Animals and Their Homes

This unit was designed for an ESL class of beginner level students. The focus is on learning language through the topic of animals and their homes. The unit could be used with elementary grades of students that are already literate (in their native language). It could easily be adapted for pre-literate students. It focuses on basic vocabulary and sentence structure acquisition.

The grammar points of the unit include: plurals, including irregular, prepositions (in and out), agreeing and disagreeing, transition words and questions.

Extensive use of visuals is used to build vocabulary, facilitate comprehension and provide opportunities for participation in oral discussion. Students will create and a personal dictionary that they will actively use and add to throughout the unit. The dictionary will include vocabulary words and pictures as well as sentence frames.

Gestures and TPR are also utilized often to promote comprehension of vocabulary, concepts, poems and texts. Whole class anchor charts/graphic organizers are also used throughout the unit to provide students with a visual of vocabulary and concepts that will be posted throughout the unit.

The unit culminates with two activities that incorporate all aspects learned throughout. The students create and play Jeopardy type game with questions and answers. They also develop an animal book after taking a field trip to a local park to experience real animals in their homes. These two activities require students to combine and apply all that has been learned up until this point.
AIM(s)

Content/Language Objective: SW brainstorm and generate language to discuss and/or act out their favorite animals in order to build background knowledge about animals and their homes by using gestures, simple language and reading/singing a poem.

Materials Needed:
- Picture cards (home, nest, bird)
- T-chart
- Audio CD
- Poem (regular and modified)

Building Background Knowledge

• Modeled “I”
  o Teacher will begin with the picture card HOME. T will use gestures to explain how people live in a home and animals live in homes. T will then show picture card NEST and then explain how a BIRD lives in a nest.
  o Teacher discusses her favorite animal using gestures and picture cards to model for students what kind of conversations are expected.
  o Teacher will then use various phrases and vocabulary:
    ▪ My favorite (written on the board) animal is a Dolphin (picture card).
    ▪ The dolphin has a home in the ocean (picture card).
    ▪ I like __________.
    ▪ __________ live in __________

• Guided “We”
  o T will elicit responses from students who are ready to share.
  o T will have to students do a think-pair-share.
  o T will write a list of students’ favorite animals and animal homes that are known (using a T-chart, see resources.)
  o Teacher will have picture cards for common animals and their homes. For any that are not available teacher or student will draw the animal and home of the animal.

• Supported “You”
  o Students will read/sing the poem (with the audio) various times by manipulating pictures. Teacher will use gestures to have comprehensible input. (See poem for gestures that should be used.)
  o Share one phrase about their favorite/learned animal and their homes to a partner.

• Exit Ticket / Assessment
  Write a sentence and/or draw a picture with labels (students will choose based on their ability) about what they learned, in their daily journal. Students add the picture card and write the words next to it in their picture dictionary.

Homework
• Take some time outside looking at nature. Write/Draw (students will choose based on their ability) about what other animals you see. Where/what is their home? Be ready to share tomorrow with a partner. Students can refer to their picture dictionary.
**T-Chart:**

<table>
<thead>
<tr>
<th>Animal Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dolphin</strong></td>
</tr>
<tr>
<td><img src="image1" alt="Animal Graphic" /></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Poem</th>
<th>Gestures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals all have special homes  🏡, Hurrah 🎉, hurrah!</td>
<td>⬤ point to bird and nest picture cards ⬤</td>
</tr>
<tr>
<td>Animals all have special homes, Hurrah 🎉, hurrah!</td>
<td>⬤ point to the bird picture card; shrug Shoulders ⬤</td>
</tr>
<tr>
<td>What about birds?</td>
<td>⬤ point to home and nest picture cards ⬤</td>
</tr>
<tr>
<td>Their home is a nest  🐦.</td>
<td>⬤ point to birds/nest photo on modified poem ⬤</td>
</tr>
<tr>
<td>Birds live in a nest.</td>
<td>⬤ Show sleeping gestures; point to bird/nest photo again ⬤</td>
</tr>
<tr>
<td>Birds sleep in a nest.</td>
<td>⬤ rock arms as if with baby; point to baby birds ⬤</td>
</tr>
<tr>
<td>And birds care for their babies in a nest!</td>
<td>⬤ same as above ⬤</td>
</tr>
</tbody>
</table>

Animals all have special homes 🏡, Hurrah 🎉, hurrah!

