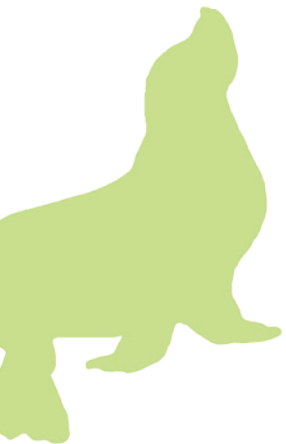
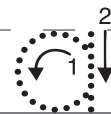
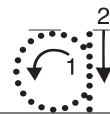
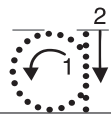
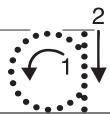
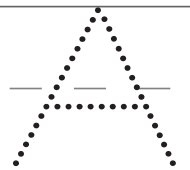
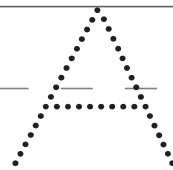
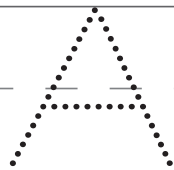
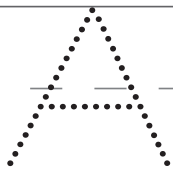
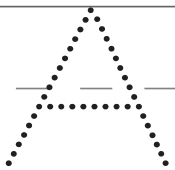
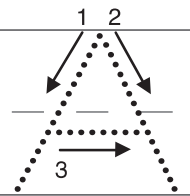
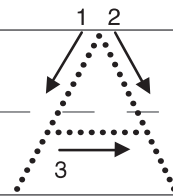
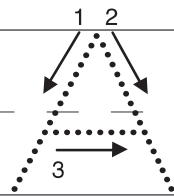
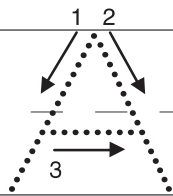
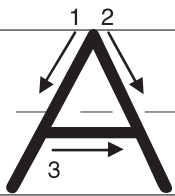
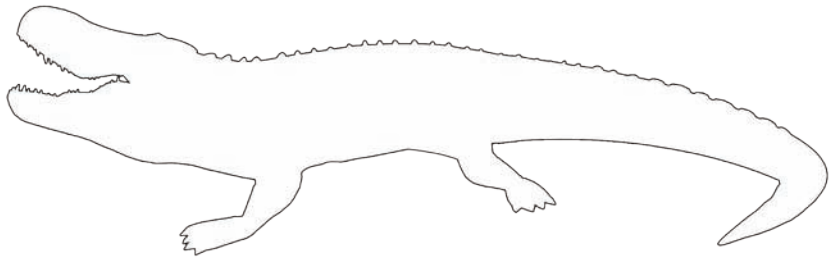
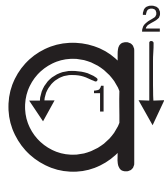
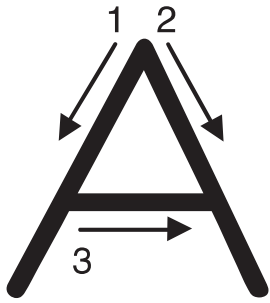


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LESSON 31	Amos Alligator arrives at the airport.
	WORD FAMILY: "AP"
	cap, gap, lap, map, nap, rap, sap, tap
	SIGHT WORDS
LESSON 32	our, say, under
	Edie Elephant has enormous ears.
	WORD FAMILY: "ID"
	did, kid, hid, lid
LESSON 33	SIGHT WORDS
	now, ate, walk
	Ima Iguana investigated an island.
	WORD FAMILY: "IG"
LESSON 34	big, dig, fig, gig, jig, pig, rig, wig
	SIGHT WORDS
	eat, white, will
	Ollie Orangutan lends a helping hand.
LESSON 35	WORD FAMILY: "AM"
	dam, ham, jam, ram, Sam, yam
	SIGHT WORDS
	get, they, green
LESSON 36	Ulla Unau has an ugly umbrella.
	WORD FAMILY: "AR"
	bar, car, far, par, tar
	SIGHT WORDS
LESSON 36	please, can, come, with
	Review

