



Unit 5a

South America



PROJECT
READY

MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries Preschool Curriculum

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Unit 5a South America



Project Ready's Joyful Discoveries Preschool Curriculum Unit 5a - South America

Unit Overview:

This unit teaches children about the continent of South America. It is the second cultural unit in the curriculum and is typically done across one month. It has four sub themes that explore the countries and people of South America, the rainforest and rainforest animals, the ocean and ocean animals, and the plateau region of South America with a focus on llamas.

Knowledge Building Targets

1. The Earth is our planet
2. Maps and Globes
3. Continents and Water
4. South America is a continent
5. Specific countries in South America:
Brazil, Ecuador, Peru
6. Animals of S. America and where they live
7. Rainforest and rainforest animals
8. Plateau and Llamas
9. Oceans and ocean animals
10. Aquarium
11. Volcanoes

Oral Language Skill Targets

1. Answering questions
2. Stating an opinion
3. Basic Vocabulary:
propositions, basic directional words
4. Academic Vocabulary
5. Story Vocabulary: author, illustrator, title,
Character - Who, Setting - Where
6. Length of sentences
7. Extended decontextualized accounts,
explanations, and narratives
8. Retelling/Summarizing

Early Literacy Skills

1. Alphabet Letter Name & Sounds
2. Name Recognition
3. Phonemic Awareness
4. Print/Book Skills: title, author, directionality
5. Listening Comprehension
6. Answering key questions (Who, What,
When)
7. Memory for events
8. Retelling
9. Sequencing of events
10. Fiction vs. Nonfiction
11. Knowledge of Common Stories
12. Writing Skills: prewriting strokes, letter
formation, shared writing

Math Skills

1. Shapes
2. Directional Words
3. Small number recognition without counting
4. Counting
5. Number Recognition
6. More Than, Less Than, Equal To
7. Number-after Knowledge
8. Number Comparisons
9. Number-after equals one more
10. Addition
11. Subtraction
12. Categories: Sizes
13. Patterns
14. Story Problems





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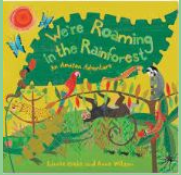

Unit 5a: South America

Overview

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
<p><i>Me on the Map</i> by Joan Sweeney</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">     </div>	<p><i>South America</i> by Rebecca Hirsch</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">  </div>	<p><i>South America</i> by The Project Ready! Team</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">   </div>	<p><i>Let's Look at Brazil</i> by Joy Frisch-Schmoll</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">  </div>	<p><i>Let's Look at Ecuador</i> by Joy Frisch-Schmoll</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">   </div>	<p><i>Let's Look at Peru</i> by Joy Frisch-Schmoll</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">   </div>

Part 2: Rainforest & Rainforest Animals

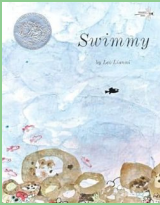
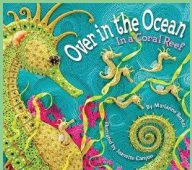
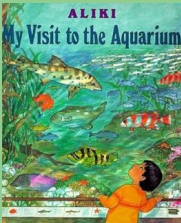
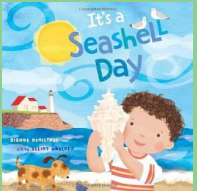
BOOK 7	BOOK 8	BOOK 9	★ BOOK 10	BOOK 11	BOOK 12
<p><i>We're Roaming in the Rainforest</i> by Laurie Krebs</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">  </div>	<p><i>Over in the Jungle</i> by Marianne Berkes</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">  </div>	<p><i>Explore My World: Rainforests</i> by Marfe Ferguson Delano</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">   </div>	<p><i>The Rainforest Grew All Around</i> by Susan Mitchell</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">  </div>	<p><i>Zonia's Rain Forest</i> by Juana Martinez-Neal</p> 	<p><i>Over and Under the Rainforest</i> by Kate Messner</p>  <div style="display: flex; justify-content: center; align-items: center; gap: 10px; margin-top: 10px;">  </div>

★ = Second Read

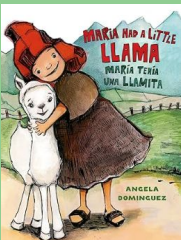
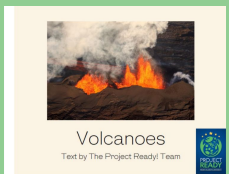
Unit 5a: South America

Overview

Part 3: Ocean & Ocean Animals

★ BOOK 13	BOOK 14	BOOK 15	BOOK 16
<p><i>Swimmy</i> by Leo Lionni</p>  <p>CREATING ART</p> <p>*Dramatic Play Center Introduced</p>	<p><i>Over in the Ocean: In a Coral Reef</i> by Marianne Berkes</p>  <p>Rhyme Time</p> <p>Math</p>	<p><i>My Visit to the Aquarium</i> by Alike</p>  <p>Challenge</p>	<p><i>It's a Seashell Day</i> by Dianne Ochiltree</p>  <p>Shared Writing</p> <p>Math</p> <p>Rhyme Time</p>

Part 4: Plateau (Altiplano) Region and Animals (Llamas)

BOOK 17	★ BOOK 18	BOOK 19	BOOK 20	★ BOOK 21
<p><i>Goodnight, Little Llama</i> by Amanda Wood</p> 	<p><i>Is Your Mama a Llama?</i> by Deborah Guarino</p>  <p>Rhyme Time</p> <p>CREATING ART</p>	<p><i>Maria Had a Little Llama</i> by Angela Dominguez</p>  <p>Rhyme Time</p> <p>Shared Writing</p>	<p><i>National Geographic Kids - Llamas</i> by Maya Myers</p>  <p>Non-Fiction</p>	<p><i>Volcanoes</i> by The Project Ready! Team</p>  <p>Non-Fiction</p> <p>CREATING ART</p>

Wordless Books That Connect To This Unit - SAMMY

Wave by Suzy Lee

Aquarium by Cynthia Alonso



Materials

Packaged Materials in South America Unit

South America by Project Ready! Team

Volcanoes by Project Ready! Team

Craft Materials

Large white paper
(*The Rainforest Grew All Around* mural)

Paint: Red and black

Sponges (*Swimmy* craft)

White Cardstock (*Is Your Mama a Llama* craft)

Small pom poms (*Is Your Mama a Llama* craft)

Colorful scrapbook paper
(*Is Your Mama a Llama* craft)

[Ocean Animal Figurines](#)
(Object to Picture Match, Dramatic Play Center-optional)

[Volcano model](#)

Vinegar, Baking Soda

Dramatic Play Center Materials - Ocean

[Ocean Animal Figurines for ocean sensory bin](#)

[Fish net for ocean sensory bin](#)

[Fish bowl for ocean sensory bin](#)

[Wooden Ocean Animals Puzzle](#)

[Ocean Felt Board](#)

[Ocean Memory Game](#)

Materials to Prepare - Found in Appendix

Can also be printed from website - www.readingscience.org

The Rainforest Grew All Around mural animals
Print 1-side (a few animals for each student)
prepare for students to glue to mural

Swimmy craft template
Print 1-sided (one for each student)

Is Your Mama a Llama craft template
Print 1-sided (one for each student), cut out

It's a Seashell Day patterning cards
Print 1-sided, cut, laminate, cut into cards

Found Online - Object to Picture Match: Ocean Animals (Center)
Print 1-sided, cut, laminate, cut into cards

South America Centers

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:

Just as you did for North America, 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, or another familiar place in the school



South America Centers

Ocean Exploration Dramatic Play Center

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

Materials: Animal Habitats of South America book and ocean animals Object to Picture match (see optional materials list).

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 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 felt board, etc. Encourage children to try all the different toys and tools. Remember to encourage use of new vocabulary and schema surrounding oceans.





Library Center

Additional preschool books about South America to Include in Classroom Library.

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



Full List of Unit Vocabulary - South America

Book	Word	Definition	Gesture
<i>Me on the Map</i>	map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>Me on the Map</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>Me on the Map</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>South America</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>South America</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>South America</i>	map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>South America</i> by Project Ready	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>South America</i> by Project Ready	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>South America</i> by Project Ready	map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>Let's Look at Brazil</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>Let's Look at Brazil</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>Let's Look at Brazil</i>	map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>Let's Look at Ecuador</i>	map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map



Full List of Unit Vocabulary - South America

Book	Word	Definition	Gesture
<i>Let's Look at Ecuador</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>Let's Look at Ecuador</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>Let's Look at Peru</i>	map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>Let's Look at Peru</i>	continent	a large piece of land on the Earth	Hold up all five fingers on one hand
<i>Let's Look at Peru</i>	country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
<i>We're Roaming in the Rainforest</i>	greet	welcomes, says hello	wave
<i>We're Roaming in the Rainforest</i>	nuzzle	rub or snuggle gently with nose and mouth	put your hand up to your nose and rub
<i>We're Roaming in the Rainforest</i>	capture	catch, trap	hold hands apart and bring them together quickly to catch something
<i>Over in the Jungle</i>	greet	welcomes, says hello	wave
<i>Over in the Jungle</i>	canopy	the tops of tall trees, almost like a roof in the rainforest	lift arms up overhead in an arc to create a canopy above you
<i>Over in the Jungle</i>	pounce	jump on something quickly to capture it	hold hands up in front of you with fingers curved over and move them up and over quickly in an arcing motion
<i>Explore My World: Rainforests</i>	forest floor	the shady ground that is covered with roots, leaves, and plants	rub hands on the ground



Full List of Unit Vocabulary - South America

Book	Word	Definition	Gesture
<i>Explore My World: Rainforests</i>	understory	the space just above the forest floor, filled with shrubs and vines	move hands in a waving motion in front of your stomach to show the space above the forest floor
<i>Explore My World: Rainforests</i>	canopy	the tops of tall trees, almost like a roof in the rainforest	lift arms up overhead in an arc to create a canopy above you
<i>The Rainforest Grew All Around</i>	rainforest	an area with lots of rain, tree, plants, and animals	put hands up high and wiggle fingers as you slowly move your hands down like rain
<i>The Rainforest Grew All Around</i>	vine	a rope-like plant that grows by hanging from other plants	put one arm out to the side, bend at the elbow and let forearm move back and forth like a vine
<i>The Rainforest Grew All Around</i>	pod	small part of a plant that contains the seed	make an oval shape with thumb and pointer fingers on both hands
<i>Zonia's Rain Forest</i>	chatty	talking a lot in a friendly way	use both hands to make talking motion
<i>Zonia's Rain Forest</i>	thicket	a place where many bushes or trees grow close together	use hands in front of you to pretend to move bushes out of the way
<i>Zonia's Rain Forest</i>	frightened	scared, worried	put hands up to your cheeks and open your mouth wide
<i>Over and Under the Rainforest</i>	search	look for something	put one hand above your eyes and move head to look back and forth
<i>Over and Under the Rainforest</i>	bask	lay in the sunlight, enjoy the warmth of the sun	put back of one hand on your forehead and use other hand to fan yourself
<i>Over and Under the Rainforest</i>	soggy	wet	hold hands in front of you with fingers pointing down and wiggle fingers like dripping water
<i>Swimmy</i>	sea	a large body of salty water, another name for ocean	use hand and arm to make a wave motion in front of your body



Full List of Unit Vocabulary - South America

Book	Word	Definition	Gesture
<i>Swimmy</i>	escaped	got away safely	put arms to side like running and move them forward and backward
<i>Swimmy</i>	school	a group, or family, of fish	place hands side by side with palms facing down and move them in wave motion forward like fish swimming together
<i>Over in the Ocean</i>	darted	move quickly	put hands together in front of you and move one hand quickly forward
<i>Over in the Ocean</i>	graze	eat a little bit at a time all day long	put thumb and pointer finger together to pretend to pick up a small piece of food and bring to mouth
<i>Over in the Ocean</i>	den	shelter, home, safe place	use arms to make a triangle above the head, like a shelter
<i>My Visit to the Aquarium</i>	settings	places where the fish usually live, habitats	point down in front of you, indicating 'right here
<i>My Visit to the Aquarium</i>	disguised	change the way you look so you can hide	put hands up in front of eyes and open fingers to peek through like a disguise
<i>My Visit to the Aquarium</i>	darted	moved quickly	put hands together in front of you and move one hand quickly forward
<i>It's a Seashell Day</i>	dune	a hill made of sand	curve hand and move it in a shape of a dune
<i>It's a Seashell Day</i>	pail	a bucket	use one hand to hold the handle of a pretend pail and use other hand to scoop sand into the pail
<i>It's a Seashell Day</i>	muck	dirt or yucky, sticky things	shake hands and make a face like you are shaking muck off your hands
<i>Goodnight, Little Llama</i>	herd	a group of animals that are the same	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
<i>Goodnight, Little Llama</i>	creature	an animal	place both hands on forehead to make animal ears
<i>Goodnight, Little Llama</i>	snuggled	settle into a warm, cozy spot	Wrap arms around body and rest head on shoulder



Full List of Unit Vocabulary - South America

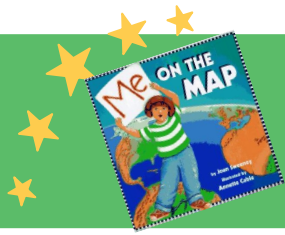
Book	Word	Definition	Gesture
<i>Is Your Mama a Llama</i>	behave	to follow the rules	tap finger against palm of other hand, like a reminder to behave
<i>Is Your Mama a Llama</i>	graze	eat a little bit at a time all day long	put thumb and pointer finger together to pretend to pick up a small piece of food and bring to mouth
<i>Is Your Mama a Llama</i>	herd	a group of animals that are the same	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
<i>Maria Had a Little Lamb</i>	fleece	the llama's fur	rub arm gently
<i>Maria Had a Little Lamb</i>	lingered	stayed nearby	curve both hands with fingers facing down and move one hand close to the other
<i>Maria Had a Little Lamb</i>	eager	excited about something	smile big and clap hands
<i>National Geographic Kids: Llamas</i>	herd	a group of animals that are the same	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
<i>National Geographic Kids: Llamas</i>	herbivore	an animal that only eats plants	pretend to pick a leave and chew it
<i>National Geographic Kids: Llamas</i>	communicate	share information	cup hands around mouth and pretend to talk
<i>Volcanoes</i>	destructive	causing a lot of damage	pretend to bang something with your fist
<i>Volcanoes</i>	coastline	the area along the edge of a continent, where the land meets the ocean	hold one hand out and trace outline of hand with one finger from the other hand
<i>Volcanoes</i>	erupt	explode with fire, noise, and lava	hold hands together in fists and push them up above head and open them up



Active Responding Routines

These are used when asking/answering questions.
Stay away from individual child responses as you want all children actively engaged.

