

## Lesson 3: Content-based learning

<b>Lesson focus:</b> focus on content-based learning related to the Top Trumps cards
<b>Children will learn to:</b> read and identify common characteristics of mammals; read and classify mammals according to what they eat; read and locate where mammals live on a world map
<b>Main outcome:</b> children label a world map to show where mammals live
<b>Main language:</b> <i>They are ...; They have got ...; They drink / eat / live in ...; It's a ... because ...</i>
<b>Main vocabulary:</b> names of animals, <i>fur, hair, lungs, drink, milk, warm blood, hot, cold, herbivore, plants, leaves, seeds, flowers, carnivore, meat, insects, fish, omnivore</i> , names of continents, countries and regions
<b>Values and attitudes:</b> interest in learning about the common characteristics of mammals; awareness that mammals can be classified according to what they eat; enjoyment in locating where mammals live on a world map
<b>Materials:</b> Worksheet 1: Mammals (copy for each child); Worksheet 2: Animal world (copy for each child); enlarged, poster-sized copies of world map on Worksheet 2 (one for each group) (optional); pack of cut-out-and-keep Top Trumps Baby animals cards (one for each pair or group)
<b>Preparation:</b> cut out packs of Top Trumps Baby animals cards (optionally, get the to children do this themselves at the start of the lesson)

### Introduction and setting objectives

- Ask the children *Can you feel your backbone?* and demonstrate this.
- Explain that there are five groups of animals that have a backbone and other bones inside their bodies. Elicit or explain that these are: *mammals*, such as polar bears (or people), *reptiles* such as crocodiles, *amphibians*, which live on land and water, such as frogs, *fish* and *birds*.
- Say *In this lesson we're going to learn about the characteristics of mammals and classify mammals according to what they eat. We're also going to label a world map showing where some animals live.*

### Suggested lesson procedure

#### Activity 1

- Ask *Can you name any mammals?* and listen to the children's response, e.g. *dog, cat, polar bear, people*, etc.
- Explain that mammals are a group of animals that share common characteristics.
- Divide the class into pairs.
- Ask the children to work with their partner and note down what they think are the common characteristics of mammals. Explain that if

they don't know the words to describe the characteristics in English, they can make a note in L1. Give a time limit for this, e.g. 2-3 minutes.

- Ask the pairs to take turns to report back on one characteristic which they think is common to mammals. Be ready to re-cast language and vocabulary they use to do this in English as necessary. Use this as an opportunity to pre-teach and / or revise key vocabulary, e.g. *lungs, warm blood, milk, live babies, fur, hair*.
- Make a note on the board of the characteristics children suggest. At this stage, don't say whether they are right or wrong.

#### Activity 2

- Point to the list of characteristics on the board and say, e.g. *Let's read about mammals and find out if the characteristics in our list are right!*
- Give a copy of Worksheet 1 to each child.
- Ask children to work individually, read the text about mammals and compare the common characteristics described with the ones listed on the board. Give the children time to do this.
- Ask children to report back on the similarities and differences in the common characteristics described in the text and listed on the board. Be ready to explain that although most mammals

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give birth to live babies, there are a few exceptions, e.g. the duck-billed platypus which hatches from an egg.

- Ask *How many common characteristics do mammals share?* (Five; see Key below) *What are they?* Children identify the common characteristics on the board and in the text. If you like, you can also add that most mammals have got four legs.

**Key:** 1. *Mammals are vertebrates.*; 2. *Mammals have got warm blood.*; 3. *Mammals have got hair or fur.*; 4. *Mammals breathe with their lungs.*; 5. *Baby mammals drink their mother's milk.*

### Activity 3

- Divide the class into pairs.
- Give a pack of the Top Trumps Baby animals cards to each pair.
- Ask *How many of the Top Trumps baby animals are mammals?* Explain and demonstrate that children should go through the cards and count the number of animals which are mammals.
- Ask the children to report back (there are 26 mammals in the pack; the only animals which aren't mammals are the chicken, the owl, the ostrich and the duck). Ask the children to set these four cards to one side.

