

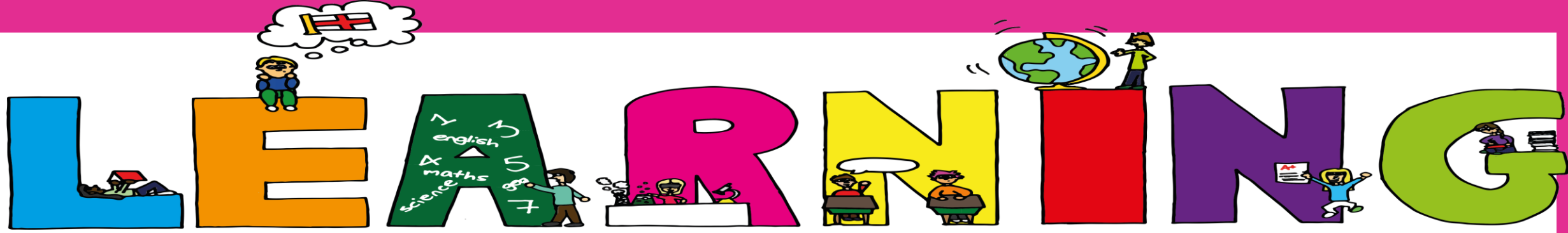


**Welcome to the Animal Kingdom! This is Lesson 7!**

# **ESL Animals Memory Game**

**Let's practice animal names.**





**Students will:**

- **Learn about the sounds 'fl'**
- **Identify titles, headlines, captions and illustrations**
- **Use prepositions to describe the location of an object.**

# Disney pins big hopes on 'Lion King'

BY JOHN HORN  
ASSOCIATED PRESS

LOS ANGELES — Some acts are nearly impossible to follow, and the Walt Disney Co.'s predicament is just that: How can Disney possibly top 1992's record-breaking *Aladdin*? The studio plays the answer is *The Lion King*, Disney's first completely original animated film.

With EuroDisney hemorrhaging millions in losses a week and most of the company's current films (*Angeles*, *Blank Check*, *The Ref*) playing in nearly empty houses, the pressure on *The Lion King* grows even more profound.

Judging from an early glimpse of *Lion King* footage, Disney seems to have somehow pulled it off. The film moves hard-bitten adults to tears, turns skeptical scowls to smiles and is anchored by the memorable anthem "The Circle of Life."

At a recent preview for theater owners, the exhibitors gave the film a robust ovation, and some industry experts say *The Lion King* will surpass *Aladdin* as the highest-grossing animated movie ever.

The movie opens in Radio City Music Hall in New York and Disney's El Capitan theater in Los Angeles on June 15, and nationally on June 24.

*Aladdin* is the highest-grossing animated film of all time, with domestic box-office receipts in excess of \$217 million. But the U.S. movie ticket sales tell only a fraction of the film's financial story.

Counting home-video sales of 24 million units (\$5 profit per cassette), an array of consumer products, international movie sales, and a popular soundtrack album, *Aladdin* accounted for a whopping 27 percent of Disney's total 1993 operating profits, according to a recent study by NatWest Securities.

Although that percentage may be slightly high, the importance of Disney's animated films cannot be overstated.

"It really is huge," NatWest analyst Paul Marsh says of the expectations for *The Lion King*, Disney's 32nd animated feature.

"Every new film, they seem to get better and better at promoting it," Marsh says. "Hopefully, they will keep the ball rolling."

Disney plans to release three animated movies every two years (*Pocahontas* is due next year) and has started producing direct-to-video animated movies (*Return of Jafar*, due May 28).

"It's tough to follow movies like *Beauty and the Beast* and *Aladdin*," says Don Hahn, the producer of *The Lion King*, as he feverishly tries to finish the film.

