Tell students that in this unit they will learn about animals. Explain that they will learn to talk about the different groups of animals, their characteristics, and the places where they live. Have students open their Student Books to pages 186 and 187. Play Track 32 and have students listen to the riddle (See Student Book page 187.) Repeat the riddle line by line and ask students what they think the riddle is about.

Read the book *Insects* with students. Have students locate and identify the title, the author, and the illustrator of the book.
Theme-Related Vocabulary

Assess student language levels related to the theme by pointing to the picture in the Student Book.

Talk about the bat with students. Ask: *What is the name of this animal? What kind of animal is this?*

Have students describe the animal. Ask: *How is this bat like a bird? How is this bat different from a bird? What makes this bat a mammal?*

Ask students to describe the scene in the picture. Ask: *What is the bat doing? What time of day is it?*

Ask students open-ended questions: *Where do you think a bat lives? What does a bat hunt?*

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**Santillana Audio CD**

To provide students with an enriching listening comprehension and dual-processing learning experience, use the following:

*Class CD Tracks 32–36.*

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**Spotlight Thematic Library**

Use the following book to provide additional reading practice and develop thematic vocabulary:

*Insects*

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**Spotlight Online**

To provide reinforcement in basic sight words, phonemic awareness, phonics, vocabulary development, and reading comprehension, locate the *Spotlight Online* icon in the activities that correspond to your students’ needs.

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**Spotlight Assessments**

**Integrated Domains Assessments**

While working on specific activities identified by this icon, use the Comprehension Assessment Form to evaluate students’ reading and listening comprehension skills. Use the Production Assessment Form to evaluate students’ written and verbal production skills. Both forms are included in the Santillana Spotlight on English Assessments Teacher’s Manual.

**Unit Assessment**

Use Unit 7 Assessment to measure students’ progress in listening, speaking, reading, and writing after they have completed the unit.
<table>
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<th>Day</th>
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<td>1</td>
<td>Lesson 1 (TG pages 324–325)</td>
<td>amphibian, bird, fish, insect, mammal, reptile</td>
<td>■ Making predictions</td>
<td>Earth Photo Cards, chart paper, markers</td>
<td>Animals&lt;br&gt;ORAL FLUENCY&lt;br&gt;Frontload Vocabulary&lt;br&gt;WORD RECOGNITION&lt;br&gt;Let’s Predict!&lt;br&gt;ORAL LANGUAGE DEVELOPMENT&lt;br&gt;Targeting Proficiency Levels&lt;br&gt;Meeting Individual Needs&lt;br&gt;Picture Read the Passage&lt;br&gt;ORAL FLUENCY&lt;br&gt;What We Want to Know&lt;br&gt;ORAL LANGUAGE DEVELOPMENT</td>
<td>Multiple Intelligences&lt;br&gt;Musical&lt;br&gt;“The Animal Song”&lt;br&gt;Spotlight Online&lt;br&gt;Reading&lt;br&gt;Comprehension: L2: Vol. 1: Prediction</td>
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<td>2</td>
<td>Lesson 2 (TG pages 326–331)</td>
<td>amphibian, fish, mammal, reptile, habitat, cold-blooded, warm-blooded, feather, fins, fur, lungs</td>
<td>■ Describing groups of animals</td>
<td>Practice Book (page 89), Earth Photo Cards, Blackline Master 7.1</td>
<td>Review Vocabulary&lt;br&gt;VOCABULARY DEVELOPMENT&lt;br&gt;Read and Discuss the Passage&lt;br&gt;READING COMPREHENSION&lt;br&gt;Animal Characteristics Chart&lt;br&gt;READING COMPREHENSION&lt;br&gt;Personal Response&lt;br&gt;READING COMPREHENSION&lt;br&gt;Let’s Practice!</td>
<td>Multiple Intelligences&lt;br&gt;Intrapersonal&lt;br&gt;My Favorite Group of Animals&lt;br&gt;Home Connection&lt;br&gt;Spotlight Online&lt;br&gt;Reading&lt;br&gt;Comprehension: L2: Vol. 1: Supporting Details</td>
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<td>3</td>
<td>Lesson 3 (TG pages 332–333)</td>
<td>birds, insects, mammals, reptiles, cardinal, clown fish, crocodile, elephant, penguins, abdomen, head, thorax</td>
<td>■ Identifying groups of animals&lt;br&gt;■ Describing groups of animals&lt;br&gt;■ Comparing and contrasting animals</td>
<td>Practice Book (page 90), Class CD (Track 33)</td>
<td>Echo Read the Passage&lt;br&gt;WORD RECOGNITION&lt;br&gt;Let’s Check!&lt;br&gt;READING COMPREHENSION&lt;br&gt;Targeting Proficiency Levels&lt;br&gt;Meeting Individual Needs&lt;br&gt;Act It Out&lt;br&gt;ORAL FLUENCY&lt;br&gt;Irregular Plurals&lt;br&gt;WORD RECOGNITION&lt;br&gt;Let’s Practice!</td>
<td>Multiple Intelligences&lt;br&gt;Visual/Spatial&lt;br&gt;An Animal Collage&lt;br&gt;Spotlight Online&lt;br&gt;Reading&lt;br&gt;Comprehension: L2: Vol. 1: Supporting Details</td>
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<td>4</td>
<td>Lesson 4 (TG pages 334–335)</td>
<td>alligator, bat, bee, butterfly, dog, frog, goldfish, monkey, penguin, robin, shark, snake, turtle</td>
<td>■ Describing groups of animals&lt;br&gt;■ Classifying animals&lt;br&gt;■ Describing animals</td>
<td>Practice Book (page 91), Class CD (Track 33)</td>
<td>Group Reading&lt;br&gt;WORD RECOGNITION&lt;br&gt;Let’s Summarize!&lt;br&gt;READING COMPREHENSION&lt;br&gt;Targeting Proficiency Levels&lt;br&gt;Meeting Individual Needs&lt;br&gt;Let’s Reflect!&lt;br&gt;LISTENING COMPREHENSION&lt;br&gt;Targeting Proficiency Levels&lt;br&gt;Meeting Individual Needs&lt;br&gt;Let’s Practice!</td>
<td>Multiple Intelligences&lt;br&gt;Logical/Mathematical&lt;br&gt;Our Favorite Animals&lt;br&gt;Pictograph&lt;br&gt;Spotlight Online&lt;br&gt;Reading&lt;br&gt;Comprehension: L2: Vol. 1: Main Idea and Summarizing</td>
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<td>Lesson 5 (TG pages 336–337)</td>
<td>dolphins turtles lizards penguins salmon snakes climb fly swim birds mammals reptiles</td>
<td>Earth Photo Cards Class CD (Track 34)</td>
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<td>beak wings bears woodpeckers claws feathers fins fur gills goldfish scales teeth</td>
<td>Earth Photo Cards Class CD (Track 35) chart paper marker</td>
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<td>fur teeth wings</td>
<td>Practice Book (page 93) Earth Photo Cards Blackline Master 7.2 chart paper marker</td>
<td>Scaffold Language ORAL LANGUAGE DEVELOPMENT Let's Apply! WRITING STRATEGIES Targeting Proficiency Levels Meeting Individual Needs Contractions WRITING STRATEGIES Let's Practice</td>
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<td>16</td>
<td>Lesson 16 (TG pages 358–359)</td>
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<td>Lesson 17 (TG pages 360–361)</td>
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<td>18</td>
<td>Lesson 18 (TG pages 362–363)</td>
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<td>20</td>
<td>Lesson 20 (TG pages 366–367)</td>
</tr>
</tbody>
</table>

Animals Unit 7
Key Vocabulary
- amphibian
- bird
- fish
- insect
- mammal
- reptile

Functions and Forms
- Making predictions
  Frogs are amphibians.

English Language Development Skills

Listening
- Listen to obtain information.
- Follow simple directions.

Speaking
- Speak clearly and at an appropriate pace.
- Ask for explanation of stories and ideas.

Reading
- Match oral words to printed words.
- Recognize and use knowledge of spelling patterns.

Writing
- Recognize and use the correct word order in sentences.
- Capitalize words at the beginning of sentences.

Animals
Display the Groups of Animals Chart. Ask students to tell you what they already know about animals. Display Earth Photo Cards that show animals. Elicit from students the name of each animal and the kind of animal it is. Record their responses in the appropriate column on the chart. Leave the second and third columns blank.

