On Safari...A’ Hunting We Will Go!

Special Area: Preschool, Level II
Written by: Karen Allen, Rhonda Mitchell, Susan Smith, Hamburg Prekindergarten, Hamburg, AR
Length of Unit: 8 Lessons (Two 30 minute time allotments each)

I. ABSTRACT
A. Discover what life is like in the jungle. Using field trips, books, poems, fingerplays, music, art and other fun activities, the students will become familiar with the jungle and its habitat. The students will learn about jungle animals that we find at the zoo.

II. OVERVIEW
A. Content from the Core Knowledge Preschool Sequence
1. Oral Language (page 29)
   a. After listening to an oral description of a scene, recreate the scene in pictures. 4LD-LA-B04
   b. Express a personal opinion. 4LD-LA-B10
   c. Use adjectives: Use increasingly precise vocabulary (describing words such as, striped, long, tall, short, big, little, loud, fast, slow, spotted, rainy, dry, bushy, humid). 4LD-LA-D1G
2. Nursery Rhymes, Poems, Fingerplays, and Songs (page 41)
   a. Memorize & recite independently a simple nursery rhyme, poem, or song. 4LD-NR-A1
   b. Using familiar rhymes, poems or songs, finish a recitation that has been begun with the correct rhyming word. 4LD-NR-C1
3. Storybook Reading and Storytelling (page 47)
   a. Sequence illustrations of 3-5 story events. 4LD-SR-B2
   b. Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question. 4LD-SR-C2
4. Emerging Literacy Skills in Reading & Writing (page 51)
   a. Dictate a description to accompany one’s drawings of people, objects, events or activities, derived from one’s experience or imagination. 4LD-WR-A5
   b. Give the beginning sound of a spoken word. 4LD-WR-C5
5. Mathematical Reasoning & Number Sense (page 61)
   a. Divide one item into approximately equal pieces for two people. 4KD-MR-D1
   b. Compare pairs of objects: height: tall-short. 4KD-MR-D2B
   c. Count groups of objects with up to 6 items per group. 4KD-MR-E05
6. Scientific Reasoning & the Physical World (page 83)
   a. Classify images of animals according to the habitat or environment in which they generally live: jungle. 4KD-SP-A3
7. Music (page 89)
   a. Accompany a story or musical piece by introducing sound effects at the appropriate moment. 4KD-UM-B3
b. Move to music individually, interpreting & modifying one’s movements according to the tempo, intensity and rhythm. 4KD-UM-D1A

8. Visual Arts (page 95)
a. Create sculpture (R-representational). 4KD-VA-B2J
b. Look at and talk about works of art describing details & “story” depicted such as objects, people, activities, setting, time, day/year, long ago/contemporary, etc. as well as the mood/feelings elicited. 4KD-VA-C1

III. BACKGROUND KNOWLEDGE
A. For Teachers
2. Core Knowledge Preschool Assessment Tool (CK-PAT), Core Knowledge Foundation
5. Stone, Lynn, Amazing Rain Forest. The Rourke Corporation, Inc.

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
A. Carry out oral directions: multi-step directions, accompanied by a preliminary demonstration. 4AL-WH-B1
B. Attend and listen to illustrated books. Describe an illustration. 3LD-SR-A1
C. Perform activities requiring small muscle control. 3LD-WR-C1
D. Draw on paper: horizontal line, vertical line, circle, and point. 3LD-WR-C5A
E. Listen to, sing and perform children’s songs and finger plays with others. 3KD-UM-C1
F. Use various tools and techniques in completing art projects. 3KD-VA-B1A—3KD-VA-B1F, 4KD-VA-B1A—4KD-VA-B1C
G. Function and work constructively in a group setting using appropriate social skills.
H. Understand and use language to communicate ideas.

