



TEACHER'S GUIDE

LESSON 23: WHERE DO WILD ANIMALS LIVE?

Video summary: Anna shows her bat house and a nest of wasps

Functional purpose: Talking about animal habitats; need for safety and food

Grammar: Prepositions – *in, under, on*

Question: Where do wild animals live?

Answers: (Animal Names) live **in:** the sea / caves / nests / jungle / webs / beehives / trees / the mountains / trees / nature / zoos / nature parks; **on** the ice; **under** the ground

Key words:

Noun		Determiner	Adjective / Adverb	Verb
nest	goats	these	cool	heard
orangutan	ground		safe	roar
penguin	habitat		scary	saw
prairie	honeybees		wild	sting
rope	jungle		just (adv.)	
bat	lions			
bears	monkeys			
beehives	mountain			
cave	sky			
cows	spiders			
deserts	spiderweb			
dolphin	tigers			
farm	wasps			
forests	whales			
giraffes				

PREPARE TO WATCH

Get students' attention

- Say, "What wild animals can you talk about in English?" Write student answers on the board.
- Point to the board and say, "Today we are going to talk about where these animals live."

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- If a children's alphabet book with animals is available, ask students to name an animal that starts with a particular letter of the alphabet. Or use the alphabet flashcards at the end of this lesson.

Connect to students' experiences

- Ask students what wild animals live nearby. If they live in a city, suggest birds, small mammals, or rodents that live in your city.
- Ask students what their favorite wild animal is. Are there any songs or poems the student knows about the animal? Give an example:
Tyger Tyger, burning bright,
In the forests of the night (*William Blake*)
- Play a song such as [Baby Beluga](#) or [Never Smile at a Crocodile](#) to engage students in the topic.

Guess: What will happen?



- Show the image of Anna with her bat house.
- Say, “In this lesson, Anna has something new. What do you think it is?”
- Ask, “Why is she showing it to us?”
- Take student guesses and say, “What will Max say about it? How about Daisy?”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Teach one or two new words from the video, such as *spiderweb*.
- Ask students "Where do wild animals live?"
- Ask, "Why do the wasps chase Anna?" and "Where do bats live?"
- Talk more about the video. Ask students what they liked, what made them laugh, and what parts they want to see again.

ACTIVITIES

1. Animal Habitats

Set up/materials

- Teach the word *habitat* –explain that this is the area or areas where an animal lives. Give one or two examples.
- Bring some photos of animals, a book about wild animals, or small toy animals to class.
- Using cardboard boxes or colored paper, make some animal habitats to place on tables around the room or draw boxes on the board representing different habitats. Here are some common habitats. You can find images of them at the end of this lesson.
 - Forest or Woods – bear, bird, wolf, deer, fox, rabbit, pig, squirrel
 - Tropical Forest/Rainforest – snake, monkey, bird
 - Fresh Water – duck, fish, frog, goose
 - Grassland/Savannah – lion, giraffe, chicken, cow, goat, sheep
 - Ocean – Octopus, clam, jellyfish, whale, dolphin, shark
 - Desert – Camel, snake, lizard, toad, tortoise, meerkat
- Copy the pages at the end of this lesson so you have a set for each small group of students (see below). Cut out the animal cards or have students cut them out.
- Prepare a large piece of paper for each group. Prepare enough markers or crayons so each group has one to write with.

How to

- Teach or review vocabulary as time and student level permit for names of habitats and names of animals.
- Divide the class into at least six groups of students, if the class is under 20. For larger groups, use the "count off" method to form groups. (Students count from 1-6 or whatever number

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represents the desired number of groups in turn. The students who called out “1” go to Group 1, the students who called out “2” go to Group 2, and so on).

- Give each group the large paper and something to write with.
- Assign each group to a habitat. Each group should write about the animals that live in their habitat. For example: “You are the forest. Find the animals who live in the forest. On the paper I gave you, write one question and one sentence about each animal that lives in the forest.”
- Call on each group in turn to share their sentences and questions with the rest of the class. Find out if students in another group can answer the question each group asks. If not, assign this as homework for the students to research at the library or on the internet.

