

Guiding question for chapter

Connections to content areas

English language development focus

Key academic skills covered

Titles of chapter texts

Description of Flex Activities and Lessons

List of assessments and when to use them

Chapter 6 Overview

A Place Called Home

ESSENTIAL QUESTION Where do animals live?

LANGUAGE DEVELOPMENT GOALS

CONTENT CONNECTIONS

ACADEMIC SKILLS

TEXTS

FLEX ACTIVITIES & LESSONS

ASSESSMENT & EVALUATION

Animal homes and habitats

Describing the physical features of animals and habitats

Contrasting different animals and habitats

Describing survival needs

Language Arts

Science

Identify main topic and retell details of a text

Describe places and animals with details, expressing ideas clearly

Identify and compare features of animals and habitats

Use singular and plural nouns with matching verbs in basic sentences

Use a model to illustrate relationships in the natural world

Fiction: *Little Foo*

Informational: *Turtles and Birds*

Chants/Poems: *Homes All Around Us, Look at Me!*

Building Connections

Capstone Project

EnglishMat

Reflection

Students identify foods they eat with family or acquaintances and the foods are recorded on a class chart and compared. Best completed during Lesson 7. (page 49)

Students create and illustrate a paper plate diorama of an animal in its habitat, including a food the animal eats, and present the diorama orally.

Themes: Animals, Habitats, Friends

Students describe a scene orally and/or in writing. They describe the setting and characters and say what the characters are thinking or feeling. Best introduced after Lesson 5.

Review the Essential Question: Where do animals live?

Students describe what they liked in the chapter and discuss animals and habitats. Best completed after Lesson 10 or the Capstone Project.

Form 1 Animals & Animal Features

Form 2 Habitats, Land Features & Animal Foods

Form 3 Functions & Grammar

Capstone Form

EnglishMat Form

Lessons 6, 7, 9, 10

Lessons 7, 9, 10

Lessons 7, 9, 10

Capstone Project

EnglishMat

32 Chapter 6

For access to Online Resources and standards: www.HandsOnEnglish4teacher.com

List of target vocabulary

List of chapter target functions

Associated grammatical forms

Associated sentence structures

Quick reference to the lessons where the functions and forms are practiced

Functions, grammatical forms, and sentence frames used in text-based lessons

Bold words in green indicate Vocabulary Cards

Target Vocabulary*	Target Functions	Grammatical Forms	Sentence Frames	Lesson(s)
NOUNS Animals bear coyote deer frog owl whale Animal Features feather fin fur hoof paw scale skin tail wing Animal Food bug fish leaf seed worm Habitats desert forest habitat mountain pond sea Land Features/ Animal Homes cave hole nest plant rock sand tree	Ask about location Describe location	Interrogative (<i>where</i>) Subject-verb agreement	Where does a/an _____ live? _____ lives in a _____. Where do _____ live? _____ live in a _____.	Lessons 1, 7, 9
	Ask to identify type or category Identify type or category	Interrogative (<i>what + noun</i>) Subject-verb agreement Compound sentences with <i>and</i>	What habitat is this? This is a/an _____. What animals are these? This is a/an _____, and this is a/an _____.	Lessons 2, 10
	Ask to describe Describe features	Verb (<i>to have</i>) Subject-verb agreement Coordinate nouns	Describe the _____. What do/does _____ have? _____ has/have _____. _____ has _____ and _____. _____ has _____ (adjective) _____.	Lessons 3, 5, 8, 10
	Ask about habits Describe habits	Regular plurals Habitual present Subject-verb agreement	What do/does _____ eat? _____ eat/eats _____. What does _____ eat? _____ eats _____. What do _____ like to do? _____ like to _____.	Lessons 6-10
	Ask to compare Express contrast	Interrogative (<i>how + different</i>) Compound sentences Conjunction (<i>but</i>)	How are _____ and _____ different? _____ has/have _____, but _____ has/have _____.	Lesson 7
Work With Text**				
Understand comprehension questions Identify main idea Describe details about topic, characters, and events	Interrogatives (<i>what, where, why, how</i>) Referential pronouns (<i>it, they</i>)	What is the text about? It is about _____. Where do _____ live? They live _____. What do _____ have? They have _____. What happens when _____? How does _____ feel at the end of the story? _____ feels _____.	Lessons 4, 6, 8	

*Words in **green** = Vocabulary Cards

**These do not appear as printed frames. The Work With Text frames are shown on the lesson slides.

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

- 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.

