

Chapter 5

Overview

Animals Short and Tall

ESSENTIAL QUESTION How do you describe animals?

LANGUAGE DEVELOPMENT GOALS

- Animals and adjectives
- Describing appearance and size
- Contrasting with opposites

TEXTS

- Fiction: *Miss Hippo and Her Friends*
- Informational: *Farm Animals*
- Chants/Poems: *The Boat Race*

CONTENT CONNECTIONS

- Language Arts
- Math

ACADEMIC SKILLS

- Describe objects and animals, providing relevant details about size and appearance
- Follow agreed-upon rules for speaking and role-playing characters from a story
- Relate frequently occurring adjectives to their opposites (antonyms)
- With support, identify or describe the relationship between illustrations and the text in which they appear
- Count words in given categories to answer *how many* questions

FLEX ACTIVITIES & LESSONS

OBJECTIVES

Building Connections

Students describe personal experiences or information about pets or animals in nature or on a farm. Best completed during Lesson 7. (page 21)

Capstone Project

Students create a stick animal puppet and role-play a dialogue between two puppets with a classmate.

EnglishMat

Themes: Animals, Nature, Weather

Students tell a story orally and/or in writing. They say who the characters are, what they look like, where they are, what they are doing, and what happens next. Best introduced after Lesson 5.

Reflection

Review the Essential Question: How do you describe animals?

Students share something important they learned in the chapter and use new adjectives to describe an animal. Best completed after Lesson 10 or the Capstone Project.

ASSESSMENT & EVALUATION

FOR USE DURING

Form 1 Nouns (Animals)

Lessons 6, 8, 9, 10

Form 2 Adjectives (Appearance)

Lessons 6, 8, 9, 10

Form 3 Functions & Grammar

Lessons 5, 8, 9, 10

Capstone Form

Capstone Project

EnglishMat Form

EnglishMat

| Target Vocabulary* | Target Functions | Grammatical Forms | Sentence Frames | Lesson(s) |
|--|---|---|---|------------------------------|
| NOUNS Animals chicken cow elephant giraffe hippo horse mouse penguin rabbit rooster snake turtle Other animal barn boat farm field grass sun yard VERBS add come up describe race row wake up win ADJECTIVES Appearance big/little fat/thin short/tall fast/slow heavy/light soft/hard | Ask to describe Describe appearance | Imperative (<i>describe</i>) Adjectives Coordinate adjectives | Describe the _____. It is a _____. (adjective) The _____ is _____. (adjective) The _____ is _____ and _____. (adjective) (adjective) I'm a/an _____. (animal) I am _____ and _____. (adjective) (adjective) I am a _____. (adjective) | Lessons 1, 2, 3, 6, 8, 10 |
| | Ask <i>either/or</i> questions | Interrogative (<i>which one</i>) | Which one is _____: the (adjective) _____ or the _____? | Lessons 2, 3, 8, 10 |
| | Express contrast | Adjectives Compound sentences Conjunction (<i>but</i>) | The _____ is _____, but the (adjective) _____ is _____. (adjective) | Lessons 6, 8, 10 |
| | Ask about sequence of events Tell or retell a story Sequence events | Interrogative (<i>what</i>) Adverbs of sequence | What happens _____? _____, what happens? First, _____. Next, _____. Then, _____. Last, _____. | Lesson 5 |
| | Ask about location Describe location | Interrogative (<i>where</i>) Prepositions of location Compound sentences Conjunction (<i>and</i>) | Where is the _____? Where are the _____? The _____ is _____ the _____. (preposition) The _____ is _____ the _____, (preposition) and the _____ is _____ the _____. (preposition) | Lessons 7, 8, 10 |
| | Ask about likes Describe likes and dislikes | Interrogative (<i>what</i>) Infinitive with <i>like</i> Compound sentences Conjunction (<i>but</i>) | I like to _____, but I don't like to _____. | Lesson 9 |
| | Work With Text** | | | |
| | Understand comprehension questions Describe details about topic, characters, and events | Interrogatives (<i>who, what, where, which picture</i>) Present progressive Adjectives Conjunction (<i>and</i>) Adverbs of sequence | Who is the main character in the story? What happens first in the text? What does _____ ask _____ to do? What are _____ doing at the end of the story? What do _____ hear _____? (time) What do _____ do? | Lessons 4, 7 |

