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Extension Activities

Animal World

Activity 1

STORY SENTENCES

Directions: Copy the following text on the board:

*We have got several pets at home.
I have got a snake. My mum and I have
got two rabbits. My sister has got a
spider. My brother has got three dogs.
My dad has got a turtle.*

Have students copy the text into their notebooks and illustrate it.

Activity 2

ANIMAL QUIZ

Materials: Non-fiction and fairy tale stories about animals.

Directions: Bring to class fairy tale stories in which the main characters are animals.

Divide the class into two teams. Ask teams questions about what the animals from the story *can* and *can't do* in real life: *Can a donkey swim? Yes, it can. Can a donkey fly? No, it can't.* Award teams one point for every correct answer. The team with the most points wins the game. Play the game again, but this time have students ask the questions.

Activity 3

I CAN, I LIKE, I HAVE GOT

Materials: Scraps of paper.

Directions: Distribute scraps of paper. Help students write sentences about what they can do, what they like and something about their appearance. *I can run. I like dogs. I have got brown hair.* Collect the pieces of paper. Choose one at random and read it aloud. Have the class guess who is describing

himself / herself. The student who guesses correctly comes up and reads the next piece of paper.

Activity 4

ANIMAL SNAP

Materials: Paper.

Preparation: *Habitat cards:* (per pair of students) write each of the following words on two separate squares of paper: *mountains, river, jungle, forest, grassland, sea.* *Animal cards:* (per pair of students) write each of the following words on separate squares of paper: *monkeys, toucans, wolves, eagles, dolphins, hippos, zebras, crocodiles, whales, giraffes, llamas, bears.*

Directions: Write the words from the *Habitat cards* on the board and brainstorm examples of animals in each category. Divide the class into pairs. Distribute a set of *Habitat cards* and *Animal cards* to each pair. Have students put the *Habitat cards* face down in one pile and the *Animal cards* face down in another pile. Ask students to alternate turning over a card from each pile. If a student turns over an *Animal card* and a *Habitat card* that match, the first student to shout *Snap!* and put his or her hand over the cards keeps them. The student with the most cards wins.

Activity 5

ANIMAL PUZZLES

Materials: Paper.

Directions: Distribute paper. Have each student fold a piece of paper in half lengthwise. Then, have them fold it again into four equal parts. Next, tell them to cut along the four vertical lines on the top part of their folded papers, until they reach the centre fold. On the outside of each of the four sections, have students write a riddle about an animal: *It's large and furry. It lives in the Arctic. It eats seals. It can swim and jump.* On the inside of each section, have them draw the animal to which the riddle refers.

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Divide the class into pairs. Have students take turns reading out their riddles, one line at a time, for their classmates to guess the corresponding animal. When a classmate guesses correctly, have the student lift the corresponding flap to reveal the animal.



Activity 6

MAKE A GLOSSARY

Materials: Paper, index cards.

Directions: Ask students to stand in a circle. Say A and have students continue to say the alphabet until someone makes a mistake. Then, start again. Write the following on the board and circle the first letter of each word: *elephant, bear* and *monkey*. Ask: *Which letter comes first in the alphabet?* Help students write the words in alphabetical order and write them on the other side of the board. Distribute paper and have students copy the glossary from the board.

Activity 7

ANIMAL PARTS

Materials: Wild animals magazine cutouts, square pieces of paper.

Preparations: Cut out the body parts of the animal pictures and glue each part on a square piece of paper; for example: a *giraffe: legs, neck, body and tail, head*.

Directions: Distribute the square pieces of paper with each body part of the animals. Ask students to walk around the classroom and describe the body part to their classmates to find the rest of the parts. When students have completed the animal, invite them to describe it to the rest of the class.

Activity 8

HABITATS

Materials: Paper, bag, 6 small boxes, pencils in two different colours.

Preparation: *Animal cards:* Write the following words, or similar ones, on separate paper strips (1 per student): *whale, bear, dolphin, eagle, crocodile, rhino, ostrich, hippo, snake, monkey*; etc. Fold strips and put them in a bag. Label 6 boxes: *sea, river, mountain, jungle, forest, savannah*.

Directions: Display boxes and *Animal Cards*. Divide the class into two teams. Give each team a pencil in a different colour and have teams form two lines. Ask the first student from each team to pick a paper strip. Have her / him read the slip, mark it with the colour pencil and put it into the corresponding box. Then, have students race back to their teams and give the pencil to the next student. Repeat until all the strips are gone. Open the boxes and read the strips of paper. Give a point for each correctly placed strip. The team with the most points is the winner.

