

# Vocabulary Builder:

## Volume 3

### Step-by-step Lesson Plans



AmEnglish.com® Vocabulary Builder - Volume 2  
The Red Kangaroo Poem The Red Kangaroo

GRADES  
6-8

Meets Multiple  
Common Core  
Standards

Combines  
Non-fiction  
& Poetry



AmEnglish.com® Vocabulary Builder - Volume 1  
The Red Fox Poem The Red Fox

**Skill Builder Vocabulary**

In the dusk it comes hunting for squirrels and mice;  
Watch it leap and sail high in the air once or twice,  
It can sweep with its tail and then land on its prey,  
In the night it will hunt to keep hunger at bay.

To a subtle craft, it can target the sound;  
Use a coil 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 still they are blind, like dead, 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,  
Kits emerge 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 better food,  
Always watchful, on guard, in a landscape that's vast.

On the lookout for cougars, and bobcats that rise  
As the hunter is hushed to turn in the chase.

So resourceful and shrewd, they adapt as they grow,  
They are cunning on stilts, 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 Quiz

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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 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

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

Here's an example of the anapestic tetrameter from the ***Peregrine Falcon***:

High velocity **f**liers, they **h**unt from on **h**igh

After **sighting** their **prey**, they **descend** from the **sky**.

## Prose

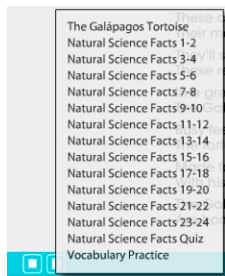
Each poem in ***Animal Tales*** also features 24 facts about each animal and its environment. These facts are matched with the lines in the poem. This unique blending of poetry and prose satisfies Common Core Standards for both Informational text and Literature.

## NAVIGATION

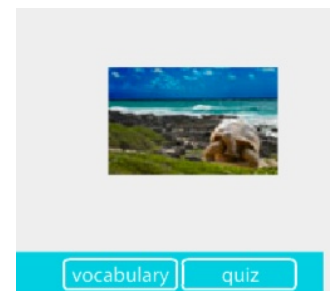
At the **main Table of Contents**, mouse over the chapter number to see the graphic change in the center and the title change in the upper right corner. Click on “Introduction” to get more information on the program. Click on “Final Review” to take the final test and get a score.



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 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.





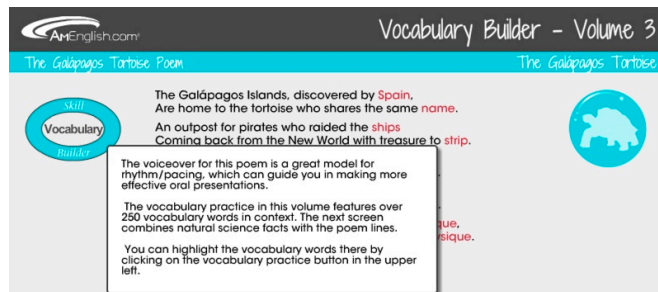
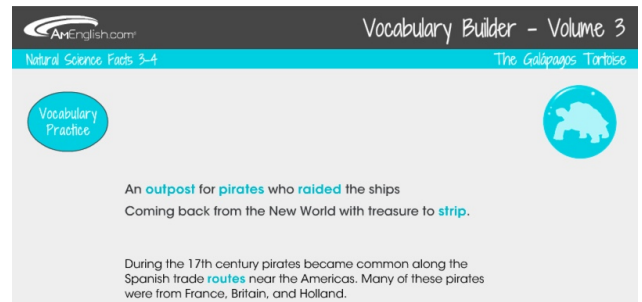
## ORGANIZATION