*Words in green = Vocabulary Cards

**These do not appear as printed frames. The Work With Text frames are shown on the lesson slides.

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| | Objectives | Materials | Preparation |
|--|---|---|---|
| Lesson 1 Explore the Topic | <ul style="list-style-type: none"> Introduce the Essential Question: How do you describe animals? Introduce and practice a chant: <i>The Boat Race</i> | PROGRAM MATERIALS Frames C1F9-10; C4F17; C5F1 Vocabulary Cards Student Cards ONLINE RESOURCES Slides 1-2 | CREATE <ul style="list-style-type: none"> Anchor Chart GATHER <ul style="list-style-type: none"> Blocks of different colors and sizes Hand puppets or stuffed animals |
| Lesson 2 Work with Language | <ul style="list-style-type: none"> Practice a chant: <i>The Boat Race</i> Ask and answer questions about the size and appearance of animals and objects Contrast the size of animals | PROGRAM MATERIALS Frames C1F9-10, C4F2, 17; C5F1-2 Vocabulary Cards Student Cards ONLINE RESOURCES Slide 2 Printable 1: The Boat Race | PRINT & CUT <ul style="list-style-type: none"> Printable 1: One per class or group GATHER <ul style="list-style-type: none"> Small ball to pass around Talking Box: Box with pairs of objects of different sizes to demonstrate short, tall, big, little, fat, thin Crayons, markers, paper |
| Lesson 3 Work with Words | <ul style="list-style-type: none"> Describe animals orally Use opposites to contrast Use <i>and</i> to describe two attributes | PROGRAM MATERIALS Frames C4F2; C5F1-5 Vocabulary Cards Student Cards ONLINE RESOURCES Slide 3 Printable 2: Animal Faces | PRINT & CUT <ul style="list-style-type: none"> Printable 2: One animal per student GATHER <ul style="list-style-type: none"> Crayons, markers, paper Tape |
| Lesson 4 Work with Text | <ul style="list-style-type: none"> Introduce and read a fictional text: <i>Miss Hippo and Her Friends</i> Ask and answer comprehension questions about a text orally Describe characters in a fictional text | PROGRAM MATERIALS Frames C5F5 Big Book C ONLINE RESOURCES Slides 4, 5A-B, 6 Printable 3: Role-Play | PRINT & CUT <ul style="list-style-type: none"> Printable 3: One animal per student GATHER <ul style="list-style-type: none"> Tape |
| Lesson 5 Develop Academic Skills | <ul style="list-style-type: none"> Sequence events in a familiar story Identify adjectives and nouns in sentences | PROGRAM MATERIALS Frames C4F7-12; C5F3 Vocabulary Cards Big Book C ONLINE RESOURCES Slides 6, 7 Printable 4: Story Pictures Printable 5: Story Sentences Form 3 | PRINT & CUT <ul style="list-style-type: none"> Printable 4: One set of pictures per group of four Printable 5: One set of sentences per pair GATHER <ul style="list-style-type: none"> Yellow and orange highlighters/crayons: one of each per student Small box |

| | Objectives | Materials | Preparation |
|---|---|---|---|
| Lesson 6 Work with Words | <ul style="list-style-type: none"> Identify animals Contrast animals using opposites Use compound sentences with <i>but</i> to show contrast | PROGRAM MATERIALS Frames C1F9-10; C4F2; C5F1, 6 Vocabulary Cards Student Cards ONLINE RESOURCES Slide 8 Printable 1: The Boat Race Forms 1-2 | REUSE <ul style="list-style-type: none"> Printable 1: One per class (for Extend) Anchor Chart |
| Lesson 7 Work with Text | <ul style="list-style-type: none"> Introduce and read an informational text: <i>Farm Animals</i> Ask and answer comprehension questions about a text orally Use prepositions to describe location Answer <i>where</i> questions | PROGRAM MATERIALS Frames C4F13; C5F7 Student Cards Big Book C ONLINE RESOURCES Slides 9, 10A-B | GATHER <ul style="list-style-type: none"> Crayons, markers, paper |
| Lesson 8 Work with Language | <ul style="list-style-type: none"> Contrast the features of animals from two texts Use compound sentences with <i>but</i> to make contrasts Use prepositions to describe location | PROGRAM MATERIALS Frames C4F13, 15, 17; C5F2, 6, 8 Vocabulary Cards Student Cards ONLINE RESOURCES Slides 11A-D Printable 6: Comparing Animals Forms 1-3 | PRINT <ul style="list-style-type: none"> Printable 6: One page per student GATHER <ul style="list-style-type: none"> Hand puppets or stuffed animals |
| Lesson 9 Develop Academic Skills | <ul style="list-style-type: none"> Introduce and describe a character from a familiar story Contrast likes and dislikes in compound sentences using <i>but</i> | PROGRAM MATERIALS Frames C1F2, 4; C5F9-10 ONLINE RESOURCES Printable 7: Animal Masks Forms 1-3 | PRINT & CUT Printable 7: One mask per student GATHER <ul style="list-style-type: none"> Hand puppets or stuffed animals Crayons, markers, paper Glue |
| Lesson 10 Review & Apply | <ul style="list-style-type: none"> Use adjectives to describe objects and animals Use opposites in sentences with <i>but</i> to contrast objects Ask questions using <i>where</i> Use prepositions to describe location | PROGRAM MATERIALS Frames C1F9, 11; C4F13, 17; C5F2-3, 6-7 Vocabulary Cards Student Cards ONLINE RESOURCES Forms 1-3 | GATHER <ul style="list-style-type: none"> Talking Box: Box with objects of different sizes, textures, and weight, such as books, toys, rocks, stuffed animals, classroom supplies |

Lesson 3

ESSENTIAL QUESTION

How do you describe animals?

Work with Words

OBJECTIVES

- Describe animals orally
- Use opposites to contrast
- Use *and* to describe two attributes

SENTENCE FRAMES

C4F2; C5F1-5

VOCABULARY

CARDS

Adjectives

big/little

fat/thin

short/tall

fast/slow

heavy/light

soft/hard

Nouns

elephant

giraffe

hippo

mouse

penguin

rabbit

snake

turtle

Activity 1 What is the Opposite?

Introduce adjectives and the concept of opposites



VOCABULARY CARDS Quickly review the adjective picture cards from Lesson 1. Then, tell students that you can *describe* animals using other kinds of words, such as how they feel when you touch them or how they move. Introduce the new adjective picture cards with actions: *fast/slow*, *heavy/light*, *soft/hard*. Have students repeat the words and actions with you several times. Add the new words to the anchor chart, asking students to pair the adjectives with the animals.

MODEL Show the picture card for *turtle* and say: **What is this? This is a turtle. It is a slow turtle.** Then, show one animal card at a time, and have students use the new adjective words to describe it using the frame:

C5F1 It is a _____.
(adjective)

Then, hold up the picture cards for *elephant* and *mouse* at the same time to illustrate the opposites *heavy* and *light*:

C5F2 Which one is _____.: the elephant or the mouse?
(adjective)

C4F2 The _____ is _____.
(adjective)

PRACTICE Tell students the words *heavy* and *light* are opposites. Continue to hold up pairs of animal picture cards and ask the same question for each adjective pair: *big/little*, *fat/thin*, *short/tall*, *fast/slow*, *heavy/light*, *soft/hard*. Focus on the new adjectives first and then the adjectives introduced in Lesson 1. Ask for volunteers to lead the activity.

