

# Science

## Animal charades



1 Mime the animals.



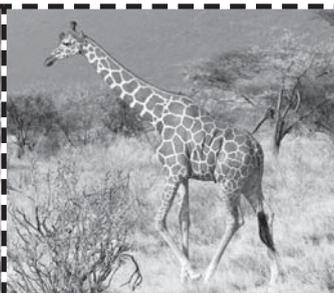
snake



monkey



elephant



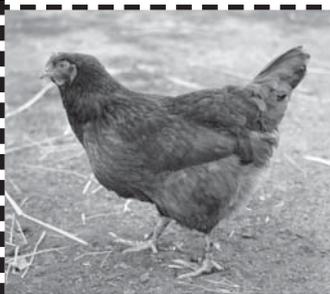
giraffe



fish



frog



chicken



cat



cow



duck



horse



sheep



lion

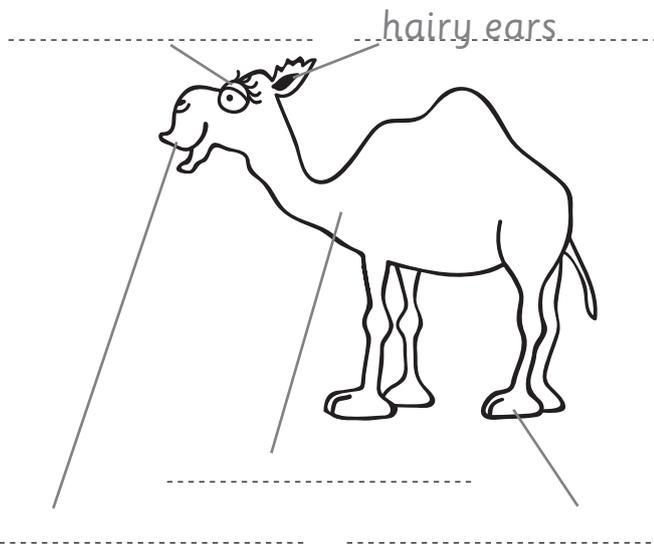


spider

## Animal fun

## 1 Label the camel.

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



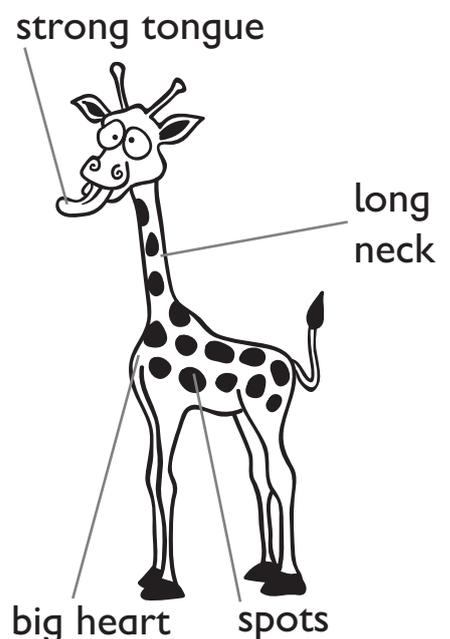
## 2 Match. Tell your partner.

...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.