V. RESOURCES
B. Core Knowledge Preschool Visual Arts Training Module, Charlottesville, VA: Core Knowledge Foundation (Lesson One, Two and Three)
C. Core Knowledge Preschool Assessment Tool, Charlottesville, VA: Core Knowledge Foundation, 2004 (Lessons One-Eight)
D. Hicks, Edward, Noah’s Ark Art Print (Lesson One)
E. Andreae, Giles; Wojtowycz, David, Rumble In The Jungle (Lesson One)
F. Children of the Lord, CD (Lesson One)
G. Brett, Jan, The Umbrella (Lesson One)
I. Rousseau, Henri. The Sleeping Gypsy Art Print (Lesson Two)
J. Baker, Keith, Who Is The Beast (Lesson Two)
K. Partis, Joanne, Stripe (Lesson Two)
L. Lady Blacksmith Mambazo Gift of the Tortoise CD (Lesson Two)
M. Blue Hippo, Egyptian Sculpture, www.metmuseum.org (Lesson Three)
N. *There’s A Hippo In The Tub* song, by Raul Trego and Sue Shefman (Lesson Three)
O. Jorgensen, Gail; Mullins, Patricia, *Crocodile Beat* (Lesson Three)
P. *Hot Hippo*, video, by Mwenye Hadithi (Lesson Three)
Q. Sierra, Judy; Brand, Will Hillen, *Counting Crocodiles* (Lesson Three)
R. McKee, David, *Elmer* (Lesson Four)
S. Palmer, Hap. Learning Basic Skills Through Music, *Elephant Walk* (Lesson Four)
T. Andriani, Vincent, *Peanut Butter Rhino* (Lesson Four)
U. Sheppard, Jeff; Bond, Felicia, *The Right Number of Elephants* (Lesson Four)
V. Hoberman, Mary Ann, *Zip, Zap, Zoom* poem (Lesson Five)
W. Berger, Samantha; Moreton, Daniel, *Patterns* (Lesson Five)
Y. Harter, Debbie; Blane, Steve, *Walking Through The Jungle* (Lesson Six)
Z. *Habitat Lotto*, Core Knowledge Preschool Scientific Reasoning & Knowledge: Training Module Seven page 56 (Lesson Six)
AA. Hoberman, Mary Ann, *Giraffes* poem (Lesson Six)
BB. Base, Graeme, *Jungle Drums* (Lesson Six)
CC. Lloyd, Sam; Tickle, Jack, *Shark Trouble* (Lesson Seven)
DD. Christelow, Eileen, *Five Little Monkeys Jumping On The Bed* (Lesson Seven)
EE. *Animal Fair* poem (Lesson Seven)
GG. Buckley, Richard; Carle, Eric, *The Greedy Python* (Lesson Eight)

VI. LESSONS
Lesson One: **Introduction of the Jungle** (Will probably take two 30 minute time allotments)

A. Daily Objective(s)
1. Students will tell what they know and what they want to know about the jungle (KWL Chart).
2. Look at and talk about Noah’s Art by Edward Hicks describing details and story depicting objects, activities, setting, time, day/year, long ago/contemporary, etc. as well as the mood/feelings elicited.
3. Students will learn the song *Children of the Lord*.
4. Students will listen and interact with the book *Rumble in the Jungle*.

B. Grouping
1. Small group and whole group instruction

C. Materials and Preparation
1. Chart, chart paper and marker for KWL chart
3. A copy of the art work *Noah’s Ark* by Edward Hicks
4. A copy of the assessment for each child (Appendix A)
5. Two toilet tissue tubes for each child
6. Green yarn (12 inches for each student), stapler, markers
7. Chart paper and markers to list items for the jungle trip
8. *On Noah Ark* by Jan Brett
9. *Rumble In the Jungle* by Giles Andreae and David Wojtowycz
10. *Jungles* by Ilia Podendorf
11. *The Umbrella* by Jan Brett
13. Student assessment for each child (Appendix A)

**D. Language of Instruction**

1. Teacher: art, artist, imagination, create, painter, original, museum, mural, title, mood, detail, describe, explain, animal, same, alive, jungle
2. Students: art, colors, different, paint, draw, paint, same, animal, alive, jungle

**E. Procedures/Activities**

1. Taking a large sheet of white paper, divide the paper into three columns with the topic K, W, and L. In the first section (K), ask: *What do you know about the jungle?* Write their answers.
2. In the middle section (W), ask: *What do you want to know about the jungle?* Write their answers. Leave the third column (L) blank. You will fill this in at the conclusion of the unit.
3. *We are now going to read about the jungle.* Read *Jungles* by Illa Podendorf explaining as you go through the book about the jungle habitat.
4. After you finish the book, ask: *Would you like to take a trip to the jungle? If so, what will we need and how will we get there?* List items and plan a trip to the jungle with the children.
5. Explain binoculars and explain how you can put two toilet tissue tubes together to make binoculars.
6. In small groups, make binoculars. Each student will bring 2 toilet paper tubes. Decorate with brown, green, and black markers to look like camouflage. The teacher will assist students while hole-punching the tubes on one end of each tube. The teacher will staple the tubes together. Using a 12 inch piece of green yarn, the teacher will assist the students in tying the yarn to the tubes.
7. *Let’s look at a piece of artwork by the artist Edward Hicks named Noah’s Ark.* Ask the students: *What do you know about this story? Do you think the animals we see are all of the animals that get on the ark? Why? Could some animals already be on the ark? Do the animals feel safe and why? Name some other animals that could be in the painting.*
8. Read or tell the story of Noah’s Ark. Ask: *What jungle animals will Noah put on the boat?* The students will draw Noah’s Ark.
9. Sequence the events of the story of Noah’s Ark. (Appendix B)
10. Sing *Children of the Lord.*
11. Begin a jungle mural by making a jungle scene on a large piece of paper.

**F. Go A Little Further**

1. For students who have difficulty, spend more time looking through and explaining the books used in the lesson. Work one on one with the child to help identify animals.
2. For students who excel, let them read picture books about Noah’s Ark.