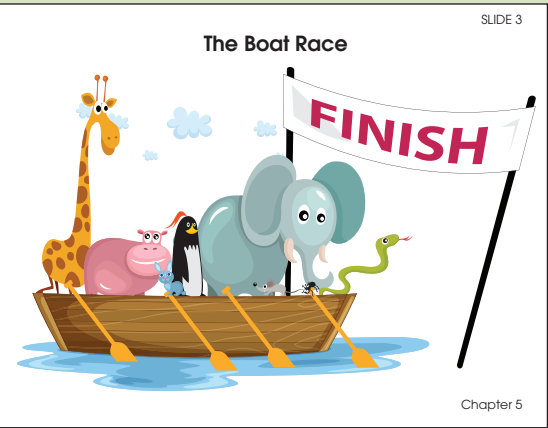
Activity 2 Let's Act: The Boat Race

Describe animals using two adjectives joined by *and*




SLIDE 3 Explain that you can also use two adjectives to describe one animal using the word *and*. Point to the hippo on the slide and say: **The hippo is big and heavy.** Then, point to the giraffe and begin the sentence: **The giraffe is tall and _____.** Prompt students to complete the sentence with *thin* or another appropriate adjective. Continue with other animals using the frame:

C5F3 The _____ is _____ and _____.
(adjective) (adjective)



| TARGET VOCABULARY | TARGET FUNCTIONS | GRAMMATICAL FORMS |
|--|--|---|
| Nouns: elephant, giraffe, hippo, mouse, penguin, rabbit, snake, turtle Verb: describe Adjectives: big/little, fat/thin, short/tall, fast/slow, heavy/light, soft/hard | Ask <i>either/or</i> questions Describe appearance Describe size | Interrogative (<i>which one</i>) Conjunctions (<i>or, and</i>) Adjectives |

 **READERS' THEATER PRINTABLE 2** Show Slide 3 again, and tell students they will act like one of the animals in the chant. Give each student an animal face from Printable 2, and help them tape it to their shirt. Ask them to think of two adjectives to describe their animal. Then, have each student introduce themselves to the class using frames:

C5F4-5 I'm a/an _____. I am _____ and _____.

(animal)

(adjective)

(adjective)

MODEL Model the student-class dialogue a few times before starting the activity.

Example:

- Student A: Hi, I am big and heavy. (*student shows big and heavy with actions*)
- Class: Who are you?
- Student A: I'm a hippo. I am big and heavy. (*student moves arms to show rowing action*)

Repeat the dialogue until all students have had a turn.

EXTEND: WRITING PRACTICE

STUDENT CARDS Give A-B partners the 12 adjective student cards, and have them sort the pictures into six pairs of opposites.

WRITE Tell students that now they are going to choose an animal from the Boat Race and two adjectives to describe the animal. Go around the room and have students share which animal they will describe. Then, hand out paper, pencils, and colored markers, and have them draw the animal and write a sentence using the frames:

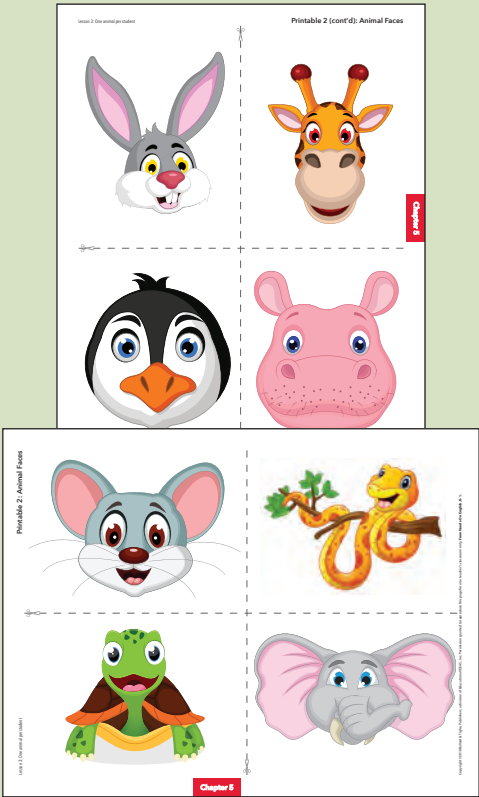
I'm a/an _____. I am _____ and _____.

(adjective)

(adjective)

Model the activity before students begin.

- 
 Have students write a sentence using the frame: It is a _____. C5F1
- (adjective)



| STUDENT | CARDS | |
|------------|-------------|------------|
| big/little | fat/thin | short/tall |
| fast/slow | heavy/light | soft/hard |

Lesson 5

ESSENTIAL QUESTION

How do you describe animals?

Develop Academic Skills

OBJECTIVES

- Sequence events in a familiar story
- Identify adjectives and nouns in sentences

SENTENCE FRAMES

C4F7-12; C5F3

Activity 1 Sequence a Story: *Miss Hippo and Her Friends*



BIG BOOK C Read *Miss Hippo and Her Friends* again. On each page, read the first sentence or part of the sentence, and invite students to finish or read the next sentence. Support students' reading, pointing to chapter vocabulary, and sounding out words. Create a bridge to the next part of the activity by using sequencing words when asking questions: **What happened first? What happens next? Then, what happens? What happens last?**

PRINTABLE 4 Tell students they are going to complete a puzzle. Give each group of four students one set of story pictures from the printable. Then, have them put the pages in order according to the story. Last, have them write the words *first*, *then*, *next*, *last* in the boxes on the printable. Assist students as they work.

