

# Penguins

Early Childhood Unit- Preschool Age 4

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# Introduction/Contextual Factors

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## About the children

My unit will be taught at Perry Early Learning Center (ELC) located in Ypsilanti, MI. Perry ELC is a part of the Ypsilanti Community School district and is one of three early learning centers within the district. Perry ELC houses students from preschool to first grade and all of the students and teachers follow the school's mission statement which is;

“Perry Early Learning Center believed that all children can learn and is committed to providing an innovative environment that maximizes the development of every child through school, family, and community partnerships”

## About the classroom

My classroom, Room 10, is funded by GSRP and is a full day program where the children attend school from 9:05-4:10. To qualify for the program the children are either: 1) Extremely Low Family Income (100-200 percent of poverty or not served by the Federal Head Start program serving families below 100 percent). 2) Low Family Income (200-300 percent of poverty). 3) Diagnosed disability or identified developmental delay. 4) Children with a severe or challenging behavior. 5) Primary home language other than English. 6) Parent/guardian with low educational attainment. 7) Abuse/neglect of child or parent. 8) Environmental Risk.

There are 16 children enrolled in my classroom and they are all four or five years old. Within Room 10, there are two children who have attended preschool last year, the rest are attending school for the first time. Room 10 consists of 7 girls and 9 boys who have a broad

range of abilities and personalities. In the classroom one student speaks English as a second language, and two others receive speech and language services. One child was born with one hand, and another was born prematurely at 26 weeks. All of these individual differences are taken into consideration when planning this unit.

As a whole, the class is an active and vocal group. There are a few children who have difficulty attending to group time which means that all whole group activities need to be active or directly involve the students. When the children are fully engaged, they are very curious and full of questions and insights. They are very used to their routine and some get anxious when changes are made so my unit is planned to mirror the schedule and routines that the lead teacher follows.

## About the Unit

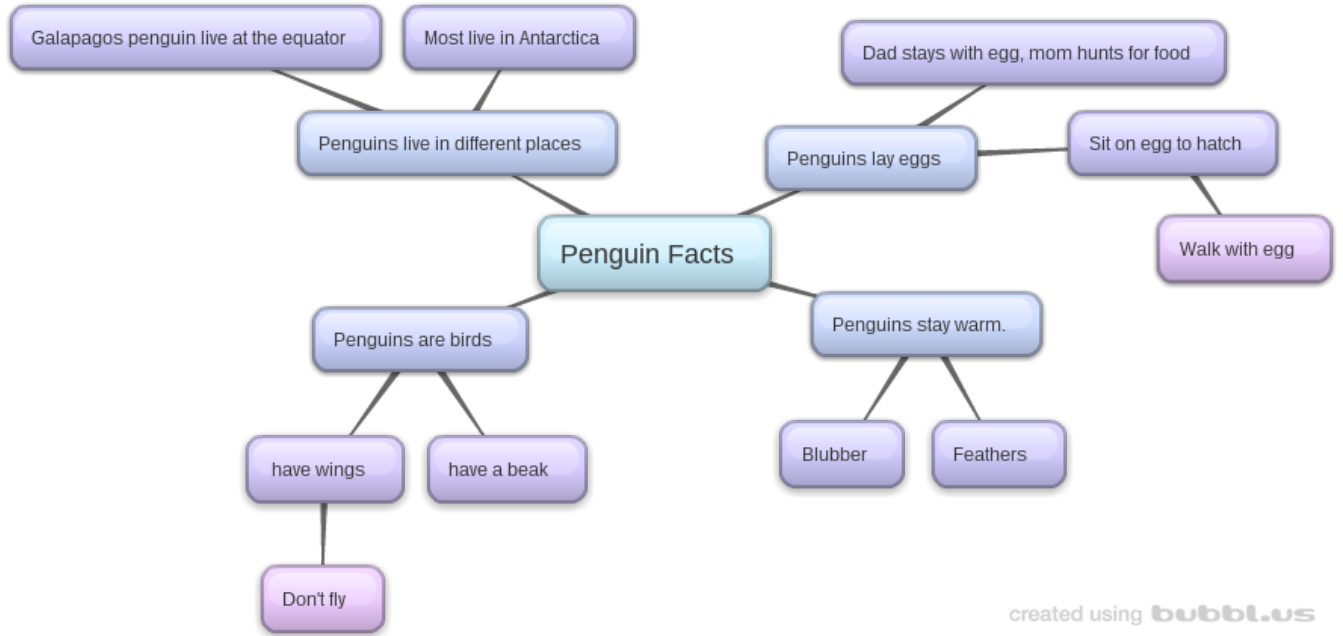
My students LOVE to be scientists and learn about nature and animals. We spent weeks studying insects, reptiles, and amphibians prior to this unit. We will also begin learning about birds and ocean animals after this unit. I chose to study penguins in particular because they are an animal that is very unique and challenges their prior knowledge about birds. Studying penguins also lends itself to discoveries about arctic animals and exploring how animals adapt to their environment.

In this unit the children will learn about the penguins home, their physical appearance, and adaptations that make them special. The children will use first hand experiences to learn how penguins take care of their young and stay warm in the harsh cold weather. They will also learn new vocabulary that they will continue to build upon as we continue our study of birds in the proceeding weeks.

## Impact of factors on unit

Coming into preschool many of my students have not been exposed to science in the home. After learning about other animals I have observed that they don't have a lot of prior knowledge about wild animals or their habitats. Most of the information they know comes from television or video games and may not always be accurate or scientific. I hope to use this unit to increase their academic vocabulary and challenge them with scientific terms.

# Curriculum Web



# Terms and Facts

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## Terms

1. Blubber- layer of fat on an animal
2. Incubate- when the penguin sits on the egg until it hatches.
3. Beak- pointed part that covers a bird's mouth
4. Chick- a baby penguin

## Facts

1. Penguins lay eggs. They incubate the egg until it hatches. A baby penguin is called a chick.
2. Penguins have blubber and feathers to keep them warm.
3. Penguins are flightless birds. They have wings, a beak, and webbed feet like a bird but they do not fly.
4. Most penguins live in the southern hemisphere and Antarctica. Some penguins live in a warm place called the Galapagos Islands.
5. There are many different breeds of penguins. Each has special characteristics that make them special. Some breeds are Emperor, Rockhopper, Galapagos, and Macaroni.
6. Penguins eat fish. Baby penguins eat by regurgitation.

# Unit Goals and Outcomes

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For this unit the children will be assessed using the objectives created by Teaching Strategies Gold. This assessment tool uses a variety of assessment tools including the Michigan Early Childhood Standards for Quality as well as Head Start standards to create a comprehensive assessment tool. During the large group exploration the children be assessed on the science objectives. All other objectives will be assessed during choice time, small groups, and large group story/movement/music.