Frontload Vocabulary
Student Book page 188: Point to the pictures in the Key Words section and have students identify the animals illustrated. Read the words and have students track the words with their fingers.

Let’s Predict!
Student Book page 188–189: Divide the class into pairs. Ask the questions and allow students to think about their answers. Have students discuss their answers with their partners. Then, invite pairs to share their answers with the class. Ask the rest of the class to show a thumbs-up if they agree with each answer.

Targeting Proficiency Levels

<table>
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<tr>
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<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Work as a group to answer the questions. Write students’ responses on the board and have students copy them in their notebooks.</td>
<td>Have students work with a partner to answer the questions. Be sure they write the answers in complete sentences.</td>
<td>Have students work independently to answer the questions. Have them include details that support their predictions.</td>
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</tr>
</tbody>
</table>

Meeting Individual Needs
You may simplify instruction for students experiencing difficulty making predictions by pairing them with students who understand the concept.
Picture Read the Passage

Have students look through the pages of the passage with you. Hold up your copy of the book and point to each page. Make sure students are following along. Have students point to the pictures on each page, and help them name the animals, their characteristics, and/or their habitats: *This is a butterfly. Butterflies have wings.* If students are unfamiliar with any of the words, have them repeat the words with you as they point to the pictures.

What We Want to Know

Display *Earth* Photo Cards that show animals again. Encourage students to think about what they learned about these animals during the picture read. Refer back to the chart created at the beginning of the lesson. Have students make a list of questions about the animals. Write their questions in the second column of the Groups of Animals Chart, under the heading *What We Want to Know.* Store the chart for further use.

**Musical: The Animal Song**

Teach students “The Animal Song.” Sing it to the tune of “You Are My Sunshine”:

*This is an animal, an amazing animal. / It crawls and slithers across the ground. / Its skin has scales. It has no legs. / Now can you tell which animal this is?*

Have students help you think of other verses for the song. Write the verses together and sing the song again.

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

- **Standard 1 Communication**
  - Listening: Level 2; Speaking: Level 2; Reading: Levels 2 and 3; Writing: Level 2.
- **Standard 2 Language Arts**
  - Listening: Levels 1 and 3; Speaking: Level 3; Reading: Levels 1 and 2; Writing: Level 2.
Key Vocabulary
- amphibian
- bird
- fish
- insect
- mammal
- reptile
- habitat
- cold-blooded

Review Vocabulary
Display *Earth* Photo Cards that show animals. Help students describe each of the animals. Then, copy the Key Vocabulary words on the board and discuss their meaning with students.

Read and Discuss the Passage
Student Book pages 188–189: Read the passage aloud while students follow along in their books. Use the Discuss questions to develop comprehension and language skills. Encourage beginning students to respond with phrases or simple sentences. Intermediate students should respond in complete sentences. Advanced students should support their answers with details from the text.

Materials
- Practice Book (page 89)
- *Earth* Photo Cards
- Blackline Master 7.1

Preparation
- Photocopy Blackline Master 7.1 (1 per student).

Discuss
- **Beginning**
  - (Point to each animal.) What animal is this?
  - Which animal lives in the water?
- **Intermediate**
  - Name each animal.
  - Name different places where animals live.
- **Advanced**
  - Describe the animals.
  - How are these animals the same?
  - How are these animals different?
Insects live everywhere, from tropical forests to polar regions. All insects have three pairs of legs and three body parts: the head, the thorax, and the abdomen. Most insects also have at least one pair of wings and a pair of antennae. They lay eggs.

Birds live in all kinds of habitats, from cold mountains to hot deserts. Birds are warm-blooded animals with two legs, feathers, and a beak. All birds lay eggs and most can fly. Some birds, however, like penguins, cannot fly.
Mammals can live in different places, from prairies and oceans to big-city buildings. Most mammals give birth to live young. Then, they raise their babies on milk. Many mammals have fur or hair on their bodies. Humans, cats, dolphins, and whales are mammals.

Fish can be found in most bodies of water, from cold oceans to warm-water springs. All fish have gills for breathing. Many fish have scales for protection. Fins help fish swim better. All fish hatch from eggs.
Many reptiles live in the tropics and in deserts. Reptiles are cold-blooded animals. They need the warmth of the sun to keep their bodies warm. Their bodies are covered with dry, scaly skin. Most reptiles hatch from eggs that are laid on land.

Turtles, lizards, crocodiles, and alligators move on short legs to get from one place to another. Snakes crawl on their bellies to move around. Many reptiles are also very good swimmers.

### Discuss

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
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<tbody>
<tr>
<td><strong>Page 194</strong></td>
<td></td>
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<tr>
<td>1. (Point to each animal.) What animal is this?</td>
<td>1. Name the reptiles.</td>
<td>1. What do all reptiles have in common?</td>
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<tr>
<td>2. What is the snake’s skin like?</td>
<td>2. Where do most reptiles live?</td>
<td>2. How do reptiles stay warm?</td>
</tr>
<tr>
<td><strong>Page 195</strong></td>
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### Reading Comprehension Skills and Strategies

#### Comparing and Contrasting

Help students look through the passage and identify instances in which the author compares and contrasts animals. For instance, ask: On page 195, how does the author show the different ways that reptiles move? Elicit such responses as: Some reptiles crawl on their bellies while some reptiles move on short legs.

#### Main Idea and Details

Help students identify the main idea and details of some of the paragraphs in this passage. For instance, ask: What is the main idea on page 194? How do you know? Elicit responses such as: The first sentence of the paragraph tells you that it is going to be about reptiles. Then, ask: What are the supporting details in this paragraph about reptiles? Elicit responses such as: Reptiles are cold-blooded animals; They lay eggs; They have dry, scaly skin.
Amphibians live in every continent except Antarctica. When they are born, most amphibians have gills and live in the water. Then, they change into animals with lungs and move to land. Amphibians have moist skin. Frogs and salamanders are amphibians.

There are many different kinds of animals living all over the world. What kinds of animals live in your area?
Animal Characteristics Chart

Work with students to make a chart about different animal characteristics. In the first column list the different types of animals: insects, birds, mammals, fish, reptiles, and amphibians. Then, label several columns with different things animals have, such as scales, gills, feathers, fur, wings, and legs. Have students put a check mark next to those characteristics that apply to each kind of animal. Have students make observations about the chart. Store the chart for further use.

Personal Response

Review facts from the passage, referring to the Student Book as necessary. Ask individual students to tell you which pages they like best and to show the class those pages. Then, have each student draw a picture and write a sentence about the part of the passage he or she liked best. Invite students to share their pictures with the class and read their sentences. Then, help them group similar pictures together so that they can retell the facts from the passage.

Let’s Practice!

Have students open their Practice Book to page 89. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Home Connection

Distribute Blackline Master 7.1. Remind students that the passage describes different kinds of animals. Have them name the kinds of animals they learned about (reptiles, fish, mammals, amphibians, etc.). At home, they will color each group of animals and label it with the appropriate word from the word bank at the top of the page.

Multiple Intelligences

Intrapersonal

My Favorite Group of Animals

Have students think of their favorite group of animals: insects, birds, mammals, fish, reptiles, or amphibians. Then, have students write a paragraph telling why they prefer the animals in that group. Have students share their paragraphs with a friend.

Practice Book (page 89)

Name: ____________________ Date: __________

1. Write the correct word from the box that describes the animal.
   - fish
   - reptile
   - insect
   - mammal
   - amphibian
   1. salamander
   2. whale
   3. penguin
   4. shark
   5. butterfly
   6. snake

2. Write one more word or phrase to describe each animal.
   - insect
   - bird
   - mammal
   - fish
   - reptile
   - amphibian

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication  Listening: Level 2; Speaking: Levels 2 and 3; Reading: Levels 1 and 3; Writing: Levels 2 and 3.

Standard 2 Language Arts  Listening: Level 2; Speaking: Level 3; Reading: Levels 1 and 2; Writing: Levels 2 and 3.
Echo Read the Passage

Student Book page 189–197: Play Track 33 or read the passage line by line, and have students follow the words with their fingers as they echo each line.

Let’s Check!

Student Book page 198: For Activity A, read the questions with the class and have students answer the questions in writing. Then, for Activity B, point to each picture and have students say aloud the name of each animal shown. Have students work with a partner to discuss their responses.

