



Unit 7B Australia: Circle Time, Small Group, & Centers





<p><u>Knowledge Building Targets</u></p> <ol style="list-style-type: none"> 1. The Earth is our Planet 2. Maps & Globes 3. Continents 4. Australia is the smallest continent 5. Main country: Australia 6. Animals of Australia and where they live 7. Marsupials 8. Care of the environment: the coral reef, wild fires 9. Care of wild animals: koalas and kangaroos 	<p><u>Oral Language Skill Targets</u></p> <ol style="list-style-type: none"> 1. Answering questions 2. Stating an opinion 3. Academic vocabulary: continent, marsupial, desert, mountain, etc. 4. Story vocabulary: author, illustrator, title, character (who), setting (where) 5. Length of sentences 6. Extended decontextualized accounts, explanations, and narratives 7. Retelling/summarizing 8. Fluency
<p><u>Early Literacy Skills</u></p> <ol style="list-style-type: none"> 1. Print/book skills: title, author, directionality 2. Listening comprehension <ol style="list-style-type: none"> a. Answering key questions (focus on who, when, what questions) b. Memory for events c. Retelling d. Following directions 3. Sequencing of events 4. Fiction vs. nonfiction 5. Writing skills <ol style="list-style-type: none"> a. Prewriting strokes b. Letter formation c. Shared writing 6. Early writing through crafts 	<p><u>Math Skills</u></p> <ol style="list-style-type: none"> 1. Small number recognition without counting 2. Counting 3. Number Recognition 4. More than, less than, equal to 5. Number-after knowledge 6. Number comparisons 7. Number-after equals one more 8. Addition 9. Subtraction 10. Patterns 11. Story problems

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Unit 7B: Australia Overview



Overview of Part 1- Australia: The Continent and Country

Book 1	Book 2	Book 3	Book 4
<p><i>Australia</i> by The Project Ready Team</p> 	<p><i>Where on Earth? Australia</i> by Shalini Vallepur</p> 	<p><i>Why I Love Australia</i> by Bronwyn Bancroft</p> 	<p><i>What's That There</i> by Ros Moriarty</p> 






Overview of Part 2- The Great Barrier Reef



Book 5	Book 6	Book 7	Book 8
<p><i>Good Night Coral Reef</i> by Adam Gamble</p>	<p><i>Here is the Coral Reef</i> by Madeleine Dunphy</p> 	<p><i>One Less Fish</i> by Kim Michelle Toft and Allan Sheather</p> 	<p><i>Animals of the Great Barrier Reef</i> by Martha E. H. Rustad</p> 

Overview of Part 3- The Outback/Bush

Book 9	Book 10	Book 11
<p><i>Bush Bash!</i> by Sally Morgan</p> 	<p><i>One Day on our Blue Planet... in the Outback</i> by Ella Bailey</p>	<p><i>Over in Australia</i> by Marianne Berkes</p> 

Overview of Part 4- Animals of Australia (Koalas, Wombats, Kangaroos, Wallaroos)

Book 12	Book 13	Book 14	Book 15	Book 16	Book 17	Book 18
<p><i>Koalas</i> by Jill Esbaum</p> 	<p><i>So Cute! Koalas</i> by Crispin Boyer</p> 	<p><i>Don't Call Me Bear!</i> by Aaron Blabey</p> 	<p><i>Koala Lou</i> by Mem Fox</p> 	<p><i>Sometimes I Like to Curl up in a Ball</i> by Vicki Churchill</p>	<p><i>Diary of a Wombat</i> by Jackie French</p>	<p><i>Wombat Said Come In</i> by Carmen Agra Deedy</p> 

Book 19	Book 20	Book 21
<p><i>Kangaroos</i> by Jill Esbaum</p> 	<p><i>Pouch!</i> by David Ezra Stein</p> 	<p><i>Hello, Mama Wallaroo</i> by Darrin Lunde</p>

Wordless Books for the Australia Unit

Wordless Books—Asia
<i>Reef Adventure</i> by The Project Ready! Team
<i>Be Brave</i> by The Project Ready! Team

Material List for Unit 7B- Australia

Whole Group Reading	
Books	Cost
<i>Australia</i> by The Project Ready Team	Cost of printing and lamination
<i>Where on Earth? Australia</i> by Shalini Vallepur	\$16.46
<i>Why I Love Australia</i> by Bronwyn Bancroft	\$13.99
<i>What's That There</i> by Ros Moriarty	\$6.59
<i>Good Night Coral Reef</i> by Adam Gamble	\$6.99
<i>Here is the Coral Reef</i> by Madeleine Dunphy	\$8.76
<i>One Less Fish</i> by Kim Michelle Toft and Allan Sheather	\$11.01
<i>Animals of the Great Barrier Reef</i> by Martha E. H. Rustad	\$6.95
<i>Bush Bash!</i> by Sally Morgan	\$9.59
<i>One Day on our Blue Planet... in the Outback</i> by Ella Bailey	\$14.58
<i>Over in Australia</i> by Marianne Berkes	\$8.99
<i>Koalas</i> by Jill Esbaum	\$4.99
<i>So Cute! Koalas</i> by Crispin Boyer	\$6.99
<i>Don't Call Me Bear!</i> by Aaron Blabey	\$10.79
<i>Koala Lou</i> by Mem Fox	\$7.99
<i>Sometimes I Like to Curl up in a Ball</i> by Vicki Churchill	\$11.67
<i>Diary of a Wombat</i> by Jackie French	\$7.99
<i>Wombat Said Come In</i> by Carmen Agra Deedy	\$17.99
<i>Kangaroos</i> by Jill Esbaum	\$4.99
<i>Pouch!</i> by David Ezra Stein	\$7.99
<i>Hello, Mama Wallaroo</i> by Darrin Lunde	\$10.04
Wordless Books	
<i>Reef Adventure</i> by The Project Ready! Team	Cost of printing and lamination
<i>Be Brave</i> by The Project Ready! Team	Cost of printing and lamination
Total Book Cost	\$195.34 plus materials

Dramatic Play Center- Wildlife Vet: Australian Animals	
Plush kangaroo with removable Joey	\$21.63
<i>Kangaroos</i> by Jill Esbaum	\$4.99
Plush koala with baby	\$20.99
<i>Koalas</i> by Jill Esbaum	\$4.99
Melissa and Doug Vet Costume (Kindness)	Already purchased
National Geographic Safari Vest (North America)	Already purchased
Poster Map of Australia	\$17.99
Animals of Australia and their Habitats	Cost of printing and lamination
Total Cost of Center	\$70.59 plus materials

Craft and Additional Materials	
Natural sea sponges for painting	\$13.49 (7 piece set)
Blue construction paper	\$5.49 (50 pages)
Dot sponge paintbrushes	\$10.99 (40 piece set)
Black construction paper	\$5.99 (50 pages)
Tempura paint set	\$17.75 (6 color set)
Wide popsicle sticks	\$4.99 (100 piece set)
Gray construction paper	\$8.11 (50 pages)
Green craft leaves	\$8.99 (150 piece set)
Liquid glue	\$10.24 (12 bottles)
Australian Animal Figurines (Math)	\$12.27 (11 piece set)
Tropical Fish Figurines (Math)	\$10.99 (24 piece set)
Total Cost of Crafts and Math Materials	\$109.30

Australia Dramatic Play Center—Wild Life Vet



Purpose: Promote creative play, exploration and experimentation, and oral language skills.

Materials: Plush kangaroos and joey, plush koala and joey, non-fiction book about kangaroos, non-fiction book about koalas, Habitats of Australia book, vet costume (unit 2- Kindness), and safari vest (unit 3- North America).

We suggest Adding these materials after Book 11 *Over in Australia*. Children will have a little background exposure to the animals of Australia after reading about the Australian Bush and will be starting Part 4- Australian Animals..

How it Works: Remind students that many animals in Australia are marsupials. Marsupials are mammals with fur who take care of their babies by giving them milk. Marsupials are special mammals because they have pouches for carrying their babies. Two popular marsupials are kangaroos and koalas. Sometimes koalas and kangaroos need help from wildlife veterinarians to stay safe and healthy.

For the first few days, a teacher should be near this center to help students act out scenarios of learning about and taking care of the wild kangaroos and koalas, using their new vocabulary and knowledge. The teacher might model how to hold the animal safely, how to take the joey from the mother's pouch and gently return it, how to give the animal a check-up, or how to care for a sick or hurt animal. The possibilities are endless. Remember to encourage use of new vocabulary and schema surrounding Australian animals.

Dramatic Play Center- Materials

New Items



Plush Kangaroo and Joey
\$21.63



Plush Koala and Joey
\$20.99



Kangaroos \$4.99



Koalas \$4.99

Items from Previous Units



Melissa and Doug Vet Costume
\$21.99



National Geographic Safari Costume
\$27.99

Whole Group Circle Time—Basic Outline

1. Gathering Together (2 min): ABC Song to call student to circle.
2. Language Time! (3 min) – Nursery Rhyme, Finger Play, Song, Poem
3. Learning New Things (10 min)
 - a. Topic discussion for week 1: Showing Kindness to our Friends & Community
 - b. Story & Discussion Using 1, 2, 3 Shared Story Routine
 - c. Included periodically: Shared Writing Experience
4. Highlight Center Where You Can Learn More

Second Read of Circle Time Story – Basic Outline

1. Story & Discussion, 1, 2, 3 Shared Story Routine
2. Follow Up Activity or Craft

The 1, 2, 3 Shared Story Routine – Read Two Times

1st Read – Focus on Listening to the Story—Whole Group Story Time

1. Before:

1. Introduce the topic
2. Introduce the book to generate excitement.
3. Point out title, author, & illustrator.

2. During:

1. Read with very few interruptions so children can get a sense of the full story.
2. Model Thinking Aloud.
3. Draw children’s attention to key content, vocabulary, and story elements: characters, setting, the problem, etc.

3. After:

1. Ask their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Questions: Ask simple questions about the book.
3. Review vocabulary & connect content of the book to their knowledge of the topic.
(2 & 3 should go in the order that makes sense for the book discussion)

2nd Read – Discuss Together & Activity

1. Before:

1. Ask the children if they can remember what this book is about—show them the cover to remind them.
2. Point out the title, author, & illustrator.
3. Tell them we are going to read the story again and discuss the story. So be ready to share your ideas!

2. During:

1. Read with excitement and fluency.
2. Ask questions about how characters feel or what they might be thinking.
3. Highlight key vocabulary, content, and story elements.

3. After:

1. Ask for their opinion—did they like it? Thumbs up/down. Why? Provide a sentence stem.
2. Ask a few questions about story elements and discuss 2-3 interesting vocabulary words.
3. Complete follow up activity



Shared Writing Experience - Basic Outline

Exposing children to print at an early age is helpful in many aspects of learning to read. The Shared Writing Routine is done across a number of books (not all) in each Unit at least once a week.

Goals of the Shared Writing experience:

- Meaningful exposure of children to print, helping them understand that print carries meaning,
- Demonstration of the process of transcribing speech to print,
- Highlighting of specific letter-sound relationships and conventions of writing.

When planning Shared Writing experiences, make sure to keep the following in mind:

1. Facilitate the production of a topical message that is reflective of your current Project Ready! theme. Make sure this message incorporates **target vocabulary** and **current theme**.
2. Keep sentences constructed short (5-7 words) and the total text brief (2-4 sentences).
3. When gathering input from children regarding the written message construction, “recast” the messages to ensure that they are clear and reflect content from the theme. This “recasting” requires restating students’ input into clear and grammatically standard statements.

You can use this Shared Writing Preparation Template to prepare for a shared writing experience:

1. Topic of Message: (to be reflected in the first and last sentence):

Plan your topic sentence or the topic that you will communicate in the first sentence.

Vocabulary word(s) to include:

Include a word or words that have been highlighted in the 1, 2, 3 Shared Reading Routine.

Specific letter(s) or conventions to highlight:

This could include attention to spaces between words, directionality, punctuation, capital letters, and sentence types.

2. Plan your sentences. *Often you will follow this pattern:*

Topic -

Detail -

Detail -

Detail -

Concluding

The Shared Writing Routine utilizes these three steps repeatedly for each sentence written together: Plan – talk to the children about what to write; Write – write within view of the children and “think aloud” as you write your sentence, highlighting the vocabulary and conventions you planned; Read – Point to each word and read the sentence together. There are four different types of writing highlighted across the curriculum

1. Tell a Story 2. Express Ideas 3. Share Information 4. Discuss & Respond to Questions

With most writing teachers should facilitate the development of a paragraph structure including an introductory (topic) sentence, followed by details, and finished with a “wrap up” (concluding) sentence. By continually modeling the basic paragraph structure, a foundation for this type of organization within children’s writing is established.



Unit: Australia, Part 1- The continent and country

Book 1: Australia by The Project Ready Team

Extra Materials Needed: Globe and map of Australia



Language Time

Incy Wincy Spider
(Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
climbed up the
waterspout*
(join hands finger to
thumb and “crawl”
them upward)

Down came the rain
(trace outstretched
fingers downward,
like rain drops)

*And washed the
spider out*
(push hands forward)

Out came the sun
(make arms round,
above head)

*And dried up all the
rain*
(trace outstretched
fingers upward)

*And Incy Wincy
Spider climbed up the
spout again*
(join hands finger to
thumb and “crawl”
them upward)

1. Before

1. Topic Introduction- *Today we are starting a new unit about another continent. There are seven continents, or big pieces of land, on Earth. We are going to learn about the smallest continent.*

2. Book Introduction- *This is a non-fiction book so it has real information. Our new continent is called Australia. Let's find Australia on our globe. Point out Australia on globe.*

3. Title and Author- Draw attention to title and author.

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “Smaller island countries are also part of Australia, like New Zealand, Papua New Guinea, and Fiji.” *I wonder if we could find these countries on our map of Australia. Let's look together.* Point out countries listed.

- “More than 4 million people live in Sydney.” *That is a lot of people!*

- “What animals live in the coral reef?” *The coral reef is a new habitat we haven't learned about yet. What animals do you think live there?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content *Australia is the smallest continent. People live in Australia. Many different animals live in Australia.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

continent- one of the seven large pieces of land on Earth
Australia is the smallest continent!

country- a smaller piece of a continent
Australia is the biggest country on the continent of Australia.

city- a large town

Most cities in Australia are along the edge, not in the middle.

habitats- an area with particular weather, with certain animals and plants
There are many different habitats in Australia.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you liked it.* Call on a few students to share “I liked the story because...”

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What is the name of the new continent we are learning about?* (Australia)

- *Is Australia a big continent or a little continent?* (It is the smallest continent.)

- *What animals live in Australia?* (Various answers- koalas, emus, etc.)

- *What do we call the Australian animals with pouches?* (marsupials)

3. Follow Up Activity- Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book. I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Australia is the biggest continent on Earth.* (No.)

- *Australia is the smallest continent on Earth.* (Yes.)



