

# Chapter 3

## Wild Animals Overview

### The children will:

- use critical thinking skills to identify wild animals.
- ask and answer questions using *these/those*.
- ask and answer about animals.
- describe animals using adjectives.
- read, understand, and act out a story.
- find out about animals and what they eat.
- make an animal mask.

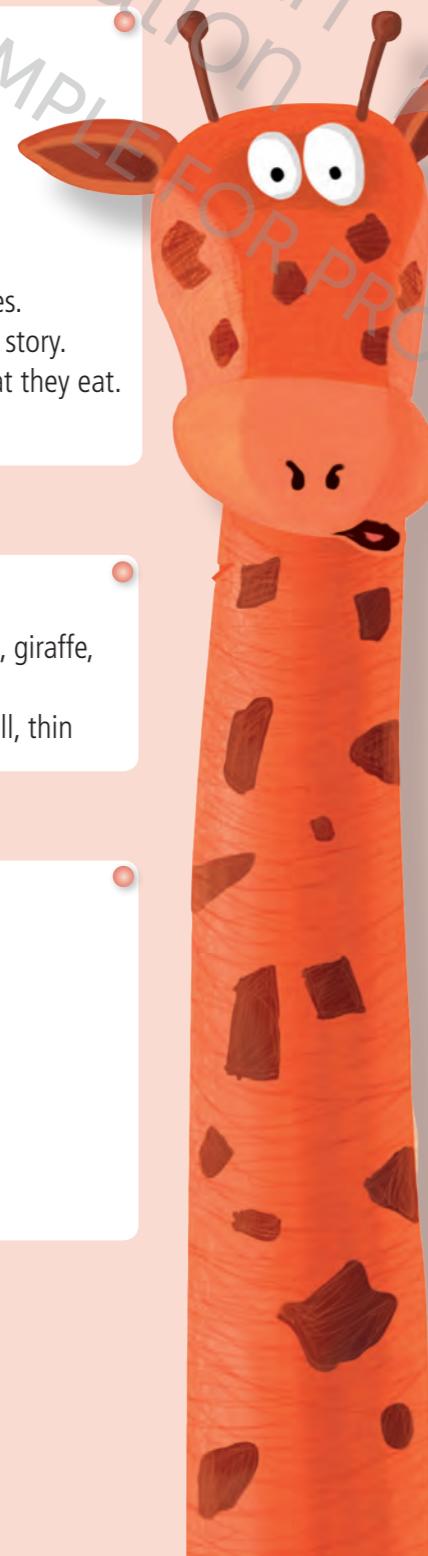
### Key Vocabulary

**Wild animals:** crocodile, elephant, giraffe, lion, monkey, tiger

**Adjectives:** hungry, long, scary, tall, thin

### Key Grammar

- What are these?
- They're (tigers).
- What are those?
- They're (elephants).
- (Spiders) aren't scary.
- Are (monkeys) scary?
- Yes, they are. / No, they aren't.



### Reading Skills

**Story:** *The Hungry Giraffe*  
**Genre:** African folk tale

### Literacy Development

- predict story content from title and pictures
- focus on the reading direction of text
- reflect on and personalize the theme of the story

### Functional Language

- Let's look at these books.
- No, let's look at those books.
- OK.

### Phonics

The children practice pronunciation of *t* sound as in *tall* and *th* as in *thin*.

### CLIL: Science—What animals eat

The children find out what animals eat.



## Competency Focus

### The children will:



use critical thinking skills to identify wild animals. (Lesson 1)

predict the content of a story. (Lesson 3)

identify animal characteristics. (Lesson 5)



apply new grammar to previously learned vocabulary. (Lesson 2)

ask and answer about animals. (Lesson 6)



work in pairs to act out a dialogue. (Lesson 3)

work in groups to act out the story. (Lesson 8)



personalize the story by relating it to their own behavior. (Lesson 4)

evaluate their own progress in the chapter. (Review)



find out more about wild animals. (Lesson 7)

## Digital Overview

### Presentation Kit

Projectable Student Book, Activity Book, and Reader pages

- ASL Vocabulary Video 3A: Wild animals
- ASL Vocabulary Video 3B: Adjectives
- Oral Storytelling Video 3: *The Hungry Giraffe*
- Interactive versions of selected SB and AB activities
- Integrated Audio and Answer Key for all activities

### Teacher's Resource Center

Resources for planning, lesson delivery, and homework

- Class Planner Chapter 3
- Worksheets to print out (including notes and answers):
  - Grammar Worksheet 3A: What are these/those? They're ...
  - Grammar Worksheet 3B: Spiders aren't ...; Are monkeys ...?
  - Oral Storytelling Video Worksheet 3: *The Hungry Giraffe*
  - CLIL Graphic Organizer 3
  - Project Template 3
  - Festival Worksheet: Christmas
  - Test Chapter 3
  - Test Generator

- Speaking Assessment: CEYLT
- Literacy Handbook

### Student's Resource Center

Resources for consolidation and practice at home

- Interactive Grammar 3A: What are these/those? They're ...
- Interactive Grammar 3B: Spiders aren't ...; Are monkeys ...?
- ASL Vocabulary Video 3A: Wild animals
- ASL Vocabulary Video 3B: Adjectives
- Oral Storytelling Video 3: *The Hungry Giraffe*

