

Wild Animals

You need:

- *Selections 1* SB, pp. 64–65 & 112
- CD 2 track 7

Students need:

- pencils

Step 1 – Engaging interest

- See if students can remember the four different categories of animals from Unit 5 Animal Magic! (*pet animals, farm animals, woodland animals, wild animals*). Do students remember which wild animals they read about? (*lion, parrot, bear, monkey*).
- Ask if they can think of any other wild animals. Give prompts, e.g.

Which wild animals can roar? (*lion, tiger, bear*)

Which wild animals can swim? (*fish, polar bear, penguin, seal*)

Which wild animal can use its hands like a human? (*chimpanzee, gorilla*)

Which wild animal is very fast? (*cheetah, gazelle*)

Which wild animal is very big? (*elephant*)

Which wild animal is very tall? (*giraffe*)

Which wild animal can talk? (*parrot*)

Which wild animal looks like a horse with stripes? (*zebra*)

Which wild animal is very noisy? (*monkeys – girls and boys, too, sometimes!*)

Step 2 – Recognizing and classifying

- Students open their books (pp. 64–65). Which animals can they see in the pictures?
- Students state which wild animals in the pictures are **dangerous** (*lion, bear, tiger, polar bear, elephants, gorilla*) and which are **not dangerous** (*gazelles, zebras*).

Which animals eat only meat? (*lion, tiger, polar bear*)

Which animals eat only plants? (*elephants, gazelles, zebras*)

Which animals eat meat **and** plants? (*bear, gorilla*)



Step 3 – Active listening

- Play CD 2 track 7 and ask students to follow the text, underlining the names of all the animals mentioned.
- How many animals are mentioned? (*10: lions, gazelles, zebras, tigers, bear, fish, polar bear, seals, elephants, gorillas*)
- Now play the CD again, this time pausing at the end of each section to ask questions as follows:

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What do lions eat? (*meat, e.g. gazelles and zebras*)

Where do tigers live? (*in the warm jungles of Asia*)

Where do brown bears live? (*in the woods and in the mountains*)

What do brown bears eat? (*fish, meat, fruit, and honey!*)

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Where do polar bears live? (*places with ice and snow*)

What do they eat? (*seals – also fish*)

What do elephants eat? (*grass, leaves, and fruit*)

How long can gorillas live? (*50 years*)

Step 4 – Developing the topic

- List animal categories. How many animals can students think of in each category?

Animals that can ...

roar (*lion, ...*); climb (*monkey, ...*); fly (*parrots, ...*);

jump (*kangaroos, ...*); bite (*dog, ...*); sting (*jellyfish, ...*);

swim (*dolphin, ...*); dig (*mole, ...*); gallop (*horse, ...*).

Step 5 – Writing

- Ask students to complete the writing activity on *Wild Animals* (SB p. 112) in class or as homework. Have individual children read out the riddles they made up. The rest of the class guesses each animal.

The Fish With Four Eyes

You need:

- *Selections 1* SB, pp. 66–71 & 113
- CD 2 track 8

Students need:

- pencils
- crayons/colored pens/colored pencils

Step 1 – Engaging interest

- Ask the students where fish live. (*in the sea, in rivers, ponds or lakes, in fish tanks*)
- Do they know the names of any fish? (*sharks, seahorses, tuna, angel fish, etc.*). Do they know any water animals that are **not** fish? (*whales, dolphins, seals, crocodiles, jellyfish, starfish, etc.*)

Step 2 – Developing imagination

- Ask students to close their eyes and imagine the world under the sea as you describe it:

You are little sea fish. You swim down, down, down. It is getting colder and colder. It's dark and silent. You can see some big shapes, but it's too dark to see what the shapes are. You see a big, big shape. You are afraid. What could it be? You are very afraid! You swim deeper and deeper. You find the bottom of the sea. You swim between some pretty green and red plants. That's fun! You feel very happy swimming at the bottom of the sea.

- Ask students to open their eyes. What did they imagine the dark shape to be? (*a whale, a boat, a shark, a submarine, a diver, etc.*)
- Have students ever seen any underwater shows on TV where divers go deep under the sea? Would they like to do that?



Step 3 – Listening and understanding

- Students open their books (p. 66). Play CD 2 track 8. Students look at the pictures as they listen.
- After the first listening, ask students to point to the picture of Mommy and the picture of Little Fish. Who does Little Fish meet? (*many small fish and Anableps or Four Eyes*)



Step 4 – Listening and reading aloud

- Play the CD again. This time pause before every piece of direct speech and invite students to read the dialog along with the CD.
- Play the CD again. Ask the boys to read the part of Little Fish. Ask the girls to read Mommy and Anableps. The whole class together reads the small fish.
- If the children need a little help, let them mark their lines so they know when to read aloud.

Step 5 – Exploring literacy

- *The Fish With Four Eyes* is a fantasy story. It is important to understand, however, that all fantasy stories contain some elements of reality and we can learn a lot from stories like this.
- Ask how many true things are in *The Fish with Four Eyes*? e.g.
 - It is dark under the sea.*
 - It is cold under the sea.*
 - The sea is dangerous for baby fish.*
 - There are fish with four eyes, called Anableps.*
 - Some birds eat fish.*
 - Babies need their mommies.*
 - Mommies don't know everything.*
- What doesn't Little Fish's mommy know? (*She doesn't know some fish have four eyes.*)

Step 6 – Drawing and writing

- Ask students to complete the drawing and writing activities on *The Fish with Four Eyes* (SB p. 113) in class or as homework. Encourage them to use their imagination and have fish with six eyes, or two tails if they like. Ask them to include a title when they are writing about their picture.

Step 7 – Developing creativity

- Make up a story together, with a different person saying each part. Start the story off. 'This is the story of a big blue fish who lives in the sea. One sunny day ...' Then ask a student to make up the next part of the sentence. It can be anything as long as it follows on fairly logically; you only want each student to add a few words. The first student might say '*... the big blue fish is swimming in the sea when it sees ...*'. The next student adds (e.g.) '*... a dangerous red fish with three eyes!*' Continue around the class, with each student adding to the story.