Unit: Australia, Part 1- The continent and country
Book 2: Where on Earth? Australia by Shalini Vallepur
Extra Materials Needed: map of Australia, globe



Language Time

Incy Wincy Spider
 (Tune: Itsy Bitsy Spider)

Incy Wincy Spider climbed up the waterspout
 (join hands finger to thumb and “crawl” them upward)

Down came the rain
 (trace outstretched fingers downward, like rain drops)

And washed the spider out
 (push hands forward)

Out came the sun
 (make arms round, above head)

And dried up all the rain
 (trace outstretched fingers upward)

And Incy Wincy Spider climbed up the spout again
 (join hands finger to thumb and “crawl” them upward)

1. Before

1. Topic Introduction- *Yesterday we started learning about a new continent. It is called... (pause to give students a chance to respond.) Australia! Let’s clap that. Au-stra-li-a. The book we read yesterday told us that Australia is the name of a continent and a country. There are a few small island countries also in the continent of Australia, but the biggest country is Australia.*

2. Book Introduction- *Look at the cover of the book. I see some animals that I know. Do you know the names of these animals?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- Page 6- “Where on Earth is Australia?” *Let’s see if we can find Australia on our globe.*
- Page 11- “The winter months in Australia are June, July, and August.” *Fascinating! June, July, and August are summer months for us in North America!*
- Page 21- “beautiful beaches and coral reefs in the sea.” *This is a picture of a coral reef. There are many colorful fish that in live in the coral reef. We are going to learn more about the coral reefs later.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
Australia is the smallest continent. The country of Australia makes up most of the continent of Australia, but there are other small island countries in Australia. There are many different animals, plants, climates, and people in Australia.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

climate- the common weather in a certain place

There are many different climates in Australia. .

outback- the part of Australia that is far from cities where not many people live

The outback can be very dry. We will learn more about the outback later.

savannah- a large area of flat land with lots of grass and few trees

Wildflowers bloom in the savannah.

3. After

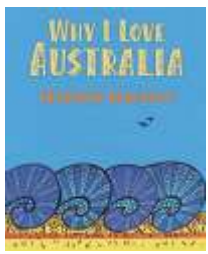
1. Ask their Opinion- *Did you like learning about Australia?* Call on a few children to answer, “My favorite part of Australia is...”

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the name of the country we learned about in this book?* (Australia)
- *What animals did we see in the book?* (various answers- kangaroos, koalas, fish)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. I’m going to give you clues and you will raise your hand if you know the word I’m describing.*
 - *The part of Australia that is far from cities and can be very dry is called... (outback).*
 - *The part of Australia with large, flat, grassy areas is called... (savannah).*



Unit: Australia, Part 1- The continent and country
Book 3: Why I Love Australia by Bronwyn Bancroft
Extra Materials Needed: map of Australia, globe



Language Time

Incy Wincy Spider
(Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
climbed up the
waterspout*
(join hands finger to
thumb and “crawl”
them upward)

Down came the rain
(trace outstretched
fingers downward,
like rain drops)

*And washed the
spider out*
(push hands forward)

Out came the sun
(make arms round,
above head)

*And dried up all the
rain*
(trace outstretched
fingers upward)

*And Incy Wincy
Spider climbed up the
spout again*
(join hands finger to
thumb and “crawl”
them upward)

1. Before

1. Topic Introduction- *We have been reading about the smallest continent called (pause to allow children to answer) Australia. We are going to read more about Australia today.*

2. Book Introduction- *Do you see the dots in these curvy, blue shapes? Painting with dots and curvy lines is an artform that was created by the Aboriginal people of Australia. Aborigine is a name for the people who have lived somewhere from the earliest times. Let’s enjoy the beautiful Aboriginal art as we learn about Australia..*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “Boab tree families” *Look at the shape of these tree trunks. They have thick, curvy trunks and the branches all reach upward.*
- “under a patchwork of rooftops.” *These rectangles and triangles are the roofs of houses. I think these gray lines are roads and these are cars in the neighborhood.*
- “the rocky crags of snowy mountains.” *Snowy mountains! We know that a lot land in Australia is savannah, desert, and beach, but did you know there are also snowy mountains there?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Colorful dot painting is a popular artform in Australia.

There are many different climates and interesting things to see in Australia.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

patchwork- different pieces coming together to make one thing

The square roofs of these homes make a colorful patchwork.

ancient- very old

The new buildings of this city are built on ancient land.

serpentine- snake-like, curvy

The serpentine shadows snake through the steep, rocky walls of the gorge.

3. After

1. Ask their Opinion- *I loved the colorful pictures in this book. Thumbs up if you also liked the pictures.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did the story take place?* (Various answers- Australia, mountains, plains, grasslands, beaches, etc.)
- *What colors did we see in the book?* (Various answers- blue, green, brown, etc.)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. I’m going to give you clues and you will raise your hand if you know the word I’m describing.*
 - *Another word for something that is very old is...* (ancient).
 - *If something is curvy like a snake, we can call it...* (serpentine).
 - *When different pieces come together to make one thing, we call that...* (patchwork).



Unit: Australia, Part 1- The continent and country
Book 3: Why I Love Australia by Bronwyn Bancroft



Re-Read & Activity- Craft

Extra Materials Needed: book, black construction paper, paint in bold colors, dot dauber paintbrushes (1 for each color)

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Do you remember that all of the artwork was made with dots and curvy lines? What was this story about?
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Why I Love Australia. The author of the story is Bronwyn Bancroft. Who remembers what the author does? Tell me! Yes, the author writes the words. Guess what? The illustrator is also Bronwyn Bancroft. She wrote the words and painted the beautiful dot pictures!
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "Floating fields of billowing grasslands" *Do you notice how the illustrator used tiny little lines to paint the grass? Look how many lines she made! It looks just like a field of grass.*
 - b. "Waves that pound beaches" *Look at these big, blue, curvy lines. These are the waves.*
 - c. "Learning the desert sky" *Do you see the people? I think they are looking up at the sky and learning where all of the stars are. These white dots look like stars.*
 - d. "Shards of rainbow and swaying tentacles." *These curvy lines are the coral reef. Look how colorful it is!*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "I liked this story because..."
2. Discussion questions
 - a. Where did this story take place? (Various answers- Australia, desert, beaches, etc.)
 - b. How did the illustrator make the pictures? (by painting colorful dots and lines)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each child a piece of black construction paper. Set up colorful paints with one round sponge brush per color. Encourage children to make pictures by painting lines and dots. Students who are ready for a challenge can be encouraged to make shapes that look like natural items, using the book as a model. For students not ready for that challenge, simply encourage the process of making lines and dots.





Unit: Australia, Part 1- The continent and country
Book 2: Why I Love Australia by Bronwyn Bancroft



Express Ideas

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving a blank space for the purple word:

Australia is a fascinating place!

Vocabulary to include, if possible:

patchwork- different pieces coming together to make one thing

The square roofs of these homes make a colorful patchwork.

ancient- very old

The new buildings of this city are built on ancient land.

serpentine- snake-like, curvy

The serpentine shadows snake through the steep, rocky walls of the gorge.

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: *There are big rivers that serpentine from the mountains to the sea.*

Detail: *There are lots of beaches with huge waves.*

Detail: *New cities are built on ancient land.*

Conclusion: *There are so many things to see in Australia.*

Steps in the Process

Discuss the book and vocabulary: *We read this book called Why I Love Australia. In this story, we see many of the beautiful sights we can see in Australia. The pictures are made of colorful dots and lines.*

Write Topic Sentence

Plan: *We are going to work together to tell about some things we saw in this book. Let's start by finishing this sentence I wrote here. ... is a fascinating place! What continent have we been talking about? Australia!*

Write: Write Australia to complete the sentence.

Read aloud, pointing to each word: *Australia is a fascinating place!*

Write Detail Sentence(s)

Plan: *Let's work together to tell more about Australia. What do you remember from the book?* Guide children by showing them a few pictures in the book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: *There are big rivers that serpentine from the mountains to the sea.*

Read aloud, pointing to each word: *There are big rivers that serpentine from the mountains to the sea.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

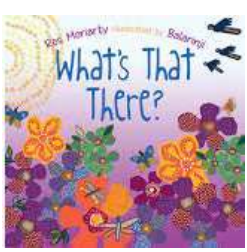
Write Concluding Sentence

Plan: *We told about so many things you can see in Australia. Now let's write a sentence to tell our readers that we are done writing about the things that make Australia a fascinating place. How could we do that?*

Write: *There are so many things to see in Australia.*

Read aloud, pointing to each word: *There are so many things to see in Australia.* Read again, encouraging children to read with you

*Read whole paragraph with students. Post writing where they can return to it frequently to "read." 15



Unit: Australia, Part 1- The continent and country
Book 4: What's That There by Ros Moriarty
Extra Materials Needed: map of Australia, globe

Language Time

Incy Wincy Spider
 (Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
 climbed up the
 waterspout*
 (join hands finger to thumb and "crawl" them upward)

Down came the rain
 (trace outstretched fingers downward, like rain drops)

And washed the spider out
 (push hands forward)

Out came the sun
 (make arms round, above head)

And dried up all the rain
 (trace outstretched fingers upward)

And Incy Wincy Spider climbed up the spout again
 (join hands finger to thumb and "crawl" them upward)

1. Before

1. Topic Introduction- *We have been reading about the smallest continent called (pause to allow children to answer) Australia. We are going to read more about Australia today.*

2. Book Introduction- *I see more colorful dot artwork on this book cover. Do you remember when we made our own dot artwork?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "That's the rushing river's curly bend" *Oh! I understand. What's that there is asking what is happening in this picture. Now they're going to tell us what is in the picture. Do you see the river's curly bend? I think it's this blue wavy line.*
- "What's that there?" (Any page, after a few examples) *What do you think is in this picture? What do you see?*
- "That's the sun-drenched berries ripening." *Hmmm... I wonder where the berries are in this picture. What do you think?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
There are many beautiful, natural things to see in Australia.
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

breeze- gentle wind

The butterflies colorful wings brush the gentle wind.

screech- a loud, shrill squawk

The cockatoos screech loudly as they fly through the tree tops.

sprouting- just beginning to grow

The fired tussocks are sprouting.

3. After

1. Ask their Opinion- *Did you enjoy guessing what was in the picture? Thumbs up if you did. Thumbs down if you didn't like this story.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did this story take place?* (Australia)
- *What was one thing we saw in the pictures?* (Various answers)

3. Follow Up Activity- Wrap up learning about Australia as a continent and country
 Explain, *We finished our last book about the continent of Australia. Next we will read about places and animals of Australia Let's talk about some things we learned about Australia*

- *Where is Australia on the globe?* Point to Australia on globe
- *Is Australia the biggest or smallest continent?* The smallest
- *Australia is a continent and it's the name of a ...?* Country
- *Are there other countries on the continent of Australia?* Yes
- *A popular form of art is Australia is made with colorful...* Dots and lines



Unit: Australia, Part 2- The Great Barrier Reef

Book 5: Good Night Coral Reef by Adam Gamble

Extra Materials Needed: map of Australia for pointing out reef

1. Before

1. Topic Introduction- *We have been learning about the smallest continent in the world, called Australia. Let's clap that. Au-stra-li-a. Australia is a unique continent. It's an island. That means there is water all around the continent. Australia is also the name of the largest country in the continent of Australia. Off the Northeast coast of Australia is something called the Great Barrier Reef. Let's find it on our globe.*

2. Book Introduction- *This book is all about coral reefs. The Great Barrier Reef is the largest coral reef in the world.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Good morning, scuba diver." *Coral reefs are under the water. Going scuba diving is one way to explore the coral reef. Scuba divers carry oxygen in tanks on their backs so they can breathe under water.*
- "Did you know that coral is alive?" *Coral looks like rocks but it's alive!*
- "Good afternoon, snorkelers" *Snorkeling is another way to explore the coral reefs. Snorkelers have big straw-like snorkels to help them breathe under the water.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

The largest coral reef in the world is the Great Barrier Reef.

Colorful coral is alive. Many creatures live in the coral reef.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

coral- rock-like structures that grow underwater and are made up of thousands of living creatures

The coral reef is made up of thousands of different living corals.

venom- poison that protects a creature

These coral reef animals have venom on their spines that protects them.

graceful- moving in a gentle, controlled way

This spotted eagle ray moves slowly and gently.

3. After

1. Ask their Opinion- *The coral reef sounds like such an interesting place. Thumbs up if you would like to visit the Great Barrier Reef some day.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the largest coral reef in the world?* (The Great Barrier Reef)
- *Where is the Great Barrier Reef?* (Off the coast of Australia)

3. Follow Up Activity- Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Coral reefs are made of rocks that are not alive.* (No.)

- *Coral reefs look like rocks and are made of creatures that are alive.* (Yes.)

Language Time

Incy Wincy Spider
(Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
climbed up the
waterspout*

(join hands finger to
thumb and "crawl"
them upward)

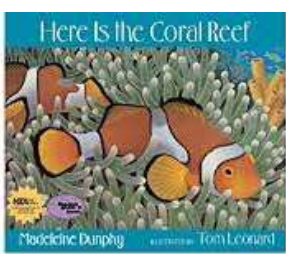
*Down came the rain
(trace outstretched
fingers downward,
like rain drops)*

*And washed the
spider out*
(push hands forward)

*Out came the sun
(make arms round,
above head)*

*And dried up all the
rain
(trace outstretched
fingers upward)*

*And Incy Wincy
Spider climbed up the
spout again
(join hands finger to
thumb and "crawl"
them upward)*



Unit: Australia, Part 2- The Great Barrier Reef

Book 6: Here is the Coral Reef by Madeleine Dunphy

Extra Materials Needed: map of Australia for pointing out reef

Language Time

Incy Wincy Spider
(Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
climbed up the
waterspout*
(join hands finger to
thumb and “crawl”
them upward)

Down came the rain
(trace outstretched
fingers downward,
like rain drops)

*And washed the
spider out*
(push hands forward)

Out came the sun
(make arms round,
above head)

*And dried up all the
rain*
(trace outstretched
fingers upward)

*And Incy Wincy
Spider climbed up the
spout again*
(join hands finger to
thumb and “crawl”
them upward)

1. Before

1. Topic Introduction- *We are continuing to learn about the coral reef. The largest coral reef in the world is off the coast of Australia. It's called (pause to give students a chance to answer) The Great Barrier Reef.*

2. Book Introduction- *I see a colorful orange and white fish. I'm guessing this is a fish that lives in the coral reef.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “Here is the coral of all colors and shapes that lives in clear waters” *Coral is colorful and comes in all different shapes. It's alive, remember. Coral is made up of thousands of living creatures.*

- “Here is the anemone that stings the cod” *This wavy creature here is called anemone and it can sting to protect itself. Do you know any other creatures that can sting?*

- “Here is the coral that shelters the eel” *The coral keeps some animals safe. This eel is hiding inside to stay safe from the shark.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

*Colorful coral comes in all shapes and is made up of living creatures.
Many other creatures live in or near the coral reef.*

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

vivid- very deeply bright and colorful

The vivid seascape is bright and colorful.

groomed- cleaned

The wrasses groom the cod by cleaning its scales.

nibbles- takes small bites

The turtle takes small bites of the sponge.

3. After

1. Ask their Opinion- *Thumbs up if you enjoyed learning about the creatures that live in the coral reef.* Invite a few children to answer, “My favorite creature is...”

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animals live in the coral reef?* (Various answers)

- *Where did the eel hide to stay safe from the shark?* (the coral reef)

3. Follow Up Activity- Game: Was it in the Book?

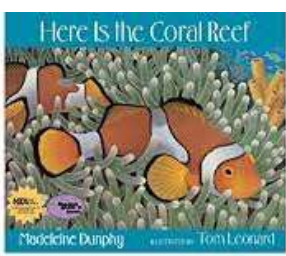
- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *The eel hid from a tiger.* (No.)

