

Vocabulary Builder: Volume 2

Step-by-step Lesson Plans

The image displays two overlapping screenshots of the 'Vocabulary Builder' software interface. The top screenshot is for 'Volume 2' and features 'The Red Kangaroo Poem'. It includes a photograph of a kangaroo and joey in a field, a home icon, and a window icon. The bottom screenshot is for 'Volume 1' and features 'The Red Fox Poem'. It includes a fox's face, a paw print icon, and a 'Vocabulary' button. The text in the bottom screenshot is as follows:

Vocabulary Builder - Volume 1
The Red Fox Poem

Vocabulary Builder

In the dusk it comes hunting for squirrels and mice;
Watch it leap and sail high in the air once or twice,
It can steer with its tail and then land on its prey;
In the night it will hunt to keep hunger at bay.
To a rat or a deer, it can forget the sound,
Like a cat it can leap and then land on the ground,
It can jump, it can swim, very agile and light;
The red fox hunts alone, early morning and night.
In the spring, in its den, is a litter of kits,
In the earth, underground, nestled close, each one fits.
At the start they are blind, also deaf, as they wait;
With their mother they turn; she depends on her mate.
Their eyes open, fur omeber; their ears start to hear;
These wrens' mice, in the eyes, a black streak will appear,
Kits emerge from their dens, ears erect, on a hunt,
One by one, they move out, with the biggest in front.
They range wide in their hunt, searching for, trotting fast,
Always watchful on guard, in a landscape that's vast.
On the lookout for cougars, and bobcats that race
As the hunter is hunted in turn in the chase.
So successful and shrewd, they adapt as they grow,
They are cunning as stalkers, both cautious and slow,
In the dusk they come hunting for squirrels and mice;
Watch them leap and sail high in the air once or twice.

Vocabulary **Quit**

Meets Multiple
Common Core
Standards

Combines
Non-fiction
& Poetry

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Introduction:

SKILL BUILDING & COMMON CORE STANDARDS

Animal Tales satisfies multiple common core standards as students:

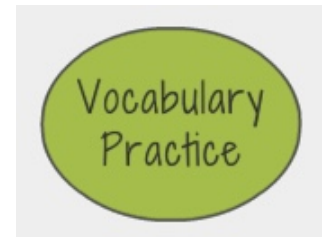
- Explore rhyme and meter in English with poetry
- Build science vocabulary with fun facts about each animal
- Check reading comprehension with scored quizzes on facts



VOCABULARY PRACTICE

The Vocabulary Builder featuring over 250 words in each volume:

- Highlights the targeted vocabulary in context
- Provides a scored vocabulary practice section
- Allows users to navigate back and forth with links from the poem lines & natural science facts to the scored vocabulary practice



BACKGROUND

Poetry

Each volume of *Animal Tales* features 9 poems in anapestic tetrameter - 4 rhythmic units each composed of 2 weak and one strong syllable:

xxX xxX xxX xxX

Here's an example of the anapestic tetrameter from the *Red Kangaroo*:

A marsupial **made** for a **life** on the **run**,
It's **unique**, without **equal**, and **second** to **none**.

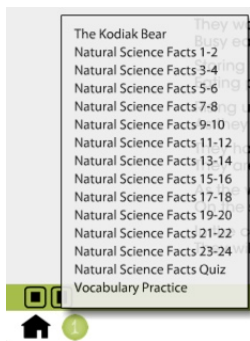
Please note that it is possible to omit the first weak syllable or add an additional weak syllable at the end.

Prose

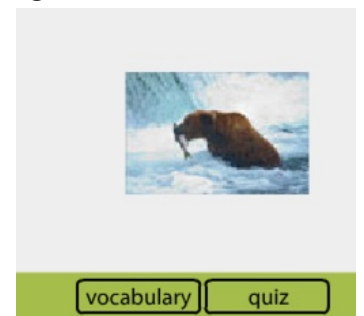
Each poem in ***Animal Tales*** also features 24 facts about each animal and its environment. These facts are matched with the lines in the poem. This unique blending of poetry and prose satisfies Common Core Standards for both Informational text and Literature.

