

Listening Pairs: Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Forest)
Fold your paper back along the black line!

| | | | | |
|-------------------|---------------------|----------------------|--------------------|-----------------------------------|
| 1. went when | left lived | country county | into onto | 1. when-lived-country-into |
| 2. me my | forced forest | pants plants | locked looked | 2. my-forest-plants-looked |
| 3. after often | animals animates | feed food | day they | 3. often-animals-food-day |
| 4. once one | find found | peacock peahen | take took | 4. one-found-peacock-took |
| 5. same some | eggs legs | gather together | house how | 5. some-eggs-together-house |
| 6. pat put | chicken kitchen | a the | them then | 6. put-chicken-a-then |
| 7. nest nets | sat sit | math month | hash hatched | 7. nest-sat-month-hatched |
| 8. baby booby | late let | lake like | bran brown | 8. baby-let-like-brown |
| 9. were where | yelled yellow | show so | sought thought | 9. were-yellow-so-thought |
| 10. cut cute | tarmac termites | maggots magic | matters mothers | 10. cute-termites-maggots-mothers |
| 11. every very | quickly quietly | feathers leathers | sale sell | 11. very-quickly-feathers-sell |

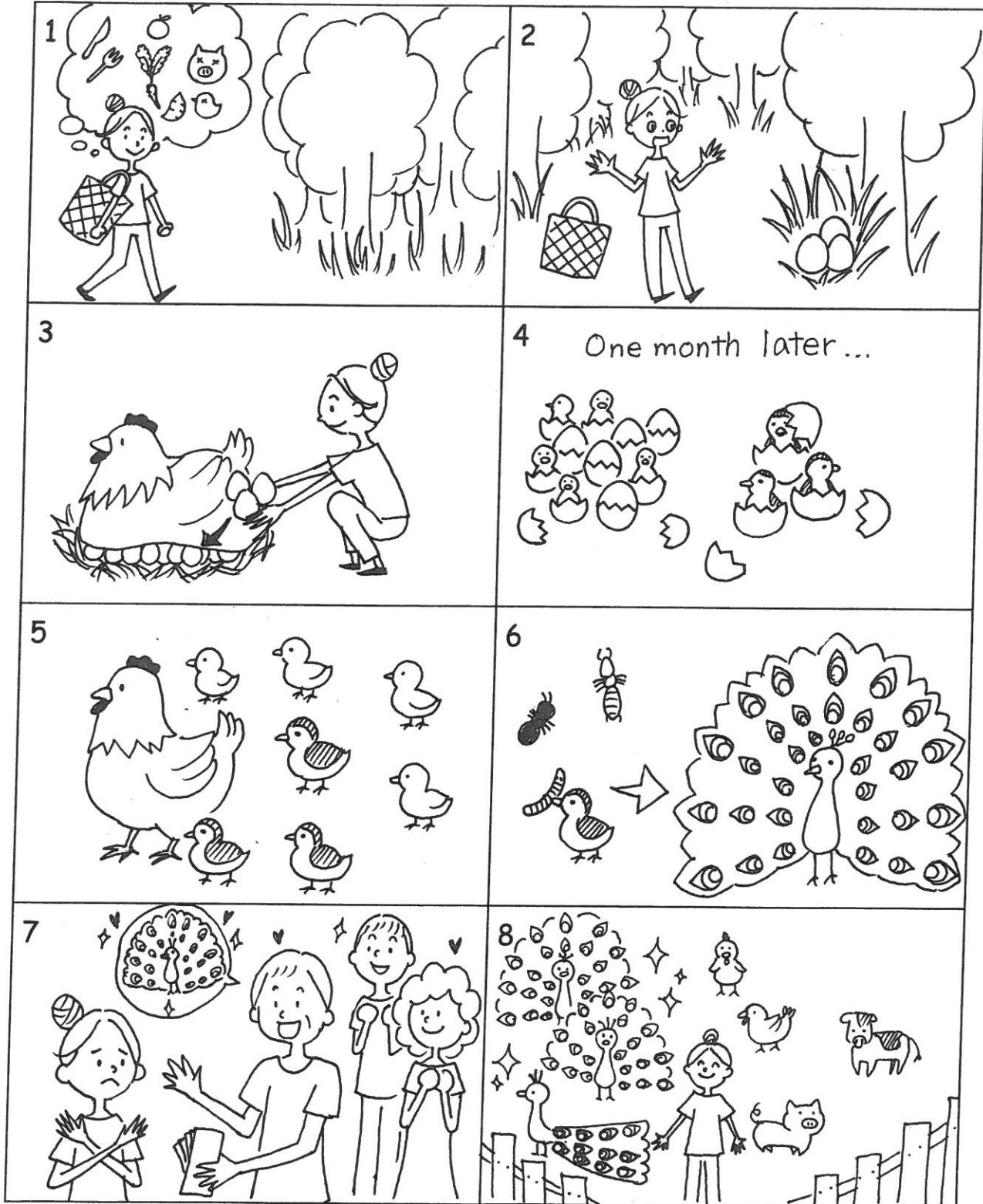
Write the number of syllables. Then, underline the 1 syllable that is stressed.