- *The eel hid from a shark.* (Yes.)

- *The sponge nibbled a turtle.* (No.)

- *The turtle nibbled a sponge.* (Yes.)



Unit: Australia, Part 2- The Great Barrier Reef
Book 6: Here is the Coral Reef by Madeleine Dunphy



Re-Read & Activity- Craft

Extra Materials Needed: book, blue construction paper, paint in bold colors, natural coral sponges for painting

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What was this story about? Do you remember what this orange fish is called?
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this book is Here is the Coral Reef. The author of the story is Madeleine Dunphy. Who remembers what the author does. Tell me! Yes, the author writes the words. The illustrator is Tom Leonard. What does the illustrator do? He draws the pictures!
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

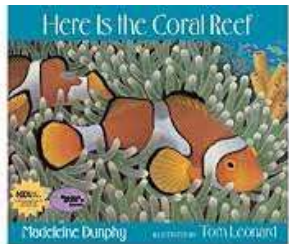
During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. “in this vivid seascape” *Do you remember what that word vivid means? It means deeply bright and colorful. The coral is vivid.*
 - b. “who is groomed by the wrasses” *Do you remember what the word groomed means? It means cleaned. How are the wrasses grooming the cod?*
 - c. “that nibbles the sponge” *Nibbles means takes small bites. The turtle nibbles the sponge. Do you think you would like to nibble a sponge? What do you like to nibble?*
 - d. Final page with all creatures pictured. *Let's name the animals that live in the coral reef. Which creature is your favorite?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. “I liked this story because...”
2. Discussion questions
 - a. Where did this story take place? (the coral reef)
 - b. What is the name of the large coral reef near Australia? (The Great Barrier Reef)
3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Give each student a piece of blue construction paper. Prepare the paints and sponges so there is one sponge per paint color. Show the students how to dip the sponge into the paint and press it to the blue paper to make a colorful coral reef.





Unit: Australia, Part 2- The Great Barrier Reef
Book 7: Here is the Coral Reef by Madeleine Dunphy



Express Ideas

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Express Ideas

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the purple word:

We want to visit the Great Barrier Reef.

Vocabulary to include, if possible:

vivid- very deeply bright and colorful

groomed- cleaned

nibbles- takes small bites

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: (Student's name) wants to see the colorful coral.

Detail: (Student's name) wants to see the graceful rays.

Detail: (Student's name) wants to see the turtle nibbling the sponge.

Conclusion: We think the Great Barrier Reef is amazing.

Steps in the Process

Discuss the book and vocabulary: *We read this book called Here is the Coral Reef. In this story, we saw the amazing creatures that live in and around the coral reef. Remember the largest coral reef in the world is called the Great Barrier Reef and it is in Australia.*

Write Topic Sentence

Plan: *I would love to visit the Great Barrier Reef one day. How about you? Yes! Let's work together to tell why we want to visit the Great Barrier Reef. We want to visit the... What was the largest coral reef called? Do you remember? Yes, The Great Barrier Reef.*

Write: Write Great Barrier Reef to complete sentence.

Read aloud, pointing to each word: *We want to visit the Great Barrier Reef.*

Write Detail Sentence(s)

Plan: *Let's take turns sharing what we want to see at the Great Barrier Reef.* Guide children by showing them pictures in the book and naming the fascinating creatures. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: (Student's name) wants to see the colorful coral.

Read aloud, pointing to each word: *(Student's name) wants to see the colorful coral.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

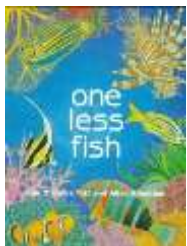
Write Concluding Sentence

Plan: *We wrote about what we want to see at the Great Barrier Reef. Now let's write a sentence that will tell everyone what we think of the Great Barrier Reef to show that we are done. How could we do that?*

Write: We think the Great Barrier Reef is amazing.

Read aloud, pointing to each word: *We think the Great Barrier Reef is amazing.* Read again, encouraging children to read with you

*Read whole paragraph with students. Post writing where they can return to it frequently to "read."



Unit: Australia, Part 2- The Great Barrier Reef

Book 7: One Less Fish by Kim Michelle Toft and Allan Sheather

Extra Materials Needed: map of Australia for pointing out reef



Language Time

Incy Wincy Spider
(Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
climbed up the
waterspout*
(join hands finger to
thumb and “crawl”
them upward)

Down came the rain
(trace outstretched
fingers downward,
like rain drops)

*And washed the
spider out*
(push hands forward)

Out came the sun
(make arms round,
above head)

*And dried up all the
rain*
(trace outstretched
fingers upward)

*And Incy Wincy
Spider climbed up the
spout again*
(join hands finger to
thumb and “crawl”
them upward)

1. Before

1. Topic Introduction- *We have been learning about the smallest continent on Earth called (pause so children can answer) Australia. We’ve read lots of books about the largest coral reef in the world that is off the coast of Australia. That coral reef is called (pause so children can answer) The Great Barrier Reef.*

2. Book Introduction- *There are lots of numbers in this book. Listen for the numbers as I read. This story is about the creatures that live in the coral reef and some of the things that can hurt those creatures.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story. **Note-** skip the non-fiction notes at the bottom of the page if they are too scary for your students.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “12” *Wait. Do we normally say 12 first when we start counting? No! We usually start with 1. I wonder why this book starts with 12. Let’s keep reading to find out.*
- “5” *The book started with 12 creatures. Now we have 5. On every page something happens to one of the creatures. I think the book is counting backward.*
- “0” *Replace the word “die” with “get sick” or “get hurt.” We can help the creatures that live in the coral reef by making good choices.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Many creatures live in the coral reef.

There are many dangers for coral reef creatures. People can help protect the creatures of the coral reef.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

ornate- decorated with a detailed pattern

These tiny triggerfish have detailed patterns on their scales. They are ornate.

weary- exhausted, very tired

These wrasses are weary. They are so tired.

3. After

1. Ask their Opinion- *I think that story was a little bit sad. Did you think so too?*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did the story take place?* (coral reef, Great Barrier Reef)
- *What creatures were in the book?* (Various answers- clownfish, coral cod, etc.)

3. Follow Up Activity- Math Word Problem

- Explain, *This story started with 12 creatures and ended with 0 or none. It is called subtraction, or taking away, when numbers get smaller. Let’s do a subtraction problem from the story now. Show students page with 8. Read text but do not say seven. There were 8 wrasses. Hold up 8 fingers. One fish got sick because Kevin fed him. Let’s see how many there are now. Eight take away one Put one finger down. equals Pause to allow students to answer. seven. Wiggle each finger as you count. 1,2,3,4,5,6,7.*



Unit: Australia, Part 2- The Great Barrier Reef
Book 7: One Less Fish by Kim Michelle Toft and Allan Sheather



Re-Read & Activity- Math Activities

Extra Materials Needed: book, leaf manipulatives OR picture cards (see end of unit) and other math materials as needed

Before:

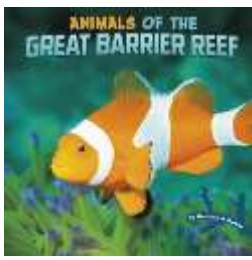
1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. Where did this story take place? Raise your hand if you can tell me one creature that was in this story.
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is One Less Fish. The authors of the story are Kim Michelle Toft and Allan Sheather. Who remembers what the author does? Tell me. Yes, the author writes the words. There are two authors in this book. Interesting!
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. “people started drilling” *Oh no. People are drilling for oil near the coral reef and it made a fish sick.*
 - b. “wonderfully ornate” *Do you remember what that word ornate means? It means decorated with a detailed pattern. Do you see the ornate triggerfish?*
 - c. “weary wrasses” *I remember what wear means. It means exhausted, or very tired. What makes you feel exhausted?*
 - d. “pesticides have killed (replace this word with hurt) one” *Pesticides are chemicals that people sometimes use to get rid of bugs. They can hurt fish.*
 - e. “Without constant care...” *If people make bad choices and don't show kindness to the Earth, it hurts the creatures that live in the coral reef. What is one way you can make good choices to help the coral reef?*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. “I liked this story because...”
2. Discussion questions
 - a. *Where did this story take place?* (a coral reef, The Great Barrier Reef)
 - b. *How did people hurt the fish? What is one bad choice people made?* (various answers- drilling, feeding the fish, etc.)
 - c. *How many wrasses were in the book?* Show picture in book to allow children to count. (eight)
3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: tropical fish figurines (\$10.99 for 24 piece set) or fish pictures (see Australia Materials binder)



Unit: Australia, Part 2- The Great Barrier Reef

Book 8: *Animals of the Great Barrier Reef* by Martha E. H. Rustad

Extra Materials Needed: map of Australia for pointing out reef

Language Time

Incy Wincy Spider
(Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
climbed up the
waterspout*
(join hands finger to
thumb and “crawl”
them upward)

Down came the rain
(trace outstretched
fingers downward,
like rain drops)

*And washed the
spider out*
(push hands forward)

Out came the sun
(make arms round,
above head)

*And dried up all the
rain*
(trace outstretched
fingers upward)

*And Incy Wincy
Spider climbed up the
spout again*
(join hands finger to
thumb and “crawl”
them upward)

1. Before

1. Topic Introduction- *We have been reading about the largest coral reef in the world. Do you remember what continent it is on? Australia. Let’s clap that name. Au-stra-li-a. The Great Barrier Reef is the largest coral reef and it is part of Australia. Today we are going to read out last book about the coral reef.*

2. Book Introduction- *I see a clownfish on the cover. We have seen clownfish in our other books about the coral reef, right? I wonder what other familiar creatures we will see.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- Page 4- “Many plants and animals live here.” *We have learned a lot about the creatures that live in the coral reef. Do you remember any of them?*

- Page 7- “reefs grow slowly over millions of years.” *I knew the coral reef was made of living creatures, but I didn’t know that it is growing.*

- Page 19- “People are working to help.” *People can help the coral reef by making good choices.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

The largest coral reef is the Great Barrier Reef, off the coast of Australia.

Many creatures live in and near the Great Barrier Reef.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

biome- habitat, a place with certain plants, animals, and weather

The coral reef is a biome. The same kinds of plants and animals live in every coral reef.

gill- a slit on the side of a fish for breathing

These tiny trees make a miniature forest.

3. After

1. Ask their Opinion- *I enjoyed learning some new things about the coral reef from that book. Did you like the book? What was your favorite part. Raise you hand if you can tell me, “My favorite part was...”*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc)

- *What biome was this book about?* (the coral reef)

- *Where is the largest coral reef in the world?* (Australia)

3. Follow Up Activity- Wrap up the Sub Theme (Great Barrier Reef)

- Explain, *Today we read our last book about the Great Barrier Reef. Turn to the person next to you and tell them one thing you know about the Great Barrier Reef.*

Provide sentences starters to guide conversation, if necessary. Some possibilities:

- *The largest coral reef in the world is called...* (The Great Barrier Reef)

- *One animal that lives in the Great Barrier Reef is...* (various answers- clownfish, coral, coral cod, sea turtles, rays, etc.)

- *The Great Barrier Reef is part of the continent of...* (Australia)



Unit: Australia, Part 3- The Outback/Bush

Book 9: Bush Bash! by Sally Morgan

Extra Materials Needed: map of Australia for pointing out the bush



Language Time

Incy Wincy Spider
(Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
climbed up the
waterspout*

(join hands finger to
thumb and “crawl”
them upward)

Down came the rain
(trace outstretched
fingers downward,
like rain drops)

*And washed the
spider out*
(push hands forward)

Out came the sun
(make arms round,
above head)

*And dried up all the
rain*
(trace outstretched
fingers upward)

*And Incy Wincy
Spider climbed up the
spout again*
(join hands finger to
thumb and “crawl”
them upward)

1. Before

1. Topic Introduction- *Yesterday we read our last story about the Great Barrier Reef, the largest coral reef in the world. Today we are going to start learning about another habitat in Australia. It's called the Bush. Sometimes it's called the Outback.*

2. Book Introduction- *Look at the animals on the cover. We have read about some of these animals. Do you know any of these animals? I see some dots on the cover, too. I wonder if we will see dot paintings inside? Do you remember making your dot painting?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- First page- “one dashing dingo” *We read about dingoes a long time ago. We learned they are related to dogs and wolves and they don't bark. They live in every habitat in Australia.*

- “Where is he going said four burrowing bilbies” *I wonder where the dingo is going, too? He is passing so many animals and none of them know where he's going. What do you think is happening? Where is dingo going?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Many different, interesting animals live in the outback of Australia- dingo, numbats, flying frogs, etc.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

bash- a party

This book is called Bush Bash. I think it will be about a party in the bush.

burrowing- digging holes to hide in

These bilbies are burrowing into the ground. They're digging holes..

gleeful- joyful, delighted

Look how happy these gliders are!

3. After

1. Ask their Opinion- *We counted many animals that live in the Australian bush.*

Which animal was your favorite. Let's take turns. “My favorite part animal was...”

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Where did this story take place?* (the Australian bush)

- *What animals live in the bush?* (various animals- dingo, numbat, etc.)

- *Where was the dingo going?* (Emus's birthday party.)

3. Follow Up Activity- Math Word Problem

- Explain, *There were eight slithering sea snakes.* Show picture and hold up 8 fingers. *There were six waddling wombats.* Show picture and hold us 6 fingers.

How many more sea snakes than wombats were there? To find out how many more, we need to take away. Let's start with our biggest number 8. Hold up 8

fingers. Now let's take away 6. Put fingers down as you count. 1,2,3,4,5,6. How many more? 2! Wiggle fingers. 8 sea snakes is 2 more than 6 wombats.



Unit: Australia, Part 3- The Outback/Bush

Book 18: Bush Bash! by Sally Morgan

Re-Read & Activity- Math Activities



Extra Materials Needed: book, stuffed leaves OR picture cards (see end of unit) and other math materials as needed

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What Australian habitat was this story about? The bush!

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Bush Bash. The author of the story is Sally Morgan. Who remembers what the author does? Yes, the author writes the words. Ambelin Kwaymullina is the illustrator. She made the dot painting pictures in the book.

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "burrowing bilbies" *Do you remember what that word burrowing means? Burrowing means digging holes. How many bilbies were burrowing? Four. Let's count them.*

b. "gleeful gliders" *Do you remember what the word gleeful means? It means joyful or delighted. How many gleeful gliders were there? Seven. Let's count them.*

c. "leaping lizards" *Let's count all ten leaping lizards together.*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Did you like the surprise at the end?

