Theme 4

Amazing Animals
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Amazing Animals

Selections

1 Officer Buckle and Gloria
2 Ant
3 The Great Ball Game
Sounds Animals Make

Display the poem “Cats, Dogs, and You.” Let’s read a poem about animal sounds. Listen and watch as I read. Read the poem aloud. As you read, use appropriate motions, such as pantomiming cat and dog behavior. Say the animal sounds with emphasis and expression.

Have children read the poem with you, including the motions. Act like a cat. Does a dog say meow?

Distribute to each child a picture of a common animal, such as a cat, dog, pig, horse, cow, mouse, and so on. I am going to say an animal sound. If the animal whose picture you are holding makes that sound, hold up your picture. Then write the sound word on the board.

Have children switch pictures. Tell children you are going to reread the poem. At the end, direct them to make the sound of the animal whose picture they are holding.

MULTI-LEVEL RESPONSE

### Beginning/Preproduction

Imitate several animal sounds and have children identify the animal associated with each sound.

### Early Production/Speech Emergent

Ask: What animal says ruff! ruff! ruff!? What does a cat say? Does a cow or a mouse say moo?

### Intermediate/Advanced

Have pairs of children draw or paste pictures of two animals on a piece of paper. Have them draw speech bubbles and write a dialogue between the two animals that includes the animals’ sounds.
Aero and Officer Mike
Teacher Read Aloud, Teacher’s Edition

SAY This story is called Aero and Officer Mike: Police Partners. What sort of animal is Aero? Aero and Officer Mike are partners. Partners work together. Aero and Officer Mike work together for the police. How do you think Aero could help the police? Have you ever seen a police dog before?

**r-Controlled Vowels ar, or, ore**

**Lead** children on a picture walk through the Phonics Library selection A Park for Parkdale. Then read aloud the first sentence: Parkdale is a very nice town. Say Parkdale, isolating and stretching the vowel plus r sound in the first syllable. Read the second sentence: It has houses and farms and stores. Have children say which word has the same vowel plus r sound as Parkdale.

**Write** farms and stores on the board. Have children use blending to say each word with you as you point to it. Underline the letters ar and ore. Explain that the letters stand for the /ar/ and /or/ sounds, respectively. Have children find and point to the word for in the third sentence. Point out that or can stand for the /or/ sound in some words.

**Review** by writing the character name Bart Horn on the board. Have children blend and read the name. Ask them to find the name in the story.
Words About Safety

**SAY** Today we’re going to talk about safety and about ways to keep safe. Think about some rules you know about at school and at home that help you stay safe. Share the rules.

Prompt them as necessary to build the list with such rules as *Walk on stairs. Look both ways before you cross the street. Call 9-1-1 in an emergency. Don’t play with matches.* Record children’s responses on the board.

**Safety First** Organize children into small groups. Direct children to choose a safety rule that they think is very important. Have them work together to draw and label an illustration or poster of their rule.

Invite groups to share their work by telling their rule to the class and describing what is shown in their illustration. Use the drawings to make a classroom “Safety Board.” Encourage children to add to the board as they learn new rules.
Get Set to Read

Safety Officers, pages 16–17

Direct children to the photograph on Anthology pages 16–17. Ask How many people do you see in the picture? Who are they? Where are they? One of the people, the adult, is a safety officer. What is a safety officer? What do you think the safety officer is telling the children?

Officer Buckle and Gloria

Page 19: Officer Buckle is a safety officer. Gloria is his partner. What is Gloria?

Pages 20–23: Officer Buckle gives speeches about being safe. Do you think the students listen to Officer Buckle?

Pages 24–25: What did Officer Buckle teach Gloria to do first?

Pages 26–31: What does Gloria do that real dogs can’t do. Do you think Officer Buckle knows that Gloria can do these things?

Pages 32–35: The children from Napville School wrote to Officer Buckle. What do you think they said in their letters?

Pages 38–43: One day, some people from a television station filmed Officer Buckle and Gloria. Officer Buckle saw the film that night on the news. He was surprised. Why was he surprised?

Pages 44–45: The next day Gloria went to give a speech by herself. How did the children feel about Gloria’s speech?

Pages 46–47: What happened at the Napville School after Gloria left?

Pages 48–51: After the accident, the children of Napville School wrote more letters to Officer Buckle and Gloria. What do you think the letters said? How did Gloria and Officer Buckle feel after reading the letters?

High-Frequency Words

board

Display the Word Card board. Read the word for children. Have children repeat the word and spell it aloud with you. Distribute a copy of the Phonics Library selection to each child. Pause at page 2 for children to find and point to the word board. Hold up the Word Card and say the word. Explain that the word board in the story means a group of people who make decisions. Ask if children know other meanings for board. Review by having children suggest sentences of their own.
Vocabulary
dessert, pie, ice cream, cookie

Materials
• Anthology
• construction paper
• magazine pictures of desserts
• Picture-Word Cards ice cream, cookie, pie (See Master ELL 4–3.)