Lesson 31: Letter Aa Amos Alligator

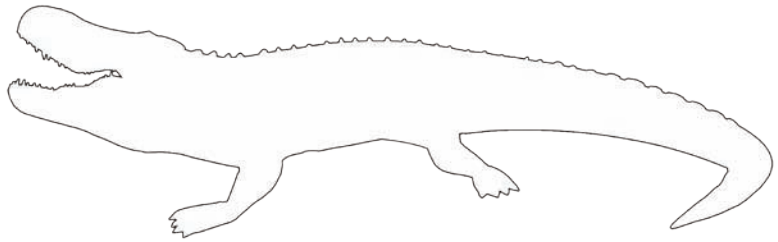
Word Family

"ap"

cap, gap, lap, map, nap, rap, sap, tap

Sight Words

our, say, under



Sentence

Amos Alligator arrives at the airport.

Day 1: Today you will focus on the individual letter and letter sound.

- Introduce the letter "A" and the sound represented by the letter.
- Introduce the animal and the sound made by an alligator.
**This correlation will help students connect that both animals and letters make their own sound.*
- Discuss how many syllables are in alligator and Amos.
- Discuss the Animal Fact Sheet on alligators. Ask students questions about their experiences. (There is a KWL chart located in the supplementary resources section that you can use to assess what they know, what they want to know, and what they have learned.)
 - o Have you ever seen an alligator before? If so, where?
 - o What do you know about alligators?
- Introduce the video card of the animal and further discuss the environment the animal lives in.
- Introduce and complete the Letter Sound Activity Sheet.

Day 2: Today your focus will be on reading, writing, drawing, and dictating stories.

- Read the short story about Amos Alligator to the students.
 - o Ask students to point out the cover, title page, author, and other components of a book.
 - o Make predictions.
 - Look at the picture, what do you think this story will be about?
 - o Have students ask and answer questions about the key information in the text. You can either read this as a class or print the book for everyone and read the story in small groups.
 - Who is the author of this story?
 - Who is the main character?
 - What is Amos doing in the illustration?

- Where did Amos arrive?
- Why wasn't Amos happy?
- o Have a student retell the story in their own words.
- o Ask students: What genre is this story? (Fictional story, non-fiction story, poem, etc...?)
- o Students can complete the Story Comprehension Activity Sheet.
- Allow the students to voice their opinion of the story they just heard. Did they like it? How would they change it? (They will have an opportunity to rewrite the story in the activity below.)
- Introduce the Coloring Activity Sheet.
- Develop a story from the Coloring Activity Sheet sentence, "Amos Alligator arrives at the airport."
 - o Why did Amos go to the airport?
 - o Who did Amos go with?
 - o When did Amos go to the airport?
- Have students add the environment to the Coloring Activity Sheet with story elements.

Day 3: Today you will concentrate on action and sight words.

- Introduce "action" sight words (verbs) to build sentences with animals.
 - o Can the alligator fly
 - o Can the alligator walk?
 - o The alligator can eat.
- Ask students to give synonyms of the action word. For example, if the sentence is "The alligator can eat," then have the students think of words that mean the same thing (e.g. bite, chew, chow, etc.). Have students mimic the action of the animal. (For example, if the alligator shakes his head "no," then have the students do the same.)
- Ignite the animal into action with sight word cards by creating sentences with different action words.
- Build sentences (see Student Sight Word List).
 - o Students can use their "desktop" cards to create sentences on their own.
- Introduce and complete the Sight Word Activity Sheet.

Day 4: Today students will work on handwriting and building word families.

****Use Word Families***

- Review and discuss letter formation.
 - o Have the students write the letter in the air with their finger.
- Build three letter words (beginning with the letter of the week) using the letter cards. Make sure to discuss how to make the words plural. Should you add an "s" or "es?" (Please note that you will not be able to build the plural words in the Word Families program.)
 - o and, ace, act, ago, ail, aim, air, any, ape, etc...
 - o Have students exchange the first and last letters to build new words.

- Build words with the word family “ap.”
 - o cap, gap, lap, map, nap, rap, sap, tap
- Introduce and complete the Word Family Activity Sheet.

