

Vocabulary Builder:

Animal Tales

Volume 1

Step-by-step Lesson Plans



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Introduction:

SKILL BUILDING & COMMON CORE STANDARDS

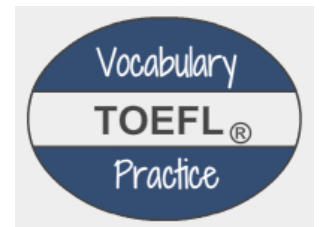
Animal Tales satisfies multiple common core standards as students:



- Explore rhyme and meter in English with poetry
- Build science vocabulary with fun facts about each animal
- Improve listening comprehension with dictation practices
- Improve fluency with audio models featuring 4 different native speakers of English
- Check reading comprehension with scored quizzes on facts
- Improve grammar/syntax in English with word puzzles

TOEFL® VOCABULARY PRACTICE

The TOEFL® vocabulary practice featuring over 250* words in each volume:



- Highlights the targeted vocabulary in context
- Provides a scored vocabulary practice section
- Allows users to navigate back and forth with links from the poem lines & matching facts to the scored vocabulary practice

*Note that words are featured in the multiple-choice practice in the chapter in which they first appear. If the same vocabulary word (or a related word form) is used in another chapter, it will link back to that chapter and show that context example. These words are noted with a plus (+) symbol. As a result, the count of 250 words contains no duplicates from chapter to chapter.

BACKGROUND

Poetry

Each volume of *Animal Tales* features 9 poems in anapestic tetrameter - 4 rhythmic units each composed of 2 weak and one strong syllable:

xxX xxX xxX xxX

Here's a short example of the anapestic tetrameter in the *King Penguin*:

On the **land**, they are **slow**, in the **water** they **fly**
Their **wings** become **flippers**, the **sea** is their **sky**.

A well-known example of anapestic tetrameter from Dr. Seuss is:

*The **sun** did not **shine**.*
*It was **too** wet to **play***
*So we **sat** in the **house***
*All that **cold**, cold, wet **day**.*

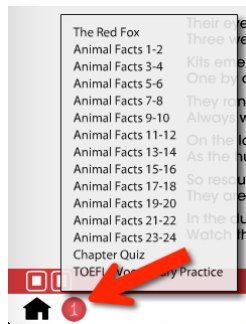
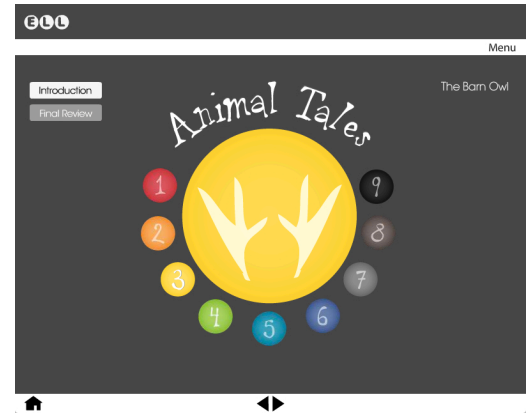
Please note that it is possible to omit the first weak syllable
or add an additional weak syllable at the end.

Prose

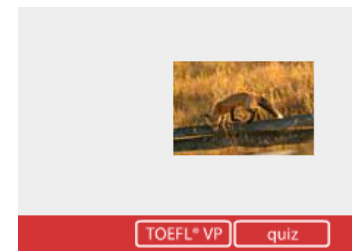
Each poem in *Animal Tales* also features 24 facts about each animal and its environment. These facts are matched with the lines in the poem. This unique blending of poetry and prose allows students to learn about natural science while honing their language skills.

NAVIGATION

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



At the **Chapter level**, mouse over the chapter number in the lower left corner to see a flash menu with all the pages in that chapter. Click on “TOEFL® VP” to go to the vocabulary practice. Click on “quiz” in the lower right corner to go to the chapter quiz and get a score. Click



on the rhyming words in each line to go the page with the matching facts.



On the **Rhyming Lines & Matching Fact Pages**, click on “Dictation” for a scored dictation on the lines of the poem.

Throughout the program, click on the thumbnail photo in the lower right to see a larger photograph of the animal, a predator, or its environment. Click a second time to minimize the photo.