Desserts

Have students turn to Anthology page 37. Read it aloud: After every speech, Officer Buckle took Gloria out for ice cream. Officer Buckle loved having a buddy. Encourage children to look at the illustration and to describe what is happening.

SAY What is Gloria eating? Sometimes people eat something sweet, such as apple pie or a cookie, after a meal. This is called dessert. What dessert foods do you know about? Record children’s responses, matching available magazine pictures to the words.

Have children take turns describing a dessert without identifying it. Have classmates guess which dessert is being described by saying the name or pointing to the picture.

Organize children into pairs. Have partners create a dessert menu for a restaurant using illustrations or pictures cut from magazines. Encourage them to write a caption that names and briefly describes each item. After the menus are complete, have pairs take turns pretending to be a customer and waitperson in a restaurant.

SPEAK
LOOK

Vocabulary
dessert, pie, ice cream, cookie

Materials
• Anthology
• construction paper
• magazine pictures of desserts
• Picture-Word Cards ice cream, cookie, pie (See Master ELL 4–3.)
The –tion, -ture Endings in Two-Syllable Words

**Write** action on the board. Model blending the sounds to read it. Stretch the /shun/ sound at the end as you sweep your finger under the letters -tion. Then have children blend the word. Repeat with the word section. Use the words in oral sentences. Repeat for picture and capture.

**Display** the Phonics Library selection Arthur’s Book. Have children search for words with the -tion and -ture endings. Call on children to demonstrate how they blend the sounds to read the words.

**Review** by having children read the list of words on the board. If children have not completed Practice Book page 16, preview it by reading aloud the directions and having children read the words in the display box.

High-Frequency Words

**listen, told**

**Display** the Word Cards listen and told. Read the words aloud. Place the Word Cards facedown on a desk. Call on children to select a card, turn it over, and read the word.

**Write** these and similar sentences on the board, leaving enough space for the Word Card: We like to ___ to music. He ___ a funny joke. Have children read a sentence and choose the word that completes it.
Audience Behavior

Read Anthology page 40 aloud: When he finished Safety Tip Number Ninety-nine, DO NOT GO SWIMMING DURING ELECTRICAL STORMS!, the students jumped to their feet and applauded.

SAY This part of the story tells about how the students behaved when Officer Buckle and Gloria were giving their speech. A group that listens or watches a performance or speech is called the audience. Have you ever been part of an audience?

SAY When you are part of an audience, there are certain things that you should do to be polite and a good audience member. What are some rules that tell you how to be polite? What rules help you be a good member of an audience? Record children’s responses, guiding them, as necessary, to include such things as Sit still. Listen carefully. Clap when the performance is over.

Invite volunteers to demonstrate a skill they have, put on a mini-performance, or show artwork or other completed assignments of their own. Encourage children to practice good audience behavior while the volunteers share their work. Then have the performing volunteers tell how their audience showed good audience behavior.

SAY Show how you clap at the end of a performance.

ENJOY THE MILK, NOT THE GLASS

GUIDE children in writing a collaborative audience behavior pledge, such as When I am part of an audience, I promise to _____, _____, and _____, Display the pledge in the room.
Selection Review

Officer Buckle and Gloria

Officer Buckle was a safety officer. He shared tips about how to stay safe with the students at Napville School. But nobody ever listened to Officer Buckle's speeches.

Then Officer Buckle took a dog with him to Napville School. The dog's name was Gloria. Officer Buckle gave Safety Tip Number One. The children sat up and looked. Officer Buckle was surprised.

The next day, Officer Buckle got a lot of thank-you letters from the children. Every letter had a picture of Gloria on it. One day, a TV news team filmed Officer Buckle and Gloria. That night, Officer Buckle saw his speech on the news. He thought the children liked Gloria more than his speeches. He decided not to give any more safety speeches.

The next day, Gloria sat on the stage by herself. She fell asleep. So did the children. After Gloria left, Napville School had a big accident.

Officer Buckle got a pile of letters about the accident. Then he gave Gloria a nice pat on the back. He thought of his best safety tip yet... "Always stick with your buddy!"

Comprehension Questions for the Anthology Selection

1. How do the children in the audiences at Officer Buckle's safety speeches act after Gloria starts going along with him to visit schools? (The children clap and cheer and are excited about the speeches.)

2. Why doesn't Officer Buckle know about Gloria's tricks until he sees the news show? (Gloria is always behind Officer Buckle when she does her tricks.)

3. Would you like to have a buddy like Gloria? (Answers will vary.)

Dictionary: Entry Words

Write the following sample dictionary entry on chart paper:

**mixture** Something that is made by mixing

She made a mixture of flour and eggs.

Identify *mixture* as a dictionary entry word and explain that entry words are always in alphabetical order. Model how to look up *mixture* in a classroom dictionary. Have partners to look up the words *carton, nation, fasten, seal*. Review by having children say how entry words are arranged in the dictionary.

Strategies for Comprehensible Input

Use the Selection Summary and suggested strategies to support student comprehension.