Materials

✔ Practice Book (page 90)
✔ Class CD (Track 33)
Act It Out

On the board, have volunteers draw an animal from the passage. Then, have the class guess which animal group the volunteer is representing on the board.

Irregular Plurals

Remind students that when we are talking about more than one of something, we usually add an s to the end of the word. There are, however, many exceptions to this rule. Review the names of animals with irregular plurals (fish, mice, oxen, deer, sheep, geese, etc.). Make a T chart on chart paper. Label the left-hand column One and the right-hand column More than one. Write the singular form of the name of each animal in the left column. Have volunteers write the plural form of the name of each animal in the right column. Have students repeat the singular and irregular plural forms after you.

Let’s Practice!

Have students open their Practice Book to page 90. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Practice Book (page 90)

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication  Listening: Level 3; Speaking: Levels 2, 3, and 5; Reading: Level 3.

Standard 2 Language Arts  Listening: Level 3; Reading: Levels 2 and 3; Writing: Levels 2 and 3.
**Key Vocabulary**
- alligator
- bat
- bee
- butterfly
- dog
- frog
- goldfish
- monkey
- penguin
- robin
- shark
- snake
- turtle

**Functions and Forms**
- Describing groups of animal
  - Insects have six legs and three body parts.
- Classifying animals
  - Frogs are amphibians.
- Describing animals according to their animal group
  - Dogs are mammals because they have fur.

**English Language Development Skills**

**Listening**
- Listen to obtain information.
- Follow directions.

**Speaking**
- Speak clearly and at an appropriate pace.
- Paraphrase information.

**Reading**
- Read aloud fluently and accurately.
- Follow written instructions.

**Writing**
- Write legibly.
- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

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**Group Reading**

Student Book page 189–197: Play Track 33 and have students listen to the passage and follow along in their books. Divide the class into groups and have each group read the passage together. Ask the class to read the passage aloud, having individual students read different lines.

**Let’s Summarize!**

Student Book page 199: Read the directions aloud. Tell students that this graph is also called a spider graph because of its shape. Have students talk about the animal groups they remember from the passage. Encourage students to look through the pages of the passage as a resource before they complete the graph. Store the chart for further use.

**Targeting Proficiency Levels**

- **Beginning**
  - Create a group graph. Use a shared-writing strategy to complete this activity with the group. Then, have students copy the completed graph in their notebooks.

- **Intermediate**
  - Have students work in pairs to discuss the activity. Then, ask each student to copy and complete his or her graph.

- **Advanced**
  - Have students work individually to copy and complete the graph. Ask them to list additional details for each group.

**Meeting Individual Needs**

You may simplify instruction for students experiencing difficulty finding details by reviewing the passage in the Student Book and having students write as you read the details.

**Let’s Reflect!**

Student Book page 199: Read the directions together with the students. Review the Key Vocabulary words before having students work on their charts. Store the charts for further use.
Let's Summarize!
A Copy the animals graph. On the main legs of the graph, write the groups of animals mentioned in the passage. List three details about each group on the straight lines.

Let's Reflect!
A Make an animal chart.
1. Draw six columns.
2. Label the columns: Mammals, Reptiles, Amphibians, Birds, Fish, and Insects.
3. Draw and label these animals in the corresponding columns: shark, snake, dog, monkey, goldfish, frog, turtle, penguin, robin, butterfly, bat, bee, alligator.
B Tell where each animal lives.

Multiple Intelligences
1 Logical/Mathematical
Our Favorite Animals
Pictograph
Brainstorm students’ favorite animals and write their names on the board. Have students draw and label a simple picture of their favorite animal from the list. Have them use their pictures to create a pictograph. When the graph is complete, have students make observations about the graph.

Practice Book (page 91)

Let's Practice!
Have students open their Practice Books to page 91. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Targeting Proficiency Levels
[Beginning: Classify, draw, and label an animal as a group. Have students create their own chart.
Intermediate: Have pairs discuss the animals. Have students create their own chart. For Activity B, have them work in pairs.
Advanced: Have pairs discuss where the animals belong. Have them say what the animals in each column have in common.]

Meeting Individual Needs
You may assist students experiencing minor difficulties classifying the animals by having them refer back to the passage in the Student Book.

Standards
For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language
Standard 1 Communication Listening: Level 2; Speaking: Levels 2 and 3; Reading: Level 3; Writing: Level 2.
Standard 2 Language Arts Listening: Levels 2 and 4; Speaking: Levels 1 and 3; Reading: Levels 2 and 3; Writing: Levels 1–3.
Frontload Vocabulary

Display the *Earth* Photo Cards that show animals. Point to and describe each card. Ask students to tell you how each animal moves. Record students' responses on the board.

Let's Connect!

Student Book page 200: Play Track 34 and have students point to the animals as they listen. Go over the Key Words and ask volunteers to tell you what each means. Have students work in pairs to complete Activity B.

Track 34

Penguins cannot fly, but they are birds. Penguins have feathers, lay eggs, and are warm-blooded animals. They use their wings as flippers to swim underwater.

Most mammals can walk and live on land. Dolphins are mammals, but cannot walk. They swim. Dolphins can live in the sea, in freshwater rivers, or in lakes.

Fish cannot walk or live on land. They live in rivers, lakes, and oceans. Fish are very good swimmers. Some fish, like the salmon, can swim thousands of miles.

Many reptiles, like turtles and lizards, can walk on land or swim in the water. Snakes cannot walk. They crawl on their bellies or swim in the water. Some snakes can even climb trees!
Take students around the school grounds for a walk and have them observe animals (look for insects, worms, birds, etc.). Ask students to draw one of the animals and write how that animal moves. Collect students’ drawings to make a class book about how animals move.

Key Words
- climb
- crawl
- run
- swim
- walk

Copy and complete the sentences with words from the box.

1. Fish can _______ Fish cannot _______
2. Cats can _______ Cat cannot _______
3. Snakes can _______ Snakes cannot _______

Let’s Apply!
1. Follow the instructions.
2. Write two sentences about how each animal can and cannot move.
3. Share your work with a classmate.

Let’s Focus!

WRITING STRATEGY
Student Book page 201: Read the direction with the class. Write can and cannot on the board. Explain the difference between these two words using animal examples: Dogs can run. Dolphins cannot fly. Have students copy and complete the activity. Then, ask students to read their sentences to the class.

Targeting Proficiency Levels

- **Beginning**
  - Have pairs work together to write their responses in their notebooks.

- **Intermediate**
  - Have individual students write their responses in their notebooks.

- **Advanced**
  - Have students write additional sentences.

Meeting Individual Needs

You may assist students who are having difficulty with vocabulary words that express movement by having them practice each movement, as you say the word.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

**English as a Second Language**
- **Listening**: Levels 2 and 3;
- **Speaking**: Levels 2 and 3;
- **Reading**: Level 3;
- **Writing**: Levels 2 and 3.

**Standard 2 Language Arts**
- **Listening**: Levels 1 and 3;
- **Speaking**: Level 3;
- **Reading**: Levels 1 and 2;
- **Writing**: Levels 1 and 2.
Scaffold Language

Display *Earth* Photo Cards that show animals, one at a time, and have students tell you how each animal can and cannot move. Have students provide as many details as possible.

Let’s Apply!

Student Book page 201: Name a few animals and ask volunteers to write a sentence on the board telling what each animal can and cannot do. Read the directions with the class. Then, have students complete the activity.

**Materials**
- Practice Book (page 92)
- *Earth* Photo Cards
- chart paper
- marker

**Targeting Proficiency Levels**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Generate sentences together as a group. Then, have students draw the animals and write their sentences.</td>
<td>Have students write additional sentences to describe what each animal can and cannot do.</td>
<td>Have students write a paragraph to describe what each animal can and cannot do.</td>
</tr>
</tbody>
</table>

**Meeting Individual Needs**

You may assist students who are having difficulties writing their own sentences by using flash cards to review Key Vocabulary.
Animal Movement Chart

Have students work in small groups to make lists of animals that can walk, crawl, swim, or fly. Then, ask each group to record their information in a column chart. Have groups share their charts with the rest of the class. Store the charts for further use.

Let’s Practice!

Have students open their Practice Books to page 92. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

VOCABULARY DEVELOPMENT

Let’s Focus!