### 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 details below).

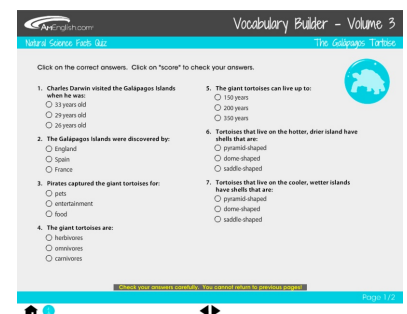


### Vocabulary Builder Buttons on Poem page

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

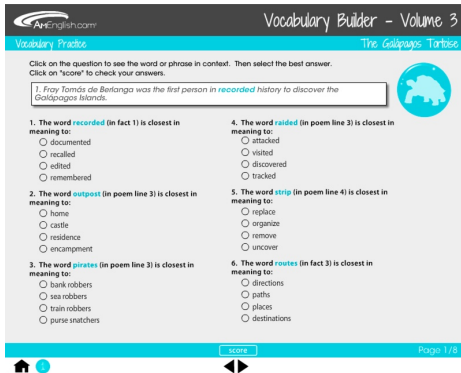
### Chapter Quiz

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

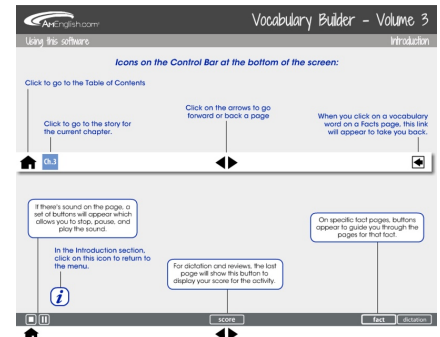
The photographs, extensive audio files, interactivity and automatic scoring appeal to multiple learning styles.

# 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 Galápagos Tortoise*** 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 Galápagos Tortoise*** including the poem, practices, and quiz.

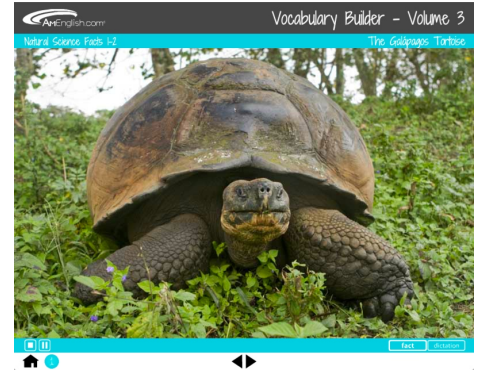
## Lesson Two: *The Galápagos Tortoise*

In the classroom:

**Rhyming words: Whole class**

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

The Galápagos Islands, discovered by Spain,
Are home to the tortoise who shares the same name.



**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 Arctic Tern* 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? |
| • 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 Two:** *The Arctic Tern* including the poem, practices, and quiz.

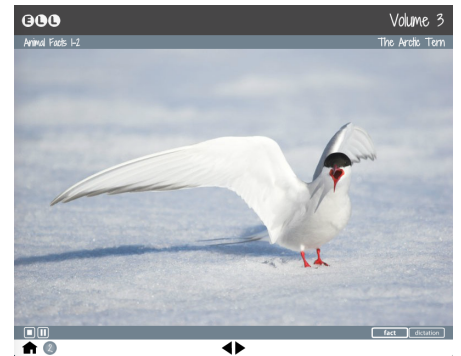
## Lesson Three: *The Arctic Tern*

In the classroom:

**Rhyming words: Whole class**

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

<i>It's a bird of the sun as it follows the light,</i>
<i>It traverses the globe in an anthem to flight.</i>



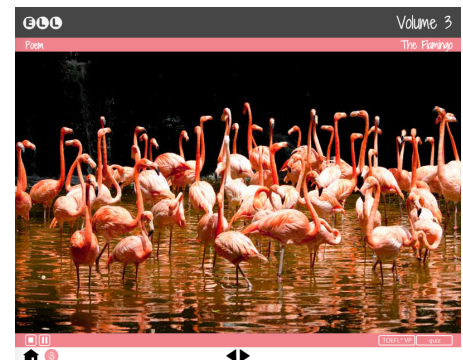
**Vocabulary Comprehension Check:** in the Lab or in the classroom with a projector

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 Flamingo* 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?
• 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 Three: ***The Flamingo*** including the poem, practices, and quiz.



