Identifies one’s own feelings  
1.26 Expresses thoughts and feelings in words  
1.27 Identifies and understands others’ emotions and intentions
### Fourth Reading of *The Kissing Hand* (Small Group)
- Gather a small group of children (4 to 6) so all can see the smallest animals in the book.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by showing each page to the children and inviting them to locate and name each animal they see (butterfly, bird, ladybug, beetle, squirrel, woodpecker, mouse, skunk (in swing), dragonfly, frog, snail, possum, bee, turtle, rabbit, fox, spider, deer, and owl.)
- Make a list on a large sheet of paper all of the animals the children see in the book.
- Read the list back with the children, running your fingers under each word as you read it.
- Invite the children to “read” the words with you.

**Additional Benchmark: 3.5 Understands that print conveys a message.**

**Teacher Note:** Repeat this reading with small groups so all children have an opportunity to see and name all of the animals in the woods and help to make a list of them.

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### Book #2 *Hattie and the Fox* by Mem Fox, illustrated by Patricia Mullins

#### First Reading of *Hattie and the Fox*
- Prepare to read the book *Hattie and the Fox*
- Show the cover, give the title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)
- Explain that Hattie is the hen.
- Ask children what they think Hattie is looking at.
- Say, “Let’s read and find out.”
- Begin to read the story, pausing when Hattie says, “I can see a nose and two eyes in the bushes” and ask children what they think is in the bushes.
- Continue with the story to the end.
- Follow up by asking children if their predictions about who Hattie saw in the bushes were correct.
- Ask, “Which animal in the story do you think the fox was after?” (Hattie, the hen) “How did Hattie get away from the fox?” “Do you think the animals in the story were afraid of the fox?”
- Show page where cow says “Moo” and ask what happened to the fox?

**Additional Benchmarks: 3.2 Uses picture cues to tell a story  5.8 Participates in group discussion**
Third Reading of *Hattie and the Fox* (small group of 3 to 4 children)
- Show the cover, give the title, author and illustrator. Invite children to say what the author and the illustrator do.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reviewing the book with children as follows:
  - Show them the quotation marks and explain, "These are quotation marks. They show when someone in the story is saying something."
  - Read the first page and run your fingers under the words that Hattie says.
  - Repeat this procedure with all of the words that the animals say.
  - Invite children to help you “read” the words of each animal. For example, “Good grief!” said the goose.
- Thank the children for helping you read the story.

Additional Benchmark: 3.5 Understands that print conveys a message

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Book #3: *Nuts to You* by Lois Ehlert, author and illustrator

First Reading of *Nuts to You*.
- Prepare to read the book, *Nuts to You*.
- Refer to the pages titled “Squirrel Talk” at the end of the book for background information about squirrels.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Read the story so all children can see the pictures in the book.
- Follow up by asking questions such as, “Why do you think the name of the book is *Nuts to You*!” “What other things did the squirrel eat?” (seeds)
- Discuss with children that squirrels also eat corn, pine seeds (from pinecones), fruit.
- Ask children if they have ever seen a squirrel digging a hole in the ground. Why do you think they were digging a hole?” (hiding food for winter) “How do you think they find the nuts they have hidden?” (sense of smell)
- Ask additional questions such as “How do you think a squirrel is able to crawl up a wall or a tree?” (sharp claws)

Teacher Note: If you have a pinecone with just the core remaining, bring it in to show the children how the squirrels have eaten it.

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Second Reading of *Nuts to You*!
- Show children pictures of real squirrels. Invite them to describe things they notice about the squirrels. Children may notice shape of ears, that squirrel has whiskers and a bushy tail, and the color of the squirrels. Point to these features if children do not notice them and let children describe them.
- Invite children to discuss squirrels they have seen.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting children to say the rhyming words. For example, read, “See that squirrel in the tree? I think he’d rather live with ______. (me)

Additional Benchmarks: 5.5 Participates in songs, finger plays, rhyming activities and games
5.8 Participates in group discussion
### Additional Books

- *A Pocket Full of Kisses* by Audrey Penn
- *The Gingerbread Boy* by Paul Galdone
- *The Gingerbread Man* by Jim Aylesworth
- *Miss Suzy* by Miriam Young, Arnold Lobel
- *One Fine Day* by Nonny Hogrogian
- *Rabbits and Raindrops* by Jim Arnosky
- *Raccoon on His Own* by Jim Arnosky
- *Raccoons and Ripe Corn* by Jim Arnosky
- *Rosie’s Walk* by Pat Hutchins
- *Sassafras* by Audrey Penn
- *Squirrels* by Brian Wildsmith
- *Timothy Goes to School* by Rosemary Wells

### Language Materials and Activities

#### Storytelling Figures: *Hattie and the Fox*
- Make felt or magnetic story figures for the book, *Hattie and the Fox*.
- Use the figures and a felt or magnetic board to tell the story to the children.
- Tell the children that the story figures and board will be placed in the book area.
- Review with the children the correct way to use the story figures. For example:
  - Two children at a time use the figures to tell the story.
  - Keep the figures on the board or in the storage bag/folder.
- Spend time in the library/book area helping children use the story figures correctly.

#### Storytelling Figures: *The Kissing Hand*
- Make either felt or magnetic storytelling figures for the book, *The Kissing Hand*.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

#### Storytelling Figures: *The Gingerbread Boy*
- Read the book (if available) before using the storytelling figures to tell the story.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.
**Benchmarks:** 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
5.5 Participates in songs, finger plays, rhyming activities and games

**Walking Through the Woods**

I went walking through the woods one day,
And what did I see coming my way?
I saw a squirrel with a bushy bushy tail,
Hiding some nuts all along the trail.

I went walking through the woods one day,
And what did I see coming my way?
I saw a fox and his tail was so long,
That's all I saw 'cause I was soon gone.

I went walking through the woods one night.
What did I see that gave me a fright?
I saw a raccoon with a mask on his face.
I turned and I ran to a safe place.

**Whisky Frisky**

Whisky Frisky, hippity-hop  
Up he goes to the treetop!  
Whirly, twirly, round and round  
Down he scampers to the ground.

Furly, curly, what a tail,  
Tall as a feather, broad as a sail!  
Where's his supper? In the shell,  
Snappity, crackity, out it fell.

**Gray Squirrel**
(Suit actions to words)

Gray squirrel, gray squirrel,  
Swish your bushy tail.  
Gray squirrel, gray squirrel,  
Swish your bushy tail.

Wrinkle up your little nose,  
Hold a nut between your toes,  
Gray squirrel, gray squirrel,  
Swish your bushy tail.

**I See Three**
(Hold up 3 fingers as you say the rhyme)

I see three – one – two – three  
Three little foxes  
Jumping over boxes.

I see three – one – two – three  
Three little squirrels  
Their tails are making whirls.
I see three – one – two- three
Three little raccoons
Playing lively tunes.

**Nuts for Breakfast**

A squirrel from his tree house
Poked out his head.
"It's time for my breakfast"
He loudly said.

So he ran down the tree trunk
And scampered all around
His bushy tail was waving,
His nose was to the ground.

He found the nuts he's buried,
First one, then two, then three.
He had them for his breakfast,
Then climbed back up the tree.

**Animal Watch**

When the sun was bright one summer day,
I watched three squirrels come out to play.

Just about dark when I could hardly see,
A sly old fox was looking at me.

By the light of the big full moon,
A saw a baby and her Mother Raccoon.

**Benchmark: 5.4 Recognizes and identifies by name most common objects and pictures**

**Activity: Animals in the Woods Cube**

- Make a “Animals in the Woods” cube as follows:
  - Carefully fill an empty cube shaped tissue box with crumpled newspapers.
  - Use several sheets of paper because this will make your cube more durable.
  - Cover the cube with colored paper.
  - Color, cut apart and glue one animal per side to the cube: raccoon, squirrel, fox, possum, owl and skunk. See attachment.
- Help the children name all of the animals on the cube.
- Ask a child to toss the cube and name the animal.
- Continue with each child having a turn to toss the cube.
- Involve children in discussing what they know about each animal.

**Teacher Note:** Involve the children in this activity after reading the book, *The Kissing Hand*. All of these animals appear in the book.
Benchmark 3.4 Demonstrates visual discrimination and visual memory skills

Activity: Animals in the Woods Concentration

- Make pairs of animals in the woods cards: raccoon, squirrel, fox, possum, owl, and skunk. Laminate or cover the cards with clear adhesive for durability. See attachment.
- Gather a small group of children to play the game.
- Place the cards face up, show to children and have them name the animals.
- Turn the cards over and mix them up.
- Explain to children that they will each have a turn turning over a card, naming the animal, and trying to find the matching card. Demonstrate if necessary.
- Give each child a turn.
- Continue playing the game as long as the children remain interested.

Teacher Note: Remember that the object of the game is for children to develop visual discrimination and visual memory skills and that there are to be no winners or losers.

Teacher Note: Allow the children to play the game independently.

Benchmarks: 3.10 Classifies objects by physical features such as shape or color
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

Activity: Feed the Squirrels and Raccoons

- Provide pictures of two types of nuts that are quite different in appearance and two containers such as baskets.
- Label one basket Nuts for Squirrels and one basket Nuts for Raccoons. Add a picture of each animal to the appropriate basket.
- Involve children in looking at a picture of each of the types of nuts and discussing how they are different.
- Allow children to decide which animal likes which type of nut the best and to put those pictures in that animal’s basket. (There is no right or wrong way to do this.)
- Invite children to count the pictures in each basket and decide which animal gets the most nuts and which animal gets the least.

Teacher Note: Have an uneven number of cards so that there can be more of one type of nut and less of the other. Provide as many cards as your children can count.

Teacher Note: Because so many children are allergic to nuts, pictures of nuts are used instead of real nuts.
Benchmarks:  
1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message
3.15 Demonstrates an understanding of number (how many) numeral (3 is a numeral) relationship

Activity: Favorite Animal in the Woods Graph
- Provide a choice of three animals found in the woods (squirrel, fox and raccoon for example)
- Prepare a graph with columns for each animal. Use a picture or drawing of the animal with the word written on it
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose the animal they like best.
- Invite each child to choose which animal is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each animal.

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<td>5</td>
<td>Jonathan</td>
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<td>James</td>
<td>Trude</td>
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<td>3</td>
<td>Kennedy</td>
<td>Maria</td>
</tr>
<tr>
<td>2</td>
<td>Sam</td>
<td>Trude</td>
</tr>
<tr>
<td>1</td>
<td>Ashley</td>
<td>Elizabeth</td>
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- Write a summary story

Our Favorite Animal in the Woods

Five children like squirrels best. Three children like foxes the best. Four children like raccoons the best.

Activity: Squirrel Watching
- Take the children outside for a walk in an area where there are trees and squirrels may be found.
- Ask children to walk quietly and watch for squirrels.
- Return to the room and invite children to tell if they saw squirrels, where the squirrels were, and what they thought the squirrels were doing.
- Record this on a chart and read it back to them.
- Allow children to draw what they saw on the chart paper.

Additional Benchmark: 3.5 Understands that print conveys a message
### Food/Nutrition Experience

**Benchmarks:**
- 4.2 Demonstrates health and personal care habits
- 4.3 Tries new foods before deciding whether he/she likes them
- 4.6 Coordinates eye-hand movements to complete task

**Activity: Frozen Mini Corn on the Cob**
- Adults prepare the mini corn on the cobs according to package directions.
- Let cool for a few minutes.
- While warm (NOT HOT) give each child a spoonful of margarine and a plastic knife with an ear of corn on a plate.
- Supervise the children as they spread the margarine on their ear of corn.
- Talk with the children about how raccoons, squirrels and deer love to eat corn.

**Activity: Trail Mix**
- Gather the following: different kinds of whole-grain cereal squares, toasted oat cereal and pretzel sticks. Place each in a separate bowl.
- Allow each child to put a scoop of each food item into his or her bowl.
- Serve the trail mix with juice.

**Teacher Note:** Allow the children to do as much of the food experience as possible. 
**Teacher Note:** Adults and children should always wash hands before doing food experience.

### Movement/Physical Education

**Benchmark:** 4.12 Shows balance and coordination

**Activity: Walk on a Balance Beam**
- Show pictures of squirrels climbing trees. Explain to children that squirrels and raccoons use their tails for balance as they climb trees.
- Tell children that they can use their arms to help balance themselves.
- Begin with balance beams placed only slightly above floor level.
- Involve children in walking on a low balance beam or on a 6-foot strip of tape on the floor if a balance beam is not available.
- Allow only one child at a time to walk on the beam or tape.
- Have children step up on one end of the balance beam.
- Tell children, “Walk across the balance beam just like you would walk across the floor.” Say, “Step with one foot, now step with the other foot.” Say, “Hold your arms straight out to your side.”
- Hold the hand of a child who may need this support.
- Allow children many opportunities to practice walking across the board until they have gained the skills and confidence to move to a higher board.
- Be aware that children will vary in their development of this skill.
- Vary the difficulty of the skill according to the development of the child. Some may be able to walk sideways or backward on the beam.

**Teacher Note:** Modify this activity for children who may be having difficulty balancing on a beam. For example, have them balance on a taped line on the floor or on a chalk line on the sidewalk outdoors.
**Benchmarks:** 2.10 Explores and manipulates art media  
2.12 Preplans art project and then works with care

**Art**

**Activity: Animals in the Woods Mural**
- Tape a long sheet of butcher paper to the wall.
- Gather children around and invite them to help create a woods scene. Talk with them about what they would see if they went walking in the woods. (trees and animals, for example) What animals might they see?
- Let children know that they can work on the woods scene all week.
- Label the paper: **Animals in the Woods**. Explain that they can use crayons, markers and pencils to draw on the paper. They can draw pictures and cut them out and glue them to the paper. They can find pictures of trees and animals, cut them out and glue them to the paper. Allow the children to create their own woodlands scene without providing pre-drawn patterns or directions as to what to make. If they add animals that may not be found in the woods, this is okay. Allow the creation to belong to the children.
- Add cookie cutters of animals in the woods to use with play dough.

**Block Center**
- Add small pine branches.
- Add vinyl animals that live in the woods.

**Library/Book Corner**
- Add books about animals in the woods
- Add pictures that show animals in the woods. (laminate or cover pictures with self stick adhesive)
- Add felt/magnetic story figures and felt or magnetic board.

**Teacher Note:** Consider alternating the felt/magnetic story figures rather than putting all of the story figures in the library area at one time.

**Benchmark: 2.1 Shows creativity and imagination in play with materials and props**

**Home Living/Dramatic Play**
- Make a “Night School” prop box to add to the home living area. Include a flashlight, pencils, crayons, paper, a name tag for each child, and several children’s books. Make sure to include *The Kissing Hand*. Post a sign in the center that says **Night School**.

**Manipulatives**
- Add animals in the woods puzzles

**Water table or tub**
- Add vinyl woods animals to the water table or tub
<table>
<thead>
<tr>
<th>Sand table or tub</th>
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<tr>
<td>- Add deer corn, scoops and containers to the sand table or tub</td>
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<td>- Add corn cob bedding (available at pet stores), scoops and containers to the sand table or tub</td>
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<tr>
<th>Science/Discovery</th>
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<tr>
<td>- Add numeral cards and baskets</td>
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<tr>
<th>Quiet Corner</th>
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<tbody>
<tr>
<td>- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.</td>
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<tr>
<td>- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.</td>
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<td>- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?</td>
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<td>- Explain to children that the quiet corner is for one child at a time</td>
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**Benchmark: 3.4 Demonstrates visual discrimination and visual memory skills**

**Activity: Which Animal Is Missing?**
- Place pictures of four woods animals on the floor. |
- Invite children to name them. |
- Ask children to close their eyes while you remove one of the pictures. |
- Ask children to open their eyes and ask the selected child to name the animal that is missing. That child transitions to the next activity. |
- Continue with this activity, giving each child a turn.

**Activity: Woods Animal Cube**
- Give each child a turn to toss the woods animals cube. |
- Ask child to name the animal on top of the cube, name the animal, and go to the next activity. |
- Continue with this activity, giving each child a turn.

**Benchmark: 3.7 Identifies letters and signs in the environment**

**Activity: Kissing Hand Name Tags**
- Make a kissing hand for each child and add the child’s name in the center of the hand. |
- Show the kissing hands, one at a time, and invite children to identify their names and go to the next activity.

**Family Activities**
- Send home a note to parents stating for the next few days, the children will be learning about animals in the woods. |
- Suggest some ways families can be involved in the topic of study: |
  - Collect items such as pictures of animals in the woods. |
  - Include the titles and authors of some of the children’s books about woods animals. Suggest that they look for these books in the local library, check them out and read them with their child. |
  - Send home directions for making the Woods Animals cube with suggestions for how families can use the cube with their children. |
  - Send home *The Kissing Hand* activity sheets from The Family Connection. (See pages 14 and 15: The Classroom Connection and The Family Connection)
THE CLASSROOM CONNECTION
Activity #2
“Reading a Story: The Kissing Hand”

Remember your first days at preschool or kindergarten. Did you feel lonely or afraid when your family left? We understand these feelings in the children in our classroom; so we plan activities to help children make the transition from home to a new setting.

Here are some things we do to make it easier for children to separate from their families.

- We read the book, “The Kissing Hand” by Audrey Penn, as new children enter our classroom.

  This is a story about Chester Raccoon. Chester is going to school for the first time and is afraid. His mother shares a family secret with him to help him feel less afraid. She places a kiss in the palm of his hand. She tells him when his is lonely, he is to press his hand to his face and remember that she loves him. Just before Chester goes to school, he gives his mother a “kissing hand” so she can know he loves her too.

- We read and discuss the book several times.

- We invite children to talk about some of their feelings during their first days at school.

- We trace an outline of each child’s hand and help the child cut it out.

- We send the “kissing hand” activity home with each child to share with his/her family.

See The Family Connection Activity #2 to get ideas for making your child’s “kissing hand” special.

This is what happens when children can easily separate from their families.

- Children enjoy their classroom experiences.

- Children are better able to concentrate on classroom activities.

- Children help their families feel good about leaving their children with us.
THE FAMILY CONNECTION

Activity #2
“Reading a Story: The Kissing Hand”

You will need: Crayons
An outline of your child’s hand that has been sent home by
your child’s teacher or that you have traced on paper or
poster board

Try This!

• Invite your child to recall the events in the book, The Kissing Hand by Audrey
Penn. Use his/her hand outline as a reminder.

• Help your child decide how to make his/her “kissing hand” special. Here are
some suggestions:
  o Give the hand a simple kiss. That’s what Chester Raccoon and his
    mother did. (Lipstick makes the kiss show!)
  o Add a heart drawing or heart sticker.
  o Glue a family photo to the hand.
  o Write the words “I love you” on the hand.
  o Have each family member “autograph” the hand.

• Encourage your child to take his/her special “kissing hand” back to school for
sharing or for comfort.
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**Changes to the Environment (Props, materials added to Centers)**

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Animals in the Woods Cube and Concentration

Fox

Possum

Owl

Raccoon

Skunk

Squirrel
### Introduction

Preschool children are fascinated by jungle animals. They enjoy books and songs about them. Many have seen jungle animals on television and in movies. Some children have seen jungle animals when they visited a zoo. While giraffes, elephants and monkeys will be highlighted in this study, children will also be introduced to other animals such as lions, chimpanzees, zebras, crocodiles, and rhinoceroses.

### Big Ideas

Here are three big ideas about animals in the jungle you can help children explore:

- Elephants, monkeys and giraffes are wild animals that live in the jungle.
- Jungle animals sometimes live in zoos.
- Each jungle animal has distinctive physical characteristics.

### Materials to Collect and Make

- Pictures of "real" jungle animals: elephant, giraffe, monkey, zebra, lion, leopard, chimpanzee, hippopotamus, rhinoceros, gorilla, (not cartoon pictures). Laminate or cover with contact paper for durability.
- Storytelling figures (felt or magnetic) for the book, *Caps for Sale*. Locate at A Story a Month on the Arkansas Better Beginnings website.
- Safari Prop Box
- 10 (felt or magnetic) monkeys, each with numeral from 1 to 10 on chest, (felt or magnetic) bananas (See Attachments: Teasing Mr. Crocodile and Hungry Monkeys for monkey patterns)
- 5 (felt or magnetic) monkeys and a bed (See Attachment: Five Little Monkeys for bed pattern, monkeys are interchangeable)
- 5 (felt or magnetic) monkeys, a tree and a crocodile (See Attachment: Teasing Mr. Crocodile patterns, monkeys are interchangeable, or use monkeys and tree from storytelling figures for Caps for Sale)
- Felt or magnetic figures of jungle animals (real pictures or from patterns)
- Jungle Safari prop box: jungle animals (stuffed or vinyl), safari hat, binoculars, camera, backpack, portable phones or walkie-talkies, pictures of jungle animals, notepad and paper
### Resources

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website:
  - A Story a Month – Caps for Sale (patterns for storytelling figures)
- Search websites or reference books for additional information and for pictures of jungle animals.

### Introducing and Concluding the Topic

#### Introduction: Finding Out What Children Know About Animals in the Jungle

**Benchmarks:**
- 3.5 Understands that print conveys a message
- 5.8 Participates in group discussion

To introduce the topic of “Animals in the Jungle” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about animals in the jungle.”
- Write on chart paper, chalkboard or marker board the words “Animals in the Jungle.”
- Invite children to tell you things they already know about animals in the jungle. You may have to ask questions to stimulate their thinking, questions such as, “What kind of animal do you think live in a jungle?” “Have you ever seen any of these animals?” “Where did you see them?”
- Make a list of all of the things children know about animals in the jungle.
- Review the list with them and say, “You already know a lot of things about animals in the jungle and we’ll find out even more. We’ll be learning about monkeys, giraffes, elephants and many more animals in the jungle”
- Keep the list until you have completed the topic of study.