What about birds 🐦?

Their home is a nest 🐦.

Birds 🐦 live in a nest.

Birds 🐦 sleep 🐦 in a nest.
And birds care for their babies in a nest!

**Designed for:** ESL Block for beginner ELLs only  | **Unit:** Animals and Their Homes  | **Lesson** #2 Week 1 Day 2

**AIM(s)**

**Content/Language Objective:** SW identify and recognize the noises made by certain animals and compare the noises to the action words associated with the noise in order to build vocabulary about animal characteristics by reading/chanting and discussing with a partner.

**Materials Needed:**

*Picture cards (cow, bird, dog, bee)  *Chant Poster

**Building Vocabulary and Action Words (sound word)**

- **Modeled “I”**
  - Teacher will begin with pointing out a picture card and sharing the noises those animals make.
  - T will elicit student responses when pointing out other animals. “What noise do you think they make?”
  - Ask students what other animal noises they know. (Allow them to respond in their native language and/or in English.)
  - Teacher explains that there are words for noises by comparing the sound “woof, woof” that is associated with the action word *bark*.

- **Guided “We”**
  - T will point to each animal and have them identify the name of the animal.
  - T will then go over the action word that is created by each animal as well as the sound that is made by that word.
  - T will fill in a graphic organizer to record all the students’ responses and use as a visual to confirm their statements. Teacher will use the picture cards or draw what is missing.
  - T will model the chant the first time and then have students chime in the chant as they feel comfortable.

- **Supported “You”**
  - Students will chant the rhyme various times by reading the words, using the gestures to help them understand and role playing the animals to show understanding.
  - Students will practice chanting different ways, such as very softly, very loudly, very quickly, very slowly, happily and angrily.
  - Share/act out what they have learned about animal noises and their action words associated with the noise made by each animal with a partner. This will give students a chance to practice the language and what they think before they have to write or express themselves independently.

- **Exit Ticket / Assessment**
  - Write a sentence and/or draw a picture (students will choose based on their ability) with labels about what they learned, in their daily journal. Students add the picture card and write the words next to it in their picture dictionary.

**Homework**

- Watch cartoons and take notes on what animals and noises you hear them make. Write/Draw (students will choose based on their ability) about the animals you see. What animal? What noise did they make? What is the
### Chant

<table>
<thead>
<tr>
<th>Dogs can bark.</th>
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</thead>
<tbody>
<tr>
<td>Cows can moo.</td>
</tr>
<tr>
<td>Bees can buzz.</td>
</tr>
</tbody>
</table>

**How about you?**

<table>
<thead>
<tr>
<th>Lions can roar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birds can sing</td>
</tr>
<tr>
<td>But you can do</td>
</tr>
<tr>
<td>All of those things!</td>
</tr>
</tbody>
</table>

### Gestures

| >> point to dog, then bark |
| >> point to cow, then moo |
| >> point to bee, then say bzzz |

| >> shrug shoulders, then point to children |

| >> point to lion, then roar |
| >> point to bird, then sing |
| >> point to children |
| >> gesture inclusively to show all |

### Modified

- Dogs can bark.
- Cows can moo.
- Bees can buzz.

**How about you?**

- Lions can roar.
- Birds can sing

**But you can do**
**All of those things!**

<table>
<thead>
<tr>
<th>Animal Noises</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animal</strong></td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Dog</td>
</tr>
</tbody>
</table>

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*Image: Cartoon dog with "Woof, woof"*
**AIM(s)**

**Content/Language Objective:** SW identify animal names and practice using them in the plural tense and irregular plural tense in order to build vocabulary and practice using its correct grammar usage by using TPR and picture cards to discuss using the words appropriately in small groups or with a partner.

**Materials Needed:**
- Picture cards (bat, bear, bee, cat, bird, squirrel, mouse, goose, fish, duck, sheep)
- Grammar graphic organizer

**Build Vocabulary w/ TPR and Irregular/Regular Plural Nouns**

- **Modeled “I”**
  - Teacher will begin by placing picture cards on the board and modeling what students are expected to respond once they select a card. (ex. Pick up cat and say, “This is a cat.”)
  - T will then have students choose a card and use the sentence starter “This is a ________.” and fill in the name of the animal.
  - **Grammar:**
    - T will display the picture cards one at a time, using 1 finger and then showing more than one to explain how an ‘s’ (/z/ and /s/) is added at the end of a plural word (ex, 1 duck, 2 ducks etc.)
    - T will say out loud, use gestures and copy each word and its plural form on a graphic organizer as a visual for students to reflect on.