Teacher Prompts	
Thinking About the Answer	Point to Forehead with Finger
Answer all together (choral responding)	Open hand to children to indicate they should respond
Child Responses	
To show they are ready to answer	Thumbs Up Other movements: Stand up, hands in the air
To note if they like something or don't	Thumbs Up/Thumbs Down



For the Teacher:

Preview

Me on the Map



Unit 5a: South America, Part 1 - Continent of South America & Countries

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

Materials Needed: Map of world and globe

Vocabulary

Word	Definition	Gesture
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Me on the Map



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)

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. *This book is called Me on the Map. The author is Joan Sweeney. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

Me on the Map



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.

Part of Text	Think Aloud (TA) - Question (Q)
“This is a map of my room”	TA: <i>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.</i>
“This is my state on the map of my country”	TA: <i>This is our state right here. (point to your state) We live in the state of _____. Let's clap that together. (clap syllables for your state)</i>
“everybody has their own special place on the map.”	TA: <i>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!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
map	a picture of a place that shows where things are <i>A map is a picture of a place that shows where things are. Let's pretend to hold a map in one hand. Now point to the map with your other hand.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. Hold up all five fingers to show a large piece of land, a continent.</i>	Hold up all five fingers on one hand
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers to show the continent. Now point to one finger to show that a country is a smaller part of a continent.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Me on the Map



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about maps? (thinking gesture - finger on forehead) Thumbs up if you liked it.

Check their understanding.

What did the girl draw a map of? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up.

Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- her room, her house, her neighborhood, etc.)

In what country does the girl live? (Thinking gesture and then hand open to note choral response- The United States of America)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>country</u> is a smaller part of a continent. Coun-try. Country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Me on the Map



After Continued

Ask questions

What is a large piece of land on the Earth called?

(Thinking gesture and then hand open to note choral response- continent)

What is a smaller part of a continent called?

(Thinking gesture and then hand open to note choral response- country)

What do we call a picture of a place that shows where things are?

(Thinking gesture and then hand open to note choral response- map)

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

Explain, *We read about maps* (point to a classroom map) *in this book. Maps are pictures of places that show us where things are. This is a globe.* (Point to classroom 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.*

On the map and globe, point out and name:

- *Your continent*
- *Your country*
- *Your state*
- *Your town*
- *North America*
- *South America*



For the Teacher:
Preview
South America



Unit 5a: South America, Part 1 - Continent of South America & Countries of South America

Book 2: *South America* by Rebecca Hirsch

Materials Needed: Map and World Globe

Vocabulary		
Word	Definition	Gesture
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map



1st Read

South America



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)

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. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. There is no illustrator because this book has real pictures.*



1st Read

South America



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.

Part of Text	Think Aloud (TA) - Question (Q)
“Table of Contents”	TA: <i>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 one page 17 we are going to learn about Amazing Animals. I wonder what amazing animals we will see.</i>
“Llamas help people carry things up and down the mountains.”	TA: <i>This animal must be a llama. Llamas help people who live in the mountains.</i>
“Would you like to visit South America someday?”	TA: <i>I think I would like to visit South America. I want to see the huge Amazon river and llamas in the mountains.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. Hold up all five fingers to show a large piece of land, a continent.</i>	Hold up all five fingers on one hand
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers to show the continent. Now point to one finger to show that a country is a smaller part of a continent.</i>	Hold up all five fingers on one hand (continent) and point to one finger
map	a picture of a place that shows where things are <i>A map is a picture of a place that shows where things are. Let's pretend to hold a map in one hand. Now point to the map with your other hand.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map



1st Read

South America



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about South America? (thinking gesture - finger on forehead)

Thumbs up if you liked it.

Check their understanding.

What animals live in South America? thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- llama, monkey, parrot)

How do llamas help people? What do they do for people? (Thinking gesture and then hand open to note choral response- carry things up and down the mountains)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>country</u> is a smaller part of a continent. Coun-try. Country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

South America



After Continued

Ask questions

What continent was this book about?

(Thinking gesture and then hand open to note choral response- South America)

What is a smaller part of a continent called?

(Thinking gesture and then hand open to note choral response- country)

What do we call a picture of a place that shows where things are?

(Thinking gesture and then hand open to note choral response- map)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.* Practice thumbs up and down.

- *South America is a country.*
(Thinking gesture and then hand open to note thumbs down- no)
- *South America is a continent.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Pink dolphins live in the sand of the desert.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Pink dolphins live in rivers of the rainforest.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:
Preview
South America



Unit 5a: South America, Part 1 - Continent of South America & Countries of South America
Book 3: *South America* by The Project Ready! Team
Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

South America



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)

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. *This book was written by a team of people. The people who write the book are called the* (Thinking gesture and then hand open to note choral response-author) *That's right the person or people who write a book are the author.*



1st Read

South America



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.

Part of Text	Think Aloud (TA) - Question (Q)
“Some people think South America looks like a triangle. Do you?”	TA: <i>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)</i>
“People must cross in boats.”	TA: <i>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.</i>
“There are twelve countries in South America but hundreds of different languages are spoken here.”	TA: <i>People in South America speak many different languages!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. Hold up all five fingers to show a large piece of land, a continent.</i>	Hold up all five fingers on one hand
map	a picture of a place that shows where things are <i>A map is a picture of a place that shows where things are. Let's pretend to hold a map in one hand. Now point to the map with your other hand.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers to show the continent. Now point to one finger to show that a country is a smaller part of a continent.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

South America



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about South America? What is one thing you learned about South America?
(thinking gesture - finger on forehead)

Turn to someone near you and tell them one thing you are learned about South America.
(Pause briefly for discussion or facilitation of conversation.)

Put your thumb up if you would like to tell everyone. Start your sentence with, "I learned..."
Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

How many continents are there on Earth?
(Thinking gesture and then hand open to note choral response- seven)

What habitats are in South America? thinking gesture - finger on forehead
If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- desert, mountain, ocean, rainforest, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>country</u> is a smaller part of a continent. Coun-try. Country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

South America



After Continued

Ask questions

What continent was this book about?

(Thinking gesture and then hand open to note choral response- South America)

South America has twelve continents or countries?

(Thinking gesture and then hand open to note choral response- countries)

What do we call a picture of a place that shows where things are?

(Thinking gesture and then hand open to note choral response- map)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.* Practice thumbs up and down.

- *There are 100 countries in South America.*
(Thinking gesture and then hand open to note thumbs down- no)
- *There are 12 countries in South America.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Everyone in South America speaks Spanish.*
(Thinking gesture and then hand open to note thumbs down- no)



Shared Writing

South America



Planning Guide - Share Information

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Many animals live in South America.

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.

Vocabulary to Include if Possible

Word	Definition	Gesture
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger

Let's Write!

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. Do you remember some of the animals that live in South America?* (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up to share responses- various answers)

Today we are going to write to share information we learned about those animals.



Shared Writing

South America



Write Topic Sentence

1. **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 word is missing in this sentence? What was the name of the continent we read about? (thinking gesture - finger on forehead and then hand open to note choral response - South America) South America. Good!*
2. **Write:** Write *South America* to complete the sentence.
3. **Read aloud, pointing to each word:** *Many animals live in South America.*

Write Detail Sentence(s)

1. **Plan:** *Let's share information about the animals in South America. What animals live there?* 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.
2. **Write:** *Llamas help people carry things up and down the mountain.*
3. **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. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **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."*
2. **Write:** *These are some of the animals in South America.*
3. **Read aloud, pointing to each word:** *These are some of the animals in South America.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:
Preview
Let's Look at Brazil



Unit 5a: South America, Part 1 - Continent of South America & Countries of South America

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

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map



1st Read

Let's Look at Brazil



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)

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. *The author is Joy Frisch-Schmoll. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. There is no illustrator because this book has real pictures.*



1st Read

Let's Look at Brazil



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.

Part of Text	Think Aloud (TA) - Question (Q)
"It is a bit smaller than the United States."	TA: <i>Brazil is so big that it covers almost half of South America. Brazil is as big as the other 11 countries put together!</i>
"Brazil also has hills, wetlands, and beaches."	TA: <i>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.</i>
"Brazilians eat a lot of rice and beans."	TA: <i>I like to eat rice and beans, too. Do you? Put your thumb up if that's something you enjoy eating. Yum!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers to show the continent. Now point to one finger to show that a country is a smaller part of a continent.</i>	Hold up all five fingers on one hand (continent) and point to one finger
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. Hold up all five fingers to show a large piece of land, a continent.</i>	Hold up all five fingers on one hand
map* (not actually in text)	a picture of a place that shows where things are <i>A map is a picture of a place that shows where things are. Let's pretend to hold a map in one hand. Now point to the map with your other hand.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map



1st Read

Let's Look at Brazil



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like learning about Brazil? (thinking gesture - finger on forehead)

Thumbs up if you liked it.

Check their understanding

What animals live in Brazil? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - various answers- monkeys, parrots, capybaras, etc.)

What is Brazil's main sport? (Thinking gesture and then hand open to note choral response- soccer)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>country</u> is a smaller part of a continent. Coun-try. Country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Let's Look at Brazil



After Continued

Ask questions

What continent have we been learning about?

(Thinking gesture and then hand open to note choral response- South America)

What is the name of the country this book was about?

(Thinking gesture and then hand open to note choral response- Brazil)

What do we call a picture of a place that shows where things are?

(Thinking gesture and then hand open to note choral response- map)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Brazil is the smallest country in South America.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Brazil is the largest country in South America.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Brazil is a very cold country that gets a lot of snow.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Brazil is a warm country.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:
Preview
Let's Look at Ecuador



Unit 5a: South America, Part 1 - Continent of South America & Countries of South America

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

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Let's Look at Ecuador



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)

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. *The author is Joy Frisch-Schmoll. She also was the author of the book we just read about Brazil. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. There is no illustrator because this book has real pictures.*



1st Read

Let's Look at Ecuador



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.

Part of Text	Think Aloud (TA) - Question (Q)
"It is a bit smaller than the U.S. state of Nevada."	TA: <i>This is Ecuador on the map of the world. (Point to map) Ecuador looks pretty small. I can hardly see it.</i>
"Part of the Amazon Rainforest covers the east."	TA: <i>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.</i>
"It is the festival of the sun."	TA: <i>That's interesting! In Ecuador there is a festival for the sun when people eat, dance, and watch parades. That sounds fun!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
map* (not actually in text)	a picture of a place that shows where things are <i>A map is a picture of a place that shows where things are. This map is a picture of the whole world. Pretend to hold a map in your hand and use a finger from your other hand to point to places on the map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. Hold up all five fingers to show a large piece of land, a continent.</i>	Hold up all five fingers on one hand
country* (not actually in text)	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers to show the continent. Now point to one finger to show that a country is a smaller part of a continent.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Let's Look at Ecuador



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

I think Ecuador sounds like an interesting country.

Thumbs up if you agree. (thinking gesture - finger on forehead)

Now turn to your partner and tell them your favorite part. Start your sentence with "My favorite part was..."

Check their understanding

What country was this book about? (Thinking gesture and then hand open to note choral response- Ecuador)

How do people travel from place to place in Ecuador? thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- buses, taxis, boats, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>country</u> is a smaller part of a continent. Coun-try. Country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Let's Look at Ecuador



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What is the continent that we are learning about called?

(Thinking gesture and then hand open to note choral response- South America)

What is the name of the country that we just read a book about?

(Thinking gesture and then hand open to note choral response- Ecuador)

What do we call a picture of a place that shows where things are?

(Thinking gesture and then hand open to note choral response- map)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.* Practice thumbs up and down.

- *Ecuador is a big country in South America.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Ecuador is a small country in South America.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *Ecuador's only habitat is desert.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Ecuador has many habitats, including mountains and beaches.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:
Preview
Let's Look at Peru



Unit 5a: South America, Part 1 - Continent of South America & Countries of South America

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

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
map	a picture of a place that shows where things are	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent	a large piece of land on the Earth	Hold up all five fingers on one hand
country	smaller parts of a continent	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Let's Look at Peru



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)

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 already.*
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. *The author is Joy Frisch-Schmoll. She also was the author of the books we read about Brazil and Ecuador. She must know a lot about South America! Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. There is no illustrator because this book has real pictures.*



1st Read

Let's Look at Peru



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.

Part of Text	Think Aloud (TA) - Question (Q)
"Next are the Andes mountains."	TA: <i>These mountains are so tall that they have snow on the top! It looks like it's cold in the Andes mountains.</i>
"But most of Peru is wet and hot."	TA: <i>The Andes mountains are cold, but most of Peru is a hot rainforest. Both the cold mountains and hot rainforest are in the same country, Peru!</i>
"Quechua Indians."	TA: <i>These people are wearing bright, beautiful clothing! My favorite thing in this picture is the beaded strap on her hat. How beautiful!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
map* (not actually in text)	a picture of a place that shows where things are <i>A map is a picture of a place that shows where things are. Peru is yellow on this world map. Pretend to hold a map in your hand and use a finger from your other hand to point to places on the map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
continent* (not actually in text)	a large piece of land on the Earth <i>A continent is a large piece of land on the Earth. Hold up all five fingers to show a large piece of land, a continent.</i>	Hold up all five fingers on one hand
country	smaller parts of a continent <i>A country is a smaller part of a continent. Hold up all five fingers to show the continent. Now point to one finger to show that a country is a smaller part of a continent.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Let's Look at Peru



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like learning about Peru? Thumbs up if you did. (thinking gesture - finger on forehead)

Now turn to your partner and tell them one thing you learned about Peru. Start your sentence with "I learned..."

Check their understanding.

What country was this book about?

(Thinking gesture and then hand open to note choral response- Peru)

On what continent is Peru found?

(Thinking gesture and then hand open to note choral response- South America)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>map</u> is a picture of a place that shows where things are. Ready to clap, map.</i>	Pretend to hold a map in one hand and use index finger from the other hand to point to different locations on the map
<i>A <u>continent</u> is a large piece of land on the Earth. Con-tin-ent. Continent.</i>	Hold up all five fingers on one hand
<i>A <u>country</u> is a smaller part of a continent. Coun-try. Country.</i>	Hold up all five fingers on one hand (continent) and point to one finger



1st Read

Let's Look at Peru



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What is the continent that we are learning about called?

(Thinking gesture and then hand open to note choral response- South America)

What is the name of the country that we just read a book about?