## **Science**

- Objective 25: Demonstrates knowledge of the characteristics of living things
- Objective 27: Demonstrates knowledge of the Earth's environment
- Objective 28: Uses tools and other technology to perform tasks

## **Language**

- Objective 8: Listens to and understands increasingly complex language
  - Comprehends language
  - Follows directions

## **Literacy**

- Objective 17: Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books
  - b. Uses print concepts
- Objective 18: Comprehends and responds to books and other texts
  - a. Interacts during read-alouds and book conversations
  - b. Uses emergent reading skills
  - c. Retells stories

## **Math**

- Objective 22: Compares and measures
- Objective 20: Uses number concepts and operations
  - Counts
  - Quantifies
  - Connects numerals with their quantities
- Objective 23: Demonstrates knowledge of patterns

## **Arts**

- Objective 33: Explores the visual arts
- Objective 34: Explores musical concepts and expression
- Objective 36: Explores drama through actions and language

### **Physical**

- Objective 4: Demonstrates traveling skills
- Objective 6: Demonstrates gross-motor manipulative skills
- Objective 7: Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

### **Cognitive**

- Objective 11: Demonstrates positive approaches to learning
  - Persists
  - Solves problems
  - Shows flexibility and inventive thinking

### **Goals and Objectives that children will achieve from this unit:**

- The children will be able to move like a penguin carrying an egg.
- The children will be able to define the vocabulary words: beak, nest, blubber, and chick.
- The children will be able to describe how baby penguins are born (incubate egg, egg cracks, baby penguin emerges)
- The children will describe how penguins get their food and how baby penguins eat.
- The children can identify parts of a penguin's body and represent them using art materials.
- The children can compare their height to the height of an emperor penguin using the vocabulary taller and shorter.



# Environmental Adaptations

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1. Dramatic Play- The dramatic play area will feature a penguin “house”. The house features ice and rocks, similar to the landscape of a penguin’s natural habitat. The penguin house includes small penguin toys and other arctic animals.



a.

2. Block Area- This area will provide the children with blocks and other building materials that require fine motor skills and cognitive planning skills. On the table are the “Frogs on Logs” toy which has colored frogs and logs with pegs to place the frogs on. I also put out a class favorite, the gears, which requires a lot of planning to fit the gears on to the boards. The last toy are the cars which is new, but will allow the children to create something that moves.



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3. Sensory Table- The sensory table will become a water table and feature small penguin toys. The hope is for the children to not only take advantage of the sensory aspect but involve themselves in dramatic play as well.
4. Book- I will add an assortment of penguin related books to this area. The books are a combination of fiction and nonfiction books. The children will be able to freely explore the books when they want.
5. Toys and Games- The toys and games table will include a new assortment of items to strengthen fine motor and cognitive development. During the unit the toys and games table will feature three unique experiences. The small Mr. Potato Heads allow for the children to create matches and encourages dramatic play. The letter pegs develop fine motor skills and encourage letter recognition and creating words. The last toy is the word puzzle which will encourage letter and sound recognition.



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# Pre-Assessment

One week prior to the unit the children were asked three questions during choice time. I took each child to a quiet area and asked the questions while recording exactly what they said. I made sure to tell the child that it was okay if they do not know the answer.

Children	What does a penguin look like?	Where does a penguin live?	What does incubate mean?
Antwain	"Uhh white"	"Uhh ice"	"Huh, I don't know"
Caleb	"Uhh, let me find a penguin" (looks around for 5 seconds) "what do you mean"	"Um, in da moudin" (in the mountain) "uh uh i mean in da wata" (in the water)	"Mmm I do know" (10 second pause) "I don't know"
Ethan	"Well it's black and white. He has a beak (points to penguin toy and pecks it on the table) and it hunts for food. It has flippers and feet."	"In the arctic"	"It means it's ready to snap and hunt"
Gordon	"He has a long beak, black skin to keep warm, and short legs"	"The ice and water"	"Yes, you put some money in there"
Jessa	"a penguin looks like white and black"	"Penguins live in ice and water"	"It means nobody is not fair and it's correct"
London	"It has a beak, body, and I know one more thing" "feet has pokey thing...white bellies...and black face and hands"	"Where it's a cold"	"Incu-what? I don't know what that means" (laughs and walks away)
Malak	"I don't know"	"Don't know"	*Stared and then

			walked away*
Michean	"I don't know"	"Uh the ice"	"I don't know"
Morgan	"Black and white"	"ice"	*shook head*
MyKira	"Uh, has no fingers. Has just arms like this (flapped arms). No shoes....no toes....it can lay on it's belly"	"Uh at the snow like this" (didn't point to anything)	"Incubate is like this (rocks baby)"
Nevaeh	"Uhh green" "uhh black and snow and has snow on them"	"Penguins live in the snow"	"In-k....I don't know"
Ray'Shawn	"it's black and white, it's an insect"	"In the water"	"Huh, what a incubate"
Thierry	"I don't know"	"In a cold place"	"What's that? I don't know"
Tre'von	"Umm it's like this small (put hands above head) they don't walk they go like this (waddles with hands at side)	"At home"	"They live at cold"
Zi'on	"It has a white belly, black head ummm...white hands and a black back"	"In the north west"	"I don't know"

## What I learned

From the pre-assessment I learned that most children have a very basic idea of penguins and their habitat. Because of this I really hope to focus on the academic vocabulary and teaching them more about the Emperor Penguin's habits. When I asked them what incubate means I was hoping to see if anyone knew to start (no one did) so I could see if the children could define and explain this vocabulary word after instruction.

# Weekly Chart

This chart was created using Teaching Strategies Gold. This chart features the environmental changes for choice time. In addition to choices this chart details the daily story, transition, planning, and review plans.

<b>Large Group Explore</b>	Introduction to penguins <ul style="list-style-type: none"> <li>Anatomy</li> <li>Breeds</li> </ul>	Emperor Penguins <ul style="list-style-type: none"> <li>Anatomy</li> <li>Family roles</li> <li>Incubate, egg, and chick</li> </ul>	Different types of penguins, and where penguins live <ul style="list-style-type: none"> <li>Rockhopper</li> <li>Galapagos</li> </ul>	Penguins stay warm <ul style="list-style-type: none"> <li>Blubber exploration</li> <li>feathers</li> </ul>
<b>Planning</b>	Magnet graphing on white board.	Locomotor Movement: waddle (with egg)	Journal- who you are going to play with?	"I-Spy" with stick.
<b>Review</b>	Magnet graph review with vocabulary (most, least, equal)	Capital & lowercase letter match.	Journal- who did you play with?	Balance beam, heel-toe.
<b>Transition</b>	Finish the pattern on board: Color and shape	Comparing height: Are you bigger or smaller than an emperor penguin?	Fishing for letters	Counting Match with clapping.
<b>Small Group</b>	Tracing shapes- trace shape, add details, and label.	Rotations: <ol style="list-style-type: none"> <li>Pipe cleaner sets of 5 or 10.</li> <li>Books exploring concepts of print and retelling</li> <li>Dough letters</li> </ol>	Rotate**	Rotate**

