Animals Around Us

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Visit www.macmillanmh.com for online games linked to Unit 7 key skills.
Phonological Awareness

**Objectives**
Review initial sounds, blending onset/rime, and identifying rhyming words.

**Materials**
- Literacy and Language Flip Chart, p. 18;
- Teacher’s Resource Book, p. 29

- Review what children learned about initial sounds and blending words by onset and rime. Next, remind children of the fingerplay “My Dog Rags” by performing it as you read the poem aloud. Invite children to sit in a circle and perform the fingerplay with you. Then give children a ball, toy, or beanbag. Ask children to pass the ball, toy, or beanbag around the circle as they repeat the fingerplay poem. Ask children to stop on the word *rags*. Invite the child holding the ball, toy, or beanbag to say *rags* in parts: /r/ . . ./ags/. Have children pass the ball again and stop when you ask them to. Ask the child holding the object to identify the beginning letter of *rags*. Repeat with *wags* and *zags*.

- Continue by using the poems “I Am a Little Duck” and “Baby Mice.” Ask the child holding the ball, toy, or beanbag to suggest a word that rhymes with the word he or she stopped on. It can be a real or nonsense word.

Alphabet Recognition

**Objective**
Review *Ll, Kk, Uu*.

**Materials**
- Large Alphabet Cards for *Ll, Kk, Uu*;
- construction paper strips; crayons or markers;
- magazines to be cut apart; scissors; glue

- Display the **Large Alphabet Cards** for *Ll, Kk, Uu*. Review these letters. Then ask children to make bookmarks for them. Give each child three strips of construction paper, cut like bookmarks. Guide each child to write the letter *Ll* on one bookmark, *Kk* on another bookmark, and *Uu* on the third bookmark. Then have children decorate the bookmarks with pictures of things that begin with the letter shown. For example, children might paste pictures of lions, lemons, or leaves on the bookmarks for *Ll*.

- Invite children to go on a treasure hunt for the letters *Ll, Kk*, and *Uu*. To begin, divide children into small groups. Give each group a book. Ask children to find the letters *Ll, Kk*, and *Uu* in words from the book. When children find these words, they should put a bookmark on the page, making sure to use a bookmark that has the same letter as in the word found.
Review what children learned about identifying letters in print. Then invite children to find letters that they know in the environmental print around the classroom and in books that they have read. Ask children to write each letter they find on an index card, one letter per card.

Review what children learned about distinguishing letters from numbers and matching letters and sounds. Then place children’s letters, written on index cards, facedown on a flat surface. Place numbers written on the index cards facedown on the same surface. Ask children to take turns turning over one card at a time. If a turned-over card shows a number, children should remove it. If the turned-over card shows a letter, children should leave it turned faceup. When only letters remain, ask children to call out the name of each. Ask volunteers to take turns saying the sound for each letter.

Invite children to find pictures of animals in magazines. Cut out or help children to cut out these animal pictures. Ask children to paste them to pieces of construction paper, one animal per piece of paper. Give children an opportunity to describe the animals they found. Prompt children to use size words such as big, tall, long, and small and animal words.

Turn the animal pictures facedown on a flat surface. Ask a volunteer to turn two pictures over and compare the two animals. Ask: Which animal is bigger? Which animal is taller? Which animal is the longer? Offer guidance as necessary. Continue until all children have had a chance to compare animals.

Give children opportunities to act out their favorite animals without saying which animals they are. Invite others to guess the animals being acted out by asking each actor yes or no size questions about his or her animal. For example, children might ask: Are you bigger than a dog? Are you as long as a snake? Are you as big as a horse?
Reread a Favorite Book

Objectives
Reread a favorite book.

Materials
Clifford the Small Red Puppy; Moo Moo, Brown Cow; Farm ABC

■ Reread the title, author, and illustrator of each book. Invite children to tell you what they remember about it. As a group, decide which book to reread. As you reread it, stop every few pages to point out theme-related words. Encourage children to point out animal words they see and hear, too.

■ Then ask pairs of children to discuss the characters, plot, or main idea of one of the books. Then have the pairs compare and contrast two of the books.

■ You may also wish to have children act out some of the animals or characters from the books. As each child performs, encourage other children to guess which animal or character is being acted out.

Puppets Tell the Story

Objective
Retell a story.

Materials
“The Three Little Pigs” puppets, pp. 6-7

■ Distribute copies of the “The Three Little Pigs” puppets on pages 6-7. Help children cut out and color the puppets to their liking.

■ Then tape or attach the puppets to sticks or pencils. Reread “The Three Little Pigs” as children use the puppets to act out the story.

■ When completed, place the puppets in the Dramatic Play Center. Observe as children use them to retell the story independently or with classmates.
Shared Writing

Objectives  Participate in a shared writing experience; write a list and a letter.
Materials  construction paper, crayons

- Invite children to draw pictures of the animals they read about or learned about while reading the books in this unit. Display the pictures and give children a chance to talk about them.

- Ask children to help you write a list of the animals pictured. Encourage children to use the Content Words and Wonderful Words in this list, when possible. Invite children to use this list to help you write a letter to another class about animals.

Once Upon a Time

Objective  Retell the events in a story.
Materials  Read Aloud Anthology, p. 96; Retelling Cards

- Read  Display the Retelling Cards and have children discuss the illustrations. Then read the story and have them listen to find out how Turtle gets herself out of a bad situation.