(Thinking gesture and then hand open to note choral response- Peru)

What do we call a picture of a place that shows where things are?

(Thinking gesture and then hand open to note choral response- map)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.* Practice thumbs up and down.

- *Peru is a country in North America.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Peru is a country in South America.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *There are no mountains in Peru.*
(Thinking gesture and then hand open to note thumbs down- no)
- *The Andes mountains are in Peru.*
(Thinking gesture and then hand open to note thumbs up- yes)



For the Teacher:

Preview

We're Roaming in the Rainforest



Unit 5a: South America, Part 2 - Rainforest & Rainforest Animals

Book 7: *We're Roaming in the Rainforest* by Laurie Krebs

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
greet	welcomes, says hello	wave
nuzzle	rub or snuggle gently with nose or mouth	put your hand up to your nose and rub
capture	catch, trap	hold hands apart and bring them together quickly to catch something



1st Read



We're Roaming in the Rainforest

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, and 1 monkey(s).

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 rainforest. Much of the land in South America is covered by rainforest.*
2. **Book Introduction-** *This picture is so colorful! I see a huge, green leaf and many colorful animals! The rainforest has many plants and animals.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is We're Roaming in the Rainforest and the author is Laurie Krebs, she wrote the words. The illustrator is Anne Wilson. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read



We're Roaming in the Rainforest

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.

Part of Text	Think Aloud (TA) - Question (Q)
"Rainforest sunrise."	TA: <i>The sun is rising in the rainforest. These people look happy to begin the day in the rainforest. I wonder what they will do.</i>
"snap the caimans with wide-awake eyes."	TA: <i>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.</i>
"Map of South America"	TA: <i>All of this ground that is painted dark green is the Amazon Rainforest. It's the largest rainforest in the world and it covers a lot of South America.</i>

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

Key content: The huge Amazon Rainforest is in South America. Many animals live in the rainforest.

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
greet	welcomes, says hello <i>Greet means welcomes or says hello. Wave to show greet.</i>	wave
nuzzle	rub or snuggle gently with nose or mouth <i>Nuzzle means to rub or snuggle gently with your nose or mouth. Put your hand up to your nose and rub to show nuzzle.</i>	put your hand up to your nose and rub
capture	catch, trap <i>Capture means to catch or trap. Hold your hands apart and bring them together quickly to capture something.</i>	hold hands apart and bring them together quickly to catch something



1st Read



We're Roaming in the Rainforest

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion.

Did you like that book about the colorful animals in the rainforest? Thumbs up if you did. (thinking gesture - finger on forehead)

What was your favorite part? (thinking gesture - finger on forehead)

Start your sentence with "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding.

What animals live in the rainforest? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- butterflies, caiman, dolphins, etc.)

Where is the largest rainforest in the world? (Thinking gesture and then hand open to note choral response- South America)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Greet</u> means to welcome or say hello. Ready to clap? Greet.</i>	wave
<i><u>Nuzzle</u> means to rub or snuggle gently with your nose and mouth. Nuz-zle, nuzzle.</i>	put your hand up to your nose and rub
<i><u>Capture</u> means to catch or trap. Cap-ture, capture.</i>	hold hands apart and bring them together quickly to catch something



1st Read



We're Roaming in the Rainforest

After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

When you catch or trap something you might say you _____ it?

(Thinking gesture and then hand open to note choral response- capture)

What is the word that means welcome or say hello?

(Thinking gesture and then hand open to note choral response- greets)

When a mommy animal rubs its nose and mouth gently on its baby they are _____?

(Thinking gesture and then hand open to note choral response- nuzzling)

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**.*

(Thinking gesture and then hand open to note choral response- yes)

*Spin hum the **spiders** perfecting a **snare**.*

(Thinking gesture and then hand open to note choral response- no)



For the Teacher:

Preview

Over in the Jungle: A Rainforest Rhyme



Unit 5a: South America, Part 2 - Rainforest & Rainforest Animals

Book 8: *Over in the Jungle: A Rainforest Rhyme* by Marianne Berkes

Materials Needed: Map of world and globe

Vocabulary

Word	Definition	Gesture
greet	welcomes, says hello	wave
canopy	the tops of tall trees, almost like a roof in the rainforest	lift arms up overhead in an arc to create a canopy above you
pounce	jump on something quickly to capture it	hold hands up in front of you with fingers curved over and move them up and over quickly in a jumping motion



1st Read



Over in the Jungle: A Rainforest Rhyme

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, and 1 monkey(s).

Before

- 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 rainforest in the world. Yesterday, we started reading about the rainforest.*
- Book Introduction-** *This book is called Over in the Jungle. Jungle is another word for rainforest. This is a counting book. I think we will count animals!*
- Title and Author-** Draw attention to title and author. *The title of this book is Over in the Jungle and the author is Marianne Berkes, she wrote the words. The illustrator is Jeanette Canyon. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read



Over in the Jungle: A Rainforest Rhyme

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.

Part of Text	Think Aloud (TA) - Question (Q)
“and her little ants four.”	TA: <i>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.</i>
“and her little boas six”	TA: <i>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.</i> Q: <i>Can you help me count the orange baby boas?</i>
“and his little howlers ten.”	TA: <i>These babies are hooting and hollering. They must be so loud!</i> Q: <i>Can you help me count all ten baby howler monkeys?</i>

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

Key content: The huge Amazon Rainforest is in South America. Many animals live in the rainforest.

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
greet	welcomes, says hello <i>Greet means welcomes or says hello. Wave to show greet.</i>	wave
canopy	the tops of tall trees, almost like a roof in the rainforest <i>The canopy is the top of the tall trees, like a roof in the rainforest. Lift your arms up over your head in an arc to make a canopy above you.</i>	lift arms up overhead in an arc to create a canopy above you
pounce	jump on something quickly to capture it <i>Pounce means to jump on something quickly to capture it. Hold your hands in front of you like this and then pounce.</i>	hold hands up in front of you with fingers curved over and move them up and over quickly in a jumping motion



1st Read



Over in the Jungle: A Rainforest Rhyme

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like counting those rainforest animals? Thumbs up if you did.

What was your favorite animal? (thinking gesture - finger on forehead)

Now turn to your partner and tell them one thing your favorite animal. Start your sentence with “My favorite animal was...”

Check their understanding

Where did this story take place?

(Thinking gesture and then hand open to note choral response- the rainforest, the jungle)

Where is the largest rainforest in the world?

(Thinking gesture and then hand open to note choral response- South America)

2. Review the Vocabulary

In today’s story, we learned 3 new words. Let’s clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Greet means to welcome or say hello. Ready to clap? Greet.</i>	wave
<i>Canopy is the top of the tall trees, like a roof in the rainforest. Can-o-py, canopy.</i>	lift arms up overhead in an arc to create a canopy above you
<i>Pounce is when an animal jumps on something quickly to catch it. Pounce.</i>	hold hands up in front of you with fingers curved over and move them up and over quickly in a jumping motion



1st Read



Over in the Jungle: A Rainforest Rhyme

After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

When an animal wants to capture something how do they move toward it?

(Thinking gesture and then hand open to note choral response- pounce)

What do we call the top of the tall trees that is like a roof in the rainforest?

(Thinking gesture and then hand open to note choral response- canopy)

When we say hello or welcome someone we _____ them?

(Thinking gesture and then hand open to note choral response- greet)

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 rainforest 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.*



For the Teacher:

Preview

Explore My World: Rainforests



Unit 5a: South America, Part 2 - Rainforest & Rainforest Animals
Book 9: *Explore My World: Rainforests* by Marfe Ferguson Delano
Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
forest floor	the shady ground that is covered with roots, leaves, and plants	rub hands on the ground
understory	the space just above the forest floor, filled with shrubs and vines	move hands in a waving motion in front of your stomach to show the space above the forest floor
canopy	the tops of tall trees, almost like a roof in the rainforest	lift arms up overhead in an arc to create a canopy above you



1st Read

Explore My World: Rainforests



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, and 1 monkey(s).

Before

- Topic Introduction-** *We are learning about a habitat in South America called rain forest. Let's clap that. Rain for-est. The largest rainforest in the world is in South America. Another name for rain forest is jungle. Many animals and plants live in the rainforest.*
- Book Introduction-** *This book is called Rainforests. It's a non-fiction book so we are going to learn something. What do you think we will learn about?*
- Title and Author-** Draw attention to title and author. *The title of this book is Explore My World: Rainforests and the author is Marfe Ferguson Delano. Who remembers what the author does? Tell me. (Thinking gesture and then hand open to note choral response- writes the words) Yes, the author writes the words.*



1st Read

Explore My World: Rainforests



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.

Part of Text	Think Aloud (TA) - Question (Q)
“Hot, steamy air.”	TA: <i>I think the author is telling us what the rainforest feels like. It is hot and steamy there.</i>
“Billions of bugs creep, crawl, flit, and flutter.”	TA: <i>I didn't know that bugs lived in the rainforest. That's interesting! We have bugs where we live, too.</i>
“Rainforests Around the World”	TA: <i>The dark green places on this world map are rainforests. This is South America, the continent we're learning about. Look how much of South America is rainforest! South America has the largest rainforest in the world!</i>

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

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
forest floor	the shady ground that is covered with roots, leaves, and plants <i>The forest floor is the shady ground of the rainforest. Rub your hands on the ground to show the forest floor.</i>	rub hands on the ground
understory	the space just above the forest floor, filled with shrubs and vines <i>The understory is the space just above the forest floor that is filled with shrubs and vines. Wave your hands to show the understory is above the forest floor.</i>	move hands in a waving motion in front of your stomach to show the space above the forest floor
canopy	the tops of tall trees, almost like a roof in the rainforest <i>The canopy is the top of the tall trees, like a roof in the rainforest. Lift your arms up over your head in an arc to make a canopy above you.</i>	lift arms up overhead in an arc to create a canopy above you



1st Read

Explore My World: Rainforests



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like learning about the rainforest? (thinking gesture - finger on forehead)

Thumbs up if you did.

Check their understanding

What animals live on the forest floor? If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- pythons, tarantulas, poison darts frogs, etc.)

What animals live in the canopy? If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- howler monkeys, macaws, hummingbirds, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Forest floor</u> is the shady ground that is covered with roots, leaves, and plants. Ready to clap? For-est floor. Forest floor.</i>	rub hands on the ground
<i><u>Understory</u> is the space just above the forest floor, filled with shrubs and vines. Un-der-stor-y, understory.</i>	move hands in a waving motion in front of your stomach to show the space above the forest floor
<i><u>Canopy</u> is the tops of tall trees, like a roof in the rainforest. Can-op-y, canopy.</i>	lift arms up overhead in an arc to create a canopy above you



1st Read

Explore My World: Rainforests



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What do we call the shady ground that is covered with roots, leaves, and plants?

(Thinking gesture and then hand open to note choral response- forest floor)

What do we call the space just above the forest floor, filled with shrubs and vines?

(Thinking gesture and then hand open to note choral response- understory)

What do we call the tops of tall trees in the rainforest?

(Thinking gesture and then hand open to note choral response- canopy)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.* Practice thumbs up and down.

- *There are no rainforests in South America.*
(Thinking gesture and then hand open to note thumbs down- no)
- *The largest rainforest in the world is in South America.*
(Thinking gesture and then hand open to note thumbs up- yes)
- *There are no bugs living in the rainforest.*
(Thinking gesture and then hand open to note thumbs down- no)
- *Many different, colorful bugs live in the rainforest.*
(Thinking gesture and then hand open to note thumbs up- yes)



Shared Writing

Explore My World: Rainforests



Planning Guide - Share Information

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

We learned about the rainforest in South America.

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 rainforests. Reread pages 16-19 to guide discussion.

Detail: I hear _____ in rainforests. Reread pages 20-23 to guide discussion.

Conclusion: Rain forests are interesting places.

Vocabulary to Include if Possible		
Word	Definition	Gesture
forest floor	the shady ground that is covered with roots, leaves, and plants	rub hands on the ground
understory	the space just above the forest floor, filled with shrubs and vines	move hands in a waving motion in front of your stomach to show the space above the forest floor
canopy	the tops of tall trees, almost like a roof in the rainforest	lift arms up overhead in an arc to create a canopy above you

Let's Write!

Discuss the book and vocabulary: *We read this book called Explore My World: Rain Forests. In this beautiful book, we learned about rainforests and the animals that live there. We learned that the largest rainforest in the world is in South America. It's called the Amazon Rainforest. Do you remember some of the animals that live in the rainforest? (thinking gesture - finger on forehead) If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up to share responses- various answers) *Today we are going to write to share information about the rainforest.*



Shared Writing

Explore My World: Rainforests



Write Topic Sentence

1. **Plan:** *We are going to work together to share information about rainforests. This book told us how the rainforest feels, looks, and sounds. Let's read parts of the book again to help us remember those things about the rainforest so we can share that information with our readers. Let's start by finishing this sentence I wrote here. It says We learned about the rainforest in _____. What word is missing in this sentence? What was the name of the continent where the rainforest is? (thinking gesture - finger on forehead and then hand open to note choral response - South America) **South America. Good!***
2. **Write:** Write **South America** to complete the sentence.
3. **Read aloud, pointing to each word:** *We learned about the rainforest in South America.*

Write Detail Sentence(s)

1. **Plan:** *Let's share information about the rainforests in South America. What does it feel like? Look like? Sound like?* 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.
2. **Write:** Rainforests feel _____.
3. **Read** aloud, pointing to each word: *Rainforests feel _____.* Read again, encouraging children to read with you.

Continue adding detail sentences if students are engaged. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We shared information about rainforests. 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?*
2. **Write:** Rainforests are interesting places.
3. **Read aloud, pointing to each word:** *Rainforests are interesting places.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

The Rainforest Grew All Around



Unit 5a: South America, Part 2 - Rainforest & Rainforest Animals

Book 10: *The Rainforest Grew All Around* by Susan Mitchell

Materials Needed: map of the world and globe

Vocabulary		
Word	Definition	Gesture
rainforest	an area with lots of rain, trees, plants, and animals	put hands up high and wiggle fingers as you slowly move your hands down like rain
vine	a rope-like plant that grows by hanging from other plants	put one arm out to the side, bend at the elbow and let forearm move back and forth like a vine
pod	small part of a plant that contains the seed	make an oval shape with thumb and pointer fingers on both hands



1st Read

The Rainforest Grew All Around

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, and 1 monkey(s).