### Student's App

Vocabulary games: Wild animals and adjectives

### Watch the Oral Storytelling Video



# Wild Animals

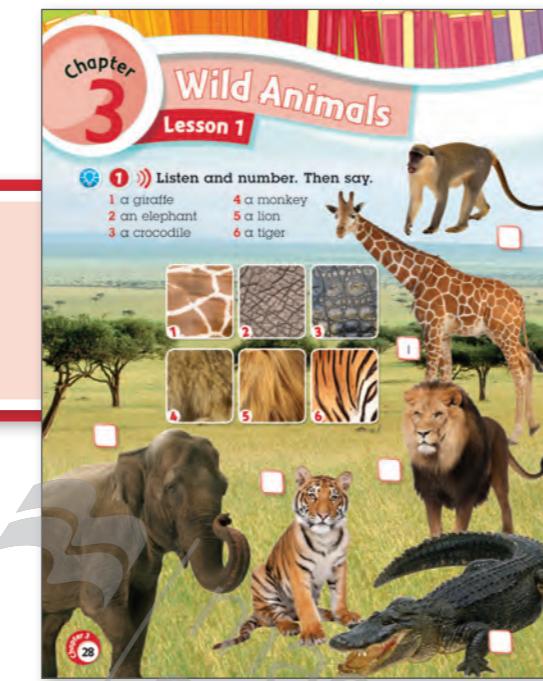
Lesson 1

## Vocabulary

**Lesson objective:** identify wild animals

**Key vocabulary:** crocodile, elephant, giraffe, lion, monkey, tiger

**Materials:** Class CD



### Warmer: Play a drawing game



Draw an elephant very slowly on the board and ask *What is it?* Repeat with a giraffe and a crocodile. Allow the children to guess in L1. Choose individual children to come to the board and repeat the game. As they make guesses, model the structure *It's a/an* and the key vocabulary.

### 1 1.27 Listen and number. Then say.

- Ask the children to look at the animal pictures and identify any animals they know.
- Then give them time to study the inset pictures of animal fur and skin carefully and try to figure out which animals they come from.
- Play the CD and have them listen and number the pictures. Then play the CD again and ask them to repeat. Choose individual children to give their answers to the class.
- Divide the class into pairs and have the children ask and answer about the pictures. One child should point to one of the inset pictures and ask *What is it?* while the other answers *It's a/an ...*

#### Audioscript

*Woman:* 1 Look at this animal book! What is it?

*Girl:* It's a giraffe.

*Woman:* 2 What is it?

*Girl:* It's an elephant.

*Woman:* 3 What is it?

*Girl:* It's a crocodile.

*Woman:* 4 What is it?

*Girl:* It's a monkey.

*Woman:* 5 What is it?

*Girl:* It's a lion.

*Woman:* 6 What is it?

*Girl:* It's a tiger.

#### Answers

monkey—4

giraffe—1

elephant—2

tiger—6

lion—5

crocodile—3

#### Optional activity: Play a mime game

Ask the children to choose one of the animals and think of an action to mime it. Call out children to the front of the class to take turns miming their animal while the class guesses, e.g. *Is it an elephant? Yes, it is!*

### 1 Find and circle. Write.

Have the children find the six animals in the wordsearch, then use the words to label the pictures. Check answers by asking individual children to spell the words.

#### Answers

Horizontal: giraffe, monkey, tiger

Vertical: elephant, crocodile, lion

1 monkey 2 giraffe 3 lion 4 crocodile 5 tiger 6 elephant

### 2 Write the words from Activity 1 in two groups.

Ask the children which words they find more difficult to spell. Then have them categorize the words.

#### Answers

Children's own answers.

### Cooler: Play "Spelling Bee"

Do a spelling bee with the animal vocabulary introduced in this lesson (see Games Bank p. 222).

## Competency Focus

### Think! Critical Thinking

The children use critical thinking skills to match animal names to their unique physical features by processing and assimilating the written and spoken forms.



**Presentation Kit** • Play ASL Vocabulary Video 3A to pre-teach key vocabulary as an alternative to the critical thinking approach.

- Choose children to locate the animals in the interactive wordsearch in AB Activity 1 using Pen.
- TIP** The interactive activities in the SB and AB can be done again and again, giving different children the chance to participate. Choose Reset within Answer Key to clear the answers.
- Use Notepad to keep the team scores in the Cooler game.

**Grammar**

**Lesson objectives:** ask and answer about animals

**Key grammar:** *What are these? They're (tigers). What are those? They're (elephants).*

**Materials:** Class CD; pictures of wild animals (Warmer and SB Activity 1);

Grammar Worksheet 3A [TRC printout] (optional)

**Warmer: Play "Guess What's Missing"**

Stick or draw three pictures of wild animals on the board. Ask the children to close their eyes, then remove or erase one of the pictures. Have the class say which one is missing.

**1 1.28 Listen and point. Then say.**

- Pre-teach *Mommy* as an alternative to *Mom*. Stick two pictures of an animal on the wall at the back of the class, and two of a different animal at the front. Point at each in turn and ask *What are those / these?*
- Stand near the picture for *these* and at a distance for *those*. Check understanding by asking *Are these near or far?* (with hand gestures).
- Ask the children to look at the picture in the Student Book and identify the animals. Then play the CD and ask them to listen and point to the animals.
- Play the CD again and have the children repeat.