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Chapter 13

Chapter 14

Chapter 15

Chapter 16

Chapter 17

Chapter 18

Chapter 19

Chapter 20

Chapter 21

Chapter 22

Chapter 23

Chapter 24

Chapter 25

Chapter 26

Chapter 27

Chapter 28

Chapter 29

Chapter 30

Chapter 31

Chapter 32

Chapter 33

Chapter 34

Chapter 35

Chapter 36

Chapter 37

Chapter 38

Chapter 39

Chapter 40

Chapter 41

Chapter 42

Chapter 43

Chapter 44

Chapter 45

Chapter 46

Chapter 47

Chapter 48

Chapter 49

Chapter 50

Chapter 51

Chapter 52

Chapter 53

Chapter 54

Chapter 55

Chapter 56

Chapter 57

Chapter 58

Chapter 59

Chapter 60

Chapter 61

Chapter 62

Chapter 63

Chapter 64

Chapter 65

Chapter 66

Chapter 67

Chapter 68

Chapter 69

Chapter 70

Chapter 71

Chapter 72

Chapter 73

Chapter 74

Chapter 75

Chapter 76

Chapter 77

Chapter 78

Chapter 79

Chapter 80

Chapter 81

Chapter 82

Chapter 83

Chapter 84

Chapter 85

Chapter 86

Chapter 87

Chapter 88

Chapter 89

Chapter 90

Chapter 91

Chapter 92

Chapter 93

Chapter 94

Chapter 95

Chapter 96

Chapter 97

Chapter 98

Chapter 99

Chapter 100

Chapter 101

Chapter 102

Chapter 103

Chapter 104

Chapter 105

Chapter 106

Chapter 107

Chapter 108

Chapter 109

Chapter 110

Chapter 111

Chapter 112

Chapter 113

Chapter 114

Chapter 115

Chapter 116

Chapter 117

Chapter 118

Chapter 119

Chapter 120

Chapter 121

Chapter 122

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Chapter 125

Chapter 126

Chapter 127

Chapter 128

Chapter 129

Chapter 130

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Chapter 133

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Chapter 136

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Chapter 142

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Chapter 146

Chapter 147

Chapter 148

Chapter 149

Chapter 150

Chapter 151

Chapter 152

Chapter 153

Chapter 154

Chapter 155

Chapter 156

Chapter 157

Chapter 158

Chapter 159

Chapter 160

Chapter 161

Chapter 162

Chapter 163

Chapter 164

Chapter 165

Chapter 166

Chapter 167

Chapter 168

Chapter 169

Chapter 170

Chapter 171

Chapter 172

Chapter 173

Chapter 174

Chapter 175

Chapter 176

Chapter 177

Chapter 178

Chapter 179

Chapter 180

Chapter 181

Chapter 182

Chapter 183

Chapter 184

Chapter 185

Chapter 186

Chapter 187

Chapter 188

Chapter 189

Chapter 190

Chapter 191

Chapter 192

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Chapter 218

Chapter 219

Chapter 220

Chapter 221

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Chapter 224

Chapter 225

Chapter 226

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Chapter 228

Chapter 229

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Chapter 232

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Chapter 237

Chapter 238

Chapter 239

Chapter 240

Chapter 241

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Chapter 243

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Chapter 246

Chapter 247

Chapter 248

Chapter 249

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Chapter 251

Chapter 252

Chapter 253

Chapter 254

Chapter 255

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Chapter 257

Chapter 258

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Chapter 260

Chapter 261

Chapter 262

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Chapter 428

Chapter 429

Chapter 430

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Chapter 615

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Chapter 617

Chapter 618

Chapter 619

Chapter 620

Chapter 621

Chapter 622

Chapter 623

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Chapter 625