2. Discussion questions

a. Who wondered where dingo was going? (various answers- bilboes, lizards, etc.)

b. Where did this story take place? (the Australian outback, or bush)

c. Who was having a birthday? (Emu)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: Australia Nature Tube (\$12.27 for 11 piece set) or Eye Spy (see Australia Materials Binder)



Unit: Australia, Part 3- The Outback/Bush

Book 10: One Day on our Blue Planet... in the Outback by Ella Bailey

Extra Materials Needed: map of Australia for pointing out the bush

Language Time

Incy Wincy Spider
(Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
climbed up the
waterspout*
(join hands finger to
thumb and “crawl”
them upward)

Down came the rain
(trace outstretched
fingers downward,
like rain drops)

*And washed the
spider out*
(push hands forward)

Out came the sun
(make arms round,
above head)

*And dried up all the
rain*
(trace outstretched
fingers upward)

*And Incy Wincy
Spider climbed up the
spout again*
(join hands finger to
thumb and “crawl”
them upward)

1. Before

1. Topic Introduction- *Yesterday we read a book about animals that live in a new habitat in Australia called the bush. The bush is also called the outback. The outback is the central part of Australia where few people live. There are no big cities in the outback.*

2. Book Introduction- *I see some animals on the cover of this book. Do you recognize any of these animals? We are going to read another book about the outback. What is another name for the outback? The bush.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “dry grasslands of the wild Australian outback ” *I’m remembering that the outback is the middle of Australia, the area away from the coastline. I know there are different habitats in the outback. The habitat in this picture is the grasslands. The area is wild because not many people live there.*
- “and through vast dusty deserts” *Now the kangaroo family is in the desert. Do you know the name of any of these desert animals?*
- “WATCH OUT!” *That’s a dingo! The baby kangaroo is scared of the dingo. Oh no! What will the baby do?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are different habitats in the outback. Many animals live in the outback. Sometimes animals have to go on long journeys to find food in the outback.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

marsupial- a group of animals that carry their babies in pouches

There are many marsupials in Australia. Kangaroos are one type.

scarce- not enough, hard to find

Food is growing scarce so the kangaroos have to go somewhere else to find grass and shrubs to eat.

3. After

1. Ask their Opinion- I enjoyed seeing so many Australian animals in this book. Turn to your neighbor and tell them your favorite animal. Raise your hand if you want to share with everyone. “My favorite animal was...”

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the name of the continent this book is about?* (Australia)
- *Where in Australia does the kangaroo family live?* (the outback)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

The kangaroo mob goes on a long journey to find... (food). On the journey, they rest under a ... (tree). At night, they find food and the baby kangaroo... (settles in his mother’s pouch).



Unit: Australia, Part 3- The Outback/Bush
Book 11: Over in Australia by Marianne Berkes

Extra Materials Needed: map of Australia for pointing out the bush



Language Time

Incy Wincy Spider
 (Tune: Itsy Bitsy Spider)

*Incy Wincy Spider
 climbed up the
 waterspout*
 (join hands finger to
 thumb and “crawl”
 them upward)

Down came the rain
 (trace outstretched
 fingers downward,
 like rain drops)

*And washed the
 spider out*
 (push hands forward)

Out came the sun
 (make arms round,
 above head)

*And dried up all the
 rain*
 (trace outstretched
 fingers upward)

*And Incy Wincy
 Spider climbed up the
 spout again*
 (join hands finger to
 thumb and “crawl”
 them upward)

1. Before

1. Topic Introduction- *Today we are going to read our last book about the Australian outback.*

2. Book Introduction- *When I look at the cover of this book, I see three animals. Do you know what this kind of animal is called? It's a koala! Look! The koalas are eating leaves.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- “Looking like a kangaroo.” *This animal is called a wallaby. The book called it a “smaller wallaby.” I think a wallaby is an animal that looks like a kangaroo but it's a little bit smaller.*

- “Where the wild flowers thrive” *I think that means these beautiful rainbow lorikeets live somewhere warm where lots of wild flowers grow.*

- “In a sandy place to dine” *There is a lot of sand in the desert. I think that means the bilby lives in the desert and slurps food from the sand. I wonder what it eats.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

There are different habitats in the Australian outback. Show map on last page. Many animals live in the outback.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

sleek- smooth and shiny

The platypus has sleek fur. It is smooth and shiny.

lap- drink using your tongue

The sugar gliders are lapping the sticky, sweet sap off the tree branches.

3. After

1. Ask their Opinion- *Thumbs up if you liked that story. Thumbs down if you didn't.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- Where did the story take place? (various answers- Australia, the desert, etc.)

- What animals live in Australia? (various answers- crocodile, lorikeets, etc.)

- Who laps sweet sap from the tree branches? (sugar gliders)

3. Follow Up Activity- Math Word Problem

- Explain, *We learned about many Australian animals in this story. These animals lived in many different habitats and homes. Some animals lived in trees. Do you remember any of the animals that lived in trees? Let's do a math problem with some of the animals that lived in trees. There were five rainbow lorikeets. Hold up five fingers. There were three koalas. Hold up three fingers on the other hand. How many animals is that together? When we want to find out how many together, we add. Let's count to find out. How many is five plus three? Wiggle each finger as you count. 1,2,3,4,5,6,7,8. Eight. Five lorikeets plus three koalas is eight animals altogether.*

* Introduce the new dramatic play center- wildlife vet with koala and kangaroo.



Unit: Australia, Part 3- The Outback/Bush
Book 11: Over in Australia by Marianne Berkes



Re-Read & Activity- Math Activities

Extra Materials Needed: book, stuffed leaves OR picture cards (see end of unit) and other math materials as needed

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.
We have already read this story. Do you remember it? Look at the cover. What was this story about? Raise your hand if you can tell me one animal we saw in this story.
2. Point out title & author- ask if anyone can tell you what the author does.
The title of this story is Over in Australia. The author of the story is Marianne Berkes. Who remembers what the author does? Yes, the author writes the words. Jill Dubin is the illustrator. She drew the pictures in the book.
3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!
We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.
2. Ask Questions
 - a. "Lived a sleek platypus" *Do you remember what that word sleek means? It means smooth and shiny.*
 - b. "So they lapped on the sap" *Do you remember what the word lap means? It can mean a few different things. In this story, it means to drink with your tongue. The sugar gliders are lapping the sap from the tree.*
 - c. "and his little chicks ten" *Let's find and count all ten emu chicks. 1,2,3,4,5,6,7,8,9,10.*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.
Did you like this story? Raise your hand to tell me. "My favorite part was..."
2. Discussion questions
 - a. Where did the story take place? (Australia, outback, desert, grasslands, forest, etc.)
 - b. What Australian creatures were in the story? (crocodiles, brologas, etc.)
 - c. How many bilby joeys were in the book? Show picture in book to allow children to count. (nine)
3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: Australia Nature Tube (\$12.27 for 11 piece set) or Animal Counting Strips (see Australia Materials Binder)



Respond to a Question

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Respond to a question

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the purple word:

What animals live in the Australian **outback**?

Vocabulary to include, if possible:

habitat- an area with particular weather, with certain plants and animals

continent- one of the seven large areas of land on Earth

country- a smaller piece of a continent

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **Koalas live in the forests.**

Detail: **Kangaroos live in the grasslands.**

Detail: **Bilbies live in the desert.**

Conclusion: **Many animals live in the outback.**

Steps in the Process

Discuss the book and vocabulary: *We read this book called Over in Australia. This was our last book about the Australian outback. Do you remember another name for the outback? The bush.*

Write Topic Sentence

Plan: *We are going to work together to answer a question about our learning. Let's finish this sentence to see the whole question we will be answering. What have we been learning about? The outback. Let's write that word to finish our question.* Draw attention to question mark at the end of the sentence. *What animals live in the Australian outback?*

Write: Write outback to complete sentence.

Read aloud, pointing to each word: *What animals live in the Australian outback?*

Write Detail Sentence(s)

Plan: *Let's work together to tell about animals that live in the outback.* Guide children by showing them pictures in the book Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: Koalas live in the forests.

Read aloud, pointing to each word: *Koalas live in the forests.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence

Plan: *We told about many animals that live in the outback. I think we are done now. We have to write a sentence to tell our readers that we're finished telling about animals that live in the outback.*

Write: Many animals live in the outback.

Read aloud, pointing to each word: *Many animals live in the outback.* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: Australia, Part 4- Animals of Australia

Book 12: Koalas by Jill Esbaum

Extra Materials Needed: dramatic play center, ready to be introduced



Language Time

Kookaburra Sits in
the Old Gum Tree

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Merry merry king of
the bush is he*

(hold hands above
head as if placing a
crown on head)

*Laugh, kookaburra,
laugh, kookaburra
Gay your life must be!*
(rub belly as if you're
laughing)

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Eating all the
gumdrops he can see*

(bring fingers to
mouth as if eating)

*Stop, kookaburra,
stop, kookaburra
Leave some there for
me!*

(hold up one hand as
if it is a stop sign)

American Sign
Language Guide
Sit- 2 fingers on right
hand tap 2
straightened fingers
on left hand

1. Before

1. Topic Introduction- *We have been learning about the smallest continent. Do you remember the name of the continent? Australia! Let's clap that. Au-stra-li-a.*

2. Book Introduction- *We are going to learn about some animals that live in Australia. There are so many interesting animals in Australia. Today we are going to read.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "This coat is waterproof." *Koalas fur is amazing! It can keep them warm, cool, and dry. It can do whatever the koala needs.*

- "ambling along the ground to a different tree?" *Koalas are only on the ground when they're moving from tree to tree. They spend most of their time up in the branches.*

- "Pocket Protectors" *All of these animals are marsupials. There are many different kinds of marsupials in Australia.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Koalas live in Australia.

Koalas are marsupials.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

ambling- walking slowly, in a relaxed way

Koalas amble everywhere they go. They never seem to be in a hurry.

plucking- pulling something off quickly

Koalas pluck eucalyptus leaves off the branch so they can eat them.

territory- an area owned by someone

Each koala has its own territory. They like to have their own space.

3. After

1. Ask their Opinion- *Thumbs up if you liked that story. Raise your hand if you would like to tell me your favorite part.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animal was this book about?* (Koalas)

- *Where do koalas live?* (Australia)

3. Follow Up Activity- Game: Was it in the Book?

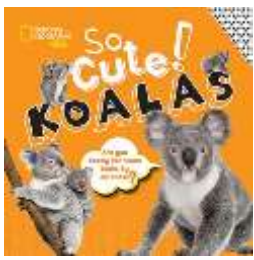
- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Koalas are bears.* (No.)

- *Koalas are marsupials* (Yes.)

- *Koalas eat fish and berries.* (No.)

- *Koalas eat eucalyptus leaves.* (Yes.)



Unit: Australia, Part 4- Animals of Australia

Book 13: So Cute: Koalas by Crispin Boyer

Extra Materials Needed: plush koala and joey from dramatic play center



Language Time

Kookaburra Sits in
the Old Gum Tree

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Merry merry king of
the bush is he*

(hold hands above
head as if placing a
crown on head)

*Laugh, kookaburra,
laugh, kookaburra
Gay your life must be!*
(rub belly as if you're
laughing)

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Eating all the
gumdrops he can see*
(bring fingers to
mouth as if eating)

*Stop, kookaburra,
stop, kookaburra
Leave some there for
me!*

(hold up one hand as
if it is a stop sign)

American Sign
Language Guide
Sit- 2 fingers on right
hand tap 2
straightened fingers
on left hand

1. Before

1. Topic Introduction- *We have been learning about the smallest continent in the world. Tell someone near you the name of that continent. Yes, Australia. Let's clap that. Au-stra-li-a. Yesterday we read a book about an animal that lives in Australia.*

2. Book Introduction- *Today we are going to read another book about koalas. Let's clap that. Ko-a-la. This book is called So Cute! Koalas. Do you think koalas are cute?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- Page 13- "Koalas crave variety, too." *They like to eat different types of eucalyptus leaves. I wonder if they only eat eucalyptus leaves or if they sometimes eat other leaves?*

- Page 14- "Eucalyptus leaves don't pack much energy" *The food koalas eat doesn't give them much energy so they spend a lot of time sleeping. I wonder why they don't just eat another kind of food. What do you think?*

- Page 20- "only the size of a jelly bean!" *Wow! They are only the size of a jelly bean when they're born! That's amazing! A jelly bean is tiny.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Koalas are not bears. Koalas are marsupials.

Marsupials carry their babies in the pouches and feed them with milk.

Koalas eat eucalyptus leaves and sleep often.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

snooze- sleep

Koalas snooze most of the day! They aren't awake very often.

cling- hang on tight

The joey clings to its mother when it gets too big for her pouch.

3. After

1. Ask their Opinion- *Did you like learning about Koalas? Thumbs up if you liked this book about koalas better than the book we read yesterday.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animal was this book about?* (koalas)

- *Where do koalas live?* (in Australia)

- *What does Liu see on her journey?* (Various answers- a boy on the river bank, a forest, mountains, etc.)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. Do you remember what the word cling means? It means to hang on tight. Tell me if you might cling to these things:*

- *A sharp, prickly cactus?* (No)

- *A cuddly stuffed animal?* (Yes)



Unit: Australia, Part 4- Animals of Australia

Book 14: Don't Call Me Bear! By Aaron Blabey

Extra Materials Needed: plush koala and joey from dramatic play center



Language Time

Kookaburra Sits in
the Old Gum Tree

*Kookaburra sits in the
old gum tree*
(make ASL sign for
sit)

*Merry merry king of
the bush is he*
(hold hands above
head as if placing a
crown on head)

*Laugh, kookaburra,
laugh, kookaburra
Gay your life must be!*
(rub belly as if you're
laughing)

*Kookaburra sits in the
old gum tree*
(make ASL sign for
sit)

*Eating all the
gumdrops he can see*
(bring fingers to
mouth as if eating)

*Stop, kookaburra,
stop, kookaburra
Leave some there for
me!*
(hold up one hand as
if it is a stop sign)

American Sign
Language Guide
Sit- 2 fingers on right
hand tap 2
straightened fingers
on left hand

1. Before

1. Topic Introduction- *We have been learning about an animal that lives in Australia. It is a marsupial. Do you remember the name of the animal? Koala.*

2. Book Introduction- *This is another book about Koalas. This koala looks upset to me. What do you think? I wonder why it isn't happy.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Captain Cook said..." *Captain Cook was an explorer who came to Australia from Europe. He thought the koalas he saw were bears. They aren't!*
- "Marsupials is what we are" *Koalas are marsupials, not bears*
- "Australia doesn't have bears!" *Bears don't live in the wild in Australia.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Koalas are not bears. Koalas are marsupials.

Bears don't live in the wild in Australia.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

millionaire- someone with a million dollars, very wealthy

Koala would be a millionaire if he got a dollar ever time someone called him a bear. People must call him bear a lot.

stream- a creek, small river

Koala doesn't catch fish in a stream like bears do in the USA.

3. After

1. Ask their Opinion- *That book made me laugh. Thumbs up if you enjoyed that book.*

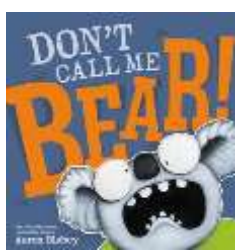
2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was this story about?* (Warren)
- *What kind of animal is Warren?* (koala)
- *What kind of animal is Warren not?* (bear)

3. Follow Up Activity- Rhyming Practice

Explain, *There were lots of rhyming words in this book. Remember rhyming words sound the same at the end. Let's go back and read parts of the book. Nod your head if the words rhyme. Listen closely.* Reread the passages. Emphasize the words in bold. Ask *Do those words rhyme? Do they sound the same at the end.* Read the whole page then re-read the passage below, emphasizing the words in bold.

- *Then they'd know it wasn't **true**. Marsupials is what we are and you should know that, **too**.* (Yes)
- *I don't live in the USA and catch fish in a **stream**...I'm not some ten-foot grizzly bear who makes the campers **scream**.* (Yes)
- *Kangaroos are **kangaroos**. You don't call emus "**chooks**."* (No)



Unit: Australia, Part 4- Animals of Australia
Book 14: Don't Call Me Bear! By Aaron Blabey



Re-Read & Activity- Craft

Extra Materials Needed: book, koala faces printed on white tagboard and cut, wide popsicle sticks, craft leaves, gray construction paper, liquid glue

Before:

1. Ask if they can remember what this book is about- show them the cover to remind them.

We have already read this story. Do you remember it? Look at the cover. What was this story about? Do you remember the name of this gray animal?

