

## Lesson Four

### Aims

To revise adjectives of size and colour

Pupils to write sentences to describe animals using adjectives of colour and size with the verb *have got*

To start the *My Book of Australian Animals* project (zigzag book) in order to extend the language beyond the story

To play a guessing game using the question, *Is it a ...?* while listening for specific information in order to guess the correct animal

### Materials

'Animal flashcards' from Lesson One

Pictures of the animals from the story – children can cut out the pictures from pages 141–142 or draw their own, or you can provide pictures from websites/magazines

For each pupil: two sheets of A4 paper and sticky tape or one piece of card approximately 60 cm x 10.5 cm (for the zigzag book)

### Introduction

Display the animal flashcards on the board and ask pupils what colour each animal is (see appendix). Ask simple questions about the appearance of each animal. For example: *Has it got long/short legs? Has it got big/small paws? Has it got sharp claws? Has it got a big nose?* etc.

Visual clues, like pointing to the body part in question, may be enough to aid understanding. Pupils can answer with a simple *yes/no* answer. Now encourage pupils to look at and identify unusual features: *a long tail* (kangaroo), *a pouch* (kangaroo, koala), *a long nose/snout* (bandicoot), *a coloured body* (rainbow snake), *green skin* (crocodile), *big sharp teeth* (crocodile), *a yellow crest* (cockatoo), *wings* (cockatoo), *a duck's bill* (platypus). You will need to teach words specific to the appearance of the animals as you go along: *beak, tail, wings, pouch, snout, crest,*

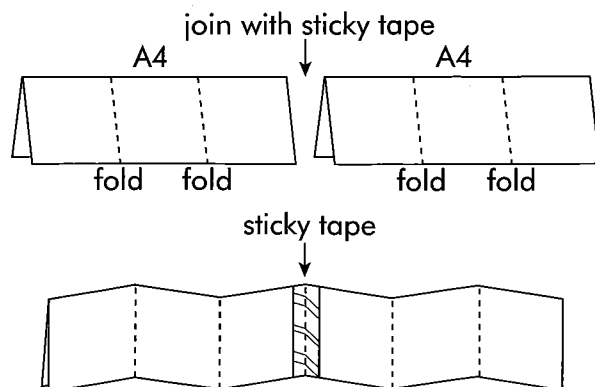
etc. Write useful vocabulary, including colours, on the board next to the animals' pictures.

Divide the class into groups. Assign each group an animal or animals so that all eleven animals are allocated. Ask them to write (as a draft in their exercise books first) one sentence to describe each animal assigned to them. Write a model on the board for children to follow. For example: *The kangaroo is brown and has a long tail, short arms and a pouch.* Check the children's sentences and when they are correct, invite one pupil to write his sentence on the board next to the animal's picture. Here are some descriptions you can use as models:

- *The kangaroo's got brown fur, a long tail, short arms and a pouch.*
- *The bandicoot's got brown fur and a long nose.*
- *The koala's got grey fur, a big black nose, big ears and a pouch.*
- *The rainbow snake's got a long, multicoloured body.*
- *The crocodile's got green skin and big sharp teeth.*
- *The goanna's got grey-green skin and a big head.*
- *The wombat's got brown fur, short legs and a big nose.*
- *The cockatoo's got pink and grey feathers, a yellow crest and wings.*
- *The dingo's got brown fur and a bushy tail.*
- *The magpie's got black and white feathers and a long yellow beak.*
- *The platypus has got a duck's bill and a funny tail.*

### Making zigzag books

An easy way to make the zigzag book is to take two sheets of A4, fold them in half lengthwise, and then fold twice at right angles to the fold to make a concertina shape with three square 'pages'. Join both zigzags together with sticky tape. Alternatively, fold a 60 cm x 10.5 cm piece of card five times to make the same concertina shape.



Ask pupils to design a cover, e.g. with a map of Australia or the Australian flag, and write the title *My Book of Australian Animals*. This could be done for homework.

Distribute the animal pictures or suggest children cut them out from the photocopied pages 141-142 to stick into their books. Alternatively, if there is time, you could suggest pupils draw their own pictures. Ask pupils to copy the corresponding descriptions from the board into their books. Circulate and help as necessary. When completed, display the books in the classroom.

### Guessing game: 'When I went to the Sydney Zoo, what did I see?'

Describe an animal to the pupils and ask them to guess what it is. For example: *When I went to the Sydney Zoo, what did I see? It's pink and grey. It's got wings and a yellow crest.* (a cockatoo). The first pupil to say the correct answer then chooses an animal description from his list and repeats the procedure. You may wish to write *Is it a/an ...?* on the board to help pupils. You can ask the class to play the game in groups or pairs.

# Join the lines that rhyme



The kangaroo

in a party hat



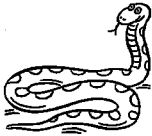
The bandicoot

with a patch on one eye



The koala bear

and her cheerful smile



The rainbow snake

who danced for us



The crocodile

from Woolloomooloo



The big goanna

and his swinging banjo



The fat wombat

with a big cream cake



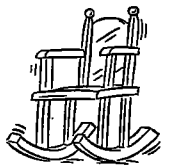
The cockatoo

at his grand piano



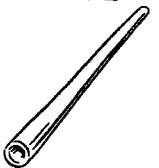
The singing dingo

on a rocking chair



The old magpie

with a didgeridoo



The platypus

playing a flute



# Australian animals dominoes

The Kangaroo from Woolloomooloo

