**Unit Overview**

**Unit 2**

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<th>Vocabulary</th>
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<td>5. Identifying zoo animals. Describing locations.</td>
<td>Lion, zebra, giraffe, hippo, elephant, snake, crocodile, behind, in front of, next to, between, rock, plant, tree</td>
<td>What's this? It's a lion. A lion lives in Africa. I can see a lion. Where's the giraffe? It's behind the tree. The lion is in front of the rock.</td>
<td>Knowing About the World and the Environment</td>
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<td>7. Identifying forest animals. Identifying actions.</td>
<td>Squirrel, deer, fox, rabbit, raccoon, bear, bird, forest, fox, climbing, flying, eating, hopping, standing, sleeping</td>
<td>What's this? It's a squirrel. A squirrel lives in the forest. What's it doing? It's climbing a tree. The bear is climbing a tree. Is the squirrel sleeping? No. The squirrel is climbing a tree.</td>
<td>Knowing About the World and the Environment</td>
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<td>8. Listening to a story. Describing and comparing animal characteristics. Answering questions about a story. Making comparisons with big, small, long and short. Finding the one that is different. Understanding the importance of respecting animals and their habitats.</td>
<td>Big, small, tall, short, long, neck, tail, ears, legs, plain, stripes, spots, dots, elephant, mouse, kangaroo, monkey, rabbit, bird, ladybug, hippo, fish, tiger, giraffe, cheetah, bear, lion</td>
<td>What's this? It's a mouse. Which animal has a long neck? A giraffe. Which animal is different? The lion. Why? It doesn't have spots.</td>
<td>Language and Literacy</td>
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Animals Everywhere!

Unit 2
Look and check.
Lesson 17  Week 5  Animals Everywhere!  Unit 2

**Getting Started**

**Song: I’m Going to the Zoo**
Welcome students and ask them if they have ever been to a zoo. Tell students that most zoo animals come from Africa. Encourage them to name some animals they can see at the zoo or safari.

**Presentation**

**Vocabulary: Zoo animals**
Display the zoo animal cutouts one at a time. Name the different animals and have students repeat.

**Student’s Book**

**Look and check.**
Display the Student’s Book opened to page 24. Point to all the different animals at the bottom of the page and have students identify them.

**Wrap-up**

**What color is it?**
Show students the zoo animal cutouts. Encourage students to raise their hand and describe each animal by their colors.

**Extension Activity**

**More Animals**
Distribute paper (see Preparation) and colored pencils. Ask students to draw a picture of another zoo animal not mentioned in today’s class. Afterward, invite students to share their pictures and attach them to the poster.

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**Objective**
Identifying zoo animals.

**Vocabulary**
Lion, zebra, giraffe, hippo, elephant, snake, crocodile

**Grammar**
What’s this? It’s a lion. I can see a lion.

**Materials**
Colored pencils, paper, Unit 2 Poster and Cutouts, Puppets, Class CD

**Preparation**
Fold a sheet of paper into six sections and cut them out. Make enough so there is one section per student.

Puppet: What animal can I see?
Ss: A hippo.
T: Yes, I can see a hippo. Let’s go to the zoo!

Puppet: (Puppet gives the cutout to a student and they both put the cutout on the grassland scene on the poster.) What can you see?
Ss: I can see a hippo.

Alternate the puppets until all the cutouts have been placed on the poster.

Student: I can see a lion, giraffe, an elephant…
Objectives
Identifying zoo animals.
Describing locations.

Vocabulary
Lion, zebra, giraffe, hippo, elephant, snake, crocodile, behind, in front of, next to, between, rock, tree

Grammar
Where’s the giraffe?
It’s behind the tree.
The lion is in front of the rock.

Materials
Unit 2 Cutouts, Class CD, Template 2A, Unit 2 Stickers, Finger Pointers, colored pencils, re-sealable plastic bags (1 per student), beanbag, basket

Getting Started

Song: Point to the Lion
Attach the zoo animal cutouts around the classroom. Distribute Finger Pointers. Play Track 18, 'Point to the Lion.' Encourage students to point to the corresponding animal mentioned in each verse.

