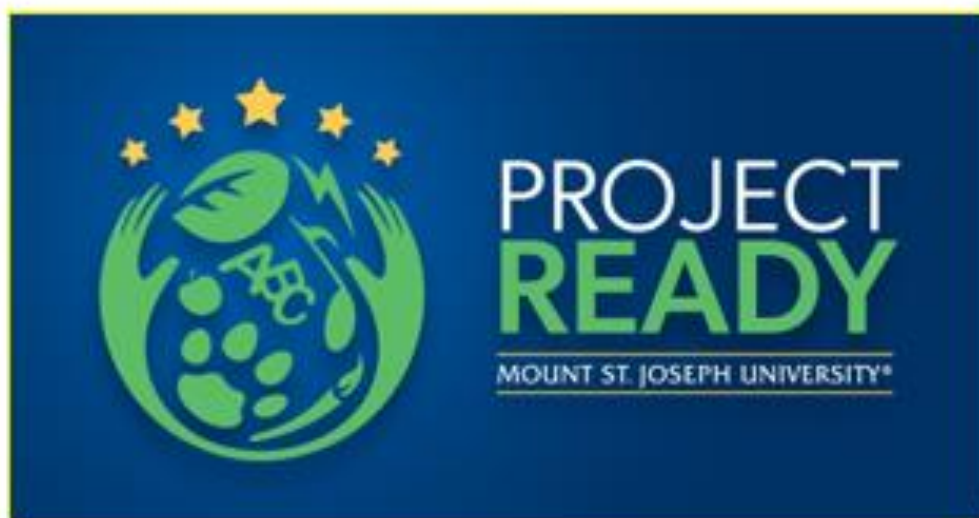




## Unit 5a – South America

# Joyful Discoveries Preschool Curriculum



Revision Date: November 2023





## Unit 5a South America: Circle Time, Small Group, & Centers

<p><b><u>Knowledge Building Targets</u></b></p> <ol style="list-style-type: none"> <li>1. The Earth is our planet</li> <li>2. Maps and globes</li> <li>3. Continents and water</li> <li>4. South America is a continent</li> <li>5. Countries in South America: Brazil, Ecuador, Peru</li> <li>6. Animals of South America and where they live</li> <li>7. Rainforest and rainforest animals</li> <li>8. Llamas</li> <li>9. Oceans and ocean animals</li> <li>10. Aquarium</li> <li>11. Volcanoes</li> </ol>	<p><b><u>Oral Language Skill Targets</u></b></p> <ol style="list-style-type: none"> <li>1. Answering questions</li> <li>2. Stating an opinion</li> <li>3. Basic Vocabulary—prepositions, basic directional words</li> <li>4. Academic Vocabulary- kindness, recycling, softly, planet, good deeds, Veterinarian, etc.</li> <li>5. Story Vocabulary: author, illustrator, title, Character-Who, Setting--Where</li> <li>6. Length of sentences</li> <li>7. Extended decontextualized accounts, explanations, and narratives</li> <li>8. Retelling/Summarizing</li> </ol>
<p><b><u>Early Literacy Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Alphabet Letter Names &amp; Sounds</li> <li>2. Name Recognition</li> <li>3. Phonemic awareness</li> <li>4. Print/Book Skills: title, author, directionality</li> <li>5. Listening Comprehension</li> <li>6. Answering key questions (focus on</li> <li>7. Who, When, What questions)</li> <li>8. Memory for events</li> <li>9. Retelling</li> <li>10. Sequencing of events</li> <li>11. Fiction vs. Nonfiction</li> <li>12. Knowledge of Common Stories</li> <li>13. Writing Skills: Prewriting strokes, Letter formation, Shared writing</li> </ol>	<p><b><u>Math Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Shapes</li> <li>2. Directional words</li> <li>3. Small Number Recognition without Counting</li> <li>4. Counting</li> <li>5. Number Recognition</li> <li>6. More Than, Less Than, Equal To</li> <li>7. Number-after knowledge</li> <li>8. Number comparisons</li> <li>9. Number-after equals one more</li> <li>10. Addition</li> <li>11. Subtraction</li> <li>12. Categories: Sizes</li> <li>13. Patterns</li> <li>14. Story Problems</li> </ol>









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## Unit 5a: South America






### Overview of Part 1- Continent of South America, Countries in South America: Brazil, Ecuador, Peru

Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<i>Me on the Map</i> by Joan Sweeney  	<i>South America</i> by Rebecca Hirsch  	<i>South America</i> by The Project Ready! Team  	<i>Let's Look at Brazil</i> by Joy Frisch-Schmoll  	<i>Let's Look at Ecuador</i> by Joy Frisch-Schmoll  	<i>Let's Look at Peru</i> by Joy Frisch-Schmoll  






### Overview of Part 2- Rainforest & Rainforest Animals

Book 7	Book 8	Book 9	Book 10	Book 11	Book 12
<i>We're Roaming in the Rainforest</i> by Laurie Krebs  	<i>Over in the Jungle</i> by Marianne Berkes  	<i>Explore My World: Rainforests</i> by Marfe Ferguson Delano  	<i>The Rainforest Grew All Around</i> by Susan Mitchell  	<i>Zonia's Rain Forest</i> by Juana Martinez-Neal  	<i>Over and Under the Rainforest</i> by Kate Messner  

### Overview of Part 3- Ocean & Ocean Animals

Book 13	Book 14	Book 15	Book 16	Book 17
<i>Swimmy</i> by Leo Lionni   * Dramatic Play Center introduced	<i>Over in the Ocean: A Coral Reef Rhyme</i> by Marianne Berkes  	<i>My Visit to the Aquarium</i> by Alik  	<i>It's a Seashell Day</i> by Dianne Ochiltree  	<i>One White Wishing Stone</i> By Doris Gayazagian  

### Overview of Part 4- Plateau (Altiplano) Region and Animals (Llama)

Book 18	Book 19	Book 20	Book 21	Book 22
<i>The Littlest Llama</i> by Jane Buxton  	<i>Is Your Mama a Llama?</i> by Deborah Guarino  	<i>Maria Had a Little Llama</i> by Angela Dominguez  	<i>National Geographic Kids- Llamas</i> by Maya Myers  	<i>Volcanoes</i> by The Project Ready! Team  

#### Wordless Books for the South America Unit

<u>Wordless Books—South America</u>
<i>Wave</i> by Suzy Lee
<i>Aquarium</i> by Cynthia Alonso





Material List for Unit 5A- South America

<b>Whole Group Reading</b>	
<b>Books</b>	<b>Cost</b>
<i>Me on the Map</i> by Joan Sweeney	\$7.99 (already bought)
<i>South America</i> by Rebecca Hirsch	\$5.95
<i>South America</i> by The Project Ready! Team	Cost of printing and lamination
<i>Let's Look at Brazil</i> by Joy Frisch-Schmoll	\$6.95
<i>Let's Look at Ecuador</i> By Joy Fritsch-Schmoll (Challenge)	\$6.95
<i>Let's Look at Peru</i> by Joy Fritsch-Schmoll (Challenge)	\$6.95
<i>Explore My World: Rain Forests</i> by Marfe Feguson Delano	\$4.99
<i>The Rainforest Grew All Around</i> by Susan Mitchell	\$10.82
<i>We're Roaming in the Rainforest</i> by Laurie Krebs & Anne Wilson	\$9.99
<i>Over in the Jungle: A Rainforest Rhyme</i> by Marianne Berkes	\$5.39
<i>Zonia's Rain Forest</i> by Juana Martinez-Neal	\$12.69
<i>Over and Under the Rainforest</i> by Kate Messner (Challenge)	\$12.99
<i>The Littlest Llama</i> by Jane Buxton	\$6.28
<i>Is Your Mama a Llama?</i> by Deborah Guarino	\$6.28
<i>Maria Had a Little Llama</i> by Angela Dominguez	\$10.99
<i>National Geographic Kids: Llamas</i> by Maya Myers	\$4.99
<i>Swimmy</i> by Leo Lionni	\$7.18
<i>One White Wishing Stone</i> by Doris Gayzagian (Challenge)	\$20.35
<i>My Visit to the Aquarium</i> by Alikei	\$7.99
<i>Over in the Ocean: a Coral Reef Rhyme</i> by Marianne Berkes	\$7.50
<i>It's a Seashell Day</i> by Dianne Ochiltree	\$8.99
<i>Volcanoes</i> by The Project Ready! Team	Cost of printing and lamination
<b>Wordless Book</b>	
<i>Wave</i> by Suzy Lee	\$12.29
<i>Aquarium</i> by Cynthia Alonso	\$14.59
<b>Total Book Cost</b>	<b>\$200.80</b>

<b>Craft and Additional Materials</b>	
Crayons or markers (multiple crafts)	Likely already purchased
Glue sticks (multiple crafts)	Likely already purchased
Liquid glue (multiple crafts)	Likely already purchased
Large white paper ( <i>The Rainforest Grew All Around</i> mural)	Likely already purchased
<a href="#">Red paint (<i>Swimmy</i> craft)</a>	\$3.01 (16 oz. bottle)
<a href="#">Black paint (<i>Swimmy</i> craft)</a>	\$2.99 (16 oz. bottle)
<a href="#">Sponge (<i>Swimmy</i> craft)</a>	\$5.99 (set of 6)
<a href="#">White cardstock (<i>Is Your Mama a Llama</i> craft)</a>	\$12.99 (300 pieces)
<a href="#">Small pom poms (<i>Is Your Mama a Llama</i> craft)</a>	\$8.99 (2000 pieces)
<a href="#">Colorful scrapbook paper (<i>Is Your Mama a Llama</i> craft)</a>	\$10.82 (20 pieces)
<a href="#">Ocean Animal Figurines (Object to Picture Match, <i>Over in the Ocean</i>- optional)</a>	\$10.99 (60 pieces)
<a href="#">Jungle Animal Figurines (<i>Over in the Jungle</i>- optional)</a>	\$14.99 (11 pieces)
<a href="#">Volcano model</a>	\$10.99 (10 pieces)
<a href="#">Vinegar</a>	\$0.69
<a href="#">Baking Soda</a>	\$5.83 (2 boxes)
<b>Total Cost of Crafts and Additional Materials</b>	<b>\$70.77</b>

Material List for Unit 5A- South America

(Continued)

Dramatic Play Center Materials	
<a href="#">Ocean Animal Figurines for ocean sensory bin</a>	\$11.95 (52 pieces)
<a href="#">Fish net for ocean sensory bin</a>	\$9.99 (set of 4)
<a href="#">Fish bowl for ocean sensory bin</a>	\$16.99 (set of 6)
<a href="#">Wooden Ocean Animals Puzzle</a>	\$7.99
<a href="#">Ocean Felt Board</a>	\$14.34
<a href="#">Ocean Memory Game</a>	\$10.99
<b>Total Cost of Dramatic Play Center</b>	<b>\$72.25</b>

Total cost for Unit 5A= \$343.82

Materials to Prepare (Found in Materials Binder)			
	Teacher's Manual	<a href="http://www.readingscience.org">www.readingscience.org</a>	Print 2-sided, put in binder
	Book 3- <i>South America</i>	Page 1 materials binder	Print, laminate, bind into book
	<i>Over in the Jungle</i> rhyming cards	Page 24 materials binder	Print 1-sided, cut, laminate, cut into cards
	<i>Over in the Jungle</i> counting cards	Page 26 materials binder	Print 1-sided, cut, laminate, cut into cards
	<i>The Rainforest Grew All Around</i> mural animals	Page 33 materials binder	Print 1-side (a few animals for each student), prepare for students to glue to mural
	<i>Swimmy</i> craft template	Page 37 materials binder	Print 1-sided (one for each student)
	Animal Habitats of South America book	Page 38 materials binder	Print 1-sided, laminate, make into books with animal picture cards on Velcro dots. Place in Nature Center.
	Object to Picture Match: Ocean Animals	Page 42 materials binder	Print 1-sided, cut, laminate, cut into cards
	<i>Over in the Ocean</i> counting cards	Page 48 materials binder	Print 1-sided, cut, laminate, cut into cards
	<i>It's a Seashell Day</i> patterning cards and <i>Wave</i> shell sorting cards	Page 55 materials binder	Print 1-sided, cut, laminate, cut into cards
	<i>Is Your Mama a Llama</i> craft template	Page 59 materials binder	Print 1-sided (one for each student), cut out
	<i>Is Your Mama a Llama</i> saddle blanket	N/A	Cut colorful scrapbook paper into a rectangle to fit on llama's back (one for each student)
	<i>Volcanoes</i> by The Project Ready! Team	Page 60 materials binder	Print, laminate, bind into book
	<i>Aquarium</i> craft template	Page 69 materials binder	Print 1-sided (one for each student)
	<i>Aquarium</i> fish template	Page 70 materials binder	Print 1-sided (each student needs one fish), cut

