



ZOO KEEPER



ANIMAL A WEEK

Lesson Plans



A Brain-Based Supplemental Curriculum
for English Language Arts

26 WEEKS OF LESSON PLANS

WELCOME TO ANIMAL A WEEK!



INTRODUCTION

Enhance your literacy block over the next 26 weeks with this magical Zoo Tour! Aligned to Kindergarten ELA Standards, this supplemental curriculum for Letters alive® is simple for teachers and powerful for students.

Everything you need is found in your
Zoo Keeper Animal a Week Lesson Plans and Literacy Centers.

Some of the things we'll do for each Animal a Week!

- Read a short rhyming story about the animal.
- Learn concepts of print.
- Practice story comprehension.
- Learn about beginning letter sounds and syllables.
- Learn about the animal's habitat.
- Build words phonetically with letters.
- Build words phonetically with word families.
- Lead an animal topic discussion.
- Practice sight words.
- Build sentences.
- Do an animal project.
- Complete an animal craft.
- Make and eat an animal snack.
- Conduct student assessments.
- Select activities from the following Literacy Centers: Alphabet, Phonemic Awareness, Writing Work, Reading, and Word Work.



SCOPE AND SEQUENCE

Animal of the Week	Sight Words	Rimes, Digraphs, Blends	Social/Emotional Growth Skill
Amos Alligator	can, the, I	at, ad an	Self-Management: Managing Time
Brody Bear	that, is, blue	ap, ag, am	Self-Management: Expressing Emotions (sadness)
Celine Cow	my, this, black	it, id, ig	Self-Management: Self-Discipline
Dana Dolphin	swim, you, to	in, ip, ib	Success Skills & Attitudes: Initiation & Action (playfulness)
Edie Elephant	big, little, and, get	et, ed, eg, en	Social Awareness/Relationship Skills & Traits: Effective Communication (listening to others)
Frankie Frog	green, a, find	ot, op, og	Social Awareness/Relationship Skills & Traits: Conflict Management (bullying)
Gerdy Giraffe	look, at, for, into	ut, un, ud	Success Skills & Attitudes: Self Confidence & Positivity (joy of reading)
Henry Horse	ride, go, we, on	ug, ub	Self Management: Organization (keeping up with your things)
Ima Iguana	went, where, she, did	sh, ch, th	Self Awareness: Capacity To Be A Change Agent (courage / adventure)
James Jaguar	ran, with, away, out	qu	Success Skills & Attitudes: Commitment To Excellence
Katie Kangaroo	jump, up, down, in	wh, wr, kn	Social Awareness/Relationship Skills & Traits: Positive Relationships (family)
Larry Lion	eat, it, come, must	ate, ake, ale, ame	Social Awareness/Relationship Skills & Traits: Remorse (truthfulness)
Michael Moose	funny, see, well	ide, ine, ice	Social Awareness/Relationship Skills & Traits: Social Awareness & Empathy (good manners)
Norwood Narwhal	he, like, do, will	oke, ore	Social Awareness/Relationship Skills & Traits: Positive Relationships (being nice to others)
Ollie Orangutan	help, said, me, an	bl, fl, pl, sl, cl, gl	Social Awareness/Relationship Skills & Traits: Positive Relationships (helping others)
Percy Peacock	pretty, are, am, so	br, dr, fr, pr, tr, cr, gr	Self Management: Planning
Quentin Quail	walk, run, not, they	sm, sn, sk, sp	Self Awareness: Self Acceptance
Randy Rooster	red, say, please, but	st, sw, sc	Social Awareness/Relationship Skills & Traits: Positive Relationships (sharing with others)
Sergio Seal	play, soon, came, who	spr, str, scr, spl	Social Awareness/Relationship Skills & Traits: Social Awareness (diversity)
Tommy Toucan	yes, no, yellow, too	ack, ash, ank, all	Success Skills & Attitudes: Initiation & Action Social Awareness/Relationship Skills & Traits: Leadership (cleanliness / not littering)
Ulla Unau	brown, what, ate	ick, ill, ing, ink	Self Management: Patience and Poise
Victor Vulture	fly, now, one, want	est, ell	Self-Management: Self-Confidence
Wagner Wolf	was, our, good, new, be	ock, uck, ump	Social Awareness/Relationship Skills & Traits: Positive Relationships (accepting others)
Xavier X-Ray Fish	have, two, three, four	ail, ain, ay, aw	Self Awareness: Traits & Attributes (personal hygiene)
Yosabee Yak	under, there, saw	out, ow	Social Awareness/Relationship Skills & Traits: Collaboration & Teamwork (taking turns)
Zelda Zebra	white, here, make, all	ight	Success Skills & Attitudes: Gratitude



This week, we will be visiting
Celine Cow in her Farm Habitat!