**Grammar Central****What are these? ...**

Ask the children to look at the patterns. Explain we use *these*, *those*, and *they're* when talking about more than one of something. Have them point to animal words and ask them what letter we add to make them plural. (*s*)

See also the **Grammar Reference** sections in the Student Book (p. 99) and Activity Book (p. 98) for further explanation and practice.

**AB Answers Activity 1:** 1 *What are these? They're pens.*

2 *What are those? They're chairs.* 3 *What are those? They're balls.*

**2 1.29 Listen and circle.**

- Ask what noises elephants and lions make. Play the first sound on the CD. Ask what it is. (*monkeys*)
- Play the CD from the start. Have the children listen and circle the correct option each time. Do not check answers yet.

**3 Now check with a friend.**

- Choose two children to read the dialogue to the class.
- Have the children ask and answer in pairs to check their answers to Activity 2. Elicit answers.

**Answers**

- 1 *They're monkeys.* 2 *They're elephants.* 3 *They're lions.*  
4 *They're crocodiles.*

**Optional activity: Design a zoo**

The children draw a zoo, using two layers on the board – upper and lower. Have children come to the board and talk about the zoo, using *These are...* for the bottom layer, and *Those are...* for the top. Children stand near the board when using *these* and further away when using *those*.

**1 Count and write.**

Ask the children to count each type of animal and write. Check answers with the whole class.

**Answers**

three giraffes, one lion, one elephant, two monkeys, four crocodiles (answers can be in any order)

**2 Look and write. Then ask and answer.**

Have the children complete the questions and answers for each picture. Call on children to read their answers to the class.

**Answers**

- 1 *What are these? They're giraffes.*  
2 *What are those? They're lions.*  
3 *What are those? They're monkeys.*  
4 *What are these? They're elephants.*

**Cooler: Animal Galleries**

Have the children draw two of the same animal and label them with the plural noun, e.g. *elephants*. Stick the pictures up in two galleries at the front and back of the class. Choose children to stand near the pictures or at a distance, and identify the animals using *These/Those are*.

**Competency Focus****Learn**

By identifying the animals in a different context with new grammatical structures, the children demonstrate their understanding of previously acquired vocabulary from Lesson 1.



## Reading: Story Extract

**Lesson objectives:** negotiate what to do; predict story content from artwork; read the extract from *The Hungry Giraffe* (start)

**Functional language:** Let's look at these (books). No, let's look at those (books). OK.

**Secondary language:** hungry, leaves, tall

**Materials:** Class CD; books on different topics



## Warmer: Mime and point

Divide your class into groups. Choose one group to stand at the back and mime an animal, e.g. an elephant. Ask the class *What are those?* and have them practice *They're ...* Repeat with a group at the front to practice *What are these?*

## Functional language

### 1 1.30 Listen and read. Then act out.

- Ask the children to look at the picture and find a book about an animal. Then play the CD. Have them listen and read along.
- Make statements about the picture and have the children answer yes/no, e.g. *Tom wants to look at books about toys. No!* Model the function *Let's ...* to make a suggestion. Then place different piles of books around the class. Choose two children to act out the dialogue for the class. Then have the children act it out in pairs.

- Play the CD again with pauses. Model the phrases and exclamations, e.g. *I'm hungry!*, and have the children repeat.
- Ask simple questions to check comprehension, e.g. *Are the leaves green or brown? Is the baby giraffe tall?*

## Answers

a giraffe, an elephant

## Cooler: Practice exclamations!

Write exclamations on the board, e.g. *I'm hungry! An elephant!* and model the intonation. Have the class repeat and mime the actions, e.g. rubbing their stomachs, pointing. Then have the children practice in pairs.

## Competency Focus

### Collaborate and Communicate

The children work together, putting into practice new functional language by acting out a realistic dialogue. This form of collaborative learning is motivating and engaging.



## Think

By comparing and contrasting the story artwork and the smaller pictures in Activity 2, the children are using prediction skills to help them engage with the story.



### 1 Choose and circle. Then act out.

Have the children choose and circle words to complete the dialogue. They act it out in pairs. Have pairs act out for the class.

### 2 Read the story in your Student Book. Circle T (true) or F (false).

Have the children read the sentences, look at the story extract, and choose true or false. Check answers with the class.

#### Answers

1 F 2 F 3 F 4 T

### 3 What happens next? Choose and check (✓).

Have the children look at the pictures and choose the one that shows what they think happens next.

#### Answers

Children's own answer.

**Presentation Kit** • Do not be afraid to turn off the screen! Children benefit from variety of pace and focus and sometimes you will want to work just with books or without prompts. Work the Presentation Kit materials into your teaching in the way that suits you best.

- TIP Hotspots shows which activities are interactive—here, SB Activity 3 and AB Activity 2.
- For the Cooler, children use Highlighter to identify exclamations in the story extract.

**Lesson objective:** read and understand the African folk tale *The Hungry Giraffe* in the Reader  
**Materials:** Class CD; Reader; Oral Storytelling Video Worksheet 3 [TRC printout] (optional)



## Warmer: Story review

Ask the children to name the main characters and order them as they appeared in the story extract. (*giraffes, elephant, monkey*) Write some key words on the board, e.g. *hungry, tree, leaves, tall*, and ask the class to remember what happened. (They might need to use L1.)

