Animal Adventures
Animals on the Move

Our stories this week are about all kinds of animals. Some of them are real, and some of them are make-believe. Today, let’s talk about some real animals.

Display the poem “Amazing Animals” on chart paper. Read the title and have children guess what animals they will hear about. Read the poem through twice. Then have children name the animals.

Distribute the ELL Picture-Word Cards. Ask children to tell what each animal looks like.

Animals come in different shapes. They also move in different ways. Let’s think about how animals move. Have children say how a rabbit moves. Call on children to mimic a rabbit hopping. Have children watching say: A rabbit hops. Then continue in the same way with other animals—snake/slides, bug/creeps, worm/wiggles, horse/gallops, turtle/crawls, frog/jumps. As needed, suggest the movement words. Encourage children to give their own alternatives, too.

Have an animal parade around the classroom. Have children line up behind a leader. The leader chooses an animal and moves as it does. The other children mimic the leader. Have several different children take the role of the leader. Children can hold up ELL Picture-Word Cards to show which animal they have chosen.

Vocabulary

animals, ant, elephant, turtle

Materials

• chart paper
• ELL Picture-Word Cards
• Masters ELL 2–4, 3–2, 4–6, 5–9
(See these for more animal picture cards.)

Technology

Get Set for Reading
CD-ROM
The Sleeping Pig

Education Place
www.eduplace.com
The Sleeping Pig

Audio CD

The Sleeping Pig
Audio CD for Animal Adventures
Fox, Alligator, and Rabbit

Teacher Read Aloud, Teacher’s Edition pages T30–T31

Display page T31. Explain that this illustration goes with a story called Fox, Alligator, and Rabbit. **SAY** Rabbit wants to cross a river. But Alligator is in the river. He is waiting to eat Rabbit. Rabbit asks Fox for help. Fox goes to eat porridge at Alligator’s house. **How will this help Rabbit?** Tell children to think about this problem when they listen later.

**Skill Objective**
Children match the long o sound with CV and CVCe patterns and the long u sound with the CVCe pattern.

**Materials**
- Phonics Library selection Duke’s Gift
- a real bone, or cardboard bone cut-out
- **Practice Book** pages 53–56
- index cards with the words rope, stone, globe, hose, nose, mule, flute, tube, cube, huge

**Blending Long o and Long u Words**

**Lead** a picture walk through Duke’s Gift. Show children a real bone. Write the word bone. **SAY** Let’s say all the sounds in bone. Model: /b/ /o¯/ /n/.

**Explain** the long o sound. Circle the o in bone. **ASK** What is the name of this letter? The name is o. The sound is also /o/. Help children see the CVCe pattern in bone. Tell children when there is an e at the end of a word, the vowel sound in that word will often be a long vowel sound. Use the words not/note and hop/hope to show how the vowel sound changes. Explain that the words go and no also have the long o sound. Help children see the CV pattern.

**Repeat** for the long u sound. Begin with Duke. Then use bug/buge and cut/cute. Help children hear the two sounds for g as well as the vowel change.

**Preview** one or all of **Practice Book** pages 53–56. Read the directions and complete one or two exercises per page with children.
When We Need Help

Reread these sentences from Fox, Alligator, and Rabbit: Rabbit decided to ask Fox for help. “Fox, you are the cleverest of all creatures. Will you help me cross the river?” SAY Rabbit needed Fox's help. Sometimes we need help, too. Let's talk about those times.

Begin a discussion about situations in which people might need to ask for help. Describe different situations, such as I got lost once. I didn't know which way to go. I saw my mail carrier. She knows all the streets in the neighborhood. I asked her for help. Have children suggest the words you could have used to ask the mail carrier for help, such as “Can you please help me? I am lost.”

Have children tell about or pantomime other situations that call for someone's help, such as being sick in school, getting hurt on the playground, losing a house key, and so on. Help them identify appropriate people to ask for help, such as the school nurse, teacher, neighbor, police officer. Use the ELL Picture Cards as prompts if necessary.

Have partners role-play situations in which they need help. Have them identify who they are asking for help, using the ELL Picture Cards if appropriate. Help them begin their request with “Can you please help me?” Remind them that they need to say what the problem is. Observe children and coach them to be specific in saying why they need help.
Get Set to Read

How to Wake a Pig, Anthology pages 130–131

Read the title aloud with children. Say, Let’s read these words from the story The Sleeping Pig. Look for letters you know and blend the sounds to read each word. Read the sentences with children, tracking the print.

The Sleeping Pig

Pages 133–137: Help children see what the problem in the story is. Say, Celina finds a huge pig in the watermelon patch. What problem does she have?

Pages 138–145: Name each animal. Tell how it tries to wake the pig.

Pages 146–151: How will the cricket wake the pig? How does Celina feel?

High-Frequency Words

found, morning, out, shout

Display The Sleeping Pig. Read the first page. Say, Look at the picture. What time of day is it? Write and read, It is morning. Point to Celina. Say, This is Celina. What did Celina find? Write and read, Celina found a pig. Ask, What did Celina do? Write and read, She began to shout. Get out, pig! Get out! Circle the words morning, found, shout, and out in the sentences. Read the sentences. (Keep these sentences for later use.)

List the four words you have circled. Discuss the letters in the words. Point to the ou in found, shout, and out. Clap and spell each word with children.

Skill Objective

Children read new high-frequency words found, morning, out, shout.

Materials

• Anthology selection The Sleeping Pig
• word cards found, morning, out, shout
• chart paper
Words with Similar Meanings

**SAY** One of our stories this week is about a huge pig that just won’t wake up. Repeat the word huge. **ASK** What is another word that means the same as huge? Tell children that big and large are words that mean the same as huge. **SAY** Today we will talk about words that mean the same thing.

Tell children to listen as you say pairs of sentences. Have them listen for two words that mean the same thing. Hold up the ELL Picture-Word Card showing a mouse. **SAY** A mouse is small. A mouse is little. The words small and little mean the same thing. Use the elephant Picture-Word Card to introduce huge, big, and large. Hold up the other animal cards. Have children describe each one with a different synonym. Then use the following sentences to introduce other synonym pairs: I’m scared (afraid) of the dark. She is glad (happy) you are here. The fast (quick) runner won a prize.