| | | | | |
|------------------|-------------|------------|-------------|-----------|
| <u>2</u> country | __chicken's | __mothers | __molted | __special |
| <u>2</u> forest | __together | __maggots | __very | |
| __often | __later | __termites | __beautiful | |
| __animals | __baby | __quickly | __people | |
| __peacock | __yellow | __feathers | __wanted | |

Forest Peacocks

| nouns → names of things | verbs → doing something, or being |
|--|--|
| | <u>EVERY DAY</u> <u>PAST</u> |
| 1. forest | 1. live |
| 2. plants | 2. go |
| 3. animals | 3. look |
| 4. peacock | 4. find |
| 5. chicken | 5. take |
| 6. eggs | 6. put |
| 7. nest | 7. sit |
| 8. feathers | 8. hatch |
| 9. maggots | 9. are |
| 10. termites | 10. think |
| 11. ants | 11. eat |
| 12. farm | 12. grow |
| adjectives → more information about the noun | 13. want |
| 1. colors | 14. ask |
| 2. cute | 15. sell |
| 3. beautiful | 16. like |
| 4. special | 17. make |

Use the Vocabulary words to talk about these pictures. What do you see?



Tomomi M.

Forest Peacocks

When I lived in my country, I went into the forest often. I looked for plants and animals for food. One day I found some peacock eggs. I took them to my house. I put them in a chicken's nest.

The chickens sat on 10 chicken eggs and 3 peacock eggs together. One month later, the chicken eggs and peacock eggs hatched. The baby peacocks looked like baby chickens. They were brown and yellow. They were so cute.

The baby peacocks thought the chickens were their mothers. They ate maggots and termites and ants. They grew up very quickly. They grew feathers (they molted) and were very beautiful.

Some people wanted my peacocks. One man asked, "Will you sell your peacocks to me?" I didn't want to sell them. I liked my peacocks very much. They made my farm special.

Ah Ku, Burma/Myanmar

| Yes | No | Think about the story! |
|-----|----|--|
| | | 1. I never went into the forest. |
| | | 2. I looked for food to eat. |
| | | 3. I found some peacock eggs. |
| | | 4. I put the eggs in a duck's nest. |
| | | 5. One month later the eggs hatched. |
| | | 6. The baby peacocks didn't look like baby chickens. |
| | | 7. The peacocks thought the chickens were their mothers. |
| | | 8. The peacocks ate rice and vegetables. |
| | | 9. The peacocks molted, and they were beautiful. |
| | | 10. I sold my peacocks to a man. |

Ask your partner these questions. Listen to each answer! (Is it correct?)

What? → asks about **something (a noun)**

1. What did she look for in the forest?
2. What did she find in the forest?
3. What did she do with the eggs?
4. What did the babies eat?
5. What made the babies very beautiful?

