

# Overview

Children identify animals and talk about their characteristics and locations.

## Grammar

*Can I pet the (lion)? No, you can't. Yes, you can.*

*I can pet the (goat). I can't pet the (lion).*

*Where is my (tail)? Where are my (wings)?*

*Here is your (tail). Here are your (wings).*

*What's that? It's a (bear).*

*Can it (climb)? Yes, it can. No, it can't.*

*I can see a (zebra) under a tree.*

*We can see a (monkey) in a tree.*

*What can you make? I can make a (fish).*

## Vocabulary

*lion, tiger, camel, goat, monkey, parrot, butterfly, seal, wings, tail, bear, climb, fly, carrot, moon, mouse, spider, snake, elephant, zebra, safari, penguin (at, sit, child, zoo, kid, pet, stamp pad)*

## Songs and Chants

Song: I Can Go to the Zoo (Lesson 1)

Song: Where is My Tail? (Lesson 2)

Tongue-twisters (Lesson 4)

Song: On a Safari (Lesson 5)

## Early Literacy

Track print: left to right and top to bottom

Match spoken word to written word

"Read" rebus sentences

Match and recognize initial letter sounds

Match written words

Trace and write letters

## Math

Sort (Lesson 4)

Create graphs/charts (Lessons 1, 2, 5, 7)

Recognize and sequence numbers (Lesson 7)

Count (Lesson 7)

## Art

Create fantasy animals (Lesson 2)

Add to a picture (Lesson 4)

Cat faces and spiders (Lesson 4)

Illustrate Word Books (Lesson 4)

Safari binoculars (Lesson 5)

Animal prints (Lesson 6)

Tissue-paper butterflies (Lesson 7)



## Featured Teaching Strategy

### Total Physical Response (TPR)

TPR is based on the way children learn their native language, first receptively and then expressively. Children listen, watch and then follow oral commands. One TPR activity in this unit involves children listening and drawing pictures as commands are given. For example: *Draw stars under the moon.*



# Monthly Planner

	Student Materials	Grammar and Vocabulary	Learning Objectives
<b>Week 1</b>	Lesson 1: Unit opener Student Book pp. 28–29 Activity Book p. 28	<i>Can I pet the (lion)? Yes, you can. No, you can't. I can pet the (goat). I can't pet the (lion). lion, tiger, camel, goat, monkey, parrot (Extra: zoo, pet (verb))</i>	Introduce and practice key language. Identify animals. Learn a song. Role-play going to a zoo. Early literacy: match and identify written words. Early math: complete a name graph. Develop gross and fine motor skills.
<b>Week 2</b>	Lesson 2: Say and do Student Book p. 30 Activity Book pp. 29–30  Lesson 3: Conversation Student Book p. 31 Activity Book p. 31	<i>Where is my (tail)? Where are my (wings)? Here is your (tail). Here are your (wings). butterfly, seal, wings, tail  What's that? It's a (bear). Can it (climb)? Yes, it can. No, it can't. bear, climb, fly</i>	Introduce and practice key language. Contrast can/can't. Develop listening skills. Early math: create picture graphs. Review: my/your. Learn an action song. Role-play a conversation: talk about different animals. Early literacy: "read" a rebus poem. Match body parts with animals.
<b>Week 3</b>	Lesson 4: Early literacy and pronunciation Student Book p. 32 Activity Book p. 32  Lesson 5: Song Student Book p. 33 Activity Book p. 33 Unit 4 Picture Stickers	<i>carrot, moon, mouse, spider, snake (Extra: cut, sit)  I can see a (zebra) under a tree. We can see a (monkey) in a tree. elephant, zebra, snake, safari</i>	Introduce and practice key language. Early literacy: match and/or recognize initial letter sounds c, m, s; "read" rebus directions; write letters. Develop listening and pronunciation skills. Learn, act out, and "read" a TPR song. Create new verses. Develop gross and fine motor skills.
<b>Week 4</b>	Lesson 6: Try this! Student Book p. 34 Activity Book p. 34  Lesson 7: Unit review Student Book p. 35 Activity Book p. 35	<i>What can you make? I can make a (fish). penguin (Extra: stamp pad)</i>  Unit review	Early literacy: "read" and follow rebus directions, match written words, recognize initial letter sounds, write own name. Early math: sequence numbers. Make fingerprint animals. Give and follow TPR directions. Review unit grammar and vocabulary. Develop listening skills. Develop gross and fine motor skills.