Additional (Optional) Books About South America

*We Can Use a Map* by R.J. Macready

*Looking at Maps and Globes* by Rebecca Olien

*Learning About South America* by Thomas K. Adamson

*Abuela's Weave* by Enrique O. Sanchez

Additional (Optional) Books About the Rainforest

*In the Rain Forest: A Maurice Pledger Nature Trail Book: Touch-and-Feel Adventure*

*Down in the Jungle 1,2,3: A Rain Forest Counting Book* by Tracey E. Dils

*Scholastic Discover More: Rainforest* by Penelope Arlon

*One Day on Our Blue Planet: In the Rainforest* by Ella Bailey

Additional (Optional) Books About the Ocean

*Sea Creatures* by Anne Faundez

*The Underwater Alphabet Book* by Jerry Pallotta

*Here is the Coral Reef* by Madeleine Dunphy

*Scholastic Discover More: Ocean and Sea* by Steve Parker

*A Snapshot Picture Library: Underwater Animals* by Weldon Owen & Karen Perez

*Octopuses One to Ten* by Ellen Jackson & Robin Paige

*The Pout Pout Fish* by Marion Deborah Diesen

*National Geographic Kids: Ocean Animals Collection* by National Geographic Kids

*How to Hide an Octopus & Other Sea Creatures* by Ruth Heller

*I Spy Ocean Animals* by Alek Malkovich

*Field Trip to the Ocean Deep* by John Hare

*One Day on Our Blue Planet: In the Ocean* by Ella Bailey

*National Geographic Kids: Little Kids First Big Book of the Ocean* by Catherine Hughes



## North America Map and Globe Center



**Purpose:** Let children explore globe and maps through books and activities.

**Materials:** Map, Interactive globe with removable continents, classroom maps of USA & World, puzzles, materials to make maps, basket of related books, etc.

**We suggest Adding these materials after Book 1 *Me on the Map* by Joan Sweeney. Children will have exposure to the concepts around maps and globes.**

### How it Works:

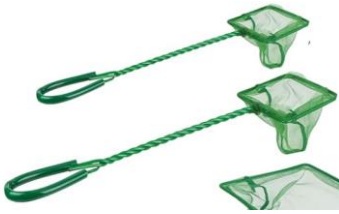
- Find a place in the classroom where you can set up a maps and globes activity area.
- Explain how they can use this area to learn more about the world.
- For this unit, add books about South America in addition to the maps books. As you do later units on other continents add additional books and activities.

### Possible Activities

- Interactive Globe
- Small maps that can be explored (especially of places they have been or know: map of the school, map of a local zoo, map from a recent field trip)
- World map floor puzzle
- Coloring work and crayons—color a map of the world, make a map of a familiar place
- Make a map of the classroom



## South America Dramatic Play Center—Ocean Nature Center



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

**Materials:**

Make Sequence cards: Animal Habitats of South America book and ocean animals Object to Picture match (see Materials binder)

**We suggest Adding these materials after Book 13 *Swimmy*. Children will have a little background exposure to the concept of the ocean and ocean animals and will have some ideas of how to create play scenarios around that theme.**

**How it Works:**

- In the dramatic play center set up an ocean nature center.
- Fill a sensory bin or table with water and add small fish figurines, nets, and fish bowls.
- Include books about the ocean and ocean animals.
- Introduce the center to the children after reading *Swimmy*. Remind students that much of South America is surrounded by ocean. Oceans are huge bodies of salty water where many creatures live. Demonstrate how to play with many of the toys and tools.

For the first few days, a teacher should be near this center to help students engage appropriately with the new toys, using their new vocabulary and knowledge. The teacher might model how to gently catch a fish and put it in the fishbowl at the sensory table, how to play the ocean animals memory game, how to complete the ocean animals puzzle, how to create an ocean scene with the feltboard, etc. Encourage children to try all the different toys and tools. Remember to encourage use of new vocabulary and schema surrounding oceans.

## 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**

#### 1<sup>st</sup> 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)

#### 2<sup>nd</sup> 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 -

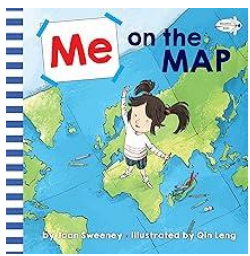
**Concluding**

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:** South America, Part 1- Continent of S. America and Countries

**Book 1:** Me on the Map by Joan Sweeney

**Extra Materials Needed:** map of world and globe



## Language Time

The Continent Song  
(tune of *Do You Know the Muffin Man*)

Do you know the continents,  
the continents,  
the continents?  
*(tap finger to temple as if thinking)*

Do you know the continents,  
on our maps and globes?  
*(point to map and globe)*

North and South America  
Africa, Australia  
Europe and Antarctica  
Asia's the biggest one  
*(point to continent on map or globe as you sing each name)*

Do you know the continents,  
the continents,  
the continents?  
*(tap finger to temple as if thinking)*

Do you know the continents,  
on our maps and globes?  
*(point to map and globe)*

Adapted from  
teacherspayteachers

## 1. Before

**1. Topic Introduction-** *Today we are starting a new unit. We will be learning about South America. Let's say that together: South America. Good! South America is a continent. We already learned a lot about our continent, North America. Now we will learn about our neighbor, South America.*

**2. Book Introduction-** *This book is called Me on the Map. Do you remember reading this book? We are going to read it again to learn all about maps.*

**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 is a map of my room" *I see a green couch in her room and here is the couch on the map. A map is a picture of a place. It shows where things are.*
- "This is my state on the map of my country" *This is our state right here. We live in the state of Ohio. Let's clap that together. O-hi-o.*
- "everybody has their own special place on the map." *There are so many people living all over the world on different continents, in different countries, in different states and towns, and on different streets. It's amazing to think about!*

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

- Key content

*Maps are pictures of real places.*

*Maps show where things are.*

*Maps can show a small place or a really big place, like the whole Earth.*

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

**map-** a picture of a place that shows where things are

*This map is a picture of the girl's room.*

**continent-** a large piece of land on the Earth

*This map shows the seven continents, big pieces of land, on our Earth.*

**country-** smaller parts of a continent

*Every continent is made up of smaller countries. Our country is called USA.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about maps? Thumbs up if so.*

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

- *What did the girl draw a map of?* (her room, her house, her neighborhood, etc.)
- *In what country does the girl live?* (The United States of America)

**3. Follow Up Activity-** Explore maps and globes

- Explain, *We read about maps (point to map) in this book. Maps are pictures of places that show us where things are. This is a globe. (Point to globe) A globe is a model of the earth. If we flattened the globe, it would be a map. Let's find some important places on this map and this globe. One the map and globe, point out and name:*

- *Your continent*

- *your state*

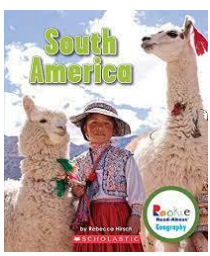
- *North America*

- *Your country*

- *your town*

- *South America*





**Unit:** South America, Part 1- Continent of S. America and Countries

**Book 2:** South America by Rebecca Hirsch

**Extra Materials Needed:** map of world and globe



## Language Time

The Continent Song  
(tune of *Do You Know the Muffin Man*)

Do you know the continents,  
the continents,  
the continents?  
(tap finger to temple as if thinking)

Do you know the continents,  
on our maps and globes?  
(point to map and globe)

North and South America  
Africa, Australia  
Europe and Antarctica  
Asia's the biggest one  
(point to continent on map or globe as you sing each name)

Do you know the continents,  
the continents,  
the continents?  
(tap finger to temple as if thinking)

Do you know the continents,  
on our maps and globes?  
(point to map and globe)

Adapted from  
teacherspayteachers

## 1. Before

**1. Topic Introduction-** *Yesterday we started learning about a new continent. A continent is a large piece of land. There are seven continents on our Earth. Let's clap the word continent. Con-tin-ent. We are learning about South America now.*

**2. Book Introduction-** *This book is called South America. It's a non-fiction book so we are going to learn something. What do you think we are going to learn about?*

**3. Title and Author-** Draw attention to title and author. *The author is Rebecca Hirsch. There is no illustrator because this book has real pictures.*

## 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.

- "Table of Contents" *This is called the Table of Contents. This page tells me what will be in the book and where to find it. I see that on page 17 we are going to learn about Amazing Animals. I wonder what amazing animals live there.*

- "Llamas help people carry things up and down the mountains." *This animal must be a llama. Llamas help people who live in the mountains.*

- "Would you like to visit South America someday?" *I think I would like to visit South America. I want to see the huge Amazon river and llamas in the mountains.*

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

- Key content

*South America is a continent.*

*Many people and animals live in South America.*

*There are deserts, mountains, and rain forests in South America.*

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

**continent-** a large piece of land on the Earth

*The continent we are learning about is South America.*

**country-** smaller parts of a continent

*There are twelve countries in South America.*

**map-** a picture of a place that shows where things are

*South America is yellow on this map.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about South America? Thumbs up if so.*

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

- *What animals live in South America?* (various answers- llama, monkey, parrot)

- *How do llamas help people? What do they do for people?* (carry things up and down the mountains)

**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.

- *South America is a country.* (No)

- *South America is a continent.* (Yes)

- *Pink dolphins live in the sand of the desert.* (No)

- *Pink dolphins live in rivers of the rainforest.* (Yes)





**Unit:** South America, Part 1- Continent of S. America and Countries  
**Book 3:** South America by The Project Ready! Team  
**Extra Materials Needed:** map of world and globe



**Language Time**

The Continent Song  
 (tune of *Do You Know the Muffin Man*)

Do you know the continents,  
 the continents,  
 the continents?  
*(tap finger to temple as if thinking)*

Do you know the continents,  
 on our maps and globes?  
*(point to map and globe)*

North and South America  
 Africa, Australia  
 Europe and Antarctica  
 Asia's the biggest one  
*(point to continent on map or globe as you sing each name)*

Do you know the continents,  
 the continents,  
 the continents?  
*(tap finger to temple as if thinking)*

Do you know the continents,  
 on our maps and globes?  
*(point to map and globe)*

Adapted from teacherspayteachers

**1. Before**

**1. Topic Introduction-** *We have been learning about a new continent. Let's clap that word continent. Con-tin-ent. There are seven continents on our Earth. Everyone say, "We have seven continents." A continent is a huge piece of land.*

**2. Book Introduction-** *This book is called South America. It's a non-fiction book so we are going to learn something. I'm guessing we will learn about South America. Do you think I'm right?*

**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.

- "Some people think South America looks like a triangle. Do you?" *A triangle has three sides. I kind of see three sides. Let's count them. 1,2,3. (trace sides with finger as you count)*
- "People must cross in boats." *I wonder why there are no bridges across the Amazon River. Why can't the people just build a bridge across the river? That's something I want to learn more about.*
- "There are twelve countries in South America but hundreds of different languages are spoken here." *People in South America speak many different languages!*

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

- Key content

*South America is a continent with twelve countries.*

*Many different people and animals live in the varied habitats of South America.*

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

**continent-** a large piece of land on the Earth

*Let's count the seven continents on Earth.*

**map-** a picture of a place that shows where things are

*This map shows the seven continents. South America is number 2.*

**country-** smaller parts of a continent

*There are twelve countries in South America.*

**3. After**

**1. Ask their Opinion-** *Did you like learning about South America? Turn to someone sitting near you and tell them one thing you learned about South America.*

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

- *How many continents are there on Earth?* (seven)
- *What habitats are in South America?* (various answers- desert, mountain, ocean, rainforest, 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.

- *There are 100 countries in South America.* (No)

- *There are 12 countries in South America..* (Yes)

- *Everyone in South America speaks Spanish.* (No)



Share Information

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

### Shared Writing Preparation Template: Share Information

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

Many animals live in *South America*.