Animal characteristics

Activity 1

DRAW AND WRITE

Materials: Animal reference books.

Directions: Divide the class into pairs and give each pair an animal reference book. Ask students to draw a picture of an animal and write facts about their animal to share with the class.

Activity 2

VENN DIAGRAM

Directions: Have students draw a Venn diagram in their notebooks to compare two

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animals they like. Encourage them to include habitats, body parts, food habits and abilities. Then, ask them to write descriptions of each animal using the information in the diagram.

Activity 3

REAL OR MAKE-BELIEVE?

Materials: Non-fiction and fairy tale stories about animals.

Directions: Display books and have students read the titles. Ask them to predict from the cover whether the book is about real or make-believe events. Show students pictures from the stories and discuss which scenes are real and which are make-believe.

Language Links: Have students look at the scenes in the stories and explain why they are real or make-believe: *The pig in the story can build a house. Real pigs can't build houses.*

Activity 4

MAKE-BELIEVE ANIMAL RIDDLES

Materials: Blue and white construction paper (2 sheets per student), glue.

Directions: Distribute materials. Tell students to fold blue construction paper in half to make a card. Ask them to cut two slits 2 cm apart on the fold to make a tab and press the tab through to the inside. Have students write a riddle to describe a make-believe animal on the front of their blue construction paper. Then, ask students to draw a make-believe animal on a piece of white construction paper and cut it out. Have them glue the left side of their cutout animal to the tab. Tell students to write the name of their animals on the inside of the card.



Language Links: Have students take turns reading their riddles:

A: *She can talk. She can sweep the floor. She can make orange juice. Who is it?*

B: *It's the (Little Red Hen).*

If student B guesses correctly, have student A show the picture inside his or her card and student B come up and read his or her riddle.

Activity 5

ANIMAL IMITATIONS

Directions: Take the class into a large activity room or an open space. Tell them you are going to read out animals from different habitats and they have to make the movements and sounds of those animals. After each animal, clap your hands and have students stand still in the position they were in. Clap hands again and say the name of the next animal.

Activity 6

RED-TAILED HAWKS

Materials: Paper, paint.

Preparations: Write the following information on the board:

RED-TAILED HAWKS

Habitat: swamps and deserts

Length: 48 – 58 cm

Weight: 1 kg

Wingspan: 1.2 – 1.4 m

Feathers: brown to gray brown, white chest, red-brown tail feathers

Diet: rodents, snakes, other birds

Nest and eggs: large nest built out of sticks, bark and leaves, located high in a tree. Female lays 1 – 5 eggs at a time. Both parents incubate the eggs.

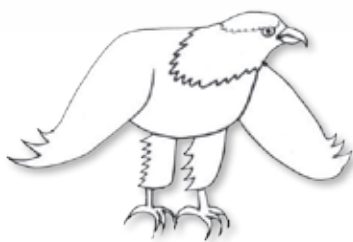
Characteristics: Most common hawk in North America. Powerful wings. Can catch prey while flying. Eat entire prey.

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Directions:

Distribute information and have students use it to write a report. Have them paint the picture and attach it to their report. Invite students to present their reports to the class.



Continue with the same procedure until students have made all the sentences. The group with most of the points wins.

Animals are Special!

Activity 7

MIXED DESCRIPTIONS

Materials: strips of paper, bags.

Preparation: Write sentences with information about animals in different strips of paper; for example: *Monkeys live in the jungle. / They eat plants. / They have got a long tail. / They can jump and climb up trees.* Prepare strips of paper with information about three animals (1 set per group).

Directions: Divide the class into groups and give them a bag. Explain that they have to read the information about animals in the strips of paper and group them according to the animal that they refer to. Determine a time limit and then, have some volunteers read the descriptions aloud to check. Encourage the class to add information about the animals and ask students questions: *Can monkeys swim? Have monkeys got big teeth?*

Activity 8

COMPARISONS

Materials: slips of paper.

Preparation: Prepare slips of paper with an action or characteristic and a conjunction (*and* or *but*); for example: *fly - but, climb - and, big ears - but, short tail - and.*

Directions: Put the slips of paper in a bag. Divide the class into groups. Have a volunteer pick a slip of paper, read the words aloud and use them to compare two animals; for example: *Eagles can fly but penguins can't.* If the answer is correct, the group gets a point.