**Model:** surprised
Demonstrate a look of surprise for children. Have children take turns looking surprised.

**Show:** pile
Show children a pile of paper, books, or other classroom objects.

**Restate:** buddy
Good friend
**Shapes**

Read the first sentence on Anthology page 34: *His favorite letter was written on a starshaped piece of paper.*

**SAY** In this part of the story, Officer Buckle gets a letter in an interesting shape. What is the shape of the letter? What other shapes do you know? Record children’s responses on the board, drawing each shape beneath its label.

Then teach children the following finger play, using motions: *Make a circle, round as can be. Make a circle just like me. Make a rectangle, shaped like a door. How many corners? There are four. Make a triangle just like me. How many corners? There are three.*

**Shape Hunt** Distribute a construction paper shape, such as a star, circle, square, and triangle to each child in the group, making sure that two or three children get each shape.

Have children walk around the room to find others who have their same shape. When each shape group is united, direct children to label their shape using a word from the list on the board. Then have groups go on a shape hunt in the classroom, looking for items that have their shape. After an allotted time, have groups report their findings.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Display several shapes and have children identify each. Repeat shapes as necessary.

**Early Production/Speech Emergent**
**ASK** Which shape is round? What is your favorite shape? Does a triangle or a square have four corners?

**Intermediate/Advanced**
**SAY** Describe a rectangle. How is a star different from a rectangle?
Words for Nouns

Write these sentences on the board: The dog barked. It barked. Point to the word dog as you read the first sentence. SAY The word dog is a noun. A noun names a person, animal, place, or thing. Point to It as you read the second sentence. Identify it as a pronoun, a word that can take the place of a noun.

Construct a simple chart to help children match the following nouns and pronouns correctly: man, boy, father, grandfather: He; woman, girl, mother, grandmother: She; street, chair, cat, book: It; men, girls, birds, bats: They. Post the chart where children will have access to it.

Writing Times

SAY I wake up at seven o’clock in the morning. Ask several children what time they wake up, encouraging them to use the phrase in the morning.

Explain that there is another way to say and write times. Write 7 A.M. on the board. Explain that the letters a.m. stand for morning. Then write 7 P.M. and explain that p.m. stands for afternoon and evening. Have children help you draft a note describing a pretend class trip. Have children suggest places you might visit and times you will leave and come back. Be sure to use both ways of expressing time.

Skill Objectives

Children
• identify and use pronouns
• use different ways to express time

Academic Language
• noun
• pronoun
• subject
• o’clock
• A.M., P.M.

Materials
• chart paper

Language Transfer Support

In some languages, all nouns are assigned a gender. Children may have difficulty using the neuter pronoun it. Refer children to the chart and model the correct use of the pronoun.
Day 1

Words That Mean Amazing

Display the poem “Animals Are Amazing.” 

**SAY** Let’s read a poem about amazing animals. Listen and watch as I read.

Read the poem aloud. As you read, use appropriate motions, such as holding up eight fingers to indicate the number of legs on an octopus, and pantomiming carrying something very heavy. Finally, read the poem together, with motions. Then have children read the poem with you, including the motions.

**SAY** The title of this poem is “Animals Are Amazing.” What does amazing mean? What other words in the poem mean almost the same as amazing? Record children’s responses. **ASK** What other words do you know that mean almost the same as amazing?

**That’s Astounding!** **ASK** How would you describe something very exciting that happened to you? Add children’s responses to the list. Revisit the poem, substituting words from the list for incredible, remarkable, and amazing. Make an Amazing Words classroom bulletin board by having children letter and design synonym posters for amazing.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show how many legs an octopus has. Show how an ant carries things.

**Early Production/Speech Emergent**

Have children choose several words from the list and write them on word cards. Suggest that children hold up the word cards throughout the day to respond to and encourage classmates.

**Intermediate/Advanced**

Have children write to respond to the prompt Which animal do you find amazing? Why? Suggest that children illustrate their work. Invite volunteers to share their writing and drawings.
An Octopus Is Amazing

Teacher Read Aloud, Teacher’s Edition

Display the Read Aloud photograph. SAY The title of this selection is An Octopus is Amazing. An octopus is an animal that lives in the sea. Describe the octopus in the photograph. What do you know about octopuses? How many arms does an octopus have? What is amazing about an octopus?

Base Words and Endings -s, -es, -ies (nouns)

Write banana and bananas on the board. Have children compare the two words and tell what is different about them. Underline the final s. SAY The letters s at the end of a noun, or naming word, means “more than one.” Repeat for peaches and berries.

State the following rule: The letters s, es, or ies at the end of a naming word usually mean “more than one.” Write these words and have children say whether they mean “one” or “more than one” of something: bunnies, cats, boat, foxes, book, babies. Once the plurals have been identified, ask children to say each singular form.

Conduct a quick picture walk of the Phonics Library selection Hank’s Pandas. Have children point out four different naming words that mean “more than one.”

Skill Objective
Children listen for and read nouns that end with s, es, and ies.