NAVIGATION

At the **main Table of Contents**, mouse over the chapter number to see the graphic change in the center and the title change in the upper right corner. Click on “Introduction” to get more information on the program. Click on “Final Review” to take the final test and get a score.



At the **Chapter level**, mouse over the chapter number in the lower left corner to see a pop-up menu with all the pages in that chapter. Click on the “Vocabulary” button in the lower right to go to the vocabulary practice. Click on “quiz” in the lower right corner to go to the chapter quiz and get a score. Click on the rhyming words in each line to go to the page with the natural science facts.



Throughout the program, click on the thumbnail photo in the lower right to see a larger photograph of the animal, a predator, or its environment. Click a second time to minimize the photo.

Use the forward and backward arrows to move one page at a time. Click on the **Home icon** in the lower left corner to go back to the Table of Contents.



ORGANIZATION

Poems and photographs

There are nine poems with 24 lines each in each volume. Each poem features a different animal with photographs, audio, and text. See the larger photograph for the poem by clicking on the circular graphic in the upper right or the thumbnail photo in the lower right.

Poem lines with natural science facts, photographs, & vocabulary practice

Clicking on the rhyming words in each line takes you to a separate page featuring the two rhyming lines with two natural science facts and a photograph. Click once on the Vocabulary Builder button in the upper left to highlight the targeted vocabulary. Click on the highlighted words to go directly to the scored Vocabulary Practice section (see

Vocabulary Builder - Volume 2
Natural Science Facts I-Z The Caribou

Vocabulary Practice

By the hundreds of thousands, the caribou come, in a mass, with no break, like the beats of a drum.

Caribou (Rangifer tarandus) are members of the deer family that live in the boreal forests and the tundra of North America, Siberia, and Europe.

When the caribou herds migrate, you can hear thousands of hooves striking the ground along with the clicking sound that they make.

details below).

Vocabulary Builder Buttons

Mouse over the Vocabulary builder buttons in each section to get more information about the meter for the poem.

Vocabulary Builder - Volume 2
The Caribou Poem The Caribou

Skill Vocabulary Builder

By the hundreds of thousands, the caribou come, in a mass, with no break, like the beats of a drum. As they flow through the land, they create a new sound. An irregular beat, clicking hooves on the ground.

The voiceover for this poem is a great model for rhythm/pacing, which can guide you in making more effective oral presentations.

The vocabulary practice in this volume features over 250 vocabulary words in context. The next screen combines natural science facts with the poem lines.

You can highlight the vocabulary words there by clicking on the vocabulary practice button in the upper left.

They uncover the lichen that grows down below.

Chapter Quiz

Each chapter has a multiple-choice quiz to check listening/reading comprehension for the facts.

Vocabulary Builder - Volume 2
Natural Science Facts Quiz The Caribou

Click on the correct answers. Click on "score" to check your answers.

- The hooves of the caribou make:
 - a unique drumming sound
 - a unique clicking sound
 - a unique tapping sound
- When the first snows fall each year, the caribou turn:
 - north
 - west
 - south
- The caribou calves are born:
 - on the tundra
 - in the boreal forests
 - in the water
- Caribou eat:
 - small shrubs and aromatic plants
 - fungi and lichens
 - all of the above
- In winter, caribou footpads:
 - grow softer
 - contract and become more dense
 - grow larger
- On the tundra caribou eat approximately:
 - 12 lbs. (5.44 kg) of food each day
 - 22 lbs. (9.98 kg) of food each day
 - 50 lbs. (22.68 kg) of food each day
- Caribou calves can run:
 - shortly after birth
 - at birth
 - at 1 week
- Predators of caribou are:
 - grizzlies and wolverines
 - wolves and lynx
 - all of the above

Check your answers carefully. You cannot return to previous pages!

Page 1/2

Vocabulary Practice

There is a scored Vocabulary practice in each chapter. Clicking on the highlighted word in the multiple-choice question will bring up the example of the word in context in the box at the top of the page.

