

Science

Animal charades

1 Mime the animals.



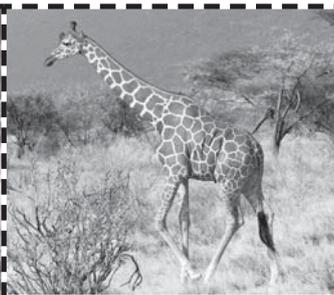
snake



monkey



elephant



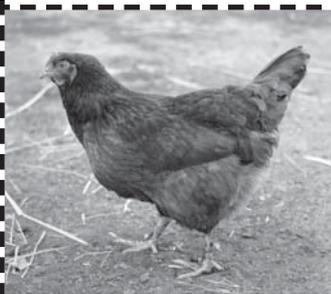
giraffe



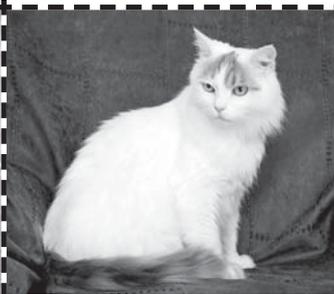
fish



frog



chicken



cat



cow



duck



horse



sheep



lion

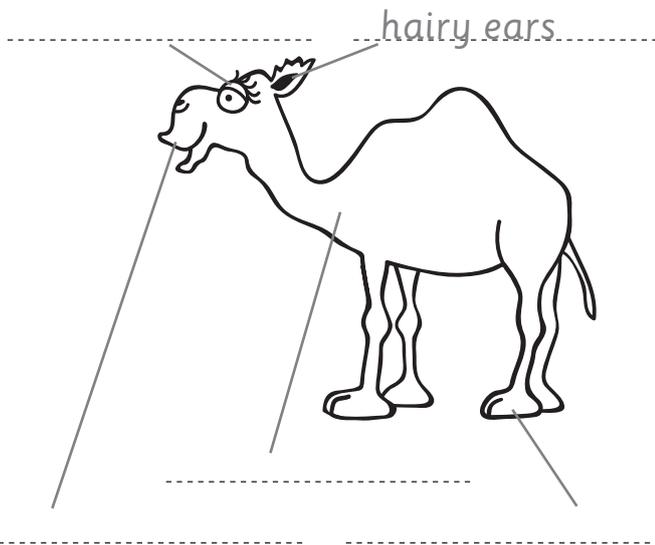


spider

Animal fun

1 Label the camel.

~~hairy ears~~ long eyelashes
 thick lips wide feet
 sand-coloured skin



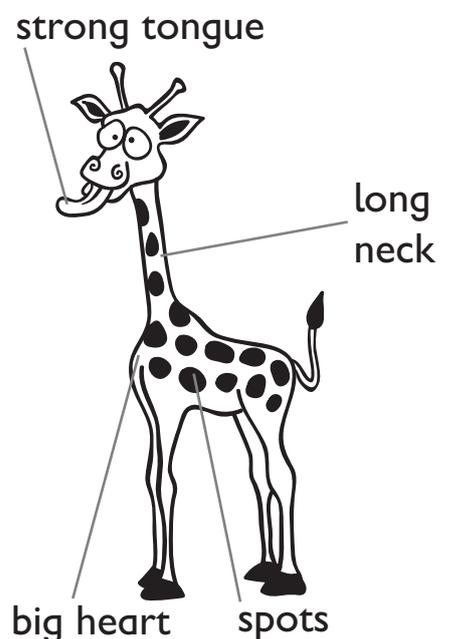
2 Match. Tell your partner.

...A camel has got hairy...
 ears to keep out the sand...

1. long eyelashes
 2. thick lips
 3. wide feet
 4. sand-coloured skin
- a. to help it walk on sand.
 - b. for eating prickly desert plants.
 - c. so it can't be seen.
 - d. to keep sand out of its eyes.

3 Read the text. Complete.

What has a giraffe got to help it live in the grasslands? A giraffe has got a long neck to help it eat leaves from tree tops and see dangerous animals coming from a distance. It has got a very to get the blood up the long neck to its head. A giraffe has got a in its mouth so it can pull leaves from the trees. It has got on its fur to make it difficult to see.



Science

LESSON TOPIC

Animals – how their bodies adapt to their environment

LESSON TITLE

Animals and their bodies

CONTENT FOCUS

Different features an animal has to suit its environment

COMMUNICATION FOCUS

Discussing how animals are suited to where they live

COGNITION FOCUS

Labelling a diagram

Matching animal features to reasons

Level: 2

Age range: 7–8

Time: 40–70 minutes

Materials

Worksheets 1 and 2

Before class

Photocopy and cut up the animal prompt cards from worksheet 1.

Photocopy worksheet 2, one per pupil.

In class

Worksheet 1 – Animal charades

Warmer

1 Mime the animals. 10 minutes

- Play animal charades. Mime an animal and make that animal's sound. Pupils guess which animal you are being. Divide the class into two teams, A and B. Give a pupil from team A one of the charade cards. He or she mimes the animal and his or her team guesses which animal it is. A correct guess wins the team one point. An incorrect guess means that the other team has the chance to guess. Then team B has a turn. Continue until all the charade cards have been identified. Declare a winning team.

Worksheet 2 – Animal fun

Labelling and matching

1 Label the camel. 15 minutes

- Distribute worksheet 2.
- Explain: *Different animals' bodies have adapted to live in different environments.* Elicit what animal they can see in activity 1 (camel) and where it usually lives (desert).
- Pupils label the camel diagram using the phrases from the box.

2 Match. Tell your partner.

- Ask a volunteer to read the speech bubble out loud. Pupils match features (1 to 4) to reasons (a to d).

Key:

1d; 2b; 3a; 4c

- In pairs, pupils tell each other about the camel using the speech bubble as a model.
- Fast finishers could colour the picture.

Reading. 5–10 minutes

3 Read the text. Complete.

- Pupils read the short text about giraffes and complete the text using the words and phrases from the picture.
- Check their answers.

Key:

big heart; strong tongue; spots

Discussion. 10 minutes

- In groups, or as a whole class, briefly discuss other animals with the pupils (monkey/elephant/tiger etc.), and what features they have got to help them fit into where they live.
- Possible ideas: monkeys have got long arms to swing from the trees; elephants have got trunks to get water from the river; tigers have got stripes so they are difficult to see in the grass.

Follow-up (optional)

Draw and write about an animal. 20 minutes

- Say: *Think of another animal. How is its body adapted to where and how it lives?*
- Pupils draw an animal of their choice, label the features and write the reasons for the features.