**SAY** Now read just one of the sentences in a pair from above. **ASK** What word means the same as ___? Repeat the sentence with the synonym. Encourage children to name other synonyms if they can.

Work with individual pairs as the other children listen. Whisper one of the words introduced above to one of the partners. Have him or her repeat it aloud. The other partner should say the synonym.

**BEGINNING/PREPRODUCTION**

Display the poem “Animals.” Read it aloud once again, tracking the print. Then say: The poem says every animal is special. Let’s talk about what is special about an elephant. Show the ELL Picture-Word Card of an elephant or a color picture of one. Ask: What size is an elephant? Is it big or small? What color is an elephant? What kind of ears does it have? What kind of nose does an elephant have? Does any other animal look like an elephant? Then reread the poem.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** What is one word that means the same as huge? Tell another word for glad.

**INTERMEDIATE/ADVANCED**

**ASK** What is another way to say A mouse is little? What kind of words did we talk about today?
High-Frequency Words
by, climb, show

Display The Sleeping Pig. List the high-frequency words found, morning, out, shout. Reread the sentences from Day 2: It was morning. Celina found a pig. She began to shout. Get out, pig! Get out!

Tell the story, using the pictures and simplified language. Continue the version you began on Day 2, using these sentences. Write each sentence, circling the words by, shout, and climb.

The animals tried to show Celina how to get the pig to climb out.
A coyote came by and howled. A mule came by and pushed.
A rabbit came by and hopped. A snake came by and pulled.
A cricket came by. The cricket sang to get the pig out.
The pig decided to climb out of the patch.

Act out the story. Assign each child a role. Narrate for them. Then list the words by, show, and climb. Clap and spell each word with children.

Review the Practice Book pages, or help children complete them if they have not already done so. Use page 59 for more practice. Read the correct sentence for the first picture: You do not have to shout. Say Look at the two sentences. Find the word shout. Point to it. Read the sentence. Repeat for the other pictures.
Vocabulary
fur, feathers, legs, wings, same

Materials
• Anthology
• magazine pictures of animals
• self-sticking notes
• ELL Picture-Word Cards for week
  (See Master ELL 6–3.)
• Masters ELL 2–4, 3–2, 4–6, 5–9
  (See these for more animal picture cards.)

BEGINNING/PREPRODUCTION
See Masters ELL 6–1 and 6–3.
Reread “Animals.” Have children echo each line. Distribute the ELL Picture-Word Cards from Day 1. Ask: Which animal is taller, a giraffe or a horse? Say: Yes. A giraffe is ___. Have children supply taller. Draw the head of a rabbit. Show the elephant picture card. Say: A rabbit has big ears. But an elephant’s ears are ___. Have children supply bigger. Display the bee and ant picture cards. Repeat to obtain the response smaller. Continue with other cards as time permits.

BEGINNING/ PREPRODUCTION
Give children some or all of the ELL Picture-Word Cards. Say: Show two animals that have four legs. Show two animals that are smaller than a horse.

EARLY PRODUCTION/SPEECH EMERGENT
Ask: What is an animal that has four legs? Does a bird have fur or feathers? Choose two animals. Tell how they are the same.

INTERMEDIATE/ADVANCED
Ask: How are a dog and a cat the same? What can you tell me about a bear? Tell everything you know.

CLASSIFYING
Read page 142 of The Sleeping Pig while children look at the art on pages 142 and 143: A rabbit came by and said, “I will get Mrs. Pig out of the patch for you.” The rabbit began to hop and hop. But huge Mrs. Pig went on sleeping.

SAY: The rabbit and the pig are alike because they are both animals. They both have four legs, too. But the rabbit has fur and the pig does not. Let’s think about how different animals look.

Have available pictures of many different kinds of animals. Use magazine cutouts, the ELL Picture-Word Cards, or other picture cards. Help children name the different animals and talk about them.

SAY: Now we are going to look at the animals to see how they are the same. First, let’s find all the animals that have four legs. As children respond, coach them to use the pattern A ___ has four legs. Continue in a similar way to have children classify animals by these attributes: two legs, no legs, four legs, fur, feathers, wings. Encourage children to use the response pattern above. Use self-sticking notes to build lists of animal names in each category. Use the ELL Picture-Word Cards leg and wing to make sure children understand these words.

GROUP THEM
To sum up, use the lists you made to review with children which animals fall into each grouping. Point to animal names that appear on more than one list. Help children realize that some animals can belong in more than one group.
The Sleeping Pig

Read aloud the Selection Summary for *The Sleeping Pig* (Master ELL 6–2). Ask children to retell the story as you display the Anthology for them. Encourage them to tell how each animal tries to solve Celina’s problem. Then ask:

1. Why does Celina want Mrs. Pig to move? (She wants to pick the watermelons.)
2. Choose your favorite picture. Tell what is happening. (Answers will vary.)
3. Why do you think Mrs. Pig wakes up when she hears the cricket?

Final *ft, lk, nt*

Lead a picture walk through *Legs Gets His Lunch*. Point to the plant. **ASK** What is this? The spider is climbing on the plant. What will be use to spin his web? He will use soft silk. Write **plant**, **soft**, and **silk**. Say them together.

Circle **nt**, **ft**, and **lk** in the words. Write the three letter pairs. **SAY** Make each ending sound. Then say the word. Model with nt. Have children repeat /n/, /t/, /l/, **plant**. Ask children to notice the shape of their mouths as they say each sound.

Display the ELL Picture-Word Card **ant**. Say the word **ant** slowly. Point to **lk**, **ft**, **nt**. Ask children which of those they hear in **ant**. Write **ant** and say it again together. Repeat for **raft** and **milk**, drawing simple sketches for each.

Review Practice Book page 57, or complete it with children. Help children read each sentence aloud and choose the correct word.

**Skill Objective**

Children identify words ending in *ft, lk, and nt*.

