Animals in the Wild

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Visit www.macmillanmh.com for online games linked to Unit 9 key skills.
Phonological Awareness

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

**Materials**
- Literacy and Language Flip Chart, p. 44
- Teacher's Resource Book, p. 64

- Review the fingerplay “Here Is The Sea.” Perform the rhyme and demonstrate the motions to the class. Then remind children how to say the word *sea* in parts: /s/…ea. Continue by having children segment other words in the fingerplay, such as /f/…ish, /t/…ails, and /b/…oat.

- Reread and perform the fingerplay “Five Little Monkeys.” Ask: *What word rhymes with tree?* Invite a volunteer to offer a rhyming word. Then ask children what word rhymes with another word (*me*, for example). Continue in this way until children can no long think of rhyming words. Repeat this rhyming game by rereading and performing the fingerplay “Five Little Monkeys” again. Ask: *What words rhyme with one?*

Alphabet Recognition

**Objectives**
Review the letters *Vv, Jj, Qq.*

**Materials**
- Alphabet Cards, clay, construction paper, crayons, a crown

- Display the Large Alphabet Cards for *Vv, Jj,* and *Qq.* Review the sound for the letter *v.* Tell the class that the letter *Vv* stands for the sound /vvv/ as in *vegetable.* Have the children mold pieces of clay to make a *v.* Then invite children to hold up their clay *v’s* and talk about their favorite vegetables. Ask: *What other words begin with Vv?*

- Repeat for the letters *Jj* and *Qq.* For *Jj,* have children jump in place as they say /j/ words. For *Qq,* have children wear a queen’s crown as they say /kw/ words.
Week 4
Alphabet Time

Print Awareness

**Objectives**  
Review letter-sounds, directionality.

**Materials**  
Alphabet Cards, Farm ABC, Moving Day, construction paper, crayons, scissors, stapler

- Display different Alphabet Cards. Review the names and sounds of letters you have previously taught. Have children choose their favorite letters (such as letters in their names) and write them on construction paper. Invite children to take turns sharing the letters they wrote and the sounds of these letters. Ask the rest of the class to suggest words that begin with these letters and sounds.

- Display the books Farm ABC and Moving Day. Review with children the different parts of these books. Show them the photographs or drawings. Review how a book has a beginning and an end. Review how to read the text from left to right and top to bottom. Use your finger to show how to sweep from the end of one line of text to the beginning of the next line of text. Then have children work together to make a picture book about animals from construction paper by drawing and coloring an animal on each page. Write or help children write about each animal on the appropriate page. Then staple the book along the binding. Have children take turns showing how to read the book.

Oral Language

**Objectives**  
Review wild animal names and homes.

**Materials**  
Oral Language Cards, construction paper, crayons, paints, collage materials

- Review different wild animal Oral Language Cards with children. Point out characteristics of a monkey, lion, and zebra. Work with children to help them correctly identify each wild animal.

- Next display the animal home Oral Language Cards. Review each home name, have the children repeat it, and describe the home to the class. Talk about the different types of animals that live in the ocean, arctic, or rainforest. Invite children to place the correct animal card next to the environment in which the animal lives.

- Invite groups of children to create posters of their favorite wild animals in their natural habitats. Children can draw, paint, and use collage materials to make these posters. When they are done, display them in the classroom. Give children opportunities to describe their work to others.
Reread a Favorite Book

**Objective**: Reread a favorite book.

**Materials**: Over in the Grasslands, Moving Day, Miss Spider’s ABC

- Reread the title, author, and illustrator of each book in Unit 9. As a group, decide which book to reread. As you reread it, stop every few pages to point out wild animals and the places where they live. Have children discuss their favorite animals in the story.

- Invite pairs of children to compare and contrast the animals in these books. Ask: *How are the animals in the grasslands the same? What details make them different? How are the grassland animals different from animals that live in shells?* Encourage children to compare and contrast the illustrations and point out the important details in them.

- Have children act out animals from the books. For example, children might nibble like a rabbit or hop like a frog. Provide support and direction as needed.

Puppets Tell the Story

**Objective**: Retell a story.

**Materials**: “The Lion and the Mouse” puppets, p. 6

- Distribute copies of the “The Lion and the Mouse” puppets on page 6. Help children cut out and color the puppets to their liking.

- Then tape or attach the puppets to sticks or pencils. Reread “The Lion and the Mouse” 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.
**Week 4**

**Book Time**

**Day 3**

**Shared Writing**

**Objectives** Participate in a shared writing experience; write facts.

**Materials** construction paper, crayons, book

- Review *Over in the Grasslands* with children. Remind them that a fact is something that is true. Invite children to pick out some of their favorite facts in the book. Compile a list of them on the board. Ask children to identify the letters and words that they know in this list. Underline them.

- On the next visit to the school library, help children find nonfiction books about animals that they have read about in this unit, such as rabbits, lions, and rhinoceros. Share these books with the class. Then have children draw pictures of their favorite animals from these books and talk about the facts related to them.