**Vocabulary** to include, if possible:

**continent-** a large piece of land on the Earth  
*There are seven continents on Earth.*

**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: *Llamas help people carry things up and down the mountains.*

Detail: *Slow sloths hang from trees in the rainforest.*

Detail: *Pink dolphins swim in the rivers.*

Conclusion: *These are some of the animals in South America.*

### Steps in the Process

**Discuss the book and vocabulary:** *We read this book called South America. It is a non-fiction book so we learned about something. One thing we learned about was the animals that live in South America. Today we are going to write about what we learned about those animals.*

### Write Topic Sentence

**Plan:** *We are going to work together to share information about the animals that live in South America. Let's start by finishing this sentence I wrote here. It says Many animals live in \_\_\_\_\_. What is the name of the continent we are writing about? South America. Good!*

**Write:** Write South America to complete the sentence.

**Read aloud, pointing to each word:** *Many animals live in South America.*

### Write Detail Sentence(s)

**Plan:** *Let's share information about the animals in South America. What animals live there?* Guide children by providing a few examples, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

**Write:** *Llamas help people carry things up and down the mountain.*

**Read aloud, pointing to each word:** *Llamas help people carry things up and down the mountains.* Read again, encouraging children to read with you.

**Continue adding detail sentences if students are engaged.**

### Write Concluding Sentence

**Plan:** *We shared information about some of the animals that live in South America. Now let's write a sentence to tell our readers that we are done. How could we do that? Let's write, "These are some of the animals in South America."*

**Write:** These are some of the animals in South America.

**Read aloud, pointing to each word:** *These are some of the animals in South America.* Read again, encouraging children to read with you

**\*Read whole paragraph with students. Post writing where they can return to it frequently to "read."** 16



**Unit:** South America, Part 1- Continent of S. America and Countries

**Book 4:** Let's Look at Brazil by Joy Frisch-Schmoll

**Extra Materials Needed:** map of world and globe



## Language Time

The Continent Song  
(tune of *Do You Know the Muffin Man*)

Do you know the continents,  
the continents,  
the continents?  
*(tap finger to temple as if thinking)*

Do you know the continents,  
on our maps and globes?  
*(point to map and globe)*

North and South America  
Africa, Australia  
Europe and Antarctica  
Asia's the biggest one  
*(point to continent on map or globe as you sing each name)*

Do you know the continents,  
the continents,  
the continents?  
*(tap finger to temple as if thinking)*

Do you know the continents,  
on our maps and globes?  
*(point to map and globe)*

Adapted from  
teacherspayteachers

## 1. Before

**1. Topic Introduction-** *We have been learning about a new continent. It's called South America. A continent is a big piece of land on Earth. (Show students South America on the globe or map). Let's clap South America. South A-mer-i-ca.*

**2. Book Introduction-** *This book is called Let's Look at Brazil. It's a non-fiction book so we are going to learn something. We learned in other books that there are twelve countries in South America. Brazil is one of those countries.*

**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.

- "It is a bit smaller than the United States." *Brazil is so big that it covers almost half of South America. Brazil is as big as the other 11 countries put together!*
- "Brazil also has hills, wetlands, and beaches." *Beaches are along the coastline, where the land meets the ocean. Let's look at our map of South America and find the beaches in Brazil.*
- "Brazilians eat a lot of rice and beans." *I like to eat rice and beans, too. Do you? Raise your hand if that's something you enjoy eating. Yum!*

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

- Key content

*Brazil is the largest country in South America.*

*Many people live in Brazil and most live in big cities.*

*Interesting animals live in the many different warm habitats of Brazil.*

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

**country-** smaller parts of a continent

*Every continent is made up of smaller countries. Our country is called USA.*

**continent-** a large piece of land on the Earth

*This map shows the seven continents, big pieces of land, on our Earth.*

**map-** a picture of a place that shows where things are **\*not actually in text**

*This is a map of the world that shows where Brazil is.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about Brazil? Thumbs up if so.*

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

- *What animals live in Brazil?* (monkeys, parrots, capybaras, etc.)
- *What is Brazil's main sport?* (soccer)

**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.
  - *Brazil is the smallest country in South America.* (No)
  - *Brazil is the largest country in South America.* (Yes)
  - *Brazil is a very cold country that gets a lot of snow.* (No)
  - *Brazil is a warm country.* (Yes)







**Unit:** South America, Part 1- Continent of S. America and Countries

**Book 5:** Let's Look at Ecuador by Joy Frisch-Schmoll

CHALLENGE



**Extra Materials Needed:** map of world and globe

## Language Time

The Continent Song  
(tune of *Do You Know the Muffin Man*)

Do you know the  
continents,  
the continents,  
the continents?  
(tap finger to temple  
as if thinking)

Do you know the  
continents,  
on our maps and  
globes?

(point to map and  
globe)

North and South  
America  
Africa, Australia  
Europe and Antarctica  
Asia's the biggest one  
(point to continent on  
map or globe as you  
sing each name)

Do you know the  
continents,  
the continents,  
the continents?  
(tap finger to temple  
as if thinking)

Do you know the  
continents,  
on our maps and  
globes?

(point to map and  
globe)

Adapted from  
teacherspayteachers

## 1. Before

**1. Topic Introduction-** *We are learning about the continent South America.*

*Yesterday we read about the largest country in South America called Brazil. Let's clap that. Bra-zil. Brazil is a warm country with lots of beaches and animals.*

**2. Book Introduction-** *This book is called Let's Look at Ecuador. It's a non-fiction book so we are going to learn something. I'm guessing that Ecuador is another country in South America.*

**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.

- "It is a bit smaller than the U.S. state of Nevada." *This is Ecuador on the map of the world. (Point to map) Ecuador looks pretty small. I can hardly see it.*

- "Part of the Amazon Rain Forest covers the east" *Ecuador is a tiny country but it has so many different habitats- beaches, islands, mountains, and rain forest! If you live in Ecuador, you can see lots of different habitats without traveling far.*

- "It is the festival of the sun." *That's interesting! In Ecuador there is a festival for the sun when people eat, dance, and watch parades. That sounds fun!*

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

- Key content

*Ecuador is a small country in South America.*

*There are many different habitats in Ecuador.*

*Most people speak Spanish in Ecuador.*

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

**map-** a picture of a place that shows where things are **\*not actually in text**

*This map is a picture of the whole world.*

**continent-** a large piece of land on the Earth **\*not actually in text**

*This is the continent of South America. (point on map)*

**country-** smaller parts of a continent **\*not actually in text**

*Ecuador is the country we are reading about today.*

## 3. After

**1. Ask their Opinion-** *I think Ecuador sounds like an interesting country. Thumbs up if you agree. Turn to someone next to you and tell them your favorite part.*

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

- What country was this book about? (Ecuador)

- How do people travel from place to place in Ecuador? (buses, taxis, boats, 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.

- *Ecuador is a big country in South America. (No)*

- *Ecuador is a small country in South America. (Yes)*

- *Ecuador's only habitat is desert. (No)*

- *Ecuador has many habitats, including mountains and beaches. (Yes)* 19





**Unit:** South America, Part 1- Continent of S. America and Countries

**Book 6:** Let's Look at Peru by Joy Frisch-Schmoll

challenge



**Extra Materials Needed:** map of world and globe

### Language Time

The Continent Song  
(tune of *Do You Know the Muffin Man*)

Do you know the continents,  
the continents,  
the continents?  
*(tap finger to temple as if thinking)*

Do you know the continents,  
on our maps and globes?  
*(point to map and globe)*

North and South America  
Africa, Australia  
Europe and Antarctica  
Asia's the biggest one  
*(point to continent on map or globe as you sing each name)*

Do you know the continents,  
the continents,  
the continents?  
*(tap finger to temple as if thinking)*

Do you know the continents,  
on our maps and globes?  
*(point to map and globe)*

Adapted from  
teacherspayteachers

## 1. Before

**1. Topic Introduction-** *Today we are going to read our last book about a country in South America. There are 12 countries in South America. We have learned about Brazil and Ecuador.*

**2. Book Introduction-** *I see a lot of green plants, tall mountains, and buildings on this book cover. I can already tell this country is going to be very interesting. It looks like there's a lot to see and do there. This book is about Peru. Clap it. Per-u.*

**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.

- "Next are the Andes mountains." *These mountains are so tall that they have snow on the top! It looks like it's cold in the Andes mountains.*
- "But most of Peru is wet and hot." *The Andes mountains are cold, but most of Peru is hot rain forest. Both the cold mountains and hot rain forest are in the same country, Peru!*
- "Quechua Indians." *These people are wearing bright, beautiful clothing! My favorite thing in this picture is the beaded strap on her hat. How beautiful!*

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

- Key content

*Peru is a country in South America.*

*Peru has three habitats- coastal desert, Andes mountains, rain forest.*

*Many people live in Peru.*

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

**map-** a picture of a place that shows where things are **\*not actually in text**  
*Peru is yellow on this world map.*

**continent-** a large piece of land on the Earth **\*not actually in text**  
*This map shows the seven continents, big pieces of land, on our Earth.*

**country-** smaller parts of a continent

*Every continent is made up of smaller countries. This country is Peru.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about Peru? Thumbs up if you did..*

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

- *What country was this book about?* (Peru)
- *On what continent is Peru found?* (South America)

**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.
  - *Peru is a country in North America.* (No)
  - *Peru is a country in South America.* (Yes)
  - *There are no mountains in Peru.* (No)
  - *The Andes mountains are in Peru.* (Yes)





**Unit:** South America, Part 2- Rainforest & Rainforest Animals  
**Book 7:** *We're Roaming in the Rainforest* by Laurie Krebs  
**Extra Materials Needed:** map of world and globe



## Language Time

Five Little Monkeys

Five little monkeys  
jumping on the bed  
*(hold up 5 fingers and  
make them jump)*

One fell off  
*(Hold up 1 finger and  
make it fall)*

and bumped his head  
*(touch hand to head)*

Mama called the  
doctor  
*(mime using a phone)*

and the doctor said,  
“No more monkeys  
jumping on the bed”  
*(Shake head and  
finger)*

Repeat with 4, 3, 2, 1  
then 0 monkeys.

## 1. Before

**1. Topic Introduction-** *We have been reading about South America. We learned about countries in South America. Today we are going to begin learning about one habitat in South America, the rain forest. Much of the land in South America is covered by rain forest.*

**2. Book Introduction-** *This picture is so colorful! I see a huge, green leaf and many colorful animals! The rain forest has many plants and 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.

- “Rainforest sunrise.” *The sun is rising in the rainforest. These people look happy to begin the day in the rainforest. I wonder what they will do.*
- “snap the caimans with wide-awake eyes.” *I have never heard of an animal called a caiman. Have you? I’m guessing a caiman is this animal that looks like a crocodile.*
- Map of South America *All of this ground that is painted dark green is the Amazon Rain Forest. It’s the largest rain forest in the world and it covers a lot of South America.*

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

- Key content

*The huge Amazon Rain Forest is in South America.*

*Many animals live in the rain forest.*

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

**greet-** welcomes, says hello

*These people greet the new day in the rainforest.*

**nuzzle-** rub or snuggle gently with nose and mouth.

*Dolphins nuzzle their babies as they swim in the river.*

**capture-** catch, trap

*The spiders will capture their dinner in their sticky web.*

## 3. After

**1. Ask their Opinion-** *Did you like that book about the colorful animals in the rainforest? Raise your hand if you would like to tell us your favorite part.*

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

- *What animals live in the rainforest?* (butterflies, caiman, dolphins, etc.)

- *Where is the largest rainforest in the world?* (South America)

**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. Reread the passages. Emphasize the words in bold. Ask Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- ... all ready to **doze**.... as we cling by our **toes**. (Yes)

- Spin hum the **spiders** perfecting a **snare**. (No)





**Unit:** South America, Part 2- Rainforest & Rainforest Animals  
**Book 8:** Over in the Jungle: A Rainforest Rhyme by Marianne Berkes  
**Extra Materials Needed:** map of world and globe



## Language Time

Five Little Monkeys

Five little monkeys  
jumping on the bed  
(*hold up 5 fingers and  
make them jump*)

One fell off  
(*Hold up 1 finger and  
make it fall*)

and bumped his head  
(*touch hand to head*)

Mama called the  
doctor  
(*mime using a phone*)

and the doctor said,  
“No more monkeys  
jumping on the bed”  
(*Shake head and  
finger*)

Repeat with 4, 3, 2, 1  
then 0 monkeys.

## 1. Before

**1. Topic Introduction-** *We have been reading about a continent called South America. Let's clap that. South A-mer-i-ca. South America is connected to our continent, North America. South America has the largest rain forest in the world. Yesterday, we started reading about the rain forest.*

**2. Book Introduction-** *This book is called Over in the Jungle. Jungle is another word for rain forest. This is a counting book. I think we will count 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.