## Story Summary

This is a story about how giraffes got their long necks. A baby giraffe is very hungry but he and his mother are short and cannot reach the green leaves on the trees. An elephant and a monkey offer food but he cannot eat it. A tribesman offers the mother giraffe a bowl of soup. When she drinks this, her neck becomes very long. She can now reach the green leaves.

**Value:** the importance of sharing with friends

## Optional activity: Add a story frame

Ask the children to imagine another animal comes to the giraffe offering food. Ask *What animal is it? What food?* They draw an extra picture for their story and add speech bubbles, e.g. *Here, eat this! No, thank you!*

## 1.32 While reading

- Ask the children to open their Reader and look at *The Hungry Giraffe*. Give them time to study the pictures carefully.
- Point to the large picture of the giraffe and pre-teach the word *neck*. Have all the children mime a giraffe with a long neck by standing up and stretching.
- Play the CD of the story and have the children listen and read along.
- Check comprehension by reading aloud and asking children to mime the key actions. Then play the complete story again with the children reading along. Pause the CD after exclamations and have the class repeat, e.g. *I'm hungry! An elephant! Whooaaa!*

## After reading: Reflect

- Ask the children to choose their favorite character from the story. Have them explain the reason for their choice. (They might need to use L1.)

## Story Time

### Tips for storytelling

Prepare well for drama sessions. Organize classroom furniture in advance. It is a good idea to seat the children in groups from the beginning of the class rather than have to move furniture halfway through. Make sure there is enough safe space for the children to move.



## Reading Strategy

### Story Sequence

By using the Story Sequence strategy, the children put their critical and visual literacy skills into practice. They think about the logical order of events by ordering pictures from the story.

For additional explanation and activities, see the Literacy Handbook on the Teacher's Resource Center.

## Cooler: Play a mime game



Ask the children to imagine a hungry animal, e.g. a hungry monkey, and mime their animal for the class to guess.

**Presentation Kit** • Using Mask, show Reader Picture 7. Ask *What's happening to the giraffe?* to elicit a description and story predictions in L1.

- Show the Reader one enlarged picture at a time as you play Audio.
- Watch Oral Storytelling Video 3 together before you do the After reading: Reflect activity.

**Teacher's Resource Center** • Print out Oral Storytelling Video Worksheet 3 to help you get the most out of the video.

**Student's Resource Center** • The children can watch Oral Storytelling Video 3 at home with their family.

## Reading Comprehension and Critical Literacy

**Lesson objectives:** predict story content from title and pictures; focus on the reading direction of text; reflect on and personalize the theme of the story

**Materials:** Class CD; Reader; Oral Storytelling Video Worksheet 3 [TRC printout] (optional)

**Note:** Please ensure that your class has read the Reader story before you do this lesson.

### Warmer: Play "True/False"

Call out sentences about the story and have the class say if they are true or false, e.g. *The giraffe eats bananas.* (False!) Use these sentences to review the main events of the story.

### 1 1.32 Read the story in your Reader.

- Have the children read the story. (Alternatively, play the CD and have them read along.) Ask them to recap all the animals and the food they ate.

#### I Can Read!

Look together at the picture of Biblio reading a book. Then ask the children to study the arrows and say which way we read in English. Ask them how they read in their own language. Ask them if they know which languages read right to left. This helps develop the children's knowledge of reading conventions and encourages them to think about how they read.

#### Answer

left to right



### 2 Number the pictures in order.

- Have the children look at each picture and identify the characters and main lexical items. Then have them order the pictures and check the answer in their Reader.

#### Answers

African tribesman—4 the giraffes—1 the elephant and giraffe—2 the monkey—3

### 3 Which friends do you share with?

- Focus on the theme of the story—sharing. Ask the class to say which food is shared (*the leaves and soup*) and how the animals feel about this. (They might need to use L1.)
- Have the children think about what they share, e.g. *food, toys*, and who they share with. Ask them to complete the sentence. Then call on individual children to give examples.
- Ask the children to relate the story to their own behavior. Ask simple questions, e.g. *Do the animals share? Is sharing good or bad?* Ask them what other things they could share in the class and at home.
- Explain why it is important to share—ask them to think about what would happen to the animals in the story if they had no food. (You will need L1.)

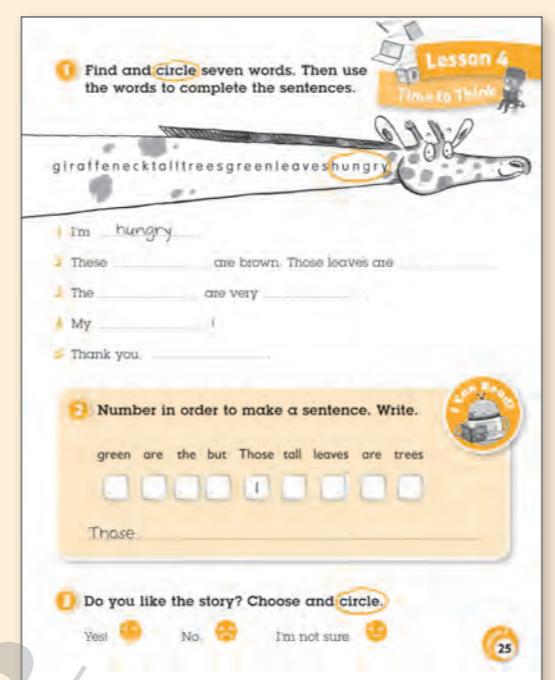
### 4 Talk about the story.

