

Lesson 4: Cross-curricular skills

| |
|--|
| Lesson focus: focus on related skills and cross-curricular areas, e.g. art, craft, maths |
| Children will learn to: say baby animals they like and give reasons; write about baby animals they like and give reasons; make a baby pet animal mobile |
| Main outcome: children make an origami book and baby pet animal mobile |
| Main language: <i>I like / don't like ... because ...; Do you like ...? Yes, I do. / No, I don't. Why? Because ...; It's / they're ...; It's / they've got ...; I agree. / I don't agree.; I think ...; I've got ... / I'd like ...</i> |
| Main vocabulary: names of animals and baby animals, parts of the body, adjectives of size, adjectives of description, e.g. <i>playful, active, lively, cute, soft, furry, intelligent, curious, fierce, scary</i> |
| Values and attitudes: pleasure in talking and writing about baby animals they like; interest and respect for other people's opinions; enjoyment in making a mobile and origami book |
| Materials: Worksheet 1: My origami book of favourite pet animals (copy for each child); Worksheet 2: My baby pet animal mobile (copy for each child); pack of cut-out-and-keep Top Trumps Baby animals cards (one for each pair); scissors; crayons or coloured pens; pieces of wool or string to hang the mobile (one for each child) (optional) |
| Preparation: cut out packs of Top Trumps Baby animals cards (optionally, get the children to do this themselves at the start of the lesson); make an example origami booklet and pet animal mobile before the lesson |

Introduction and setting objectives

- Show children a set of the Top Trumps Baby animals cards.
- Say *In this lesson we're going to talk about baby animals we like and say why we like them. We're also going to make an origami book of our favourite baby animals and a baby pet animal mobile.*

Suggested lesson procedure

Activity 1

- Give one Top Trumps baby animal card to each child in the class.
- Ask children to be ready to say if they like or don't like the baby animal they have got and the reason for this.
- Give a few examples to show what you mean, e.g. *I like the giant panda cub because it's soft and furry / I like the American bison calf because it's got big eyes. / I don't like the hippopotamus calf because it's scary. / I don't like the grizzly bear cub because it's fierce.*
- Give the children a few moments to prepare what they are going to say. Be ready to help with vocabulary as necessary.

- Ask children to take turns to show their baby animal to the class and say why they like or don't like it. Encourage the rest of the class to listen and respond with their own opinions, e.g. *I agree. / I don't agree. I think it's ...*
- As children give their reasons, make a note of useful descriptive adjectives on the board, e.g. *soft, furry, cute, scary, fierce*, etc. to help children in the next activity.

Activity 2

- Divide the class into pairs.
- Give a pack of the Top Trumps Baby animals cards to each pair.
- Show children the origami book you have prepared.
- Explain that children are going to make their own origami book of baby animals.
- Ask the children to work with their partner, look at the cards and choose five baby animals each (apart from the kitten and puppy which are already in the origami books) that they would like to include in their origami books. Explain that children can either choose the same baby animals as their partner or they can choose one or more different cards.

Lesson 4: Cross-curricular skills

- Give the children a few minutes to do this.
- When they are ready, ask children to lay out the cards they have chosen to include in their origami books face up on their desks.

Activity 3

- Say, e.g. *Now we're ready to make our own origami books about baby animals!*
- Give a copy of Worksheet 1 to each child. Make sure children have scissors available.
- Ask children to cut round the outline of the book. Demonstrate and give instructions for making the book, e.g. Fold the paper in half, first one way like this and then the other way like this. Turn the paper over and repeat – like this. Now fold the paper in quarters, first one way like this and then the other way like this. Turn the paper over and repeat – like this. Open the paper up, fold it in half again and cut along the bold line. Push the outer edges together and fold into a book like this.
- When children have made the book, explain that children should complete and / or draw the picture and complete and / or write a sentence on each page. Elicit or give an example, e.g. *Page 1: I like kittens because they're soft and furry.* Explain that for pages 3, 4, 5, 6 and 7 children should draw and write about the five animals on the Baby animals cards they have already chosen.
- Children work individually and complete their origami books.