**Teacher note:** While the focus will be on monkeys, elephants and giraffes other animals will be introduced.

#### Conclusion: Finding Out What Children Have Learned About Animals in the Jungle

- Gather the children in a group at the conclusion of the study about animals in the jungle.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Animals in the Jungle.”
- Invite children to tell you some things they have learned about animals in the jungle. You may have to ask prompt questions such as “What are the names of some of the animals in the jungle we learned about?” “Which animals were really big?” “What can you tell us about how some of the animals looked?”
- Make a list of all the things children learned about animals in the jungle.
- Read the first list you made with the children. Then say, “Here are some new things you found out about animals in the jungle” and read today’s list with the children.
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: *Rumble in the Jungle*, by Giles Andreae, author, illustrated by David Wajtowycz

First Reading of *Rumble in the Jungle*
- Prepare to read the book, *Rumble in the Jungle*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to tell you what they think the word rumble means? What is a jungle? Accept all answers.
- Say, “Let’s find out about this rumble in the jungle.”
- Read the story so all children can see the pictures in the book.
- Follow up by reading the first page and asking questions such as, “Which animal do you think was sweet and kind?” “Which animal do you think is the most frightening; the animal that scared you the most?” “Which is your favorite animal?”

Second Reading of *Rumble in the Jungle*
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by going back through the book, showing pictures and helping children understand the meaning of some unfamiliar words such as leopard’s *lair* (resting place), boa constrictor’s *prey* (animals that the boa hunts to eat), *gangly* giraffe (tall, thin, moves awkwardly, is clumsy), hippos *mooch* in the mud (get food), crocodile *chomping* (bites down on), *ravenous* rhino (very, very hungry), lions *den* (resting place), *ferocious* gorilla (scary).

Additional Benchmark: 5.3 Expands vocabulary

Third Reading of *Rumble in the Jungle*
- Show cover. Ask children to recall the title of the book. Give the author and illustrator and invite children to tell you what each does.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading the story again, inviting children to help you fill in some of the rhyming words. For example, read the chimpanzee pages and pause before the last word. “We munch each other’s _____.” (fleas)
- Continue with this through the end of the story.

Additional Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

Fourth Reading of *Rumble in the Jungle* (Small Group)
- Show cover and involve children in giving the title and discussing author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by reviewing each page as follows:
  - Run your fingers under the name of the animal on a page and invite children to “read” the word.
  - Read the verses after children “read” the name of the animals.
- Invite children to help you fill in some of the rhyming words just as in the Third Reading.
- Thank children for helping you “read” the story.

Additional Benchmark: 3.7 Identifies letters and signs in the environment
### Book #2: *Giraffes Can’t Dance*, by Giles Andreae, illustrated by Guy Parker-Rees

#### First Reading of *Giraffes Can’t Dance*
- Prepare to read the book, *Giraffes Can’t Dance*
- Invite children to tell you what they know about giraffes. Ask questions such as, “Did you ever see a giraffe?” “What are some things you noticed about the giraffe?” “How tall do you think a giraffe might be?”
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they think giraffes can or can’t dance and to explain their answers.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as, “Were you right? Could Gerald the giraffe dance?” How do you think Gerald felt when the other animals called him clumsy and weird?” “How do you think Gerald felt when he danced and the animals said, ‘Gerald’s the best dancer that we’ve ever seen’” “Have children ever called you names that made you sad?”

#### Additional Benchmarks: 1.25 Identifies one’s own feelings  
1.26 Expresses thoughts and feelings in words  
1.27 Identifies and understands others’ emotions and intentions

#### Second Reading of *Giraffes Can’t Dance*
- Prepare to read the book, *Giraffes Can’t Dance*
- Invite children to recall the name of the book. Give author and illustrator and invite children to discuss what each does.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and inviting children to describe what is happening on that page. For example, show the first page ask them to describe Gerald. On the next pages, ask what Gerald is good at and what happens when he tries to dance. Continue with children recalling the story as they look at the pictures.

#### Third Reading of *Giraffes Can’t Dance* (Small Group)
- Gather a small group of children (four to five)
- Show cover, invite children to recall the name of the book. Give author and illustrator and invite children to discuss what each does.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing the pages and invite children to name the animals they see.

#### Teacher Note: Repeat this activity with other small groups so that all children have an opportunity to see the pictures of the animals up close and name them.

### Book #3: *Caps for Sale* by Esphyr Slobodkina, author and illustrator

#### First Reading of *Caps for Sale*
- Prepare to read the book, *Caps for Sale*
- Wear a checked cap as children come to story time.
- Engage children in a short discussion about the cap. For example, it is a checked cap. Is anyone wearing an article of clothing with checks? Ask if they have seen anyone wearing a cap like this.
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what story is about.
• Read from the cover, pointing to the words, “A Tale of a Peddler, Some Monkeys and Their Monkey Business.”
• Ask children if they know who a peddler is. Explain that a peddler is a person who travels from place to place selling things. This peddler is selling caps.
• Ask children what they think monkey business means. Accept all answers.
• Say, “Let’s read and find out more about the peddler, the monkeys and their monkey business.”
• Read the story so all children can see the pictures in the book.
• Begin to read the story to children, pausing at the end of the page where the peddler looks for his caps and cannot find them.
• Ask questions such as, “What do you think happened to the peddler’s caps?” “How do you think he felt when he couldn’t find his caps?”
• Read the next page that asks, “and what do you think he saw?” Invite the children to predict what he saw in the tree.
• Continue with the story to the end.
• Follow up by asking questions about the story such as, “What did you like best about the story?” “Was there anything in the book that surprised you?” “How did the peddler feel when the monkeys wouldn’t give his caps back to him?” (angry) “How did the peddler finally get his caps back?”

Second Reading of Caps for Sale
• Prepare to read the story, Caps for Sale.
• Ask children to recall who a peddler is and what he is selling.
• Show cover, give title, author and illustrator.
• Read the story so all children can see the pictures in the book.
• Follow up the second reading by asking questions that relate to the children’s own experiences. For example, “If you needed a new cap, what would you do?” “Where would you go to get a new cap?” “The peddler was selling his caps for 50 cents. How much do you think you would have to pay for your cap?” “How would you feel if someone took your cap while you were sleeping?” “Where would you wear a cap like this?”

Third Reading of Caps for Sale (Small Group)
• Gather a small group of children (four or five)
• Show cover and invite children to recall the title of the book. Discuss with them that Esphyr Slobodkina is both the author and illustrator of the book.
• Read the story so all children can see the pictures in the book.
• Follow up the third reading by inviting children to retell the story in their own words.

Teacher Note: Repeat this activity with other small groups so all children have an opportunity to be involved in the retelling of the story. As children retell stories, they must remember details such as the characters, setting and order of events. They have to interpret how the characters feel, speak and act.

Additional Books

Crocodile Beat by Gail Jorgensen, illustrated by Patricia Mullins

Does a Kangaroo Have a Mother, Too? By Eric Carle

Elmer by David McKee

Five Little Monkeys Jumping on the Bed by Eileen Christelow

Five Little Monkeys Sitting in a Tree by Eileen Christelow
Five Little Monkeys with Nothing to Do by Eileen Christelow

From Head to Toe by Eric Carle

Leo the Late Bloomer by Robert Kraus, illustrated by Jose Aruego

Seven Blind Mice by Ed Young

Slowly, Slowly, Slowly Said The Sloth by Eric Carle

Who Is the Beast? By Keith Baker

**Benchmark:** 3.1 Shows enjoyment of books and stories and discussion of them

**Storytelling Figures:** *Caps for Sale*
- Make felt or magnetic story figures for the book, *Caps for Sale*
- Use the figures and a felt or magnetic board to tell the story to the children
- Tell the children that the story figures and board will be placed in the book area.
- Review with the children the correct way to use the story figures. For example: Two children at a time use the figures to tell the story. Keep figures on the board or in the storage bag/folder
- Spend time in the library/book area helping children use the story figures correctly.

**Benchmarks:**
- 3.1 Shows enjoyment of books and stories and discussion of them
- 3.5 Understands that print conveys a message
- 3.7 Identifies letters and signs in the environment
- 5.8 Participates in group discussion

**Take a Listening Walk**
- Read the book, *Giraffes Can’t Dance*, before going on the walk.
- Discuss the sounds Gerald heard in the jungle: grass and trees swaying, cricket playing the violin.
- Explain to children that they are going on a listening walk. “This means you will need to be really quiet so you can hear all the sounds on your walk.”
- Ask children to predict what they might hear on their listening walk.
- Take a walk around the playground, the neighborhood, or the school grounds.
- Return to the classroom and guide children to discuss things they heard on their walk. Ask if their predictions were correct about what they might hear.
- Summarize and record what the children say.
- Invite children to help you read back the list. Run your hands under each word as you and the children read it together.

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<th>Things We Heard on Our Walk</th>
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</tr>
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<td>Birds</td>
</tr>
<tr>
<td>Cars</td>
</tr>
<tr>
<td>Airplane</td>
</tr>
<tr>
<td>Children</td>
</tr>
</tbody>
</table>

**Teacher Note:** You have just involved the children in a Shared Writing experience in which you and the children worked together to write a list of things heard on the walk.
We're Going on a Safari
(Show pictures in the book, *Rumble in the Jungle*, as you and children say rhyme)

I'm going on a safari.
What do I see?
I see a swinging chimpanzee
Looking at me.

Swinging chimpanzee, swinging chimpanzee
What do you see?
I see a roaring lion
Looking at me.

Roaring lion, roaring lion
What do you see?
I see a big elephant
Looking at me.

Big elephant, big elephant
What do you see?
I see a striped zebra
Looking at me.

Striped zebra, striped zebra
What do you see?
I'll see a gangly giraffe
Looking at me.

Gangly giraffe, gangly giraffe.
What do you see?
I see a happy hippo
Looking at me.

Happy hippo, happy hippo
What do you see?
I see a chomping crocodile
Looking at me.

Chomping crocodile, chomping crocodile
What do you see?
I see a big strong rhinoceros
Looking at me.

Big strong rhinoceros, big strong rhinoceros
What do you see?
I see a scary gorilla
Looking at me.

Scary gorilla, scary gorilla
What do you see?
I see a hungry leopard  
Looking at me.

Hungry leopard, hungry leopard  
What do you see?  
I see a terrible tiger  
Looking at me.

Terrible tiger, terrible tiger  
What do you see?  
I see lots of wild animals  
Looking at me.

**Teacher Note:** Before doing this activity with the children, discuss with them what it means to go on a safari. Explain that sometimes people go to jungle areas to spot wild animals and to take pictures of them. They ride in jeeps looking for animals. They may use binoculars to spot the animals and cameras to take pictures of them. They sleep in tents. Make sure children understand that the people on the safari are not there to shoot animals.

**Teacher Note:** Invite children to create actions to go with the different animals. For example, pretend to swing from trees like chimpanzee, make roaring noise like lion, put two hands together in front of you and swing them like an elephant’s trunk.

**Teacher Note:** Show picture of each animal as it is introduced.

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**Benchmarks:** 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)  
5.5 Participates in songs, finger plays, rhyming activities and games

**The Giraffe**

I went walking one sunny day  
And guess what I saw coming my way?

I saw an animal walking toward me  
Eating leaves off the top of a tree.

He had the longest neck I’ve ever seen  
As he ate the leaves that were so very green.

This animal was oh so tall  
With legs so thin I thought he might fall.

This strange looking animal was a sight to behold.  
This very tall animal was a giraffe, I’m told.
### Five Little Monkeys

- **Five little monkeys jumping on the bed**  (hold up five fingers)
- **One fell off and bumped his head.**  (rub head)
- **Mamma called the doctor and the doctor said**  (pretend to make telephone call)
- **“No more monkeys jumping on the bed!”**  (shake finger as if scolding)

- **Four little monkeys jumping on the bed**  (hold up four fingers)
- **One fell off and bumped his head.**  (rub head)
- **Mamma called the doctor and the doctor said,**  (pretend to make telephone call)
- **“No more monkeys jumping on the bed!”**  (shake finger as if scolding)

- **Three little monkeys jumping on the bed**  (hold up three fingers)
- **One fell off and bumped his head.**  (rub head)
- **Mama called the doctor and the doctor said,**  (pretend to make telephone call)
- **“No more monkeys jumping on the bed!”**  (shake fingers as if scolding)

- **Two little monkeys jumping on the bed**  (hold up two fingers)
- **One fell off and bumped his head.**  (rub head)
- **Mama called the doctor and the doctor said,**  (pretend to make telephone call)
- **“No more monkeys jumping on the bed!”**

- **One little monkey jumping on the bed**  (hold up one finger)
- **He fell off and bumped his head.**  (rub head)
- **Mama called the doctor and the doctor said,**  (pretend to make telephone call)
- **“No more monkeys jumping on the bed!”**

**Teacher Note:** Make five felt or magnetic monkeys and a bed. Place the bed on the felt or magnetic board and the monkeys on the bed. Remove one monkey as each verse is recited.

### Teasing Mr. Crocodile

- **Five little monkeys sitting in a tree**  (hold up five fingers)
- **Teasing Mr. Crocodile,**  (put elbows together & clap hands together, making the motion of crocodile's jaws snapping shut)
- **“You can’t catch me! You can’t catch me!”**

**Along came Mr. Crocodile, quiet as can be.**
- **Chomp!**

**Additional verses as with Five Little Monkeys:**
- Four little monkeys....
- Three little monkeys....
- Three little monkeys....
- Two little monkeys...
- One little monkey...

**Teacher Note:** Make five (felt or magnetic) monkeys, a tree and a crocodile. Place the tree on the felt or magnetic board and the monkeys on the tree. Place the crocodile below the tree. Remove one monkey as each verse is recited.

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Adventures in Learning - #8 Animals
Animals in the Jungle - Revised
One Elephant

- Children sit in circle.
- Select one child (leader for the day) to be elephant. Child makes a trunk by extending arms in front of body, putting palms together.
- First elephant walks around the circle while the group sings the song.
- When the group sings, “called for another elephant to come,” the first child chooses another to join her and become an elephant.
- Continue the song until all children have joined the elephant parade.

```
One elephant went out to play,
Out on a spider's web one day.
He had such enormous fun,
He called for another elephant to come.
```

Additional verses, adding a number as another child joins the elephants.

```
Two elephants went out to play....
Three elephants went out to play....
```

**Trainer Note:** The three preceding activities support the following Benchmark:

**Benchmark:** 3.16 Demonstrates an understanding of addition and subtraction using manipulatives

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**Miss Mary Mack**

(Sing or chant and make motions to go with words)

```
Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With silver buttons, buttons, buttons,
All down her back, back, back.
```

```
She asked her mother, mother, mother
For fifty cents, cents, cents,
To see the elephants, elephants, elephants
Jump the fence, fence, fence.
```

```
They jumped so high, high, high,
They touched the sky, sky, sky,
And they didn't come back, back, back
'Til the fourth of July, ly, ly.
And they didn't come back, back, back.
'Til the fourth of July, ly, ly.
```

---

**Monkey See, Monkey Do**

(Do appropriate actions such as clapping hands, stomping feet)

```
Monkey see, monkey do.
Monkey does the same as you.
If you clap, clap, clap your hands.
Monkey claps, claps, claps his hands.
He claps, claps, claps his hands just like you.
```
Monkey see, monkey do.
Monkey does the same as you.
If you stomp, stomp, stomp your feet,
Monkey stomps, stomps, stomps his feet.
He stomps, stomps, stomps his feet just like you.

Monkey see, monkey do.
Monkey does the same as you.
If you pat, pat, pat your head,
Monkey pats, pats, pats his head.
He pats, pats, pats his head just like you.

Benchmarks:  5.3  Expands vocabulary
5.4  Recognizes and identifies by name most common objects and pictures
5.6  Uses words to communicate ideas
5.8  Participates in group discussion

Activity:  Animal Talk (Small Group)

- Provide a collection of pictures of real animals (no cartoons).
- Allow each child to select a picture, name and describe the animal and say what he or she knows about that animal.
- Ask prompt questions if necessary. For example, ask child to name the color of the animal, talk about any special markings such as stripes or spots, shape of ears.
- Supply words such as “mane” of the male lion, or elephant’s “trunk” if children do not know them.
- Add pictures to library area and allow children to look at them independently.

Benchmarks:  1.1  Demonstrates ability to make choices
3.5  Understands that print conveys a message
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity:  Favorite Animals in the Jungle Graph

- Provide a choice of three animals found in the jungle (elephants, monkeys and giraffes for example)
- Prepare a graph with columns for each animal. Use a picture or drawing of the animal with the word written on it
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose the animal they like best.
- Invite each child to choose which animal is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each animal.
Our Favorite Animal in the Jungle

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<td>5</td>
<td>Jonathan</td>
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<tr>
<td>4</td>
<td>James</td>
<td>Miguel</td>
</tr>
<tr>
<td>3</td>
<td>Kennedy</td>
<td>Trude</td>
</tr>
<tr>
<td>2</td>
<td>Sam</td>
<td>Maria</td>
</tr>
<tr>
<td>1</td>
<td>Ashley</td>
<td>Elizabeth</td>
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</tbody>
</table>

- Write a summary story.

Our Favorite Animal in the Jungle


Activity: How Tall is a Giraffe?
- Discuss with children that a giraffe is a very tall animal. It is so tall that it can eat leaves from the tops of trees.
- Ask children predict how many feet tall a giraffe might be.
- Lay out a string (between 15' and 19' in length) on the floor, if space allows, or outdoors on the ground. Say, “This is how tall a giraffe is. It is 16’ tall”
- Ask one child to lay on the string with head on one end.
- Ask another child to lay on the string with head touching the first child’s feet.
- Add additional children until the other end of the string is reached.
- Involve children in discussing how many children tall a giraffe is. If children and string do not come out even, use a fraction to state how tall a giraffe is. For example, “The giraffe is 4 ½ children tall.”

Teacher Note: Measure children in the Science/Discovery Center. Discuss with them how tall they are. Be careful not to compare children’s heights. Ask children if they think they will ever be as tall as a giraffe.

Additional Benchmarks: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship
3.22 Makes comparisons (scientific process: comparing)

Benchmarks: 3.14 Demonstrates the ability to order and sequence
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity: Hungry Monkeys (small group)
- Make 10 (felt or magnetic) monkeys (see appendix) and place a numeral from one to 10 on each monkey’s chest.
- Make (felt or magnetic) bananas.
• Place a monkey on the felt or magnetic board and invite a child to feed the monkey by placing the correct number of bananas next to the monkey.
• Continue this activity, giving each child a turn.

Teacher Note: Be aware of individual children’s ability to recognize numerals and count objects when deciding which monkey to place on the board for each child. Help children be successful.

Teacher Note: Invite children to put the monkeys in order from 1 to 10.

Benchmarks: 3.25 Applies information or experience to a new context (scientific process: applying)
4.6 Coordinates eye and hand movements to complete tasks

Activity: How Elephants Drink Water (Small Group)
• Gather a large baster, a small bowl of water, and a small bowl that is empty.
• Explain to children how an elephant drinks water as follows: An elephant fills his trunk with water and uses the trunk like a hose to pour water into his mouth. He does not drink or eat through his trunk.
• Invite one child at a time to use the large baster to fill the elephant’s trunk by sucking up the water, then squeeze the water into the second bowl (elephant’s mouth).

Benchmarks: 4.2 Demonstrates health and personal care habits
4.3 Tries new foods before deciding whether he/she likes them
4.6 Coordinates eye-hand movements to complete tasks

Activity: Monkey Treats
Step 1. Gather the following: bananas (1/2 per child), vanilla yogurt. crispy rice cereal and small craft sticks, plastic knife, small plates and napkins, one per child.
Step 2. Cut bananas in half crosswise and allow children to peel. Help children insert sticks into the cut ends, pushing stick halfway into banana.
Step 3. Give each child a tablespoon of vanilla yogurt and a tablespoon of crispy rice cereal.
Step 4. Ask children to spread vanilla yogurt all over the banana, then roll into crispy rice cereal.
Step 5. Eat and enjoy with a glass of milk.

Teacher Note: Allow the children to do as much of the food experience as possible.

Teacher Note: Adults and children should always wash hands before doing food experience.
### Movement/Physical Education

**Benchmarks:**

- **4.9** Participates in gross motor activities
- **4.12** Shows balance and coordination

**Activity: Can You Move Like Animals in the Jungle?**

- Ask children to hold hands and form a circle, then move back and expand the circle so each child has self space (room to move without touching others)
- Explain to children that you are going to say the name of an animal in the jungle, describe how it moves, and children are to move like that animal.

  - I am a giraffe.
    I can bend my neck. Can you?
  - I am a monkey.
    I can wave my arms. Can you?
  - I am a gorilla.
    I can thump by chest. Can you?
  - I am a crocodile.
    I can wiggle my hips. Can you?
  - I am an elephant.
    I can stomp my feet. Can you?
  - I am a tiger.
    I can walk on my toes. Can you?
  - I am a zebra.
    I can kick my legs. Can you?
  - I am a gazelle.
    I can leap up high. Can you?
  - I am a chimpanzee.
    I can swing through trees. Can you?
  - I am a girl/boy
    I can rest my body. Can you?