- “and her little ants four.” *Leaf cutter ants are so interesting! They cut leaves into pieces and carry them back to their homes. The leaf parts help their food to grow.*
- “and her little boas six” *I'm noticing that the big mama snake is green and the babies are orange. I wonder if they will become green when they grow up. Can you help me count the orange baby boas?*
- “and his little howlers ten.” *These babies are hooting and hollering. They must be so loud! Can you help me count all ten baby howler monkeys?*

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

- Key content  
*Numbers tell us how many.*  
*Many unique animals live in the rain forest.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.  
**greet-** welcome, say hello  
*The tall rain forest trees say hello to the sun.*  
**canopy-** the tops of tall trees, almost like a roof in the rain forest  
*The mother parrot lives in the tops of the leafy trees with her babies.*  
**pounce-** jump on something quickly to capture it  
*The ocelot babies practice pouncing to capture their food.*

## 3. After

**1. Ask their Opinion-** *Did you like counting those rain forest animals? Turn to someone near you and tell them your favorite animal. Raise your hand if you want to share your favorite animal with everyone.*

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

- *Where did this story take place?* (the rain forest, the jungle)
- *Where is the largest rain forest in the world?* (South America)

**3. Follow Up Activity-** Math Word Problem

- Explain, *We counted all sorts of jungle animals in this story. We counted 3 (hold up 3 fingers) baby parrots and 2 (hold up 2 fingers) baby morpho butterflies. How many rain forest animals is that altogether? Let's use our fingers to figure that out. 3 (hold up 3 fingers) plus 2 (hold up 2 fingers on other hand) equals 1,2,3,4,5 (wiggle each finger as you count). Five! That's five rain forest babies altogether.*



**Unit:** South America, Part 2- Rainforest & Rainforest Animals  
**Book 8:** Over in the Jungle: A Rainforest Rhyme by Marianne Berkes



Re-Read & Activity- Math Activities

**Extra Materials Needed:** book, *Over in the Jungle* counting cards or jungle animal figurines

### 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 what we counted in this book.*

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

*The title of this story is Over in the Jungle. The author of the story is Marianne Berkes. Who remembers what the author does? Yes, the author writes the words. Jeanette Canyon 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. "and her little morphos two." *What kind of animal is a morpho?* (butterfly)

b. "and her little froggies seven" *What color are the poison dart frogs?* (blue)

c. "Hanging from a heavy vine." *How many baby sloths are there? Let's count them.* (nine)

### 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 animal was..."*

2. Discussion questions

a. *What did we count in the book?* (rain forest animals- boas, morphos, sloths, parrots, etc.)

b. *Where do all of these animals live?* (the rain forest, the jungle)

c. *How many baby honey bears were in the book?* Show picture in book to allow children to count.  
(five)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: jungle animal figurines (\$14.99 for 11 piece set) or *Over in the Jungle* counting cards (see South America Materials Binder)





**Unit:** South America, Part 2- Rainforest & Rainforest Animals  
**Book 9:** Explore My World: Rainforests by Marfe Ferguson Delano  
**Extra Materials Needed:** map of world and globe



## Language Time

Five Little Monkeys

Five little monkeys  
jumping on the bed  
(hold up 5 fingers and  
make them jump)

One fell off  
(Hold up 1 finger and  
make it fall)

and bumped his head  
(touch hand to head)

Mama called the  
doctor  
(mime using a phone)

and the doctor said,  
“No more monkeys  
jumping on the bed”  
(Shake head and  
finger)

Repeat with 4, 3, 2, 1  
then 0 monkeys.

## 1. Before

**1. Topic Introduction-** *We are learning about a habitat in South America called rain forest. Let's clap that. Rain for-rest. The largest rain forest in the world is in South America. Another name for rain forest is jungle. Many animals and plants live in the rain forest.*

**2. Book Introduction-** *This book is called Rain Forests. It's a non-fiction book so we are going to learn something. What do you think we will learn 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.

- “Hot, steamy air.” *I think the author is telling us what the rain forest feels like. It is hot and steamy there.*
- “Billions of bugs creep, crawl, flit, and flutter.” *I didn't know that bugs lived in the rain forest. That's interesting! We have bugs where we live, too.*
- “Rain Forests Around the World” *The dark green places on this world map are rain forests. This is South America, the continent we're learning about. Look how much of South America is rain forest! South America has the largest rain forest in the world!*

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

- Key content

*Many interesting animals and plants live in the rain forest.*

*The rain forest has different layers. Different animals and plants live in each.*

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

**forest floor-** the shady ground that is covered with roots, leaves, and plants  
*Pythons, tarantulas, poison darts frogs, tigers, and bears all live on the floor.*

**understory-** the space just above the forest floor, filled with shrubs and vines  
*Bats, bugs, tree kangaroos, leopards, and lizards live in the understory.*

**canopy-** the tops of tall trees, almost like a roof in the rain forest

*Howler monkeys, macaws, toucans, and hummingbirds live in the canopy.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about the rain forest? Thumbs up if so.*

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

- *What did the girl draw a map of?* (her room, her house, her neighborhood, etc.)
- *In what country does the girl live?* (The United States of America)

**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.
  - *There are no rain forests in South America.* (No)
  - *The largest rain forest in the world is in South America.* (Yes)
  - *There are no bugs living in the rain forest.* (No)
  - *Many different, colorful bugs live in the rain forest.* (Yes)



Share Information

**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:

We learned about the rain forest in **South America**.

**Vocabulary** to include, if possible:

**canopy-** the tops of tall trees, almost like a roof in the rain forest

*Howler monkeys, macaws, toucans, and hummingbirds live in the canopy.*

**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: **Rain forests feel** \_\_\_\_\_ . Reread page 5 to guide discussion.

Detail: **I see** \_\_\_\_\_ **in rain forests**. Reread pages 16-19 to guide discussion.

Detail: **I hear** \_\_\_\_\_ **in rain forests**. Reread pages 20-23 to guide discussion.

Conclusion: **Rain forests are interesting places**.

### Steps in the Process

**Discuss the book and vocabulary:** *We read this book called Explore My World: Rain Forests. In this beautiful book, we learned about rain forests and the animals that live there. We learned that the largest rain forest in the world is in South America. It's called the Amazon Rain Forest.*

### Write Topic Sentence

**Plan:** *We are going to work together to share information about rain forests. This book told us how the rain forest feels, looks, and sounds. Let's read parts of the book again to help us remember those things about the rain forest so we can share that information with our readers.*

**Write:** Write South America to complete the sentence.

**Read aloud, pointing to each word:** We learned about the rain forest in South America.

### Write Detail Sentence(s)

**Plan:** *Let's share information about the rain forests in South America. What does it feel like? Look like? Sound like?* Guide children by reading specified pages from book, if necessary. Remember the planned detail sentences are available if your students need more direction. Otherwise, write the ideas they share.

**Write:** Rain forests feel \_\_\_\_\_.

**Read aloud, pointing to each word:** *Rain forest feel* \_\_\_\_\_ . Read again, encouraging children to read with you.

**Continue adding detail sentences if students are engaged.**

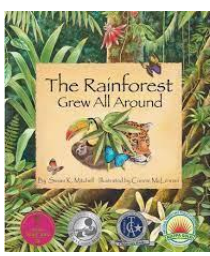
### Write Concluding Sentence

**Plan:** *We shared a lot of information about rain forests. Now let's write a sentence to tell our readers that we are done. How could we do that? How about we say something like rain forests are interesting places?*

**Write:** Rain forests are interesting places.

**Read aloud, pointing to each word:** *Rain forests are interesting places*. 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:** South America, Part 2- Rainforest & Rainforest Animals  
**Book 10:** The Rainforest Grew All Around by Susan Mitchell  
**Extra Materials Needed:** map of world and globe



## Language Time

Five Little Monkeys

Five little monkeys  
jumping on the bed  
(hold up 5 fingers and  
make them jump)

One fell off  
(Hold up 1 finger and  
make it fall)

and bumped his head  
(touch hand to head)

Mama called the  
doctor  
(mime using a phone)

and the doctor said,  
“No more monkeys  
jumping on the bed”  
(Shake head and  
finger)

Repeat with 4, 3, 2, 1  
then 0 monkeys.

## 1. Before

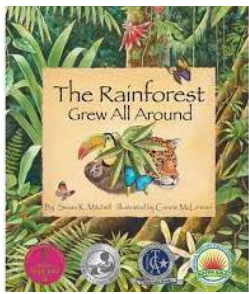
- 1. Topic Introduction-** *We have been reading books about rain forests and South America. The largest rain forest in the world is in South America. It's called the Amazon Rain Forest. Let's find the Amazon on our map. Show students South America on a map and point to Northern portion of the continent to show rain forest.*
- 2. Book Introduction-** *This book is called The Rainforest Grew All Around. Do you see any animals or plants you recognize on this cover? I see a toucan and jaguar.*
- 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. **\*Read additional facts sparingly. Gauge student interest to decide when to read facts.**
- 2. Model Thinking Aloud-** Pause to model what good readers think about.
  - “the fluffiest seed that you ever did see” *I wonder what that fluffy seed will grow up to be. Maybe a tree? Let's keep reading to find out.*
  - “the tallest tree that you ever did see” *The seed did grow into a tree. I guessed correctly. That's a really tall tree!*
  - “the busiest ant that you ever did see” *I remember learning about these ants in another book. They're called leaf cutter ants. They cut up leaves and bring them back to their homes to help grow food. Do you see the ants cutting the leaves?*
- 3. Draw Attention to Key Events and Vocabulary-** Pause to highlight vocabulary and key concepts.
  - Key content
    - Many unique plants and animals live in the rain forest.*
    - Names of rain forest animals- jaguars, sloths, leaf cutter ants, etc.*
  - Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.
    - rain forest-** an area with lots of rain, tree, plants, and animals  
*The rain forest grew around the fluffy seed. I see the animals and plants.*
    - vine-** a rope-like plant that grows by hanging from other plants  
*This vine is very curly. Do you see the vine hanging from the tree?*
    - pod-** small part of a plant that contains the seed  
*There are five pods on this tree. It looks like one is ready to open up.*

## 3. After

- 1. Ask their Opinion-** *Did you like seeing the pod grow into a tree in the rain forest? Raise your hand if you would like to tell us about your favorite part.*
- 2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)
  - *Where did this story take place?* (in the rain forest)
  - *What animals were in this story?* (various answers- snakes, bats, sloths, etc.)
- 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.  
*Something fell onto the ground of the rain forest. It was a small, fluffy... (seed.) The seed grew into a very tall... (tree.) Animals and plants grew all around the tree. A bat hung at the very top of the tall tree. Near the bat was a small seed... (pod.) From the pod there blew a fluffy... (seed.) The end.*



**Unit:** South America, Part 2- Rainforest & Rainforest Animals  
**Book 10:** The Rainforest Grew All Around by Susan Mitchell



Re-Read & Activity- Craft

**Extra Materials Needed:** book, large paper for mural (teacher may create jungle background ahead or have students create background), crayons, glue sticks, animals

### 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? Raise your hand if you want to tell us one animal in this book. In this story, a fluffy seed grew into something. Turn to the person next to you and tell them what the seed grew to be. A tall tree!*

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

*The title of this story is The Rainforest Grew All Around. Susan K. Mitchell is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? Writes the words! The illustrator is Connie McLennan. She 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. "the fluffiest seed that you ever did see" *What did this fluffy seed grow up to be?*

b. "And near the cat, there was a vine" *Where is the vine in this picture? What is a vine?*

c. "And near the bird, there hung a bat" *What animals do you see in this picture?*

### After:

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

*Did you like this story? Thumbs up if you did.*

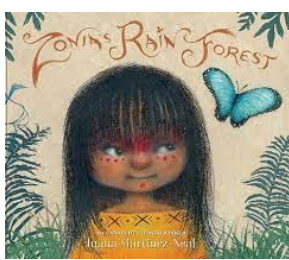
2. Discussion questions

a. What was inside the pod? (a fluffy seed)

b. What animals were in this story? (jaguars, leaf cutter ants, sloths, etc.)

3. Do craft activity. Explain, *We are going to work together to make a mural of the rain forest. A mural is a big picture. We are going to color rain forest animals and glue them to the mural.* Describe how students can draw the background if you haven't already created it. Have a brief discussion about the layers of the rain forest, where those layers are on the mural paper, and what animals and plants live in each layer. Allow students to choose animals to color and glue on the mural.





