

## Learning Wild Habitats: It Really Is a Game

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“If you could hop on a bird and fly way up,  
you would see the whole earth covered with clouds.”  
- Tommie de Paola, *The Cloud Book*

### INTRODUCTION

Do you know what “wild habitat” means? Do you live in a town or a city? What is the weather like in your city? Do you know what animals live near your home or your school? Can you see a tree where you live? What do you know about these themes? This curriculum unit tells you about some of the wildlife present in your city or town. The particular weather, plants and animals you find will depend on the location of your town.

The curriculum unit on wild habitats is a wonderful opportunity to put ideas and activities together. I use books to introduce topics such as weather, animals and plants. I divide the unit into four sections to explain these themes: 1) What Wild Habitat Means, 2) What Weather is like in Your City, 3) What Animals and Plants are Present, and 4) How to Classify the Books and Materials According to the Different Topics. I believe that by teaching these topics in the form of a game my students will learn more about them.

For the first lesson plan, “Are You Wild?”, I need to explain the terms. When I talk about *Wild*, this means an undomesticated or natural style for animals and plants that grow without the aid and care of man (*Oxford English Dictionary* 1929). When I talk about “habitat,” I mean the natural home of an organism; it is the place where plants or animals species naturally live (*Oxford English Dictionary* 726). To explain this, I will use *The Living Town*, *The Living House*, *The Living Tree*, and *The Living Seashore*, by Nigel Hester, as well as different habitats in different pictures. I also need to explain the difference between wildlife and domestication, as well as differences between habitat and home. A habitat is an area occupied by many species. A home is the habitat where a particular animal species can protect itself from the weather and other animals (Google 82).

The second lesson plan included in the curriculum unit is “How’s the Weather?” Rain, sunshine, snow and storms are all types of weather. These types will help us decide what clothes to wear, what food we eat, and what kind of life we lead. The weather also affects how animals and plants survive. Different types of weather are caused by what is happening in the atmosphere, which is the air above our heads. In some parts of the world, the weather changes every day; in others, it is nearly always the same. I will use *The Cloud Book* by Tommie de Paola, *Weather* by David Lambert, and/or *Weather* by

David Ellyard to work on activities and objectives related to Project CLEAR. The activities are designed to teach sequence, define key words, use context clues, identify color words, and identify sounds. We will study contents relating to what weather is, as well as weather seasons, and weather changes. I will make a learning game in this part to help my students learn about the different weather and seasons.

As a side note, Project CLEAR – Clarifying Learning to Enhance Achievement Results – is an instructional planning tool for teachers in the Houston Independent School District. It clarifies what is to be taught and assessed and encompasses all state curriculum requirements. It enables teachers to focus their planning time and professional conversations on how best to teach knowledge and skills so that all students master the objectives (HISD 1).

The third lesson plan included in the curriculum unit is about animals, “What Kind of Animal Are You?” An *Animal* is a living organism that has special sensory and nervous systems, and is able to respond rapidly to stimuli (*Oxford English Dictionary* 61). The world is full of animals that can come in many different shapes and sizes and live in a wide variety of habitats. They live on top of the highest mountains, at the bottom of the deepest oceans, in tropical rainforests, and in the cold, icy waters of the Polar Regions. Some animals are so weird and so different from those we have at home or see on farms or at the zoo that we might wonder if they are animals at all. The study of animals is vitally important to save wildlife, to preserve the beauty of the future and to improve our farming and food supplies for increasing world population.

I can divide animals into five categories: mammals, birds, reptiles, fish and insects. In these categories, students will discover aspects of animals with flashcards, showing foods they eat, size, and color, where to find them, characteristics, and curious facts about each animal. To describe animals, I will use a book by Paul Gobble called *The Great Race of the Birds* and others books, which have numerous illustrations of animals to help students understand the text. Other books used will be *Marvelous Mammals (Monomers and Marsupials)* by Bernice Kohn, and *Reptiles* by Lois Ballard. Also I will use *Science Encyclopedia*, Barnes & Nobles edition; *Kingfisher Young Knowledge: Birds* by Nicola Davies; *Birds* by Samantha Gray and Sarah Walker; and *Mammals* by Dr. George McKay. Objectives such as making inferences or locating the main idea will be taught in this section as well as activities using repetitive patterns. In addition, I will use field trips to compare the different habitats. One field trip is a trip to the Zoo to explain “wild animals.” Another trip will bring us to the Rodeo, and another to the Oil Ranch to explain “farm animals.”