Chapter 626

Chapter 627

Chapter 628

Chapter 629

Chapter 630

Chapter 631

Chapter 632

Chapter 633

Chapter 634

Chapter 635

Chapter 636

Chapter 637

Chapter 638

Chapter 639

Chapter 640

Chapter 641

Chapter 642

Chapter 643

Chapter 644

Chapter 645

Chapter 646

Chapter 647

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Chapter 649

Chapter 650

Chapter 651

Chapter 652

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Chapter 654

Chapter 655

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Chapter 661

Chapter 662

Chapter 663

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Chapter 667

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Chapter 674

Chapter 675

Chapter 676

Chapter 677

Chapter 678

Chapter 679

Chapter 680

Chapter 681

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Chapter 685

Chapter 686

Chapter 687

Chapter 688

Chapter 689

Chapter 690

Chapter 691

Chapter 692

Chapter 693

Chapter 694

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Chapter 696

Chapter 697

Chapter 698

Chapter 699

Chapter 700

Chapter 701

Chapter 702

Chapter 703

Chapter 704

Chapter 705

Chapter 706

Chapter 707

Chapter 708

Chapter 709

Chapter 710

Chapter 711

Chapter 712

Chapter 713

Chapter 714

Chapter 715

Chapter 716

Chapter 717

Chapter 718

Chapter 719

Chapter 720

Chapter 721

Chapter 722

Chapter 723

Chapter 724

Chapter 725

Chapter 726

Chapter 727

Chapter 728

Chapter 729

Chapter 730

Chapter 731

Chapter 732

Chapter 733

Chapter 734

Chapter 735

Chapter 736

Chapter 737

Chapter 738

Chapter 739

Chapter 740

Chapter 741

Chapter 742

Chapter 743

Chapter 744

Chapter 745

Chapter 746

Chapter 747

Chapter 748

Chapter 749

Chapter 750

Chapter 751

Chapter 752

Chapter 753

Chapter 754

Chapter 755

Chapter 756

Chapter 757

Chapter 758

Chapter 759

Chapter 760

Chapter 761

Chapter 762

Chapter 763

Chapter 764

Chapter 765

Chapter 766

Chapter 767

Chapter 768

Chapter 769

Chapter 770

Chapter 771

Chapter 772

Chapter 773

Chapter 774

Chapter 775

Chapter 776

Chapter 777

Chapter 778

Chapter 779

Chapter 780

Chapter 781

Chapter 782

Chapter 783

Chapter 784

Chapter 785

Chapter 786

Chapter 787

Chapter 788

Chapter 789

Chapter 790

Chapter 791

Chapter 792

Chapter 793

Chapter 794

Chapter 795

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

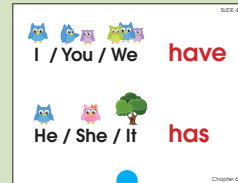
Work with Language

ESSENTIAL QUESTION Where do animals live?

OBJECTIVES

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

SENTENCE FRAMES C4F17, C6F8



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.

40 Chapter 6

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

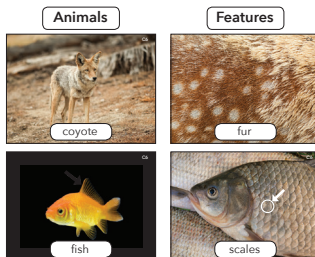
GRAMMATICAL FORMS

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:



C6F14 *A coyote has fur, but a fish has scales.*

Repeat the process with two habitat picture cards.

C6F14 *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		

A Place Called Home 49

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

Capstone Project

Students use the chapter vocabulary, functions, and grammatical forms they learned to complete a mini-project related to the chapter topic. The activity spans one to four lessons. Work is done individually or in pairs and culminates with an oral presentation of student work, which can be evaluated in terms of language use and completion of task elements.

Materials needed

Capstone PROJECT

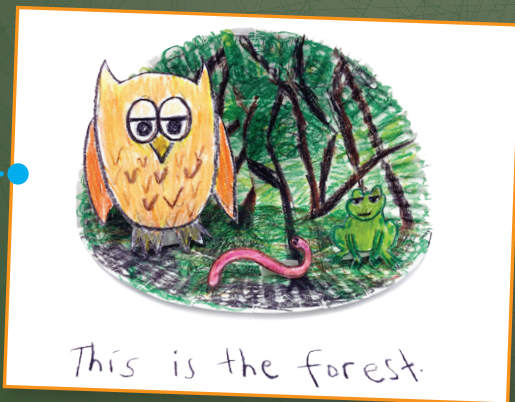
Create and illustrate a paper plate diorama of an animal in its habitat, including a food the animal eats, and present the diorama orally.