**G. Assessment/Evaluation**

1. Use Appendix B to sequence the story of Noah’s Ark. Mark questions 1 and 17 on Appendix A.

**Lesson Two: Lions and Tigers**

**A. Daily Objective(s)**

1. Students will point to and name a lion from a group of animals.

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2. Students will point to and name a tiger from a group of animals.
3. Students will story map *Who Is the Beast* comparing the animals.
4. Students will begin a jungle journal by drawing and writing each day.
5. Look at and talk about *The Sleeping Gypsy* by Henri Rousseau
   describing details and story depicting objects, activities, setting, time,
   day/year, long ago/contemporary, etc. as well as the mood/feelings
   elicited.

B. **Grouping**
1. Small group and whole group instruction

C. **Materials and Preparation**
1. *Who Is the Beast* by Keith Baker
2. Chart, chart paper and markers
3. 8 X 11 paper for jungle journal
4. Pencils and crayons for each child
5. *Going On a Lion Hunt* story (Appendix C)
6. A copy of the artwork *The Sleeping Gypsy* by Henri Rousseau
7. Student assessment for each child (Appendix A)
8. Story picture cards for mapping *Who Is The Beast*
9. Pictures of a lion and a tiger
10. Venn diagram chart
11. *Gift of the Tortoise* CD by Ladysmith Black Mambazo and CD player
12. *Stripe* by Joanne Partis

D. **Language of Instruction**
1. Teacher: attention, concentrate, remember, follow directions, in order,
   describe group, echo, repeat, beat, beginning, at last, artist painter,
   painting, real detail, compare, imagination, imaginary, art, different
2. Student: first, after, end, next, art, different

E. **Procedures/Activities**
   Each child will place a card on a big poster board mapping out the story.
   This will be teacher guided. The students will compare same and
   differences with the animal characters in the book.
2. Make a Venn diagram comparing lions and tigers.
3. Read the book, *Stripe* by Joanne Partis. The students will paint the tiger
   cut-out orange and then add black stripes.
4. Take students on an imaginary lion hunt. (See Appendix C).
5. Add lions and tigers to the mural.
6. The students will view the painting *The Sleeping Gypsy* by Henri
   Rousseau. Ask the students: What does the lion in this painting seem to
   be doing? Where is he looking? What else do you see in the painting? If
   you were the artist, what animal would you have drawn? After
   questioning the students, they will draw the animal of their choice with a
   sleeping gypsy.
7. Using the song *Gift of the Tortoise* CD by Ladysmith Black Mambazo,
   the students will move rhythmically to the music.

F. **Go A Little Further**
1. For students who have difficulty, show pictures of lions and tigers.
   Discuss the characteristics of the lion and tiger. How are they alike?
   How are they different?
2. For students who excel, draw a lion or tiger in journals. The student will
   dictate facts about the animal they illustrated.
G. **Assessment/Evaluation**

1. Mark question 17 on Appendix A.
2. Point to the picture of a lion and verbalize what it looks like.
3. Point to the picture of a tiger and verbalize what it looks like.
4. Did the student draw a lion and tiger in their jungle journal?

**Lesson Three: Hippopotamus and Crocodile**

**A. Daily Objective(s)**

1. Students will identify a hippopotamus and a crocodile.
2. Students will create a sculpture of a hippopotamus.
3. Students will sing *There’s a Hippo in the Tub*.
4. Students will examine a stuffed Hippo that is like the Egyptian, *Blue Hippo*.
5. Accompany a story (*Crocodile Beat*) by introducing sound effects at the appropriate moment.

**B. Grouping**

1. Small group and whole group instruction

**C. Materials and Preparation**

1. William, the Egyptian *Blue Hippo* (stuffed animal)
2. *There’s a Hippo in the Tub* CD by Anne Murray and CD player
3. Student assessment for each child (Appendix A)
4. Blue Crayola magic model clay
5. *Hot Hippo* by Mwenye Hadithi (video)
6. *Crocodile Beat* by Gail Jorgensen and Patricia Mullins
7. *Counting Crocodiles*, by Judy Sierra and Will Hillen Brand
8. Musical instruments
9. Dirt for mud painting, water, and paper
10. Plastic hippos and crocodiles

**D. Language of Instruction**

1. Teacher: imitate, repeat, sound, sound effects, rhythm, artist, compare, create, curved line, detail, materials, sculptor, sculpture, museum, original, real
2. Student: different, listen, art, blue, color, different

**E. Procedures/Activities**

1. The students will create a sculpture of the Egyptian *Blue Hippo* with modeling clay or blue play-dough.
2. Place dirt and water in a plastic tub. Using measuring cups, the students will add water to the dirt. The students will mix by hand to create mud. The students will finger paint a picture using the mud.
3. Students will sort hippos and crocodiles into groups using plastic animals.
4. Sing the song, *There’s a Hippo in the Tub*, by Raul Trego and Sue Shefman using various musical instruments.
5. The teacher will read the story *Crocodile Beat* by Gail Jorgensen and Patricia Mullins. The students will use various musical instruments for sound effects as each animal is introduced in the story.
6. Add hippos and crocodiles to the mural.

**F. Go A Little Further**

1. For students who have difficulty, the teacher will repeat the sound effect. The student will name the animal.
2. For students who excel, the student will be able to map out orally the beginning, middle, and end of the book, *Crocodile Beat* by Gail Jorgensen and Patricia Mullins.

