

Unit Objectives

By the end of the unit, students can:

- Identify and name animals, their body parts, and their habitats.
- Make statements about a picture and respond.



Student Book

Vocabulary

Animals and Animal Body Parts: camel, dolphin, ostrich, tiger, tail, feather, fin, wing

Animal Habitats: jungle, ocean, mountains, zoo, forest, desert

Skills

Listening: Identify animals and their body parts. Listen for specific information.

Speaking: Talk about animals and where they live.

Reading: Read a nonfiction text (science): **Giant Pandas**. Identify the main idea and details. Read short sentences and recognize words.

Writing: Write about a favorite animal.

Grammar

What does an ostrich have?

An ostrich has wings.

Where does a camel live?

A camel lives in the desert.

Creative and Collaborative Competencies

Animal Facts Poster

Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included on a poster and how it will be presented.

Collaboration: Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks. Determine the information to be included in a chart and how each team member will contribute to the final product.

Critical Thinking: Analyze and organize information.



Skills Book



Extra Skills Practice

Speaking and Listening: Ask and answer questions about a picture.

Reading and Writing: Read a fiction text. Recall details. Read clues to identify words. Categorize words.

Teaching with Technology

Technology can help teachers be more engaged with the class and become more active learners. Use technology to play games or research information. Take some time to find good websites from schools or institutional organizations such as museums or government agencies. For this unit's animal theme, try looking at zoo websites for more information about animals and their habitats.

Teaching with Games

Reading I Spy Game

Prepare a random list of words from the reading text and highlight them in your copy of the text. Be sure to include easy words (*a, the, and, is, are*), as well as more challenging ones. Divide the class into several teams. Say one of the words and tell students to scan the text quickly to find the word. The first student to find the word wins a point for his or her team. This activity practices word recognition and develops a very important reading skill: scanning.

Happy Teacher

After students do an activity, they need to check their understanding. Always ensure they understand what they have done and encourage them to think about why it is correct. You can do this in a number of ways: say the answers while students correct their own work; exchange books and correct one another's work; have volunteers write answers on the board; or have students share their answers with a partner. Keep students on their toes when asking them for answers. Call on them in a random order or have students nominate one another to give the next answer. Keep students moving by putting the answers up on the classroom walls so they have to get up and look for them.

Happy Class

Ask students to bring in three plastic cups to school: one green, one yellow, and one red. Explain they are traffic lights. Have them arrange them on their desks in the same order as traffic lights. Explain that they hold the green ones when they can do the activity, yellow ones when they are unsure, and red ones when they need extra help. Work with students who need extra help as needed.



UNIT 5 Lesson 1

Lesson 2

1 Listen. Then echo.



2 Listen and number. Then complete.

Animal Friends



3 The Language Lodge Page 17

1 Sing: Animal Friends.

- What's that animal over there? It has four legs and it has brown hair. It's a camel. I can tell! What does a camel have? A camel has a tail!
- What's that animal over there? It has feathers that move in the air. It's an ostrich. That's the thing! What does an ostrich have? An ostrich has wings!
- What's that animal over there? It can swim and jump in the air. It's a dolphin, fast and thin! What does a dolphin have? A dolphin has fins!

Grammar Snapshot!

What does an ostrich have? An ostrich has wings.



2 Unscramble and answer.

- have / camel / a / What / does _____ ?
- a / What / have / does / dolphin _____ ?

3 Ask and answer.

What does a camel have? A camel has a tail.

4 The Language Lodge Page 18

Lesson 1 Vocabulary

Lesson Objective: Identify animals and their body parts.
New Vocabulary: camel, dolphin, ostrich, tiger, tail, feather, fin, wing
Materials: Audio Tracks 28 and 29, images of animals

Start the Class

Show images of the following animals: lion, elephant, and giraffe. Have students identify them and say where they can see them—for example, at a zoo. Explain that they are going to learn about other zoo animals today. Encourage them to name any other animals they like or know at the zoo.

