Domain 3: Animals
Activity Pages
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Dear Family Member,

For the next few weeks, your child will be learning all about animals at school. Your child might already know lots of things about animals—you might even have a pet dog or goldfish at home. We can't wait for your child to share the things s/he already knows with the class.

At school, we will learn the names of many animals and how their body parts help them survive. We will even have an Animal Hospital set up in our Dramatic Play Center! In our Small Groups, we will also be practicing telling stories, rhyming, drawing, writing, and counting syllables in words.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day
   - Ask your child to choose stories that have animals as the characters for you to read aloud. As you read, point to and label the various animals in the story.
   - Ask your child to choose stories that have animals as the characters for you to read aloud.

2. Sing Nursery Rhymes
   - Hunt for rhyme words in the song. Use a rhyme book and ask your child to practice the rhyme and talk about the words in the song that rhyme.
   - Have your child practice observing and describing animals you see on a daily basis. As you walk outside, talk about the birds, squirrels, insects, and pets you see. Ask your child what they know about these animals as you walk.

3. Go on a Nature Walk and Talk about Animals
   - Help your child practice observing and describing animals you see in your daily environment. Ask your child to describe the animals they see (color, size, location, and behavior).

4. Practice Drawing and Writing
   - Help your child practice writing the names of many animals. Your child is already starting to write his/her name at school. Have your child practice writing his/her name or first initial at school. Help your child practice writing his/her name at home by drawing pictures with crayons and thick markers. Your child will already know over 20 animals. Your child is doing lots of activities that will get him/her ready to start writing.

Dear Family Member,

Animals: Family Letter 1
Here is the Beehive

Here is the beehive. Where are the bees?
They’re hiding away so nobody sees.
Soon they’ll come creeping out of their hive,
One, two, three, four, five. Buzz-z-z-z-z!
Baby Chicks

The chicks are hatching one by one in a diagonal line down, then up—what fun! Keep making lines from left to right down, up, down, up—make them all the same height.

The chicks are hatching one by one in a diagonal line down, then up—what fun! Keep making lines from left to right down, up, down, up—make them all the same height.
Planting Seeds

The farmer plants the seeds in a row in the ground where they can grow. Make a dot for each little seed. Just tap the page; that's all you need.
Baby Chicks

The chicks are hatching one by one in a diagonal line down, then up—what fun! Keep making lines from left to right down, up, down, up—make them all the same height.

PRE-WRITING STROKES: ZIGZAG
Planting Seeds

The farmer plants the seeds in a row in the ground where they can grow. Make a dot for each little seed. Just tap the page; that’s all you need.
Animals come in all colors, sizes and shapes. Some have big ears and brown hair, like an ape. Some have wings or tails they can flap. And some float in water when taking a nap. Animals look different from you and from me. Some have big ears and brown hair, like an ape. Animals come in all colors, sizes and shapes.

Dear Family Member,

Today your child listened to a read-aloud about animals. Read the poem to your child and talk about humans and animals.

You are an animal. This dog is too.

Use two eyes to see, just like you.

Cats and puppies, gerbils too.

Our sense of sight lets us look all over the place.

Use your eyes to look at each animal’s face—

Instead of how animals are different,

how are animals the same?

Wait just a minute. Let’s play a game.

Like some animals do,

but you don’t have a long trunk.

Yes, you are an animal—

is too.

You are an animal. An elephant

like some animals do.

but you don’t have a furry body.

Yes, you are an animal—

You are an animal. An elephant.

Humans are Animals

Animals look different from you and from me. And some float in water when taking a nap. Some have a tail or wings they can flap. Some have big ears and brown hair, like an ape. Animals come in all colors, sizes and shapes.

Read the poem to your child and talk about humans and animals.
Pigs use their noses to sniff and to smell. Humans use their noses to smell as well.

Sharks have sharp teeth to chomp and to chew. Humans use teeth to eat their food, too.

Arms help koalas and humans climb trees—With strong hands and arms, they hang from branches with ease.

There are all kinds of animals that live and that grow. We are all animals; isn’t that so?
Baby Chicks

The chicks are hatching one by one—a diagonal line down, then up—what fun! Keep making lines from left to right down, up, down, up—make them all the same height.
Planting Seeds

The farmer plants the seeds in a row in the ground where they can grow. Make a dot for each little seed. Just tap the page; that's all you need.
Animal Body Parts Riddles

Describe each animal on the page by naming and talking about its body parts (see examples at left). Ask your child to point to and name the animal you are describing.