Vocabulary Builder - Volume 2
Vocabulary Practice The Caribou

Click on the question to see the word or phrase in context. Then select the best answer. Click on "score" to check your answers.

72. In a mass, with no break, like the beats of a drum.

73. The word mass in poem line 2) is closest in meaning to:

- small group
- pile
- hoard
- mass

74. The word boreal (in fact 1) is closest in meaning to:

- southern
- eastern
- western
- northern

75. The word herds (in fact 2) is closest in meaning to:

- groups
- pairs
- hunters
- sing

76. The word migrate (in fact 3) is closest in meaning to:

- take an annual vacation
- take an annual sabbatical
- take a seasonal picnic
- make a seasonal trek

77. The word hooves (in fact 4) is closest in meaning to:

- soft parts of their toes
- furry parts of their feet
- hard parts of their feet
- tops of their feet

Page 1/6

Final Review

There is a scored Final Review with multiple rotating versions featuring three different question types:

(1) Word scrambles
(2) Multiple-choice questions for the facts
(3) Vocabulary builder

TARGET AUDIENCE

Students in middle school (reading grade levels 6.3-9.7)

MULTIPLE LEARNING STYLES

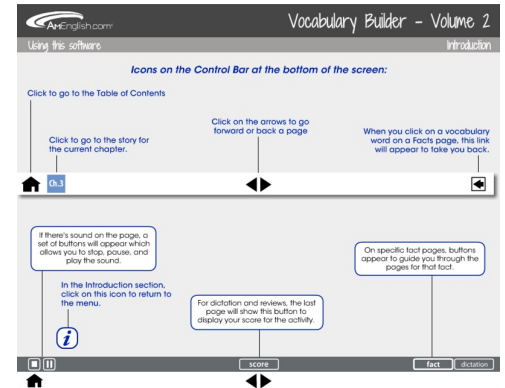
The photographs, extensive audio files, interactivity and automatic scoring appeal to multiple learning styles.

Lesson One: Program overview

In the lab: User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation.

- At the **main Table of Contents**, mouse over the chapter number to see the graphic change in the center and the title change in the upper right corner. Click on “Introduction” and then “Using this Software” to get more information on the program.
- At the **Chapter level**, mouse over the chapter number in the lower left corner to see a pop-up menu with all the pages in that chapter. Click on “Vocabulary Builder” to go to the vocabulary practice. Click on “quiz” in the lower right corner to go to the chapter quiz and get a score.
- On the poem page, click on the rhyming words in each line to go the page with the natural science facts. On the Fact page, click on the “Vocabulary Word Builder” graphic to see the words highlight. Click on one of the highlighted words to go to the Vocabulary Practice section. Click on the arrow in the lower right of the screen to go back.
- **Throughout the program**, click on the thumbnail photo in the lower right to see a larger photograph of the animal, a predator, or its environment. Click a second time to minimize the photo.
- Use the forward and backward arrows to move one page at a time. Click on the **Home icon** in the lower left corner to go back to the Table of Contents.
- Take students to the Final review and let them explore the interactivity here as a preview. (Give students some time to play with the final review and check their scores.)



Warm up for the homework

Show the poem picture for *The Kodiak Bear* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.

Ask students:

• Have you ever seen this animal?
• What do you know about this animal?
• What do you think it is eating in this picture?
• What kind of habitat do you think this animal needs to survive?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

On your own in the lab/homework

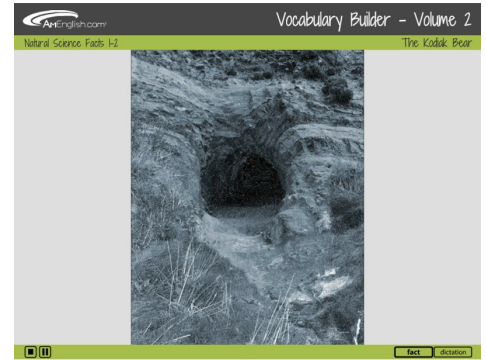
Review Chapter One: *The Kodiak Bear* including the poem, practices, and quizzes.

