

3 Science: The World of Animals

[Year 2/3]



Lesson 1 topic: *Habitats, abilities*

Lesson 2 topic: *Anatomical parts of animals*

Lesson 3 topic: *Eating habits of animals*

This module was designed for year 2/3 and it comprises the following three lesson topics:

Lesson 1 topic: Habitats, abilities

Table 4 - The World of Animals. Lesson 1: Activities & Appendixes

Activities	Appendixes
Lead-in	1 and 2
1	1
2	2
3	2 and 3
4	
5	4 and 5
Fast finisher	6

Lesson 2 topic: Anatomical parts of animals

Table 5 - The World of Animals. Lesson 2: Activities & Appendixes

Activities	Appendixes
Lead-in	
1	1 and 2
2	
3	3
4	4
5	5

Lesson 3 topic: Eating habits of animals

Table 6 - The World of Animals. Lesson 3: Activities & Appendixes

Activities	Appendixes
Lead-in	1
1	2
2	3
3	

3.1 Science - 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 (**Appendix 1**), a flashcard of a sheep (**Appendix 2**). 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 or L1.*

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 or L1.*



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**

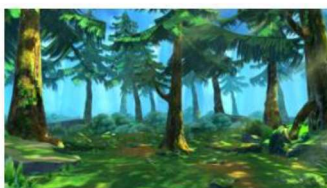
T: Good! The sheep lives on a farm.

- 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.



Farm

https://static.goodgamestudios.com/wpcontent/uploads/2014/11/bir_farm_tablet_1024x550.jpg



Forest

https://img2.cgtrader.com/items/136857/cartoon_forest_scene_02_3d_model_max_2c916a80-50d8-400b-a9ee-70ead2beb1bd.jpg

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 from **Appendix 1** on the board.

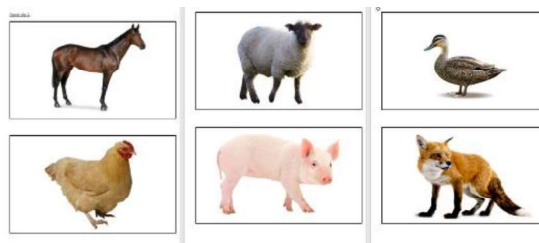
The teacher moves the picture with the house to the side explaining that House is not a natural place for an animal to live. The teacher also explains that some animals can be classified to more than one habitat, e.g. a *duck – farm/ water*.



ACTIVITY 2: 20 MIN

- The teacher prepares 20 flashcards of animals (**Appendix 2 - 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 L1* or 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 (**Appendix 3** - Worksheet 1); 8 flashcards of animals (**Appendix 2** - 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:



T: Look at the worksheet.

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.

- 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 (**Appendix 2**) 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=wCfWmInJI-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 Animal Song

- 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!*

while performing the action.

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.*

OPTIONALLY FOR WEAKER GROUPS: *After watching the video and adding more action words to the song the teacher can add a list of the action words and the corresponding animals from the song on the board or on a poster so that the children could visualise the actions. This will help weaker students when singing and when doing the last worksheet.*



ACTIVITY 5: 20 MIN

- The teacher prepares the worksheet with a gap filling exercise (**Appendix 4 - Worksheet 2**); 8 small pictures of animals (**Appendix 5 - Small pictures of animals**): kangaroo, elephant, snake, pelican koala, lion, gold fish, monkey; 1 flashcard: pig

Appendix 5

Appendix 4

Name: _____ Date: _____

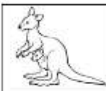








Fill in the gaps with the pictures:

1. The _____ can walk.

2. The _____ can run.

3. The _____ can swim.

4. The _____ can climb.

- In pairs, students are given a worksheet with a gap filling exercise (**Appendix 4**) and an envelope with 8 different pictures (**Appendix 5 - Small pictures of animals**). Or, the teacher can give students **Appendix 5** and ask them to cut up the pictures. The teacher asks the students to open the envelopes. The teacher explains how to do the exercise on the worksheet. The teacher writes the first sentence on the board:

The _____ can walk.

 Then, she/he shows the flashcard of a PIG to the class and sticks it in the gap and reads the sentence.
- In pairs, students do the worksheet. They fill in the gaps with the corresponding pictures of the animals to complete the sentences. The teacher gives them a time limit. After the worksheet has been done, the students read the sentences out loud, and the whole class checks if they are correct.



Fast finishers – See Appendix 6

Appendix

Text finished worksheet

Habitats

HOW MANY ANIMALS CAN YOU DRAW IN EACH HABITAT?

Farm	Water	Forest	Savanna



When the students answer in L1, the teacher has to repeat the words/sentences in English.

3.1.1 ANIMALS – LESSON 1 – APPENDIX 1



House

(<https://i.ytimg.com/vi/JAO5Ttj4DV8/maxresdefault.jpg>)



Farm

(https://static.goodgamestudios.com/wpcontent/uploads/2014/11/big_farm_tablet_1024x550.jpg)



Forest

(https://img2.cgtrader.com/items/136857/cartoon_forest_scene_02_3d_model_max_2c916a80-50d8-400b-a9ee-70ead2beb1bd.jpg)



© 2010 Stamping Station, Inc.

Savannah

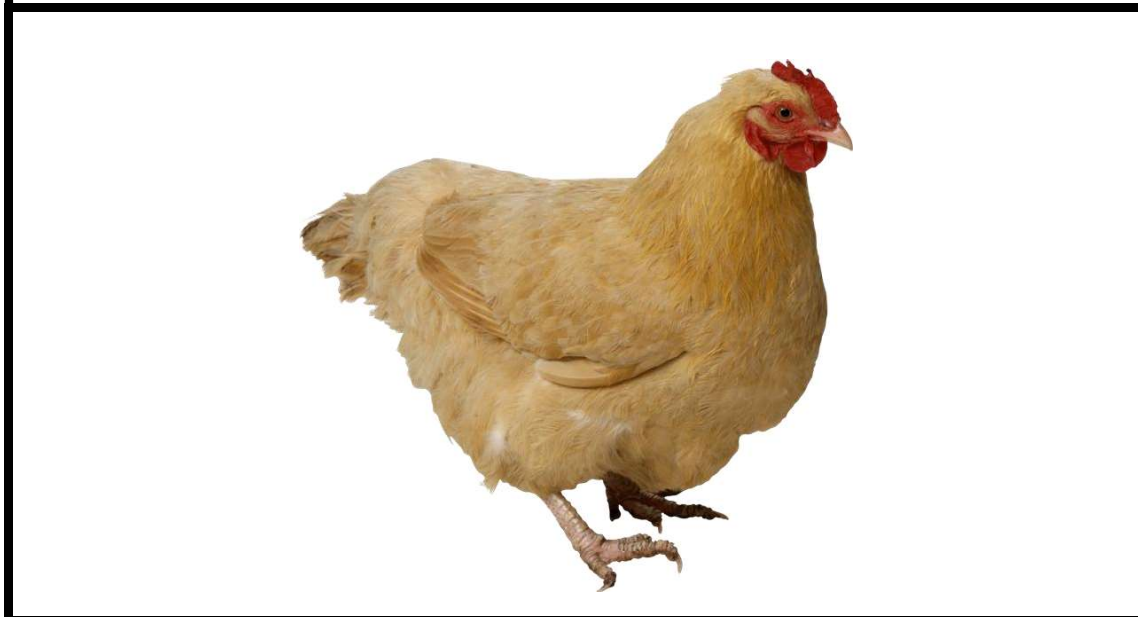
(<http://www.deanvigyikan.com/wp-content/uploads/2011/07/Savanna-Art-Drawing.jpg>)