The fourth lesson plan is “Are You Blooming?” It is a section about plants. *Plants* are living organisms that contain chlorophyll and lack specialized sense-organs and the power of voluntary movements. They live and grow in a permanent site, absorbing water and inorganic substances through their roots (*Oxford English Dictionary* 1305). We can find small or large plants, with and without flowers or fruits. My class will deal with

shapes, which are great for kindergarten students. They will also learn how plants are related to seasons. For this, I will introduce a book called *I Can Read about Trees and Plants*. Pictures, brochures, posters and shapes will also be used to talk about this theme.

## **THE CLASSROOM SCENARIO**

I am a bilingual kindergarten teacher at Windsor Village Elementary School, located in South Houston. This school, which opened for classes in 1960, provides educational services for 918 pre-kindergarten through fifth grade students: 59.1% percent of the students are African-American, 0.5% are Asian, 39% are Hispanic, 0.3% are Native American and 1.1% is Caucasian. Furthermore, our school is a Vanguard Magnet that attracts students from outside of the community. Because of this designation, there has been a marked increase in Limited English Proficient (LEP) students and economically disadvantaged students. LEP students are serviced in English as a Second Language classes (ESL). The LEP student population is 24.9%. Eighty-six percent of our students are on free or reduced lunch. Windsor Village is designated a Title I school. Four percent are enrolled in Special Education and forty percent are At-Risk. The average daily attendance is 95.8% with a student mobility rate of 14%.

I have 20 children in my kindergarten classroom. My students are 5 and 6 years old, and primarily speak Spanish. Therefore, I need to instruct them in Spanish but teach them the English language. The bilingual program guidelines require that I only teach in English 45 minutes a day. For this reason, it is important that I teach in both languages. The literature chosen for this unit helps me to teach more hours in English, allowing the children to learn more. Moreover, since the movies are in English, the children learn more English when they watch them. The activities and materials used for instruction will be appropriate for the development and interest level of kindergarten students. The curriculum unit and the lesson plans included will be shared with the team of kindergarten teachers (a Vanguard class, two bilingual classes and three regular classes).

## **WHAT THE CHILDREN WILL LEARN**

This unit is intended for use as part of the language arts program in the bilingual kindergarten. The entire lesson plan will be focused on Project CLEAR. The students will examine and identify the terms and topics listed previously. As an example of how this will be done, the child will listen attentively and engage actively in a variety of oral languages experiences. From this, the student will develop a specific vocabulary to suit specific purposes. The student will communicate this vocabulary clearly by putting it into the spoken word. The teacher uses a variety of strategies prior to reading to enhance comprehension and learning about the topics “What Wild Habitat Means,” as well as weather, animals and plants. The students will be able to comprehend and listen actively using different games to learn.

## TEACHING

The next four sections provide teaching background for the lesson plans in this unit. First, I need to explain to the students all the terms that I will use in this unit. I need to do this in both languages, because one of my principle goals is that the students learn all materials in English.

### **Are You Wild?**

For the “Are You Wild?” unit, I need to explain the terms. When I talk about “wild,” it means an undomesticated or original nature style for animals and plants that grow without the aid and care of man (Oxford English Dictionary, 1929). When I talk about “habitat,” I mean the natural home of an organism; it is the place where plants or animals species naturally live (*Oxford English Dictionary* 726).

During our discussions on wildlife, I will spend some time explaining domestication. Domestication is the process of bringing living things under the control of humans. These organisms are grown by humans, often in a controlled environment. Common domesticated organisms include animals such as dogs, cats, sheep, and horses, and plants such as tomatoes, cotton, beans, and petunias. Domestications are important in producing the food and clothing people need. For example, dairy cattle are kept in carefully controlled conditions and milked to assure quality food products.

Wildlife touches our lives in many ways. Most people admire at least some form of wildlife. Who does not appreciate a spotted fawn or beautiful wildflowers? My students and I will see the many ways wildlife influences our lives.

