

Funny animals

by Jackie Holderness & Annie Hughes

Level 3 • Elementary

Age: Primary (6–11)

Language aims: To practise the possessive form; to use *looks like* ...

Time: 30 minutes

Student grouping: Individuals, pairs, whole class

Materials: One copy of the worksheet per student; multiple pairs of scissors; one stapler; colouring pens or pencils

Language focus: *Elephant, lion, monkey, bear, tiger, zebra; cut, fold, staple; legs, arms, head, feet, tummy, nose, ears, eyes, tail; My animal's got a ...'s head, a ...'s body and a ...'s legs. My animal's like a ... , a ... and ...; colours*

- EL-E-PHANT
- TI-GER
- ZEB-RA
- CROC-O-DILE

Have the class read them out with you. Leave the animal names on the board.

Step 6

Create a jumbled animal and get the class to make a funny name for it, using the syllables on the board, for example *LIGER-PHANT*.

Step 7

Now have the children create their own funny animal and invent a name for it. Collect all the funny names on the board.

Step 8

Demonstrate this next stage with two children at the front. One of the children makes up a new animal and says the new name to their partner, for example *ZEB-KEY-DILE*. Their partner has to quickly match the new name to pictures in their flip book, e.g. choosing a zebra's head, a monkey's tummy and a crocodile's bottom. They must do it within one minute.

A: ZEB-KEY-DILE.

B: (*making an animal*) It's got a zebra's head.

A: Yes.

B: It's got a monkey's tummy.

A: Yes.

B: It's got a crocodile's bottom.

A: Yes!

Partners swap roles. They can play a few times.

Follow-up activity

The children make an animal in their book. They can then describe it to their partner, but they must muddle the order. Their partner has to guess which animal has which body part, for example

A: My animal looks like a monkey, an elephant and a lion.

B: Has it got brown ears?

A: Yes.

B: It's got a monkey's head.

A: Yes.

B: Has it got a grey body?

A: No ...

They continue like this until their partner has correctly guessed the entire animal.

Procedure

Step 1

Explain that the children are going to make a book of funny animals. Pre-teach the animals involved, using mime, sound effects or the pictures from the worksheet. Hand out copies of the worksheet and revise body parts. Use the children themselves – 'Simon says touch your head, tummy' etc – and then the animals – 'Point to the lion's legs, head, feet, tummy', etc.

Step 2

Practise colours. Ask, 'What colour's a lion?', etc. The children don't colour anything in yet, but explain that they can soon start to colour in their worksheets.

Step 3

Show the students how to make their book. First, they should cut out each animal. Then, they should cut along the lines that separate the head from the body and the body from the legs but stop when they get to the shaded section.

Step 4

Half the class should colour the animals. The other half should cut their strips and you go round with the stapler. Put the animals on top of each other, in a pile, then staple the animals together along the shaded section. Once you have stapled a child's book, they can continue to colour the animals.

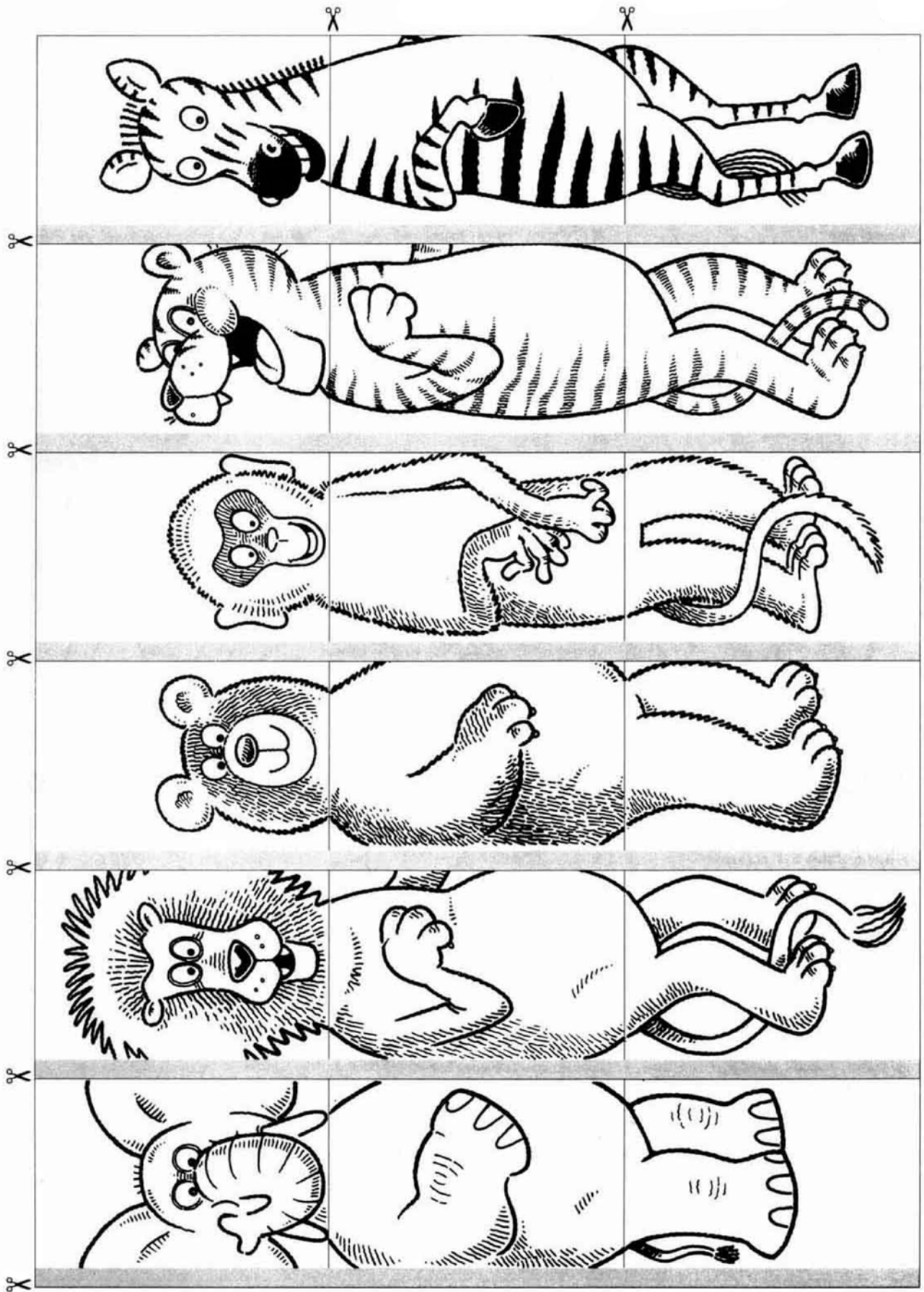
Step 5

Write the animal names on the board in syllables, like this:

- MON-KEY
- LI-ON

Funny animals

by Jackie Holderness & Annie Hughes



WORKSHEET