Academic Language
• naming word
• noun

Materials
• Phonics Library selection Hank’s Pandas

Language Transfer Support
Some languages do not have a plural form of nouns. Emphasize the /s/ or /z/, /ez/, and /ɛz/ sounds for s, es, and ies, respectively.
Words About Ants

**SAY** Today we're going to talk about one of the amazing animals from our poem: ants. On the board, begin a K-W-L chart about ants. **ASK** What does our poem tell us about ants? Record responses in the K section of the chart.

Then ask children what else they know about ants, and what they want to know about ants. Record each response in the appropriate column in the chart. Save the chart for later use, returning to it to record what children learn about ants from reading the selection.

<table>
<thead>
<tr>
<th><strong>Ants</strong></th>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I Know</strong></td>
<td><strong>What I Want to Know</strong></td>
<td><strong>I Learned</strong></td>
<td></td>
</tr>
<tr>
<td>Ants eat seeds and sometimes other insects.</td>
<td>What else do ants eat?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Getting Antsy** If possible, take children outside to observe ant behavior, cautioning them about disturbing the ants. As they watch the ants, encourage them to describe what the ants are doing. Have children record their observations in a journal or science log. Remind them to include the date, time of day, and location of their observations. Exercise caution if ants pose a safety concern in your area.


**BEGINNING/ PREPRODUCTION**

Display “Animals Are Amazing” and read it with children, using the motions. Organize children into two groups. Give each group a large butcher paper cutout of either an octopus or an ant. Have each group work together to copy the corresponding section of the poem. Display the parts of the poem. Lead children in rereading the poem together.

**VOCABULARY**

behavior, marching

**MATERIALS**

• Anthology

**LANGUAGE DEVELOPMENT 15–20 MINUTES**

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

Ask simple questions, based on the K column of the K-W-L chart, which can be answered yes or no, such as Do ants eat seeds?

**EARLY PRODUCTION/ SPEECH EMERGENT**

Encourage children to tell something they know about ants, or to respond to prompts such as the following: How many legs does an ant have?

**INTERMEDIATE/ ADVANCED**

Guide children in writing about the world from an ant’s point of view. Ask children to pretend that they are ants and to write a sentence about what an ant sees or does.
Get Set to Read

Ants, pages 58–59

Direct children to the illustrations on Anthology pages 58–59. SAY Ants are a type of insect that live in many different parts of the world. Describe the ant in the illustration. How many legs does an ant have? Some ants live under the ground, in groups called colonies. What do colonies of ants do?

**Ant**

Pages 62–63: Ants always live in groups. Why do you think this is?
Pages 64–65: Have you ever seen an ant hill?
Pages 66–67: Ants communicate by rubbing their antennae together. What do you think ants communicate about?
Pages 68–73: Ants have a lot of jobs to do. What sorts of jobs do ants do? How does living in groups make it easier to do these jobs?
Pages 76–77: Some ants, like the ants in one of these photographs, are called farmer ants. Why do you think these ants are called farmer ants?
Pages 78–79: Army ants live in jungles. Why do you think these ants are called army ants?
Pages 80–81: By working together, ants can do things that one ant alone could not do. How do the ants in these photographs work together?
Pages 82–83: The author of this selection says that ants are a lot like people. What do you think she means?

**High-Frequency Words**

**between**

Display the Word Card between. Say the word and have children repeat and spell it with you. Use the high-frequency word between in a sentence, such as I had to walk between two buildings to get to the street. Then have children pantomime walking between two desks or classroom objects. Have them describe their actions as they perform them.

Display the Phonics Library selection Hank’s Pandas. Have children search the text to find and read Between (page 20). When the word is located, call on several children to use it in an oral sentence.
Animal Groups

Read the first sentence from Anthology page 64 aloud: *Ants live and work together in busy, crowded groups called colonies.*

**SAY** What do we call a group of ants? Record children’s response. **SAY** Many animals live together in groups. The groups usually have special names.

On chart paper, draw a chart such as the following. Go through the chart, asking children to supply the names of animal groups they know. Provide the names of animal groups with which the children may be unfamiliar, for example, a *pride of lions*.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>ants</td>
<td>colony</td>
</tr>
<tr>
<td>whales</td>
<td>pod</td>
</tr>
<tr>
<td>bird</td>
<td>flock</td>
</tr>
<tr>
<td>wolf</td>
<td>pack</td>
</tr>
<tr>
<td>fish</td>
<td>school</td>
</tr>
</tbody>
</table>

**Birds of a Feather** Have children copy the chart. Then have them select one type of animal from the chart and complete this sentence frame: *A(an) ____ lives in a group called a ____.*

Direct children to illustrate their completed sentences. Gather children's writing and illustrations into a classroom book entitled, for example, *A Pod of Whales.*

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Have you ever seen a flock of birds? a colony of ants?

**Early Production/Speech Emergent**

**ASK** Which animals live in a herd? Do birds live in a flock or a colony?

**Intermediate/Advanced**

**ASK** What is a pack of wolves? Which group of animals would you most like to see in the wild? Why?
**r-Controlled Vowels ar, or, ore**

Read aloud the title and first page of the Phonics Library selection *Marta’s Larks*. Have children listen for words that have the /ar/ sound. (Marta, farm, larks) As each word is identified, write it on the board. Model how to blend the sounds in each word, stretching the *r*-controlled vowel sound. Have children blend and read each word. Repeat for words with the /or/ sound. Children should identify born and chores/chore.

