



WRITING - ABC ANIMALS

Subject Matter: Language Arts - Reading and Composition

Grade Levels: K-2 or students acquiring English

Time Allotment: 10 30-minute sessions

Master Teacher: Ken McCoy

Overview

This lesson provides students continued exposure in reading and composition. Students will create a simple story of their own using words and pictures that follow the theme of the alphabet and animals, as well as contribute to a class book of the same theme.

Learning Objectives

Students will be able to:

- Recognize and reproduce animal names in word form and associate them with the correct animal.
- Use the English alphabet and animals as a vehicle to tell a simple story.
- Illustrate, in pictures, elements of their story.

Oregon Standards Available at:

<http://www.ode.state.or.us/cifs>

English - Reading

- Read accurately by using phonics, language structure, word meaning and visual cues.
- Determine meanings of words using contextual clues and illustrations.

English - Writing

- Convey main ideas with some details.
- Demonstrate some control of correct spelling, grammar, punctuation and capitalization.

English - Communication

- Convey main ideas with some supporting details appropriate to audience and purpose.

Media Components

Video

Check the link at <http://www.opb.org/edmedia/trs/> to find access to the video(s) from unitedstreaming™ referenced in this lesson plan.

- “Animal ABC’s” (25:00)
 - **Clips:** For each individual letter (approximately 00:45 each)

Web

- **Did You Know: Animals A-Z**
An exhaustive list of animals, arranged alphabetically.
<http://www.didyouknow.cd/animals/animalsabc.htm>
- **Animal Planet**
An in-depth Web site that allows users to search for animals in a variety of ways.
<http://animal.discovery.com/guides/atoz/atoz.html>
- **Alphabet Zoo**
A short, fun game in which students alphabetize animal names. (Watch for pop-ups and ads.)
http://www.primarygames.com/ABC_Zoo/start.htm

Materials

Per Student:

- Several pre-designed template pages for student use (at end of lesson plan)
- Pencil and eraser
- Colored pencils, crayons or markers
- 1 sheet of construction paper to mount student work

Per Class and/or Group:

- Letter cards or cutouts
- Poker chips, cards, Popsicle sticks or something similar marked with each student’s name and arranged together as the class “name jar”
- Access to a laminator and material
- Access to a binding machine and binding combs
- A computer (or computers) with Internet connectivity, the Windows Media Player installed and downloads of the video clips listed above

- Examples of alphabet books ([Animalia](#), [Dr. Seuss's ABC](#), [Chicka Chicka Boom Boom](#), [Animal Action ABC](#), [The Alphabet Tree](#), [Miss Spider's ABC](#), [Sesame Street Treasure: ABC & 1, 2, 3](#), [ABC, A Family Alphabet Book](#), as well as many, many more)

Prep for Teachers

Acquire materials and equipment.

Print and copy enough one-sided page templates for each student to complete an entire alphabet book, allowing extras for mistakes.

Acquire two blank sheets per student for front and back covers. Print and copy enough one-sided page templates for each student to contribute to the class book.

Download and preview the video, discovering helpful points to highlight for students during discussion and activities. Acquire the free Window's Media Player to view clips.

Bookmark Web sites on each computer to be used. Prepare each computer to be used with the necessary plug-ins for Web sites used (especially the free Flash and Shockwave Players available at <http://www.macromedia.com/>).

When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video, Web sites or other multimedia elements.

Introductory Activity

Step 1: Ask the students about their alphabet learning experiences. As students offer methods they remember, listen for the mention of learning through an alphabet book. Show students examples of alphabet books and remind them of how important books like these are for children who are learning the alphabet, learning to read or learning to speak English. Announce to students that, over the next few days, they will be creating an alphabet book of their own and sharing it with others, just like someone shared an alphabet book with them.

Step 2: Have students clasp their hands together on their desks to remind themselves that the next activity will be one where they won't be raising their hands – instead, you will call on them at random. Give directions that you will show the class a letter. Everyone will need to think of something that starts with that letter so they can give you their word when they are called on. Along with the name, students will tell something about their word. The activity will go quickly, so students must have a word ready.