CELINE COW WEEK



PLAN AND PREPARE

Here's what we'll learn this week while visiting Celine.

- Cow Facts
- Cow Habitat
- Sight Words: **my, this, black**
- Building Words: **-it, -id, -ig**
- Building three- and four-word sentences
- Building statements and questions

Here are things we'll need on our zoo tour.

- | | |
|---|--|
| <input type="checkbox"/> Celine Cow Loves Ice Cream - Short Story | <input type="checkbox"/> Animal Habitat - Farm |
| <input type="checkbox"/> Letters alive Kit | <input type="checkbox"/> Animal Craft - Cow Cup |
| <input type="checkbox"/> Animal Facts - Cow | <input type="checkbox"/> Animal Craft - Zoo Baby Hats |
| <input type="checkbox"/> Animal Circle Chart - Teacher | <input type="checkbox"/> Animal Snack - Celine's Ice Cream |
| <input type="checkbox"/> Animal Circle Chart - Student | <input type="checkbox"/> Celine Cow Certificates |
| | <input type="checkbox"/> Literacy Center Resources |

Note: You can also use Literacy Centers from your Zoo Keeper ABC Boot Camp™ to offer more options.

Here are some of our goals for Celine Cow Week.

- I can describe cows using characteristics of the animal.
- I can describe a cow's habitat.
- I can distinguish the soft and hard sounds of the consonant **Cc**.
- I can write the letter **Cc** and use it in a word.
- I can build/write words using the letter **Cc** and also the rimes: **-it, -id, -ig**.
- I can build/write a sentence using capitals, spaces, and punctuation.
- I can read the sight words: **my, this, black**.
- I can match pictures by beginning sounds.
- I can name the parts of a book.
- I can tell the character, setting, problem, and solution in a story.
- I can draw, talk, and write to share a story/information about cows.
- I can count syllables in common words.
- I can name words that rhyme with **-it, -id, -ig**.

DAY 1

The Whole Group activities to the right are options you can do with your whole class, or small groups, depending on the needs of your students. Each option can be approximately 15-25 minutes.

Our goals:

WHOLE GROUP ACTIVITIES

CELINE COW
LOVES ICE CREAM



Let's read a short story about Celine.

Materials

- ☐ Celine Cow Loves Ice Cream pg 87

Celine Cow Loves Ice Cream

- Discuss parts of a book with students: front cover, back cover, author, and illustrator.
- Show students the illustration on the cover. Let them predict what the story may be about.
- Read the story, then discuss their story's elements: character, setting, problem, solution.

Social/Emotional Growth Skill: Self Management: Self-Discipline

Let's learn about the cow's name.

Materials

- ☐ Letters alive Kit "Letters and Building Sentences Module"
- ☐ C card

Letters
and
Building
Sentences

Let's meet Celine in Letters alive Letters and Building Sentences module.

- Hold the C card under the camera so that Celine appears.
- Let students describe what they see.
- What letter does Celine and Cow begin with? Does her first name begin with a hard or soft consonant? What about her last name?
- How many letters are in Celine? Cow? More or less than in your name?
- How many syllables are in Celine? Cow? What about in your name?
- How do we make the word cow plural?

Let's learn about REAL cows.

Materials

- ☐ Animals Facts pg 89
- ☐ Animal Circle Chart - Teacher pg 91
- ☐ Animal Circle Chart - Student pg 92

Read the Animal Facts Sheet as a reference to spark a discussion on what your students know about cows.

Invite students to turn and talk to a friend, then use their discussions to fill in the Animal Circle Chart. (Teacher on Circle Chart Paper / Student on Individual Circle Chart Sheet)

- What do you know about cows?
- Have you ever seen a cow? If so, where?
- Where do cows live?
- What do cows eat?
- What are baby cows called?
- How long do cows live?

Let's build sentences with sight words to see what cows can do.

4

Materials

- ☐ Letters alive Kit "Letters and Building Sentences Module"
- ☐ C card
- ☐ Sight Word cards: swim, jump, walk, run, play, eat, fly, the, can

Letters
and
Building
Sentences

Using the Letters alive Letters and Building Sentences module, let's see what cows can do!

- Lead discussion on how to build 4-word sentences with the C (**cow**) card, and the sight word cards in your materials list.
- Model building the sentence: The **cow** can **walk**. Point out any sight words for reinforcement.
- Notice the first word in the sentence becomes capitalized when the second word (card) is introduced.