Day 5: Weekly Wrap Up

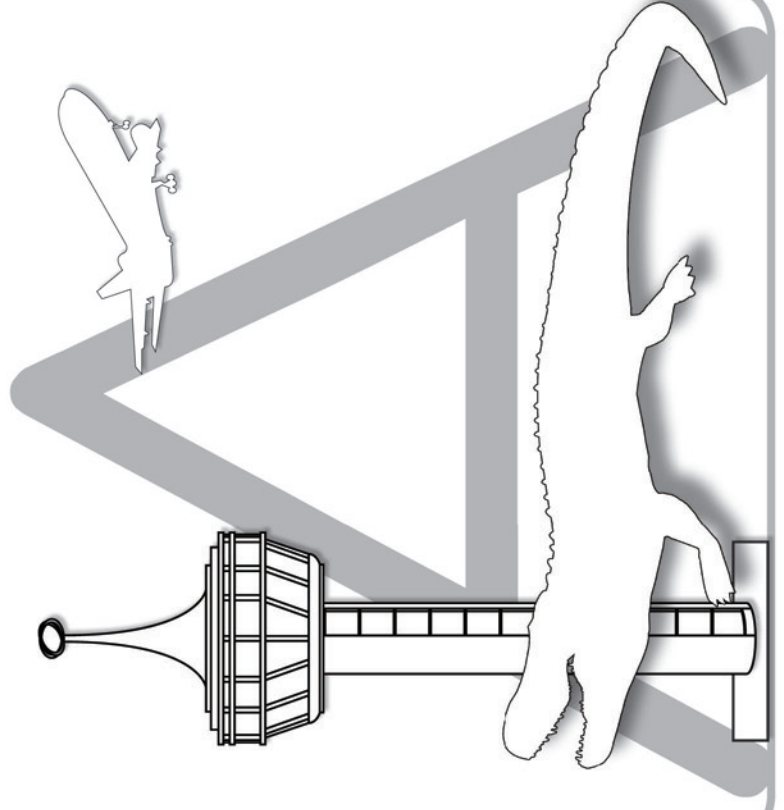
- Introduce color words while building sentences.
 - o The alligator is brown. (The alligator will turn brown).
- Have fun with the animal.
 - o Take a picture with Amos Alligator.
 - o Hold and interact with Amos.
- Let students work in groups to create a story about why Amos turned the color you chose. (For example: Why did Amos turn brown? Did he roll around in the mud? What happened?)
Make sure they have a beginning, middle, and end to their story.
 - o Allow the groups to orally share their stories or act them out and allow for peer feedback and reactions.
- Make a list of words from around the classroom that begin with the letter “A.”
- Introduce and complete the Handwriting Activity Sheet.

this story is from:

Letters alive®
Supplemental Reading Program

Amos Alligator arrives at the airport.

by Janice Gero Sinclair



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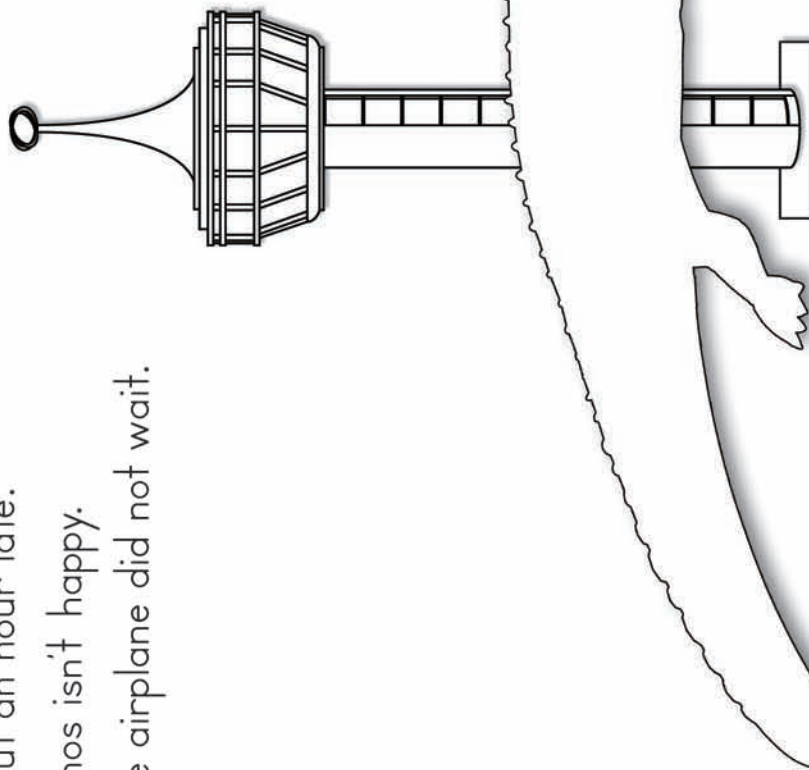
Amos Alligator arrives at the airport.

