

# ANIMALS

## LESSON 1: HABITATS, ABILITIES

### Linguistic objective

Vocabulary: students know names of selected habitats (*farm, forest, house, savannah*); students know names of selected animals (*horse, sheep, hen, duck, pig (Farm); (brown bear, wolf, fox, squirrel (Forest); frog, elephant, lion, monkey, kangaroo, snake (Savannah); gold fish, frog, duck (Water); budgie, gold fish, hamster, dog, cat (House)*); students know abilities (*walk, run, jump, swing, shake, fly, sleep, swim, climb*).

### Linguistic objective

Skills: listening, speaking, reading, writing.

### Linguistic objective

Functions: identifying and classifying habitats and abilities.

### Content objective

Students recognise different habitats where some animals live and identify the concepts of animal movement.

### Communication

Students talk about the different animals, habitats and abilities.

### Cognition

Students classify and match.

### Culture

Students familiarise themselves with different animals and their habitats.

### LEAD-IN: 5 MIN

The teacher prepares a picture of a room in a house, a flashcard of a sheep . The teacher sticks the picture of a room in a house on the upper left side of the board and asks students.

*T: What is this?*

*S: answer in English .*

The teacher sticks a flashcard of a sheep inside the house and asks students.

*T: Can a sheep live in a house?*

*S: answer in English.*

### ACTIVITY 1: 5 MIN

The teacher prepares pictures of 3 more habitats (Appendix 1 - Habitats): farm, forest, savannah. The teacher holds the picture of the sheep.

*T: The sheep doesn't live in a house. Where does the sheep live?*

*S: answer in English or L1\**

*T: Good! The sheep lives on a farm.*

The teacher sticks a picture of a farm next to the picture of the house that is already stuck on the board and gets the students to repeat (3-4 times), while pointing to the images.

*T & S: This is a house. This is a farm.*

The teacher shows 2 more habitats and follows the same procedure.

*T & Ss: This is a forest. This is savannah. This is water.*

The teacher explains in L1 that different animals live in different habitats. Explains what the word *habitat* means and writes the word *habitat* over the pictures on the board.

The teacher moves the picture with the house to the side explaining that *House* is not a natural place for an animal to live. The teacher also explains that some animals can be classified to more than one habitat, e.g. *a duck – farm/ water*.

### ACTIVITY 2: 20 MIN

The teacher prepares 20 flashcards of animals: horse, sheep, hen, duck, pig (Farm); brown bear, wolf, fox, squirrel (Forest); elephant, lion, monkey, kangaroo, snake (Savannah); frog, goldfish, (duck) (Water); budgie, gold fish, hamster, dog, cat (House); a basket/bag; magnets/blue tags.

Teacher asks students to come to the carpet space, next to the board.

Students are asked to sit on the floor in a circle. The teacher shows a basket/bag full of flashcards. In turns, each student pulls out a card from the basket/bag, shows it to the class and says the name of the animal on the card, in English (the teacher models the first round).

The teacher then points to one of the flashcards and asks:

*T: What is this?*

*S: answer [a name of an animal in English].*

Then the teacher repeats the word in English and invites all the other students to repeat.

*T: Where does the [animal name] live: on a farm, in a forest, in savannah, in water? Does it live in a house?*

The teacher points to the pictures of the habitats.

*S: answer the question. The [animal] lives in a [habitat].*

**Some animals can live in more than one habitat.**

Students then take turns in pulling out the flashcards and following the same procedure until the basket/bag gets empty.

The students go back to their seats.

### ACTIVITY 3: 15 MIN

The teacher prepares a worksheet; 8 flashcards of animals: kangaroo, budgie, duck, fox, horse, wolf, hamster and snake.

The teacher tells students that they are going to do worksheets individually, and hands them out. The teacher explains how the worksheet should be done by giving an example:

The teacher points to the Worksheet 1 and says:

*T: At the top, you have four habitats: farm, forest, water and savannah. At the bottom, you have animals. What is this?*

*S: Kangaroo.*

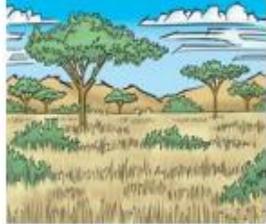
*T: Where does the kangaroo live?: on a farm, in water, in a forest or in a savannah?*

*S: The kangaroo lives in a savannah.*

*T: Write kangaroo here, under savannah.*

# HABITATS

PUT THE ANIMALS IN THE RIGHT HABITAT.

FARM	WATER	FOREST	SAVANNA
			



kangaroo



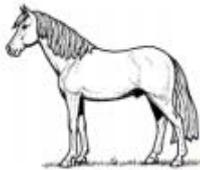
frog



duck



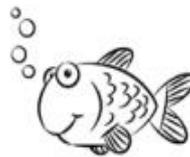
fox



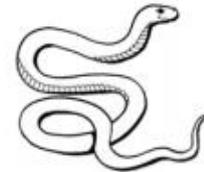
horse



wolf



gold fish



snake

The teacher writes “kangaroo” under the flashcard of savannah on the board.

*T: Now write the names of the animals under the right habitat. You have 5 minutes.*

The teacher and the students check the exercise. The teacher places the animal flashcards face down on a desk and uses the pictures of habitats that are stuck on the board. The students, one by one, come to the board, pick one flashcard and stick it under the corresponding habitat.

*S: Horse.*

*T: Where does the horse live?*

*S: The (horse) lives (on a farm).*

#### ACTIVITY 4: 25 MIN

Students watch the video <https://www.youtube.com/watch?v=wCfWmlnJl-A> and are asked to name all the animals from the song. The teacher makes sure students know all the animals (esp., rattle snake, pelican, and koala) and drills pronunciation where necessary.

The teacher asks the students to come to the carpet area and make a circle. Everyone is standing up. Then the teacher pretends to be a kangaroo.

*T: I am a kangaroo. I can jump. Jump! Jump! Jump!*

*Now, it's your turn!*

The students perform the movement and say the action word at the same time. The teacher writes the action words on the board as the students perform the actions. The procedure is repeated for all of the other pairs: elephant/swing; rattle snake/shake; pelican/fly; koala/sleep; lion/run; pig/walk; gold fish/swim; monkey/climb.

The teacher plays the video again and students sing along and do the actions.

Then the teacher tells the students that they are going to add more animals to the song.

*T: Let's add more animals, for example a goldfish.*

*The teacher shows the flashcard with the goldfish.*

*T: What can the goldfish do? The goldfish can ...*

Students finish the sentence and sing the song: *Swim, swim, swim, like a gold fish* (repeat 3 times). Sing the animal song. The same for monkey, pig and lion: goldfish/swim; monkey/climb, pig/walk, lion/run.