1 Listen. Then echo.

Play Track 28 and have students listen and point to the pictures as they hear them mentioned. Play Track 28 again and have students echo the words. Say the words that have the *f* sound (*dolphin*, *feather*, and *fin*) and point out the different spellings. Point to the body parts for students to say which animals on this page have them. Then divide the class into two groups and have one group say the new vocabulary words and the other group echo them. Then have the groups switch roles.

Try This! Tell students that they are going to work with a partner to think of clues to describe an animal. Explain that they must use sentences with *I have ...* or *I am ...*. Tell the class to think of at least three clues to describe the animal. Then have volunteers share their clues for the class to guess the animals.

2 Listen and number. Then complete.

Tell the class they will listen to the song "Animal Friends." Play Track 29 and have students point to the animals as they hear them mentioned in the song. Explain to the class that they will hear the song again and number the animals in the order they appear in the song. Play Track 29, then check answers with the class.

Play Track 29 again and have students complete the missing lyrics. Play Track 29 once more, pausing to allow time to check answers and write any missing words. Then check answers with the class by having volunteers read the completed sentences.

3 The Language Lodge Page 17

Have students flip to The Language Lodge Page 17.

1 Match. Explain to students that they will match the words to the pictures. Circulate among the class, helping as needed. When they finish, have students compare their answers with a partner. Walk around to monitor and check answers.

Spelling Check! Spell the animal words aloud. Then complete. Have students close their books. Tell them that they will take turns saying and spelling the animals and animal body parts with a partner. Then tell students to write the number of words they can spell correctly.

Finish the Class

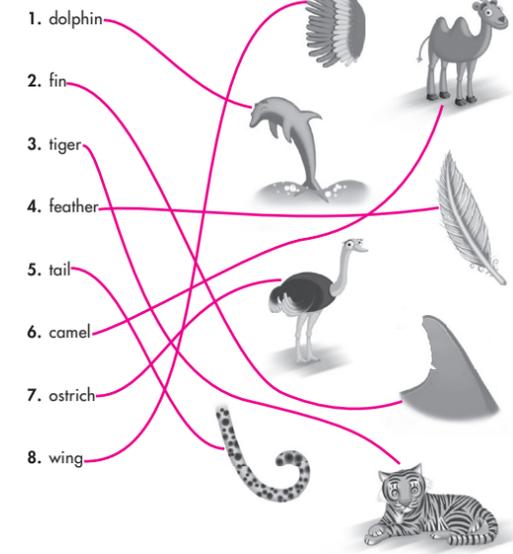
Organize the class into groups of three or four. Tell the groups they have three minutes to think of other animals that have tails, feathers, fins, or wings. Have the groups share their ideas with the class.

Lesson 1

This may also be completed for homework.

UNIT 5 Lesson 1

1 Match.



Spelling Check! Spell the animal words aloud. Then complete. I can spell _____ words.

Use the Presentation Kit for interactive activities in this lesson. Have students use the Happy Campers app for additional practice with the new vocabulary. The Language Lodge Page 17 may also be completed for homework.

Lesson 2 Grammar

Lesson Objective: Ask and answer questions about animals' body parts.

New Grammar: What does an ostrich have? An ostrich has wings.

Vocabulary Review: camel, dolphin, ostrich, tiger, tail, feather, fin, wing

Materials: Audio Track 29

Start the Class

Give each student a strip of paper. Tell them to scramble the letters of a word from Lesson 1 on one side of the strip and write their names on the other. Collect and redistribute the paper strips. Tell students to unscramble the words and pass them back to the original student to be checked.

1 29 Sing: Animal Friends.

Play **Track 29**. Tell students they are going to listen to the song as they read along. Play **Track 29** and have students sing along.

2 Unscramble and answer.

Direct the class to the Grammar Snapshot! and read it together. Write the scrambled question *does / an / have / What / ostrich / ?* on the board. Have a volunteer unscramble it and circle *does* and *have*. Explain that when a question uses *have*, we add an auxiliary: *does*. Write the scrambled answer *wings / ostrich / has / An* on the board and have a volunteer unscramble it and circle *has*. Point out that there is no auxiliary in affirmative sentences, and that we use *has* to refer to a singular animal.

