

Chapter Lesson Planner

List of the 10 Core Lessons and the focus of each

2-3 objectives per lesson

Program Materials for each lesson

- Frames, Vocabulary and Student Cards, and Big Books are printed materials

Online Resources

- Slides, Printables, and Assessment Forms can be accessed through the Teacher's e-Port

	Objectives	Materials	Preparation
Lesson 1 Explore the Topic	<ul style="list-style-type: none">• Introduce and read a poem: <i>Homes All Around Us</i>• Introduce the essential question: Where do animals live?	PROGRAM MATERIALS Frames C6F1-4 Vocabulary Cards ONLINE RESOURCES Slide 1 Printable 1: Homes and Animals	PRINT & CUT <ul style="list-style-type: none">• Printable 1: One set of eight pictures per pair CREATE <ul style="list-style-type: none">• Anchor Chart
Lesson 2 Work with Words	<ul style="list-style-type: none">• Read and answer questions about a poem: <i>Homes All Around Us</i>• Introduce and practice using vocabulary related to habitats• Classify animals into habitats	PROGRAM MATERIALS Frames C1F10; C6F5-7 Vocabulary Cards ONLINE RESOURCES Slides 1, 2A-J, 3 Printable 2: Habitats Printable 3: Animals	PRINT & CUT <ul style="list-style-type: none">• Printable 2: One habitat per pair• Printable 3: Enough pictures to match two animals per habitat GATHER <ul style="list-style-type: none">• Hole punch: punch holes on Printables 2 and 3 pictures for mobile• Yarn or string• Crayons, markers, paper
Lesson 3 Work with Language	<ul style="list-style-type: none">• Introduce and practice using the verb <i>to have</i>• Describe the physical features of habitats	PROGRAM MATERIALS Frames C4F17; C6F8 Vocabulary Cards Student Cards ONLINE RESOURCES Slide 4	GATHER <ul style="list-style-type: none">• Talking Box: Ten different small objects• Crayons, markers, poster paper
Lesson 4 Work with Text	<ul style="list-style-type: none">• Introduce and read a fictional text: <i>Little Foo</i>• Ask and answer comprehension questions about a text orally• Use illustrations and sentences to give details about a story	PROGRAM MATERIALS Frames C1F9-10, 12, 20 Big Book C ONLINE RESOURCES • Slides 5, 6A-B, 7 • Printable 4: Roundtable • Printable 5: Story Pictures	PRINT & CUT <ul style="list-style-type: none">• Printable 4: One set of templates per group• Printable 5: One picture per pair (for Extend) GATHER <ul style="list-style-type: none">• Poster paper for each group• Crayons, markers, glue CREATE <ul style="list-style-type: none">• For Roundtable, divide each chart into four numbered quadrants clockwise from one to four
Lesson 5 Work with Words	<ul style="list-style-type: none">• Introduce and practice using vocabulary related to animals• Classify animals by their physical features• Describe physical features	PROGRAM MATERIALS Frames C4F17; C6F8-9 Vocabulary Cards Student Cards ONLINE RESOURCES Slides 8A-D Printable 6: Describe Animals	PRINT & CUT <ul style="list-style-type: none">• Printable 6: One animal per student (for Extend) CREATE <ul style="list-style-type: none">• Animal Features Chart GATHER <ul style="list-style-type: none">• Tape

	Objectives	Materials	Preparation
Lesson 6 Develop Academic Skills	<ul style="list-style-type: none"> Introduce and read a poem: <i>Look at Me!</i> Introduce vocabulary related to foods animals eat Identify what different animals eat 	PROGRAM MATERIALS Frames C6F10-11 Big Book C Vocabulary Cards ONLINE RESOURCES Slides 9A-B, 10A-B Form 1	GATHER <ul style="list-style-type: none"> Crayons, markers, paper REUSE <ul style="list-style-type: none"> Anchor Chart
Lesson 7 Work with Language	<ul style="list-style-type: none"> Identify animals and their habitats Ask and answer questions about animals Contrast differences in animals using the conjunction <i>but</i> in compound sentences 	PROGRAM MATERIALS Frames C6F3-4, 10-14 Vocabulary Cards Student Cards ONLINE RESOURCES Slides 8A-D Forms 1-3	BUILDING CONNECTIONS <ul style="list-style-type: none"> Pictures of different types of food students eat
Lesson 8 Work with Text	<ul style="list-style-type: none"> Introduce and read an informational text: <i>Turtles and Birds</i> Ask and answer comprehension questions about a text Contrast animals using compound sentences with <i>but</i> 	PROGRAM MATERIALS Frames C6F10-11, 15-18 Big Book C ONLINE RESOURCES Slides 11, 12A-B, 13 Printable 7: Turtles and Birds Printable 8: Match and Sort	PRINT & CUT <ul style="list-style-type: none"> Printable 7: One template per student Printable 8: One set of pictures and words per pair (for Extend)
Lesson 9 Develop Academic Skills	<ul style="list-style-type: none"> Identify what animals need to survive Describe the physical characteristics of animals Write sentences or paragraphs to report on animals 	PROGRAM MATERIALS Student Cards ONLINE RESOURCES Printable 9: What Does It Need? Forms 1-3	PRINT <ul style="list-style-type: none"> Printable 9: One template per student GATHER <ul style="list-style-type: none"> Poster paper for each group Crayons, markers, glue
Lesson 10 Review & Apply	<ul style="list-style-type: none"> Identify and describe animals Describe an animal's habitat and needs 	PROGRAM MATERIALS Frames C1F9-10; C4F17; C6F19-22 Vocabulary Cards ONLINE RESOURCES Slide 14 Printable 10: Habitats, Animals, and Food Forms 1-3	PRINT & CUT <ul style="list-style-type: none"> Printable 10: One habitat per student GATHER <ul style="list-style-type: none"> Crayons, markers, paper