**G. Assessment/Evaluation**

1. Observe each student as they participate in *Crocodile Beat* and mark question 2 on Appendix A.
2. Point to the picture of a hippopotamus and crocodile. The student will verbalize the characteristics of each animal.
3. Mark question 4 on Appendix A

**Lesson Four: Elephant**

**A. Daily Objective(s)**

1. Students will identify an elephant.
2. Students will imitate the motions of an elephant.
3. Using the song, *Elephant Walk*, the students will move to music individually, interpreting and modifying one’s movements according to the tempo, intensity and rhythm.
4. Students will identify and name letters.
5. Students will estimate peanuts in a jar.

**B. Grouping**

1. Small group and whole group instruction

**C. Materials and Preparation**

1. Elephant picture
2. *Elephant Walk* song and tape player
3. Colored construction paper, glue, markers, crayons, small colored precut squares, collage materials. (Example: lace, beads, feathers, buttons)
4. *Elmer* by David McKee
5. Peanuts in a jar (for estimating)
7. Edible Peanut butter play-dough recipe (Appendix D)
8. 1 cup peanut butter (creamy), 1 cup corn syrup, 1 1/4 cup powdered milk, and 1 1/4 cup powdered sugar
9. Water for water play
10. Chart paper for LEA
11. *The Right Number of Elephants* by Jeff Sheppard and Felicia Bond
12. Paper peanut cut-outs with individual alphabet letters. (Appendix E)
13. Student assessment for each child (Appendix A)

**D. Language of Instruction**

1. Teacher: ABC’s, alphabet, dictate, act out, backward, forward, imitate, moving, rules, sideways, speed, pantomime, relax, how many
2. Student: move, slow, start, stop, walk, listen, music, song, how many

**E. Procedures/Activities**

1. Students will learn about how elephants use water. The students, during water play, will observe and record through illustrations. They will dictate their illustration to the teacher.
2. The teacher will read the book *Elmer* by David McKee. To complete an LEA chart, ask the students: *If you were an elephant, what color would you be and why?*
3. The students will estimate how many peanuts are in a jar.
4. The teacher will read the book *Peanut Butter Rhino* by Vincent Andriani. Make peanut butter play-dough following the reading of the
story. (Appendix D) Students will make elephants, peanuts, the letter E for elephant, and the letter P for peanut with the play-dough. After the students have explored making play-dough creations, they can enjoy eating it.

5. Play Elephant Walk by Hap Palmer. Have students walk on paper cut-out peanuts with alphabet letters. When the music stops, the students will name the letter on the peanut where they are standing.

6. The teacher will read the book Elmer by David McKee. Students will make a patchwork elephant using multi-colored pre-cut squares or any design they choose. (Example: stripes, flowers, hearts, stars, moons, polka-dots)

7. Add elephants to the mural.

F. Go A Little Further
1. For students who have difficulty, reread the story Elmer by David McKee. Show pictures of elephants.
2. For students who excel, let them distinguish between African and Asian elephants.

G. Assessment/Evaluation
1. Observe each student as they participate in Elephant Walk and mark question 5 in Appendix A.
2. Students will identify an elephant

Lesson Five: Zebra
A. Daily Objective(s)
1. Students will identify a zebra from a horse.
2. Students will complete a Venn diagram about a zebra and a horse.
3. Students will name other animals with stripes.
4. Students will use the correct number of vertical lines on a zebra as stated by the teacher.
5. Students will write the zigzag writing stroke for the letter Zz.

B. Grouping
1. Small group and whole group instruction

C. Materials and Preparation
1. Zip, Zap, Zoom poem by Mary Ann Hoberman
2. Patterns by Samantha Berger and Daniel Moreton
3. Chart paper and markers
4. Pattern blocks
5. White construction paper, paintbrushes, and black paint
6. Pictures of zebras and horses
7. Examples of vertical and zigzag writing strokes, paper, and pencils
8. A copy of the Venn diagram (Appendix F)
9. Writing journals, pencils, and crayons
10. Life On The African Savannah by Melvin Berger
11. Student assessment for each child (Appendix A)

D. Language of Instruction
1. Teacher: zigzag line, vertical line, uppercase letter, lowercase letter, ABC’s, alphabet, capital letter, describe, explain
2. Student: same, different, horse, zebra

E. Procedures/Activities
Label above one circle horse. Label above the other circle zebra. As the students dictate, the teacher will write the differences and similarities for each animal. The differences for each animal will be listed under each heading, inside each circle. The similarities will be listed in the middle overlapping section of the two circles. (Appendix F)

2. Students will write and draw in journals after the teacher asks: What kind of pajamas will your zebra wear?

3. Students will be guided by the teacher while drawing a zebra on white construction paper. They will paint 5 black vertical lines on the zebra.

4. Students will write zigzag writing strokes on paper.

5. Students will create jungle animals from pattern blocks. Give each student a group of pattern blocks. The student may create an animal using his/her imagination.