<b>Art</b>	Penguin craftivity	Process Art: liquids watercolor & eye dropper OR snow paint	Play-dough cooking	Penguin drawing (will be used as post assessment)

# Activity Plans

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# 1. Art

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1. **Brief Description:** The students will participate in a variety of open ended art activities and sequential “art” activities. The students traditionally do crafts that involve following directions and creating a product based upon a model. To keep the children’s routine consistent they will be doing two projects this week. They will have the opportunity to explore art materials in an open-ended way one day, and create a picture using given materials without a model on the last day.
2. **Rationale:** Both the open-ended and closed art activities have a unique rationale for the classroom. The open-ended activities allow the children to express their ideas and express himself through art. The closed activities give the children an opportunity to practice listening, following instructions, and practicing fine motor skills.
3. **Domains:** Cognitive, Social-Emotional, Physical, Language
4. **Goals:**
  - a. The children will manipulate a new open-ended medium.
  - b. The children will listen to directions and replicate using a model.
  - c. The children will apply their knowledge of penguins to their art work.
5. **Objectives:**
  - Objective 19: Demonstrates emergent writing skills
    - Writes name
    - Writes to convey meaning
  - Objective 33: Explores the visual arts
  - Objective 7: Demonstrates fine-motor strength and coordination
    - Uses fingers and hands
    - Uses writing and drawing tools
6. **Materials**
  - 1: Penguin construction craft
    - Black construction paper with traced oval shape
    - Folded orange paper with three hearts traced
    - Folded white paper with large heart traced
    - Googly eyes (2 per child)



- Glue
- Scissors
- 2: Snow Paint
  - Snow paint: elmers glue and shaving cream combined
  - Large paint brushes
  - Blue paper
  - Crayons for adding details
- 3: open-ended art; coffee filter & water color stained glass
  - Coffee filter
  - Liquid watercolor in primary colors: red, yellow, blue
  - Eye dropper
- 4: Penguin drawing
  - White paper with “Penguin” label
  - Pencil
  - crayon

**7. Set up:** All materials will be gathered and stored in trays prior to the lessons. The teacher will present the materials to the group then a child will carry them to the table for choice time.

**8. Role of Adults**

- a. All teachers will rotate through the art table throughout the week. A teacher will stay at the art table for choice time until every child has had an opportunity to visit the table and do their work.
- b. If a parent helper is present, the parent helper will lead the art table so the other teachers can rotate through choices. The lead teacher will check in with the parent helper throughout choice time.

**9. Prerequisite Skills:**

- a. Use scissors
- b. Write their name
- c. Use glue

**10. Adaptations:**

- If a child is unable to write their name they will be given their name tag and asked to copy the letters.

- If a child is unable to cut with scissors independently, a teacher will model proper use and scaffold as needed.

### **11. Introduce the activity.**

All art activities will be introduced at the end of large group exploration. The teacher will present the materials and explain how to use them. The teacher will show a completed model to show the expectations for Day 1 and Day 4. For Day 4 the teacher will model adding labels and sounding out a word.

### **12. Pre-assessment**

I have observed the children throughout the semester and am aware of what children will have difficulties with the prerequisite skills required for this activity. All children are working on writing their name independently. Some are able to use letter like forms, and other know the letters but are unable to write them in the correct order. These children may need extra assistance during the art project.

- Caleb: scissors and name
- Ethan: scissors (may need to hold paper steady because of his missing hand)
- Morgan: name
- My'Kira: name
- Tre'von: name

### **13. Steps**

- Activity 1:
  - Cut the traced shapes
  - Write your name on the large black oval.
  - Glue the cut shapes together. White heart for the belly, one orange heart for the beak, and two orange hearts for the feet.
  - Stick the eyes on the penguin's head.
  - Put in mailbox.
- Activity 2:
  - Write your name on the paper
  - Draw a picture of a penguin's home using crayon or pencil.
  - Use the snow paint to add the penguin's environment.
  - Place finished work on drying rack.
- Activity 3:

- Teacher will write child's initials in black sharpie.
- Child will use eye-droppers to apply liquid watercolor to their coffee filter
- They will place their finished coffee filter on a piece of scrap paper and add it to the drying rack.
- Activity 4:
  - Write name on the back of paper.
  - Draw something they learned about penguins.
  - Add words (without teacher spelling/guiding) to your picture.
  - Teacher will collect papers and add quotes and captions to pictures as needed. Papers will be used for post-assessment.

#### **14. Closing**

To close each art activity the child will place their project in the correct place (drying rack or mailbox) and be told who to get to come to art. The will bring the child their name tag then continue to play for choice time.

#### **15. Back-up Plan**

- Tracing shapes- children will be given a shape tile and trace it. They will transform the shape into something else. This is an activity the children are familiar with and can complete independently if a teacher is unable to sit at the art table to the entire choice time.
- Water color paint with brush- replacement open-ended activity that the children are familiar with to replace eye-droppers if materials are unavailable or a child is unable to use the eyedropper correctly.

#### **16. Extensions/Variations**

- a. 1: Child can glue their penguin to a background and add details.
- b. 2: Children can complete an additional open-ended snow painting using finger paint tool (rubber finger with foam sponge)
- c. 3: If a child is unable to use the eyedropper they will use a brush. The child will be prompted to think about color mixing and to identify colors.
- d. 4: The child will add vocabulary and label their drawing. The teacher may model words as necessary.

## 2. Music and Movement

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1. **Brief Description:** The students will listen to a song related to penguins and then sing along. The song features counting backwards and the students will be encouraged to sign the number as they listen to the song. The students will also mirror the teacher's motions while listening and singing along.
2. **Rationale:** Music and movement is an important time for the children to participate in a shared experience. The song they are singing also helps them practice counting and recall facts about penguins.
3. **Domains:** Cognitive, Social-Emotional
4. **Goals:**
  - a. All children will participate in singing and doing motions that accompany the song.
  - b. All children will sign the correct number.
5. **Objectives:**
  - a. Objective 34: Explores musical concepts and expressions
  - b. Objective 20: Uses number concepts and operations
    - i. counts
6. **Materials**
  - a. Counting poster with numerals 1-5 as well as the written notation.
7. **Set up:** Place counting poster on the board.
8. **Role of Adults**
  - a. Lead teacher- will be modeling behavior for whole music/movement and attending to individual behavior problems as needed.
  - b. Associate teacher- will be setting up for lunch with the assistance of two lunch helpers, two children will be assigned this job at morning meeting.
9. **Prerequisite Skills:** The children must know how to sign the numbers 1-5, a skill that all children currently have.
10. **Adaptations:**

- a. If a child is not able to sit on the carpet without touching someone else they will be given a reminder. If they still cannot sit in their own space, they will be moved to a chair by the lead teacher.