Friends/Group discussion on cow actions

- Hand out sight word action cards to student groups and encourage them to use prior knowledge to try to figure out the word on their card.
- Ask the friends/groups to predict whether or not the **cow** can perform the action on their card.
- Invite a student from each group to use their card to complete the sentence. e.g. The cow can **fly**. The cow can **swim**.
- Have the students use the **READ TO ME** button to hear the sentence read aloud.
- Have the students tap/click the punctuation mark as a reminder of using punctuation in their writing.
- Ask the class to read the sentence aloud as a whole group.

Let's build CVC words using the letter C.

5

Materials

- ☐ Letters alive Kit "Building Words Module"
- ☐ C card
- ☐ Letter cards (e.g. A, B, M, etc.)
- ☐ Building CVC Words Recording Sheet in Lit Ctrs

Building
Words

Using the Letters alive Building Words module, introduce CVC words with /c/ as the beginning consonant.

- Hand out consonant and vowel cards (e.g. A, C, B, E, M, etc.) to students and invite them to build words.
- When the students place two letters after /c/ discuss if it is or isn't a real word. e.g. c-a-t, c-o-b

Review building CVC words.

- Use the Building CVC Words Recording Sheet for /c/ to write the words you built as a whole group before students complete their sheets in Literacy Centers.

Tip: Use a variety of letter cards to teach students real words and nonsense words.

Definition: CVC means consonant-vowel-consonant e.g. c-a-t, b-a-t

Note: See a full list of buildable words on [pages 17-20](#).

LITERACY CENTER ACTIVITIES

Alphabet

Phonemic
Awareness

Writing
Work

Reading
- to self
- to friends

Word
Work

DAY 2

The Whole Group activities to the right are options you can do with your whole class, or small groups, depending on the needs of your students. Each option can be approximately 15-25 minutes.

Our goals:

WHOLE GROUP ACTIVITIES

CELINE COW
LOVES ICE CREAM

Let's learn more about Celine's story.

Materials

- ☐ Celine Cow Loves Ice Cream pg 87
- ☐ highlighters or markers

Celine Cow Loves Ice Cream

- Reread Celine Cow Loves Ice Cream. Ask students to help find/say the rhyming words.
- Review character(s), setting, problem and solution.
- Show the story on your Interactive White Board, document camera, projector, etc. and invite students to come up and highlight or underline familiar letters and/or sight words in the story.
- Complete the discussion and comprehension questions on the back of the short story to assess understanding.

Tip: Print and hand out copies of the book found in Lit Ctrs so students can mark along with you.

Let's learn where REAL cows live.

Materials

- ☐ Letters alive Kit "Letters and Building Sentences Module"
- ☐ C card
- ☐ Video Card
- ☐ Animal Habitat - Farm pg 90
- ☐ Animal Circle Chart - Teacher pg 91
- ☐ Animal Circle Chart - Student pg 92

Letters
and
Building
Sentences

Read your Animal Habitat (Farm) Sheet to spark a discussion on what your students know about where cows live.

- Ask students to picture in their minds what a farm habitat might look like.
- Invite students to share their ideas aloud.
- Show the picture on the Animal Habitat Sheet.
- Describe farms.
- What else lives on farms?

Use the Letters alive Letters and Building Sentences Module:

Letters alive C card

- Use the C card to show Celine Cow and review what we learned about cows yesterday.

Letters alive Video Card

- Use the Video Card with the letter C to show a cow in a real farm habitat.
- Ask the students if the video is like what they had pictured in their minds.

Revisit our Circle Charts.

- Ask students to turn and talk to a friend about what we've learned so far about cows.
- Add new facts to the Circle Chart and have students draw and write the same ideas on their Animal Circle Charts.

Let's discuss problems on a farm. (Discuss habitat problems)

3

Materials

- ☐ Imagination!

What can go wrong on a farm?

Encourage your students in a lively discussion to think of things that can go wrong on a farm.

Possible problems to discuss:

- One of the animals got sick.
- It didn't rain enough so the crops are drying out.
- The tractor broke down and the farmer can't plow his fields.
- The chickens stopped laying eggs.
- The calves got out of their pen because the fence broke.

Change the discussion into ideas for solving the problems.

- Call a veterinarian.
- Get an irrigation system.
- Call a tractor mechanic.
- Make sure the chickens are comfortable, safe, and well-fed.
- Repair the pen and get the calves back in it.

Let's build words using Word Families.