6. Read the poem Zip, Zap, Zoom by Mary Ann Hoberman

7. Add zebras to the mural.

F. Go A Little Further

1. For students who have difficulty, the teacher will describe a horse and a zebra. The student will point to the correct animal that was described.

2. For students who excel, students will name similarities and differences between a horse and a zebra.

G. Assessment/Evaluation

1. Using a Venn diagram, identify and verbally label the characteristics of a horse and a zebra and mark question 18 on Appendix A.

2. Did the students paint 5 vertical stripes on the zebra?

3. Did the students tell how the zebra and the horse were the same or different?

Lesson Six: Giraffe

A. Daily Objective(s)

1. Students will match animals to the correct habitat.

2. Students will use words describing a giraffe.

3. Students will measure and compare the height of a giraffe with unifix cubes.

4. Students will make a set of six jungle animals using plastic jungle animals.

5. Students will paint six spots on the giraffe and count the spots they painted.

6. Students will make a color pattern with unifix cubes. Students will make a black/white pattern to represent a zebra, brown/yellow pattern for a giraffe, or an orange/black pattern for a tiger.

B. Grouping

1. Small group and whole group instruction

C. Materials and Preparation

1. Tape recorder, Walking through the Jungle by Debbie Harter (music by Steve Blane)

2. Habitat Lotto from Core Knowledge Preschool Scientific Reasoning & Knowledge: Training Module Seven page 56

3. Giraffes poem by Mary Ann Hoberman

4. Full body giraffe on chart paper

5. Handmade binoculars made in previous lesson

6. Jungle Drums by Graeme Base
7. One pound coffee can, construction paper, markers, crayons, paint
8. Unifix cubes
9. Picture of a giraffe and a zebra (Appendix G)
10. Picture of a giraffe on white construction paper, brown paint, and paintbrushes
11. Plastic jungle animals
12. Student Assessment for each child (Appendix A)

D. Language of Instruction
1. Teacher: describe, explain, record, create, weather, temperature, jungle, water, lake, forest, desert, polar region, farm, ocean
2. Student: animal, forest, jungle, lake, ocean, river, water

E. Procedures/Activities
1. Read the poem Giraffes by Mary Ann Hoberman. Have a full body giraffe drawn on chart paper. Ask the students to use words to describe the giraffe. For example: knobby knees, long neck, spotted coat. With a marker, the teacher will write the words on chart paper that is given by students.
2. Read the book Jungle Drums by Graeme Base. The students will make drums to beat during the story. Students will cover a one pound coffee can with construction paper. Decorations will be added with markers, crayons, or paint. With teacher guidance, the students will paint their faces if desired.
3. Listen to the tape while showing the book, Walking through the Jungle by Debbie Harter. Music by Steve Blane. Using Habitat Lotto from CORE KNOWLEDGE SCIENTIFIC REASONING & KNOWLEDGE: Training Module Seven page 56, the students will match each animal to each habitat.
4. Students will take unifix cubes, measure and compare the length of a giraffe’s neck, and the length of a zebra’s neck. The pictures of each animal will be on white paper. The teacher will ask questions: Which animal has the longer neck? Which animal has the shorter neck? How many unifix cubes long is the giraffe’s neck? How many unifix cubes long is the zebra’s neck? How many unifix cubes longer is the giraffe’s neck than the zebra’s neck?
5. Students will explore and observe the different characteristics of the plastic jungle animals. The teacher may ask the student to describe the jungle animal he/she is exploring. The teacher will then ask the student to make a set of six animals. Have the students count the set he/she made.
6. Give the students the giraffe picture on white construction paper. Have the students paint six brown spots on the giraffe. After the students paint the spots on the giraffe, they will count them.
7. Give the students unifix cubes to make a jungle pattern for an animal. The teacher will ask the students: What color pattern could be used for a jungle animal? What animal has that pattern? For example, choose black and white for a zebra, brown and yellow for a giraffe, or orange and black for a tiger.
8. Add giraffe to the mural.

F. Go A Little Further
1. For students who have difficulty, the teacher will review the various habitats. Place one habitat in view at a time with only two animals to
choose. The teacher will guide the students to place the animals into the correct habitats.

2. For students who excel, create or draw a new habitat. Draw a new created animal to place in their habitat.

G. **Assessment/Evaluation**
   1. Mark question 7 on Appendix A
   2. Mark question 8 on Appendix A
   3. Mark question 15 on Appendix A
   4. Mark question 16 on Appendix A

**Lesson Seven: Monkey and Gorilla**

A. **Daily Objective(s)**
   1. Students will complete a Venn diagram about monkeys/gorillas.
   2. Students will name other jungle animals that live in trees.
   4. Students will story map the book *Shark Trouble* by Sam Lloyd/Jack Tickle.