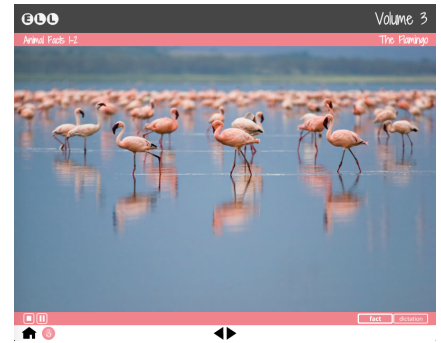
## Lesson Four: *The Flamingo*

In the classroom:

**Rhyming words: Whole class**

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

<i>Their feathers are orange, vermillion and pink,</i>
<i>Shades are changed by the food in the water they drink.</i>



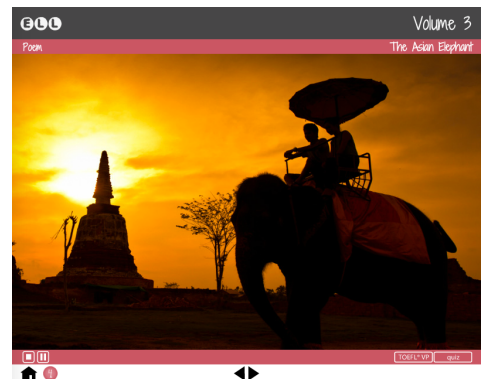
**Vocabulary Comprehension Check:** in the Lab or in the classroom with a projector

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 Asian Elephant*** 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 Asian Elephant*** including the poem, practices, and quiz.

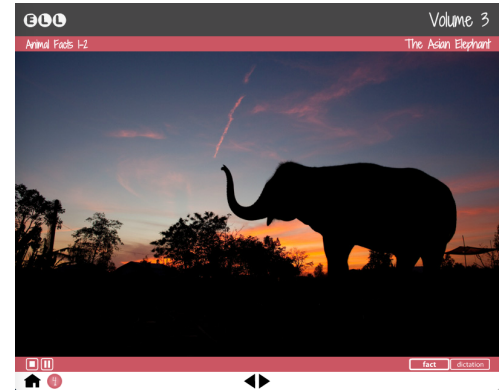
## Lesson Five: *The Asian Elephant*

In the classroom:

**Rhyming words: Whole class**

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

<i>It's the symbol of Thailand, by people revered,</i>
<i>It was ridden in battle, by enemies feared.</i>



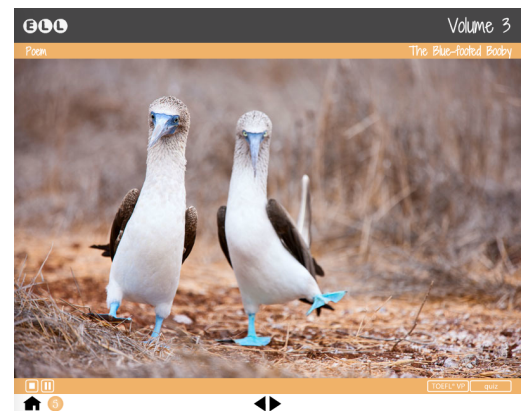
**Vocabulary Comprehension Check:** in the Lab or in the classroom with a projector

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 Blue-footed Booby*** 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 Five: ***The Blue-footed Booby*** including the poem, practices, and quiz.

## Lesson Six: *The Blue-footed Booby*

In the classroom:

**Rhyming words: Whole class**

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

<i>The blue-footed boobies call Ecuador home,</i>
<i>The Galápagos Islands, a place of their own.</i>



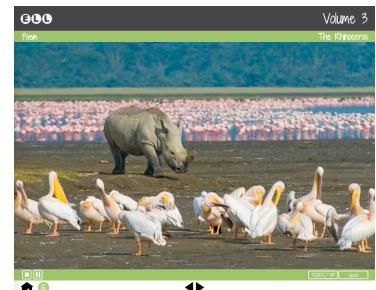
**Vocabulary Comprehension Check:** in the Lab or in the classroom with a projector

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 Rhinoceros*** 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**

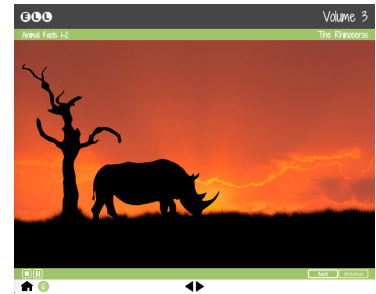
- Review Chapter Six: ***The Rhinoceros*** including the poem, practices, and quiz.