- **Guided “We”**
  - T will partner up the students and will have them act out the TPR commands in order for the teacher to evaluate if students can recognize animals names.
  - Teacher will ask students to respond to full-sentence commands like (*Show me the cat. Pick up the bird. Give the fish to Paola. Or Put the sheep on your head.*)
  - **Grammar:**
    - T will repeat the same process using other picture cards and have students help adding the ‘s’ at the end of the word.
    - T will then explain how some words are made plural in a different way. T will show those irregular nouns (mouse/mice, goose/geese, fish/fish)
    - T will copy each irregular noun on the graphic organizer.

- **Supported “You”**
  - Teacher will give students a chance to practice giving commands to their partner and whole class.
  - Students can refer to sentence starters for commands used before, such as: *Show me the ________.*
  - *Pick up the ________.*
  - *Give (name) the ________ to ____(name)____.* Students will use their picture dictionaries to find the animal names.

- **Exit Ticket / Assessment**
  - Write a sentence using plurals and/or draw a picture (students will choose based on their ability) with labels about what they learned, in their daily journal. Students add the picture card and write the words next to it in their picture dictionary.
**Homework**

- Write/Draw (students will choose based on their ability) a farm with labels using animals that we have discussed and use plurals that were learned. Be ready to share tomorrow with a partner. Students will refer to picture dictionary.
<table>
<thead>
<tr>
<th>Animal</th>
<th>Plural Noun</th>
<th>Irregular Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheep</td>
<td>cows</td>
<td>Sheep</td>
</tr>
<tr>
<td>Cow</td>
<td></td>
<td></td>
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<tr>
<td>Bee</td>
<td>bees</td>
<td></td>
</tr>
<tr>
<td>Bird</td>
<td>birds</td>
<td></td>
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<tr>
<td>Lion</td>
<td></td>
<td></td>
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<tr>
<td>Animal</td>
<td>Plural</td>
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<td>----------</td>
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<td></td>
</tr>
<tr>
<td>Dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear</td>
<td>Bears</td>
<td></td>
</tr>
<tr>
<td>Cat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bat</td>
<td>Bats</td>
<td></td>
</tr>
<tr>
<td>Squirrel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouse</td>
<td>Mice</td>
<td></td>
</tr>
<tr>
<td>Goose</td>
<td>Geese</td>
<td></td>
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<tr>
<td>Fish</td>
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<tr>
<td>Designed for:</td>
<td>ESL Block for beginner ELLs only</td>
<td>Unit:</td>
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<tr>
<td>AIM(s)</td>
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<tr>
<td><strong>Content/Language Objective:</strong></td>
<td>SW agree or disagree with statements that are made about animal homes in order to practice and build oral language by discussing animals/homes and acting out commands to display understanding of agreements and disagreements.</td>
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<tr>
<td><strong>Materials Needed:</strong></td>
<td><em>Manipulative chart</em></td>
<td><em>Sentence Frames</em></td>
</tr>
<tr>
<td><strong>Oral Language Development using Agreement/Disagreement</strong></td>
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<tr>
<td><strong>Modeled “I”</strong></td>
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<tr>
<td>o Teacher will model agreeing with a statement by asking “Am I a teacher? Yes, I am”. <strong>Nodding</strong> her head as she agrees. T will explain that this is called agreeing.</td>
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<tr>
<td>o T will then ask students, “Are you a student?” Students will nod their heads or respond with, “Yes, I am.” T will go around the room to give all students an opportunity to practice.</td>
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<tr>
<td>o T will then model disagreeing statements: “Am I a student? No, I’m not.” <strong>Shaking</strong> her head as she disagree. T will explain that this is called disagreeing.</td>
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<tr>
<td>o T will then go around the room asking, “Are you a teacher?” Students will be asked to respond with shaking their head or a statement.</td>
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<tr>
<td><strong>Guided “We”</strong></td>
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<tr>
<td>o T will refer to the manipulative chart and will have students help her agree or disagree to the statements made about the pictures (ex. Does a bird live in a cave? And model shaking and responding with: No, a bird does not live in a cave.)</td>
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<tr>
<td>o Teacher will go around the room and ask students questions about animals and their homes. T will use gestures to help students understand the question. <strong>Point to pictures and shrug shoulders to “ask”</strong>. Students will be given the choice of signing gestures (nodding and shaking head) or responding with short phrases. Students can refer to the sentence frames: Yes, a _______ does. Or No, a_______ does not.</td>
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<tr>
<td><strong>Supported “You”</strong></td>
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<tr>
<td>o Teacher will give students a chance to practice asking questions to their partners about the animals and their homes on the manipulative chart. Students can refer to the sentence frame: Does a_______ live in a(the) _______ ? Response: Yes, a_______ does live in a(the)<em><strong><strong><strong>. OR No, a</strong></strong></strong></em> does not live in a (the)_______.</td>
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<tr>
<td><strong>Exit Ticket / Assessment</strong></td>
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<tr>
<td>o Write a sentence asking or making a statement about animal homes along with a response that displays agreement / disagreement in their daily journal. Students will use sentence frames and their picture dictionary to help them create a sentence. Students will add the written statements and responses recorded for future reference.</td>
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<tr>
<td><strong>Homework</strong></td>
<td></td>
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<tr>
<td>o Write/Draw (students will choose based on their ability) questions asked to someone at home and their response or suggested response. Students should be ready to share tomorrow with a partner. Students will refer to their picture dictionary (which should include the sentence frames given during lesson).</td>
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</tbody>
</table>
Sentence Frames