Before

1. **Topic Introduction-** *We have been reading books about rainforests and South America. The largest rainforest in the world is in South America. It's called the Amazon Rainforest. Let's find the Amazon on our map.* Show students South America on a map and point to the Northern portion of the continent to show rain forest.
2. **Book Introduction-** *Do you see any animals or plants you recognize on this cover? I see a toucan and a jaguar.*
3. **Title and Author-** Draw attention to title and author. *The title of this book is The Rainforest Grew All Around and the author is Susan Mitchell, she wrote the words. The illustrator is Connie McLennan. Who remembers what the illustrator does? Tell me.* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read

The Rainforest Grew All Around

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.

Part of Text	Think Aloud (TA) - Question (Q)
“the fluffiest seed that you ever did see”	TA: <i>I wonder what that fluffy seed will grow up to be. Maybe a tree? Let's keep reading to find out.</i>
“the tallest tree that you ever did see”	TA: <i>The seed did grow into a tree. I guessed correctly. That's a really tall tree!</i>
“the busiest ant that you ever did see”	TA: <i>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.</i>

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 rainforest. Names of rainforest animals- jaguars, sloths, leaf cutter ants, etc.

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
rainforest	an area with lots of rain, trees, plants, and animals <i>A rainforest is an area with lots of rain, trees, plants, and animals. Put your hands up high and wiggle your fingers while you slowly move them down like rain.</i>	put hands up high and wiggle fingers as you slowly move your hands down like rain
vine	a rope-like plant that grows by hanging from other plants <i>A vine is a rope-like plant that grows by hanging from other plants. Put one arm out to the side and bend it. Let it dangle like a vine hanging from a tree.</i>	put one arm out to the side, bend at the elbow and let forearm move back and forth like a vine
pod	small part of a plant that contains the seed <i>A pod is a small part of a plant that contains a seed. Make an oval shape with your fingers to show pods.</i>	make an oval shape with thumb and pointer fingers on both hands



1st Read

The Rainforest Grew All Around

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like seeing the pod grow into a tree in the rainforest? Thumbs up if you did.

(thinking gesture - finger on forehead)

What was your favorite part? (thinking gesture - finger on forehead)

Start your sentence with "My favorite part was..." Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding

Where did this story take place?

(Thinking gesture and then hand open to note choral response- in the rainforest)

What animals were in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- snakes, bats, sloths, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>rainforest</u> is an area with lots of rain, trees, plants, and animals. Ready to clap? Rain-for-est, rainforest.</i>	put hands up high and wiggle fingers as you slowly move your hands down like rain
<i><u>Vines</u> are rope-like plants that grow by hanging from other plants. Vines.</i>	put one arm out to the side, bend at the elbow and let forearm move back and forth like a vine
<i>A <u>pod</u> is a small part of a plant that contains the seeds. Pod.</i>	make an oval shape with thumb and pointer fingers on both hands



1st Read

The Rainforest Grew All Around

After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture)

What do you call the small part of a plant that contains the seeds?

(Thinking gesture and then hand open to note choral response- pod)

What do you call an area that gets a lot of rain and has trees, plants, and animals?

(Thinking gesture and then hand open to note choral response- rainforest)

What do you call rope-like plants that grow by hanging from other plants?

(Thinking gesture and then hand open to note choral response- vines)

3. **Follow Up Activity-** Story Retell

Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

Something fell onto the ground of the rainforest. 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.



2nd Read

The Rainforest Grew All Around



Unit 5a: South America, Part 2 - Rainforest & Rainforest Animals

Book 10: *The Rainforest Grew All Around* by Susan Mitchell

Re-Read & Activity: Craft

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? Show me a thumbs up if you remember one animal in this book. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers) *In this story, a fluffy seed grew into something. Do you remember what the seed grew to be?* (Thinking gesture and then hand open to note choral response- a tall tree) *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 writes the words. What does that author do? (Thinking gesture and then hand open to note choral response- writes the words) *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.

Examples of Jungle Mural





2nd Read

The Rainforest Grew All Around



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“the fluffiest seed that you ever did see”	Q: <i>What did this fluffy seed grow up to be?</i>
“And near the cat, there was a vine”	Q: <i>Where is the vine in this picture? What is a vine?</i>
“And near the bird, there hung a bat”	Q: <i>What animals do you see in this picture?</i>

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 rainforest. Names of rainforest animals- jaguars, sloths, leaf cutter ants, etc.

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
rainforest	an area with lots of rain, trees, plants, and animals <i>A rainforest is an area with lots of rain, trees, plants, and animals. Put your hands up high and wiggle your fingers while you slowly move them down like rain.</i>	put hands up high and wiggle fingers as you slowly move your hands down like rain
vine	a rope-like plant that grows by hanging from other plants <i>A vine is a rope-like plant that grows by hanging from other plants. Put one arm out to the side and bend it. Let it dangle like a vine hanging from a tree.</i>	put one arm out to the side, bend at the elbow and let forearm move back and forth like a vine
pod	small part of a plant that contains the seed <i>A pod is a small part of a plant that contains a seed. Make an oval shape with your fingers to show pods.</i>	make an oval shape with thumb and pointer fingers on both hands



2nd Read

The Rainforest Grew All Around



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. Tell me what your favorite animal was. Start your sentence with "My favorite animal was..." Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

What was inside the pod?

(Thinking gesture and then hand open to note choral response- a fluffy seed)

What animals were in this story? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- jaguars, leaf cutter ants, sloths, etc.)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>An area that has lots of rain, trees, plants, and animals is called a _____ (rainforest). Rain for-rest.</i>	put hands up high and wiggle fingers as you slowly move your hands down like rain
<i>A rope-like plant that grows by hanging from other plants is called a _____ (vine). Let's clap it. Vine.</i>	put one arm out to the side, bend at the elbow and let forearm move back and forth like a vine
<i>A small part of a plant that contains the seed is called a _____ (pod). Let's clap it. Pod.</i>	make an oval shape with thumb and pointer fingers on both hands

3. Follow-Up Activity: Craft

Explain, *We are going to work together to make a mural of the rainforest. 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 rainforest, 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.



For the Teacher:
Preview
Zonia's Rain Forest

Unit 5a: South America, Part 2 - Rainforest & Rainforest Animals
Book 11: *Zonia's Rain Forest* by Juana Martinez-Neal
Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
chatty	talking a lot in a friendly way	use both hands to make talking motion
thicket	a place where many bushes or trees grow close together	use hands in front of you to pretend to move bushes out of the way
frightened	scared, worried	put hands up to your cheeks and open your mouth wide



1st Read

Zonia's Rain Forest

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, and 1 monkey(s).

Before

1. **Topic Introduction-** *We have read many books about the rainforest. We're learning about the continent called...* (Thinking gesture and then hand open to note choral response- South America) *South America. The largest rainforest 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 Rainforest.*
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.*



1st Read

Zonia's Rain Forest

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.

Part of Text	Think Aloud (TA) - Question (Q)
“where it is always green and full of life.”	TA: <i>So many plants and animals live in the rainforest. That must be what “full of life” means.</i>
“She can’t wait to see her mama and baby brother again.”	TA: <i>Zonia explored her rainforest home and saw so many friendly animals, and now she’s ready to go home. She seems so happy! I think she loves living in the rainforest.</i>
“We all must answer.”	TA: <i>I think that means we should all help the rainforest, just like Zonia.</i>

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

Key content: Rainforests are home to many animals and plants. People live in the rainforest. People use the resources in the rainforest. Sometimes this hurts the rainforest.

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
chatty	talking a lot in a friendly way <i>Chatty means talking a lot in a friendly way. Use both hands to make it look like they are talking to each other</i>	use both hands to make talking motion
thicket	a place where many bushes or trees grow close together <i>Thickett is a place where many bushes or trees grow close together. Use your hands to pretend to move bushes out of the way.</i>	use hands in front of you to pretend to move bushes out of the way
frightened	scared, worried <i>Frightened means scared or worried. Put your hands up to your cheeks and open your mouth wide to show frightened.</i>	put hands up to your cheeks and open your mouth wide



1st Read

Zonia's Rain Forest

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like reading about Zonia's life in the Amazon Rainforest? Thumbs up if you did. (thinking gesture - finger on forehead)

What was your favorite part? (thinking gesture - finger on forehead)

Start your sentence with "My favorite part was..." Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding

Where does Zonia live? (Thinking gesture and then hand open to note choral response- The Amazon Rainforest)

Who was this story about? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- Zonia, her mother, her baby brother)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Chatty is when someone talks a lot in a friendly way. Ready to clap? Chat-ty, chatty.</i>	use both hands to make talking motion
<i>Thicket is a place where many bushes or trees grow close together. Tick-et, thicket.</i>	use hands in front of you to pretend to move bushes out of the way
<i>Frightened means scared or worried. Frigh-tened.</i>	put hands up to your cheeks and open your mouth wide



1st Read

Zonia's Rain Forest

After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What do you call a place where there are many bushes or trees close together?

(Thinking gesture and then hand open to note choral response- thicket)

When you feel scared or worried you might be _____?

(Thinking gesture and then hand open to note choral response- frightened)

When someone is talking a lot in a friendly way they are _____?

(Thinking gesture and then hand open to note choral response- chatty)

3. Follow Up Activity- Rhyming Practice

Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

Zonia lived in the _____ (Amazon Rainforest.) In the morning, Zonia went out into the rainforest. 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 rainforest needed her _____ (help.) Zonia will help, and so can we. The end.



For the Teacher:

Preview

Over and Under the Rainforest



Unit 5a: South America, Part 2 - Rainforest & Rainforest Animals

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

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
search	look for something	put one hand above your eyes and move head to look back and forth
bask	lay in the sunlight, enjoy the warmth of the sun	put back of one hand on your forehead and use other hand to fan yourself
soggy	wet	hold hands in front of you with fingers pointing down and wiggle fingers like dripping water



1st Read

Over and Under the Rainforest



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, and 1 monkey(s).

Before

- Topic Introduction-** *Today we are going to read our last book about the rainforest. Let's look at our map of South America and find the rainforest. Look how much of South America is rainforest! Next, we are going to read about another habitat in South America. I wonder what it will be.*
- Book Introduction-** *I see two people on a bridge. I'm guessing these people are exploring the rainforest.*
- Title and Author-** Draw attention to title and author. *The title of this book is Over and Under the Rainforest and the author is Kate Messner, she wrote the words. The illustrator is Christopher Silas Neal. Who remembers what the illustrator does? Tell me. (Thinking gesture and then hand open to note choral response- draws the pictures) Yes, the illustrator draws the pictures.*



1st Read

Over and Under the Rainforest



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.

Part of Text	Think Aloud (TA) - Question (Q)
“Into the rainforest we hike”	TA: <i>They’re going on a hike in the rainforest. A hike is like a long walk. I wonder what they will see on their hike.</i>
“bats sleep away the daylight, all in a row.”	TA: <i>It is daytime but the bats are sleeping. Bats are awake at night and they sleep during the day.</i>
“as we cross the last bridge to home.”	TA: <i>They are out of the rainforest 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.</i>

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 rainforest. 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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
search	look for something <i>Search means to look for something. Put your hand above your eyes and look all around to search.</i>	put one hand above your eyes and move head to look back and forth
bask	lay in the sunlight, enjoy the warmth of the sun <i>Bask means to lay in the sunlight and enjoy the warmth of the sun. Put one hand on your forehead and use your other hand to fan yourself like you are basking in the sun.</i>	put back of one hand on your forehead and use other hand to fan yourself
soggy	wet <i>Soggy means wet. Put your hands in front of you and wiggle your fingers like they are dripping water.</i>	hold hands in front of you with fingers pointing down and wiggle fingers like dripping water



1st Read



Over and Under the Rainforest

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like this book about hiking in the rainforest?

I think I would like to go for a hike in the rainforest one day.

Thumbs up if you would, too. (thinking gesture - finger on forehead)

Check their understanding

What did they see on their hike? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- leaf cutter ants, snakes, butterflies, etc.)

What did they hear on their hike? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- howler monkeys, a sharp snap, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<u>Search</u> means to look for something. Ready to clap? Search.	put one hand above your eyes and move head to look back and forth
<u>Bask</u> means to lay in the sunlight and enjoy the warmth of the sun. Bask	put back of one hand on your forehead and use other hand to fan yourself
<u>Soggy</u> means wet. Sog-gy, soggy.	hold hands in front of you with fingers pointing down and wiggle fingers like dripping water



1st Read

Over and Under the Rainforest



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

Would you be soggy if it started raining on you?

(Thinking gesture and then hand open to note choral response- yes)

If you couldn't find your lunch box would you search for it?

(Thinking gesture and then hand open to note choral response- yes)

If it was a cloudy, rainy day, could you bask?

(Thinking gesture and then hand open to note choral response- no)

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

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

- *The name of one animal you can see in the rainforest.*
- *How the rainforest feels.*
- *One thing you can hear in the rainforest.*
- *Where the largest rainforest in the world is.*



For the Teacher:

Preview

Swimmy



Unit 5a: South America, Part 3 - Ocean & Ocean Animals

Book 13: *Swimmy* by Leo Lionni

Materials Needed: Map of world and globe

Vocabulary

Word	Definition	Gesture
sea	a large body of salty water, another name for ocean	use hand and arm to make a wave motion in front of your body
escaped	got away safely	put arms to side like running and move them forward and backward
school	a group, or family, of fish	place hands side by side with palms facing down and move them in a wave motion forward like fish swimming together



1st Read

Swimmy

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)

Before

1. **Topic Introduction-** *Today we are going to start reading about a new habitat in South America. We just learned all about the rainforest. 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 the ocean.
2. **Book Introduction-** *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. *The title of this story is Swimmy. The author of the story is Leo Lionni. Who remembers what the author does? Tell me!* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. He also drew the pictures in the book so he is the illustrator and the author.*



1st Read

Swimmy

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.

Part of Text	Think Aloud (TA) - Question (Q)
"His name was Swimmy."	TA: <i>Swimmy is the black fish. All of his brothers and sisters are red. Swimmy is fast!</i>
"He was scared, lonely, and very sad."	TA: <i>I feel so sad for Swimmy! He's all alone and he misses his family. I wonder what he will do.</i>
"I'll be the eye."	TA: <i>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.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
sea	a large body of salty water, another name for ocean <i>A sea is a large body of salty water, another name for an ocean. Use one of your hands to make a wave motion in front of your body.</i>	use hand and arm to make a wave motion in front of your body
escaped	got away safely <i>Escaped means got away safely. Put your arms by your sides like you are running and move them back and forth like you are escaping.</i>	put arms to side like running and move them forward and backward
school	a group, or family, of fish <i>A school is a group, or family, of fish. Put your hands next to each other and move them like two fish swimming together.</i>	place hands side by side with palms facing down and move them in a wave motion forward like fish swimming together



1st Read

Swimmy

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like this book about Swimmy? Thumbs up if you enjoyed reading the story. (thinking gesture - finger on forehead)

Everyone say, Swimmy was so clever. (thinking gesture and then hand open to note choral response- Swimmy was so clever)

Do you know why Swimmy was clever? Thumbs up if you have an idea to share.