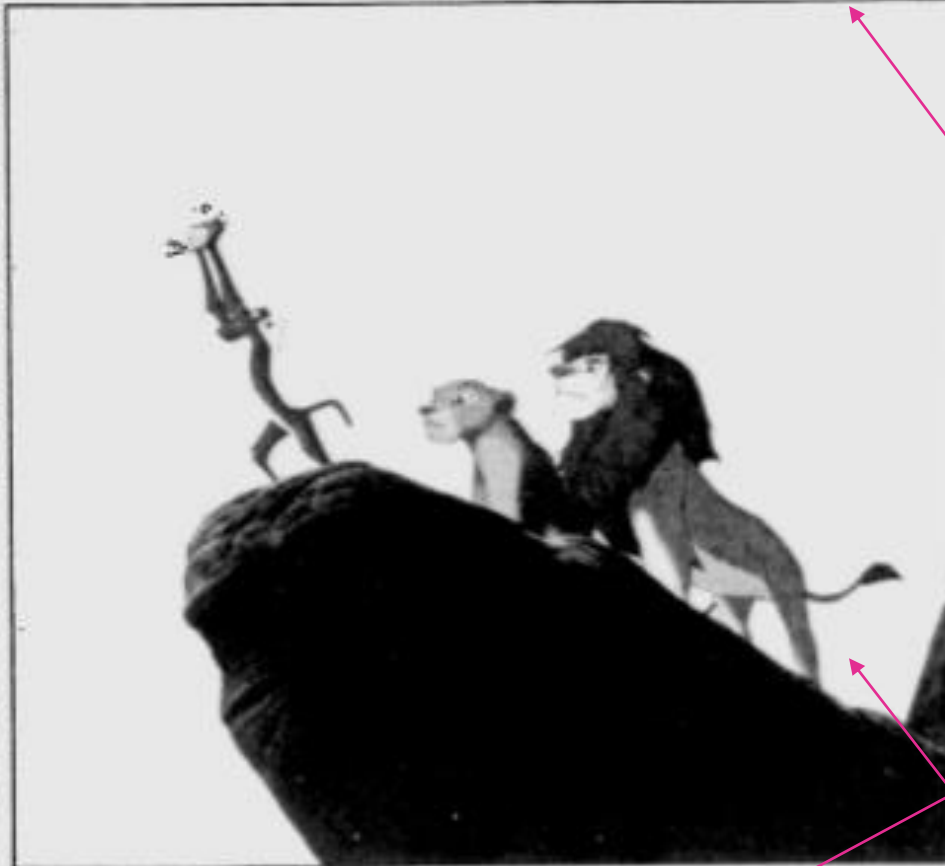
"And yet, at the end of the day, you can forget about that and just say, 'OK. How can we create something that's fresh and different and new?' If we kept remaking the same film again and again, we would lose our creative edge."

The movie tells the story of a young lion cub destined to rule the kingdom who flees when his evil uncle tricks him into believing that he caused his father's death. Unlike *Aladdin*, *Beauty and the Beast* and *The Little Mermaid*, there are no human characters in the film.

While not adapted from one specific book or story, *The Lion King* is strongly reminiscent of *Hamlet*, the Old Testament, Greek tragedy and classic hero mythology. If the thesis of *Beauty and the Beast* is don't judge a book by its cover, *The Lion King* tells about that moment when children become adults.

"I think that's why it's such a familiar story to people, even though it's an original story," says Hahn, who also produced *Beauty and the Beast* and was the associate producer on *Who Framed Roger Rabbit*.

The film features the voices of Jeremy Irons, Whoopi Goldberg, James Earl Jones, Matthew Broderick and Cheech Marin. The African-themed music, which should appeal to adult audiences as well, is by



Studio execs think their new animated movie, due in June, will rule box office

Elton John, Academy Award-winning lyricist Tim Rice and composer Hans Zimmer.

Repeating its strategy on *Aladdin*, *Beauty and the Beast* and *The Little Mermaid*, Disney will release *The Lion King* slowly. Theoretically, the film's word of mouth will precede its arrival in most cities, and pos-

itive reviews will become a central component in advertising.

The film's release will be accompanied by a blizzard of *Lion King* trinkets and memorabilia, ranging from commemorative candy bars to a children's lion toy that roars when petted. Burger King will promote *Lion King* in its fast-food restau-

rants and on television.

Merchandising experts say *Lion King* product sales could surpass \$4 billion, challenging the expected windfall for *The Flintstones*.

When all the tickets are counted, will *The Lion King* rule at the box office?

The smart money says: Yes.

