




INGLÉS



BIODIVERSITY: PLANTS AND ANIMALS

I AM AN ANIMAL LOVER

LESSON #1

SUBJECT	English
AGE / CYCLE	6-9 years (First Cycle) Second Grade, Unit 2. Students 8-9 years old.
OBJECTIVES	Listening / Speaking 1) Identifies names of animals learned when delivered at a slow pace. 2) Names some common words or objects in familiar environments.
ESTIMATED TIME	40-minute lesson
MATERIALS	Annexes 1, 2, 3
ESSENTIAL QUESTION OR SCENARIO	<i>Why is it important to take care of the animals?</i>
LINGUISTIC COMPETENCIES	Listening: Understand simple information about an object. Speaking: Understand and respond to simple questions about familiar things.
SUBJECT	English listening, speaking, and grammar
KEY WORDS	duck, pig, horse, cow, sheep, dog, cat
TYPES	PDF, Video
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EVALUATION GOALS

Students will be able to (SWBAT):



Name animals on a farm and pronounce correctly.



Match the written word with the correct animal picture.

DEVELOPMENT

1

5 mins.

Warm up

Show children a poster of the farm animals and pets (duck, pig, horse, cow, sheep, dog, cat, farm) and ask them, “What do you see?” Assess prior knowledge of vocabulary.



Annex 1

2

6 mins.

Show the video

<https://www.youtube.com/watch?v=EwIOkOibTgM>, the first time.
Play again and sing and make noises together.



Video player

3

4 mins.

Teacher displays picture and writes the names of each animal around the picture on the board. Practice pronunciation for each word: duck, pig, horse, cow, sheep, dog, cat, farm.



Annex 1



4

5 min

Students work in pairs to match the pictures with animals' names. Students or teacher draw a line from the picture to the correct word. Ask students to show thumbs up/down in order to check the matching activity while you ask the question, "Is this correct?"

5

5 min

Model the game for the class. Display pictures of each animal on the board and ask a student to name one of the animals, then students repeat. Name all of the animals. Then ask students to close their eyes; teacher removes one picture. Students open eyes to see which one is missing and teacher asks, "What animal is missing?" and students call out the name. Continue practicing by removing the rest of the animals, one by one.



Annex 2

6

15 min

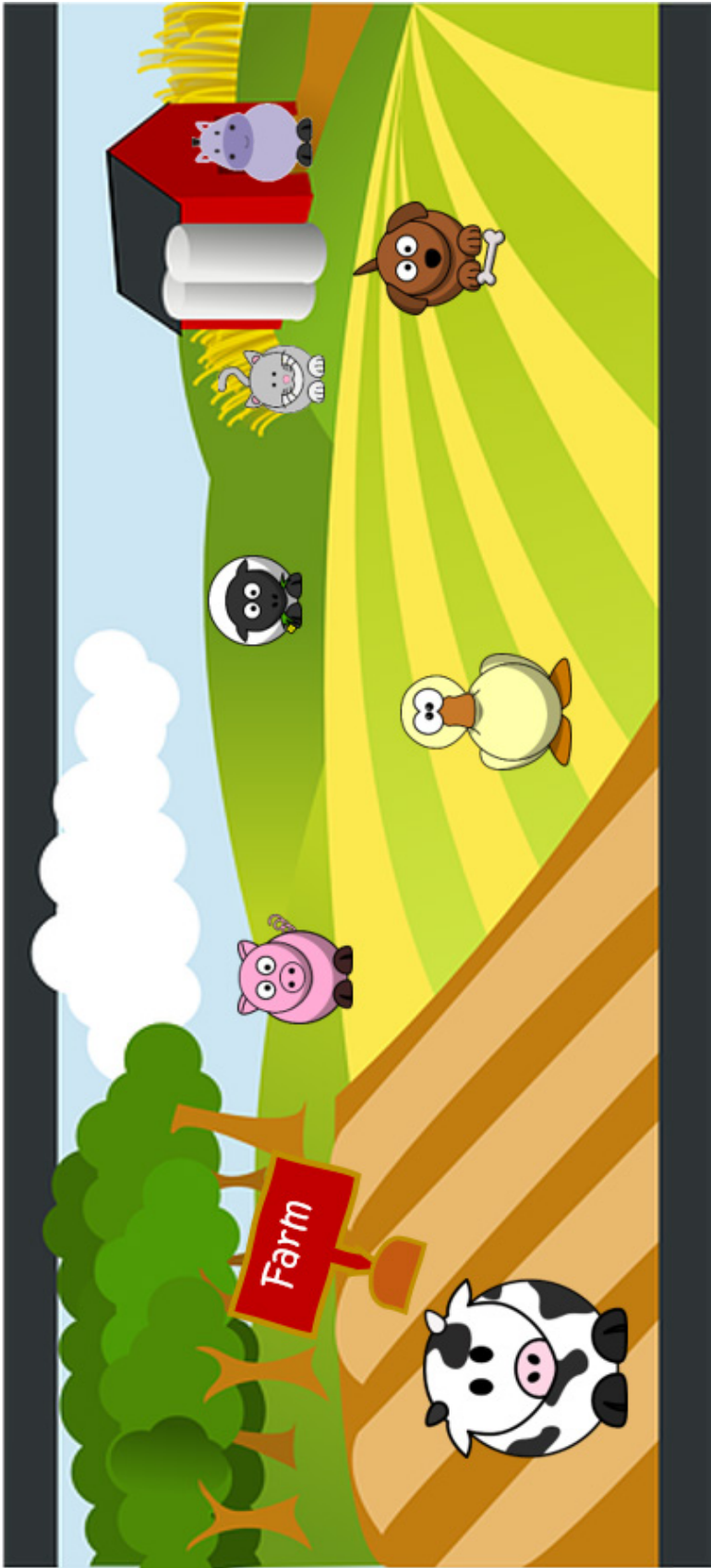
Give a set of cards to pairs of students and give each of them a letter, A or B. Ask them to place the cards on the desk/table face up. Ask students A to close their eyes, while students B remove a card, then students A open their eyes and say the name of the missing animal. Put that card back with the others on the table, face up. Now students B close their eyes and students A remove a card. Continue to change roles until all 8 cards have been removed and guessed. At the end of class, ask students how they felt about the game. They can use language and thumbs up/thumbs down to answer.



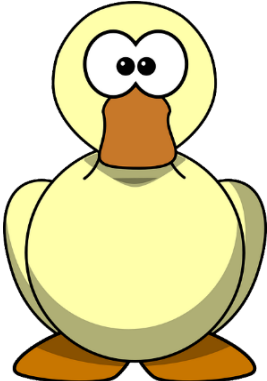
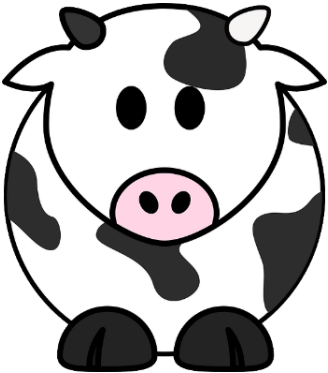
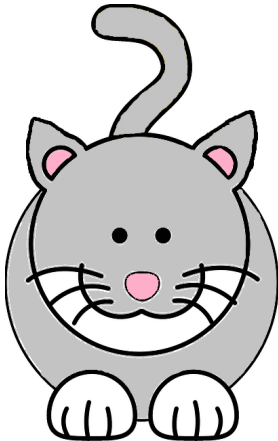
Annex 3



ANNEX 1



ANNEX 2



ANNEX 3