**11. Introduce the activity.**

- a. “Today we learned about a new animal, the penguin. We sing a lot of songs that include the number 5. One is five little monkeys, another is 5 little ducks. Today we will sing a new song called “5 little penguins”

**12. Pre-assessment**

- a. No formal pre-assessment was necessary prior to this activity.

**13. Steps**

- a. Introduce the song
- b. Teach new signs; penguin.
- c. Sing the song and model the hand motions
- d. Repeat the song and encourage the children to follow along.

**14. Closing**

- a. To close this activity the adult will review how the song reminds us of something penguins do.

**15. Back-up Plan**

- a. If children do not want to participate in the planned hand and body motions the child can choose to sit and observe the song.

**16. Extensions/Variations**

- a. Teacher can add additional locomotor movement like waddling.
- b. Teacher can use overhead projector to project the video of the song.

# 3. Literacy

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1. **Brief Description:** Literacy experiences will take place during whole group read-aloud after outdoor play. I will read a different story each day, some are related to the unit topic and others are well loved preschool titles.
2. **Rationale:** Whole group read-aloud is an opportunity for the children to participate in a shared literary experience. In addition to enjoying a story together the role of the teacher is to also introduce new vocabulary, story elements, and concepts of print.
3. **Domains:** Language/Literacy
4. **Goals:**
  - a. Children will listen to story and respond to questions.
  - b. Children can identify concepts of print.
5. **Objectives:**
  - a. Objective 17: Demonstrates knowledge of print and its uses
    - i. Uses and appreciates books
    - ii. Uses print concepts
  - b. Objective 18: Comprehends and responds to books and other texts
    - i. Interacts during read-alouds and book conversations
    - ii. Uses emergent reading skills
    - iii. Retells stories
6. **Materials**
  - a. Book 1: Cuddly Dudley by Jez Alborough
  - b. Book 2: Vote
    - i. Clifford Tricks
    - ii. Clifford Gets a Job
    - iii. Clifford And The Firetruck
  - c. Book 3: The Emperor's Egg
  - d. Book 4: The Book With No Pictures by B.J. Novak
7. **Set up:** All books will be stored in the book bin.
8. **Role of Adults**
  - a. Lead teacher- will read aloud to the children and manage behavior.
  - b. Teacher- will sit behind students and manage behavior as necessary.

- c. Teacher- will be setting up for lunch with the assistance of two lunch helpers, two children will be assigned this job at morning meeting.

9. **Prerequisite Skills:** No prerequisite skills necessary.

**10. Adaptations:**

- a. If a child is not able to sit on the carpet without touching someone else they will be given a reminder. If they still cannot sit in their own space, they will be moved to a chair by the lead teacher.

**11. Introduce the activity.**

- a. Day 1: "Today we will be reading the story Cuddly Dudley which is a story about a very cuddly penguin who has a problem."
- b. Day 2: "Today we will vote for which story we want to read. All have the same characters but they have a different plot"
- c. Day 3: "Yesterday we learned about the Emperor Penguin, this book is a nonfiction book that teaches you about the daddy penguin's special job."
- d. Day 4: "Today I am going to be reading a book that doesn't have any pictures. Do you think it will be fun or boring? Let us find out!"

**12. Pre-assessment**

- a. No formal pre-assessment was necessary prior to this activity.

**13. Steps**

- a. Introduce the story and key concepts.
- b. Show title, author, and illustrator.
- c. Announce the focus for the story:
  - i. Day 1: While we are reading I want you to see if you can figure out the problem for the character Dudley.
  - ii. Day 2: \*\*dependent on children's choice\*\*
  - iii. Day 3: See if you can remember the different jobs that the daddy penguin has.
  - iv. Day 4: While I am reading see if you change your mind about books without pictures.
- d. Read the story and stop for questions throughout.
- e. Ask reflection question and answer children's questions.
- f. Transition children back to spot.

**14. Closing**

- a. To close this activity the teacher will ask a reflection question then transition the children back to their spot.

**15. Back-up Plan**

- a. A selection of well-loved titles will be available in the book bin if children are restless and may require a shorter and familiar title.

**16. Extensions/Variations**

- a. Teacher can add additional locomotor movement like waddling.
- b. Teacher can use overhead projector to project the video of the song.



## 4. Gross Motor

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1. **Brief Description:** The children will apply their knowledge of penguins to participate in a gross motor activity that will be practiced during large group and reinforced during transitions.
2. **Rationale:** This activity allows the children to have a first hand experience of how penguins move and how they keep the egg and chick safe.
3. **Domains:** motor
4. **Goals**
  - a. Move at least 4 feet waddling.
  - b. Balance a foam ball on feet for at least 15 seconds.
  - c. Waddle with ball on feet for at least 2 feet.
5. **Objectives**
  - a. Objective 4: Demonstrates traveling skills
  - b. Objective 6: Demonstrates gross-motor manipulative skills
6. **Materials**
  - a. Foam ball (2)
  - b. Projector to display video:
    - i. <https://www.youtube.com/watch?v=AGFTmTedqoQ>
7. **Set-up**
  - a. Have foam ball in front of classroom.
8. **Role of Adults**
  - a. Lead teacher: Demonstrate how to waddle and how to balance the egg on my feet.
  - b. Teachers: Scaffold and assist children with balancing the egg.
9. **Prerequisite skills:** This is a new skill, the children will be exposed to the motor movement, waddling, for the first time. They will also be balancing an “egg” on their shoe for the first time.
10. **Adaptations**
  - a. If a child has a difficult time balancing the ball on their feet and moving they may waddle without an egg.
  - b. A smaller bean bag can be used for children who have small feet or difficulty balancing the ball.
11. **Introduce the activity:**
  - a. “When penguins move they don’t walk like we do, they waddle side to side. Here is a video of the penguins moving. Watch how their feet move.”
12. **Pre-assessment:** From observing the children during transitions I have noticed that the children are able to watch a teacher demonstrate a new locomotor movement and copy that movement for at least 4 feet.
13. **Steps**

- a. Introduce the activity
- b. Model waddle without the ball.
- c. Child model waddle without ball.
- d. All children will stand up and follow the teacher as we waddle around the classroom. Children will sit down at their spot.
- e. Teacher will model how the penguin balances the egg on their feet. Children will count how long the teacher can balance.
- f. Children will stand up in groups of 2 and balance the ball on their feet. While they balance they will plan where they will play then waddle to that area of the classroom.

**14. Closing:** To close the activity, the adults can make individual comments to children as they transition to choice time.

**15. Back-up plan**

- a. If technology is not working I can demonstrate how the penguin move instead of showing the video.

**16. Extensions and variations**

- a. Use the “balance beam” on the carpet to waddle in a straight line.
- b. Use the balance beam to measure how far they can waddle.
- c. Count out loud and see who can balance the longest.