Why do we have conservation in wildlife? Because the wise use of wildlife resources requires careful conservation. It involves maintaining a habitat that supports a species or community of species and protecting wildlife from destruction. The emphasis in conservation is on people making good decisions. In addition, wildlife conservation is closely related to land use. Most people recognize the importance of maintaining and preventing waste. Many people, however, fail to realize what is involved.

What are the benefits of wildlife? As the human population continues grow, demand for space will reduce or eliminate wildlife populations. New roads, airports, power transmission lines, schools, shopping centers, and other human activities will threaten wildlife. Smaller areas will be available for wildlife, and making good use of these areas is essential. Improving habitats is the key to having adequate wildlife populations.

Wild life environments provide many recreational opportunities. The nature of these activities varies widely. Some people enjoy viewing wildlife, such as observing the grandeur of a bald eagle or the detail of a ruby-throated hummingbird. Others take canoe trips to observe wildlife along waterways. A walk though a park or zoo can provide up-

close encounters with wildlife. Still, other people enjoy hunting, fishing, and related activities.

What is a wild animal? A wild animal lives in its natural environment and requires definite periods of conditioning and learning in the presence of parents and peers. It has certain inborn behavior patterns and also requires learned behavior to survive in competitive natural environments. Wild animals are animals that have not been domesticated. These animals are relatively free to roam about on land or in the air or water. They live on their own and must find their food (Google 124).

Wild plants are plants that have not been domesticated. These plants are found on land and in water. They grow in natural environments without human effort. Examples include vines, grasses, trees, and shrubs. Plants planted and cared for on farms are usually domesticated species. In addition, plants make their own food. This is in contrast with animals which obtain their food from other sources.

Some wild plants are pests. They can grow where they are not wanted in crops or lawns. A few wildlife plants cause allergies. Poison ivy is an example of a plant that causes a miserable itch on human skin.

When I talk about “habitat,” I will explain that it is the natural home of an organism; it is the place where the plants or animals species naturally live and grows (*Oxford English Dictionary* 726). What is the difference between a home and habitat? A habitat is an area occupied by many species. A home is a place within a habitat where a particular animal species can protect itself from the weather and predators (Google 82). Homes include nests, built by birds and wasps, and burrows dug by moles.

Habitat is the physical area in which a species lives. Factors that influence habitat are climate, topography, soil, water, and presence of other living organisms. Habitats vary among the species. Some prefer wooded areas with much rain. Other prefers dry areas, steep mountains cliffs and cool temperatures.

Wildlife species need certain natural resources to live. Water, air, soil and other resources are important to animal wildlife. If these are in short supply or damaged in some way, wildlife organisms may become sick, die, or otherwise suffer.

A good habitat is one that provides for the well being of the animals and plants. Certain kinds of pollution can be extremely damaging to wildlife. On the other hand, sewage lagoons can provide a rich aquatic habitat for certain species. Fortunately, steps are being taken to identify and remove the pollutants that are most dangerous. Finding ways to reduce the amount of pollution can make a healthier environment for humans and wildlife.

## **How's the Weather?**

When I talk about weather, I will describe it as the condition of the air at a specific time and place. Weather is what is happening in the atmosphere at any place on Earth at any point in time. It includes the temperature, and whether it is wet and windy or dry and calm. Since air is always moving, the weather is always changing. Whatever the air carries – snow, dust, moisture – is also part of the weather. The typical weather conditions in a region over an extended period of time are called the Climate (Ellyard 6).

In addition, the atmosphere is a bubble of gases around our planet. It is the gas that surrounds a body in space. The atmosphere extends far above the Earth, but weather is mostly formed in the troposphere. This part is the lowest layer of the atmosphere. Here, most clouds form and rain falls (Lambert 5). Weather is like a huge machine driven by the mighty furnace we call the Sun.

What causes all of this? The Sun provides the energy that drives Earth's weather. The Sun heats the air in various parts of the Earth's atmosphere. Masses of warm and cold air move from place to place, creating winds. Winds bring sunny, wet or stormy conditions (Google 50).

Why does it rain? The sun's heat causes moisture from oceans and lakes to evaporate into the air, forming water vapor. The vapor rises, cools, and condenses into tiny water droplets, which fall from clouds. If the clouds continue to absorb moisture, they become saturated. The water droplets in the clouds collide and become bigger and heavier until the air can no longer support them. Then they fall as rain (Oliver 16).

