

UNIT 6: THINGS THAT GROW CORE STORYBOOK: I HEARD SAID THE BIRD

In Unit 6, children will explore how living things grow, using observations, experiments, and books.

Welcome

Approximately 2-5 minutes

PURPOSE: Children develop **alphabet knowledge** and **meaning and use of print** through exploration of name cards. Children transition to Jumpstart from their previous activity

Team leader role:

- Implement strategies defined in Units 1-5.

Corps member role:

- Look at children's name cards. If children are proficient with the Welcome strategies from earlier units implement the following.
- Give each child a piece of paper or a 3x5 card and invite them to write the letters of their name.
- Observe and support the different abilities of each child. If children need help writing the letters in their name, offer their name card to copy from.
- After children write the letters in their name ask them to name each letter and the sound of the letter. If children are having trouble, ask if they can tell the names of some of the letters and the first and last sounds in their name.
- If some children complete all of the above strategies invite them to write their last name and then name each letter and the sounds of the letter.

Transition

- Implement transition strategies defined in Units 1-5.

Reading

Approximately 15 minutes

I Heard Said the Bird by Polly Berends

- **Story Summary:** Rumor has it that there is a "new one" on the way at the farm, but none of the animals know who is having a baby. Eventually, the animals get to see the new arrival—in the house.
- **Vocabulary List:**
 - **barnyard**, a place on a farm outside the barn where the animals are
 - **bustling**, busy and noisy
 - **everyone**, all the people in a group; everybody
 - **everywhere**, all around
 - **goose**, a bird that looks like a duck, but is larger, with a longer neck
 - **hare**, an animal that looks like a rabbit but is larger
 - **mare**, an adult female horse
 - **pig**, a farm animal with a heavy body, hooves, and a fat snout
 - **piglet**, a baby pig
 - **tiptoed**, walked on toes, in a quiet way
 - **together**, in one place, in a group, or near each other
 - **whispered**, said something very quietly

Team leader role:

- Model and coach high quality adult-child interactions and support classroom management.

Corps member role:

- Read the core storybook using the appropriate reading strategy, review selected vocabulary.
- If time allows, read other books from the session library.

Read for Enjoyment

PURPOSE: Children develop an interest in and enjoyment of stories, develop initial understanding of selected **vocabulary**, and develop **comprehension** of the story and related content knowledge.

Corps member role:

- Introduce the story by making a few comments that are related to the illustration on the cover. Be responsive to children's comments but limit the discussion to two to three minutes and conclude by reviewing the title, names of the author and illustrator. Adjust comments to confirm or clarify children's comments.
- Read the story expressively to draw children in and help them understand tone, events and characters. Develop children's comprehension of the story by discussing higher-level information (e.g. link characters' feelings to

their actions and/or events in the story, predict what might happen, summarize chunks of text).

- Develop children's understanding of vocabulary by choosing four to six words from the vocabulary list to introduce. Use gestures and tone of voice, pointing to illustrations, and/or providing brief explanations soon after reading the words in the story.
- Listen for children's comments and questions and respond briefly to confirm or clarify. Provide information to extend children's understanding and ask questions that prompt children to express thoughts more clearly.
- If time allows at the end of the story, deepen children's comprehension and content knowledge by prompting further discussion about the theme or the moral of the story

Read to Reconstruct

PURPOSE: Children develop an interest in and enjoyment of stories, deepen understanding of selected **vocabulary**, develop **comprehension** of the story and related content knowledge.

Corps member role:

- Before opening the book make a comment related to the cover that is also representative to a central idea from the story. Be responsive to children's comments but limit the discussion to two to three minutes.
- Reconstruct the story with children and read some of the text to support/reinforce children's comprehension or content knowledge. Corps member's comments should deepen children's comprehension and content knowledge.
- Ask questions, like "what's happening here" to diagnose what children remember. Follow up with comments to clarify, confirm, and extend children's comments.
- Deepen children's comprehension and content knowledge by referring to the illustrations.
- If younger children or English language learners are having trouble reconstructing the story, prompt by referring children to illustrations.
- Ask questions that require thinking rather than asking children to only recall literal details of the story. Wait for children to respond, acknowledge what is said and add ideas.
- Deepen children's understanding of vocabulary that children were exposed to while Read for Enjoyment by using vocabulary naturally rather than asking directly, "What does ____ mean?" and choose a few more words from the list to introduce.
- If children's reconstruction of the story has been brief and/or incomplete, at the end of the story go back and reconstruct.
- Conclude by saying the book will be available during Center Time if they want to read the book again.

