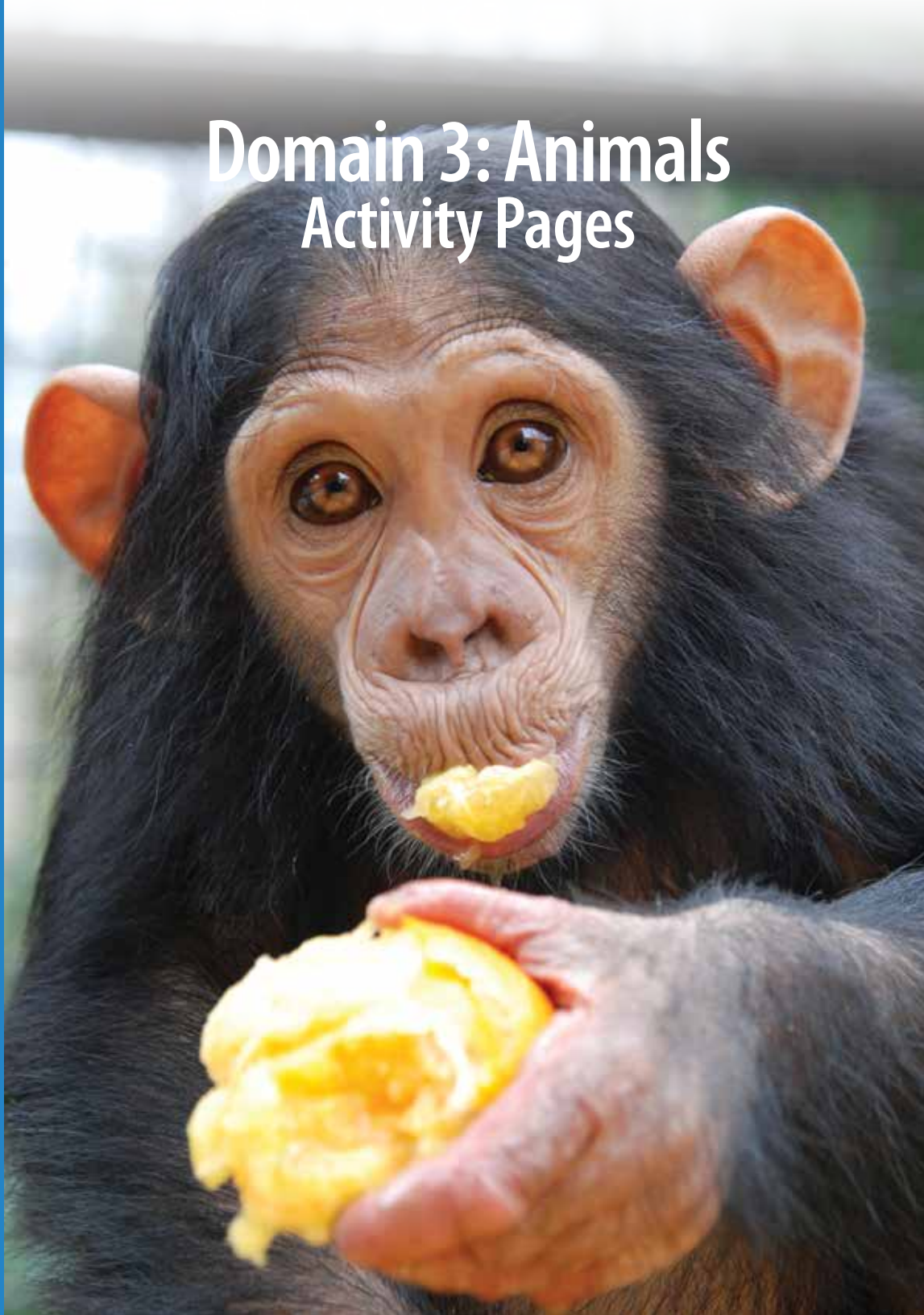


Domain 3: Animals Activity Pages





Domain 3: Animals

Activity Pages

PRESCHOOL

Core Knowledge Language Arts®



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EXPERT REVIEWER

Christine May

WRITERS

Cate Whittington and
Core Knowledge Staff Humans are Animals

Public Domain Here is the Beehive
Hickety Pickety, My Black Hen

IMAGES

Barbara Gibson Activity Pages 2-1; 2-2; 2-3; 4-1; 4-2;
6-1; 6-2; 6-3; 6-4; 7-1; 11-1; 11-2;
11-3; 12-1; 12-2; 14-1; 15-1; 17-2

Amy Wummer Activity Pages 1-1; 11-4

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Animals: Family Letter 1



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 animals' 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 and 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 students what they know about these animals as you read.

2. Sing Nursery Rhymes

Your child may come home singing and doing the motions for “An Old Person of Ware,” “Here is the Beehive,” and “Five Little Ducks.” The words to “Here is the Beehive” are on this back of this letter—have your child recite the rhyme and talk with your child about the words in the song that rhyme (*bees and sees, hive and five*).

3. Go on a Nature Walk and Talk about Animals

In class, your child will be learning how to make observations about many different kinds of animals. Help your child practice observing and describing animals you might see on a daily basis. As you walk outside, talk about the birds, squirrels, insects, and pets you see as you walk. Discuss how the animals look (color, size, body parts), where they live, and what they like to eat.

4. Practice Drawing and Writing

Your child is doing lots of activities that will get him/her ready to start writing. Have your child practice at home by drawing with crayons and thick markers. Your child is already starting to write his/her name or first initial at school. Have your child practice writing his/her name at home by signing drawings with either his/her first initial or whole name. You could also write your child's name and have him/her copy it underneath.



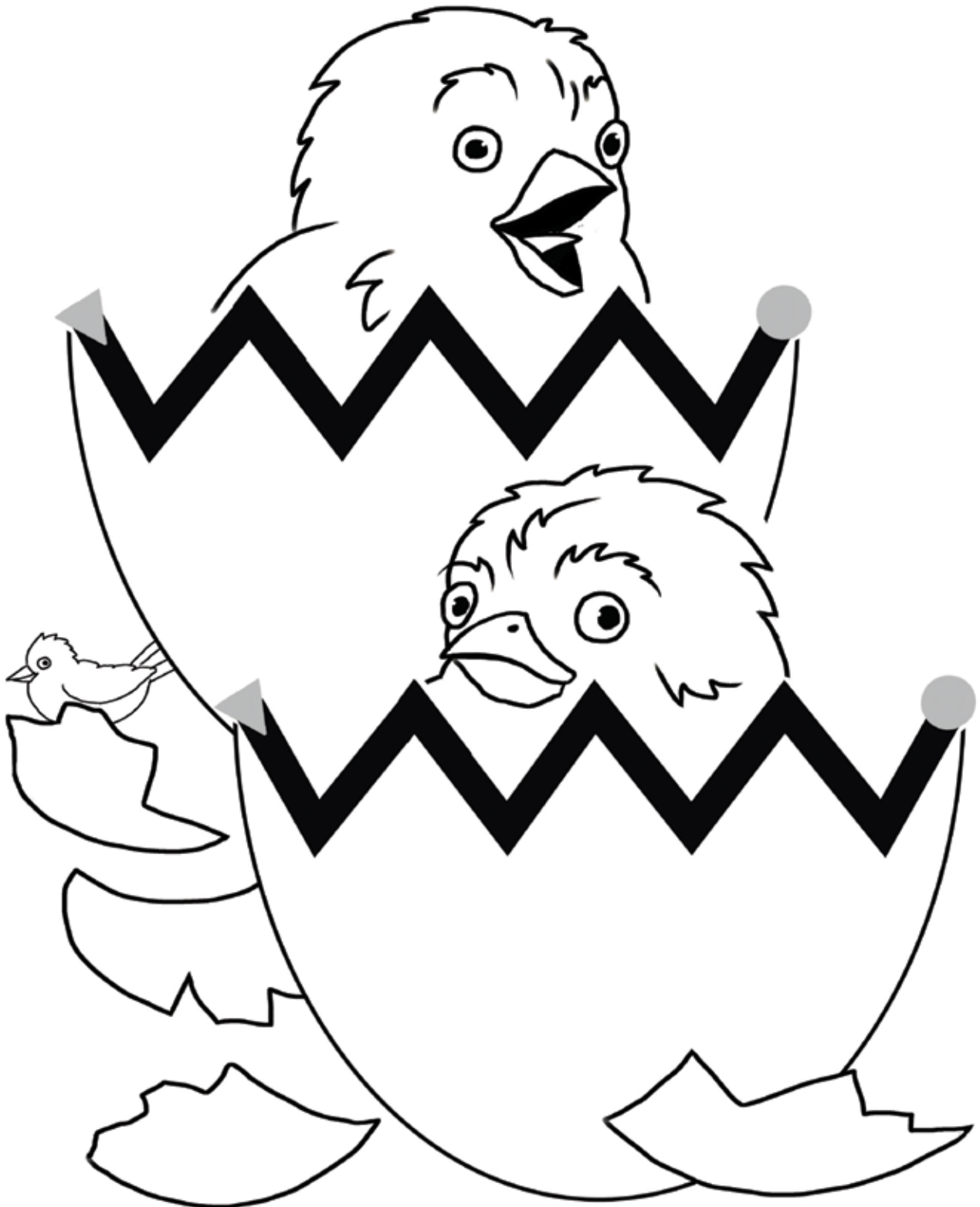
Here is the Beehive

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!



