Domain 3: Animals
Flip Book
Animals Flip Book Introduction

This Animals Flip Book contains images that accompany the Teacher Guide for Animals. The images are in sequential order. Each image is identified by its lesson number, and the number of the image within the particular read-aloud. For example, the first image in Read-Aloud 1 is numbered 1-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the Flip Book in order to see the images clearly.
ACNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

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Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capital View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Curve Classical Academy, Leoparto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pinnell Challenge Foundation Academy, New York City PS 288 (The Cantor School), PS 302 (Willow School), PS 302 (Elena Barton School), PS 960, PS 1026 (Joseph P. Lozier), PS 1042 (The Bay Water), PS 1124 (Michael Frieden), PS 1125 (Jordan B. Johnson School), PS 308W (Clare Cardew), PS 3130 (Glenn Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartannburg Charter School, Steel Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary West Manor Elementary.

And a special thanks to the CRELA Pilot sand and unnamed for their cooperation and assistance, as well as their willingness to field test these materials and for their invaluable advice.

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We would like to extend special recognition to Program Directors Matthew Davis and Suzanne Wright who were instrumental to the early development of this program.

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