**Grammar**

Can I pet the lion? Yes, you can. No, you can't.  
I can pet the goat. I can't pet the lion.

**Vocabulary**

lion, tiger, camel, goat, monkey, parrot  
(Extra: zoo, child, pet (verb))

**Materials**

👉 Picture Cards: lion, tiger, camel, goat, monkey, parrot, cat, rabbit, dog  
👉 Word cards: lion, tiger, camel, goat, monkey, parrot

## Introduce the language

**Animals**

Use Picture Cards and toy animals to introduce vocabulary. For more practice, play Vocabulary Games from Unit 1, Lesson 1.

**Pet the dog**

Walk around the room with the toy animals. Have individual children pet the animals as you say: *(Mary), pet the (camel)*. Have the class repeat the sentence.

**Introduce can and can't**

Point out to children that some real animals are tame and friendly and we can pet them. Other animals are wild or dangerous. We can't pet those animals. Hold up the cat, dog and goat pictures. Say: *I can pet a (cat)*. Pretend to pet the animal in the picture. Have children repeat your sentence and gesture. Hold up the lion, tiger and monkey pictures. Shake your head as you say: *I can't pet a (lion)*. Emphasize the final "t" sound in can't. Have children repeat your sentence and gesture. Hold up a Picture Card and prompt children to ask: *Can I pet the lion?* Model the answer as you shake your head: *No, you can't*. Have children repeat your words and gestures. Continue with the other animal Picture Cards. In the Lesson 1 Picture Scene, children can pet the tame camel and the baby goat. When you introduce these Picture Cards you may want to answer: *Yes, you can*.

**Group role-play**

Divide the class into two groups. One group will be the children. When they see an animal they will ask: *Can I pet the ...?* The other group will be the moms and dads. They will answer the children: *Yes, you can* or *No, you can't*. If the parents say: *Yes, you can*, the children will pretend to pet the animal. If the parents say: *No, you can't*, the children will act disappointed. Show a Picture Card to begin the first role-play. After a few exchanges, have the groups switch roles.

## Use the book

**Vocabulary Pictures**

Review the words together, then say them in random order: *Point to the (camel)*.

Children will point and repeat the word. Point to the different animals in the row of pictures and ask: *What's this?* Encourage children to point and respond: *This is the camel*.

**Picture Scene**

Ask children where they think this is. Introduce the word zoo. Have children talk about their own experiences with zoos. Ask children: *What do you see in this zoo?*

Draw attention to the boy and his mom by the lion. Ask children what they think the boy is asking his mom. *(Can I pet the lion?)* Ask what the mom is saying. *(No, you can't)*. Pretend to be the boy. Point at each zoo animal in the picture and ask the class: *Can I pet the (tiger)?* The class will respond: *No, you can't*, or *Yes, you can*. Continue with the other animals.

**Song: I Can Go to the Zoo**

Use the recording and Picture Cards to teach children the song. Have children listen and point to the animals in the Picture Scene. Later, have them sing along.

