

UNIT 2 - ANIMALS

Read and answer TRUE or FALSE

Amazing Animals!

Elephants

Elephants live in Africa and India. They don't eat meat. They have only got four teeth. They eat a lot of grass, leaves, fruit and flowers. Elephants can say hello with their trunks.





Giraffes

Giraffes live in Africa. They're taller than elephants. They eat leaves from tall trees. They also eat fruit and flowers. They don't drink every day. They can live for one week with no water. They've got long black tongues. They can clean their ears with their tongues!

- | | | |
|---|------|-------|
| 1. Elephants eat a lot. | True | False |
| 2. Elephants have got a lot of teeth. | True | False |
| 3. Elephants say hello with their ears. | True | False |
| 4. Giraffes drink a lot of water. | True | False |
| 5. Giraffes have got pink tongues. | True | False |
| 6. Giraffes are taller than elephants. | True | False |
| 7. Giraffes and Elephants live in Africa. | True | False |
| 8. Elephants eat meat. | True | False |
| 9. Giraffes don't eat flowers. | True | False |
| 10. Giraffes can't clean their ears with their tongues. | True | False |

Teachers Guide To Celebrate Reading Animals Animals Animals Kindergarten Unit 4

**Philip Hui Li, Anne Forbes, Weipeng
Yang**



Teachers Guide To Celebrate Reading Animals Animals Animals Kindergarten Unit 4:

Resources in Education, 2001 *Celebrating Poetry Across the K-12 Curriculum* Napoli, Mary, Day, Deanna, Ward, Barbara A., 2025-07-16 Poetry provides opportunities to explore the universal and common experiences that connect us as human beings. When teachers infuse poetry into their classroom, it can foster compassion, develop interdisciplinary connections, and support literacy instruction. However, not all teachers use poetry in their classroom, either because they are not aware of the value of poetry or because they have not had positive experiences with poetry. Given the importance of sharing poetry with today's youth, educators must feel confident in evaluating well-written poetry and how to weave poetry from award-winning poets to support interdisciplinary connections. *Celebrating Poetry Across the K-12 Curriculum* aims to ensure that poetry for children is not neglected as part of the curriculum and to help educators feel more confident in their understanding of children's poetry, its relevance to children's lives, and its importance to supporting pedagogical connections. Featuring interviews with well-known poets, this resource also showcases the latest pedagogical and scholarly research supporting the integration of poetry in the K-12 classroom. Covering topics such as science content, romanticism, and diversity recognition, this book is an excellent resource for educators, classroom teachers, literacy specialists, librarians, professionals, researchers, scholar-academics, and more. **Teachers' Guide to Keystone Primary Set** Laura Zirbes, 1927

Elementary Literacy Lessons Janet C. Richards, Joan P. Gipe, 2012-11-12 Innovative and practical, this text helps prepare teachers to support the literacy learning needs of all children in grades K-6, including academically, linguistically, and culturally diverse students. It features original teaching cases written by preservice teachers enrolled in field-based reading language arts methods courses, accompanied by commentaries written by experienced teacher educators and skilled classroom teachers. High-interest content and a reader-friendly format encourage critical and reflective thinking about topics important to effective literacy instruction. By promoting reflection about case issues, the text helps prepare future teachers to respond to teaching narratives presented on the practical applications section of the PRAXIS II, an examination required in most states for teacher licensure. The authentic cases candidly and poignantly describe preservice teachers' plans, problems, hopes, disappointments, dilemmas, and reflective thinking as they address the multilayered complexities and ambiguities associated with learning to teach reading and language arts in elementary classrooms. These teaching stories reveal glimpses of literacy instruction and allow us to enter real classrooms and experience the wide varieties of situations that reading language arts teachers encounter daily. Although the cases are grouped according to specific dimensions of literacy theory and pedagogy, just as in real classrooms, other issues are woven through each case as well. The commentaries provide scholarly and sometimes contrasting perspectives and approaches through which readers might consider the issues presented in the cases. The commentaries represent only particular perspectives, but readers are encouraged to explore and consider as many perspectives and issues as possible regarding each case. Each chapter includes helpful pedagogical features.

New or critical concepts and terms listed at the beginning of each chapter alert readers to what might be unfamiliar vocabulary Applications and Reflections pages help readers take an active part in analyzing documenting and talking about the particular issues portrayed in the case narratives Using the questions on these pages the cases and accompanying commentaries can be read and discussed as a whole class activity in small collaborative groups or by individuals The questions can also be used by readers to guide their own case writing initiatives Margin References direct readers to correlated readings for the strategies and parallel concepts mentioned in the cases and commentaries Suggested readings can be discussed within the format of literacy study groups Annotated Bibliographies at the end of each chapter help readers construct more in depth knowledge for the instructional strategies and activities discussed in the teaching cases The cases commentaries and pedagogical features in this distinctive text provide rich opportunities for readers to discover what they need to know and how they need to think in order to teach reading and language arts effectively and successfully

Celebrate Reading ,1997 *Open Court Reading - Teacher's Edition - Unit 1 - Grade K* SRA/McGraw-Hill,2004-05 Each Teachers Edition focuses on a specific theme anddepending upon the grade level contains explicit systematicinstruction in phonemic awareness print and book awareness alphabetic knowledge phonics fluency word structure vocabulary comprehension spelling and writing appropriate to the specific grade level