Display these words and have children blend sounds to read them: more, start, sport, party, store, and Martin. Review by randomly pointing to words on the board and having children read them aloud and use them in sentences.

**High-Frequency Words**

care, weigh

Display the Word Cards care and weigh. Have children read them aloud with you. **ASK** Do elephants weigh more than dogs? What is something you do to take care of your teeth? Model how to repeat part of the question in a response. **SAY** Elephants weigh more than dogs. I brush my teeth to take care of them.

Distribute two large index cards to each child. Have children write a high-frequency word on each card. Collect the cards and make a deck. Round-robin style, have children draw cards, then show and read their words.

**Skill Objectives**

**Children**
- associate the /ar/ sound with ar and the /or/ sound with or and ore
- blend and read words with ar, or, and ore
- read and write the high-frequency words care and weigh

**Materials**
- Phonics Library selection *Marta’s Larks*
- Word Cards care, weigh
- large index cards
- Phonics Library selection *Hank’s Pandas*

**Phonics Library**

*Amazing Animals*

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

Read the first sentence from Anthology page 72: Leafcutter ants live in Central and South America.

**SAY** This part of the story tells us about places in the world where ants are found. One of the places the story mentions is South America. South America is a continent. A continent is a large area of land. There are seven continents in the world. Let’s look at a map of the world to find the seven continents.

**ASK** Identify Antarctica, North America, South America, Australia, Africa, Asia, and Europe on a world map. On what continent are we now living?

**World Map** Organize children into small groups. Have them work together to assemble map puzzles or color map outlines. As they work, encourage them to name the continents and to talk about their relationships to one another, such as size and distance.

**BEGINNING/PREPRODUCTION** See Master ELL 4-4.

Display the poem. Reread it and perform the motions, having children join in. Point to the last two lines of the poem as you read them again. Call on each child, indicating that he or she should answer the question the poem asks. You may want to have children indicate their answers with head motions or by holding up yes/no cards. Model the choice of responses you want children to use.

**BEGINNING/PREPRODUCTION**

**ASK** How many continents are there in the world? What is the name of the continent on which we live?

**EARLY PRODUCTION/SPEECH EMERGENT**

Display a world map and encourage children to point to it or use the continent’s name to answer questions, such as Which continent is our home? Which continent is our closest neighbor?

**INTERMEDIATE/ADVANCED**

Organize children into pairs and assign each pair a continent. Provide reference materials, then direct children to work together to record at least two facts about their continent. Have children share their work.
Selection Review

Ants live all over the world. They live and work in groups called colonies. If you see one ant, you will see many other ants. Most ant colonies are in tunnels under the ground.

Every ant has two long antennae on its head. They are like a nose and fingers all in one. The antennae help the ant find food and then find its way back to its colony.

The queen ant is the mother of all the ants in a colony. Worker ants take care of the queen and of the queen’s eggs. They bring food to the colony. The queen ant’s eggs turn into larvae. Larvae look like little worms. Later the larvae will turn into ants.

Some ants live in wood. Other ants live in nests in trees. And some ants eat juices that come from other insects. These ants are called farmer ants.

Ants are very strong. A lot of ants working together can beat a big beetle. All ants work together in teams and help each other on big jobs. Ants are a lot like us.

Comprehension Questions for the Anthology Selection

1. Describe one way that ants use plants. (Leafcutter ants make food from plants; weaver ants make nests of leaves.)

2. What does the author mean when she says that ants are a lot like people? (Ants live and work together in groups and help one another.)

3. Name one fact that you learned about ants that you didn’t know before reading the selection. (Answers will vary.)

Using a Thesaurus

Display a copy of a children’s thesaurus. SAY A thesaurus is like a dictionary. The words in both books are in alphabetical order. But this book works a little differently. If I want to tell someone that a dinosaur is not just big, but very big, I can look in this book to find the exact word to say that.

Look up big with children. Read aloud the definition and the other ways of saying big. SAY I could tell someone a dinosaur is gigantic!

Review by helping children explain the purpose of a thesaurus.
Numbers and Numerals

Read Anthology page 66 aloud: *Every ant has two long, waving stalks on its bead. These are its antennae. They are like a nose and fingers all in one.*

**SAY** In this part of the story, there is a number word. What is it? Record children’s response with both number word and numeral.

Display a numeral chart that shows numerals 1 to 20. **SAY** Count to 20 with me. Watch as I point to each numeral. After counting, ask volunteers to point to various numerals you name.

Give pairs sets of manipulatives, such as beans or blocks. Have each pair count the number of items in the set. Then assign pairs a set of numerals, such as 1–10, 11–20, 21–30, and so on.

Have children make a chart that shows the numerals in one column and the corresponding number words in the other column. Have children display their work and lead the group in counting and reading their lists.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Indicate a numeral, for example the numeral 11. **ASK** What is this numeral called?

