Unit Objectives
By the end of the unit, students can:
• Identify and name animals, their body parts, and their habitats.
• Make statements about a picture and respond.

Student Book
Vocabulary
Animals and Animal Body Parts: camel, dolphin, ostrich, tiger, tail, feather, fin, wing
Animal Habitats: jungle, ocean, mountains, zoo, forest, desert

Grammar
What does an ostrich have? An ostrich has wings.
Where does a camel live? A camel lives in the desert.

Skills
Listening: Identify animals and their body parts. Listen for specific information.
Speaking: Talk about animals and where they live.
Reading: Read a nonfiction text [science]: Giant Pandas.
Identify the main idea and details. Read a short sentence and recognize words.
Writing: Write about a favorite animal.

Creative and Collaborative Competencies
Animal Facts Poster
Creativity: Develop self-expression, innovation, and problem-solving skills. Determine the information to be included on a poster and how it will be presented.
Collaboration: Use communication skills, problem-solving skills, and conflict resolution skills to complete tasks. Determine the information to be included in a chart and how each team member will contribute to the final product.
Critical Thinking: Analyze and organize information.

Skills Book
Extra Skills Practice
Speaking and Listening: Ask and answer questions about a picture.
Reading and Writing: Read a fiction text. Recall details. Read clues to identify words. Categorize words.

Teacher Workshop

Teaching with Technology
Technology can help teachers be more engaged with the class and become more active learners. Use technology to play games or research information. Take some time to find good websites from schools or institutional organizations such as museums or government agencies. For this unit’s animal theme, try looking at zoo websites for more information about animals and their habitats.

Happy Teacher
After students do an activity, they need to check their understanding. Always ensure they understand what they have done and encourage them to think about why it is correct. You can do this in a number of ways: say the answers while students correct their own work; exchange books and correct one another’s work; have volunteers write answers on the board; or have students share their answers with a partner. Keep students on their toes when asking them for answers. Call on them in a random order or have students nominate one another to give the next answer. Keep students moving by putting the answers up on the classroom walls so they have to get up and look for them.

Happy Class
Ask students to bring in three plastic cups to school: one green, one yellow, and one red. Explain they are traffic lights. Have them arrange them on their desks in the same order as traffic lights. Explain that they hold the green ones when they can do the activity, yellow ones when they are unsure, and red ones when they need extra help. Work with students who need extra help as needed.
Lesson 1 Vocabulary

Lesson Objective: Identify animals and their body parts.

New Vocabulary: camel, dolphin, ostrich, tiger, tail, feather, fin, wing

Materials: Audio Tracks 28 and 29, images of animals

Start the Class

Show images of the following animals: lion, elephant, and giraffe. Have students identify them and say where they can see them—for example, at a zoo. Explain that they are going to learn about other zoo animals today. Encourage them to name any other animals they like or know at the zoo.

1. Listen. Then echo.

Play Track 28 and have students listen and point to the pictures as they hear them mentioned. Then complete.

2. Listen. Then number. Then complete.

Play Track 28 again and have students echo the words. Say the words that have the /f/ sound (dolphin, feather, and fin) and point out the different spellings. Point to the body parts for students to say which animals on this page have them.

3. Ask and answer.

Divide the class into two groups and have one group say the new vocabulary words and the other group echo them. Then have the groups switch roles.

Finish the Class

Organize the class into groups of three or four. Tell the groups they have three minutes to think of other animals that have tails, feathers, fins, or wings. Have the groups share their ideas with the class.
Lesson 2 Grammar

Lesson Objective: Ask and answer questions about animals’ body parts.

New Grammar: What does an ostrich have? An ostrich has wings.

Vocabulary Review: camel, dolphin, ostrich, tiger, tail, feather, fin, wing

Materials: Audio Track 29

Start the Class

Give each student a strip of paper. Tell them to scramble the letters of a word from Lesson 1 on one side of the strip and write their names on the other. Collect and redistribute the paper strips. Tell students to unscramble the words and pass them back to the original student to be checked.

Try This!

Have students ask 10 yes/no questions to guess an animal you are thinking of. By asking Does it have a (tail)? The first student to guess correctly comes to the board to answer the class’s questions about a new animal. Play several times.

Unscramble and answer.

Direct the class to the Grammar Snapshot and read it together. Write the scrambled question does / have / What / ostrich / ʔ / on the board. Have a volunteer unscramble it and circle does and have. Explain that when a question uses have, we add an auxiliary: does. Write the scrambled answer wings / ostrich / has / An on the board and have a volunteer unscramble it and circle has. Point out that there is no auxiliary in affirmative sentences, and that we use has to refer to a singular animal.