Where? → asks about **places**

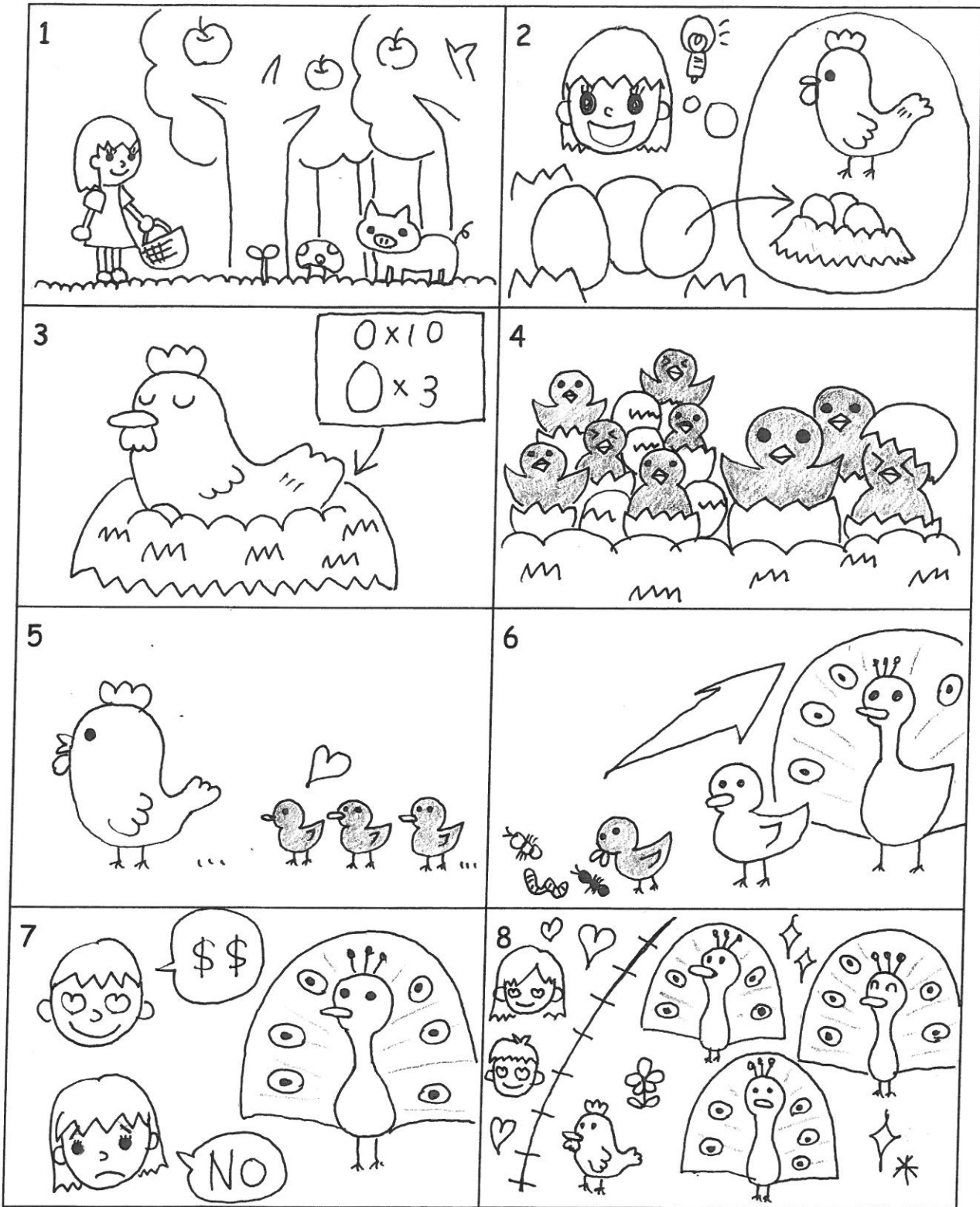
6. Where did she go often?
7. Where did she put the peacock eggs?
8. Where did she live?
9. Where did she live? (country)

(Talk) Tell about where you got food in your country.

Tell about something you found in your country.

Tell about something special you had in your country.

Use the drawings to remember and tell the story to someone.



Chihiro

Listening Pairs: Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Feathers)
Fold your paper back along the black line!

| | | | | |
|--------------------|------------------------|--------------------|--------------------------|---------------------------------|
| 1. of off | fathers feathers | cavern covering | birds births | 1. of-feathers-covering-birds |
| 2. hair hear | alike like | horses houses | shale shell | 2. hair-like-horses-shell |
| 3. total turtle | lobster robber | keep key | warm word | 3. turtle-lobster-keep-warm |
| 4. fly fry | dry try | went when | communicate community | 4. fly-dry-when-communicate |
| 5. can cane | hid hide | colors coolers | identify identity | 5. can-hide-colors-identify |
| 6. male mile | biter brighter | want went | became because | 6. male-brighter-want-because |
| 7. get got | attention attentive | female formal | usual usually | 7. get-attention-female-usually |
| 8. paces places | were where | leave live | seat sit | 8. places-where-live-sit |
| 9. safe save | easier easy | see she | collect collected | 9. safe-easy-see-collected |
| 10. use used | hundred thousand | down town | age ago | 10. used-thousand-down-ago |
| 11. queer quill | pains pens | large long | same some | 11. quill-pens-large-same |