Transition

- Implement transition strategies defined in Units 1-5.

Circle Time

Approximately 15 minutes

Team leader role: Activity leader

Corps member role:

- Actively participate on children's level and encourage child participation
- Consider pace, variance in tone, and Corps member volume

1) "Apples and Bananas"

PURPOSE: Children develop **phonemic awareness** as they learn to replace the sounds of words in each verse.

Team leader role:

- Tell children that you will begin today by singing a really silly song that they know.
- Sing the song as usual.

2) Can You Think of a Word that Ends with the Same Sound As ____ ?

PURPOSE: Children develop **phonemic awareness** as they begin to produce words that have the same ending sounds.

Team leader role:

- Show children the book *I Heard Said the Bird*. Tell them that they will now play a game about words that end with the same sound as some of the words from the book.
- Say the word *pig*:
 - **"Pig /g/. Pig ends with /g/. Dog also ends with /g/. Dog /g/."**
- Ask children to think of another word that ends with /g/. If children do not think of examples, provide one and ask them to judge it.
 - For example, **"I have an idea: mug /g/. Does mug end with the same sound as pig /g/?"**
Provide two or three examples, one at a time (*mug, rug, bug*).
- Say the word *goose*.
 - **"Goose ends with /s/. Goose /s/. Bus also ends with /s/. Bus /s/. Can you think of other**



words that end with /s/? Present other words for children to judge, if children cannot think of any (mess, yes, kiss).

***NOTE:** During second implementation, present *hen*.

3) If Your Name Has _____ In It Anywhere, Raise Your Hand

PURPOSE: Children develop **alphabet knowledge** as they learn to identify lowercase letters in their names.

Team leader role:

- Tell children that the next thing they will do is play a letter game. Select a set of lowercase letters that matches those in children's names. At least one letter of each child's name should be used. For some children, more than one letter you hold up may apply.
- Tell children you are going to play a game with their names. Explain that you will show lowercase letters, and they should raise their hand if the letter you show is anywhere in their name.
- Remind them that they should raise their hand only if the letter is lowercase in their names. For example, Eduardo would not raise his hand when you hold up *e*, because the *E* in Eduardo's name is uppercase *E*. Terrence would hold up his hand because the *e*'s in his name are lowercase *e*'s.
 - If a child holds up a hand when the letter you hold up is the first letter in his or her name, you might say: "***Cole, you do have a C in your name, but it's the uppercase C—not the lowercase one, so you should put your hand down.***"

4) "I Measure Myself"

PURPOSE: Children develop **vocabulary** and **comprehension** they learn a new poem about measuring height.

Team leader role:

- Tell children the last thing you will do is learn another poem. Turn to the poem in the *Poetry Poster* and look at the illustration with children. Ask them what they see, guiding them to understand that the child is standing against a wall that has inches marked off for measuring his height.
- Read the title of the poem, underlining it with your finger as you read. Then recite the poem.
- Tell children that the picture doesn't show us everything the words describe. Recite the first line again and ask if the picture shows this. Run your finger from the boy's head to his toes and point out the markings for measuring his height on the wall.
- Read the next line and ask if the picture shows this. Demonstrate what the words say by extending one arm. Then use a finger from your other hand to mark off where to begin on your shoulder, right beneath the end of your nose. Have children do this using their bodies.
- Read the next line about measuring legs and guide children to see that the markings on the wall could be used to show how long the boy's legs are.
- Show children the tape measure and remind them that this tool is called a tape measure. Ask children to say the name with you. Demonstrate on another adult how it could be used to measure the length of an arm or leg or how tall a person is.

Introduction of Center Time Activities

Approximately 5 minutes

- Implement transition strategies defined in Units 1-5.

Center Time

Approximately 45-50 minutes

Let's Find Out About It: Animals Born Alive – approx. 15 minutes

PURPOSE: Children develop **vocabulary** and **comprehension** as they begin to understand some of the characteristics of mammals.