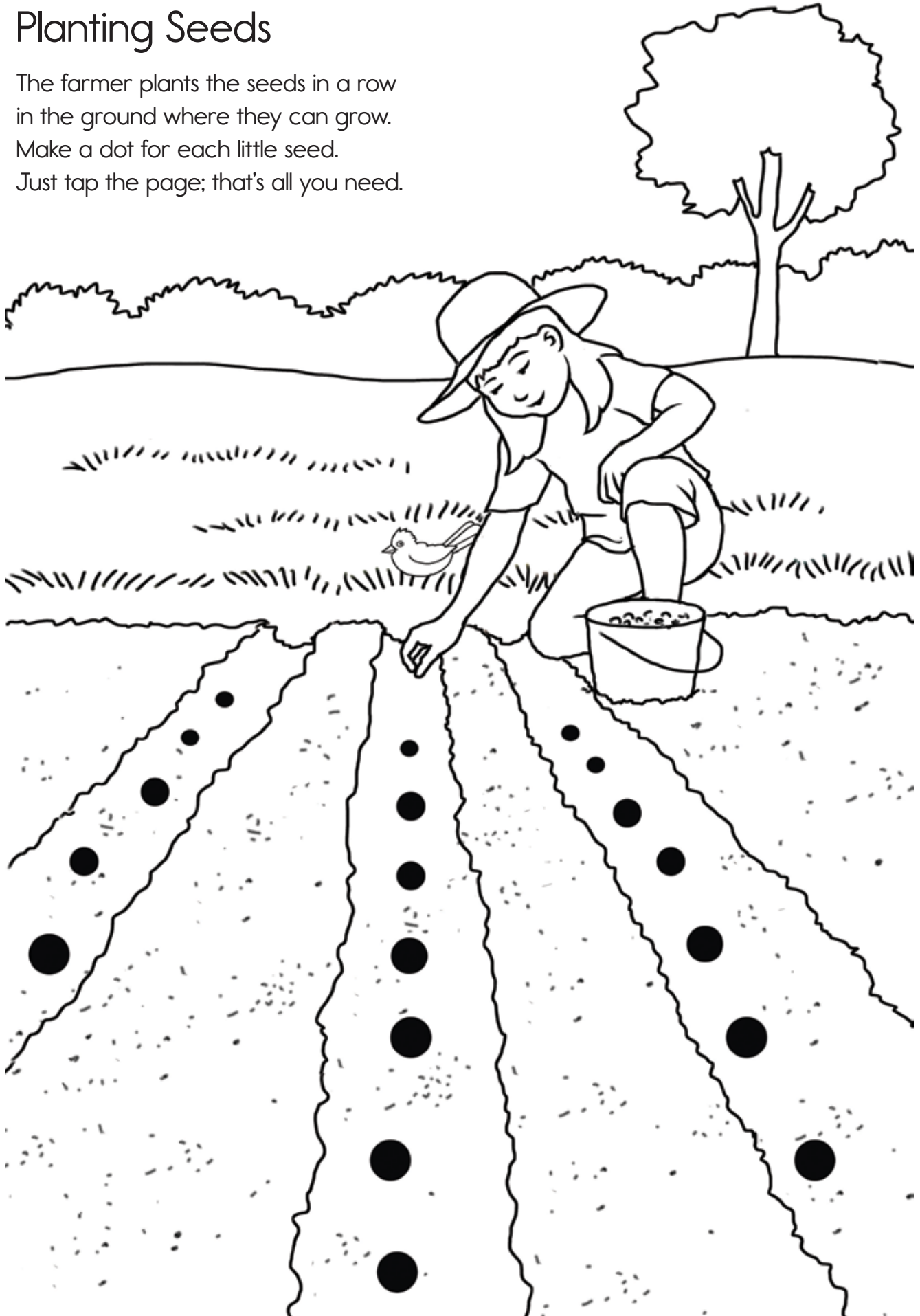
Baby Chicks

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.



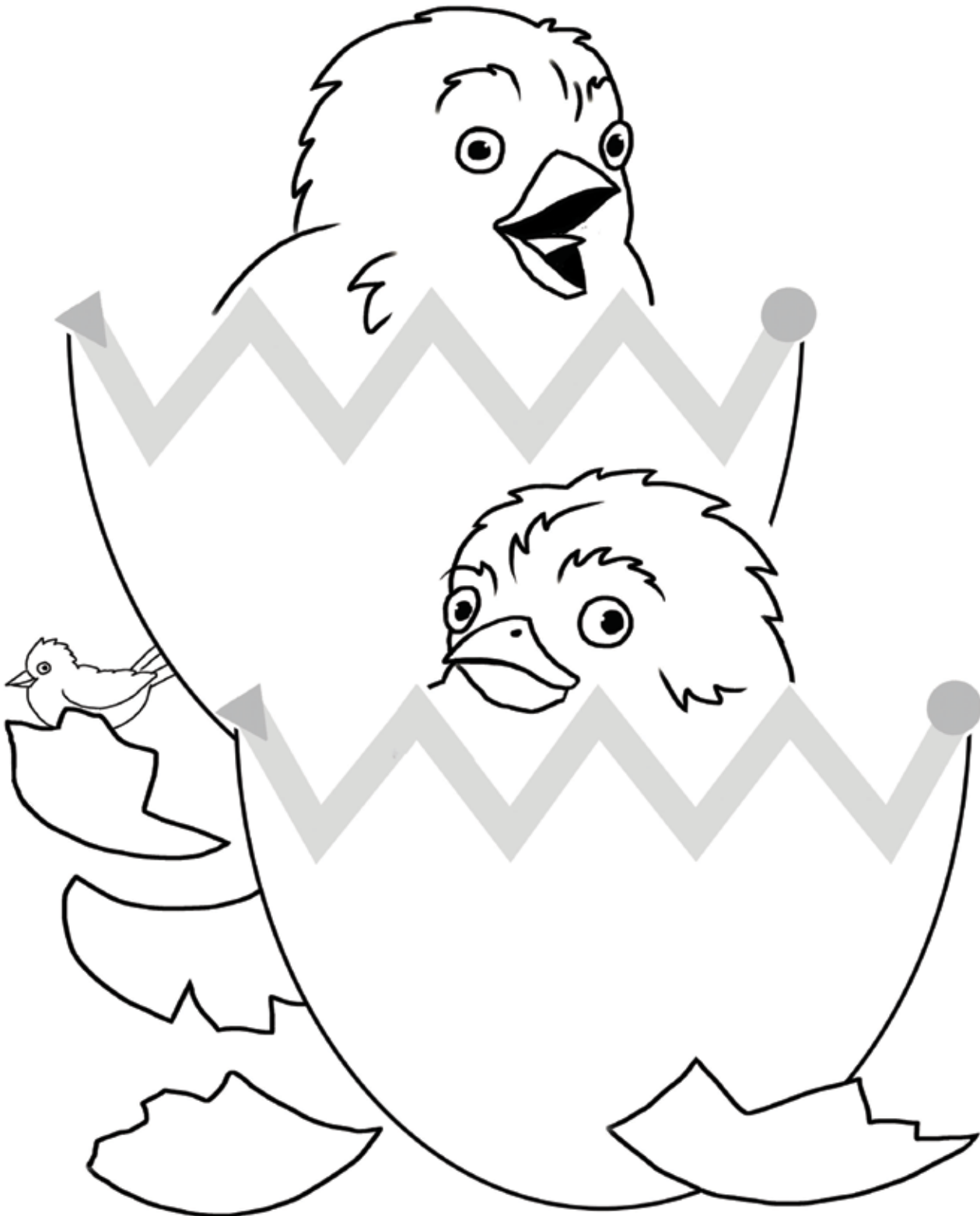
Planting Seeds

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.



Baby Chicks

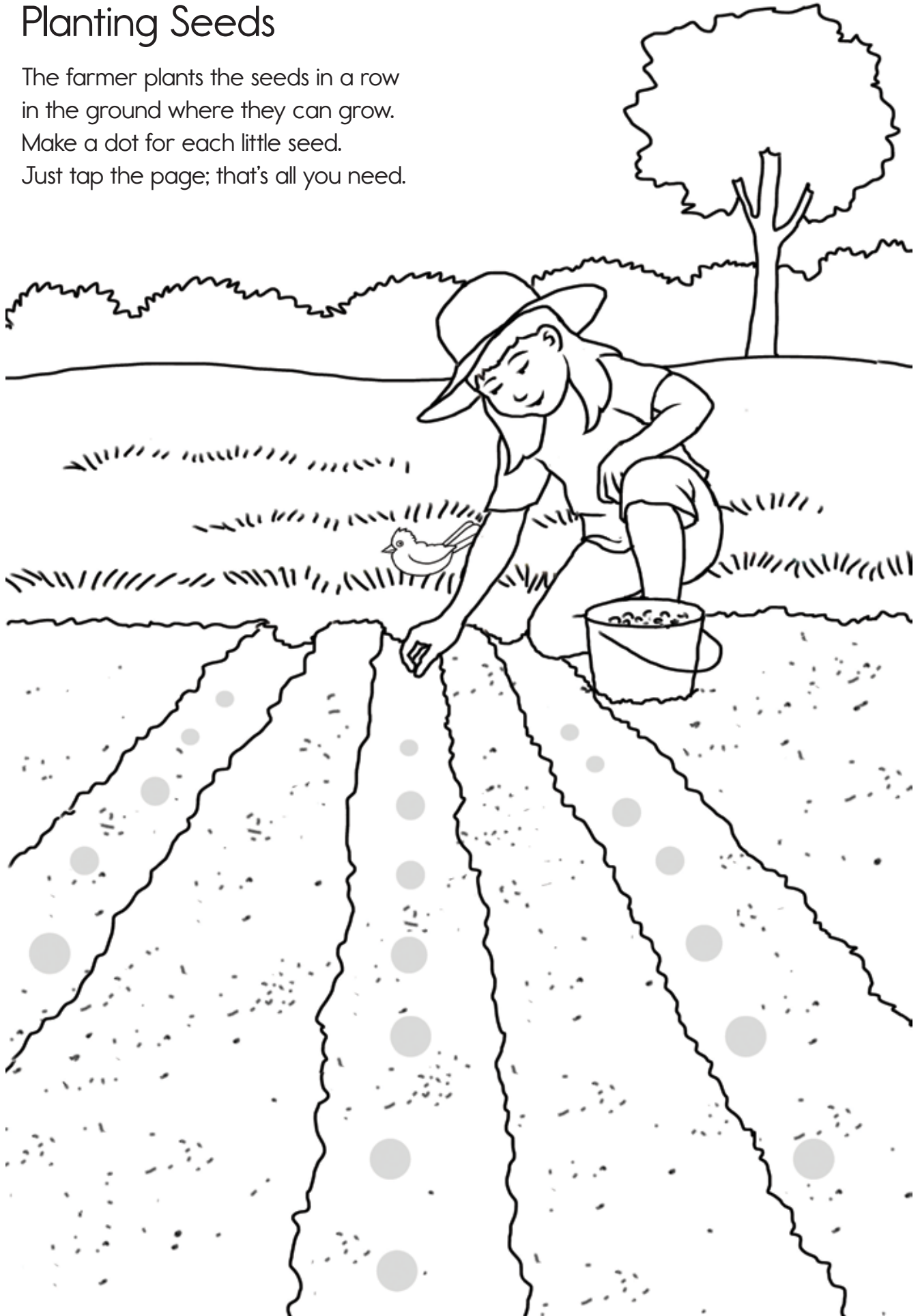
The chicks are hatching one by one
a diagonal line down, then up—what fun!
Keep making lines from left to right
down, up, down, up—make them all the same height.





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.



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.



Humans are Animals

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



You are an animal. This dog is too.
Yes, you are an animal—
But you don't have a furry body
like some animals do.

You are an animal. An elephant
is too.
Yes, you are an animal—
But you don't have a long trunk
like some animals do.



Wait just a minute. Let's play a game.
Instead of how animals are different,
how are animals the same?
Use your eyes to look at each animal's face—
Our sense of sight lets us look all over the place.
Cats and puppies, gerbils too,
Use two eyes to see, just like you.



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.