Water

(<http://www.tutorvista.com/biology/different-habitats>)

3.1.2 ANIMALS – LESSON 1 – APPENDIX 2



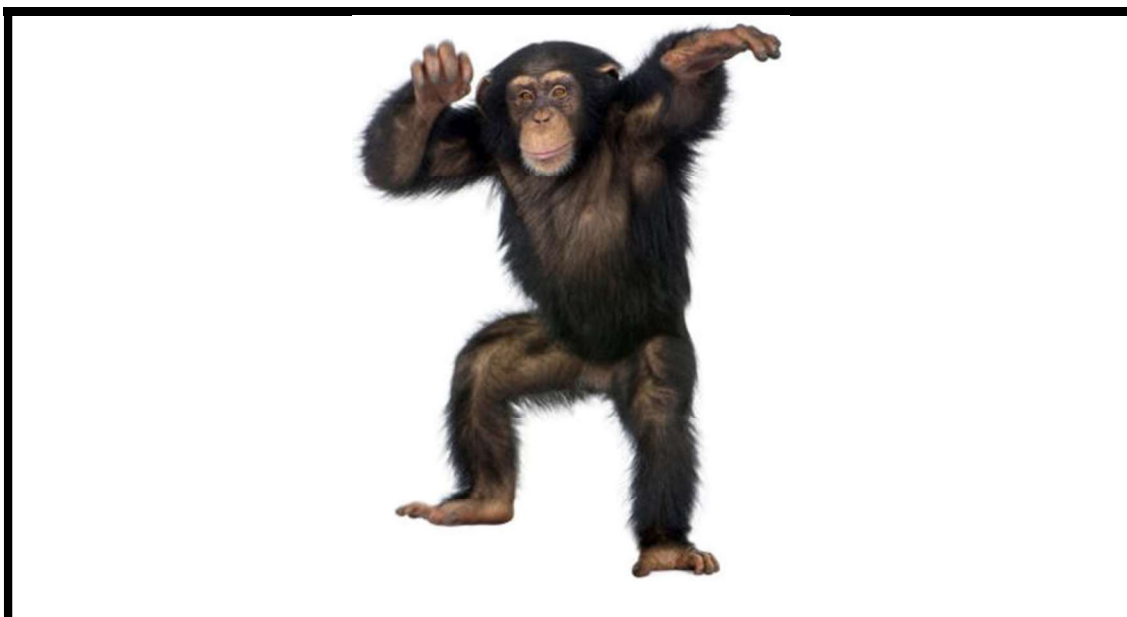




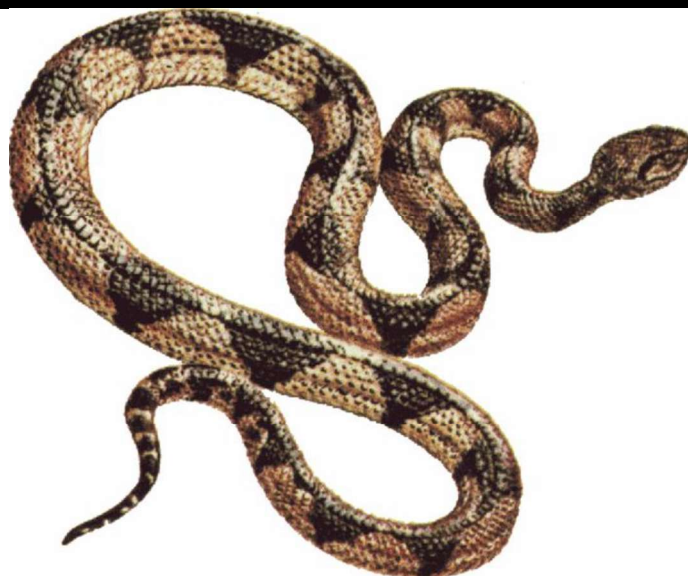
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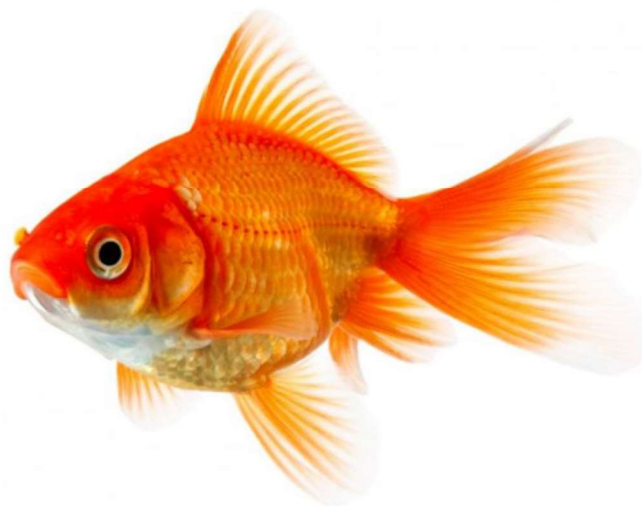


















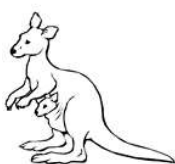
3.1.3 ANIMALS – LESSON 1 – APPENDIX 3

NAME..... Date:

HABITATS

PUT THE ANIMALS IN THE RIGHT HABITAT.