**Chorus:** *I'm a big kid now  
I can go to the zoo. (sing 3 times)*

**Verse 1:** *I can't pet the lion.  
(sung) Oh, no! I can't pet the lion.*

**Verse 2:** *I can't pet the tiger.  
(sung) Oh, no! I can't pet the tiger.*

**Verse 3:** *I can pet the camel!  
(sung) Oh, yes! I can pet the camel.*

**Chorus**

**Verse 4:** *I can't pet the monkey.*

**Verse 5:** *I can't pet the parrot.*

**Verse 6:** *I can pet the goat!*

**Chorus**

- 🐾 Toy animals (ideally some of the animals shown on the Student Book page)
- 🐾 Animal pictures for Interactive bulletin board (see below)

### 📖 Activity Book, page 28

Help children read and answer each question, then write a checkmark in the Yes or No column. (*Can you pet a tiger? No, I can't.*)

## More practice

### Original verses

Encourage children to create their own version of the song: I Can Go to the Zoo. For example:

*I'm a big kid now*

*I can go to the zoo.*

*I can go to the zoo.*

*I can go to the zoo.*

*I can see a (lion). Oh, yes! I can see a lion.*

### Word matching

Display the Picture Cards lion, tiger, camel, monkey, parrot, goat. Draw attention to the picture of the lion on the Student Book page. Point out the word lion written below. Hand out word cards to the children. Have them place the word card under the matching Picture Card.

## Vocabulary games

### Toy animal day

Encourage children to bring in a toy animal for one day and introduce it to the class: *This is my rabbit. His name is Ralph.* Have a special time for children to pet their toy animals. Their toy animals may also sit with them while they are doing their work in the activity book.

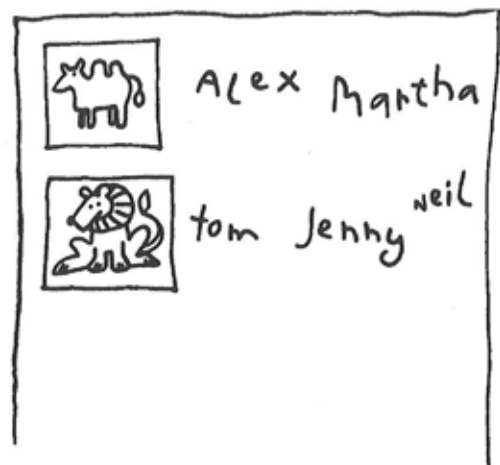
### Walk like a lion

Display an animal Picture Card. Have children demonstrate the way that animal walks. Play music and have children move in a circle. Give commands: *Walk like a lion. Walk like a parrot. Walk like a monkey.* You may wish to have children walk like different animals as they move from one classroom to another.



## Interactive bulletin board

Create an Interactive bulletin board with pictures of animals on the left and space for children to print their names on the right. Children write their name if they have, in real life, seen the animal pictured. Be sure to leave enough space to add extra animals as they are introduced in the unit.



## Field trip to the zoo

You may want to take children on a field trip to a zoo. Teach children the names of the animals in English. Talk about the animals you can and can't pet or touch. You may want to take pictures of the animals you see. You can then use these pictures for classroom language practice.





UNIT  
4

Welcome to the zoo.



lion



tiger



camel



goat



monkey



parrot



 Can I pet the lion?

 No, you can't.

 Can I pet the camel?

 Yes, you can.



**Extension:**

I'm a big kid now.  
I can pet the camel.  
I can't pet the lion.







# Where is my tail?



Where is my tail?



Where are my wings?



Where is my tail?



Where are my ears?



Where is my tail? Where are my wings?  
Here is your tail. Here are your wings.


Ask and answer questions.  
Complete the pictures.

**Grammar**

Where is my tail? Where are my wings?  
Here is your tail. Here are your wings.

**Vocabulary**

butterfly, seal, wings, tail

 Animal pictures for Interactive bulletin board (see below)

**Materials**

 Picture Cards: dog, seal, monkey, butterfly, parrot

## Introduce the language

**Vocabulary**

Use Picture Cards to teach or review animal names. Point to the dog's tail and introduce the word **tail**. Have children use their arm as a make-believe tail. Have them wag their tails as they say: **Here is my tail**. Ask: **Where is the (seal's) tail?**

Have children point to the tails in the seal, monkey and parrot Picture Cards.