4

Materials

- ☐ Letters alive Kit "Building Words Module"
- ☐ I, T cards
- ☐ -it Word Family card
- ☐ Consonant/Word family cards (e.g. A, B, -ip, etc.)
- ☐ Building with Word Families Recording Sheet in Lit Ctrs

Using the Letters alive Building Words module, introduce the -it card.

- Review the short vowel sound /i/ and the consonant sound /t/ as individual cards.
- Introduce the **-it** word family card and talk about blending the sounds together to make the sound /it/.

Invite students to think of words that rhyme with -it.

- As students say additional words, place the appropriate consonant or word family cards in front of the **-it** card and discuss real and nonsense words. e.g. b-it, f-it

Introduce Building with Word Families (Rimes) Recording Sheet for -it.

- Model the sheet as a whole group. Students can complete their own recording sheets during Literacy Centers.

Definition: Rime - A one syllable string of letters following an onset. e.g. -at as in cat, -et as in bet, -ip as in strip, -ing as in bring

Note: See a full list of buildable words on [pages 17-20](#).

Building Words

LITERACY CENTER ACTIVITIES

Alphabet

Phonemic Awareness

Writing Work

Reading
- to self
- to friends

Word Work

DAY 3

The Whole Group activities to the right are options you can do with your whole class, or small groups, depending on the needs of your students. Each option can be approximately 15-25 minutes.

Our goals:

WHOLE GROUP ACTIVITIES

Let's review Celine Cow's story.

CELINE COW
LOVES ICE CREAM



1

Materials

- ☐ Celine Cow Loves Ice Cream [pg 87](#)

Have your students recall as much of the story as they can before reading it again.

- Describe things we've learned about Celine Cow.
- Can the students name the main character, setting, problem, and solution?
- Can the students identify front cover, back cover, title, author, etc.?
- Recall what we've learned about cows. Is this story fiction or nonfiction? How do you know?

Let's review what we've learned about REAL cows.

2

Materials

- ☐ Letters alive Kit "Letters and Building Sentences Module"
- ☐ C card
- ☐ Video Card
- ☐ Animal Facts [pg 89](#)
- ☐ Animal Habitat - Farm [pg 90](#)
- ☐ Animal Circle Chart - Teacher [pg 91](#)
- ☐ Animal Circle Chart - Student [pg 92](#)

Use the Video Card with the C Card in the Letters alive Letters and Building Sentences Module.

- Show the cow video again to students to discuss what they've learned about cows and their habitat.

Revisit Animal Circle Chart.

- Ask students to turn and talk to a friend about what we've learned about cows.
- Is there anything else we can add to our Circle Chart?
- Add new facts to the Circle Chart and have students add facts to their Circle Charts.

Letters
and
Building
Sentences



Let's review our sight words and sentence building.

3

Materials

- ☐ Letters alive Kit "Letters and Building Sentences Module"
- ☐ C card
- ☐ Sight Word cards
- ☐ Reading with Sight Words Recording Sheet in Lit Ctrs

Using the Letters alive Letters and Building Sentences Module, introduce the sight words: **my**, **this**, and **black**.

- Lead discussion on how to build sentences with **my**, **this**, and **black** along with other sight word cards.
- Model building the sentences: My cow is black. Is this cow black? Point out the words **my**, **this**, and **black** in the sentences.
- Notice the first letter in the first word of the sentence becomes capitalized when the second word is introduced.

Play the Missing Word Game.

- Have the students close their eyes and cover their faces.
- Build a sentence using Letters alive that includes one of the sight words you've been teaching. LEAVE OUT ONE SIGHT WORD FROM THE SENTENCE before having students look.
- Ask students to turn and talk to a friend to guess what word is missing. Invite a student to lay down the missing word.
- Continue the game using different sentences.

Let's practice our sight words.

- Introduce the Reading with Sight Words Recording Sheets to whole group.
- Model the Reading with Sight Words Recording Sheet. Tell them they can do their own during Literacy Centers.

Letters
and
Building
Sentences

Let's build more words using Word Families.

4

Materials

- ☐ Letters alive Kit "Building Words Module"
- ☐ I, D cards
- ☐ -id Word Family card
- ☐ Consonant/Word family cards (e.g. A, B, -ip, etc.)
- ☐ Building with Word Families Recording Sheet in Lit Ctrs

Using the Letters alive Building Words module, introduce the -id card.

- Review the short vowel sound /i/ and the consonant sound /d/ as individual cards.
- Introduce the **-id** card and talk about blending the sounds together to make the sound /id/.

Invite students to think of words that rhyme with /id/.