## 5. Science

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1. **Brief Description:** At large group time the children will participate in science exploration that introduces new concepts, facts, and vocabulary. The children will learn about the topic of penguins through photographs, books, and first hand experiences that mimic the movement and habits of penguins.
2. **Rationale:** Scientific discovery is something that is very important to me as a teacher. I think that science provides children with the opportunity for hands on learning and vocabulary growth that no other subject can compare to. It is also a favorite subject among my students. Through the week's large group experiences I hope that the children gain new vocabulary and knowledge about penguins and have even more exposure to scientific inquiry skills.
3. **Domains:** cognitive, language
4. **Goals:**
  - a. Children will be able to define new vocabulary: blubber, incubate, beak, nest, and chick.
  - b. Children will be able to explain new concepts and facts: penguins lay eggs, penguins stay warm, penguins are birds.
5. **Objectives**
  - a. Objective 25: Demonstrates knowledge of the characteristics of living things
6. **Materials**
  - a. **Exploration 1:** Penguins are birds (penguin anatomy & physiology)
    - i. Photos of penguins
    - ii. Stuffed penguin
  - b. **Exploration 2:** Penguins stay warm (blubber and feathers)
    - i. Feather
    - ii. Eye dropper with cup of water
    - iii. 2 bowls of ice water
    - iv. Crisco shortening inside of quart size bag. Sandwich sized bag duct taped to the inside of quart size bag.
  - c. **Exploration 3:** Penguins live in different places (breeds of penguins)
    - i. Slide show with penguin pictures
    - ii. Projector and Smartboard
    - iii. Globe
  - d. **Exploration 4:** Penguins lay eggs (emperor penguin roles)
    - i. Penguin photos
    - ii. "Egg" soft ball and bean bags
  - e.
7. **Set-up**

- a. All materials will be set up prior to arrival.
- b. Day 2 requirements: set up crisco bags night before. Fill bowls with ice water.

**8. Roles of adults**

- a. Kelsie: Teaching to children
- b. Jen & Pat: Modeling behavior for whole group, assisting with individual behaviors as needed.

**9. Prerequisite skills:** No prerequisite skills necessary.

**10. Adaptations:** None

**11. Introduction**

- a. This week we will be scientists as we learn about a new animal, the penguin. As scientists we will observe pictures of penguins and do experiments to learn more about how penguins interact with their homes.

**12. Pre-assessment:** Children were asked three pre-assessment questions prior to whole group exploration. Based upon the results I know that most children have a basic understanding of penguins, their home, and their adaptations. But, most children do not have a scientific understanding of penguins. The goal is to increase the children's vocabulary by providing concrete examples and repetition.

**13. Steps**

- a. Day 1:
  - i. Introduce week's topic.
  - ii. Show my penguin (emperor with chick) and explain penguin body parts consistent among all penguins.
  - iii. Explain anatomy and physiology of penguins. Focus on;
    - 1. Beak
    - 2. Wings
    - 3. Feet
    - 4. Colors- black back and white belly.
- b. Day 2:
  - i. Emperor penguin- breed description
  - ii. Compare to reptiles
    - 1. How the they care for egg.
  - iii. Mom and Dad's role
  - iv. Walking like a penguin, protecting egg
- c. Day 3:
  - i. Penguin breeds
  - ii. Powerpoint with pictures
  - iii. Globe to explain location
  - iv. Adaptations
- d. Day 4:
  - i. Adaptations
  - ii. Blubber experiment
  - iii. Feathers & water beading

**14. Closing**

- a. This week we learned so much about the different types of penguins.
- b. Review vocabulary.
- c. Explain Art:
  - i. At art I want you to show me what you learned about penguins by drawing pictures and writing words.

**15. Back-up plan:** running, yoga, and/or exercises to direct attention back to activity.

**16. Extensions and variations**

- a. Have children practice comparing penguin breeds.

## 6. Large Group

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1. **Brief Description:** In room 10 large group is an opportunity for the children to build community and then learn about new things. Large group begins with morning greeting, a song and jobs. After the morning routine children will participate in exploration (science) then do planning before they transition into choice time.
2. **Rationale:** Large group learning allows the children to take part in a shared experience. As a teacher this time is a great way to reinforce preschool skills like counting, letter sounds, and behavior expectations while introducing new exciting concepts!
3. **Domains:** Language
4. **Goals:**
  - a. Children will participate appropriately in whole group setting: sit in spot, participate, and ask questions.
5. **Objectives**
  - a. Objective 8: Listens to and understands increasingly complex language
    - i. Comprehends language
    - ii. Follows directions
6. **Materials**
  - a. Listed in “Science”
7. **Set-up**
  - a. Listed in “Science”
8. **Roles of adults**
  - a. Kelsie: Will run routines and exploration.
  - b. Ms. Blevins and Ms. Jen: Will manage individual behaviors and participate to guide children as needed.
9. **Prerequisite skills:** Children have participated in large group experience and the expectations have been taught and practiced for many months. Children know to sit with their legs crossed, hands in their lap, and to look at the teacher.
10. **Adaptations**
  - a. If a child is unable to meet group time expectations they may be moved from their spot.
11. **Introduction**
  - a. Each day group time will begin with transitioning children to the carpet.
  - b. Small transition will follow:
    - i. “Do what I do” with physical movement
    - ii. Willa-be Walla-be rhyming game
    - iii. “If you’re ready and you know it”
12. **Pre-assessment:** None
13. **Steps**

- a. Transition students
- b. Hello-person will lead class in hello song. Children will sing along and sign the names of classmates, teachers, and visitors.
- c. Song person will select a song for the class to sing.
- d. Teacher will announce the line leader and caboose
- e. Teacher will begin whole group exploration
  - i. *Details written in Science Activity Plan*
- f. Teacher will demonstrate art project

#### **14. Closing**

- a. Teacher will explain the planning activity.
  - i. All children will participate in planning activity then transition to their choice time.

#### **15. Back-up plan**

- a. Planning: If there is not sufficient time to do planning activity a simplified version will be done such as reporting out, using binoculars, or using the planning board.

#### **16. Extensions and variations**

- a. If children are especially antsy we may do a whole group movement activity.
  - i. Running in place
  - ii. Lunging around the classroom
  - iii. Jumping jacks
- b. If child is absent teacher will have the class assistant fulfill that child's job.