Prepare to teach a lesson

- **PRINT** – identifies printables and quantity needed
- **PRINT & CUT** – identifies printables that need to be cut
- **GATHER** – identifies non-program items that will be needed
- **CREATE** – flags items that need to be made ahead of time
- **REUSE** – flags items or printables that can be used again

PROGRAM ICONS & SIGNPOSTS

Estimated time; total of 30 minutes per lesson (excluding EXTEND)

Activity number and description

Program materials

- Slides
- Vocabulary Cards
- Printables
- Big Book

Tips for adapting the difficulty of the activity

Instructional routine; see pages 51-63 for routine descriptions

Signposts for teaching include:

- Model
- Practice
- Review
- Write
- First-Second-Third Read

TARGET VOCABULARY	TARGET FUNCTIONS	GRAMMATICAL FORMS
Nouns: arm, elbow, foot, knee Verbs: cry, frown, hurt, smile Adjective: silly	Understand comprehension questions Describe details in illustrations Identify details about characters and events Understand vocabulary in context Justify answers with reference to text	Interrogatives (<i>what + want, how + feel, how do you know, what word tells how, what ____ words</i>) Simple present

Activity 2 Readers' Theater
Retell events in a story by acting out parts of it

MODEL Go through the story again, if necessary. Contrast what the boy does and says with what his mother does and says in different parts of the story. Then, model a short role-play with a puppet. For example, on page 2:

Boy: Mother, may I go swimming?
Mother: Yes, you may.

Then, have a volunteer role-play the same lines with you. Do another example with another page and volunteer.

PRACTICE **PRINTABLE 4** There are three different sets of pictures from the story on the printable. Give A-B partners one set each to act out. Have students take turns playing each role. Close by having volunteers perform their lines.

TIPS FOR ADAPTING THE DIFFICULTY OF THE ACTIVITY

- Students can take turns identifying what they see in the picture with their partners instead, practicing using the frames: *This is ____*, and *He/She feels ____*. (C1F20; C3F4)
- Students can act out additional pages of the story or add more details to the story line, such as: *The boy likes to swim*.

EXTEND: WRITING PRACTICE

BE AN ILLUSTRATOR Tell students that they are going to draw something they remember from the story. Ask them what they remember, and write words and ideas on the board for them to refer to later. If necessary, go through the story again. Model the activity, and show students the period at the end of your sentence. Explain that all sentences need a period to show it is the end of a sentence.

WRITE Help students choose something they want to draw. Then, have them draw a simple picture or scene and label it by copying or writing a sentence from the story. If time allows, have students share their drawings with a partner, asking and answering the questions below. Then, have partners introduce each other's drawings to the class using the same frames:

C1F12	Who is this?	C1F20	This is ____.
C1F9	What is this?	C1F20	This is ____.
C3F3	How does <u>he/she</u> feel?	C3F4	____ feels ____.

BUILDING CONNECTIONS

SLIDES 8A-B Ask students if they have an "ouch story" or a "happy story" to share. Show the slides and discuss other examples of what might be a good ouch or happy story. Have students bring an object from home or draw a picture of something to illustrate their story and then share with the class.

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LESSON PLANS

Essential Question

Lesson Objectives

Sentence frames needed for lesson

Images of slides and printables

Teaching tips, if provided, are always on the left page

Lesson 3

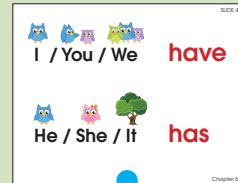
Work with Language

ESSENTIAL QUESTION Where do animals live?