Review
Vocabulary: Animals and colors
Distribute copies of Template 2A. Have students point to the different pictures. Distribute colored pencils. Give commands for coloring each picture a different color.
T: Point to the snake. Color it orange.
Have students cut out all the pictures.

Presentation
Vocabulary: Prepositions
Attach the rock and tree cutouts to the board. Use the zoo animal cutouts to teach prepositions: behind, in front of, next to, between. Put the cutouts in different locations and describe them. Have students repeat after you.
T: The giraffe is behind the tree. Repeat.
Ss: The giraffe is behind the tree.
After several examples, move an animal quickly behind, in front of, next to, or between the rock and tree. Encourage students to chorally identify each location as you move the animal.
Ss: Behind, next to...

Focused listening
Have students use the template pictures to practice the prepositions. Tell them they must listen very carefully for this activity. Whisper as you give students commands, changing the animal, preposition, and object each time.
T: Put the giraffe between the rock and the tree.
Ss: (Students follow the command.)
Then ask students to describe the location.
T: Where’s the giraffe?
Ss: It’s between the rock and the tree.
Walk around the classroom making sure students have positioned their animals correctly. Have students store their template pictures in a resealable plastic bag for future use.

Student’s Book

Look and stick.
Give out Student’s Books opened to page 25. Have students observe the animals along the side of the page. Say an animal’s name and ask students to describe its location.
T: Point to the zebra. Where’s the zebra?
Ss: It’s next to the tree.
Follow the same procedure for the rest of the pictures. Distribute Unit 2 Stickers. Have students name the animal on each sticker.
T: What’s this?
Ss: It’s a lion.
Show students how to carefully peel off the stickers and stick them in the corresponding silhouette on the page. Then have students describe the location of the animals.
T: Where’s the hippo?
Ss: The hippo is behind the rock.

Wrap-up
Game: In the Basket!
Place a basket in the middle of two chairs. Divide students into two teams. A student from each team takes turns throwing the beanbag into the basket and makes a sentence about where it lands.
Sa: It’s under the chair.
Sb: It’s next to the basket.
Give a point for each correct sentence. Give additional points if the beanbag makes it into the basket.

Activity Book
p. 7
Look and stick.
Look and play.
Knowing About the World and the Environment

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<td>Identifying zoo animals. Describing locations.</td>
<td>Lion, zebra, giraffe, hippo, elephant, snake, crocodile, behind, in front of, next to, between, rock, plant, tree</td>
<td>Where's the giraffe? It's next to the tree. The lion is on the rock.</td>
<td>Unit 2 Cutouts, Template 2A, Class CD, Puppets, dice (1 for every pair of students), game markers</td>
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Getting Started

Song: I’m Going to the Zoo
Have students stand in a circle. Give out the zoo animal cutouts to different students. Play Track 17, I’m Going to the Zoo, while students march around the circle and sing. The students holding the cutouts raise the pictures when their corresponding animal is mentioned.

Review

Prepositions
Attach the zoo animal cutouts around the board. Place the rock and tree cutouts in the middle of the board. Have the puppets give commands to individual students for placing the cutouts in the correct location, changing the preposition, animal, and object each time. Then have the rest of the class say where the animal is.

Puppet: (Mario), put the elephant next to the tree.
Sr: (Student comes to the front and places the correct animal in its location.)
T: Where’s the elephant?
Sr: It’s next to the tree.
Divide the class into pairs. Distribute their sets of pictures from Template 2A. Have students give each other commands for placing the animal pictures behind, in front of, next to, or between the objects.
Sa: Put the zebra in front of the rock.
Sr: (Student follows the directions.)

Student’s Book

Look and play.
Give out Student’s Books opened to page 26. Give students time to observe the pictures on the game board. Then describe an animal and its location. Give commands for students to point to the picture you describe. Next, ask them to say the location of the animal on the picture you have described. As you are doing this, walk around the room and make sure students are pointing to the corresponding picture.

