

## Animals

Instructor	Bernadette Murphy
Class/Level	Young Children- Preschool age to early elementary school  Low/Beginner
Time	50-60 minutes
Topic	Animals- physical descriptions, sounds, their habitats
Skill(s) in Focus	Speaking: Describing animals and their natural homes  Listening: Holding up pictures of animals after sentences are read about them  Listening/Speaking: Saying animal sounds after the animal is shown and read off
Goal(s)	<ul style="list-style-type: none"><li>● Work on becoming more comfortable in speaking up in front of classmates and in a group</li><li>● See that there are many different places that animals can live outside of homes</li><li>● Connecting animal sounds they likely already know to the English word</li></ul>

Objectives	<p>By the end of the lesson students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe an animal with at least 2 different descriptors (habitat, size, color, sound, etc)</li> <li>2. Say the sound that an animal makes when shown or said</li> <li>3. Match at least 2 animals to their correct habitat</li> </ol>
Materials	<ul style="list-style-type: none"> <li>● YouTube video (Appendix A)</li> <li>● Animal/Habitat Cards (Appendix B)</li> <li>● Animal related book (Classroom/Teacher)</li> </ul>

## Class Description

### Warm-up: 5-8 minutes

Participation framework: Whole class

Objective #N/A

1. T asks Ss to get into a circle to encourage a relaxed environment.
2. T tells Ss that today's lesson will be about animals.
3. T will show warm up animal cards one at a time.
4. T will ask Ss if they know what the animal is or what sound it makes. T should call on S that is quiet and has their hand raised.
5. If no S knows it, T will talk to the class about each animal. T should say the name of the animal and point to word on the card. T should also say the sound the animal makes and where it lives.
6. These activities should be used to present information and informally assess the vocabulary of the students.
7. Ss can remain in circle.

### Listening 5-10 Minutes (Depending on book length)

Participation Framework: Whole Class

Objective #2

1. T reads an animal related book from personal/classroom library. This book should have many different animals in it. Ideally, the book is centered around animal sounds, but is dependent on teacher book availability.
2. As T reads, T stops as a new animal comes up and asks the class to say what sound the animal makes. T should repeat the name of the animal and its sound.
3. T should assess that all students are participating throughout the reading.
4. After reading the story, T flips through book again and points to the animals and has the class repeat the sounds. T assesses that any students who missed it the first time have remembered it the second time.
5. Ss can remain in circle.

### Speaking/Listening 10-12 min

Participation Framework: Whole class/Individual

Objective #1

1. T reads out animal related vocabulary list. T should use warm up cards and habitat cards in order to solidify information. Cards should be placed on board/easel in a way that T can write matching vocab words underneath as the class goes over them.
2. T chooses a S to stand in front of the class. T whispers one of the animals to S. T tells S that they should describe the animal using as many words as they can think of.
3. T tells Ss in audience that they will try to guess what the animal is.
4. T models an example by asking S to give T an animal.

EX.

S: dog

T: The animal is a pet.. The animal says “WOOF.” The animal is furry. What is my animal?

5. T picks 5 students to complete activity in front of class.
6. T should assess vocabulary usage as students are speaking. Ts should also assess that Ss are listening by observing the Ss in audience.
7. T picks Ss to guess animal so that many students can speak.
8. T can either instruct students to return to desks, or if classroom set up does not involve desks, T discretion is used for way Ss are seated.

### **Vocabulary/Speaking 15-20 Minutes**

Participation Framework: Whole class/Groups of 3

Objective #3

Video (5 minutes)

1. T plays the Animals and their Habitats video. Link is found in the Appendix.
  - a. T should remind students that there will be a lot of words in the video and it is okay to not understand them. T tells Ss to listen to the names of the animals and words that describe them and where they live

Discussion (3-5 minutes)

2. T asks Ss what animals they saw. When T picks on a S to answer, T should also ask where they think that animal lives. T asks 4-5 Students. Ts should guide students to correct response if they are having trouble.

a. EX.

S: I saw a fish.

T: Where do you think fish live?

S: In the ocean

T: Good job!

Group work (8-10 minutes)

3. T puts students into groups of 3. T gives out habitat and animal cards to each group. T tells Ss that they should try to match the animal into the correct habitat. T tells Ss to think about the video and what animals they just talked about. T tells Ss to raise their hands when they finish.
  - a. T walks around room to assess. Ts should observe how Ss work together, if they are using the vocab correctly, and their pronunciation.

- b. When a group finishes, Ts should check the matching and either confirm or help correct mistakes.
- c. T asks the groups individually to say what the animals are and where they live. If Ss don't know the names, T tells Ss to describe the animals and the places.

**Cool down/Wrap up 5 minutes**

Participation Framework: Whole Class

Objective #N/A

1. T asks Ss to think of animal sounds in their heads.
2. T asks for volunteers to say animal sounds and Ss in the class can guess.
3. This does not need to be structured with hand raising, but rather an informal cool down and assessment to see if students have connected the animal sounds to the English word.
4. Ts can also ask class where the animal lives after they have guessed it.

Appendix A:

Warm Up Animal Cards



Dog



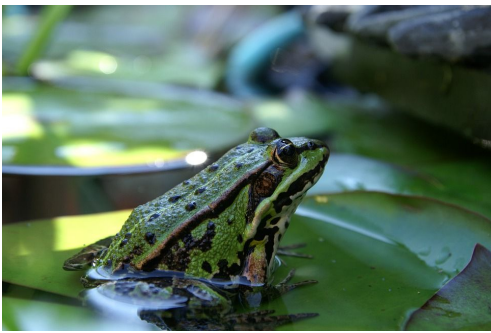
Cat



Pig



Cow



Frog

Appendix B:

Vocabulary List

Dog	Pet	Bark	Woof	Furry	Soft
Cat	Meow	Tail			
Pig	Pink	Farm	Oink		
Cow	Black	White	Moo		
Frog	Pond	Rabbit	Green		
Lion	Roar	Yellow	Desert		
Fish	Ocean	Swim			
Toucan	Bird	Trees	Jungle		
Polar Bear		Snow	Cold	White	

Appendix C:

YouTube Link: Animals and Their Habitats

<https://www.youtube.com/watch?v=kjZsKiZZ6dQ>

Appendix D:

Animal and Habitat Cards

Lion and Desert



Polar Bear and Arctic





Fish and Ocean





Toucan and Jungle