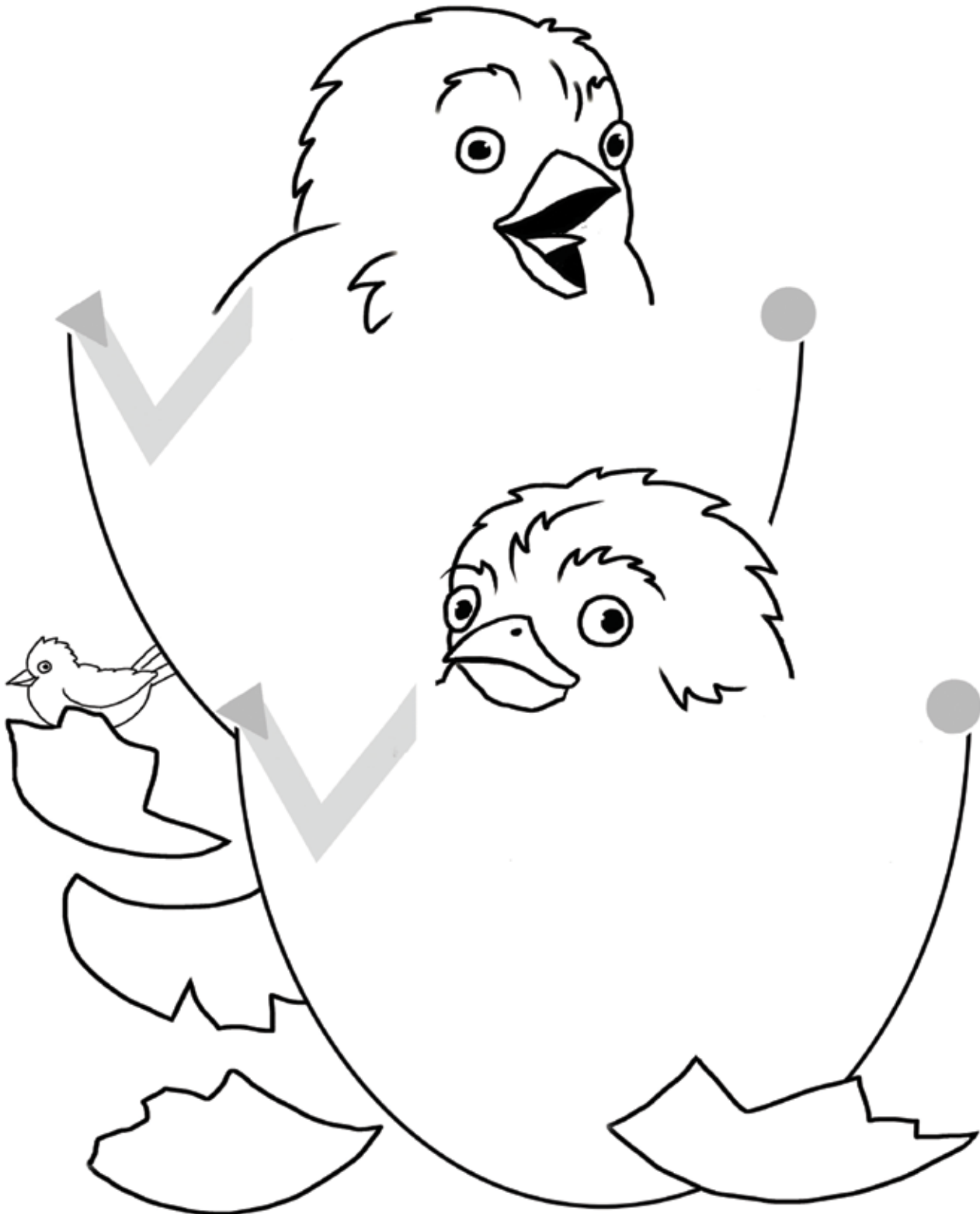


Arms help koalas and humans climb trees—
With strong hands and arms, they hang
from branches with ease.

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.

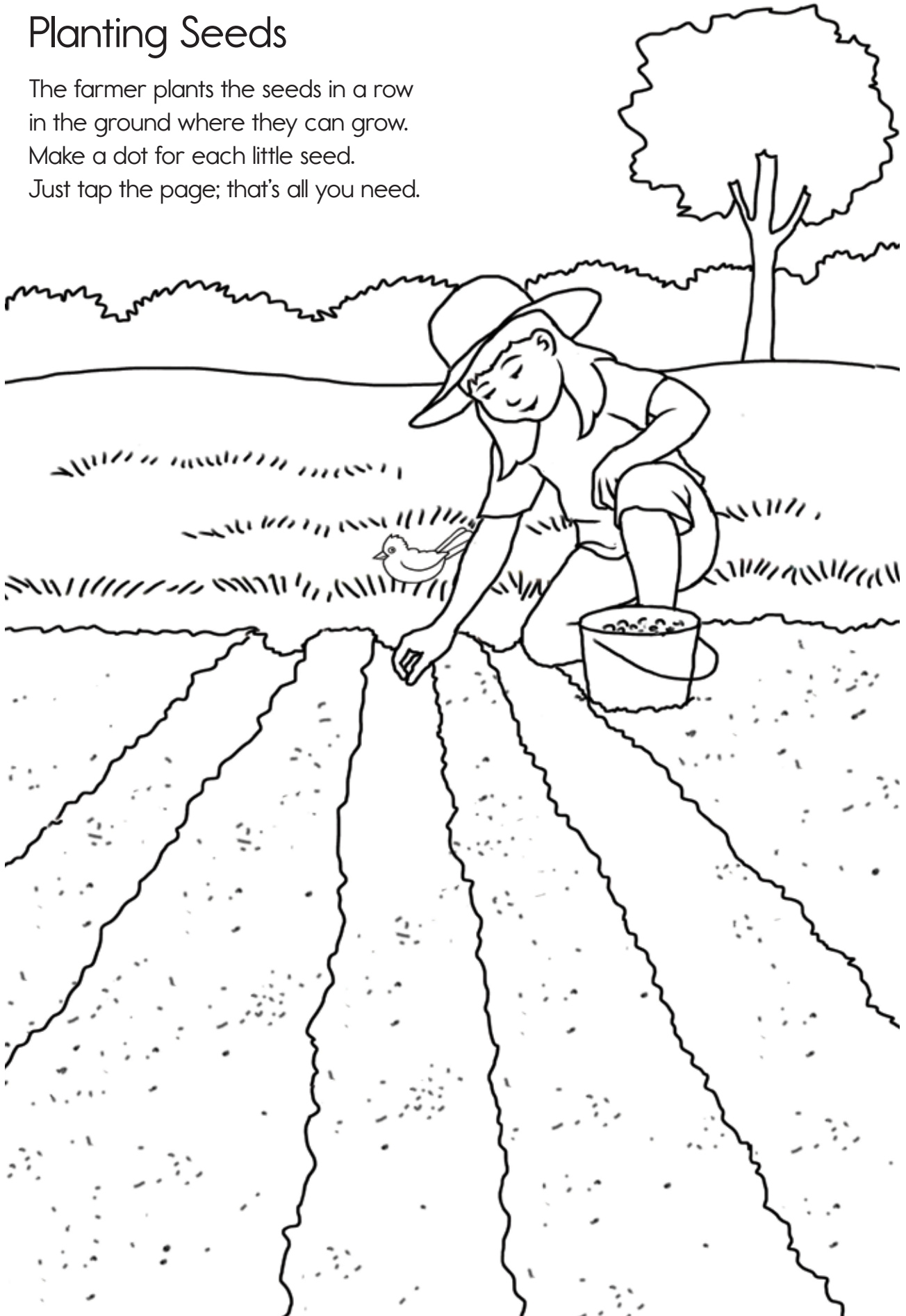




Planting Seeds

The farmer plants the seeds in a row in the ground where they can grow. Make a dot for each little seed.

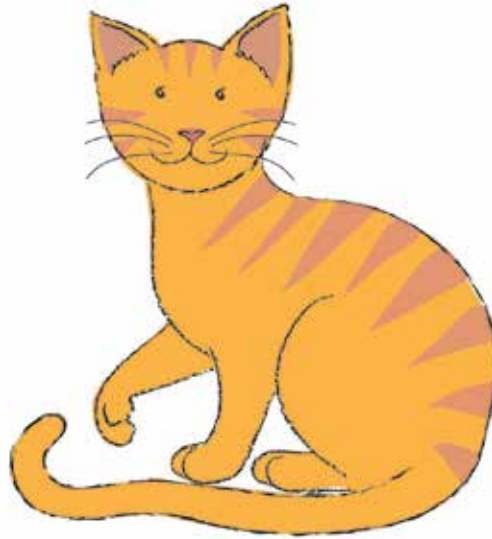
Just tap the page; that's all you need.



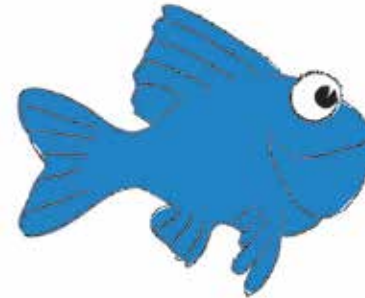
Animal Body Parts Riddles

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)

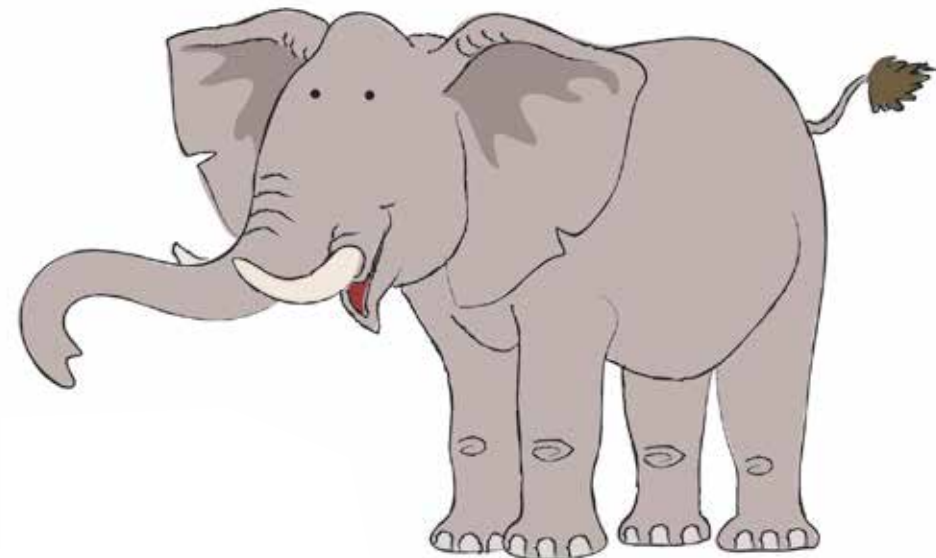


"I spy an animal that is very small and has wings that help it fly." (Butterfly)

"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)



Animal Syllables

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.



