

# Vocabulary Builder: Volume 4

## Step-by-step Lesson Plans

The screenshot displays the Vocabulary Builder app interface. The top section shows 'Vocabulary Builder - Volume 2' with 'The Red Kangaroo Poem' selected. Below this is a photo of a kangaroo and joey in a field. To the right, it says 'GRADES 6-8'. The bottom section shows 'Vocabulary Builder - Volume 1' with 'The Red Fox Poem' selected. This section includes a 'Vocabulary Builder' icon, a list of vocabulary words, and a photo of a fox. The text in the bottom section includes: 'In the dusk it comes hunting for squirrels and mice: Watch it leap and sail high in the air once or twice. If you sleep with its tail and then land on its prey, in the night it will hunt to keep hunger at bay. To a cattle start, 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. as the spring, in its den, it's litter of six. In the earth, underground, nestled close, each one fits. At the start they are blind, also deaf, so they wait, with their mother they nurse: she depends on her mate. Their eyes open, turn amber; their ears start to hear. Three weeks more in the eyes, a black streak will appear. Its emergence from their den, ears erect, on a hunt. One by one, they move out, with the biggest in front. They range wide in their hunt, searching for, hearing fast. Always watchful, on guard, in a landscape that's vast. On the lookout for cougars, and bobcats that race As the hunter is hunkered in turn the chase. So resourceful 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.'

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:

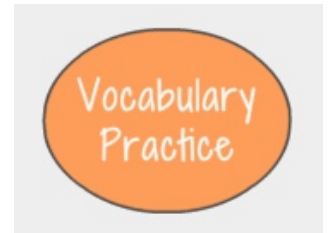
- Explore rhyme and meter in English with poetry
- Build science vocabulary with fun facts about each animal
- Check reading comprehension with scored quizzes on facts



### VOCABULARY Builder

The vocabulary practice 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

A famous example of anapestic tetrameter in Dr. Seuss:

Think **left** and think **right** and think **low** and think **high**  
 Oh, the **Thinks** you can **think** up if **only** you **try**.

You can also hear anapestic tetrameter in the Giraffe:

The **giraffe** comes in **colors**, from **yellow** to **black**  
 Un**repeated**, each **pattern's** **unique**, it's a **fact**.

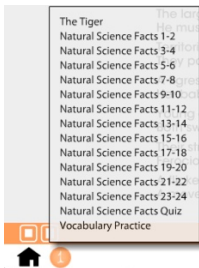
Please note that it is possible to omit the first weak syllable or add an additional weak syllable at the end.

## Prose

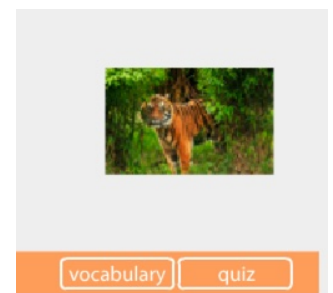
Each poem in ***Animal Tales*** also features 24 fun facts about each animal and its environment. These facts are matched with the lines in the poem. This unique blending of poetry and prose allows students to learn about natural science while honing their language skills.

## 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 the page



with the natural science facts.

On the **Rhyming Lines & Matching Fact Pages**, click on “Dictation” for a scored dictation on the lines of the poem.

**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.



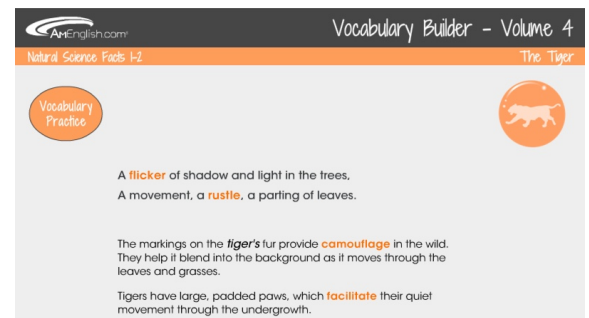
## ORGANIZATION

### 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.

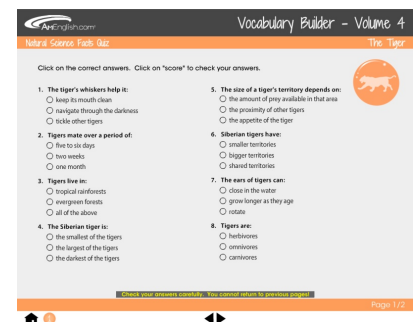
### Poem lines with natural science facts, photographs, & vocabulary practice

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 details below).



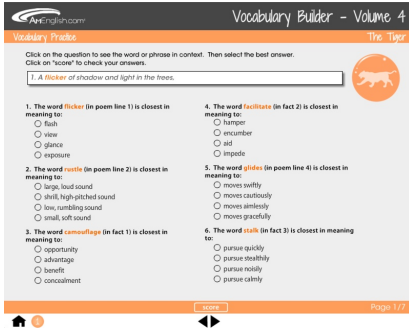
### Vocabulary Builder Buttons on Poem page

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



## Chapter Quiz

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



## 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.

## 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)

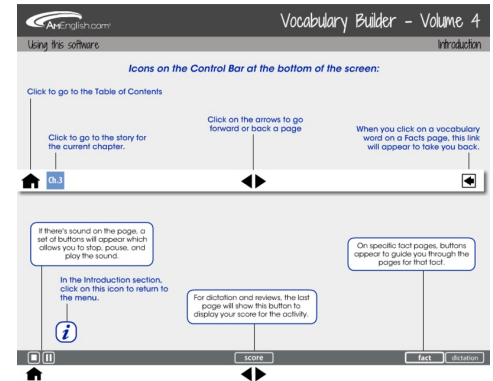
## MULTIPLE LEARNING STYLES

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 Practice” 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 Tiger*** 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 eats?                                      |
| • 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 Tiger*** including the poem, practices, and quizzes.