B. **Grouping**
   1. Small and whole group instruction

C. **Materials and Preparation**
   1. Venn diagram (see Appendix F) on chart paper and markers.
   2. *Shark Trouble* by Sam Lloyd/Jack Tickle
   3. Chart paper for story map.
   4. Banana shake recipe chart (see Appendix H), bananas, milk, ice cream, cups, blender, and Little Debbie coconut snack cakes.
   5. Musical instruments (maracas and handmade drums from previous lesson)
   7. Five little monkeys and glove
   8. *Animal Fair* poem
   10. Student assessment for each child (Appendix A)

D. **Language of Instruction**
   1. Teacher: poem, recite, repeat, rhyme, echo, title, author, finger-play, drum, instrument, maracas, rhythm sticks, sing, voice
   2. Student: fast, listen, music, sing, slow, song

E. **Procedures/Activities**
   1. Make a Venn diagram on chart paper. Guide students to compare and contrast monkeys and gorillas.
   2. The teacher will ask students to name other jungle animals that live in trees. The teacher will list the animals on chart paper.
   3. Read the poem *Five Little Monkeys Jumping on the Bed*, by Eileen Christelow. The students will take turns dramatizing the poem. The teacher may use the glove puppet with monkeys to tell the story.
   4. Read the book *Shark Trouble* by Sam Lloyd/Jack Tickle. The teacher will guide the students while story mapping the book. Ask the students: *What was the problem in the story? How was the problem solved?*
   5. Display the banana shake recipe. The students will help the teacher mix the banana milkshake by reading the cooking chart. (See Appendix H)
6. Read the book *Shark Trouble* by Sam Lloyd. Illustrated by Jack Tickle. The students will enjoy a Little Debbie cake party with the banana milkshakes.

7. Students will listen to jungle music, beat the drums, and shake the maracas. Students will sing *Yummy, Yummy, Food for my Tummy* while dancing with movement.

8. The students will recite the poem *Animal Fair*.

F. **Go A Little Further**
1. For students who have difficulty, point to other jungle animals that live in trees.
2. For students who excel, name other jungle animals that live in trees.

G. **Assessment/Evaluation**
1. Mark question 9 on Appendix A
2. Mark question 10 on Appendix A
3. Did the students name other jungle animals that live in trees?

**Lesson Eight: Snake and Python**

A. **Daily Objective(s)**
2. Students will express a personal opinion while naming and creating favorite jungle animals with torn paper.
3. Students will list jungle animals and the beginning letters of each animal.
4. Students will graph favorite jungle animal and answer questions about the graph.
5. Students will choose a jungle book from the library center using the cover and illustration cues.

B. **Grouping**
1. Small group and whole group instruction

C. **Materials and Preparation**
2. Chart paper for LEA chart and marker
3. Package of 12 by 18 inch white construction paper, assorted construction paper, and glue
4. Jungle books for alphabet and library center
5. Chart paper for story map and marker
6. Large green art paper for class python, markers, and crayons
7. Graphing pocket chart or chart paper, index cards, tape, and crayons
8. Tropical Fruit for dividing, knife, plates, cups, napkins
9. Large paper sack, markers and scissors
10. Student assessment for each child (Appendix A)

D. **Language of Instruction**
1. Teacher: the same as, equal, count, how many, number, graph, less than, more than, least, most, create, creativity, imagination, materials, tear, glue
2. Student: same, equal, less than, more than, none, number, least, most, tear, glue, white, black, brown, orange, yellow, green, blue, purple, red

E. **Procedures/Activities**
1. Students will complete an LEA chart about the book *The Greedy Python* by Richard Buckley/Eric Carle. Ask the students: *If you were a python, what would you eat?*
2. Students and teacher will complete a chart listing jungle animals. As the student names the animal, he/she will place a picture of the animal on the chart. Next, choose the correct letter for the beginning of each animal listed. Place the letter beside the picture. Some students may be ready to write the letter beside the animal.

3. Place jungle books, along with other subjects, on a table in the alphabet or library center. Ask the students: Can you name or point to a jungle book? Can you tell me why you chose that book?

4. Students will express a personal opinion by naming and creating their favorite jungle animal with torn paper. Give each child a sheet of 12 by 18 inch white construction paper. Place assorted construction paper on the table. Each child will tear the paper into small pieces to create their jungle animal. They will glue the pieces onto white construction paper into the shape of the animal. Markers and crayons may be used to create the habitat around the animal. Using a complete sentence, the students will state the kind of animal created.

5. Using a pocket graphing chart or chart paper, students will graph favorite jungle animals. Give each student an index card. Using crayons or markers, each student will draw the animal. After completing the graph, the teacher will ask: Which animal was drawn the most? Which animal was drawn the least? How many more liked the giraffe than the lion? Are there any animals that have equal amounts? How many animals have exactly five? Students will count the animals in each category. Place the number for each category at the bottom of the graph.

6. The teacher and students will draw a long python on green art paper using markers and crayons. Place the python on the floor. Sit around the python and draw designs. Cutting the python will be teacher guided. Hang up the python to add to the class jungle scene.

7. The teacher will divide the tropical fruit in half. Explain the concept of half and whole. The students will explore smelling and tasting the fruit. (See Appendix I)

8. Using large paper sacks, the students will choose a jungle animal. They will draw the animal face on the paper sack with markers. These sacks will be worn at the end of the lessons when the parents and other classes are invited to visit the classroom jungle.