Point to the butterfly's wings and introduce the word wings. Have children flap their arms (wings) as they say: **Here are my wings**. Ask: **Where are the parrot's wings?**

**My/your**

Hold up a book and a pen. Say: **This is my book. This is my pen**. Hide the objects in the classroom, while children watch. Ask: **Where is my (pen)?** Have children return the objects to you. Prompt them to say: **Here is your (pen)**. Let children take over your role, showing then hiding an object and asking: **Where is my (pen)?**

## Use the book

**Listen, point and say**

Say: **Point to the seal. What's missing? (the tail)** Point to the seal's tail. Continue with the other items on the page.

 **Activity Book, page 29**

Have children glue the animal body on a piece of paper and add the ears and tail of their choice. Have children draw eyes and a mouth. Children can give their fantasy animal a name.

 **Song: Where is My Tail?**

Have children point to the picture of the seal. Play the first verse of the song. Pause to let children draw a line from the seal to its missing tail. Continue with the other verses and animals.

**Where is my tail? I can't find my tail.  
Here is your tail.  
Oh, thank you.**

**Where is my tail? I can't find my tail.  
Here is your tail.  
Oh, thank you.**

**Where are my wings? I can't find my wings.  
Here are your wings.  
Oh, thank you.**

**Where are my ears? I can't find my ears.  
Here are your ears.  
Oh, thank you.**

**Drawing activity**

Listen to Where is My Tail? again. Pause after each sentence to let children repeat the words. At the end of each verse, pause the recording. Say: **Draw a tail on the seal. Draw a tail on the monkey. Draw wings on the butterfly. Draw ears on the dog.**

## More practice

 **Interactive bulletin board**

Add pictures of a butterfly, seal and dog to the bulletin board. Have children sign their names if they have seen the animals pictured.



**Grammar**

What's that? It's a bear.  
Can it climb? Yes, it can. No, it can't.

**Vocabulary**

bear, climb, fly

bee, frog

👤 Cap or shirt a zoo-keeper might wear

**Materials**

👤 Picture Cards: monkey, bear, camel, parrot, butterfly,

## Introduce the language

### What's that?

Use the Picture Cards to teach or review animal names. Then post the Picture Cards around the room. Point to a Picture Card and ask: *What's that?* Help children respond in a full sentence: *It's a (bear)*. Let children take turns taking over your role, pointing to a Picture Card and asking: *What's that?*

### I can climb

Pretend to climb as you say: *I can climb*. Have children repeat your actions and words. Point to the Picture Card of the monkey. Ask: *Can a monkey climb?* Help children respond in a full sentence: *Yes, it can*. Ask the same question about each other animal. (Children may disagree about some answers. If you wish, you can discuss this. For example, most bears can climb trees.)

Teach the verb fly as you flap your arms. Then shrug, shake your head and say: *I can't fly*. Have children repeat your actions and words. Emphasize the final "t" in *can't*. Repeat the activity above, pointing to each animal and asking: *Can a monkey fly? (No, it can't.)*

## Use the book

### Picture talk

Have children look at their books. Remind them of the class activities (Introduce the Language) and ask them what they think the characters are saying.

### The conversation

Play the recording. Point to the girl and the dad as you hear their lines. Pause the recording so the class can repeat each line.

**Girl:** *What's that?*

**Dad:** *It's a bear.*

**Girl:** *Can it climb?*

**Dad:** *Yes, it can.*

**Girl:** *Can it fly?*

**Dad:** *No, it can't.*

### Choral conversations

Divide the class into two groups. Say the girl's lines and have one group repeat after you. Have the other group repeat the brother's lines after you. Have the groups switch roles.

### New conversations

Practice conversations about other animals using the substitution pictures: a camel and a parrot.

### Activity Book, page 31

Have children match each animal's body part with the animal.