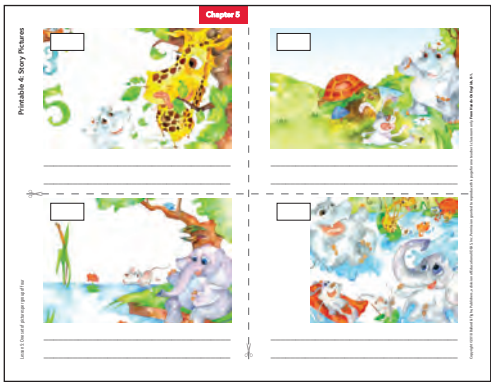
To close, have one group at a time stand and hold up their pictures in sequential order. Then, using the sequencing words (*first*, *next*, *then*, *last*) and frames, have them retell the story on each page orally. Each student should say at least one sentence to the class. Scaffold the activity as needed by starting the sentences for students and letting them finish them orally.

FORMATIVE ASSESSMENT

Form 3: Grammar

- Adverbs of Sequence

- C4F7 What happens _____?
- C4F8 _____, what happens?
- C4F9 First, _____.
- C4F10 Next, _____.
- C4F11 Then, _____.
- C4F12 Last, _____.



Activity 2 Text Work: Highlight Words



PRINTABLE 5 Tell students: **You are going to be word detectives. Word detectives hunt for and find special words in our story.** Give each pair a set of sentences from the printable and a yellow highlighter or crayon. There are three different sets. Set 3 has more target words and would be best for higher proficiency students.

Printable 5: Story Sentences

Set 1

First, Miss Hippo sees her friend Miss Giraffe. Miss Giraffe is tall and thin.

"Hi, Miss Giraffe! What are you doing today?" asks Miss Hippo.

"Good morning," Miss Giraffe replies. "I'm just eating some leaves."

Set 2

Next, Miss Hippo sees Mr. Rabbit and Mr. Turtle.

Mr. Rabbit is fast, but Mr. Turtle is slow.

"Hi, Mr. Rabbit and Mr. Turtle! What are you doing?"

Set 3

Then, Miss Hippo sees Mr. Mouse and Miss Elephant.

Mr. Mouse is little and light, but Miss Elephant is big and heavy.

"Hi, Mr. Mouse and Miss Elephant! What are you doing today?" asks Miss Hippo.

Chapter 5

| TARGET VOCABULARY | TARGET FUNCTIONS | GRAMMATICAL FORMS |
|--|---|--|
| Nouns: elephant, grass, giraffe, hippo, mouse, rabbit, turtle Verb: add Adjectives: big/little, fat/thin, short/tall, fast/slow, heavy/light, soft/hard | Ask about sequence of events Tell or retell a story Sequence events | Interrogative (<i>what</i>) Adverbs of sequence |

SLIDE 7 VOCABULARY CARDS Put the animal word cards from the story in a box, and then take out the *hippo* card. Read it, and spell it out. Show students the word. Have students look at the sentences on the slide. Ask: **Which sentences have the word *hippo*?** Read each sentence together, and find all occurrences of the word *hippo*. Show students how to highlight the words in yellow on their printable. Take out another animal word from the box and repeat. Spell out the word, and help students notice the letters so they can match them up in the words. Have student volunteers help take words out and read them to the class. Tell students that not all sentences have the words they are looking for.

SLIDE 6 When finished with the animal word cards, tell students: **We will now find and highlight the adjectives in orange. Adjectives are words that describe what something or someone is like.** Review the list of adjectives on the slide. Give students orange highlighters or crayons and direct them to look for the words on their printable.

To close, have the groups count the number of animal words and adjectives they highlighted. Say: **To add means to put together the two numbers so you know how many you have.** Then, guide students to add up and write the total number of nouns and adjectives they counted using the frame below.

+

=

plus

equals

Use pennies to count and add up the two sums if students need additional support. Finally, review by asking how many words the groups counted.

EXTEND: WRITING PRACTICE

WRITE PRINTABLE 4 As a follow up to Activity 1, tell students that now they are each going to write a sentence under their pictures from Printable 4. The sentence will use adjectives to describe an animal in their picture. Model writing a sentence under one of the pictures using the frame:

C5F3

The _____ is _____ and _____ .

(adjective)

(adjective)

- ↑

If time allows and students have completed their descriptive sentences, display the four pictures for the class. Then, have each student read his or her sentence to the class without showing the picture and have the class guess which picture the student wrote about.

VOCABULARY

CARDS

elephant

giraffe

hippo

mouse

rabbit

turtle

SLIDE 7

Story Sentences

Set 1

First, Miss Hippo sees her friend Miss Giraffe. Miss Giraffe is tall and thin.

"Hi, Miss Giraffe! What are you doing today?" asks Miss Hippo.

"Good morning," Miss Giraffe replies. "I'm just eating some leaves."

Set 2

Next, Miss Hippo sees Mr. Rabbit and Mr. Turtle.

Mr. Rabbit is fast, but Mr. Turtle is slow.

"Hi, Mr. Rabbit and Mr. Turtle! What are you doing?"

Set 3

Then, Miss Hippo sees Mr. Mouse and Miss Elephant.

Mr. Mouse is little and light, but Miss Elephant is big and heavy.

"Hi, Mr. Mouse and Miss Elephant! What are you doing today?" asks Miss Hippo.

Chapter 5

SLIDE 6

Opposites

short

tall

big

little

fat

thin

soft

hard

heavy

light

fast

slow

Chapter 5

Sample

Chapter 5

First

The giraffe is tall and thin.

Next

The turtle is hard and slow.

Hello!

Look all around you.
Who do you see?

I see a teacher!
Right in front of me!

Stand up and say:
Hello, teacher.

Hello, teacher!



Look all around you.
Who do you see?

I see a student!
Standing next to me!

Wave and say:
Hello, student.

Hello, student!



Look all around you.
Who do you see?