- Ask the children if they like the story. You could do a yes/no class vote, asking them to raise their hands. Encourage the children to give reasons why/why not. (They might need to use L1.)

- Elicit other stories about animals, with children telling the class using L1 as necessary.

#### Optional activity: Have a new ending

Show a few frames from the story and encourage the children to think of a new ending.



### 1 Find and circle seven words. Then use the words to complete the sentences.

Have the children find and circle the words. Choose children to read out their words to the class. Ask the children to complete the sentences using the words they found.

#### Answers

giraffe, neck, tall, trees, green, leaves, hungry

1 hungry 2 leaves, green 3 trees, tall 4 neck 5 giraffe

### 2 Number in order to make a sentence. Write.

The children practice the **I Can Read!** feature by putting the words in the correct order. Remind them that we start a sentence with a capital letter and end it with a period. Check the answers with the class.

#### Answers

4 green 3 are 6 the 5 but 1 Those 9 tall 2 leaves  
8 are 7 trees

Those leaves are green but the trees are tall.

### 3 Do you like the story? Choose and circle.

Have the children circle their opinion of the story. Ask them to explain their reasons. (They might need L1.)

#### Answers

Children's own answers.

### Cooler: Play "The Shark Game"

Have the children play the game with words from the lesson (see Games Bank p. 222).

### Competency Focus

#### Me: Critical Literacy

The children use critical literacy skills to reflect on the meaning of the story and relate it to their own experiences.



**Presentation Kit** • Use the AB page to give feedback on activities, using the built-in interactive activity (e.g. Activity 1) or Answer Key (e.g. Activity 2), as appropriate. If you haven't already, show the Oral Storytelling Video 3.

**Teacher's Resource Center** • If you haven't already, print out Oral Storytelling Video Worksheet 3 to do the support activities.

• **TIP** Give the children the opportunity to be your assistant! Ask a child to be responsible for choosing the relevant buttons (e.g. to go to the next activity or Answer Key).



## Vocabulary, Song, and Phonics

**Lesson objectives:** describe animals; distinguish and practice

*t* and *th* sounds

**Key vocabulary:** hungry, long, scary, tall, thin

**Secondary language:** leaves, snappy, tonight

**Materials:** Class CD, large pieces of paper (optional)

### Warmer: Play "Mime"

Divide your class into three animal groups: tigers, crocodiles, and giraffes. Have each group mime their animal. Ask *What are these/those?* and have the class answer with *They're ...* Teach mimes for *scary*, *snappy*, and *tall*. Say the words and have the children repeat and mime the action.

### 1 1.33 Listen and point. Then sing.

- Introduce *hungry*, *long*, and *thin* using mime actions. Have the children copy and repeat. Write all the new words on the board. Check comprehension using simple prompts, e.g. *I want to eat ... (Hungry!) A lion is very ... (Scary!)*
- Play the CD and ask the children to point to the animal as they hear it in the song.
- Ask the children to look at the red words in the song. Say the words and have the children repeat. Have the children match them to the animals.
- Play the CD again and ask them to sing along.
- Ask the children what the red words do. (*They describe the animals.*) Call out sentences containing describing words, and ask the children to identify the animal, e.g. *They're scary! (Tigers!)* Repeat to practice all the new words.

### 2 Play a guessing game.

- Ask the children to repeat each describing word in turn and mime an action, e.g. rub their tummy for *hungry*.

### 3 1.34 Listen and say the chant.

- Ask the children to look at the picture of the giraffes and choose words to describe them. (*tall, thin*)
- Play the CD and have the children listen to the chant. Then play the CD again, pausing for the children to repeat.
- Practice the chant phrase by phrase, clapping the rhythm and gradually building up to the longer sentence. Practice in different ways, e.g. repeating slowly/fast, using giraffe voice, etc.
- Focus on the pronunciation of *t* and *th*. Show the children where to position their tongue. Practice more words, e.g. *three, thirteen*.

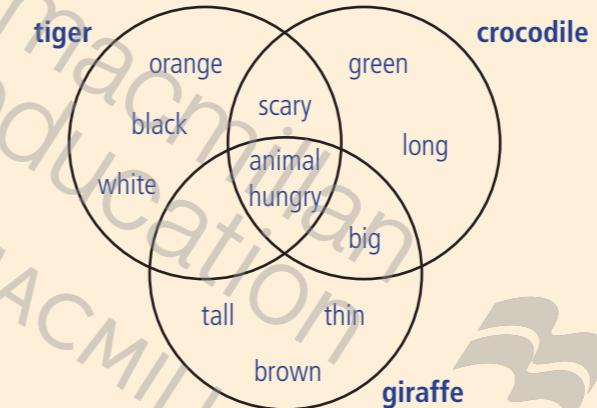
#### Optional activity: Make a word poster

Ask the children to choose one of the new words and make a poster to illustrate the meaning, e.g. *hungry* – lots of food, *tall* – very tall letters/make the letter *t* a giraffe. Make a classroom display with the posters.