FARM	WATER	FOREST	SAVANNA
			



kangaroo



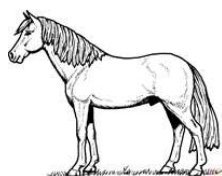
frog



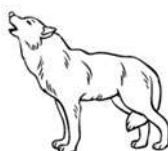
duck



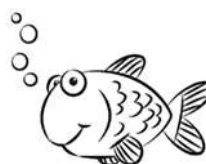
fox



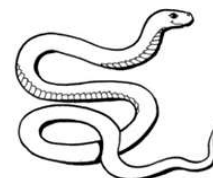
horse



wolf



gold fish



snake

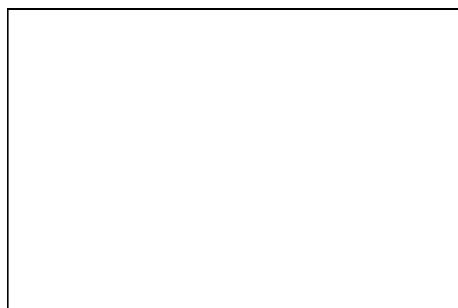
3.1.4 ANIMALS – LESSON 1 – APPENDIX 4

Name:

Date:


Fill in the gaps with the pictures:

1. The



can **walk**.

2. The



can **run**.

3. The



can **swim**.

4. The

--

can **climb**.

5. The

--

can **jump**.

6. The

--

can **shake**.

7. The

--

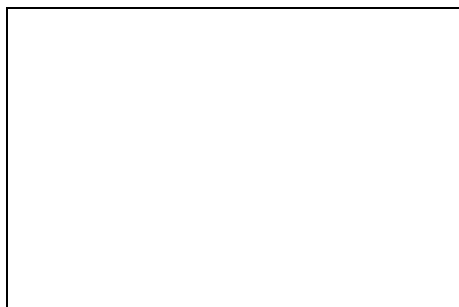
can **sleep**.

8. The

--

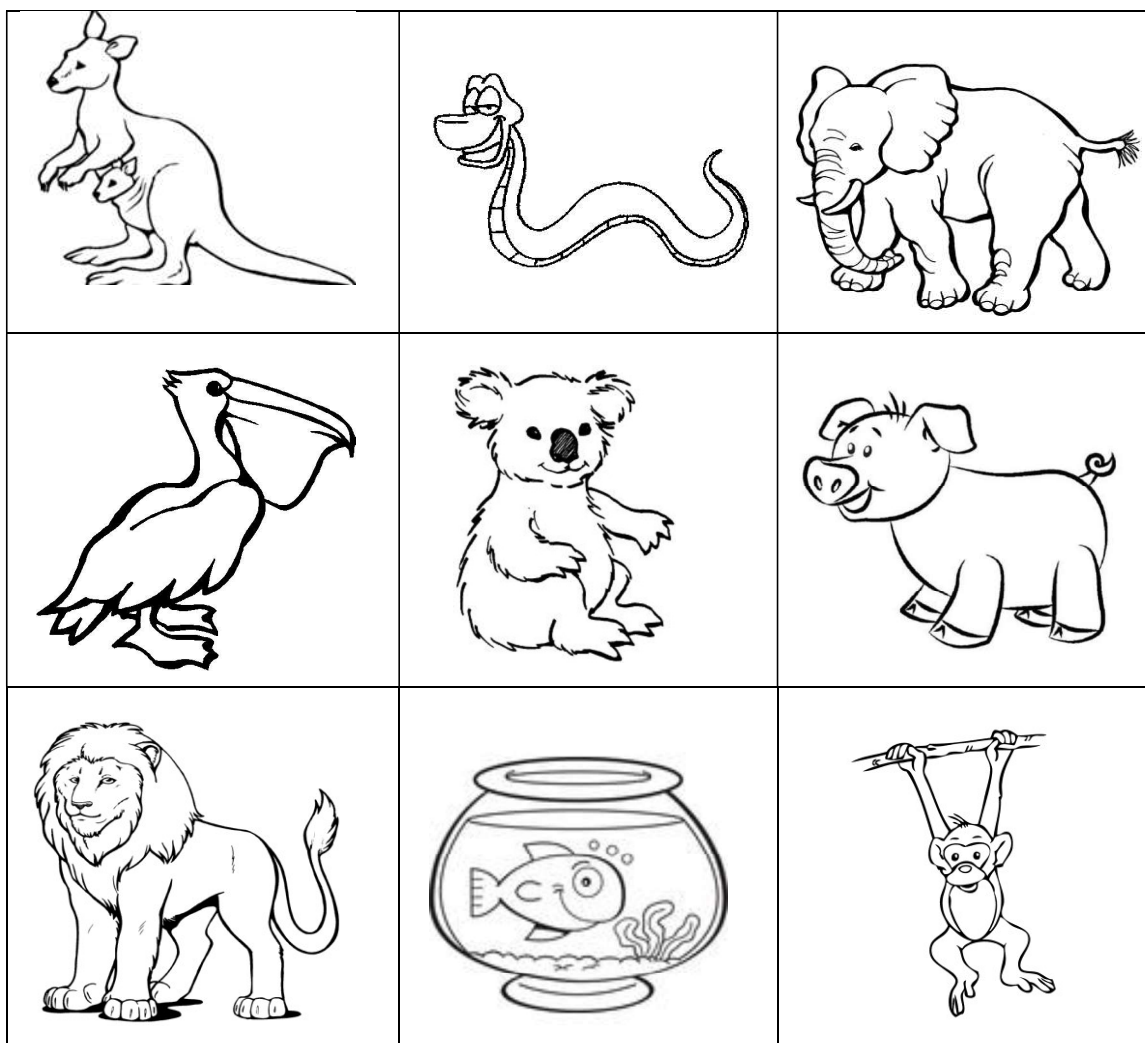
can **fly**.

9. The



can swing.