## More practice

### Zoo-keeper role-play

Bring in a cap or shirt that a zoo-keeper might wear. Children practice the same conversation as in the book. However, the zoo-keeper answers the child's questions instead of the father.

### Extend the conversation

Display Picture Cards: monkey, butterfly, bee, frog. Have pairs of children perform the conversation, asking about one of these animals.



# What's that?



What's that?



It's a bear.



Can it climb?



Yes, it can.



Can it fly?



No, it can't.



giraffe



climb



fly

Have a conversation.  
Discuss abilities.







What is it? It's a camel.



carrot



moon



spider



mouse



cat



sofa

## Tongue - twisters

Six spiders on a sofa.  
The cats cut carrots.



Name each picture. Trace the letters.  
Say tongue-twisters.

## Grammar

Review

(Extra: cut, sit)

cards: c, m, s

## Vocabulary

carrot, moon, mouse, spider, snake

## Materials

Picture Cards of words beginning with c, m and s

Photocopiable letter

Large letter posters with letters C/c, M/m and S/s

Materials for More practice activities (see below)

Children's Word Books

## Introduce the language

### Words beginning with c, m and s

Teach or review vocabulary with Picture Cards (see Materials).

Show letter card: *c-cat*. Have children say the word, then the sound they hear at the beginning: cat, "c". Ask if anyone's name begins with the "c" sound like cat. Can children find a Picture Card that begins with the "c" sound? Repeat with *m-monkey* and *s-seal*. Have children find the letters c, m and s on the alphabet strip.

### Letter writing

Have children practice writing the letters c, m, s in the air. Then have them trace over letters on wall posters using different colored crayons.

## Use the book

### What do you see?

Let children name objects on the page. Help children note that the words begin with three different sounds.

### Say and trace

Have children point to the different pictures as you name them. Have children trace the first letter of each word as you say the sound made by each letter.

### Drawing fun

Have children draw stars under the moon, spiders on the sofa and a second eye on the mouse.

### Tongue-twisters

Ask questions about the picture: *What do you see?*

*Where are the spiders? How many spiders do you see?*

Teach the tongue-twister: *Six spiders sit on the sofa.*

Have children say it several times. Repeat the steps with the second tongue-twister: *Cats cut carrots.*

### Activity Book, page 32

Children use a blue crayon to color pictures that start with c like cat. Use different colors for words beginning with m and s. If children are learning basic phonics, you might want them to print the first letter of the word pictured.

## More practice

### Letters of the month: C/c, M/m, S/s

#### Snacks

Carrots, marshmallows, strawberries. Bring in muffins and tubes of frosting. Have children write the letter m on top of the muffins.

#### Art projects

Have children make cat faces using colored paper, markers and paper plates. Children may wish to use the dull blades of the scissors to curl the paper for the cat's whiskers. They can also make spiders using black pipe cleaners and Styrofoam balls.

#### Picture sort

Display Picture Cards that begin with C and c, M and m, and S and s. Label trays or boxes with the letters. Have children sort the Picture Cards into the appropriate trays.

#### Children's Word Books

Glue a letter picture (c-cat, m-monkey, s-seal) to the top of a page. Brainstorm words that begin with the letter. Each child will draw two pictures of things beginning with the letter. If you wish, ask: *What's this?* and write the word below.



# Lesson 5

## Grammar

I can see a zebra under a tree.  
We can see a monkey in a tree.

## Vocabulary

elephant, zebra, snake, safari

## Materials

- Picture Cards: lion, parrot, camel, elephant, zebra, frog, monkey, snake
- Toilet rolls (two per child)
- Masking tape

## Introduce the language

### Vocabulary

Display Picture Cards of jungle animals. Teach or review the names. Explain to children that these are animals that can be seen on a safari. Explain what a safari is. Encourage children to enjoy the sound of the word, safari.

