



Unit Introduction—Animals

Scope and Sequence

Aim

In this unit, students will use familiar animal vocabulary to begin exploring social and academic language, number values, color recognition, zoology, basic writing skills and sentence structure, reading comprehension and letter-sound relationships.

- Animal vocabulary games, circle time activities and workbook pages
- Social and academic language patterns: greetings, idioms, colloquialisms, and nonverbal gestures
- Conversation skills
- Introduce nouns, verbs, adjectives and demonstratives
- Introduce prepositions
- Expressing emotions, likes and dislikes (written and verbal)
- Questions, statements and commands
- Reading comprehension and fluency
- Introduce phonemic awareness and letter recognition
- Writing skills
- Basic sentence structure
- Color recognition
- Introduction to calendar skills
- Introduce time
- Number recognition
- Counting
- Zoology: Animal behavior, diet, classification and habitat
- Cultural appreciation through music: TexMex
- Songs: *Old McDonald*, *Ten Little Indians*, *Greetings*
- Video: *The Animals*

Unit Content

Activities

CORE

Memory
 Yeehaw! Bingo: Animals
 Go Fish
 Activity Book: Animals
 Everyone Has Feelings
 Show and Tell
 Where Is It?
 Count It!
 Count It! with Spatial
 Time of Day
 How Do You Feel?
 Nice to Meet You

ONGOING

Vocabulary Journal
 Create-a-Word
 Reader Books
 Calendar Game
 Fun Socializing**
 Musical Journey
 Telling Time/Alpha Word
 Tell Me the Colors
 What Color Is It?
 Count It!/Snake Puzzle
 Number Basket
 Silly Sentence Game
 Building Game

ENHANCEMENTS

Favorite Animal
 In the Neighborhood
 Animal Collage
 Animal Sing-Along
 Animal Parade
 Animal Guest Speaker
 Story Picture Walk #1
 Charades: Animal Gestures
 Describing Animals
 Pet Visit
 Puppet Show
 Favorite Color #1
 Favorite Color #2

*Special projects that require more planning, materials and time

**Fun Socializing-Conversation games including Nice to Meet You, Musical Greetings



Unit Content

Vocabulary

NOUNS

animal	farm	mouse (mice)
back	feather(s)	mouth
banana(s)	forest	mud
beak	friend	neck
bear*	frog*	nose
bill	giraffe*	parrot
bird*	goat*	pet
body	hair	pig*
bump	honey	rabbit*
camel*	horn(s)	sheep*
cat*	horse*	sky
chicken*	house	stable
clothes	hump	stripe(s)
color	jungle	tail
cow*	king	teeth
desert	lake(s)	tiger*
dog*	leaf (leaves)	tree(s)
duck*	legs	trunk
ear(s)	lion*	water
egg(s)	meat	whisker(s)
elephant*	milk	wool
	monkey*	zebra*

VERBS

to bark
to be
to catch
to circle
to climb
to do
to eat
to feel
to find
to fly
to give
to have
to hide
to hop
to jump
to lay
to like
to live
to love
to make
to ride
to see
to sing
to speak
to swim
to taste

ADJECTIVES & ADVERBS

beautiful(ly)
best
big/bigger
black
curly
fast
flat
floppy
fun
large
long
old
round
sharp
short
small
soft
strong
tall
white

READING WORDS

a
and
but
can
from
how
in
it
its
my
on
so
the
this
through
too
us
using
very
what
where
you
your

*Words that appear on the vocabulary Flashcards

Note: Additional words from the Reader Book set are included within the mini-books and reproducibles in the Sube box.

Conversational Phrases

Hello! How are you? Fine, thank you.
What's your name? My name is . . .
How old are you? I'm _____ years old.
Do you speak English? Yes, a little.
What's your mom's name?
How is your dad? Fine, thank you.
What's your dog's name? My dog's name is . . .
How big is a cow? Big or little?
Does it have horns? Does it have a long tail?
Does it have hair or feathers?
Does it have a mouth or a beak?



Unit Overview—Animals

Unit Overview

Lesson 1

PROJECT: Memory/Calendar Game

GAMES: Show and Tell
Where Is It?
What Color Is It?
Count It!

SONGS: *Old McDonald, Greetings,
Ten Little Indians*

VIDEOS: *The Animals*

Lesson 2

PROJECT: Yeehaw! Bingo: Animals/
Time of Day

GAMES: Show and Tell
Where Is It?
Nice to Meet You!
Count It! with Spatial

SONGS: *Old McDonald, Greetings,
Ten Little Indians*

VIDEOS: *The Animals*

Lesson 3

PROJECT: Go Fish/Reader Book Project

GAMES: Show and Tell
Where Is It?
Everyone Has Feelings
Tell Me the Colors!
How Do You Feel?

SONGS: *Old McDonald, Greetings,
Ten Little Indians*

VIDEOS: *The Animals*

Lesson 4

PROJECT: Activity Book

GAMES: Show and Tell
Where Is It?
Nice to Meet You!
Tell Me the Colors!