3.1.5 ANIMALS – LESSON 1 – APPENDIX 5



FAST FINISHER WORKSHEET

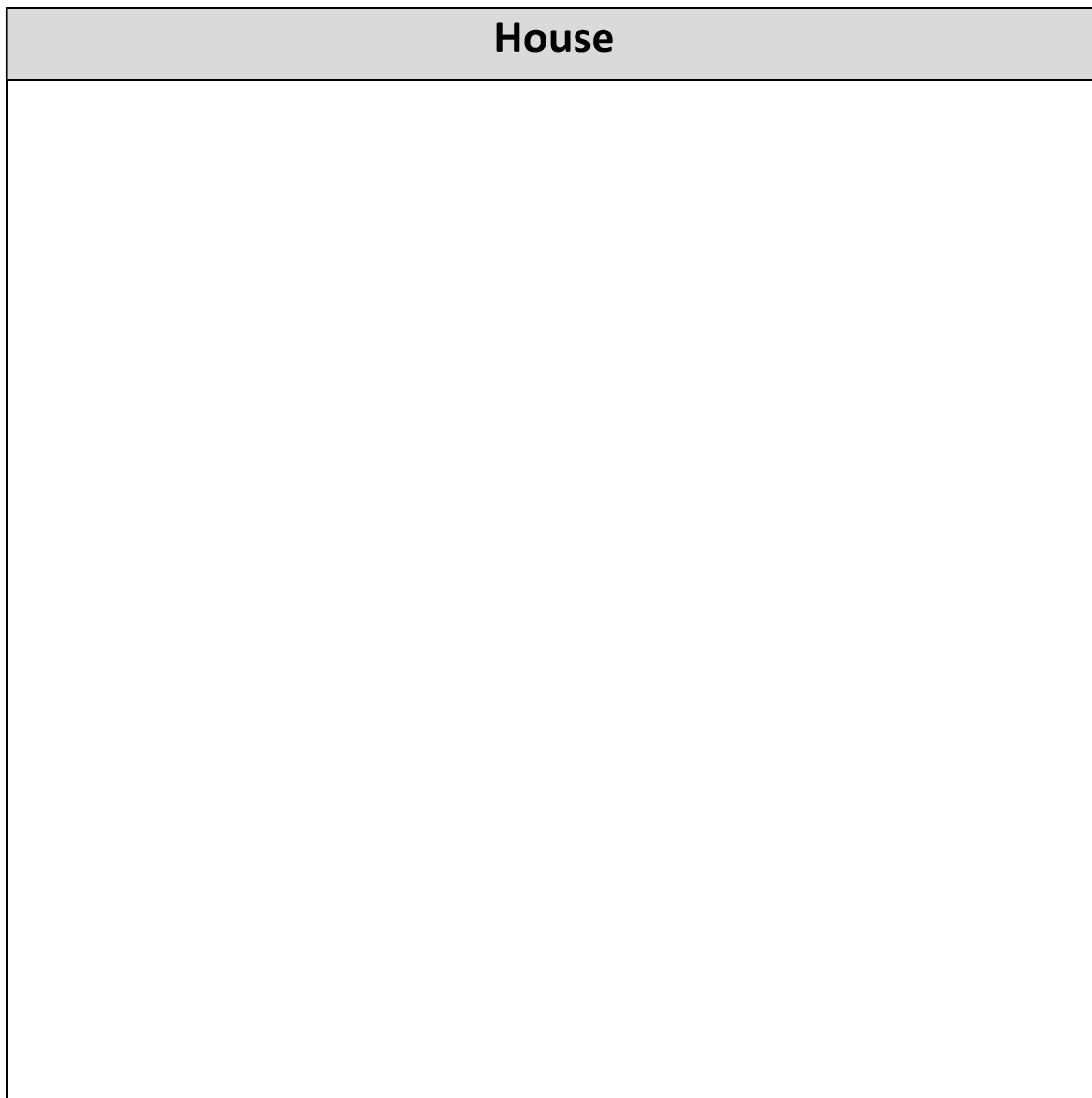
Habitats

HOW MANY ANIMALS CAN YOU DRAW OR WRITE IN EACH HABITAT?

Farm	Water	Forest	Savanna

WHAT ANIMALS LIVE IN A HOUSE AS PETS? DRAW OR WRITE.

House



3.2 Science - Lesson 2: Anatomical Parts of Animals

■ Linguistic objective

Vocabulary: Students know names of the different body parts of the animals: *eye, ear, mouth, body, tail, leg, trunk, fin, wing, beak*; students know names of body covering: *fur, scales, and feathers*.

■ Linguistic objective

Skills: students practise listening, speaking, reading, writing.

■ Linguistic objective

Functions: students identify and classify body parts and body coverings.

■ Content objective

Students recognise different body parts of the animals and different types of coverings.

■ Communication

Students talk about habitats, the abilities, the different body parts, and the body coverings of animals.

■ Cognition

Students classify, match, and categorise.



LEAD-IN: 10 MIN

- The teacher prepares a bag filled with toy animals or flashcards from **Lesson 1 - Appendix 2**: *goldfish, bird, bear, elephant, horse, snake, frog, and duck*. The teacher asks a student to take out an animal from the bag and to talk about it.

T: What is it?

S: It is a (horse).

T: Where does the (horse) live?

S: The (horse) lives (on the farm).

T: What can the (horse) do?

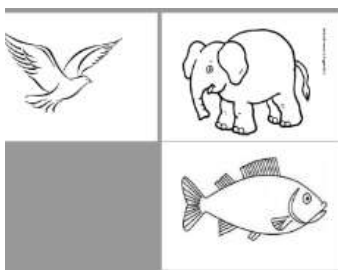
S: The (horse) can (run).

The students repeat the same procedure until all the animals have been taken out of the bag.



ACTIVITY 1: 15 MIN

- 3 large drawings (just the outlines) of animals (**Appendix 1 - Animal outlines**): *elephant, fish, bird*; labels with the different parts of the body (**Appendix 2 - Labels of body parts**): *eye, ear, mouth, body, leg, tail, trunk, fins, wings, beak*.



The teacher and the students look at the elephant toy/ flashcard which was in the bag at the beginning of the lesson, and talk about its different parts of the body.

T & S: The elephant has got ... [points to the ears and elicits the word].

The teacher repeats the procedure with different animals. The students name in L1 the body parts they do not know in English and the teacher introduces new vocabulary items *tail, trunk, fins, wings, and beak*.

- Then the teacher sticks a large drawing (the outline) of an elephant to the board. The teacher reads and shows a set of labels with different parts of the body of the elephant. The students repeat the body parts. Afterwards, the teacher asks selected students to stick the labels with body parts on the drawing, in the right place. The teacher shows and hangs two more drawings (outlines) - *fish* and *bird* – and asks selected students to label the body parts of the *bird* and the *fish*.



ACTIVITY 2: 10 MIN

- **TPR – Song:** The teacher tells the students to stand up and make a circle. To the melody of *Head, shoulders, knees, and toes*, (see melody at: <https://www.youtube.com/watch?v=9u77Fb-rkfc>), the teacher sings and mimes the actions of the song with the lyrics below. The students listen to the song and mime along with the teacher. Then they sing and mime again.