### Grammar

Post the Picture Cards around the room. Show children how to look through their fists as if they were binoculars. Say: *Look carefully. What can you see?* Let children take turns identifying animals: *I can see an elephant.* Have the class find the elephant, look at it through their "binoculars," and say: *We can see an elephant.*

## Use the book

### Picture talk

Have children look at the picture. Say: *Look carefully. What can you see? (I can see a zebra. I can see a frog.) Where's the zebra? (Under a tree). Where's the frog? (In a tree.)* Teach the chorus. Teach the words of the chorus as a chant. Let children point to the words in their books as you chant the words together.

### Picture Stickers

Have children find the Picture Sticker animals in the Student Book illustration. Read the two lines of verse in the book. Clap when you come to the empty boxes. Ask children which two animals are under a tree. Let the class choose which of these animals to put in the first line and which in the second. Help children read the sentences and then sing their new verse to the instrumental verse at the end of the recording.

### Song: On a Safari

Play the song. Have children point to the animals in their book as they are named.

**Chorus:** *On a safari, on a safari  
What can you see?  
On a safari, on a safari  
Look carefully.*

**Child:** *I can see a lion under a tree.*  
**All:** *We can see a lion under a tree.*  
**Child:** *I can see an elephant under a tree.*  
**All:** *We can see an elephant under a tree.*

**Child:** *I can see a monkey in a tree.*  
**All:** *We can see a monkey in a tree.*  
**Child:** *I can see a snake in a tree.*  
**All:** *We can see a snake in a tree.*

### Activity Book, page 33

Children use their two remaining stickers to complete another new verse for the song, On a Safari. Follow the steps described above.

## More practice

### Interactive bulletin board

Add an elephant, zebra and snake to the bulletin board.

### Safari binoculars

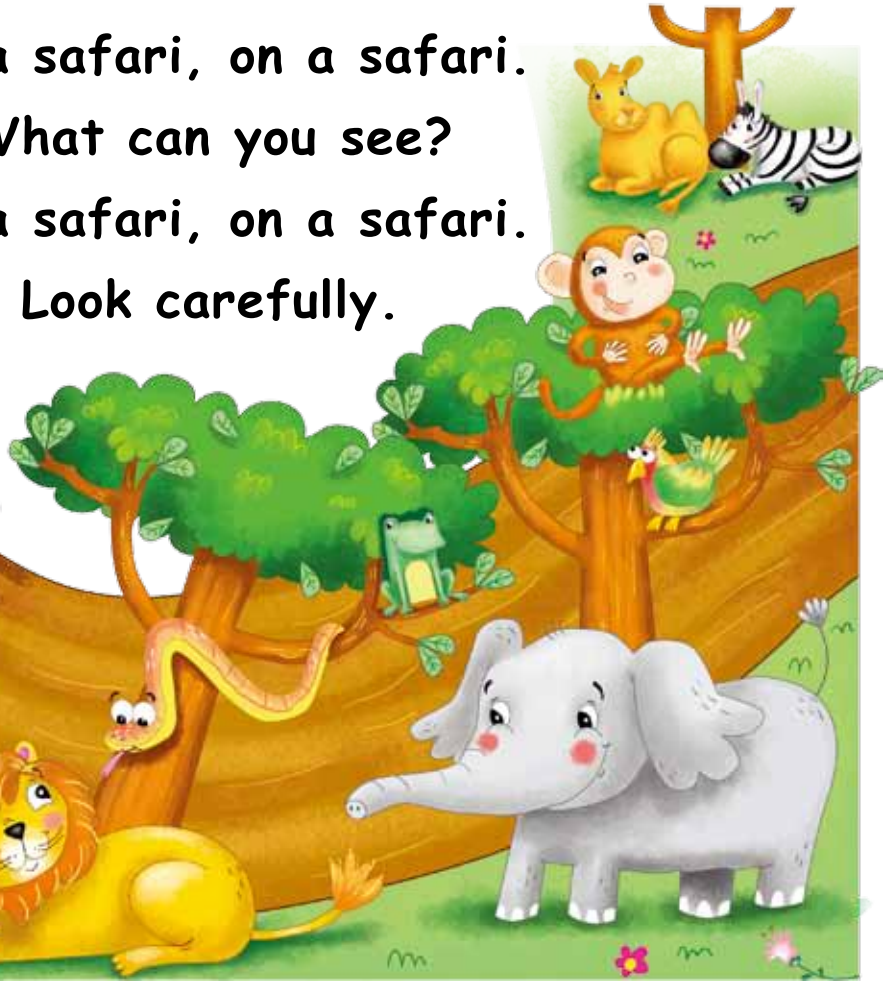
Have children create binoculars out of two toilet paper rolls taped together with masking tape. Encourage children to look at and describe pictures of animals with their binoculars.