- Vocabulary List – use these words throughout the activity: ***mammal, hair, birth, nurse***.

Team leader role: Activity leader

- Remind children that they have recently learned about some animals – ducks and chickens that lay eggs from which new babies hatch.
- Show the pages from *Make Way for Ducklings* where Mrs. Mallard is with her nest of eggs and she and Mr. Mallard are shown with their new ducklings.
- Tell children that today they are going to learn about babies that are born alive.
- Show the book, *Animals Born Alive and Well* (or another informational book about how mammals are born) and read the title, underlining the words as you read them.
- Comment on the mother koala bear on the cover of *Animals Born Alive and Well*, or a picture from an informational book of a mammal, and tell children that the baby koala is born alive, and that animals that give birth to live babies are called mammals.
- Show another picture of a baby mammal nursing from its mother. Tell children that it is also a mammal and that all mammal mothers provide milk for their babies. Point out the baby mammal that is nursing from its mother.
- Comment that mammals have hair on their bodies, with some having more than others.



- Show a page in the book or a photo with people and comment that human beings – people- are mammals too. Their babies are born alive, they can provide milk for their babies, and they have hair on their bodies.
- Show the picture where the mother cat is feeding the kittens in *All About Cats and Kittens*. Read the text above the picture to children. ("Cats are mammals, just like people. This means that after a mother cat gives birth to kittens, she feeds them milk from her body.")
- Guide children to understand that a kitten is a mammal, because it drinks milk from its mother and its body is covered with "hair" - fur.
- Point out that all mammals are small when they are born, then grow bigger and bigger, until they are grown-ups.
- Help children to notice that the kittens look a lot like their mother, only smaller by using the same picture in *All About Cats and Kittens*. Also point out the picture of the mother cat and her two kittens on the next page.
- Distribute a selection of books or a collection of photographs showing parent and baby mammals to children and Corps members to look at and discuss.

Transitions:

- Use transition strategies defined in Units 1-5.

Corps member role: Activity support

- Corps members and children look at one of the books or photographs of baby mammals. Discuss the pictures and continue to reinforce the main characteristics of mammals; babies are born alive, mothers produce milk for and nurse their young, and the animals' bodies are covered with hair.
- Once children complete the activity, Corps members should help children make a choice for Center Time by reminding them of the Center Time choices.

Center Time

Team leader role:

- Model and coach high quality adult-child interactions and support classroom management.

Writing

What Hatches from Eggs?

PURPOSE: Children develop **meaning and use of print** as they create books about things that hatch from eggs.

Corps member role:

- Show children and discuss the images of things that hatch from eggs.
- Invite children to create their own book using the images and/or children's drawings and writing.
- Help children write names of birds, reptiles, dinosaurs, etc. in their book.

Books

Exploring Books and Picture Cards

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn to select books and "read" them to an adult, or learn more about a book when an adult reads to him or her.

Corps member role:

- Encourage children to look at books together or independently. Listen as children retell some of their favorite stories or talk about pictures in an informational book. Elaborate on their ideas and make connections to other books and their own experiences.
- Pairs of children can look at the picture cards, name the objects, and then find the same or similar pictures in the book illustrations.

Puzzles and Manipulatives

Sorting Animals

PURPOSE: Children develop **comprehension** as they learn to sort animals into two categories: "Born Alive" and "Hatched From Eggs."

Corps member role:

- Make connections to other unit activities where the concepts of animals being born alive or hatched from eggs were discussed. Explain that they will play a game by sorting pictures of animals into two groups based on how they were born.
- Show and read the two signs. Place the two signs on the table or attach them to a pocket chart. Pair children and give each pair a group of picture cards to sort into the two categories. Encourage them to use the books for reference.
- If children are having trouble sorting the animals, help them locate a picture in one of the books in the Books area or remind them of previous discussions or activities. Review animal names with children as needed.

Dramatic Play

Playing with Pets



PURPOSE: Children develop **vocabulary** and **comprehension** as they learn to incorporate new materials into house play.

Corps member role:

- Encourage children to add house pet materials to his or her play. Engage in conversations with children as they play.

Art

Making Bird Feeders

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn to follow multi-step directions to complete a project. He or she begins to understand that people sometimes help animals get what they need.