PROJECT SUPPLIES

- Sample projects
- Paper plates with lines to show where to cut and fold: one per student
- Crayons and markers
- Paper or cardstock to draw animal and food
- Glue
- Scissors

Description of the project

Examples of completed projects



Step-by-step activity instructions

INTRODUCE THE PROJECT **SLIDES 15-16** Tell students that they will be creating a diorama using a paper plate and show them the examples on the slide. Explain that they will each draw a habitat, an animal that lives there, and a food the animal eats. First, students will choose the habitat they want to create. Tell students to think carefully about their choice because they will not be able to change their minds after they start the project. Review animal and habitat vocabulary cards. Show students the Evaluation Criteria on Slide 16 and explain that they need to include these parts in their project.

THINK-PAIR-SHARE Have each student think about a habitat to draw and then share with a partner, explaining why: I want to draw ____ because I _____. Then, have volunteers tell which habitats they have chosen.

Capstone Evaluation Criteria

Did you ...

1. name an animal and say where it lives?
2. describe the animal?
3. describe the animal's habitat?
4. say what the animal eats?

Criteria for evaluation

- Student-friendly language

CREATE A HABITAT **VOCABULARY CARDS** Display the animal and habitat cards. Show example dioramas to students so they can visualize how the diorama will look once finished. Students will first draw a habitat on the paper plate along with at least two features of the habitat, for example, desert with sand and plants. Once the habitat is drawn, help students cut the plate, fold, and staple it into a diorama. If time allows, have students practice sharing their habitat drawings in pairs using the frames:

C1F20, C6F8 This is a forest. It has trees and plants.

ADD ANIMAL AND FOOD Review with students the foods animals eat. Students will pick one animal that lives in the habitat they have selected and draw it on a separate sheet of paper. Then, students will draw one or two foods the animal eats on another sheet of paper. They will then cut out and glue the animal and the food(s) to the paper plate and label the habitat with a word, phrase, or sentence. Walk students through each part, modeling and then completing the steps one at a time. When students finish, have them practice sharing their completed work using the frames. If time or class size is an issue, draw the animals and foods directly onto the plate rather than on separate pieces of paper.

C1F20; C6F8, 23 This is a deer. It has fur and a tail. Deer eat leaves in the forest.

Presentation Frames SLIDE 17

1. **Identify animal** → This is _____. C1F20
2. **Describe animal** → _____ has _____ and _____. C6F8
3. **Identify habitat** → This is _____. C1F20
4. **Describe habitat** → _____ has _____ and _____. C6F8
5. **Identify a food the animal eats** → _____ eats _____ in the _____. C6F23

Chapter 6

PRESENTATION PRACTICE **SLIDE 17** Model the presentation using the sample diorama. Then, practice the complete presentation in small groups using the sentence frames. Remind students to speak audibly and clearly. Group students, and circulate to listen as they practice.

PRESENTATION DAY Remind students about the Evaluation Criteria. Model the presentation again using the sample diorama. Then, ask for volunteers to present, and evaluate them while they present.

MUSEUM WALK Depending on class size, the class can be split into two or more groups, or students can do a museum walk to see and hear the presentations. For large classes, do the presentations in pairs using Lines of Communication or Inside-Outside, with each student taking turns to present.

↑ Encourage students to give reasons for their choice of habitat or animal.

Sentence frames needed

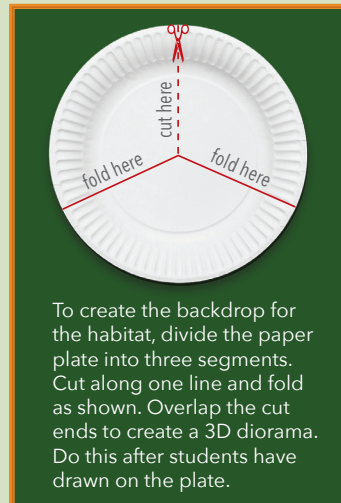
SENTENCE FRAMES

C1F20; C6F8, 23

VOCABULARY CARDS

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

List of Vocabulary Cards and Student Cards needed



EVALUATION

Capstone Form

Assessment opportunity

TEACHING TIP

This project could integrate art further by bringing in realia to glue onto the drawings, such as small feathers for birds or pieces of plants and leaves for habitats. Modeling clay can be used to build model animals or to help the paper animals stand up.

Each chapter has a different mat associated with the chapter theme and topic. The mats build speaking and writing skills using art and scaffolded activities that include an introduction to new vocabulary, conversation practice through questions and answers, and a task that involves describing a character, setting, or actions, or telling a story.