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Chicken Coops

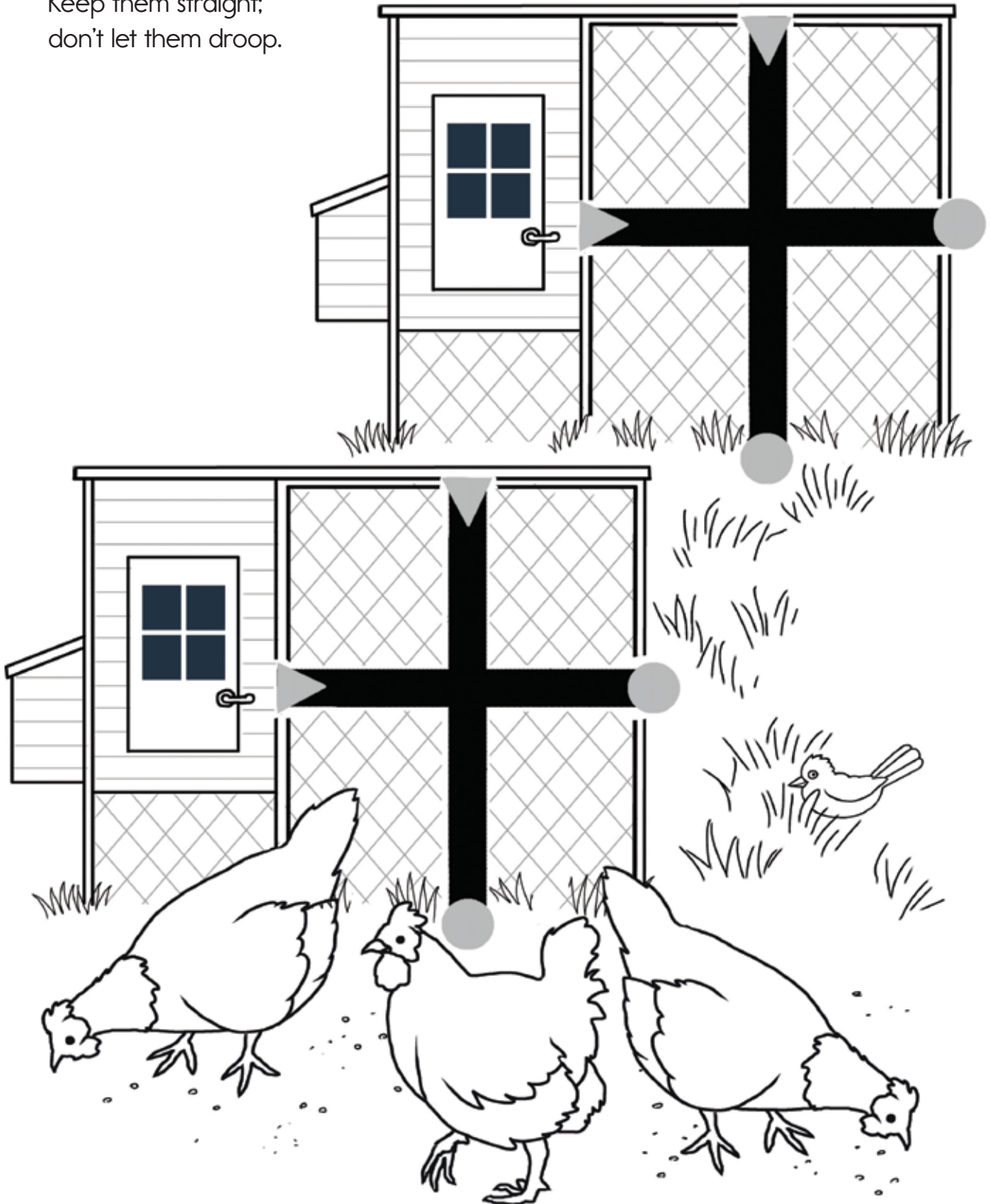
Coops keep chickens from getting lost.

One line down and one across.

Draw the crosses on the coop—

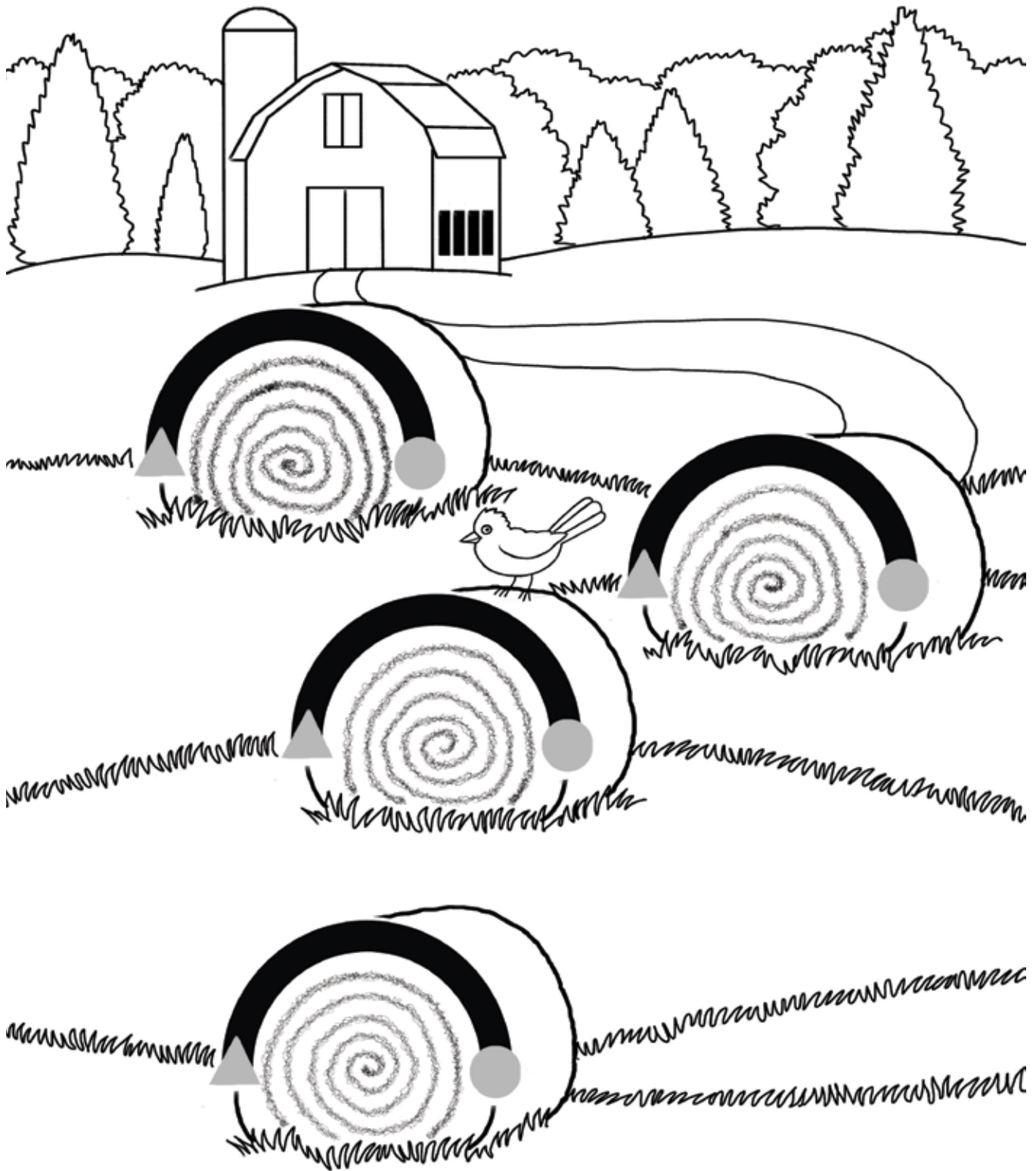
Keep them straight;

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.



Chicken Coops

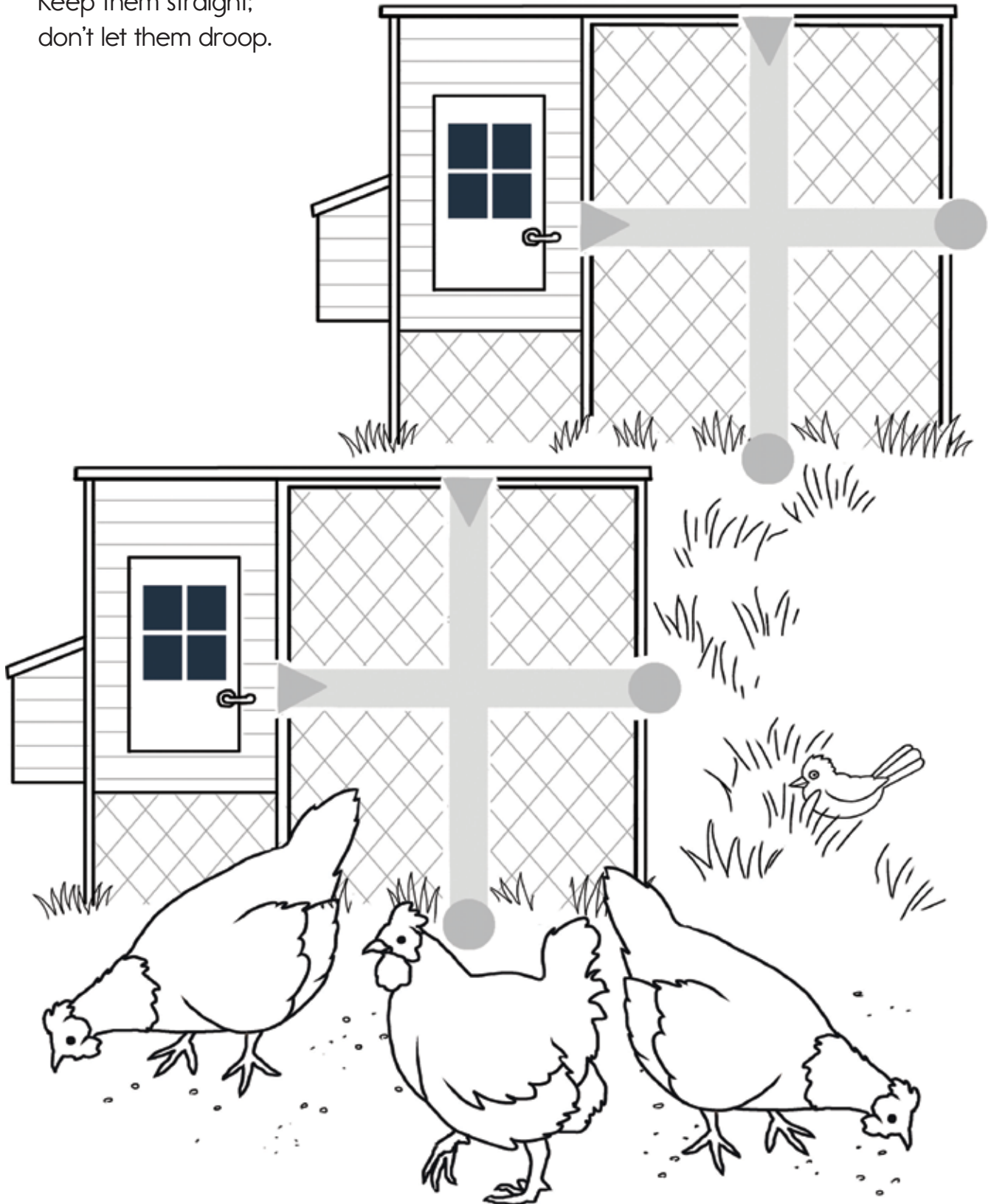
Coops keep chickens from getting lost.

One line down and one across.

