



Project: Animal magazine

Learning outcomes

By the end of the project, children will have:

- practised language from Units 7–12 through a group project
- carried out research from books, magazines and the Internet
- broadened their science and environmental studies knowledge
- developed their art and design, literacy and communication skills
- planned, written and illustrated a magazine about an endangered animal in a group
- presented their magazine to the class
- taken part in a class quiz



CLIL focus

Science and environmental studies: endangered animals

Critical thinking: research

Art and design: page layout, drawing, colouring, cutting, sticking

ICT: using a search engine (optional)

Literacy: planning and writing magazine articles

Communication: presenting to peers

Skills focus

Listening: instructions, ideas, articles

Reading: information

Writing: articles, features

Speaking: discussing ideas, negotiating, presenting, asking and answering questions

Language focus

Vocabulary

Animals: butterfly, condor, elephant, leopard, lion, oryx, panda, polar bear, rhino, tiger, whale, etc.

Animal habitats: field, forest, garden, grass, grasslands, jungle, nest, plain, tree

Animal body parts: claw, jaw, feeler, fur, hair, hoof, horn, mane, pouch, skin, sting, tail, teeth, trunk, tusk, whisker

Animal classifications: amphibian, insect, mammal, reptile

Threats to animals' survival: cold, danger, fire, hunting, nothing to eat, fighting, winter

Adjectives: endangered, rare

Grammar

If we help them, animals will survive.

Who thinks lions are beautiful?

Where does this animal live?

What does it eat?

How does it get its food?

It's a tiger, isn't it?

Tigers are beautiful, aren't they?



Teaching notes

Lesson plan

Class warm-up

- 1 Elicit some names of animals that are endangered and write these on the board: e.g. *giant panda, tiger, loggerhead turtle*. Ask children why they think some animals are in danger of dying out.
- 2 Tell children they are going to make a magazine about an endangered animal. Elicit ideas for the different types of items that could appear in a magazine. List their ideas on the board: e.g. *articles, puzzles, jokes, a story, a game, photographs and illustrations*.

Materials

For each group: wildlife magazines and books; computers with access to the Internet (optional); one large sheet of paper or card; scrap paper for planning; four pieces of white A4 paper; glue; scissors; pencils and pens; coloured pencils

Group work

- 1 Divide the class into groups of four children. Each group chooses a different animal. Children write some notes on what they already know about their animal. Then they carry out research from books, wildlife magazines and the Internet (if available).
- 2 Children plan what items will appear on the four pages of their magazine, and invent a title for it. Tell children that they must include at least two factual articles about the animal and encourage them to use conditionals: e.g. *If we don't help them, they will not survive*.
- 3 They design a rough page layout and decide who will do what in their group. Children write up each item and draw pictures. Make sure they only write on one side of each piece of paper (as the pages will be stuck to a large sheet of paper for display).
- 4 When they have finished their four pages, they stick them all to the large sheet of paper or card. They could add very short items to fill any spaces, e.g. fascinating animal facts, an animal joke or a cartoon.
- 5 Each group presents their magazine pages to the class. They explain who produced which items in the magazine and read out extracts. Other children ask questions about the animal.

Follow-up

- 1 Display the magazine pages on the classroom walls. Lead a whole-class *Animal Quiz*. Begin the quiz by asking a question about one of the animals starting with *what, where* or *how*: e.g. *What does a giant panda eat?* (Those in the group for that animal cannot answer.)
- 2 Choose a child to answer and check with the group who studied the giant panda: *That's right, isn't it?* If the child has answered correctly, they then ask a question about any animal.