**Early Production/Speech Emergent**

**SAY** Write the numeral 50. Write the word fifty. Does fifty come before or after sixty when we count?

**Intermediate/Advanced**

Make a collection of numeral and number cards. Have partners draw three random cards. Ask partners to write a short story that incorporates the three numerals or numbers. Encourage children to read their stories to the group.
**Singular Possessive Nouns**

**Write** this sentence on the board: *Marta’s dress is new.* **Ask** *Whose dress is new?* Circle *Marta’s*. Point to the apostrophe and *s* and explain that they signal that something belongs to Marta.

**Continue** with additional sentences such as: *The boy’s jacket is red. Here is the cat’s dish.* Have children read the sentences with you. Listen carefully to be certain they are pronouncing the /s/ sound at the end of the words. Then have them identify who or what owns, or has something.

**Instruct** each child to write his or her first name on a sheet of paper. Then have them add an apostrophe and *s* and to write a sentence about something they own. Model with your own first name, if needed.

---

**Skill Objective**
Children use pronouns *I* and *me* correctly.

**Academic Language**
- apostrophe
- pronouns

**Materials**
- books

---

**Using *I* and *me***

**Tell** children that they will play an *I/me* game. Remind children that *I* and *me* are pronouns they use to talk about themselves. Begin by asking a child to give you a book. **Say** ___ gives a book to me. Pass the book to a different child. **Say** I gave the book to ___. Emphasize the pronouns *I* and *me* as you speak. Have children pass the book to one other as they repeat the two sentences.

**Have** pairs of children continue in a similar way, giving books and taking turns saying the sentences and using *I* and *me*.
Day 1

**Words That Compare**

Display the poem “At the Ball Game.” **SAY**

*Listen and watch as I read this poem about going to a ball game. Sing the poem to the tune of “Take Me Out to a Ball Game.” Add motions, such as shading your eyes with our hand to indicate watching and raising your arms in a cheer. Finally, read or sing the poem together, with motions. **SAY** Show how you cheer. At a ball game, how many teams play?*

Reread the last two lines of the poem, pointing to the words great, greater, greatest. **SAY**

*When we have only one thing that we think is great, we can call that one thing great. When we have two things we think are great, we can say that one of these things is greater than the other. When we have three or more things we think are great, we can say that one thing is the greatest of all."

**The Greatest**

Write fast, strong, smart, and big on the board. **SAY**

*Here are some more words that we can use to tell about something. Read the list, then write each set of words, such as fast, faster, fastest, on separate self-stick notes. Use the notes to mask the words great, greater, greatest in the poem. Have children read the poem with each set of new words.*

---

**Technology**

**Get Set for Reading CD-ROM**

The Great Ball Game

**Education Place**

www.eduplace.com

The Great Ball Game

**Audio CD**

The Great Ball Game

Audio CD for Amazing Animals

---

**Vocabulary**

ball, game, teams, play (verb), today

**Materials**

- chart paper
- self-stick notes
- Picture-Word Cards
- baseball

(See Master ELL 4–9.)
**The Little Fly and the Great Moose**

**Teacher Read Aloud, Teacher’s Edition**

Display the illustrations and the cover facsimile. **SAY** This story is called *The Little Fly and the Great Moose*. In this story, a little fly teaches a moose a lesson. *What is a moose? What do you know about moose? Where do moose live? What does a fly look like? How are a moose and a fly alike and different? Can you predict what sort of lesson a fly might teach a moose?*

**Vowel Pairs oa, ow**

**Tell** children to listen as you say some words: boat, snow, float, grow. **SAY** All these words have the long o vowel sound. Repeat the words, stretching the vowel sound as you say each one.

**Write** boat and snow on the board. Model how to blend the sounds. Underline the *oa* in boat and the *ow* in snow. Explain that each pair of letters can stand for the long o vowel sound. Have children blend the sounds in each word with you and then say the word.

**Display** the Phonics Library selection *Crow’s Plan*. Focus attention on page 33. Read the page and have children raise their hands each time they hear a long o word. As each word is identified point to it in the text and then write it on the board. Have children blend sounds to read the words on the board.

**Review** by having children listen to discriminate between long o and short o words. Use rob, row; soap, sob; road, rod.

**Skill Objectives**

**Children**

- associate the /o/ sound with *oa* and *ow*
- read words with *oa* and *ow*

**Academic Language**

- vowel pairs
- long vowel sound

**Materials**

- Phonics Library selection *Crow’s Plan*

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Write *Crow* and *Toad* on the board. **SAY** *Point to the name Toad. Point to the name Crow.*

**Early Production/Speech Emergent**

Have children blend the words *goat* and *slow* with you.

**Intermediate/Advanced**

Provide partners with copies of *Crow’s Plan*. Have them read page 35 together.

**SELECTION 3: The Great Ball Game**
Words About Games

**SAY** We’ve talked about comparing things—we compared teams. Today we’re going to talk about games and how they are played.

Bring in pictures or real objects associated with games, such as balls, bats, nets, and so on. Have children identify each, giving assistance as necessary. As an object is identified, label it. Then introduce action words related to games, such as *hit, run, throw*. Have children pantomime each action as it is introduced.