### 1 Write the words in the circles.

Ask the children to think of two or three words to describe a tiger, crocodile, and giraffe. Then compare any similarities, e.g. *Tigers and crocodiles are scary*. Have the children look at the diagram and write the describing words in an appropriate place. Draw a similar diagram on the board and check answers.

#### Answers



### 2 Match.

Have the children read and match. Then check answers.

#### Answers

1 b 2 d 3 a 4 c

### 3 Say the words. Circle *t* as in *tall*.

Ask the children to circle the *t* sound in the words. Then say the words and have them repeat.

#### Answers

Circled: trees, tall, tiger

## Cooler: Play "Spelling Bee"

Play the game with animal vocabulary (see Games Bank p. 222).



### Competency Focus

#### Think! Critical Thinking

The children use critical thinking skills to match an animal to a description by listening and pointing to them.

## Grammar and Reading

**Lesson objectives:** ask and answer questions to describe animals

**Key grammar:** Spiders aren't (scary). Are monkeys (scary)?

Yes, they are. / No, they aren't.

**Secondary language:** cute, scary, spider

**Materials:** Class CD; animal cards/pictures (Warmer);

Grammar Worksheet 3B [TRC printout] (optional)



Lesson 6  
1 Listen and read.  
**A Scary Animal!**  
1 Help! A scary animal!  
No, it isn't.  
2 Is it a monkey? Are monkeys scary?  
No, they aren't.  
3 Is it orange, black, and white?  
No, it isn't a tiger.  
4 Is it small and black?  
Ah! It's a spider!  
5 Spiders aren't scary.  
Yes, they are.  
They're cute! Look!  
2 Write Tom's answers.  
1 Is it a crocodile? No, it isn't.  
2 Is it a spider?  
3 Are monkeys scary?  
4 Are spiders scary?  
Grammar Central  
Spiders aren't scary. Are monkeys scary? Yes, they are. / No, they aren't.

### Warmer: Play "Guess the Animal"



Choose a child and ask them to close their eyes.

Pin an animal card or picture on their back, making sure the class can see what it is. Ask the child to guess the animal, e.g. *Is it a (lion)?* Have the class give short answers—*Yes, it is. / No, it isn't.*

### 1 1.35 Listen and read.

- Ask the children to look at the pictures and say what kind of book Ellie is reading. (*encyclopedia*) Have them tell you what animals they could find in it.
- Play the CD and ask them to listen and read along.
- Play the CD again with pauses, and ask them to repeat. Pay attention to intonation.
- Ask questions around the class about which animals are scary, e.g. *Are spiders/crocodiles/tigers scary?* Have the children give their own opinions. Practice *Yes, they are. / No, they aren't.*

### 2 Write Tom's answers.

- Have the children read the sentences. Give them time to complete their answers, looking back at the text in Activity 1. Then check answers with the whole class.

#### Answers

- 1 No, it isn't. 2 Yes, it is. 3 No, they aren't.  
4 Yes, they are!

#### Optional activity: Scary animals survey

Write five animals on the board for the children to copy. Ask different children *Are (tigers) scary?* Write a cross for *No, they aren't.* and a check for *Yes, they are.* Have the children stand up and mingle as a class or work in groups to do their survey. Elicit results.

## Competency Focus

### Learn

The children demonstrate their understanding of the new grammatical patterns by reading the text and completing the activity.



Lesson 6  
1 Look and circle.  
1 It's / They're elephants.  
2 They're black / gray.  
3 They're big / small.  
4 They are / aren't scary.  
2 Choose an animal. Draw and complete the Fact File.  
**FACT FILE**  
Animal:  
Color:  
big / small  
scary / cute  
They are \_\_\_\_\_  
They aren't \_\_\_\_\_  
3 Answer for your animal.  
1 Are they gray?  
2 Are they small?  
3 Are they scary?  
4 Are they cute?  
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### 1 Look and circle.

Have the children look at the picture and circle the correct words to complete the sentences. Check answers with the whole class.

#### Answers

- 1 They're elephants. 2 They're gray. 3 They're big.  
4 They aren't scary.

### 2 Choose an animal. Draw and complete the Fact File.

Ask the children to choose an animal and draw and write to complete their own Fact File. Have the children describe their animal to a friend, who guesses what it is.

#### Answers

Children's own answers.

### 3 Answer for your animal.

Have the children use their animal from Activity 2 and answer the questions.

#### Answers

Children's own answers.

### Cooler: Guess the words

Write a sentence frame on the board, giving the first letter of each word. e.g. S \_\_\_\_ a \_\_\_\_ s \_\_\_\_ . for *Spiders aren't scary.* Use language from the lesson. Ask the class to guess the words.

**Presentation Kit** • Display the SB page on the board. Use Mask to show only Picture 3. Ask the children to predict from this what the story is about.

• Use Hotspots and choose the Grammar Central box to enlarge it. Have children use *Highlighter* to identify in the SB Activity 1 text examples of negative statements, questions, and short answers.