Agreeing/Disagreeing:

Does a ___bird_ live in a (the) ___cave___?

Are you a student?

Am I a teacher?

Response:

Yes, a ___bird_____ does live in a

(the)___nest /tree _.

No, a ___bird_____ does not live in a

(thes)_cave_.

Designed for: ESL Block for beginner ELLs only  | Unit: Animals and Their Homes  | Lesson#5 Week 1 Day 5
**AIM(s)**

**Content/Language Objective:** SW distinguish between prepositions in & out in order to practice and build vocabulary and grammar skills by discussing animals/homes and acting out commands using in & out.

**Materials Needed:**
- Picture cards
- Toy Farm animal figures and paper bags labeled “FARM”
- Sentence Frames

**Grammar Development Prepositions**

- **Modeled “I”**
  - Grammar:
    - T will bring in a box and stand in it with both feet and say, “I am in the box”. T will emphasize the word *in.*
    - T will then step out of the box and say “I am out of the box”. T will emphasize the word *out.*
    - T will explain that these words are prepositions (words that tell us where something or someone is).

- **Guided “We”**
  - Grammar:
    - T will then have students practice getting in and out of the box and making the statements using the correct preposition.
    - T will then take out a paper bag (labeled FARM) and toy figured farm animals. T will review (“the bag is a farm and these are the animals”) and elicit responses from students about each object and its name. T will model putting and taking out the animal in the bag (FARM) and write the sentence frame on the board: The ________ is in the farm. // I took the ________ out of the farm.
    - T will have students participate in making a statement using the correct preposition and the correct vocabulary to represent the objects (animals).

- **Supported “You”**
  - Grammar:
    - T will then allow students to have a bag (FARMS) and use their objects (animals) to put in or take out of the bag. Students will say their statements to their partners in order to practice using correct prepositions.

- **Exit Ticket / Assessment**
  - Grammar:
    - Write a sentence or draw (students will choose based on their ability) a picture with labels describing the animals and their home/environment in their daily journal. Students will use sentence frames and picture dictionary to help them create a sentence or labeled picture. Students will add the written statements in their dictionaries for future reference.

**Homework**

- Take the bag and individual picture cards of farm animals home. Write/Draw (students will choose based on their ability) statements that were used to show family what was discussed in class today. Students should be ready to share tomorrow with a partner. Students will refer to their picture dictionary (which should include the sentence frames given during lesson).
Farm Animals

Bird

Rooster

Duck

Pig

Squirrel

Goose

Sheep
Animal homes and their Environment

- **Modeled “I”**
  - Teacher will show students pictures of a home, city, town and pets. Using gestures (pointing to yourself and the pictures) to explain that people live in a home in a city or town. Explain that animals’ homes are in certain kind of places called environments. T will then place pictures with words on a chart under its correct category (Person/animal, Home, Environment).
  - T will then introduce picture card of monkey and tree and proceed to place the picture under the correct category while explaining each picture in detail by saying “This is a monkey. This arrow tells me that this picture goes with the one to the right. I see the monkey in a tree. The monkey lives in a tree. Now I see lots of trees. This is called a forest. The monkey lives in a tree in the forest. The forest is the environment that the monkey lives in.”*See chart for the example.
  - T will recap the language that will be used to discuss the animals, their homes and their environment that is shown with the connecting arrows. (The monkey; The monkey lives in a tree; The monkey lives in a tree in a forest.)