“I spy an animal with pointy ears, whiskers, a tail, four, legs, and four paws. It makes the sound ‘meow.’” (Cat)

“I spy an animal with four legs and a trunk.” (Elephant)

“I spy an animal that is very small and has wings that help it fly.” (Butterfly)

“I spy an animal with legs for hopping. It makes the sound ‘ribbit.’” (Frog)

“I spy an animal with fins and a tail that it uses to swim.” (Fish)
Help students say the name of each animal and clap the syllables in the animals’ names. Then ask students to color in the correct number of squares to represent the number of syllables in the animals’ names.

**Animal Syllables**

- **Dog** (1 syllable)
- **Toucan** (2 syllables)
- **Butterfly** (3 syllables)
- **Turtle** (2 syllables)

**Answer Key:** dog (1), tou-can (2), but-ter-fly (3), tur-tle (2)
Chicken Coops

Coops keep chickens from getting lost. One line down and one across—

Draw the crosses on the coop—

Keep them straight; don’t let them droop.

PRE-WRITING STROKES: CROSS
Bales of Hay

Bales of hay all through the field
For hungry horses, a delicious meal.

Draw the tops from end to end
Make them round; make them bend.
Chicken Coops

Coops keep chickens from getting lost.

One line down and one across.

Draw the crosses on the coop—

Keep them straight; don't let them droop.
Bales of Hay

Bales of hay all through the field
For hungry horses, a delicious meal.
Draw the tops from end to end
Make them round; make them bend.
Ask your child to decorate the king and queen's crowns with zigzags on the first two rows. Then, have your child use other writing strokes to complete the crowns. Your child might use horizontal or vertical lines, dots, circles, or diagonals in addition to zigzags.
Chicken Coops

Coops keep chickens from getting lost.

One line down and one across. Draw the crosses on the coop—keep them straight; don't let them droop.
Bales of Hay

Bales of hay all through the field
For hungry horses, a delicious meal.
Draw the tops from end to end
Make them round; make them bend.
The big barn doors are closed up tight.
Slide down from the left; slide down from the right.
Make an X on every door—
Cross the lines; let’s write some more!
The Ducks

Ducks are waddling up and down. Their bodies are pointed.
Trace their bellies from end to end—
Draw a curve, then show a friend!
The big barn doors are closed up tight.
Slide down from the left; slide down from the right.
Make an X on every door—
Cross the lines; let’s write some more!
The Ducks

Ducks are waddling up and down.
Their beaks are pointed,
their bodies round.
Trace their bellies from end to end—
Draw a curve, then show a friend!
Dear Family Member,

Children love learning about and seeing pictures of animals, and we will continue learning more about animals in the coming weeks. Your child will learn about baby animals and their mothers. S/he will also learn about groups of animals, such as birds, insects, and mammals. In our Small Groups, we will be practicing telling stories, rhyming, drawing, and writing. Your child might come home saying he/she is learning more about animals in the coming weeks. Your child will learn about baby animals.

Below are some suggestions for activities you might do at home to help your child remember what they are learning about at school:

1. Read Aloud Each Day
   - As you read stories about animals, talk with your child about what real animals need to stay alive. Talk about what certain animals like to eat and drink, and where they like to live.

2. Sing Nursery Rhymes
   - At this point in the school year, your child has learned quite a few nursery rhymes. Encourage him/her to sing the old favorites, and to share the new rhymes s/he is learning in school. Your child may come home singing and doing the motions for "The Eensy, Weensy Spider" and "Hickety, Pickety, My Black Hen." Encourage him/her to sing the old favorites, and to share the new rhymes s/he is learning in school.

3. Play with Stuffed Animals
   - Encourage your child to play with his/her stuffed animals. As your child plays, talk with him/her about where those animals might live (pond, ocean, forest, desert) and what they might like to eat.

4. Practice Rhyming
   - Your child is doing lots of activities to practice rhyming. As students go about their daily routines, encourage them to make silly rhyming pairs using everyday words. The words can be real or made up, but should end with the same sound (for example: brush or plate, and board or card). The words can be real or made up, but should end with the same sound. For example: brush or plate, and board or card.

5. Practice Writing Name
   - At school your child is practicing writing his/her name to sign in to school each day. Encourage your child to practice writing his/her name whenever she is doing homework or drawing.

Children love learning about and seeing pictures of animals, and we will continue...
Hickety Pickety, My Black Hen

Hickety pickety, my black hen,  
She lays eggs for gentlemen.  
Gentlemen come every day  
To see what my black hen doth lay.
Tell the Story of “The Eensy Weensy Spider”

Help students cut out the three pictures, or cut them out for them. Have students sing “The Eensy Weensy Spider.” Then, help students glue or tape the pictures in order on a sheet of paper from left to right. Use the words first, next, and last to describe the order of events in the song.
Ask your child to observe an animal that she sees every day. Your child might choose a pet or a familiar wild animal such as a squirrel, an ant, or a bird. Then ask her to pretend she is a scientist who is studying this animal. Ask each question out loud. Listen to her answer, then write it down, repeating the words aloud as you write. Now your child has made a scientist’s journal of her observations of an animal.