Why does it Snow? Snow falls in cold weather when ice crystals formed high in clouds freeze together and drop to the ground as millions of tiny snowflakes. Sleet is a mixture of rain and snow, or partly melted snow (Oliver 22).

A storm is severe weather with strong winds of more than 55 mph (88.5km/h) lightning flashes, thunder and heavy rain. Hurricanes and tornadoes are whirling storms that can wreck towns (Ellyard 22).

## **What Kind of Animal Are You?**

The third lesson plans in this unit is about animals. Animals can be placed in five categories: mammals, birds, reptiles, fish and insects. Animals can also be grouped into two main types: vertebrates with an inner skeleton, including a back-bone, and invertebrates without back-bone (Google 96).

### ***What Is a Mammal?***

Mammals live on land, at sea, in the air, and under the ground. All mammals, from bats to whales, share a number of important traits that make them different from other

animals. Mammals are warm-blooded, and have fur or hair. Also, mammals are animals with a back-bone. They give birth to live offspring rather than hatching offspring from eggs. Mammals also produce milk for feeding their young. In almost all mammals, the babies develop inside the mother before they are born. This process is called gestation. Once born, the babies feed on their mother's milk. Most mammals have hair and all land mammals have four limbs. Examples of mammals are: dogs, cows, rabbits, dolphins, tigers, elephants, cats, etc (Walters and Johnson 190).

Mammals are friendly or fierce, cuddly, cute and/or awesome depending on which ones you look at. They fascinate and horrify us. We eat them, ride them, keep them as pets, make clothes out of them, hunt other mammals with them and use them as substitutes for ourselves in scientific, particularly medical, research. We use them to carry our burdens, support our foolish habits (gambling), and expect them to entertain us (McKay 12).

So how do we describe a mammal? Obviously, what we need in order to define a mammal are some characteristics, or traits that are possessed by all mammals and are unique to mammals. So here are five solid indications that an animal is a mammal:

The first characteristic that guarantees that an animal is a mammal is that it (if it is female) can produce milk to feed its young. This milk is produced by modified sweat glands called 'mammary' glands. It is from these glands that the whole group takes its name, Mammals. (Brewer 174)

The second characteristic is the possession of hair. No other animal has hair in the same form as mammals, and all mammals have some hair at least at the beginning of their lives - baby whales and dolphins are born with a moustache. (Ganeri and Oxlade 80)

The third characteristic in mammals is a single bone on either side of the lower jaw. In all other vertebrates there is more than one bone on each side of the jaw. (McKay 6)

The fourth characteristic is the mammal middle ear. Only the mammal's middle ear contains three bones: the Stapes or Stirrup, the Anvil, and the Malleus or Hammer. Once these bones were part of the lower jaw, but during the early evolution of mammals they changed jobs and became a part of our hearing apparatus instead. (Brewer 174)

The fifth characteristic is that mammals have a diaphragm. A diaphragm is a muscle and tendon that separates the body cavity into two sections. Heart and lungs are before/above, and liver, kidneys, stomach, intestines, etc, are behind/below. No other animal has a diaphragm. (Brewer 174)

### ***What Is a Bird?***

Birds are warm-blooded creatures, like mammals, but they lay eggs. They also possess feathers, wings, and a beak (*Oxford English Dictionary* 168). All birds have feathers and wings, and most birds are able to fly. Birds are amazingly varied in their shapes, sizes, colors, and behavior patterns. There are more than 9,000 different species of birds in the world. Most birds also have extremely good eyesight and hearing. They reproduce by laying eggs, and many build nests to rear their young. Some birds fly on long journeys called migrations to breed or find food. Examples of birds are: eagles, parrots, hens, and ducks. Birds are truly beautiful creatures. They are also fascinating and all around us, roosting and nesting on our buildings and feeding in our gardens and refuse dumps. They are easy to find and fun to observe. Birds are probably the most beloved group of wild animals on the planet. Their ubiquitous presence, colorful form, intelligent actions and cheeky mannerisms endear them to us all. Birds are easy to love (Walter and Johnson 161).

In addition, birds can not chew food, because they do not have any teeth. Also, they can fly because their bones are hollow, like straws (Gray and Walker 4).