Lesson Two: *The Kodiak Bear*

In the classroom:

Rhyming words: Whole class

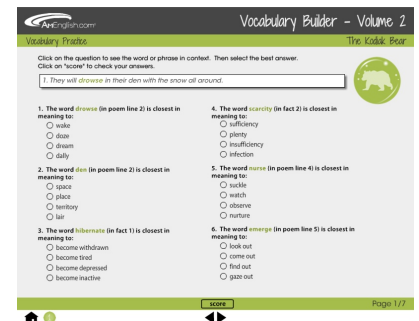
- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



*In the cold, fast asleep in the earth, underground
They will drowse in their den with the snow all around.*

Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.



Warm up for the homework

Show the poem picture for *The Red Kangaroo* on the screen (stop the audio) or write the title for the first chapter on the board.



This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.

Ask students:

- Have you seen this animal before?
- What do you know about this animal?
- Where does the mother carry her baby?
- Where do you think it lives?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

Review Chapter Two: ***The Red Kangaroo*** including the poem, practices, and quiz.

Lesson Three: *The Red Kangaroo*

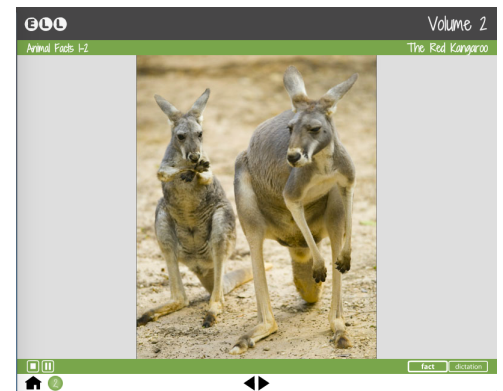
In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.

*A marsupial made for a life on the run,
It's unique, without equal, and second to none.**

*Note that different vowels make the same sound here.



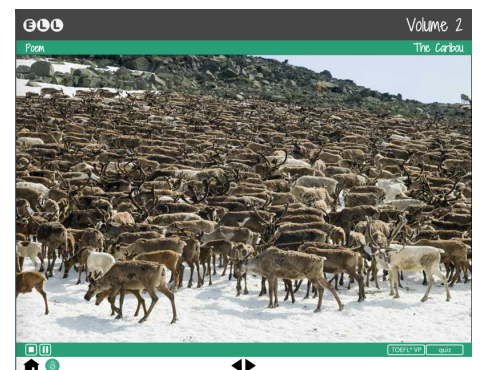
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Caribou* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- Have you seen these animals before?
- What do you know about these animals?
- How do you think they get their food?
- Where do you think they live?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

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On your own in the lab/homework

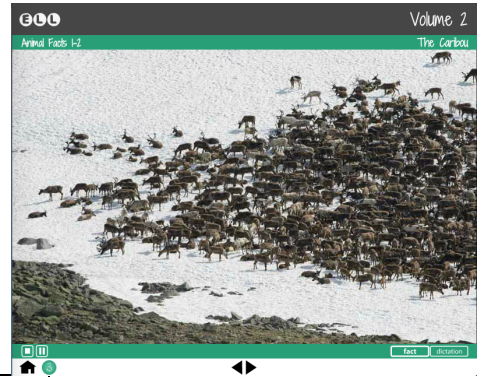
Review Chapter Three: *The Caribou* including the poem, practices, and quiz.

Lesson Four: *The Caribou*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



By the hundreds of thousands, the caribou come

*In a mass, with no break, like the beats of a drum.**

*Note that different vowels make the same sound here.