# On a safari.



On a safari, on a safari.  
What can you see?  
On a safari, on a safari.  
Look carefully.



I can see

under a tree.

I can see

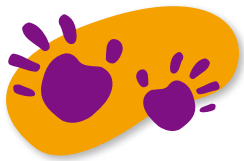
under a tree.

What can you see?  
I can see a lion under a tree.

Listen and sing.










# Try This!

Make fingerprint animals.



## You need:

Picture cards:

bee  pig  cat  fish   
penguin  butterfly  spider 

markers 

large paper 

stamp pads with water-based ink   
soap and water (for cleaning up) 



## DIY:

1. Roll your fingers on the stamp pad.
2. Make a fingerprint animal on the paper.
3. Show and tell: I can make a fish and a cat.

What can you make?

**Grammar**

What can you make?  
I can make a fish.

**Vocabulary**

penguin

(Extra: stamp pad)

**Materials**

- 👉 Picture Cards: bee, pig, cat, fish, penguin, butterfly, spider
- 👉 Large paper circles

and ovals

- 👉 Stamp pads with water-based ink, fine-tip markers or pens; soap and water for cleaning up

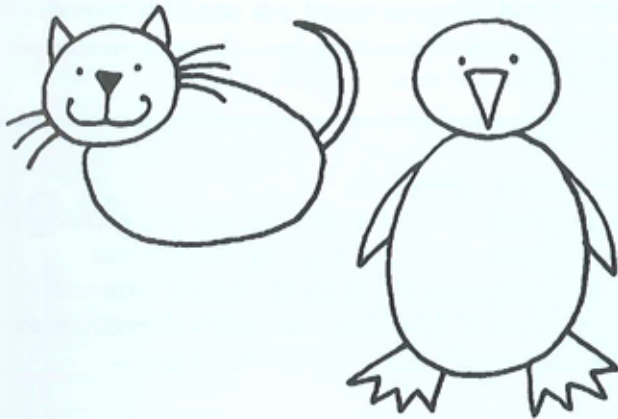
## Introduce the language

### Animals

Use the Picture Cards to teach or review the animal names.

### Grammar

Use paper shapes to make simple animals on the board, drawing on extra details. Describe the picture: *I can make a (cat).*



Ask children: *What can you make?* Let a child make an animal on the board. Help the child say: *I can make a (fish).* Have the class say: *(Jason) can make a fish.* Let the child choose the next volunteer: *Amy, what can you make?*

### Introduce the art project

Show the stamp pads and teach the word. Tell children that they will be making fingerprint animals. Demonstrate how to make one of the animals shown in the Student Book. Let children guess what it is. When they guess correctly, write the name of the animal below your picture.

## Use the book

### Picture talk

Have children look at the photo and identify the fingerprint animals pictures. Have children point to the animals' eyes, ears, noses, mouths, wings and tails. Talk about the materials the boy in the photo is using.

### Match the animals

Have children draw lines from the fingerprint picture of the fish to the picture of the fish. Do the same for the cat and the penguin.