## Lesson Seven: *The Rhinoceros*

In the classroom:

**Rhyming words: Whole class**

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



<i>These magnificent animals lived on the earth</i>
<i>For millions of years, long before mankind's birth.</i>

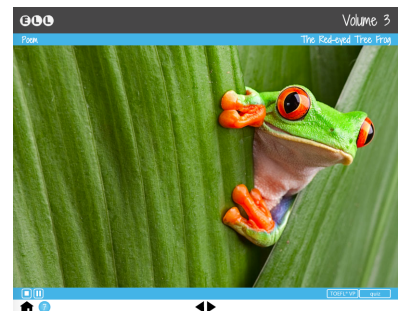
**Vocabulary Comprehension Check:** in the Lab or in the classroom with a projector

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-eyed Tree Frog* 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-eyed Tree Frog*** including the poem, practices, and quiz.



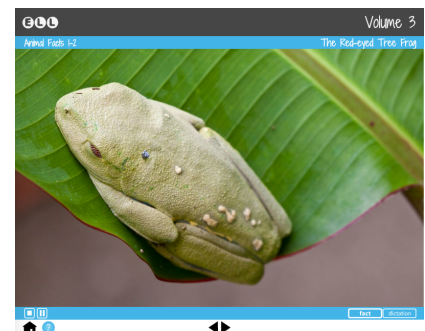
## Lesson Eight: *The Red-eyed Tree Frog*

In the classroom:

**Rhyming words: Whole class**

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

<i>When perched on a leaf, it blends in with the green,</i>
<i>A camouflaged creature, not easily seen.</i>



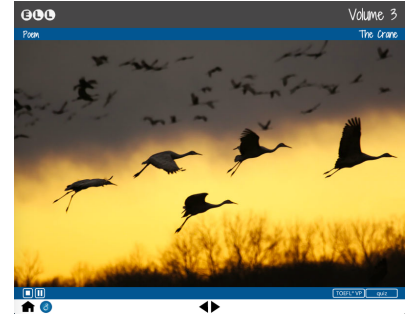
**Vocabulary Comprehension Check:** in the Lab or in the classroom with a projector

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 Crane*** 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 Crane*** including the poem, practices, and quiz.

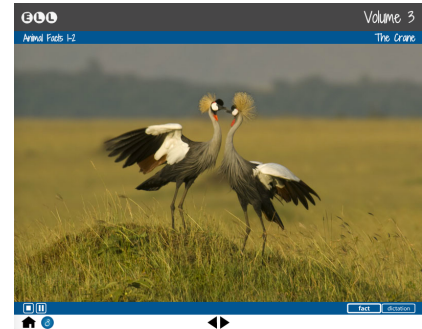
## Lesson Nine: *The Crane*

In the classroom:

**Rhyming words: Whole class**

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

<i>They bow and they leap in a graceful ballet,</i>
<i>Wings outstretched in the air in an ardent display.</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 Jaguar*** 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**

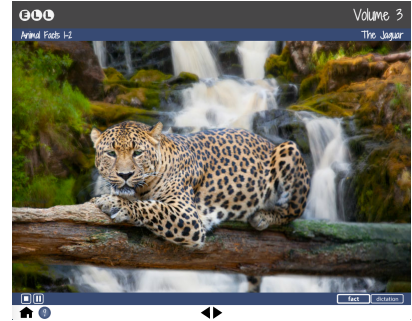
**Review Chapter Nine: *The Jaguar* including the poem, practices, and quizzes.**

## Lesson Nine: *The Jaguar*

In the classroom:

**Rhyming words: Whole class**

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



<i>By the Indians named - he who kills with one leap,</i>
<i>He hunts where it's dim, where the darkness is deep.</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.

**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

**ELL** Volume 3

Final Review Final Review

Click on the required words and drag them to the bottom of the box in the correct order (there are two extra words).

live lives life for Arctic mate terms

pirates tortoises were ate was by eaten

frog amphibian tree is an frogs the a red-eyed

is shells tortoises saddle-shaped have some has

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

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# 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 3:

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

*The Galápagos tortoises that live on the hotter and drier islands have less vegetation to eat at the ground level. To adapt to their environment, they have developed longer necks and legs. This allows them to feed on leaves high in trees. These tortoises have shells that are saddle-shaped, with highly arched shell openings to accommodate their longer necks.*

## 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 3:**

- Why is the Platte River Valley important to the sandhill cranes?
- Is the Platte River Valley important to any other migrating birds?