Amos Alligator arrives at the airport

about an hour late.

Amos isn't happy.

The airplane did not wait.



He has his bags
and his ticket too,
but what can Amos ever do?

What is that?

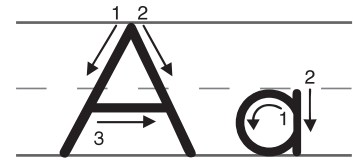
Did they call?

A flight for Amos,
after all!

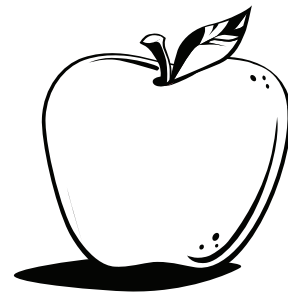
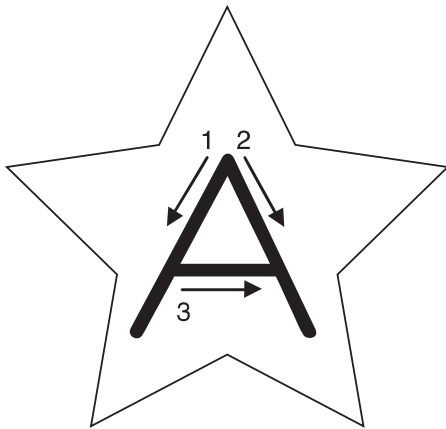
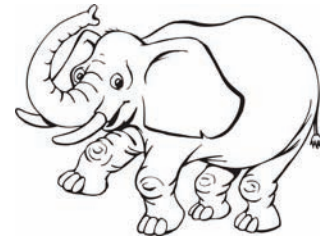
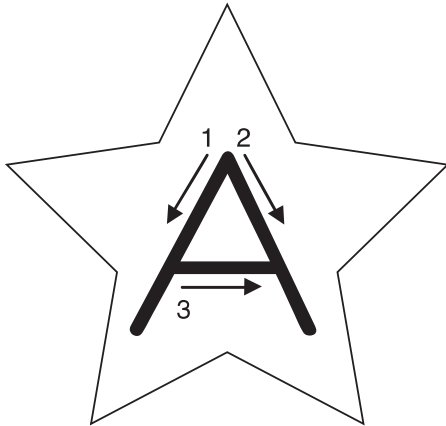
Remember Amos,
next time you go,
you should be on time you know!

Amos Alligator arrives at the airport.

Name _____

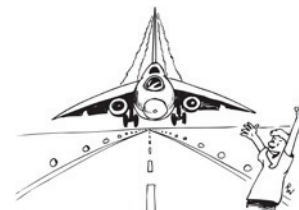


Draw a line to the pictures that begin with an A.



Name _____

Where did Amos arrive?



How late was Amos?