## 7. Construction

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1. **Brief Description:** Construction play will take place during choice time. This week the children have a mix of new and familiar materials to explore independently or with guidance from teachers. The children will have the opportunity to use gears, build vehicles that move, and the frogs on logs toy allows for the children to practice fine motor and math skills in the block area.
2. **Rationale:** I wanted to provide a mix of materials that will stimulate socio/dramatic play as well as cognitive play. The block area is very popular in room 10 and providing materials that will allow for construction play in addition to other skills will help these children grow as a whole child.
3. **Domains:** motor, cognitive
4. **Goals:**
  - a. The children will be able to manipulate materials independently.
  - b. The children will be able to show mental flexibility as they create structures.
  - c. The children will be able to show persistence and problem solving as they manipulate materials independently.
5. **Objectives**
  - a. Objective 11: Demonstrates positive approaches to learning
    - i. Persists
    - ii. Solves problems
    - iii. Shows flexibility and inventive thinking
  - b. Objective 6: Demonstrates gross-motor manipulative skills
6. **Materials**
  - a. Box of Gears
  - b. Frogs on Logs
  - c. Cars
  - d. Magnetic Lego blocks
7. **Set-up:** All blocks are arranged in boxes on labeled shelves and tables prior to choice time.
8. **Roles of adults:** Adults in this area will be asked to model appropriate use of the blocks if necessary. They will also question the children's planning and final products. Teachers in this area will be asked to observe the child's cognitive flexibility and problem solving as they manipulate the new materials.
9. **Prerequisite skills:** Children should be able to push and pull blocks apart independently, a skill all children have.
10. **Adaptations:** Teachers may stay in area to assist the children with the gross motor manipulation of the materials if necessary.



**11. Introduction:** Children will be shown the new materials at choice time and the teacher will explain how to gently push them together and pull them apart.

**12. Pre-assessment:** Children have had access to all of these materials at some point this year.

**13. Steps**

- a. Introduce materials at choice time.
- b. Children make planning choices
- c. Children begin choice time
  - i. Teachers scaffold and assist as needed
- d. Teachers assist with cleanup and making sure materials return to their proper home.

**14. Closing:** Clean up

**15. Back-up plan:** None

**16. Extensions and variations**

- a. Foam boards and hammers may be brought out to allow children to use the gears on a different surface.
- b. Blocks may be used on carpet or table they are placed on.

## 8. Dramatic Play

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1. **Brief Description:** The drama area of the classroom consists of two area: house and drama. The drama area will feature an iceberg like structure and small arctic animal toys including: penguins, seals, boats, and people.



2. **Rationale:** The dramatic play area provides children with an opportunity to be creative! The hope is that children will play together and use new vocabulary.
3. **Domains:** language, social/emotional
4. **Goals:**
  - a. Children will play cooperatively with one or more child/children.
  - b. The children will be able to use vocabulary to describe toys.
  - c. The children will be able to use language to describe what the toys are doing and saying.
5. **Objectives**
  - a. Objective 36: Explores drama through actions and language
6. **Materials**
  - a. Box of small toys
  - b. Iceberg (photo on "Environmental Changes" page)
7. **Set-up:** Materials will be set on drama table prior to choice time.
8. **Roles of adults:** Adults playing with children at the drama area will encourage vocabulary use of individual children. They will also encourage cooperative and imaginative play.
9. **Prerequisite skills:** No previous skills required.
10. **Adaptations:** None

**11. Introduction:** Students will be introduced to the new toy on Monday and how it is used. The teacher will explain what toys are available and model appropriate ways to use the toy.

**12. Pre-assessment:** No pre-assessment necessary.

**13. Steps:**

- a. Children will choose an area during planning.
- b. Children will begin playing at chosen area.
- c. Teachers will rotate through choices.

**14. Closing**

- a. Children will review where they played and what they did at choice time.

**15. Back-up plan:** None

**16. Extensions and variations**

- a. Photos of arctic animals may be added to area.
- b. Children may use the animals and toys in the sand/water table.

## 9. Math

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1. **Brief Description:** Children will practice math skills during directed small group time. The children have been working hard on counting sets of 5 and sets of 10 and they will be using beads to make sets of 5 or 10 depending on level.
2. **Rationale:** This activity allows the children to practice using many skills; counting with 1:1 correspondence, colors, and stringing.
3. **Domains:** cognitive, motor
4. **Goals:**
  - a. Children can count sets of 5 or 10 using 1:1 correspondence.
  - b. Children can count sets of 5 or 10 of the same color.
  - c. Children can independently string beads onto pipe cleaner.
5. **Objectives**
  - a. Objective 11: Demonstrates positive approaches to learning
  - b. Objective 20: Uses number concepts and operations
  - c. Objective 7: Demonstrates fine-motor strength and coordination
6. **Materials**
  - a. Pipe-cleaner
  - b. Plastic beads
  - c. Bowls for beads
7. **Set-up:** Materials will be placed on a tray and set up prior to small group time.
8. **Roles of adults:** Adult will model how to string beads and count using 1:1 correspondence. Adult will assist children as needed.
9. **Prerequisite skills:** Child can independently sting beads, children can count to 5.
10. **Adaptations:** Experience will be differentiated by ability. Some children will be counting sets of 5, others will count sets of 10.
11. **Introduction**
  - a. Teacher will introduce materials and outcome. Teacher will demonstrate how to count to 5 or 10 with touch counting then string beads onto pipe cleaner.
12. **Pre-assessment:** Students have done this activity many times. Children who can do sets of 10 are; Michean, Zi'on, Antwain, Thierry, Gordon, and London. All other children will continue to practice sets of 5.
13. **Steps**
  - a. Introduce activity
  - b. Children count and string beads. Teacher will assist when necessary.
14. **Closing**
  - a. Fold over ends of the beads then children will put in their backpack.
15. **Back-up plan**
  - a. String beads onto string.
  - b. Use Fruit Loops instead of beads for childrne struggling with fine motor.

**16. Extensions and variations**

- a. Cereal vs. beads for children who have trouble grasping the beads.
- b. Allow children to make AB patterns with beads.

# 10. Fine Motor

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1. **Brief Description:** Children will be strengthening their fine motor skills as they manipulate drawing and art materials. The children will use eye droppers, scissors, pencils, paint brushes, and crayons.
2. **Rationale:** Developing fine motor muscles is critical for success in writing. The children will be practice using these tools while creating art projects.
3. **Domains:** Motor
4. **Goals:**
  - a. Children will use and control assorted tools: scissors, pencil, paint brush, eye dropper, and crayons.
5. **Objectives**
  - a. Objective 7: Demonstrates fine-motor strength and coordination
    - i. a. Uses fingers and hands
    - ii. b. Uses writing and drawing tools
6. **Materials:**
  - a. Paint brushes & Snow paint
  - b. Scissors
  - c. Pencils
  - d. Eye-droppers and liquid water color
  - e. \*\*All other materials listed in Art activity plan\*\*
7. **Set-up:** All art materials and tools will be placed in plastic trays to transport from large group demonstration to the art table for choice time.
8. **Roles of adults:** During choice time a teacher or parent volunteer will sit at the art table for the entire art lesson.
9. **Prerequisite skills:** Children should be able to hold and manipulate tools independently at an age appropriate level.
10. **Adaptations:** Children will be offered different tools and assistance as teachers see fit. For example, children who are unable to properly grip a pencil may be offered a larger pencil. For one child in particular, Ethan who only has one hand, will be allowed to have a
11. **Introduction**
  - a. Children will be introduced to art projects during large group exploration. They will be shown the tools that will use and teacher will model how to appropriately use the tools.
12. **Pre-assessment**
  - a. Children have been informally observed during art. Below are some children that may need accommodations or modifications.
    - i. Ethan: scissors, holding paper steady because of only one hand.

