

# UNIT THREE

## TIME

# ANIMALS THAT MOVE SLOWLY, ANIMALS THAT MOVE QUICKLY



Image courtesy of: Microsoft clipart

## Unit 3: Time

Focus: Animals that move slowly and quickly linked with time

Whole class activity  
Pairs work  
Independent work

Year groups:  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links: Strands and Strand Units</b>	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Developing cognitive abilities through language	Oral language: developing cognitive abilities through oral language
Receptiveness to language	Writing: creating and fostering the impulse to write
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Myself	Self-identity: Self-awareness
SESE: Science: Living things	Plants and animals

Geography: Investigation skills	Questioning, recording and communicating
---------------------------------	--

<b>Learning Objective:</b> To think about animals we know that move slowly and animals that move quickly.
<b>Success Criteria:</b> To talk and listen to each other's ideas about different animals. To think about animals that move slowly. To think about animals that move quickly.

<b>Resources:</b> Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, images of animals – available in the photocopiable section.
--

## ANIMALS THAT MOVE SLOWLY

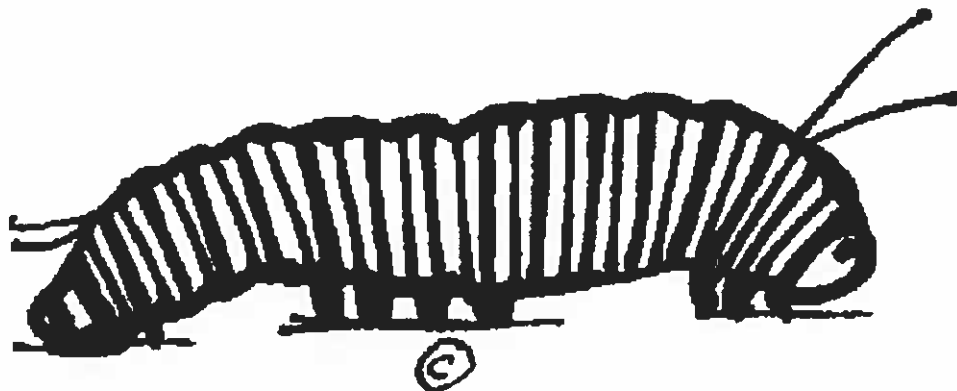


Image courtesy of: <http://school.discoveryeducation.com/clipart/clip/catpilar.html>

# ANIMALS THAT MOVE SLOWLY, ANIMALS THAT MOVE QUICKLY



Image courtesy of: Microsoft clipart

## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

To establish a creative mood in the classroom and prepare the class for talking about animals, divide the children into small groups. Ask the children to talk to their groups about the different animals that they know or have seen. Give the children five to seven minutes to talk about the different animals. As a whole class listen to the different animals the children have talked about. Write the children's suggestions on the board or a large sheet of paper. Discuss with the whole class where the children have seen these animals; at home, in books, on television, in films, at a wildlife park or at the zoo?

## **Main activity**

1. Ask the children to look at the list of animals on the board. Can the class think about what they know about one or two of these animals? Ask the children to share their ideas with their talk partner or the person sitting next to them.
2. Listen to the feedback from the pairs of children. Note the suggestions beside the animals.
3. Show the children pictures of two different animals. The children may have already spoken about some of these animals in the earlier discussion. Explain that this time you would like the class to think about which animals might move quickly and which animals might move slowly? Examples of possible animals and images of animals are available in the photocopiable section.

4. Show the children the first picture, perhaps of a lion. Ask the children if they think this animal might move quickly or slowly? How can we tell that this animal moves quickly? Describe the lion in more detail with the children. What does the lion look like? What might he eat? Where does he live?

5. Repeat this activity, this time using an image of an animal that moves slowly. Perhaps using a picture of a tortoise? Describe the tortoise in more detail with the children. What does the tortoise look like? What might he/she eat? Where does he/she live?

