Animals in the Wild

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Visit www.macmillanmh.com for online games linked to Unit 9 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 9 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 9: line up, tape, straight line, and What does a ___?

- Make a copy of the Unit 9 Oral Language Cards in Great Downloadables. Help children learn the word for each card. Say each animal name and have children repeat. Show each card and call out the name, then have children pretend to be each animal.

In addition, go to www.macmillanmh.com and click on the Unit 9 games and activities. These games are designed to build basic vocabulary.

Game 1: Animal Homes  Children will match animals to their habitats.

Game 2: Animal Features  Children will sort animals by number of legs.

Game 3: Matching Same Letters  Children will match upper to lowercase letters Vv, Jj, and Qq.
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.

Writing/Drawing Center Three-year olds may not be able to easily identify the parts of an animal. Cut out the Unit 9 animal Oral Language Cards in Great Downloadables. Use the picture cards to guide children in identifying a part of the animal such as horn, trunk, wing, nose, or stripes, as they draw.

Social Studies Center It may be helpful to discuss with three-year-olds the ways they can use art materials to show specific attributes of an animal. Talk with children about the animal they wish to make and guide them in possible art material choices for their paper bag puppet.

Introduce Book

Objectives Listen and comprehend; learn new vocabulary.

Materials Wild Baby Animals by Karen Wallace (See Unit 9 bibliography, Teacher Edition page 424.)

- Read the Book Have a child point to the title and author of the book as you read it aloud. Have children listen as you read the book and look carefully at the photographs to find out more about baby animals. Use a child-friendly explanation and the pictures to point out these words: hooves, tail, trunk, claws.

- Respond Ask: What are some of the things baby animals eat when they are little? What does a baby animal do when there’s danger around?

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. Have children complete the frame, then repeat the whole sentence.
Reread

**Objectives**  Begin to retell a story; compare and contrast information; learn new vocabulary.

**Materials**  *Wild Baby Animals*

- **Read and Respond**  Tell children that you will read *Wild Baby Animals* again. Reread the book, then discuss with children how baby animals are the same and how they are different. Ask: *How big is a newborn kangaroo when it’s born? Where does it live while it’s still a baby? What animal can stand on its hooves a few minutes after it is born?*

- **Model Retelling**  Page through the book and model how to retell the information provided. Then guide children in retelling as you show the photographs.

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**Shared Writing**

**Objectives**  Participate in writing facts; respond to a book by drawing and labeling a picture.

**Materials**  *Wild Baby Animals*

- **Write Facts**  Reread the book. Remind children that a fact is something that is true. Page through the book and ask what facts about baby animals the children see. Guide children to list the facts. Write these on chart paper.

- **Write About It**  Have children choose one of the facts and draw a picture about it. Guide them to orally dictate a sentence as you write it on the bottom of their papers. For example: *A baby zebra can run.*

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**Let’s Find Out**  Extend children’s knowledge by discussing a concept in the book. Page through the book and discuss with children how life for an animal baby is the same and different than it is for a person’s baby. Show pages 4-5. Say: *Many baby animals are born helpless and need their mothers to protect them. When we were born were we helpless? Yes, that’s right we were helpless when we were born. We needed someone to feed and clothe us and take care of us. A baby rhino and baby zebra can stand and walk, even run shortly after they are born. Can we? That’s right, we couldn’t. We learned to start walking when we are about a year old. Before that someone had to carry us. The mother of a baby animal keeps the baby clean. A cheetah licks the cub’s fur. When we were a baby, we needed someone to give us baths too. When we got older we learned to bathe ourselves. Baby animals know the sound of their mother’s voice. We too learned to recognize the sound of our mother’s voice. That’s important so our mother can call and protect us when there is danger.*
Small Groups

Phonological Awareness

**If** children have difficulties identifying beginning sounds or generating rhymes,

**Then** use the following activities.

- **Show** The Big Book of Nursery Rhymes and Songs, pages 16-17. Teach the rhyme to children. Point out the action words. Have children say the rhyme as they do the movements. Ask children what word in the poem starts with the same beginning sound as /t/ /t/ /t/ Teddy? Guide children to find the word *turn* in the poem. Have them isolate the beginning sounds of both words /t/ /t/ /t/ Teddy and /t/ /t/ /t/ turn. Repeat this activity using another nursery rhyme or poem in the Big Book.

- Have children sing the song “Higglety, Pigglety Pop!” CD 2:25. Have children speak the first verse. Point out that the words Higglety and Pigglety rhyme. Guide children to change the initial sound of both words to create two new rhyming words such as Bigglety and Digglety. Have children sing the rhyme using the new words. Continue creating new rhyming words with the other words that rhyme in the song.

Alphabet Recognition

- Display the Letter Cards V, J, and Q. Say the sound for each letter. Give each child three pieces of construction paper. Have children practice writing each of the three letters to create their own V, J, and Q letter cards (one piece of construction paper for each letter). When children are finished creating their cards, play a “Name that Letter” game. You call out a word that begins with V, J, or Q and children identify which letter the word starts with by holding up one of their letter cards.

- Have children create silly sentences using words that begin with j. First write the letter on chart paper and ask children to tell you what sound this letter makes. Then guide children to name words they know that start with j. Write the words on chart paper. Help children create a silly sentence using some of the words, such as Jelly Jennifer Jiggle jumps jars. Write the sentence on chart paper and have volunteers underline the letter j in each word. Point out the use of uppercase and lowercase letters. Have children practice saying the silly sentence a little faster with each repetition.
Print Awareness

- Show the fingerplay “Here Is the Sea” in the Literacy and Language Flip Chart, page 44. Practice directionality and return sweeps with the fingerplay. Point out the top and bottom of the page. Remind children that you read left to right. Using the first sentence, demonstrate how you read one word in each sentence at a time and, after the last word, you return to the beginning of the next line. Read the first and second sentence as you demonstrate.

- Have children create short sentences about animals to understand word spaces. Guide children to name a favorite wild animal and one attribute such as elephant: trunk. Use the words to create a short sentence such as Elephants have trunks. Write the first two words and point out the space between the words; next write the last word also pointing out the space between. Remind children that the spaces between words tells the reader where one word ends and another begins. Continue with creating other short sentences such as Lions have fur. or Zebras have stripes. Give children the opportunity to point out the spaces between the words.

Oral Language

- Play the recording and have children sing along with “Good Day Song” CD 2:7. Tell children this song is about farm animals. Discuss with children types of wild animals as you point out the difference between a wild animal and a farm animal. Have children name wild animals they know. Write these on chart paper. Then have children say the animal and make the sound each animal might make. Sing “Good Day Song” again, this time using wild animals and the way they might say “Good Morning” such as: When lions get up in the morning, they always say good day. Roar. Roar. Roar. Roar. That is what they say.

- Cut out the Unit 9 Oral Language Cards in Great Downloadables. Show the habitat picture cards and discuss what each habitat is like. Then talk with children about what type of animal might live there. Tape the habitat picture cards to chart paper. Then show the animal picture cards as you say the name and children repeat. Place the cards in a bag. Have a volunteer choose a card and tell the name of the animal. Then have the volunteer tape the card next to the habitat the animal might live in. Continue with other volunteers until all the cards are used.