30 minutes

1 hour

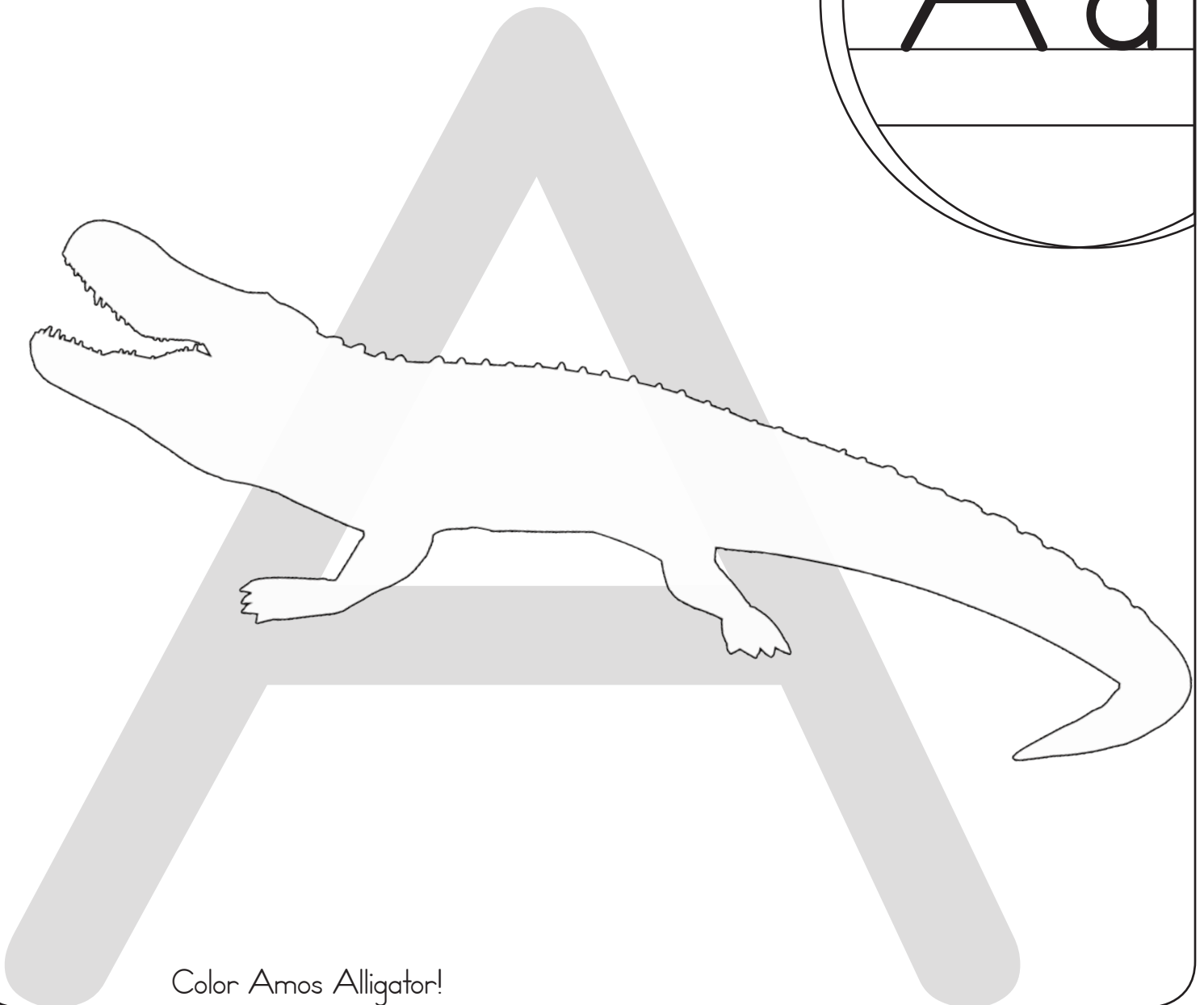
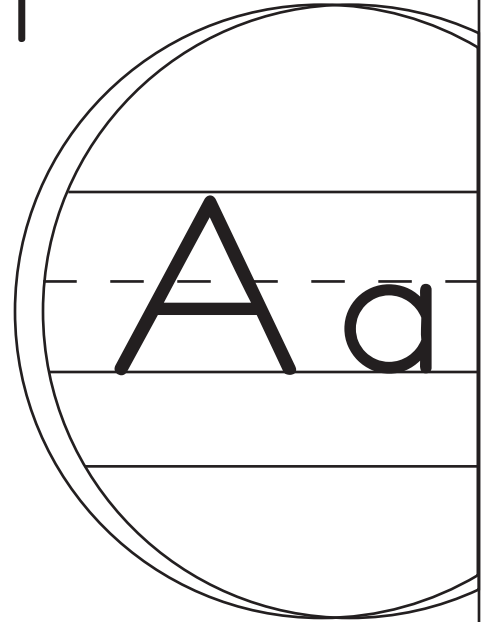
3 hours

Amos never got a flight.

true

false

Amos Alligator
arrives at the airport.



Color Amos Alligator!

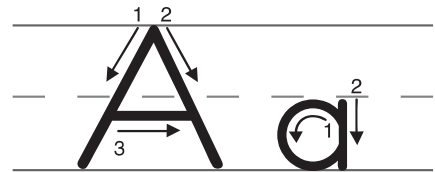
My name is Amos.