Step 3: With the “name jar” and the letter cards or cutouts ready, begin the activity. First, show the letter and allow the class adequate “think time.” Next, draw a name from the “name jar” and allow for the response. Encourage and comment as you'd like. Ensure that all students receive a

turn. If you have more students than letters chosen, repeat letters until all students have taken their turns. If a student cannot think of a word for the letter you show, allow them the chance to give their word for the last letter chosen.

Step 4: Once all students have had a turn, students may unclasp their hands.

Step 5: Ask students if, during the activity, anyone thought of the same word that was given aloud. Undoubtedly, this will be the case. Allow for some mention of commonly chosen words.

Step 6: Ask students if they remember if any words were animal names. If none were mentioned, ask the class if any of the words they thought of were animal names.

Step 7: Remind students that there are many different animal names, and since there are so many, ask if they think that an alphabet book with nothing but animal names in it would be a good idea. Discuss any positive responses, probing for why it would be a good idea for an alphabet book.

Learning Activities

Session I

Step 1: List the letters “A,” “B,” “C” and “D” on the board or overhead. Calling on students with their hands raised, have students give you names of animals that start with each letter, such as “A: Alligator” or “C: Cockroach.” List as many as time or responses allow.

Step 2: Provide students with a **Focus for Media Interaction** by having them listen for any of the examples just given in the “A,” “B,” “C” and “D” video clips from the video, “Animal ABC’s” (25:00).

Step 3: Have students acquire pencils and erasers. Select students to pass out one sheet of the one-sided templates and announce to students that they are going to practice creating a page of their alphabet book ... and that it’s only practice. On the board or overhead, illustrate for the students that they can choose to use the page with the illustration space at the top or at the bottom.

Step 4: On the lined portion of their sheet, have students write the capital letter “A” and the name of the animal mentioned in the video clip, “A” (00:45), from the video, “Animal ABC’s” (25:00), on the first line (Apes). On the following lines, they’ll need to write a descriptive sentence about something they learned or observed about apes from the video. As students work, write the following on the board or overhead in the example writing space:

(Line 1) A: Apes

(Line 2) Primates swinging, playing and singing.

(Line 3) Gorillas and chimps walk on their

(Line 4) knuckles and are covered with hair.

Step 5: Ask students to look at your example and check that they followed directions: capital “A” and the word “Apes” on the first line, and a descriptive sentence on the following lines.

Step 6: Have students put down their pencils and watch you at the board or overhead.

Step 7: In the illustrative space, draw a close-up of an ape face covered with hair or a close-up of an ape hand touching the ground. Explain to students that they don’t always have to draw the animal in the middle of the illustration space; sometimes they can draw a close-up of the animal. As you draw, use the entire space provided and encourage students to do the same. If you’d like, as part of your drawing, include the letter “A” in the illustrative space. Remind students that their drawing should show something they can read about in the sentence they wrote.

Step 8: Allow students to draw and color their pictures of an ape.

Step 9: Remind students that this page was for practice and that next time they will create their own animal alphabet pages using animal names that start with the letters “A,” “B,” “C” and “D.”

Session II

Step 1: Provide students with a **Focus for Media Interaction** to find specific facts, details and descriptions of animals they plan to use in their book, as they explore the bookmarked Web site, Did You Know: Animals A-Z (<http://www.didyounow.cd/animals/animalsabc.htm>). Students should be encouraged to take simple notes on the animals of their choice. As students explore, take this time to check the progress on their animal choices, adjusting in some cases for student ability. At the end of the activity, explain to students that although this Web page can be a good source of information, they should not rely on it alone – they may need to use other sources of information on animals, such as books, magazines and encyclopedias.

Session III

Step 1: Provide students with a **Focus for Media Interaction** by reminding them that they will be creating their own alphabet books based on animal names, and we’ll be taking a look at the video, “Animal ABC’s” (25:00), to generate ideas for an animal ABC book. **Replay** the video clip, “A” (00:45), from the video, “Animal ABC’s” (25:00).