Have children illustrate a picture about a game they enjoy. Encourage them to include an object associated with the game and rules or procedures involved in playing.

Have children pantomime the action of the game as other children guess the object or action. Then have children teach one another how to play their favorite games. Collect all the pictures and bind them into a classroom *Games* booklet.
Get Set to Read

Ball Games, pages 88–89

Direct children to Anthology pages 88–89. **SAY:** The girls in the big photograph are playing a game called lacrosse. What equipment do they use to play lacrosse? Have you ever seen anyone play lacrosse or a sport like lacrosse? Have you ever played a ball game like lacrosse?

**The Great Ball Game**

**Page 91:** The Great Ball Game is a folktale about two groups of animals. What is a folktale? What can you tell about the two groups of animals by looking at the illustration on the cover page?

**Pages 92–93:** This story says that long ago the Birds and the Animals had an argument. What is an argument? What do you think they might have argued or disagreed about? Name some of the birds or animals on each team.

**Pages 94–95:** Bear suggested that the Birds and the Animals play a ball game to settle the argument. The winners would name a penalty for the losers. What is a penalty?

**Pages 96–99:** Should Bat join the Birds or the Animals? Why?

**Pages 100–102:** The Birds and the Animals began their game. What did they use to play their game? Describe the game they played.

**Page 103:** The Birds were winning the game because they were able to fly. How would being able to fly help the Birds win the ball game?

**Pages 104–107:** Bat helped the Animals win the game. As a penalty, Bat told the Birds that they must fly away south for part of each year. At what time of year do birds fly south?

**High-Frequency Words**

**ago, field**

**Display** the Word Cards *ago* and *field*. Tell children to listen to some sentences that will help them understand the meaning of each word. **SAY:** A field has grass and plants in it. My grandparents were born a long time ago.

**Read** aloud pages 33 and 34 of the Phonics Library selection *Crow’s Plan*. Tell children to clap when they hear one of the high-frequency words. Have them find and point to each word.
Parts of a Bird

Help children find Anthology page 95. Read the third paragraph aloud: *On one side went all those who had wings. They were the Birds.*

**SAY** The part of the story we just read talks about birds. It says that *birds have wings.* Display a large magazine picture or poster of a common bird. **ASK** What other parts of a bird’s body can you name? Record children’s responses on self-stick notes. Have children attach the labels to the parts of the bird poster. Give assistance as necessary until all basic parts of a bird’s body are labeled.

**Bird’s Eye** Cut out magazine pictures of birds. Cut each bird picture apart into a type of puzzle. Give each child a bird puzzle to put together and label. As an alternative, give each child an assortment of pictures of parts of different birds. Ask children to assemble a silly, make-believe bird and label its parts.

After the art activity, ask children to pretend to be birds and to imitate bird movements you direct, such as *flap your wings, put your beak in the air,* and *hop on your two feet.* You may want to let children take turns giving the directions.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

**ASK** How many wings does a bird have? Point to the bird’s beak.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** Which of these is on a bird’s head: its beak or its wing? Which parts of the bird help it fly?

**INTERMEDIATE/ ADVANCED**

**ASK** How is a bird different from another kind of animal you know about, such as a dog?
Final Consonant Clusters \textit{nd, nt, mp, ng, nk}

\textsc{SAY} Clink, clink./Bang, bang./Clump, clump/Went the band. Then write the word \textit{clink} on the board. Model how to blend the sounds to read the word. Underline the \textit{nk} at the end of \textit{clink}. Have children blend and read \textit{clink} with you. Repeat with \textit{bang, clump, went, and band}.

\textsc{Display} the Phonics Library selection \textit{Brent Skunk Sings}. Write \textit{dentist} and \textit{Granddad Frank} on the board. Underline the \textit{nt, nd, and nk}. Help children blend and read the words. Have children pretend to be a marching band as they read the rhyme and march around the room.

High-Frequency Words

\textit{half, war}

\textsc{Display} the Phonics Library selection \textit{Crow's Plan}. Read page 34 aloud and have children find the high-frequency words \textit{war} and \textit{half}. \textsc{Ask} \textit{Which is more, half of a cookie or a whole cookie? Is there always fighting in a war?}

\textsc{Write} the words \textit{half} and \textit{war} on the board. Call a child to the front of the room and have the child face away from the board. Point to one of the words on the board and have the group read the word silently. Model how to give clues to help the child at the front of the room identify the correct word. \textsc{SAY} \textit{This word begins with the same sound as hot}. 

\begin{itemize}
  \item \textbf{Skill Objectives}
  \begin{itemize}
    \item Children
      \begin{itemize}
        \item associate the \textit{nd, nt, mp, ng, nk} sounds with \textit{nd, nt, mp, ng, nk}, respectively
        \item blend and read words with final clusters
        \item read and write the high-frequency words \textit{half} and \textit{war}
      \end{itemize}
  \end{itemize}
  \item \textbf{Materials}
    \begin{itemize}
      \item Phonics Library selection \textit{Brent Skunk Sings}
      \item Phonics Library selection \textit{Crow’s Plan}
      \item Word Cards \textit{half, war}
    \end{itemize}
\end{itemize}
Vocabulary
teeth, fur, legs, paws

Materials
• Anthology
• self-stick notes
• Picture-Word Cards
teeth, paw
(See Master ELL 4–9.)