T: The crocodile is between the trees.
Sr: (Students point to the corresponding picture.)
T: Where is the crocodile?
Ss: It’s between the trees.
Follow the same procedure for the remaining pictures on the game board.
Divide the class into pairs. Students take turns rolling a die and moving their game markers the number of spaces indicated. Each student describes the location of the animal depicted on the space he or she lands on. Sa: The zebra is behind the plant. The first student to reach Finish wins the game.

Wrap-up

Song: Point to the Lion
Hide the zoo animal cutouts in different locations (behind, in front of, next to, between) in the classroom. Play Track 18, Point to the Lion. Pause the track before each verse and give students an indication of where the corresponding cutout is located.

T: The lion is under the painting table.
Play the track again. Students point to the cutout while they sing the verse.

Activity Book
p. 49
Let's make a big book.

Display the Student's Book opened to page 27. Ask students to tell you what the children are holding. Then have them point to the animals and describe their locations.

**T:** Point to the lion. Where's the lion?
**Ss:** It's behind the tree.

Tell students that they are going to make a big book just like the one in their books. Give each student two pieces of construction paper. Have them draw and paint a tree on one and a zoo animal of their choice on the other. When their paintings are dry, show them how to go around the edge with black marker and cut them out.

Next, distribute large pieces of colored paper and sample text pages. Help students glue the text to the top of their big book pages. Then help individual students decide whether they want to put their animal in front of, behind, or next to the tree and glue it in place. Ask students questions about the location of their animal. Help students fill in the blanks in the sample text. Write what students say with a yellow marker and have them trace over it with pencil. Have students write their names at the bottom of the page. Collect students' pages. Add the front and back covers and staple all the pages together to make a big book.

**Phonics Booklet**

p. 10

Directions

Distribute toilet paper rolls and masking tape. Help students tape the toilet paper rolls together with masking tape to make a pair of binoculars. Cover the tables with newspaper. Distribute green and brown watercolor paint and sponges. Show students how to sponge paint their binoculars in an overlapping manner to give them a camouflaged look.

Hide the zoo animal cutouts around the room so that just a part of the animal is showing. Pass out students' binoculars and have them line up behind you. Lead them in walking around the class while you chant: Were going on safari, follow me. I'm looking for a zebra, where can it be?

Encourage students to join in the chant. Stop at the end and ask them to look for an animal. When they see the animal, they point to it and shout out "I see...". Pretend to take a photograph of the animal. Choose a different animal and continue until students have found all of the animals.
Let's make a big book.
Color by code.

1 2 3 4 5 6 7 8 9 10

Unit 2     Animals Everywhere!     Week 6      Lesson 21
Knowing About the World and the Environment

Lesson 21     Week 6      Animals Everywhere!      Unit 2

Objectives
Identifying sea animals and plants.
Identifying numbers and colors.

Vocabulary
Colors; numbers: 1–10; crab, coral, fish, whale, octopus, sea turtle, seaweed, starfish, shark, dolphin, sea

Grammar
What's this? It's a dolphin. It's gray. A dolphin lives in the sea.

Materials
Colored pencils, pencils, Unit 2 Poster and Cutouts, balloon

Getting Started
Which number is hiding?
Write numbers 1 through 10 on the board. Identify the numbers one at a time as you point to them.
T: One, two, three...
Then point to the numbers randomly. Have students identify them chorally. Tell students to close their eyes while you erase one of the numbers. Ask them to open their eyes and identify the missing number. Write the number again. Repeat the procedure with each of the numbers.
T: Which number is hiding? 
Ss: Nine.

Presentation
Vocabulary: Sea life
Display Poster 2 and point to the sea. Tell students many animals live in it. Introduce them with the sea animal cutouts one at a time. Name the different animals and describe their colors. Then have students repeat.
T: What's this? It's a dolphin. It's gray. Repeat.
Ss: It's a dolphin. It's gray.
Repeat the procedure with the remaining cutouts.

Student's Book
Color by code.
Display the Student's Book opened to page 28. Distribute colored pencils. Have students point to each of the numbers and identify the color.
T: Point to number 6. What color is it? 
Ss: Green.