- ii. Caleb: remind to look at paper while he cuts and writes. Given name tag to copy letters.
- iii. Jessa: large pencil to practice tripod grip.
- iv. Trevon: large pencil to practice tripod group, or marker because he is unable to apply appropriate pressure for pencil.

### **13. Steps**

- a. Introduce art project at large group.
- b. Children make choices.
- c. Teacher accompanies children at art table. Gives children materials needs and assists with use as needed.
- d. Record observations about children who have difficulties using tools.

### **14. Closing**

- a. After children complete art project it will be put on drying rack or mail box. Children are encouraged to share their project with their family.

### **15. Back-up plan**

#### **16. Extensions and variations**

- a. Pencil grips and large pencils.
- b. Glue sticks vs. liquid glue for children who can't control glue brush.

# 11. Cooking

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1. **Brief Description:** The children in room 10 LOVE play dough but have not had the opportunity to take part in the “cooking” process. The children will work in small groups to follow written directions guided by an adult to create their own play-dough that they can manipulate in the classroom.
2. **Rationale:** Cooking in the preschool classroom provides children with an opportunity to practice following directions, measuring, and reading. This exploration also allows the children to participate in a guided activity with a small group of children.
3. **Domains:** Language, cognitive, math, motor
4. **Goals:**
  - a. Children will listen to verbal directions and refer to written directions.
  - b. Children will use tools (measuring cups and spoon) to measure liquid and solid materials.
  - c. Children will use gross motor muscles to stir play dough
  - d. Children will recognize numbers in directions.
5. **Objectives**
  - a. Objective 17: Demonstrates knowledge of print and its uses
  - b. Objective 22: Compares and measures
  - c. Objective 20: Uses number concepts and operations
  - d. Objective 7: Demonstrates fine-motor strength and coordination
6. **Materials**
  - a. This is the list of materials for one small group. Will need three sets of materials.
    - i. 2 cups all purpose flour
    - ii. 2 tablespoons vegetable oil
    - iii. ½ cup salt
    - iv. 2 tablespoons cream of tartar
    - v. Water
    - vi. Food coloring
    - vii. Directions poster
7. **Set-up:**
  - a. Materials will be divided into three trays for each small group.
  - b. “Boiling water” will be boiled using the microwave.
8. **Roles of adults**
  - a. Adult will read the directions to the children
  - b. Adults will scaffold measuring as needed.
9. **Prerequisite skills**
  - a. Measure with spoon or cup.
  - b. Stir
10. **Adaptations**



- a. Teacher will assist children with measuring as necessary to maintain the integrity of the recipe.

#### **11. Introduction**

- a. Today small groups will be a little bit different, instead of working on something different we will all be making something at the same time. We will be making play-dough by following a recipe!

#### **12. Pre-assessment**

- a. Children were assessed prior to activity on their ability to read the directions.
- b. Children were observed using tools.

#### **13. Steps**

- a. Teacher will read directions to children
- b. Children will check to make sure they have the correct materials.
- c. Children will take turns measuring dry ingredients and adding to large mixing bowl.
  - i. Measure flour, cream of tartar, and salt.
  - ii. Teacher will scaffold who measures what
- d. Children will measure oil.
- e. Children will mix the ingredients taking turns counting to 20 while teacher heats up water.
- f. Teacher will add color to water then pour in hot water and begin mixing. Children will take turns mixing using spoon.
- g. When dough is cooled teacher will divide into equal sections and children will knead dough until combined.

#### **14. Closing**

- a. Children will roll their dough into a ball and the balls will be placed in a tightly sealed container.

#### **15. Back-up plan**

- a. Can be done during choice time as an optional activity.
- b. Must earn spot to

#### **16. Extensions and variations**

- a. Children can vote for what color they want their dough to be.
- b. Mix colors.
- c. Compare sizes of measurements
- d. Use dough to form shapes, letters, and numbers.

## 12. Field Trip

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1. **Brief Description:** \*Took place in teacher directed lead week\* Students had the opportunity to leave the classroom and observe winter trees. Children learned about trees in different seasons and had a chance to compare spring, summer and fall trees to what trees look like in the winter. Children recorded their observations by drawing pictures and adding inventive writing to their observations.
2. **Rationale:** Giving the children an authentic scientific experience is important for their learning. They were able to make a discovery and record their findings just like real scientists do.
3. **Domains:** cognitive, motor, and language
4. **Goals:**
  - a. The children will be able to follow directions related to field trip: quiet in the hallway, look at trees and write about only trees.
  - b. The children will be able to use inventive writing to describe the things that they see.
  - c. The children will use newly acquired vocabulary (branch, trunk, leaves) to describe what they see.
5. **Objectives**
  - a. Objective 27: Demonstrates knowledge of the Earth's environment
  - b. Objective 28: Uses tools and other technology to perform tasks
  - c. Objective 8: Listens to and understands increasingly complex language
    - i. Comprehends language
    - ii. Follows directions
6. **Materials**
  - a. Clipboard (1 per child)
  - b. Pencil (1 per child)
  - c. Paper (1 per child)
  - d. Photos of trees: spring, summer, fall
7. **Set-up**
  - a. Piece of paper is clipped into clipboard and all clipboards are near the front of the classroom.
  - b. Pencils are sharpened and placed in a basket for easy access.
8. **Roles of adults:** All adults are managing the transition into the hallway and all adults assist with passing out materials. In the hallway the adults are interacting with children and asking guiding questions like, "what do you see?", "what part is that?", and "tell me about what you wrote/drew?"
9. **Prerequisite skills:** Students must be able to use a pencil to draw. Some emergent/inventive writing is helpful but not required.
10. **Adaptations**

- a. If a child is now drawing things related to trees they will be guided by a teacher.

### **11. Introduction**

- a. "Over the past week we have been learning about trees. We know that trees have a trunk, branches, and roots. In the spring, summer, and fall trees have leaves that are different colors. Today we will find out what trees look like in winter."

### **12. Pre-assessment**

- a. No formal pre-assessment was given.
- b. All students have been observed drawing and writing so teachers are aware of what students may need additional assistance.

### **13. Steps**

- a. Introduction
- b. Explain rules for field trip. Rules are tied to school rules: be safe, be responsible, and be respectful.
- c. Children are given a clipboard to hold onto and children stand up to walk outside.
- d. Children are given a spot to stand by the window looking out into the courtyard and prompted to look outside.
- e. Children are given a pencil and 3 minutes to draw and write about what they see. Teachers rotate and prompt with questions.
- f. Children transition into the classroom.