I see my class!
Smiling at me!

Sit down and say:
Hello, class.

Hello, class!



I like to ...





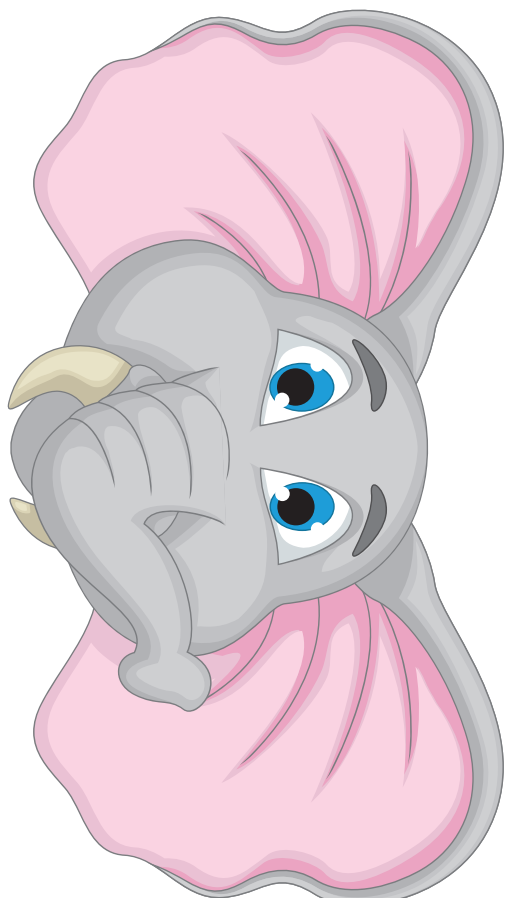
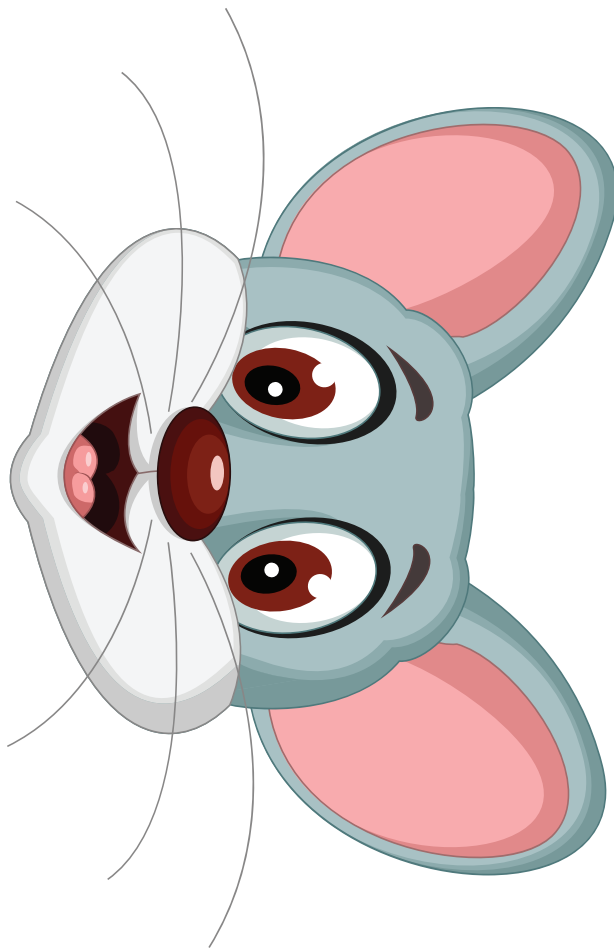
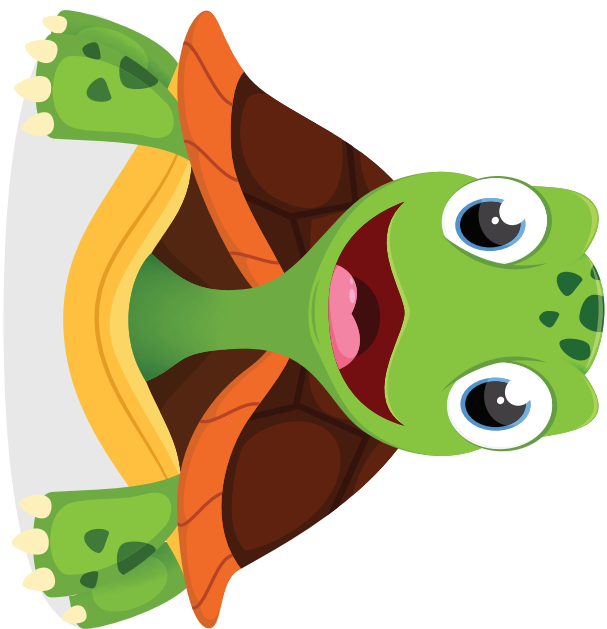
Actions

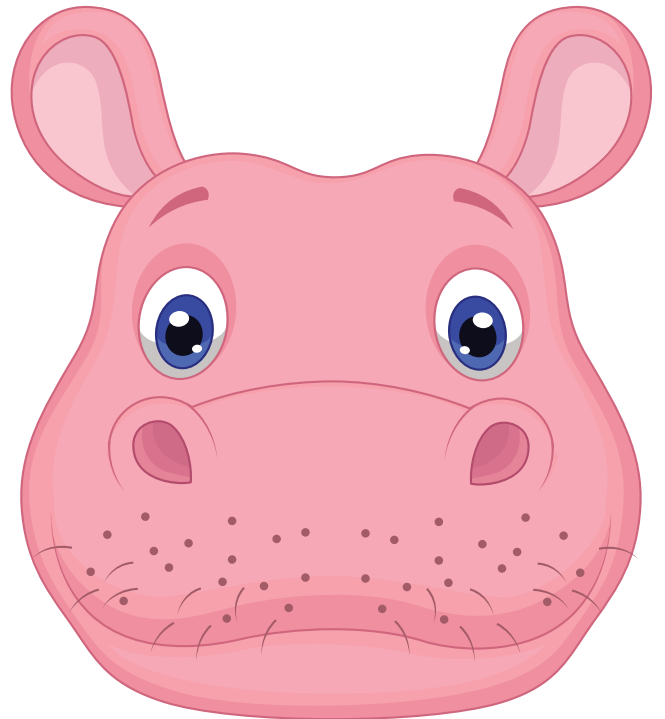


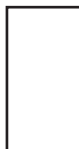


Actions









Set 1

First, Miss Hippo sees her friend Miss Giraffe. Miss Giraffe is tall and thin.