The most common bird in the world is the Red Junglefowl (*Gallus gallus*) most regularly seen as the domestic chicken. The most widespread commonly seen wild bird in the world is probably the European House Sparrow (*Passer domesticus*) which has been transported all over the world by European settlers and can now be found on 2/3 of the land masses of the world including New Zealand, Australia, N. America, India and of course Europe. The largest living bird is without doubt the Ostrich (*Struthio camelus*). This ever popular bird stands a magnificent 2.74m (9ft) high and can weigh as much as 160kg (353lb). The Andean Condor (*Vultur gryphus*) with a well-recorded wingspan of 3m (10ft) is called “The Bird With the Longest Wings,” and it has several close contenders among other birds in the species (Farandon (*page could not be located by publication date*)).

### ***What Is a Reptile?***

Today there are 6,800 reptile species on earth; the major groups are alligators and crocodiles, turtles, lizards, and snakes. All reptiles are cold-blooded, which is why they warm themselves in the sun, and have bodies covered in dry, horny scales. Some reptiles lay eggs; others give birth to live young. Reptiles are a group of animals that creep or crawl on the ground. They have back-bones and are usually covered with scaly skin. Most reptiles live on land, but turtles, crocodiles, and some snakes live in water. Nearly all reptiles are equipped with senses similar to humans (Simond 297).

There are different records for reptiles. One of the record breakers is the Komodo dragon because it is the largest, heaviest lizard. Another record holder is the massive salt



water crocodile; they can grow to 33 ft long and are extremely dangerous (Ganeri and Oxlade 106).

### ***What Is a Fish?***

Fish come in an amazing variety of shapes and colors, but they all have three important things in common: All fish live in water, have fins, and use gills to get oxygen from the water. We have also included a few sea creatures - some jellyfish and octopus - in this category. Fish are aquatic animals with an inner skeleton, including a skull, ribs and backbone. Most fish have bony skeletons, but shark and ray skeletons are made of cartilage. Fish extract oxygen from the water using gills, and swim using their tail and fins. A fish's skin is covered with tough scales. Where do fish live? Superbly adapted to life in water, fish are found throughout the world's oceans, from warm tropical seas to icy polar waters. Some fish dwell near the surface, while others live on the surface. They are also found in freshwater habitats such rivers, lakes, and swamps (Walters and Johnson 102).

### ***What Is an Insect?***

Insects and their relatives, including spiders and scorpions, belong to a huge group of animals called the arthropods. The main thing that all arthropods have in common is their hard outer coat, which is called an exoskeleton and protects their soft insides. The bodies of arthropods are divided into sections. Insect are among the most numerous and widespread animals on Earth (Parker 7). They range from tiny gnats and fairy flies, almost too small to see, to fist-sized beetles, and moths with wings as long as your hands (Walters and Johnson 72).

Also, insects have powerful sense organs including antennae to find food and detect enemies. Some live in colonies, like the ants and the bees. Other insects live alone like the butterflies (Google 110).

### ***Are You Blooming?***

Plants are living things, such as flowers or trees that are not animals and usually cannot move from place to place. Plants are made of many cells and are usually rooted in the earth. Their green leaves capture sunlight to make food by photosynthesis, providing food either directly or indirectly for most other living things on Earth, as well as life-giving oxygen (Ganeri and Oxlade 94).

Plants are easily divided into two groups: flowering plants and trees. Flowering plants are the most abundant and widespread groups of plants on Earth. Flowering plants are found in most habitats, from desert to Polar Regions and include species of trees, shrubs and herbs. The flowers are the reproductive structures that produce new plants.

Trees are tall, seed-producing plants that have a single woody stem, called a trunk that supports their great weight. They live for many years and do not die in winter. The largest group of trees is broad-leaved trees. Trees are important because they release oxygen into the atmosphere for other organisms to breathe. Trees also provide food and habitats for many animals and wood for fuel, timber, and many other products.

Plants are essential to the balance of nature and in people's lives. Green plants, for example, are those processing chlorophyll. They manufacture their own food and give off oxygen in the process called photosynthesis, in which water and carbon dioxide are combined by solar energy. Plants are the ultimate source of food and metabolic energy for nearly all animals who cannot manufacture their own food. Besides foods, plants produce things vital to humans including wood and wood products, fiber, drugs, oils, latex, pigments and resins. Coal is a fossil substance of plant origin. Thus plants provide people not only sustenance but shelter, clothing, medicines, fuels, and the raw materials from which innumerable other products are made.