### **14. Closing**

- a. Once children are back inside the classroom the teacher asks children to describe what they saw outside.
- b. Explain that trees lose their leaves in the winter. You may have seen trunk, branches, and snow on the branches but no leaves.

### **15. Back-up plan**

- a. If children are too loud in hallway they will be moved around the windows to smaller groups to minimize talking.

### **16. Extensions and variations**

- a. Extension: repeat in the spring to notice changes.
- b. Extension: teachers will add writing based on what children say.
- c. Variation: Go outside and observe trees, or from window.

# 13. Language

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1. **Brief Description:** Children will participate in reading and listening to language during their small group cooking experience. They will be listening to steps in a recipe and using a picture recipe to help them follow directions.
2. **Rationale:** A combination of written and oral language is essential for developing pre-reading skills that preschool age children need to be prepared for kindergarten. Reading the recipe will also allow the children to experience a sense of independence
3. **Domains:** Language
4. **Goals:**
  - a. The children will listen to directions given by a teacher.
  - b. The children will refer to picture directions when making the recipe.
5. **Objectives**
  - a. Objective 17: Demonstrates knowledge of print and its uses
  - b. Objective 8: Listens to and understands increasingly complex language
    - i. Comprehends language
    - ii. Follows directions
6. **Materials**
  - a. This is the list of materials for one small group. Will need three sets of materials.
    - i. 2 cups all purpose flour
    - ii. 2 tablespoons vegetable oil
    - iii. ½ cup salt
    - iv. 2 tablespoons cream of tartar
    - v. Water
    - vi. Food coloring
    - vii. Directions poster
7. **Set-up:**
  - a. Materials will be divided into three trays for each small group.
  - b. “Boiling water” will be boiled using the microwave.
8. **Roles of adults**
  - a. Adult will read the directions to the children
  - b. Adults will scaffold measuring as needed.
9. **Prerequisite skills**
  - a. Know that words and pictures have meaning.
10. **Adaptations**
  - a. Teacher will assist children in recalling directions using the poster.
11. **Introduction**
  - a. Today small groups will be a little bit different, instead of working on something different we will all be making something at the same time. We will be making play-dough by following a recipe!

## **12. Pre-assessment**

- a. Children were assessed prior to activity on their ability to read the directions.
- b. Children were observed using tools.

## **13. Steps**

- a. Teacher will read directions to children
- b. Children will check to make sure they have the correct materials.
- c. Children will take turns measuring dry ingredients and adding to large mixing bowl.
  - i. Measure flour, cream of tartar, and salt.
  - ii. Teacher will scaffold who measures what
- d. Children will measure oil.
- e. Children will mix the ingredients taking turns counting to 20 while teacher heats up water.
- f. Teacher will add color to water then pour in hot water and begin mixing. Children will take turns mixing using spoon.
- g. When dough is cooled teacher will divide into equal sections and children will knead dough until all ingredients are combined.

## **14. Closing**

- a. Children will roll their dough into a ball and the balls will be placed in a tightly sealed container.

## **15. Back-up plan**

- a. Can be done during choice time as an optional activity.
- b. Must earn spot to participate

## **16. Extensions and variations**

- a. Children can vote for what color they want their dough to be.
  - i. Voting results can be written.
- b. Use dough to form shapes, letters, and numbers.

## 14. Outdoor Activity

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1. **Brief Description:** Children will have access to all of the typical playground equipment. In addition to the normal equipment they will have access to hula hoops a toy that they are unfamiliar with.
2. **Rationale:** Using hula hoops are great for working your core muscles and it also requires the children to use some problem solving skills and persistence!
3. **Domains:** motor, cognitive
4. **Goals:**
  - a. Children will be able to hula hoop for at least 15 seconds.
5. **Objectives**
  - a. Objective 6: Demonstrates gross-motor manipulative skills
6. **Materials**
  - a. Hula Hoops
7. **Set-up:** None
8. **Roles of adults:** Model use of hula hoops and scaffold for children as needed.
9. **Prerequisite skills:** None, this is the first time the children are learning the skills.
10. **Adaptations:** Hoops available in multiple sizes.
11. **Introduction**
  - a. Prior to outdoor play teacher will introduce the new toy.
  - b. "We have a new toy to play with outside called a hula hoop. You use it on your waist and can make it spin around. We don't have enough for everyone so you will need to take turns and share. If you would like to hula hoops please do it on the concrete"
12. **Pre-assessment:** None necessary
13. **Steps**
  - a. Demonstrate use at whole group
  - b. Pass out hula hoops for children to help carry down the hallway.
  - c. Put hula hoops near the door and allow children to begin play.
14. **Closing**
  - a. Upon arrival into classroom children will be asked if they tried to hula hoop and how long they could keep it up for!
15. **Back-up plan:** None necessary
16. **Extensions and variations**
  - a. Discuss shape of hula hoop
  - b. Try to spin hoop on other body parts

# Teacher Resources

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## **Books:**

1. Face-to-Face Penguins published by Scholastic
2. The Penguin Family Book Lauritz Somme and Sybille Kalas

## **Music/CD**

1. Singable Songs for the Very Young, Raffi
2. Debbie's Ditties 3 In the Library

## **Websites:**

1. Bri Bri Blooms Blog: <http://briebrieblooms.com/whale-science-project/>
2. Crafty Morning: <http://www.craftymorning.com/paper-heart-penguin-craft-for-kids/>
3. The Imagination Tree:  
<http://theimaginationtree.com/2012/04/best-ever-no-cook-play-dough-recipe.html>
4. Gold.teachingstrategies.com
- 5.

# Children's Books

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For this unit the children will have access to a variety of fiction and nonfiction books about penguins. These books will be available on the bookshelf to be read during choice time. Most books are written far above a preschool reading level, but will offer the children an opportunity to explore high quality photographs and illustrations.

## Free Exploration books

3. Cuddly Dudley by Jez Alborough
4. Arctic Fives Arrive by Elinor J Pinczes
5. Into the A, B, Sea by Deborah Lee Rose
6. The Penguin Family Book by Lauritz Somme and Sybille Kalas
7. Face-to-Face Penguins published by Scholastic
8. Papa Papa by Jean Marzollo
9. Animals in the Wild: Penguin by Vincent Serventy
10. A Tale of Antarctica by Ulco Glimmerveen
11. Antarctic Antics: A Book of Penguin Poems by Judy Sierra
12. Pip the Penguin by Joy Cowley
13. Penguins by Bonnie Brown walmsley and Carol A. Parker
14. Little Penguin's Tale by Audrey Wood

## Read-Aloud Books

1. Cuddly Dudley by Jez Alborough
2. The Book with No Pictures by B.J. Novak
3. The Emperor's Egg by Martin Jenkins