Start your sentence with “Swimmy was clever because...” Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding

Who was this story about?

(Thinking gesture and then hand open to note choral response- Swimmy)

Where did Swimmy live?

(Thinking gesture and then hand open to note choral response- the ocean, the sea)

2. Review the Vocabulary

In today’s story, we learned 3 new words. Let’s clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>The <u>sea</u> is a large body of salty water, another name for the ocean. Ready to clap? Sea.</i>	use hand and arm to make a wave motion in front of your body
<i><u>Escaped</u> means got away safely. Es-caped, escaped.</i>	put arms to side like running and move them forward and backward
<i><u>School</u> means a group or family of fish. School.</i>	place hands side by side with palms facing down and move them in a wave motion forward like fish swimming together



1st Read

Swimmy

After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What do you call a group of fish swimming together?

(Thinking gesture and then hand open to note choral response- school)

When someone or something gets away safely it _____?

(Thinking gesture and then hand open to note choral response- escapes)

Another word for an ocean is a _____?

(Thinking gesture and then hand open to note choral response- 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 Ocean 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 students are able to play independently.



2nd Read

Swimmy



Unit 5a: South America, Part 3 - Ocean & Ocean Animals

Book 13: *Swimmy* by Leo Lionni

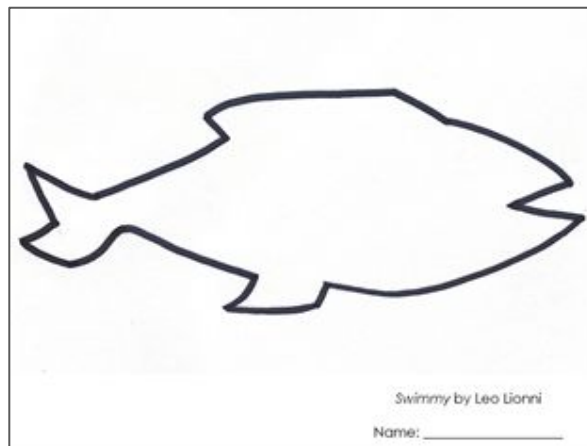
Re-Read & Activity: Craft

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? (Thinking gesture and then hand open to note choral response- Swimmy) *Swimmy! That's right!*
- 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? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) *Writes the words! Leo Lionni is also the illustrator. That means he drew the pictures, too. What does the illustrator do? Tell me!* (Thinking gesture and then hand open to note choral response- draw the pictures) *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.

Swimmy Craft





2nd Read

Swimmy



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“Only Swimmy escaped!”	Q: <i>Do you remember what that word “escaped” means? Who escaped from the big tuna?</i>
“growing from sugar-candy rocks...”	Q: <i>There are so many interesting and beautiful things to see in the ocean! What would you like to see in the ocean?</i>
“he saw a school of little fish, just like his own.”	Q: <i>How do you think this made Swimmy feel? He was so sad and lonely but then he saw another school of fish.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
sea	<p style="text-align: center;">a large body of salty water, another name for ocean</p> <p style="color: #4CAF50; text-align: center;"><i>A sea is a large body of salty water, another name for an ocean. Use one of your hands to make a wave motion in front of your body.</i></p>	use hand and arm to make a wave motion in front of your body
escaped	<p style="text-align: center;">got away safely</p> <p style="color: #4CAF50; text-align: center;"><i>Escaped means got away safely. Swimming was the only fish that escaped. Put your arms by your sides like you are running and move them back and forth like you are escaping.</i></p>	put arms to side like running and move them forward and backward
school	<p style="text-align: center;">a group, or family, of fish</p> <p style="color: #4CAF50; text-align: center;"><i>A school is a group, or family, of fish. Swimming found another group of fish just like his own. Put your two hands with your palms down next to each other and move them in a wave motion like two fish swimming together.</i></p>	place hands side by side with palms facing down and move them in a wave motion forward like fish swimming together



2nd Read

Swimmy



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. Tell me what your favorite part was. Start your sentence with "My favorite part was..." Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

What did Swimmy see in the ocean? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- rainforest animals- a lobster, seaweed, an eel with a long tail, etc.)

How did Swimmy trick the big tuna? What did he teach the school of fish?
(thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - various answers- rainforest animals- how to swim together to look like one big fish)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Another name for an ocean is _____ (sea). Let's clap it. Sea.</i>	use hand and arm to make a wave motion in front of your body
<i>When something gets away safely it _____ (escapes). Es-capes.</i>	put arms to side like running and move them forward and backward
<i>A group, or family, of fish is called a _____ (school). Let's clap it. School.</i>	place hands side by side with palms facing down and move them in a wave motion forward like fish swimming together

3. Follow-Up Activity: Craft

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.*



For the Teacher:
Preview
Over in the Ocean



Unit 5a: South America, Part 3 - Ocean & Ocean Animals
Book 14: *Over in the Ocean* by Marianne Berkes
Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
darted	move quickly	put hands together in front of you and move one hand quickly forward
graze	eat a little bit at a time all day long	put thumb and pointer finger together to pretend to pick up a small piece of food and bring it to your mouth
den	shelter, home, safe place	use arms to make a triangle above your head, like a shelter



1st Read

Over in the Ocean



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)

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-cean. 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 wrote the words, is Marianne Berkes. Jeannette Canyon is the illustrator. Who remembers what the illustrator does? Tell me!* (Thinking gesture and then hand open to note choral response- draws the pictures) *Yes, the illustrator draws the pictures.*



1st Read

Over in the Ocean



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.

Part of Text	Think Aloud (TA) - Question (Q)
“So they ground on the coral where the sea grasses grew.”	TA: <i>I wonder why the parrotfish grind on the coral. Are they eating the coral?</i>
“So they puffed in and out where the scuba divers dive.”	TA: <i>Pufferfish puff up when they are scared. I think they might be scared of the scuba divers. Let's count the pufferfish.</i>
“And her needlefish eight.”	TA: <i>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.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
darted	move quickly <i>Darted means move quickly. Put your hands together in front of you and move one hand quickly forward like it is darting.</i>	put hands together in front of you and move one hand quickly forward
graze	eat a little bit at a time all day long <i>Graze means to eat a little bit at a time all day long. Use your fingers to pretend to pick up a small piece of food and eat it.</i>	finger together to pretend to pick up a small piece of food and bring it to your mouth
den	shelter, home, safe place <i>A den is a shelter, a home, or a safe place. Use your arms to make a triangle above your head like a den or shelter.</i>	use arms to make a triangle above your head, like a shelter



1st Read

Over in the Ocean



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like counting the ocean animals? Thumbs up if you enjoyed reading the story. (thinking gesture - finger on forehead)

What was your favorite ocean animal?

Thumbs up if you have an idea to share. Start your sentence with “My favorite ocean animal is...”
Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding

What did we count in this book?

(Thinking gesture and then hand open to note choral response- ocean animals)

What animals live in the ocean? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up.
(Response - various answers- octopus, parrotfish, clownfish, etc.)

2. Review the Vocabulary

In today’s story, we learned 3 new words. Let’s clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Darted</u> means to move quickly. Ready to clap? Dar-ted, darted.</i>	put hands together in front of you and move one hand quickly forward
<i><u>Graze</u> means to eat a little bit at a time all day long. Graze.</i>	put thumb and pointer finger together to pretend to pick up a small piece of food and bring it to your mouth
<i><u>Den</u> is a shelter, home, or safe place. Den.</i>	use arms to make a triangle above your head, like a shelter



1st Read

Over in the Ocean



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What is another word for a shelter, home, or safe place?

(Thinking gesture and then hand open to note choral response- den)

If you eat a little bit at a time all day long you _____?

(Thinking gesture and then hand open to note choral response- graze)

If you moved quickly you _____?

(Thinking gesture and then hand open to note choral response- darted)

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.*



For the Teacher:

Preview

My Visit to the Aquarium



Unit 5a: South America, Part 3 - Ocean & Ocean Animals

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

Materials Needed: Map of world and globe

Vocabulary

Word	Definition	Gesture
settings	places where the fish usually live, habitats	point down in front of you, indicating 'right here'
disguised	change the way you look so you can hide	put hands up in front of eyes and open fingers to peek through like a disguise
darted	move quickly	put hands together in front of you and move one hand quickly forward



1st Read



My Visit to the Aquarium

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)

Before

1. **Topic Introduction-** *We have been reading about a new habitat in South America. Show me a thumbs up if you remember the name of the habitat.* (Thinking gesture and then hand open to note choral response- the ocean) *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. *The title of this book is My Visit to the Aquarium and the author is Aliki. Who remembers what the author does? Tell me!* (Thinking gesture and then hand open to note choral response- write the words) *Yes, the author writes the words.*



1st Read



My Visit to the Aquarium

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.

Part of Text	Think Aloud (TA) - Question (Q)
"I knew we'd have fun."	TA: <i>Wow! This does look like a really fun place. I understand why he knew they would have fun as soon as he walked in.</i>
"And another has poisonous spines."	TA: <i>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!</i>
"And we only got our hands wet!"	TA: <i>The family 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?</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
settings	places where the fish usually live, habitats <i>Settings are places where fish usually live, their habitat. Point down in front of you, that is your setting.</i>	point down in front of you, indicating 'right here'
disguised	change the way you look so you can hide <i>Disguised means the way you look when you are trying to hide. Put your hands up in front of your eyes and open your fingers to peek through like a disguise.</i>	put hands up in front of eyes and open fingers to peek through like a disguise
darted	move quickly <i>Darted means move quickly. Put your hands together in front of you and move one hand quickly forward like it is darting.</i>	put hands together in front of you and move one hand quickly forward



1st Read



My Visit to the Aquarium

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like that story about the family visiting the aquarium?

Thumbs up if you enjoyed reading the story. (thinking gesture - finger on forehead)

What was your favorite part? Thumbs up if you have an idea to share.

Start your sentence with "My favorite part was..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding

Where did the story take place? (Thinking gesture and then hand open to note choral response- the aquarium)

What animals live in an aquarium? (thinking gesture - finger on forehead) *If you have an idea to share, show a thumbs up.* Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- ocean animals, fish, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>The <u>settings</u> are places where the fish usually live, their habitats. Ready to clap? Set-tings, settings.</i>	point down in front of you, indicating 'right here'
<i><u>Disguised</u> means to change the way you look so you can hide. Dis-guised, disguised</i>	put hands up in front of eyes and open fingers to peek through like a disguise
<i><u>Darted</u> means to move quickly. Dar-ted, darted.</i>	put hands together in front of you and move one hand quickly forward



1st Read

My Visit to the Aquarium



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

When you are trying to look different to hide you are _____?

(Thinking gesture and then hand open to note choral response- disguised)

The places where fish usually live are their _____?

(Thinking gesture and then hand open to note choral response- settings)

When a fish is trying to quickly get away from another fish it _____?

(Thinking gesture and then hand open to note choral response- darted)

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. I'm going to say the name of something and you are going to tell me if that thing might live in an aquarium. Ready?*

- *Fish?* (Yes!)
- *Lobsters?* (Yes!)
- *An octopus?* (Yes!)
- *Monkeys?* (No!)
- *Sharks?* (Yes!)
- *Giraffes?* (No!)



For the Teacher:
Preview
It's a Seashell Day



Unit 5a: South America, Part 3 - Ocean & Ocean Animals

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

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
dune	a hill made of sand	curve hand and move it in a shape of a dune
pail	a bucket	use one hand to hold the handle of a pretend pail and use the other hand to scoop sand into the pail
muck	dirt or yucky, sticky things	shake hands and make a face like you are shaking muck off your hands



1st Read

It's a Seashell Day



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)

Before

1. **Topic Introduction-** *We have been reading about the continent called South America. The largest rainforest in the world is in South America. There is a lot of ocean in South America, too. The rainforest 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. *This book is called It's a Seashell Day. The author is Dianne Ochiltree. Who remembers what the author does? Tell me.* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

It's a Seashell Day



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.

Part of Text	Think Aloud (TA) - Question (Q)
"Mommy tells me, 'It's a seashell day!'"	TA: <i>A seashell day? I wonder what that means. It looks like they live in a house near the ocean. Q: Do you see all the water?</i>
"Go away, wave, so I can dig!"	TA: <i>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.</i>
"Two more shells- numbers nine then ten."	TA: <i>Ten! He found ten shells! I wonder what he will do with all of those shells.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
dune	a hill made of sand <i>A dune is a hill made of sand. Curve your hand and move it in the shape of a dune.</i>	curve hand and move it in a shape of a dune
pail	a bucket <i>A pail is another word for a bucket. Pretend to hold a pail in one hand and use your other hand to scoop sand into it.</i>	use one hand to hold the handle of a pretend pail and use the other hand to scoop sand into the pail
muck	dirt or yucky, sticky things <i>Muck is dirt or yucky, sticky things. Shake your hands and make a yucky face like you are shaking muck off your hands.</i>	shake hands and make a face like you are shaking muck off your hands



1st Read

It's a Seashell Day



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like the story of the seashell day?

Thumbs up if you think a seashell day sounds fun. (thinking gesture - finger on forehead)

Thumbs up if you have visited a beach before. (thinking gesture - finger on forehead)

Check their understanding

What did the boy find in this story?

(Thinking gesture and then hand open to note choral response- seashells)

Who was in this story?

(Thinking gesture and then hand open to note choral response- the boy and his mother)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>A <u>dune</u> is a hill made of sand. Ready to clap, dune.</i>	curve hand and move it in a shape of a dune
<i>A <u>pail</u> is a bucket. Pail.</i>	use one hand to hold the handle of a pretend pail and use the other hand to scoop sand into the pail
<i><u>Muck</u> is dirt or yuck, sticky things. Muck.</i>	shake hands and make a face like you are shaking muck off your hands



1st Read

It's a Seashell Day



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What do we call a hill made of sand?

(Thinking gesture and then hand open to note choral response- dune)

If something is dirty or yucky, and sticky we call it _____?

(Thinking gesture and then hand open to note choral response- muck)

What is another word for a bucket?