EYES, EARS, BEAK AND MOUTH,

BEAK AND MOUTH,

EYES, EARS, BEAK AND MOUTH,

BEAK AND MOUTH,

WINGS AND LEGS, AND TRUNK AND TAIL,

EYES, EARS, BEAK AND MOUTH,

BEAK AND MOUTH



OPTIONALLY FOR WEAKER STUDENTS: the teacher can write out the lyrics of the song on a big poster or stick the word cards from **Appendix 2** in the right sequence on the board for the weaker students to be able to follow.



ACTIVITY 3: 10 MIN

- The teacher prepares 4 cards with riddles and 4 pictures of animals for each pair of students (**Appendix 3 - Cards with riddles and pictures**).

Cards with riddles and pictures

<p>It has got legs. It has not got a mouth. It has got wings. It has got a tail. What is it?</p>	<p>It has got a tail It hasn't got legs It has got a mouth It hasn't got fins What is it?</p>
<p>It has got ears. It has not got a beak. It has got a tail. It has got legs. What is it?</p>	<p>It has got eyes. It hasn't got ears. It has got a tail. It has got fins. What is it?</p>
	

Students go back to their seats and work in pairs. The teacher tells the students that they are going to solve some riddles. The teacher explains how it is done (In English or L1). The teacher gives each pair a pack of 4 small riddle cards and 4 picture cards of different animals (**Appendix 3 - Cards with riddles and pictures**).

One of the students reads the riddle while the other tries to guess the animal. After guessing the animal he/she chooses the right picture and matches it with the riddle.

When students have finished the activity, the teacher invites one of the students to read the completed riddles to the whole class for checking.



ACTIVITY 4: 10 MIN

- Three pictures of body coverings (**Appendix 4 - Body coverings**): *fur, feather, scales*; Flashcards with animals: *snake, goldfish, duck, budgie, brown bear, and squirrel*. (**Lesson 1 Appendix 2 - Flashcards with animals**).
- The teacher shows and names 3 pictures: *fur, feather* and *scales* (**Appendix 4 - Body coverings**). Students repeat the new words. Then, the teacher places the 3 pictures on the board. The teacher has a chosen pack of flashcards of animals (**Lesson 1 Appendix 2 - Flashcards with animals**) and asks selected students to come up and take a flashcard.

T: Take a card. What is this?

S: This is a (budgie).

T: Has the (budgie) got fur, feathers, or scales?

S: The (budgie) has got (feathers).

- The student places the flashcard under the correct body covering on the board. The same procedure continues for other animals.
- The teacher and the students talk in L1 about why animals have *fur*, *feather* and *scales*.



ACTIVITY 5: 30 MIN

- The teacher prepares a worksheet with body parts, coverings and animals (**Appendix 5 - Grid**) and gives the students the worksheet where they have to complete a grid and build sentences.

Appendix 5

PUT ✓ (HAS GOT) OR X (HASN'T GOT).

	goldfish	fox	sheep	hen	duck	snake
scales	✓					
fur	x					
feather	x					
tail	✓					
beak	x					
ears	x					
wings	x					
legs	x					

- The teacher explains how the exercise is done by giving the first example.

T: Look at the first column! Has the goldfish got scales?

Ss: Yes, it has.

T: Excellent! Put a tick.

T: Has the goldfish got fur?

Ss: No, it hasn't.

T: Excellent! Put a cross.

Individually, the students complete the grid.

- Then the teacher projects the grid on the board and asks the students to help her fill it in. Students correct mistakes. Alternatively, they swap their worksheet with their partner's and correct it.
- The students work in pairs. Student A secretly chooses one of the animals in the grid and builds 4 sentences about the animal following the example under the grid. Student B tries to guess which animal is being described. Next they change roles. The procedure can be repeated a few times.



When the students answer in L1, the teacher has to repeat the words/sentences in English.