Title

Headlines

Captions

Illustrations

# KidsPost

**CHIPMUNK** The presidential candidates will have a series of debates that will help voters decide for whom they want to vote.



**TODAY** Not so hot (but not too hot, either)  
**SEVEN** 75  
**LOW** 34  
TEMPERATURES FOR WASHINGTON, D.C. AND VICINITY



**KIDSPOST.COM** Test your civics knowledge by taking our online citizenship quiz!

## We the People includes kids, too

**T**here is a lot of discussion about the U.S. Constitution during this election year, but do you understand what all the fuss is about? Why should kids care?

Thomas Jefferson, our third president, cautioned that a nation cannot be ignorant and free. Today, we interpret that to mean our students are stronger if each person understands how our government works. Learning both sides on important issues and, when 18 years old, voting.

You're never too young to learn about civics — the study of the rights and duties of citizens. What is the Bill of Rights, and what freedoms are included in it? Are there limits on what our government can do? For example, can the government restrict freedom of speech or religion? If it believes the restrictions would be beneficial, what?

See the government in action. Since 1987, more than 30 million students from sixth to 12th grades have explored these and other questions through a nationwide program.



Teamwork helped Browne's Academy win We the People's Virginia state title. From left: Savannah Adkins, Taylor Moore, CJ Adkins, Justin Brown and Will Gorman.

Adkins placed second in citywide finals. Those at Alexandria's Browne's Academy won Virginia's middle school championship.

Each team prepared for a hearing

before a panel of judges. The challenge of answering follow-up questions designed to encourage students to logically defend their statements. "It made me feel like I could

Why is understanding how the government works important? Washington area students who participated in the "We the People" program have some answers:

"It's important to know what goes on and how things work in government."  
 — Cole Brown, 12, a student at Saint Hubert.

"I have a different perspective when looking at candidates now."  
 — Savannah Adkins, 14, a student at Browne's Academy, on how she feels at the presidential race.

"You are able to vote if you are a citizen."  
 — Desmond Tucker, 12, of Saint Hubert.

at Saint Hubert, the Constitution's protections are special. "Kids need to know what this country gives them." Kids think "that everyone in the world" has the same rights as Americans, she said.

Thomas Browner of Saint Hubert said she used to change TV channels whenever abortion news came on.

### TODAY'S NEWS



J.K. Rowling's new book, "The Casual Vacancy," is for adults.

### With adult book done, Rowling returns to Harry

Harry Potter author J.K. Rowling says it's time to return to Harry. Earlier this month, Rowling announced that her first book for adults, "The Casual Vacancy," will go on sale in September.

Now she's working on a Harry Potter encyclopedia.

"For a long time I have been planning an encyclopedia of Harry's world, and I have started working on it now," Rowling said.

"Some of it stems from the new rooms in Flourish," which is her new Harry Potter Web site. (The site is the best & easiest registration. A large ask a question button is on the side.)

- Title
- Caption
- Headline
- Illustration



# THE DAILY NEWS

www.dailynews.com

THE WORLD'S FAVOURITE NEWSPAPER

- Since 1879

## Live Dinosaur eggs found in NZ



**Scientists in New Zealand are shocked into silence.**

Last week, a farmer in the small New Zealand settlement of Oxford found a mound of large eggs in a swamp he was draining. The farmer, who does not wish to be named, decided to begin to lift them out of the way. As he got the digger bucket underneath the mound of eggs, he jumped down to check and heard loud sounds coming from some of the eggs. He was becoming aware that his find was a bit out of the ordinary. A quick phone call brought a

scientist from Canterbury University to the farm. As the farmer said to this interviewer, "One look at the eggs saw her on the phone. Don't know who she was talking to but from then on every man and his dog has been here." Since the first visit by the scientist the university has only put out one press release. In this it was confirmed that the eggs are live and that they are dinosaur eggs. The press release also stated that this find has huge ramifications for NZ and the world. Since then silence. What now...?

*Can you identify these?*

*Title*

*Caption*

*Headline*

*Illustration*

*Create a headline/title for a newspaper  
that is interesting and catchy.*

Imagine that a dragon flew into your school and  
ate the Principal.

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Students will:

- Learn about the sounds 'fl'
- Identify titles, headlines, captions and illustrations ✓
- Use prepositions to describe the location of an object.