Use the forward and backward arrows to move one page at a time. Click on the **Home icon** in the lower left corner to go back to the Table of Contents.



ORGANIZATION

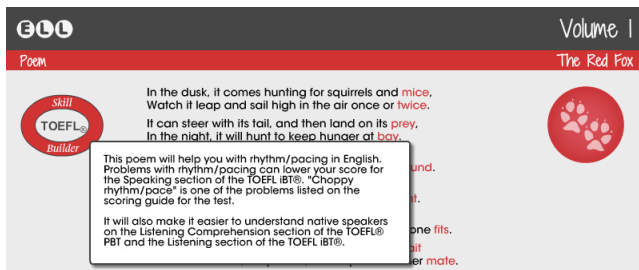
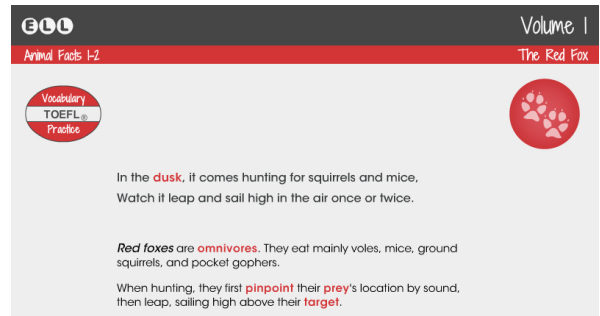
Poems and photographs

There are nine poems with 24 lines each in each volume. Each poem features a different animal with photographs, audio, and text. See the larger

photograph for the poem by clicking on the circular graphic in the upper right or the thumbnail photo in the lower right.

Poem lines with matching facts, photographs, & TOEFL® vocabulary

Clicking on the rhyming words in each line takes you to a separate page featuring the two rhyming lines with two matching facts and a photograph. Click once on the TOEFL® Vocabulary Practice button in the upper left to highlight the targeted vocabulary. Click on the highlighted words to go directly to the scored Vocabulary Practice section (see details below).

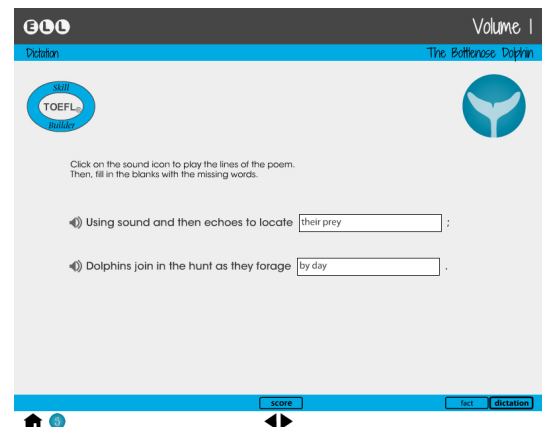


TOEFL® Skill Builder Buttons

Mouse over the TOEFL® skill builder buttons in each section to get specifics on how this program will help build skills required for the TOEFL® test.

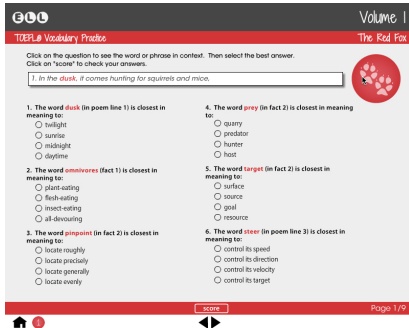
Dictation Practice

There is a dictation practice focusing on the two rhyming poem lines to check listening comprehension and to reinforce the rhyming sounds. Research has shown that rhymes are very effective for language acquisition. They make it easier for learners to remember the words, and they reinforce the vowel sounds in English. They also help English language learners with the challenging fact that in English different vowels can make the same vowel sound. For example, two of the rhyming words in “The Bottlenose Dolphin” in Volume One of [Animal Tales](#) are the words “prey” and “day.”