(Thinking gesture and then hand open to note choral response- pail)

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**.*
(Thinking gesture and then hand open to note choral response- Yes)
- *We reach the **beach**. Herring gulls **flock**.*
(Thinking gesture and then hand open to note choral response- No)
- *Nine and ten- both from the **sea**. I brought the beach home with **me!***
(Thinking gesture and then hand open to note choral response- Yes)



2nd Read

It's a Seashell Day



Unit 5a: South America, Part 3 - Ocean & Ocean Animals

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

Re-Read & Activity: Extending a Pattern

Materials Needed: *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? Show me a thumbs up if you can tell me what this boy found in the story. (Thinking gesture and then hand open to note choral response- seashells) *You are right! He found seashells.*
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? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words. Elliot Krelloff 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.



2nd Read

It's a Seashell Day



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
"I rush down the path, over the dune."	Q: <i>What is a dune?</i> (a sandy hill)
"Let's put it back to live in the sea."	Q: <i>Why are they going to put the shell back in the ocean?</i> (an animal is still living in it)
"numbers nine then ten."	Q: <i>How many shells did he find?</i> (ten)

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
dune	a hill made of sand <i>A dune is a hill made of sand. Curve your hand and move it in the shape of a dune.</i>	curve hand and move it in a shape of a dune
pail	a bucket <i>A pail is another word for a bucket. Pretend to hold a pail in one hand and use your other hand to scoop sand into it.</i>	use one hand to hold the handle of a pretend pail and use the other hand to scoop sand into the pail
muck	dirt or yucky, sticky things <i>Muck is dirt or yucky, sticky things. Shake your hands and make a yucky face like you are shaking muck off your hands.</i>	shake hands and make a face like you are shaking muck off your hands



2nd Read

It's a Seashell Day



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead) *Show me a thumb if you liked this book. Tell me what your favorite part was. Start your sentence with "My favorite part was..."*

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

What did the boy find in the book?

(Thinking gesture and then hand open to note choral response- shells)

Where did the story take place?

(Thinking gesture and then hand open to note choral response- the beach, near the ocean)

Who was in the story?

(Thinking gesture and then hand open to note choral response- the boy and his mother)

2. Review Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words Review each word stating the definition and making the gesture.

Word Definition to use	Gesture
<i>A hill made of sand is a _____ (dune). Let's clap it. Dune.</i>	curve hand and move it in a shape of a dune
<i>Another word for a bucket is a _____ (pail). Ready to clap it? Pail.</i>	use one hand to hold the handle of a pretend pail and use the other hand to scoop sand into the pail
<i>When something is dirty or yucky and sticky it can be called _____ (muck). Let's clap it. Muck.</i>	shake hands and make a face like you are shaking muck off your hands

3. Follow-Up Activity: Extending a Pattern

Note: Patterns are first introduced in Lesson 1, Math Book 2.

In the materials, 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. If new to patterning, start with the simple patterns.

Model: Use the first simple patterning cards to model and practice reading a basic pattern with the shells. Lay out the pattern and as you lay out the cards, name the shells pointing out how they switch back and forth - pink shell, white shell, pink shell, white shell, etc. *Look there is a pattern! We go back and forth from one shell to another back and forth.* Have the children read the pattern with you after you lay it out.

Practice Together: Using the 2nd set of simple patterning cards, lay out the first two cards and ask the students to finish the pattern with you, helping you plan what comes next. Have the children read the pattern with you after you lay it out.

Challenging patterns (if ready for this). Model and practice with the challenging patterns materials.



Shared Writing It's a Seashell Day



Planning Guide - Tell a Story

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

The boy and his mother had a seashell day.

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.

Vocabulary to Include if Possible		
Word	Definition	Gesture
dune	a hill made of sand	curve hand and move it in a shape of a dune
pail	a bucket	use one hand to hold the handle of a pretend pail and use the other hand to scoop sand into the pail
muck	dirt or yucky, sticky things	shake hands and make a face like you are shaking muck off your hands

Let's Write!

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? (thinking gesture - finger on forehead) 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? (thinking gesture - finger on forehead and then hand open to note choral response - ten) What did they do with the shells at the end of the story? (thinking gesture - finger on forehead) If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up to share responses.



Shared Writing

It's a Seashell Day



Write Topic Sentence

1. **Plan:** *Let's work together to tell the story of what happened in this book. Let's start by finishing this sentence I wrote here. It says The boy and his mother had a _____.* How did the story start? What kind of day did the boy and his mother have? (thinking gesture - finger on forehead and then hand open to note choral response - seashell day) *Seashell day. Good!*
2. **Write:** Write *seashell day* to complete the sentence.
3. **Read aloud, pointing to each word:** *The boy and his mother had a seashell day.*

Write Detail Sentence(s)

1. **Plan:** *Let's tell the rest of the story. What happened first?* 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.
2. **Write:** *First the boy went down the path and over the dunes.*
3. **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. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told about what happened on their seashell day. Now, how did the story end?*
2. **Write:** *Finally, they went home and made a seashell display.*
3. **Read aloud, pointing to each word:** *Finally, they went home and made a seashell display.* Read again, encouraging children to read with you

Read the whole paragraph with students. Post writing where they can see it.



For the Teacher:
Preview
Goodnight, Little Llama

Unit 5a: South America, Part 4 - Plateau (Altiplano) Animals: Llamas
Book 17: *Goodnight, Little Llama* by Amanda Wood
Materials Needed: Map of the world and globe

Vocabulary		
Word	Definition	Gesture
herd	a group of animals that are the same	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
creature	an animal	place both hands on forehead to make animal ears
snuggled	settled into a warm, cozy spot	Wrap arms around body and rest head on shoulder



1st Read

Goodnight, Little Llama

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)

Before

1. **Topic Introduction-** *We have been learning about the continent called South America. Let's clap that. South A-mer-i-ca. Great! We learned about animals that live in the rainforests and oceans. Now we are going to learn about another animal that lives in South America.*
2. **Book Introduction-** *This is a very interesting animal! I wonder what it is. The title of this book is Goodnight, Little Llama. This animal must be a llama!*
3. **Title and Author-** *Amanda Wood is the author that means she* (finger to forehead then open hand to note choral response- wrote the words.) *Yes. She wrote the words.*



1st Read

Goodnight, Little Llama

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.

Part of Text	Think Aloud (TA) - Question (Q)
“to the very top of the windy mountain.”	TA: Llamas live near mountains. They are very good climbers.
“‘I could climb the mountain with you,’ he said.”	Q: What kind of animal is that? It’s small, gray, and furry.
“‘Why don’t you ride on my back?’ asked Little Llama.”	TA: That is so kind of Little Llama! Chinchilla helped him get up the mountain, now he is going to help his friend get down.

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

Key content: Llamas live near the mountains in South America. Friends help each other.

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

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
herd	a group of animals that are the same. <i>A herd is a group of animals that are the same. Let’s make two animals with our hands and move them together like a herd.</i>	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
creature	an animal <i>A creature is an animal. Let’s all use our hands to make animal ears to help us remember that creatures are animals.</i>	place both hands on forehead to make animal ears
snuggled	settled in a warm, cozy spot <i>Snuggled means settled into a warm, cozy spot. Let’s pretend to wrap ourselves in a warm, cozy blanket to remember the word snuggled.</i>	Wrap arms around body and rest head on shoulder



1st Read

Goodnight, Little Llama

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like reading about how Little Llama and Chinchilla helped each other?

(thinking gesture - finger on forehead)

Thumbs up if you like the story. Thumbs up if you help your friends sometimes, too.

Check their understanding

Where does Little Llama live with her herd? Llama lives near the windy...

(thinking gesture then open hand to note choral response- mountains.)

Yes, she lives near the windy mountains in South America.

What kind of animal was Little Llama's small, gray, furry friend?

(thinking gesture then open hand to note choral response- a chinchilla.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Herd</u> means a group of animals that are the same. Let's clap it. Herd. One clap.</i>	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
<i><u>Creature</u> is an animal. Ready to clap it? Crea-<u>ture</u>. Creature.</i>	place both hands on forehead to make animal ears
<i><u>Snuggled</u> means to settle in a warm, cozy spot. Let's clap it. Snug-<u>gled</u>. Snuggled.</i>	Wrap arms around body and rest head on shoulder



1st Read

Goodnight, Little Llama

After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

One of the new words we learned was snuggled. Snuggle means to settle in a warm, cozy spot. I'm going to name a place and I want you to tell me if it sounds like a good place to snuggle or not. Thumbs up if this is a warm, cozy place that would be good for snuggling...

- *a cold, hard rock? (no)*
- *a soft, fluffy couch? (yes)*
- *a squishy cot with your favorite blanket? (yes)*
- *in a cold, slimy mud puddle? (no)*

3. **Follow Up Activity-** Story Retell

Explain, *We are going to tell the story again. I want you to help me.* Show pictures in book to help children remember if necessary.

Once upon a time, there was a little llama who lived near the windy mountains with her _____ (herd.) The bigger llamas decided to climb the mountain to find the sweetest grass. Little llama couldn't keep up and she got left behind. A small, gray, furry creature said, "I can climb the mountain with you." It was her friend _____ (Chinchilla.) Together they climbed up the steep mountainside. On the way down the mountain, Chinchilla started to feel _____ (tired.) Little Llama carried Chinchilla on her back all the way down. Friends help each other. The end.



For the Teacher:

Preview

Is Your Mama a Llama?



Unit 5a: South America, Part 4 - Plateau (Altiplano) Animals: Llamas

Book 18: *Is Your Mama a Llama?* by Deborah Guarino

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
behave	to follow the rules	tap finger against palm of other hand, like a reminder to behave
graze	eat a little bit at a time all day long	put thumb and pointer finger together to pretend to pick up a small piece of food and bring it to your mouth
herd	a group of animals that are the same	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd



1st Read



Is Your Mama a Llama?

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)

Before

1. **Topic Introduction-** *Yesterday we started reading about another animal that lives in South America. We learned about... llamas! Llamas live in the altiplano habitat, near the mountains. Let's clap that word. Al-ti-plan-o. It's a flat area in the mountains.*
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. Who remembers what the author does? Tell me!* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read



Is Your Mama a Llama?

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.

Part of Text	Think Aloud (TA) - Question (Q)
"I think that your mama sounds more like a..."	TA: <i>Hmmm. What kind of animal hangs by her feet and lives in a cave? I think his mama is a bat!</i>
"I'm beginning to feel that your mama must really be a..."	TA: <i>What animal has flippers and whiskers and eats fish all day? I think his mama is a seal!</i>
"My mama's a..."	TA: <i>What animal has big ears, long lashes, and fur? His mama must be a llama!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
behave	how you act <i>Behave means how you act. Tap your finger against the palm of your other hand like a reminder to behave.</i>	tap finger against palm of other hand, like a reminder to behave
graze	eat a little bit at a time all day long <i>Graze means to eat a little bit at a time all day long. Use your fingers to pretend to pick up a small piece of food and eat it.</i>	put thumb and pointer finger together to pretend to pick up a small piece of food and bring it to your mouth
herd	a group of animals that are the same <i>A herd is a group of animals that are the same. Let's make two animals with our hands and move them together like a herd.</i>	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd



1st Read



Is Your Mama a Llama?

After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like using the clues to guess the animal? (thinking gesture - finger on forehead)

Thumbs up if you like that. Thumbs down if you didn't think that was fun.

Check their understanding

What animals were in this book? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- bat, cow, seal, etc.)

Where do the llamas live? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - the altiplano area, the mountains, South America)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Behave</u> means how you act. Ready to clap? Be-have, behave.</i>	tap finger against palm of other hand, like a reminder to behave
<i><u>Graze</u> means to eat a little bit at a time all day long. Graze.</i>	put thumb and pointer finger together to pretend to pick up a small piece of food and bring it to your mouth
<i>A <u>herd</u> is a group of animals that are the same. Herd.</i>	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd



1st Read



Is Your Mama a Llama?

After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What do we call a group of animals that are the same?

(Thinking gesture and then hand open to note choral response- herd)

If you eat a little bit at a time all day long you _____?

(Thinking gesture and then hand open to note choral response- graze)

What is a word that means how you act?

(Thinking gesture and then hand open to note choral response- behave)

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**.*
(Thinking gesture and then hand open to note choral response- Yes)
- *Oh, Lloyd, don't be **silly**! Llyn said with a **grin**.*
(Thinking gesture and then hand open to note choral response- No)



2nd Read

Is Your Mama a Llama?



Unit 5a: South America, Part 4 - Plateau (Altiplano) Animals: Llamas

Book 18: *Is Your Mama a Llama?* by Deborah Guarino

Re-Read & Activity: Craft

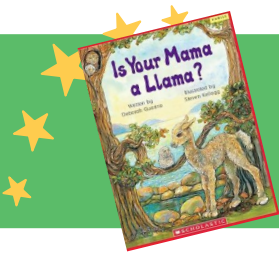
Materials Needed: book, craft template, colorful scrapbook paper cut for saddle blanket, tiny pom-poms, liquid glue, crayons or markers

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 writes the words. What does that author do? Tell me! (Thinking gesture and then hand open to note choral response- writes the words) 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.

Is Your Mama a Llama Craft





2nd Read

Is Your Mama a Llama?



During

1. **Read** with excitement and fluency.
2. **Think Aloud and Ask Questions as you read.**

Part of Text	Think Aloud (TA) - Question (Q)
“She hangs by her feet, and she lives in a cave.”	Q: <i>What kind of animal is Dave’s mama?</i>
“She grazes on grass, and she likes to say Moo!”	Q: <i>What kind of animal is Jane’s mama?</i>
“She’s got big hind legs and a pocket for me”	Q: <i>What kind of animal is Rhonda’s mama? Do kangaroos live in South America? No!</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
behave	how you act <i>Behave means how you act. Tap your finger against the palm of your other hand like a reminder to behave.</i>	tap finger against palm of other hand, like a reminder to behave
graze	eat a little bit at a time all day long <i>Graze means to eat a little bit at a time all day long. Use your fingers to pretend to pick up a small piece of food and eat it.</i>	put thumb and pointer finger together to pretend to pick up a small piece of food and bring it to your mouth
herd	a group of animals that are the same <i>A herd is a group of animals that are the same. Let’s make two animals with our hands and move them together like a herd.</i>	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd



2nd Read

Is Your Mama a Llama?



After

1. Ask Questions

Ask their opinion

Did you like this book? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book. Tell me what your favorite animal was.

Start your sentence with “My favorite animal was...” Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Discussion questions

What kind of animal mamas were in this book? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up. (Response - various answers- bats, cows, kangaroos, etc.)