Write the number of syllables. Then, underline the 1 syllable that is stressed.

| | | | | |
|---------------------|----------------|--------------|------------|--------------|
| 2 <u>fe</u> athers | __ turtles | __ colors | __ female | __ collected |
| __ outside | __ lobsters | __ colorful | __ usually | __ thousands |
| 3 <u>co</u> verings | __ communicate | __ identify | __ places | __ inside |
| __ animals | __ also | __ because | __ easy | __ blankets |
| __ horses | __ many | __ attention | __ people | __ languages |

Feathers

| nouns → names of things | verbs → doing something, or being |
|--------------------------------|--|
| | <u>EVERY DAY</u> <u>PAST</u> |
| 1. feathers | 1. are |
| 2. covering | 2. have |
| 3. birds | 3. help |
| 4. animals | 4. fly |
| 5. hair | 5. keep |
| 6. cats | 6. is |
| 7. horses | 7. communicate |
| 8. shells | 8. hide |
| 9. turtles | 9. identify |
| 10. lobsters | 10. want |
| 11. attention | 11. get |
| 12. colors | 12. live |
| 13. places | 13. sit |
| 14. eggs | 14. see |
| 15. years | 15. collect |
| 16. down | 16. use |
| 17. coats | 17. put |
| 18. blankets | 18. make |
| 19. people | |
| 20. pens | |
| 21. languages | |
| 22. words | |

Draw pictures to **show** the story.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |

Now, use your pictures to **tell** the story to your partner.

Feathers

Feathers are the outside covering of birds. Some animals have hair, like cats and horses. Some animals have hard shells, like turtles and lobsters. Birds have feathers.

Feathers help birds fly. Feathers keep birds warm when it is cold. Feathers keep birds dry when it is wet. Feathers help birds communicate. Feathers can also help birds hide.

Feathers can be many colors. People identify birds by the colors of their feathers. Male birds usually have brighter and more colorful feathers. Why? Because male birds want to get the attention of female birds.

Female birds usually have feather colors that help them hide. The feather colors are the colors of the place where the bird lives. Why? Female birds usually sit on the eggs. They are safe when they are not easy to see.

People have collected and used bird feathers for thousands of years. People put small feathers (called “down”) inside coats and blankets, to keep people warm. Many years ago, people made quill pens from feathers of large birds. (In some languages, “pen” and “feather” are the same word!)

| True | False | <u>Feathers</u> : Think about the reading! |
|------|-------|---|
| | | 1. Feathers are only on the heads of birds. |
| | | 2. Feathers help birds fly. |
| | | 3. Turtles have hair. |
| | | 4. Cats have hard shells. |
| | | 5. Feathers keep birds warm and dry. |
| | | 6. Male birds want to hide. |
| | | 7. Female birds usually sit on the eggs. |
| | | 8. People put “down” feathers inside coats, to keep warm. |
| | | 9. People made quill pens from large feathers. |
| | | 10. Pen and feather are the same word, in some languages. |

Ask your partner these questions. **Listen to each answer!** (Is it correct?)

What? → asks about **something (a noun)**

1. What are feathers?
2. What are 2 ways that feathers help **birds**?
3. What are 2 ways that feathers help **people**?
4. What is “down”?
5. What are quill pens?

Why? → asks about **reasons (Because...)**

6. Why do male birds have more colorful feathers?
7. Why do female birds hide?
8. Why are “pen” and “feather” the same word in some languages?

(Talk) Talk about feathers, or about colorful birds, in your country.

Draw pictures to **show** the story.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |

Now, use your pictures to **tell** the story to your partner.

Listening Pairs: Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Surprise WP)
Fold your paper back along the black line!

| | | | | |
|-------------------|-------------------|----------------------|--------------------------|--------------------------------|
| 1. moved movie | do to | near new | county country | 1. moved-to-new-country |
| 2. I my | earned learned | little middle | language languid | 2. she-learned-little-language |
| 3. were where | find found | knew know | comfortable comforted | 3. where-find-knew-comfortable |
| 4. mine my | house how | day they | cooked cooled | 4. her-house-day-cooked |
| 5. all oil | went when | finish punish | pan pin | 5. oil-when-finish-pan |
| 6. wit with | down town | later latter | get got | 6. with-down-later-get |
| 7. pain pan | is was | supplies surprise | small smell | 7. pan-felt-surprise-small |
| 8. broom brush | ran run | shoo shoot | lose use | 8. broom-ran-shoo-use |
| 9. pus push | animal animate | push put | tails tells | 9. push-animal-put-tails |
| 10. bad pad | sought thought | smell smile | back bag | 10. bad-thought-smell-back |
| 11. wash watch | shovel shower | yard yarn | cut cute | 11. wash-shower-yard-cute |