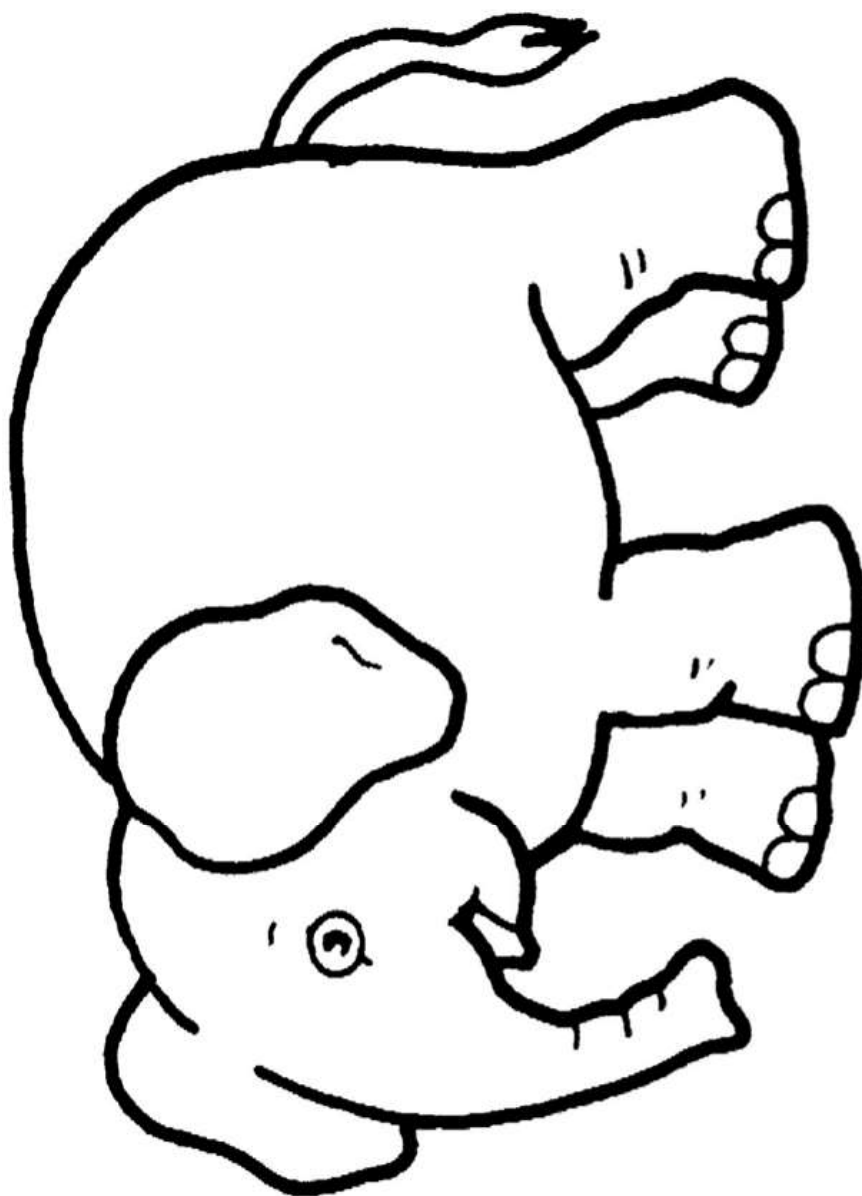


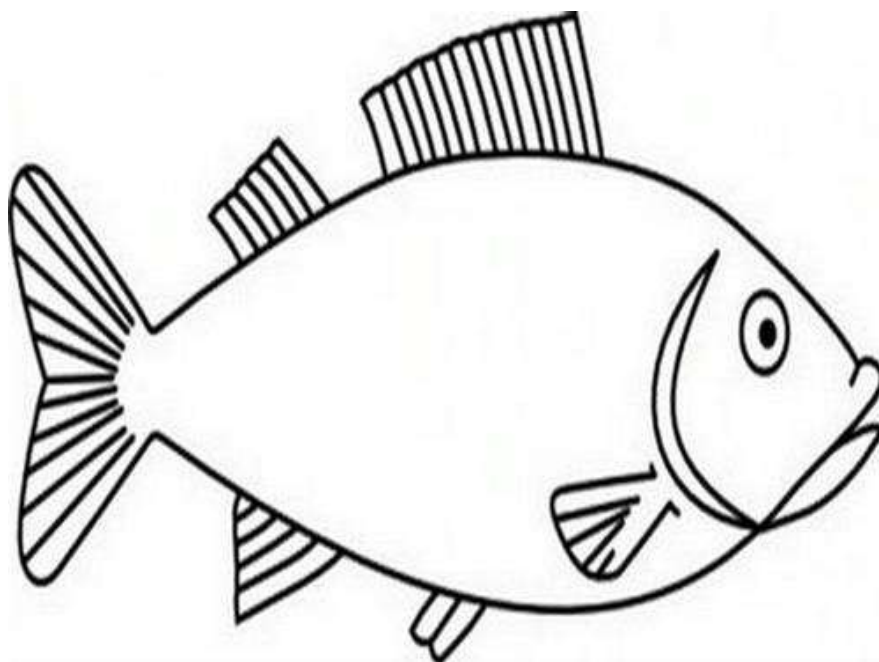
Fast finishers: Students play a memory game or card game with their partner.

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-animal-body-parts.pdf>



3.2.1 ANIMALS – LESSON 2 – APPENDIX 1







3.2.2 ANIMALS – LESSON 2 – APPENDIX 2

eye

eye

eye

trunk

ear

leg

leg

body

body

body

mouth

mouth

mouth

tail

tail

fin

tail

wing

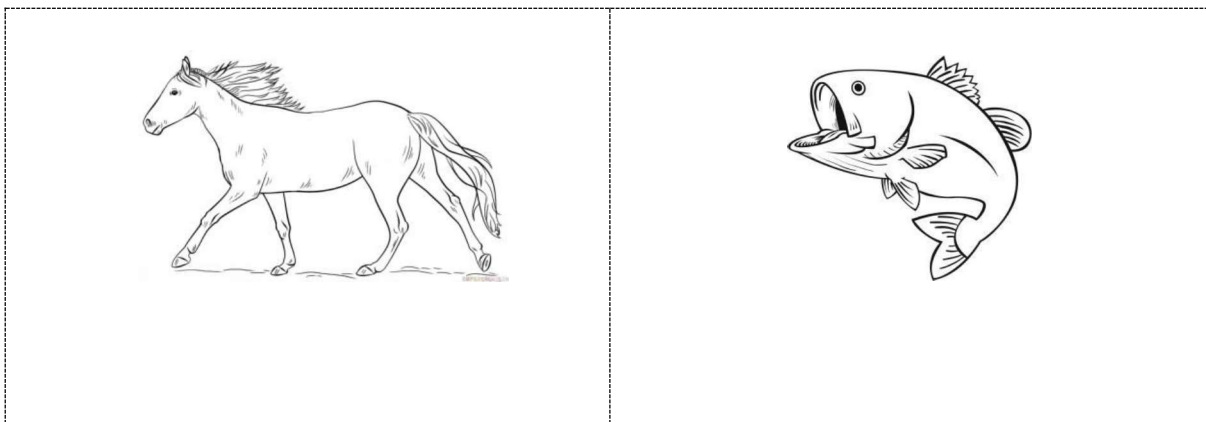
beak

3.2.3 ANIMALS – LESSON 2 – APPENDIX 3

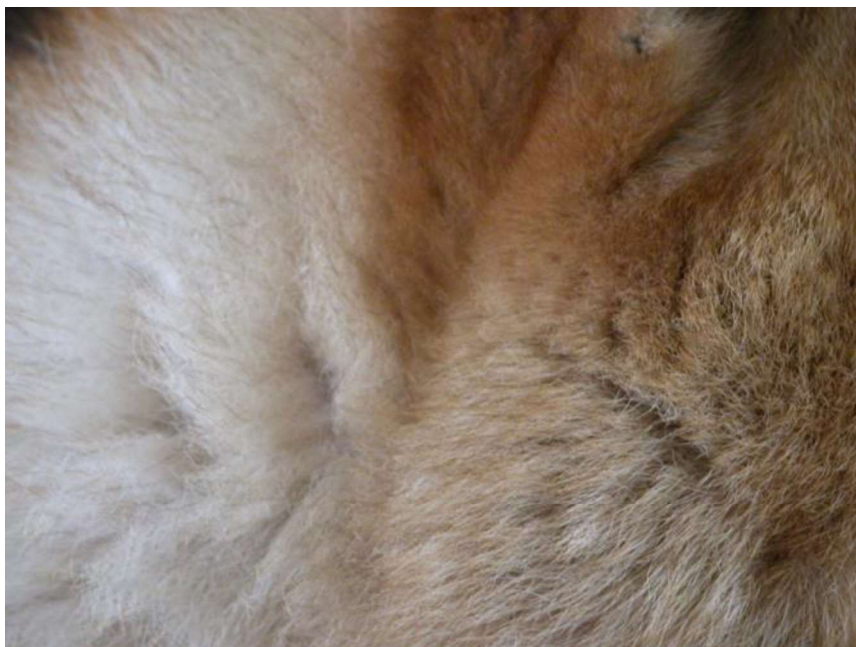
CARDS WITH RIDDLES AND PICTURES

<p>It has got legs.</p> <p>It has not got a mouth.</p> <p>It has got wings.</p> <p>It has got a tail.</p> <p>What is it?</p>	<p>It has got a tail</p> <p>It hasn't got legs</p> <p>It has got a mouth</p> <p>It hasn't got fins</p> <p>What is it?</p>
------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