*(children return to designated spot in circle and sit)*

**Benchmarks:**

- **2.4** Participates freely in music activities
- **2.5** Enjoys singing games, dramatizing songs and moving to music
- **2.6** Expresses through movement what is felt and heard in various musical tempos and styles
- **2.9** Moves in time to the beat

**Activity: Jungle Dance**

- Explain to children that they will participate in a jungle dance.
- Invite them to talk about the animals and how they danced in the book, *Giraffes Can’t Dance*.
- Tell the children that you’re going to play some music and invite them to listen to it and move like the music tells them to. Say, for example, “This is a waltz.”
• Play one dance tune and observe the children. Do they seem to be responding to the tempo they are hearing?
• Tell the children you’re going to play a different tune and invite them to listen to this one and move like the music tells them to move. Say, for example, “This is a tango.”
• Observe the children to see if they respond differently to the second tune than they did the first one.
• Play different types of music on other days.
• Observe to see if the children respond to the different musical tempos and styles.
• Ask children to identify their favorite tunes.

Benchmark: 2.10 Explores and manipulates art media

Art
• Fingerprinting: Provide black and white fingerpaint and paper for children to paint on. Observe children as they mix the paints together and create gray. Listen to their comments. Ask them what colors of paint they started with and what color they now have. Ask if they remember which jungle animal is gray (elephant).
• Easel Painting: Place tempera paint to represent colors of jungle animals: brown, yellow, gold, and black for example.
• Animal Prints: Add jungle animal cookie cutters. Place paint in pans (brown, yellow, gold, and black, for example). Children can use the cookie cutters to make animal prints.
• Add play dough and animals in the jungle cookie cutters.

Block Center
• Add vinyl or wood animals in the jungle and small silk or vinyl greenery.
• Add a jeep and small people (for safari)
• Make a sign and place in the center: Jungle Safari

Library/Book Corner
• Add books about animals in the jungle
• Add pictures that show animals in the jungle and jungle scenes, (laminate or cover pictures with self stick adhesive)
• Add felt or magnetic board and story figures of the story Caps for Sale, Five Little Monkeys and Teasing Mr. Crocodile.

Benchmarks: 2.1 Shows creativity and imagination in play with materials and props
2.2 Participates in dramatic play themes that become move involved and complex
2.3 Assumes various roles in dramatic play situations

Home Living/Dramatic Play
• Add Jungle Safari prop box. Include animals in the jungle (stuffed or vinyl), safari hat, binoculars, camera, backpack, portable phones or walkie-talkies, pictures of jungle animals, notepad and paper.

Teacher Note: If you can locate a safari picture, show it to the children and discuss it with them, then post it in the Home Living area. If you cannot find a safari picture, post pictures of jungle animals in the center.

Benchmark: 4.6 Coordinates eye and hand movements to complete tasks

Manipulatives
• Add animals in the jungle puzzles
<table>
<thead>
<tr>
<th><strong>Water table or tub</strong></th>
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</thead>
<tbody>
<tr>
<td>• Add large baster, a piece of hose, containers such as plastic cups and bowls</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Sand table or tub</strong></th>
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<tbody>
<tr>
<td>• Add vinyl animals in the jungle</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Science/Discovery</strong></th>
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<tbody>
<tr>
<td>• Add felt or magnet board with numbered monkeys and bananas</td>
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<tr>
<td>• Add baster, small bowl of water and empty bowl</td>
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<table>
<thead>
<tr>
<th><strong>Quiet Corner</strong></th>
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</thead>
<tbody>
<tr>
<td>• Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.</td>
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<tr>
<td>• Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.</td>
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<tr>
<td>• Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?</td>
</tr>
<tr>
<td>• Explain to children that the quiet corner is for one child at a time</td>
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<table>
<thead>
<tr>
<th><strong>Activity: Animal Moves</strong></th>
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<tbody>
<tr>
<td>• Name an animal in the jungle and ask child (or 2 or 3 children) to move like that animal as they go to the next activity.</td>
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<tr>
<td>• Ask children to pretend to be a specific animal in the jungle as the group moves from indoors to outdoors, for example.</td>
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</table>

**Teacher Note:** Refer to Movement Activity: Can You Move Like Animals in the Jungle, for ideas to use here.

<table>
<thead>
<tr>
<th><strong>Benchmark: 5.10 Follows directions in sequence</strong></th>
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<tr>
<th><strong>Name This Animal</strong></th>
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<tr>
<td>• Show a picture of an animal in the jungle. Ask selected child to name it, tell you one thing about it and go to next activity.</td>
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<tr>
<th><strong>Transition Activities</strong></th>
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<tr>
<th><strong>Family Activities</strong></th>
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<tbody>
<tr>
<td>Send home a note to parents stating for the next few days, the children will be learning about jungle animals. Suggest some ways families can be involved in the topic of study:</td>
</tr>
<tr>
<td>• Collect items such as pictures of animals in the jungle, jungle scenes, and safaris.</td>
</tr>
<tr>
<td>• Include the titles and authors of some of the children’s books about animals in the jungle. Suggest that they look for these books in the local library, check them out and read them with their children.</td>
</tr>
<tr>
<td>• Send home to families some of the children’s favorite finger plays such as Five Little Monkeys. Include directions. Suggest that the family do the finger plays with their child.</td>
</tr>
<tr>
<td>Day and Big Idea(s)</td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
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<td><strong>Thursday</strong></td>
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<td><strong>Friday</strong></td>
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**Changes to the Environment (Props, materials added to Centers)**

<table>
<thead>
<tr>
<th>Art</th>
<th>Blocks</th>
<th>Books</th>
<th>Dramatic Play / Home Living</th>
<th>Manipulatives</th>
<th>Sand / Water</th>
<th>Science / Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingerpainting&lt;br&gt;Easel painting&lt;br&gt;Add animals in the jungle cookie cutters and paint and play dough – p. 15</td>
<td>Add animals, greenery, jeep, people, and Jungle Safari sign – p. 15</td>
<td>Add books, pictures, storytelling figures – p. 15</td>
<td>Add Jungle Safari prop box – p. 15</td>
<td>Add animals in the jungle puzzles – p. 15</td>
<td><strong>Water</strong> – baster, hose, and containers - p. 16&lt;br&gt;<strong>Sand</strong> – add animals in the jungle – p. 16</td>
<td>Add felt board with monkeys and bananas, Add baster and two bowls – p. 16</td>
</tr>
</tbody>
</table>
Five Little Monkeys
Five Little Monkeys
Five Little Monkeys
Five Little Monkeys
Five Little Monkeys
Five Little Monkeys
Five Little Monkeys
Hungry Monkeys
Teasing Mr. Crocodile
Teasing Mr. Crocodile

Bottom Left
Teasing Mr. Crocodile

Bottom Right
Teasing Mr. Crocodile

Top Left
<table>
<thead>
<tr>
<th>Day and Big Idea(s)</th>
<th>Group Time #1</th>
<th>Group Time #2</th>
<th>Small Group Activities</th>
<th>Transition Activities</th>
<th>Special Activities</th>
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<tr>
<td><strong>Monday</strong></td>
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<tr>
<td></td>
<td>Third Reading of Blueberries for Sal – p. 3</td>
<td>Third Reading of Ask Mr. Bear - p. 5</td>
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<td></td>
<td>FP or Song: Teddy Bear Song – p. 7</td>
<td>FP or Song: The Bear Went Over the Mountain – p. 8</td>
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<td></td>
<td>Second Reading of Nuts to You – p. 5</td>
<td>Third Reading of The Kissing Hand – p. 3</td>
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<td></td>
<td>FP or Song: Whisky Frisky – p. 7</td>
<td>FP or Song: I See Three – p. 7</td>
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<td><strong>Wednesday</strong></td>
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<td></td>
<td>Third Reading of Hattie and the Fox - p. 5</td>
<td>Storytelling Figures: The Gingerbread Boy - p. 6</td>
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<td>FP or Song: Nuts for Breakfast – p. 8</td>
<td>FP or Song: Walking Through the Woods - p. 7</td>
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<td><strong>Thursday</strong></td>
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<td></td>
<td>Storytelling Figures: Caps for Sale – p. 6</td>
<td>Third Reading of Rumble in the Jungle – p. 3</td>
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<td></td>
<td>FP or Song: Teasing Mr. Crocodile – p. 9</td>
<td>FP or Song: Miss Mary Mack - p. 10</td>
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<td>Third Reading of Giraffes Can’t Dance – p. 4</td>
<td>First Reading of Caps for Sale – p. 4</td>
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<td>FP or Song: One Elephant – p. 10</td>
<td>FP or Song: We’re Going on a Safari – p. 7</td>
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**Changes to the Environment (Props, materials added to Centers)**

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<tr>
<td>Add animal cookie cutters and paint and play dough</td>
<td>Add animals, greeneries, shoe boxes, jeep, people, and Jungle Safari sign</td>
<td>Add books, pictures, storytelling figures, stuffed bears</td>
<td>Add Three Bears, Night School, and Safari prop boxes</td>
<td>Add animal puzzles, counting bears, nuts, and tongs</td>
<td>Water – counting bears, nets, baster, hose, and containers</td>
<td>Add felt or magnetic board with monkeys and bananas Add baster and two bowls</td>
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<td>Sand – add vinyl animals</td>
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# Topic of Study - Frogs and Turtles

## Introduction

Creatures such as frogs and turtles that live in and around ponds will be familiar to many children. They may see frogs and turtles in their own backyard or in their neighborhood. They will be interested in how frogs and turtles move. Children will enjoy learning more about frogs and turtles.

## Big Ideas

Here are three big ideas about frogs and turtles you can help children explore:
- Most frogs and turtles can live on land and in water (amphibians)
- Frogs hop, jump and leap
- Turtles move very slowly.

## Materials to Collect and Make

- Pictures of frogs, turtles and other animals that live around ponds.
- Children’s books about frogs and turtles
  - *In the Small, Small Pond* by Denise Fleming
  - *Jump, Frog, Jump* by Robert Kalan, illustrated by Byron Barton
  - *Franklin Goes to School* by Paulette Bourgeois, illustrated by Brenda Clark
- Felt or Magnetic Board
- Locate at A Story a Month on the Arkansas Better Beginnings website:
  - Storytelling figures (felt or magnetic) for the book, *Jump, Frog, Jump!*
  - Storytelling figures (felt or magnetic) for the book *Over in the Meadow*
- Empty turtle shell
- Stages of a Frog Sequence Cards (See Attachment: *Stages of a Frog*)
- *10 small frogs and a log long enough for the 10 frogs to sit upon (felt or magnetic)*
- *10 lily pads (felt or magnetic)*
- *10 small turtles (felt or magnetic)*
- *Jump, Frog, Jump!* prop box: galoshes, small net, small laundry basket, vinyl or stuffed turtle, frog, fish and snake

**Teacher Note:** The log can be used for both frogs and turtles. (*) All of these figures can be found in *Over in the Meadow*. Locate at A Story a Month on the Arkansas Better Beginnings website.
Resources

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website:
  - A Story a Month – Jump, Frog, Jump (patterns for storytelling figures)
  - A Story a Month – Over in the Meadow (A Story a Month)

Introduction: Finding Out What Children Know About Frogs and Turtles

Benchmarks: 3.5 Understands that print conveys a message  
5.8 Participates in group discussion

To introduce the topic of “Frogs and Turtles” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about frogs and turtles.”
- Write on chart paper, chalkboard or marker board the words “Frogs and Turtles.”
- Invite children to tell you things they already know about frogs and turtles. You may have to ask questions to stimulate their thinking, questions such as, “Where have you seen frogs and turtles?” “Where do you think frogs and turtles live?”
- Make a list of all of the things children know about frogs and turtles.
- Review the list with them and say, “You already know a lot of things about frogs and turtles.”
- Keep the list until you have completed the topic of study.

Conclusion: Finding Out What Children Have Learned about Frogs and Turtles

- Gather the children in a group at the conclusion of the study about frogs and turtles. Write on chart paper, chalkboard or marker board, “Things We Learned about Frogs and Turtles.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “How do frogs move?” “How do turtles move?” “How are frogs and turtles alike and how are they different?” “Do you remember what animals are called that live on both land and in water?” (amphibians)
- Make a list of all the things children learned about turtles and frogs.
- Read the first list you made with the children. Then say, “Here are some new things you found out about frogs and turtles” and read today’s list with the children.

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: In the Small, Small Pond, by Denise Fleming, author and illustrator

First Reading of In the Small, Small Pond

- Prepare to read the book, In the Small, Small Pond
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they have ever seen a pond. Discuss with them that a pond is a small body of water. Ask them to identify animals that might live in a pond. (fish, frogs, turtles, ducks, snakes)
- Ask children to look at the cover and predict what the story is about.
Read the story so all children can see the pictures in the book.
Follow up by showing each page and asking children to name the different animals they see in the pond. Ask children which animal is their favorite and to explain why that animal is their favorite.

Second Reading of *In the Small, Small Pond*
- Prepare to read the book, *In the Small, Small Pond*.
- Show cover, give title, author and illustrator.
- Recall with the children that a pond is a small body of water and name some of the animals found in a pond.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and inviting children to read and say the words that describe each animal in the story. For example, "wiggle, jiggle, tadpoles wiggle" and "waddle, wade, geese parade"

Third Reading of *In the Small, Small Pond*
- Prepare to read the book
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading the words on one page, reading the first word on the next page and allowing children to say the rhyming word. For example, "wiggle, jiggle, tadpoles ______ (wriggle)” “waddle, wade, geese ______ (parade)"

Additional Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

Fourth Reading of *In the Small, Small Pond* (Small Group - 4 to 6 children)
- Gather a small group of children together.
- Prepare to read the book, *In the Small, Small Pond*.
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by showing each double spread page and invite each child, in turn, to locate the frog on the page.
- Involve the children in discussing the different animals in the book.

Book #2: *Jump, Frog, Jump!* by Robert Kalan, author and Byron Barton, illustrator

First Reading of *Jump, Frog, Jump!*
- Prepare to read the book, *Jump, Frog Jump!*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Invite them to name the animals they see on the cover.
- Read the story so all children can see the pictures in the book.
- Follow up by showing the appropriate pages and asking these questions: “Which animal did the frog catch?” (fly) “Which animals tried to catch the frog?” (fish, snake, turtle) “Who caught the turtle? How did they catch the turtle?”
Second Reading of *Jump, Frog, Jump!*
- Prepare to read the book, *Jump, Frog, Jump!*
- Show cover and ask children to recall the title. Give the author and illustrator.
- Invite children to recall what happened to the animals on the cover of the book.
- Say, “Let’s read the book again and see if you are correct in what you remember about the story.”
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by reading a page that asks a question and invite children to read “Jump, frog, jump” which is on the next page. For example, read, “How did the frog catch the fly?”, turn the page and run your fingers under the words as children read “Jump, frog, jump!”
- Continue this activity through the end of the story.
- Thank children for helping you “read” the story.

Teacher Note: When you involve children in helping you “read” words and phrases in the story, you are helping them begin to see themselves as readers.

Additional Benchmark: 3.5 Understands that print conveys a message

Third Reading of *Jump, Frog, Jump!*
- Prepare to read the book, *Jump, Frog, Jump!*
- Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Invite children to say, “Jump, frog, jump” in the appropriate places in the story.
- Follow up the third reading by pausing before the last word in a sentence and inviting children to complete the sentence. For example, read, “This is the fish that swam after the _____ (frog)”
- Continue with this activity, allowing children to have experiences completing a sentence.
- Conclude by showing the page with the three boys and the turtle under the basket. Explain to children that they will help recall all of the things that happened in the story.
- Read each sentence on that page, pausing before the last word, and inviting children to complete the sentence.

Teacher Note: This strategy of pausing for children to fill in the missing word is called the cloze technique.

Book #3: *Franklin Goes to School* by Paulette Bourgeois, author, and Brenda Clark, illustrator

First Reading of *Franklin Goes to School*
- Prepare to read the book, *Franklin Goes to School*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking children to recall some of the things Franklin did to get ready for school.
- Show the pictures in the book and invite children to name the animals that are going to school with Franklin.
- Discuss with children some of the things Franklin and the other animals did at school. “Do you do some of these same things?” “Which do you enjoy the most?”
Second Reading of Franklin Goes to School

- Prepare to read the book, Franklin Goes to School.
- Show cover, invite children to recall the title, give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by discussing with children how Franklin felt about going to school? (worried). “What were some things he was worried about?” (he couldn’t write his numbers and read) “Do you remember something that Franklin did know?” (his colors)
- Invite children to recall and discuss what they remember about their first day to come to school. What were things they were afraid of, or worried about?

Additional Benchmarks: 1.25 Identifies one’s own feelings  
1.26 Expresses thoughts and feelings in words  
1.27 Identifies and understands others’ emotions and intentions

Third Reading of Franklin Goes to School

- Prepare to read the book, Franklin Goes to School.
- Show cover, invite children to recall the title. Give author and illustrator. Ask children to say what each does.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by playing a game with the children. Explain to the children that the game is “Turtles or Children.”
- Name an activity and children are to say either “turtle” or “children” do the activity. “Eats pancakes and syrup for breakfast” (children) “Can live in the water and on land” (turtle) “Moves very slowly all the time” (turtle) “Draws pictures and builds with blocks” (children) “Lives in a house with family” (children) “Lives in a hard shell” (turtle) “Stands on two legs” (children)

Teacher Note: Should children say that Franklin stands on two legs, explain that this is just pretend in the story; that he really cannot stand on two legs.

A Boy, a Dog, and a Frog by Mercer Mayer

A Boy, a Dog, a Frog, and a Friend by Mercer Mayer

Albert’s Impossible Toothache by Barbara Williams, illustrated by Doug Cushman

The Big Wide-Mouthed Frog by Ana Martin Larranaga

Franklin Goes to School by Paulette Bourgeois, illustrated by Brenda Clark

Frog Goes to Dinner by Mercer Mayer

Frog, Where Are You? by Mercer Mayer

Froggy’s Baby Sister by Jonathan London, illustrated by Frank Remkiewicz

Froggy’s First Kiss by Jonathan London, illustrated by Frank Remkiewicz

Froggy Goes to Bed by Jonathan London, illustrated by Frank Remkiewicz
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Storytelling Figures: *Jump, Frog, Jump!*
- Make either felt or magnetic storytelling figures for the story, *Jump, Frog, Jump!*
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures: *Over in the Meadow*
- Make either felt or magnetic storytelling figures for the story, *Over in the Meadow*
- Become familiar with the story, *Over in the Meadow*
- Use the storytelling figures to tell the story
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Additional Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
5. 5 Participates in songs, finger plays, rhyming activities and games

Five Little Speckled Frogs

Five little speckled frogs                          (Hold up five fingers)
Sitting on a speckled log
Eating most delicious bugs
Yum! Yum!                                              (Pat stomach)
One jumped into the pool                         (Jump one finger into pool)
Where it was nice and cool.
Now there are four little speckled frogs.   (Hold up four fingers)

Repeat counting down until there are no speckled frogs.

Repeat the song using felt or magnetic figures of frogs and logs (See Attachment).
Involve children in acting out the rhyme as follows:

- Have five children at a time stoop down in a row and be speckled frogs.
- Sing the song and as you sing “One jumped into the pool” lightly touch one child on the head to designate that he is to jump into the pool.
- Continue this until no children are left.
- Repeat the song until all children who want to participate have had a turn being frogs.

**Teacher Note:** Designate how and where children are to jump so that the activity is easy for you to manage.

**Additional Benchmark:** 3.16 Demonstrates an understanding of addition and subtraction using manipulatives

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**Glink Glunk**

Glink Glunk went the little green frog one day,
Glink Glunk went the little green frog.
Glink Glunk went the little green frog one day,
And his eyes went glink, glank, glunk.

---

**Glub Glub**

“Glub, glub, glub,” said the little green frog one day.
“Glub, glub, glub” said the little green frog.
“Glub, glub, glub” said the little green frog one day.
As he jumped, jumped, jumped away.
(Jump fingers three times)

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**Little Turtle**

There was a little turtle
He lived in a box.
He swam in a puddle
He climbed on the rocks.
He snapped at a mosquito,
He snapped at a flea.
He snapped at a minnow,
He snapped at me.
He caught that mosquito,
He caught that flea,
He caught that minnow,
But he didn’t catch me.
(Make small circle with thumb and index finger)
(Cup hands to form box)
(Swimming motions)
(Climbing motion with hands)
(Snap with thumb and forefinger)
(Repeat)
(Repeat)
(Repeat)
(Turn hand toward self and snap)
(Catching motion with hands)
(Repeat)
(Repeat)
(Point to self and shake head, “No!”)
**Tiny Tim**

I had a little turtle,
His name was Tiny Tim.
I put him in the bathtub,
To see if he could swim.

He drank up all the water,
He ate up all the soap.
Tiny Tim was choking
On the bubbles in his throat.

In came the doctor,
In came the nurse.
In came the lady
With the alligator purse.

They pumped out all the water,
They pumped out all the soap.
They popped the airy bubbles
As they floated from his throat.

Out went the doctor,
Out went the nurse.
Out went the lady
With the alligator purse.

**Mr. Green Frog**

Here’s Mr. Green Frog (Left hand closed, thumb upright)
Sitting on a rock.
Along came a little boy (Walking motion with index and third fingers)
Mr. Green Frog jumps, KERPLOP! (Thumb makes diving motion)

**Three Little Turtles**

Three little turtles asleep in the sun. (Hold up three fingers of left hand)
We’ll creep up and wake them (Make creeping motion with fingers of right hand)
Then we’ll run. (Hold up three fingers while right hand runs away)

**Teacher Note:** You can substitute frogs for turtles or you can add another verse as follows:

Three little frogs asleep in the sun.
We’ll creep up and wake them,
Then we’ll run.

**Frogs and Turtles**

Frogs and turtles are alike and different you’ll see,
When you listen and say this poem with me.

A frog has skin as soft as can be,
While a turtle’s shell feels rough like bark on a tree.