**Materials**

- Phonics Library selection *Legs Gets His Lunch*
- **Practice Book** page 57
- Index cards with *ft, lk, nt, f, t, l, k, n, t*
- ELL Picture-Word Card **ant**

(See Master ELL 6–3.)

**Language Transfer Support**

Children who speak Vietnamese, Chinese, or another Asian language may need additional practice with the **lk** cluster. Focus attention on the position of the tongue when making the /k/ sound, both by itself and within the cluster.
Pulling It All Together

SAY This week we have read two stories about make-believe animals. We have also talked a lot about real animals. Let’s have another animal parade to celebrate our week’s work on animals.

Tell children that in this parade they will pretend to be any animal they like. Hand out the ELL Picture-Word Cards to help children choose an animal. Encourage them to think of other animals as well. Explain that children should move along in the parade just as the animal they have chosen would. For example, if they are rabbits, they should hop like rabbits.

Explain to children that they will tell what animal they are as they parade. SAY As you pass my desk, stop and tell what animal you are. You must tell me about yourself, too. Model: I am a squirrel. I have four legs and gray fur. I have a long tail, too.

Start the parade! As children pass your “reviewing stand,” comment on how well they hop, slide, leap, and so on. Encourage them to give details about their animal selves. Guide children to use synonyms for words they might overuse, such as big and little. Clap to show that each animal has passed review.

Help children settle down by rereading the poem “Animals.” Encourage them to chime in on words they recall.

Vocabulary
animal, parade, make-believe, real

Materials
• ELL Picture-Word Cards
  snake, horse, ant, frog, elephant, mouse, bee
  (See Master ELL 6–3.)
• Masters ELL 2–4, 3–2, 4–6, 5–9
  (See these for more animal picture cards.)

BEGINNING/PREPRODUCTION
See Master ELL 6–1.
Revisit the poem “Animals.” Pause occasionally to have children supply words they recall. When you get to the animal names, show children how to stretch their necks like a giraffe, show how small an ant is, use their hands to show rabbit ears, tuck their heads down into their shoulders like a turtle, and wave an arm like an elephant trunk. Reread the poem. Have children repeat each animal name and do each action.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION
SAY Show what animal you were in the parade. Is your animal bigger or smaller than a giraffe? Say another word that means the same as small.

EARLY PRODUCTION/SPEECH EMERGENT
ASK Were you an animal with four legs, two legs, or no legs in our parade? Did you move quickly or slowly in the parade?

INTERMEDIATE/ADVANCED
ASK What are some ways the animals in our parade moved? Is it more fun to watch a parade or to be in one? Why?
Naming Words for People and Animals

Display *The Sleeping Pig*. Make a list of the animals in the book (pig, coyote, mule, rabbit, snake, cricket). Next to each, make a little line drawing to identify the animal. Tell children that these are all names of animals. Label the list *Animals*. Ask children to name other animals to add to the list.

Create another list labeled *People*. *SAY* Now we are going to write names of people. Who are some people in your family? Elicit the words *father*, *mother*, *boy*, *girl*. List these words. Draw a stick figure person next to each one. Read the two lists. Point to each word and ask children to help you read the words.

Group children and have them work together to draw the animals and the people on the lists. Each animal or person should be on a separate piece of paper. Ask children to share their drawings with the group.

Sort the pictures into two groups. Designate one spot, such as a table, for all the animals, and another for all the people. Ask each child to place his or her picture in the appropriate spot. Together, look at all the animal pictures, asking children to help say the animal names. Label each picture. Do the same for the pictures of people. Display the pictures with the labels *Animals* and *People*.

Review *Practice Book* page 67, or complete it with children if they have not already done so. Help or have children tell which words are naming words and show how to connect them to find the watermelons.
Our stories this week are about more animal adventures. Sometimes the animals in the stories help each other. Let’s talk about helping others.

Display the poem “Help!” on chart paper. Read the title expressively. Read the poem, using a deep, anxious voice for Bear and a light, kind voice for Squirrel. Hand out the ELL Picture-Word Cards. Ask: What animal needs help? What is stuck in a hole? What animal helps Bear? Children respond with a picture card and a sentence, such as Bear needs help. Squirrel helps Bear.

Read the poem again. Have pairs of children act out the scene. Help children pantomime getting a foot stuck in a hole and digging with a shovel. Have partners tell about their scene. Ask: Which animal did you play? Did you need help or give help?

Lots of children help out at home, at school, and in their neighborhoods. Let’s talk about how you help others. Guide a discussion. Ask: What do you do to help out at home? Do you take care of a brother or sister? Do you help clean the house? How do you help me in class? Do you feed our class pet? Do you help your neighbors? Draw out children who hesitate. Make the point that everyone helps in some way.

Multi-level response

**Beginning/Preproduction**

Tell about and show a way you help at home or in school. Name someone in your family you have helped. Show how you helped.

**Early Production/Speech Emergent**

What did we talk about today? Where do you like to help out, at home or at school? How do you help there?

**Intermediate/Advanced**

What are some things you do to help out at home? Why is it good to help at home? Do you help someone in your neighborhood? Tell how you do that.
**Tiger and Anansi**

*Teacher Read Aloud, Teacher’s Edition pages T112–T113*

Display page T113. **SAY** Name the animals you see. The spider in this story is called Anansi. There are many stories about Anansi and the tricks he plays on other animals. In this story, Anansi plays a trick on Tiger and on Snake.

Read the first three paragraphs to children. **ASK** How do you think Anansi will try to catch Snake? Tell children that when they listen to the story later, they should listen for details to find out what the characters might do.

**Blending Long e Words (CV, CVCe)**

**Write** the letter e on the board. **SAY** Name this letter. The sound of long e sounds like the letter name. Display these words: we, Pete. Read each word aloud and chorally. **SAY** Each of these words has the sound /e/. Point to the word we. **ASK** What letter stands for /e/? Write me, be, she beneath we. Model blending the sounds in each word. Have children point out the letter that stands for /e/.

