

Dear Parents,

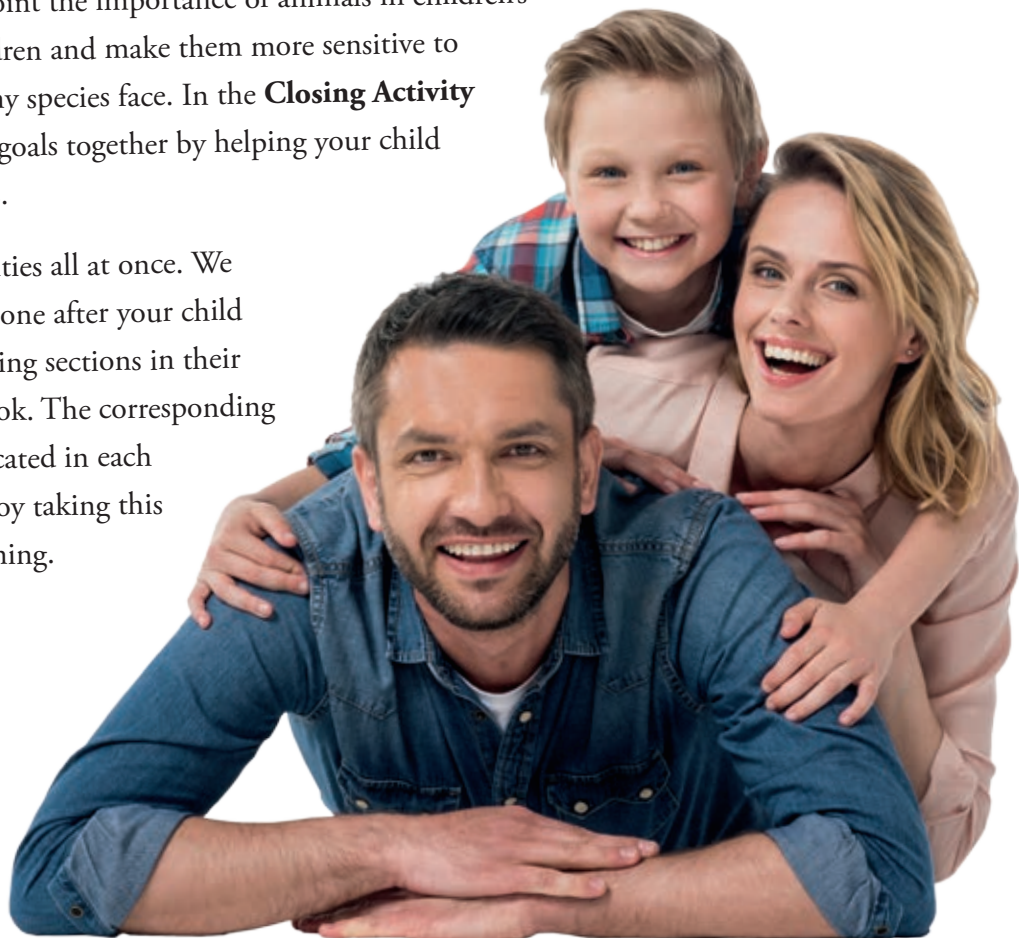
Welcome to Topic 3 of *Open Day 2 Home Connection*. We hope you enjoyed working with your child on Topic 2.

Topic 3 is called **Animal Stories**. In this topic, your child will learn to talk about animals and their habitats. Children typically love animals and it is important to encourage their interest since research shows that contact with animals increases children's sense of empathy. The **Topic Preview Activity** is a great opportunity for you to show your child that you are interested in what he or she is learning in the English class. We continue the theme of animals in the **Animal Activities** by looking at some physical characteristics of turtles as well as their habitats. Did you know that turtles date back to the time of the dinosaurs over 200 million years ago?

The **Mindfulness** section of this topic focuses on mindful movement. Mindful movement will help your child become more aware of his or her body and can increase confidence and self-esteem. In the **Content and Language Integrated Learning (CLIL)** section, we will work with the subject of geography. Your child will learn about different habitats and the animals that live there. The **Citizenship** section will help encourage your child to think about ways he or she can help wild animals.

The topic takes as a starting point the importance of animals in children's worlds. It aims to inform children and make them more sensitive to animals and the problems many species face. In the **Closing Activity** we will bring these important goals together by helping your child make a census of local animals.

You don't have to do the activities all at once. We recommend that you try each one after your child has completed the corresponding sections in their Student's Book or Practice Book. The corresponding Student's Book pages are indicated in each section. We hope you will enjoy taking this active role in your child's learning.



Topic Preview Activity Student's Book pages 72–73

Animal Stories

Most children are naturally attracted to animals. They have an instinct to care for vulnerable creatures. Contact with animals stimulates children's curiosity about the world and reinforces their natural affinity with other living things.