Tell students to look at the two questions in the activity, unscramble them, and then write the answers. Check answers with the class.

3 Ask and answer.

Have two volunteers read the speech bubbles aloud. Group students into pairs to ask and answer questions about different animals.

Try This!

Have students ask 10 *yes/no* questions to guess an animal you are thinking of by asking *Does it have a (tail)?* The first student to guess correctly comes to the board to answer the class's questions about a new animal. Play several times.

4 Page 18 The Language Lodge

Have students flip to **The Language Lodge Page 18**. Have two volunteers read the Grammar Snapshot! aloud.

1 Look and answer.

Tell the class to look at the animal pictures and circle their body parts. They will use these body parts to answer the questions. Have students complete the activity individually. Then have some volunteers read the questions and others answer them.

2 Draw your favorite animal. Then complete.

Have students draw their favorite animals and complete the question and answer about it. Have students share their drawings and sentences with the class.

Finish the Class

Tell each student to write his or her favorite animal from the lesson on a strip of paper. Play **Track 29** again and have students walk around. Pause it for them to get into groups of the same animals. Each group says the name of their animal and the body parts it has. Students exchange papers and play again.

Use the **Presentation Kit** for interactive activities in this lesson.

The Language Lodge Page 18 may also be completed for homework.

For additional class time, use **Pages 28 and 29** of the Skills Book. Go to **Page 172** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

UNIT 5 Lesson 1

1 28 Listen. Then echo.



2 29 Listen and number. Then complete.

Animal Friends



3 Page 17 The Language Lodge

Lesson 2

1 29 Sing: Animal Friends.

- What's that animal over there? It has four legs and it has brown hair. It's a _____. I can tell! What does a _____ have? A _____ has a _____!
- What's that animal over there? It has feathers that move in the air. It's an _____. That's the thing! What does an _____ have? An _____ has _____!
- What's that animal over there? It can swim and jump in the air. It's a _____, fast and thin! What does a _____ have? A _____ has _____!

Grammar Snapshot!

What does an ostrich have?
An ostrich has wings.



2 Unscramble and answer.

- have / camel / a / What / does
What does a camel have?
A camel has a tail.
- a / What / have / does / dolphin
What does a dolphin have?
A dolphin has fins.

3 Ask and answer.

What does a camel have? A camel has a tail.

4 Page 18 The Language Lodge

Lesson 2

Lesson 2

Grammar Snapshot!

What does an ostrich have?
An ostrich has wings.



1 Look and answer.

- What does a dog have?
(Students' own answers)
- What does a butterfly have?
(Students' own answers)
- What does a lion have?
(Students' own answers)

2 Draw your favorite animal. Then complete.

(Students' own answers.)

What _____ a _____ have?
A _____ has _____.

This may also be completed for homework.

Lesson 3

Shutterbugs

Lesson 4

1 What animal does Tom want to see?

2 Read and listen.

1 Where does a tiger live?

These tigers live in the zoo.

A tiger lives in the jungle. See?

Tigers live in the mountains, too!

3 Dictation! Listen and write. Then say.

- | | |
|---|--|
| 1.  <u>jungle</u> | 2.  <u>ocean</u> |
| 3.  <u>mountains</u> | 4.  <u>zoo</u> |
| 5.  <u>forest</u> | 6.  <u>desert</u> |

4 Page 19 The Language Lodge

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1 Listen again to Shutterbugs.

Snakes live in the forest and in the desert.

2 I love big animals! I want to see a big dolphin, too!

3 Too bad! Dolphins live in the ocean!

This snake lives in a tree!

Now Tom looks like he lives in the ocean, too!

2 Grammar Snapshot! Unscramble.

- jungle / the / in / A / lives / tiger
- dolphin / lives / A / in / ocean / the

3 Listen and cheer!

Where does a camel live? In the desert!
A camel lives in the desert!