A frog likes to jump and hop and leap,
While a frog likes to crawl and slowly creep.

A lily pad is a great seat for a frog,
While a turtle likes to sun and sleep on a log.
While frogs and turtles seem so different to me,
They both like land and water, they're amphibians, you see.

Teacher Note: Explain to children that an amphibian is an animal that lives on both land and in the water and that most turtles and frogs are amphibians.

Benchmark: 5.3 Expands vocabulary

A Little Frog

Once there was a little frog
Who sat upon a great big log.
Then he saw a little fly,
He sat and watched the fly nearby.
The little fly, he had a hunch,
That he would be the frog’s for lunch.
The little fly said, “Not today!”
And then he quickly flew away.
And now there is one hungry frog
Just sitting on a great big log.
Waiting and watching for another little fly,
To catch with his sticky tongue as that fly goes by.

Benchmarks: 1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message

Activity   I Like Frogs/Turtles Because

• Allow each child to decide which animal is his/her favorite: turtles or frogs.
• Write on a sheet of paper for each child, “I like turtles (or frogs) because”
• Invite each child to dictate to you why he or she likes the animal they chose and record exactly what they say.
• Suggest that children draw a picture of the animal they chose.
• Put all of the pages together and create a book by stapling or tying together the pages with yard.
• Add a cover and title the book, We Like Frogs and Turtles.
• Read the book with the children.
• Place the book in the library/book area.

Benchmarks: 3.14 Demonstrates the ability to order and sequence

Activity: Turtles from Smallest to Largest

• Make 3 size turtles (felt or magnetic figures)  (Use pattern from Over in the Meadow)
• Invite children to put the turtles in order from smallest to largest, then from largest to smallest.

Activity: Frogs from Smallest to Largest

• Make 3 size frogs (felt or magnetic figures)  (Use pattern from Over in the Meadow)
• Invite children to put the frogs in order from smallest to largest, then from largest to smallest.
Benchmark:  3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity: Catching Frogs
- Provide small plastic frogs in water tub.
- Invite children to use aquarium net to catch frogs and count the number caught.

Activity: Counting 5 Little Speckled Frogs
- Make lily pads with numerals from 1 to 5.
- Invite children to put the appropriate number of frogs on each lily pad
- Suggest that children put lily pads in order from 1 to 5

Teacher Note: You can make lily pads from 1 to 10 and have additional frogs for children to count and put on the lily pads.

Additional Benchmark: 3.14 Demonstrates the ability to order and sequence

Activity: Turtles on a Log
- Make a log that is long enough for 10 turtles and 10 small frogs. (Magnetic)
- Place a magnetic numeral below the log
- Invite children to place correct number of turtles on the log.
- Change the numeral and repeat the process with the children.

Teacher Note: Allow each child to be successful with this activity. Some children may be ready for only the numeral two and two turtles.

Benchmarks: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
3.23 Shows awareness of cause-effect relationships

Activity: Catching Flies
- Provide a piece of self-adhesive paper and small flies cut from black construction paper.
- Discuss with children that frogs sit very still and wait for something to fly or crawl nearby. Their long, sticky tongue darts out to catch their food; a fly for example.
- Invite children to touch the self-adhesive paper and describe how it feels. (sticky)
- Ask children what they think will happen if they place flies on the paper.
- Allow children to place flies on self-adhesive paper so they can experience the frog’s sticky tongue.

Benchmarks: 1.1 Demonstrates ability to make choices
3.5 Understands that print conveys a message
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity: Our Favorite: Frogs or Turtles Graph
- Provide a choice of frogs or turtles
- Prepare a graph with one column for frogs and one for turtles. Use a picture or drawing with the word frog or turtle written on it
• Make name cards for each child in a size that will fit on the graph.
• Explain to children that they will choose which they like best.
• Invite each child to choose which is his or her favorite and tape his or her name card in the correct column on the graph.
• Involve the children in counting the number of children who like frogs and turtles.

<table>
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<td>5 Jonathan</td>
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<td>4 James</td>
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<tr>
<td>3 Kennedy</td>
</tr>
<tr>
<td>2 Sam</td>
</tr>
<tr>
<td>1 Ashley</td>
</tr>
</tbody>
</table>

| frogs | turtles |

• Write a summary story.

Our Favorite: Frogs or Turtles

Five children like frogs best. Three children like turtles the best.

Benchmark: 4.11 Runs, jumps, hops and skips

I Can Jump!

• Ask children to stand and hold hands to form a circle.
• Next, ask children to drop hands and take three steps back so each child has self space (room to move without touching others).
• Explain to children that they are going to practice jumping. They will jump off two feet and land on two feet.
• Stand in the middle of the circle and demonstrate jumping.

Step 1 – Take off

• Bend knees and crouch body, ready to jump.
• Swing arms forward and upward to take off from the ground.

Step 2 – Flight
Extend arms into the air as feet leave the floor.

**Step 3 – Landing**

Land on both feet. Land with feet apart and body over feet.

- Allow children to practice jumping, following the steps listed.
- Observe children to determine those that need additional help with jumping.
- Notice when children are becoming tired and invite them to sit down for a quiet activity such as one of the listed finger plays.

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**Be A Frog**

- Repeat the song, “Five Little Speckled Frogs” with the children.
- Allow five children at a time to be speckled frogs and take turns jumping into the pool.
- Allow all children a turn. If a child does not want a turn, respect that decision.

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**Jumping Into Ponds**

- Allow children to practice jumping into ponds, which can either be made from circles of yarn or can be hula hoops.

  - Place a row of six hoops flat on the floor in a straight line. To begin, leave approximately six inches between hoops.
  - Challenge children to be speckled frogs. Explain that hoops are ponds and they are to jump from one pond to the next.
  - Stress taking off from two feet and landing on two feet. Demonstrate if necessary.
  - Allow all children a turn. Give extra attention to children who are having difficulty jumping.
  - Allow children additional opportunities to continue to practice jumping.
  - Vary the difficulty by extending the space between the hoops from six inches to twelve inches.
Lily Pad Jump

- Use personal space markers as lily pads or cut out the pads from green construction paper.
- Place the personal space markers or lily pads on the floor and have the children jump from one to the other.

Teacher Safety Note: If using construction paper lily pads, tape them securely to the floor to prevent slipping.

Benchmarks: 2.10 Explores and manipulates art media
2.12 Preplans art project and then works with care

Art Activity: Create an In the Small, Small Pond Mural
- Post a large piece of butcher paper on the wall at child’s eye level.
- Explain to children that they can create a pond and place animals and plants in the pond. Label the mural, Our Pond.
- Discuss with children the animals and plants they might find in a pond. Have the book, In the Small, Small Pond, nearby so children can look at it for ideas.
- Suggest that children draw pictures of animals and plants to place in the pond, or they can cut out pictures from magazines and glue them to the paper.
- Explain to children that they can work on creating the pond all week.
- Volunteer to write children’s dictation about their additions to the pond. For example, write the following: Joan said, “This is my turtle.”

Teacher Note: Allow children to create their own pond. They may add animals that do not belong in a pond, but accept this as their creation.

- Add frog and turtle cookie cutters with green and brown play dough.

Block Center
- Post pond pictures
- Add vinyl animals that can be found in a pond (turtles, frogs, fish, snakes, ducks).
- Add small rocks, silk or plastic greenery.
- Add a piece of fabric or paper to create the look of pond water

Library/Book Corner
- Add books about turtles and frogs and other animals that live in or near ponds.
- Add pictures that show frogs, turtles, and other animals that live in or near a pond (laminate or cover pictures with self stick adhesive)
- Add felt or magnetic board and storytelling figures of the stories, Jump, Frog, Jump! and Over in the Meadow

Benchmark: 2.1 Shows creativity and imagination in play with materials and props

Home Living/Dramatic Play
- Add a Jump, Frog, Jump! prop box. Include galoshes, small net, small laundry basket, vinyl or stuffed turtle, frog, fish and snake.
**Benchmark: 4.6 Coordinates eye and hand movement to complete tasks**

**Manipulatives**
- Add puzzles that feature frogs, turtles, ducks and other animals found in or near ponds
- Add small frogs and turtles and small snap-together blocks

**Water table or tub**
- Cut out round lily pads and logs from craft foam or from styrofoam and add them to the water table. The foam floats. Add river rocks to the table.
- Add small vinyl frogs and turtles.
- Add aquarium nets for children to catch frogs and turtles.
- Suggest that children count the frogs and turtles and frogs they catch.

**Sand table or tub**
- Add small frogs and turtles to the sand table or tub.

**Science/Discovery**
- Turtles from Smallest to Largest
- Frogs from Smallest to Largest
- Turtles on a Log
- Catching Flies
- Add sequence cards “Stages of a Frog”. Invite children to put the cards in order from egg to frog. See attachment for sequence cards.

**Quiet Corner**
- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

**Activity: Frog in a Pond**
- Show one child’s name card at a time and say, “Frog in the pond, sitting so still. Won’t you jump up?” to which child replies, “Yes, I will.” as he/she jumps up and transitions to the next activity.

**Activity: Turtle, Oh So Slow**
- Say, “Turtle, turtle, oh so slow, Turtle, turtle, it’s time to go!” Show one child’s name card and he/she transitions to the next activity.
Send home a note to parents stating for the next few days, the children will be learning about frogs and turtles. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of frogs, turtles and other animals that live in or near a pond.
- Include the titles and authors of some of the children’s books about frogs and turtles. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home a copy of the song, Five Little Speckled Frogs (add illustrations of frogs) and the poem, Tiny Tim (add illustration of a turtle). Suggest that families sing the song and say the poem with their child. Supply the tune to the song if families request it.
- Invite families to view the small pond mural the children created.
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<td><strong>FP or Song:</strong> Frogs and Turtles – p. 8</td>
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**Changes to the Environment (Props, materials added to Centers)**

<table>
<thead>
<tr>
<th>Art</th>
<th>Blocks</th>
<th>Books</th>
<th>Dramatic Play / Home Living</th>
<th>Manipulatives</th>
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<th>Science / Discovery</th>
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# Topic of Study - Caterpillars, Butterflies, Worms, and Insects

## Introduction

Preschool children enjoy discovering a worm under a rock or leaf. They notice a beautiful butterfly as it hovers over a flower. They watch in amazement as they see their first firefly. The outdoor environment is teeming with insects that crawl and fly, with caterpillars, butterflies and worms. Thus a study of caterpillars, butterflies, worms, and insects is a natural for children.

## Big Ideas

Here are five big ideas about caterpillars, butterflies, worms and insects that you can help children explore:

- Caterpillars become either butterflies or moths
- Some insects crawl
- Some insects fly
- Insects have antennae and 6 legs
- Worms live underground, in the grass, under leaves and under rocks

## Materials to Collect and Make

- Pictures of caterpillars, butterflies, worms, bees, ants, beetles, fireflies.
- Children’s books about caterpillars, butterflies, worms, and insects
  - *In the Tall, Tall Grass* by Denise Fleming
  - *The Very Hungry Caterpillar* by Eric Carle
  - *Inch by Inch* by Leo Lionni
- Felt or Magnetic Board
- Storytelling figures (felt or magnetic) for the book, *In the Tall, Tall Grass*. Locate at [A Story a Month](https://www.arkansasbetterbeginnings.org) on the Arkansas Better Beginnings website:
- Storytelling figures (felt or magnetic) for the book *The Very Hungry Caterpillar* (See Attachment: [The Very Hungry Caterpillar](https://www.arkansasbetterbeginnings.org))
- Stages of a Butterfly Sequence Cards (See Attachment: [Stages of a Butterfly](https://www.arkansasbetterbeginnings.org))
- Insect, Caterpillar and Butterfly Cube and Concentration Cards (See Attachment: [Butterfly and Insect Cube and Concentration](https://www.arkansasbetterbeginnings.org))
- Butterfly Kit
- Worm Terrarium/Jar
**Introduction: Finding Out What Children Know About Caterpillars, Butterflies, Worms and Insects**

**Benchmarks:**

- 3.5 Understands that print conveys a message
- 5.8 Participates in group discussion

To introduce the topic of “Caterpillars, Butterflies, Worms, and Insects” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about caterpillars, butterflies, worms and insects.”
- Write on chart paper, chalkboard or marker board the words “Caterpillars, Butterflies, Worms and Insects.”
- Invite children to tell you things they already know about caterpillars, butterflies, insects and worms. They may name the creatures they have seen. You may have to ask questions to stimulate their thinking, questions such as, “Where did you see a butterfly?” “What did you do with the worms you bought at the bait shop?”
- Make a list of all of the things children know about caterpillars, butterflies, worms and insects.
- Review the list with them and say, “You already know a lot of things about caterpillars, butterflies, worms and insects and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

**Conclusion: Finding out What Children Have Learned about Caterpillars, Butterflies, Worms and Insects**

- Gather the children in a group at the conclusion of the study about caterpillars, butterflies, worms and insects. Write on chart paper, chalkboard or marker board, “Things We Learned about Caterpillars, Butterflies, Worms and Insects”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “What do you remember about the caterpillar and the butterfly?” “How many legs does an insect have?” “When do you see fireflies?”
- Make a list of all the things children learned about caterpillars, butterflies, worms and insects.
- Read the first list you made with the children. Then say, “Here are some new things you found out about caterpillars, butterflies, worms and insects” and read today’s list with the children.
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: In the Tall, Tall Grass by Denise Fleming, author and illustrator

First Reading of In the Tall, Tall Grass

- Prepare to read the book, In the Tall, Tall Grass.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and describe what they see. Call attention to the caterpillar if the children did not notice it.
- Read the story so all children can see the pictures in the book.
- Follow up by inviting children to name the animals on each page. See if children notice that the caterpillar can be found on each page.
- Invite children to tell you which animal is their favorite and explain why.

Second Reading of In the Tall, Tall Grass

- Prepare to read the book, In the Tall, Tall Grass.
- Show cover and invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and inviting children to tell you what they know about the animal on that page.
- Say to children that some of the animals in the book are insects and name them as you show the page on which they are located: bees, ants, beetles and fireflies.
- Explain that insects have antennae and six legs. Show pages with bees and ants and call attention to the antennae and legs. (Locate the bee that clearly shows six legs)

Third Reading of In the Tall, Tall Grass

- Prepare to read the book In the Tall, Tall Grass.
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by inviting children to say the sound or action of each animal. For example, caterpillars “crunch and munch” and bees “strum, drum and hum.”
- Ask children if they hear any words that rhyme or sound alike. For example, say, “crack, snap, wings flap” and ask which words rhyme. Emphasize the rhyming words as you say them.

Additional Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

Fourth Reading of In the Tall, Tall Grass

- Prepare to read the book, In the Tall, Tall Grass.
- Show cover, invite children to say the title. Give author and illustrator.
- Invite children to recall some of the animals in the book. Do they remember which are insects?
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by pausing before reading the last word on a page. Invite children to say the rhyming word. For example, read “crunch, munch, caterpillars _______” (lunch), “dart, dip, hummingbirds _______” (sip).

Trainer Note: This strategy of pausing and allowing the children to complete the sentence is called the cloze technique. Children are also developing phonological awareness which is hearing and recognizing the sounds of language (Benchmark 5.1).
Fifth Reading of *In the Tall, Tall Grass* (Small Group)

- Gather a small group of children (3 to 5)
- Prepare to read the book, *In the Tall, Tall Grass*
- Show the cover and invite children to read the title and the name of the author and illustrator with you. Run your fingers under the words as you and the children read them together.
- Read the story so all children can see the pictures in the book. Suggest that children locate the caterpillar on each page.
- Follow up the fifth reading by having children locate letters that are the same on a page. For example, on the first page, show the letter “t” in the word “the” and ask a child to find another letter “that looks just like this one.” There is a “t” in the next two words: tall, tall. On the next page there is a “c” in the four words: crunch, munch, caterpillars, lunch.
- Invite children to locate letters that are in their name.

**Trainer Note:** Do the activities involving letters only as long as the children are interested. Make this a fun activity rather than a pressure activity.

**Additional Benchmark:** 3.7 Identifies letters and signs in the environment

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**Book #2:** *The Very Hungry Caterpillar* by Eric Carle, author and illustrator

**First Reading of The Very Hungry Caterpillar**

- Prepare to read the book, *The Very Hungry Caterpillar*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite them to name the animals they see on the cover
- Recall with children that in the story, *In the Tall, Tall Grass*, there was a caterpillar on each page of the book.
- Ask children to predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking children if there was anything in the book that surprised them? What part of the story did they like best? What do they think would happen to them if they ate everything the caterpillar ate?

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**Second Reading of The Very Hungry Caterpillar**

- Prepare to read the book, *The Very Hungry Caterpillar*
- Show cover and ask children to recall the title. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by involving children in naming and counting each of the food items the caterpillar ate.
- Show children the staggered pages that show one of each of the five fruits. Involve children in naming the fruits and discussing which fruit they have eaten and which fruit they like best.

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**Third Reading of The Very Hungry Caterpillar**

- Prepare to read the book, *The Very Hungry Caterpillar*
- Invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing the pages with the fruit and involve children in helping you "read" what is on each page. For example, read “On Monday, he ate through ___ (one apple). But he was still ___________ (hungry)."
• Show the page with all of the food items and read, “On Saturday, he ate through_______ (one piece of chocolate cake).” Point to each food item and invite children to say each item.
• Involve children in counting all of the food items on the page. Point to each item as you and the children count together. (10 items)

Teacher Note: This strategy of pausing for children to fill in the missing word is called the cloze technique.

Book #3: *Inch by Inch* by Leo Lionni, author and illustrator

First Reading of *Inch by Inch*
• Prepare to read the book, *Inch by Inch*.
• Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
• Ask children to look at the cover and predict what the story is about. Call attention to the inchworm and say, “This is an inchworm. Let's read and find out what happens to the inchworm in the story.”
• Read the story so all children can see the pictures in the book.
• Follow up by showing pictures and inviting children to help you name the different birds that the inchworm met and which parts of each bird's body the inchworm measured.

Second Reading of *Inch by Inch*
• Bring measuring tools to story time: ruler, metal measuring tape, cloth measuring tape, yard stick. Keep them out of sight of the children until you have read the story to them.
• Prepare to read the book, *Inch by Inch*.
• Show cover, give title, author and illustrator.
• Ask children why they think the title of the book is *Inch by Inch*.
• Ask children to show how big they think an inch is.
• Read the story so all children can see the pictures in the book.
• Follow up the second reading by showing the children the measuring tools. Allow them to examine the tools.
• Ask children to find the numeral 1 on their tool. Explain that this means one inch. Help children find the numeral. Children may notice other numerals on the tools. Explain that the 2 means two inches and so forth.
• Place the book on the floor and turn to the page where the inchworm is at the top of a plant looking at the nightingale. Use one of the measuring tools to measure the inchworm and say, “This inchworm is one inch long.”
• Invite children to suggest other objects in the room they might measure.
• State that some of the measuring tools will be placed in learning centers for children to use for measuring.
• Place measuring tools in Block Center and in Discovery Center, for example.

Third Reading of *Inch by Inch*
• Prepare to read the book *Inch by Inch*.
• Show cover and invite children to recall the title. Give name of author and illustrator.
• Involve children in discussing the objects in the room they measured. “How many inches long was_______?” (objects they measured)
• Read the story so all children can see the pictures in the book.
• Follow up the third reading by asking children why the inchworm could not measure the nightingale’s song. (Inchworm measures things, not songs) How did the inchworm keep the nightingale from eating him? (He inched out of sight of the nightingale).
### Additional Books

- *Butterfly House* by Eve Bunting, illustrated by Greg Shed
- *The Caterpillar and the Polliwog* by Jack Kent
- *Diary of a Worm* by Doreen Cronin, illustrated by Harry Bliss
- *Waiting for Wings* by Lois Ehlert

### Informational Books:

- *Becoming Butterflies* by Anne Rockwell, illustrated by Megan Halsey
- *The Butterfly Alphabet Book* by Brian Cassie, Jerry Pallotta, Mark Astrella
- *From Caterpillar to Butterfly (Let's-Read-and-Find-Out Science)* by Deborah Heiligman and Bari Weissman
- *Monarch Butterfly* by Gail Gibbons
- *Where Butterflies Grow* by Joanne Ryder, Lynne Cherry (Illustrator)
- *Wonderful Worms* by Linda Glaser

### Language Materials and Activities

#### Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

**Storytelling Figures: In the Tall, Tall Grass**
- Make either felt or magnetic storytelling figures for the story, *In the Tall, Tall Grass*
- Read the book, *In the Tall, Tall Grass*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

#### Storytelling Figures: The Very Hungry Caterpillar

- Make either felt or magnetic storytelling figures for the story, *The Very Hungry Caterpillar*
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

#### Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

#### 5.5 Participates in songs, finger plays, rhyming activities and games

**Fuzzy Little Caterpillar**

There was a fuzzy little caterpillar,
Climbing up a tree.
He wiggled short,
He wiggled long
He wiggled right at me.
I put him in a box,
“Don’t go away,” I said.
But when I opened it,
It was a butterfly instead.

I could never make one,
Even if I tried.
Only caterpillars
Turn into butterflies.

The Little Firefly

There was a little firefly,
Flashing around the tree.
Flashing here and flashing there,
He winked his light at me.
(Laverne Nelson, Fayetteville)

In the Grass
(Tune: Wheels on the Bus)

The caterpillars in the grass go crunch, crunch, crunch
Crunch, crunch, crunch. Crunch, crunch, crunch.
The caterpillars in the grass go crunch, crunch, crunch
All through the grass.

The bees in the grass go hum, hum, hum,
Hum, hum, hum. Hum, hum, hum.
The bees in the grass go hum, hum, hum,
All through the grass.