Corps member role:

- Show children the materials and explain what they need to do to make the feeder.
 - For example: "**First, press the shortening onto the pine cone. Use your fingers to smear the shortening all over the pine cone. Next, roll the pinecone in the seeds to coat it on all sides.**"
- Hang children's birdfeeder from a tree outside, near the classroom window, if possible, so the children can observe it. Prompt observation and discussion.
 - For example: "**How will we know that the birds are enjoying your bird feeder?**"
- If possible, have a book with pictures of common local birds near the observation area and supply paper or a small booklet and a pencil or marker for children and teachers to record birds during the next week.

Transition

- Implement transition strategies defined in Units 1-5.

Sharing & Goodbye

Approximately 5 minutes

PURPOSE: Children deepen **vocabulary** and **comprehension** as they talk and listen to others. Children talk about favorite activities, and begin to look ahead and think about activities in the next session.

- Implement strategies defined in units 1-5.
- Tell children something that will help them look forward to the next Jumpstart session. For example:
 - "**The next time you come to Jumpstart, we will read *I Heard Said the Bird* again and do some fun Center Time activities.**"
- After the second session say something like,
 - "**Next session, we will reread a book called (sites should fill in based on the session they will repeat), and do some fun activities at Circle Time.**"
 - If this is the final Jumpstart session, tell the children and sing the Goodbye Jumpstart song and march around the circle for a Goodbye Jumpstart Parade.

Family Involvement

Communicate With Families:

- Share with family members the books children have read, the songs sang, and the activities children participated in during Center Time.
- Tell family members that children are learning about how we grow. Encourage family members to talk with their child about baby animals called mammals.
- If this is the final Jumpstart session, say goodbye to children and their families and share some favorite Jumpstart memories.



Material List	
Welcome	<input type="checkbox"/> Name cards with metal binder rings <input type="checkbox"/> Pencils or markers (one per child) <input type="checkbox"/> Paper or 3x5 cards (one per child)
Reading	<input type="checkbox"/> <i>I Heard Said the Bird</i> by Polly Berends (one per Corps member)
Circle Time	1) <u>"Apples and Bananas"</u> <input type="checkbox"/> Song Chart - "Apples and Bananas" 2) <u>Can You Think of a Word that Ends with the Same Sounds As ___ ?</u> <input type="checkbox"/> <i>I Heard Said the Bird</i> (one per team leader) 3) <u>If Your Name Has _____ In It Anywhere, Raise Your Hand</u> <input type="checkbox"/> Lowercase letter cards 4) <u>"I Measure Myself"</u> <input type="checkbox"/> <i>Poetry Poster, "I Measure Myself"</i> <input type="checkbox"/> Tape measure <u>Introduction of Center Time Activities</u> <input type="checkbox"/> Small group chart for Let's Find Out About It <input type="checkbox"/> Trays or shoe boxes for presenting available Center Time activities <input type="checkbox"/> At least one material from each Center Time activity
Center Time	<u>Let's Find Out About It: Animals Born Alive</u> <input type="checkbox"/> <i>Make Way for Ducklings</i> (one per team leader) <input type="checkbox"/> <i>Animals Born Alive and Well</i> by Ruth Heller or a selection of informational books and/or photographs that illustrate how mammals are born alive and shows baby mammals nursing from their mothers (one book/photo set per team leader) <input type="checkbox"/> Additional informational books or photographs of baby mammals (one per Corps member) <input type="checkbox"/> Photo with people (if not using <i>Animals Born Alive and Well</i>) <input type="checkbox"/> <i>All About Cats and Kittens</i> (one per team leader) <u>Writing: What Hatches from Eggs?</u> <input type="checkbox"/> Collection of images of things that hatch from eggs (e.g., reptiles, snakes, dinosaurs, chickens, etc.) <input type="checkbox"/> Markers <input type="checkbox"/> Blank Books <input type="checkbox"/> Glue or tape <input type="checkbox"/> Scissors <u>Books: Exploring Books and Picture Cards</u> <input type="checkbox"/> Big picture cards Session Library: 3-5 of these books or other books that support the unit theme <input type="checkbox"/> <i>Webster's Walk</i> by Jill Dow <input type="checkbox"/> <i>Play and Learn: Growing Things</i> by Dawn Sirett and Lara Tankel <input type="checkbox"/> <i>Jack's Garden</i> by Henry Cole <input type="checkbox"/> <i>Vegetables in the Garden</i> by Pascale De Bourgoing <input type="checkbox"/> <i>Eating the Alphabet</i> by Lois Ehlert <input type="checkbox"/> <i>From Seed to Plant</i> by Gail Gibbons <input type="checkbox"/> <i>Let's-Read-and-Find-Out-Science: How a Seed Grows</i> by Helene J. Jordon <input type="checkbox"/> <i>One Bean</i> by Anne Rockwell <input type="checkbox"/> <i>Life Cycle of a Sunflower</i> by Angela Royston <input type="checkbox"/> <i>Rabbits</i> by Patricia Whitehouse <input type="checkbox"/> <i>Seeds</i> by Patricia Whitehouse <input type="checkbox"/> <i>Animal Homes</i> by Angela Wilkes <input type="checkbox"/> <i>All About Cats and Kittens</i> by Emily Neye <u>Puzzles and Manipulatives: Sorting Animals</u> <input type="checkbox"/> Construction paper labeled "Born Alive" and "Hatched from Eggs" <input type="checkbox"/> Marker <input type="checkbox"/> Animal name word cards (used in Session Plan 14) <input type="checkbox"/> Pocket chart (optional) <input type="checkbox"/> Informational books about baby animals (optional) <u>Dramatic Play: Playing with Pets</u> <input type="checkbox"/> Basic house-play materials including: Toy pets such as dogs, cats, rabbits, birds <u>Art: Making Bird Feeders</u> <input type="checkbox"/> Pine cones (one to demonstrate, plus one per child)