OBJECTIVES

- Introduce and practice using the verb to have
- Describe physical features of habitats

SENTENCE FRAMES CAF17, CAF8



TEACHING TIP

For Activity 2, note that since different habitats can have different features based on their geography, it is important to focus on the pictures provided when describing. For example, some desert habitats have trees while others are mainly sandy and rocky.

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Activity 1 What Do You Have?

Introduce and practice using the verb to have



MODEL [SLIDE 4] Tell students that they are going to learn to use the words have and has. Say: *When you say, I/You/We, you use have. For example, I have hair. When you use He/She/It, you use has. For example, (point to a male student) He has hair.*

MAGIC MIRROR Use the following actions to demonstrate I, you, and we.

- Point to yourself and say: I
- Point to the class and say: You
- Use a circular inclusive motion and say: We

Then practice identifying parts of the body using I have/You have/We have, supporting each sentence with actions. Have students repeat the sentences after mirroring the action.

- Point to an object and say: It
- Point to a boy and say: He
- Point to a girl and say: She

Then practice it, he, and she in a similar manner by pointing at an object (it), a boy (he), and a girl (she). Then, practice sentences using It has/He has/She has by pointing to a part of the body and then at someone. For example, point to your mouth, and then point to a girl: *She has a mouth.*

PRACTICE Continue pointing at other parts of the body or objects in the classroom, and have students say the sentences as you point. Correct subject-verb agreement as needed.

TALKING BOX Fill the Talking Box with classroom items. Sit in a circle, and pass the box around. Have a student pull out an item and say a sentence with have. Then, have the student next to him/her restate the sentence using you. The class will repeat the sentence using the third-person pronoun. For example:

- Student A: I have a crayon.
- Student B: You have a crayon.
- Class: He (or she) has a crayon.

Model the activity a few times to be sure students understand.

TARGET VOCABULARY

NOUNS
Animals: bear, coyote, deer, frog, owl, whale
Habitats: desert, forest, mountain, pond, sea
Animal features: feather, fin, fur, hoof, paw, scale, skin, tail, wing
Animal food: bug, fish, leaf, seed, worm
VERB: live, need

TARGET FUNCTIONS

Ask about location
Describe location
Ask about habits
Describe habits
Ask to compare
Express contrast

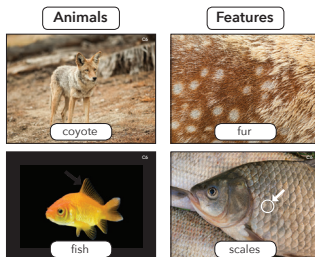
GRAMMATICAL FORMS

Interrogatives (where)
Subject-verb agreement
Regular plurals
Habitual present
Subject-verb agreement
Interrogative (how + different)
Compound sentences
Conjunction (but)

PRACTICE [STUDENT CARDS] Give A-B partners a set of animal student cards and have them take turns picking up a pair of cards and asking and answering the question.

EXTEND: WRITING PRACTICE

MODEL Tell students that they are going to write about the differences between animals using *but* in their sentences. Show two animal pictures: *coyote* and *fish*. Then ask students to name the corresponding features for each animal, for example, *tail* and *scales*. Model writing sentences using the frames:



CAF14 *A coyote has fur, but a fish has scales.*

Repeat the process with two habitat picture cards.

CAF14 *A forest has trees, but a pond has water.*

PRACTICE [VOCABULARY CARDS] [STUDENT CARDS] Give each student two cards of animals or habitats and a piece of paper, and have them write sentences about the pictures using the frames. Display the animal and land features vocabulary cards. Close by having each student share one sentence they wrote.

FORMATIVE ASSESSMENT

Form 1: Animals & Animal Features
Form 2: Habitats, Animal Foods

FORMATIVE ASSESSMENT

Form 1: Animals & Animal Features
Form 3: Functions & Grammar

BUILDING CONNECTIONS

Explain that people eat many different kinds of foods depending on where they live. Show pictures of foods, such as rice, noodles, fruit, and vegetables. Then, have students brainstorm the types of foods they eat at home or that their friends or families eat. Make a chart of the foods and count the number of similar and different foods.

STUDENT CARDS

Animals	coyote	deer
bear	owl	whale
frog		
Habitats	forest	mountain
desert	sea	
pond		

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Target vocabulary list

Functions and forms

EXTEND—to provide more practice

Assessment opportunity

- assessment form number
- content assessed

Building Connections activity (one per chapter)

List of Vocabulary Cards and Student Cards needed