"Hi, Miss Giraffe! What are you doing today?" asks Miss Hippo.

"Good morning," Miss Giraffe replies. "I'm just eating some leaves."



Set 2

Next, Miss Hippo sees Mr. Rabbit and Mr. Turtle.

Mr. Rabbit is fast, but Mr. Turtle is slow.

"Hi, Mr. Rabbit and Mr. Turtle! What are you doing?"



Set 3

Then, Miss Hippo sees Mr. Mouse and Miss Elephant.

Mr. Mouse is little and light, but Miss Elephant is big and heavy.

"Hi, Mr. Mouse and Miss Elephant! What are you doing today?" asks Miss Hippo.

It is a _____ .
(adjective)

Which one is _____: the _____ or the _____?

(adjective)

What happens _____?

(first/next/last)

_____, what happens?

First, _____.

Next, _____.

Then, _____.

Last, _____.

C5



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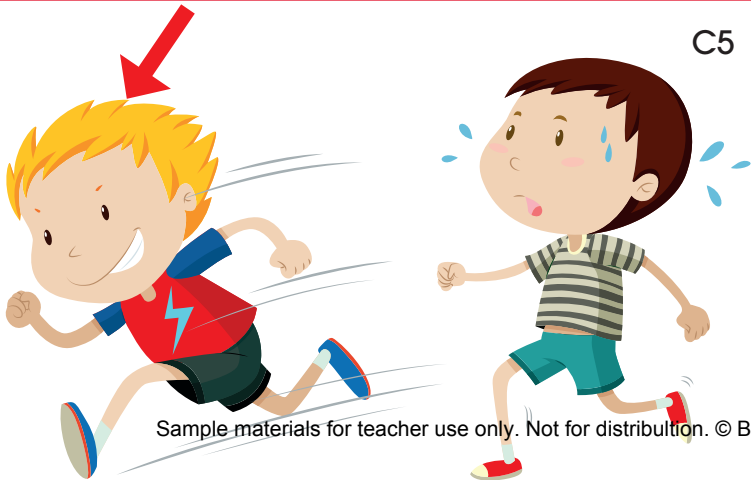


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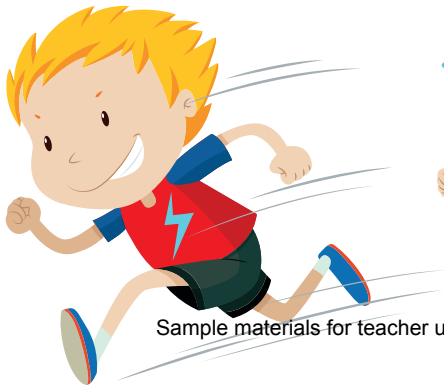


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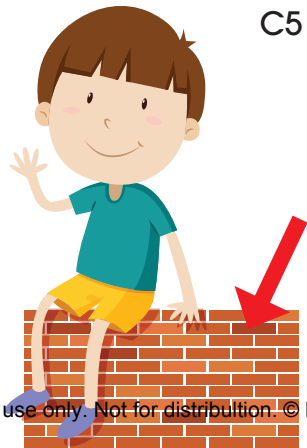