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| | <ul style="list-style-type: none"><input type="checkbox"/> Shortening<input type="checkbox"/> Seeds<input type="checkbox"/> Shallow trays or pans<input type="checkbox"/> String<input type="checkbox"/> Smocks<input type="checkbox"/> Book with pictures of common local birds (optional)<input type="checkbox"/> Blank paper or booklet (optional)<input type="checkbox"/> Marker or pencil (optional) |
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Session Plan 20

Materials Preparation

Welcome

Preparation

- Gather name cards, pencils or markers, and paper or 3x5 cards.

Reading

Preparation

- Prepare core storybook *I Heard Said the Bird* according to the appropriate read strategy.

Circle Time

Preparation

- 1) "Apples and Bananas": Gather song chart and practice with Corps members.
 - See Session Plan 12 Materials Packet for lyrics
- 2) Can You Think of a Word that Ends with the Same Sounds As ___?: Gather materials; Practice as outlined in Session Plan 20.
- 3) If Your Name Has ___ In It Anywhere, Raise Your Hand: Gather materials; pre-select the lowercase letter cards for names of approximately half of the children.
- 4) "I Measure Myself": Gather *Poetry Poster* and measuring tape; Practice with Corps members.

For Introduction Of Center Time Activities

- Gather objects to use when introducing available Center Time activities in trays or shoe boxes.
- Prepare and practice introducing all activities, and demonstrating 1-2 activities.
- Create a chart displaying the names of the designated small groups of children. These small groups will meet together for Let's Find Out About It.

Center Time

Preparation

Let's Find Out About It: Animals Born Alive

- Mark pages in *I Heard Said the Bird* referenced in Session Plan 20.
- Mark pages in *Animals Born Alive and Well* referenced in Session Plan 20. If you do not have access to the book, gather photographs that show a mother koala bear, a baby mammal nursing from its mother, and people from the internet or another book.
- Gather remaining materials.

Writing: What Hatches from Eggs?

- Staple 4-5 sheets of paper together on the left-hand side to create a book.
- Find images of things that hatch from eggs from the internet or books.
- Gather remaining writing materials.

Books: Exploring Books and Picture Cards

- Gather session library books and big picture cards.

Puzzles and Manipulatives: Sorting Animals

- Gather materials.
- Create two signs: one that says "Born Alive" and one that says "Hatched from Eggs."

Dramatic Play: Playing with Pets

- Gather play materials.

Art: Making Bird Feeders

- Gather materials.
- Make a sample Bird Feeder for children to see as an example. You can choose to make other types of Bird Feeders as well with items such as corn cobs, stale bread, cardboard tubes rolled in shortening and seeds, etc.