Where do llamas live? (Thinking gesture and then hand open to note choral response- the altiplano habitat, the mountains, South America)

2. Review Vocabulary

In today’s story, we learned 3 new words. Let’s clap out our new words Review each word stating the definition and making the gesture.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>The way we act is how we _____ (behave). Be-have. Behave.</i>	tap finger against palm of other hand, like a reminder to behave
<i>When we eat a little bit at a time all day long we _____ (graze). Let’s clap it. Graze.</i>	put thumb and pointer finger together to pretend to pick up a small piece of food and bring it to your mouth
<i>A group of animals that are the same are called a _____ (herd). Let’s clap it. Herd.</i>	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd

3. Follow-Up Activity: Craft

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.



For the Teacher:

Preview

Maria Had a Little Llama



Unit 5a: South America, Part 4 - Plateau (Altiplano) Animals: Llamas

Book 19: *Maria Had a Little Llama* by Angela Dominguez

Materials Needed: Map of world and globe

Vocabulary

Word	Definition	Gesture
fleece	the llama's fur	rub arm gently
lingered	stayed nearby	curve both hands with fingers facing down and move one hand close to the other
eager	excited about something	smile big and clap hands



1st Read

Maria Had a Little Llama



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)

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. *The title of this story is Maria Had a Little Llama. The author of the story is Angela Dominguez. Who remembers what the author does? Tell me!* (Thinking gesture and then hand open to note choral response- writes the words) *Yes, the author writes the words.*



1st Read

Maria Had a Little Llama



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.

Part of Text	Think Aloud (TA) - Question (Q)
“the llama was sure to go”	<p>TA: <i>This story sounds familiar! It reminds me of the song Mary Had a Little Lamb.</i></p> <p>Q: <i>Do you know that song?</i></p>
“He followed her to school one day.”	<p>TA: <i>Do you see the mountains in the background? Llamas live in the altiplano area of the mountains in South America.</i></p>
“The teacher had to send him out.”	<p>TA: <i>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</i></p>

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

Key content: Llamas live in the altiplano habitat 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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
fleece	<p>the llama’s fur</p> <p><i>Fleece is the llama’s fur. Rub your arm gently like it is fleece.</i></p>	rub arm gently
lingered	<p>stayed nearby</p> <p><i>Lingered means stayed nearby. Make two animals with your hands and move one hand closer to the other to show it lingering.</i></p>	curve both hands with fingers facing down and move one hand close to the other
eager	<p>excited about something</p> <p><i>Eager means excited about something. Smile big and clap your hands to show you are eager.</i></p>	smile big and clap hands



1st Read

Maria Had a Little Llama



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like that story about Maria and her llama? (thinking gesture - finger on forehead)

Turn to the person next to you and tell them "I liked that story" or "I didn't like that story."

Check their understanding

Who was this book about?

(Thinking gesture and then hand open to note choral response- Maria and her llama)

Where did the llama follow Maria?

(Thinking gesture and then hand open to note choral response- to her school)

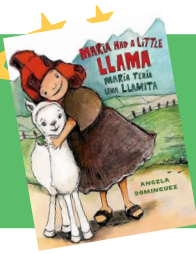
2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Fleece</u> is the llama's fur. Ready to clap? Fleece.</i>	rub arm gently
<i><u>Lingered</u> means staying nearby. Lin-gered, lingered.</i>	curve both hands with fingers facing down and move one hand close to the other
<i><u>Eager</u> means excited about something. Ea-ger, eager.</i>	smile big and clap hands



1st Read

Maria Had a Little Llama



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

Would you be eager to go on a fun trip?

(Thinking gesture and then hand open to note choral response- yes)

If you do not want to go to bed would you be eager to go to bed?

(Thinking gesture and then hand open to note choral response- no)

Would you be eager if your birthday was coming soon?

(Thinking gesture and then hand open to note choral response- yes)

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 near the mountains.



Shared Writing

Mara Had a Little Llama



Planning Guide - Tell a Story

Topic Sentence: Write the topic sentence on the board, leaving a blank space for the underlined word:

Maria had a little llama.

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.

Vocabulary to Include if Possible

Word	Definition	Gesture
fleece	the llama's fur	rub arm gently
lingered	stayed nearby	curve both hands with fingers facing down and move one hand close to the other
eager	excited about something	smile big and clap hands

Let's Write!

Discuss the book and vocabulary: *We read this book called Mara 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? (thinking gesture - finger on forehead- to school)*



Shared Writing

Maria Had a Little Llama



Write Topic Sentence

1. **Plan:** *Let's work together to tell the story of what happened in this book. Let's start by finishing this sentence I wrote here. Maria had a little _____.* How did the story start? What kind of animal did Maria have? (thinking gesture - finger on forehead and then hand open to note choral response - llama) *Llama. Good!*
2. **Write:** Write *llama* to complete the sentence.
3. **Read aloud, pointing to each word:** *Maria had a little llama.*

Write Detail Sentence(s)

1. **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.
2. **Write:** *First the llama had fleece as white as snow.*
3. **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. This can also be returned to tomorrow or added to later in the day.

Write Concluding Sentence

1. **Plan:** *We told about what happened when the llama followed Maria to school. Now, how did the story end?*
2. **Write:** *Finally, the school day ended and Maria and her llama were together again.*
3. **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 the whole paragraph with students. Post writing where they can see it.



For the Teacher:

Preview

National Geographic Kids: Llamas



Unit 5a: South America, Part 4 - Plateau (Altiplano) Animals: Llamas

Book 20: *National Geographic Kids: Llamas* by Maya Myers

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
herd	a group of animals that are the same	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
herbivore	an animal that only eats plants	pretend to pick a leaf and chew it
communicate	share information	cup hands around mouth and pretend to talk



1st Read

National Geographic Kids: Llamas



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)

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.*



1st Read

National Geographic Kids: Llamas



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.

Part of Text	Think Aloud (TA) - Question (Q)
"This is where they live!"	TA: <i>Llamas live in the Andes Mountains. I see the mountains in this picture.</i>
"Llamas live in family groups called herds."	TA: <i>There are two herds on this page. One is a very large herd. The other is a small herd, with just three llamas.</i>
"A baby llama is called a cria."	TA: <i>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.</i>

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 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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
herd	a group of animals that are the same <i>A herd is a group of animals that are the same. Let's make two animals with our hands and move them together like a herd.</i>	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
herbivore	an animal that only eats plants <i>A herbivore is an animal that only eats plants. Pretend to pick a leaf and chew it.</i>	pretend to pick a leaf and chew it
communicate	share information <i>Communicate means share information. Cup your hands around your mouth and pretend to talk, or communicate.</i>	cup hands around mouth and pretend to talk



1st Read

National Geographic Kids: Llamas



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like learning about llamas? (thinking gesture - finger on forehead)

Show me a thumb if you liked this book.

Tell me something you learned about llamas. Start your sentence with "I learned..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding

What is a llama family group called?

(Thinking gesture and then hand open to note choral response- a herd)

How do llamas help people? What do llamas do for people? (thinking gesture - finger on forehead)

If you have an idea to share, show a thumbs up. Encourage all to think about their answer and call on 1-2 students who have their thumbs up.

(Response - various responses- give wool for clothing, carry things for people, etc.)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i>Herds are a group of animals that are the same. Ready to clap? Herd.</i>	curve both hands with fingers facing down and bounce them around slightly together like two animals moving together in a herd
<i><u>Herbivore</u> is an animal that only eats plants. Her-biv-ore, herbivore.</i>	pretend to pick a leaf and chew it
<i><u>Communicate</u> means to share information. Com-mun-ic-ate, communicate.</i>	cup hands around mouth and pretend to talk



1st Read

National Geographic Kids: Llamas



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

If you are telling your friend a story, are you communicating?

(Thinking gesture and then hand open to note choral response- yes)

If an animal eats meat and plants is it a herbivore?

(Thinking gesture and then hand open to note choral response- no)

If an animal only eats plants is it a herbivore?

(Thinking gesture and then hand open to note choral response- yes)

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 show me a thumbs up if the fact was in the book and a thumbs down if it wasn't in the book.*

Practice thumbs up and down.

- *Llamas live in the ocean.*
(Thinking gesture and then hand open to note thumbs down- No)
- *Llamas live in the mountains.*
(Thinking gesture and then hand open to note thumbs up- Yes)
- *Llama babies are called cria.*
(Thinking gesture and then hand open to note thumbs up- Yes)



For the Teacher:

Preview

Volcanoes



Unit 5a: South America, Part 4 - Plateau (Altiplano) Animals: Llamas

Book 21: *Volcanoes* by The Project Ready! Team

Materials Needed: Map of world and globe

Vocabulary		
Word	Definition	Gesture
destructive	causing a lot of damage	pretend to bang something with your fist
coastline	the area along the edge of a continent, where the land meets the ocean	hold one hand out and trace outline of hand with one finger from the other hand
erupt	explode with fire, noise, and lava	hold hands together in fists and push them up above head and open them up



1st Read

Volcanoes



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)

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. *This book was written by a team of people. The people who write the book are called the* (Thinking gesture and then hand open to note choral response-author) *That's right, the person or people who write a book are the author.*



1st Read
Volcanoes



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.

Part of Text	Think Aloud (TA) - Question (Q)
“Some people call this the Ring of Fire.”	TA: <i>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.</i>
“Volcanoes can look like holes, hills, or even tall mountains.”	TA: <i>Not all volcanoes look the same. Volcanoes are just openings in the Earth.</i>
“That is why many people grow food and crops near volcanoes.”	TA: <i>I didn’t know that people grow food near volcanoes. The lava makes the soil very rich so plants grow well.</i>

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.

Word	Definition to use and <i>how to introduce gesture</i>	Gesture
destructive	causing a lot of damage <i>Destructive means causing a lot of damage. Pretend to bang something with your fist to show destructive.</i>	pretend to bang something with your fist
coastline	the area along the edge of a continent, where the land meets the ocean <i>Coastline is the area along the edge of a continent, where the land meets the ocean. Hold one hand out and trace the outline of your hand with one finger like it is the coastline.</i>	hold one hand out and trace outline of hand with one finger from the other hand
erupt	explode with fire, noise, and lava <i>Erupt means to explode with fire, noise, and lava. Hold your hands in fists then push them up over your head and open them up to show a volcano erupting.</i>	hold hands together in fists and push them up above head and open them up



1st Read

Volcanoes



After

1. Ask Questions

Now I am going to ask you a few questions about our story. When I put my finger to my forehead that means I want you to think about your answer.

Ask their opinion

Did you like learning about volcanoes? Thumbs up if you did.

(thinking gesture - finger on forehead)

Turn to someone near you and tell them one thing learned about volcanoes.

(Pause briefly for discussion or facilitation of conversation.)

Put your thumb up if you would like to tell everyone. Start your sentence with, "I learned..."

Encourage all to think about their answer and call on 1-2 students who have their thumb up.

Check their understanding

What do we call a volcano that has erupted recently and might erupt again?

(Thinking gesture and then hand open to note choral response- active)

Where do we find most volcanoes?

(Thinking gesture and then hand open to note choral response- along the coastline of continents, the Ring of Fire)

2. Review the Vocabulary

In today's story, we learned 3 new words. Let's clap out our new words

Review each word stating the definition, making the gesture, and then clapping out the word.

Encourage students to say the word and use the gesture with you.

Word Definition to use	Gesture
<i><u>Destructive</u> means causing a lot of damage. Ready to clap, de-struc-tive, destructive.</i>	pretend to bang something with your fist
<i>The <u>coastline</u> is the area along the edge of a continent where the land meets the ocean. Coast-line. Coastline.</i>	hold one hand out and trace outline of hand with one finger from the other hand
<i><u>Erupt</u> means to explode with fire, noise, and lava. E-rupt. Erupt.</i>	hold hands together in fists and push them up above head and open them up



1st Read

Volcanoes



After Continued

Ask questions (thinking gesture) with choral responding (open hand gesture).

What do we call it when something explodes with fire, noise, and lava?

(Thinking gesture and then hand open to note choral response- erupt)

What do we call the area along the edge of a continent where the land meets the ocean?

(Thinking gesture and then hand open to note choral response- coastline)

What do we call something that causes a lot of damage?

(Thinking gesture and then hand open to note choral response- destructive)

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.



Appendix

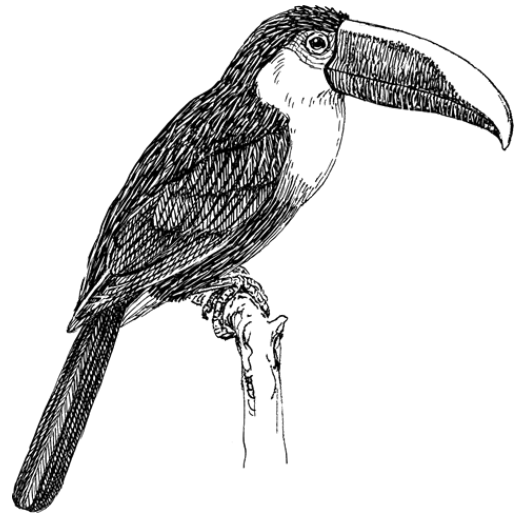
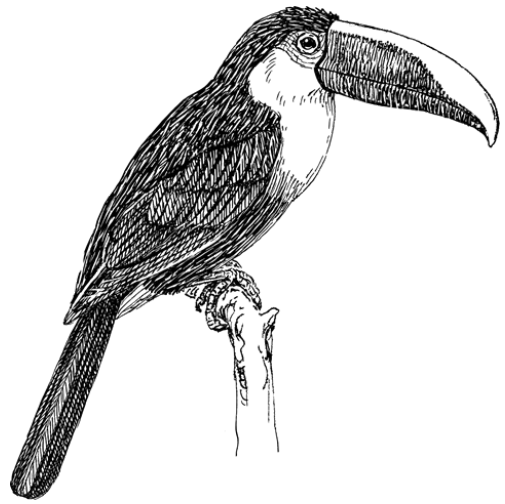
Blackline Masters