- As students say additional words, place the appropriate consonant or word family cards in front of the **-id** card and discuss real and nonsense words. e.g. b-id, h-id

Introduce Building with Word Families (Rimes) Recording Sheet for -id.

- Model the sheet with your students as a whole group. Students will complete their own recording sheets from Literacy Centers.

Note: See a full list of buildable words on [pages 17-20](#).

Building
Words

LITERACY CENTER ACTIVITIES

Alphabet

Phonemic
Awareness

Writing
Work

Reading
- to self
- to friends

Word
Work

DAY 4

The Whole Group activities to the right are options you can do with your whole class, or small groups, depending on the needs of your students. Each option can be approximately 15-25 minutes.

Our goals:

WHOLE GROUP ACTIVITIES

CELINE COW
LOVES ICE CREAM

Let's retell Celine's story.

Materials

- ☐ Celine Cow Loves Ice Cream [pg 87](#)

Reread Celine Cow Loves Ice Cream.

- Have students work together in pairs or small groups to retell the story in their own words.
- Then invite groups up to the front of the class to act out the story.

Let's draw, color, and write our own Celine story.

Materials

- ☐ Story Writing Celine Sheet in Lit Ctrs

Have students create and write their own Celine stories.

- Encourage the students to draw and color as instructed on the Story Writing sheet.
- Ask the students to draw items that may be found on a farm habitat.
- Have students write a story about Celine on their Story Writing sheet.

Let's complete our Animal Circle Charts.

Materials

- ☐ Animal Facts [pg 89](#)
- ☐ Animal Circle Chart - Teacher [pg 91](#)
- ☐ Animal Circle Chart - Student [pg 92](#)

Revisit your Animal Circle Chart.

- Finish Circle Charts today. What did we learn about cows this week?
- Add any final details to the Teacher Circle Chart and have the students add to theirs.
- On the back of their Circle Charts, have the students write a short informative text using facts from the week.
- Collect and save each student's Circle Chart. At the end of the 26 weeks, compile all 26 Circle Charts for each student and staple together to make a booklet for them to keep.

Let's solve a problem on the farm. (Habitat STEM activity)

4

Materials

Per Group:

- ☐ 20 tooth picks
- ☐ 30 Mini Marshmallows

Fix the Fence - Project

Help! Celine's calves got out because the fence broke. The farmer needs your help. Rebuild a fence to help Celine keep her calves safe!

Rules:

- Divide the students into teams of 3-4.
- Give each of them 20 tooth picks and 30 mini marshmallows.
- They are to use the toothpicks and marshmallows to build a four-sided fence that can help keep Celine and her calves safely inside.
- The marshmallows are used to connect the tooth picks together.
- The fence must stand upright and be able to stand on its own when completed.

Let's build words using Word Families.

5

Materials

- ☐ Letters alive Kit "Building Words Module"
- ☐ I, G cards
- ☐ -ig Word Family card
- ☐ Consonant/Word family cards (e.g. A, B, -ip, etc.)
- ☐ Building with Word Families Recording Sheet in Lit Ctrs

Using the Letters alive Building Words module, introduce the -ig card.

- Review the short vowel sound /i/ and the consonant sound /g/ as individual cards.
- Introduce the -ig card and talk about blending the sounds together to make the sound /ig/.

Invite students to discuss words that rhyme with /ig/.

- As students say additional words, place the appropriate consonant or word family cards in front of the -ig card and discuss real and nonsense words. e.g. b-ig, f-ig

Introduce Building with Word Families (Rimes) Recording Sheet for -ig.

- Model the sheet as a whole group. Students will complete their own recording sheets in Literacy Centers.

Note: See a full list of buildable words on [pages 17-20](#).

Building Words

LITERACY CENTER ACTIVITIES

Alphabet

Phonemic Awareness

Writing Work

Reading
- to self
- to friends

Word Work

DAY 5

Our goals:

WHOLE GROUP ACTIVITIES

ZOO REVIEW

ADMIT
ONE



Let's do a fun cow project.

1

Materials

- ☐ Animal Craft - Styrofoam Cow Cups [pg 93](#)
- ☐ Animal Craft - Zoo Baby Hat [pg 94](#)

Cow Project - Below are two suggestions for fun cow projects you can do with your students.

1. Styrofoam Cow Cups

- Use the Animal Craft sheet - Let's make some super cute cow cups!

2. Zoo Baby Celine Hat

- Use the Animal Craft sheet - Zoo Baby Hat to make cute hats for the students.
- For added fun let students use markers, watercolors, colored pencils, glitter, etc.
- Remind students what baby cows are called.

Let's eat a farmelicious cow snack.