The ants in the grass go tug, tug, tug,
Tug, tug, tug. Tug, tug, tug.
The ants in the grass go tug, tug, tug,
All through the grass.

The snakes in the grass go glide, glide, glide,
Glide, glide, glide. Glide, glide, glide.
The snakes in the grass go glide, glide, glide,
All through the grass.

The beetles in the grass go scurry, scurry, scurry,
Scurry, scurry, scurry. Scurry, scurry, scurry.
The beetles in the grass go scurry, scurry, scurry,
All through the grass.

The fireflies in the grass go glow, glow, glow,
Glow, glow, glow. Glow, glow, glow.
The fireflies in the grass go glow, glow, glow,
All through the grass.

Teacher Note:  Show storytelling figures from In the Tall, Tall Grass as you sing each verse.
Nine Little Butterflies
(tune: Ten Little Indians)

One little, two little, three little butterflies,
Four little, five little, six little butterflies,
Seven little, eight little, nine little butterflies,
Looking for a flower.

One little, two little, three little butterflies,
Four little, five little, six little butterflies,
Seven little, eight little, nine little butterflies,
Landing on a flower.

One little, two little, three little butterflies,
Four little, five little, six little butterflies,
Seven little, eight little, nine little butterflies,
Flying off again.

Where is ?
(tune: Where is Thumbkin?)

Where is caterpillar, where is caterpillar?
Munching leaves, munching leaves.
Eat your lunch, eat your lunch,
If you please, If you please.

Where is butterfly, where is butterfly?
Flying high, flying low,
Then she sees a flower, then she sees a flower.
Watch her go, watch her go.

Where is worm, where is worm?
Moving slow, moving slow,
Creeping up the bush, creeping up the bush,
Watch him go, watch him go.

Where is bumblebee, where is bumblebee?
Buzzing high, buzzing low.
Then he sees a flower, then he sees a flower,
Watch him go, watch him go.

Fuzzy Wuzzy

Fuzzy Wuzzy had no hair,
Fuzzy Wuzzy didn’t care,
Fuzzy Wuzzy wasn’t fuzzy, was he?

Baby Bumblebee

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me,
I'm bringing home a baby bumblebee,
Ouch! It stung me!
I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me,
I'm squishing up a baby bumblebee,
Ooh! It's yucky!

I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me,
I'm wiping off the baby bumblebee,
Now that's better!

**Bees**

Bees are a-buzzin'.
Bees are at play
Bees are busy throughout the day.
Bees are traveling.
Bees in flight,
Bees are workin', both day and night.

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**Here Is a Beehive**

Here is a beehive                                     (Make a beehive with fists)
Where are the bees?                               (Pretend to look around for them)
Hiding away                                          (Try to see inside beehive)
Where nobody sees!
See them come creeping                         (Unlock fists slowly)
Out of the hive
One, two, three, four, five                         (Extend fingers one at a time)
BZZZZZZZZZZZZZZZZZ                          (Flutter hands vigorously)

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**Science / Discovery and Math**

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<thead>
<tr>
<th>Benchmarks:</th>
<th>3.5 Understands that print conveys a message</th>
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<tbody>
<tr>
<td></td>
<td>3.20 Uses senses to learn about the environment and to collect data (scientific process: observing)</td>
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<tr>
<td></td>
<td>3.21 Uses words to describe the characteristics of objects (scientific process: communicating)</td>
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<td></td>
<td>3.22 Makes comparisons (scientific process: comparing)</td>
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</tbody>
</table>

**Activity:** **Fruit Exploration** (Small Group – 4-5 children)

- Provide an apple, pear, plum, strawberry, orange
- Invite children to name, examine, explore with their senses and discuss each fruit. Guide children to discuss what the fruit looks like, its color, its texture, how it smells, how you eat it, things you can make with it.
- Involve children in a shared writing experience. Your role is to summarize what the children say about each fruit and record it on a chart sheet.

**Fruit Exploration**

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Description</th>
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<tbody>
<tr>
<td>Apple</td>
<td>The apple feels smooth. Apples are good to eat. You can make an apple pie.</td>
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</tbody>
</table>
**Benchmarks:** 5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures

**Activity:** In the Tall, Tall Grass Cube
- Make a cube with the following animals from the book, *In the Tall, Tall Grass*:
  - caterpillar, hummingbird, bees, ants, beetle, fireflies
  - Carefully fill an empty cube shaped tissue box with crumpled newspapers. Use several sheets of paper because this will make your cube more durable.
  - Cover the cube with colored paper.
  - Color, cut apart and glue one animal per side to the cube
- Ask a child to toss the cube, name the animal and tell one thing about it.
- Continue with each child having a turn to toss the cube.

**Benchmark:** 3.4 Demonstrates visual discrimination and visual memory skills

**Activity:** Tall, Tall Grass Concentration
- Make pairs of animal cards from the book, *In the Tall, Tall Grass*:
  - caterpillar, hummingbird, bees, ants, beetle, fireflies. Laminate or cover with clear adhesive for durability.
- Gather a small group of children to play the game.
- Place the cards face up, show to children and have them name the animals.
- Turn the cards over and mix them up.
- Explain to children that they will each have a turn turning over a card, naming the animal, and trying to find the matching card. Demonstrate if necessary.
- Give each child a turn.
- Continue playing the game as long as the children remain interested.

**Teacher Note:** Remember that the object of the game is for the children to develop visual discrimination and visual memory skills and that there are no winners or losers.

**Teacher Note:** Allow the children to play the game independently.

**Benchmarks:** 3.19 Shows interest in exploring the environment
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
3.37 Cares for the environment

**Activity:** Going on a Bug Safari
- Gather children in a group. Discuss with them that they are going on a bug safari. Explain that they will be looking for insects or bugs. Ask children if they have looked for bugs outside their home and if they can name a few insects or bugs they have seen.
- Discuss with children that they are to look, not touch or disturb the bugs or insects they see.
- Take rope or string and hand-held magnifiers outdoors
- Make 36” circles with rope or string on grass and on the ground/dirt.
- Give children time to look for bugs or insects. Allow them to use the magnifiers to look more closely at the bugs and insects.
- Return to classroom and list the bugs or insects the children observed.
- Involve children in discussing what they noticed about the bugs or insects they observed.
- Suggest that children might want to draw pictures of the bugs or insects they saw. Record what they say about their drawing if they ask you to do this.
**Activity: Butterfly Kit** (complete with everything needed, including butterfly house)
- Gather the children around in a circle.
- Show the children the little box with larvae inside.
- Involve children in discussing what they know about butterflies. Recall with them the things they learned about caterpillars and butterflies in the book, *The Very Hungry Caterpillar*.
- Show the children the booklet that comes with the kit and discuss with them the things that are needed for the larvae/caterpillars to become butterflies.
- Follow the instructions in the booklet as you and the children prepare for the caterpillars and later for the butterflies.
- Encourage children to observe what is happening to the caterpillars each day.
- Record what the children say about the experience.
- Suggest that children draw pictures of the different stages from larvae/caterpillar to butterfly. Record their comments on their drawings if they request this.
- Observe the butterflies for a couple of days, making sure they have appropriate food as indicated in the booklet.
- Call children’s attention to the colors and the markings on the wings of the butterflies.
- Explain to the children that we cannot keep the butterflies; they need to go out into their own environment.
- Take the children outdoors, open the butterfly home and say goodbye to the butterflies.
- Listen to their comments as the butterflies fly away.

Additional Benchmark: 2.13 Recognizes and responds to beauty in the environment

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**Benchmarks:** 4.2 Demonstrates health and personal care habits
4.3 Tries new foods before deciding whether he/she likes them

**Activity: Caterpillar's Favorite Fruit**
- Provide fresh fruit: apples, pears, plums, strawberries, oranges
- Involve children in naming each fruit and discussing if they have ever eaten it before
- Allow children to help wash fruit if possible.
- Cut up fruit and place in individual serving bowls with small serving spoons.
- Allow a helper to give each child a small bowl and spoon.
- Invite children to serve themselves a spoonful of each fruit.
- Join the children as you eat the fruit.

**Activity: Caterpillar's Saturday Snack**
- Provide cheese slices, salami slices, pickle slices, lettuce leaves
- Give each child a small plate.
- Invite children to put a lettuce leaf, a slice of cheese, a slice of salami, and a pickle slice on their plates.
- Demonstrate and assist children as needed to place the cheese, the salami and the pickle on the lettuce leaf and roll it up.
- Eat and enjoy your snack

Additional Benchmark: 4.6 Coordinates eye and hand movement to complete tasks

**Teacher Note:** Allow children to do as much of these food experiences as possible.

**Teacher Note:** Teachers and children should always wash hands before participating in food experiences.
Benchmarks: 4.9 Participates in gross motor activities
4.12 Shows balance and coordination

Crawling Activities
- Recall with the children how the inchworm moved in the book, *Inch by Inch*.
- Involve them in the following crawling activities
  - Scoot on their tummies through a cardboard box without touching the sides
  - Crawl on hands and knees under a chair without touching the sides
  - Crawl through a hula hoop as you hold it vertically with it touching the floor
  - Crawl through geometric crawl-through shapes or cardboard boxes with shapes cut out of sides
  - Provide a tunnel for children to crawl through. Tunnels can be placed indoors or outdoors
  - Provide large snap-together cubes for children to crawl through.
  - Involve children in moving through obstacle courses that include opportunities for crawling.
  - Have children crawl backwards.
  - Have children do a crab walk.
  - Involve children in crawling through barriers such as cones or liter bottles without touching them.

Teacher Note: Observe children to determine when they begin to tire of crawling and stop the activity.

Teacher Note: Include crawling activities as part of your physical education/movement education program.
Benchmarks: 2.4 Participates freely in music activities
2.5 Enjoys singing games, dramatizing songs and moving to music
2.6 Expresses through movement what is felt and heard in various musical tempos and styles

Activity: Firefly Dance
Materials you will need: Flashlights and a slow swaying song on CD or tape
- Show children page with fireflies in the book, *In the Tall, Tall Grass*.
- Invite children to tell you what they know about fireflies. Discuss that fireflies are an insect, that we can see them at night because they glow (make light).
- Darken the room and slowly turn flashlight on and off.
- Begin to play slow, swaying music, continuing to move the flashlight across the ceiling of the classroom, occasionally turning it off and then back on like the firefly.
- Invite children to stand and gently sway back and forth while the music is playing.
- Allow children turns with flashlights, moving their lights in response to the music.

Activity: Butterfly Waltz
Materials you will need: Scarves, waltz music on CD or tape
- Show children the book, *The Very Hungry Caterpillar*. As you show the cover, ask them how they think the caterpillar moves.
- Show them the last page of the book with the beautiful butterfly. Invite children to discuss how they think the butterfly moves.
- Distribute a scarf to each child and say that they will pretend to be butterflies as they listen to the music and move their scarves.
- Begin to play a waltz tune and invite children to move like butterflies.

Benchmark: 2.10 Explores and manipulates art media
Art
Butterfly Blots:
- Fold a sheet of paper in half, gently creasing the fold.
- Provide two or three colors of paint and a teaspoon for each container.
- Suggest that children open up the paper, add a teaspoon of each color of paint, close the paper at the fold and rub the paper all over the outside.
- Ask children to open up the paper and describe what they find.

Benchmark: 3.24 Finds more than one solution to a problem
Blocks
- Measuring Tools: Add tape measures and rulers for measuring blocks.
- Join children in the block center as they build with unit blocks. Guide them to see that each block is a unit of another block. For example, if a child says she needs all of the long blocks to make her house large enough, show her how several blocks can be put together and be the same length as the long block.
- Provide note paper or index cards and pencils so children can "write" down their measurements or ask you to record them.

Additional Benchmark: 3.6 Demonstrates an interest in using writing for a purpose
Library/Book Corner
- Add books about caterpillars, butterflies, worms and insects.
- Add pictures that show caterpillars, butterflies, worms and insects. (laminate or cover pictures with self stick adhesive)
- Add felt or magnetic board and story figures for the stories, *In the Tall, Tall Grass* and *The Very Hungry Caterpillar*.

Home Living/Dramatic Play
- Hang attractive butterfly or insect pictures on wall in home living area.
- Look for fabric with butterfly or insect patterns to use to decorate the home living area. For example, make a tablecloth or place mats from the fabric.

Benchmark: 4.6 Coordinates eye and hand movements to complete tasks

Manipulatives
- Add butterfly and insect puzzles

Benchmark: 3.19 Shows interest in exploring the environment

Sand table or tub
- Place a couple of inches of potting soil in the sand table or tub.
- Hide plastic worms in the potting soil.

Teacher Note: Stress to children that potting soil is to be kept in the tub or table. Consider placing a towel under the tub for easy cleanup. Keep a small whisk broom and dust pan near by and remind children to use them to sweep up any spilled soil.
- Place shredded green paper or Easter grass in the sand table or tub.
- Add plastic insects and hand magnifiers for the children to explore with.

Benchmark: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Science/Discovery

Activity: How Tall Am I?
- Prepare strips of adding machine tape approximately 6” longer than the child is tall (one per child)
- Tape the strip of tape vertically to the wall.
- Write the child’s name and the date on the tape. As the child stands next to the wall, make a mark on the tape, indicating the child’s height.
- Use a measuring tape and help child measure his/her height. Record the child’s height in inches next to the mark.
- Repeat this procedure for each child.
- Display the tapes in the classroom for a few days, then store in the child’s portfolio or folder.
- Repeat this activity every 4 to 5 months to show how the much the child has grown.

Teacher Note: Do not compare the children’s heights.
Activity: Measuring with Feet
- Recall with children that the Inchworm used its body to measure the birds. We can use our feet for measuring things.
- Help children trace around a foot on a piece of cardboard or tag-board. Have them cut out the foot.
- Demonstrate how to use the cardboard foot to measure the length of a table or a storage shelf.
- Observe to see if children use their foot to do additional measuring.

Benchmarks: 3.19 Shows interest in exploring the environment
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)

Activity: Create a Worm Habitat
- Gather a large clear plastic jar (one or two gallon or three to six liter) with a large mouth, or an empty terrarium, earthworms, small rocks, small sticks, food for worms (lettuce, cornmeal, cereals)
- Gather the children together and discuss that children will help you create a habitat (home) for the worms much like the one in which they live.
- Involve children in placing the soil, the rocks and the sticks in the container and adding the earthworms.
- Provide a small spray bottle for water to keep the soil moist (not wet). Add food to the container.
- Encourage the children to observe and discuss the way the worms burrow and live underground. Do they see the worms eat the food? How do they get under the dirt?
- Suggest that the children draw a picture about the worms. Record on their paper what the children say about their drawings if they request this.

Benchmark: 3.14 Demonstrates the ability to order and sequence

Activity: Stages of a Butterfly Sequence Cards
- Place the sequencing cards on the science/discovery table. See attachment for the cards.
- Invite children to put the cards in order. Ask questions such as, “What is the first thing you see?” “What happens next?” Encourage them to discuss what they are doing.

Quiet Corner
- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time
<table>
<thead>
<tr>
<th>Transition Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Benchmark:</strong> 5.10  <strong>Follows directions in sequence</strong></td>
</tr>
</tbody>
</table>
| **Activity:** Tall, Tall Grass Cube  
  - Give each child a turn to toss the cube.  
  - Ask child to name the animal on top of the cube, tell something about it and go to the next activity.  
  - Continue with this activity, giving each child a turn. |
| **Butterfly Fly Away**  
  - Gently tap the shoulder of a child and have them stand up and float like a butterfly to the next activity.  
  - Continue with this activity, giving each child a turn. |

<table>
<thead>
<tr>
<th>Family Activities</th>
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</thead>
<tbody>
<tr>
<td>Send home a note to parents stating for the next few days, the children will be learning about caterpillars, butterflies, worms and insects.</td>
</tr>
</tbody>
</table>
| Suggest some ways families can be involved in the topic of study:  
  - Collect items such as pictures of butterflies, worms and insects.  
  - Include the titles and authors of some of the children's books about caterpillars, butterflies, worms and insects. Suggest that they look for these books in the local library, check them out and read them with their child.  
  - Suggest that families go outside with their child during the day and look for butterflies, worms and insects. Explain to families that we have talked with children about only looking at the creatures and that they are not to disturb them.  
  - Ask families if they see fireflies at night. If so, suggest that they take their child outdoors to view this amazing sight.  
  - Send home a copy of the finger play, Baby Bumblebee. |
<table>
<thead>
<tr>
<th>Day and Big Idea(s)</th>
<th>FP:</th>
<th>Group Time #1</th>
<th>FP:</th>
<th>Group Time #2</th>
<th>Small Group Activities</th>
<th>Transition Activities</th>
<th>Special Activities</th>
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<tbody>
<tr>
<td>Monday</td>
<td></td>
<td>Fuzzy Little Caterpillar – p. 6</td>
<td></td>
<td>The Little Firefly – p. 7</td>
<td>Tall, Tall Grass Concentration – p. 10</td>
<td>In the Tall, Tall Grass Cube – p. 16</td>
<td>Going On A Bug Safari – p. 10</td>
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<tr>
<td></td>
<td>Introduction: Finding Out What Children Know About Caterpillars, Butterflies, Worms, and Insects - p. 2</td>
<td></td>
<td>First Reading of <em>In The Tall, Tall Grass</em> – p. 3</td>
<td>FP or Song: Baby Bumblebee - p. 7</td>
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<td></td>
<td>FP or Song: In the Grass - p. 7</td>
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<tr>
<td>Tuesday</td>
<td></td>
<td>Fuzzy Little Caterpillar - p. 6</td>
<td></td>
<td>Bees - p. 9</td>
<td>Fruit Exploration – p. 9</td>
<td>Butterfly Fly Away - p. 16</td>
<td>Caterpillars Favorite Fruit – p. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Reading of <em>The Very Hungry Caterpillar</em> - p. 4</td>
<td></td>
<td>Second Reading of <em>In The Tall, Tall Grass</em> – p. 3</td>
<td>FP or Song: In the Grass - p. 7</td>
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<tr>
<td></td>
<td>FP or Song: Here is A Beehive – p. 9</td>
<td></td>
<td>FP or Song: Ten Little Butterflies – p. 8</td>
<td>Butterfly Kit – p. 11</td>
<td>In the Tall, Tall Grass Cube – p. 16</td>
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<tr>
<td>Wednesday</td>
<td></td>
<td>The Little Firefly – p. 7</td>
<td></td>
<td>Fuzzy Wuzzy – p. 8</td>
<td>Butterfly Kit – p. 11</td>
<td>In the Tall, Tall Grass Cube – p. 16</td>
<td>Crawling Activities - p. 12</td>
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<td>First Reading of <em>Inch By Inch</em> – p. 5</td>
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<td>Storytelling Figures: <em>The Very Hungry Caterpillar</em> – p. 6</td>
<td>Stages of a Butterfly Sequence Cards – p. 15</td>
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<tr>
<td></td>
<td>FP or Song: Where Is __? - p. 8</td>
<td></td>
<td>FP or Song: Ten Little Butterflies – p. 8</td>
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<td></td>
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<tr>
<td>Thursday</td>
<td></td>
<td>Bees – p. 9</td>
<td></td>
<td>Here Is A Beehive – p. 9</td>
<td>Measuring with Feet - p. 15</td>
<td>Butterfly Fly Away - p. 16</td>
<td>Caterpillar’s Saturday Snack – p. 11</td>
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<td>Storytelling Figures: <em>In the Tall, Tall Grass</em> - p. 6</td>
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<td>Second Reading of <em>The Very Hungry Caterpillar</em> – p. 4</td>
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<tr>
<td></td>
<td>FP or Song: In the Grass - p. 7</td>
<td></td>
<td>FP or Song: Baby bumblebee – p. 8</td>
<td>Measuring with Feet - p. 15</td>
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<td>FP or Song: Baby Bumblebee – p. 8</td>
<td></td>
<td>FP or Song: Where Is __? – p. 8</td>
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### Changes to the Environment (Props, materials added to Centers)

<table>
<thead>
<tr>
<th>Art</th>
<th>Blocks</th>
<th>Books</th>
<th>Dramatic Play / Home Living</th>
<th>Manipulatives</th>
<th>Sand / Water</th>
<th>Science / Discovery</th>
</tr>
</thead>
</table>
Stages of a Butterfly

An egg is on a leaf.
The caterpillar eats the leaf and gets fat.
The caterpillar spins a chrysalis.
The butterfly comes out and flies away.
<table>
<thead>
<tr>
<th>Bee</th>
<th>Ladybug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ant</td>
<td>Cricket</td>
</tr>
<tr>
<td>Butterfly</td>
<td>Firefly</td>
</tr>
</tbody>
</table>
Storytelling Figures

These figures can be used with the book, *The Very Hungry Caterpillar* by Eric Carle.
# Topic of Study – Crickets, Ladybugs and Spiders

## Introduction

Combine chirping crickets, tiny ladybugs and spinning spiders and you have a topic of study that children will enjoy.