F. Go A Little Further

1. For students who have difficulty, the teacher will ask: Can you point to a jungle book? Can you point to the front cover, back cover, spine, title, beginning page, beginning word, letter, and sentence?

2. For students who excel, the teacher will ask, Can you point to a jungle book and say the title? The teacher will point to the parts of the book and ask: What is this part of the book? The teacher will point to the front cover, back cover, spine, title, beginning page, beginning word, letter, and sentence. The student will name each part of the book.

G. Assessment/Evaluation

1. Observe the students creating favorite jungle animal from torn paper and mark question 12 on Appendix A.

2. Observe the students pointing to a jungle book and mark question 3 on Appendix A.

3. Observe students completing a chart with animals while naming and matching the beginning sound, and mark question 11 on Appendix A.
VII. CULMINATING ACTIVITY
A. After finishing the lessons above, the students will take a field trip to the zoo.
B. After visiting the zoo, the students will draw pictures about their trip and it will be made into a class book. (Mark question 13 on Appendix A).
C. After finishing the lessons above, the students will invite other classes or parents to the classroom to walk through the jungle. Turn off the lights and have students hide or crouch down while wearing the jungle animal masks. The visitors will walk through the jungle as the animals make appropriate noises.
D. Tropical fruit which was divided in lesson 8 will be served to the visitors as they exit the jungle.

VIII. HANDOUTS/WORKSHEETS
A. Appendix A: Evaluation Sheet
B. Appendix B: Norah’s Ark Story Sequence
C. Appendix C: Going On A Lion Hunt
D. Appendix D: Edible Peanut Butter Play-dough Recipe
E. Appendix E: Paper Peanut Cut Out Patterns
F. Appendix F: Venn Diagram
G. Appendix G: Giraffe and Zebra Picture
H. Appendix H: Banana Milkshake Recipe
I. Appendix I: Tropical Fruit List and Jungle Critters

IX. BIBLIOGRAPHY
M. Core Knowledge Preschool Assessment Tool (CK-PAT), Charlottesville, VA: Core Knowledge Foundation 2004
O. Core Knowledge Preschool Visual Arts Training Module. Charlottesville, VA: Core Knowledge Foundation
### Appendix A

#### Jungle Evaluation Sheet

<table>
<thead>
<tr>
<th>CK-PAT Code</th>
<th>Skill Level</th>
<th>Description</th>
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</table>
| 4lD-SR-B2   | NY P R      | Sequence illustrations of 3-5 story events  
After hearing the story of *Noah’s Ark*, pictures will be placed in the correct order. |
| 4KD-UM-B3   | NY P R      | Accompany a story or musical piece by introducing sound affects at the appropriate moment  
During the reading of *Crocodile Beat*, animal sounds are made at the appropriate time. |
| 4LD-SR-C2   | NY P R      | Use cover and illustration cues to locate books that pertain to a particular topic or might answer a topical question.  
Point to the books in the library center that pertain to jungle animals. |
| 4KD-VA-B2J  | NY P R      | Create sculpture (R-representational)  
Create a sculpture of a hippo like the Egyptian 1850, *Blue Hippo*. |
| 4KD-UM-D1A  | NY P R      | Move to music individually, interpreting and modifying one’s movements according to the tempo, intensity and rhythm.  
While listening to the music, *Elephant*, move to the music like an elephant according to the tempo. |
| 4LD-LA-B04  | NY P R      | After listening to an oral description of a scene, recreate the scene in pictures  
After listening to a jungle story, create a drawing about the story. |
| 4LD-LA-D1G  | NY P R      | Other Adjectives: Use increasingly precise vocabulary (adjectives-describing words  
While looking at a picture of a giraffe, adjectives will be used to describe the animal. |
| 4KD-MR-D2B  | NY P R      | Compare pairs of objects: height: tall-short  
With plastic jungle animals, point to the tall and short animals. |
### Appendix A, page 2