Copy and complete the sentences with words from the box.

walk crawl swim climb fly run

1. Fish can ______, Fish cannot ______.

2. Cats can ______, Cats cannot ______.

3. Snakes can ______, Snakes cannot ______.

Let’s Apply!

Follow the instructions.

1. Draw your favorite bird, fish, mammal, and reptile.
2. Write two sentences about how each animal can and cannot move.
3. Share your work with a classmate.

Animal Charades

Have students form small groups. Ask a volunteer from each group to make the movements and sounds of an animal. Have the other students in the group try to guess the name of the animal. Encourage them to answer in complete sentences. For example, You are flying like a bird.

Copy and complete the sentences with words from the box.

Fish can ______. Fish cannot ______.

Cats can ______. Cats cannot ______.

Snakes can ______. Snakes cannot ______.

Follow the instructions.

1. Draw your favorite bird, fish, mammal, and reptile.
2. Write two sentences about how each animal can and cannot move.
3. Share your work with a classmate.

Practice Book (page 92)

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication Listening: Level 3; Speaking: Levels 1–3; Reading: Level 2; Writing: Level 3.

Standard 2 Language Arts Listening: Level 2; Speaking: Level 3; Reading: Levels 1 and 2; Writing: Level 3.
**Spotlight on Language**

**Lesson 7**

**Frontload Vocabulary**

Display *Earth* Photo Cards that show animals. Point to and name each body part as you write the corresponding word on the board (feathers, fins, whiskers, claw, etc.). Then, display the Photo Cards again and have students match the body parts on the board with the animals.

**Let’s Connect!**

Student Book page 202: Tell students that they will be learning how animals use different parts of their bodies to survive in their environment. Play Track 35 and have students follow along as they listen to the text. Then, discuss the text and have students complete Activity B in writing.

**Track 35**

- *Goldfish have scales. Scales help fish protect their skin. Goldfish also have gills. They breathe through their gills.*
- *Bears have thick fur. Fur keeps them warm. Bears have sharp teeth. They use their sharp teeth to eat fish. Bears also have claws. They use their claws to get food and climb trees.*
- *Woodpeckers have a beak. They use their beak to get food. Woodpeckers have wings. Their wings let them fly. Woodpeckers have feathers. Feathers keep birds warm and let them fly.*

**Targeting Proficiency Levels**

- **Beginning**: For Activity B, complete the activity as a group. Then, have students record the responses in their notebooks.
- **Intermediate**: For Activity B, have pairs write their responses using complete sentences.
- **Advanced**: For Activity B, have individual students complete the activity in writing. Then, have them explain how having fins, fur, or feathers helps each animal.

**Meeting Individual Needs**

You may assist students with minor auditory difficulties by providing earphones or by reading Track 35 aloud, so they can follow along.
Animals Unit 7

Interpersonal Surviving in the Wild

Have students draw a picture of a bird, a fish, and a bear living in the wild. Encourage students to portray their animals using their body parts to survive in their environment. Ask students to share their pictures with the class and tell how different body parts help the animals survive.

Copy and complete the sentences.

1. Snakes have _________
   Snakes do not have _________
2. Canaries have _________
   Canaries do not have _________
3. Butterflies have _________
   Butterflies do not have _________
4. Fish have _________
   Fish do not have _________

Let’s Apply!

Answer the questions.
1. Why do some animals have fur?
2. Why do some animals have wings?
3. Why do some animals have teeth?

Let’s Focus!

Writing Strategies

Student Book page 203: Review the words in the word bank with students. Have them use the word bank to complete the sentences. Model how to do the first sentence. Encourage students to look at the pictures on the page to do the activity.

Targeting Proficiency Levels

Beginning
- Discuss the responses orally.
- Then, have students complete the activity in writing.

Intermediate
- Have pairs discuss the responses. Then, have individual students write their answers in their notebooks.

Advanced
- Have individual students complete the activity in their notebooks.

Meeting Individual Needs

You may enrich instruction for advanced students by having them write additional sentences about what body parts animals have and do not have.

Let’s Connect!

Listen and read about how animals survive in their environment.

Goldfish have scales. Scales help fish protect their skin.
Goldfish also have fins. Fins help fish swim quickly.
Bears have sharp teeth. They use their sharp teeth to eat fish.
Bears also have claws. They use their claws to get food and climb trees.
Woodpeckers have a beak. They use their beak to get food.
Woodpeckers have wings. Their wings let them fly.
Woodpeckers have feathers. Feathers keep birds warm and help them fly.

Follow the directions.
1. Name two other animals that have fins.
2. Name two other animals that have fur.
3. Name two other animals that have feathers.

Goldfish have scales. Scales help fish protect their skin.
Goldfish also have fins. Fins help fish swim quickly.
Bears have thick fur. Fur keeps them warm.
Bears also have claws. They use their claws to get food and climb trees.
Woodpeckers have a beak. They use their beak to get food.
Woodpeckers have wings. Their wings let them fly.
Woodpeckers have feathers. Feathers keep birds warm and help them fly.

Multiple Intelligences

Interpersonal Surviving in the Wild

Have students draw a picture of a bird, a fish, and a bear living in the wild. Encourage students to portray their animals using their body parts to survive in their environment. Ask students to share their pictures with the class and tell how different body parts help the animals survive.

Standards

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English as a Second Language

Standard 1 Communication Listening: Levels 3 and 4; Speaking: Levels 1–3; Reading: Levels 2 and 3; Writing: Levels 1 and 3.

Standard 2 Language Arts Listening: Levels 1 and 3; Speaking: Level 3; Reading: Levels 1 and 2; Writing: Level 1.
Key Vocabulary
fur  teeth  wings

Functions and Forms
■ Describing animals
   Bears have fur because it keeps them warm.

English Language Development Skills
Listening
★ Follow directions.
Speaking
★ Speak clearly and at an appropriate pace.
★ Paraphrase information.
Reading
★ Restate facts and details in text.
★ Follow written instructions.
Writing
★ Correctly use various parts of speech.
★ Recognize and use the correct word order in sentences.
★ Identify and use contractions.

Materials
✔ Practice Book (page 93)
✔ Earth Photo Cards
✔ Blackline Master 7.2
✔ chart paper
✔ marker

Preparation
■ Photocopy Blackline Master 7.2 (1 per student).

Scaffold Language

ORAL LANGUAGE DEVELOPMENT
Have students talk about different animal body parts (fur, feathers, fins, claws, beak, teeth, etc.) and how they are useful. Elicit responses like *Birds use their beak to get food; Cats use their claws to climb.* Record students’ responses on chart paper. Store the chart for further use.

Let’s Apply!

WRITING STRATEGIES
Student Book page 203: Read the questions aloud with students. Show *Earth* Photo Cards that show a fur-bearing animal, an animal with wings, and an animal with sharp teeth as you discuss the activity. Then, have students answer the questions in writing.

Targeting Proficiency Levels

Beginning  Intermediate  Advanced

As you work with the group to answer the questions, write Key Vocabulary on the board. Then, have students use the vocabulary words to answer the questions in writing.

Have students write three or four sentences about why having fur, wings, and/or teeth is important for animals.

Have students write a paragraph that describes how different body parts help animals survive in their environment.

Meeting Individual Needs

You may assist students who are experiencing minor difficulties identifying the purpose of different animal body parts by pairing that student with one who understands the concept.
Animals
Unit 7
343

Constructions

Use the words do not to show students how do + not becomes don’t by writing these words on the board. Write other pairs of words containing not on the board (cannot, have not, etc.) and have students help you use these words to create contractions. Then, ask students to use contractions to describe different animals. For example: Fish don’t have feathers, Bears can’t fly.

Let's Practice!

Have students open their Practice Books to page 93. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Home Connection

Distribute Blackline Master 7.2. Explain and model the directions. Tell students that they will be thinking about what body part the bear uses to complete each activity. At home, they will write a sentence about each activity.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication Listening: Levels 1 and 3; Speaking: Level 3; Reading: Levels 2 and 3; Writing: Levels 3 and 4.

Standard 2 Language Arts Listening: Level 3; Speaking: Level 3; Reading: Level 3; Writing: Level 4.
Key Vocabulary
- fastest: blue whale
- heaviest: cheetahs
- largest: elephants
- longest: giraffes
- shortest: sea horse
- slowest: whale shark
- tallest

Functions and Forms
- Comparing animals using superlatives
  - Elephants are the heaviest land animals.

