

## Book 3A, Unit 2 Small Animals

### Lesson 3 Finding Small Animals

#### Science Objectives

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

- Find small animals in their local environment.
- Describe small animals that they find.

#### Language Objectives

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

- Words relating to the names of small animals and their habitats: **bush, grass, pond, stone**
- The sentence structure: “(Dragonflies/Grasshoppers) live (in ponds/in long grass).” to describe the habitats of some small animals.
- Additional language: **dragonfly, grasshopper, ant, spider**

#### Materials

Review Activity	Activity 1	Activity 2
images of: <ul style="list-style-type: none"><li>- a spider</li><li>- a spider’s web</li></ul>	Images of: <ul style="list-style-type: none"><li>- a pond</li><li>- grass</li><li>- bushes</li><li>- stones</li><li>- an ant</li><li>- a spider</li><li>- a dragonfly</li><li>- a grasshopper</li><li>- a caterpillar</li><li>- a mosquito</li></ul>	<i>per group:</i> <ul style="list-style-type: none"><li>- a hand lens</li><li>- a collecting dish</li><li>- a small net</li></ul> (If going out to do this activity is not possible, a collection of images of small animals in their habitats could work, and students will pick from the images and draw the animal and the habitat)
Stimulus Activity		
<ul style="list-style-type: none"><li>- image of a pond (a photograph, with plenty of interesting features and details)</li></ul>		

#### Review Activity

##### Review spider and web

- Display an image of a spider. Ask: **What is it?** (It is) a spider. **Where do spiders live?** (Spiders live in) webs.
- Display an image of a spider’s web. Ask: **Why do spiders live in webs?** (Spiders live in webs) to catch prey.

#### Stimulus Activity

##### Books closed!

- Display an image of a pond. Ask: **What is it?** (It is) a pond. **What can you see around a pond?** (students’ own answers) Encourage students to think about what they have seen in and

around a pond – they may mention fish, tadpoles, dragonflies, mosquitoes, newts (蝾螈) and even snails. Allow them to use Chinese, or draw an image on the board.

### Open your books

- Open the SB at p23 and draw students' attention to the picture. Repeat the question: **What can you see around a pond?** Students should notice several small animals (bee, butterflies, dragonfly and ladybird), as well as features such as flowers, grass, bushes, stones, leaves, etc. Write students' answers on the board.
- Say: **Today, we are going to find out about where small animals live.**

### Key Words

#### Open your books

- Open the SB at p19 and draw students' attention to the key words.
- Write the key words on the board: **bush, grass, pond, stone**
- 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 some grass. Write *grass* on the board and model it for students to repeat.
- Repeat the previous step for *bushes, stones* and *pond*.
- Display an image of an ant. Ask: **What is it? (It is) an ant. Where do ants live? (Ants live in) grass, bushes and under stones.**
- Repeat the previous step for *spider, dragonfly, grasshopper, caterpillar* and *mosquito*.

#### Open your books

- Open the SB at p23 and tell students to complete the activity by drawing lines.

### Extension 1

Ask students to suggest other places where these small animals can be found, and other small animals that can be found in these places. For example:

- pond: fish, snail (螺), frog, toad
- grass: bugs, butterfly, locust (蝗虫)
- stone: centipede (蜈蚣), snail (蜗牛)
- bush: butterfly, firefly (萤火虫)

### Extension 2

Ask students why they think small animals move around and live in so many different places. Guide their thinking by asking questions such as: **What do the small animals need to survive?** (food) **What dangers do the small animals face?** (predators).

### Extension 3

Put students into groups to discuss the question: *Why are small animals important?* To guide their thinking, give each group a food chain diagram to complete. Include a few large (e.g. fox, badger) and medium-sized (e.g. rabbit, toad) animals in the diagram as a starting point.

### Activity 2

#### Books closed!

- Put students into groups. Give each group a selection of equipment to help them find and look at small animals (e.g. hand lens, collecting dishes and nets).
- Explain that students are going to go outside and try to find some small animals. Remind them to behave sensibly and to respect the animals and the environment by asking questions such as: **Will you move quickly or slowly?** (slowly) **Will your voices be loud or quiet?** (quiet) **How will you pick up and hold the small animals?** (gently and carefully) **What will you do with them afterwards?** (put them back as they were).
- When students are outside, say: **Let's look in long grass/under stones/in these bushes/in a pond.**

#### Teacher Tips

Remind students that when they are looking for small animals, they must be careful to use equipment such as nets, collecting dishes and hand lenses safely, and to respect the animals and the places in which they live.

If you take students to a park or other outdoor area, minimize the risks of doing so by making sure that they wear suitable clothing (include high visibility jackets) and sun protection, cross roads safely, stay away from deep water and always stay in their groups.

#### Open your books

- Open the SB at p24 and tell students to complete the activity by drawing a picture of the small animals they found outside.

### Extension

Create a “small animals” wall display. As well as using coloured paper, paint and pens to make the animals and the places in which they live, students could also use real leaves, flowers and grass (dried) and materials such as cotton wool and pipe cleaners.

### Now I Know ...

#### Books closed!

- Display four pictures of places where small animals live on the board, each covered with a sheet of blank paper: *stones, long grass, bushes, ponds*.
- Ask: **Where do small animals live?** When students name one of the places in the pictures, uncover the picture.
- Read and/or listen to the recording and ask students to repeat: *Some small animals live under stones. Some live in long grass. Some live on bushes. Some live in ponds.*

## Find Out More!

### Books closed!

- Display an image of a caterpillar on the board. Ask: **What is it?** (It is) a caterpillar. Write *caterpillar* under the image. Ask: **When a caterpillar grows, what does it change into?** (A caterpillar grows and changes into) a butterfly. Display an image of a butterfly on the board and write *butterfly* under it.

### Open your books

- Open the SB at p25 and read through the sentences in the table.
- Put students into pairs and tell them to complete the activity by ticking the correct statements.
- Check answers as a class.

## Extension

Have students put together a butterfly fact sheet. Possible research areas include different kinds of butterflies, where they live, what they eat and their lifecycles. More advanced students could also investigate the process of metamorphosis (完全变态).