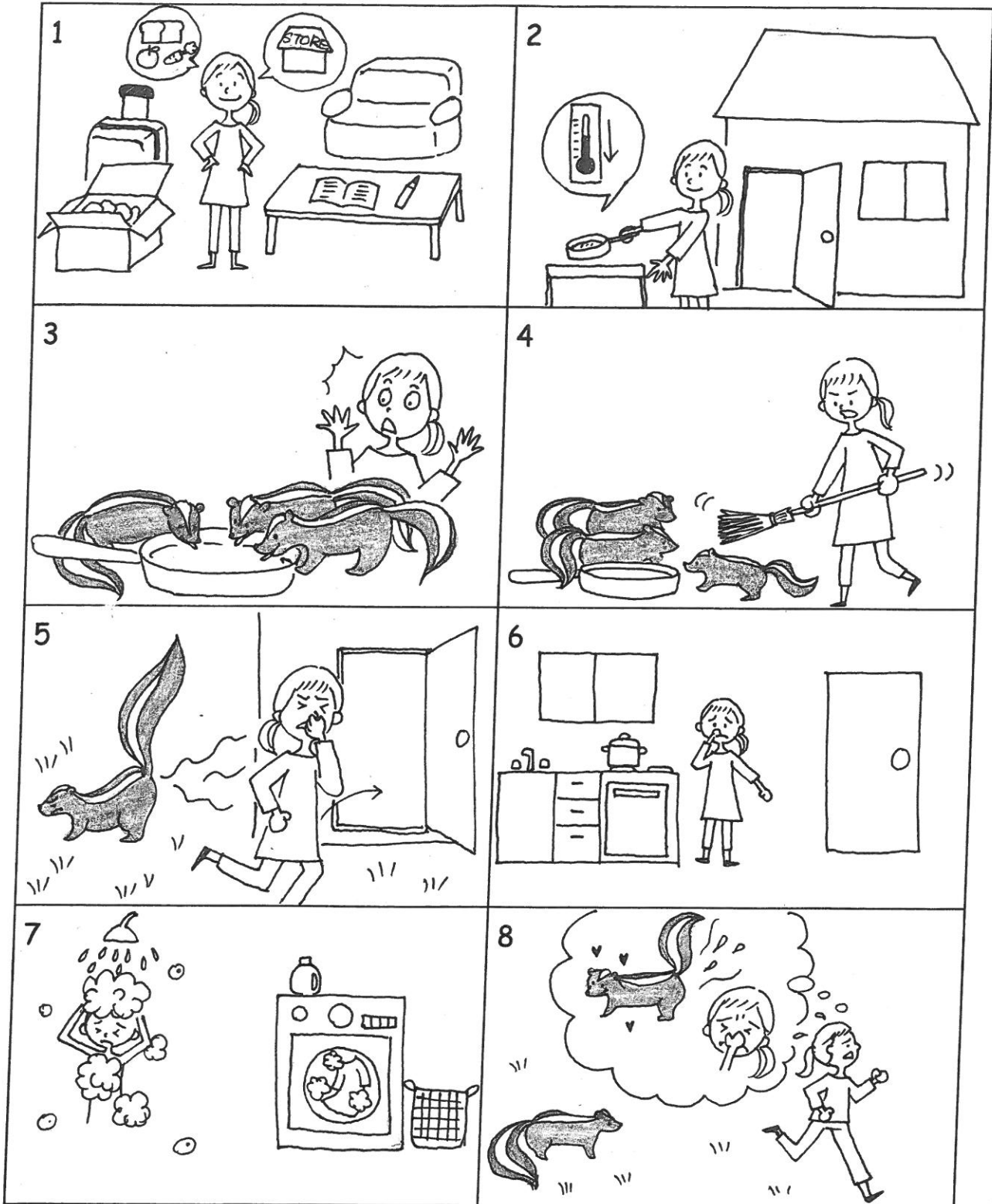
Write the number of syllables. Then, underline the 1 syllable that is stressed.