### Make fingerprints animals

Show children how to make fingerprints by rolling their fingers from one side to another in the stamp pad and then placing their finger on a piece of paper. Children then add body parts to the picture. If they wish, children can copy the name of the animal below their picture. You may want to post the Picture Cards on the board and write the words below for reference.

### Activity Book, page 34

Children make handprints and write their name in the bottom of the page. Date the pictures.

## More practice

### Footprints and pawprints

Show children how to make footprints with the side of their fist and five fingerprints. Make pawprints, too, as shown.



### Art gallery

Children cut out their fingerprint animals and mount them on brightly colored paper. Display these on a bulletin board or have children use them as greeting cards to send to family members.



Grammar  
Review

Vocabulary  
Review

Materials

- 👉 Bookmark for each child (p. T135)
- 👉 Animal Picture Cards
- 👉 White paper; brightly colored tissue paper

## Review the language

### Review grammar and vocabulary

Use games and songs taught in this unit.

Lessons 1, 2, 5: Interactive bulletin board

Lesson 1: Song: I Can Go to the Zoo

Lesson 2: Song: Where is My Tail?

Lesson 3: Role-play

Lesson 4: Letters of the month activities

Lesson 5: Song: On a Safari

Lesson 6: Fingerprint animals

## Use the book

Have children place a bookmark under the first row of pictures. Say the script for item 1 (see below). Have children find the right picture and circle it. Repeat for items 2–4.

### Script

- 1 *Can I pet the lion? No, you can't.*
- 2 *Can a monkey climb? Yes, it can.*
- 3 *What is it? It's a camel.*
- 4 *This begins with "s": tiger, seal, bear.*

### Oral language review

Check children's answers and ask each child 1–2 questions, for example: *What's this? Can you pet a parrot? Can a spider climb? Bear begins with...*

Encourage children to work in pairs, pointing to pictures and asking their partner questions.

### Activity Book, page 35

Have children connect the dots in both pictures.

## More practice

### Early word recognition

Display the Picture Cards of the different animals found in this unit. Print the names of the different animals on individual self-sticking notes. Help children to stick the animal names on the animal pictures.

### Interactive bulletin board

Count the number of signatures for each animal on the animal autograph board. Talk about the animal that the most children have seen, the least number have seen, and so on.

### Tissue-paper butterflies

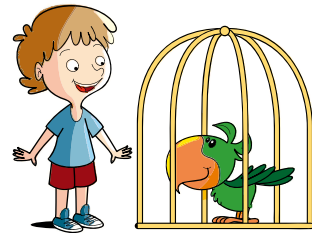
Provide children with pieces of white paper. Help children to draw outlines of butterflies on their paper. Have children lightly paint their butterflies with a mixture of glue and water. Children then tear apart and place pieces of brightly colored tissue paper on their butterfly.



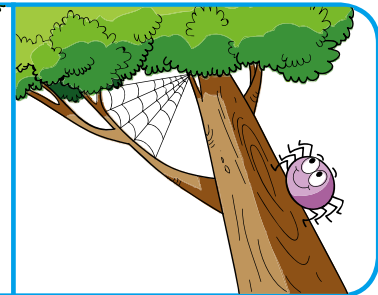
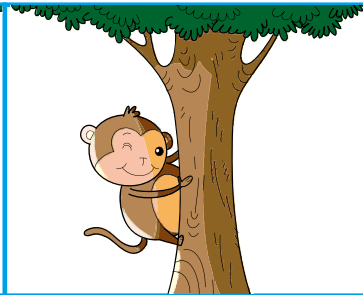
# Listen and Check



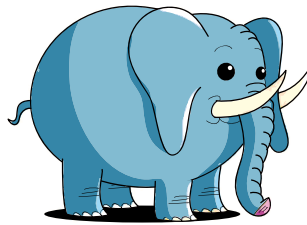
1



2



3



4



1. Can I pet the lion? No, you can't.
2. Can a monkey climb? Yes, it can.
3. What is it? It's a camel.
4. This begins with "s": tiger, seal, bear.