TIME For Kids Nonfiction Readers: Challenging Teacher's Guide Chandra Prough,2012-12-01 **Resources for Early Childhood** Hannah Nuba,Michael Searson,Deborah Lovitky Sheiman,2024-02-02 Published under the auspices of the New York Public Library this expanded reorganized and updated edition of Resources for Early Childhood An Annotated Guide for Educators Librarians Health Care Professionals and Parents 1985 includes new essays by the most important theorists in the early childhood field today Influential classic works as well as recent works are listed and annotated in the new bibliographies Essayists include Marian Wright Edelman on the hardships of America s young families Bettye Caldwell on Educare Lewis Lipsitt on assessment of deficits in children Louise Bates Ames on developmental readiness for schooling Nicholas Anastasiow on oral language development Urie Bronfenbrenner on changes in family life and child care Irving Lazar on education policy Bob McGrath on recorded children s music Michael Lewis on emotional development in preschool children Michael Meyerhoff on toy selection David Elkind on young children in the post modern world Mary Dean Dumais on the kindergarten curriculum Vincent Fontana on child abuse Dorothy Singer on television and children s overall development Lendon Smith on nutrition health AIDS and the environment Edward Zigler on family support programs Stella Chess on temperament Bernard Spodek on choosing appropriate early childhood programs David Weikart on the importance of early childhood education A subject index is included

Getting to the Core of Writing Richard Gentry,Jan McNeel,Vickie Wallace-Nesler,2012-06-01 Inspire students to develop as writers in the first grade classroom with these engaging and creative writing lessons This classroom tested resource shows positive results in students writing and simplifies the planning of writing instruction It contains

detailed information on how to establish and manage daily Writer s Workshop and includes consistent structured instruction to encourage students to actively participate in the writing process Specific lessons to help students develop the traits of quality writing are also included This resource develops college and career readiness skills and is aligned to today s standards

Learning to Read in American Schools Richard Chase Anderson, Jean Osborn, Robert J. Tierney, 1984 *Learning to Read in American Schools* examines critical research that offers direct implications for the design and or evaluation of text materials used in our schools today In so doing it addresses issues regarding the quality of text materials and contains specific recommendations for the improvement of reading comprehension and instruction Timely clearly written and jargon free this text is an essential handbook for school administrators reading specialists teachers in professional development programs trainers of teachers and curriculum developers It should have a profound impact on how reading is taught in American schools

SRA Open Court Reading ,2002 Research in Education ,1974 *Reading the Whole Page* Michelle Kelley, Nicki Clausen-Grace, 2012 When K 5 students understand how to read text features like bullets insets and bold print they are reading the whole page essential for deep comprehension of non fiction and fiction text In *Reading the Whole Page Teaching and Assessing Text Features to Meet K 5 Common Core Standards* seasoned educators Michelle Kelley and Nicki Clausen Grace show you how to explicitly teach K 5 students to read text features use them to navigate text and include them in their own writing The classroom proven mini lessons activities and assessment tools in *Reading the Whole Page* help you Teach relevant Common Core Reading Standards and grade level expectations Diagnose monitor and meet student needs with one of two level appropriate assessments Evaluate knowledge with a unique picture book on CD that illustrates all the text features and Monitor and guide differentiated instruction with a convenient class profile Sixty mini lessons for teaching print graphic and organizational features provide ample choices for meeting the standards while adapting to students needs Flexible lessons which follow the gradual release of responsibility model and increase in difficulty can be used within the typical ninety minute reading block during content area instruction in small groups and as part of independent practice opportunities like literacy centers Each lesson offers concept review suggestions for differentiation assessment options and technology connections requiring students to find explore manipulate and create text features in their own writing Even more activities from text feature walks to scavenger hunts help students integrate text feature knowledge as they read The included CD provides important resources and convenient lesson supports such as interactive thinksheets that can be filled out directly on the computer visual examples of each text feature rubrics the assessment picture book and readers theatre scripts

Popular Educator ,1912 **Guide to JNVST Class 11 Jawahar Navodaya Vidyalaya Selection Test with 2023 & 2024 Previous Year Solved Questions & 3 Practice Sets 3rd Edition | Lateral Entry Admission | NVS 2025 Exam** Disha Experts, The updated and revised 2nd edition of the book *Guide to JNVST Class 11 Jawahar Navodaya Vidyalaya Selection Test* provides complete Preparatory Material 2023 Solved Paper Practice Sets as per the latest syllabus provided by

NVS The book covers all the 5 sections of the exam Mental Ability Test Mathematics English Social Science and Science The book provides exhaustive theory with examples followed by exercise in each chapter The book covers Topic by Topic syllabus of exam There are 67 chapters in all capturing the 5 sections The book provides 2300 questions for practice Answers to most of the questions are provided The book also provides 3 Practice Sets with Solutions on the latest pattern of the exam at the end of the book

El-Hi Textbooks & Serials in Print, 2003 ,2003 Resources in Education ,1997 Subject Guide to Books in Print ,1997 **Developing Culturally and Developmentally Appropriate Early STEM Learning Experiences**

Philip Hui Li,Anne Forbes,Weipeng Yang,2023-12-11 This book informs best practice for enhancing young children s STEM learning experiences in formal settings such as preschool environments and less formal settings such as home environments It is the first collection of multidisciplinary and multinational studies on early STEM programs worldwide and presents diverse authentic and current STEM relevant scenarios that address two fundamental problems where are we in early STEM education and where shall we go The book explores factors that influence young learners abilities to make informed choices in authentic problem based STEM relevant scenarios and how those abilities have been identified documented and enhanced Chapters address topics related to curriculum and pedagogy teacher education and professional development family environment and inclusive education from a variety of international settings including Australia Germany Hong Kong Mainland China Singapore and the United States Each chapter is based around a research project and describes relevant background information from the research literature details of how the study was designed findings from the study and discussion as to what the findings mean for practical implementation Developing Culturally and Developmentally Appropriate Early STEM Learning Experiences will be a key resource for researchers and practitioners of early childhood education and care STEM education educational psychology educational research and educational technology This book was originally published as a special issue of the journal Early Education and Development *Grade Teacher* ,1929

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