English Language Development Skills

Listening
- ★ Listen to obtain information.
- ★ Follow directions.

Speaking
- ★ Paraphrase information.
- ★ Speak clearly and at an appropriate pace.

Reading
- ★ Know the meaning of simple prefixes and suffixes.
- ★ Restate facts and details to clarify text.
- ★ Follow written instructions.

Writing
- ★ Identify and correctly use various parts of speech.
- ★ Capitalize words at the beginning of sentences.

Frontload Vocabulary

Write the following words on the board: large, tall, fast, slow, long, or short. Use body motions to communicate the meaning of each of these words. Display the Earth Photo Cards that show animals. Hold up each card, one at a time, and have volunteers say whether the animal is large, tall, fast, slow, long, or short. Then, discuss the meaning of largest, tallest, fastest, slowest, longest, and shortest. Use these words to compare some of the animals.

Let's Connect!

Student Book page 204: Read the text together with students. Then, have students answer the questions in their notebooks.

Targeting Proficiency Levels

Logging Proficiency Levels
- Beginning: Do the activity as a group. Write students' responses on the board. Then, have students copy their responses in their notebooks using simple sentences.
- Intermediate: Have students work with a partner to answer the questions. Have students write the answers in their notebooks using complete sentences.
- Advanced: Have students work individually to answer the questions in writing. Have students compare and discuss their responses.

Meeting Individual Needs

You may simplify instruction for students who are having difficulties with superlative adjectives by having them focus on only three adjectives: largest, fastest, and tallest. Then, review the concept by having them point to the pictures of the largest, fastest, and tallest animal.
Animals

Unit 7

Visual / Spatial
Different Sizes

Ask students to draw a picture of their family. Then, have students label who is tallest, who is shortest, who runs fastest, and who runs slowest.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication Listening: Level 3; Speaking: Levels 2 and 3; Reading: Levels 2 and 3; Writing: Levels 2 and 3.

Standard 2 Language Arts Listening: Levels 2 and 3; Speaking: Level 3; Reading: Levels 1 and 2; Writing: Levels 1 and 2.
**Key Vocabulary**
- fastest
- largest
- tallest

**Functions and Forms**
- Comparing animals using superlatives
  
  *The cheetah is the fastest.*

**English Language Development Skills**

**Listening**
- ★ Follow directions.

**Speaking**
- ★ Speak clearly and at an appropriate pace.
- ★ Speak in complete sentences.

**Reading**
- ★ Follow written instructions.
- ★ Know the meaning of simple prefixes and suffixes.

**Writing**
- ★ Write legibly.
- ★ Group related ideas and maintain a consistent focus.

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**Scaffold Language**

**VOCABULARY DEVELOPMENT**

Display pictures of animals in groups of three. Have students compare the animals using superlative adjectives. For example, you may ask, *Which of the animals is the largest: the whale, the fish, or the snake? Elicit The whale is the largest animal.*

---

**Let’s Apply!**

**WRITING STRATEGIES**

Student Book page 205: Read the directions aloud and have students read along with you. You may have animal books and magazines available for students to research additional animals. Then, have students complete the activity and share their drawings and sentences with the class.

**Targeting Proficiency Levels**

- **Beginning**
  - Have students work in groups of three. Ask students to choose an animal and take turns comparing their animals. For example, *I am the bear, I am the largest.* Then, have each student write a sentence to compare the animals in their group.

- **Intermediate**
  - Have students work in pairs to discuss the activity. Then, have each student write three sentences to compare their three animals.

- **Advanced**
  - Have individual students write a paragraph about their three animals comparing their size and speed.

---

**Meeting Individual Needs**

You may enrich instruction for advanced students by having them use other superlative adjectives to describe their three animals.
Comparing Words

Elicit from students that the words *largest*, *fastest*, and *tallest* all have in common the *–est* ending. Write the words *tall*, *taller*, and *tallest* on the board. Explain that *fast* is the base word while *–er* and *–est* are word endings. Tell students that the word ending *–est* means *the most*, and the word ending *–er* means *more*. Draw three giraffes of gradually larger sizes on the board and point to each as you explain the differences between *tall*, *taller*, and *tallest*. Use animal pictures to clarify the difference between the *–er* and *–est* word endings.

Let’s Practice!

Have students open their Practice Books to page 94. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Comparing Sizes

Have students fold a paper into thirds to create three boxes. Have students draw a picture of an elephant in each of the three boxes, each picture slightly bigger than the other. Have them label their pictures *big*, *bigger*, *biggest*. Ask students to turn their papers over and draw three ants, each one slightly smaller than the other. Have them label these pictures *small*, *smaller*, *smallest*.
Key Vocabulary
- cinquain
- line
- pattern
- poem
- rhyme
- syllable

Functions and Forms
- Describing cinquain poems
  The first line has one word.
- Comparing cinquain poems
  The two poems have five lines.

English Language Development Skills
Listening
- Listen to obtain information and for enjoyment.
- Follow directions.
Speaking
- Speak clearly and at an appropriate pace.
- Paraphrase information.
Reading
- State the purpose in reading.
- Read aloud fluently and accurately and with appropriate intonation and expression.
- Identify the use of rhyme in poetry.
- Identify simple multiple-meaning words.
Writing
- Write in complete, coherent sentences.

Materials
✔ poetry book

Access Prior Knowledge

VOCABULARY DEVELOPMENT

Ask students to recite any short poem or rhyme they might know by heart. You may also read a few short poems from a poetry book. Ask students to tell you what they already know about poems. Elicit from students that, when a poem rhymes, the words at the end of each line, or every other line, sound the same. Explain to students that there are also poems that do not rhyme. Recite a few poems that do not rhyme, or read them from a poetry book.

Cinquain Poems

LITERARY RESPONSE

Student Book page 206: Have students look at the pictures and tell what they know about ants and gulls. Tell students that they will be reading two cinquain poems that describe ants and gulls. Have students follow along as you read the poems. Then, have them read the text with you. Have students work in pairs to complete the activity.

Targeting Proficiency Levels

- **Beginning**
  - Discuss the answers to the questions as a group. Point out the pattern of a cinquain poem for students.
  - Have students write the answers in their notebooks.

- **Intermediate**
  - Have pairs read the two poems and answer the questions together. Then, have students write the answers in their notebooks.

- **Advanced**
  - Have pairs read the poems to each other. Then, have individual students answer the questions in writing. Have pairs discuss their responses.

Meeting Individual Needs

You may simplify instruction for students having difficulties processing oral language by asking them additional questions to help them come up with their responses. For example, Does this line have two words? Are these poems the same because they are about animals? Are they about the same animal?
VOCABULARY DEVELOPMENT

Remind students that sometimes words have more than one meaning. Write the word *flies* on the board. Elicit from students that *flies* are insects. Then, ask students to read the “Bird” poem to come up with another definition for the word *flies*. Elicit from students that *flies* also means “move through the air.” Then, ask students to look for other words in the poem that have more than one meaning (nests, swoops). Have students tell you the different meanings of the words.

**Musical**

More than One Meaning

Use words that have more than one meaning to create verses. Sing the verses to the tune of “Row, Row, Row Your Boat.”

*Flies fly in the sky. / That is where flies fly. / In the sky a fly flies. / Flies fly in the sky.*

Have students identify which words have the same meaning.

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

- **Standard 1 Communication**
  - Listening: Level 3;
  - Speaking: Levels 2 and 3;
  - Reading: Level 3;
  - Writing: Level 2.

- **Standard 2 Language Arts**
  - Listening: Levels 1, 2, 4, and 5;
  - Speaking: Level 3;
  - Reading: Levels 1 and 2;
  - Writing: Level 2.
Key Vocabulary
- cinquain
- line
- pattern
- poem
- rhyme
- syllable
- word

Functions and Forms
- Describing cinquain poems
  Cinquain poems have five lines.

English Language Development Skills
Listening
- ★ Listen to obtain information.
- ★ Follow directions.
Speaking
- ★ Speak clearly and at an appropriate pace.
Reading
- ★ Follow written instructions.
- ★ Identify the use of rhyme in poetry.
Writing
- ★ Identify and correctly use various parts of speech.

Materials
✔ Practice Book (page 95)

Review the Cinquain Poems
Display the cinquain poems from the previous lesson. Read the cinquain poems with the class. Invite individual students to read alternating lines. Review with students the structure and details of the poems.