# Prepositions

Example: Where is the pig?  
The pig is beside the peacock.

Where is the elephant?

Where is the cow?

Where is the owl?



Right

Behind



In front



Beside



Left



*Talk about the location of the following animals:*

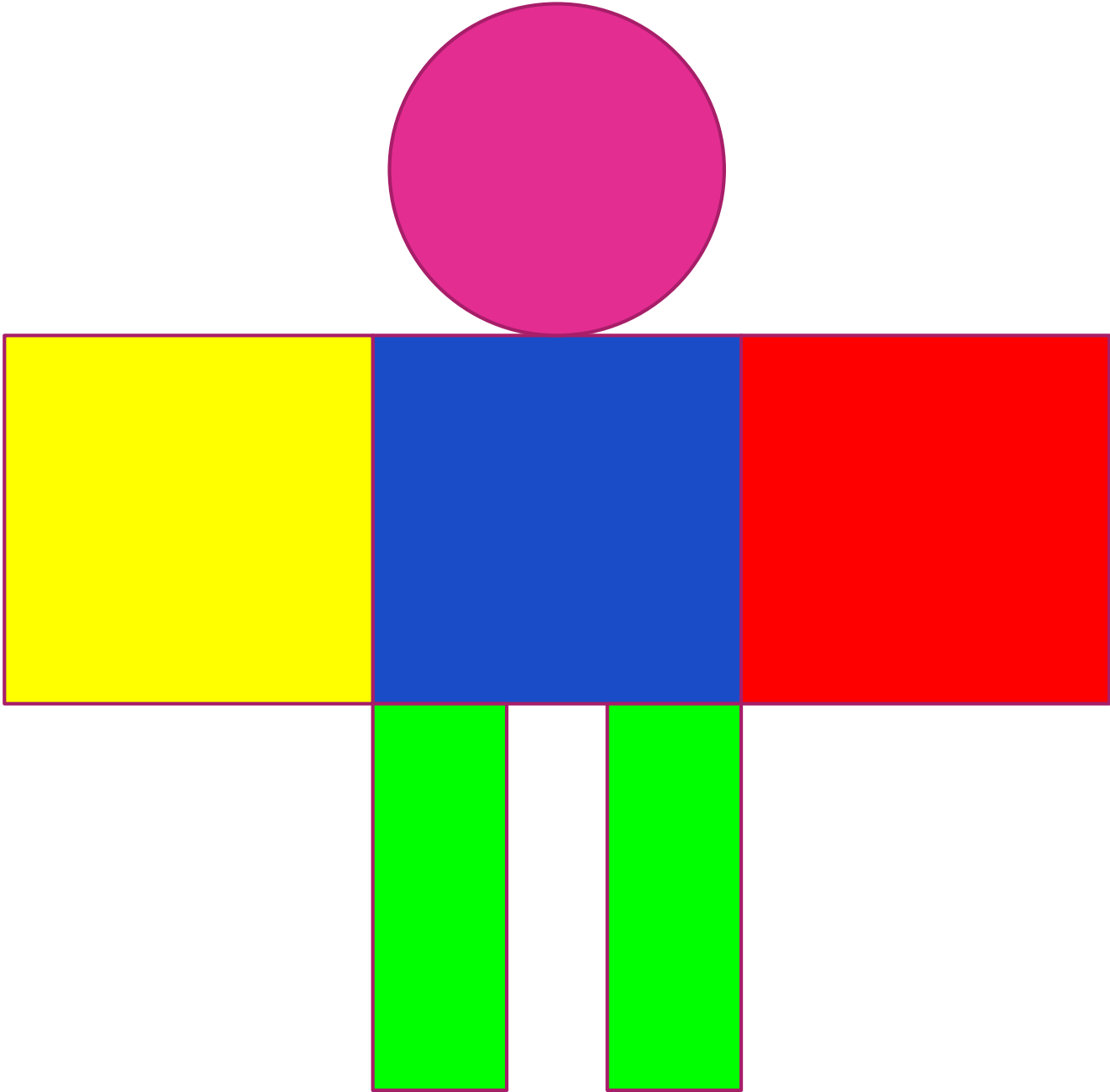
- *Monkey*
- *Sheep*
- *Giraffe*
- *Hippo*
- *Billy Goat*