<p>It has got ears.</p> <p>It has not got a beak.</p> <p>It has got a tail.</p> <p>It has got legs.</p> <p>What is it?</p>	<p>It has got eyes.</p> <p>It hasn't got ears.</p> <p>It has got a tail.</p> <p>It has got fins.</p> <p>What is it?</p>
----------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------



3.2.4 ANIMALS - LESSON 2 - APPENDIX 4





3.2.5 ANIMALS - LESSON 2 - APPENDIX 5

PUT ✓ (HAS GOT) OR X (HASN'T GOT).

	goldfish	fox	sheep	hen	duck	snake
scales	✓					
fur	x					
feather	x					
tail	✓					
beak	x					
ears	x					
wings	x					
legs	x					

Example:

- *It has got scales.*
- *It hasn't got fur.*
- *It has got a tail.*
- *It hasn't got wings.*

3.3 Science - Lesson 3: Eating Habits of Animals

■ **Linguistic objective**

Vocabulary: students know names of the food that the animals eat: meat, insects, vegetables, fruit, grass, seeds, leaves, students know the names of different categories of animals according to their eating habit: omnivorous, herbivorous, carnivorous.

■ **Linguistic objective**

Skills: students practise listening, speaking, reading, writing.

■ **Linguistic objective**

Functions: students identify the food and categorise the animals according to their eating habits.

■ **Content objective**

Students identify, recognise and understand the classification of animals according to their eating habits.

■ **Communication**

Students classify and categorise animals according to their eating habits.

■ **Cognition**

Students talk about the eating habits of animals.



LEAD-IN: 20 MIN

- The teacher prepares the video with the melody from the previous class (*head shoulders knees and toes* - **Lesson 2**) and 3 drawings (outlines from **Lesson 2 Appendix 1**) of animals: *elephant, goldfish, and bird*.

The teacher and the students sing the song and mime the actions from the previous lesson (see **Lesson 2**):

EYES, EARS, BEAK AND MOUTH,

BEAK AND MOUTH,

EYES, EARS, BEAK AND MOUTH,

BEAK AND MOUTH,

AND WINGS AND LEGS, AND TRUNK AND TAIL,
EYES, EARS, BEAK AND MOUTH,
BEAK AND MOUTH

- The teacher shows students a flashcard of a kangaroo (**Lesson 1 Appendix 2**), and together they revise the contents and the vocabulary from the previous lessons: animals, habitats, abilities, body parts and body coverings of animals.
- The teacher brings a shopping bag/basket full of realia/flashcards/toys: *vegetables, fruits, seeds, grass, meat and insects* (**Appendix 1**). She/he presents items to the class pronouncing their names in English. The students repeat the names. If the teacher uses flashcards, s/he may stick them to the board.

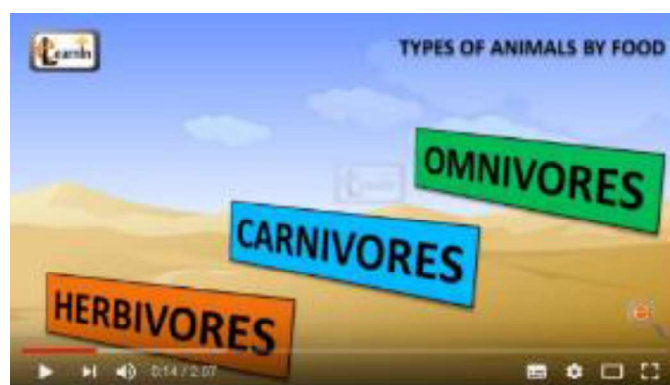
Then the teacher asks the students:

*T: What does the kangaroo eat?
S: (look at the blackboard and) answer.*

- The teacher shows students two other cards from **lesson 1 Appendix 2**: *wolf and bear* and asks the same question:

T: What does the wolf/ bear eat?

- The teacher listens to students' suggestions and asks them to watch a video <https://www.youtube.com/watch?v=F3JutFpDOCg> so that they can check if they were right/wrong.



Types of animals - food | Herbivores carnivores omnivores | Kindergarten learning videos playlist



ACTIVITY 1: 25 MIN

- The teacher prepares a video; flashcards of *vegetables, fruits, seeds, grass, leaves, meat* and *insects* (**Appendix 1 – Flashcards of the foods**); 3 rings (Hula Hoops or string) and labels with the categories: *omnivores, carnivores, herbivores* (**Appendix 2 - Labels of animal categories**), 9 flashcards of animals – 3 animals of each category (**Lesson 1 Appendix 2 - Flashcards of animals**):

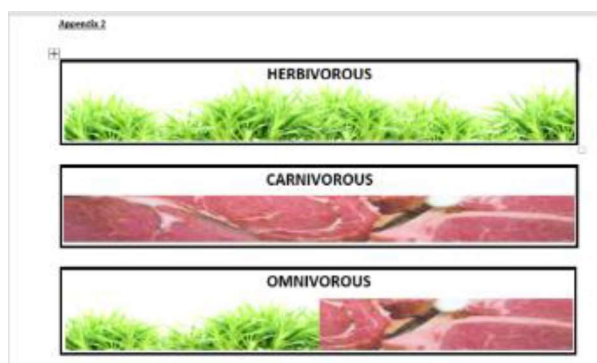
The teacher introduces the classification of animals according to their eating habits: *omnivorous, herbivorous, and carnivorous*. S/he drills for pronunciation and elicits sentences about the *kangaroo, wolf and bear*.

The kangaroo eats ... (grass, leaves). The kangaroo is ... (herbivorous).

The wolf eats ... (meat). The wolf is ... (carnivorous).

The bear eats ... (fruits and meat). The bear is... (omnivorous).