Writing a Cinquain Poem
Student Book page 207: Read the information in the Spotlight box to students and discuss the components of a cinquain poem: noun, two adjectives, three verbs, phrase or sentence, and noun. Help students identify these components and the 5-line pattern in the pair of poems on page 206. Choose a topic and brainstorm possible adjectives and verbs with the class. Then, model how to write a cinquain poem. Have students complete the writing activity. Ask volunteers to share their poems with the class.

Targeting Proficiency Levels
- **Beginning**
  Write the poem as a group. Work with the group to create a word bank of adjectives, verbs, and phrases for step 4. Write the poem on the board and have students copy it in their notebooks.

- **Intermediate**
  Have pairs create a word bank of adjectives, verbs, and phrases for step 4. Then, have each student write a poem.

- **Advanced**
  Have individual students write their own cinquain poems. Then, have students read the poem to a partner.

Meeting Individual Needs
You may assist students experiencing minor difficulties with the cinquain poem by reviewing that a noun is a person, place or thing; an adjective is a describing word; and a verb is an action word. Then, show examples of each.
Poetry Appreciation

Distribute samples of cinquain poems that students have written. In small groups, have students read the cinquain poems and name the different parts of the poems. Have students identify the nouns, adjectives, and verbs. Encourage them to discuss the word patterns. Then, have students tell one thing they learned, or liked, about each poem.

Let’s Practice!

Have students open their Practice Books to page 95. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Multiple Intelligences

Intrapersonal

A Cinquain Poem about Me

Have students divide a sheet of paper into two columns and label the columns Action Words and Describing Words. Have students think about who they are, and have them write words in each column to describe themselves. Have them use their words in a cinquain poem.

Practice Book (page 95)

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication   Listening: Level 2;
Standard 1 Communication   Listening: Levels 2 and 3; Speaking: Levels 3 and 5; Reading: Level 2; Writing: Level 2.
Standard 2 Language Arts   Reading: Level 3; Writing: Levels 4 and 5.
Nouns, Verbs, and Adjectives

Review with students the concepts of nouns, verbs, and adjectives. Remind them that they have been learning about animals in this unit, and have them brainstorm a list of animals. Record their responses in a list on chart paper. Read the list together. Explain that the names of these animals are nouns. Elicit from students that a noun can also be a person, place, or thing. Repeat the same process with verbs by describing what animals do, and with adjectives by describing what animals are like.

Parts of Speech

Student Book page 208: Point to the Spotlight box at the top of the page and read aloud the information with the class. As you review the definitions, point to examples of nouns in the classroom: teacher, children, student, desk, chair, and so on. Follow a similar procedure for adjectives and verbs. Have students copy the chart and complete the activity in writing. Review answers with the entire class.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the activity together as a group. Write each word from the bank on an index card. Hold up one card, discuss its meaning, and have students copy the word in the appropriate column of their chart.</td>
<td>Have students work in pairs to discuss the meaning of each word. Then, have each student complete the activity in writing.</td>
<td>Have individual students complete their chart. Provide a list of additional words for students to write in the appropriate columns of their charts.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs

You may enrich instruction for advanced students by having them write sentences using words from the chart.

Materials
- Practice Book (page 96)
- Blackline Master 7.3
- chart paper
- markers

Preparation
- Photocopy Blackline Master 7.3 (1 per student).
**Adjectives**

Distribute Blackline Master 7.3. Tell students that they will be reviewing adjectives. Read and discuss the meaning of each word in the word bank at the top of the page. Have students color and name each animal. Ask them to choose a word from the word bank that describes the animal, and have students write the word on the line beneath the animal.

**Let's Practice!**

Have students open their Practice Books to page 96. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

**Writing Strategies**

**Multiple Intelligences**

**Naturalist**

Words about Nature

Take students for a walk around the school grounds. Have students observe animals in nature and make a chart listing names, verbs, and adjectives that describe what they see. Ask students to label the columns *nouns*, *verbs*, and *adjectives*. After you return to the classroom, have students use the words in their charts to write sentences.

**Practice Book (page 96)**

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

**Standard 1 Communication**  Listening: Level 3; Speaking: Levels 1 and 3; Reading: Level 2; Writing: Level 1.

**Standard 2 Language Arts**  Listening: Levels 2 and 3; Speaking: Level 5; Reading: Levels 1 and 2; Writing: Level 3.
Frontload Vocabulary

Place one bean in each cup. Explain that you have made five groups, and there is one bean in each group. Have students tell you how many beans there are all together (five). Repeat with two, three, four, and five beans in each cup. Each time, explain that you have made groups with the same number of beans in each group. Tell students that adding the same number over and over again is called multiplication.

Multiplication

Student Book page 209: Have students follow along as you read the information in the Spotlight box. As you explain each multiplication problem, have students count aloud each group of monkeys, birds, fish. Use other animals from the unit to create and solve more multiplication problems on chart paper. If needed, sketch animals to help students solve the multiplication problems.

Targeting Proficiency Levels

Beginning

Count as a group. Have volunteers help you change the addition problems into multiplication problems. Read the multiplication sentences and have students read along with you. Ask students to read the number sentences to a partner.

Intermediate

Have students practice counting by fives, tens, and twos. Then, have students complete Activities A and B with a partner and write the problems in their notebooks.

Advanced

Have students practice counting by fives, tens, and twos before completing the activities with a partner. Then, have students write and read additional number sentences.

Meeting Individual Needs

You may assist students who are experiencing minor difficulties reading the number sentences by making flash cards about math-related vocabulary and using the cards to practice reading number sentences.
Animals

Unit 7

LISTENING COMPREHENSION

Have students think of a scenario or situation that involves repeated addition and have them draw a picture of their scenario. For example, they might draw three trees with five birds in each tree. Then, ask students to write a number sentence that matches the picture: \(5 + 5 + 5 = 15\). Then, have students change the addition problem into a multiplication problem: \(5 \times 3 = 15\). Have students read their number sentences to a partner.

Let’s Practice!

Have students open their Practice Books to page 97. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Home Connection

Distribute Blackline Master 7.4. Explain and model the directions. Tell students that they will be practicing multiplication. They will write a number sentence and an answer, to go along with each set of pictures.

Story Problems

Have students think of a scenario or situation that involves repeated addition and have them draw a picture of their scenario. For example, they might draw three trees with five birds in each tree. Then, ask students to write a number sentence that matches the picture: \(5 + 5 + 5 = 15\). Then, have students change the addition problem into a multiplication problem: \(5 \times 3 = 15\). Have students read their number sentences to a partner.

Interpersonal

Group Multiplication Problems

Have pairs of students think of and write word problems on index cards. For example, they might write: There are five groups of two birds. How many birds are there all together? Have pairs exchange their multiplication problems and work together to solve the problems. Have partners share their responses orally.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication Listening: Level 3; Speaking: Levels 2 and 3; Reading: Level 3; Writing: Level 2.

Standard 3 Math Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 2 and 3; Writing: Levels 1 and 2.
Key Vocabulary
bald eagle
bird
country
currency
Great Seal
independent
official
postage stamp
symbol

Functions and Forms
■ Describing official symbols
  Official symbols represent a country.

English Language Development Skills
Listening
★ Listen to obtain information.
Speaking
★ Paraphrase information.
★ Speak clearly and at an appropriate pace.
Reading
★ Read aloud fluently and accurately.
★ Restate facts and details in the text to clarify and organize ideas.
Writing
★ Group ideas and maintain a consistent focus.
★ Use correct word order in sentences.

Frontload Vocabulary
Write the word symbol on the board. Hold up pictures of well-known symbols in your area that students will be familiar with (for example, street and school signs). As you show each picture, ask students what that picture means to them. Elicit from students that these pictures are called symbols because they represent, for example, an action or place. Tell students that countries also have symbols that represent them.

Official Symbols
Student Book page 210: Ask volunteers to look at the pictures and identify what the common symbol is in each item (the American bald eagle). Read the text and explain vocabulary that students may not understand, such as Great Seal and postage stamps. Then, read the text together with the class. Have students answer the questions in writing.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the answers with the group. Then, have students write the answers in their notebooks.</td>
<td>Have pairs discuss the questions. Then, have students write the answers to the questions using complete sentences.</td>
<td>Have individual students answer the questions in writing. Then, have students share their answers with the group.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs
You may enrich instruction for advanced students by having them do research and write a paragraph about such symbols as their state bird or flower.
Our State Animal

Distribute drawing paper. Take students to the school library to read about your state animal. Back in the classroom, distribute art materials. Then, have students draw, label and write three of four interesting facts about your state animal. Display students’ artwork on a bulletin board in the classroom.