**Cover** the final e in Pete. Help children read pet. Uncover the final e. **SAY** Now the word is Pete. Pete starts with the consonant p, then the vowel e, then the consonant t, and then the vowel e. The first e stands for the sound of long e. The last e is silent.

**Preview Practice Book** pages 72 and 73. On page 72, help children blend the sounds to read each word. For page 73, read aloud the story as children listen for the long e sound.

**Skill Objective**

Children match the long e sound with the letter e and the pattern CVCe.

**Academic Language**

- long vowel

**Materials**

- **Practice Book** pages 72, 73
- index cards with the words me, he, she, we (several of each word)

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Hand out the me index cards. Read a list of words with long and short e sounds. **SAY** Hold up your me card when you hear the long e sound.

**Early Production/Speech Emergent**

Hand out the cards she, he, we, me. Write sentence frames for children to complete. Have children come up, say their word, and read the sentence together.

**Intermediate/Advanced**

Have pairs of children look through the Anthology and make a list of words that have the long e sound and the CVCe pattern. They can share their lists with the group.
How We Communicate

Read these sentences from *Tiger and Anansi*: When Tiger whispered, even the trees listened. When Tiger yelled, the trees shook with fear. **SAY** Whispered and yelled are two different ways we can say something to others. A whisper is quiet. A yell is loud. Let’s talk about how we say things to others.

**Call on a child to whisper Help.** Call on another child to yell Help! **ASK** Which way of saying Help! would help you find someone? Talk about times when you yell or whisper. Show the ELL Picture Card of an exclamation mark. Explain that this mark shows that someone is probably speaking loudly and trying to get someone’s attention.

**SAY** Sometimes when I am very tired or things are not going right, I sigh. Demonstrate an exaggerated sigh. A sigh lets people around me know how I feel. Let me hear you sigh.

Work similarly to introduce shout and scream: When I don’t want someone to do something I shout, “NO!” When I see a scary movie, I scream.

What is it that you do when you want to know something? Right. **You ask.** Invite children to ask you some questions. Help them with their inflection as needed. Show them the ELL Picture Card of a question mark. Explain that this mark shows that someone is asking a question.

**Hand out the ELL Picture Cards.** Say several sentences or questions. Have children identify each sentence as an exclamation or a question by holding up the appropriate card. Have children take turns saying sentences as well.
Get Set to Read

Animals in the House, Anthology pages 162–163

Read the title, paragraph, and Words to Know with children. **SAY** Find and read the words that name animals. **ASK** What other animal do you think might be in the story? Then read the Practice Sentences with children.

**EEK! There’s a Mouse in the House**

Pages 165–166: Read the title aloud. Have children find the mouse. **ASK** What animal does the girl send in? Point out that the cat has knocked over a lamp. Read both pages aloud.

Pages 167–177: Continue identifying each animal and what happens when it enters the house.

Pages 178–182: **ASK** What animal goes in last? Why do the other animals leave? How does the elephant feel? Why is this a funny ending?

High-Frequency Words

cow, horse, now, wall

**Display** Pete and Peach, and lead children on a picture walk. Read aloud page 21. **ASK** What animal is Pete? What animal is Peach?

**Write** the words borse and cow on the board. Lead children a clap-and-spell of each word: b-o-r-se, borse! c-o-w, cow! Display page 22. **ASK** What is Pete doing? Elicit that he is leaping over a wall. Write wall and clap and spell it with children. **ASK** What is Peach doing? Display page 24. **ASK** What is Peach doing now? Write now on the board. **SAY** Let’s clap and spell now. N-o-w, now! Find the word on the board that rhymes with now. Then have children match the cards from Materials with the words on the board.

**Preview** pages 76 and 77 in the Practice Book with children. Have them clap and spell the words cow, borse, now, and wall. After each word, have them find that word on the Practice Book pages. **ASK** Does a cow belong in a house or in a barn? **ASK** What about a borse? Explain that when they learn all the new words, they will complete these pages.
Comparing

SAY The story EEK! There’s a Mouse in the House tells about how a little mouse starts a lot of trouble in a house. Let’s think and talk about the size of a mouse and some other animals.

SAY What is another word for little? Right. A word that means the same as little is small. A mouse is small. A mouse is smaller than a cat. A cat is smaller than a dog. And a dog is smaller than a horse. As you name each animal, display the ELL Picture Cards that match those animals. Add quick sketches of any animals that do not appear on the cards. Then repeat the sentences with children as you point to each picture.

Continue with the word big and its comparative forms. SAY An elephant is big. An elephant is bigger than a cow. What is a cow bigger than? Yes. A cow is bigger than a goat. Have children repeat each comparative sentence while pointing to each picture. Continue in a similar way with other adjectives, such as tall, fast, short, slow.

Hand out a few ELL Picture Cards to each child. Have partners each hold up one of their cards and say a comparative sentence about them. Model: You have an elephant. I have a duck. An elephant is bigger than a duck. Observe partners and help as necessary.
Skill Objective

Children learn to recognize the words table, door, there, through.

Materials

- Phonics Library selection Gram’s Huge Meal
- Practice Book pages 76, 77
- index cards with the words table, there, horse, through, wall (several sets)

High-Frequency Words

**table, door, there, through**

**Lead** a picture walk through Gram’s Huge Meal. Identify Gram on page 25. Explain that she has just made a big meal. **SAY** Gram put all that good food on the table. Display pages 26 and 27. **SAY** Oh, no! Someone’s at the door. Who’s there? Are they going to come through the door? Pause to have children answer each question.

**Write** the words **table, door, there** and **through** on the board. Ask children to follow simple directions using the new words. Use sentences such as Daniel, please close the door. Put the book over there on the table. Look through the window. After each child follows a direction, point to the new word and say the word chorally.

**Distribute** the index cards **table, door, there,** and **through.** Say sentences using one of the words, such as I put the plate on the table. Someone is at the door. The girl walks through the hall. My backpack is over there. **SAY** When you hear your word, hold up your card. Spell and say the word.

**Review** the week’s high-frequency words using **Practice Book** pages 76 and 77. Use children’s completed pages or help them complete each page as necessary. Help them sort the words on page 76 as described in the directions and to read the completed sentences on page 77.