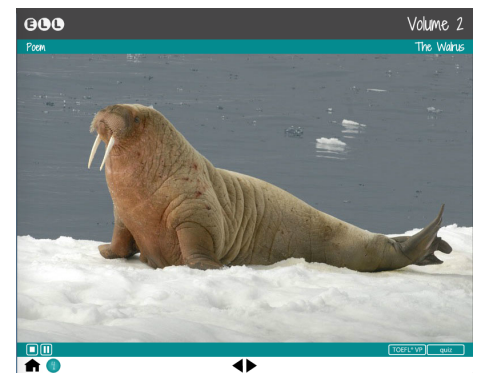
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Walrus* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

• Have you ever seen this animal?
• What do you know about this animal?
• How do you think it gets its food?
• Where do you think it lives?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

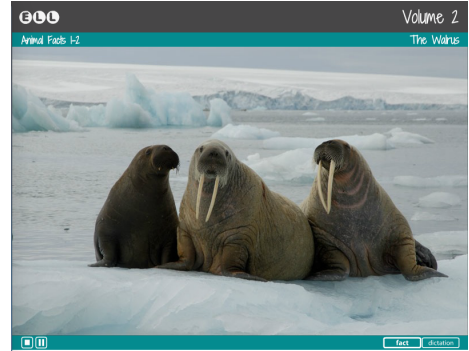
Review Chapter Four: ***The Walrus*** including the poem, practices, and quiz.

Lesson Five: *The Walrus*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



<p><i>They follow the pack ice, go north in the spring, Travel south in the winter, like birds on the wing.</i></p>

Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for ***The Gray Wolf*** on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---|
| <ul style="list-style-type: none"> • Have you ever seen this animal? |
| <ul style="list-style-type: none"> • What do you know about this animal? |
| <ul style="list-style-type: none"> • How do you think it gets its food? |
| <ul style="list-style-type: none"> • Where do you think it lives? |

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

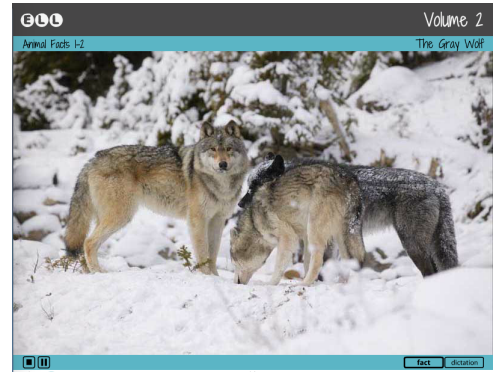
Review Chapter Five: *The Gray Wolf* including the poem, practices, and quiz.

Lesson Six: *The Gray Wolf*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



<i>They gather together at twilight to hunt,</i>
<i>Single file in a line, with the leader in front.*</i>

*Note that different vowels make the same sound here.

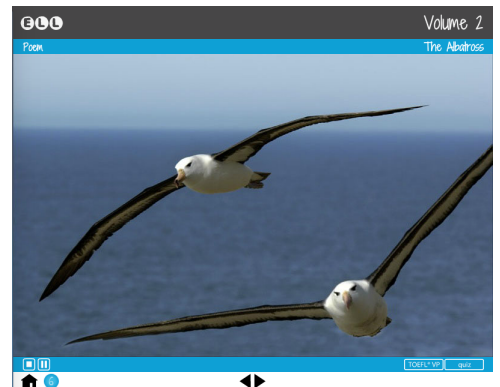
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for ***The Albatross*** on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

• What kind of animal is this?
• What do you know about this animal?
• How do you think it gets its food?
• Where do you think it lives?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the

scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

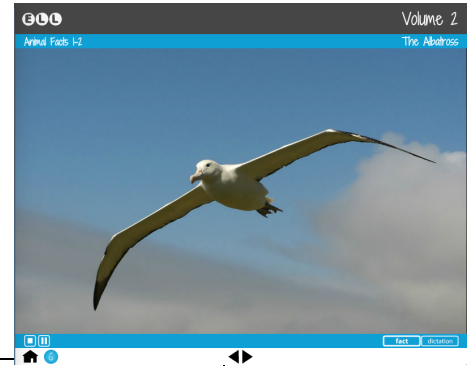
- Review Chapter Six: *The Albatross* including the poem, practices, and quiz.