Image of the mat

Vocabulary and oral language practice guidelines

Step-by-step activity instructions

Criteria for evaluation

- Student-friendly language

Themes: Animals, Habitats, Friends

ENGLISHMAT™

Author: _____

Vocabulary

forest
hills
moon
mountain
night
owls
skunk
stumps
talking
trees

Conversation Corner

Describe the setting.
Describe the characters.
What are they thinking?
How do they feel?
Who is in the house?

ENGLISHMAT 6

Title: _____

VOCABULARY & ORAL DEVELOPMENT

Introduce the vocabulary and conversation questions for the mat. Guidelines are provided in the Program Guide and on the inside front cover of the mat.

CONTENT CONNECTION: DESCRIBE A SCENE

INTRODUCE [SLIDES 18-21] Tell students that they are going to describe the scene in the picture. Show students the Evaluation Criteria on the slide, and explain that they have to include this information in their descriptions. Review the Conversation Corner questions to elicit responses. Encourage students to use

EnglishMat 6 Evaluation Criteria SLIDE 21

Did you talk/write about ...

1. what the setting looks like?
2. what the characters look like?
3. what they are thinking and/or feeling?
4. who is in the house?

Chapter 6

adjectives to describe details about setting and characters (e.g. *smiling, dark sky, soft fur, brown feathers*). Record their answers on the board.

MODEL Tell students that they are going to use the answers they just gave to describe the scene. Create two examples using student answers, such as:

It is night time in the forest. The moon is big. There is snow on the mountain. The owls are in a tree. The brown bear and a skunk are sitting next to tree stumps. They are happy. Their friend is in the house.

Then, invite students to create more examples with you. Use the questions as hints or reminders as needed.

PRACTICE Have pairs practice describing the scene to each other orally. Then, show students the lines on the front and back of the mat and tell them that is where they will write their description. Depending on the students' writing skills, have them work in groups, pairs, or independently. Have them write about the animals, where they are, and what they are doing. If the class struggles with the task, do a whole-class shared writing, and then have students copy the shared writing on their mats.

58 Chapter 6

22

Chapter Reflection

In these group-oriented activities, students learn to self-assess through reflection on what they studied and learned in the chapter. Typically, these activities take about 15 minutes of class time and should be done last before starting a new chapter.

Evaluation instructions

CLOSE Regroup and remind students about the Evaluation Criteria. Ask volunteers to describe the scene. Students who wrote about it can read what they wrote. Keep the class engaged by calling on different students after classmates have spoken and asking them to repeat what a classmate said and to say something they liked about the description.

EVALUATION EnglishMat 6 Form


Evaluate students' performance using the evaluation form. If you choose to evaluate both oral and written performance, use two rows per student, one for each skill. For Content, give students one point if their talk or text included the specified content element and zero points if it did not. For Language, rate students' performance using these criteria:

- 0 = did not meet task and level expectations
1 = met task and level expectations minimally
2 = clearly met or exceeded task and level expectations

The maximum is 12 points for oral or written performance. Consistently scoring 10 or above on each mat may indicate readiness to evaluate whether a student can be advanced to a higher proficiency level.

[illegible]

Chapter Reflection: Where do animals live?

 **MY TURN - YOUR TURN** Tell students that you want them to talk about what they have learned in this chapter. Remind students about the Essential Question: Where do animals live? Write the frames on the board, and model them by asking yourself the questions and answering them one by one. Then, model each question with a volunteer.

1. What habitat do you like to learn about?
I like to learn about the forest.
2. Why do you like to learn about it?
It has _____.
3. Which habitat would a frog like best?
A frog likes a pond.
4. Describe (animal/habitat).
_____ has _____ and _____.

When students are ready, pass the ball to a student, and ask the first question. After that student answers the question, he/she will pass the ball to the next student and ask the next question. Assist students with the questions as the ball is passed around the room.

Repeat until all students have had a chance to respond to at least one of the four questions. Help lower level students by starting the response frame for them.

If time allows, close by having students choose one question and write it in a journal or on a piece of paper. Then, they can answer the question using a complete sentence and draw the subject of their answer, e.g., an animal, a home, or a habitat.



Evaluation rubric

Step-by-step guidelines

Sentence frames for interaction