Then call out a color and have students identify the corresponding number.
T: Red! What number is it? 
Ss: One!
Next, have students identify the different sea animals and plants.
T: What's this?
Ss: It's a whale.
Have students observe the numbers on the sea animals and plants and find the corresponding color on the numbers at the top of the page.
T: Point to the octopus. What number do you see? 
Ss: Five.
T: What color is number five? 
Ss: Purple.
T: Color the octopus purple.
Students color in the rest of pictures according to the code. Walk around the classroom and ask individual students questions while they are coloring.
T: What color is the seaweed? 
Ss: It's brown.
T: Where does a starfish live? 
Sb: A starfish lives in the sea.

Wrap-up
Game: Tap and Count
Have students stand in a circle on the floor. Tap a balloon to a student and say "One." Have the student tap the balloon to another student. He or she says, "Two." Continue counting up to ten. If someone drops the balloon, the counting starts again.

Extension Activity
A Fishing We Will Go!
Choose a student to be the fisherman and give different students a sea animal cutout to hold. Sit students in a circle and teach them to chant the following rhyme:
A fishing we will go. 
A fishing we will go. 
We want to be in the sea. 
A fishing we will go!
The fisherman then chants:
I want to catch a big fat fish! 
The student holding the fish cutout gets up and runs around the circle back to his or her place before the fisherman can catch him or her. If caught, the student has to go and sit in the middle of the circle. Play the game again, giving other students a chance to be the fisherman and calling out the names of different sea animals to catch.
Objectives | Vocabulary | Grammar | Materials | Preparation
---|---|---|---|---
Identifying sea animals and plants. Identifying numbers and colors. Counting backwards. | Colors; numbers: 1–10; *fish, swim, shark, hungry* | *What is it? It’s a shark.* | Colored pencils, Class CD, paper | *Number Cards: Make large number cards, 1–10.*

**Getting Started**

*Who has it?*
Distribute *Number Cards* (see Preparation) to different students. Ask them to come to the front of the room. Help them get in order from one to ten. Ask students questions and have them raise their hands to respond individually.

*T: Who has number 4?*

*Ss: (Maria.)*

If the student responds correctly, he or she takes the place of the student holding the number card. See how fast new groups of students can get into order with the *Number Cards.*

**Presentation**

*Rhyme: Ten Little Fishies*
Play Track 19, *Ten Little Fishies* and teach students the rhyme.
Choose ten students to be the fish. Give them a *Number Card.* Choose another student to be the shark.
Ask the fish to get in line from one through ten. Then play the track again. Have students act out the rhyme.
The rest of the class chants the rhyme as the shark pretends to eat one fish for every verse, beginning with number 10 and working its way down. The fish that has been eaten sits down after every verse.

*Student’s Book*

*Trace, connect, and color.*
Display the Student’s Book opened to page 29.
Tell students this is a picture of the rhyme that they have just learned. Distribute colored pencils. First, give commands for pointing to the different numbers at the top of the page. Then point to number 1. Have students trace over it, first with their finger and then with a colored pencil of their choice. Repeat with the remaining numbers. Afterward, have students count the fish.

*T: How many fish? Let’s count.*

*T/Ss: One, two, three…ten. Ten fish.*

Have students name the color of each fish.

*T: What color is this fish?*

*Ss: It’s orange.*

Have students connect the dots with a pencil, following the numbers in order. After they have connected the dots, ask students to identify the object.

*T: What is it?*

*Ss: It’s a shark.*

Finally, have students put their finger on number 10 and move it from number to number counting backwards in unison. Let them color the picture in. Then invite them to review the rhyme once more.

**Wrap-up**

*Backwards countdown*
Have students sit curled up in a ball. Tell them they must not move as they count quietly backwards from 10 to 1.
Whisper: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1…
Shout out, “Zero.” Teach them to jump up and shout “Zero.”
Afterward, write numbers 10 through 6 near the top of the board. Then have students take turns writing the next five numbers, counting backwards, to follow in the series.

**Activity Book**

p. 51
Trace, connect, and color.
Count, stick, and write.