- **Guided “We”**
  - T will refer to the concept chart and will elicit responses from the students to describe the animal, their home and their environment.
  - Teacher will go around the room and have all students participate with one word, short phrases or gestures like pointing or placing picture cards where they belong. (Chart can be laminated and use Velcro to put up pictures on and off the chart.)

- **Supported “You”**
  - Teacher will give students a chance to practice discussing animals homes with a partner in short phrases by manipulating the pictures in the correct category.

- **Exit Ticket / Assessment**
  - Students will play a matching game (the animal has to be placed in its correct home on the landscape of a blank farm). The class will be divided into even groups. Students will use picture cards and picture dictionary to help them create the farm. Other players will decide whether the player’s choice is correct which will allow them to practice the language of agreeing and disagreeing. If the other players agree, the child keeps the card. If they disagree, it goes to the bottom of the pile for replay. The student with the most cards when the pile is finished is the winner. Students will then independently add the information learned in their picture dictionary.

**Homework**

- Write/Draw (students will choose based on their ability) about what animals they see and their home and
environments they live in. Students should be ready to share tomorrow with a partner. Students will refer to their picture dictionary.

Picture Cards
City

Bird

Duck

Squirrel

Cat

Town

Bee

Fish

Goose

Mouse

Home

Bear

Cow

Sheep

Dog
Animal Homes
WHERE DO ANIMALS LIVE?

<table>
<thead>
<tr>
<th>Animals</th>
<th>Homes</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
**AIM(s)**

**Content/Language Objective:** SW use prior knowledge and previewing to make predictions about a book in order to create comprehensible input and practice good reading strategies by discussing, looking at the pictures and reading Mother Duck’s Walk.

**Materials Needed:**
- Big Book *Mother Duck’s Walk* written by Lynelle H. Morgenthaler Illustrated by Jason Wolff
- Graphic Organizer for Previewing text
- Graphic Organizer for HW (sequence chart)

**Previewing and Making Predictions**
- **Modeled “I”**
  - T will show a picture of a duck and a nest. Using gestures to support you words, [pointing to pictures] explain that a duck lives in a nest.
  - T will tap into student’s prior knowledge by asking “Have you seen a duck before? What was it doing? Allow students to respond in words or gestures.
- **Guided “We”**
  - T will first looking at the cover (T will point and use gestures to support questions) and ask: “Have you ever seen a family of ducks walking together like this before? All the babies follow the mother.”
  - T will ask questions and model making predictions about the book. T will have students help answer her questions and make predictions using pictures in book. Do you think Mother Duck can see her little duckling when they are walking behind her? If the ducklings were lost, where show Mother Duck look? How do you think the story ends?
  - T will open back flap of the book, which shows Mother Duck’s Walk. T will leave this open as you read to help build comprehension of the sequence of the text.
  - T will point to pictures and use gestures that support the text while reading the text with the students. T can use the comprehension support (see resources) to help build comprehensible input.
  - If students are able to respond and participate in predicting have them continue throughout the book. (Ex. What do you think will happen at the Mother Ducks nest?)

- **Supported “You”**
  - Teacher will have students do a think-pair-share about the events of the book they read with their partners before they write.

- **Exit Ticket / Assessment**
  - Students will write or draw a picture (students will choose based on their ability) with labels about the book they read in their daily journals.
  - Students will add the information learned in their picture dictionary.

**Homework**
- Write/Draw (students will choose based on their ability) what they remember about the text sequence on a graphic organizer. Students should be ready to share tomorrow with a partner. Students will refer to their picture dictionary for help.
### Previewing Text

<table>
<thead>
<tr>
<th>What did you look at?</th>
<th>Prediction</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture</td>
<td>The mother duck cannot see the ducklings.</td>
<td>Where is she going?</td>
</tr>
</tbody>
</table>
Sequence of Events
Mother Duck could not find her five little ducks.