◆ Get Ready

Part 1

Do you have a pet? If so, ask your child to say what you need to do to take care of it. Have your child take responsibility for one or two aspects of looking after the pet. If you don't have a pet, ask your child to think of a pet belonging to one of his or her friends or someone in your family. Talk about the pet in the same way, then try to arrange for your child to visit the pet and feed or groom it, or take it for a walk.

Part 2

Play a guessing game to introduce your child to the theme of wild animals. Here are some possibilities:

Twenty Questions

Either you or your child choose a wild animal and the other person can ask up to twenty questions to guess the animal.

Animal Sounds

One of you makes animal sounds and the other guesses the animal.

Draw It

You take turns drawing an animal one part at a time for the other person to guess.

◆ Animal Outing

Take your child to a place where they can see animals. For example, a safari park, a pet shop or an animal rescue centre. Encourage your child to be inquisitive by asking the carers lots of questions about the animals. Put the information on your fridge door as a reminder!



Animal Activity Unit 5 Student's Book pages 76–77

◆ Get Ready

For this activity you will need some coloured markers, paint and a blown-out egg. For instructions on how to blow out an egg, check this link:

<https://www.wikihow.com/Blow-Out-Eggs>

Did you know that sea turtles can be almost two metres long and that they can weigh up to 700 kilogrammes? Like all turtles, sea turtles have a shell to protect them and a head with eyes, a nose and a mouth. They can see and smell very well when they are underwater.

◆ Make Some Turtle Eggs

Why don't you get your child to make his or her own turtle and take care of it for a week?

Help your child draw and colour his or her turtle on the blown-out egg. Make sure he or she includes the different parts of the turtle's body: its shell, flippers, head, eyes, nose, mouth and neck. Then tell your child to look after his or her turtle for a week. Tell them to make sure not to drop it, to keep it in a safe place and to give it care and attention. Check how the turtle is doing at the end of the week and give your child a little reward if he or she has looked after his or her turtle well.



Mindfulness Student's Book page 80

◆ Get Ready

The mindfulness focus for this topic is mindful movement. Mindful movement encourages children to be aware of every move they make, and to focus on the quality of their movements and how they make them feel. It can also increase focus and concentration as well as help children to relax.

◆ Turtle and Rope Walking

These videos give some ideas for practising mindful movement at home:

<https://www.youtube.com/watch?v=QxTYK5gVOAQ>

<https://www.youtube.com/watch?v=Xc-mcyv6VWY>

Have a go with your child—they are easy and fun!

Animal Activity Unit 6 Student's Book pages 90–91

♦ Get Ready

Having access to clean water is vital for turtles (and for people!) to survive. Why don't you show your child how to make a filter to clean water? To make the homemade filter you'll need some muddy water, an empty plastic bottle, a ball of cotton, some charcoal, some sand and some gravel.

Did you know that turtles cry?
They don't cry because they are sad. They cry to clear the salt from their eyes. They also have a special gland that takes the salt out of the water that they drink.

♦ Do It Yourself (DIY) Filter

This video shows you how to do your water filter:

<https://www.youtube.com/watch?v=G5b52jZLIRA>

Once you've watched the video and you have the materials, help your child make the filter. Remember: Don't drink the water as part of the experiment! You can also use this as a chance to talk to your child about how it's important to protect our water supply from pollutants.



◆ Get Ready

The more we know about endangered animals, the better prepared we will be to do something to help. Ask your child about the animals and habitats he or she learned about in class. What habitats can you find near your house?

◆ Make an Animal Diorama

Making an animal diorama (a 3D model) is one way to increase your child's awareness about endangered species. This video shows you some examples:

<https://www.youtube.com/watch?v=zSOVRD3NfCQ>

To make the diorama, decorate a shoebox or any kind of recycled box to look like your animal's natural habitat. Then help your child make a model of the animal out of plasticine or clay and place the animal in its habitat. Have your child stick a label on the box with the name of the animal and the habitat.

**Citizenship Student's Book page 98****◆ Get Ready**

According to a recent UN report, thousands of animal species are at risk of extinction worldwide. Watch the video together. How many of the animals can you name?

<https://www.youtube.com/watch?v=wupzdmk3DkM>

◆ Research about Animal Protection

After you watch the video, you could choose one of the animals and go online to find out more about it, the reason it's at risk of extinction and why it is important to protect it. Then encourage your child to tell family and friends about the animal.

A Local Animal Census













Making a census of local animals helps your child to become aware of animals in his or her immediate environment. Watching out for animals encourages observation and recording animals helps your child to be neat and organised.

◆ Get Ready

Ask your child to say what animals live in your local area. Name more animals your child may have forgotten. Then have him or her draw or list the animals on a sheet of paper. Make a copy of the census sheet for yourself.

◆ Carry out your Local Animal Census

Choose a day to do your census. Each time you see one of the animals make a tick on the census sheet. At the end of the day, compare your sheets. Which animals did you see more of? Why do you think that is? Now do the census on a different day and compare the results. Use different-coloured pens for each day so that it's easy to see the difference.

| Animal | Saturday | Animal | Sunday |
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