

Animal skeletons

Topic

Animals, parts of the body

Learning outcomes

- Say and write some body parts of different animals
- Write simple sentences to describe an animal using present simple tense

Age and level

5-8 (A1)

Time

Approximately 45-50 minutes

Materials

- Coloured pencils or crayons

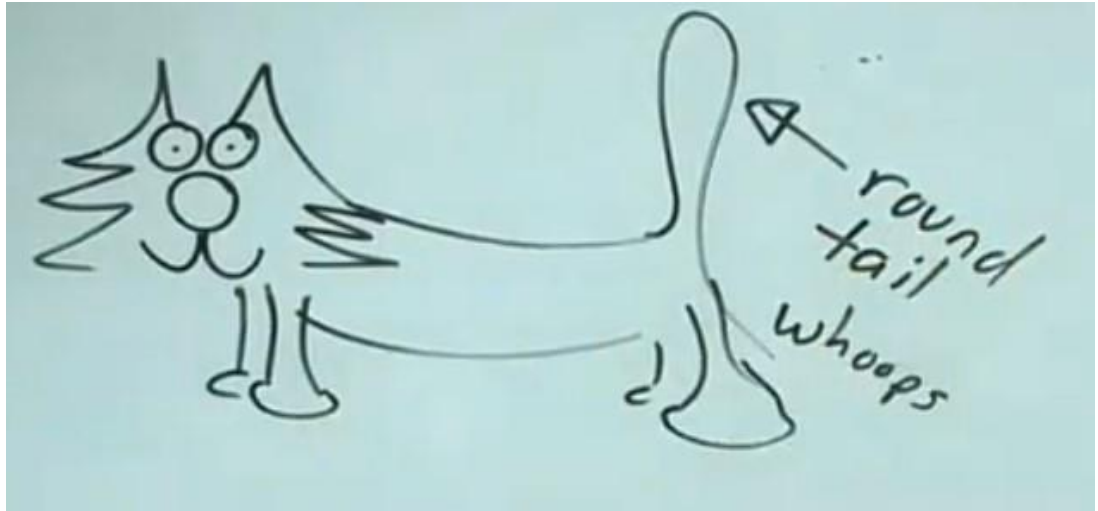
Introduction

In this lesson, learners review vocabulary for parts of the body and are introduced to the names of animal body parts. They invent the skeleton of an animal, then label and describe it.

Procedure

Stage	Instructions
1. Review animal body parts (10 minutes)	<ul style="list-style-type: none">• Display a picture of an animal such as a cat or a dog or draw the outline of a simple animal on the board. You can find a video here for tips: https://www.teachingenglish.org.uk/professional-

[development/teachers/knowing-subject/video-tips/how-draw-cats-dogs-and-birds](#)



- Use the picture to review parts of the body, for example:
 - Point to a body part and say a sentence e.g. point to the head and say, 'This is an ear'. Learners listen and say true or false. Repeat with more true / false sentences.
 - Point to body parts and ask learners to name the parts.
- Tell learners to quickly copy the picture of the animal into their notebooks. You may like to set a time limit for this.
- Make sure all learners can access coloured pencils or crayons, then give some instructions for colouring different parts of the animal in, for example:
 - Colour the tail blue.
 - Colour one eye red, and the other eye green.
- To check answers, point to the body parts of the picture on the board and ask: 'What colour is the tail?' Etc.

2. Creating an example animal skeleton (10 minutes)

- Tell learners to imagine what the skeleton of the animal drawn on the board would look like. Ask them how it would be different from a human skeleton. Invite them to give some ideas – they can use their first language for this (e.g. it would have tail bones). It may be useful to teach the word 'bone' here.

	<ul style="list-style-type: none"> • Clean the board. Now explain that you are going to invent an animal skeleton together. The skeleton can be of a real animal, or an imaginary one. • Ask questions and draw an animal skeleton using the learners' answers on the board, for example: <ul style="list-style-type: none"> ○ Does the animal walk, fly, swim? ○ Does it have legs? How many? ○ Does it have a tail? How many bones does it have? ○ What else does it have? Wings? Fins? • Label the parts of the body on the board. Leave the picture on the board.
3. Creating animal skeletons (10 minutes)	<ul style="list-style-type: none"> • Ask learners to draw their own animal skeletons. They can draw the skeleton of a real or imaginary animal. Give a time limit for the drawing. Walk around the room as learners work. Offer help and also talk about learners' drawings e.g. That's a big animal! Does it live on land or in the sea? • Ask learners to label their drawings. You may need to write the words for different body parts on the board e.g. wing, fin, trunk etc.
4. Writing (10-15 minutes)	<ul style="list-style-type: none"> • Tell everyone to look at the animal skeleton you drew on the board. Elicit some simple sentences about the skeleton and write them on the board, e.g.: This animal is a Megafish. It's very big. It lives in the sea. It has a big head and large teeth. It has a long body. It has three fins on its back. It has a long tail. • Ask learners to write some sentences about their skeletons. Walk around the room and help as necessary. Early finishers can write more sentences or colour their pictures. • When they are ready, learners can share their pictures in groups. Alternatively, display the pictures and descriptions around the room. Learners can walk around the room and look at all the skeletons.
5. Game (5 minutes) (optional)	<ul style="list-style-type: none"> • Play 'Simon Says' with your learners. Tell them to stand up and to imagine that they are animals.

	<ul style="list-style-type: none">• Explain the game. You will give instructions. If you say 'Simon says' before an instruction, they should follow it. If you don't say it, they should not follow it.• Give lots of instructions, some using 'Simon says' and some not, e.g.:<ul style="list-style-type: none">○ Touch your head / eyes etc.○ Fly / walk / swim etc.○ Move your tail from side to side. Move your wings up and down etc.• Learners are out / lose points if they follow an instruction when they should not.
Extension activities / Homework	<ul style="list-style-type: none">• Learners make a larger version of their invented skeletons on card. They add a description underneath. Stick the skeletons on a wall or window to make a display.