“Where, oh where, can my little ducks be? I’ll have to go on a walk and see!”

First Mother Duck went to look behind a big gray rock. But she did not see...

Then she looked under some old brown leaves.

Mother Duck went to look on top of the high green gill.

She looked through the tall yellow grass.

Mother Duck was getting very tired and very worried. Where could her ducklings be?

“My oh my, it’s getting late. I’ll have to go home…”

When Mother Duck finally got back to her nest, she laid does her to take a rest.

She looked up suddenly...

“There you are my ducklings…”

Point: to Mother Duck
act out: search around and hold up five fingers

Point: shrug shoulders in question
act out: pretend to go on a walk

Use flap: use “walking fingers” to walk behind rock

Gesture: shake head

Use flap: use “walking fingers” to walk under leaves

Use flap: use “walking fingers” to walk on top of hill

Use flap: use “walking fingers” to walk through grass

Gesture: Shake head, crease brow, shrug shoulders

Act out: look at watch, use thumb to indicate going

Point: to nest
Act out: lay head on hands

Act out: lay head on hands then look up suddenly

Use flap: to point to last picture and embrace yourself.
**AIM(s)**

**Content/Language Objective:** SW describe the sequence of events in order to build comprehension strategies for good readers and build oral language by “finger walking” and retelling the story (using words or gestures) to their partners.

**Materials Needed:**
- Big Book Mother Duck’s Walk written by Lynelle H. Morgenthaler Illustrated by Jason Wolff
- Graphic Organizer for Previewing text
- Graphic Organizer students HW from night before (sequence chart)
- Sequence Graphic Organizer

**Sequence of Events and Retelling**

- **Modeled “I”**
  - T will ask students to share what they recalled for homework.
  - T will reread the story to the students and tell them they will do a “finger walk” and retell the events in the story. (T will use the back flap of the book to model a “finger walk”- using the fingers to follow the sequence of events while saying first, then, next, and finally)
  - T will follow the **WRONG** sequence by skipping around with her finger and saying the order wrong, if students don’t stop the teacher will ask, *Is this right?* T will explain that stories happen in a certain order and that the charts they see helps them keep on track of that order.

- **Guided “We”**
  - T will then ask students to participate and help her do a finger walk in the correct order.
  - T will make sure to emphasize the transitional words (first, then, next, and finally) as they retell the story together.
  - T will then ask students to help her try to write the sequential events for how a squirrel builds his nest.
  - T will show the students a graphic organizer with pictures and have students help the teacher put the pictures in the correct order.
  - T will then ask students to help the teacher create sentences to go along with the picture.

- **Supported “You”**
  - Teacher will have students work with a partner to create their own sequential chart of a bird building a nest. Students will discuss with their partner in what order the pictures should be in.

- **Exit Ticket / Assessment**
  - T will give students the picture cards to put in order and write sentences/ words to describe the picture. Students will use picture word bank to help with vocabulary.
  - Students will add the information learned in their picture dictionary.

**Homework**
- Write/Draw (students will choose based on their ability) what they learned today about squirrel, ducks, or birds. Students should be ready to share tomorrow with a partner. Students will refer to their picture dictionary for help.

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**Picture Cards for sequence of events**
Squirrel brings leaves to nest.

Squirrel lives in a tree.

Squirrel finishes his nest.

Squirrel brings twigs to nest.

Nest

Ducklings
Finally, bird finishes his nest.

Next, bird brings twigs to nest.

First, bird finds tree.

Then, bird brings leaves.
**Designed for: ESL Block for beginner ELLs only** | **Unit:** Animals and Their Homes  **Lesson#9 Week 2 Day 4**

**AIM(s)**

**Content/Language Objective:** SW develop questions and use environmental pictures to answer them in order build scientific knowledge about animal homes and their environments by discussing with a small group, using magazine pictures to explore and respond to questions to create the environment game.