4 Page 20 The Language Lodge

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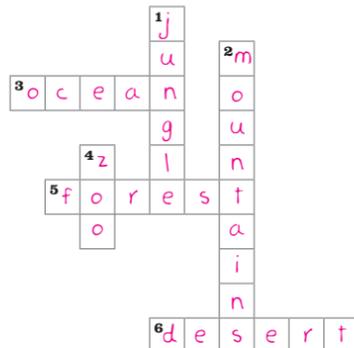
Lesson 3

1 Write. Then complete the puzzle.

↓ Down

→ Across

- | | |
|---|--|
| 1. <u>jungle</u>  | 3. <u>ocean</u>  |
| 2. <u>mountains</u>  | 5. <u>forest</u>  |
| 4. <u>zoo</u>  | 6. <u>desert</u>  |



✓ Spelling Check! Spell the animal habitats aloud. Then complete. I can spell words.

Lesson 3

 This may also be completed for homework.

Lesson 3 Vocabulary in Context

Lesson Objective: Identify animal habitats and where certain animals live.

New Vocabulary: jungle, ocean, mountains, zoo, forest, desert

Review Vocabulary: tiger, snake, elephant, tree, dolphin

Materials: Audio Tracks 29, 30, and 31; flashcards with animals

Start the Class

Divide the class into three groups. Explain that they are going to sing "Animal Friends." Each group stands together in different parts of the classroom and sings and mimes one verse. Have each group decide how to mime the body parts for their verse beforehand. Play Track 29 and have students sing in their groups as they mime the animal body parts.

1 What animal does Tom want to see?

Point to the different characters and elicit their names: Lisa, Clare, Tom, and Sam. Ask *Where are they?* Elicit *at the zoo*. Have them name the animals there (*tiger, snake, and elephant*). Invite a volunteer to read the question and have students scan the comic strip to find the answer: *Tom wants to see a big dolphin*.

2 Read and listen.

Have students look at the pictures on Pages 42 and 43 and name as many things as they can see in the pictures: *camera, poster, etc.* Play Track 30 and have students read and listen. Divide the class into groups of four to role play the comic strip.

Try This!

To review comprehension about the comic strip, say where an animal lives—*It lives in the jungle*—and have students point to the correct picture of the animal (*tiger*). Repeat with the other animals.

3 Dictation! Listen and write. Then say.

Play Track 31. Pause the audio for students to write the words. Play Track 31 again and have students check their answers with a partner. Ask volunteers to write the answers on the board. Have students listen again and repeat the words chorally.

Audio script Track 31

1. jungle 2. ocean 3. mountains 4. zoo 5. forest 6. desert

4 Page 19 The Language Lodge

Have students flip to The Language Lodge Page 19.

1 Write. Then complete the puzzle.

Point to the pictures and elicit what each habitat is. Students write the words next to the pictures and then in the crossword. Have students check their answers in pairs.

Spelling Check! Spell the animal habitats aloud. Then complete.

Have students close their books. Tell them that they will take turns saying and spelling the animal habitats with a partner. Then tell students to write the number of words they can spell correctly.

Finish the Class

Divide the class into pairs. Tell students to close their eyes while you place animal flashcards on the board. Students open their eyes, look at them for 30 seconds, and then close their eyes again while you change locations of at least one flashcard. Give pairs one minute to talk about the difference(s). Repeat the activity as time allows.



Use the **Presentation Kit** for interactive activities in this lesson.



Have students use the **Happy Campers app** for additional practice with the new vocabulary.



The Language Lodge Page 19 may also be completed for homework.

Lesson 4 Grammar in Context

Lesson Objective: Ask and answer questions about where animals live.

New Grammar: Where does a camel live? A camel lives in the desert.

Vocabulary Review: jungle, ocean, mountains, zoo, forest, desert

Materials: Audio Tracks 30 and 32, cards, some music

Start the Class

Write animal riddles on the board. Have students figure them out with a partner. For example, write *It has wings but it doesn't have feathers (butterfly); It has a tail but it doesn't have legs (snake); It has a fin and a tail (dolphin); It lives in desert and it has a tail (camel); It has wings and feathers but it can't fly (ostrich).*

1 Listen again to Shutterbugs.

Tell students they will listen to the comic strip again as they read along. Play Track 30. Explain that they should point to the animals and their habitats as they are mentioned.