2. Point out title & author- ask if anyone can tell you what the author does.

The title of this story is Don't Call me Bear!. The author of the story is Aaron Blabey. Who remembers what the author does. Tell me! Yes, the author writes the words. Guess what? The illustrator is also Aaron Blabey. He wrote the words and drew the pictures!

3. Tell them this time we are going to read and discuss the story so be ready to share your ideas!

We are going to read the story again. Pay close attention so we can talk about the book when it's done.

During:

1. Read with excitement and fluency.

2. Ask Questions

a. "those crazy pioneers" *A long time ago, Captain Cook came to Australia from a continent called Europe. He and his friends saw koalas and thought they looked like bears. People have been calling them bears ever since. Are they bears?*

b. "marsupials is what we are" *Tell the person next to you one thing you know about marsupials. Are marsupials a kind of bear? No!*

c. "Australia doesn't have bears" *Bears do not live in the wild in Australia.*

d. "and catch fish in a stream" *Do you remember what the word stream means? A stream is a creek or small river. Some bears in the USA catch fish in streams. Do koalas eat fish? No!*

After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.

Did you like this story? Raise your hand to tell me. "I liked this story because..."

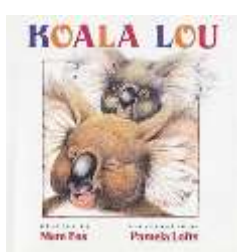
2. Discussion questions

a. Where does Warren live? (Australia)

b. What kind of animal is Warren? (koala)

3. Do craft activity. Remember, these groups should be heterogenous so students can learn oral language skills from each other. After reading the story again, introduce the craft. Trace each child's hand onto gray paper and cut it out to form the koala's body. Give each child a prepared (printed and cut out) koala face. Help the child to glue the face onto the thumb of their traced hand. Give each child a wide popsicle stick and help them to weave their fingers around the stick to form the koalas arms and legs clinging to a tree. Use a little glue to attach those onto the popsicle stick. Give each child a few small craft leaves. Help the child to glue the leaves onto the popsicle stick.





Unit: Australia, Part 4- Animals of Australia

Book 15: Koala Lou by Mem Fox

Extra Materials Needed: plush koala and joey from dramatic play center

Language Time

Kookaburra Sits in the Old Gum Tree

Kookaburra sits in the old gum tree

(make ASL sign for sit)

Merry merry king of the bush is he

(hold hands above head as if placing a crown on head)

*Laugh, kookaburra, laugh, kookaburra
Gay your life must be!*
(rub belly as if you're laughing)

Kookaburra sits in the old gum tree
(make ASL sign for sit)

Eating all the gumdrops he can see
(bring fingers to mouth as if eating)

*Stop, kookaburra, stop, kookaburra
Leave some there for me!*

(hold up one hand as if it is a stop sign)

American Sign Language Guide
Sit- 2 fingers on right hand tap 2 straightened fingers on left hand

1. Before

1. Topic Introduction- *We have been reading about an Australian animal that many people think is very cute. Do you remember the name of the animal? Koala. We have learned a lot about koalas. Tell me one thing you know about koalas.*

2. Book Introduction- *Today we are going to read our last book about koalas. This one is a fiction book. That means it is a made up story.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Although of course she did." *Look how busy Mom looks with all Koala Lou's brothers and sisters. How do you think Koala Lou feels? I think she feels a little left out, or maybe like her mom has forgotten about her.*

- "over and over and over again" *Koala Lou is working so hard to be a good tree climber. She looks tired from all that work.*

- "But she wasn't fast enough." *Oh no! I don't think Koala Lou won. How do you think she feels? I think she is probably disappointed and sad.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
Koalas climb gum trees.

It is important to feel loved and appreciated.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

longed- wanted very much

Koala Lou longed to hear her mother say, "Koala Lou, I do love you."

compete- take part in a contest

Koala Lou wants to compete in a tree climbing contest. She wants to win!

spectators- people watching contest or game

The spectators are whistling and cheering for the competitors, like Koala Lou.

3. After

1. Ask their Opinion- *Did you like that story? Thumbs up if you did. Thumbs down if you didn't.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What is the name of the koala in this book?* (Koala Lou)

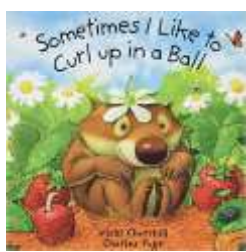
- *Where does Koala Lou live?* (Australia)

- *Who says, "Koala Lou, I do love you?"* (Koala Lou's mom)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.* Show pictures in book to help children remember if necessary.

Everyone loved Koala Lou, but her mom loved her most of all. She would always say, "Koala Lou, I do love..." (you). Koala Lou decided to compete in a gum tree climbing contest. She practiced and worked hard, but she did not... (win). This made Koala Lou so sad that she went off and hid. At night she went home. Her mom gave her a big hug, and said, "Koala Lou, I do... (love you).



Unit: Australia, Part 4- Animals of Australia
Book 16: Sometimes I Like to Curl up in a Ball by Vicki Churchill
Extra Materials Needed: none

1. Before

- 1. Topic Introduction-** *We are going to start learning about a new Australian animal. Like koalas, this animal is also a marsupial.*
- 2. Book Introduction-** *This story is called Sometimes I Like to Curl up in a Ball. This little animal on the cover is called a wombat. Let's read about this wombat.*
- 3. Title and Author-** Draw attention to title and author

2. During

- 1. Read-** Read with few interruptions so children can follow the full story.
- 2. Model Thinking Aloud-** Pause to model what good readers think about.
 - “because I’m so small.” *The little wombat likes to curl up in a ball so he can’t be seen. I wonder why he doesn’t want to be seen.*
 - “And watch everyone rush around about me.” *I see some Australian animals that I know. Can you help me name them?*
 - “Sometimes I like to get in a real mess,” *Do you like to get messy? Some people think it’s fun. Other people don’t like it.*
- 3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.
 - Key content
Wombats live in Australia.
Wombats often curl up like a ball.
 - Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
 - cross-** angry
The wombat makes loud noises. He isn’t cross or angry. He just likes the way his scream sounds.
 - still-** not moving
The wombat likes to stand as still as a tree. He isn’t moving at all.

3. After

- 1. Ask their Opinion-** *That story was pretty short. Did you like it? Raise your hand if you want to tell me your favorite part. Say, “My favorite part was...”*
- 2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)
 - *What animal was the book about?* (wombat)
 - *Where does the wombat live?* (in Australia)
 - *What does wombat like to do?* (various answers- curl up in a ball, get messy, etc.)
- 3. Follow Up Activity-** Game: Was it in the Book?
 - Explain, *We are going to play a game called Was it in the Book? I’m going to say a sentence. You will nod your head if the sentence was in the book and shake your head if it wasn’t in the book.* Practice nodding and shaking. Show children the pictures to help guide answers if necessary.
 - *Wombat likes to rush around..* (No.)
 - *Wombat likes to stand still as a tree.* (Yes.)
 - *Wombat likes to stay clean.* (No.)
 - *Wombat likes to get in a real mess.* (Yes.)

Language Time

Kookaburra Sits in the
Old Gum Tree

*Kookaburra sits in the
old gum tree*
(make ASL sign for sit)

*Merry merry king of the
bush is he*
(hold hands above head
as if placing a crown on
head)

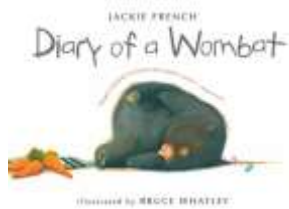
*Laugh, kookaburra,
laugh, kookaburra*
Gay your life must be!
(rub belly as if you’re
laughing)

*Kookaburra sits in the
old gum tree*
(make ASL sign for sit)

*Eating all the gumdrops
he can see*
(bring fingers to mouth
as if eating)

*Stop, kookaburra, stop,
kookaburra*
*Leave some there for
me!*
(hold up one hand as if
it is a stop sign)

American Sign
Language Guide
Sit- 2 fingers on right
hand tap 2 straightened
fingers on left hand



Unit: Australia, Part 4- Animals of Australia
Book 17: Diary of a Wombat by Jackie French
Extra Materials Needed: none

1. Before

1. Topic Introduction- *Yesterday we read a book about a new Australian animal. Do you remember the name? Wombat!*

2. Book Introduction- *Today we are going to read another book about wombats. This book is called Diary of a Wombat. A diary is a special notebook where you can write about things you are doing. This is wombat's diary. I wonder what wombat will write in his diary.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "I have new neighbors. Humans!" *I have a feeling that wombat has never been around humans before. Does it look like the humans are happy to see him? I don't think so.*
- "Chewed hole in door." *I don't think the humans will be happy with wombat. Do you think wombat meant to make the humans angry? Why did he chew a hole in the door?*
- "Someone has filled in my new hole." *I don't think the humans like having wombat in their yard. They keep fixing everything that he destroys.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content
Wombats live in Australia. They live in holes in the ground and eat grass and roots. They are nocturnal.
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
demand- ask for something forcefully, insist
Wombat demanded a reward. He wants the humans to give him something and he won't give up until he gets it.
response- answer
The humans gave no response to his demand for more carrots.
offered- given
The humans offered more carrots at the back door. Will wombat eat them?

3. After

1. Ask their Opinion- *I thought that book was really funny. That silly wombat kept causing problems for his human neighbors. Did you like that story?*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What does wombat like to eat?* (Various answers- grass, roots, carrots)
- *Who are wombats new neighbors?* (Humans)

3. Follow Up Activity- Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. Do you remember what the word demand means? It means to ask for something forcefully or to insist that you get something. Would you demand these things:*

<i>Your favorite kind of candy?</i>	<i>A food you really don't like?</i>
<i>A new toy?</i>	<i>A chore you really don't like?</i>

Language Time

Kookaburra Sits in
the Old Gum Tree

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Merry merry king of
the bush is he*

(hold hands above
head as if placing a
crown on head)

*Laugh, kookaburra,
laugh, kookaburra*

Gay your life must be!
(rub belly as if you're
laughing)

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Eating all the
gumdrops he can see*

(bring fingers to
mouth as if eating)

*Stop, kookaburra,
stop, kookaburra
Leave some there for
me!*

(hold up one hand as
if it is a stop sign)

American Sign
Language Guide
Sit- 2 fingers on right
hand tap 2
straightened fingers
on left hand



Unit: Australia, Part 4- Animals of Australia

Book 18: Wombat Said Come In by Carmen Agra Deedy

Extra Materials Needed: none

SHAW-WHITE

Language Time

Kookaburra Sits in
the Old Gum Tree

*Kookaburra sits in the
old gum tree*
(make ASL sign for
sit)

*Merry merry king of
the bush is he*
(hold hands above
head as if placing a
crown on head)

*Laugh, kookaburra,
laugh, kookaburra
Gay your life must be!*
(rub belly as if you're
laughing)

*Kookaburra sits in the
old gum tree*
(make ASL sign for
sit)

*Eating all the
gumdrops he can see*
(bring fingers to
mouth as if eating)

*Stop, kookaburra,
stop, kookaburra
Leave some there for
me!*
(hold up one hand as
if it is a stop sign)

American Sign
Language Guide
Sit- 2 fingers on right
hand tap 2
straightened fingers
on left hand

1. Before

1. Topic Introduction- *We have read a few books about an Australian animal called wombats. Let's clap that. Wom-bat. Wombats are marsupials, just like koalas. That means they carry their babies in pouches.*

2. Book Introduction- *This story is called Wombat Said Come In. I think it might be about a wombat welcoming people into his house. What do you think it is about?*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Fire had passed over his burrow before." *I know that wild fires are common in parts of Australia. I think that might be what is happening near Wombat's home.*
- "under a certain crazy quilt." *That's the quilt that Wombat was looking forward to snuggling under while he waits for the fire to pass. Poor guy. I think he is feeling disappointed.*
- "Sounding a bit less friendly than he intended..." *I think Wombat wants to help his friends but he's feeling frustrated because he has to do so much work to take care of them and he isn't getting to rest while the fire passes, like he wanted to do.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Wombats live in burrows underground.

Sometimes there are wild fires in Australia. Wild fires are dangerous to animals.

An underground burrow is a safe place for animals to escape a wild fire.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

burrow- underground home

Wombat lives in a burrow. His home is under the ground.

scorched- burned

Kookaburra is scorched because there is a wild fire outside.

distress- extreme discomfort, sadness, or pain

Wombat is distressed because Sugar Glider ate all of his sugar cubes.

3. After

1. Ask their Opinion- *Thumbs up if you liked that book about Wombat helping his friends. Raise your hand if you can tell me, "My favorite part was..."*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who did Wombat help?* (Various answers- his friends, kookaburra, koala, etc.)

- *Why did all of Wombat's friends go into his house? What was the problem?* (fire)

3. Follow Up Activity- Story Retell

- Explain, *We are going to tell the story again. I want you to help me. Raise your hand if you can help me finish my sentence.*

Wombat wasn't worried. He planned to shelter in his burrow until... (the fire passed). Wombat's friends needed his help so he said... (Come in). Wombat's friends used all of his things and made it impossible for him to rest. When the first passed, Wombat said... (Go home). Everyone went home, but Sugar Glider stayed.



Unit: Australia, Part 4- Animals of Australia

Book 19: Kangaroos by Jill Esbaum

Extra Materials Needed: plush kangaroo and joey from dramatic play center



1. Before

1. Topic Introduction- *Today we are going to read about one of the most well known Australian animals. They are marsupials. Do you remember what a marsupial is? Marsupial moms carry their babies in their... (pause to give students a chance to answer) pouch.*

2. Book Introduction- Show children the front cover of book. *This animal has long, strong legs and a thick tail. Who knows the name of this animal? It's a kangaroo. Kangaroos are the last Australian animals we are going to read about. This is a non-fiction book. We are going to see real pictures and we're going to learn facts about kangaroos.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- Page 8- "Born the size of a grape." *I remember that we learned koalas are the size of jelly beans when they are born. Kangaroos are also tiny when they're born.*
- Page 14- "The mother clicks a warning to her joey" *The mother knows her joey is in danger. I wonder what will happen.*
- Page 20- "But it still has a lot to learn" *What else does a baby kangaroo need to know? Let's read and find out.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Kangaroos are marsupials that live in Australia. Kangaroos are very small when they are born. They drink milk and grow strong in their mother's pouch. The mother teaches the joey everything it needs to know.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

brave- ready to face danger, having courage

Out of the mother's pouch, there are many dangers. The joey has to be brave.

warning- a message that something is dangerous

Mother kangaroo gives her joey a warning about the dangerous animals.

3. After

1. Ask their Opinion- *I really like non-fiction books. I loved learning about kangaroos. Turn to someone near you and tell them one thing you learned.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *What animal was this book about?* (kangaroos)
- *Where do kangaroos live?* (Australia)

3. Follow Up Activity- Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a sentence. You will nod your head if the sentence was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking. Show children the pictures to help guide answers if necessary.

- *Kangaroos are the size of basketballs when they are born..* (No.)

- *Kangaroos are the size of grapes when they are born..* (Yes.)