Lesson Seven: *The Albatross*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



<i>Traversing the oceans, they journey quite far,</i>
<i>Slowly sailing on winds, held aloft, under stars,</i>

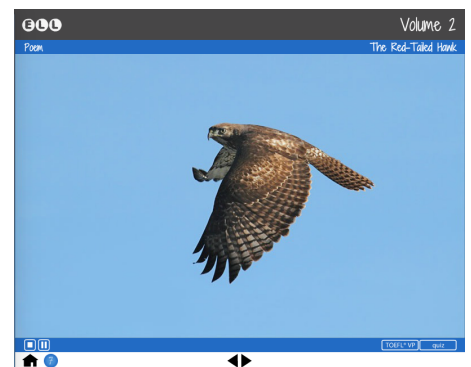
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for ***The Red-Tailed Hawk*** on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---------------------------------------|
| • Have you ever seen this animal? |
| • What do you know about this animal? |
| • How do you think it gets its food? |
| • Where do you think it lives? |

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the

scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

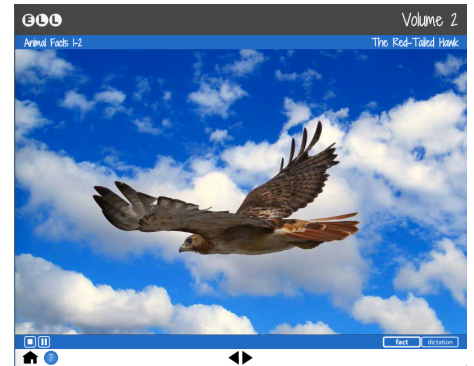
Review Chapter Seven: ***The Red-Tailed Hawk*** including the poem, practices, and quiz.

Lesson Eight: *The Red-Tailed Hawk*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



*He's a powerful raptor, a lord of the sky,
He glides on the thermals, on updrafts soars high,**

*Note that different vowels make the same sound here.

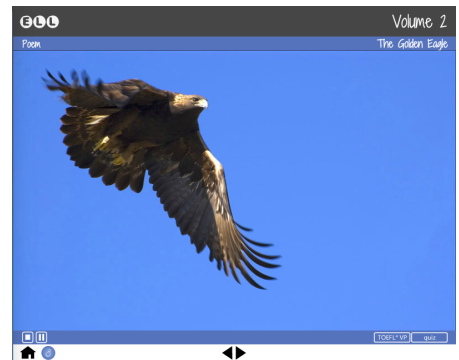
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Golden Eagle* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- Have you ever seen this animal?
- What do you know about this animal?
- How do you think it gets its food?
- Where do you think it lives?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

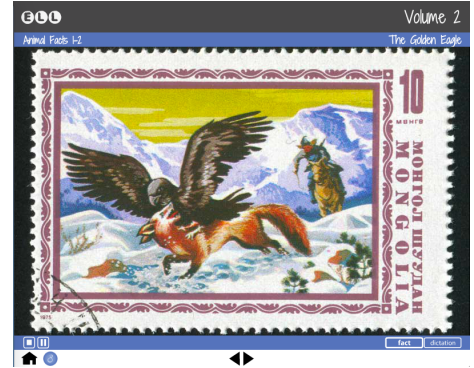
Review Chapter Eight: *The Golden Eagle* including the poem, practices, and quiz.

Lesson Nine: *The Golden Eagle*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



In Mongolia eagles are sent after wolves,

*Raptors soar above horsemen and galloping hooves,**

Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Lynx* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

- | |
|---------------------------------------|
| • Have you ever seen this animal? |
| • What do you know about this animal? |
| • How do you think it gets its food? |
| • Where do you think it lives? |

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

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On your own in the lab/homework

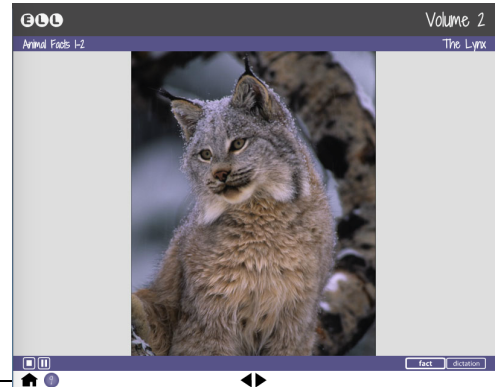
Review Chapter Nine: ***The Lynx*** including the poem, practices, and quiz.