Activity 4

- Divide the class into new pairs.
- Ask the children to work with their new partner and read and show each other their origami books in turn.
- Explain and demonstrate that children should say whether or not they agree with their partner's opinions about the baby animals as they do this, e.g. *I like white tiger cubs because they're soft and furry. / I don't agree. I don't like white tiger cubs because they're scary and fierce.*
- At the end, ask different pairs to report back on how many baby animals in their origami books they agree about.

Activity 5

- Show children the baby pet mobile you have prepared and say *Let's make a baby pet animal mobile!*
- Give a copy of Worksheet 2 to each child. Make sure children have scissors and crayons or coloured pens available.
- Ask children to identify the five baby pet animals on the mobile: guinea pig, duckling, kitten, rabbit, puppy.
- Ask children, e.g. *Have you got one of these pets? Would you like one of these pets?* and listen to their responses, e.g. *I've got a cat. / I'd like a guinea pig.*
- Ask children to colour the animals on the mobile and then cut it out.
- If you like, children can also draw and colour pictures of five more baby pet animals of their choice on the reverse side of their mobiles. These can be completed either as homework or in a follow-up lesson as necessary.
- Optionally, give children a piece of wool or string to hang their mobile. Explain and demonstrate that children should make a hole through the circle at the top of the mobile to do this.
- Children either take their mobiles home or they can be used to decorate the classroom.

Learning review

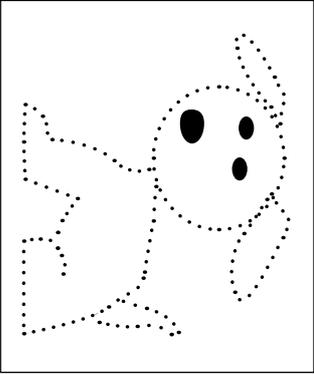
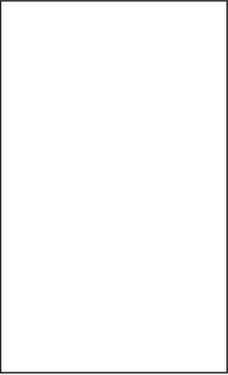
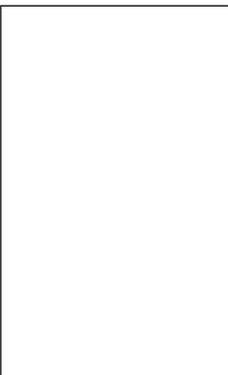
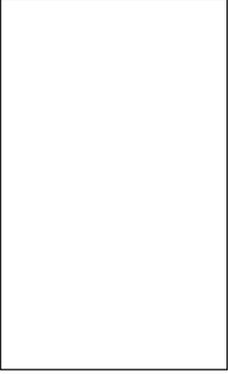
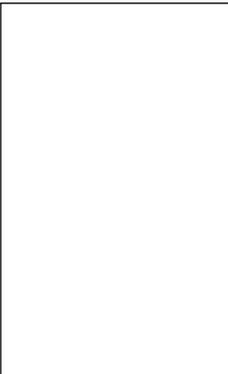
- Briefly review learning by asking the children, e.g. *What have we done today? What have you learnt? What did you need to think about to make your origami book? Which baby pet animals are on the mobile? What did you enjoy most / find most interesting / difficult?*

Optional extra

Children play a sentence chain game in groups. One child says, e.g. *I like camel calves because they've got long legs.* The next child repeats the sentence and adds one of their own, e.g. *Isabel likes camel calves because they've got long legs. I like infant gorillas because they're very active.,* and so on round the group. If a child can't remember a sentence in the chain, they say *Help!* and other members of the group remind them of the sentence. At the end, ask one or two groups to demonstrate their sentence chains to the rest of the class.

Lesson 4: Cross-curricular skills

Worksheet 1: My origami book of favourite pet animals

| | |
|---|--|
| <p>1</p>  <p>I like kittens because they're playful.</p> | <p>My origami book of favourite animals</p> <hr/> |
| <p>2</p>  <p>I like puppies because they're</p> | <p>The end</p> |
| <p>3</p>  <p>I like _____ because _____</p> | <p>9</p>  |
| <p>4</p>  <p>I like _____ because _____</p> | <p>5</p>  |

Lesson 4: Cross-curricular skills

Worksheet 2: My origami book of favourite pet animals