Language Time

Kookaburra Sits in the
Old Gum Tree

*Kookaburra sits in the
old gum tree*
(make ASL sign for sit)

*Merry merry king of the
bush is he*
(hold hands above head
as if placing a crown on
head)

*Laugh, kookaburra,
laugh, kookaburra
Gay your life must be!*
(rub belly as if you're
laughing)

*Kookaburra sits in the
old gum tree*
(make ASL sign for sit)

*Eating all the gumdrops
he can see*
(bring fingers to mouth
as if eating)

*Stop, kookaburra, stop,
kookaburra*
*Leave some there for
me!*

(hold up one hand as if
it is a stop sign)

American Sign
Language Guide
Sit- 2 fingers on right
hand tap 2 straightened
fingers on left hand



Unit: Australia, Part 4- Animals of Australia

Book 20: Pouch! by David Ezra Stein

Extra Materials Needed: plush kangaroo and joey from dramatic play center

1. Before

1. Topic Introduction- *Yesterday we started reading about our last Australian animal. Everyone tell me the name of that animal. Kangaroo. Let's clap that. Kan-ga-roo.*

2. Book Introduction- *Today we are going to read another book about kangaroos. This one is a fiction book. David Ezra Stein is the author and illustrator.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "Pouch! said Joey." *Oh no! I think Joey is scared of the bee. He's jumping back into his mother's pouch because he feels safe there.*

- "But soon he wanted to hop again.." *The last book we read told us that a baby kangaroo has to be very brave to leave his mother's pouch. Joey is feeling brave..*

- "He took five hops." *Let's all stand up and pretend to be Joey. Let's take five hops and then sit down again. Count as students hop. 1,2,3,4,5. Students sit.*

- "You were afraid of me, too?" *The baby kangaroos scared each other. They were both frightened. Look! That makes them laugh. Joey can't believe the other kangaroo is scared of him.*

- "No, thanks." *The baby kangaroos feel brave.*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Baby kangaroos are called joeys.

Joeys hide in their mother's pouch when danger is near.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

peek- take a quick look

Joey took a peek out of his mother's pouch. What did he see?

pasture- a field where farm animals live, usually with a fence around it

Joey hopped by the pasture fence. I wonder what kind of animal lives in the pasture?

3. After

1. Ask their Opinion- *I liked that story. Did you? Nod your head up and down (demonstrate nodding) if you liked it, too.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- *Who was the story about?* (Joey, kangaroos)

- *What scared Joey?* (Various answers- a bee, a bird, etc.)

- *Where did Joey go when he was scared?* (his mother's pouch)

3. Follow Up Activity- Vocabulary Review

- Explain, *We talked about some of the important words in this book. I'm going to give you clues and I want you to guess what word I'm talking about. This word means to take a quick look at something. It looks like this.* Demonstrate taking a peek by hiding your eyes behind your hands before taking a quick look. *What was that word? Peek! Let's all practice taking a peek, or a quick look.*

Language Time

Kookaburra Sits in
the Old Gum Tree

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Merry merry king of
the bush is he*

(hold hands above
head as if placing a
crown on head)

*Laugh, kookaburra,
laugh, kookaburra*

Gay your life must be!
(rub belly as if you're
laughing)

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Eating all the
gumdrops he can see*

(bring fingers to
mouth as if eating)

*Stop, kookaburra,
stop, kookaburra*

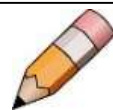
*Leave some there for
me!*

(hold up one hand as
if it is a stop sign)

American Sign
Language Guide

Sit- 2 fingers on right
hand tap 2

straightened fingers
on left hand



Respond to a Question

Extra Materials Needed: book and whiteboard or chart paper to create shared writing

Shared Writing Preparation Template: Respond to a question

Topic Sentence: Prepare this topic sentence by writing it on the Shared Writing board, leaving blank spaces for the purple word:

What is a **marsupial**?

Vocabulary to include, if possible:

marsupial-a group of animals that carry their babies in pouches

Australia- the smallest continent in the world, it is also the name of a country

Specific letters or conventions to highlight:

Current letters from the alphabetic group, capitals, periods

Plan your detail and concluding sentences (You can utilize the following.)

Detail: **Marsupials carry their babies in pouches.**

Detail: **Marsupials feed their babies milk.**

Detail: **Koalas, wombats, and kangaroos are marsupials.**

Conclusion: **Marsupials are interesting animals that live in Australia.**

Steps in the Process

Discuss the book and vocabulary: *We read this book called Pouch! In this story, we saw a baby kangaroo who used his mother's pouch for safety. We have learned so much about the animals that use pouches to carry and take care of their babies. What are those animals called? Marsupials.*

Write Topic Sentence

Plan: *We are going to work together to answer a question about the animals we have been learning so much about. What are those animals called again? Marsupials.*

Write: Write marsupial to complete sentence.

Read aloud, pointing to each word: *What is a marsupial?.*

Write Detail Sentence(s)

Plan: *Let's work together to answer that question. What do we know about marsupials?* Guide children by showing them different parts of books about marsupials, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

Write: Marsupials carry their babies in pouches.

Read aloud, pointing to each word: *Marsupials carry their babies in pouches..* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged.

Write Concluding Sentence

Plan: *We answered the question, "What are marsupials?" Now we need to write a sentence that lets our readers know we are done answering the question.*

Write: Marsupials are interesting animals that live in Australia.

Read aloud, pointing to each word: *Marsupials are interesting animals that live in Australia..* Read again, encouraging children to read with you

***Read whole paragraph with students. Post writing where they can return to it frequently to "read."**



Unit: Australia, Part 4- Animals of Australia
Book 21: Hello, Mama Wallaroo by Darrin Lunde
Extra Materials Needed: plush kangaroo and joey from dramatic play center

1. Before

1. Topic Introduction- *We are going to read out very last book about Australia today. This is another book about the Australian animal we have been reading about. Do you remember which animal that is? It has strong powerful legs and a pouch for carrying its baby. Kangaroo. Let's clap that. Kan-ga-roo.*

2. Book Introduction- *This book is called Hello, Mama Wallaroo. I have never heard of a wallaroo before. Show cover. This looks like a kangaroo to me. I'm a little confused. What is a wallaroo? Let's read to find out.*

3. Title and Author- Draw attention to title and author

2. During

1. Read- Read with few interruptions so children can follow the full story.

2. Model Thinking Aloud- Pause to model what good readers think about.

- "A wallaroo is a kind of kangaroo." *Oh! That makes sense. A wallaroo looks like a kangaroo because it is. It's a type of kangaroo.*
- "I am about three feet tall." *That's interesting. I see that many of you are about three feet tall, also. You are the same height as a wallaroo.*
- "What do you fear?." *What makes a wallaroo afraid? What do you think?*

3. Draw Attention to Key Events and Vocabulary- Pause to highlight vocabulary and key concepts.

- Key content

Wallaroos are a type of kangaroo. They live in Australia.

- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.

graze- eat slowly for a long time

Wallaroos graze on grass all day long.

shade- a dark spot where the sun isn't shining

Wallaroos get away from the hot sun by napping in the shade.

3. After

1. Ask their Opinion- *I liked learning about wallaroos. Thumbs up if you did, too.*

2. Ask Questions- Check their understanding. Ask children to respond in different ways (choral response, individual response, talking to their elbow partners, etc.)

- What animal was this book about? (Wallaroos)
- Where do wallaroos live? (Australia, the rocky hillside)
- How tall is a wallaroo? (About three feet tall, the same height as me, etc.)

3. Follow Up Activity- Game: Was it in the Book?

- Explain, *We are going to play a game called Was it in the Book? I'm going to say a fact. You will nod your head if the fact was in the book and shake your head if it wasn't in the book.* Practice nodding and shaking.

- *Wallaroos live in the tropical forest in Asia.* (No.)

- *Wallaroos live in the rocky hillsides in Australia.* (Yes.)

- *Wallaroos are afraid of bears.* (No.)

- *Wallaroos are afraid of dingoes.* (Yes.)

Language Time

Kookaburra Sits in
the Old Gum Tree

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Merry merry king of
the bush is he*

(hold hands above
head as if placing a
crown on head)

*Laugh, kookaburra,
laugh, kookaburra*

Gay your life must be!
(rub belly as if you're
laughing)

*Kookaburra sits in the
old gum tree*

(make ASL sign for
sit)

*Eating all the
gumdrops he can see*

(bring fingers to
mouth as if eating)

*Stop, kookaburra,
stop, kookaburra*

*Leave some there for
me!*

(hold up one hand as
if it is a stop sign)

American Sign
Language Guide

Sit- 2 fingers on right
hand tap 2

straightened fingers
on left hand

Wordless Books Small Group Work for the Australia Unit

Books in this Unit

Be Brave by The Project Ready Team!

Reef Adventure by The Project Ready Team!

Wordless Books General Outline

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, and print/book skills.

Materials: Books and follow up activity

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*What do you think this book is about?*”
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read.
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing: who the characters were, what the problem was that resolved, and how it ended.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed—what is happening on this page? Who is that? How did the story end? Have the child complete your sentence--The girl and the boy became ____ (friends).
6. After Reading Activity.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



**Reef
Adventure**

Reef Adventure by The Project Ready! Team

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *Reef Adventure* by The Project Ready! Team, tropical fish figurines from math materials

Story Synopsis: (First page of book) While on vacation, a family decides to go snorkeling at the Great Barrier Reef off the coast of Australia. They gather their snorkeling gear: a snorkel (to breathe underwater), a mask (to open their eyes underwater), and flippers (to help swim more quickly). They take a boat ride to the reef. The family jumps into the warm water and swims above the reef making sure not to disturb (or touch) the objects below. While swimming, the family sees finger coral and blue saltwater fish. They also come across a large sea turtle and clownfish that live in a sea anemone. Finally, they spot some brain coral and a tiny seahorse. It was a fun adventure day for the family!

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement by reminding children of some background knowledge surrounding the coral reef.
2. **Ask** “*what do you think this book is about*” Say, “This book is called *Reef Adventure*. I think this book might be about someone visiting the reef and seeing some really amazing things.”
3. **Model**--Read it the first time with the children where you tell the story—
asking a few basic questions as you read. “What do you call this thing in their mouths? Why do they need a snorkel? What is the name of this creature? How do you think this person feels about their reef adventure?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “What did the family do? Where did they go? What did they see and wear?”
5. **Your Turn:** Read the story again, this time letting the children tell the story.
Provide prompts as needed.
6. **After Reading Activity**— Compare the tropical fish figurines from the Australia math materials to the animal pictures in this book. Are any the same? What makes them the same? Are any similar but a little bit different? What makes them different?

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.



Be Brave by The Project Ready! Team

Skills Targeted: Length of sentences, retelling, explanations, vocabulary, and listening comprehension, print/book skills

Materials: *Be Brave* by The Project Ready! Team, wildlife vet dramatic play center

Story Synopsis: Koalas live in the Australian bush. A mommy koala carries her joey (baby) high into the branches of the eucalyptus tree. She enjoys her lunch of tasty eucalyptus leaves while her joey naps peacefully. A wildfire starts in the bush because it has not rained in a long time, and the grasses, trees, and bushes are very dry. The koalas are scared and need help from the wildlife vet to stay safe. After lots of special care at the animal hospital, the koalas are safely returned to their home in the bush.

Outline of Activity: Wordless book routine—SAMMY

1. **Show** children the book, read title & author, and generate excitement
2. **Ask** “*what do you think this book is about*” Remind students of the meaning of the word brave. Being brave means being ready to face danger. Kangaroo joeys have to be brave to leave their mother’s pouch. Do you think this story is going to be about brace joeys? Let’s read to find out.
3. **Model**--Read it the first time with the children where you tell the story— asking a few basic questions as you read. “What kind of animal is this? What do you think this smoke is? What is happening? What is this person doing with this koala?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing.
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Play in the dramatic play center. Take turns caring for the wild animals, especially the koala and her joey. Reenact scenes and scenarios from this book.

Differentiation:

Children Who Need a Challenge: Allow students to retell the entire story. Only guide them when they seem stuck.

Children Who Need Support: Do most of the retell. Provide students with sentence starters so they can participate successfully in retelling the story.

Small Group Math Instruction – Australia
Unit

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One Less Fish – Math Activity Cards

Small Number Recognition without Counting

Counting & Number Recognition

More Than/Less Than/Equal To

Quantity Comparisons

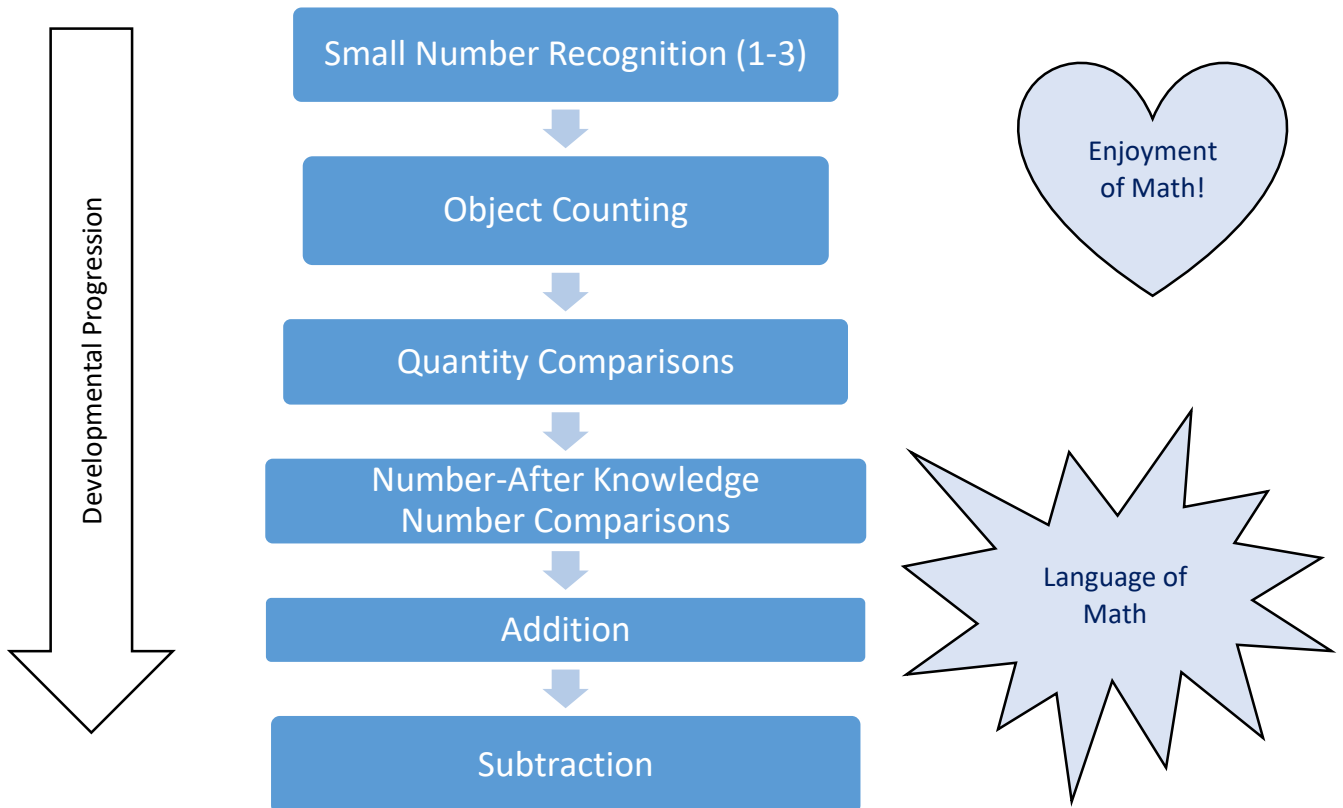
Number-After Knowledge

Addition

Subtraction

Patterning

Developmental Progression for Number Knowledge



Small Number Recognition without Counting – Quantities of 1 - 3

1. Ask the children if they remember what this book was about (show book). Remind them that there were numbers in this book. *"Numbers tell us how many there is of something."* Re-read book, or key portions of book.
2. Say, *"Sometimes when there is a really small group of things, I don't even need to count them to know how many are there. I can just look and tell how many."*
3. Demonstrate by setting out a small group of 1-3 manipulatives, name the quantity and then check your work by counting the items. Add the correct number card to label the quantity.
4. Continue to set out small groups and encourage the children to quickly name the quantity without counting, check the work by counting the items together, and labeling the quantity with the number card.