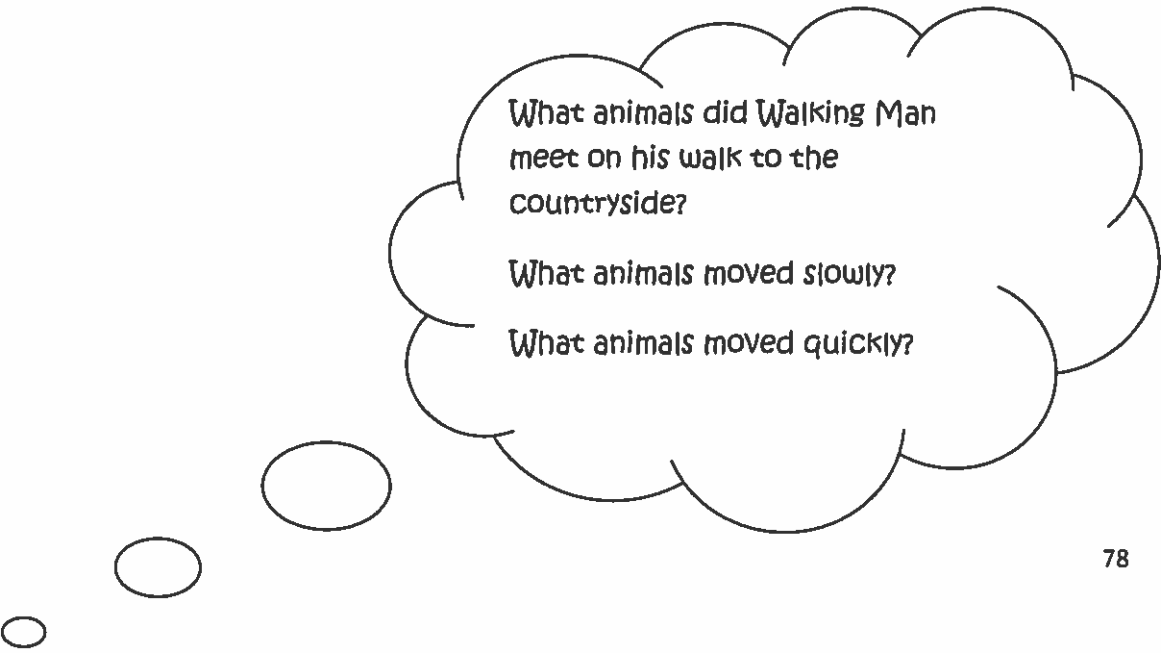
6. Using the ideas developed with the children. Create a fact file of the lion and the tortoise. Develop the fact file about the African lion through whole class shared writing. In pairs the children can write and draw images to make their own Galapagos Tortoise fact file. Give the children a fact file plan that they can use to write on or as a support to create their own fact file. Encourage the children to use the facts that they collected as a whole class, this can be displayed while the children are developing the fact file.

7. Writing up the fact file could be developed over a number of sessions; the children could carry out more research during ICT. During quiet reading time animals facts books could be displayed so that the children can choose to look at these books to develop their own ideas.

### Plenary:

Ask the children if they would like to share their fact files with the class. Ask the children to think about one thing in the lesson they already knew, one new thing they discovered and something they would still like to find out. Share the children's thoughts with the class.

### Follow on discussion from the play *Walking Man*



What animals did *Walking Man* meet on his walk to the countryside?

What animals moved slowly?

What animals moved quickly?

# THE RAINFOREST – THE SLOTH



Image courtesy of: Microsoft clipart

## Unit 3: Time

Focus: To think about animals that move slowly in the rainforest

Whole class activity  
Pairs work  
Independent work

Year groups:  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links: Strands and Strand Units</b>	
<b>English:</b>  Competence and confidence in using language  Developing cognitive abilities through language  Emotional and imaginative development through language	Oral language: developing competence and confidence in using oral language  Oral language: developing cognitive abilities through oral language  Oral language: developing emotional and imaginative life through oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Myself	Self-identity: Self-awareness
<b>SESE:</b>  Science: Living things	Plants and animals