<table>
<thead>
<tr>
<th>What kind of animal is this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How big is it?</td>
</tr>
<tr>
<td>What color is it?</td>
</tr>
<tr>
<td>What covers its body: Fur?</td>
</tr>
<tr>
<td>Scales? A hard outer shell?</td>
</tr>
<tr>
<td>How does it move: Walk?</td>
</tr>
<tr>
<td>Swim?</td>
</tr>
<tr>
<td>Fly? Slither?</td>
</tr>
<tr>
<td>What body parts does it have?</td>
</tr>
<tr>
<td>What body parts does it use to move?</td>
</tr>
<tr>
<td>What does it eat?</td>
</tr>
<tr>
<td>What does it drink?</td>
</tr>
</tbody>
</table>
The big barn doors are closed up tight.
Slide down from the left; slide down from the right.
Make an X on every door—
Cross the lines; let's write some more!
The Ducks

Ducks are waddling up and down. Their beaks are pointed, their bodies round. Trace their bellies from end to end—Draw a curve, then show a friend!
Make a Rhyme

Point to each picture on the page and tell students what it is. Then, tell students to draw a line between the two things that rhyme. Remind students that rhyming words sound the same at the end. Encourage students to say the words out loud to see if they rhyme or to check their work.

Rhyming Pairs: tree/bee, ham/lamb, cat/hat, rock/sock
Help students cut out the four pictures, or cut them out for students. Review the life cycle of a butterfly, and help students glue or tape the pictures in order on a sheet of paper from left to right. Use the words egg, caterpillar, chrysalis, and butterfly to describe the life cycle.
There are many different kinds of animals in our world. Even though animals look different from one another, animals that are alike belong to the same group.

A chicken, eagle, and goldfinch each look different. But do you know how a chicken, an eagle, and a goldfinch are alike or the same? They are all birds. There are many different kinds of birds, but all birds are covered in feathers that keep their bodies warm and dry. Birds have wings that they can flap. Birds have two legs on which they can stand. Birds use their beaks to peck, eat food, and drink water. Some beaks are long and big, some are short and smaller.

Birds lay eggs. Birds have to take care of their eggs until they hatch. When the eggs hatch, a baby bird comes out. Birds aren't the only group of animals that have things in common. There are many different kinds of animals in our world. Even though animals look different from one another, animals that are alike belong to the same group.

Dear Family Member,

Today your child listened to a read-aloud about three groups of animals: birds, insects, and fish. Read the text to your child and talk about different groups of animals.

Groups of Animals

1. Birds
   - Covered in feathers
   - Have wings
   - Have legs
   - Have beaks
   - Lay eggs

2. Insects
   - Have six legs
   - Have wings
   - Have antennae

3. Fish
   - Live in water
   - Have fins
   - Have gills

Today your child listened to a read-aloud about three groups of animals: birds, insects, and fish. Read the text to your child and talk about different groups of animals.

Groups of Animals

1. Birds
   - Covered in feathers
   - Have wings
   - Have legs
   - Have beaks
   - Lay eggs

2. Insects
   - Have six legs
   - Have wings
   - Have antennae

3. Fish
   - Live in water
   - Have fins
   - Have gills
How are clownfish, goldfish, and sharks all the same? They are all fish. There are many different kinds of fish, but all fish have fins and tails. They use their fins and tails to swim through the water.

All fish live and swim underwater. Some fish live in the ocean where the water is salty; it is called salt water. Some fish live in lakes, ponds, and streams where the water isn’t as salty. They live in fresh water. Fish don’t need air to breathe. Fish have gills that let them breathe underwater.

Fish and birds aren’t the only groups of animals that have things in common. How are a beetle, a butterfly, and an ant the same? They are all insects. Insects come in all colors and shapes. They have six legs. Insects can look very different from one another but they are all very small. Most insects are smaller than the tip of your finger.

There are all kinds of animals. Some animals have things in common and belong to special groups. Some animals are birds, some animals are insects, and some animals are fish.
Help students identify and circle all sound pictures showing /m/. Help students remember what the sound picture /m/ looks like by drawing it on a sheet of paper or having students draw it on paper or in the air. If a picture does not show the sound picture for /m/, students should draw a line through it.

Circle the Sound Picture: m
Help your child practice the writing stroke X by drawing an X to fill each box on the trucks below. If your child is ready, have her practice drawing X’s and other writing strokes on a blank piece of paper.
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schools

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