Parts of an Animal
Help children find Anthology page 95. Read the fourth paragraph aloud: On the other side went those with teeth. They were the Animals.

SAY We’ve talked about birds. Today we’re going to talk about animals that have teeth. This group of animals includes such things as bears, moose, foxes, dogs, and cats. Display a large picture or poster of a mammal.

SAY What other parts of this animal can you name? Record children’s responses on self-stick notes. Give assistance as necessary to help children identify fur, legs, paws, and so on. Have volunteers attach the notes to the picture as labels.

Direct children to pretend to be a certain kind of animal, such as a bear. Lead them in singing and following the directions of “The Hokey Pokey.” Use names of animal’s body parts, such as left paw, right leg, furry body, sharp teeth, and so on.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
SAY Name an animal with teeth. Point to the animal’s paw. Point to its body.

Early Production/Speech Emergent
Have children answer the following questions in complete sentences. ASK Do animals have teeth? fur?

Intermediate/Advanced
Have children work together to make up riddles, such as I have wings and feathers. What am I? Have volunteers share their riddles.
Comprehension Questions for the Anthology Selection

1. Retell the story to a partner. Use the pictures to help you. Tell what happens at the beginning, middle, and end of the story. (Answers should include a clear sequence of events.)

2. How did the Birds feel about losing the ball game? (They are hanging their heads and appear sad in the illustration.)

3. Do you think Bat’s penalty or the Birds was fair? Why? (Answers will vary but should include supporting explanations.)

Skill Objective
Children identify the parts of a dictionary entry.

Academic Language
• entry word
• alphabetical order
• meaning
• sample sentence

Parts of a Dictionary Entry

Write the following sample dictionary entry. Use a dark color for the word road.

road  a wide path
People travel in cars on roads.

Remind children that dictionary entry words are always in alphabetical order. Read the definition and the sample sentence.

Model how to look up road in a classroom dictionary. Display these words and have children work with partners to look one up together: jump, bat, and fist.
Cardinal Directions

Find Anthology page 108 and read it aloud: *So it is that the Birds fly south each winter...*

*SAY* This part of the story tells about something that birds do. *Many birds fly south each winter.* South is a word that names a direction on a map. What other words do you know that name directions on a map? Record children’s responses, prompting them as necessary to identify *north*, *east*, and *west*.

Show children a map. Call attention to the compass rose or other markings on the map that indicate direction. Point out the directions on the map.

*Multiply-level Response*

**Beginning/Preproduction**
*SAY* Point toward the wall in our classroom that faces south. Point toward the east.

**Early Production/Speech Emergent**
*ASK* Did the Birds in the story fly north or south for the winter? What direction is the opposite of south?

**Intermediate/Advanced**
*SAY* Using the direction labels, tell which way the cafeteria is from our classroom. Describe a time when you might have to use the directions north, south, east, and west.

**Vocabulary**
map, directions, north, south, east, west, compass rose

**Materials**
- Anthology
- word cards
- map
- Picture-Word Cards
- compass rose
  (See Master ELL 4–9.)
Plural Possessive Nouns

Write girl and girl’s book on chart paper. Point to girl and ask children how many people the word names. Then point to girl’s and remind children that an apostrophe and s show that the girl owns, or has something. Circle the apostrophe and s. **Ask** Which phrase talks about what the girl has or owns?

Follow the same procedure to talk about plural possessive nouns. Write girls and girls’ book on the chart paper. Help children notice the placement of the apostrophe after the s that makes the word plural. Repeat with other examples, such as one dog’s bone/three dogs’ bones. Read the examples with children.

**Skill Objectives**

- identify plural possessive nouns
- write and use plural possessive nouns correctly
- add details to improve their writing.

**Academic Language**

- apostrophe
- details

**Materials**

- magazine photo of a house
- tape

**SKILL FOCUS: GRAMMAR 15–20 MINUTES**

**Beginning/Preproduction**
Display plural possessive nouns and have children confirm that each shows that more than one person owns or has something.

**Early Production/Speech Emergent**
Have children suggest substitutions for girls’ in the sentence The girls’ books are here.

**Intermediate/Advanced**
Have children write a sentence that includes a plural possessive noun. Encourage them to use the examples as models.

**SKILL FOCUS: WRITING 10–15 MINUTES**

Adding Details

Draw a simple outline of a house with two windows and a door. Beside it, tape a magazine photograph of a house and its surroundings. **Ask** Which house is more interesting to look at? Which picture gives more information? Point out that the details in the photo make the house it shows more interesting to look at.

Note that adding details to their writing will make children’s stories more interesting, too.

Write out the sentence We read a good story called Crow’s Plan. Have children supply details to add to the sentence, for example: We read a good story called Crow’s Plan that told bow some animals worked together to clean up a lake.