

## Lesson 2: Language, skills and Top Trumps facts

<b>Lesson focus:</b> focus on language and / or skills development and Top Trumps facts
<b>Children will learn to:</b> read and identify facts about baby animals; listen, dictate and complete a description of an animal; research and write a description of an animal
<b>Main outcome:</b> children write a description of an animal of their choice
<b>Main language:</b> <i>It's / They're ...; It's / They've got ...; It is born with ... / It hatches from; It / They can / cannot ...; It drinks ...; It lives ...; They're good at ...</i>
<b>Main vocabulary:</b> names of animals and baby animals, numbers, parts of the body, colours, <i>fur, spots, stripes, pouch, milk</i> , adjectives of size, names of continents and countries, <i>meat, plants, leaves, insects, run, walk, climb, active, playful, lively</i>
<b>Values and attitudes:</b> interest in learning facts about baby animals; willingness to cooperate with others; satisfaction in researching and writing a description of an animal
<b>Materials:</b> Worksheet 1: Baby animal facts (copy for each child); enlarged picture or image of a squirrel monkey (optional); Worksheet 2: Describing an animal (copy of part 1 A or B text for each child, copy of part 2 for each child); cut-out-and-keep Top Trumps Baby animals cards (one for each pair or group); access to the internet and / or reference books with information about animals; A4 coloured card (one sheet for each child) (optional)
<b>Preparation:</b> cut out packs of Top Trumps Baby animals cards (optionally, get the children to do this themselves at the start of the lesson)

### Introduction and setting objectives

- Show children a set of the Top Trumps Baby animals cards.
- Ask, e.g. *What do you know about baby animals?* Listen to the children's response. Use this to pre-teach and / or activate vocabulary and language related to the topic, e.g. *birth, newborn, tiny, hatch, egg, blind, playful, active, drink milk.*
- Say *In this lesson we're going to read and find out about baby animals. We're also going to read and complete a description of a squirrel monkey and write a description of another animal.*

### Suggested lesson procedure

#### Activity 1

- Divide the class into groups of 3-5.
- Give a pack of the Top Trumps Baby animals cards to each group.
- Ask children to find the following cards: seal, cow, camel, giraffe, deer, kangaroo, cat, giant panda, zebra, duck, hippopotamus, llama, guinea pig, ostrich, border collie. If necessary, explain that *border collie* is a type of dog.
- Ask children to divide these cards between the

group and to put the rest of the pack to one side. In groups of 3, children have 5 cards each; in groups of 5, children have 3 cards each.

- Explain and demonstrate that you are going say a fact about a baby animal on one of the cards. Read a sentence from Worksheet 1, e.g. *At birth it is tiny and does not have fur.* Ask children to individually read the descriptions on their cards in order to find the fact you say as fast as they can. They should then confer with the other members of the group before answering, e.g. *It's a giant panda!*
- Repeat several times reading different sentences from Worksheet 1.

#### Activity 2

- Give a copy of Worksheet 1 to each child.
- Ask children to work with their groups. They read the sentences, find the information on the Top Trumps cards and write the names of the animals in the spaces provided on the worksheet.
- Check the answers by asking children from different groups to take turns to read the sentences and name the animals.
- At the end, ask children to tell you which

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facts about baby animals they found most interesting or surprising. Ask if they know any other interesting facts about baby animals. Ask what personal experience they have of seeing or looking after baby animals and listen to their response.

**Key:** 1. giant panda; 2. seal; 3. zebra; 4. cow; 5. duck; 6. camel; 7. hippopotamus; 8. giraffe; 9. llama; 10. deer; 11. guinea pig; 12. kangaroo; 13. ostrich; 14. cat; 15. border collie

### Activity 3

- Divide the class into pairs of A and B.
- Explain that children are going to work with their partner in order to read and complete a text about squirrel monkeys. If you have an enlarged picture or image of a squirrel monkey, show this to the children.
- Give each child their respective version of the text (A or B) and explain that they should keep this secret. Explain that although their texts are the same, different words are missing.
- Demonstrate that children should take turns to read the text and dictate the missing words and phrases to their partner (child A starts). Point out that they can ask their partner any question they like in order to do this, e.g. *Can you repeat that, please? How do you spell 'fur'?*
- When the pairs have finished, children compare and check that their texts are the same.
- When everyone is ready, ask questions to check comprehension and clarify meaning as necessary, e.g. *Where do squirrel monkeys live? What are they good at? What do they eat?*

### Activity 4

- Give a copy of part 2 of Worksheet 2 to each child.
- Explain that children are going to work with their partner and write a description of an animal similar to the one about squirrel monkeys. First, they need to choose the animal they would like to write about, research the information and complete the fact sheet.
- Go through the categories on the fact sheet. Clarify that *physical features* refers to what the animal looks like, *habitat* refers to where they live, and *special characteristics* refers to any

particular things they have or do. Give examples for each category by referring to the completed description of squirrel monkeys.