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Miss Hippo and Her Friends



Written by Robin Stevens
Illustrated by Bonnie Lemaire

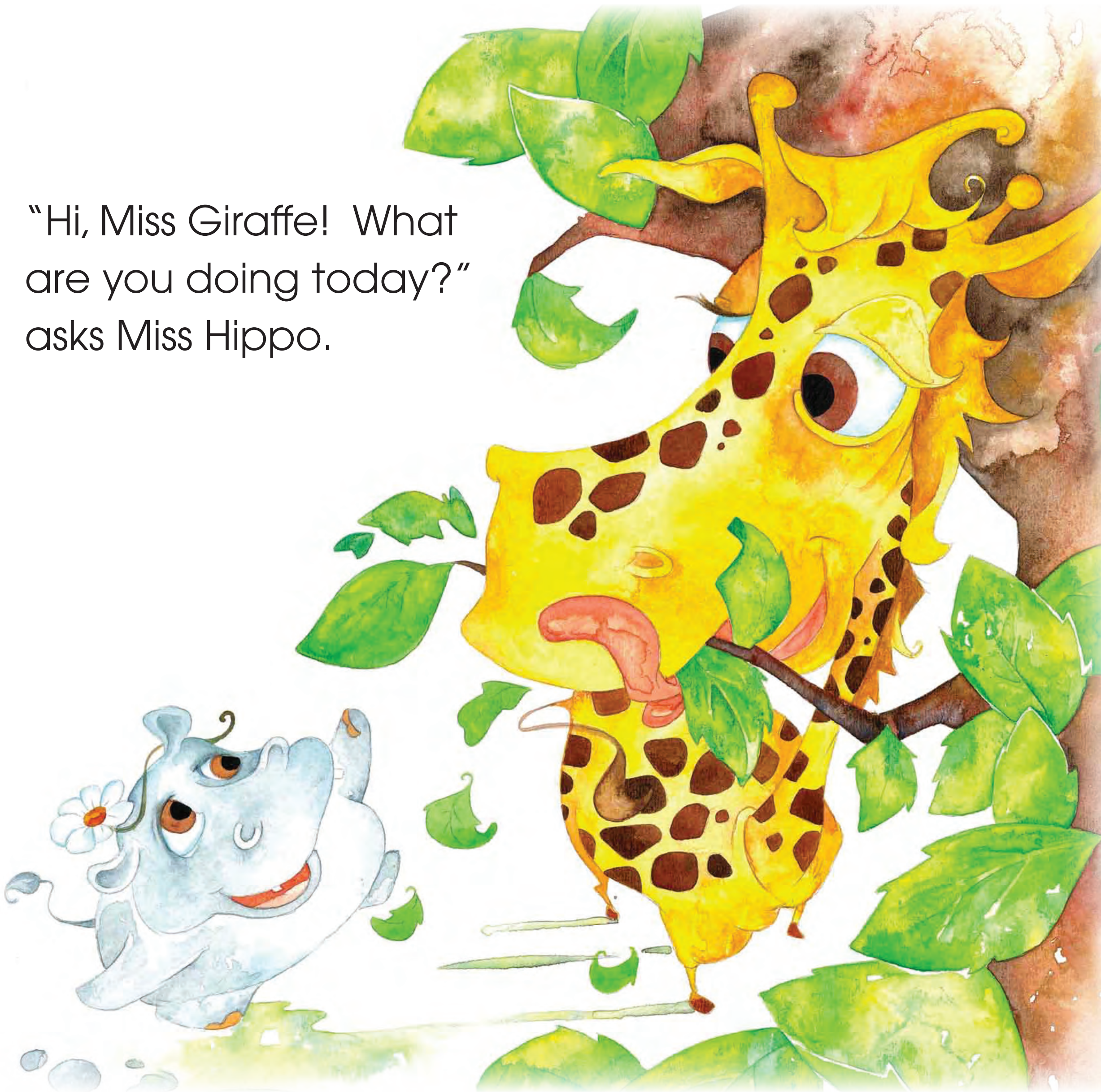
Miss Hippo has five friends.



One, two, three, four, five!
She is going to find out what her
friends are doing today.

First, Miss Hippo sees her friend Miss Giraffe.
Miss Giraffe is tall and thin.

“Hi, Miss Giraffe! What
are you doing today?”
asks Miss Hippo.



“Good morning,” Miss Giraffe replies.
“I’m just eating some leaves.”

Next, Miss Hippo sees Mr. Rabbit and Mr. Turtle. Mr. Rabbit is fast, but Mr. Turtle is slow.



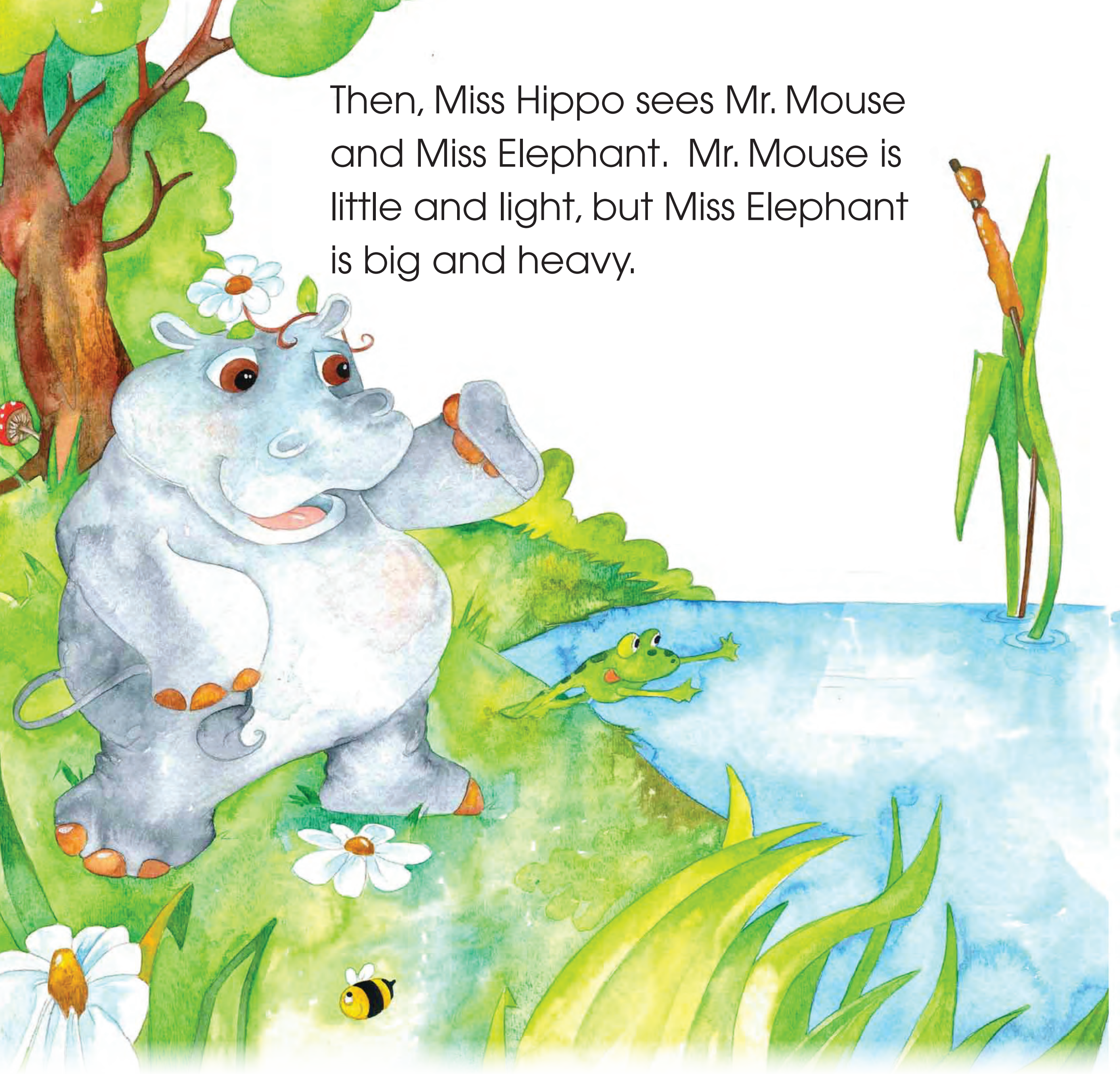
“Hi, Mr. Rabbit and Mr. Turtle!
What are you doing?”