2

Materials

- ☐ Animal Snack - Let's Make Ice Cream [pg 95](#)

Below is a fun cow themed snack for your students, or create your own fun idea to use.

Let's make ice cream!

- Animal Snack sheet - Celine Cow loves making her own ice cream. Let's see if we can make some too!

Warning: Be aware of any food allergies among your students and provide an alternative snack.

Let's wag our tails and celebrate.

Materials

- ☐ Celine Cow Certificate [pg 96](#)

Celine Cow Certificates

- Print the **Celine Cow Week** Certificates.
- Hand out certificates and celebrate.



3

OPTION: My Letters alive Journals

- If you're using My Letters alive Journals, now is a great time to pass out the Celine stickers to each student (if you haven't already in Zoo Keeper ABC Boot Camp).
- Allow each student to place their sticker in the correct space inside their My Letters alive Journal.

Assessments

for Guided Instruction

4

Let's assess what we've learned.

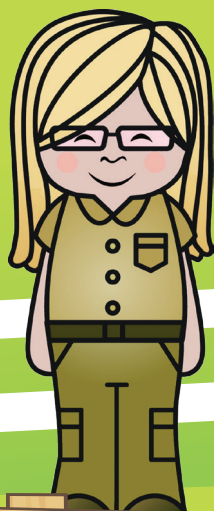
Materials

- ☐ ESGI Assessments (or your own)

Use your Alive Studios' assessments in ESGI (or your own)

- Launch the ESGI Assessments from the Learning/Letters alive main menu.
- Select from over 1000 preloaded assessments to assess the skills your students have been learning this week.

Tip: Assess students one at a time while the others are snacking and working on crafts.



I'm so glad we saved
Celine's calves!

Who do you think we'll
meet next week?

LITERACY CENTER ACTIVITIES

Alphabet

Phonemic
Awareness

Writing
Work

Reading
- to self
- to friends

Word
Work



SUGGESTED BOOKS

Cow Book List

Fiction

The Fed-Up Cow

by Peta Lemon

Do Cows Meow?

by Salina Yoon

Cows Can Moo, Can You?

by Bonnie Worth

The Cow who Clucked

by Denise Fleming

Non-Fiction

Cows for Kids - Amazing Animal Books

by John Davidson

**Cows: Children's Book of Fun Facts and
Amazing Photos**

by Ina Felix

Cows on the Farm

by Rose Caraway

Name _____

Social / Emotional Growth Skill

Self-Management: Self-Discipline

Discussion questions:

What special treat do you like to eat? Do you think you should get a special treat everyday? Why or why not?

Comprehension questions:

Help the students answer with support and prompting:

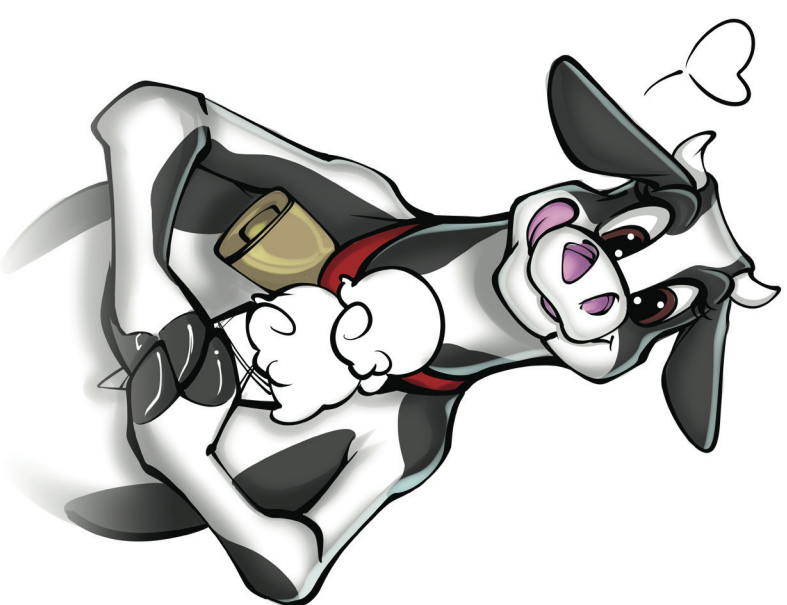
What does Celine love to eat?

What things does Celine need to eat before she gets ice cream?



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CELINE COW LOVES ICE CREAM



Written by

L.A. Ricketson

Illustrated by

Ryan Sellers

Celine eats ice cream once a week
because it is so **yummy**.
She'd love to eat it every day
but it might hurt her **tummy**.



