SAVANNAH ANIMALS MODULE

(One Week)

**Objectives**

1. Teach students English and Dagbani animal vocabulary – student should be able to identify various animals visually by picture and by word, as well as to draw an animal if they hear its name.
2. Students practice speaking in front of their colleagues.
3. Students practice counting and adding/subtracting.

**Activities**

Activity #1: Naming and Identifying Animals (Teacher-Led)

* Point to animal pictures from books or pictures that the teacher has drawn in advance on the board. Teachers should draw pictures on the board of these animals: elephant, giraffe, lion, tiger, rhinoceros, and zebra. Say both the English and Dagbani names of the animals. Teachers can also write the animal’s English and Dagbani names on the board below the pictures and have students repeat until they know all of the animals’ names.
* TLMs Needed: Storybooks and/or chalk.

**Teacher Notes:**

Activity #2: Acting as Animals (Student-Led / Group-Led)

* First, teachers tell the students how the animals move and what noises they make. Next, the students repeat after the teacher. For example, students can use their arms to mimic the elephant’s trunk; they can crawl on their hands and knees and roar to be lions and tigers; they can crawl and use their arms as horns for the rhinoceros; they can walk tall with their necks stretched for the giraffe.
* Once students grasp the movements and noises, the teacher asks volunteers come up to the front to act out an animal that the students who come up choose. The rest of the class must guess which animal the student is and shout it out. Let several other students come up and do this for a total of 15-20 minutes.
* Next, tell the students to get into pairs with their colleagues. Tell them to each pick their favorite animal and pretend to be it. They should pretend to be the animal and play with each other for 5-10 minutes. Stop any students who are beating their colleagues.
* TLMs Needed: None.

**Teacher Notes:**

Activity #3: Drawing Animals (Student-Led)

* Ask students to draw their favorite Savannah animals on their slates. Then each student show his/her slate to a colleague next to him/her, and the colleague guesses which animal it is. Then the students switch roles.
* Next, ask the students to draw their own family if their family were animals.
* TLMs Needed: Slates and chalk or paper and crayons.

Activity #4: Storybook Discussion (Teacher-Led / Student-Led)

* The teacher should pick a storybook that features a Savannah animal. If no books are available, then pick a book that features any animal at all. Read the book to students in both English and Dagbani.
* Throughout the story, ask the students questions about why the character acted a certain way at different times and how the character might have felt.
* When the animal makes a sound normal for that animal in the book (e.g. if the lion makes a ROARR sound), ask the students to stand up and make the sound.
* After reading the story, ask the students to draw a picture of the character on their slates.
* TLMs Needed: Storybook, chalk, and sla

Activity #5: Interactive Math Exercises (Teacher-Led)

* Draw several elephants (or another animal) on the board and ask the students to tell you how many there are.
* Then draw several more elephants on another part of the board. Ask the students how many elephants there would be if both groups came together (addition). Tell the students not to say the number out loud, but instead to write the number on their slates. Then they should hold up their slates in the air. Repeat this exercise for 15 minutes by drawing different numbers of elephants on the board.
* TLMs Needed: Slates and chalk.

**Teacher Notes:**

**Vocabulary Word Bank**

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|  ELEPHANT GIRAFFE LION TIGER RHINOCEROS OSTRICHTAIL TUSK HORN TRUNK STRIPES SPOTS TEETHBLACK WHITE ORANGE YELLOW BROWN GREY |

**Suggested Teaching Schedule**

Teachers, please fill in.

**Additional Savannah Animal Facts – For Teachers’ Reference**

Zebras

* The zebra is related to the horse
* Zebras are known for their black and white stripes. Every zebra has its own unique pattern of stripes, which helps zebras to recognize each other. It also protects them from predators since it is hard to separate one zebra from the pack
* Zebras are very social animals, and live together in large herds
* Zebras eat grass and plants

Elephants

* Elephants are the largest animal on land
* They are grey with rough skin, two big ears, two large ivory tusks, and a trunk for a nose
* The oldest female elephant is in charge of a pack
* Elephants eat plants, using their trunks to grab grass and leaves and put it in their mouths
* Elephants like to swim and play in water, and will put mud on their bodies to cool down and protect their skin from the sun

Lions

* The lion is the second largest cat after the tiger
* Lions have light brown fur, and male lions are known for their large manes of hair around their heads
* Lions are social and live in groups called prides. The female lions of the pride will go hunting for food and take care of the young

Tigers

* The tiger is the largest cat
* Tigers have very large teeth, and vertical stripes that are white and orange

Rhinoceroses

* The Rhinoceros is the second largest land mammal after the elephant
* Rhinos have tough grey skin and a large horn on their head. This is used to protect them from predators
* Rhinos are herbivores, meaning that they only eat plants
* They have very good hearing and sense of smell, but poor eyesight

Giraffes

* The giraffe is one of the tallest animals on land
* It has very long legs, a long neck, two small horns on its head and many spots. The giraffe’s spots are yellow, brown, and white
* Giraffes eat leaves and use their long necks to reach high into the trees
* They are very social and live in large, unorganized herds