Step 2: Have students obtain their pencils, erasers and colored pencils. Select students to pass out page templates.

Step 3: Have students consider which animal they may want to use for the “A” page of their book.

Step 4: Students are free to create their “A” page, working on their writing portion first, then a pencil drawing of their descriptive sentence. Students will want to save colored pencils for last in case they need to make any corrections to their drawings.

Step 5: As students work, check student writing for spelling, neatness, conventions, word choice, etc.

Step 6: As students finish, have them obtain new page templates. Provide students with a **Focus for Media Interaction** by asking them to think about their alphabet books while they view the video, considering what specifics the video mentions and what specifics they will want to include in their work. **Play** the video clip, “B” (00:45), from the video, “Animal ABC’s” (25:00).

Step 7: Repeat Steps 3-6 specific to appropriate letters of the alphabet until you finish with the letter “D.”

Session IV

Step 1: Provide students with a **Focus for Media Interaction** by reminding them that they will be creating their own alphabet books based on animal names, and we’ll be taking a look at the video, “Animal ABC’s” (25:00), to generate ideas for an animal ABC book. **Play** the video clip, “E” (00:45), from the video, “Animal ABC’s” (25:00).

Step 2: Have students obtain their pencils, erasers and colored pencils. Select students to pass out page templates.

Step 3: Have students consider which animal they may want to use for the “E” page of their book.

Step 4: Students are free to create their “E” page, working on their writing portion first, then a pencil drawing of their descriptive sentence. Students will want to save colored pencils for last in case they need to make any corrections to their drawings.

Step 5: As students work, check student writing for spelling, neatness, conventions, word choice, etc.

Step 6: As students finish, have them obtain new page templates. Provide students with a **Focus for Media Interaction** by asking them to think about their alphabet books while they view the video, considering what specifics the video mentions and what specifics they will want to include in their work. **Play** the video clip, “F” (00:45), from the video, “Animal ABC’s” (25:00).

Step 7: Repeat Steps 3-6 specific to appropriate letters of the alphabet until you finish with the letter “H.”

Session V

Step 1: Provide students with a **Focus for Media Interaction** by reminding them that they will be creating their own alphabet books based on animal names, and we’ll be taking a look at the video, “Animal ABC’s” (25:00), to generate ideas for an animal ABC book. **Play** the video segment, “T” (00:45), from the video, “Animal ABC’s (25:00).

Step 2: Have students obtain their pencils, erasers and colored pencils. Select students to pass out page templates.

Step 3: Have students consider which animal they may want to use for the “T” page of their book.

Step 4: Students are free to create their “T” page, working on their writing portion first, then a pencil drawing of their descriptive sentence. Students will want to save colored pencils for last in case they need to make any corrections to their drawings.

Step 5: As students work, check student writing for spelling, neatness, conventions, word choice, etc.

Step 6: As students finish, have them obtain new page templates. Provide students with a **Focus for Media Interaction** by asking them to think about their alphabet books while they view the video, considering what specifics the video mentions and what specifics they will want to include in their work. **Play** the video clip, “J” (00:41), from the video, “Animal ABC’s” (25:00).

Step 7: Repeat Steps 3-6 specific to appropriate letters of the alphabet until you finish with the letter “L.”

Session VI

Step 1a: Appropriate for advanced or older students. Provide students with a **Focus for Media Interaction** to find specific facts, details and descriptions of animals they plan to use in their books as they explore the bookmarked Web site, Animal Planet (<http://animal.discovery.com/guides/atoz/atoz.html>). Students should be encouraged to take simple notes on the animals of their choice. As students explore, use this time to conference with students regarding their book progress, edits, changes, etc.

Step 1b: Appropriate for younger students. Provide students with a **Focus for Media Interaction**, asking them to follow the directions to alphabetize the animals on the bookmarked Web site, Alphabet Zoo (http://www.primarygames.com/ABC_Zoo/start.htm).