**Teacher's Resource Center** • For extra grammar practice, print out Grammar Worksheet 3B.

**Student's Resource Center** • The children can use Interactive Grammar 3B at home.

## CLIL: Science—What animals eat

**Lesson objectives:** identify what animals eat

**Materials:** Class CD; animal pictures (Warmer), small pieces of paper (optional); CLIL Graphic Organizer 3 [TRC printout] (optional)

### Warmer: Play “Guess What’s Missing”

Draw animals on the board or use pictures: giraffe, zebra, elephant, leopard, lion, monkey. For each animal ask *Are they scary? Are they cute?* and review short answers. Ask the children what each animal eats. Pre-teach *leaves, grass, meat, fruit.*

#### 1 1.36 Listen and read.

- Ask the children to focus on the leopard in the pictures. Ask them why it is in the tree. (*It’s hungry and looking for food.*) (They may need L1.)
- Play the CD and ask the children to listen and find out if their ideas about animal food were correct. Have them close their books.
- Play the CD again and pause each time after *they eat.* Have the children complete the phrases.
- Then ask them to open their books and read the text again.

#### 2 Write the animals in the correct places.

- Call out sentences about animals and their food, e.g. *Monkeys eat meat and fruit.* Have the children respond *Yes* or *No* to each statement.
- Draw two overlapping ovals on the board. Label them *meat* and *plants.* Explain the overlap is for animals that eat meat and plants. Choose a child to write *giraffe* in the correct place. Then ask children about other animals.



#### Optional activity: Match and say

- Put the class into groups. Give each child two small pieces of paper. The children draw an animal on one and a type of animal food on the other. The children place their animals and foods in separate piles. They take turns taking an animal and a food card and making a sentence, e.g. *Tigers eat bananas.* The group answers *Yes* or *No.*



#### 1 Complete the text.

Ask the children to look at the text and complete the text using the words supplied. Check answers with the class.

##### Answers

crocodile, those, giraffes, hungry, animals

#### 2 Use your Student Book research. Make a food chart for another animal.

Ask the children what they found out about other animals. If they have not been able to find anything, you could divide your class into groups so they can share information. Have the children complete their own food chart. Elicit responses.

##### Answers

Children’s own answers.

## Cooler: Play a guessing game

Make two statements about an animal and ask children to guess what it is, e.g. *I’m scary. I eat meat, especially zebras.* (A lion!) Then have the children play the game in pairs.



### Competency Focus

#### Act

The children carry out research to find out more about a wild animal and what it eats. This helps them expand their learning and relate it to their world, both inside and outside the classroom.



**Presentation Kit** • When using the board for “heads-up” teaching, give the children as much opportunity as possible to participate. Make sure you ask plenty of questions to give them the chance to engage with the text.

- **TIP** You can use Notepad to log the results of the class vote. Involve the children in tallying the results and writing the scores on the board.

**Teacher’s Resource Center** • Print out CLIL Graphic Organizer 3 for the children to use in collating their Find Out More! research.

**Project**

**Lesson objectives:** review language from Chapter 3; complete a craft project—making an animal mask; act out the story from the Reader

**Materials:** Reader; Project Template 3 [TRC printout]; colored pens/paints/markers, elastic, glue, scissors, tape

**Warmer: Retell the story**

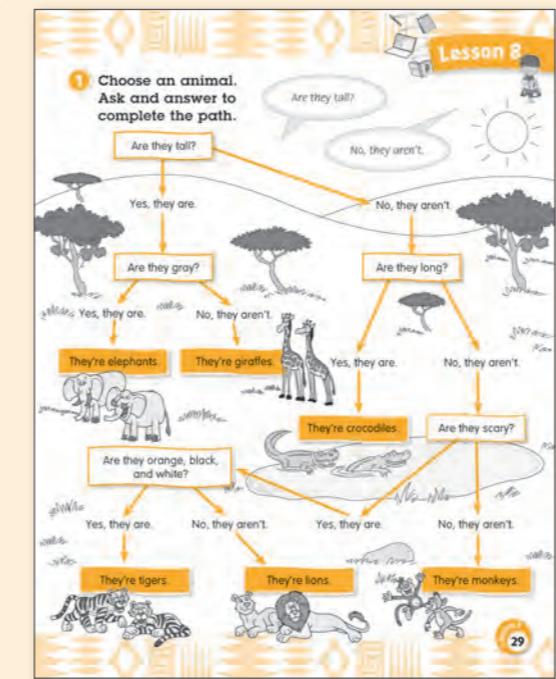
Elicit five objects from *The Hungry Giraffe*, e.g. leaves, bananas, etc. and make a list on the board. Briefly retell the story as a class, using simple prompt questions and pointing to the vocabulary on the board.

**Prepare****1 Choose a mask to make.**

- Have the children look at the completed animal masks in Activity 1 and identify them. Tell them they are going to make their own animal masks.
- Hold up the materials to show the class. Point to the pictures and explain the stages. (You might need to use L1.)
- Demonstrate how to make the mask, stage by stage.
- Divide the class into pairs or groups if it is necessary to share materials. Give out the materials.
- Give the children time to make their animal mask. Monitor and give help as necessary.

**Alternative craft activity**

A simpler option would be to have the children draw and color an animal face. Make sure they draw large eyes so that these can be cut out. When they are telling the story in their groups, have them hold up their pictures as masks.

**1 Choose an animal. Ask and answer to complete the path.**

Have the children work along the path, asking and answering questions about the animals.