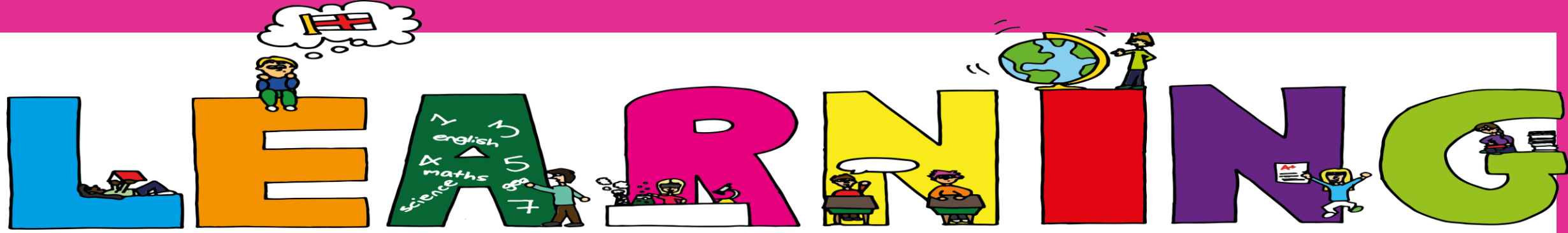


## *Draw a picture using the following instructions:*

- Draw a blue square in the middle of the page
- Draw a yellow square on the left hand side of the blue square
- Draw a red square on the right hand side of the blue square
- Draw a pink circle above the blue square
- Draw two green rectangles below the blue square on each corner of the blue square.







Students will:

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Lets read  
a story

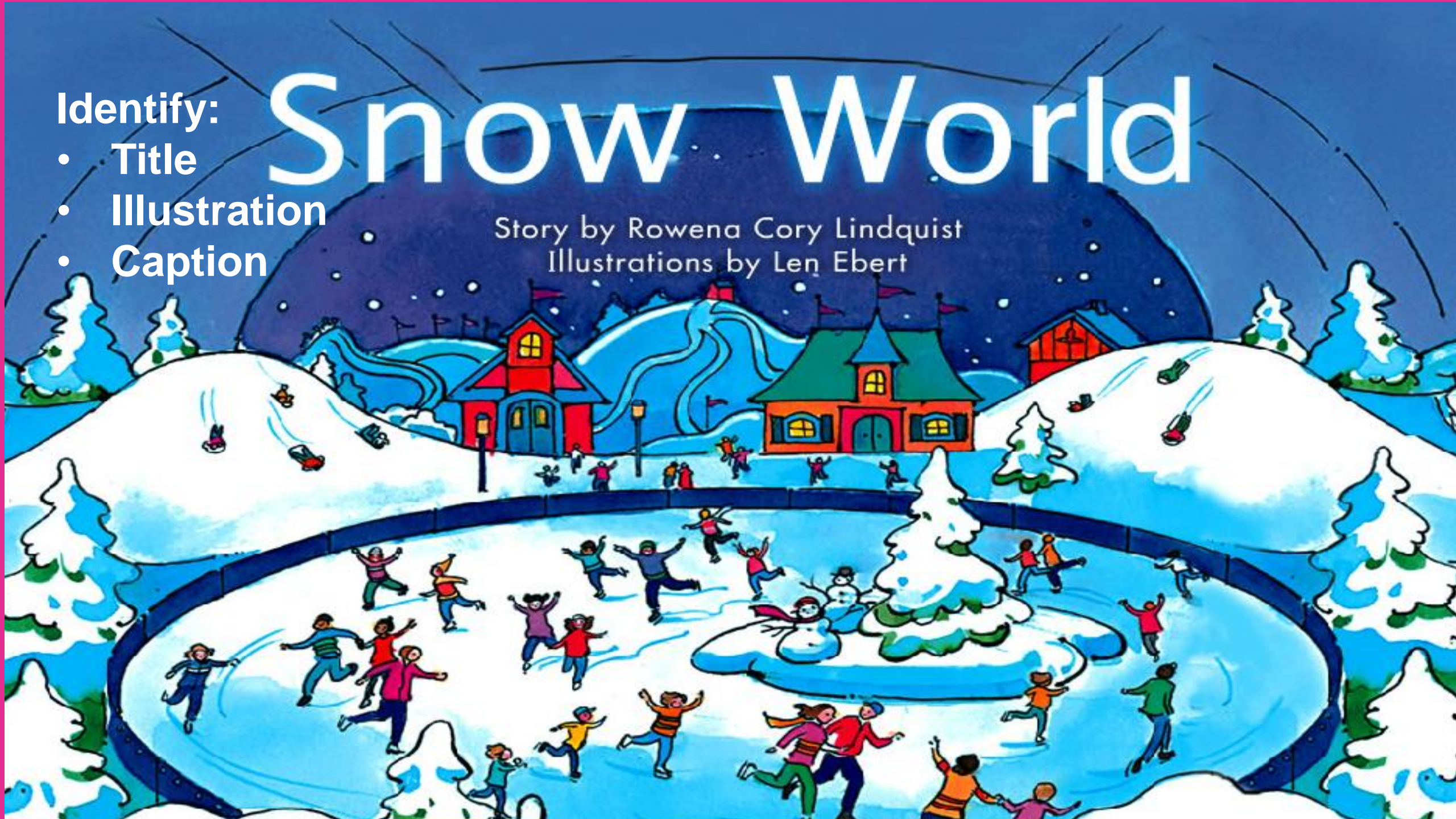


Identify:

- Title
- Illustration
- Caption

# Snow World

Story by Rowena Cory Lindquist  
Illustrations by Len Ebert



# *Pre-Reading Activities*

What do you think this story is about from the title and the illustration?



Saturday is when we go to Dad's. It's Dad's day.

Last Saturday, Dad took us to Snow World. My little brother Mario was excited. We had never seen snow before.

Dad bought tickets for the snow field. We waited while a man raked the snow. Then we ran onto the snow field.





We watched people skate.  
Some skaters went  
backwards. Some skaters  
did spins in the air.

“Dad, can you do that?”  
asked Mario.

Dad laughed. I like it when  
Dad laughs.

Dad helped Mario put his  
skates on. I put mine on but  
I couldn't stand up. How  
could I skate if I couldn't  
stand on my skates?



Dad pulled Mario onto the ice rink. I held Dad's hand, too.

"You have to glide like this," Dad said.

We tried to glide.

"Aaah!" Mario said.  
He fell on his bottom.  
Dad fell over too.





I let go of Dad's hand. I slid across the ice. I couldn't stop. I banged into the rail and hung onto it.

Dad and Mario were both laughing at me.

I laughed, too.

"Let's go on the snow slide," Dad said.





The snow slide was very high. Everyone screamed as they slid down it. Mario was too small so Dad had to go with him.

We climbed the stairs to the top. It was a long way down.

When it was my turn, I held on tight. I nearly fell off on the bend.

Then I landed in the snow at the bottom of the slide.



“Don’t you want us to come over on Saturdays, Dad?”  
I asked.

“Of course I do!” Dad said and hugged me. “I just wanted to make it a special day for you.”

“But Dad, just being with you is special,” I said.

Dad hugged us. It made me feel happy and special.



# *Reading Activity*

Think about a day where you had fun with your family.

Write a description about that day:

- What did you do?
- How did you feel?
- Who came with you?





LEARNING  
OUR WORDS !



## *Ready, Set, Go!*

Have a competition with your classmate(s) or on your own to list as many **'fl'** words in 1 minute as you can.



Write a definition of the **'fl'** words.



flag



flute



fleet

Write a definition of the 'fl' words.



flea



fly



flames



Write a definition of the **'fl'** words.



floor



flip flops



flower

# *Short Story*

Write a short story using the fl words as a class.

The teacher will begin the story by writing one sentence. You will continue the story by adding another sentence.

Be sure to use lots of adjectives and verbs.



Students will:

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# *Homework*

Think about your bedroom.  
Draw your bedroom and where all the furniture  
is located.

Write some sentences about the things beside  
your bed, under and above the bed and on the  
left and right side.

# *Final Thoughts*

- Do you have any questions?