- Children work with their partner, choose an animal and use the internet or reference books to find information which they note under each category on the fact sheet. Be ready to help and advise with this as necessary.
- When they are ready, ask children to write a draft description of the animal they have chosen. Explain that they should follow the order of the categories on the fact sheet and use the description of squirrel monkeys to help them.
- Ask children to re-read and self-correct their work. Be ready to draw their attention to anything they may need to change.
- Either give out A4 card for children to draw a picture of their animal and write a description or children work at their computers and write about and illustrate their descriptions with images they download from the internet. This can be completed either as homework or in a follow-up lesson as necessary. The children's work can either be displayed in the classroom or, for example, uploaded onto a class blog.

### Learning review

- Briefly review learning by asking the children, e.g. *What have we done today? What have you learnt about baby animals? What did you and your partner need to do to complete the description of squirrel monkeys? How did the fact sheet and description of squirrel monkeys help you to write your own description? What did you enjoy most / find most interesting / difficult?*

### Optional extra

Children take turns to read their descriptions of animals substituting *beeps!* for the name of the animal, e.g. *Beeps have got short, grey and orange fur*, etc. The rest of the class listens to the description and tries to guess the name of the animal.

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Read and write the name of the animals.

<p><b>1</b> TOP TRUMPS</p> <p>At birth it is tiny and does not have fur.</p> <p>...giant panda.....</p>	<p><b>2</b> TOP TRUMPS</p> <p>It can swim as soon as it is born.</p> <p>.....</p>	<p><b>3</b> TOP TRUMPS</p> <p>It is born with brown and white stripes.</p> <p>.....</p>
<p><b>4</b> TOP TRUMPS</p> <p>It drinks its mother's milk until it is 8-10 weeks old.</p> <p>.....</p>	<p><b>5</b> TOP TRUMPS</p> <p>It cannot fly for several weeks.</p> <p>.....</p>	<p><b>6</b> TOP TRUMPS</p> <p>It can run a few hours after it is born.</p> <p>.....</p>
<p><b>7</b> TOP TRUMPS</p> <p>It is born underwater.</p> <p>.....</p>	<p><b>8</b> TOP TRUMPS</p> <p>It is almost 2 metres tall at birth.</p> <p>.....</p>	<p><b>9</b> TOP TRUMPS</p> <p>It can stand up and walk immediately.</p> <p>.....</p>
<p><b>10</b> TOP TRUMPS</p> <p>It is born with spots on its fur.</p> <p>.....</p>	<p><b>11</b> TOP TRUMPS</p> <p>It can eat solid food immediately.</p> <p>.....</p>	<p><b>12</b> TOP TRUMPS</p> <p>It lives in its mother's pouch for almost a year.</p> <p>.....</p>
<p><b>13</b> TOP TRUMPS</p> <p>It hatches from a very big egg.</p> <p>.....</p>	<p><b>14</b> TOP TRUMPS</p> <p>It is very active and playful.</p> <p>.....</p>	<p><b>15</b> TOP TRUMPS</p> <p>It is very lively and easy to train.</p> <p>.....</p>

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**1. Work in pairs. Dictate your text to your partner. Listen to your partner and write the missing words in your text.**

**Squirrel monkeys**



Squirrel monkeys have got short, grey and orange fur and long \_\_\_\_\_. The skin around their ears and eyes is \_\_\_\_\_. Their \_\_\_\_\_ and \_\_\_\_\_ are black. Squirrel monkeys live in large groups in the tropical \_\_\_\_\_ of South \_\_\_\_\_. They move through the trees very \_\_\_\_\_ and are good at using their hands to find \_\_\_\_\_. Squirrel monkeys eat fruit, insects, seeds, \_\_\_\_\_, nuts and \_\_\_\_\_. Infants can climb from \_\_\_\_\_.

**Squirrel monkeys**



Squirrel monkeys have got short, grey and \_\_\_\_\_ fur and long tails. The skin around their \_\_\_\_\_ and \_\_\_\_\_ is white. Their mouth and nose are \_\_\_\_\_. Squirrel monkeys live in \_\_\_\_\_ groups in the tropical forests of \_\_\_\_\_ America. They move through the \_\_\_\_\_ very fast and are good at using their \_\_\_\_\_ to find food. Squirrel monkeys eat \_\_\_\_\_, \_\_\_\_\_, seeds, leaves, nuts and eggs. Infants can \_\_\_\_\_ from birth.

**2. Choose an animal and complete the fact card. Write a description of the animal. Use the description of squirrel monkeys to help you.**

**Fact card**

Name of animal: .....

Physical features: .....

Habitat: .....

Special characteristic(s): .....

Food: .....

Babies: .....