UNIT 7

Animals Around Us

English Language Learners ........... 2
Three-Year-Olds .................... 3-4
Small Groups ....................... 5-6

Visit www.macmillanmh.com for online games linked to Unit 7 key skills.
English Language Learners

Objective  Develop oral vocabulary
Materials  Oral Language Cards, classroom objects

Use these and other suggestions to provide extra support for those children with English language learning needs.

- Read each Unit 7 book to English Language Learners in small groups prior to reading it to the entire class. Focus on naming characters and basic objects in the book.

- Use music, movement, and realia (real objects) in lessons, where appropriate.

- Focus on classroom functional words and phrases. Teach the following in Unit 7: quietly, speak, glue, water, and The ___ can ___.

- Make a copy of the Unit 7 Oral Language Cards in Great Downloadables. Help children learn the word for each card. Say the animal name and have children repeat. Discuss which is the “mommy” animal and which is the “baby.” Display all the mommy cards with the baby cards. Have children tell the name of each card.

In addition, go to www.macmillanmh.com and click on the Unit 7 games and activities. These games are designed to build basic vocabulary.

Game 1: Relative Terms/Farm Animals  Children will put animals in order according to size.

Game 2: Baby and Adult Animals  Children will match baby to mother animals.

Game 3: Ll, Kk Sort  Children will sort images by the sound of /k/ or /l/.
Lesson Modifications

Manage Expectations  Three-year-olds are at a different place developmentally than four-year-olds. They should not be held responsible for the same skill levels as four-year-olds. For example, a four-year-old is gaining coordination with his or her small muscles and can use scissors and glue with more skill. A three-year-old may have difficulty using scissors or gluing defined areas. Therefore, either cut out pieces for them ahead of time or assist them cutting and gluing.

See the article “Ages and Stages – Three Year Olds” at www.nncc.org/Child.Dev/ages.stages.3y.html for specific intellectual, physical and social/emotional development examples.

Dramatic Play  Three-year-olds may show a high level of excitement and noise when they are left free to play in the Dramatic Play Center. Model and talk with them about speaking softly and using their “indoor” voice in the center.

Social Studies  Be sure to specifically discuss and demonstrate how to care for a class pet. Three-year-olds may not be aware of how fragile the pet may be and the children could unintentionally hurt it if they aren’t taught how to handle it properly.

Introduce Book

Objectives  Listen and comprehend; learn new vocabulary

Materials  The Very Hungry Caterpillar by Eric Carle (See Unit 7 bibliography, Teacher Edition page 423.)

- Read the Book  Read the title and author/illustrator of the book as a child tracks the print on the cover. Have children tell what they think the book might be about. Then ask children to listen carefully and look at the pictures to find out what happens to the very hungry caterpillar. Use a child-friendly explanation and the pictures to point out these words: egg, caterpillar, cocoon, butterfly.

- Respond  Ask: Why do you think the tiny caterpillar became a big, fat caterpillar? Why did the caterpillar get a stomachache? What were some of the things the caterpillar ate?

ELL  Reread each selection with your English language learners in small groups. Use actions and pictures to focus on basic vocabulary. Use sentence frames to guide oral responses, such as The ___ can _____. Have children complete the frame, then repeat the whole sentence.
Read and Respond  Tell children that you will read *The Very Hungry Caterpillar* again. Review with children that the character in a story is who the story is about. Say: The main character in this story is the caterpillar. Tell children that in most stories the main character has a problem. Ask: What do you think the caterpillar’s problem is? Say: Let’s reread the story to see how the caterpillar solves his problem.

Model Retelling  Page through the book and model how to retell the story. Then guide children to retell the story showing the pictures and prompting students with questions.

Write Facts  Discuss with children that this book shows the steps of a caterpillar becoming a butterfly. Read the book. Have children list the steps of the caterpillar becoming a butterfly. First a little egg, then out pops a tiny caterpillar, next a caterpillar eats and grows big, then a caterpillar builds a cocoon, he stays there more than two weeks, and lastly he comes out a butterfly.