| | | | | |
|-------------------|---------------|-------------|------------|--|
| 2 <u>surprise</u> | __became | __outside | __drinking | |
| 2 <u>country</u> | __comfortable | __wanted | __away | |
| __language | __oil | __later | __inside | |
| __little | __finished | __surprised | __toward | |
| __shopping | __cooking | __animals | __again | |

Surprise!

| nouns → names of things | verbs → doing something, or being | |
|--|--|-------------|
| | <u>EVERY DAY</u> | <u>PAST</u> |
| 1. country | 1. | moved |
| 2. language | 2. | learned |
| 3. oil | 3. | found |
| 4. pan | 4. | became |
| 5. broom | 5. | finished |
| 6. tail | 6. | went |
| 7. smell | 7. | put |
| 8. shower | 8. | drank |
| 9. clothes | 9. | got |
| 10. yard | 10. | ran |
| | 11. | said |
| | 12. | pushed |
| | 13. | put |
| | 14. | thought |
| | 15. | are |
| | 16. | see |
| adjectives → more information about the noun | | |
| 11. comfortable | | |
| 12. surprised | | |
| 13. bad | | |
| 14. cute | | |

Use the Vocabulary words to talk about these pictures. What do you see?



Tomomi M.

The Big, Bad Surprise

I moved to a new country. I learned a new language, little by little. I learned where to go shopping, to find the foods I knew and liked. I became comfortable in my new house.

One day I cooked some food in hot oil. When I finished cooking, I put the pan with hot oil outside. I wanted the hot oil to cool down. Later, I went outside to get my pan. I was a little surprised to see 3 small animals drinking the oil from my pan.

I wanted that oil. It was not for the animals! I got a broom and ran outside. "Shoo! Shoo!" I said. I used the broom to push the animals away from the oil. The animals put their tails up into the air. "Oh, no! Oh, no! What is that bad smell?" I thought.

I ran back inside my house and closed the door. Now the bad smell was inside the house, too. "Oh, no! The bad smell is on me!" I thought. I took a shower. I washed and washed. Then I washed my clothes, too.

My house and yard smelled bad for a few weeks. I was so surprised that little, cute animals can make such a big, bad smell! I learned that those little animals, called skunks, are little and strong.

I will never run toward skunks again. In fact, I will run away the next time I see skunks!

Tha Nay Paw, Burma/Myanmar

| Yes | No | Think about the story! |
|-----|----|---|
| | | 1. She moved to a new city. |
| | | 2. She learned a new language. |
| | | 3. She put hot oil outside to cool down. |
| | | 4. She saw 3 big animals drinking her oil. |
| | | 5. She got her vacuum cleaner. |
| | | 6. She pushed the animals away from the oil. |
| | | 7. The animals made a very bad smell. |
| | | 8. Her house and yard smelled bad for a few days. |
| | | 9. Skunks are little and cute. |
| | | 10. She will run away if she sees skunks again. |

Ask your partner these questions. Listen to each answer! (Is it correct?)

Where? → asks about **a place (a noun)**

1. Where did she move?
2. Where did she put the hot oil?
3. Where were the 3 animals?
4. Where did she run?
5. Where will she run next time?

What? → asks about **something (a noun)**

6. What did she learn?
7. What did she cook?
8. What did she see outside?
9. What did the animals do?
10. What did she wash?

(Talk) Tell about something you smelled that smelled bad.

Where were you? What smelled bad? What did you do?

Use the drawings to remember and tell the story to someone.



Chihiro

Listening Pairs: Each pair of words differs by only 1 sound or syllable. Listen carefully! Circle the word you hear.

(Skunks NF)

Fold your paper back along the black line!

| | | | | |
|---------------------|-----------------------|------------------------|--------------------|----------------------------------|
| 1. skink skunk | all are | small smell | leave live | 1. skunk-are-small-live |
| 2. their they | America American | letter little | than that | 2. they-America-little-than |
| 3. bicker bigger | cat cot | wait white | usual usually | 3. bigger-cat-white-usually |
| 4. on one | strip stripe | goes grows | hand head | 4. one-stripe-goes-head |
| 5. tail tall | animal mammal | hair hear | baby Barbie | 5. tail-mammal-hair-baby |
| 6. live alive | bored born | eggs legs | drank drink | 6. live-born-eggs-drink |
| 7. milk milt | mother's other's | was what | unusual usual | 7. milk-mother's-what-unusual |
| 8. way we | proceed protect | himself themselves | same some | 8. way-protect-themselves-some |
| 9. mice mouse | chiggers tigers | heating hiding | saying spraying | 9. mice-tigers-hiding-spraying |
| 10. smell smile | chemical chemistry | terrible terrific | gets guts | 10. smell-chemical-terrible-gets |
| 11. ears eyes | bind blind | different difficult | potato tomato | 11. eyes-blind-difficult-tomato |