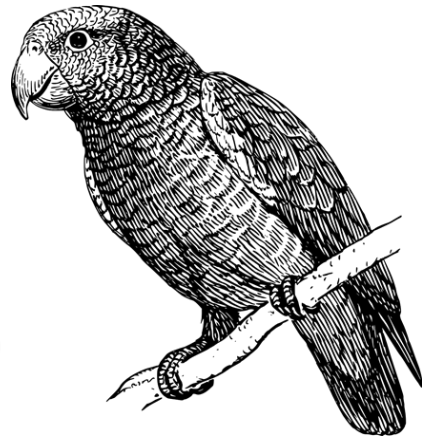
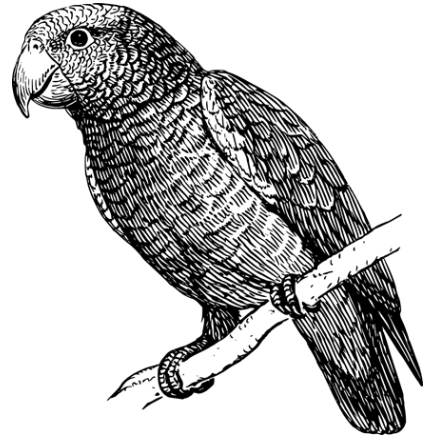
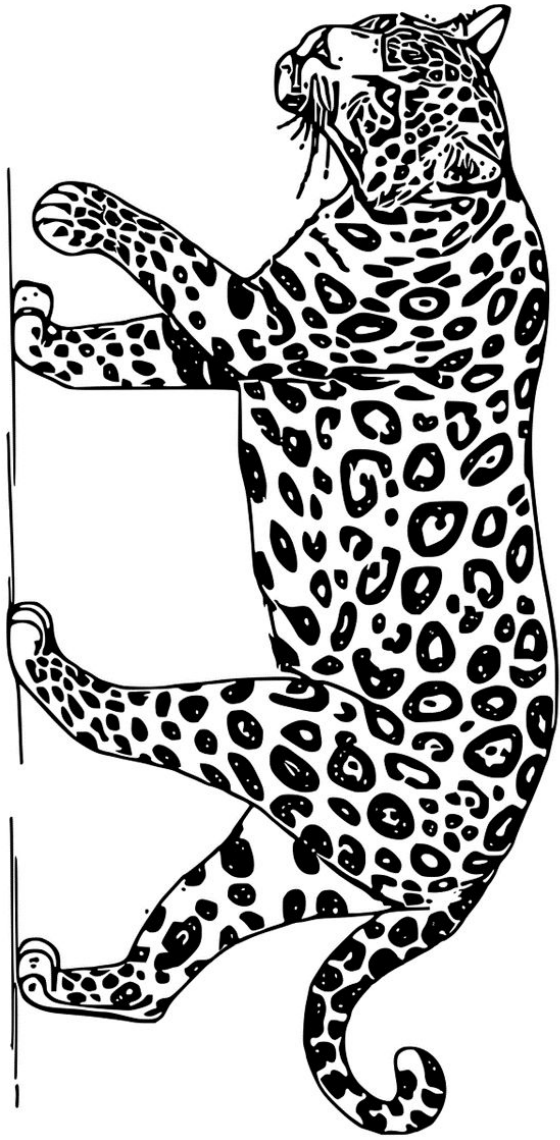
- ★ Book 10: *The Rainforest Grew All Around* mural animals
 - Print a few animals for each student to glue to mural

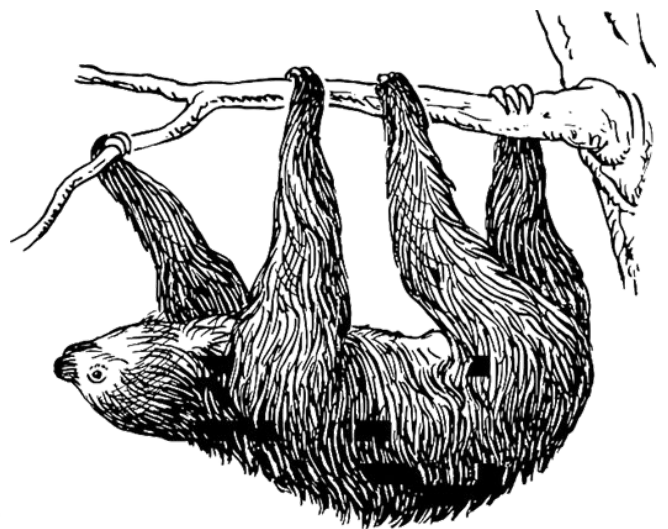
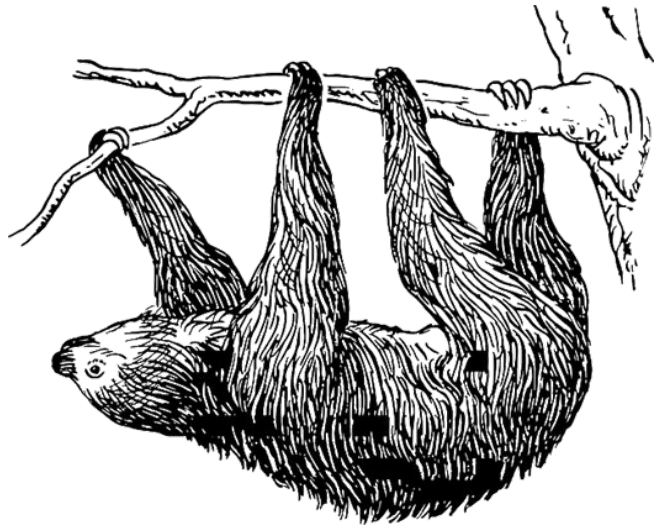
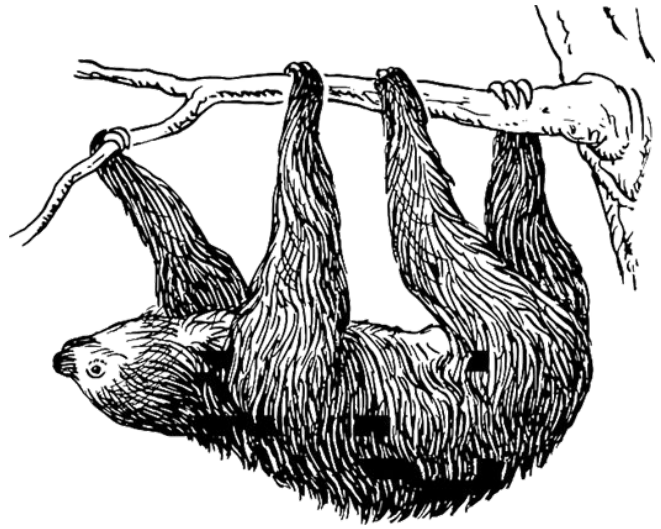
- ★ Book 13 - *Swimmy* Craft - one for each student
 - Also needed: two small fish shapes cut from sponges, red and black paint

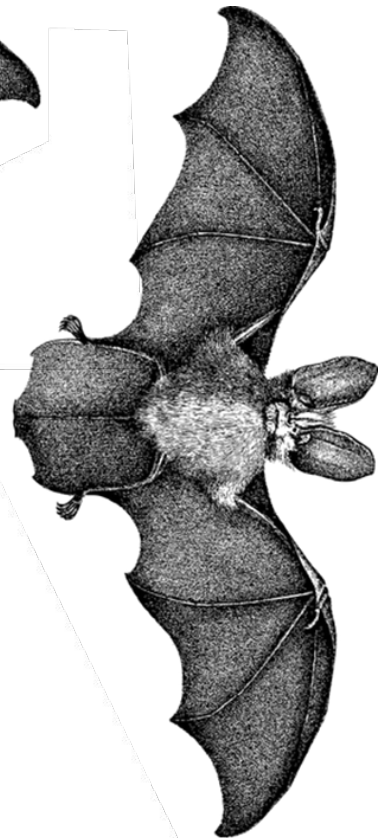
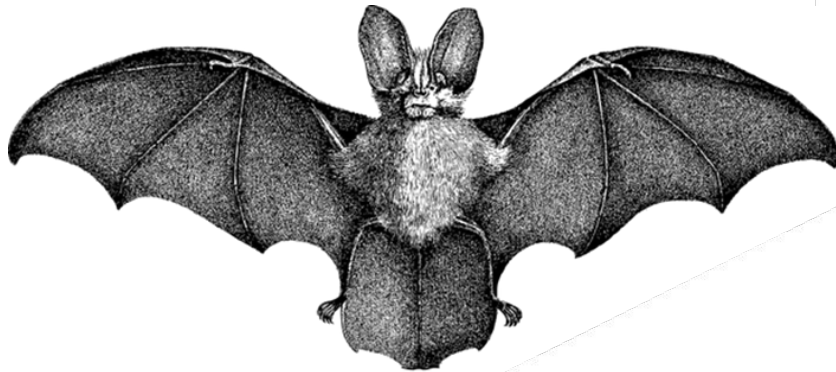
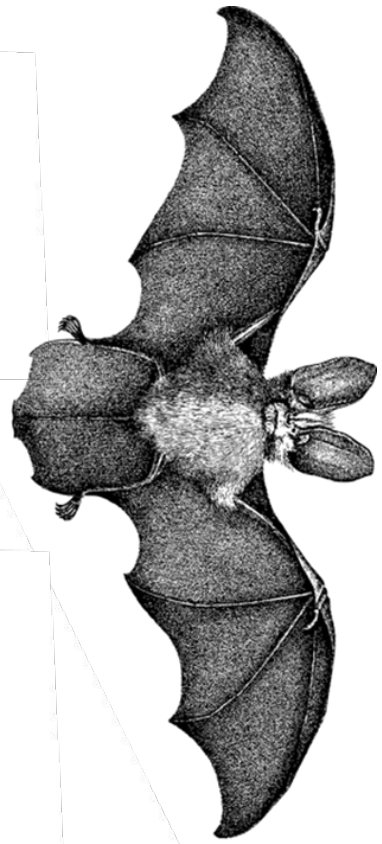
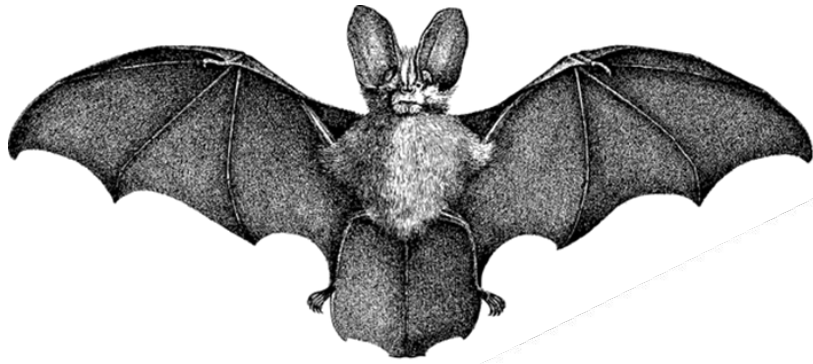
- ★ Book 19 - *Is Your Mama a Llama* Craft Template - one for each student
 - Also needed: squares of colorful scrapbook paper and tiny pom poms

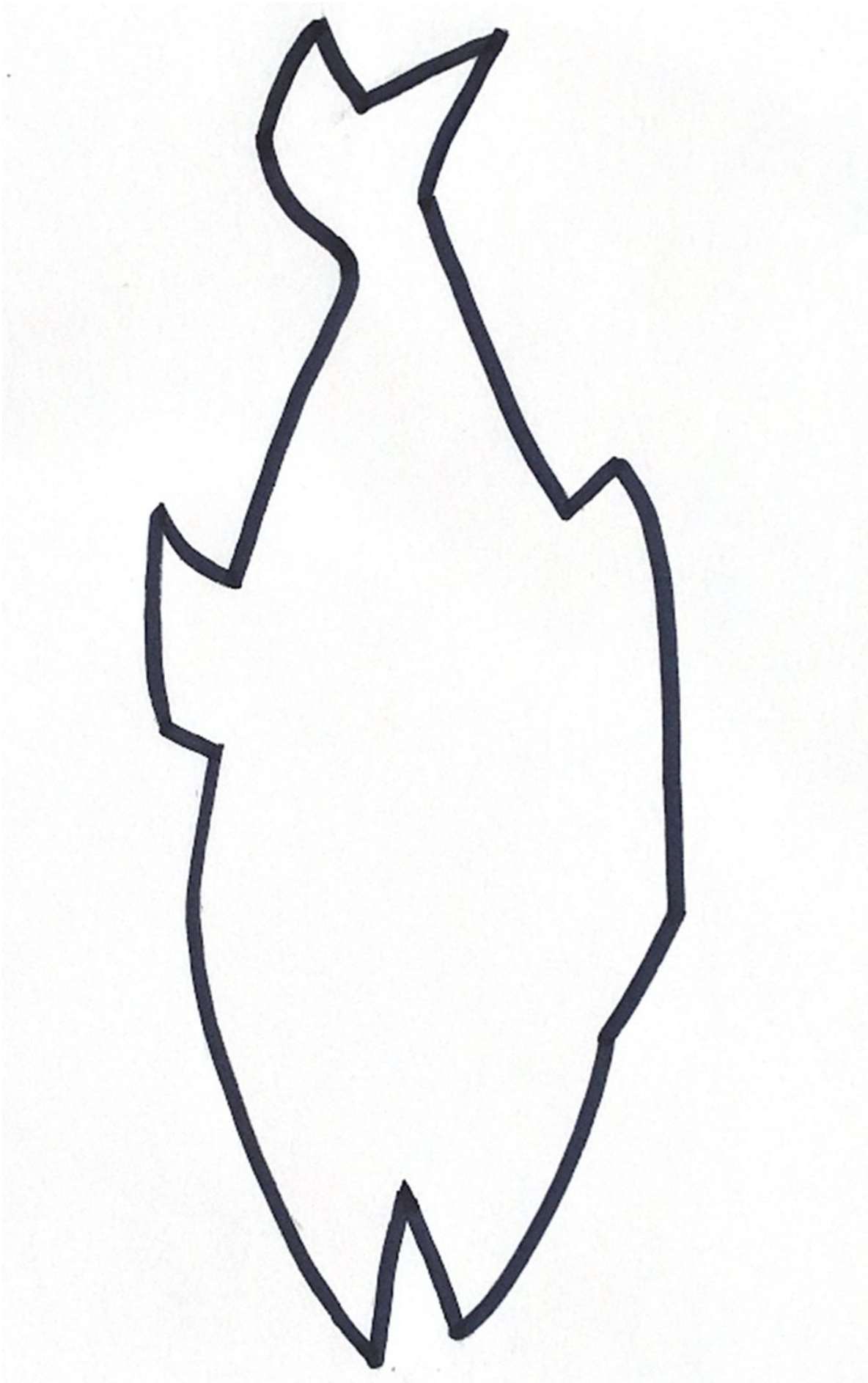












Swimmy by Leo Lionni

Name: _____





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Joyful Discoveries Preschool Curriculum