**Multi-Level Practice**

**Beginning/Preproduction**
Distribute the word index cards and **Practice Book** page 77. **SAY** Look at the pictures. Listen as I read. Say the missing word. Hold up the card that matches that word.

**Early Production/Speech Emergent**
Give each child a set of the word index cards. Have partners play “Concentration,” turning over cards, matching them, and reading each word.

**Intermediate/Advanced**
Give the word index cards to groups of four children. Encourage them to make up sentences using the new words. Have them say their sentences for the class.

**Phonics Library**

*Animal Adventures*

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Indoors or Outdoors?

Read page 176 of EEK! There’s a Mouse in the House: Heavens! The horse kicked a hole in the wall. Send in the elephant to get rid of them ALL! SAY The mouse is in the house. The horse is in the house. If you are in the house, are you indoors or outdoors? If you are out of the house, are you indoors or outdoors? Let’s talk about things we do indoors and things we do outdoors.

ASK Where do you ride your bike, indoors or outdoors? Of course, you ride your bike outdoors. What are some other things you do outdoors?

As needed, offer additional prompts to get children talking: Do you play baseball indoors or outdoors? Do you have a picnic indoors or outdoors? Encourage children to say why the activities they suggest are better done outdoors.

Repeat the activity, talking now about indoor activities. Guide children to understand that activities such as doing homework, sleeping, or getting ready for school are usually indoor activities.

In or Out? Have children play a quick game of “Indoors or Outdoors.” Assign partners. Have one child call out Indoors or Outdoors and hold up the corresponding ELL Picture-Word Card. His or her partner must name an activity that typically takes place there. Observe children as they play. Offer help as needed.

BEGINNING/PREPRODUCTION
See Master ELL 6–4.

Revisit the poem “Help!” Read it aloud once or twice. Have children echo each line. Say: Bear yelled. He yelled for help. Emphasize the pronoun He in the second sentence. Say: Squirrel helped. She helped. Emphasize the pronoun She. Then substitute boys’ and girls’ names in the first sentences. Model how to appropriately substitute He or She in the second sentences. Then ask children to supply the correct pronouns.

BEGINNING/ PREPRODUCTION

SAY Show something you do indoors. Show something you like to do outdoors. Would you read a book indoors, outdoors, or both?

EARLY PRODUCTION/ SPEECH EMERGENT

ASK Do you play on the swings indoors or outdoors? What do you like to do indoors on a rainy day?

INTERMEDIATE/ ADVANCED

ASK What are some things you cannot do indoors? What are some things you can do both indoors and outdoors? Do you like to play indoors or outdoors? Why?
EEK! There’s a Mouse in the House

Read aloud the Selection Summary for EEK! There’s a Mouse in the House (Master ELL 6–5). Ask children to retell the story. Then ask:

1. Why does the girl send in the cat? (She wants to scare the mouse out.)
2. Choose two animals. Tell what happens when each one goes in the house.
3. What problem does the girl have at the end of the story? How would you help her solve it? (elephant AND mouse in house; answers will vary)

Blending Long e Words/ Vowel Pairs ee, ea

Remind children that ee stands for the long e sound. Play a quick game of hide-and-seek with children, telling them not to peek. Then write eek, peek, and seek on the board. Ask a child to model blending the sounds to make each word.

Read Seal Beach as children follow along. SAY Raise your hand each time you come to a word with ea and the long e sound. Write each word: meal, leaned, eat, beans, peas, feast, real, treat. Then review Practice Book page 81.

Skill Objective
Children match the long e sound with the vowel pairs ea, ee.

Materials
- individual copies of all three Phonics Library selections
- index cards
- Practice Book page 81

Language Transfer Support
Spanish-speaking children who have reading skills in their primary language may have some difficulty with English vowel pairs. There are no silent vowels in Spanish, and vowel pairs usually stand for a diphthong in which each vowel stands for a distinct sound. Children may pronounce each vowel in a vowel pair separately. Provide extra practice with these English vowel pairs.
Pulling It All Together

*SAY* This week we have read two stories about make-believe animals: Tiger and Anansi and EEK! There’s a Mouse in the House. At the very beginning of the week, I read a poem to you. It was about some make-believe animals, too. I will read that poem again.

Display the poem “Help!” Read the poem expressively, switching voices for the two characters. *SAY* This poem tells a story. It tells how one animal helped another. Now you are going to have a chance to tell a story.

Explain to children that they will work with partners to make up a story about how an animal helped them in some way. Tell them that they must think about why they need help and what the animal does to help them. Say that they will begin their story with the words *Once upon a time.* Distribute ELL Picture-Word Cards to help children think of animals to include in their stories.

Model a short story for children: *Once upon a time, I was in the woods. I lost my favorite ring. I shouted, “Can someone help me find my ring?” A big bird said he would help. He flew back and forth and looked for my ring. He saw it in the grass. I got my ring back!* 

Interact with children as they create their stories. Help them refine the story problem and solution. Establish a setting—indoors or outdoors. Remind children to say how they communicated with the animal helper (whispered, shouted). Have each pair share their story with the group, either in pantomime, in words, or in a combination of the two.
SKILL FOCUS: GRAMMAR

15–20 MINUTES

Naming Words for Things and Places

Display EEK! There’s a Mouse in the House. Ask What happens in this book? Look through the book with children. Pause to ask questions about the places and things in the pictures. Ask What room is this? What did the cat knock over? What did the dog break? Where did the hen lay her eggs? As children answer, write the main naming words on the board.

Explain that the words on the board are all naming words. Say Some words name a thing. Some words name a place. Read each word on the list, first aloud, then chorally. Have children look in the story for the picture that goes with the word. After children have found a picture of the naming word, discuss whether the word names a place or a thing.

Review naming words using Practice Book page 83. Say Listen as I read these sentences. When you hear a naming word, raise your hand. Say the word. Then help children use each naming word—vase, house, sled—in a sentence. Write their sentences on the board.