Her ice cream is the best because
she uses her own **milk**.
She smiles so big with every bite
it's really smooth as **silk**.

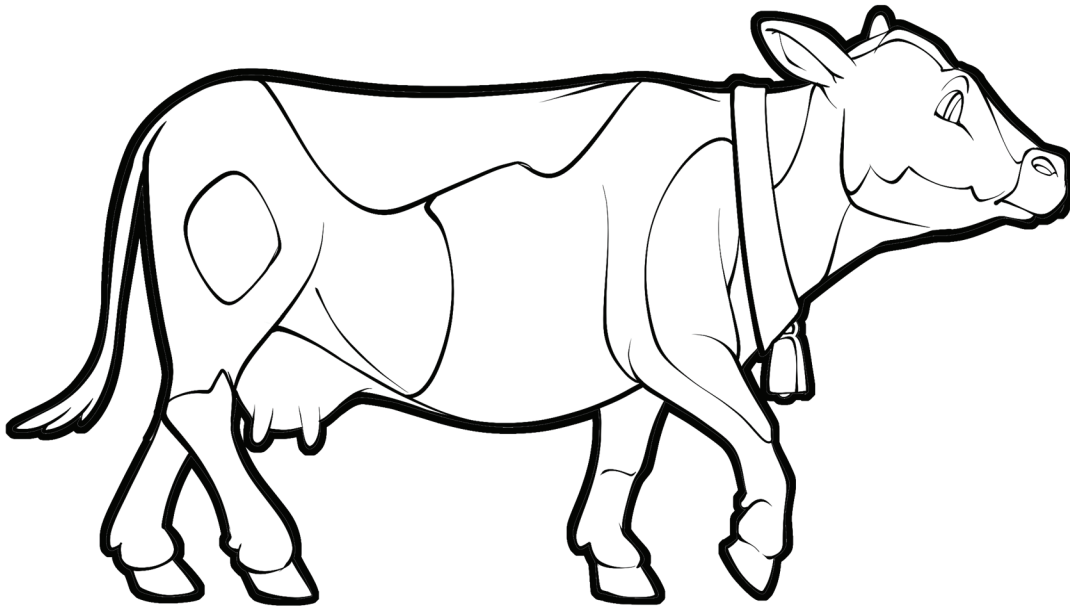
She knows to eat her veggies first
before she has her **treat**.

There's grass and hay throughout the farm
and even grains of **wheat**.

Do you get treats when you eat all
the good things on your **plate**?
I bet Celine would share ice cream
if you knock on her **gate**!



Cows



Have you ever seen a cow? You probably have, because cows can be found all over the world. They usually live in pastures and rangelands, or on farms. They eat grass and other grains. Cows can sleep lying down or standing up. A baby cow is called a calf. Cows usually live between 15 and 25 years.



Farms



A farm is not a natural habitat. It is man-made. Most of the food we eat comes from farms. Some farms are for raising animals. These animals are called livestock. Livestock, such as cows, chickens, and many others are raised for meat and eggs. Other farms are for growing crops like corn, cotton, soy beans, tomatoes, and other plants for people to eat and make materials from. Many farms are a mix of crops and livestock.

Animal Circle Chart

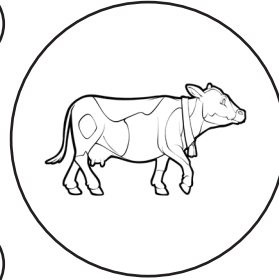
Teacher



1. Cut out the circle below and glue it onto the center of a page on a large flip chart.
2. Draw the surrounding bubbles as shown. Have fun in whole group allowing students to suggest items for each bubble.