**Unit:** South America, Part 2- Rainforest & Rainforest Animals

**Book 11:** Zonia's Rain Forest by Juana Martinez-Neal

**Extra Materials Needed:** map of world and globe

## Language Time

Five Little Monkeys

Five little monkeys  
jumping on the bed  
*(hold up 5 fingers and  
make them jump)*

One fell off  
*(Hold up 1 finger and  
make it fall)*

and bumped his head  
*(touch hand to head)*

Mama called the  
doctor  
*(mime using a phone)*

and the doctor said,  
"No more monkeys  
jumping on the bed"  
*(Shake head and  
finger)*

Repeat with 4, 3, 2, 1  
then 0 monkeys.

## 1. Before

**1. Topic Introduction-** *We have read many books about the rain forest. We're learning about the continent called... (pause to allow children time to complete the sentence) South America. The largest rain forest in the world is in South America.*

**2. Book Introduction-** *The title of this story is Zonia's Rain Forest. Zonia lives in the Amazon Rain Forest.*

**3. Title and Author-** Draw attention to title and author. *Juana Martinez-Neal is the author and the illustrator. She was born in Peru, a country in South America.*

## 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.

- "where it is always green and full of life." *So many plants and animals live in the rain forest. That must be what "full of life" means.*
- "She can't wait to see her mama and baby brother again." *Zonia explored her rain forest home and saw so many friendly animals, and now she's ready to go home. She seem so happy! I think she loves living in the rain forest.*
- "We all must answer." *I think that means we should all help the rain forest, just like Zonia.*

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

- Key content

*Rain forests are home to many animals and plants.*

*People live in the rain forest.*

*People use the resources in the rain forest. Sometimes this hurts the rain forest.*

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

**chatty-** talking a lot in a friendly way

*Zonia talks with her chatty new neighbors. The birds are talking to her.*

**thicket-** a place where many bushes or trees grow close together

*Zonia is riding through the thicket, the trees, on a jaguar's back.*

**frightened-** scared, worried

*Zonia sees something new and scary. The cut down trees frighten her.*

## 3. After

**1. Ask their Opinion-** *Did you like reading about Zonia's life in the Amazon Rain Forest? Raise your hand if you want to tell everyone your favorite part.*

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

- Who was this story about? (Zonia, her mother, her baby brother)

- Where does Zonia live? (The Amazon Rain Forest)

**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.

*Zonia lived in... (Amazon Rain Forest.) In the morning, Zonia went out into the rain forest. She visited her many animal friends, like... (chatty birds, a jaguar, pink river dolphins, etc.) When Zonia walked home, she saw something that frightened her.*

*The rain forest needed her... (help.) Zonia will help, and so can we. Then end. 31*





**Unit:** South America, Part 2- Rainforest & Rainforest Animals

**Book 12:** Over and Under the Rainforest by Kate Messner

CHALLENGE

**Extra Materials Needed:** map of world and globe

## Language Time

Five Little Monkeys

Five little monkeys  
jumping on the bed  
*(hold up 5 fingers and  
make them jump)*

One fell off  
*(Hold up 1 finger and  
make it fall)*

and bumped his head  
*(touch hand to head)*

Mama called the  
doctor  
*(mime using a phone)*

and the doctor said,  
“No more monkeys  
jumping on the bed”  
*(Shake head and  
finger)*

Repeat with 4, 3, 2, 1  
then 0 monkeys.

## 1. Before

**1. Topic Introduction-** *Today we are going to read our last book about the rain forest. Let's look at our map of South America and find the rain forest. Look how much of South America is rain forest! Next, we are going to read about another habitat in South America. I wonder what it will be.*

**2. Book Introduction-** *This book is called Over and Under the Rainforest. I see two people on a bridge. I'm guessing these people are exploring the rain forest.*

**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.

- “Into the rainforest we hike” *They're going on a hike in the rain forest. A hike is like a long walk. I wonder what they will see on their hike.*
- “bats sleep away the daylight, all in a row.” *It is daytime but the bats are sleeping. Bats are awake at night and they sleep during the day.*
- “as we cross the last bridge to home.” *They are out of the rain forest now and look how much lighter the sky is. It was very dark in the rain forest because the trees are so thick. It's hard to see the moonlight through the leaves. Now that they are out of the rain forest, you can see the moon.*

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

- Key content

*Many interesting animals and plants live in the rain forest.*

*The rain forest is a fascinating place to explore.*

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

**search-** look for something

*This animal is searching for fallen fruit. I think it wants to eat the fruit.*

**bask-** lay in the sunlight, enjoy the warmth of the sun

*The sleepy crocodiles are laying on the sand and basking in the sun.*

**soggy-** wet

*The sloth and baby are soggy, but they don't seem to mind that they're wet.*

## 3. After

**1. Ask their Opinion-** *Did you like that book about hiking in the rain forest? I think I would like to go for a hike in the rain forest one day. Thumbs up if you would, too.*

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

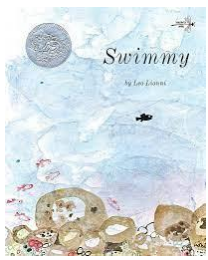
- *What did they see on their hike?* (leaf cutter ants, snakes, butterflies, etc.)
- *What did they hear on their hike?* (howler monkeys, a sharp snap, etc.)

**3. Follow Up Activity-** Wrap up the sub-theme

- Explain, *We have been reading and talking all about rain forests. Turn to someone sitting near you so you can have a discussion about rain forests. Tell someone sitting next to you:*
  - *The name of one animal you can see in the rain forest.*
  - *How the rain forest feels.*
  - *One thing you can hear in the rain forest.*
  - *Where the largest rain forest in the world is.*







**Unit:** South America, Part 3- Ocean & Ocean Animals

**Book 13:** Swimmy by Leo Lionni

**Extra Materials Needed:** map of world and globe



## Language Time

### Baby Shark

Baby shark, doo doo  
doo doo doo

Baby shark, doo doo  
doo doo doo

*(pinch thumb and first  
finger together, open  
and close)*

Mama shark, doo doo  
doo doo doo

Mama shark, doo doo  
doo doo doo

*(clap hands together  
hinged at wrists, open  
and close)*

Daddy shark, doo doo  
doo doo doo

Daddy shark, doo doo  
doo doo doo

*(clap hands together  
hinged at elbows,  
open and close)*

Here they come  
doo doo doo doo doo

Here they come  
doo doo doo doo doo

*(hand on top of head  
to make shark fin)*

Swim real fast  
doo doo doo doo doo

Swim real fast!  
*(swimming motion  
with arms)*

## 1. Before

**1. Topic Introduction-** *Today we are going to start reading about a new habitat in South America. We just learned all about the rain forest. Now we are going to learn about the ocean. Let's look at our map of South America. Point out how much of South America is surrounded by ocean.*

**2. Book Introduction-** *This book is called Swimmy. I see a few red fish and one black fish. They are so small and the ocean around them looks so big.*

**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.

- "His name was Swimmy." *Swimmy is the black fish. All of his brothers and sisters are red. Swimmy is fast!*

- "He was scared, lonely, and very sad." *I feel so sad for Swimmy! He's all alone and he misses his family. I wonder what he will do.*

- "I'll be the eye." *How clever! Swimmy taught the red fish to swim together so they look like a really big fish. Swimmy is the eye of the big fish. I think they will scare away all the other fish this way.*

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

- Key content

*Fish live together in groups, called schools.*

*Seas are large bodies of water, also called oceans.*

*There is a lot of ocean around South America.*

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

**sea-** a large body of salty water, another name for ocean

*The red fish lived in the sea.*

**escaped-** got away safely

*Swimmy was the only fish that escaped. He got away safely.*

**school-** a group, or family, of fish

*Swimmy found another group of fish just like his own.*

## 3. After

**1. Ask their Opinion-** *Thumbs up if you enjoyed reading that story about Swimmy. Everyone say, Swimmy was so clever! Raise your hand if you want to tell us what Swimmy did that was so smart.*

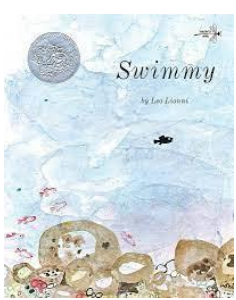
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *Who was this story about?* (Swimmy)

- *Where did Swimmy live?* (in the ocean, the sea)

**3. Follow Up Activity-** Introduce Dramatic Play Center

Explain, *"I thought it would be fun to explore the ocean in our classroom. Show students some of the toys and give them a few ideas for how to play and explore. One teacher should remain in the Nature Center during center/free play time to help students use their new background knowledge and vocabulary to play different scenarios around the ocean theme. This teacher should remain there until are able to play independently.*



**Unit:** South America, Part 3- Ocean & Ocean Animals  
**Book 13:** Swimmy by Leo Lionni



Re-Read & Activity- Craft

**Extra Materials Needed:** book, craft template, red and black paint, two fish shapes cut from sponge

### 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? I see some tiny red fish and one small black fish. Do you remember the name of this black fish?*
2. Point out title & author- ask if anyone can tell you what the author does.  
*The title of this story is Swimmy. Leo Lionni is the author. Let's clap that word. Au-thor. The author writes the words. What does that author do? Writes the words! Leo Lionni is also the illustrator. That means he drew the pictures, too. What does the illustrator do? Draw 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:

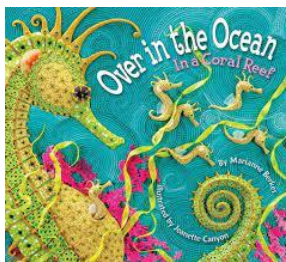
1. Read with excitement and fluency.
2. Ask Questions
  - a. "Only Swimmy escaped!" *Do you remember what that word "escaped" means? Who escaped from the big tuna?*
  - b. "growing from sugar-candy rocks..." *There are so many interesting and beautiful things to see in the ocean! What would you like to see in the ocean?*
  - c. "he saw a school of little fish, just like his own." *How do you think this made Swimmy feel? He was so sad and lonely but then he saw another school of fish.*

### After:

1. Ask for their opinion- did they like it? Thumbs up/down? Why? Provide a sentence stem.  
*Did you like this story? Thumbs up if you did. Turn to someone sitting next to you and tell them your favorite part.*
2. Discussion questions
  - a. What did Swimmy see in the ocean? (a lobster, seaweed, an eel with a long tail, etc.)
  - b. How did Swimmy trick the big tuna? What did he teach the school of fish? (how to swim together to look like one big fish)
3. Do craft activity. Explain, *Swimmy was so clever! He taught the school of red fish how to swim together so they looked like one big, scary fish. Swimmy was the eye when they swam together. Show students how to dip one fish-shaped sponge in the black paint and stamp it to represent Swimmy as the eye on the big fish template. Show the students how to dip the other fish-shaped sponge into the red paint and stamp red fish all over the big fish template.*



Swimmy by Leo Lionni  
Name: \_\_\_\_\_



**Unit:** South America, Part 3- Ocean & Ocean Animals

**Book 14:** Over in the Ocean by Marianne Berkes

**Extra Materials Needed:** map of world and globe



## Language Time

### Baby Shark

Baby shark, doo doo  
doo doo doo  
Baby shark, doo doo  
doo doo doo

*(pinch thumb and first  
finger together, open  
and close)*

Mama shark, doo doo  
doo doo doo  
Mama shark, doo doo  
doo doo doo

*(clap hands together  
hinged at wrists, open  
and close)*

Daddy shark, doo doo  
doo doo doo  
Daddy shark, doo doo  
doo doo doo

*(clap hands together  
hinged at elbows,  
open and close)*

Here they come  
doo doo doo doo doo  
Here they come  
doo doo doo doo doo  
*(hand on top of head  
to make shark fin)*

Swim real fast  
doo doo doo doo doo  
Swim real fast!  
*(swimming motion  
with arms)*

## 1. Before

**1. Topic Introduction-** *Yesterday we started learning about a new habitat in South America. Do you remember what it is called? The ocean. Let's clap that word.*

*O-ocean. The ocean is a large body of salty water.*

**2. Book Introduction-** *The title of this book is Over in the Ocean. It's a counting book. I'm guessing that we will be counting ocean animals in this book.*

**3. Title and Author-** *Draw attention to title and author. The author, the person who write the words, is Marianne Berkes. Jeannette Canyon is the illustrator.*

## 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.

- "So they ground on the coral where the sea grasses grew." *I wonder why the parrotfish grind on the coral. Are they eating the coral?*

- "So they puffed in and out where the scuba divers dive." *Pufferfish puff up when they are scared. I think they might be scared of the scuba divers. Let's count the pufferfish.*

- "And her needlefish eight." *I've never heard of needlefish before! I think they're called needlefish because they are thin and straight just like a needle that you use for sewing.*

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

- Key content

*Numbers tell us how many.*

*Many interesting animals live in the ocean.*

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

**darted-** move quickly

*The clownfish dart quickly around the sea anemone.*

**graze-** eat a little bit at a time all day long

*The angelfish graze in the sea fan. They eat small bits all day long.*

**den-** shelter, home, safe place

*The seahorse family flutters in their den. They are safe in the turtle grass.*

## 3. After

**1. Ask their Opinion-** *Did you like counting the ocean animals? Raise your hand if you would like to tell everyone your favorite animal. Say, "My favorite ocean animal is \_\_\_\_\_."*

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

- *What did we count in this book?* (ocean animals)

- *What animals live in the ocean?* (octopus, parrotfish, clownfish, etc.)

