



Theme: Home for Animals

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • Commands • Interrogatives (2) • Possessive nouns 	<ul style="list-style-type: none"> • Animals and their homes • Adjectives 	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. identify and name the homes of animals,
2. use possessive nouns to show possession,
3. answer questions based on a passage.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Picture cards (refer to the words in the box on [page 61, 1](#))
3. Picture cards of animals (eagle, rabbit, bees, caterpillar, bear, fox, squirrel, otter)
4. Word cards (refer to the words in the box on [page 61, 1](#))
5. Blu Tack
6. Students' workbooks
7. Powerpoint presentation for quiz (slides must show animals in their home and the use of possessive nouns)

Introduction / Warm-up Activity (10 min)

1. Show the picture cards of different animals, one at a time, to the class. Get the class to identify and name each animal. As the students do so, stick the picture card on the whiteboard and write the name of the animal below it.
2. Ask the class if the animals have homes. Elicit from the students why animals have homes.

Example:

- Their homes give them shelter. Their homes provide them with warmth.
3. Show the students the second set of picture cards which illustrate the animals' homes. Display them on the whiteboard. Then, ask the students to match the home to the animal. Help the students along as they do the matching game. At this point in the lesson, there is no need to teach the students the names of the animals' homes.

Lesson (20 min)

1. After the matching game is completed and done correctly, point to each of the picture card that illustrates the animal's home. Ask the students if they know the name of the animal's home. Produce the word card that corresponds to the picture card showing the animal's home. Get the students to read the word after you.
2. Next, point to a picture card that illustrates an animal's home and ask the students whose home it is. Ensure that the picture card you pick has only one animal living in that home. Get the students to answer in a complete sentence.

Example:

- It is the eagle's home.

Write the students' response on the whiteboard. Explain to the students that the home belongs to the eagle which is a singular noun. Therefore, we add an apostrophe and an 's' at the end of the singular noun to show possession. Do the same with the other picture cards which show only one animal living in its home to reinforce their understanding.

3. Point to a picture card that illustrates a few animals' living in one home and ask the students whose home it is. Ensure that the picture card you pick has more than one animal living in that home. Get the students to answer in a complete sentence.

Example:

- It is the rabbits' home.

Write the students' response on the whiteboard. Explain to the students that the home belongs to the rabbits which is a plural noun. Therefore, we add an apostrophe at the end of the plural noun to show possession. Do the same with the other picture cards which show more than one animal living in its home to reinforce their understanding.

Next, pick up some workbooks on your table. Tell the students that they belong to some children whom they do not know. Ask the students whose workbooks they belong to. Get the students to answer in a complete sentence.

Example:

- They are the children's books.

Write the students' responses on the whiteboard. Explain to the students that the workbooks belong to the children which is a plural noun. In this case, we add an apostrophe and an '-s' at the end of the plural noun to show possession as it does not end with '-s'. Use other examples such as 'men', 'oxen', 'sheep', etc.

Additional Activities / Closure (15 min)

1. Play a short quiz with the students using a Powerpoint presentation. Give each student a blank piece of paper and ask them to write their answers (1, 2 or 3) on the paper. Show the students the slides on the Powerpoint, one at a time, and get the students to quietly write their choice of answer based on the options given.

Example:

- This is the _____ pen.(based on the picture of many sheep in a pen)
(1) sheep (2) sheeps' (3) sheep's

Go through the answers with the students after you have shown them all the slides. Correct them if their answers are wrong and elicit from them why the option that is correct in the sentence based on the given picture is correct.

2. Tell the students to turn to **page 60 of Learning English Workbook 2**. Review the 'Read and Learn' section on **page 60**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 62 – 63** as homework. Read the passage with the students together. Explain any words that they are not familiar with. Then, go through the answers with the students and elicit the answers from them. Get them to tell you where they derive their answers from.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Prepare a deck of playing cards that have pictures of animals and their homes on one side of each card. The deck of cards is given out equally between two students. With the deck of cards that they have, they must first check if there are pairs of cards that they can eliminate from their deck, i.e. if they have a two picture cards which show the animal and its corresponding home, they have to remove it from the deck and place the pair aside. Each student must then take the first card on their deck and flip it over to reveal the picture. If the pictures match, i.e. one card shows the animal and the other card shows the animal's home, the student who first shouts 'Home' gets to keep both cards. At the end of the game, the student who has the most number of pairs is the winner.
2. Get the students to use the computer to find 5 different animals. Get them to paste the pictures of animals on the left side of a piece of paper and write the names of the homes of the animals on the right side of the paper. The animals that they paste on the paper can be one or many. Then, pass the paper that they have done to another classmate. The other classmate has to first match the animal to its correct home. Then, he has to write a sentence of no less than 5 words using possessive nouns for each picture.