## **IMPLEMENTATION STRATEGIES**

This unit is intended for use as part of the language arts curriculum in bilingual kindergarten. The lesson plans are modeled on Project CLEAR. The students will examine and identify the literature that focuses on the Wild Habitat. For example, the child listens attentively and engages actively in a variety of oral language experiences. The student develops specific vocabulary to suit specific purposes and then communicates it clearly by putting the new vocabulary into the spoken word. The teacher uses a variety of strategies prior to reading to enhance comprehension. The students receive a variety of strategies to comprehend and listen actively to text. These objectives are for the learning process in children from 5 to 7 years old.

## **LESSON PLANS**

All the definitions that the teachers will need for teaching this prospectus is in the teaching part, divided for lessons plans.

### **Lesson Plan 1: Are You Wild?**

The duration of this seminar is two weeks, two sections per week. The students will use a variety of strategies to recognize and develop vocabulary. They will discuss the meanings of words and develop vocabulary through meaningful and concrete experiences.

#### ***Materials***

The materials needed in this lesson are the following books: *Where the Wild Things Are* (Spanish and English versions), *Sciences Encyclopedias*, *The Living Town*, *The Living Tree*, *The Living House*, *The Living Pond*, and *The Living Seashore*. The teacher will also need: paper, crayons, and different pictures about animals, plants and places that explain

wild habitat. A television, a VCR, and movies that explain wild habitat, wild animals, and wild life will also be required.

### ***Activities***

First, the students have to be sitting on the carpet. I will then ask what they know about the terms wildlife, wild animals, wild habitat, and wild plants. Also I will ask if they know something about the differences between wild and domesticated. Then we will discuss all the terms and meanings of the words. Before reading, I need to introduce the book's title, author and illustrator. Next, I will read the book *Where the Wild Things Are* and ask what they can understand about wildlife and wild things.

In the second section or second week, I plan to present the different movies about wildlife, specifically wild animals and wild trees. While we watch the movie, we will discuss what is happening in each one, what they can understand about the terms that we discussed last section, and what is different or similar in the movies. We will discuss where they think the wild animals live; that is, in what part of the earth do they live, near your house, your school, or in your yard? The next day I will review all the terms previously learned, and instruct the students to draw something that they understand about wild habitat. Afterward, we will discuss the movies. Finally, the students will volunteer self definitions that I will write on the blackboard.

### **Lesson Plan 2: How's the Weather?**

The duration of this seminar is one week, and it has two sections. The students will use a variety of strategies to recognize and develop vocabulary. They will discuss the meanings of words and develop vocabulary through meaningful and concrete experiences. Also the students will identify different types of weather and seasons.

### ***Materials***

The materials needed in this lesson are the following books: *The Cloud Book*, and two different books named *Weather*. The teacher will also need: paper, crayons, different pictures about seasons and types of weather, places that explain weather and seasons, a TV and VCR, and movies that explain different between the weathers, climate and seasons.

### ***Activities***

First, the students have to be sitting on the carpet. I will then ask what they know about the terms weather, seasons and climate. Also, I will ask if they know something about what happens in the different seasons, why we have snow, rain, storms and sunshine days. Then we will discuss all the terms and meaning of the words. Before reading, I need to introduce the book's title, author and illustrator. Next, I will read the book *The Cloud Book* and discuss what happens and what they can understand.

In the second section or second day, I plan to present the different movies about the weather. While we watch the movie, we will discuss what is happening and what they can understand about the terms that we discussed last section. Also, I will review all the terms previously learned, and instruct the students to draw something that they understand about weather. Afterward, we will discuss the movie. Finally, the students will volunteer self definitions that I will write on the blackboard.

### **Lesson Plan 3: What Kind of Animal Are You?**

The duration of this seminar is three weeks, two sections per week. The students will use a variety of strategies to recognize and develop vocabulary. They will discuss the meanings of words and develop vocabulary through meaningful and concrete experiences. Also, the students will identify different types of animals and where they live.