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9.</td>
<td>4LD-NR-A1</td>
<td>Memorize and recite independently a simple nursery rhyme, poem, or song.</td>
<td>NY</td>
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<td></td>
<td></td>
<td>Can recite the poem <em>Animal Fair</em> by Alice and Martin Provensen.</td>
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<td>10.</td>
<td>4LD-NR-C1</td>
<td>Use familiar rhymes, poems or songs, finish a recitation that has been begun with the correct rhyming word</td>
<td>NY</td>
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<tr>
<td></td>
<td></td>
<td>When reciting the poem <em>Animal Fair</em>, say the rhyming word at the end of each line</td>
<td></td>
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<tr>
<td>11.</td>
<td>4LD-WR-C5</td>
<td>Give the beginning sound of a spoken word.</td>
<td>NY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the beginning sound of tiger, lion, monkey, zebra, hippo, elephant, and gorilla.</td>
<td></td>
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<tr>
<td>12.</td>
<td>4LD-LA-B10</td>
<td>Express a personal opinion</td>
<td>NY</td>
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<tr>
<td></td>
<td></td>
<td>Question: What is your favorite jungle animal?</td>
<td></td>
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<tr>
<td>13.</td>
<td>4LD-WR-A5</td>
<td>Dictate a description to accompany one’s drawings of people, objects, events or activities, derived from one’s experience or imagination</td>
<td>NY</td>
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<td></td>
<td></td>
<td>After drawing a picture about their visit to the zoo, dictate what the picture is about.</td>
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<td>14.</td>
<td>4KD-SP-A3</td>
<td>Classify images of animals according to the habitat or environment in which they generally live: Lake/river, ocean, farm, forest (woods), jungle</td>
<td>NY</td>
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<td></td>
<td></td>
<td>Select jungle animals from a group of animals from different habitats.</td>
<td></td>
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<td>15.</td>
<td>4KD-MR-E05</td>
<td>Count groups of objects with up to 6 items per group</td>
<td>NY</td>
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<td></td>
<td></td>
<td>Count 6 jungle animals</td>
<td></td>
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<tr>
<td>16.</td>
<td>4KD-VA-C1</td>
<td>Look at and talk about works of art, describing details and “story” depicted, such as objects, people, activities, setting, time day/year, long ago/contemporary, etc. as well as the mood/feedings elicited.</td>
<td>NY</td>
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<td></td>
<td></td>
<td>Question: Tell me what is happening in this picture? (<em>Noah’s Ark</em> by Edward Hicks)</td>
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<tr>
<td>17.</td>
<td>4KD-MR-A4</td>
<td>Identify &amp; verbally label the single common attribute or characteristic of a group of objects or pictures.</td>
<td>NY</td>
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<td></td>
<td></td>
<td>List the characteristics of a zebra and a horse while completing a Venn diagram.</td>
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</table>
Appendix B

Noah's Ark Story Sequence
Appendix C

“Going On a Lion Hunt”

Begin story by using an alternating slapping motion on each leg.

Chorus:
Teacher: We’re going on a lion hunt (students echo).
Teacher: I’m not afraid (students echo).
Teacher: With binoculars in my right hand (students echo).
Teacher: And a camera in my left (students echo).
Teacher: We’re going on a lion hunt (students echo).

Verse:
Teacher: Uh, Oh (students echo).
Teacher: It’s a mountain (students echo).
Teacher: Can’t go around it (students echo).
Teacher: Can’t go through it (students echo).
Teacher: Gotta climb it (students echo).

Make a climbing motion up and down with arms.

Repeat chorus

Verse:
Teacher: Uh, Oh (students echo).
Teacher: It’s mud (students echo).
Teacher: Can’t go around it (students echo).
Teacher: Can’t jump over it (students echo).
Teacher: Gotta go through it (students echo).

Roll up pants leg, lift up legs and pretend to squish mud.

Repeat chorus

Verse:
Teacher: Uh, Oh (students echo).
Teacher: It’s a river (students echo).
Teacher: Can’t go around it (students echo).
Teacher: Can’t jump over it (students echo).
Teacher: Gotta swim it (students echo).
Make swimming motion with arms.

Repeat chorus

Teacher:  It’s a cave (students echo).
Teacher:  Let’s go in (students echo).
Teacher:  It’s dark in here (students echo).
Teacher:  I feel a long mane (students echo).
Teacher:  I feel a long tail (students echo).
Teacher:  I feel sharp claws (students echo).
Teacher:  I feel sharp teeth (students echo).
Teacher:  IT’S A LION (students echo).

Use the hands slapping the legs to sound as if someone is running.
Make swimming motion with arms.
Walk through the mud.
Climb the mountain.
Stop slapping legs with hands. Shew!
Appendix D

**Edible Peanut Butter Playdough**

Ingredients:

1 c. peanut butter (creamy)
1 c. corn syrup
1 ¼ c. powdered milk
1 ¼ c. powdered sugar

Preparation:

Mix all ingredients. Store playdough in covered container. Delicious and fun to play with too. The recipe may need to be doubled for a class of twenty.
Appendix E

Paper Peanut Cut Out Pattern
Appendix F

VENN Diagram

Horse

Zebra
Appendix C.

Giraffe and Zebra Picture

Giraffe

Zebra
Appendix H

Banana Milkshake Recipe

Ingredients:

5 ripe bananas  
½ gallon vanilla ice cream  
½ gallon milk

Preparation:

Place all ingredients in a blender and mix. Serve in small cups.
Appendix I

Tropical Fruit

Banana
Coconut
Mango
Pineapple
Papaya
Guava
Carabola (starfruit)
Pome (similar to apple/pear)

View a complete list of tropical fruits at:
http://agrss.sherman.hawaii.edu/courses/TPSS200/Fruits-Nuts.htm

Jungle Critters

Snake Eggs (seedless grapes)

Worms (hot dog wieners cut into fourths lengthwise; heat in the microwave or boil until curly).

Beetle Wings (thin smooth potato chips; no ridge’s or ruffle’s)

Crocodile Teeth (apples cut in eighths, then sliced into small wedges)

Jungle Juice (apple juice or cider)

Ants (dried raisins, cranberries, or cherries)

Students from other classes or parents may be served the tropical fruit and jungle critters as they exit the classroom jungle.