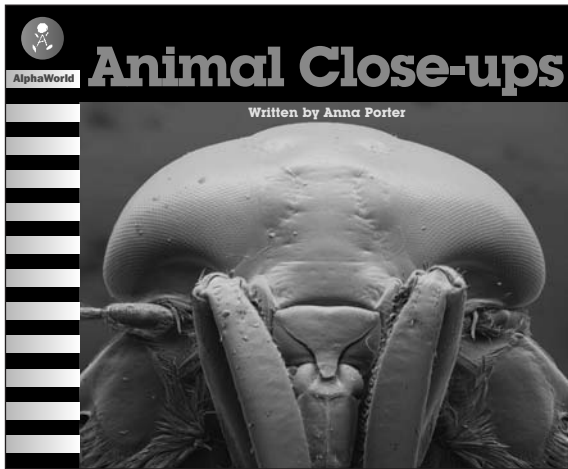


## Animal Close-ups



**Topic:** Animals

**Curriculum link:** Living Things; Environment

**Text type:** Description

**Reading level:** 11

**Word count:** 211

**High-frequency words:** what, is, this, a, like, can, up, its, it, to, has, in, with, and, at, the, of, they, their, two, look, for, too

**Vocabulary:** butterfly, tongue, scorpion, tail, bull ant, mouth, jaws, moth, wing, fly, eye, spider, head, beetle, foot

**Possible literacy focus:**

Understanding the structure of a report about specific features and behaviour of animals.

Understanding the purpose of close-up photography in studying animals.

## Follow-up activities

### What am I?

Write the names of the animals' body parts from the book on cards: butterfly's tongue, scorpion's tail, bull ant's mouth and jaws, moth's wing, fly's eye, spider's head, beetle's foot. Choose a child to come to the front of the room. Stick one of the cards above the child's head so that they cannot see what is written, but the other children can. The child tries to guess what body part they are by asking the class questions. The questions must be able to be answered with Yes or No. For example: *Do I belong to an insect? Am I part of the insect's head? Does the insect I belong to have wings?*

### Using microscopes

Set up a microscope/s for the children to use, or supply magnifying glasses. Provide parts of animals for the children to look at, e.g. butterfly's wing, hair from a dog or cat, beetle's shell, snail's shell. Ask the children to examine these objects close-up and draw what they see. They can then write about their drawing following the format from the text. For example: "What is this? This is a butterfly's wing."

### Animal body parts

Ask the children to look through the book to find all of the animals' body parts. Ask them to make a list of these words: tongue, tail, mouth, jaws, wing, eye, head, foot. Then have the children sort the words according to their first letters. Ask them if they can add other body parts or animals' names starting with the same letter. For example:

tongue
tail
toes

feet
fox

mouth
moth
monkey

jaws
jaguar

wing
wasp

eye
ear

# Draw and label



You will need:  
paper, pencils

1. Choose an animal from the book *Animal Close-ups*.
2. Draw a line down the middle of your paper.
3. Draw the animal on one side of the line.
4. Draw a close-up of a part of the animal on the other side.
5. Label the parts of the animal.



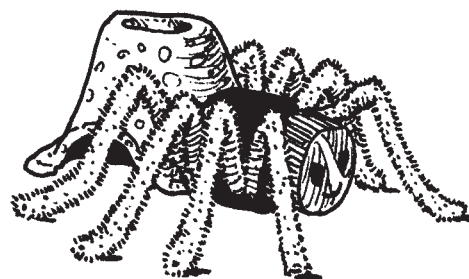
---

# Animal models



You will need:  
pipe cleaners, egg cartons, material, coloured paper,  
plastic containers, sticky tape, scissors


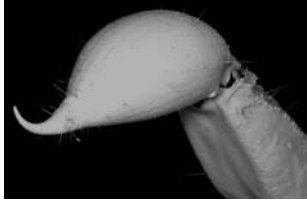

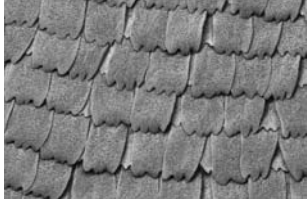
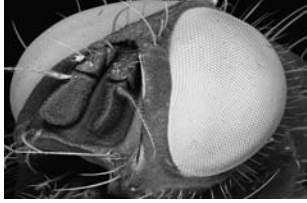


1. Choose an animal from the book *Animal Close-ups*.
2. Use the materials to make a model of this animal.
3. Write a sentence that tells something you know about this animal.



Name \_\_\_\_\_

# What is this?

Write and draw.


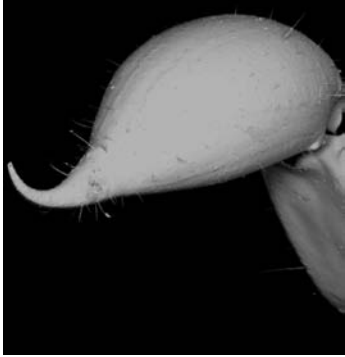

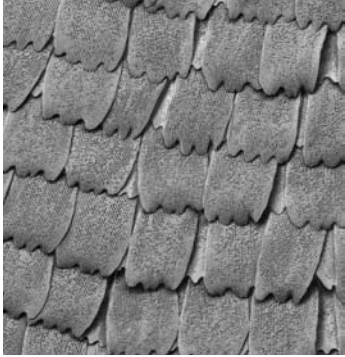
What is this?	
What is this?	
What is this?	
What is this?	
What is this?	
What is this?	
What is this?	

**Instructions** Ask the children to write and draw to answer the question “What is this?”.

Name \_\_\_\_\_

# Word cloze

Write in the missing words.

	<p>What is this?</p> <p>This _____ a butterfly's tongue.</p> <p>A butterfly's tongue is like a long straw.</p> <p>A butterfly _____ roll up its tongue.</p> <p>It uses its tongue _____ drink nectar.</p>
	<p>What is _____?</p> <p>This is a scorpion's tail.</p> <p>A scorpion _____ poison in its tail.</p> <p>It can sting other animals _____ its tail.</p>
	<p>What _____ this?</p> <p>This is a bull ant's mouth _____ jaws.</p> <p>A bull ant's mouth is at _____ front of _____ head.</p> <p>A bull ant can use its strong jaws _____ carry food back to its nest.</p>
	<p>_____ is this?</p> <p>This is _____ moth's wing.</p> <p>A moth has two pairs _____ wings.</p> <p>It uses its wings _____ fly.</p> <p>This moth is resting with _____ wings out.</p>

**Instructions** Ask the children to use their knowledge of high-frequency words to complete the cloze activity.