Write the number of syllables. Then, underline the 1 syllable that is stressed.

| | | | | |
|------------------|-------------|---------------|-------------|--------------|
| <u>3</u> animals | __ usually | __ themselves | __ running | __ difficult |
| <u>4</u> America | __ mammals | __ killing | __ away | __ sometimes |
| __ Central | __ babies | __ eating | __ spraying | __ washing |
| __ northern | __ mother's | __ tigers | __ chemical | __ tomato |
| __ little | __ unusual | __ hiding | __ terrible | __ bother |
| __ bigger | __ protect | __ flying | __ body | __ other |

Skunks

nouns → names of things

1. skunk
2. North America
3. Central America
4. South America
5. stripe
6. head
7. back
8. tail
9. mammal
10. hair
11. milk
12. chemical

adjectives → more information
about the noun

13. live
14. unusual
15. terrible
16. blind
17. difficult

verbs → doing something, or being

- | <u>EVERY DAY</u> | <u>PAST</u> |
|------------------|-------------|
| 1. are born | were born |
| 2. drink | |
| 3. protect | |
| 4. kill | |
| 5. hide | |
| 6. run | |
| 7. fly | |
| 8. spray | |
| 9. smell | |
| 10. get | |
| 11. make | |
| 12. wash | |
| 13. bother | |

Use the Vocabulary words to talk about these pictures. What do you see?



Chihiro

Skunks

Skunks are small animals that live in North America, Central America, and the northern parts of South America. They are a little bigger than a cat. They are black and white. Usually, the white is one stripe that goes from the skunk's head to its tail.

Skunks are mammals. Mammals are animals that: 1) have hair, 2) have babies that are born live (not in eggs), and 3) have babies that drink mother's milk. People are mammals, too! What other animals are mammals?

Skunks are unusual in the way that they protect themselves. Some animals protect themselves by killing other animals, like tigers do. Some animals protect themselves by hiding, like mice do. Some animals protect themselves by running (or flying) away, like birds do. Skunks protect themselves by spraying a chemical that smells really terrible.

If the chemical gets in your eyes, it can make you blind for a short time. If the chemical gets on your hair or body, it is very difficult to wash off. Sometimes, washing in tomato juice helps. Other animals (and people, too) do not bother skunks.

Story: Skunks → Think about the story; answer Yes or No.

| True | False | Think about the story! |
|------|-------|--|
| | | 1. Skunks live in the Americas. |
| | | 2. They are a little bigger than a dog. |
| | | 3. A white stripe goes from its head to its tail. |
| | | 4. They are mammals. |
| | | 5. Mammals have hair. |
| | | 6. Mammals have eggs. |
| | | 7. Skunks spray a chemical that smells terrible. |
| | | 8. The chemical can make you blind for a short time. |
| | | 9. The chemical is easy to wash off. |
| | | 10. Potato juice helps wash off the bad smell. |

Ask your partner these questions. Listen to each answer! (Is it correct?)