Session VII:

Step 1: Provide students with a **Focus for Media Interaction** by reminding them that they will be creating their own alphabet book based on animal names, and we'll be taking a look at the video, "Animal ABC's" (25:00), to generate ideas for an animal ABC book. **Play** the video clip, "M" (00:46), from the video, "Animal ABC's" (25:00).

Step 2: Have students obtain their pencils, erasers and colored pencils. Select students to pass out page templates.

Step 3: Have students consider which animal they may want to use for the "M" page of their book.

Step 4: Students are free to create their "M" page, working on their writing portion first, then a pencil drawing of their descriptive sentence. Students will want to save colored pencils for last in case they need to make any corrections to their drawings.

Step 5: As students work, check student writing for spelling, neatness, conventions, word choice, etc.

Step 6: As students finish, have them obtain new page templates. Provide students with a **Focus for Media Interaction** by asking them to think about their alphabet books while they view the video, considering what specifics the video mentions and what specifics they will want to include in their work. **Play** the video clip, "N" (00:45), from the video, "Animal ABC's" (25:00).

Step 7: Repeat Steps 3-6 specific to appropriate letters of the alphabet until you finish with the letter "P."

Session VIII

Step 1: Provide students with a **Focus for Media Interaction** by reminding them that they will be creating their own alphabet books based on animal names, and we'll be taking a look at the video, "Animal ABC's" (25:00), to generate ideas for an animal ABC book. **Play** the video clip, "Q" (00:48), from the video, "Animal ABC's" (25:00).

Step 2: Have students obtain their pencils, erasers and colored pencils. Select students to pass out page templates.

Step 3: Have students consider which animal they may want to use for the "Q" page of their book.

Step 4: Students are free to create their "Q" page, working on their writing portion first, then a pencil drawing of their descriptive sentence. Students will want to save colored pencils for last in case they need to make any corrections to their drawings.

Step 5: As students work, check student writing for spelling, neatness, conventions, word choice, etc.

Step 6: As students finish, have them obtain new page templates. Provide students with a **Focus for Media Interaction** by asking them to think about their alphabet books while they view the video, considering what specifics the video mentions and what specifics they will want to include in their work. **Play** the video clip, “R” (00:49), from the video, “Animal ABC’s” (25:00).

Step 7: Repeat Steps 3-6 specific to appropriate letters of the alphabet until you finish with the letter “T.”

Session IX

Step 1: Provide students with a **Focus for Media Interaction** by reminding them that they will be creating their own alphabet book based on animal names, and we’ll be taking a look at the video, “Animal ABC’s” (25:00), to generate ideas for an animal ABC book. **Play** the video clip, “U” (00:45), from the video, “Animal ABC’s” (25:00).

Step 2: Have students obtain their pencils, erasers and colored pencils. Select students to pass out page templates.

Step 3: Have students consider which animal they may want to use for the “U” page of their book.

Step 4: Students are free to create their “U” page, working on their writing portion first, then a pencil drawing of their descriptive sentence. Students will want to save colored pencils for last in case they need to make any corrections to their drawings.

Step 5: As students work, check student writing for spelling, neatness, conventions, word choice, etc.

Step 6: As students finish, have them obtain new page templates. Provide students with a **Focus for Media Interaction** by asking them to think about their alphabet books while they view the video, considering what specifics the video mentions and what specifics they will want to include in their work. **Play** the video clip, “V” (00:46), from the video, “Animal ABC’s” (25:00).

Step 7: Repeat Steps 3-6 specific to appropriate letters of the alphabet until you finish with the letter “Z.”

Step 8: As students finish, consider having some students work with others who may be behind, perhaps assisting with animal research, proofreading, coloring existing drawings, etc. It will be important that those selected to work with others do not do their work for them.

Concluding Teacher Activity

Teacher-selected pages from each student's best efforts can be laminated and bound to create a class book. Mount student work on construction paper and laminate back to back. Binding can be done through comb binding machines, "O" rings, or some other manner. This can also be a great chance to create a class Web site with each student's work included. Once created, the class book should be shared with the class and later presented to the school principal and librarian for inclusion in the school library.