Tell students to look at the two questions in the activity, unscramble them, and then write the answers. Check answers with the class.

Ask and answer.

Have two volunteers read the Grammar Snapshot aloud.

Finish the Class

Tell each student to write his or her favorite animal from the lesson on a strip of paper. Play Track 29 again and have students walk around. Pause it for them to get into groups of the same animal. Each group says the name of their animal and the body parts it has. Students exchange papers and play again.

Lesson 2 Grammar

Lesson Objective: Ask and answer questions about animals’ body parts.

New Grammar: What does an ostrich have? An ostrich has wings.

Vocabulary Review: camel, dolphin, ostrich, tiger, tail, feather, fin, wing

Materials: Audio Track 29
Lesson 3 Vocabulary in Context

**Lesson Objective:** Identify animal habitats and where certain animals live.

**New Vocabulary:** jungle, ocean, mountains, zoo, forest, desert

**Review Vocabulary:** tiger, snake, elephant, tree, dolphin

**Materials:** Audio Tracks 29, 30, and 31; flashcards with animals

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**Start the Class**

Divide the class into three groups. Explain that they are going to sing “Animal Friends.” Each group stands together in different parts of the classroom and sings and mimes one verse. Have each group decide how to mime the body parts for their verse beforehand. Play Track 29 and have students sing in their groups as they mime the animal body parts.

1. **What animal does Tom want to see?**

Point to the different characters and elicit their names: Lisa, Clare, Tom, and Sam. Ask: Where are they? Elicit at the zoo. Have them name the animals there (tiger, snake, and elephant). Invite a volunteer to read the question and have students scan the comic strip to find the answer. Tom wants to see a big dolphin.

2. **Dictation! Listen and write. Then say.**

Play Track 31. Pause the audio for students to write the words. Play Track 31 again and have students check their answers with a partner. Ask volunteers to write the answers on the board. Have students listen again and repeat the words chorally.

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**Lesson 3**

**Lesson Objective:** Review the animal habitats and where certain animals live.

**Materials:** Audio Tracks 29, 30, and 31; flashcards with animals

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**Lesson 4**

**Lesson Objective:** Review the animal habitats and where certain animals live.

**Materials:** Audio Tracks 29, 30, and 31; flashcards with animals

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**Lesson 5**

**Lesson Objective:** Review the animal habitats and where certain animals live.

**Materials:** Audio Tracks 29, 30, and 31; flashcards with animals

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**Lesson 6**

**Lesson Objective:** Review the animal habitats and where certain animals live.

**Materials:** Audio Tracks 29, 30, and 31; flashcards with animals

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Lesson 4 Grammar in Context

Lesson Objective: Ask and answer questions about where animals live.


Materials: Audio Tracks 30 and 32, cards, some music

Start the Class
Write animal riddles on the board. Have students figure them out with a partner. For example, write:
It has wings but it doesn’t have feathers (butterfly). It has a tail but it doesn’t have legs (skates). It has a fin and a tail (dolphin). It lives in desert and it has a tail (camel). It has wings and feathers but it can’t fly (ostrich).

Listen again to Shutterbugs.
Tell students they will listen to the comic strip again as they read along. Play Track 30. Explain that they should point to the animals and their habitats as they are mentioned.

Grammar Snapshot! Unscramble.
Write: Where does a camel live? A camel lives in the desert! Where does a tiger live? A tiger lives in the jungle! Where does a monkey live? A monkey lives in the trees. Have students unscramble the sentences and read the words. Play Track 32. Have students underline Where does and Have students say the sentence along with the audio.

Direct the class to the Grammar Snapshot! box. Divide the class into two groups. Have one group read the question aloud and the other group read the answer. Then have them change roles.

1 Complete.
Tell the class to complete the questions and the answers individually. Have them compare their answers with a partner, then check answers as a class.

Draw an animal and where it lives. Then complete.
Tell students to draw a picture of an animal in its habitat. Explain that they will complete the question and answer it. Have volunteers share their drawings and answers with the class.

Finish the Class
Have students work in groups of three to add different animals and animal habitats to the grammar cheer. Encourage them to mime the different animals as they cheer. Have volunteer groups teach their cheers to the class.

Try This!
Write scrambled sentences about animals on cards. Have students form a circle. Give random students cards and tell them to pass them to the right. Play some music, when the music stops, the students with the cards go to the center of the circle and say the unscrambled sentences. Play several times.

This may also be completed for homework.
Lesson 5 Nonfiction Reading

Lesson Objectives: Make predictions about a text based on photos. Read a nonfiction text to practice unit language.