Skill Objective
Children identify naming words for things and places.

Academic Language
• naming word

Materials
• Anthology selection EEK! There’s a Mouse in the House
• Practice Book page 83
• index cards

Beginning/Preproduction
Distribute pairs of index cards saying Thing and Place. Read a list of naming words. Have children hold up the appropriate card. Use words such as class, school, book, pencil, house, room, doll, block, table.

Early Production/Speech Emergent
Write these sentences, leaving blanks for the naming words: The ___ was in the ___. The cat jumped up on the ___. Eek! There’s a mouse in the ___. Read the sentences. Ask children to complete them. Ask if the word names a place or a thing.

Intermediate/Advanced
Draw a T-chart on the board with the headings “Places” and “Things.” Have partners brainstorm a list of different places in the school and the things that might be found there. Help children with spelling, as needed, and encourage them to use a dictionary for help.
Vocabulary
rainforest, trees, plants, roots, stem, leaf

Materials
- chart paper
- inexpensive plants
- ELL Picture-Word Cards
roots, stem, leaf, leaves, flower, top, bottom
(See Master ELL 6–9.)

SAY One of our stories this week is about special places called rainforests. Let’s share a poem that tells a little about rainforests.

Display the poem “The Rainforest” on chart paper. Read through the poem twice. SAY You can find lots of trees in a rainforest. What else that grows can you find there? Yes, there are lots of plants in a rainforest, too.

Tell children they will talk with you about plants and how they grow. Have available an inexpensive plant or two for children to look at as you talk. Invite children to name parts of plants they know about (leaves, flowers). SAY Most plants have the same parts. They have roots, stems, and leaves.

Loosen the plant to show the roots. Point out the other parts while naming them. Allow time for children to look closely at the plants. Hand out the ELL Picture-Word Cards. Have children match the cards with the parts of the plant they are examining.

Have children draw pictures of plants. When the pictures are complete, have children name the different parts of the plants. Label the parts for each child. Discuss what parts are at the top of the plant and which parts are at the bottom.

MASTER ELL 6–7

The Rainforest
Rain, rain, don’t go away!
We need you here every day.
Here in the rainforest.
Here in the rainforest,
Trees and plants work together
Along with the weather
To keep our air fresh and clean.

SAY

Get Set for Reading
CD-ROM
Red-Eyed Tree Frog

Technology

Education Place
www.eduplace.com
Red-Eyed Tree Frog

Audio CD
Red-Eyed Tree Frog
Audio CD for Animal Adventures

LANGUAGE DEVELOPMENT 15–20 MINUTES

Plant Parts

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Show the roots of the plant. Tell about the plant you drew. Show its different parts.

Early Production/Speech Emergent

Point to the leaves on a plant. ASK What are these called? Are the roots at the top of a plant or at the bottom?

Intermediate/Advanced

Show a plant. ASK What are some parts of this plant? Why are plants important?
**LITERATURE FOCUS**

10–15 MINUTES

**Life in a Rainforest**

*Teacher Read Aloud, Teacher’s Edition pages T182–T183*

Display page T183. **SAY** *This is a picture of a rainforest. Look at the water and the fog. These tell you that a rainforest is a wet place. Why do you think it is called a rainforest? What kinds of plants do you see? Animals live in the rainforest too. Read aloud the first paragraph of the selection. Have children predict what they will learn from the selection. **SAY** *Think about what kinds of animals might live in the rainforest. What would animals eat in the rainforest?*

**Vowel Focus: Phonics**

10–20 MINUTES

**Vowel Pairs ai, ay**

**Display** *Rain Day* and take children on a picture walk. Write and read the title. **SAY** *Tell what sound you hear in both words. (long a) Underline ai in Rain and ay in Day. **SAY** The ai in Rain and the ay in Day both stand for /æ/. We call that sound long a.*

**Write** *ay* on the board. Distribute cards with the consonants *b, d, g, h, j, l, m, p, s,* and *w.* Model blending the sounds for a word: */b/ /æ/, bay.* Challenge children to place their consonants in front of *ay* and to blend the sounds to make a word.

**Preview** the *Practice Book*, pages 86 and 87. Name each picture with children. Then read the story on *Practice Book* page 93 aloud. **SAY** *Listen carefully. Raise your hand when you hear the long a sound.* Then have children read the story.

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**Beginning/Preproduction**

Read this list: *may, make, book, red, wail, day, stop, lake, mail, rug, fun, big.* **SAY** *Raise your hand if you hear the long a sound.*

**Early Production/Speech Emergent**

Write and recite: *Can you stay, stay, stay,/ With me today, day, day?/ I want to say, say, say,/ Come and play, play, play! Ask individuals to lead as you point to each word.*

**Intermediate/Advanced**

Challenge pairs to list long *a* words with *ay.* Encourage them to look through the Phonics Library and the Anthology selections for more words.

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**Language Transfer Support**

Although the English phoneme */æ/* is similar to the sound of the Spanish vowel *e*, the English long *a* is a longer, more drawn-out sound. Encourage children whose primary language is Spanish to pronounce the sound of long *a* carefully as they read their Phonics Library selections.
Quantity (Hundred)

Read this sentence from *Life in the Rainforest*: Hundreds of plants can live in a patch of rainforest shorter than a school bus! Tell children that today they will see what a hundred of something looks like.

**ASK** Is a hundred a big number or a small number? Have available a hundred pennies or other small items for counting. Use a large table surface so children can gather around and watch as you count. Count out a set of ten pennies. **SAY** One hundred is ten sets like this one. Watch as I count out sets of ten pennies. Children may like counting from one to ten each time along with you.

Count out the pennies, leaving space between each set of ten. Then ask again: Is a hundred a big number or a small number of something? Hand out the ELL Picture-Word Cards. Have children match the numerals 100 and 10 to sets of pennies. Then have children imagine that the pennies are plants in the rainforest. Talk with children briefly about how hard it would be to walk around in a place with so many plants.

Show children how to write the numeral 100. Ask them to say what they would like to have one hundred of. Coach children to use this sentence frame: I’d like to have one hundred ___ because ___.

