

Book 3A, Unit 2 *Small Animals*

Lesson 1 *Looking Closely*

Science Objectives

By the end of this lesson, students will be able to:

- Name some small animals.
- Describe the key features of some small animals.
- Identify which small animals are insects.

Language Objectives

In this lesson, students will have the opportunity to use:

- Words relating to the names and key features of small animals: **insect, leg, wing**
- The sentence structures: “(Snails/Bees) have (no legs/wings).” and “(Snails/Butterflies) (crawl/fly).” to describe the features of some small animals.
- Additional language: **spider, butterfly, snail, fly, crawl**

Materials

Unit Opener Activity An image of: - an elephant - a mouse	Stimulus Activity An image of a butterfly (the wings and legs must be clearly visible)
Activity 1 Images of: - an earthworm - a butterfly - a snail - a ladybird	Activity 2 Images of: - a spider - a bee - an ant - a butterfly - a grasshopper - a fly - a snail - a worm

Unit Opener Activity

Books closed!

- Display an image of an elephant on the board. Ask: **What is it?** (It is) an elephant. Is an elephant a big animal or a small animal? (An elephant is) a big animal.
- Display an image of a mouse on the board. Ask: **What is it?** (It is) a mouse. Is a mouse a big animal or a small animal? (A mouse is) a small animal.

- Ask: **What other small animals do you know of?** (students' own answers) Write students' answers on the board.

Open your books

- Open the SB at p14 and draw students' attention to the pictures. Ask: **What small animals are the children looking at?** (The children are looking at) a butterfly/a ladybird/a snail. **Where is the butterfly/ladybird/snail?** The butterfly/ladybird/snail is on a flower/a leaf/a rock.
- Ask: **Have you ever seen a small animal? Where was it?** (students' own answers)
- Read the chant line by line, using gestures to help students understand:
 - *I look at a flower.*
 - *I look at a leaf.*
 - *I see many small animals,*
 - *Very different from me.*
- Play the recording of the chant.
- Say: **In this unit, we are going to find out about small animals.**

Stimulus Activity

Open your books

- Open the SB at p15 and draw students' attention to the picture. Ask: **What are Tom and Mary looking at?** (Tom and Mary are looking at) a butterfly. **Where is the butterfly?** (The butterfly is) on a flower.
- Encourage students to share their own experiences of seeing butterflies by asking questions such as: **Have you ever seen a butterfly? Where did you see it? What did it look like?**
- Ask: **Why is Tom using a hand lens?** Students should identify that Tom is using a hand lens to see the butterfly more clearly, because it is small. Ask: **How do you think the butterfly looks through the hand lens?** (students' own answers)
- Tell the students to draw how they think the butterfly looks through the hand lens. Remind them to make their drawings as detailed and colourful as possible.

Teacher Tips

For the drawing activity, it may help to seat students in groups around one large table so that they can share a selection of coloured pencils and any other drawing items you have supplied.

If students already know that the patterns on the butterflies' wings are symmetrical, you could instead do this activity using paint: 1) fold a sheet of paper in half; 2) unfold the paper and spread it flat on the table; 3) paint one half of the butterfly's wings, on the left-hand side of the fold; 4) fold the paper again, this time pressing it flat with your hands for a few moments so that the paint transfers to the other side of the paper; 5) unfold the paper – and you have your symmetrical butterfly!

- When students have finished their drawings, encourage them to share them with their classmates.

- Display an image of a butterfly on the board. Point to the butterfly's wings and model "wing" for students to repeat. Write *wing* on the board.
- Point to the butterfly's legs and model "leg" for students to repeat. Write *leg* on the board.
- Ask: **What kind of animal is a butterfly?** (A butterfly is) an insect. Write *insect* on the board.
- Tell students the topic of the lesson by saying: **Today, we are going to find out about insects.**

Key Words

Open your books

- Open the SB at p15 and draw students' attention to the key words.
- Write the key words on the board: **insect, leg, wing**
- Read or play the recording of the key words and ask students to repeat.
- Use pictures or gestures to help students understand their meanings.

Activity 1

Books closed!