“Not much. We are just playing in
the grass,” Mr. Rabbit replies.

“Well, maybe we can do something
together,” says Miss Hippo.



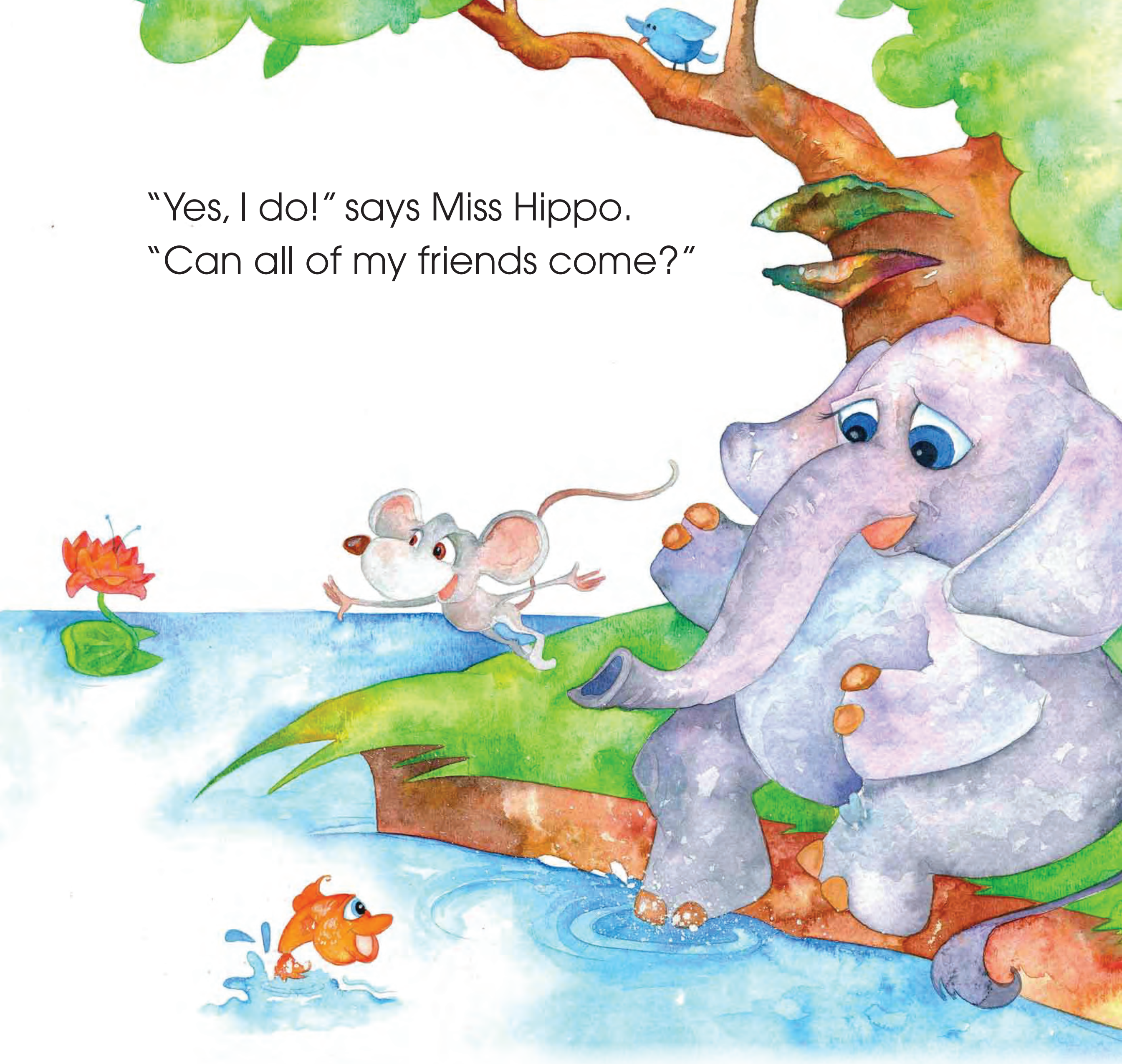
Then, Miss Hippo sees Mr. Mouse and Miss Elephant. Mr. Mouse is little and light, but Miss Elephant is big and heavy.



“Hi, Mr. Mouse and Miss Elephant! What are you doing today?” asks Miss Hippo.

“Hello! We’re going swimming! Do you want to go with us?” asks Mr. Mouse.

“Yes, I do!” says Miss Hippo.
“Can all of my friends come?”



“Oh, that would be so much fun!”
replies Miss Elephant.



Finally, all of Miss Hippo's friends go swimming together. What a happy day!

Used during • Lesson 5 • Lesson 8 • Lesson 9 • Lesson 10
(Not all items appear in every lesson)

(Not all items appear in every lesson)

Date: _____

Class: _____

Teacher: _____

0 = student did not use the function/grammatical form or used it incorrectly
1 = student used the function/grammatical form correctly

[illegible]