**If Needed...**

**Beginning/Preproduction**

See Master ELL 6–7.

Display “The Rainforest.” Read it aloud once. Have children repeat each line after you. Then read the second verse again. Say: I know that trees and plants need water to live. What does the rain help the trees and plants to do in a rainforest? Yes. The rain helps the trees and plants to grow. Explain that a forest is a place with many, many trees and plants. Say that there are so many trees and plants in a rainforest that it is hard to walk around in it.

**Write It**

Show children how to write the numeral 100. Ask them to say what they would like to have one hundred of. Coach children to use this sentence frame: I’d like to have one hundred ___ because ___.

**Multi-Level Response**

**Beginning/Preproduction**

**ASK** How many pennies did we count out? Is one hundred a big number or a small number?

**Early Production/Speech Emergent**

**SAY** Write the numeral 100. Write the numeral 10. Tell which number is bigger. Do you think 200 is a bigger or smaller number than 100?

**Intermediate/Advanced**

**ASK** Which is a bigger number, five or one hundred? What would you not want to have one hundred of?
Get Set to Read

A Visit to the Rain Forest, Anthology pages 190–191

**ASK** What animal do you see? What are the girl and her mom doing? Read the title with me. Where do you think the frog, the girl, and her mom all are? Read the paragraph aloud. Read the Words to Know with children. Have partners match some of the words in the list with the words in the Practice Sentences. Read the sentences together.

**Red-Eyed Tree Frog**

**Pages 193–196:** Read the pages aloud. Have children identify each animal. Ask them to predict what they think the frog will eat.

**Pages 197–201:** Name each animal with children. **ASK** Does the frog eat the ___ each time.

**Pages 202–207:** **SAY** The snake is hungry. Look out, frog! How does the frog get away? Show the word that tells you this.

**Pages 208–214:** **ASK** Where does the frog land? What does it eat? What does the frog do after it eats?

**High-Frequency Words**

forest, hungry, evening, near

**Lead** a picture walk through Cub’s Long Day. **ASK** Where do this bear cub and his mother live? Tell children that a forest is a place with many trees. Display page 35. **SAY** The bear cub is hungry. What is he eating? What is his mother doing? Display page 36. **SAY** Tell about the picture. Is it daytime, or is it evening? Why do you think the cub stays near his mother? Write forest, hungry, evening, near. Lead children on a clap-and-spell of the words.

**Act out** the story with children. Have pairs of children role-play the story, one playing the cub and the other the mother. Narrate for them, using these sentences: The cub and his mother live in the forest. The cub is hungry. He finds something to eat. In the evening, he walks home. He stays near his mother. For the last line, ask the child playing the mother to say: Stay near me, bear cub.

Have the children stand close to each other to demonstrate near. Then have children match the word cards from Materials, first with the words on the board, then with the words in the sentences as you read the sentences aloud.
Distance

**SAY** We have been learning about the rainforest. And we will read about a small animal that lives in the rainforest. Let’s look at the picture of a rainforest again. Show the picture on Teacher’s Edition page T183. Remind children that they learned the wordnear yesterday and that they know it means “close by.” **ASK** Is the rainforest near where you live or far away?

Have children express their ideas about where the rainforest is relative to them. Help them think about near and far in relation to their town, their state, and their country. Then return to the community and neighborhood level. 

**ASK** Is the shopping center near or far from our school? Is the school near or far from your home?

Bring the concepts of near and far down to the classroom level. Have children move around the room, following your directions.

**SAY** Tina, stand near my desk. John, go far away from the chalkboard. Have children watching confirm that each action is followed correctly.

Encourage individual children to take the role of direction giver. As children move about the room, have them tell each other which people and objects they are near or far away from in the classroom.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show something that is near your desk. Name someone who sits far away from you in class. Say ___ sits far away from me.

**Early Production/Speech Emergent**

**SAY** Name something that is near your desk. What is near the door to our classroom?

**Intermediate/Advanced**

**ASK** Is your home near or far from our school? What are some places you go that are too far away to walk to?
High-Frequency Words

*been, far, goes, soon*

Display *Jay’s Trip* and lead children on a picture walk. Point out the snail on page 37. SAY *This is a story about a snail who takes a long trip.* Show each picture. ASK *Where is the snail going? Who has picked him up? Where is the girl putting the snail at the end of the story?*

Explain to children that they are going to learn four new words. Write these sentences about *Jay’s Trip* on the board:

Jay is a snail. One day he takes a nap on a leaf. He sails to a beach far from his home. A girl picks Jay up. When she goes home, she puts Jay in her garden. Soon Jay is right at home. What a trip it’s been for Jay!

Underline the high-frequency words *been, far, goes,* and *soon.* Lead children on a spell-and-clap of each word.

Distribute the index cards with the four new words. Erase each of these words from the sentences on the board. Read each sentence. ASK *Who has the missing word?* Bring the card to the board. Place the card where it belongs.

Review the *Practice Book,* pages 88 and 89. If children have completed the pages, have them share their pages with a partner. Help children complete the pages if necessary. For page 89, you might say a word and have children name its opposite. Be sure children share any sentences they have written.
Sequence Words

Read these sentences from Red-Eyed Tree Frog: A moth! Crunch, crunch, crunch! The tree frog is no longer hungry. It climbs onto a leaf. **ASK** What does the tree frog do after it eats the moth? Emphasize the word after. **SAY** Let’s talk about the words before and after.

Hand out the ELL Picture-Word Cards. **ASK** Which number comes before twenty, ten or one hundred? Have children hold up the appropriate card. **ASK** Do ten and one hundred come before or after five? Then help children order the cards related to how plants grow. **ASK** Do the roots grow before or after the stem? Does the flower usually grow before or after the leaf?

Help children realize that they use the words before and after many times during the day. Say that these words help people know when something happened. **ASK** Do you brush your teeth before or after you wake up? Do you put on your socks before or after you put on your shoes? Coach children to respond in complete sentences: I brush my teeth after I wake up. Encourage children to talk about things they do after school, things they do before going to bed, and so on.