2 Grammar Snapshot! Unscramble.

Write *Where ... ?* on the board. Tell students to look at the comic strip and find a question beginning with *Where ... ?* Have a volunteer complete the question on the board using a different color. Have students underline the sentences about animal habitats. Explain that these scrambled sentences answer the question.

Tell students to unscramble the sentences individually and then compare their answers with a partner. Have volunteers share their answers with the class.

Try This!

Write scrambled sentences about animals on cards. Have students form a circle. Give random students cards and tell students to pass them to the right. Play some music; when the music stops, the students with the cards go to the center of the circle and say the unscrambled sentences. Play several times.

5 min

5 min

10 min

10 min

3 Listen and cheer!

Tell students they will listen to the cheer and read the words. Play Track 32. Have students underline *Where does* and *A camel lives*. Play Track 32 again and have students say the cheer along with the audio.

4 Page 20 The Language Lodge

Have students flip to The Language Lodge Page 20. Direct the class to the Grammar Snapshot! box. Divide the class into two groups. Have one group read the question aloud and the other group read the answer. Then have them change roles.

1 Complete.

Tell the class to complete the questions and the answers individually. Have them compare their answers with a partner, then check answers as a class.

2 Draw an animal and where it lives. Then complete.

Tell students to draw a picture of an animal in its habitat. Explain that they will complete the question and answer it. Have volunteers share their drawings and answers with the class.

Finish the Class

Have students work in groups of three to add different animals and animal habitats to the grammar cheer. Encourage them to mime the different animals as they cheer. Have volunteer groups teach their cheers to the class.

5 min

10 min

5 min



Use the **Presentation Kit** for interactive activities in this lesson.



The Language Lodge Page 20 may also be completed for homework.

Lesson 3

Shutterbugs

1 What animal does Tom want to see?

2 Read and listen.

Where does a tiger live? These tigers live in the zoo.

A tiger lives in the jungle. See? Tigers live in the mountains, too!

3 Dictation! Listen and write. Then say.

1.	2.
3.	4.
5.	6.

4 Page 19 The Language Lodge

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Lesson 4

1 Listen again to Shutterbugs.

Snakes live in the forest and in the desert.

I love big animals! I want to see a big dolphin, too!

Too bad! Dolphins live in the ocean!

This snake lives in a tree!

Now Tom looks like he lives in the ocean, too!

2 Grammar Snapshot! Unscramble.

- jungle / the / in / A / lives / tiger
A tiger lives in the jungle
- dolphin / lives / A / in / ocean / the
A dolphin lives in the ocean

3 Listen and cheer!

Where does a camel live? In the desert!
A camel lives in the desert!



4 Page 20 The Language Lodge

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Lesson 4

Grammar Snapshot!

Where does a camel live?
A camel lives in the desert.



1 Complete.

- Where does a monkey live?
A monkey lives in the jungle.
- Where does a dolphin live?
A dolphin lives in the ocean.
- Where does a bear live?
A bear lives in the forest.

2 Draw an animal and where it lives. Then complete.

(Students' own answers.)

(Students' own answers.)
Where does a _____ live?

A _____ lives in _____.

20

Student Book Page 43



This may also be completed for homework.

Lesson 5

Lesson 5

1 Circle the things a giant panda has.

legs

black and white fur

wings

a small tail

2  33 Read and listen.

Giant Pandas

A giant panda is a big beautiful bear. It has black and white fur. It has four big legs and a small tail. It also has small eyes and round ears.

Newborn pandas don't have a lot of fur. They are very small. You can even hold one in your hand! When they grow, pandas can be big and tall like people.

Pandas eat a lot of plants. But their favorite plant is bamboo. They can eat bamboo for 12 hours every day. Pandas need a lot of bamboo to be strong and healthy.