Culminating Activity

Students will share their completed books with students from a lower grade level or preschool. This can be done in small groups or one-on-one with a "buddy" from that class in combination with another shared activity, recess, class "social" or some combination of all of these. Teachers and/or supervisors may want to coordinate students of similar interests, backgrounds, etc. Students may also share their books with their parents during conferences in combination with sharing their experience of the project and their learning. The class will present their collaborative class book to the school librarian for inclusion in their school's collection.

Cross-Curricular Extensions

Mathematics

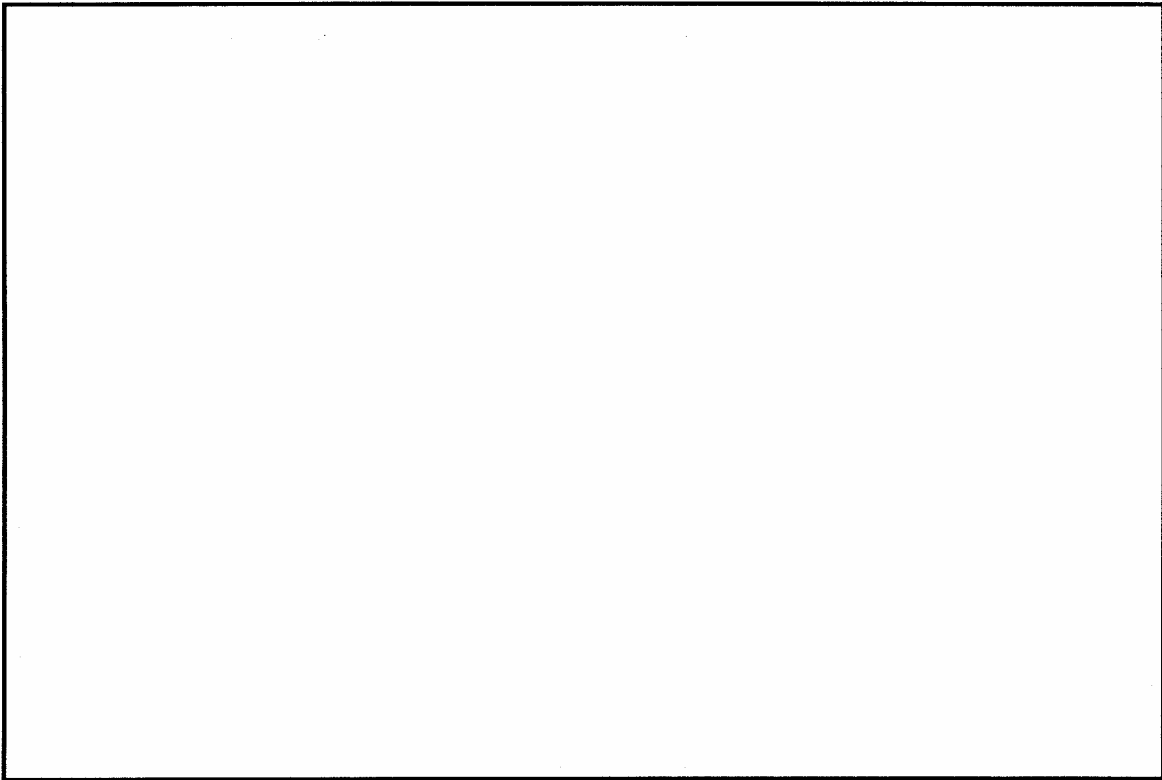
- Students can create a similar book involving numbers and/or math terms.

Science

- Students can research and present facts on one of the animals they chose for their book, including habitat, food sources, etc.

Community Connections

- Invite an author and/or book publisher, especially of picture books, to speak to the class and encourage students in their efforts.
- Encourage students to donate their books to a local homeless shelter for families, child abuse shelter or children's hospital.
- Students can work with a student from an upper grade to create an interactive PowerPoint version of their book.



Handwriting practice lines consisting of ten sets of three horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.