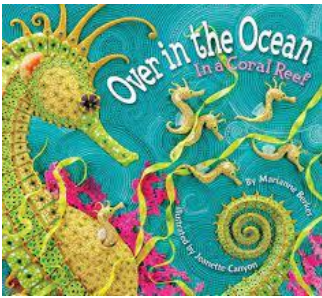
**3. Follow Up Activity-** Math Word Problem

- Explain, *We counted many different ocean animals in this story. We counted four (hold up 4 fingers) stingrays and 2 (hold up 2 finger) parrotfish. How many more stingrays did we count than parrotfish? Let's use our fingers to figure that out.*

*There were four (hold up 4 fingers) stingrays and 2 parrotfish (put down 2*

*fingers). How many more stingrays? Wiggle fingers as you count. 1,2. There*

*were 2 more stingrays than parrotfish.*



**Unit:** South America, Part 3- Ocean & Ocean Animals

**Book 14:** Over in the Ocean by Marianne Berkes



Re-Read & Activity- Math Activities

**Extra Materials Needed:** book, *Over in the Ocean* counting cards or ocean animal figurines

### 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? What did we count in this book?*

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

*The title of this story is Over in the Ocean. The author of the story is Marianne Berkes. Who remembers what the author does? Yes, the author writes the words. Jeannette Canyon is the illustrator. What does the illustrator do? They draw 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. “on the sandy sea floor.” *Where in the ocean do stingrays live?* (on the sandy sea floor)

b. “And her needlefish eight.” *How many needlefish babies live in the ocean? Let's count them.* (8)

c. “In their turtle grass den.” *What is a den?* (a home, a safe place)

### 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...”*

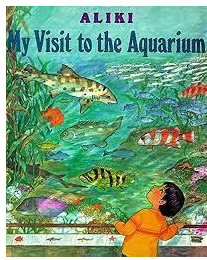
2. Discussion questions

a. *What did we count in the book?* (ocean animals)

b. *Where do all of these animals live?* (the ocean)

c. *How many dolphins were in the book?* Show picture in book to allow children to count. (six)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Manipulatives: Ocean animal figurines (\$10.99 for 60 piece set) or *Over in the Ocean* counting cards (see South America Materials Binder)



**Unit:** South America, Part 3- Ocean & Ocean Animals

**Book 15:** My Visit to the Aquarium by Alike

CHALLENGE

**Extra Materials Needed:** map of world and globe

## Language Time

### Baby Shark

Baby shark, doo doo  
doo doo doo

Baby shark, doo doo  
doo doo doo

*(pinch thumb and first  
finger together, open  
and close)*

Mama shark, doo doo  
doo doo doo

Mama shark, doo doo  
doo doo doo

*(clap hands together  
hinged at wrists, open  
and close)*

Daddy shark, doo doo  
doo doo doo

Daddy shark, doo doo  
doo doo doo

*(clap hands together  
hinged at elbows,  
open and close)*

Here they come  
doo doo doo doo doo

Here they come  
doo doo doo doo doo

*(hand on top of head  
to make shark fin)*

Swim real fast  
doo doo doo doo doo

Swim real fast!  
*(swimming motion  
with arms)*

## 1. Before

**1. Topic Introduction-** We have been reading about a new habitat in South America. Raise your hand if you remember the name of the habitat. The ocean! The ocean is a huge body of salty water. There is a lot of ocean around South America.

**2. Book Introduction-** *This book is called My Visit to the Aquarium. An aquarium is a place with big tanks of water where ocean animals can live. People visit aquariums to look at ocean 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.

- “I knew we’d have fun.” *Wow! This does look like a really fun place. I understand why he knew they would have fun as soon as he walked in.*
- “And another has poisonous spines.” *Some fish can be dangerous. This one disguises itself to look like a rock so it can eat other fish and the lionfish has sharp spines. Fish are fascinating!*
- “And we only got our hands wet!” *The family experienced so many things! They saw all sorts of creatures from different types of water habitats. All of those cool creatures were together in one place, the aquarium! I would like to visit an aquarium some day. Would you?*

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

- Key content

*Many ocean creatures live in tanks like their natural habitats in aquariums.*

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

**settings-** places where the fish usually live, habitats

*The fish live in their own natural settings at the aquarium.*

**disguise-** use the way you look to hide

*Some fish disguise themselves with colorful camouflage to hide.*

**darted-** moved quickly

*The smaller fish darted quickly to get the food.*

## 3. After

**1. Ask their Opinion-** *Did you like that story about the family visiting the aquarium? Thumbs up if so. Tell someone sitting near you about your favorite part.*

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

- *Where did the story take place?* (the aquarium)

- *What animals live in an aquarium?* (ocean animals, fish, etc.)

**3. Follow Up Activity-** Vocabulary Review

- Explain, *We learned about a new place in this book. The aquarium. Aquariums are places people can visit to see animals that live in the water. Raise your hand if this is an animal you might see at an aquarium:*

- *Fish?* (Yes!)

- *Lobsters?* (Yes!)

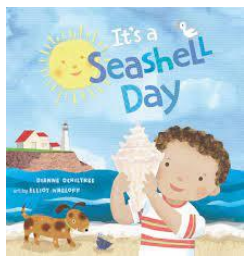
- *An octopus?* (Yes!)

- *Sharks?* (Yes!)

- *Giraffes?* (No!)

- *Monkeys?* (No!)





**Unit:** South America, Part 3- Ocean & Ocean Animals  
**Book 16:** *It's a Seashell Day* by Dianne Ochiltree  
**Extra Materials Needed:** map of world and globe



## Language Time

### Baby Shark

Baby shark, doo doo  
 doo doo doo  
 Baby shark, doo doo  
 doo doo doo

*(pinch thumb and first  
 finger together, open  
 and close)*

Mama shark, doo doo  
 doo doo doo  
 Mama shark, doo doo  
 doo doo doo

*(clap hands together  
 hinged at wrists, open  
 and close)*

Daddy shark, doo doo  
 doo doo doo  
 Daddy shark, doo doo  
 doo doo doo

*(clap hands together  
 hinged at elbows,  
 open and close)*

Here they come  
 doo doo doo doo doo

Here they come  
 doo doo doo doo doo  
*(hand on top of head  
 to make shark fin)*

Swim real fast  
 doo doo doo doo doo  
 Swim real fast!  
*(swimming motion  
 with arms)*

## 1. Before

**1. Topic Introduction-** *We have been reading about the continent called South America. The largest rain forest in the world is in South America. There is a lot of ocean in South America, too. The rain forest and the ocean are the two biggest habitats in South America.*

**2. Book Introduction-** *This book is called It's a Seashell Day. I see someone holding a big seashell. You can find seashells near the ocean, at the beach.*

**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.

- "Mommy tells me, 'It's a seashell day!'" *A seashell day? I wonder what that means. It looks like they live in a house near the ocean. Do you see all the water?*
- "Go away, wave, so I can dig!" *He is trying to dig in the sand with his shovel, but the waves are getting in the way. I think the big waves are making him wet. He is feeling frustrated.*
- "Two more shells- numbers nine then ten." *Ten! He found ten shells! I wonder what he will do with all of those shells.*

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

- Key content  
*Sometimes there is a sandy beach near the ocean.  
 You can find shells on the beach.  
 Shells used to be homes for ocean creatures.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.  
**dune-** a hill made of sand  
*The boy runs over the dune. Do you see the dunes, the sandy hills?*  
**pail-** a bucket  
*The boy has a shovel and pail. It looks like the pail is full of sand.*  
**muck-** dirt or yucky, sticky things  
*He found bumpy, lumpy shells in the muck. The muck is wet, sticky sand.*

## 3. After

**1. Ask their Opinion-** *Did you like the story of the seashell day? Thumbs up if you think a seashell day sounds fun. Thumbs up if you have visited a beach before.*

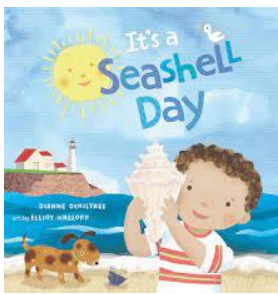
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- *What did the boy find in this story?* (seashells)
- *Who was in this story?* (the boy and his mother)

**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. Reread the passages. Emphasize the words in bold. Ask Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *I rush down the path, over the **dune**. ... We'll be there **soon**.* (Yes)
- *We reach the **beach**. Herring gulls **flock**.* (No)
- *Nine and ten- both from the **sea**. I brought the beach home with **me**!* (Yes)



**Unit:** South America, Part 3- Ocean & Ocean Animals

**Book 16:** It's a Seashell Day by Dianne Ochiltree



Re-Read & Activity- Math Activities

**Extra Materials Needed:** book, *It's a Seashell Day* patterning cards

### 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 what this boy found in the story.*

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

*The title of this story is It's a Seashell Day. The author of the story is Dianne Ochiltree. Who remembers what the author does? Yes, the author writes the words. Elliot Kreloff is the illustrator. He 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. "I rush down the path, over the dune." *What is a dune?* (a sandy hill)

b. "Let's put it back to live in the sea." *Why are they going to put the shell back in the ocean?* (an animal is still living in it)

c. "numbers nine then ten." *How many shells did he find?* (ten)

### 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. *What did the boy find in the book?* (shells)

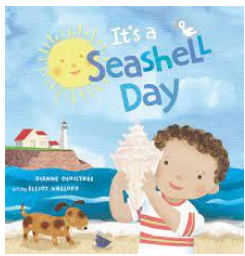
b. *Where did the story take place?* (the beach, near the ocean)

c. *Who was in the story?* (the boy and his mother)

3. Do a math activity. Remember, these groups should be homogenous and small so each child's math skill level can be targeted. Use the patterning cards to model and practice reading and extending patterns.

There are 2 simple ABAB patterns and two more challenging patterns. Choose the pattern starters according to students' familiarity with patterns. Teachers can also use the loose shells to create unique pattern starters. Manipulatives: *It's a Seashell Day* patterning cards (see South America Materials Binder)





**Unit:** South America, Part 3- Ocean & Ocean Animals  
**Book 16:** It's a Seashell Day by Dianne Ochiltree



Tell a Story

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

**Shared Writing Preparation Template: Tell a Story**

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

The boy and his mother had a **seashell day**.

**Vocabulary** to include, if possible:

**dune-** a hill made of sand

*The boy runs over the dune. Do you see the dunes, the sandy hills?*

**pail-** a bucket

*The boy has a shovel and pail. It looks like the pail is full of sand.*

**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: *First the boy went down the path and over the dunes.*

Detail: *Then the boy got his shovel and pail and walked on the sandy beach.*

Detail: *Next the boy found ten seashells.*

Conclusion: *Finally, they went home and he made a seashell display.*

**Steps in the Process**

**Discuss the book and vocabulary:** *We read this book called It's a Seashell Day. Do you remember where the boy and his mother went in this story? They went over the sandy dunes to the beach. Then he used his shovel and pail to find seashells. How many shells did they find? What did they do with the shells at the end of the story?*

**Write Topic Sentence**

**Plan:** *Let's work together to tell the story of what happened in this book. How did the story start? What kind of day did the boy and his mother have?*

**Write:** Write seashell day to complete the sentence.

**Read aloud, pointing to each word:** *The boy and his mother had a seashell day.*

**Write Detail Sentence(s)**

**Plan:** *Let's tell the rest of the story. What happened next?* 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:** First the boy went down the path and over the dunes.

**Read aloud, pointing to each word:** *First the boy went down the path and over the dunes.* Read again, encouraging children to read with you.