## Big Ideas

Here are five big ideas about crickets, ladybugs and spiders you can help children explore:

- There are many kinds of insects
- All insects have antennae and six legs
- Crickets and ladybugs are insects
- Ladybugs eat aphids which are harmful to leaves
- Spiders have eight legs and no antennae

## Materials to Collect and Make

- Pictures of crickets, ladybugs, other insects, and spiders
- Children’s books about crickets, ladybugs and spiders
  - *The Very Quiet Cricket* by Eric Carle
  - *The Grouchy Ladybug* by Eric Carle
  - *The Very Busy Spider* by Eric Carle
- Felt or Magnetic Board
- Locate at A Story a Month on the Arkansas Better Beginnings website:
  - Storytelling figures (felt or magnetic) for the book *The Very Busy Spider*
  - Storytelling figures (felt or magnetic) for the book *There Was an Old Lady Who Swallowed a Fly*
- Use Storytelling figures to illustrate a Chart: Mother Goose Rhyme, Little Miss Muffet
- Accordion Book: “Our Insect Book”: (See Attachment: Our Insect Book)

## Resources

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website:
  - A Story a Month – *The Very Busy Spider* (patterns for storytelling figures)
  - A Story a Month – *There Was an Old Lady Who Swallowed a Fly* (patterns for storytelling figures)
  - Mother Goose Rhyme - Little Miss Muffet
Introduction: Finding Out What Children Know about Crickets, Ladybugs and Spiders

Benchmarks: 3.5 Understands that print conveys a message
5.8 Participates in group discussion

To introduce the topic of “Crickets, Ladybugs and Spiders” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about crickets, ladybugs and spiders.”
- Write on chart paper, chalk board or marker board the words “Crickets, Ladybugs and Spiders.”
- Invite children to tell you things they already know about. They may talk about seeing crickets, ladybugs or spiders. You may have to ask questions to stimulate their thinking, questions such as, “Have you ever heard a cricket chirp?” or “Where have you seen spiders?”
- Make a list of all of the things children know about crickets, ladybugs and spiders.
- Review the list with them and say, “You already know a lot of things about crickets, ladybugs and spiders and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

Conclusion: Finding out What Children Have Learned about Crickets, Ladybugs and Spiders

- Gather the children in a group at the conclusion of the study about crickets, ladybugs and spiders. Write on chart paper, chalk board or marker board, “Things We Learned about Crickets, Ladybugs and Spiders.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “Which of the three is not an insect?” “How do ladybugs help us?” or “How do spiders catch their food?”
- Make a list of all the things children learned about crickets, ladybugs and spiders.
- Read the first list you made with the children. Then say, “Here are some new things you found out about crickets, ladybugs and spiders” and read today’s list with the children.

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: The Very Quiet Cricket by Eric Carle, author and illustrator

First Reading of The Very Quiet Cricket

- Prepare to read the book, The Very Quiet Cricket.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they have ever seen and heard a cricket. What did the cricket sound like?
- Ask, “I wonder why the cricket in this story is so quiet?” Accept all answers.
- Explain to children that a cricket is an insect and that all insects have antennae and six legs. Involve the children in counting the legs and call attention to the antennae.
- Read the story so all children can see the pictures in the book.
- Make the cricket sound at the end of the story.
- Follow up the reading by asking children questions such as “What surprised you
about the story?” “What was your favorite part of the story?” “How do you think the cricket felt when he couldn’t make a sound?” “How do you think he felt when he was finally able to chirp?” “Has there been anything you wanted to do and couldn’t?” “How did you feel?” “How did you feel when you were finally able to do something you couldn’t do before?”

Teacher Note: Consider keeping this book as a special book to be read by an adult with the children. If the “cricket chirp” page is kept open, the chirp will eventually disappear.

Additional Benchmarks: 1.25 Identifies one’s own feelings  
1.26 Expresses thoughts and feelings in words  
1.27 Identifies and understands others’ emotions and intentions

Second Reading of *The Very Quiet Cricket*

- Prepare to read the book, *The Very Quiet Cricket.*
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and involving the children in naming the animals the cricket meets.
- Invite children to discuss what they know about each animal the cricket meets.

Third Reading of *The Very Quiet Cricket* (Small Group)

- Gather a small group of children, from 4 to 6.
- Prepare to read the book, *The Very Quiet Cricket.*
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in counting the legs on the big and little cricket, locust, praying mantis, spittle bug, cicada, bumblebee, dragonfly, and mosquito.

Book #2: *The Grouchy Ladybug* by Eric Carle, author and illustrator

First Reading of *The Grouchy Ladybug*

- Prepare to read the book, *The Grouchy Ladybug*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they know what “grouchy” means. Why do they think the ladybug is grouchy?
- Read the first page, “It was night and some fireflies danced around the moon.” Invite children to recall what they know about fireflies.
- Show the opposite page with aphids on the leaves. Explain to children that aphids are very small insects that can be found on the leaves of plants and can kill the leaves by sucking the juice from them. State that ladybugs eat the aphids. Therefore they are good for trees, shrubs and other plants that have leaves.
- Read the story so all children can see the pictures in the book. This may mean taking extra time because of the smaller pictures.
- Follow up by showing the pictures of each animal the ladybug met, asking children to name them, and to discuss if they are insects or not insects. (Yellow jacket, beetle, and praying mantis are insects).
- Invite children to discuss the animals that the ladybug met.
<table>
<thead>
<tr>
<th><strong>Second Reading</strong> of <em>The Grouchy Ladybug</em>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare to read the book, <em>The Grouchy Ladybug</em></td>
</tr>
<tr>
<td>2. Show cover and ask children to recall the title. Give the author and illustrator.</td>
</tr>
<tr>
<td>3. Read the story so all children can see the pictures in the book.</td>
</tr>
<tr>
<td>4. Follow up the second reading by inviting children to help you read the story by saying the words the grouchy lady bug said: “Hey you. Want to fight?” For example, read, “At six o’clock it met a yellow jacket.” Children say, “Hey you. Want to fight?”</td>
</tr>
<tr>
<td>5. Thank children for helping you “read” the story.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Third Reading of <em>The Grouchy Ladybug</em></strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Invite children to recall the title. Give author and illustrator</td>
</tr>
<tr>
<td>2. Read the story so all children can see the pictures in the book.</td>
</tr>
<tr>
<td>3. Follow up the third reading by reading about each animal and inviting children to discuss why the ladybug did not want to fight each one. For example, read “If you insist,” said the yellow jacket, showing its stinger. Ask children why they think the ladybug did not want to fight the yellow jacket. (Yellow jacket might sting ladybug)</td>
</tr>
</tbody>
</table>

**Additional Benchmark: 5.9 Uses language to problem solve**

<table>
<thead>
<tr>
<th><strong>Fourth Reading of <em>The Grouchy Ladybug</em> (Small Group)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gather a small group of children, 3 to 6.</td>
</tr>
<tr>
<td>3. Show the cover, read the title and the name of the author, running your fingers under each as you read.</td>
</tr>
<tr>
<td>4. Invite the children to read the title and author with you as you run your fingers under each.</td>
</tr>
<tr>
<td>5. Read the story so all children can see the pictures in the book.</td>
</tr>
<tr>
<td>6. Follow up the fourth reading by showing each of the small pages one at a time and asking children what they notice is happening to the pages and to the animals. (pages, animals and print on each page are getting bigger.)</td>
</tr>
<tr>
<td>7. Ask children to locate the ladybug on each page.</td>
</tr>
<tr>
<td>8. Call attention to the clock on each page and that the small hand on the clock points to the numeral that is mentioned on that page.</td>
</tr>
</tbody>
</table>

**Additional Benchmark: 3.18 Shows awareness of time concepts**

<table>
<thead>
<tr>
<th><strong>Book #3: <em>The Very Busy Spider</em></strong> by Eric Carle, author and illustrator</th>
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</thead>
<tbody>
<tr>
<td><strong>First Reading of <em>The Very Busy Spider</em></strong></td>
</tr>
<tr>
<td>1. Prepare to read the book, <em>The Very Busy Spider</em>.</td>
</tr>
<tr>
<td>2. Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)</td>
</tr>
<tr>
<td>3. Invite children to look at the cover and decide if the spider is an insect. How can they tell? Involve children in counting the legs of the spider. (Spider has 8 legs; therefore it is not an insect).</td>
</tr>
<tr>
<td>4. Ask children what they think the spider is busy doing. Accept all answers.</td>
</tr>
<tr>
<td>5. Say, “Let’s read and find out why the spider is so busy.”</td>
</tr>
<tr>
<td>6. Read the story so all children can see the pictures in the book.</td>
</tr>
<tr>
<td>7. Ask children if their predictions were correct about why the spider was so busy.</td>
</tr>
<tr>
<td>8. Follow up by showing each page and inviting children to discuss what is happening with the web.</td>
</tr>
</tbody>
</table>

**Teacher Note:** Consider explaining to children that the spider is an arachnid, not an insect. A scorpion is also an arachnid.
Second Reading of *The Very Busy Spider*

- Prepare to read the book, *The Very Busy Spider*.
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by reading each page, pausing and allowing children to complete the sentence as follows: “The spider didn’t answer. She was very busy…” Pause and invite the children to complete the sentence by saying “spinning her web.”
- Thank the children for helping you “read” the story.

**Teacher Note:** This strategy of pausing to allow children to complete a word or phrase is called the cloze technique. By using this technique with children, you are helping them begin to see themselves as readers.

Third Reading of *The Very Busy Spider* (Small Group)

- Gather a small group of children (3 to 6)
- Prepare to read the book, *The Very Busy Spider*.
- Invite children to help you read the title and the name of the author and illustrator. Run your fingers under the words as you and the children read them together.
- Suggest that children pay close attention to the fly and locate it on each page.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading each page and inviting children to read along with you the words each animal says. For example, show the page with the picture of the horse and invite children to help you read what the horse says to the spider. Run your fingers under the words as you and the children read together.
- Invite children to feel the spider web on each page and describe how it feels.

**Teacher Note:** As you involve children in this type of reading activity, you are helping them begin to see themselves as readers.

**Additional Benchmarks:**

- **3.5** Understands that prints conveys a message
- **3.20** Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

**Informational Books:**

- *The Ladybug and Other Insects* (A First Discovery Book) by Pascale de Bourgoing, Gallimard Jeunesse, illustrated by Sylvie Perols
- *Ladybugs* by Mia Posada
- *Spiders* by Gail Gibbons
**Benchmark:  3.1  Shows enjoyment of books and stories and discussion of them**

**Storytelling Figures:  *The Very Busy Spider***
- Make either felt or magnetic storytelling figures for the story.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

**Storytelling Figures:  *There Was an Old Lady Who Swallowed a Fly***
- Make either felt or magnetic storytelling figures for the story.
- Become familiar with the story. If the book is available, read it with the children.
- Use the storytelling figures to tell the story.
- Explain to children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

**Accordion Book:  *Our Insect Book (See Attachment “Our Insect Book”).***
- Show the cover and read the title and author.
- Read the book with the children.
- Follow up by inviting children to read each page with you.
- Display the book standing up on the floor or on a tabletop in the library/book area.

**Benchmark:  5.1  Demonstrates phonological awareness (hearing and recognizing the sounds of language)  
5.5 Participates in songs, finger plays, rhyming activities and games**
- Make an illustrated rhyme chart for the following nursery rhyme:

```
Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.
```

- Say the rhyme with the children while showing the chart.
- Post the chart on the wall at child’s eye level. Observe to see if the children look at the chart and say the words.
There's a Spider on the Floor
(Tune: If You’re Happy and You Know It)

There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
  There's a spider on the floor,
  Who could ask for anything more?
There's a spider on the floor, on the floor.

There's a spider on my leg, on my leg.
There's a spider on my leg, on my leg.
  There's a spider on my leg
  And it's really, really big.
There's a spider on my leg, on my leg.

There's a spider on my stomach, on my stomach.
There's a spider on my stomach, on my stomach.
  There's a spider on my stomach;
  Oh, he's just a dumb old lummock.
There's a spider on my stomach, on my stomach.

There's a spider on my neck, on my neck.
There's a spider on my neck, on my neck.
  There's a spider on my neck
  Oh, I'm gonna be a wreck.
There's a spider on my neck, on my neck.

There's a spider on my head, on my head.
There's a spider on my head, on my head.
  There's a spider on my head,
  Oh, I wish that I were dead.
There's a spider on my head, on my head.

  And he jumps off!

There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
  There's a spider on the floor,
  Who could ask for anything more?
There's a spider on the floor, on the floor.

Teacher Note: You can use your fingers to represent the spider, or use a plastic spider. Consider giving each child a plastic spider to put on the parts of the body mentioned in song. Be careful to not scare children who may have a fear of spiders.

My Cricket

I'm taking home a little cricket.
I found him in a bushy thicket.
  My cricket won't sting,
  He just loves to sing.
My special little cricket
  I found in a thicket.
**I Know an Old Lady**

I know an old lady who swallowed a fly,  
I don’t know why she swallowed a fly.  
Perhaps she’ll die.

I know an old lady who swallowed a spider,  
That wriggled and wriggled and jiggled insider her.  
She swallowed the spider to catch the fly.  
I don’t know why she swallowed the fly.  
Perhaps she’ll die.

I know an old lady who swallowed a cricket,  
I don’t know why she swallowed a cricket.  
She swallowed the cricket to catch the spider,  
That wriggled and wriggled and jiggled insider her.  
She swallowed the spider to catch the fly,  
I don’t know why she swallowed the fly.  
Perhaps she’ll die.

**Teacher Note:** Use storytelling figures or pictures of the fly, spider and cricket and show as you and children say the rhyme together.

---

**Old MacDonald**

Old MacDonald had a bee, e-i-e-i-o.  
And on that bee there were some wings, e-i-e-i-o.  
With a buzz, buzz here, and a buzz, buzz there.  
Here a buzz, there a buzz, everywhere a buzz-buzz.  
Old MacDonald had a bee, e-i-e-i-o.

Old MacDonald had a cricket, e-i-e-i-o.  
And on that cricket there were six legs, e-i-e-i-o.  
With a chirp, chirp here, and a chirp, chirp there.  
Here a chirp, there a chirp, everywhere a chirp-chirp.  
Old MacDonald had a cricket, e-i-e-i-o.

Old MacDonald had a spider, e-i-e-i-o.  
And on that spider there were eight legs, e-i-e-i-o.  
With a spin, spin here, and a spin, spin there.  
Here a spin, there a spin, everywhere a spin-spin.  
Old MacDonald had a spider, e-i-e-i-o.

---

**The Spider Spins a Web**  
*(Tune of The Farmer in the Dell)*

The spider spins a web,  
The spider spins a web.  
Round and round and up and down.  
The spider spins a web.

The spider spins a web,  
The spider spins a web.  
She spins it in, she spins it out.  
The spider spins a web.
The spider spins a web,
The spider spins a web.
She spins it good, she spins it strong.
The spider spins a web.

The spider spins a web,
The spider spins a web.
She spins a web to catch a fly.
The spider spins a web.

---

The Eeensy Weensy Spider

The Eeensy Weensy Spider went up the water spout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
And the Eeensy Weensy spider went up the spout again.

**Teacher Note:** Sing about the “itsy-bitsy spider” and use a high voice as you sing. You can also sing about the “great big spider” and use a deep, low voice.

---

Way Down South

Way down south where bananas grow
A grasshopper stepped on an elephant’s toe.
The elephant said, with tears in his eyes,
Why don’t you pick on somebody your own size?

---

I’m a Little Ladybug

(Sing to the tune of I’m a Little Teapot)

I’m a little ladybug, you can see.
I’m as pretty, pretty as can be.
I am brightly colored, red and black.
Look at the pretty spots on my back!

---

One Elephant

- Children sit in circle.
- Select one child (leader for the day) to be elephant. Child makes a trunk by extending arms in front of body, putting palms together.
- First elephant walks around the circle while the group sings the song.
- When the group sings, “called for another elephant to come,” the first child chooses another to join her and become an elephant.
- Continue the song until all children have joined the elephant parade.

One elephant went out to play,
Out on a spider’s web one day.
He had such enormous fun,
He called for another elephant to come.

Additional verses, adding a number as another child joins the elephants.

Two elephants went out to play….
Three elephants went out to play….
Additional Benchmark: 3.16 Demonstrates an understanding of addition and subtraction using manipulatives

Benchmarks: 1.1 Demonstrates ability to make choices  
3.5 Understands that print conveys a message  
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Activity: Our Favorite Eric Carle Book (Large Group Activity)

- Prepare a graph with columns for these three books by Eric Carle: *The Very Quiet Cricket, The Grouchy Ladybug and The Very Busy Spider.*
- Add a picture of each main character in the book to the appropriate column.
- Make name cards for each child in a size that will fit on the graph.
- Show the books to the children and invite them to recall the titles of the books. State that the same author wrote the books and drew the pictures and that his name is Eric Carle.
- Show pictures and allow children to briefly discuss each book.
- Go over the graph with the children, explaining that they will decide which book they like the best by placing their name card in the correct column.
- Allow each child a turn to say which book they like best, tell why, and place his or her name in the correct column.
- Involve the children in counting the number of children who like each book the best.

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<tr>
<th>Our Favorite Eric Carle Book</th>
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<tr>
<td>7</td>
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<td>6</td>
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<td>5 Jonathan</td>
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<tr>
<td>4 James</td>
</tr>
<tr>
<td>3 Kennedy</td>
</tr>
<tr>
<td>2 Sam</td>
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<tr>
<td>1 Ashley</td>
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<td>The Very Quiet Cricket</td>
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<td>The Very Busy Spider</td>
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<td>Miguel</td>
</tr>
<tr>
<td>Trude</td>
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<tr>
<td>Maria</td>
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<tr>
<td>Elizabeth</td>
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<tr>
<td>Jackson</td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
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<td>1</td>
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</tbody>
</table>

- Write a summary story.

Our Favorite Eric Carle Book


Activity: Which Is Our Favorite? (Large Group Activity)

- Prepare a graph with columns for the following: cricket, ladybug and spider. Use a picture or drawing of each with the word written on it.
- Make name cards for each child in a size that will fit on the graph.
- Go over the chart with the children, explaining that they will decide which animal they like the best by placing their name card in the correct column.
- Allow each child a turn to say which animal they like best, tell why, and place his or her name card in the correct column.
- Involve the children in counting the number of children who like the cricket, ladybug and spider.
### Our Favorite Insect or Spider

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Choice 1</th>
<th>Choice 2</th>
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<tr>
<td>6</td>
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<td>Jonathan</td>
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<td>Miguel</td>
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<tr>
<td>4</td>
<td>James</td>
<td>Miguel</td>
<td>Juan</td>
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<tr>
<td>3</td>
<td>Kennedy</td>
<td>Trude</td>
<td>Sarah</td>
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<tr>
<td>2</td>
<td>Sam</td>
<td>Maria</td>
<td>Sarah</td>
</tr>
<tr>
<td>1</td>
<td>Ashley</td>
<td>Elizabeth</td>
<td>Jackson</td>
</tr>
</tbody>
</table>

#### Cricket

#### Ladybug

#### Spider

- Write a summary story.

### Our Favorite Insect or Spider


**Teacher Note:** The same graph can be used for different graphing topics. Make your graph leaving plenty of room to label the choices. Make the choice labels and attach to the column. Change the choice labels to make the topics you are graphing.

### Science / Discovery and Math

**Benchmarks:**

- 3.11 Classifies objects conceptually (things that go together)
- 3.20 Uses senses to learn about the environment and to collect data (scientific process: observing)
- 3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
- 3.22 Makes comparisons (scientific process: comparing)

### Activity: Is This An Insect?

- Gather small plastic animals, some that are insects and some that are not, or have small pictures or drawings of animals, some insects and some not. Examples of insects include: bee, cricket, grasshopper, ladybug. Examples of animals that are not insects: spider, turtle, frog.
- Make a chart with two columns. Head one column “Is an Insect” and the other “Is Not an Insect.”
- Explain the chart to the children.
- Allow children to examine the animals.
- Ask each child in turn to select one of the animals and place in the correct column and tell why they placed it in that column. Guide children to be successful.
**Benchmarks:**
1.19 Works cooperatively with others on completing a task
2.25 Applies information or experience to a new context (scientific process: applying)
5.10 Follows directions in sequence

**Activity: Spinning a Web**

- Follow up the reading of *The Very Busy Spider* by inviting each child to touch the completed spider web and describe how it feels.
- Explain to children that they will now make a web using yarn.
- Ask children to stand, hold hands and make a circle, then sit down.
- Show children a large ball of loosely wound yarn and explain that they will make a web with the yarn.
- Start the web by giving the ball of yarn to one child. Ask that child to hold on to the end of the yarn by pressing it against the floor, then roll the yarn ball across the floor to another child. That child will grasp a yarn strand, hold it against the floor and roll the yarn ball to someone who hasn’t yet had it.
- Stress that each child must continue holding his or strand of yarn to the floor or the web will break.
- Continue the activity until each child has had a turn and all children are holding their strand against the floor.
- Ask children to carefully let go of their yarn strands and stand up to view the web they made.

**Teacher Note:** Assist children as needed to keep yarn on the floor.

**Benchmark:** 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

**Activity: How Many Flies Did This Web Catch?**

- Numbered webs and assortment of flies
- Children place the correct number of flies on each web

**Movement/Physical Education**

**Benchmarks:**
4.9 Participates in gross motor activities
4.12 Shows balance and coordination

**Activity: Crawling**

- Discuss with the children how ladybugs and spiders crawl.
- Involve them in the following crawling activities
  - Scoot on their tummies through a cardboard box without touching the sides
  - Crawl on hands and knees under a chair without touching the sides
  - Crawl through a hula hoop as you hold it vertically with it touching the floor
  - Crawl through geometric crawl-through shapes or cardboard boxes with shapes cut out of sides

Adventures in Learning - #8 Animals
Crickets, Ladybugs and Spiders - Revised
o Provide a tunnel for children to crawl through. Tunnels can be placed indoors or outdoors.
o Provide large snap-together cubes for children to crawl through.
o Involve children in moving through obstacle courses that include opportunities for crawling.
o Have children crawl backwards.
o Have children do a crab walk.
o Involve children in crawling through barriers such as cones or liter bottles without touching them.