#### ***Materials***

The materials needed in this lesson are the following books: *Sciences Encyclopedias*, *Marvelous Mammals*, *Reptiles*, *Birds*, and *Insects*. The teacher will also need: paper, crayons, different flash card about the animals, and places when the animals can live, a TV and VCR, and movies that explain different between the animals and the places were the animals can live.

#### ***Activities***

First, the students have to be sitting on the carpet. I will then ask what they know about the terms animals, mammals, reptiles, birds and insects. Also, I will ask if they know where the animals live and why they live in this place. Then we will discuss all the terms and meaning of the words. Before reading, I need to introduce the book's title, author and illustrator. Next, I will read the books and discuss what happens and what they can understand. I will be teaching this part for two weeks, in four sections.

In the third section or third week, I plan to present different movies about the animals to explain the differences between animals. While we watch the movie, we will discuss what is happening, and what they can understand about the terms that we discussed last section. Also, I will review all the terms previously learned, and instruct the students to draw something that they understand about animals. Afterward, we will discuss the movie. The children will draw pictures about what they understand in the books and the movies. Finally, the students will volunteer self-definitions that I will write on the blackboard.

### **Lesson Plan 4: Are You Blooming?**

The duration of this seminar is one week, two sections. The students will use a variety of strategies to recognize and develop vocabulary. They will discuss the meanings of words

and develop vocabulary through meaningful and concrete experiences. Also the students will identify different types of plants.

### ***Materials***

The materials needed in this lesson are the following books: *Sciences Encyclopedias*, *I Can Read About Trees and Plants*. The teacher will also need: paper, crayons, different flash card about the trees, and places when the trees can live. We will go outside to see the different trees around our school.

### ***Activities***

First, the students have to be sitting on the carpet. I will then ask what they know about the terms plants and they know different plants, and where we can find plants. Also I will ask if they know something about what happens in the different seasons with the plants. Then we will discuss all the terms and meaning of the words. Before reading, I need to introduce the book's title, author and illustrator. Next, I will read the book *I Can Read about Trees and Plants* and discuss what happens and what they can understand.

In the second section or second day, I plan to go outside to observe the different plants that are around our school. Also, I will review all the terms previously learned, discuss what happens with the trees when we are in summer, fall, winter or spring, and instruct the students to draw something that they understand about plants. Afterward, we will make a book with all the leaves that we found in the school. Finally, the students will volunteer self-definitions that I will write on the blackboard.

## **Lesson Plan 5: Differences Between Animals that Live in the Zoo or on the Farm**

### ***Materials***

Chalk or white board

Bulletin board or draft paper

The duration of this seminar is two weeks, two sections per week. The students will use a variety of strategies to recognize and develop vocabulary. They will discuss the meanings of words and develop vocabulary through meaningful and concrete experiences. Also, the students will identify differences between the Zoo and Farm.

### ***Activities***

First, the students have to be sitting on the carpet. I will then ask what they remember about wild animals and domesticated animals. Then we will discuss all the terms and meaning of the words. I will show different flash cards to review the animals, where they live, what they eat, what type of animal it is, if they are mammals, etc. After this, I plan to go the Zoo. When we get, back we will discuss what we saw in the Zoo.

In the second section or second week, I plan to go the farm or the rodeo, and when we return, we can discuss what we saw in the field trip. Also, I will review all the terms

previously learned. Afterward, we will make a bulletin board with the differences between living in the zoo and the farm. They will also to draw a picture about each animal, or they can cut from a magazine or a book pictures about the animals to put on the bulletin board. Finally, the students will volunteer definitions that I will write on the blackboard. For example:

<b>Zoo Animals</b>	<b>Farm Animals</b>
<b>Elephant</b>	<b>Cow</b>
<b>Water buffalo</b>	<b>Sheep</b>
<b>Monkey</b>	<b>Horses</b>
<b>Giraffe</b>	<b>Chicken</b>

### **Lesson Plan 6: Game “One Day with the Animals”**

The duration of this seminar is one week, two sections. The students will use a variety of strategies to recognize and develop vocabulary. They will discuss the meanings of words and develop vocabulary through meaningful and concrete experiences. Also the students will identify different types of animals, where they live, what they eat and if they are wild or domestic animal.

#### ***Materials***

The materials needed in this lesson are the following books: *Sciences Encyclopedias*. The teacher will also need: paper, crayons, card, pictures of animals (wild and domestic), glue, and scissors.