Easy- Stay with 1 vs. 2 until they have this solid and without help. Start by having the children who are hesitant to repeat the number after you. Then put the same quantity down for them to state the quantity. Repeat 1 vs 2 many times so children practice saying each number multiple times.

Medium- Follow the procedure outlined above.

Hard- Move quickly and encourage the children to set out their own group to try to trick the teacher. The child sets out a small group of 1-3, the teacher names the quantity (sometimes correctly, sometimes not) and the child tells if the teacher is correct. Once they can do this, move on to larger quantities of 4-6.

Counting and Number Recognition

1. Ask the children if they remember what this book was about. Remind them that there were numbers in this book. Say, *"Numbers tell us how many."* Show them your number cards and say *I have some number cards right here. As we read the book, I will put out the number card to match the numbers talked about in the book.* Re-read book, or key portions of book.
2. Read the book again (or just look for the numbers on each page) emphasizing the numbers written in the book. Lay out the appropriate number card for each page.
3. Set out the manipulatives and tell them: *We are going to play a game where we will count these fish and then find the number card that tells how many fish there are in each group. Why do you think I chose fish? Let's start with this many fish.* Put 3 leaves out, count them together, and match the correct number card 3.
4. Repeat with different amounts. *If using picture manipulative cards instead of figures, you will have pictures that match those in the book. Adjust your words accordingly.

For extra guidance: Encourage the child to count with you. For a challenge: Encourage the child to count alone.

Easy- Follow above procedure using numeral cards 1-5 and manipulatives in groups of 1-5.

Medium- Follow above procedure using numeral cards 1-10 and manipulatives in groups of 1-10.

Hard- Follow above procedure using numeral cards 10-20 and manipulatives in groups of 10-20.

More Than, Less Than, Equal To

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Set out two groups of leaves (1-10) one clearly smaller (2) and one clearly bigger (5)
3. Explain. *"Today we are going to play a game with groups of fish called more than, less than, and equal to. We will say more than for the group that has more—the bigger group, less than for the group that is smallest (has less) and equal to means the groups are the same—they have the same number of leaves"*
4. Count each group of fish.
5. Point out which group is biggest and smallest. *The group that has 5 fish is bigger, it has more than the group that has 2 fish. Which group is the bigger group? Let's say this group with 5 (point) has more fish than this group 3 (point). 5 is more than 3."*
6. Repeat this many times, encouraging children to tell which group has more than the other and which has less than the other. Be sure to create equal groups as well and explain that we say "equal" when the groups have the same number. Encourage the children to say the sentence: This group is greater than/less than/equal to this group. Encourage children to point to the fish piles as they say the sentence.

Easy- Move slowly and encourage children to repeat after you (heavy modeling). Use sets with 1-5 and start with simply asking which is bigger vs. smaller with clearly bigger and smaller items.

Hard- Give the children the opportunity to "be the teacher" by creating two groups and telling which is greater than or less than. Use larger groups of 10-20 **if** children have mastered counting objects that high.

Number-After Knowledge

Part 1

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Show children the Number Chart, pointing to the number list at the bottom. *"Here is a list of our numbers from 1 to 10. Let's all say them in order together 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10. Great! We all just counted to 10.* Do this a couple times until they all can do it clearly.
2. Pointing to the number **1** ask the children *what number comes next, what number comes after 1.* Point to the number **3** and ask what comes next. If they cannot tell you, start at number 1 and count up to 4 and point out 4 comes next. Do this for a variety of numbers (1-5), pointing each time as you ask. Once they have this down, ask them without pointing to the number – *what number comes after _____?* Once they can do this for 1-5 move on to part 2 and add numbers 6-10 in part 1.

Part 2

1. Give each child a number chart and a set of 6 counters (enough to make numbers 1-3 initially).
2. Tell them *"we are going to put the number of counters to represent each number."* Point to the number 1, *how many counters do we need to show 1? Yes one. Let's place the counter above the number 1.* Have each child place one counter above the number 1. Do the same thing for numbers 2 and 3.
3. Ask them questions comparing the numbers 1 – 3. *Which number is bigger, 2 or 3? Yes, look! 3 has more counters. 3 is more than/bigger than 2.*
4. Point out that each number is one more than the number before it. 2 is one more than 1, 3 is one more than 2—show this with the counters.

As children are ready, repeat these steps with numbers 1-5 and then 4-6

Addition

1. Ask the children if they remember what this book was about. Have a brief discussion.
2. Set out two groups of fish (a group of 2 and a group of 1).
3. Explain, *"Today we are going to do addition. Addition means putting together. When we add things together they get bigger"*
4. Count each group of fish and place the matching numeral cards below the groups.
5. Say, *"Now we are going to find out how many there are altogether. We are going to add these groups."* Show the addition card. *This symbol means add and we say plus when we read it.* Place the addition sign between the two numeral card and the equals sign after. Point to equal sign -- *This symbol means equals, the number all together.*
6. Count the groups with the children. Place the matching numeral card for the sum at the end of the equation
7. Read the whole equation, encouraging children to read with you. *"Two plus one equals three."*

Repeat this many times with groups of varying amounts with sums of 2 - 5.

Easy- Move slowly and encourage children to repeat after you. For example, *"This group has 2. How many? Yes, 2. This group has 1. How many? Yes, 1. When I add them together. I get (point to each manipulative as you count) 1, 2, 3. How many? Yes, 3. Two plus one equals 3. Say that with me again."*

*Use small groups with sums up to 5. *Do not use numeral cards.

Hard- Use groups with sums up to 10.

Subtraction

1. Ask the children if they remember what this book was about. Have a brief discussion.
2. Set out one group of leaves with up to 5 manipulatives. Explain, *"Today we are going to do subtraction. Subtraction means taking away. When we subtract something, it gets smaller."*
3. Count the fish with the children and place the matching numeral card under the group.
4. Place the subtraction sign to the right of the numeral card and say, *"This symbol means subtract, we say minus when we read it. Now we are going to subtract or take away."*
5. Tell the children how many you will be subtracting and place the matching numeral card to the right of the subtraction sign and the equals sign after that. *"Let's take away 2 fish."*
6. Encourage the children to count with you as you take away that amount of fish. Say, *"How many are left now?"*
7. Count the remainder together and place the matching numeral card after the equals sign. Read the whole equation. *Five minus two equals three.*

Repeat this many times with groups of varying amounts and differences up to 10.

Easy- Move slowly and encourage children to repeat after you *Use small groups with differences up to 5. *Do not use numeral cards.

Hard- Use groups with differences up to 20.



One Less Fish
Picture Cards for Math Lessons



One Less Fish
Picture Cards for Math Lessons



One Less Fish
Picture Cards for Math Lessons



One Less Fish
Picture Cards for Math Lessons

Bush Bash – Math Activity Cards

Small Number Recognition without Counting

Counting & Number Recognition

More Than/Less Than/Equal To

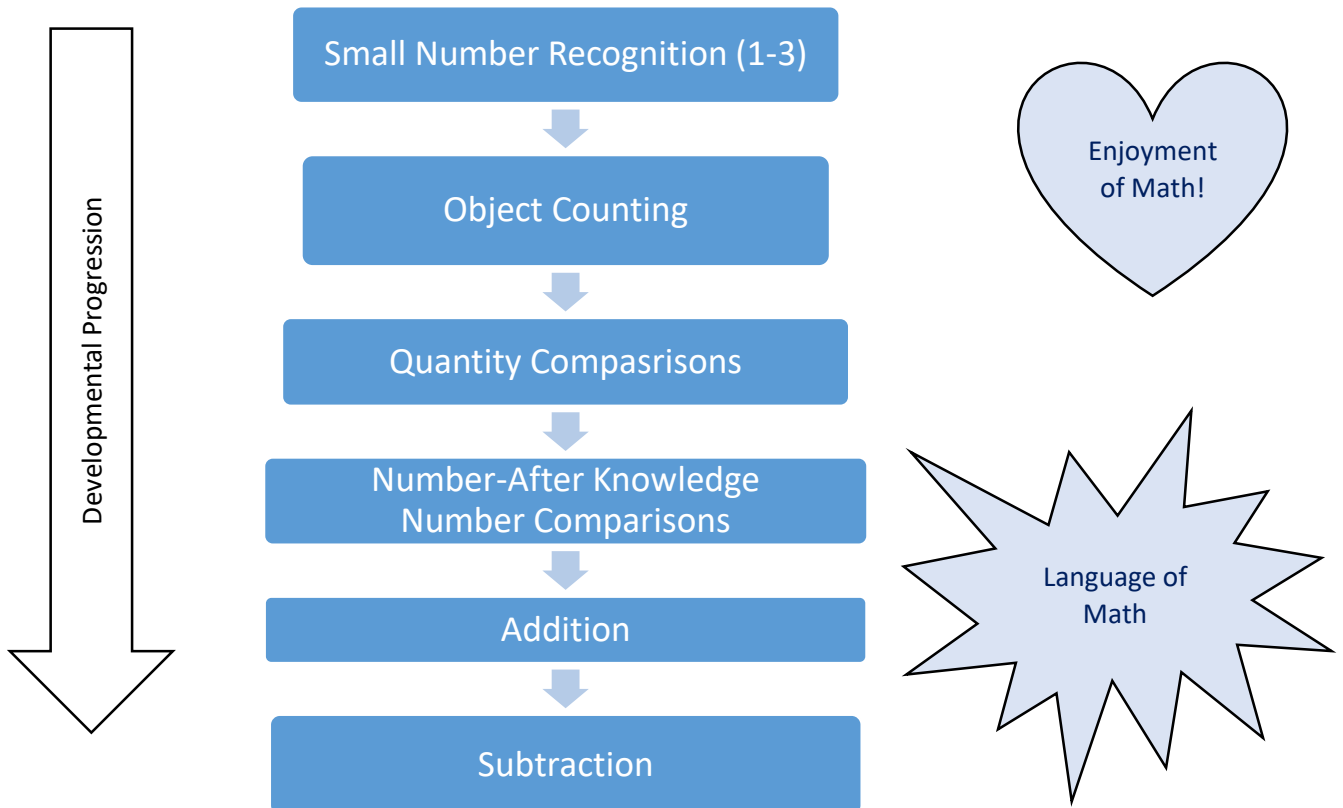
Quantity Comparisons

Number-After Knowledge

Addition

Subtraction

Developmental Progression for Number Knowledge



Small Number Recognition without Counting – Quantities of 1 - 3

1. Ask the children if they remember what this book was about (show book). Remind them that there were numbers in this book. *"Numbers tell us how many there is of something."* Re-read book, or key portions of book.
2. Say, *"Sometimes when there is a really small group of things, I don't even need to count them to know how many are there. I can just look and tell how many."*
3. Demonstrate by setting out a small group of 1-3 Australian animal figurines, name the quantity and then check your work by counting the items. Add the correct number card to label the quantity.
4. Continue to set out small groups and encourage the children to quickly name the quantity without counting, check the work by counting the items together, and labeling the quantity with the number card.

Easy- Stay with 1 vs. 2 until they have this solid and without help. Start by having the children who are hesitant to repeat the number after you. Then put the same quantity down for them to state the quantity. Repeat 1 vs 2 many times so children practice saying each number multiple times.

Medium- Follow the procedure outlined above.

Hard- Move quickly and encourage the children to set out their own group to try to trick the teacher. The child sets out a small group of 1-3, the teacher names the quantity (sometimes correctly, sometimes not) and the child tells if the teacher is correct. Once they can do this, move on to larger quantities of 4-6.

Counting and Number Recognition

1. Ask the children if they remember what this book was about. Remind them that there were numbers in this book. Say, *"Numbers tell us how many."* Show them your number cards and say *I have some number cards right here. As we read the book, I will put out the number card to match the numbers talked about in the book.* Re-read book, or key portions of book.
2. Read the book again (or just look for the numbers on each page) emphasizing the numbers written in the book. Lay out the appropriate number card for each page.
3. Set out the Australian animal figurines and tell them: *We are going to play a game where we will count these animals and then find the number card that tells how many animals there are in each group. Why do you think I chose these animals? Let's start with this many animals.* Put 3 animals out, count them together, and match the correct number card 3.
4. Repeat with different amounts. *If using Eye Spy instead of figurines, have children find animals and count them. Lay out numeral cards. Adjust your words accordingly.

For extra guidance: Encourage the child to count with you. For a challenge: Encourage the child to count alone.

Easy- Follow above procedure using numeral cards 1-5 and manipulatives in groups of 1-5.

Medium- Follow above procedure using numeral cards 1-10 and manipulatives in groups of 1-10.

Hard- Follow above procedure using numeral cards 10-20 and manipulatives in groups of 10-20.

More Than, Less Than, Equal To

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Set out two groups of animals (1-10) one clearly smaller (2) and one clearly bigger (5)
3. Explain. *"Today we are going to play a game with groups of Australian animals called more than, less than, and equal to. We will say more than for the group that has more—the bigger group, less than for the group that is smallest (has less) and equal to means the groups are the same—they have the same number of animals."*
4. Count each group of animals.
5. Point out which group is biggest and smallest. *The group that has 5 animals is bigger, it has more than the group that has 2 animals. Which group is the bigger group? Let's say this group with 5 (point) has more animals than this group 3 (point). 5 is more than 3."*
6. Repeat this many times, encouraging children to tell which group has more than the other and which has less than the other. Be sure to create equal groups as well and explain that we say "equal" when the groups have the same number. Encourage the children to say the sentence: This group is greater than/less than/equal to this group. Encourage children to point to the tigers as they say the sentence.

Easy- Move slowly and encourage children to repeat after you (heavy modeling). Use sets with 1-5 and start with simply asking which is bigger vs. smaller with clearly bigger and smaller items.

Hard- Give the children the opportunity to "be the teacher" by creating two groups and telling which is greater than or less than. Use larger groups of 10-20 **if** children have mastered counting objects that high.

Number-After Knowledge

Part 1

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Show children the Number Chart, pointing to the number list at the bottom. *"Here is a list of our numbers from 1 to 10. Let's all say them in order together 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10. Great! We all just counted to 10.* Do this a couple times until they all can do it clearly.
3. Pointing to the number **1** ask the children *what number comes next, what number comes after 1.* Point to the number **3** and ask what comes next. If they cannot tell you, start at number 1 and count up to 4 and point out 4 comes next. Do this for a variety of numbers (1-5), pointing each time as you ask. Once they have this down, ask them without pointing to the number – *what number comes after _____?* Once they can do this for 1-5 move on to part 2 and add numbers 6-10 in part 1.