New Vocabulary: panda, fur, newborn, endangered, bamboo

Vocabulary Review: bear, legs, tail, eyes, ears, hand, big, mountains, forest, zoo, plants

Grammar Review: It has four big legs. Where does a panda live?

Materials: Audio Track 33

Start the Class

Give each student a strip of paper with the name of an animal: hippo, dolphin, butterfly, camel, tiger, cat, elephant, fox, dog, ostrich, eagle, bear, rabbit, panda, lion, monkey, etc. Make sure students know the animals. Elicit words for animal body parts: feathers, wings, tail, etc. Write the body parts on four pieces of paper and put them in the four corners of the classroom. Then have students stand next to the body part their animal has. Explain that for animals that have two or more of the body parts, students may choose where they want to stand. Finally, have individual students say the body part their animal has: A monkey has a tail!

Divide the class into groups. Tell students that they are going to read the text again in their groups. Explain that they will take turns reading a part of the text aloud. Remind them to read clearly so everyone can understand; the rest of the group will follow the words in their books. Circulate among groups to check rhythm and intonation. Help as needed.

Try This!

Explain to students that they are going to read a sentence triangle. Write the following words and phrases on the board, each one on a line below the other to form a triangle: newborn / newborn pandas / newborn pandas don’t have / newborn pandas don’t have / newborn pandas don’t have a lot of fur. Read each line aloud, beginning with the top line, and have students repeat until the entire sentence is read out. Divide the class into pairs. Explain that they are going to take turns reading the sentence in the same way. Circulate around the classroom, correcting pronunciation and helping as needed.

Finish the Class

Explain to the class that they are going to work in pairs. Tell students to close their books and say as much key information as they can remember from the text. Then have them open their books and see which information they didn’t mention. Walk around and monitor the activity, checking and correcting pronunciation as needed.
Lesson 6 Reading Comprehension / Writing

Lesson Objectives: Recall the main idea and details from a text. Personalize the text.
Vocabulary Review: panda, fur, newborn, endangered, bamboo
Grammar Review: A panda has black and white fur. It lives in the forest.
Materials: Audio Track 33, images of animal body parts and habitats, a blank flashcard

Start the Class
On the board, write: The panda has black and white fur. It lives in the forest. Explain that there is a hidden sentence and students have to copy the words and circle the ones that make the sentence: The panda is a big bear. Write other hidden phrases on the board for them to copy and find.

1. 

Listen again to Giant Pandas.

Tell students they will listen to the text again. Play Track 33. Remind them to follow the text in their books as they read and listen.

2. 

Circle True or False. Correct the false sentences.

Have volunteers read the directions and the four sentences in the activity. Explain that they will work individually to decide if the sentences are true or false according to the text on Page 44. Remind them that they must write a true sentence for the ones that are false. Allow time for students to complete the activity, then have them share their answers with a partner. Tell students they are going to listen to “Giant Pandas” again to check their answers. Play Track 33 again and pause to allow students time to check the activities. Read the sentences and have the class say true or false; have volunteers read the corrected sentences.

3. 

Zoom in on Writing! Write notes about your favorite animal.

Call out a habitat, such as jungle, and elicit names of animals that live in that habitat (monkey, tiger, snake). Continue with other habitats in order to review the animals they have studied in this unit. Have a volunteer read the directions. Explain to students that they will write notes about their favorite animals. Circulate around the class to monitor students’ notes and help as needed. Ask them guided questions such as What do they eat? Do they live in the rainforest? Does it have a long tail? Where does it live? It lives in the jungle.

4. 

Writing Time! Write about your favorite animal.

Explain to the class that they are going to write some sentences using the notes in Activity 3. Remind students that each sentence begins with a capital letter and ends with a period. Circle around the class to monitor students’ work and help as needed. Check students’ sentences while they are writing. Allow students time to write and then have them exchange their sentences with a partner. Have volunteers share their sentences with the class.

Finish the Class
Draw a Tic-Tac-Toe grid on the board and place an animal body part or habitat image in each square. Divide the class into two teams: X and O. They will take turns turning over one of the cards and saying and spelling the word. If the students spell it correctly, they remove the card and draw their team’s symbol in the square. If they misspell the word, their team gets the card. The first team to get three squares in a row wins.

Use the Presentation Kit for interactive activities in this lesson.

For additional class time, use Pages 30 and 31 of the Skills Book. Go to Page 173 in the Happy Campers Teacher’s Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

Lesson 6

1. 

Circle True or False. Correct the false sentences.