Lesson Ten: *The Lynx*

In the classroom:

Rhyming words: Whole class

- Play/Read the lines a couple of times.
- Elicit the rhyming words from the class.



Agile climbers, they wait on the branches of trees

*As they watch from above for the game they will
seize.*

Vocabulary Comprehension Check: in the Lab or in the classroom with a projector

Go to the Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned.

Share how the voice-over (audio) & photographs change/add to the experience of reading the text.

On your own in the lab/homework

Take the Final Review

The screenshot shows an ELL (English Language Learner) interface for a 'Final Review' section. The interface includes a header with 'ELL' and 'Volume 2', and a sub-header 'Final Review'. A instruction reads: 'Click on the required words and drag them to the bottom of the box in the correct order (there are two extra words)'. There are four boxes, each containing a set of words to be rearranged into a sentence. The words in the boxes are: 1) grow, tusk, grows, long, walruses, tusks, male; 2) the, on, calves, are, ice, born, in, at; 3) cares, wolf, puppies, pups, package, the, pack, the, for; 4) a, den, the, wolf, dented, dent, female, digs. At the bottom, there is a warning: 'Check your answers carefully. You cannot return to previous pages!' and a page number 'Page 1/16'.

Classroom Expansion Options

Follow-up activities

Organization of the stanzas in each poem

Divide the class into small groups (nine total); hand out the name of each of the 9 animals in this volume, one for each group. Each group will map the organization of their assigned poem. One member of the group will present the map orally supported by a quick sketch on the white board. After all the groups have presented, the teacher will facilitate identifying common organization features, for example, mating habits and care of offspring.

Animal attributes and environment

Ask students to identify one to two key attributes of each animal and explain how these attributes help that animal to survive in its environment. This can be an oral or a written assignment. It could also be used for groups. Each student in the group would choose a different animal and then present on his/her animal to the group.

This activity could be altered to a guessing game. Students present one or two key attributes for each animal and then the rest of the class guesses which animal it is.

Volume 2:

For example: (Eliminate the name of the animal for the guessing game)

Caribou have hollow winter fur that helps them float as they swim across rivers in their yearly migrations.

Research to find more facts about the animals

Assign each student an animal to research with the goal of finding one fact about the animal that is not covered in the program, ***Animal Tales***.

True/False Group Activity for Facts

This activity can be extended by having students present six “facts” about each animal orally to the class, making up some that are **not** accurate. The audience would need to identify **true** vs. **false**.

A quick way to do this in a classroom is to have the audience show “thumbs up” for **true** and “thumbs down” for **false**.

Summarize & Guess

Divide the class into small groups (nine total); hand out the name of each of the 9 animals in this volume, one for each group. Have the group write down a short statement describing the theme for the poem about their assigned animal. Then share their statement orally with the class, without naming the animal. Have the rest of the class guess the animal. (If the class has difficulty guessing the animal, put the group’s statement on the whiteboard for editing. Give the group some feedback on how to improve their statement by eliciting suggestions from the whole class.)

Research classes of animals

Discuss the definition of the six classes of animals, starting with mammals.

Which animals from ***Animal Tales*** fit into this category?

What are some of the reasons these animals fit the definition of mammals?

Depending on the level, this activity could involve online research to clarify the definitions of each class with supporting pictures and examples. After completing this research, students could create a graphic or chart illustrating the six classes of animals.

Mapping - Geography

On a world map, show the places where each animal population featured in

Animal Tales can be found.

Research factors affecting the survival of difference species

Assign each student an animal to research for an **in-class oral presentation**

Volume 2: (for example)

- How are the boreal forests and the tundra both critical to the survival of the caribou?