After children have had an opportunity to talk as group, assign partners to work together. Tell them to ask each other questions that include the words before and after. Observe partners and help them frame responses that are complete sentences.

**MULTI-LEVEL RESPONSE**

<table>
<thead>
<tr>
<th>Beginning/Preproduction</th>
<th>Early Production/ Speech Emergent</th>
<th>Intermediate/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAY</strong> Show some things you do before you come to school. Do you eat breakfast before or after you eat lunch?</td>
<td><strong>ASK</strong> Do you put on pajamas before or after you get into bed? Which would you do before you leave the house, say hello or say good-bye to your mom?</td>
<td><strong>ASK</strong> What are some things you do before going to school? What do you do after you eat dinner?</td>
</tr>
</tbody>
</table>

**Vocabulary**
before, after

**Materials**
- Anthology
- ELL Picture-Word Cards
  - roots, stem, leaf, flower, 10, 100
(See Master ELL 6–9.)
Red-Eyed Tree Frog

Read aloud the Selection Summary for *Red-Eyed Tree Frog* (Master ELL 6–8). Have partners retell the story as you display the Anthology. Remind them to tell about each animal the frog sees, the animal it doesn’t see right away, and the animal it finally eats. Then ask a few questions.

1. When does the red-eyed tree frog sleep? (during the day) When does it wake up? (in the evening) How does it feel when it wakes up? (hungry)
2. How does the boa snake feel when it sees the frog? (hungry) How does the frog get away? (It jumps.)
3. What does this story teach about red-eyed tree frogs? What do you like best about the rainforest? What other questions do you have about the rainforest?

Vowel Pairs ai, ay

**Remind** children that different letters can stand for the sound of long *a*. Read *Cub’s Long Day*. Pause after each page. **SAY** Name the words with the long *a* sound on this page. Point to the words. Do the words have *ay* or *ai* in them? Show the letters that stand for long *a*.

**Review** the long *a* sound using *Practice Book* pages 86 and 87. If children have completed the pages, have them share their work with a partner. Complete the pages with children if necessary.

### Skill Objective

Children read words with the vowel pairs *ai* and *ay*.

### Academic Language

- vowel pair

### Materials

- Phonics Library selections *Cub’s Long Day* and *Rain Day*
- *Practice Book* pages 86, 87
- index cards with *ai* and *ay* words such as sail, may, pail, play, stay, nail, wait, today, trail, stain (two identical sets)

### Skill Focus: Phonics 10–15 minutes

**Beginning/Preproduction**

Distribute one set of the *ay* and *ai* word cards. Hold up and read one card. **ASK** Who has the word ___? Stand and hold up your card. Read the word as a group. Repeat for each word.

**Early Production/Speech Emergent**

Form two groups. Give each group one set of *ay* and *ai* words. Groups take turns holding up a card, saying the word, and asking the other group to find their matching card.

**Intermediate/Advanced**

Challenge pairs of children to make a list of long *a* words with the vowel pair *ai*. Have them look through the week’s Phonics Library and Anthology selections for words.
Pulling It All Together

SAY This week we have read about special places called rainforests. You started the week by listening to a poem. Listen as I read the poem again.

Display the poem “The Rainforest” again. Read it through once or twice to reacquaint children with it. ASK How do plants and trees help people? Why is clean air important? How does clean air help people, animals, and plants?

Show children the picture for Life in the Rainforest (Teacher’s Edition page T183) and the Anthology selection Red-Eyed Tree Frog. Use these, the poem, and the ELL Picture-Word Cards to help children tell some things they learned about the rainforest during the week. Remind them of the information they learned in the selections. Have them use before and after to talk about how plants grow. Make sure each child has an opportunity to talk about their experiences.

Ask children to draw a picture that tells about the rainforest. Children may enjoy collaborating with partners as they draw. Encourage children to tell about their pictures. Help them label their drawings and compile them into a classroom book.

Multi-level Response

Beginning/Preproduction

SAY Show some things that grow or live in a rainforest. Tell about the picture you drew.

Intermediate/Advanced

ASK Why is it hard to move around in a rainforest? Why are rainforests important?
Naming Words for One or More

Display the cover of Rain Day. Ask: Is there more than one duck in the water? How many ducks are there? (five) Show page 30. Ask: Is there more than one frog in the water? How many frogs are there? (four) Make two columns on chart paper. Write each word (duck, ducks, frog, frogs) in the correct column.

<table>
<thead>
<tr>
<th>One</th>
<th>More Than One</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck</td>
<td>ducks</td>
</tr>
<tr>
<td>frog</td>
<td>frogs</td>
</tr>
</tbody>
</table>

Distribute the ELL Picture-Word Cards of single things. Have children take turns coming to the front of the class, holding up a card, and saying what the picture is. Ask: What is more than one ____? Write the singular and plural words on the chart after each child presents his or her word. Say: Sometimes we add -s to the word to make it mean more than one: ant, ants. Sometimes we add -es to the word to make it mean more than one: fox, foxes.

Read the words from the chart one at a time, in random order. Say: Stand up when you hear a word that means more than one. Sit down when you hear a word that means only one.

Review the concept using Practice Book page 95. Ask children to find and read words on the page that mean more than one. Then have children cut out pictures showing “one” and “more than one” for the group mural (see below).

Skill Objective
Children identify words for "one" or "more than one."

Academic Language
• singular
• plural

Materials
• ELL Picture-Word Cards
  snake, horse, ant, frog, elephant, bee; bear, cow, goat; flower
  (See Theme 6 Masters.)
• ELL Picture-Word Cards
  car; table, chair, bed, desk, lamp; fox, rabbit, duck, kite, string
  (See Theme 5 Masters.)
• Practice Book page 95
• Phonics Library selection Rain Day
• magazines, posterboard, scissors, glue, crayons

Language Transfer Support
Children whose primary language is Chinese may have difficulty understanding English plural forms of nouns. Have children practice using the English plural forms in sentences, particularly in conjunction with number words, for example, Chen has two new shirts. Angel reads lots of good books.