Pandas are endangered. There are not many pandas in the world. Where do pandas live? Pandas live in China. Many pandas live in the mountains. They can also live in the forest. Some pandas live in zoos. People need to take care of them so we can always see these beautiful black and white bears.



Lesson 5 Nonfiction Reading

Lesson Objectives: Make predictions about a text based on photos. Read a nonfiction text to practice unit language.

New Vocabulary: panda, fur, newborn, endangered, bamboo

Vocabulary Review: bear, legs, tail, eyes, ears, hand, big, mountains, forest, zoo, plants

Grammar Review: It has four big legs. Where does a panda live?

Materials: Audio Track 33

Start the Class

10 min

Give each student a strip of paper with the name of an animal: *hippo, dolphin, butterfly, camel, tiger, cat, elephant, fox, dog, ostrich, eagle, bear, rabbit, panda, lion, monkey*, etc. Make sure students know the animals. Elicit words for animal body parts: *feathers, wings, tail, fin*. Write the body parts on four pieces of paper and put them in the four corners of the classroom. Then have students stand next to the body part their animal has. Explain that for animals that have two or more of the body parts, students may choose where they want to stand. Finally, have individual students say the body part their animal has: *A monkey has a tail.*

1 Circle the things a giant panda has.

5 min

Tell students to open their books to **Page 44**. Elicit the name of the animal they see in the photos.

Make sure students understand *fur*. Point out that animals have *fur*, but humans have *hair*.

Have students work with a partner to name as many panda body parts as they can. Circulate around the class to monitor students and help as needed. Then have them read the directions and circle the correct body parts. Review the answers with the class.

2  33 Read and listen.

20 min

Play **Track 33** and have students listen to the text and follow the words in their books as they read and listen. Draw two columns on the board and label them *Body Parts* and *Habitat*. Tell students that they will work with a partner to look for words in the text that talk about pandas' body parts and their habitats: *fur, legs, tail, eyes, ears; mountains, forest, zoo*. Ask volunteers to the board to write the words in the correct columns.

Divide the class into groups. Tell students that they are going to read the text again in their groups. Explain that they will take turns reading a part of the text aloud. Remind them to read clearly so everyone can understand; the rest of the group will follow the words in their books. Circulate among groups to check rhythm and intonation. Help as needed.

Try This!

10 min

Explain to students that they are going to read a sentence triangle. Write the following words and phrases on the board, each one on a line below the other to form a triangle: *Newborn / Newborn pandas / Newborn pandas don't / Newborn pandas don't have / Newborn pandas don't have a lot of / Newborn pandas don't have a lot of fur*. Read each line aloud, beginning with the top line, and have students repeat until the entire sentence is read out. Divide the class into pairs. Explain that they are going to take turns reading the sentence in the same way. Circulate around the classroom, correcting pronunciation and helping as needed.

Finish the Class

5 min

Explain to the class that they are going to work in pairs. Tell students to close their books and say as much key information as they can remember from the text. Then have them open their books and see which information they didn't mention. Walk around and monitor the activity, checking and correcting pronunciation as needed.



Use the **Presentation Kit** for interactive activities in this lesson.

Lesson 6 Reading Comprehension / Writing

Lesson Objectives: Recall the main idea and details from a text. Personalize the text.

Vocabulary Review: panda, fur, newborn, endangered, bamboo

Grammar Review: A panda has black and white fur. It lives in the forest.

Materials: Audio Track 33, images of animal body parts and habitats, a blank flashcard

Start the Class

On the board, write *The wings panda does butterfly are is lives in a dolphin big desert ocean bear*. Explain that there is a hidden sentence and students have to copy the words and circle the ones that make the sentence: *The panda is a big bear*. Write other hidden phrases on the board for them to copy and find.

1 33 Listen again to Giant Pandas.

Tell students they will listen to the text again. Play Track 33. Remind them to follow the text in their books as they read and listen.