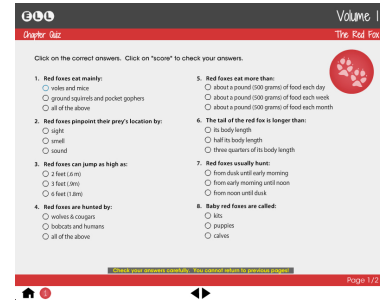
Chapter Quiz

Each chapter has a multiple-choice quiz to check listening/reading comprehension for the facts.



TOEFL® Vocabulary Practice

There is a scored TOEFL® Vocabulary practice in each chapter. Clicking on the highlighted word in the multiple-choice question will bring up the example of the word in context in the box at the top of the page.



Final Review

There is a scored Final Review with multiple rotating versions featuring five different question types:

(1) Word scramble - to check grammar/syntax
(2) Dictation - to check listening comprehension & focus on rhyming words
(3) Fill-in the blank - to check grammar
(4) Multiple-choice - to check reading/listening comprehension
(5) TOEFL® vocabulary practice - to build vocabulary

TARGET AUDIENCE

English language learners at the intermediate level* and above

For students at the **high beginning level**, there is a series of Read Aloud eBooks with word highlighting in sync with the narration, along with Step-by-Step lesson plans for teachers (available from AmEnglish.com).

(The Read Aloud eBooks do not include the facts as the vocabulary in the facts is generally at a much higher grade level.)

MULTIPLE LEARNING STYLES

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

Feedback from Adult students on *Animal Tales*:

*With listening, reading, dictation, and review questions, **Animal Tales** has all the elements to make learning English fun and improve my general knowledge.*

In addition to learning new vocabulary, it is fun to learn about different animals. The poetry helps me to remember new words easily. As an English learner, the program is valuable to me.

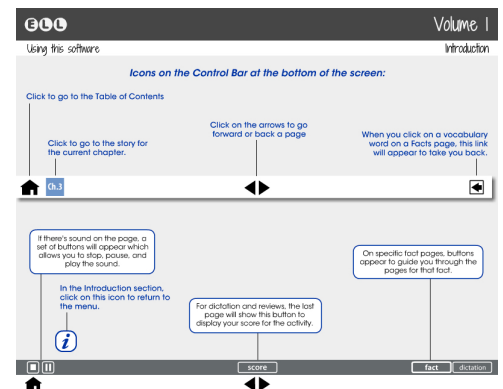
I really like this English learning program. All the exercises are cool. There is a lot of interesting, new vocabulary for me since I have limited vocabulary in science. My comprehension of the poems and vocabulary improved as I went over more and more chapters.

Lesson One: Program overview

In the lab: User Interface Tour

Spend some time in the lab with the program on the screen to give students a quick tour of the navigation.

- At the **main Table of Contents**, mouse over the chapter number to see the graphic change in the center and the title change in the upper right corner. Click on “Introduction” and then “Using this Software” to get more information on the program.
- At the **Chapter level**, mouse over the chapter number in the lower left corner to see a flash menu with all the pages in that chapter. Click on “TOEFL® VP” to go to the vocabulary practice. Click on “quiz” in the lower right corner to go to the chapter quiz and get a score.
- On the poem page, click on the rhyming words in each line to go the page with the matching facts. Click on the “TOEFL® Vocabulary Practice” graphic to see the words highlight. Click on one of the highlighted words to go to the TOEFL® Vocabulary Practice screen. Click on the arrow in the lower right of the screen to go back.
- On the **Rhyming Lines & Matching Fact Pages**, click on “dictation” in the lower right for a scored dictation on the lines of the poem.
- **Throughout the program**, click on the thumbnail photo in the lower right to see a larger photograph of the animal, a predator, or its environment. Click a second time to minimize the photo.
- Use the forward and backward arrows to move one page at a time. Click on the **Home icon** in the lower left corner to go back to the Table of Contents.

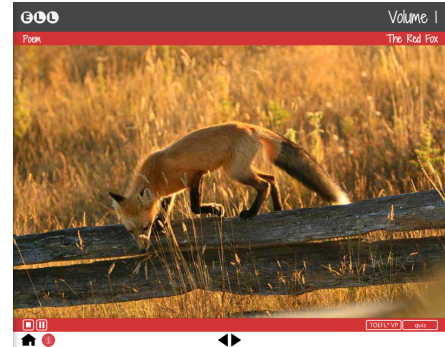


- Take students to the Final review and let them explore the interactivity here as a preview. (Give students some time to play with the final review and check their scores.)