Variation

- For more advanced students, have students write stories about each of the animals that live in the habitat they were assigned. If they have access to reference books or the internet, they can include facts about what the animal eats and what their life is like in their natural habitat.

2. Read and Write

Set up/materials

- Have students think about forming questions. Review the question word for place: *Where*. Review how to ask where an animal lives.
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students complete the sentences on the activity sheet.
- Ask students to form pairs. Have students practice reading the sentences aloud with their partner. Choose two or three pairs to demonstrate their reading for the rest of the group.
 - Tigers live in the jungle.
 - A prairie dog's habitat is under the ground!
 - Wild animals may live in a zoo.
 - Bats have a safe home in a bat house.
- In their pairs, have students take turns asking and answering questions, such as “Where do tigers live?”, by using the completed words and phrases on their activity sheets.

Variation

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- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Ask students to use different question words. For example:
 - What animals live in the rainforest?
 - Why did Anna make a house for the bat?



READ AND WRITE

Tigers live in the

jungle .



A prairie dog's
habitat is under
the ground!



Wild animals may
live in a zoo.



Bats have a safe
home in a bat
house.



3. Listen and Speak

Set up/materials

- Have students form pairs.
- Give students colored pencils, markers, or crayons.
- Ask students to think about the wild animals they can see near their home.
- Ask students to think about animals that do not live near them, but they would like to see.

How to

- Give students the *Listen and Speak* Activity sheet. Have two students demonstrate the sample conversation.
- Have them spend a little time drawing the three animals who live near their home, then begin their conversation with their partner.
- When students have completed the first conversation, instruct them to continue and draw the three animals they would like to see that do not live nearby.
- When students have completed the activity, have a few pairs demonstrate their own conversations for the class.

Variation

- For more advanced students, have them write a story about the wild animals near their home or about taking a trip to see wild animals in a different habitat.



LISTEN AND SPEAK

What wild animals can you see near your home? Draw three of them in the boxes. With your friend, talk about their habitats.

Example:

Student A: I can see deer near my home.

Student B: What is the deers' habitat?

Student A: They live in the forest.

What wild animals would you like to see? Draw them in the boxes below. Talk with your friend about where you can see them.

A: I want to see lions.

B: Where can you see them? What is their habitat?

A: I can see them in a zoo. Or I can see them in Africa.

LEARN MORE

1. Pets, Wild Animals, and Tame Animals

Set up/materials

This activity helps students think about comparisons, definitions, and how categories may or may not overlap.

Students' native language may be needed for parts of this activity.

How to

- Show a picture or video of a domestic (pet) cat and a wild big cat such as a tiger or lion. Ask the students how they are different. Write down any adjectives or other information from student answers.
- Teach/review adjectives or other vocabulary as necessary to help students answer.
- Write this, or a similar sentence, on the board: *A cat _____, but a tiger/lion _____.*
- Say/model a sentence comparing a domestic cat and a big cat. For example, "A cat lives with people, but a tiger lives alone."
- Next, have each student write one or more sentences, following the model on the board.
- Have students share their answers with partners and then share them with the whole class. Write student sentences on the board, or, have students write their sentences on the board.
- PART 2:
- Ask students what the phrase "wild animal" means. Write responses on the board.
- Ask students if farm animals like sheep, chickens, and cows are wild. Ask if farm animals are also pets.
- Write the word *tame* on the board and draw a long horizontal line on the board.
- Explain that a tame animal is not afraid of humans.
- On the left end of the line, write *very tame*. At the right end, write *very wild*.
- Now have students draw the line in their notebooks and work in small groups, discussing where they think different animals belong on the line.
- Then discuss their answers as a whole class. Try to talk about interesting cases, like Indian elephants, which can be tame or wild.

Variations

- For advanced students, show videos/talk about people who keep wild animals as pets. Ask them to explain why it is difficult to have a wild animal as a pet.

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- For advanced students, teach the phrase *domesticated animal* and have students research how and when certain animals became domesticated in human history.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Anna wants to give the bats a _____ home.
2. An animal home is called its _____.
3. Some _____ animals live in zoos.
4. The prairie dogs live _____ the ground!

