

# Animals

## Objective

To reinforce and extend vocabulary used to talk about animals.

## Background knowledge

The children should be able to recognise and talk about a selection of animals, including birds, cats, snails and fish. In preparation let them browse animal information books or use the internet to identify different animals and discuss where they live. They should also know that animals produce young that grow into adults. Introduce the term *table* to describe a chart containing information. Discuss the other meaning of *table* and point out that many words have more than one meaning.

## Activities

These activities help the children to extend the vocabulary with which they talk about animals.

● **Photocopiable page 81 'Adult and baby animals'**  
Ask the children what we call fully grown humans, new-born humans and baby dogs. Discuss other words relating to baby animals. Introduce the word *litter* to describe a group of babies born to an animal at one time. Allow the children to complete the chart and sentences on the photocopiable sheet. Develop the work by asking the children how a baby is different from its mother. Discuss how some babies look different to their parents (baby hamsters and kittens cannot see or hear; baby birds have no feathers).

● **Photocopiable page 82 'Who am I?'**

Have a discussion about how humans are different from other animals. Do cats have hands? Do birds have arms? Draw the children's attention to animal coverings. Write on the board all the different types of skin or coats they can think of (*skin, scales, fur, hair, feather, shell*). When the children have completed the photocopiable sheet, ask them if they can think of other animals that have shells and fur. Do any animals other than birds have feathers? (No.)

● **Photocopiable page 83 'Hamster fact file'**

Introduce the vocabulary the children will be using, such as *herbivore, carnivore* and *nocturnal*. With the children's help and using reference books, list animals that are herbivores (*cow, sheep, deer, bee*), carnivores (*owl, spider, lion, shark*) and nocturnal (*hedgehog, owl, badger, bat*). Explain how to complete the table on the photocopiable sheet. Ask the children to make up other questions based on the information in the table.

## Further ideas

- **Touchy feely:** Explore words that describe the feel and texture of the covering of selected animals. Ask the children what it feels like to stroke a cat or a guinea pig. What do they think it would be like to touch a frog, snake or fish (*slippery, cold, wet, furry, soft, scaly*)?
- **Cover up:** Look at a photo of an elephant's skin. How is it different from ours? What words can the children think of that describe it (*baggy, wrinkled, folded*)?

## What's on the CD-ROM

On the CD-ROM you will find:

- Printable versions of all three photocopiable pages.
- Answers to all three photocopiable pages.
- Interactive versions of 'Adult and baby animals' and 'Who am I?'