**Continue adding detail sentences if students are engaged.**

**Write Concluding Sentence**

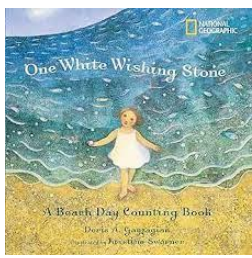
**Plan:** *We told about what happened when they did on their seashell day. Now, how did the story end?*

**Write:** Finally, they went home and made a seashell display.

**Read aloud, pointing to each word:** *Finally, they went home and made a seashell display.* 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:** South America, Part 3- Ocean & Ocean Animals  
**Book 17:** One White Wishing Stone by Doris Gayzagian  
**Extra Materials Needed:** map of world and globe



## Language Time

### Baby Shark

Baby shark, doo doo  
doo doo doo

Baby shark, doo doo  
doo doo doo

*(pinch thumb and first  
finger together, open  
and close)*

Mama shark, doo doo  
doo doo doo

Mama shark, doo doo  
doo doo doo

*(clap hands together  
hinged at wrists, open  
and close)*

Daddy shark, doo doo  
doo doo doo

Daddy shark, doo doo  
doo doo doo

*(clap hands together  
hinged at elbows,  
open and close)*

Here they come  
doo doo doo doo doo

Here they come  
doo doo doo doo doo

*(hand on top of head  
to make shark fin)*

Swim real fast  
doo doo doo doo doo

Swim real fast!  
*(swimming motion  
with arms)*

## 1. Before

**1. Topic Introduction-** *Today we are reading our last book about oceans. We learned about oceans because South America is surrounded by ocean. Let's clap the word ocean. O-cean. An ocean is a huge body of salty water. Let's look at our globe and find the oceans.* Point out South America on the globe. Point out the oceans.

**2. Book Introduction-** *This book is called One White Wishing Stone. This is a rhyming book and a counting book.*

**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. **Pause to count the shells and ocean creatures on a few of the pages.**

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

- "One white wishing stone" *I wonder what a wishing stone is. They are on the beach. I wonder if it's a shell.*
- "Eight skate egg cases-" *A skate is a kind of ray. These must be their eggs. Let's count them.*
- "We'll wish upon the wishing stone for another day like this." *They had a lovely day at the beach. They're wishing for another day just like it. If I had a white wishing stone, I would wish for a day like that, too!*

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

- Key content

*Numbers tell how many.*

*The beach is a sandy area near the ocean where you can find shells.*

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

**periwinkle-** a purple-blue color

*These shells are periwinkle. Do you see the purple-blue shells?*

**floating-** gently falling

*The feathers float down.*

**pail-** a bucket

*The striped scallop shells are inside her pail.*

## 3. After

**1. Ask their Opinion-** *Did you like reading that story about their day at the beach. Thumbs up if you enjoyed that story. Everyone tell me, "I liked the story" or "I didn't like the story."*

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

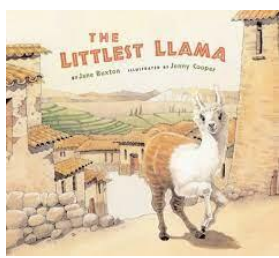
- *Where did the story take place?* (the beach, near the ocean)
- *How many sandpipers did she see? Let's count them.* (ten)

**3. Follow Up Activity-** Wrap up the sub-theme

- Explain, *We have been reading and talking all about oceans. Turn to someone sitting near you so you can have a discussion about oceans. Tell someone sitting next to you:*

- *The name of one animal you can see in the ocean.*
- *One thing you can hear in the ocean.*
- *The name of the sandy place near the ocean.*





**Unit:** South America, Part 4- Plateau (Altiplano) Animals: Llamas

**Book 18:** The Littlest Llama by Jane Buxton

**Extra Materials Needed:** map of world and globe



## Language Time

### Baby Shark

Baby shark, doo doo  
doo doo doo

Baby shark, doo doo  
doo doo doo

*(pinch thumb and first  
finger together, open  
and close)*

Mama shark, doo doo  
doo doo doo

Mama shark, doo doo  
doo doo doo

*(clap hands together  
hinged at wrists, open  
and close)*

Daddy shark, doo doo  
doo doo doo

Daddy shark, doo doo  
doo doo doo

*(clap hands together  
hinged at elbows,  
open and close)*

Here they come  
doo doo doo doo doo

Here they come  
doo doo doo doo doo

*(hand on top of head  
to make shark fin)*

Swim real fast  
doo doo doo doo doo

Swim real fast!  
*(swimming motion  
with arms)*

## 1. Before

**1. Topic Introduction-** *Yesterday, we read our last book about oceans. Today we are going to start reading about a new habitat in South America. It's called the altiplano. Let's clap that. Al-ti-plan-o. It's an area in the mountains.*

**2. Book Introduction-** *The title of this book is The Littlest Llama. Llamas live in the altiplano region in South America. Let's clap the name of this animal. Lla-ma.*

**3. Title and Author-** Draw attention to title and author. *The author is Jane Buxton. She wrote the words. The illustrator, who drew the pictures, is Jenny Cooper.*

## 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.

- "and one little one." *This must be the little llama. It looks so happy. Do you see the llama's long ears and soft fur?*

- "I'm doing something important today." *I wonder what his aunt is doing today. It's something important. What could that be?*

- "But the tired little llama lay down by his mama." *The littlest llama spent all day looking for someone to play with him. Now there is an even smaller llama who wants to play but the littlest llama is too tired. I hope they do play together tomorrow.*

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

- Key content

*Llamas live in a flat area of the mountains called altiplano.*

*Baby animals like to play.*

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

**cud-** a llama's food that they keep in their mouths and chew for a long time

*The grown up llamas have to chew their cud. They don't want to play.*

**browsing-** feeding on leaves and twigs that grow on trees

*The littlest llama's sisters don't want to play. They are browsing the trees.*

**rejected-** told to go away, not included

*The little llama wanted to play but he was rejected four times.*

## 3. After

**1. Ask their Opinion-** *Did you like that story about the littlest llama who wanted to play? Thumbs up if you liked that story.*

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

- Who was this story about? (the littlest llama and her family)

- Where did the llama family live? (the altiplano area of the mountains)

**3. Follow Up Activity-** Rhyming Practice

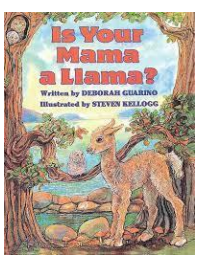
Explain, *There were lots of rhyming words in this book. Remember, rhyming words sound the same at the end. Let's go back and read parts of the book. Reread the passages. Emphasize the words in bold. Ask Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *Littlest llama, you're being a **pest**... Just leave me to **rest**.* (Yes)

- *He looked to the **left** and he looked to the **right**.* (No)

- *Her coat was still **wet**...She couldn't walk **yet**.* (Yes)





**Unit:** South America, Part 4- Plateau (Altiplano) Animals: Llamas

**Book 19:** *Is Your Mama a Llama* by Deborah Guarino

**Extra Materials Needed:** map of world and globe



## Language Time

### Baby Shark

Baby shark, doo doo  
doo doo doo

Baby shark, doo doo  
doo doo doo

*(pinch thumb and first  
finger together, open  
and close)*

Mama shark, doo doo  
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Mama shark, doo doo  
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*(clap hands together  
hinged at wrists, open  
and close)*

Daddy shark, doo doo  
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Daddy shark, doo doo  
doo doo doo

*(clap hands together  
hinged at elbows,  
open and close)*

Here they come  
doo doo doo doo doo

Here they come  
doo doo doo doo doo

*(hand on top of head  
to make shark fin)*

Swim real fast  
doo doo doo doo doo

Swim real fast!  
*(swimming motion  
with arms)*

## 1. Before

**1. Topic Introduction-** *Yesterday we started reading about another habitat in South America, the altiplano region. Let's clap that word. Al-ti-plan-o. It's a flat area in the mountains. Llamas live there.*

**2. Book Introduction-** *This book looks interesting. I see two animals. This one looks like a llama and this one looks like an owl. This picture looks like they are talking. I wonder what they are saying.*

**3. Title and Author-** Draw attention to title and author. *This book is called Is Your Mama a Llama? The author is Deborah Guarino.*

## 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 think that you're mama sounds more like a..." *Hmmm. What kind of animal hangs by her feet and lives in a cave? I think his mama is a bat!*

- "I'm beginning to feel that your mama must really be a..." *What animal has flippers and whiskers and eats fish all day? I think his mama is a seal!*

- "My mama's a..." *What animal has big ears, long lashes, and fur? His mama must be a llama!*

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

- Key content

*All animals behave differently.*

*Llamas live in herds.*

*Llamas have fur, long eye lashes, and big ears.*

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

**behave-** act, the things you

*The bat thinks that llamas do not hang by their feet. It's not how they behave.*

**graze-** eat a little bit at a time all day long

*The mother cow grazes on grass. She eats bites of grass all day long.*

**herd-** a group of animals that are the same

*The llama mothers are part of the same herd.*

## 3. After

**1. Ask their Opinion-** *Did you like using the clues to guess the animal? Thumbs up if you like that. Thumbs down if you didn't think that was fun.*

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

- *What animals were in this book?* (bat, cow, seal, etc.)

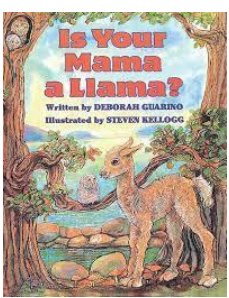
- *Where do llamas live?* (the altiplano area, the mountains, South America)

**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. Reread the passages. Emphasize the words in bold. Ask Do those words rhyme? Do they sound the same at the end?* Read the whole passage, emphasizing the words in bold.

- *You don't need to go on. I think your mama must be a swan.* (Yes)

- *Oh, Lloyd, don't be silly! Llyn said with a grin.* (No)



**Unit:** South America, Part 4- Plateau (Altiplano) Animals: Llamas  
**Book 19:** Is Your Mama a Llama by Deborah Guarino



Re-Read & Activity- Craft

**Extra Materials Needed:** book, craft template, colorful scrapbook paper cut for saddle blanket, tiny pom-poms, liquid glue, crayons or markers

### 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? In this story, we listened to clues to guess what kind of animal each mama was.*

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

*The title of this story is Is Your Mama a Llama. Deborah Guarino is the author. Let's clap that word. Au-thor. The author write the words. What does that author do? Writes the words! Steven Kellogg is the illustrator. He 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. "She hangs by her feet, and she lives in a cave." *What kind of animal is Dave's mama?*

b. "She grazes on grass, and she likes to say Moo!" *What kind of animal is Jane's mama?*

c. "She's got big hind legs and a pocket for me" *What kind of animal is Rhonda's mama? Do kangaroos live in South America? No!*

### After:

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

*Did you like this story? Thumbs up if you did.*

2. Discussion questions

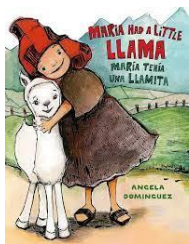
a. What kinds of animal mamas were in this book? (bats, cows, kangaroos, etc.)

b. Where do llamas live? (the altiplano region, the mountains, South America)

3. Do craft activity. Explain, *We are going to make a llama. When llamas live with people, those people often give them colorful clothing. Llamas help people by giving them fur and carrying things for them. Today we are going to decorate our llamas with crayons and pom poms. We are going to glue this piece of paper onto their backs to look like a saddle blanket.* Encourage students to color their llamas realistic colors and add colorful pom poms to decorate the reins on the llama's neck and the saddle blanket.