#### ***Activities***

First, the students have to be sitting on the carpet. I will then ask what they know about the animals, where they live, what they eat, and where we can find the animals. Also, I will ask if they know something about what happens in the different seasons with the animals. Then we will discuss all the terms and meaning of the words.

In the second section or second day, we make the game. First we need to make the game board (you can see in Fig. 1) and the cards (Fig. 2). Also, we have to make the rules for the game on big bond paper. Game pieces (players) are represented by different “paws.”

#### ***Rules of the Game***

1. The game has eight different places with different animals, and the players have to go to those places. When the children are there, they have to roll the dice another time.
2. Each player chooses a paw.

3. Roll the dice, and the first player is the child with the highest number. If the dice shows 1, 2, 3, 4, 5 or 6, the child will move his or her pawn the number of color paw prints.
4. When the child moves the paw, he has to take one card, in order to see the animal, and ask the question. For example, if you roll the dice and must move to 4, and the four would be on the paw print color pink, the student would have to answer the question next to the pink paw print. This question is on the card (Fig. 2 below).
5. If they answer correctly, they can stay in the place; if not, they have to go back to the same number that they took when they rolled the dice.
6. Each player rolls the dice in turn and moves his paw to the paw print indicated by the number on the die.

### ***Winning***

The first player to arrive to the winning place is the winner.

### ***Equipment***

- 1 colorful game board (Fig.1) Teacher has to make the board.
- Cards with the questions (Fig.2) Teacher has to make each card. The number of the cards depends on the kind and number of animals a teacher wants to teach.
- 4 paws with different colors, one for each player.
- 1 die.

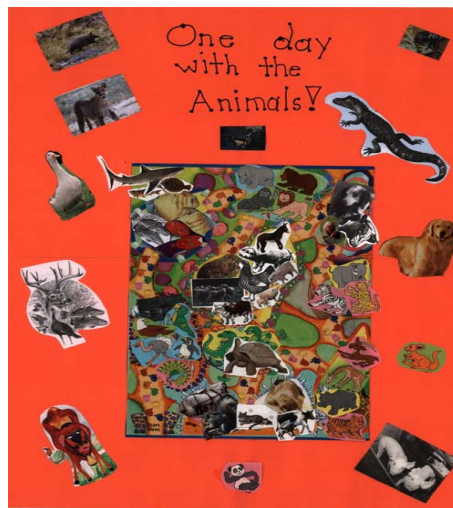


Fig. 1

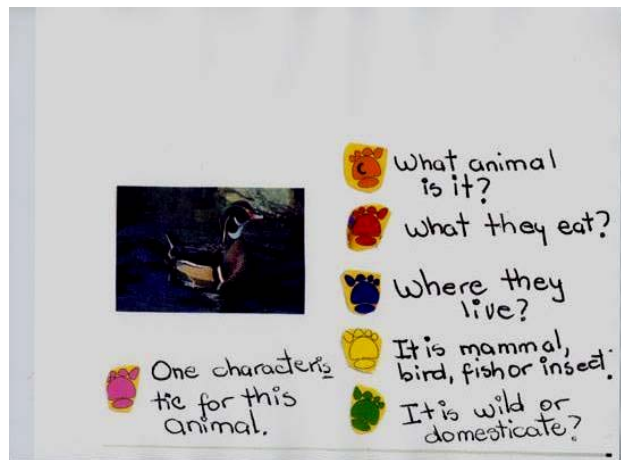


Fig. 2

## FINAL EVALUATION

The children's knowledge can be evaluated two times in this unit. The first opportunity comes when children make their "self-definitions" in each activity (end of Lesson Plan 3). The second opportunity comes at the end of Lesson Plan 6, after the students have played the learning game "One Day with the Animals." The evaluation is this simple set of questions:

1. What animal is it?
2. What they eat?
3. Where they live?
4. It is wild or domesticate?
5. It is mammal, bird, fish or insect?
6. What is one characteristic for this animal?

At these two points in the unit, the children can be asked these questions, and the responses serve as an indication of progress. I expect the responses to be more accurate at the second evaluation period.

While the game in this unit is about animals, it is obvious that other teachers can construct similar games on the other topics using the same approach (i.e., weather and plants).



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