Draw the crosses on the coop—

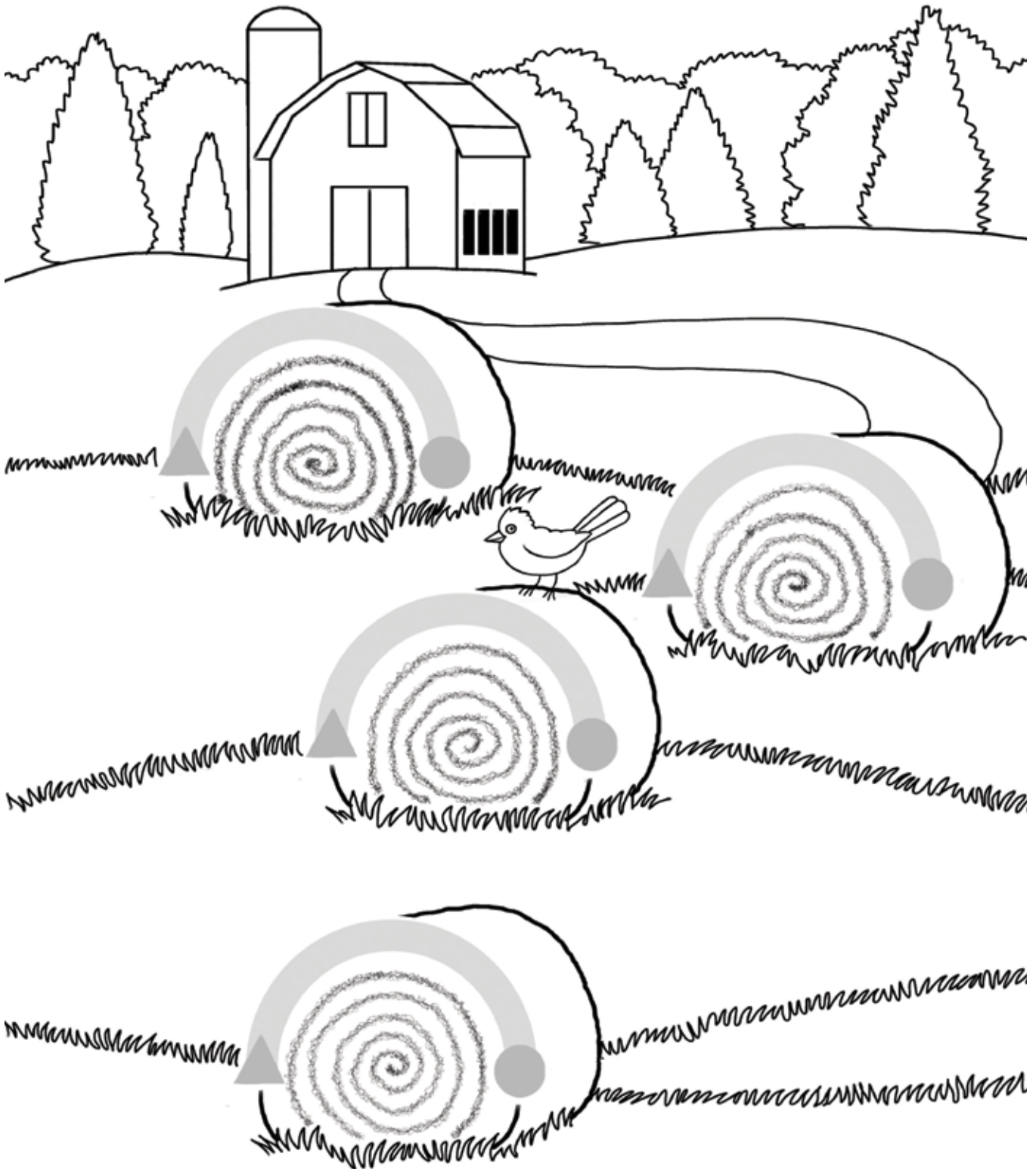
Keep them straight;

don't let them droop.



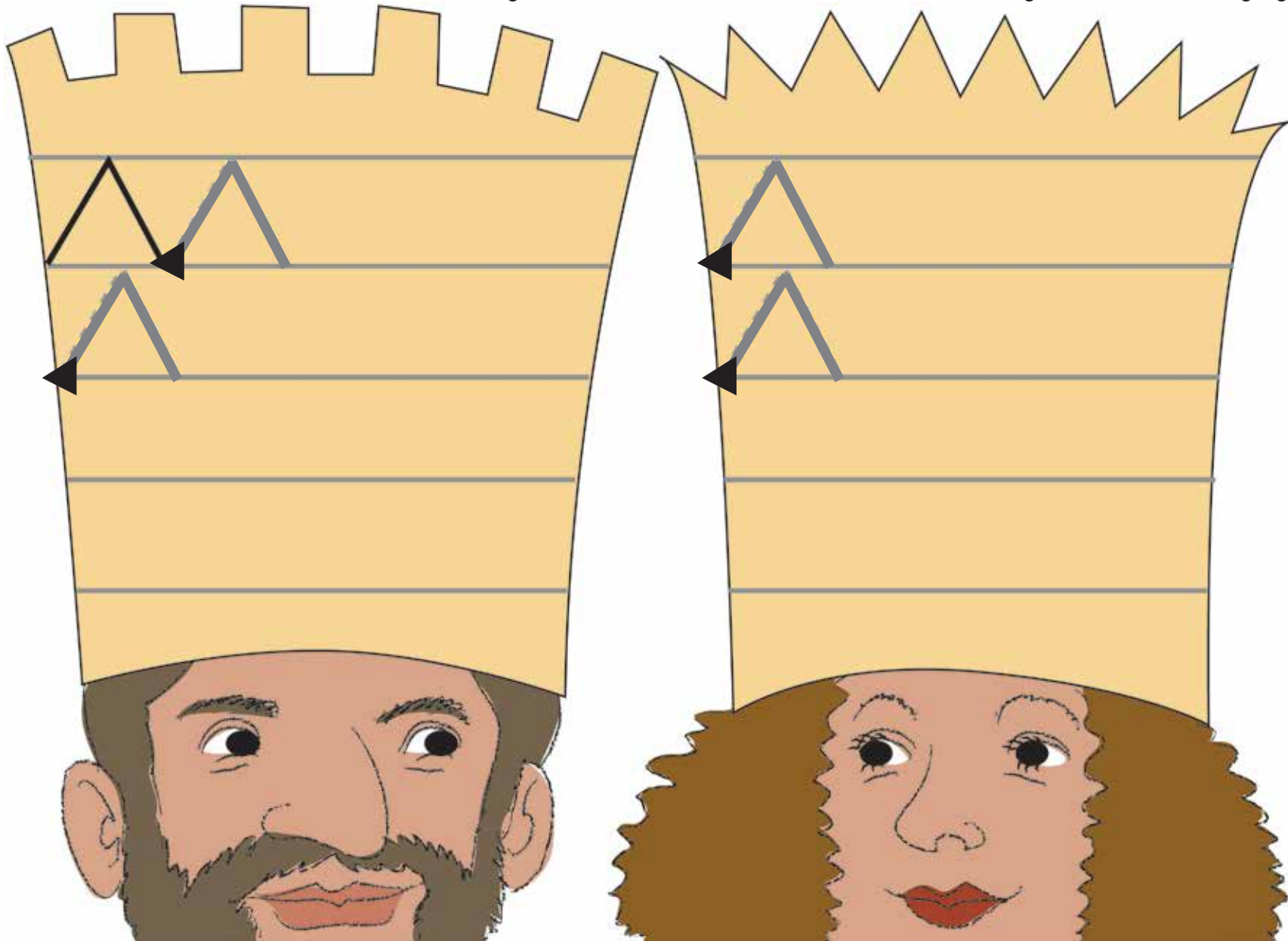
Bales of Hay

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.



Drawing Zigzag Lines

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.



- Horizontal Line
- | Vertical Line
- Dot
- Circle
- ∖ Diagonal Line

Chicken Coops

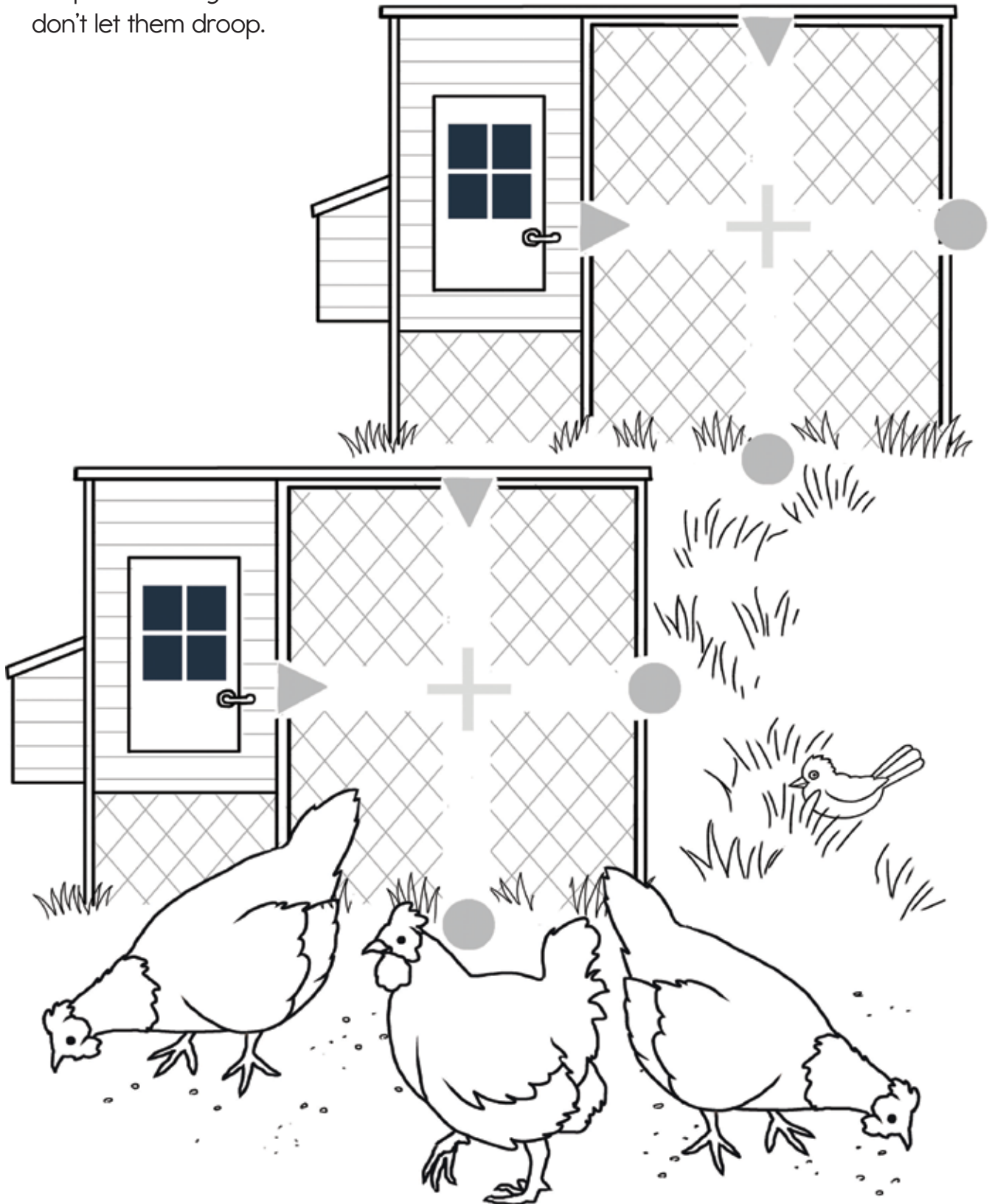
Coops keep chickens from getting lost.