**Teacher Note:** Observe children to determine when they begin to tire of crawling and stop the activity.

**Teacher Note:** Include crawling activities as part of your physical education/movement education program.

---

**Benchmark: 4.11 Runs, jumps, hops and skips**

**Activity: I Can Jump!**

- Discuss with the children how crickets jump.
- Ask children to stand and hold hands to form a circle.
- Next, ask children to drop hands and take three steps back so each child has self space (room to move without touching others).
- Explain to children that they are going to practice jumping. They will jump off two feet and land on two feet.
- Stand in the middle of the circle and demonstrate jumping.
**Step 1 – Take off**
- Bend knees and crouch body, ready to jump.
- Swing arms forward and upward to take off from the ground.

**Step 2 – Flight**
- Extend arms into the air as feet leave the floor.

**Step 3 – Landing**
- Land on both feet. Land with feet apart and body over feet.

- Allow children to practice jumping, following the steps listed.
- Observe children to determine those that need additional help with jumping.
- Notice when children are becoming tired and invite them to sit down for the concluding activity.

<table>
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<th>Learning Centers</th>
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</tr>
<tr>
<td><strong>Art</strong></td>
</tr>
<tr>
<td><strong>Activity: Puffy Paint Webs</strong></td>
</tr>
<tr>
<td>- Mix equal parts of flour, salt and water in a large bowl. Pour the mixture into squeeze bottles.</td>
</tr>
<tr>
<td>- Give each child a piece of black construction paper and allow them to squeeze the white puffy paint onto the black paper, creating their own design.</td>
</tr>
<tr>
<td><strong>Teacher Note:</strong> When the puffy paint dries, it will look like glittery webs.</td>
</tr>
</tbody>
</table>

| **Benchmark: 3.23 Shows awareness of cause-effect relationships** |
| **Activity: Golf Ball Painting** |
| - Place an 8 x 8 inch square of black construction paper in a gift box lid. |
| - Provide a small container of white paint, a golf ball and a spoon. |
| - Invite a child to dip the golf ball in the white paint, take it out with the spoon and drop it onto the paper. |
| - Suggest that child roll the golf ball around by tilting the lid. Allow the child to repeat the rolling process as many times as desired to create a spider web. |
| **Teacher Safety Note:** Allow only one child at a time to do the activity. |

| **Library/Book Corner** |
| - Add books about insects such as crickets and ladybugs and books about spiders. |
| - Add pictures that show crickets, ladybugs and spiders (laminate or cover pictures with self stick adhesive) |
| - Post Mother Goose rhyme chart on wall at child’s eye level |

| **Home Living/Dramatic Play** |
| - Look for fabric with ladybug patterns to use to decorate the home living area. For example, make a tablecloth or place mats from the fabric. |

| **Manipulatives** |
| - Add insect and spider puzzles |
**Sand table or tub**  
- Add insects and spiders to the sand table or tub.

**Science/Discovery**  
- Add information books  
- Add Accordion “Our Insect” book

**Teacher Note:** Refer to the list of information books in the Additional Books section.

**Quiet Corner**  
- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.  
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.  
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?  
- Explain to children that the quiet corner is for one child at a time

**Activity: Who Sat on a Tuffet?**  
- Show one name card at a time and ask the children, “Who sat on a tuffet?”  
- Children reply, “Mr. (boy’s name) sat on a tuffet” if it is a boy’s name. If it is a girl’s name card, they reply, “Miss (girl’s name) sat on a tuffet.  
- Child transitions to the next activity.

**Activity: Busy Spiders Clean up the Room**  
- Sing the following to the tune of “Mary Had a Little Lamb” when you want children to begin cleaning up their learning centers:  
  Busy spiders clean up the room,  
  Clean up the room, clean up the room.  
  Busy spiders clean up the room,  
  So we can go outside (or whatever the next activity is)

**Teacher Note:** Change the song to “Chirping Crickets Clean up the Room” or “Tiny Ladybugs Clean up the Room.”

**Family Activities**  
Send home a note to parents stating for the next few days, the children will be learning about crickets, ladybugs and spiders. Suggest some ways families can be involved in the topic of study:
- Collect items such as pictures of crickets, ladybugs and spiders.
- Include the titles and authors of some of the children’s books about crickets, ladybugs and spiders.
- Suggest that they look for these books in the local library, check them out and read them with their child.
- Suggest that families take children for a walk and look for spider webs to observe. Remind families that children are not to disturb the webs because this is the spider’s way of getting food.
- Suggest that families take children in the yard and look for ladybugs. Remind families that ladybugs are to be left on leaves because they eat aphids which can kill leaves.
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**Changes to the Environment (Props, materials added to Centers)**

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<th>Blocks</th>
<th>Books</th>
<th>Dramatic Play / Home Living</th>
<th>Manipulatives</th>
<th>Sand / Water</th>
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</tr>
</thead>
</table>
Our Insect Book
Crickets chirp.

Crickets chirp.
Ladybugs have spots.
Firefly's light can be seen at night.
Bees buzz and make honey.
Ants crawl.
We can look for insects.
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Changes to the Environment (Props, materials added to Centers)

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<th>Books</th>
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<td><strong>Build a pond</strong></td>
<td><strong>Add books, pictures, storytelling figures, Mother Goose Rhyme Chart</strong></td>
<td>Small, Small Pond prop box Print fabric</td>
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Introduction

Birds are a part of children’s natural environment. Children see and hear birds at home, on the playground, in the park, in the woods, and on the water.

This topic of study offers children many opportunities to focus on the unique characteristics of different types of birds. As children are engaged in a study about birds, they will become more observant of the birds they see and hear in their environment.

Big Ideas

Here are six big ideas about birds you can help children explore:

- We see many types of birds in our environment.
- Birds have feathers, two wings, two legs and a beak or bill.
- We can tell birds apart by characteristics such as the color and pattern of their feathers, the sounds they make and their size.
- Most birds fly, some swim, and some birds such as ducks and geese waddle.
- Birds build nests to protect their eggs from which their young hatch.
- Birds eat fish, flying or crawling insects, worms, grubs, seeds, berries and small animals such as mice.

Materials to Collect and Make

- Pictures of birds, bird nests and bird houses. Laminate or cover with clear adhesive to preserve
- Pictures of birds mounted on cardstock and laminated or covered with clear self-adhesive. Cut pictures in half to use in the Birds of a Feather transition activity.
- Wooden bird house (if available)
- Bird feeder
- Cards with pictures of birds and animals that are not birds. See Attachment: Is This a Bird?
- Collection of feathers
- Chart paper and markers
- Children’s books about birds: The Bird Alphabet Book by Jerry Pallotta, illustrated by Edgar Stewart I Heard Said the Bird by Polly Berrien Berends, illustrated by Brad Sneed Owl Babies by Martin Waddell, illustrated by Patrick Benson The House I’ll Build for the Wrens by Shirley Neitzel, illustrated by Nancy Winslow Parker
- Felt or magnetic board
- Locate at A Story a Month on the Arkansas Better Beginnings website: Storytelling figures (felt or magnetic) for the book, The Little Red Hen Storytelling figures (felt or magnetic) for the book, Hattie and the Fox
Resources

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at A Story a Month on the Arkansas Better Beginnings website:
  - A Story a Month – *The Little Red Hand* (patterns for storytelling figures)
  - A Story a Month – *Hattie and the Fox* (patterns for storytelling figures)

Introduction: Finding Out What Children Know about Birds

Benchmarks: 3.5 Understands that print conveys a message  
5.8 Participates in group discussion

To introduce the topic of “Birds” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about birds.”
- Write on chart paper, chalk board or marker board the word “Birds.”
- Invite children to tell you things they already know about birds. You may have to ask questions to stimulate their thinking; questions such as, “Where do we see birds?” “What can you tell me about the birds you see?” “How do the birds move?”
- Make a list of all of the things children know about birds.
- Review the list with them and say, “You already know a lot of things about birds and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

Conclusion: Finding Out What Children Have Learned about Birds

- Gather the children in a group at the conclusion of the study about birds.
- Write on chart paper, chalk board or marker board, “Things We Learned about Birds.”
- Invite children to tell you some things they have learned about birds. You may have to ask prompt questions such as “In what ways are birds alike?” “How are they different?” “What are some things birds eat?”
- Make a list of all the things children learned about birds.
- Read the first list you made with the children. Then say, “Here are some new things you found out about birds” and read today’s list with the children.

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: *The Bird Alphabet Book* by Jerry Pallotta, illustrated by Edgar Stewart

First Reading of *The Bird Alphabet Book*

- Prepare to read the book, *The Bird Alphabet Book*
- Bring a feather to story time, keeping it out of children’s sight.
- Introduce the first book about birds by having children close their eyes. Tell them that they will feel something brush against their cheek and will try and guess what it is.
- Brush the feather gently across each child’s cheek. Hide the feather.
- Invite children to guess what they felt on their cheek.
- Show the feather and ask children what kind of bird they think the feather came from.
• Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
• Read the story so all children can see the pictures in the book.
• Follow up by showing the pages and inviting children to name the birds and identify those with which they are familiar. Do they think the feather that brushed their cheek came from any of the birds in the book? If it did not, have a picture of the bird from which the feather came and show it to the children.

**Trainer Note:** Review the book before reading it to the children. Based on your children’s attention spans, you may decide to omit details about some of the birds.

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**Second Reading of The Bird Alphabet Book**

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and focusing on the food that some of the birds eat. For example, on the first page, one of the Atlantic Puffins is eating fish. The Crocodile Birds eat leftover food around crocodile’s teeth.
- Invite children to discuss what they have observed about the food that birds eat.

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**Third Reading of The Bird Alphabet Book (Small Group)**

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in looking closely at the pictures and discussing distinctive characteristics of each bird: colors, beaks and bills, size, how they move. For example, call attention to the distinct differences in bills (ducks, geese and spoonbills, for example) and the beaks of some of the other birds.
- Allow children time to look at each bird.

**Teacher Note:** Consider additional readings of the book either with small groups or children or with individual children who seem to be interested in learning more about birds. Focus on birds or characteristics of birds that seem to be of interest to the children. This book is filled with information that can stimulate discussion and introduce many concepts about birds.

**Additional Benchmarks:**

3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
3.22 Makes comparisons (scientific process: comparing)

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**Fourth Reading of The Bird Alphabet Book (Small Group)**

- Show the cover, give title, author and illustrator.
- Invite children to recall the names of some of their favorite birds from the story.
- Read the story so all children can see the pictures in the book.
- Follow up by giving each child his or her name card.
- Show the featured letters on each page and invite children to look at their name cards. Is that letter of the alphabet in their name?
- Allow children time to locate the matching letters. Assist children as needed.

**Additional Benchmark:** 3.7 Identifies letters and signs in the environment

**Book #2: I Heard Said the Bird** by Polly Berrien Berends, illustrated by Brad Sneed
First Reading of I Heard Said the Bird
- Prepare to read the book, I Heard Said the Bird.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to predict what the bird heard. Say, “Let’s read and find out what the bird heard.”
- Read the story so all children can see the pictures in the book.
- Pause after reading the page where the little boy says, “Yes, the NEW ONE is in the house.” Ask children what they think the NEW ONE is. Accept all answers.
- Continue reading the story to the end.
- Follow up by asking children if their predictions were correct about what the bird heard and about the NEW ONE.
- Ask children what surprised them in the story. What was their favorite part?

Second Reading of I Heard Said the Bird
- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing pages and inviting children to name the animals in the story. Help children understand the names of animals that may be unfamiliar to them. For example, a hare is like a rabbit and it has really long ears. A mare is a female horse.
- Invite children to identify the animals that are birds: bird, duck, goose, and hen. How do they know these animals are birds? (feathers, 2 feet, wings, beaks/bills). What about the other animals in the story? (4 feet, no feathers or wings, mouth rather than beak or bill)

Additional Benchmark: 3.22 Makes comparisons (scientific process: comparing)

Third Reading of I Heard Said the Bird
- Show the cover, give title, author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the third reading by inviting children to help you “read” the story.
- Begin to read a line, pause and allow children to complete it. For example, read, They asked the _____(duck), “Is the NEW ONE a duckling?” But the duck said, ___ (“No.”)
- Continue to read the story, pausing for children to fill in missing words; especially the words that rhyme.

Trainer Note: This strategy of pausing and allowing children to fill in the missing word is called the cloze technique.

Additional Benchmark: 5.5 Participates in songs, finger plays, rhyming activities and games

Book #3: Owl Babies by Martin Waddell, illustrated by Patrick Benson

First Reading of Owl Babies
- Prepare to read the book, Owl Babies.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the owl babies on the cover. Ask, “How do you think the owl babies are feeling?” Accept all answers, then say, “Let’s read and find out.”
- Read the story so all children can see the pictures in the book.
Follow up by asking children if they were correct in their predictions about how the owl babies were feeling. Why were they worried/afraid? How did they feel when Owl Mother comes home?

Invite children to share how they would feel if they were alone and did not know where their mother or father or another family member was.

Teacher Note: Be sensitive to children in your group who may have experienced abandonment by a family member. Know your children and their family situation and plan follow up discussions based on that knowledge.

Additional Benchmarks: 1.25 Identifies one’s own feelings
1.26 Expresses thoughts and feelings in words
1.27 Identifies and understands others’ emotions and intentions

Second Reading of *Owl Babies*
- Show the cover, give title, author and illustrator.
- Recall with children the different feelings the owl babies had in the story. Prompt as needed.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting the children to tell the story as you turn the pages.
- Involve them in repeating what Bill says: “I want my mommy!”

Additional Benchmark: 3.2 Uses picture cues to tell a story

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**Book #4 The House I’ll Build for the Wrens by Shirley Neitzel, illustrated by Nancy Winslow Parker**

**First Reading of The House I’ll Build for the Wrens**
- Prepare to read the book, *The House I’ll Build for the Wrens*.
- Show the cover, give title, author and illustrator.
- Have either a real bird house or a picture of a bird house to show children. Invite them to tell you what they know about building bird houses. Call attention to the Wren House Plan on the cover. Explain to children that when you build a house for the wrens or a house to live in, you need a plan.
- Invite children to tell you what they know about wrens. Explain that a wren is a type of bird. Can they find the wren on the cover?
- Read the story so all children can see the pictures in the book.
- Follow up by showing the pages on the left side of the book and inviting children to name the materials and tools needed to build the house for the wrens. Do they think builders would use the same materials and tools when building a house for people?

**Trainer Note:** Have a picture of a wren(s) to share with the children. By having the real objects such as a bird house and/or pictures, you are making the story more meaningful to children.

**Second Reading of The House I’ll Build for the Wrens (Small Group)**
- Show the cover, give title, author and illustrator.
- Invite children to recall some of the materials and tools needed to build the house for the wrens.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by explaining to children that on some pages the words are left out and the pictures are there instead. Show the third page of the book as an example. Say, “The word ‘house’ is left out. A picture of a house is
there instead.”

- Involve children in reading the Rebus pages with you.
- Run your fingers under the words and illustrations as you and the children read the book together.

**Teacher Note:** A Rebus story is one in which photos/illustrations are substituted for words.

**Teacher Note:** If you have the jacket cover for the book, remove it and show it to the children along with the picture of the house that the boy in the story built. Invite children to compare the house plans on the cover with the house the boy built and discuss how they are both alike and different.

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### Additional Books

- *Make Way for Ducklings* by Robert McCloskey
- *Have You Seen My Duckling?* by Nancy Tafuri
- *Have You Seen Birds?* by Joanne Oppenheim, illustrated by Barbara Reid
- *Rosie’s Walk* by Pat Hutchins
- *We’re Going on a Picnic* by Pat Hutchins
- *The Little Red Hen* by Paul Galdone
- *Five Little Ducks* by Raffi, illustrated by Jose Aruego and Arienne Dewey

### Language Materials and Activities

**Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them**

**Storytelling Figures: The Little Red Hen**

- Make either felt or magnetic storytelling figures for the story, *The Little Red Hen*.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

**Storytelling Figures: Hattie and the Fox**

- Make either felt or magnetic storytelling figures for the story, *Hattie and the Fox*.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

**Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)**

**5.5 Participates in songs, finger plays, rhyming activities and games**

*Mary Had a Pretty Bird*

(Mother Goose Rhyme)

Mary had a pretty bird,
Feathers bright and yellow,
Slender legs –
Upon my word
He was a pretty fellow.
The sweetest note he always sung,
    Which much delighted Mary.
She often, where the cage was hung,
    Sat hearing her canary.

__________________________________________

Sing a Song of Sixpence
(Mother Goose Rhyme)

Sing a song of sixpence,
    A pocket full of rye;
Four and twenty blackbirds
    Baked in a pie.

When the pie was opened,
    The birds began to sing;
Wasn’t that a dainty dish
    To set before a king?

The king was in his counting house,
    Counting all his money;
The queen was in the parlor
    Eating bread and honey.

The maid was in the garden,
    Hanging out the clothes,
Along came a blackbird
    And snapped off her nose.

__________________________________________

Once I Saw a Little Bird
(Mother Goose Rhyme)

Once I saw a little bird
    Go hop, hop, hop.
And I cried, “Little Bird,
    Will you stop, stop, stop?”

I was going to the window
To say “How-do-you-do,”
But he shook his little tail
And far away he flew.

Teacher Note: Show the rhymes in a Mother Goose book as you are reading them to children.
Five Little Birdies
(Five fingers on one hand up in the air, as verse is said other hand bends down each finger)

Five little birdies, flying around our door,
The blue one flew away and then there were four.

Four little birdies sitting in a tree,
The yellow one flew away and then there were three.

The little birdies didn’t know what to do,
So the red one flew away, and then there were two.

Two little birdies sitting in the sun,
The brown one flew away, and then there was one.

The little green birdie said, “This is no fun,
She flew away and then there were none.

Teacher Note: Consider making birds, one per child, from construction paper in the colors included in this finger play: blue, yellow, red, brown and green. Laminate or cover the birds with clear self-adhesive. Give each child a bird and ask that children “fly” their bird when they hear their color.

Teacher Note: Consider using the birds for a transition activity.

Additional Benchmark: 3.10 Classifies objects by physical features such as shape or color

Birds

If I were a bird, I’d sing a song
And fly about the whole day long.
And when the night came
I’d go to rest
In my cozy little nest.

Bluebird, Bluebird
(Chant or sing)

Bluebird, bluebird, through my window.
Bluebird, bluebird, through my window.
Bluebird, bluebird, through my window.
Oh, Johnny I’m so tired.

Have children stand in a circle with their hands joined and raised to shoulder height. One child is designated as the “bluebird.” As the children chant, the bluebird weaves in and out of the upraised hands (or “windows”). At the end of the song, the bluebird chooses another child to be his or her successor. Alternatively, the next child can simply follow the first “bird” through the window.
Two Little Black Birds

Two little black birds
Sitting on the hill.

One named Jack,
The other named Jill.

Fly away, Jack!
Fly away, Jill!

Come back Jack!
Come back Jill!

Robin Red Breast

Way up high, little robin flying just so.
Quick down low for a worm he must go.
With a wing on the left and wing on the right.
Fly to your nest for soon it will be night.

Little Bird

One little bird with lovely feathers blue
Sat beside another one, then there were two.
Two little birds singing in the tree,
Another came to join them, then there were three.
Three little birds, wishing there were more,
Along came another bird, then there were four.
Four little birds, glad to be alive.
Found a lonely friend, then there were five.
Five little birds just as happy as can be.
Five little birds singing songs for you and me.

If I Were a Bird

If I were a bird, I’d sing a song
And fly about the whole day long.
And when the night comes, go to rest,
Up in my cozy little nest.

Five Little Robins

Five little robins lived in a tree.
Father,
Mother,
And babies three.
Father caught a worm,
Mother caught a bug.
The three little robins
Began to tug.
This one got a bug,
This one got a worm.
This one said, “Now it’s my turn.”
Five Little Owls

Five little owls on a dark, dark night.
Five little owls are quite a sight.
Five little owls. Are you keeping score?
One flies away that leaves four.
Four little owls as happy as can be.
One flies away and that leaves three.
Three little owls calling, “Who, who, who!”
One flies away and that leaves two.
Two little owls having lots of fun.
One flies away and that leaves one.
One little owl and we’re almost done!
One flies away and that leaves none.

Here Is a Nest

Here is the nest,
All warm inside.
Three little birds
Can safely hide.

Here is the nest,
All hidden away.
Three little birds
Can flap and play.

Here is the nest,
All cozy and deep.
Three little birds
Are all fast asleep.

Quacking Ducks

Five little ducks went out to play, (Hold up five fingers)
Over the hills and far away. (Make fingers fun away)
Mama Duck said, “Quack, quack, quack.” (Make quacking motions with thumb & 4 fingers)
Four little ducks came running back. (Four fingers run back)

Four little ducks went out to play, (Repeat motions with appropriate number of fingers)
of
Over the hill and far away
Mama Duck said “Quack, quack, quack.”
Three little ducks came running back.

Three little ducks went out to play,
Over the hill and far away.
Mama Duck said, “Quack, quack, quack.”
Two little ducks came running back.

Two little ducks went out to play,
Over the hill and far away.
Mama Duck said, “Quack, quack, quack”
One little duck came running back.
One little duck went out to play,  
Over the hill and far away.  
Mama Duck said “Quack, quack, quack”  
No little ducks came running back.  

No little ducks went out to play,  
Over the hill and far away.  
Daddy Duck said, “Quack, quack, quack.”  
Five little ducks came running back.  

Additional Benchmark: 3.16 Demonstrates an understanding of addition and subtraction using manipulatives

Six Little Ducks

Six little ducks that I once knew.  
Fat ones, skinny ones, fair ones too.  
But the one little duck with the feather on his back,  
He led the others with a quack, quack, quack.  