- Respond  Have children discuss the story and what they think about the characters and what they do.

- Reread and Retell  Reread the story “The Turtle and the Flute” on another day. Use the Retelling Cards to guide children in talking about the characters and plot of this story.
To the Teacher  Help children cut out the puppets, color them, and glue each one to a stick or pencil. Children can use the puppets to retell the story.
To the Teacher  Help children cut out the puppets, color them, and glue each one to a stick or pencil. Children can use the puppets to retell the story.

The Three Little Pigs
Social Studies

Objectives  Review farm jobs, pet care, role of a vet.
Materials  Items in Dramatic Play Center including toy animals, large sheets of poster board, crayons or markers, collage materials, glue or paste

- Review what a veterinarian does and basic pet care. Invite children to share any stories they have about their pets. Then ask children to act out being veterinarians using toy animals.
- Ask small groups of children to make posters on how to take care of animals and pets. Discuss the importance of giving animals food and water, giving pets love, and having a veterinarian help when an animal is sick or hurt or just needs a checkup. Display the posters and give children opportunities to talk about them.
- Complete the Let’s Pretend activity, “Rooster Call,” on Teacher’s Edition page 279 if you have not done so already.

Science

Objectives  Review adult and baby animals.
Materials  Pictures of baby and adult animals (from books and magazines), Retelling Cards, the Literacy and Language Flip Chart, Oral Language Cards, Photo Cards, and Alphabet Cards.

- Ask children to go on a treasure hunt to find pictures of baby animals and adult animals in books and magazines, on Retelling Cards, on the Literacy and Language Flip Chart, and on Oral Language Cards, Photo Cards, and Alphabet Cards. At the end of the treasure hunt, give each child an opportunity to show what he or she found. Ask: Is it a baby animal or an adult animal?
- Encourage children to identify the baby animals and adult animals of the same species. For example, ask children to identify an adult cat and a kitten. Challenge children to discuss how the baby animals grew into the adult animals. Ask volunteers to talk about what they know about how adult animals care for their young.
- Complete the Let’s Move activity, “Donkey Gallop,” on Teacher’s Edition page 281 if you have not done so already.
**Math**

**Objectives**
Review counting 1-10; making sets.

**Materials**
dry beans, construction paper, several pairs of objects, large box

- Review what children learned about counting and matching numbers 1-10 and making sets for numbers 6-10. Then give children ten beans each. Tell children that you will call out a number from 1-10. Ask children to write that number on a piece of construction paper, then count out and set aside that many beans.

- Talk with children about pairs of things. Explain that pair means two objects that go together, such as a pair of socks. Place pairs of similar objects in a large box, such as four pairs of socks with different patterns. One at a time, let each child pull an object from the box and try to find its match. After each child makes a match, ask him or her to count the objects he or she is holding. If you need to make this activity easier, place pairs of very different items in a box, such as a pair of shoes, a pair of mittens, and a pair of slippers.

- Complete the **Let’s Create** activity, “More Farm Animals,” on Teacher’s Edition page 283, if necessary.

**Music**

**Objectives**
Review rhythmic patterns and strong beats.

**Materials**
CD 2:13-14; rhythm instruments

- Review the song “Funeral March of a Marionette.” Ask children to discuss the parts of the music that are the same and different. Then play the song again. Ask children to move one way when the parts of the song are the same and a different way when the parts of the song are different.

- Sing the Unit 7 songs throughout the week. Have children practice so they can sing them for their families.

- Read aloud the song “Five Fat Turkeys,” then sing it with children. Ask: *What happens first in this song?* Encourage groups of five children to act out being turkeys sleeping in a tree. Then ask: *What happens next?* Invite a child to be the cook looking for the turkeys. Next, ask: *What happens last in this song?* Ask “the cook” to act not being able to find the turkeys still sitting in the tree.

- Complete the **Literacy Through Music** activity, “Chook, Chook, Chook,” on Teacher’s Edition page 285 if you have not done so already.


**Same but Different**

**Objective**  Develop an awareness of similarities and differences

**Materials**  old magazine, scissors, glue, chart paper

- Talk about animals and ask children to name some ways animals are alike and some ways they are different. Have children find animal pictures in old magazines and help them cut them out. Encourage children to paste or glue the pictures onto large sheets or paper to make a class collage.

Have children observe the collage and tell you what else they know about animals. Ask questions such as:

  - *Where does this animal live?*
  - *What does it eat?*
  - *How is this animal similar to that animal?*
  - *How is this animal different from that animal?*

- After children observe the collage, have them pretend to be animals and move to music such as “Carnivals of the Animals” by Saint Saens or “Peter and the Wolf” by Prokofiev.
Making Good Decisions

Objective  Review the importance of making proper decisions
Materials  none

- Review what children learned about making good decisions. Then invite children to play a game. Have children sit in a circle. Blindfold a volunteer and have he or she stand in the center of the circle. Ask the children in the circle to pass a ball or small classroom object until the volunteer says Stop! Ask the child holding the ball or classroom object to stand and answer one of the following questions:
  - Which is the best decision? To eat an apple or candy for a snack?
  - Which is the best decision? To take a walk or throw a toy when you feel angry?
  - Which is the best decision? To look both ways before crossing a street or run into the road without looking?
  - Which is the best decision? To put on a coat or leave it at home when it is cold outside?

- Talk about each child’s decision. Continue the game until all or most children have had a chance to make the right decision.