**Once Upon a Time**

**Days 4-5**

**Objective** Retell the events in a story.

**Materials** Read Aloud Anthology, p. 14; Retelling Cards

- **Read** Display the Retelling Cards and have children discuss the illustrations in *The Little Boy Who Cried Wolf*. Then read the story and have children listen to find out what happens to the boy in the story.

- **Respond** Have children discuss the story and take turns sharing what they think about the boy crying wolf when there was no threat. Ask: *Why were the villagers mad at the boy? What lesson do you think the boy learned?*

- **Reread and Retell** Reread the story on another day. Use the Retelling Cards to guide children in retelling the events in 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.

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### Social Studies

**Objectives**
Review animal habitats, globes.

**Materials**
- Content Area Flip Chart, p. 50; Photo Cards of wild animals
- Construction paper; crayons; clay; shoebox

- Review the Flip Chart and explain that where animals live is called a **habitat**. Show children different wild animals and the places where they live. Describe the natural habitats of different animals such as rainforests, grasslands, or the ocean. Remind children that a globe is a small copy of Earth. Then point out the oceans on the globe.

- Using the bottom half of a shoebox, have children create their own animal habitat out of clay, paper, collage materials and crayons. Begin by having children select wild animals that they are interested in. Then help children create the natural environment for these animals. For example, children might create an ocean scene for a whale or a rainforest for a monkey.

- Complete the **Let's Pretend** activity, “Horses in the Wild,” on Teacher’s Edition page 355 if you have not done so already.

### Science

**Objectives**
Review animal characteristics

**Materials**
- Content Area Flip Chart, p. 52; art supplies

- Play a **What Am I Thinking Of?** game with children. To begin, ask a volunteer to choose a picture of a bird on the Flip Chart without saying which picture he or she selected. Then, invite children to ask the volunteer questions about this bird. For example, children might ask: Are you thinking of a bird with a long neck? Are you thinking of a bird that has big, round eyes? Have the volunteer answer yes or no to each question until children guess the bird he or she is thinking of.

- Invite children to draw pictures of animals. Help children label each picture. Then combine these drawings with other animal pictures. Have children sort the pictures into groups such as animals with legs and animals without legs, animals that live in water and animals that live on land; etc.

- Complete the **Let’s Move** activity, “Higglety, Jigglety, Clap!” on Teacher’s Edition page 357 if you haven’t already.
**Math**

**Objective** Review graphs.

**Materials** photo cards, board, art supplies

- Have children create their own Photo Cards by drawing insects or animals on pieces of construction paper (or display your own photo cards). Set up a picture chart on the board with two columns, one for animals and one for insects. Discuss the differences between insects and other animals. Have the children place their drawings in the proper columns. Then, count how many animals children created and how many insects they drew. Ask: *Which column has the most? Which has the fewest?*

- Review with children how making a graph can help them to develop an awareness of similarities and differences, and help them to sort and classify information. Set up the grid for a bar graph on the board. At the bottom of the graph write the names of several colors such as *red, black, yellow, green, orange,* and *blue.* Work with children to complete the graph.

- Complete the *Let’s Create* activity, “Animal Graph,” on Teacher’s Edition page 359 if you haven’t already.

**Music**

**Objective** Review rhythm instruments on the beat.

**Materials** CD 2:27; rhythm instruments, Read-Aloud Anthology

- Review the song “Sing a Song of Sixpence,” by playing the recording. Invite children to move freely around the classroom to the music. Give children rhythm instruments and have them play with the steady beat as they sing the song. Have the class try to keep in tempo with the music.

- Read aloud the song “Eency Weency Spider,” then sing it aloud with children. When they are familiar with the song, have children move to the music. Assist children as needed as they act out the parts of the song with their hands, creating the spider walking up the spout and the rain coming down.

- Sing the Unit 9 songs throughout the week. Have children practice so they can sing them for their families.

- Complete the *Literacy Through Music* activity, “1, 2, 3, 4, 5, Caught a Fish Alive,” on Teacher’s Edition page 361 if you have not done so already.
Same but Different

Objective  Develop an awareness of similarities and differences
Materials  old magazines, 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 animals pictures in old magazines and help them cut them out. Encourage children to paste or glue the pictures onto large sheets of 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 to move to music such as “Carnival of Animals” by Saint Saens or “Peter and the Wolf” by Prokofiev.
Helping the Environment

Objective  Review the importance of helping the environment

Materials  recycling bins and materials

- Review the importance of recycling to keep the environment clean and how many of the materials we use on a daily basis can be used again. Talk about the importance of collecting and reusing certain types of trash.

- Bring in glass bottles, plastic, newspaper, and aluminum cans as examples of trash that can be recycled. Then, set up a small recycling bin in the classroom to teach children the value of reusing resources. Direct children to use the recycling bin after snack time or lunch.