Let’s Practice!

Have students open their Practice Books to page 98. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Home Connection

Distribute Blackline Master 7.5. Explain that the pictures on the page show other U.S. symbols. Have students point to and read the names of the symbols. Discuss the meaning of the symbols with the class. Tell students that they will color the page at home, and read the information to their families.

Reading Comprehension

Answer the questions.
1. Why are official symbols important?
2. Why do countries use animals as official symbols?
3. Where can you find the picture of the bald eagle?
4. What makes the bald eagle special?

Multiple Intelligences

Musical

“The Star-Spangled Banner”

Distribute the lyrics for “The Star Spangled Banner” and tell students that Francis Scott Key wrote it, during the War of 1812. Explain that this is the national anthem of the United States, and also a musical symbol of the nation. Mention that the phrase star-spangled banner refers to the U.S. flag.

Answer the questions.

Why are official symbols important?
Why do countries use animals as official symbols?
Where can you find the picture of the bald eagle?
What makes the bald eagle special?

Home Connection

Create a symbol to represent your family, using an animal. Draw and color your symbol in the space below.

Write a paragraph explaining why you chose this animal to be your family symbol.

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication Listening: Level 3; Speaking: Level 2; Reading: Levels 3 and 4; Writing: Levels 2 and 3.

Standard 5 Social Studies Listening: Level 2; Speaking: Levels 1 and 2; Reading: Level 3; Writing: Level 2.
Front Load Vocabulary

Write Bear at the top of a large sheet of chart paper. Divide the paper into four boxes and label each box Food, Habitat, Movement, and Interesting Facts. Have students talk about what bears eat, where they live, and how they move. Then, ask students to share other interesting facts they might know about bears. Have volunteers write their responses under the corresponding heading. Then, have students help you write two paragraphs using the information they provided. Tell students that they just helped you write a science report. Store the chart for further use.

Research and write facts together as a group. Then, have student pairs use the group notes to write a report.

Have students do the research with a partner. Then, have each student write his or her own report.

Have students research and write their reports independently.

Meeting Individual Needs

You may assist those students experiencing minor difficulties understanding the concept of a science report by pairing that student with one who understands the concept.
**Animal Fact Book**

Tell students that they are going to create a class book that includes scientific facts about animals. Distribute drawing paper. Have students draw a picture of an animal and write one to two sentences that tell something about this animal. Combine these pages to make a class book and title it *Animal Fact Book*. Read the book together with the class, and allow students to read the book on their own.

**Let’s Practice!**

Have students open their Practice Books to page 99. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

**Multiple Intelligences**

**Logical/Mathematical**

**Animal Tally Chart**

Have students name some of their favorite animals and write them on the board. Make a blank tally chart with the names and pictures of these animals. Have students come up to the board, one at a time, and make a tally mark in the box that shows their favorite animal. As students come to the chart, review counting by fives.

**Practice Book (page 99)**

**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

Standard 1 Communication  Listening: Levels 2 and 3; Speaking: Levels 2 and 3; Reading: Levels 3 and 4; Writing: Levels 2–4.

Standard 4 Science  Listening: Level 3; Speaking: Levels 2 and 3; Reading: Level 3; Writing: Levels 3 and 4.
Key Vocabulary
bear
bird
dolphin
fish
mountain
ocean
river
tree

Functions and Forms
- Describing habitats
  A fish lives in a river.

English Language Development Skills
Listening
- Listen to obtain information.
- Listen for enjoyment.
- Follow directions.
Speaking
- Speak clearly and at an appropriate pace.
Reading
- Read aloud fluently and accurately and with appropriate intonation and expression.
- Distinguish medial sounds.
- Recognize and use knowledge of spelling patterns.
Writing
- Spell frequently used, irregular words correctly.
- Create readable documents with legible handwriting.

Materials
✔ Practice Book (page 100)
✔ Class CD (Track 36)
✔ Earth Photo Cards
✔ chart paper
✔ marker

Frontload Vocabulary
Write the names of the animals you will be singing about (fish, dolphin, bear, bird) in a row across the top of chart paper. Have students read aloud the names of the animals. Use Earth Photo Cards that show animals for support. Tell students that they will be singing a song about animals, and where they usually live. Explain that the place where an animal lives is called a habitat. Have them tell you some of the habitats where these animals live, and list them beneath the names of the animals. For example, under fish, you might write pond, river, lake, and so on. Display Earth Photo Cards that show habitats, for support. Store the chart for further use.

The Bear Went over the Mountain
LISTENING COMPREHENSION
Student Book page 212: Read aloud the lyrics and have students read along with you. Then, play Track 36 and have students listen to the song. Play the track again and have students sing along. Play the track several times and then lead students in singing the new verses in Activity B.

Targeting Proficiency Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Work as a group to write new verses for the song. Have the verses on the board and have students copy them in their notebooks. Then, have the group sing the new verses together.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Have students work with a partner to write a new verse for the song. Have them share their verse with the group and sing all the new verses together.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Have students come up with different animals and places to sing about in the song. Then, have them take turns teaching their new verses to the group.</td>
</tr>
</tbody>
</table>

Meeting Individual Needs
You may assist students with minor auditory difficulties by providing earphones, so they can listen to Track 36, sing along, and later perform the physical motions as they sing.
Sound It Out

Write the words bear and hair on the board. Have students read the words and say what sound they have in common. Elicit that, even though they have different spellings, both words have the same middle sound. Tell students that they will practice telling how the middle sounds of words are the same. Say two one-syllable words (some from the unit vocabulary) that have the same middle sound (swam/can, fish/skin, log/frog, etc.). Have students repeat the words and segment the sounds. Ask them to tell you which sound is in the middle of each word. Be careful to say the words as you normally would, and not overly stress any of the sounds in the word.

Let’s Practice!

Have students open their Practice Books to page 100. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Multiple Intelligences

Bodily/Kinesthetic
Performing the Action

Sing “The Bear Went over the Mountain” again, replacing the verb went with another action word such as climbed. Teach students motions to go along with the new action word, and have them perform the new action as they sing the song. Have students repeat the activity using other animals and other action words.

Practice Book (page 100)

Standards

For a detailed description of these and other national and state standards as they correlate to this unit of Spotlight on English, please visit our Web site at www.santillanausa.com.

English as a Second Language

Standard 1 Communication Listening: Level 2; Speaking: Level 3; Reading: Level 3; Writing: Level 3.

Standard 2 Language Arts Listening: Level 2; Speaking: Levels 2 and 3; Reading: Level 3; Writing: Levels 4 and 5.

Animals Unit 7 361
Review Vocabulary

Write the word *origami* on the board. Explain that origami is the art of paper folding. Show several examples of origami figures from a library book, or bring in actual examples. Have students discuss the art, telling what they like and do not like about the various examples.

Origami

Student Book page 213: Read and discuss the text with students. Distribute art supplies to pairs. Have students follow along as you model the directions. Then, guide them step by step in making the origami cat’s head. As pairs work to complete their origami art, have them refer back to both the text and the pictures. Then, have students create their own origami art and write the steps in their notebooks.

Beginning Intermediate Advanced

Model each step of the instructions as students make their origami cat’s head. Then, have students work in small groups to create their own origami art and write the steps in their notebooks.

Model the instructions for the group and have students make their origami cat’s head. Then, have students work in pairs to create their own origami art and write the steps in their notebooks.

Have students work individually to follow the steps. Then, have them work in pairs to create their own origami figure. Have each student write the steps in his or her notebook.

Meeting Individual Needs

You may assist students experiencing difficulty with fine-motor skills by providing personal attention and extended time to complete the activity.
**Animal Idioms**

As students play with their origami cats, ask them if they know what the expression “It’s raining cats and dogs” means. Say: *This is an idiom. It doesn’t mean that it’s actually raining cats and dogs. It means that it’s raining very hard.* Explain that an idiom is an expression that cannot be understood from the literal meaning of its words. Teach students several idioms. Some examples could be: *There’s a frog in my throat; Cat caught your tongue; Busy as a bee* in which animals are mentioned. Distribute art materials to groups of students. Have students draw a picture of the literal meaning of each idiom, and then write one sentence describing the actual meaning.