Down to the river they would go  
Wibble, wobble, wibble wooble, to and fro.  
But the one little duck with the feather on his back  
He led the others with a quack, quack, quack.

Downy Duck

One day I saw a downy duck  
With feathers on his back.  
I said “Good morning, downy duck.”  
And he said “Quack, quack, quack.”

The Feather Song  
(Sing to the tune of “Twinkle, Twinkle Little Star”)  

   Feather floats without a sound,  
       Floating slowly to the ground.  
   A gust of wind came by one day,  
       Whirled that feather right away.  
       Feather, feather in the air,  
           Blown away without a care.

Let’s All Look for Birds  
(Sing to tune of Mary Had a Little Lamb)  

Let’s all look for birds today,  
Birds today, Birds today.  
Let’s all look for birds today,  
When we go outside.
Birds Are Different

We all have feathers and we have two legs and feet.  
Some of us have a bill and some of us have a beak.  
And we all like different things to eat.  

Some of us can swim and most of us can fly.  
Just like people, we're all different colors,  
And we really don’t know why.

Activity: The Green Grass Grows All Around

- See the song on pages 20-21. See the attachment for the song illustration poster.
- Use the song illustration poster to guide children in the sequence of the song.

Teacher Note: Allow the children to take turns pointing to the illustration as you and the children sing the song.

Additional Benchmark: 3.5 Understands that print conveys a message

Benchmarks: 3.20 Uses senses to learn about the environment and to collect data (scientific process: observing)  
3.22 Makes comparisons (scientific process: comparing)

Activity: Drop the Feather

- Provide a feather, a plastic egg and a plastic bowl.
- Challenge the children to hold the feather at nose level and drop it into the bowl.
- Observe and ask the children what happens to the feather on the way down.
- Challenge the children to hold the egg at nose level and drop it into the bowl.
- Observe and ask the children what happened to the egg. Which was easiest to drop into the bowl?
- Discuss with the children why the egg was easiest to get into the bowl. Guide them to see that the feather is lighter than the egg and that the air can move the feather but not the egg.

Benchmarks: 1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials  
3.22 Makes comparisons (scientific process: comparing)

Activity: Moving Feathers:

- Form a maze with blocks on a table.
- Place feathers on the table.
- Provide a variety of objects such as paper fans, straws, paper towel tubes and plastic squirt bottles.
- Invite children to use the different air movers to try and move the feathers through the maze.
- Observe as they experiment with the different air movers. Ask them which moved the feathers the best.
**Benchmarks:**

3.23 Shows awareness of cause and effect
3.24 Finds more than one solution to a problem
5.9 Uses language to problem solve

**Activity: The Thirsty Crow (Storytelling)**
- See page 22 for the story "The Crow and the Pitcher, An Aesop’s Fable"
- Gather a clear plastic pitcher or quart measuring cup, water, and pebbles or gravel.
- Make a mark on the pitcher to indicate the water level or show the children the 2 cup mark on the measuring cup.
- Fill the pitcher or the mark on the measuring cup to the 2 cup mark.
- Scatter the pebbles around the outside base of the pitcher or cup.
- Tell the first part of the story to the children.
- Stop and ask the children if they can think of a way to help the crow get a drink of water. Use the words “solution” and “problem.” Say, “The crow has a problem. Can we think of a solution to the problem?” If children offer solutions that can be tried, do so and see if they work.
- Continue with the story as you drop the pebbles into the pitcher, directing the children to observe the water level.
- Discuss with children their observations and the crow’s problem and solution.

**Teacher Note:** Consider making a crow puppet from a black sock, using yellow felt for a beak. Buttons or felt can become eyes. The crow puppet can then tell the story and drop the pebbles into the pitcher. Allow children turns using the puppet as the story is repeated.

**Separating Solids**
- Gather a large plastic bowl and three smaller bowls, strainer, colander, a cup each of sand, pebbles and birdseed.
- Combine the sand, pebbles and birdseed together in the large bowl.
- Provide a strainer and colander and ask children to separate the items into three separate bowls; one bowl with pebbles, one with sand and one with birdseed.
- Feed the birdseed to the birds when children have completed the activity.

**Teacher Note:** Make sure one utensil has holes so small that only sand will go through and the other has holes through which birdseed but not pebbles will go through. Guide children to see that only sand can go through the holes in the one container and separate sand from birdseed and pebbles. Repeat process with other container, birdseed and pebbles.

**Benchmark:**

3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

**Activity: How Many Feathers? (Small Group)**
- Place an assortment of feathers in a basket.
- Make numeral cards from 0 to 10. Make each card ½ page in size.

```
1 2 3
```

- Invite children to place the correct number of feathers on the numeral cards.

**Teacher Note:** Consider that some children may not be ready for numeral cards from 1 to 10. Adjust the activity to meet the needs of individual children. For example, one child may only be ready to count up to 3 feathers, while others may be ready to count feathers up to 10. If some children are able to count feathers beyond 10, make additional numeral cards.
Benchmarks:  3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
3.22 Makes comparisons (scientific process: comparing)
3.23 Shows awareness of cause-effect relationships
5.3 Expands vocabulary

Activity: Do Feathers Absorb Water? (Small Group)

- Collect feathers, sponge, paper towel, wax paper, small plastic containers, eyedroppers, magnifying glass and water.
- Gather a small group of children, three to five, for this activity.
- Pour water in the containers. Collect water in an eye dropper by squeezing the bulb and releasing it.
- Ask children to observe as you use the eye dropper to drip a few drops of water onto a sponge. What happened to the water?
- Repeat this process with a paper towel and again ask children what happened to the water. Use the word “absorb” as you and the children discuss your observations.
- Repeat this process with wax paper. What happened to the water? (It was not absorbed by the paper)
- Show the children the feathers, the eye dropper, and the water in the containers
- Ask children to predict whether or not the feathers will absorb water.
- Invite children to use the materials to find out, and as they experiment, to discuss what they discover. What do the water drops do after they are dropped onto the feathers?
- Discuss with children that when the water drops bounce off the feathers or just sit on the top of the feathers, this is called “water resistant.” This means that the feathers resist the water. The feathers do not absorb the water; the water does not soak in the feathers. The wax paper is also water resistant.

Benchmarks:  3.11 Classifies objects conceptually (things that go together)
3.22 Makes comparisons (scientific process: comparing)
5.9 Uses language to problem solve

Activity: Is This a Bird? (Small Group)

- Create a classification chart.
- Provide a collection of animals that are birds and animals that are not birds.
- Discuss with children the characteristics of birds that distinguish them from other animals: two feet, feathers, wings, beak/bill.
- Show children a picture of a bird and ask them in which column it belongs and place it there. Repeat this with an animal that is not a bird. This sets the pattern for the activity.
- Allow each child to select an animal card and put it in the correct column. Invite children to state why they put the card in the column they did.

<table>
<thead>
<tr>
<th>Is This a Bird?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Teacher Note: Consider placing this activity on the Science/Discovery table.
Food/Nutrition Experience

**Benchmarks:**
- 4.2 Demonstrates health and personal care habits
- 4.3 Tries new foods before deciding whether he/she likes them
- 4.6 Coordinates eye-hand movements to complete task

**Activity: Chicken Salad**
- Gather measuring spoons, chicken in a can/pouch, sweet pickle relish, mayonnaise, and boiled eggs.
- Provide each child a small bowl, fork, spoon, and napkin.
- Help each child take 2 tablespoons of chicken, 1 teaspoon of pickle relish, and ½ teaspoon of mayonnaise and put in bowl.
- Cut the boiled eggs in quarters and give each child ¼ of an egg.
- Invite children to mash the egg and mix with the other ingredients in his or her bowl.
- Provide wheat crackers and milk for a healthy snack.

**Teacher Note:** Discuss with children that chicken and eggs come from chickens, which are a kind of bird.

**Activity: Turkey Wrap**
- Provide each child a small plate, napkin, a washed lettuce leaf, slice of turkey, and a slice of cheese.
- Explain to children that they can make a turkey wrap.
- Demonstrate and discuss how to place the turkey and cheese on the lettuce and roll it up. Explain to them that this is called a “wrap.”
- Eat and enjoy the turkey wrap with the children.

**Teacher Note:** Allow the children to do as much of this food experience as possible.

**Teacher Note:** Teachers and children should always wash hands before participating in a food experience.

Movement/Physical Education

**Benchmark:** 4.11 Runs, hops, jumps and skips

**Activity: Bird Hop**
- Place four or five hoops on the floor or ground so that each hoop is touching at least one other.
- Designate each hoop as a particular kind of bird food: insects, worms, berries, seeds.
- Explain to children that often birds have to find food on the ground.
- Ask children, one at a time, to hop or jump from one hoop to another until they are “full” from eating all of the bird food.

Learning Centers

**Benchmarks:**
- 2.10 Explores and manipulates art media
- 2.12 Preplans art project and then works with care
- 3.22 Makes comparisons (scientific process: comparing)
- 3.23 Shows awareness of cause-effect relationships

**Art Activity: Painting with Feathers**
- Collect an assortment of feathers or purchase feathers from a craft store.
- Involve children in examining the feathers. Discuss how they feel. Call attention to the shaft. How does it feel?
- Provide several colors of paint in flat tins. Vary the thickness.
- Invite children to experiment with painting with the feathers: the shaft or the feathers.
**Block Center**

**Activity: Planning to Build a Bird House**
- Post pictures of bird houses on the wall in the block center.
- Provide small pieces of wood without splinters.
- Add a tool box with a folding rule, carpenter's pencil, sandpaper, and small paint brush.
- Provide paper and pencils.

**Library/Book Corner**
- Add books about birds.
- Add pictures of birds, bird nests and bird houses (laminate or cover pictures with self stick adhesive).
- Add storytelling figures for the story, *The Little Red Hen*.
- Add storytelling figures for the story, *Hattie and the Fox*.
- Add a felt or magnetic board.

**Home Living/Dramatic Play**
- Add a feather duster to the area. Observe children to see what they do with it.
- Add feather boas.

**Benchmark: 4.6 Coordinates eye and hand movements to complete tasks**

**Manipulatives**

**Activity: Ideas for Making Bird Feeders**

**Idea #1**
- Mix vegetable shortening or lard with cornmeal until you can roll the mixture into a doughy, not too-sticky ball.
- Allow the children to help knead the mixture with their hands.
- Make sure there is enough cornmeal in the mixture so that the birds don't choke on the vegetable shortening or lard.
- Put a big ball of the mixture into a mesh onion or orange bag.
- Hang the bag outside.

**Idea #2**
- Cut clean, empty 6-ounce cardboard frozen juice containers so that are 1” in height.
- Punch a hole through the cardboard at the open end and tie a loop of string through the hole as a hanger.
- Allow children to press the mixture into the cans.
- Hang the containers outside.

**Idea #3**
- Provide pine cones, vegetable shortening or lard, and bird seed in a shallow pan.
- Cover the work table with newspaper.
- Involve children in spooning vegetable shortening or lard on pine cones.
- Help children roll the pine cones in bird seed.
- Hang pinecones outside.

**Idea #4**
- Provide lightly toasted stale bread.
- Allow children to use plastic knives to spread vegetable shortening or lard on toast.
- Punch a hole through one corner of the toast and thread a loop of yarn through it.
- Have the children sprinkle birdseed over the sticky vegetable shortening or lard.
- Hang the toast outside for the birds.
Benchmark: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

Water table or tub
- Add feathers to the water table or tub.
- Encourage children to observe what happens to the feathers. Do they float or do they sink?

Sand table or tub
- Add plastic worms to the sand table/tub.

Benchmarks: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.22 Makes comparisons (scientific process: comparing)

Science/Discovery

Activity: Exploring Feathers
- Display a basket of different kinds of feather. Add a magnifying glass.
- Encourage children to look at the feathers and discuss how they are alike and how they are different.

Activity: Is This a Bird? – add this card game to the center.

Quiet Corner
- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

Outdoors

Activity: Watching for Birds
- Invite children to look and listen for birds and signs of birds when they are outdoors. For example, they may see feathers or bird tracks on the ground, a nest in a tree, birds in a tree or flying overhead, and hear birds singing or calling to each other.
- Suggest that children draw pictures of their observations when they return to the classroom.
### Activity: Bird Bath
- Locate a shallow plastic pan.
- Place it in an observable area in or near the playground. When the weather is really hot, locate the container in a shaded area if possible.
- Involve children in adding water to the container.
- Encourage children to observe birds taking a bath. Remind them to observe quietly so they don’t frighten the birds away.

### Activity: Building a Nest
- Involve children in placing materials such as small twigs, straw and pieces of yarn in an open container. Leave it on the playground in an area where children do not normally play.
- Suggest that children check the container each day to see if any of the materials have disappeared. Discuss with them what they think happened to the materials.

### Activity: Feeding the Birds
- Hang a bird feeder outside the classroom window if possible.
- Involve children in filling it with birdseed.
- Encourage children to watch for birds coming to the feeder to eat.
- Consider keeping a sheet of lined paper and pencil near the window. At the top of the paper write, Bird Count.
- Suggest that when children see a bird they make a line/mark on the paper.
- Count with the children at the end of the day how many birds they saw come to the feeder. Write on the paper, “We saw 5 (how many) birds today.”

### Benchmark: 3.10 Classifies objects by physical features such as color or shape

### Activity: What Color Bird?
- Use the birds from the Five Little Birdies finger play.
- Give each child a bird.
- Use colors of birds to move small groups of children from one activity to another. Say, “If you are a blue bird” you may select a learning center.” Children give their blue birds to you and transition to learning centers or another activity you indicate. Continue this with the other colors of birds.

### Activity: Bird Moves
- Discuss with children the different ways that birds move. For example, they fly, they soar (wings out and not flapping), they swoop down, they waddle.
- Involve the children in participating in each of the types of movement.
- Invite children one at a time to move like a bird and transition to the next activity.

### Activity: Birds of a Feather
- Mount pictures of birds on cardstock and laminate or cover with clear self-adhesive for durability.
- Cut each card in half.
- Distribute to each child a half, making sure that everyone has a match. Ask children to look closely at their half of the bird picture. Explain that another child has the other half.
- Ask children to move around the group area and try to find their partners; the person who has the other half. When they find their partner, the two of them sit together in the group area.
- Direct one set of partners at a time to give you their picture halves and transition to the next activity.

**Teacher Note:** Use these cards for transition activities at times other than during this topic of study.

<table>
<thead>
<tr>
<th>Family Activities</th>
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<tbody>
<tr>
<td>Send home a note to parents stating for the next few days, the children will be learning about birds. Suggest some ways families can be involved in the topic of study:</td>
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<tr>
<td>- Collect and bring to the center pictures of birds, bird nests and bird houses.</td>
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<tr>
<td>- Suggest that families take their child on a Bird Watch or Bird Walk in their own backyard, in the neighborhood, or in a park. Talk with their child about characteristics of the birds they see; color and special markings on the feathers, how the birds move, their beaks/bills. Take paper and pencil and make a list of the birds they see and write down what the child says about the birds. When families return home, read their observations with the child.</td>
</tr>
<tr>
<td>- Include the titles and authors of some of the children’s books about birds. Suggest that families look for these books in the library, check them out and read them with their children.</td>
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</tbody>
</table>
The Green Grass Grows All Around
Author of Song Unknown

Now in the woods there was a tree,
The prettiest tree that you ever did see.

The tree in a hole and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that tree there was a limb
The prettiest limb that you ever did see.

The limb on the tree, and the tree in a hole,
And the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that limb there was a branch
The prettiest branch that you ever did see.

The branch on the limb, and the limb on the tree,
And the tree in a hole, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on the branch there was a nest
The prettiest nest that you ever did see.

The nest on the branch, and the branch on the limb,
And the limb on the tree,
And the tree in a hole, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And in that nest there was an egg
The prettiest egg that you ever did see.

The egg in the nest, and the nest on the branch,
And the branch on the limb, and the limb on the tree,
And the tree in a hole, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And in that egg there was a bird
The prettiest bird that you ever did see.

The bird in the egg, and the egg in the nest,
And the nest on the branch, and the branch on the limb,
And the limb on the tree, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that bird there was a wing
The prettiest wing you ever did see.
The wing on the bird, and the bird in the egg,
And the egg in the nest, and the nest on the branch,
And the branch on the limb, and the limb on the tree,
And the tree in a hole, and the hole in the ground
And the green grass grows all around, all around
The green grass grows all around.

And on that wing there was a feather
The prettiest feather that you ever did see.

The feather on the wing, and the wing on the bird,
And the bird in the egg and the egg in the nest,
And the nest on the branch, and the branch on the limb,
And the limb on the tree, and the tree in a hole
And the hold in the ground
And the green grass grows all around, all around
The green grass grows all around.

Try this! Sing the verses as an echo song with children echoing what you sing. For example:

Now in the woods
(Now in the woods)
There was a tree
(There was a tree)
The prettiest tree
(The prettiest tree)
That you ever did see.
(That you ever did see)
Once upon a time there was a crow that was very, very thirsty. She had looked everywhere for some water to drink and she couldn't find any. Finally, she saw a pitcher with some water in it sitting by a flower bed. The crow was so excited, and she dipped her beak in the pitcher to get a drink of water. She had a problem. Crows have very short beaks, and her beak could not reach the water. The crow was very upset and she was still very thirsty.

Teacher Note: Stop and ask the children if they can think of a way to help the crow get a drink of water. Say, “The crow has a problem. Can we think of a solution to the problem?” If possible, try their solutions.

The crow decided to think of a way she could get her drink of water. She looked around and found some small pebbles on the ground. Very carefully, using her beak, she began to drop the pebbles one by one into the pitcher of water. The more pebbles she dropped in the pitcher, the higher the water level became. Finally, the level of the water was at the top of the pitcher. The crow dipped her beak in this time and she could easily have a nice drink of water. The crow had found a solution to her problem.
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<th>Group Time #2</th>
<th>Small Group Activities</th>
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<td>FP or Song: Quacking Ducks – p. 10</td>
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<td>First Reading of <em>I Heard Said the Bird</em> – p. 4</td>
<td>Second Reading of <em>The Bird Alphabet Book</em> – p. 3</td>
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<td>Bird Bath – p. 18</td>
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<td>FP or Song: The Feather Song – p. 11</td>
<td>FP or Song: Six Little Ducks – p. 11</td>
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<td>Storytelling: <em>The Little Red Hen</em> – p. 6</td>
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<td>FP or Song: Let’s All Look for Birds – p. 11</td>
<td>FP or Song: Downy Duck – p. 11</td>
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<td></td>
<td>Song Illustration Poster: <em>The Green Grass Grows All Around</em> – p. 12</td>
<td>Second Reading of <em>I Heard Said the Bird</em> – p. 4</td>
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<td>FP or Song: Quacking Ducks – p. 10</td>
<td>FP or Song: Let’s All Look for Birds – p. 11</td>
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<tr>
<td>Friday</td>
<td>FP: If I Were A Bird – p. 9</td>
<td>FP: Five Little Robins – p. 9</td>
<td>Third Reading of <em>I Heard Said the Bird</em> – p. 4</td>
<td>Bird Moves – p. 18</td>
<td>Chicken Salad – p. 15</td>
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<td>Third Reading of <em>I Heard Said the Bird</em> – p. 4</td>
<td>Storytelling: <em>Hattie and the Fox</em> – p. 6</td>
<td>FP or Song: Six Little Ducks – p. 11</td>
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**Changes to the Environment (Props, materials added to Centers)**

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<th>Books</th>
<th>Dramatic Play / Home Living</th>
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<td>Day</td>
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<td>Second Reading of <em>Owl Babies</em> – p. 5</td>
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<td>Storytelling: <em>The Little Red Hen</em> – p. 6</td>
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<td>Bird Bath – p. 18</td>
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<td></td>
<td>FP or Song: Let’s All Look for Birds – p. 11</td>
<td>FP or Song: Two Little Black Birds – p. 9</td>
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<td>Song Illustration Poster: <em>The Green Grass Grows All Around</em> – p. 12</td>
<td>Second Reading of <em>I Heard Said the Bird</em> – p. 4</td>
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<td></td>
<td>Second Reading of <em>Owl Babies</em> – p. 5</td>
<td>Storytelling: <em>Hattie and the Fox</em> – p. 6</td>
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<td></td>
<td>FP or Song: Once I Saw A Little Bird – p. 7</td>
<td>FP or Song: Let’s All Look for Birds – p. 11</td>
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<td></td>
<td>FP or Song: Quacking Ducks – p. 10</td>
<td>FP or Song: Robin Red Breast – p. 9</td>
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</tbody>
</table>

**Changes to the Environment (Props, materials added to Centers)**

- **Art**
  - Painting with Feathers – p. 15

- **Blocks**
  - Planning to Build a Bird House – p. 16

- **Books**
  - Add books, pictures, clothesline and storytelling figures – p. 16

- **Dramatic Play / Home Living**
  - Add a feather duster, feather boas – p. 16

- **Manipulatives**
  - Making bird feeders – Ideas #3 & #4 – p. 16

- **Sand / Water**
  - Water – Add feathers – p. 17
  - Sand – Add plastic worms – p. 17

- **Science / Discovery**
  - Exploring Feathers – p. 17
The Green Grass Grows All Around
<table>
<thead>
<tr>
<th>Is This a Bird?</th>
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<tbody>
<tr>
<td>Bee</td>
<td>Flamingo</td>
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<tr>
<td>Owl</td>
<td>Kitten</td>
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<td>Dog</td>
<td>Robin</td>
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<td>Turkey</td>
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<td>Sparrow</td>
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<td>Goldfish</td>
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