One line down and one across.

Draw the crosses on the coop—

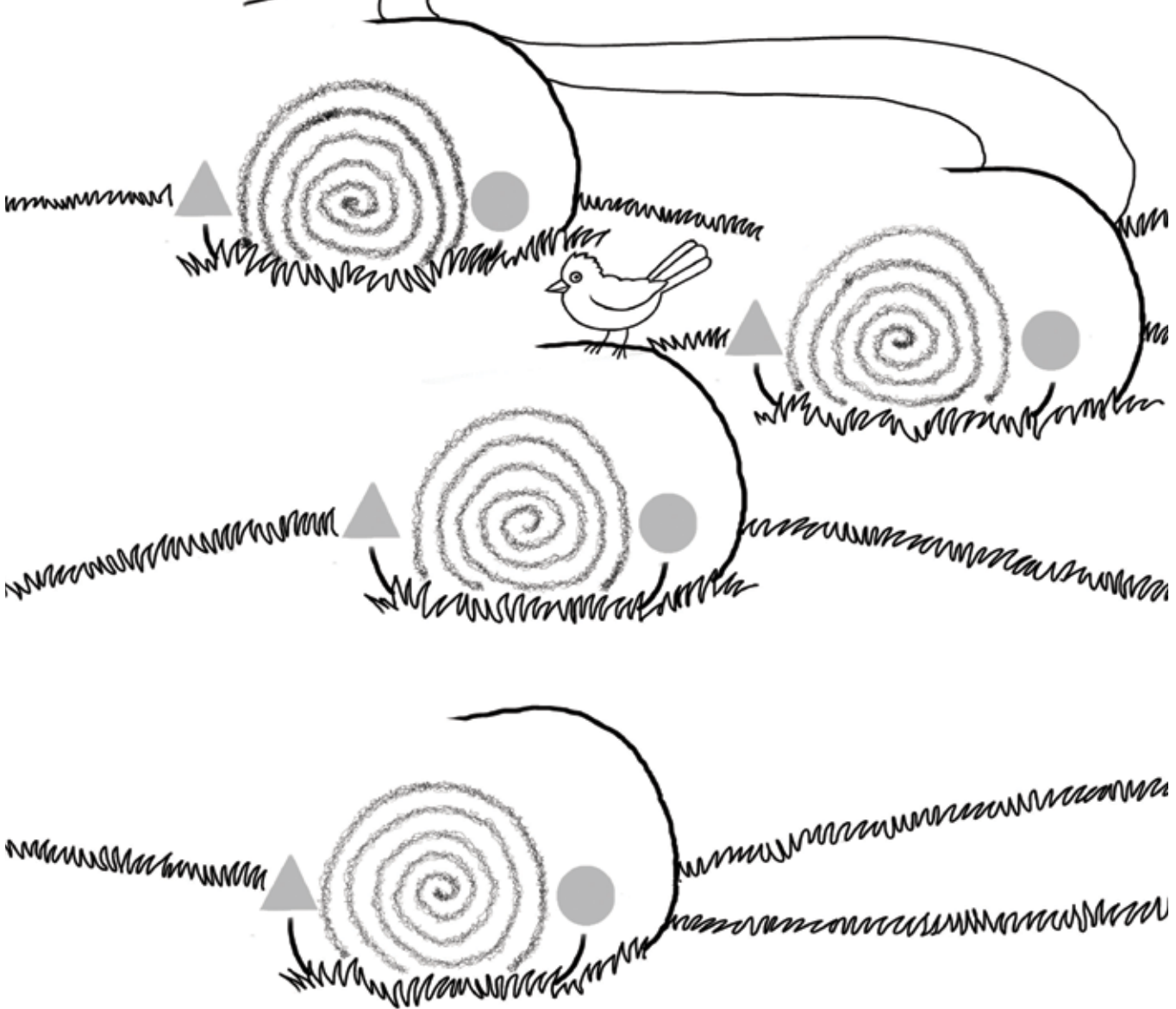
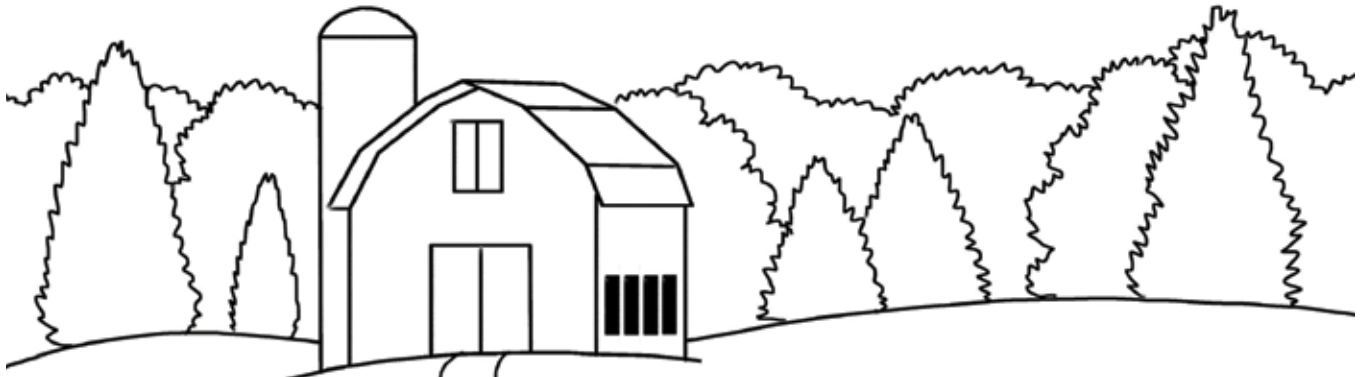
Keep them straight;

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.