Part 2

1. Give each child a number chart and a set of 6 counters (enough to make numbers 1-3 initially).
2. Tell them *"we are going to put the number of counters to represent each number."* Point to the number 1, *how many counters do we need to show 1? Yes one. Let's place the counter above the number 1.* Have each child place one counter above the number 1. Do the same thing for numbers 2 and 3.
3. Ask them questions comparing the numbers 1 – 3. *Which number is bigger, 2 or 3? Yes, look! 3 has more counters. 3 is more than/bigger than 2.*
4. Point out that each number is one more than the number before it. 2 is one more than 1, 3 is one more than 2—show this with the counters.

As children are ready, repeat these steps with numbers 1-5 and then 4-6

Addition

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book or key portions of book.
2. Set out two groups of animals (a group of 2 and a group of 1).
3. Explain, *"Today we are going to do addition. Addition means putting together. When we add things together they get bigger"*
4. Count each group of animals and place the matching numeral cards below the groups.
5. Say, *"Now we are going to find out how many there are altogether. We are going to add these groups."* Show the addition card. *This symbol means add and we say plus when we read it.* Place the addition sign between the two numeral card and the equals sign after. Point to equal sign -- *This symbol means equals, the number all together.*
6. Count the groups with the children. Place the matching numeral card for the sum at the end of the equation
7. Read the whole equation, encouraging children to read with you. *"Two plus one equals three."*

Repeat this many times with groups of varying amounts with sums of 2 - 5.

Easy- Move slowly and encourage children to repeat after you. For example, *"This group has 2. How many? Yes, 2. This group has 1. How many? Yes, 1. When I add them together. I get (point to each manipulative as you count) 1, 2, 3. How many? Yes, 3. Two plus one equals 3. Say that with me again."*

*Use small groups with sums up to 5. *Do not use numeral cards.

Hard- Use groups with sums up to 10.

Subtraction

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book or key portions of book.
2. Set out one group of animals with up to 5 manipulatives. Explain, *"Today we are going to do subtraction. Subtraction means taking away. When we subtract something, it gets smaller."*
3. Count the animals with the children and place the matching numeral card under the group.
4. Place the subtraction sign to the right of the numeral card and say, *"This symbol means subtract, we say minus when we read it. Now we are going to subtract or take away."*
5. Tell the children how many you will be subtracting and place the matching numeral card to the right of the subtraction sign and the equals sign after that. *"Let's take away 2 animals."*
6. Encourage the children to count with you as you take away that amount of animals. Say, *"How many are left now?"*
7. Count the remainder together and place the matching numeral card after the equals sign. Read the whole equation. *Five minus two equals three.*

Repeat this many times with groups of varying amounts and differences up to 10.

Easy- Move slowly and encourage children to repeat after you *Use small groups with differences up to 5.

*Do not use numeral cards.

Hard- Use groups with differences up to 20.



Over in Australia – Math Activity Cards

Small Number Recognition without Counting

Counting & Number Recognition

More Than/Less Than/Equal To

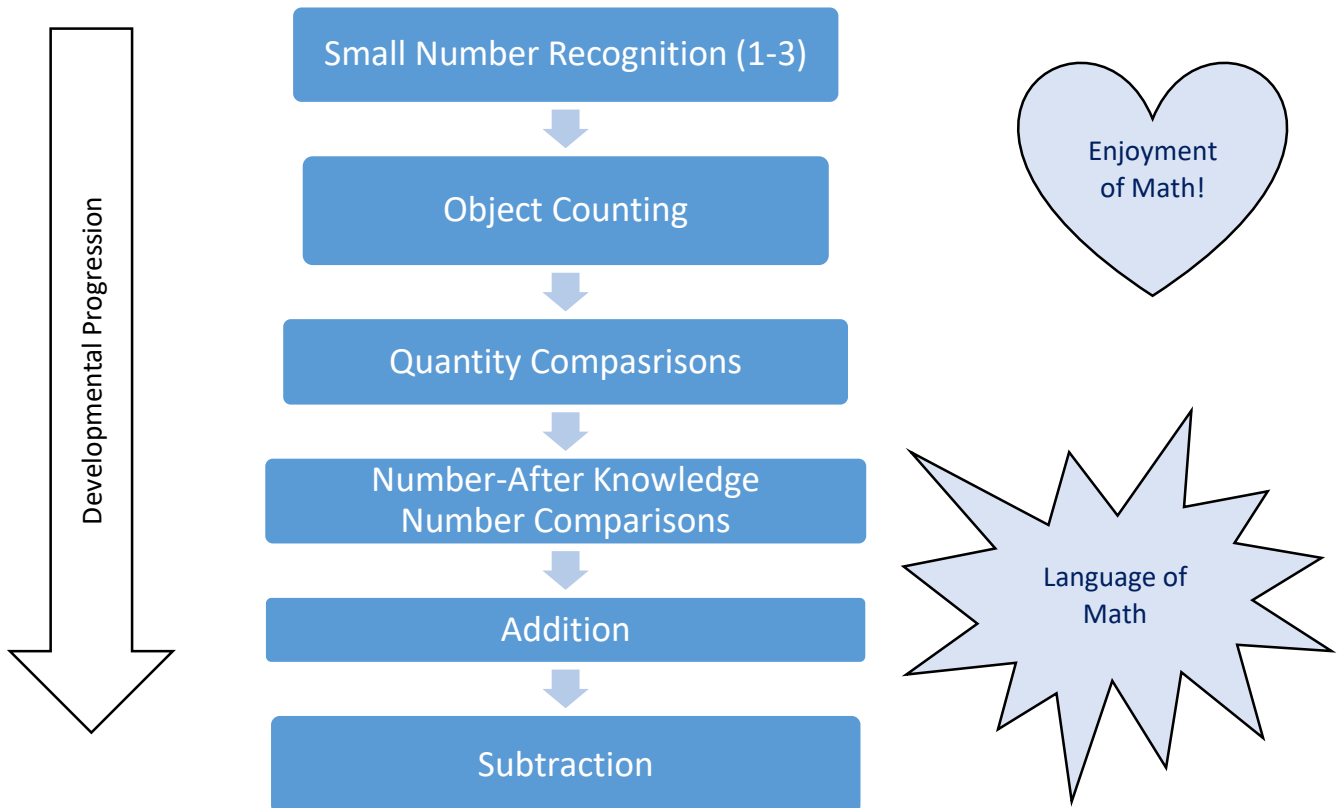
Quantity Comparisons

Number-After Knowledge

Addition

Subtraction

Developmental Progression for Number Knowledge



Small Number Recognition without Counting – Quantities of 1 - 3

1. Ask the children if they remember what this book was about (show book). Remind them that there were numbers in this book. *"Numbers tell us how many there is of something."* Re-read book, or key portions of book.
2. Say, *"Sometimes when there is a really small group of things, I don't even need to count them to know how many are there. I can just look and tell how many."*
3. Demonstrate by setting out a small group of 1-3 Australian animal figurines, name the quantity and then check your work by counting the items. Add the correct number card to label the quantity.
4. Continue to set out small groups and encourage the children to quickly name the quantity without counting, check the work by counting the items together, and labeling the quantity with the number card.

Easy- Stay with 1 vs. 2 until they have this solid and without help. Start by having the children who are hesitant to repeat the number after you. Then put the same quantity down for them to state the quantity. Repeat 1 vs 2 many times so children practice saying each number multiple times.

Medium- Follow the procedure outlined above.

Hard- Move quickly and encourage the children to set out their own group to try to trick the teacher. The child sets out a small group of 1-3, the teacher names the quantity (sometimes correctly, sometimes not) and the child tells if the teacher is correct. Once they can do this, move on to larger quantities of 4-6.

Counting and Number Recognition

1. Ask the children if they remember what this book was about. Remind them that there were numbers in this book. Say, *"Numbers tell us how many."* Show them your number cards and say *I have some number cards right here. As we read the book, I will put out the number card to match the numbers talked about in the book.* Re-read book, or key portions of book.
2. Read the book again (or just look for the numbers on each page) emphasizing the numbers written in the book. Lay out the appropriate number card for each page.
3. Set out the Australian animal figurines and tell them: *We are going to play a game where we will count these animals and then find the number card that tells how many animals there are in each group. Why do you think I chose these animals? Let's start with this many animals.* Put 3 animals out, count them together, and match the correct number card 3.
4. Repeat with different amounts. *If using Animal Counting Strips instead of figurines, set out strips one at a time. Encourage children to count animals on strips. Lay out corresponding numeral cards. Point out the number written on strip if students need help identifying numeral. Adjust your words accordingly.

For extra guidance: Encourage the child to count with you. For a challenge: Encourage the child to count alone.

Easy- Follow above procedure using numeral cards 1-5 and manipulatives in groups of 1-5.

Medium- Follow above procedure using numeral cards 1-10 and manipulatives in groups of 1-10.

Hard- Follow above procedure using numeral cards 10-20 and manipulatives in groups of 10-20.

More Than, Less Than, Equal To

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Set out two groups of animals (1-10) one clearly smaller (2) and one clearly bigger (5)
3. Explain. *"Today we are going to play a game with groups of Australian animals called more than, less than, and equal to. We will say more than for the group that has more—the bigger group, less than for the group that is smallest (has less) and equal to means the groups are the same—they have the same number of animals."*
4. Count each group of animals.
5. Point out which group is biggest and smallest. *The group that has 5 animals is bigger, it has more than the group that has 2 animals. Which group is the bigger group? Let's say this group with 5 (point) has more animals than this group 3 (point). 5 is more than 3."*
6. Repeat this many times, encouraging children to tell which group has more than the other and which has less than the other. Be sure to create equal groups as well and explain that we say "equal" when the groups have the same number. Encourage the children to say the sentence: This group is greater than/less than/equal to this group. Encourage children to point to the tigers as they say the sentence.

Easy- Move slowly and encourage children to repeat after you (heavy modeling). Use sets with 1-5 and start with simply asking which is bigger vs. smaller with clearly bigger and smaller items.

Hard- Give the children the opportunity to "be the teacher" by creating two groups and telling which is greater than or less than. Use larger groups of 10-20 **if** children have mastered counting objects that high.

Number-After Knowledge

Part 1

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book, or key portions of book.
2. Show children the Number Chart, pointing to the number list at the bottom. *"Here is a list of our numbers from 1 to 10. Let's all say them in order together 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10. Great! We all just counted to 10.* Do this a couple times until they all can do it clearly.
3. Pointing to the number **1** ask the children *what number comes next, what number comes after 1.* Point to the number **3** and ask what comes next. If they cannot tell you, start at number 1 and count up to 4 and point out 4 comes next. Do this for a variety of numbers (1-5), pointing each time as you ask. Once they have this down, ask them without pointing to the number – *what number comes after _____?* Once they can do this for 1-5 move on to part 2 and add numbers 6-10 in part 1.

Part 2

1. Give each child a number chart and a set of 6 counters (enough to make numbers 1-3 initially).
2. Tell them *"we are going to put the number of counters to represent each number."* Point to the number 1, *how many counters do we need to show 1? Yes one. Let's place the counter above the number 1.* Have each child place one counter above the number 1. Do the same thing for numbers 2 and 3.
3. Ask them questions comparing the numbers 1 – 3. *Which number is bigger, 2 or 3? Yes, look! 3 has more counters. 3 is more than/bigger than 2.*
4. Point out that each number is one more than the number before it. 2 is one more than 1, 3 is one more than 2—show this with the counters.

As children are ready, repeat these steps with numbers 1-5 and then 4-6

Addition

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book or key portions of book.
2. Set out two groups of animals (a group of 2 and a group of 1).
3. Explain, *"Today we are going to do addition. Addition means putting together. When we add things together they get bigger"*
4. Count each group of animals and place the matching numeral cards below the groups.
5. Say, *"Now we are going to find out how many there are altogether. We are going to add these groups."* Show the addition card. *This symbol means add and we say plus when we read it.* Place the addition sign between the two numeral card and the equals sign after. Point to equal sign -- *This symbol means equals, the number all together.*
6. Count the groups with the children. Place the matching numeral card for the sum at the end of the equation
7. Read the whole equation, encouraging children to read with you. *"Two plus one equals three."*

Repeat this many times with groups of varying amounts with sums of 2 - 5.

Easy- Move slowly and encourage children to repeat after you. For example, *"This group has 2. How many? Yes, 2. This group has 1. How many? Yes, 1. When I add them together. I get (point to each manipulative as you count) 1, 2, 3. How many? Yes, 3. Two plus one equals 3. Say that with me again."*

*Use small groups with sums up to 5. *Do not use numeral cards.

Hard- Use groups with sums up to 10.

Subtraction

1. Ask the children if they remember what this book was about. Have a brief discussion. Re-read book or key portions of book.
2. Set out one group of animals with up to 5 manipulatives. Explain, *"Today we are going to do subtraction. Subtraction means taking away. When we subtract something, it gets smaller."*
3. Count the animals with the children and place the matching numeral card under the group.
4. Place the subtraction sign to the right of the numeral card and say, *"This symbol means subtract, we say minus when we read it. Now we are going to subtract or take away."*
5. Tell the children how many you will be subtracting and place the matching numeral card to the right of the subtraction sign and the equals sign after that. *"Let's take away 2 animals."*
6. Encourage the children to count with you as you take away that amount of animals. Say, *"How many are left now?"*
7. Count the remainder together and place the matching numeral card after the equals sign. Read the whole equation. *Five minus two equals three.*

Repeat this many times with groups of varying amounts and differences up to 10.

Easy- Move slowly and encourage children to repeat after you *Use small groups with differences up to 5.

*Do not use numeral cards.

Hard- Use groups with differences up to 20.



2



1



3



4



6



5



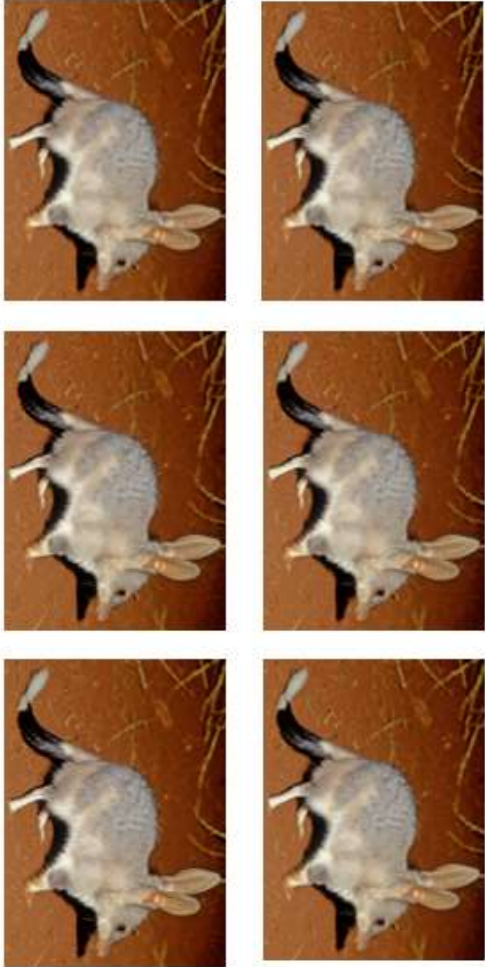
8



7



10



9



