



Theme Picture #17: An Artist's Studio

Target Vocabulary: alligator, bear, camel, deer, elephant, fox, giraffe, gorilla, hippopotamus, kangaroo, lion, parrot, penguin, snake, tiger, wolf, zebra

TEACHING TIP

Show students a video of wild animals in their natural habitats to help bring the new vocabulary to life.

EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of an artist's studio. You can see paintings of animals from around the world.**

Listening and Speaking

- Ask students: **What is the man doing?** [*painting a picture of penguins*] **What is his occupation?** [*painter; artist*] **What are the girls doing?** [*looking at the paintings of animals*] **Have you ever seen any of the animals shown in the paintings? Where did you see them?**
- Ask students questions about animal habitats: **What is an animal habitat?** [*the area where an animal lives*] **Name some animal habitats.** [*forest, desert, Arctic, grasslands, etc.*] **What animals live in the same habitat?** [*snake and camel—desert; bear and deer—forest; and so forth*]
- Say: **Let's look at the animals in the picture. Which animals are near the tiger?** [*lion, hippopotamus, deer, fox, etc.*] **What animals are far from the camel?** [*tiger, lion, zebra, etc.*] **What animals are on the left side of the picture?** [*camels, alligator*] **What animals are on the right side of the picture?** [*tiger, lion, hippopotamus*] **What animals are above the bear?** [*fox, wolf, deer*]
Continue with other questions about the location of the animals in the picture.

Reading and Writing

- Have students write facts and opinions about the animals in the picture. Model this for students on the board: *The alligator is in the water. The penguins are cute.* Ask students if each sentence is fact or opinion. Then have students write a sentence about one of the animals in the picture. Have students share their sentences and have the class decide if the sentence is fact or opinion.
- Put the target vocabulary word cards on the chalk rail. Have students go to the front of the class, pick up a word card, and write the plural form of the word on the board. Help students with irregular plurals (e.g., deer/deer, wolf/wolves).
- On the board or on a transparency, write two “clues” about each animal in the picture (e.g., It colorful., It can fly.). Have students read the clues and guess which animal the clue is about. Have students write their own clues about animals in the picture and have classmates guess which animal the clues are about.

LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

Beginning: Students are able to speak in one- to two-word responses. Ask questions such as: **Is this a kangaroo? Are there two camels or three camels in this picture? Is the tiger big or small?** Continue with other yes/no and either/or questions.

Intermediate: Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Do you think any of these animals could live in someone's home? Why or why not? What would happen if you took animals out of their natural habitat? How do you think they would feel?** Have students write a paragraph about how one of the animals in the picture would react if it was removed from its natural habitat. Have students read their paragraphs to a partner.

Early Advanced: Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: **Do you think the animals in this picture have exciting lives? Why or why not? If you could be any of these animals, which one would you be? Why?** Have students write a paragraph in response to this question. Remind them to include details to support their position. Have students read their paragraphs to a partner.

Advanced: Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions such as: **If you had a zebra as a pet, how would you take care of it? What would it need? How about a tiger? What about a snake?** Have students pretend that they have one of the animals in the theme picture as a new pet. Have students write a report explaining what they would need in order to take care of the animal. For example, the penguin would need some place very cold to stay, the lion would need a lot of food, the hippopotamus would need water, etc. Have students conduct research on the animals to find out what they would need. Have students present their reports to the class.