- The students watch the video again: <https://www.youtube.com/watch?v=F3JutFpD0Cg> in parts and name animals in each category. The teacher introduces English names of animals students do not know yet.
- The teacher asks the students to go to the carpet area where there are three coloured rings (Hula Hoops or string) and labels (**Appendix 2 - Labels of animal categories**): the red ring for *carnivores*, the green ring for *herbivores* and the yellow ring for *omnivores*.



- The teacher asks some students to place the food flashcards/realia/toys into the right ring, according to the animal category: *omnivorous, carnivorous, herbivorous*.

- The teacher picks up a pre-chosen flashcard of *the fox* from a pile of 9 (**Lesson 1 Appendix 2**) shows it to the students and asks:

T: *What animal is this? (fox)*

T: *What does the (fox) eat? Vegetables, insects, meat...? (meat)*

T: *Is it carnivorous, herbivorous or omnivorous? (carnivorous)*

- The teacher places the flashcard of the fox in the right ring/category. She/he asks nine students to take one flashcard from the pile and identify the animal, say what it is, what it eats, and place it in the right ring/category.

OPTIONALLY: The student picks one picture and the teacher asks guiding questions just like in the example. If students have problems with the last question, the teacher asks only the two first questions and then gives the category, asking students to repeat:

T: *What animal is this? (elephant)*

T: *What does the (elephant) eat? Insects, meat, grass, leaves...? (grass, leaves)*

T: *Is it carnivorous, herbivorous or omnivorous? (herbivorous)*



ACTIVITY 2: 45 MIN

- Project work – A3 sheets of paper/cards template (**Appendix 3 - Our animal book**) for each pair; pictures of animals turned into puzzles (**Lesson 1 Appendix 2**); crayons; glue; scissors.
The teacher explains to the students that they are going to do a project which is making a book about animals – **Our animal book**.
- The teacher asks students to work in pairs. Each pair gets an envelope with a cut-out puzzle of an animal chosen by the teacher (**Lesson 1 Appendix 2**), and an A3 template (**Appendix 3 - Our animal book**).

Appendix 3

This is a _____

Habitat

The _____ lives _____

savannah house farm forest
water

Body covering

The _____ has got _____

feathers scales fur

Abilities

The _____ can _____ and _____

swim fly walk run jump climb

Food

The _____ eats _____

The _____ is _____

grass meat vegetable insects fruit seeds/
fruits
omnivorous carnivorous herbivorous

This page was made by _____

- The teacher tells the students to make the puzzle to find out what animal they are going to work on. Then, the students stick the puzzle in the rectangular box which is on the A3 template (10min).
- The teacher tells the students to complete the information on the A3 template according to the animal they have in the puzzle. The teacher walks around the groups and monitors and supports the students' work. (20 minutes).
- The students prepare their presentation and present their work to their classmates. (20 minutes). The teacher collects all the works and makes the animal book.
- If the students need more time for the project, postpone the presentation stage to the next lesson.



When the students answer in L1, the teacher has to repeat the words/sentences in English.

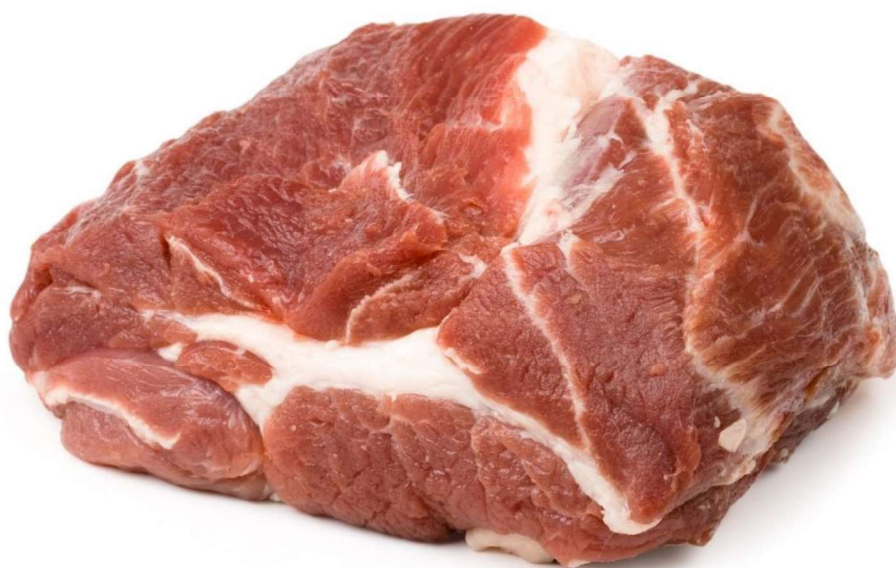


Fast finishers: Students can draw an animal and write sentences about it, using the vocabulary and content they learnt, just like in the "Our animal book" template.

3.3.1 ANIMALS - LESSON 3 - APPENDIX 1









3.3.2 ANIMALS - LESSON 3 - APPENDIX 2

HERBIVOROUS



CARNIVOROUS



OMNIVOROUS



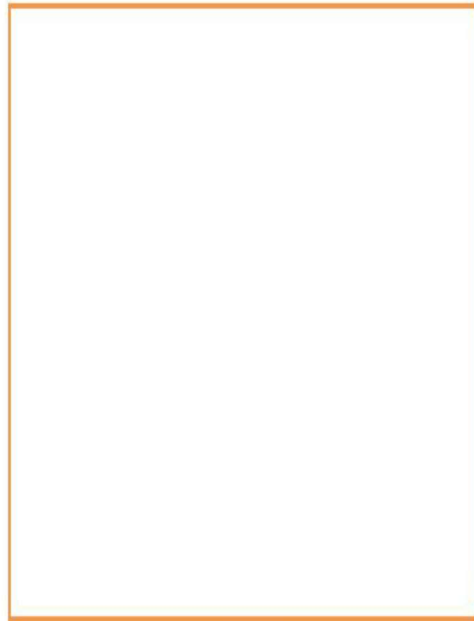
3.3.3 ANIMALS - LESSON 3 - APPENDIX 3

This is a _____

Habitat
 The _____ lives in the _____
 savannah house farm forest
 water

Body covering
 The _____ has got _____
 feathers scales fur

Abilities
 The _____ can _____ and _____
 swim fly walk run jump climb



Food
 The _____ eats _____ and _____.
 The _____ is _____.
 grass meat vegetables insects fruit seeds/
 leaves omnivorous carnivorous herbivorous

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