2 Circle True or False. Correct the false sentences.

Have volunteers read the directions and the four sentences in the activity. Explain that they will work individually to decide if the sentences are true or false according to the text on Page 44. Remind them that they must write a true sentence for the ones that are false. Allow time for students to complete the activity, then have them share their answers with a partner.

Tell students they are going to listen to "Giant Pandas" again to check their answers. Play Track 33 again and pause to allow students time to check the activities. Read the sentences and have the class say *true* or *false*; have volunteers read the corrected sentences.

3 Zoom in on Writing! Write notes about your favorite animal.

Call out a habitat, such as *jungle*, and elicit names of animals that live in that habitat (*monkey, tiger, snake*). Continue with other habitats in order to review the animals they have studied in this unit. Have a volunteer read the directions. Explain to students that they will write notes about their favorite animals. Circulate

around the class to monitor students' notes and help as needed. Ask them guided questions such as *What does a monkey have? It has a long tail. Where does it live? It lives in the jungle.*

Try This!

Have students write down their three favorite animals. Group students into two teams and have each team form a circle, one inside the other. Play some music while they walk around in opposite directions. Stop the music and have them share their favorite animals and a fact about them with the students across from them. Repeat several times so they talk with different classmates.

4 Writing Time! Write about your favorite animal.

Explain to the class that they are going to write some sentences using the notes in Activity 3. Remind students that each sentence begins with a capital letter and ends with a period. Circulate around the class to monitor students' work and help as needed. Check students' sentences while they are writing. Allow students time to write and then have them exchange their sentences with a partner. Have volunteers share their sentences with the class.

Finish the Class

Draw a Tic-Tac-Toe grid on the board and place an animal body part or habitat image in each square, with the image facing the board. Divide the class into two teams: X and O. They will take turns turning over one of the cards and saying and spelling the word. If they spell it correctly, they remove the card and draw their team's symbol in the square. If they turn over the joker (a blank flashcard), they lose a turn. The first team to get three squares in a row wins.

 Use the **Presentation Kit** for interactive activities in this lesson.

 For additional class time, use **Pages 30 and 31** of the Skills Book. Go to **Page 173** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

Lesson 6

Lesson 6

1 33 Listen again to Giant Pandas.

2 Circle True or False. Correct the false sentences.

1. A panda has black and white wings.

True False

A panda has black and white fur.

2. A panda has a tail.

True False

3. A panda eats a lot of plants.

True False

4. A panda lives in the desert.

True False

A panda lives in the forest/mountains/zoo

3 Zoom in on Writing! Write notes about your favorite animal.

My favorite animal: (Students' own answers.)

(Students' own answers.)

(Students' own answers.)

(Students' own answers.)

4 Writing Time! Write about your favorite animal.

My favorite animal is (Students' own answers)

Lesson 7

Lesson 7

Team Up!

- 1 Think about four animals. Write about what they have.

dolphin: fins and tail
ostrich: feathers and wings

- 2 Share with your team.

A dolphin has fins and a tail.

An ostrich has feathers and wings.

- 3 Team up and make an Animal Facts Poster.



Lesson 7 Creative, Collaborative, and Critical Thinking Activity

Lesson Objective: Create and present an animal facts poster to review unit language.

Vocabulary Review: camel, dolphin, ostrich, tiger, tail, feather, fin, wing, jungle, ocean, mountains, zoo, forest, desert

Grammar Review: What does an ostrich have? An ostrich has wings. Where does a camel live? A camel lives in the desert.

Materials: construction paper; markers, crayons, or colored pencils

Start the Class

5 min

Divide the class into three teams. Explain that Team A will write a word on the board, for example, *jungle*. Team B then writes a word beginning with the last letter of that word, for example, *elephant*. Team C continues with the same pattern. Explain that they cannot repeat words. The team with the most words wins.

- 1 Think about four animals. Write about what they have.

5 min

Tell students to look at **Page 46** and have volunteers read the directions and the examples. Explain that they are going to work individually and write down the names of four animals and what they have: *tails, feathers, fur, wings, fins*, etc.

- 2 Share with your team.