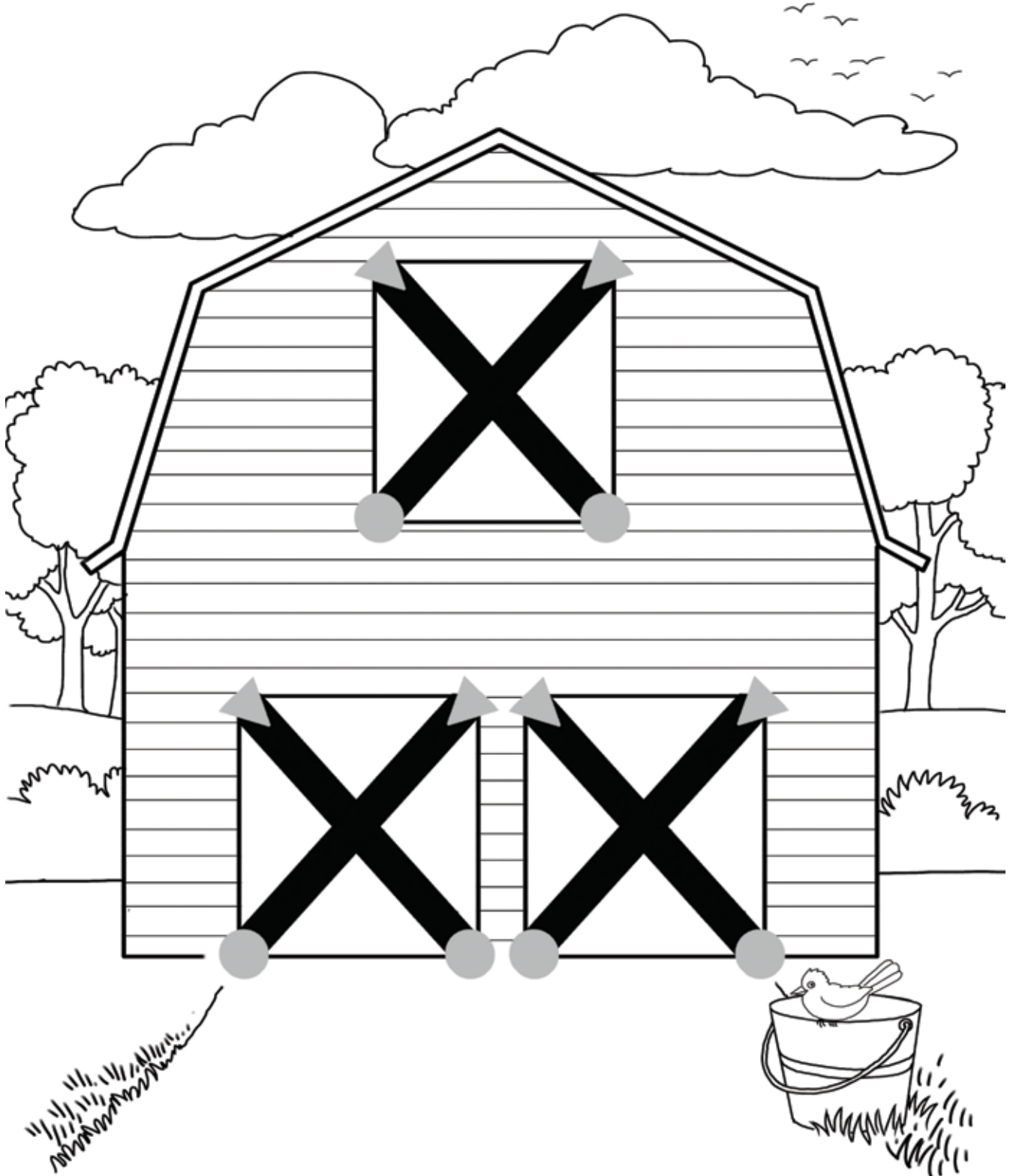
Barn Doors

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

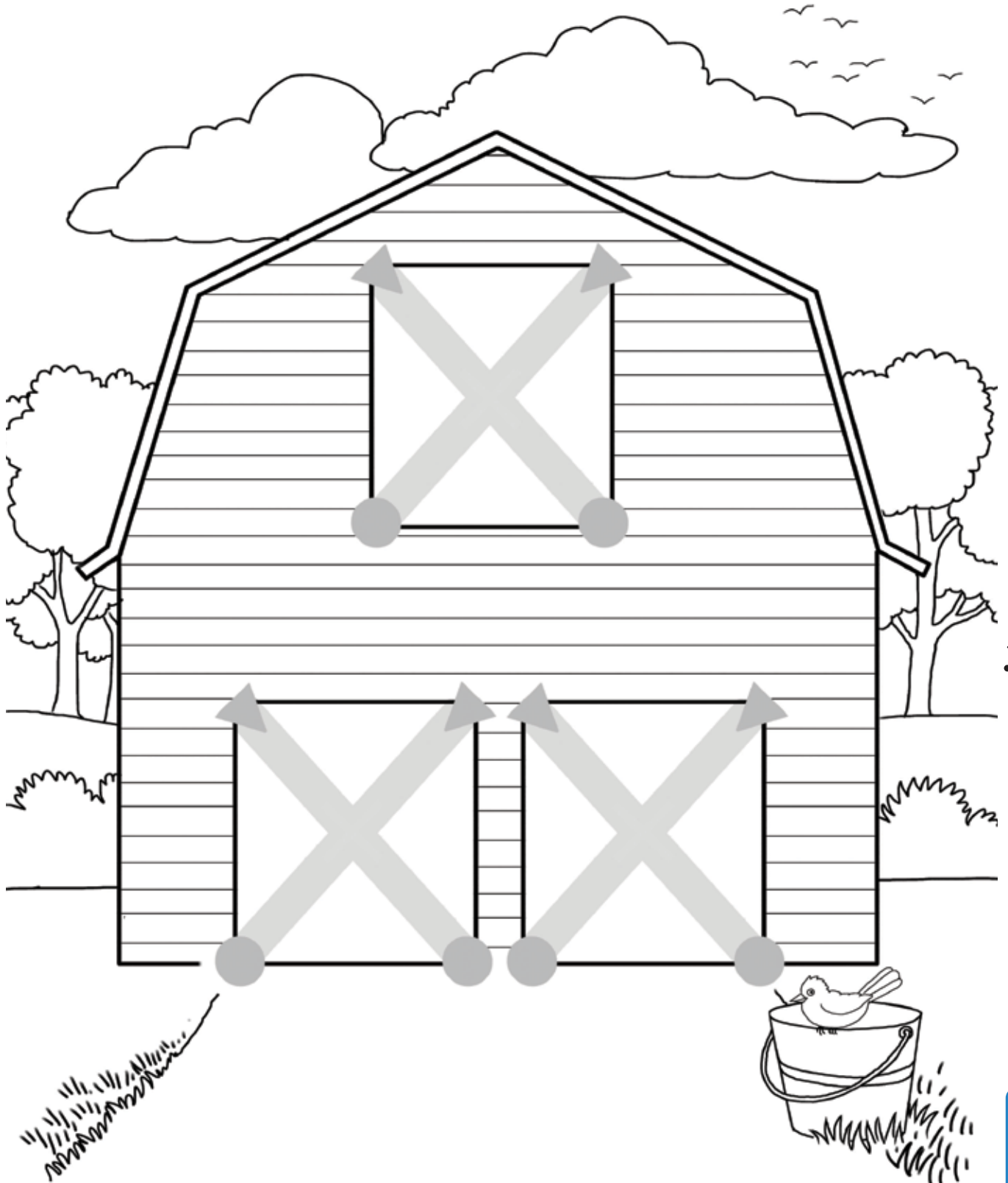
Ducks are waddling up and down.
Their beaks are pointed,
their bodies round.

Trace their bellies from end to end—
Draw a curve, then show a friend!



Barn Doors

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!



Animals: Family Letter 2



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, fish, and mammals. In our Small Groups, we will be practicing telling stories, rhyming, drawing, and writing. Your child might come home saying the ‘mmm’ sound, since we will be learning all about words that start with ‘mmm’ (like *monkey*).

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 at school. Your child may come home singing and doing the motions for “The Eensy, Weensy Spider” and “Hickety Pickety, My Black Hen.” The words to “Hickety, Pickety, My Black Hen” are on this back of this letter—have your child recite this rhyme for you and talk about how hens and other animals lay eggs.

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* and *mush*, or *plate* and *bait*).

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 drawing. You can also write your child’s name so s/he can copy it.



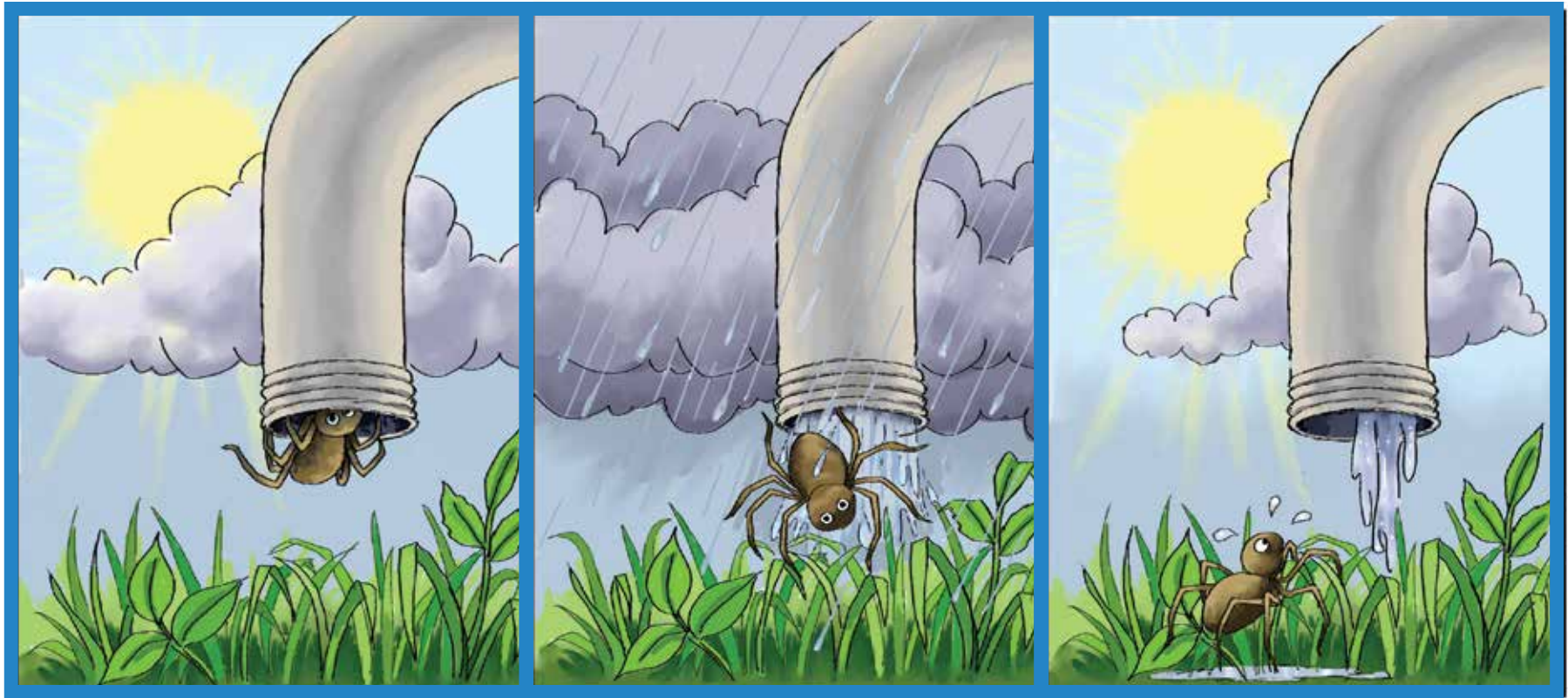
Hickety Pickety, My Black Hen

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.



Observing Animals

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.



What kind of animal is this?

How big is it?

What color is it?

What covers its body: Fur?
Scales? A hard outer shell?

How does it move: Walk? Swim?
Fly? Slither?

What body parts does it have?

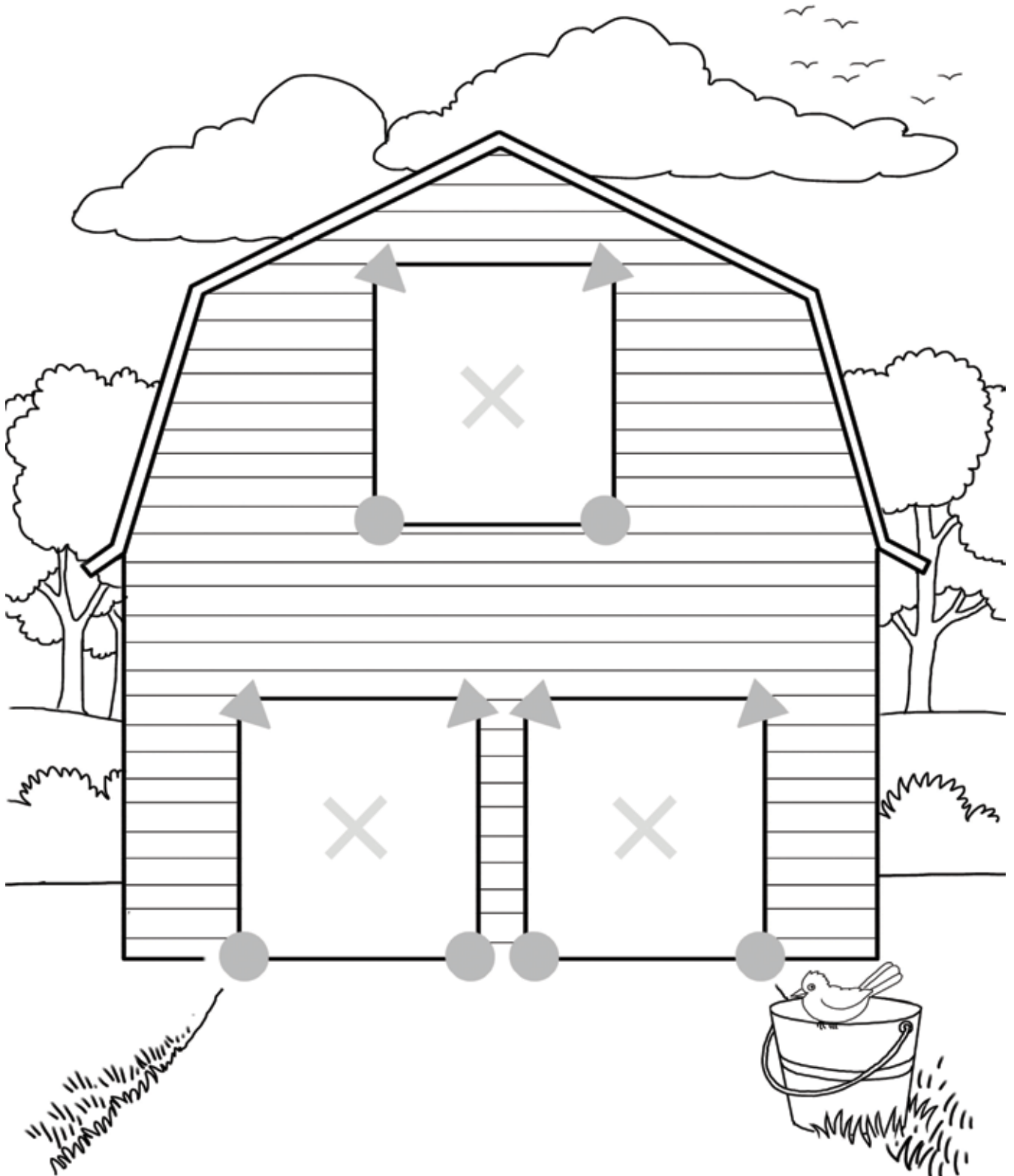
What body parts does it
use to move?