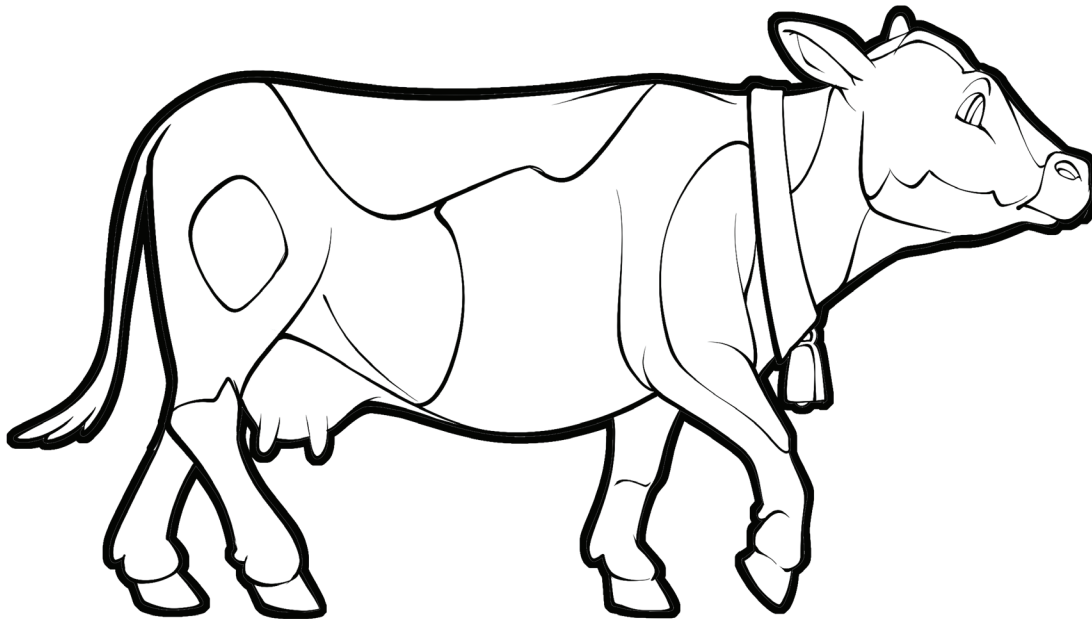
What does it look like?

Where does it live?



What does it eat?

Any other questions?



Animal Circle Chart

Student



What does it
look like?

What does
it eat?



Where does
it live?

Any other
questions?



CELINE COW CRAFT

OPTION 1: STYROFOAM COW CUPS

MATERIALS:

- ☐ Styrofoam cups
 - ☐ wiggly eyes
 - ☐ scissors
 - ☐ glue
 - ☐ black construction paper (5x5)
 - ☐ pink construction paper (2x2)
1. Give each child 1 Styrofoam cup, 1 5x5 piece of black construction paper, 1 2x2 piece of pink construction paper, and 2 wiggly eyes.
 2. Cut random shapes out of black construction paper and glue to cup.
 3. Cut an oval nose shape out of pink construction paper and glue to cup.
 4. Glue 2 wiggly eyes to the cup.

HERE'S WHAT IT SHOULD LOOK LIKE





CELINE COW CRAFT

OPTION 2: ZOO BABY HAT

1. Color Baby Celine Cow.
2. Cut along the dotted circle.
3. Use Sentence Strips (or cut out your own) to make headbands for each child.
4. Glue the Zoo Baby onto the headband.
5. Wrap the headband around the child's head for sizing and then remove to staple together.



HERE'S WHAT IT SHOULD LOOK LIKE



MATERIALS:

- ☐ crayons / markers
- ☐ scissors
- ☐ sentence strips
- ☐ stapler



CELINE COW SNACK

CELINE'S ICE CREAM

MATERIALS:

Per 4 servings (1/4 cup ea)

- ☐ 1 gallon size zip lock bag
- ☐ 8 cups of ice
- ☐ 1/2 cup of rock salt
- ☐ 1 quart size plastic zip lock bag
- ☐ 1 cup of half & half
- ☐ 2 tbsp. of sugar
- ☐ 1/2 tsp. of vanilla extract
- ☐ plastic spoons
- ☐ small paper cups
- ☐ measuring cups
- ☐ measuring spoons
- ☐ napkins
- ☐ ice cream toppings of choice

1. Place 8 cups of ice into the gallon size zip lock bag.
2. Add 1/2 cup of rock salt (ice cream salt) to the gallon bag filled with ice and set aside.
3. To make the ice cream base, open the quart size zip lock bag and add 1 cup of half & half, 2 tbsp. of white sugar, and 1/2 Tsp. of vanilla extract. Seal the bag tightly.
4. Place the filled quart size bag into the gallon size bag full of ice and seal the gallon bag tightly.
5. Wrap the ice filled gallon size bag in a hand towel so your hands don't get cold while shaking the bag. Shake the bag vigorously for 10-15 minutes. The more vigorously you shake the bag the faster you will make the ice cream. (Let each child take a turn shaking the bag. You may need to make multiple bags at one time to make enough for your class).
6. After shaking for 10-15 minutes, pull out the quart bag full of ice cream and place a 1/4 cup serving of ice cream into a paper cup along with a spoon & napkin. Add any additional ice cream toppings to your ice cream and enjoy!



**HERE'S WHAT IT
SHOULD LOOK LIKE**



CONGRATULATIONS to

(student's name)

You finished a week of learning with Celine Cow!



Teacher, Zoo Keeper



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