What? → asks about **something (a noun)**

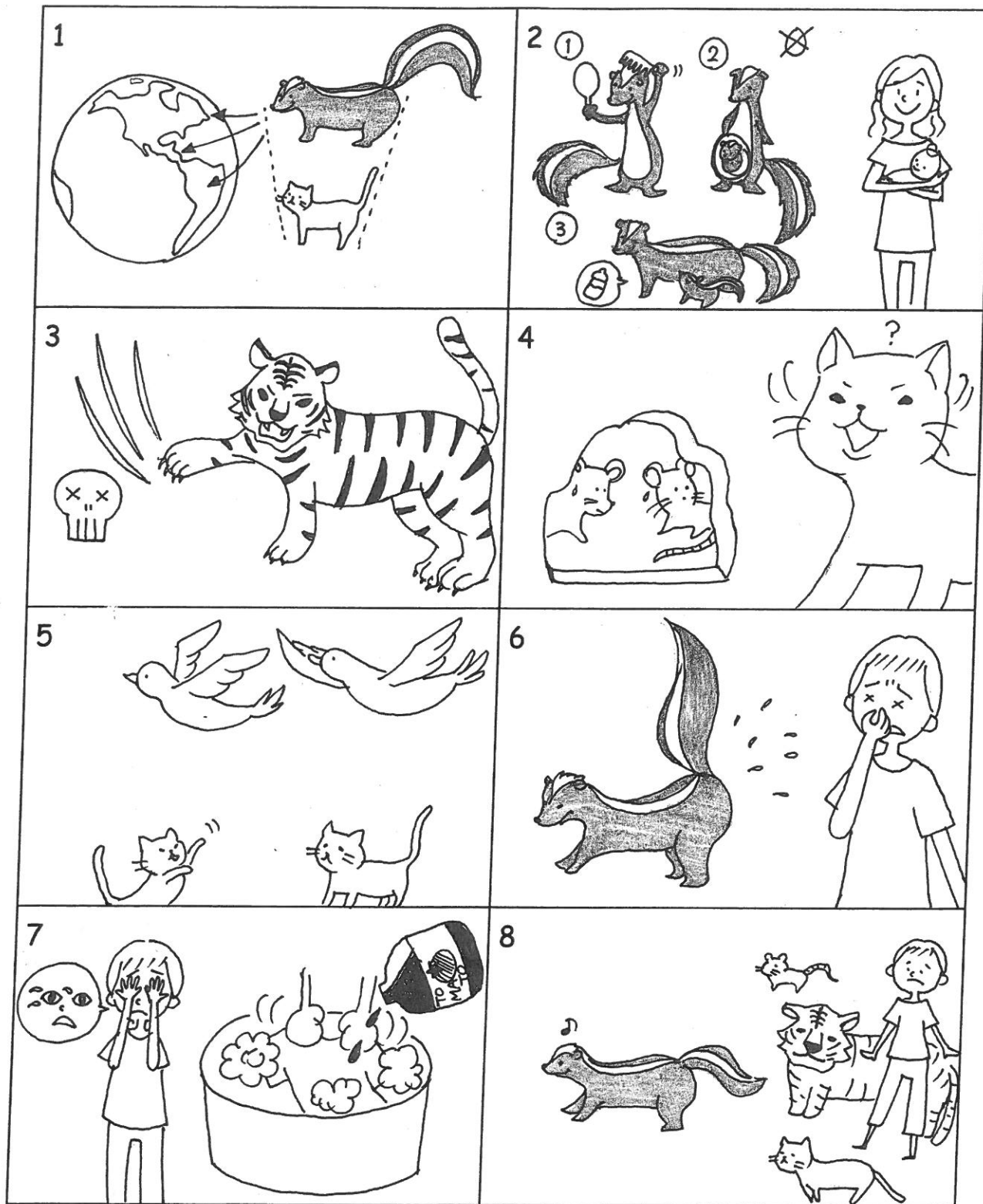
1. What do skunks look like?
2. What are mammals?
3. What do skunks do to protect themselves?
4. What helps wash off the smell?
5. What will you do when you see a skunk?

Why? → asks about **reasons (Because ...)**

6. Why do skunks spray a chemical that smells so bad?
7. Why do people and animals not bother skunks?

(Talk) Tell about **an animal** you sometimes see in Ithaca.

Use the drawings to remember and tell the story to someone.



Tomomi M.

Additional Activities:

Mammals

Activity: Categories (**no dictionaries! Use memory and one another!*)

- Students work in small groups. Each group folds a sheet of paper in half, the long way.
- Label the paper Mammals and Not Mammals.
- Ask groups to name animals for each category.
- After (5-10) minutes, each group reads out their animals. All groups with same animal **cross it off**. If no other group has that animal, **circle it!**
- Total the number of unique animals per group.

Animal Defenses

Activity: Put up around room images of: **skunk, mouse, tiger, bird**. Have additional animal images ready. Give an image of a new animal to each student group. Ss talk about which defense the new animal uses, then put their image near the animal on wall that uses the same defense. Continue giving out images until all images are posted. Ss circulate and talk about if all animals are placed correctly. (Some animals can be in more than 1 group!)

Smell: Skunk, Hide: Mouse, Kill: Tiger, Flee/ Run Away: Bird

Draw pictures to **show your own story** about People and Animals.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |

Now, use your pictures to **tell** your story to your partner.