A panda has black and white wings. False
A panda has black and white fur. True
A panda has black and white wings. False
A panda lives in the desert. False
A panda eats a lot of plants. True
A panda lives in the forest/mountains/zoo. True

2. 

Zoom in on Writing! Write notes about your favorite animal.

My favorite animal is

3. 

Writing Time! Write about your favorite animal.

My favorite animal is
Lesson 7

Lesson Objective: Create and present an animal facts poster to review unit language.

Vocabulary Review: camel, dolphin, ostrich, tiger, tail, feather, fin, wing, jungle, ocean, mountains, zoo, forest, desert


Materials: construction paper; markers, crayons, or colored pencils

Start the Class

Divide the class into three teams. Explain that Team A will write a word on the board, for example, jungle. Team B then writes a word beginning with the last letter of that word, for example, elephant. Team C continues with the same pattern. Explain that they cannot repeat words. The team with the most words wins.

Think about four animals. Write about what they have.

Tell students to look at Page 46 and have volunteers read the directions and the examples. Explain that they are going to work individually and write down the names of four animals and what they have: tails, feathers, fur, wings, fins, etc.

Share with your team.

Ask volunteers to read the speech bubbles. In groups of four, have students share their notes about animals and the body parts they have. Monitor to check pronunciation and help as needed.

Team up and make an Animal Facts Poster.

Draw five rows on the board with the following headings: Animal, Can, Has, Lives, Is. Have volunteers go to the board and write the information about a dolphin on the chart. Have students copy the chart in their notebooks and then circle can, has, lives, is in the sentences.

Have students look at the Animal Facts Poster on Page 46. Explain that each team will choose one of the animals and make an illustrated poster about it. Remind them that they are going to write about four things: the animal’s abilities, a body part, its habitat, and a factual adjective. Be sure each team member contributes to the project. Remind students that they have to work together to agree on the information on their poster and that the ideas should come from the team, not just one person. Remind them to write facts clearly and spell them correctly. Have teams share their posters with the class. Be sure each member of the team speaks at least once. Display the posters in the classroom.

Finish the Class

Say true and false sentences about the animals from this lesson. Students put their thumbs up if they are true, and thumbs down if they are false. If students answer incorrectly, they are out and sit down. The last student standing is the winner.

Try This!

Give students the strips of paper with the names of animals from Lesson 5. Say This animal has feathers and wings. Students who have animals with those characteristics stand up and say the name of their animals. Continue with other sentences about animals such as: This animal lives in the ocean.

Use the Presentation Kit for interactive activities in this lesson.
Lesson 8 Review
Lesson Objective: Review language from Unit 5.
Vocabulary Review: dolphin, camel, ostrich, tiger, tail, desert, ocean, wing, forest.

Start the Class
Divide the class into small teams and distribute sheets of paper. Have a student from each team come to the board. Show each student a vocabulary word from this unit. The players return to their teams, and draw a picture to represent the word without speaking. The first team to guess the word correctly wins a point. Repeat the activity until all students have drawn at least once. The team with the most points wins.

1. Spelling! Complete. Then find the mystery word.
   Tell students they are going to find a mystery word. Point to the pictures and explain to students that they are going to write the animals’ names and then write the mystery word using the letters in the circles. Circulate around the class to monitor students and help as needed. Tell students to compare their answers with a partner. Review the answers by having volunteers write the words on the board. Elicit the type of mystery word from the class (habitat).

2. Write questions.
   Review the question words who, what, and where with the class. Explain to students that they will look at the answers and write the questions. Tell students to work individually and then compare their answers with a partner. Circulate among the class, helping as needed. Tell them to work individually and then compare their answers with a partner. Circulate around the class, helping as needed.

3. Word Play! Find and circle the words from Unit 5 on Page 72.
   Have students turn to Page 72 and tell them to find and circle the animal, animal body part, and animal habitat vocabulary words from Unit 5. Then have students check the words they found with a partner.

Finish the Class
Divide the class into teams according to their seating arrangements. Say one of the animal body parts from this unit (feather, wing, fin, tail) and have them write the body part and as many animals as they can think of with that part. Repeat until you have named all the body parts. Check the answers with the class. The team with the most points wins.

Round Up!

1. Spelling! Complete. Then find the mystery word.
   - 1. dolphin
   - 2. camel
   - 3. ostrich
   - 4. tiger
   - 5. tail

Mystery word: desert

2. Write questions.
   1. Where does a dolphin live?
   - A dolphin lives in the ocean.
   2. What does an ostrich have?
   - An ostrich has wings.
   3. Where does a bear live?
   - A bear lives in the forest.

3. Word Play! Find and circle the words from Unit 5 on Page 72.