### Activity 4

- Refer children back to the last paragraph in the text on mammals. Elicit or say, e.g. *Mammals eat different food. Some mammals only eat plants. Plants include leaves, seeds, grass, flowers, fruit, vegetables and nuts. We call these mammals 'herbivores'. Some mammals only eat meat or fish or insects. We call these mammals 'carnivores'. Some animals eat meat and plants. We call these mammals 'omnivores'.*
- Explain that children can find information about what the mammals eat on the Baby animals cards. Demonstrate this by reading the information on one card. For example, on the gorilla card, it says: *They eat leaves and fruit.* Elicit or explain that this means the gorilla is a herbivore.
- Ask children to work with their partner and classify the mammals on the Top Trumps Baby

animals cards according to whether they are herbivores, carnivores or omnivores. If you think it's too many for children to classify all the mammals, you can ask them to choose and classify, e.g. 10-12 only.

- Children work with their partners, find and read the information on the cards about what the animals eat and classify the animals. Give children time to do this and be ready to help if necessary.
- At the end, check the answers by asking children to report back on how they have classified the animals.

**Key:** *Herbivores: gorilla, elephant, giraffe, kangaroo, camel, llama, giant panda, hippopotamus, rhinoceros, zebra, guinea pig, cow, deer, rabbit, sheep, goat; Carnivores: white tiger, seal, lion, cat, dog; Omnivores: squirrel monkey, pig, grizzly bear, polar bear*

### Activity 5

- Ask children to continue working with their partner.
- Give a copy of Worksheet 2 to each child.
- Draw the children's attention to the countries, continents and regions labelled on the map and to the list of animals at the top of the worksheet.
- Explain that there is information about where all these animals live on the Top Trumps Baby animals cards. Demonstrate this by reading the information on one card. For example, on the grizzly bear card, it says: *Grizzly bears live in North America.*
- Ask the pairs to choose ten animals from the list at the top of the activity.
- Explain and demonstrate that children should read the cards for the animals they choose, find the information about where they live, and write this in the appropriate place on the map.
- Optionally, put the pairs into groups of 4. Give an enlarged, poster-size copy of the world map to each group. Children label the map to show where the animals they have chosen live and either draw pictures of them or download thumbnail images from the internet to stick on the map. The children's poster maps can be completed either as homework or in a follow-up lesson as necessary. They can then be displayed on the classroom walls or noticeboard.

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### Learning review

- Briefly review learning by asking the children, e.g. *What have we done today? What have you learnt about mammals? What did you need to do to be able to classify the mammals? How did you find out where to write the names of the animals on the map? What did you enjoy most / find most interesting / difficult?*

### Optional extra

Children play a memory game in teams based on the completed world maps or posters showing where animals live. Ask, e.g. *Where do squirrel monkeys live?* Individual children in each team take turns to answer, e.g. *In South America!*, and score points for their team. The winner is the team with the most points at the end of the game.

**Images:** Image of elephant and calf appears courtesy of Photodisc; image of gorilla and infant appears courtesy of Brand X.

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**1. Read and find out about mammals.**

Mammals are a class of animals that share common characteristics. There are more than 4,000 kinds of mammals in the world.



Mammals are vertebrates. This means that they have got a backbone and bones inside their body.

Mammals have got warm blood. This means that their bodies stay at more or less the same temperature in hot and cold conditions.

Mammals breathe with their lungs.

Mammals have got hair or fur. This helps them to stay warm when it's cold.

Most mammals give birth to live babies (instead of laying eggs like birds or reptiles). When they are born, baby mammals drink their mother's milk. This may be for a few weeks or for several years.

When they grow up, some mammals eat meat, fish and insects and are called carnivores. Some mammals eat plants and are called herbivores. Some mammals eat meat and plants and are called omnivores.

**How many common characteristics do mammals share? What are they?**

**How many of the Top Trumps baby animals are mammals?**



**2. Classify the mammals on the Top Trumps Baby animals cards according to what they eat.**

Carnivore	Herbivore	Omnivore
white tiger		
	giraffe	squirrel monkey

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Worksheet 2: Animal world

Choose 10 animals from the list below. Write the names of the animals where they live on the world map.

- squirrel monkey
- gorilla
- grizzly bear
- elephant
- giraffe
- kangaroo
- camel
- llama
- cow
- ostrich
- hippopotamus
- giant panda
- rhinoceros
- seal
- zebra
- lion
- guinea pig
- American bison
- polar bear
- deer