- Display an image of an earthworm on the board. Ask: **What is it?** (It is) an earthworm.
- Repeat the previous step for the other animals: *butterfly, snail, ladybird*.
- Ask: **Where can you see these small animals?** (students' own answers)

Open your books

- Open the SB at p15 and draw students' attention to the three images at the bottom of the page. Ask: **What can you see?** (I can see) flowers/a tree/grass/soil.
- Put students into pairs. Tell them to work together to match the small animals to the places where they can be found, and complete the activity by drawing lines.
- Check answers as a class. Explain that some animals can be found in more than one place.

Extension

Ask students how the small animals on the board (the earthworm, the butterfly, the snail and the ladybird) are the same and different to each other.

Activity 2

Books closed!

Legs or wings?

- Draw two columns on the board. At the top of the left-hand column, write *I have legs*. At the top of the right-hand column, write *I have wings*.
- Hold up an image of a spider. Ask: **What is it?** (It is) a spider. Move the image between the columns, to prompt students to choose where it should go. When they have agreed on the answer, put the image of the spider in the *I have legs*. column.
- Repeat the previous step for the other small animals: *bee, ant, butterfly, grasshopper, fly*.

How do I move?

- Write *How do I move?* at the top of the board and draw three columns underneath.

- At the top of the left-hand column, write *I walk*. Walking on the spot, encouraging students to copy.
- In the middle column, write *I fly*. Flap your arms, encouraging students to copy.
- At the top of the right-hand column, write *I crawl*. Shuffle slowly across the floor with your feet together, encouraging students to copy.
- Hold up an image of a spider. Ask: **How do I move?** Move the image between the columns, to prompt students to choose where it should go. Encourage them to share their ideas and experiences of any spiders they have seen. When they have agreed on the answer, put the image of the spider in the *I walk*. column.
- Repeat the previous step for the other animals:
 - *bee* – *I walk*. and *I fly*.
 - *ant* – *I walk*. (Although some ants have wings!)
 - *butterfly* – *I walk*. and *I fly*.
 - *grasshopper* – *I walk*. and *I fly*.
 - *fly* – *I walk*. and *I fly*.
 - *snail* – *I crawl*. (The large, flat area of a snail’s body outside the shell is called its “foot”. This foot produces a sticky slime that helps the snail to move, protecting it from injury. Ask students if they have ever seen a silver snail trail!)
 - *worm* – *I crawl*. (Worms are covered in tiny hairs called “setae” that help them pull and push themselves along.)

Activity 3

Open your books

How many legs?

- Open the SB at p17 and draw students’ attention to the images. Ask: **What small animals are in the pictures?** A(n) *snail/spider/bee/ladybird/ant/butterfly*.
- Ask: **How many legs do these small animals have?** Put students into pairs and tell them to work together to complete the activity by writing the numbers.
- Check answers as a class.

Insects

- Read the statement at the bottom of p17: **Animals with six legs are called “insects”.**
- Tell students to work again with their partner to circle the insects.
- Check answers as a class.

Extension

Ask students to identify what similarities the insects’ bodies share. In addition to have six legs, all insects have three main parts to their bodies: the head, a middle section called the “thorax” (胸节) and a larger section at the end called the “abdomen” (腹节). (The ladybird may be a challenge here, as the thorax is relatively difficult to see.)

Teacher Tips

Insects have six legs and three main body parts. Spiders are not insects; they are called “arachnids”. Scorpions, mites and ticks are also part of the arachnid family.

Different from insects, arachnids are creatures with two body segments, eight legs, no wings or antennae and are not able to chew.

Now I Know ...

Open your books

- Ask: **What kinds of small animals do you know?** (students' own answers)
- Ask: **How many legs do insects have?** (Insects have) six (legs).
- Read and/or listen to the recording and ask students to repeat: *There are many kinds of small animals. Insects have six legs.*

Let's Practise!

Books closed!

- Write *small animals* in the middle of the board. Ask: **What other small animals do you know of?** (students' own answers) Write students' answers on the board.
- Encourage students to talk about these small animals by asking questions such as: **Where can you see a [name of animal]? Which small animals do you (not) like? Why?**

Open your books

- Open the SB at p18 and tell students to draw a picture of another small animal and where it can be seen.
- Nominate a few students to tell the class which small animal they have drawn, where it can be seen and what they like about it.

Extension

Encourage students to think about how the small animals they have learnt about in this lesson are useful to human beings (e.g. honeybees produce honey, silkworms produce silk) and how they are damaging (e.g. flies and mosquitoes spread disease).