**Materials Needed:**
- Magazines (National Geographic)
- Construction paper
- Scissors

- Marker
- Glue
- Unlined index card

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**Animal homes/ Environment Game**

- **Modeled “I”**
  - T will go over the concept poster with students to review animal homes and their environment.
  - T will then show students nature magazines (National Geographic for kids) and divide students into 3 groups.
  - T will explain to students by modeling and using gestures to support language (looking through the magazine, gesturing cutting out a picture of an environment, pointing to pictures, and gesturing creating the tri fold pocket poster for the game.) *See resources.*

- **Guided “We”**
  - T will then ask students to help her find the first environment in the magazine. Teacher will look through each picture and select one (choose a forest). If not stopped by students, ask; “Could this be an animal home environment? Do you think animals could live here?”
  - T will select some students to be a part of her group to help her create an example game board with scissors, glue, and magazine pictures. (Example in resources).
  - T will encourage students to help her find 3 or 4 animals that live in that environment by drawing or cutting them out of the magazines.
  - T will then explain that there will be 3 environments at the top of the tri fold poster board and 3 pockets underneath each picture of environment for questions. “We will do one together.”
  - Teacher’s group of students (with the help of other students in the class) will find or draw 3-4 animals that belong in that specific environment.
  - T will then show students how to create questions about the environment or animal homes by doing a Thinking-Aloud: “Do animals live in trees? Does a bird live in a forest? Does a squirrel live in a forest?” T will then write the questions on the back of the designated animal index card. This will show all students how to create the game.
  - T will then ask students mix the cards they made up and put them in a pile. T will model selecting a card, reading the question, agreeing or disagreeing, and deciding which pocket the card goes in (its correct environment). *Students will refer to their picture dictionary for help with vocabulary, sentence starters and or question frames.*

- **Supported “You”**
  - Teacher will have students work with a group to create the game. They will be asked to find 3 environments, 3-4 animals that would live in their environment, and create a question on the back of each animal card.
Once they have completed these steps they can play the game.

- **Exit Ticket / Assessment**
  - Students will play the game while teacher walks around taking notes for informal assessment of students understanding and oral language ability.
  - Students will add the information learned in their picture dictionary.

**Homework**

- Write/Draw (students will choose based on their ability) what they learned today about animal homes and their environment. Students should be ready to share tomorrow with a partner. Students will refer to their picture dictionary for help.
WHERE DO ANIMALS LIVE?

Animals  Homes  Environment

[Image of a monkey in a tree]  [Image of a monkey on a tree branch]  [Image of a polar bear]  [Image of a polar bear in a snow environment]  [Image of a polar bear in a cave]
Tri-fold Poster Board Game
**AIM(s)**

**Content/Language Objective:** SW explore nature and create an animal home book in order to experience real life nature and build oral language and vocabulary by exploring a local park, taking pictures, discussing finding with a partner and developing an animal home book.
### Materials Needed:
- Teachers camera
- Field trip to local park or playground
- Construction paper
- Marker/crayons/ pencils
- Glue
- Hole puncher/ yarn
- Scissors

### Animal homes Books Project

**Modeled “I”**
- T will review picture cards of animals, animal homes and a local park.
- T will then divide class into group and tell students (while gesturing to support language) that they are going to explore the park in groups and look for animals and animal homes.
- T will explain to students that when they find some they will have the photographer (can be the teacher or a trusted student to use teachers phone or camera) take a picture of their findings.
- T will go over the rules (being patient by waiting their turn and not touching any of the animals).

**Guided “We”**
- T will elicit students’ responses of easy-to-find examples; looking under rocks, on the ground for earthworms, squirrel and or birds. Give them the examples as necessary (using pictures and gestures).
- T will have students working in groups to discuss and decide what the title of their book will be. Students’ book title has to be a question they can answer from their findings. (Ex. How is the home built, What do you know about (animal name)? What was my experience finding the animal and its home?)
- Teacher will show them how to fold the construction paper, make hole punches and tie the holes with yarn to create their books while having students participate to help the teacher explain.
- T will tell students that the book must be 4 to 8 pages long. T will explain that each group is encouraged to discuss and work together to decide what should go on each page of their book.
- T will explain to them that their group work will be reviewed before they glue down any pictures to finalize their books in case they need revisions.

**Supported “You”**
- Teacher will have students work with a group to discuss and work on creating their animal homes book. Students will refer to their picture dictionary for help.

**Exit Ticket / Assessment**
- Students groups will present their books when they have completed their projects. (Allow students 1-2 weeks to complete.)

### Homework
- Write/Draw what they learned today about animal homes and working on project in groups. Students should be ready to share tomorrow with a partner. Students will refer to their picture dictionary for help.
"S"

PICTURE

DICTIONARY
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**Sentence Frames**

&

**Sentence Starters**