Warm up for the homework

Show the poem picture for *The Red Fox* on the screen (stop the audio) or write the title for the first chapter on the board.

This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.



Ask students:

• Have you ever seen this animal?
• What do you know about this animal?
• What do you think it eats?
• What kind of habitat do you think this animal needs to survive?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

On your own in the lab/homework

Review the slideshow for the program:

http://amenglish.com/slideshows/Animal_Tales_One_ame/index.html

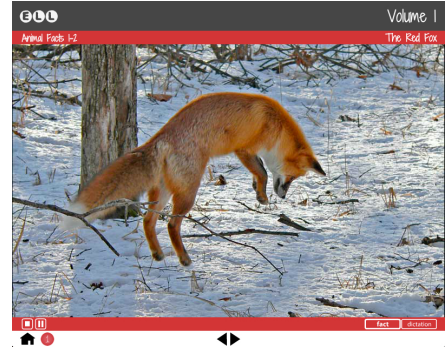
Review Chapter One: *The Red Fox* including the poem, practices, and quizzes.

Lesson Two: *The Red Fox*

In the classroom:

Rhyming words: Whole class

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



<i>In the dusk, it comes hunting for squirrels and mice,</i>
<i>Watch it leap and sail high in the air once or twice.</i>

Groups/Partners

Have students work with partners/in groups to brainstorm other words in English that have the same vowel sounds as these with matched following consonant sounds.

Examples: <i>dice & rice</i>

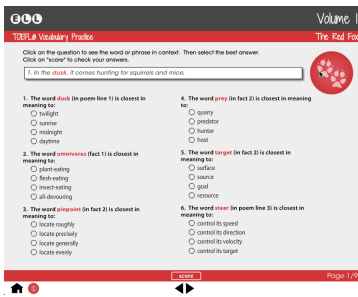
Teacher will monitor groups/partners during this activity.

Then, groups/partners will share their list with the class. Successive partners/groups will share their lists (eliminating duplicates). The teacher will monitor for accuracy.

Repeat the activities above for the rest of the paired rhyming words in the poem.

Note: The last two lines in every poem are the same as the first two, so you can skip these. There may be some rhyming pairs that have the same vowel sound as earlier pairs, but the surrounding consonants are different.

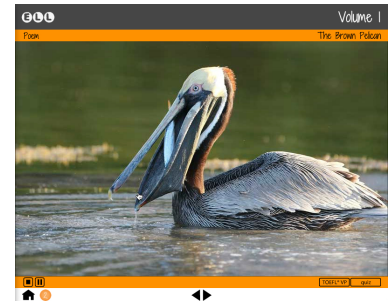
Vocabulary Comprehension Check: in the Lab or in the classroom with a projector



Go to the TOEFL® Vocabulary Practice for this chapter and project it on the board. Then set up teams and keep score. Each team will have one chance to choose the correct answer. If they miss it, the question goes to the other team.

Warm up for the homework

Show the poem picture for *The Brown Pelican* on the screen (stop the audio) or write the title for the first chapter on the board.



This can be a whole class exercise with teachers facilitating the discussion or students can work in groups or with partners to answer the questions.

Ask students:

• Have you seen this animal before?
• What do you know about this animal?
• How do you think it gets its food?
• Where do you think it lives?

This warm-up can also be done as a cooperative activity. Put students in small groups of 4. The person with the longest hair in each group is the scribe or reporter. He/she takes notes. (You can mix this up, so the next time, the shortest person, or the person with the longest fingers in the group is the reporter.) Students work within a time limit to brainstorm all the information they currently know about this animal and its habitat. Groups report back to the class. The teacher or a student puts the information from the groups on the white board (eliminating any repetition and editing incorrect information).

Reflect:

Take a moment to reflect on the lesson and share with a partner/the group what you've learned. How will you apply it to your communication in English?

On your own in the lab/homework

Review Chapter Two: *The Brown Pelican* including the poem, practices, and quizzes.