**Answers**

Children's own answers.

**Cooler: Play "Spelling Bee"**

Play the game with words from the chapter (see Games Bank p. 222).

**Competency Focus**  
**Collaborate and Communicate**

By acting out the story, the children consolidate their understanding in a fun and engaging way. They also demonstrate their ability to work with friends and use interpersonal skills.

**Presentation Kit** • Use Hotspots to enlarge the Prepare photos, stage by stage, as you talk the class through the activity process.

• Choose from ASL Vocabulary Videos 1A–3B to review vocabulary from previous chapters. Have the children vote to select a topic to review, then play the video.

**Teacher's Resource Center** • Print out Project Template 3 to use for the SB craft activity.

## Language Review

**Lesson objective:** review language from Chapter 3

**Materials:** Class CD

**1 Look and complete the blanks.**

1 What are these? They're elephants.  
2 What ? lions.  
3 What are those? They're tigers.  
4 are those? tigers.

**2 Circle the correct answer.**

1 Are crocodiles long and green? Yes, they are. / No, they aren't.  
2 Are lions scary? Yes, they are. / Yes, it is.  
3 Are giraffes small? Yes, they are. / No, they aren't.  
4 Are spiders tall? No, it isn't. / No, they aren't.

**3 Think about Chapter 3. Color the books.**

GREAT! OK I'M NOT SURE!

Treasure Hunt!  
Look back at pages 4 and 5. Find: two scary lions

### Warmer: Play an action game



Have the children choose an animal and stand up when you call out the name, e.g. *Giraffes!* Have the class say a description, e.g. *They're giraffes! They're tall!* Have each group of animals stand together, and call on children to identify them using *these* or *those* depending on how close the groups are.

### 1 Look and complete the blanks.

- Ask the children to identify the animals pictured. Make sure they understand which animals are near/far.
- They complete the sentences. Elicit answers.

#### Answers

1 elephants 2 are these; They're 3 monkeys 4 What; They're

### 2 Circle the correct answer.

- Do oral practice of questions and short answers first. Choose a child to stand up and mime a giraffe. Then ask the class questions to elicit short answers, e.g. *Are giraffes tall? (Yes, they are!) Are lions small? (No, they aren't!)*
- Ask the children to read the questions and circle the correct answers. Then call on children to give their answers to the class.

#### Answers

1 Yes, they are. 2 Yes, they are. 3 No, they aren't.  
4 No, they aren't.

### 3 Think about Chapter 3. Color the books.

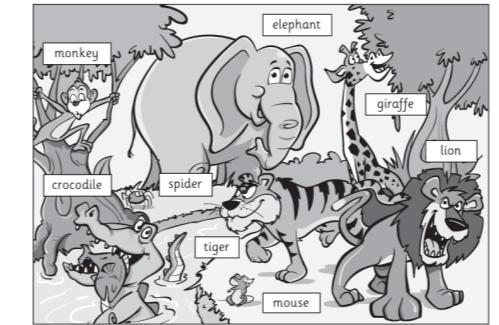
- Have the children look back at Chapter 3. Elicit their favorite parts. The children then color the book which represents how they feel about their own progress (self-evaluation).

### Treasure Hunt!

Ask the children to look at pp. 4–5 and find two scary lions. Have children raise their hand when they find them.

## Chapter 3 Review

### 1 Reading and Writing. Look, read, and complete.



This animal is orange, black, and white. It's a tiger.  
This animal is very tall. It's a (1) giraffe. This animal is scary.  
It's a (2) lion. This animal is very big. It's an (3) elephant. This animal is hungry. It's a (4) crocodile.  
This animal is small and it's in a tree. It's a (5) monkey.

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### 1 Reading and Writing. Look, read, and complete.

Ask the children to look at the picture of the safari park and say what animals they can see. Have them read and complete the text using the words supplied. Check answers with the class.

#### Answers

1 giraffe 2 lion 3 elephant 4 crocodile 5 monkey

### 2 Listening. Listen and check (✓) the correct picture.

Ask the children to look at all the pictures. Play the CD twice and have them listen and check the correct pictures. Choose a child to give their answers.

#### Answers (Audioscript on p. 223)

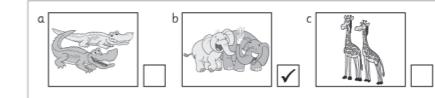
1 a 2 a 3 c

### Cooler: Play "Bingo"

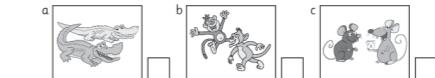
Have the children play the game with animal vocabulary from the chapter (see Games Bank p. 222).

2 Listening.  
Listen and check  the correct picture.

Example. Which animals are they?



1 Which animals are they?



2 Which animals are they?



3 Which animal is it?



### Competency Focus

#### Me: Self-evaluation

The children reflect on the chapter and express their opinions about their own progress. This encourages them to evaluate and make decisions about how they learn and what they need to revisit.



**Presentation Kit** • Print out Test Chapter 3 to use at the end of this lesson. The Test Generator also allows you to create customized tests.

- For the CEYLT (Cambridge YLE) exam preparation activities, there are Speaking prompts available for this chapter.
- Print out Festival Worksheet: Christmas to expand the children's knowledge of US culture.