10 min

Ask volunteers to read the speech bubbles. In groups of four, have students share their notes about animals and the body parts they have. Monitor to check pronunciation and help as needed.

Try This!

5 min

Give students the strips of paper with the names of animals from Lesson 5. Say *This animal has feathers and wings*. Students who have animals with those characteristics stand up and say the name of their animals. Continue with other sentences about animals such as: *This animal lives in the ocean*.

- 3 Team up and make an Animal Facts Poster.

20 min

Draw five rows on the board with the following headings: *Animal, Can, Has, Lives, Is*. Have volunteers go to the board and write the information about a dolphin on the chart. Have students copy the chart in their notebooks and then circle *can, has, lives, is* in the sentences.

Have students look at the Animal Facts Poster on **Page 46**. Explain that each team will choose one of the animals and make an illustrated poster about it. Remind them that they are going to write about four things: the animal's abilities, a body part, its habitat, and a factual adjective.

Be sure each team member contributes to the project. Remind students that they have to work together to agree on the information on their poster and that the ideas should come from the team, not just one person. Remind them to write facts clearly and spell them correctly. Have teams share their posters with the class. Be sure each member of the team speaks at least once. Display the posters in the classroom.

Finish the Class

5 min

Say true and false sentences about the animals from this lesson. Students put their thumbs up if they are true, and thumbs down if they are false. If students answer incorrectly, they are out and sit down. The last student standing is the winner.



Lesson 8 Review

Lesson Objective: Review language from Unit 5.

Vocabulary Review: dolphin, camel, ostrich, tiger, tail, desert, ocean, wing, forest

Grammar Review: What does an ostrich have? An ostrich has wings. Where does a camel live? A camel lives in the desert.

Start the Class

Divide the class into small teams and distribute sheets of paper. Have a student from each team come to the board. Show each student a vocabulary word from this unit. The players return to their teams and draw a picture to represent the word without speaking. The first team to guess the word correctly wins a point. Repeat the activity until all students have drawn at least once. The team with the most points wins.

1 Spelling! Complete. Then find the mystery word.

Tell students they are going to find a mystery word. Point to the pictures and explain to students that they are going to write the animals' names and then write the mystery word using the letters in the circles. Circulate around the class to monitor students and help as needed. Tell students to compare their answers with a partner. Review the answers by having volunteers write the words on the board. Elicit the type of mystery word from the class (*habitat*).

2 Write questions.

Review the question words *who*, *what*, and *where* with the class. Explain to students that they will look at the answers and write the questions. Tell students to work individually and then compare their answers with a partner. Circulate among the class, helping as needed. Then have volunteers write the sentences on the board.

Try This!

Have students stand in a circle. Explain that they are going to spell animal or habitat words, letter by letter. The first student says the first letter, the next says the second letter, and so on. After the last letter, the next student says the word again. Say a word from the unit and have students begin the spelling chain. Repeat the activity with other words as time allows.

3 Word Play! Find and circle the words from Unit 5 on Page 72.

Have students turn to **Page 72** and tell them to find and circle the animal, animal body part, and animal habitat vocabulary words from Unit 5. Then have students check the words they found with a partner.

Finish the Class

Divide the class into teams according to their seating arrangements. Say one of the animal body parts from this unit (*feather, wing, fin, tail*) and have them write the body part and as many animals as they can think of with that part. Repeat until you have named all the body parts. Check the answers with the class. The team with the most points wins.



Use the **Presentation Kit** for interactive activities in this lesson.



For additional class time, use **Pages 32 and 33** of the Skills Book. Go to **Page 174** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

Lesson 8

Round Up!

1 Spelling! Complete. Then find the mystery word.

-  d o l p h i n
-  c a m e l
-  o s t r i c h
-  t i g e r
-  t a i l

Mystery word: d e s e r t

2 Write questions.

- where does a dolphin live ?
A dolphin lives in the ocean.
- what does an ostrich have ?
An ostrich has wings.
- where does a bear live ?
A bear lives in the forest.

3 Word Play! Find and circle the words from Unit 5 on Page 72.