

# *Animal Alphabet*

## Teacher's Guide

**Grade Level:** K-2

**Curriculum Focus:** Language Arts

**Lesson Duration:** 1-2 class periods

### **Program Description**

Tour the animal kingdom from A to Z while learning the letters of the alphabet and the different sounds that they make.

---

### **Discussion Questions**

- What are the letters of the alphabet?
  - Which letters make similar sounds?
  - Which letters make unique sounds?
  - What is the first letter of the alphabet? What is the last?
- 

### **Lesson Plan**

#### *Student Objectives*

- Students will recite the alphabet and identify the sounds each letter makes.
- Students will understand that printed letters represent spoken language.
- Students will identify the names of animals that begin with particular letter sounds and draw pictures to represent these living creatures.

#### *Materials*

- *Animal Alphabet* video
- Crayons
- Pencils and erasers
- White construction paper, 1 sheet per student
- Dry erase board and marker or butcher paper and marker, 1 per student group
- Print resources with pictures of different animals

## Procedures

1. Review the alphabet with the class, letter by letter. What sounds does each letter make? Have the class watch *Animal Alphabet* to identify the letters, their sounds, and animals whose names begin with each letter.
2. Tell the class that they will make an alphabet book, similar to the program. Divide the class into groups of 4 to 6, depending on how many adults (student teachers, parent volunteers, instructional assistants, classroom helpers) can help in the classroom. Have each adult ask a group to recite the alphabet and review the sounds of each letter.
3. Then have adults assign each student a particular letter to work on for the book. Coordinate to make sure that all the letters are covered by at least one student in the class with as few duplicates as possible.
4. Next, have adults go over the letters assigned to their group and the sounds each one makes. They can demonstrate how to write the letters either on the board or butcher paper so the students can refer to them.
5. The adults should discuss animal names that begin with their assigned letters. They can show print resources with pictures and talk about the features of these animals and where they live. They should refer to animals featured in *Animal Alphabet*.
6. Once adults are satisfied that each student can identify their assigned letter, the sounds it makes, and animal names beginning with the letter, they will give each student a piece of construction paper and crayons. Students will draw pictures of appropriate animals. If possible, have students write the letters on the drawing. More advanced students can write the names of the animals.
7. Adults should discuss the drawings with the students as they are working. Have them assess each student's letter comprehension.
8. Bind the completed drawings in an alphabet book to share with the class, asking students to identify the letters and the animals. Talk about the animals, pointing out unique features and discussing which ones are insects, mammals, and reptiles.

## Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students were highly engaged in class and group discussions; clearly identified all the letters of the alphabet and their sounds; and created colorful and unique drawings that demonstrated a solid understanding of a particular letter and its sounds.
- **2 points:** Students participated in class and group discussions; adequately identified most of the letters of the alphabet and their sounds; and created somewhat colorful and unique drawings that demonstrated a basic understanding of a particular letter and its sounds.
- **1 point:** Students participated minimally in class and group discussions; were unable to identify most of the letters of the alphabet and their sounds; and created incomplete drawings that did not demonstrate a basic understanding of a particular letter and its sounds.



## Vocabulary

### **alphabet**

*Definition:* An ordered set of letters or symbols used to represent the basic speech sounds of a language

*Context:* Let's learn about animals from A to Z: This is the animal alphabet.

### **animal**

*Definition:* A living organism that can move on its own and has specialized sense organs and nervous system

*Context:* The world is a big place, full of animals to discover everyday.

### **insect**

*Definition:* A small invertebrate animal with six legs and a body divided into three segments

*Context:* Ants are tiny insects.

### **mammal**

*Definition:* A warm-blooded animal that has hair or fur, produces milk, and bears young

*Context:* Dolphins are mammals, although they may look like fish.

### **reptile**

*Definition:* A cold-blooded vertebrate animal of a class that includes snakes, crocodiles, turtles, and tortoises

*Context:* The crocodile belongs is a reptile.

## Academic Standards

### **Mid-continent Research for Education and Learning (McREL)**

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Language Arts—Viewing: Uses viewing skills and strategies to understand and interpret visual media: Understands the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper photographs, visual narratives)
  - Language Arts—Reading: Uses the general skills and strategies of the reading process: Understands that print conveys meaning (i.e., knows that printed letters and words represent spoken language)
- 



## **Support Materials**

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
- 