Answer key:

1. safe
2. habitat
3. wild
4. under

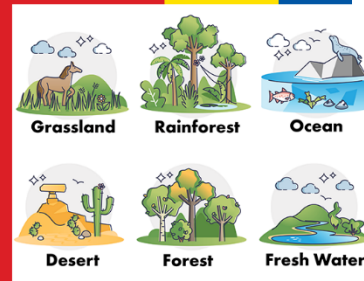


QUIZ

Anna wants to give the bats a home.



An animal home is called its .



Some animals live in zoos.



The prairie dogs live the ground!

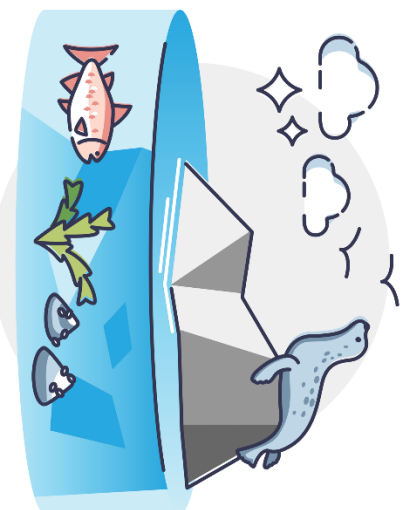




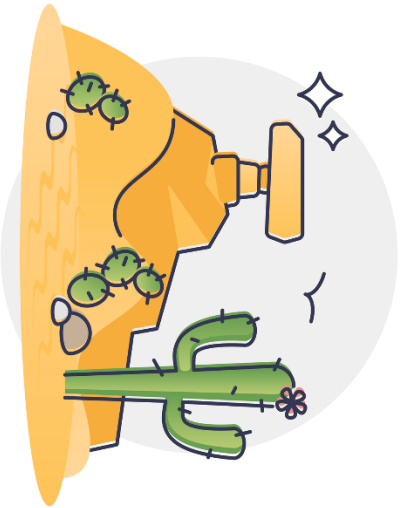
Grassland



Rainforest



Ocean



Desert






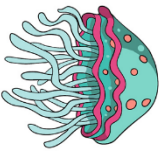


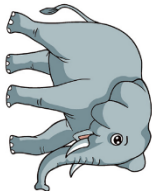







Forest



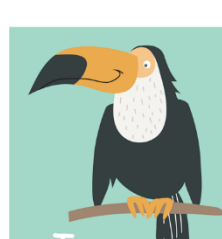
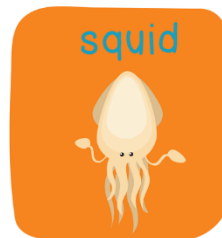
Fresh Water

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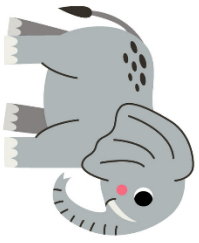
 Aa Ant	 Hh Horse
 Bb Bird	 Ii Iguana
 Cc Cat	 Jj Jellyfish
 Dd Dog	 Kk Kangaroo
 Ee Elephant	 Ll Lion
 Ff Fish	 Mm Monkey
 Gg Goose	 Nn Newt

 Oo Octopus	 Pp Panda	 Qq Quokka	 Rr Rabbit	 Ss Snake	 Tt Tiger	 Uu Urial
 Vv Vulture	 Ww Wolf	 Xx Xerus	 Yy Yak	 Zz Zebra		

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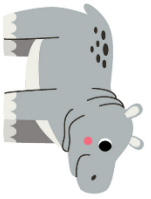
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elephant



gorilla



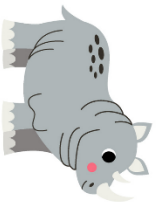
hippopotamus



zebra



warthog



rhinoceros



crocodile



ostrich



giraffe



lion



cheetah



hyena



camel



flamingo



chameleon



marabou



antelope



meerkat



lemur



monkey



buffalo



okapi



scorpion



vulture



crowned crane