What does it eat?

What does it drink?

Barn Doors

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!





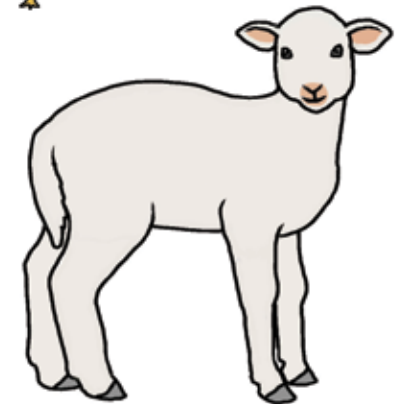
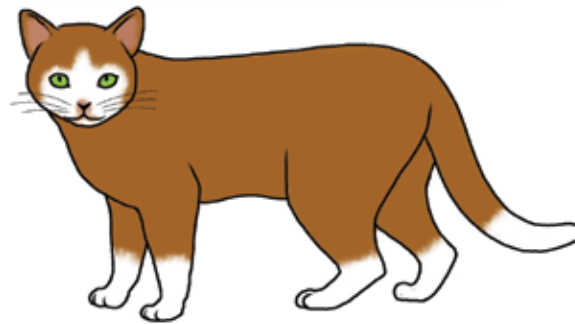
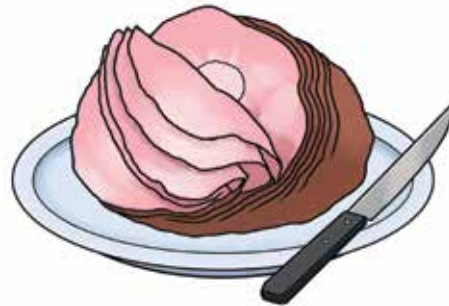
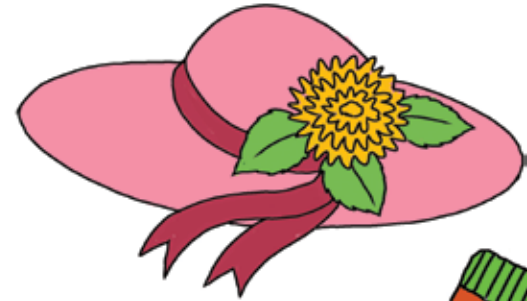
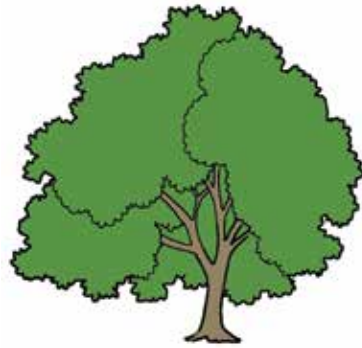
The Ducks

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.



Caterpillar to Butterfly Life Cycle

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.



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

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 a 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 have wings that they can flap. Birds are covered in feathers that keep their bodies warm and dry. All birds have two legs on which they can stand. Birds have a special type of mouth called a beak. Beaks are hard and pointy. Birds use their beaks to peck, eat food, and drink water. Some beaks are long and big, some are shorter 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.

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.



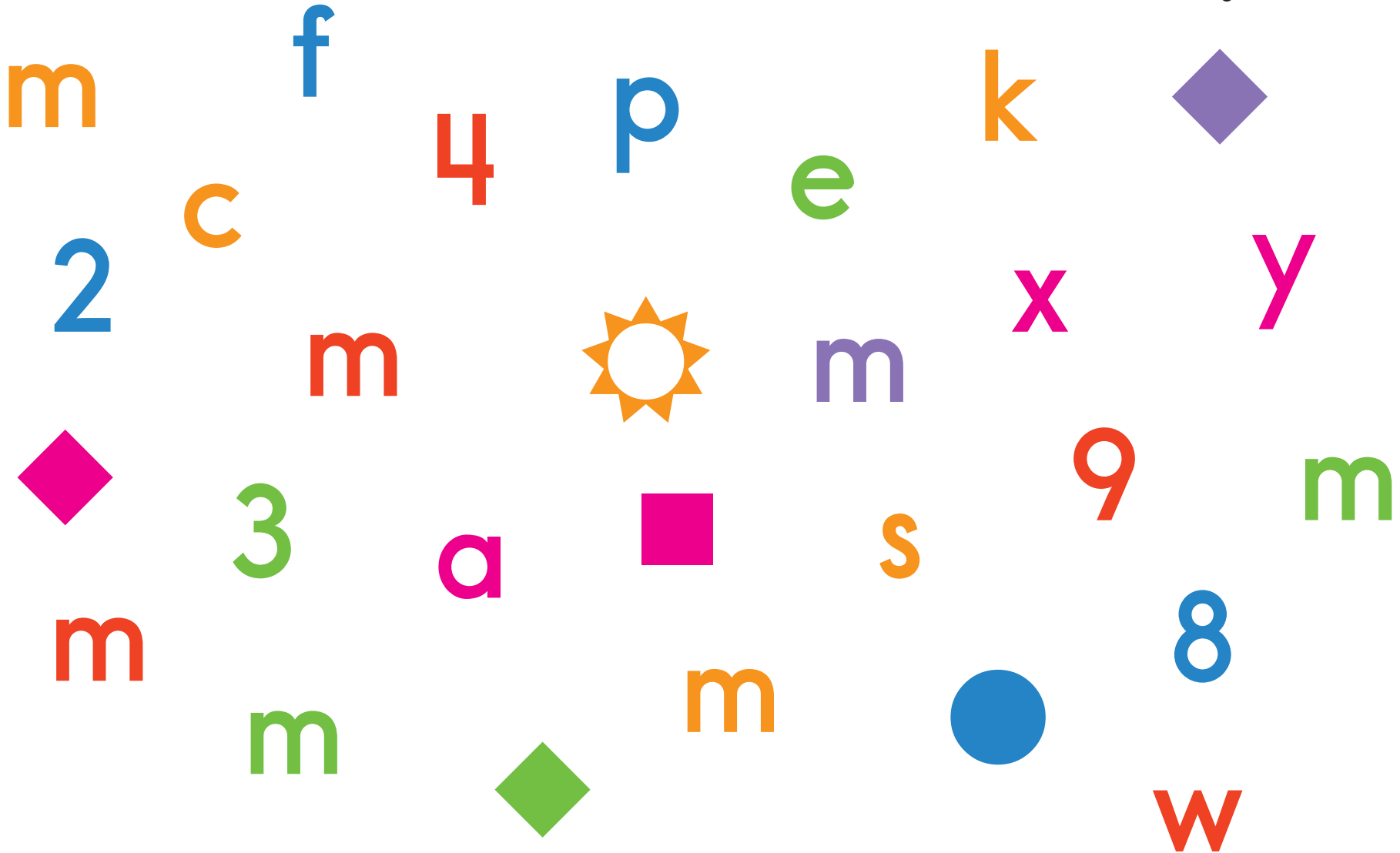
Fish and birds aren't the only groups of animals that have things in common. How are a beetle, a butterfly, and an ant the same? They are all insects. Insects come in all colors and shapes. They have six legs. Insects can look very different from one another but they are all very small. Most insects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



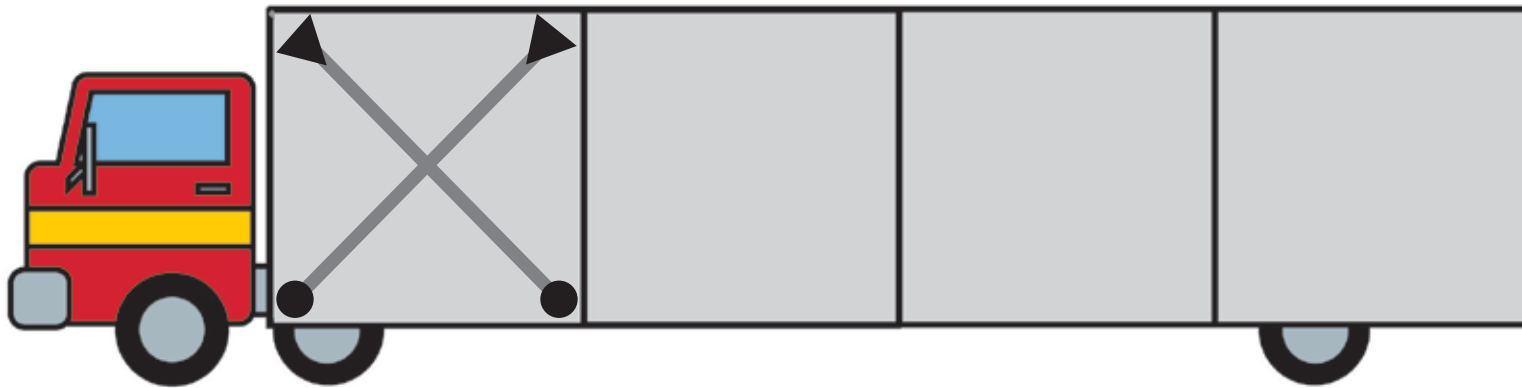
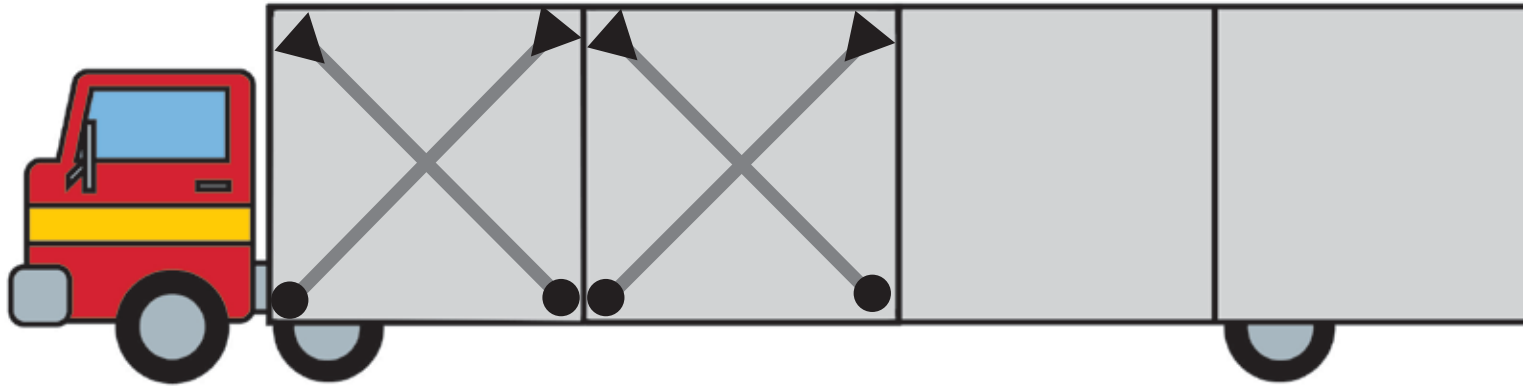
Circle the Sound Picture: **m**

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.



Mark These Trucks

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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CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

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SCHOOLS

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