1. Where does Amos live?

Circle the right answer and draw the environment behind him.

- | | |
|-----------|-------------|
| a. ocean | d. desert |
| b. farm | e. mountain |
| c. jungle | f. swamp |

Write a sentence below using Amos' name.



A

a

Name _____

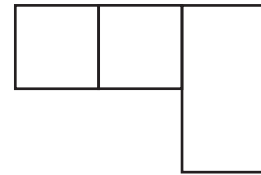
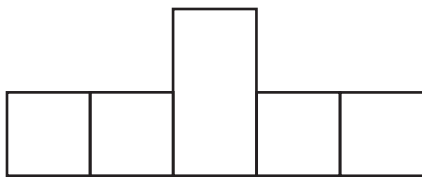
Word Bank

our

say

under

Fill in the boxes with letters to make words from the Word Bank:



Fill in the blanks below using the words from the box above.

You are invited to the party at _____
house tomorrow.

Please listen to what I _____.

Amos Alligator sat _____ the palm tree.

Name _____

Trace the letters on the lines to write an "ap" word.

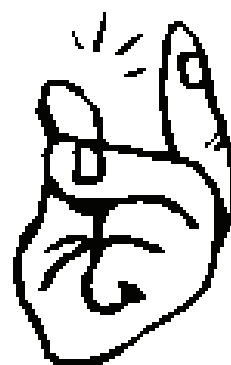
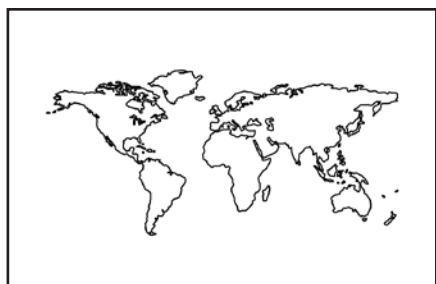
cap

gap

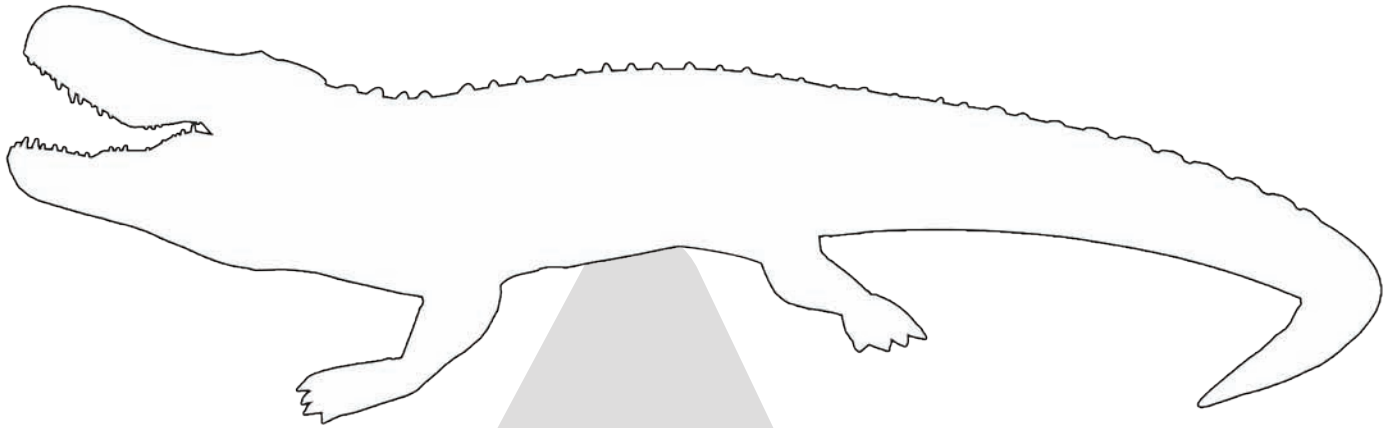
tap

nap

Color the pictures that are "ap" words.



Alligators



Alligators live near slow-moving rivers, swamps, marshes, and lakes in the Southeastern United States and in China. They like to sleep on land in the sunshine. They eat fish, turtles, birds, and other small animals. Baby alligators are called "hatchlings." Alligators usually live to be 50 years old.