SONGS: *Old McDonald, Greetings,
Ten Little Indians*

VIDEOS: *The Animals*

Teacher Note: You will notice that there are several activities that will be suggested as alternatives in the lesson plans, as well as Enhancement activities. They are there for you to create additional lessons based on this one-hour model. These are suggested for teachers using the curriculum more than once a week. For once-a-week classes, you can either choose between the options that are provided in each lesson to make it fit your time frame and complete the course in one year, or extend the unit to allow more time for additional lessons and continue the course into the next year. In either case be careful to maintain the different modalities of the multisensory approach as outlined in *How to Organize Your Lessons, Introduction* p. 6.

Ongoing Activities

Vocabulary Journal

Calendar Game

Musical Journey

Telling Time

Tell Me the Colors

Building Game

Alpha Word Game

How Do You Feel?

Create-a-Word

Fun Socializing

Number Basket

Count It!

What Color Is It?

Silly Sentence Game

Reader Books

Snake Puzzle



Teacher Note: Attach the Activity Book worksheets corresponding to this theme.

Take-Home Sheet

Dear Parents:

Here's what we're working on this month. These are vocabulary words and sentences to practice at home with your child. Depending on your child's level, you can do the following exercises:

- Read the vocabulary below and have your child repeat the word to you.
- Using the attached activity sheet, point to the picture and have the child say the name.
- Ask the questions below in the target language and have your child answer.
- Give your child a spelling test with the vocabulary.
- Have your child tell you something about the pictures below in the target language.
- Use the vocabulary in and outside the home.
- Come up with new ideas and have fun!

Vocabulary

the dog

the goat

the pig

the monkey

the cat

the sheep

the horse

the bear

the cow

the tiger

the frog

the bird

the chicken

the lion

the zebra

the elephant

the duck

the giraffe

the camel

the rabbit

Phrases

Hello! How are you? Fine, thank you.

What's your name? My name is . . .

How old are you? I'm ____ years old.

Do you speak English? Yes, a little.

What's your mom's name? My mom's name is . . .

How is your dad? Fine, thank you.

What's your dog's name? My dog's name is . . .

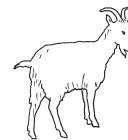
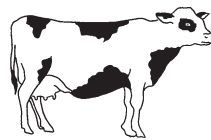
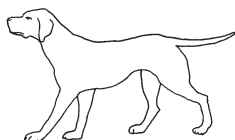
How big is a cow? Big or little?

Does it have horns? Does it have a long tail?

Does it have hair or feathers?

Does it have a mouth or a beak?

Describe the Picture





Unit Lessons—Animals

Lesson 1

List of Materials

- Animal (red) Flashcards
- **Memory: Animals** Game
- Sube™ English Level A/DVD player, monitor
- Lesson Manual
- Little cars, color blocks, etc.

Preparation

- Bring out the Flashcards.
- Prepare for the **Memory: Animals** Game.
- Set DVD to *The Animals* (Song 1).
- Learn the traditional songs (Appendix p. App-47).
- Review the games below for specific instructions and materials.

Lesson Plan

- 1 Review the **Introduction** section of the Lesson Manual (p. LP-1).
- 2 Introduce beginning conversational phrases by playing **Nice to Meet You!** (Activities p. Act-42).
- 3 Introduce idioms and colloquialisms as much as possible For example, "How's it going?" "OK."
- 4 Introduce *Old McDonald* and *Ten Little Indians* to the class (Appendix p. App-47).
- 5 Bring out the Animal Flashcards Follow instructions for **Show and Tell** (Activities p. Act-23).
- 6 Lay the Flashcards out in rows in the middle of the circle and play **Where Is It?** (Activities p. Act-24, Version 1). Progress to subsequent versions according to student readiness. Ask students to hand you back the cards: "Please return the cards. Thank you."
- 7 Play **What Color Is It?** (Activities p. Act-27) and **Count It!** with cars (Activities p. Act-25).
- 8 Set the DVD and play *The Animals*. Sing out the words and tell them to call out the names of the animals as they appear on the screen.
- 9 Play **Memory** (Activities p. Act-1). On another day this week, alternate the **Memory** game with the **Calendar Game** (Activities p. Act-38).

Enhancements

- **Favorite Animal:** As students sit in circle, ask, "What's your favorite animal?" Allow students to respond. Have advanced students write about their favorite animal.
- **In The Neighborhood:** Ask students to watch for animals (neighborhood, TV, etc.) and tell about them at the next class. Have them write a list of animals they saw by place, e.g., zoo, home, yard, TV, etc. This activity can be done with the House, Food and Places themes. e.g., favorite places visited, foods they ate, etc.
- **Animal Collage:** Students make a collage of favorite animals and write the name of the animal under each picture. Have students stand up and describe their picture in English. Have the other students raise their hands with questions. Advanced students can write short sentences about their animals in their **Vocabulary Journal**.