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**Origami**

Origami is the art of paper folding. It is very popular in Japan. Origami paper is usually in the shape of a square. It comes in many different colors. Dinosaurs, birds, and many other animals are created by folding the paper in geometric patterns.

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**Who Am I?**

Have students play a *Who Am I?* game in small groups. Ask students to give clues that describe a particular animal until the students in their groups guess the animal they are describing. Model an example: *I am small. I have fur and whiskers. I like to eat fish. I play with my paws. What am I? (a cat).* Have students take turns describing and guessing the animals.

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**Standards**

For a detailed description of these and other national and state standards as they correlate to this unit of *Spotlight on English*, please visit our Web site at www.santillanausa.com.

**English as a Second Language**

- **Standard 1 Communication**
  - Listening: Level 2
  - Speaking: Level 2
  - Reading: Levels 2 and 3
  - Writing: Levels 2 and 3

- **Standard 2 Language Arts**
  - Listening: Level 3
  - Speaking: Level 3
  - Reading: Levels 1 and 2
  - Writing: Level 3
Key Vocabulary
- birds
- parakeets
- cats
- rabbits
- dogs
- members
- fish
- pets
- hamsters
- popular

Functions and Forms
- Discussing pets
  - In the United States, cats are very popular pets.

English Language Development Skills

Listening
- Listen to obtain information.
- Follow directions.

Speaking
- Speak clearly and at an appropriate pace.

Reading
- Restate facts and details in the text to clarify and organize ideas.
- Interpret information from charts.

Writing
- Create readable documents with legible handwriting.
- Group related ideas and maintain a consistent focus.

Scaffold Language

Display *Earth* Photo Cards that show animals (pets). Name the type of animal, describe its characteristics, and talk about how to take care of it. Ask students to share pictures of their pets. Have them tell what type of animal(s) they have, and the name of their pet(s).

**Pets in American Homes**

Student Book page 214: Read and discuss the text with students. Ask students if they think of their pets as family members, or if they do any of the pet-related activities mentioned in the text. Ask students the questions in Activity A. Then, have students form small groups for Activity B. Encourage them to ask their classmates about their pets, and record their responses on the chart. Review the group charts with the entire class.

**Targeting Proficiency Levels**

**Beginning**
- As a group, discuss the questions in Activity A. Then, have students copy and complete the chart in Activity B.

**Intermediate**
- Have pairs talk about their favorite pets. Then, have students identify the most popular and least popular pets in the group.

**Advanced**
- Have students identify the most popular and least popular pets in the group. Encourage students to talk about the reasons those pets are popular.

**Meeting Individual Needs**

You may simplify instruction for students who are having difficulties asking others about their favorite pets by modeling how to ask the questions and having students repeat after you.
Animals
Unit 7
365

My Ideal Pet

Tell students that they are going to draw and write about their ideal pet. Encourage them to choose a pet that they do not have. Distribute drawing paper. Have students draw what their pet would look like and give their pet a name. Then, have them write a brief paragraph describing what their pet looks like, what they would do with their pet, and how they would care for their pet.

Let’s Practice!

Have students open their Practice Books to the Reading Review on page 101. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Logical/Mathematical

Our Favorite Pets

Distribute Blackline Master 7.6. Have students use their Activity B tally charts as a resource to create a bar graph of the class’s pets. Ask students to answer the questions at the bottom of the graph. Discuss the graph results as a class.

More than half of all American families own pets. Pets are animals that live with people and keep them company. Many Americans think of their pets as family members. People may sign their pet’s name on greeting cards, carry their pet’s picture in their wallet, or even blow-dry their pet’s hair after a bath! America has the highest number of homes with dogs and cats in the world.

These are the most popular pets in the United States: 1. cats, 2. dogs, 3. parakeets, 4. rabbits, 5. fish, and 6. hamsters.

Answer the questions.

1. Do you like pets? Why or why not?
2. What do you think are the most popular pets in your country of origin?

Copy and complete the chart.

1. Ask your classmates what pets they have.
2. Record their answers with tally marks.

Let’s Practice!

Have students open their Practice Books to the Reading Review on page 101. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

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English as a Second Language

Standard 1 Communication Listening: Level 3; Speaking: Levels 3 and 4; Reading: Level 3; Writing: Levels 3 and 4.

Standard 2 Language Arts Listening: Levels 1 and 3; Speaking: Levels 1 and 3; Reading: Levels 1 and 2; Writing: Levels 2 and 4.

Practice Book (page 101)
Key Vocabulary
- animals
- habitat
- live
- plants
- poster
- weather

Functions and Forms
- Describing habitats
  - In the desert, there are snakes and camels.
- Describing animals
  - Snakes have scaly skin.

English Language Development Skills
Listening
- ★ Follow simple directions.
Speaking
- ★ Ask for clarification and explanation.
- ★ Speak clearly and at an appropriate pace.
- ★ Paraphrase information.
- ★ Organize presentations to maintain a clear focus.
- ★ Report on a topic with facts and details, drawing from several sources of information.

Reading
- ★ Read aloud fluently and accurately.

Writing
- ★ Use correct word order in written sentences.
- ★ Understand the purposes of various reference materials.

Materials
- ✔ Practice Book (page 102)
- ✔ students’ work from this unit
- ✔ chart paper (1 per group)
- ✔ crayons or markers
- ✔ library books about habitats

Reuse and Recycle
ORAL FLUENCY
Explain to students that in this lesson they will “reuse” and “recycle” the work they produced throughout the unit. Distribute student-produced work. Divide the class into small groups. Have groups discuss what they have done and learned.

Habitat Poster
VOCABULARY DEVELOPMENT
Student Book page 215: Review what the word habitat means with the class. Tell students that they will be creating a habitat poster. Have students follow along as you read the directions. Distribute the art supplies to groups. Have students fold their sheet of white chart paper into four boxes. Have them label the boxes with the questions in step 2. Ask students to choose a habitat and hand out the library books. As students read, have them write down their answers in the appropriate box of their charts. When students have finished, have each group draw and label a picture of their habitat. Then, have each group describe their habitats to another group.

Targeting Proficiency Levels

Beginning
Create the poster together as a group. Help students select a habitat and provide a few descriptive sentences about the animals in this habitat.

Intermediate
Have students work in small groups to complete their posters. Then, have them talk about the animals in their posters.

Advanced
Have students work individually to complete their posters. Then, have pairs describe the habitat to each other.

Meeting Individual Needs
You may simplify instructions for students experiencing difficulties by having them answer only two of the four questions about their habitat: What does it look like? and What animals live there? Have them draw the pictures that correspond to the questions they answered.
Habitat Poster

Make a poster about a place where animals live.

Steps
1. Choose a habitat.
2. Research information about the habitat:
   - What does it look like?
   - What is the weather like?
   - What animals live there?
   - What plants grow there?
3. Write the name of the habitat at the top of the chart paper.
4. Draw the habitat.
5. Draw animals and plants that live in this habitat.
6. Label the animals and plants.

Describe the animals that live in your habitat.

Supplies
- 1 large sheet of chart paper per group
- crayons or markers

What We Have Learned
Display the Groups of Animals Chart (from Lesson 1). Have students think about what they have learned in this unit. Write students' responses under the What We Have Learned heading. Then, have students think about any questions they may still have about what they have learned. Allow them to ask questions, and discuss the answers to the questions as a class.

Let's Practice!
Have students open their Practice Books to the Writing Review on page 102. Read the directions aloud and have students read along with you. Explain and model the directions. Then, have students complete the page as independent class work or homework.

Multiple Intelligences

Interpersonal
Our Habitat Posters
Have students use their habitat posters to make a brief oral presentation about their habitat in front of the class. Tell them they will use their poster to report on each of these topics: what the habitat looks like, its weather, and the animals and plants that live there.

ORAL LANGUAGE DEVELOPMENT

Practice Book (page 102)

Standards
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English as a Second Language
Standard 1 Communication  Listening: Levels 2 and 3; Speaking: Levels 1–4; Reading: Levels 2 and 3; Writing: Levels 1–3.
Standard 4 Science  Listening: Level 3; Speaking: Level 3; Reading: Levels 1 and 3; Writing: Levels 1 and 2.