**Unit:** South America, Part 4- Plateau (Altiplano) Animals: Llamas

**Book 20:** Maria Had a Little Llama by Angela Dominguez

**Extra Materials Needed:** map of world and globe



## Language Time

### Baby Shark

Baby shark, doo doo  
doo doo doo

Baby shark, doo doo  
doo doo doo

*(pinch thumb and first  
finger together, open  
and close)*

Mama shark, doo doo  
doo doo doo

Mama shark, doo doo  
doo doo doo

*(clap hands together  
hinged at wrists, open  
and close)*

Daddy shark, doo doo  
doo doo doo

Daddy shark, doo doo  
doo doo doo

*(clap hands together  
hinged at elbows,  
open and close)*

Here they come  
doo doo doo doo doo

Here they come  
doo doo doo doo doo

*(hand on top of head  
to make shark fin)*

Swim real fast  
doo doo doo doo doo

Swim real fast!  
*(swimming motion  
with arms)*

## 1. Before

**1. Topic Introduction-** *We have been reading about an animal that lives in South America, called the llama. Let's clap that word. Lla-ma. Llamas are furry and have long necks and ears. They live in the flat area of the mountains, called the altiplano.*

**2. Book Introduction-** *This book is called Maria had a Little Llama. It's very similar to a story you might have already heard. In this book, the story is told in English and Spanish.*

**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.

- "the llama was sure to go" *This story sounds familiar! It reminds me of the song Mary Had a Little Lamb. Do you know that song?*
- "He followed her to school one day." *Do you see the mountains in the background? Llamas live in the altiplano area of the mountains in South America.*
- "The teacher had to send him out." *It's against the rules for a llama to be at school. The teacher had to make the llama leave. Do you see the llama looking through the window? It doesn't want to leave Maria.*

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

- Key content

*Llamas live in the altiplano region of the mountains in South America.  
Spanish and English are two different languages.*

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

**fleece-** the llama's fur

*The llama's fleece is very white, like snow.*

**lingered-** stayed nearby

*The teacher made the llama leave the school, but it stayed close.*

**eager-** excited about something

*The children are eager to know more about the llama. They want to know why it loves Maria so much.*

## 3. After

**1. Ask their Opinion-** *Did you like that story about Maria and her llama? Turn to the person next to you and tell them "I liked that story" or "I didn't like that story."*

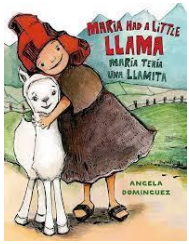
**2. Ask Questions-** Check their understanding. Ask children to respond in different ways (choral response, individual response, etc.)

- Who was this book about? (Maria and her llama)

- Where did the llama follow Maria? (to her school)

**3. Follow Up Activity-** Explore maps and globes

- Explain, *We have been reading books about llamas. We know that llamas live in the altiplano area of the mountains in South America. Let's find the mountains on our map.* Using a map, show students where the Andes mountains are located on the western coast of South America. Remind students that llamas live here in the flat areas of the mountains.



**Unit:** South America, Part 4- Plateau (Altiplano) Animals: Llamas  
**Book 20:** Maria Had a Little Llama by Angela Dominguez



Tell a Story

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

### Shared Writing Preparation Template: Tell a Story

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

Maria had a little llama.

**Vocabulary** to include, if possible:

**fleece-** the llama's fur

*The llama's fleece is very white, like snow.*

**lingered-** stayed nearby

*The teacher made the llama leave the school, but it stayed close.*

**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: *First the llama had fleece as white as snow.*

Detail: *Then the llama followed Maria to school.*

Detail: *Next the teacher made the llama leave but it lingered near.*

Conclusion: *Finally, the school day ended and Maria and her llama were together again.*

### Steps in the Process

**Discuss the book and vocabulary:** *We read this book called Maria Had a Little Llama. This book was just like the song Mary Had a Little Lamb. The words in the book were English and Spanish. Maria's llama loved to be near her and followed her everywhere. One day, the llama got in trouble for following Maria somewhere it should not have been. Do you remember where the llama went?*

### Write Topic Sentence

**Plan:** *Let's work together to tell the story of what happened in this book. How did the story start? What kind of animal did Maria have?*

**Write:** Write llama to complete the sentence.

**Read aloud, pointing to each word:** *Maria had a little llama.*

### Write Detail Sentence(s)

**Plan:** *Let's tell the rest of the story. What happened next?* 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:** First the llama had fleece as white as snow.

**Read aloud, pointing to each word:** *First the llama had fleece as white as snow.* Read again, encouraging children to read with you.

**Continue adding detail sentences if students are engaged.**

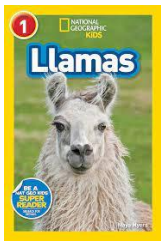
### Write Concluding Sentence

**Plan:** *We told about what happened when the llama followed Maria to school. Now, how did the story end?*

**Write:** Finally, the school day ended and Maria and her llama were together again.

**Read aloud, pointing to each word:** *Finally, the school day ended and Maria and her llama were together again.* 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:** South America, Part 4- Plateau (Altiplano) Animals: Llamas  
**Book 21:** National Geographic Kids: Llamas by Maya Myers  
**Extra Materials Needed:** map of world and globe



## Language Time

Baby Shark

Baby shark, doo doo  
 doo doo doo  
 Baby shark, doo doo  
 doo doo doo  
*(pinch thumb and first  
 finger together, open  
 and close)*

Mama shark, doo doo  
 doo doo doo  
 Mama shark, doo doo  
 doo doo doo  
*(clap hands together  
 hinged at wrists, open  
 and close)*

Daddy shark, doo doo  
 doo doo doo  
 Daddy shark, doo doo  
 doo doo doo  
*(clap hands together  
 hinged at elbows,  
 open and close)*

Here they come  
 doo doo doo doo doo  
 Here they come  
 doo doo doo doo doo  
*(hand on top of head  
 to make shark fin)*

Swim real fast  
 doo doo doo doo doo  
 Swim real fast!  
*(swimming motion  
 with arms)*

## 1. Before

**1. Topic Introduction-** *Today we are reading our last book about llamas. Llamas live in the mountains of South America.*

**2. Book Introduction-** *This book is called Llamas. It's a non-fiction book so we are going to learn something. I think we are going to learn about llamas.*

**3. Title and Author-** *Draw attention to title and author. The author of this book is Maya Myers. She wrote the words. There is no illustrator because the pictures are real photographs. No one drew them.*

## 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 is where they live!" *Llamas live in the Andes Mountains. I see the mountains in this picture.*
- "Llamas live in family groups called herds." *There are two herds on this page. One is a very large herd. The other is a small herd, with just three llamas.*
- "A baby llama is called a cria." *I didn't know that! Let's clap that word. Cri-a. Cria means baby llama. Mama llamas take care of the cria for about a year. That's a long time!*

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

- Key content  
*Llamas live in the mountains of South America.  
 Llamas live in big herds.  
 Llamas help people in many different ways.*
- Vocabulary: briefly define/highlight vocab words when they come up in the story. Reinforce throughout the day.  
**herd-** a group of animals that are the same  
*Llamas live in herds, or groups.*  
**herbivore-** an animal that only eats plants  
*Llamas are herbivores.*  
**communicate-** share information  
*Llamas communicate with their ears, tails, and necks.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about llamas? Raise your hand if you want to tell us one thing you learned about llamas.*

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

- *What is a llama family group called?* (a herd)
- *How do llamas help people? What do llamas do for people?* (give wool for clothing, carry things for people, 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.

- *Llamas live in the ocean.* (No)
- *Llamas live in the mountains.* (Yes)
- *Llama babies are called cria.* (Yes)





Volcanoes  
Text by The Project Ready! Team



**Unit:** South America, Part 4- Plateau (Altiplano) Animals: Llamas

**Book 22:** Volcanoes by The Project Ready! Team

**Extra Materials Needed:** map of world and globe



## Language Time

Baby Shark

Baby shark, doo doo  
doo doo doo

Baby shark, doo doo  
doo doo doo

*(pinch thumb and first  
finger together, open  
and close)*

Mama shark, doo doo  
doo doo doo

Mama shark, doo doo  
doo doo doo

*(clap hands together  
hinged at wrists, open  
and close)*

Daddy shark, doo doo  
doo doo doo

Daddy shark, doo doo  
doo doo doo

*(clap hands together  
hinged at elbows,  
open and close)*

Here they come  
doo doo doo doo doo

Here they come  
doo doo doo doo doo

*(hand on top of head  
to make shark fin)*

Swim real fast  
doo doo doo doo doo

Swim real fast!  
*(swimming motion  
with arms)*

## 1. Before

**1. Topic Introduction-** *Today we are going to read our very last book about South America. We read many books about llamas that live in the Andes mountains of South America. There is another very interesting thing that can be found in the Andes mountains, volcanoes!*

**2. Book Introduction-** *This book is called Volcanoes. It is a non-fiction book. I'm guessing we're going to learn about volcanoes. What do you think?*

**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.

- "Some people call this the Ring of Fire." *Most of the world's volcanoes can be found in a circle-like shape along the coastline of continents. I imagine they call this the Ring of Fire because it's a circle and it can explode with fire.*

- "Volcanoes can look like holes, hills, or even tall mountains." *Not all volcanoes look the same. Volcanoes are just openings in the Earth.*

- "That is why many people grow food and crops near volcanoes." *I didn't know that people grow food near volcanoes. The lava makes the soil very rich so plants grow well.*

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

- Key content

*There are more than 200 volcanoes in South America.*

*Most of the volcanoes in South America are in the Andes Mountains.*

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

**destructive-** causing great damage

*Volcanoes are very destructive. What makes them so dangerous?*

**coastline-** the area along the edge of a continent, where land meets ocean

*Volcanoes are mostly found along coastlines of continents.*

**erupt-** explode with fire, noise, and lava

*Active volcanoes erupt at times. It is very dangerous when volcanoes erupt.*

## 3. After

**1. Ask their Opinion-** *Did you like learning about volcanoes? Thumbs up if so.*

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

- *What do we call a volcano that has erupted recently and might erupt again?* (active)

- *Where do we find most volcanoes?* (along the coastline of continents, the Ring of Fire)

**3. Follow Up Activity-** Science Experiment: Volcanoes

- Either in small groups or as a whole group, remind students of the anatomy of volcanoes. *Volcanoes are an opening to the center of the Earth where hot magma can escape and become lava.* Using a volcano model (either bought or created), mix vinegar and baking soda to make the volcano "erupt." Add red food coloring to the vinegar for more realistic looking lava.



## Wordless Books Small Group Work for the Kindness Unit

### Books in this Unit

*Wave* by Suzy Lee

*Aquarium* by Cynthia Alonso

### 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.







## Wave by Suzy Lee

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

**Materials:** *Wave* by Suzy Lee, seashells for sorting

**Story Synopsis:** A young girl approaches the water's edge but is frightened as a wave approaches her. She's angry at first then spends some time watching the waves. Gathering her courage, she steps into the water and has fun splashing around. A big wave comes that knocks her down. She is stunned before she happily realizes that the wave brought a bunch of seashells onto the shore. She is happy once again. The story ends as the little girl waves to the ocean as she walks away, wet and happy.

### **Outline of Activity: Wordless book routine—SAMMY**

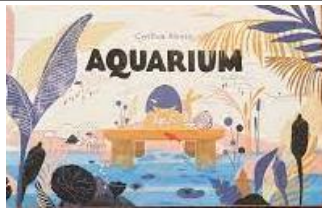
1. **Show** children the book, read title & author, and generate excitement by pointing out the child on the cover. "It looks like this child is playing by the ocean, on the beach."
2. **Ask** "*what do you think this book is about*" Say, "Do you think this child is enjoying herself on the beach?"
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. "Does it look like the girl likes the waves? What is the girl doing in the water now?" "What did the big wave do?" "What is all over the sand now?"
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. "Who was in this story? Did the girl like the waves? How did the story end?"
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Model sorting the loose seashells for students. Encourage students to help with sorting when they are ready. Discuss the similarities and differences in the shells.

### **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.





## Aquarium by Cynthia Alonso

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

**Materials:** Aquarium by Cynthia Alonso, Aquarium template and crayons or markers

**Story Synopsis:** A young girl lies on a dock watching the animals beneath her. A tiny orange fish leaps onto the dock and the girl traps it inside a bottle. She brings the fish home and creates a detailed aquarium for it. She enjoys the fish but eventually realizes the best place for the fish is back at home in the water. She puts the fish back in the bottle and rushes it back to the water. The fish swims away and the girl is pleased as she watches it go.

### **Outline of Activity: Wordless book routine—SAMMY**

1. **Show** children the book, read title & author, and generate excitement by pointing out the girl on the dock and the small orange fish
2. **Ask** “*what do you think this book is about*” Guide children to understanding that this book is about the fish and the girl’s interest in it.
3. **Model**--Read it the first time with the children where you tell the story—asking a few basic questions as you read. “What is the girl thinking when she captures the fish in this bottle? What is the girl creating for the fish? Do you think the fish is happy in the girl’s home?”
4. **Make sure they understood** what happened in the story by asking a few questions/reviewing. “What did the girl think the fish needed?” “What did the girl decide to do with the fish at the end of the story?”
5. **Your Turn:** Read the story again, this time letting the children tell the story. Provide prompts as needed.
6. **After Reading Activity**— Encourage children to create an aquarium for their fish. Discuss what fish need for a happy life. Dictate each student’s words telling what a fish needs. Help students to cut out, color, and glue their fish into their completed aquarium.

### **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.