Write About It  Have children draw a picture of one of the steps. Then have them tell the step as you write a label on their picture.

Let’s Find Out  Extend children’s knowledge by discussing a concept in the book. Display the picture of the egg on the leaf from the book. Ask: What is this a picture of? Yes it’s a picture of an egg on a leaf. What do you think is inside the egg? Yes there’s a tiny caterpillar inside. (Optional: Show pictures of other animals such as reptiles and birds that are hatched from eggs.) Say: Can you think of a farm animal that comes from an egg? Yes that’s right; a chicken comes from an egg. A chicken is a type of bird and birds are hatched from eggs. Give a child friendly explanation for the word hatch. Have you ever seen a bird’s nest in your yard or neighborhood? What did it look like? A mother bird builds a nest so she can lay her eggs there. The nest will keep the eggs until they hatch.
**Small Groups**

**Phonological Awareness**

**If** children have difficulties identifying beginning sounds blending by onset/rime,

**Then** use the following activities.

- Review “I Am a Little Duck” from the Literacy and Language Flip Chart, page 33. Tell children that you can say a word in parts. You will say the first part of the word, then the rest of the word. Lastly you put the parts together to form a whole word. Model with the word lake: /l/ …ake. What’s the word? lake. Continue with other one syllable words from the poem.

- Use the fingerplay “My Dog Rags” to practice identifying beginning sounds. Show the Literacy and Language Flip Chart, page 34. Review the fingerplay with children, performing the actions. Say: *The word dog begins with the /d/ sound: /d/-/d/-/d/ dog.* Have children repeat after you. Ask: *What other word has the same beginning sound as you hear at the beginning of the word dog? Rags? Sags? Dance? Walks?* Practice identifying initial sounds with other words in the fingerplay.

**Alphabet Recognition**

- Show the letter cards for *Ll, Kk, and Uu.* Write the letters on chart paper. Review each letter connecting the letter to its sound. *Say: The letter u stands for the sound /uuuu/ as in cup.* Repeat using *l* and *k.* Point to each of the letters and have children say the sound. Next have children practice writing one page of each letter using both upper and lowercase.

- Teach the Spanish pronunciation of the Spanish alphabet using “A be ce Pronunciation Guide” CD 3:15. Then practice speaking the Spanish alphabet with children. (You may wish to use the Read Aloud Anthology page 126 to see the text.) Explain to children that it is the alphabet for the Spanish language. Have children sing the song along with the recording “A be ce” CD 3:14. Have them sing it again this time clapping and stepping in place with the beat.

Macmillan/McGraw-Hill
Cut out the Unit 7 animal Oral Language Cards in the Great Downloadables. Tape several of the cards in a long column on chart paper. Then write the name of the animal on chart paper leaving space in front of each word. Have the class make up first names for each animal that start with the same initial sound as the animal. Write these names on the chart paper, such as: Happy Horse, Peter Pony. Then work with children to have them identify some of the letters in print. Ask: Which of the words have the letter H in them? Have volunteers circle the letter H. Continue with the letter C and P. Distinguish uppercase from lowercase letters. Invite children to tell if they recognize any other letters.

Write the word Bingo on chart paper. Ask children to identify the letters in the word, then count the number of letters. Sing the song “Bingo” with the recording CD 2:12. Guide children to create other names for the dog. Write the names on chart paper identifying and counting the letters. Then sing the song with the new name (select a five-letter name, of possible).

Cut out the Unit 7 size comparison Oral Language Cards in the Great Downloadables. Show the cards to children. Discuss and point out the differences in size on each card. Have three children stand and put them in order of tall, taller, and tallest telling the class the words after you put them in order. Next have three more children stand and have the class place them in “tall” order, then tell the comparison words. Use other visuals to demonstrate the size comparisons of big and long.