Activity 1

ANIMALS AROUND YOU

Materials: Paper, crayons or markers.

Directions: Ask students to think about wild animals that they see around their homes. Distribute materials. Have students draw and label a picture of the animals. Then, below their pictures, have them write what food the animals eat and what special colours and characteristics they have to help them survive. Invite students to display their pictures to the class and describe them.

Activity 2

ADAPTATIONS

Directions: Write sentences on the board with animal adaptations; for example: *They have got a long neck. They can camouflage. They hibernate. They can live without water for many days.,* etc. Divide the class into groups and have them brainstorm animals that have these adaptations. Then, check the answers with the class and the group with the most correct answers wins.

Activity 3

AMAZING ANIMALS!

Materials: White sheet of paper, coloured pencils, markers.

Preparation: Copy the following file on the board:

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Animal:

Characteristics:

Habitat:

Food Habits:

Abilities:

Directions: Have students complete the file about the animals that they consider the most interesting. Then, remind them of the information about polar bears on pages 68 and 69 in All Around New Edition 1 Student's Book and revise the layout. Ask them to divide the sheet of paper in four squares to write sentences with the information and illustrate the facts. Finally, invite students to the front to show their pictures and share the information with the rest of the class.

Activity 4

EXTINCTION POSTERS

Materials: Construction paper, paper, reference books and websites on animals, scissors, colour pencils.

Directions: Tell students they are going to design a poster to convince people of the need to preserve animal species in their country.

Divide the class into groups of four. Distribute materials. Assign different endangered animals to the different groups. Have students find a picture and information on the animal. Ask students to draw it on paper, including their habitat. Students paste their drawings at the top of the construction paper. Have students think of a catchy slogan or title for their posters and write their ideas on the board. Students write their slogan at the top of the poster.

Brainstorm some reasons why we should preserve the species: *some animals can control pests, they balance the population of others, they are part of the food chain*, etc.

Students write two sentences on the poster.

Have the groups present their posters to the class. Display students' work in the classroom.

Activity 5

CURIOUS FACTS

Materials: Construction paper, colour pencils, markers, animal reference books.

Directions: Divide the class into groups. Assign three animals to each group. Have students search the web or use an animal reference book to find interesting information about the animals. Write on the board: *Did you know...?* and tell the class to use this phrase to introduce the facts. Ask the groups to write drafts and revise their writing pieces. Then, have them write the curious facts in the sheet of construction paper and draw pictures to illustrate the ideas. Finally, invite the groups to share the information with the rest of the class.

Activity 6

LIFE SPAN BAR GRAPHS

Materials: Graph paper, colour chalk.

Directions: Divide the class into groups and have students find information about the life span of some animals: *elephants, rhinos, giraffes, monkeys*, etc. Draw a graph (8 x 20 cm squares) on the board. Write the names of animals down the vertical axis of the graph, beginning with *elephants*. Write from 10 to 200, by tens across the horizontal axis. Point to the first animals and ask: *How long do (elephants) live?* Have students answer: *70 years*. Colour the first row of squares up to the 70 column with red chalk.

Distribute graph paper. Have students copy and complete the graph, using different colours for each animal. When students have finished, ask them about the life span of the rest of the animals. Invite individual students to come to the front and complete the bar graph on the board with chalk in different colours.

Activity 7

ANIMAL QUIZ

Directions: Divide the class into groups and explain that they are going to make a quiz about animals. Have them revise the information in Unit 6 and ask them to write six sentences with true and false facts; for example: *Polar bears live in the Antarctic. Ostriches can lay big eggs.* Walk around the classroom and monitor. Then, invite a volunteer from one group to read a sentence aloud to another group. If the group answers correctly, they get a point. Encourage the groups to give the correct information when the sentence is false and award them an extra point. Continue with the same procedure until all the groups have read their sentences. The group with most of the correct answers is the winner.

Activity 8

ANIMAL GROUPS

Materials: Animal cutouts cards.

Preparation: Cut pictures of animals and glue them on cards (1 per student).

Directions: Hand a card to each student. Explain that you are going to mention one characteristic and they have to stand up if the animal in their card has got that characteristic. Demonstrate the activity to check understanding. Say, for example: *It can fly.* Ask students with animals that can fly to stand up. Lead their classmates into asking questions to identify the animal; for example: *Has it got big wings?* Continue with the same procedure until all students have participated.