<p>Geography: Investigation skills</p> <p>Maps, globes and graphical skills</p>	<p>Questioning, recording and communicating</p> <p>Using pictures, maps and globes</p>
---	--

<p><b>Learning Objective:</b> To think about animals that move slowly in the rainforest.</p> <p><b>Success Criteria:</b></p> <p>To talk and listen to each other's ideas about different animals.</p> <p>To think about where in the world the different animals may be from.</p> <p>To place the animals on a map of the world.</p>
--

<p><b>Resources:</b> Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, images of animals – on the interactive whiteboard or cut out on paper, map of the world, Oxfam's Globe Unwrapped link</p>
---



Image of the Sloth in Eric Carle's "Slowly, Slowly, Slowly, said the Sloth"

Image courtesy of: <http://www.booktime.org.uk/show/feature/Librarians/Booktime-returns-in-autumn-2010>

# THE RAINFOREST – THE SLOTH



Image courtesy of: Microsoft clipart

## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

To establish a creative mood in the classroom and prepare the class for Eric Carle's story, show the children a map of the world. Use Oxfam's Globe Unwrapped resource: [http://www.oxfam.org.uk/education/resources/mapping\\_our\\_world/mapping\\_our\\_world/05-GlobeUnwrapped/GlobeUnwrapped.htm](http://www.oxfam.org.uk/education/resources/mapping_our_world/mapping_our_world/05-GlobeUnwrapped/GlobeUnwrapped.htm)

Choose different views of the globe from the list, ask the children to think about the different countries they can see.

## **Main Activity:**

1. Show the children a labelled map of the world. Using the animals list the class created in the previous lesson discuss where in the world these animals may be from. Using cut out images of the animals if using paper, or moving the animal images across on an interactive whiteboard ask the children to think about where the animals might live. Images of animals are available on the Fota Wildlife Park website or the National Geographic website.
2. Ask the children to talk to their talk partner or the person sitting next to them and to share their ideas.
3. As a whole class ask for volunteers to move the animals onto the world map. Discuss the different ideas with the class and the reasons for their choices.
4. Show the children where South America is located on the map of the world. Explain to the children that in South America you can find the Amazon rainforest. Lots of different animals live in the rainforest.



5. Watch an example of monkeys from London Zoo's Rainforest Life Exhibit on:  
<http://www.zsl.org/zsl-london-zoo/exhibits/rainforestlife/>

**Plenary:**

As a whole class create an online animal jigsaw from the Zoological Society of London's website:

<http://www.zsl.org/zsl-whipsnade-zoo/exhibits/big5/big-5-jigsaws,1110,AR.html>

Or on Fota Wildlife Park's website:

<http://www.fotawildlife.ie/kids/fun-games>

Follow on discussion linked with *Walking Man*:



Where might Walking Man have travelled to?

Walking Man reached a sign that said, "End of the Road, Go No further." (O'Neill, 2010, 18) Where might this have been?

Where in the world might Walking Man have begun his journey from?

# THE SLOTH – READING AND STILL PICTURES



Image courtesy of: Microsoft clipart

## Unit 3: Time

Focus: Using Eric Carle's story "Slowly, Slowly, Slowly," Said the Sloth

Whole class activity  
Pairs work  
Independent work

Year groups:  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links:</b> Strands and Strand Units	
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Myself	Self-identity: Self-awareness
SESE: Geography: A sense of place and space Maps, globes and graphical skills Science: Living things	A sense of space Using pictures, maps and globes Plants and animals
Drama: Drama to explore feelings, knowledge and ideas, leading to understanding	Exploring and making drama Reflecting on drama Co-operating and communicating in making drama

English:	
Receptiveness to language	Oral language: developing receptiveness to oral language
Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Developing cognitive abilities through language	Oral language: developing cognitive abilities through oral language
Emotional and imaginative development through language	Oral language: developing emotional and imaginative life through language

<b>Learning Objective:</b> To listen to the story and to make a still picture of the jungle.
<b>Success Criteria:</b> To talk and listen to each other's ideas about different animals in the rainforest. To think about the characters in the story, to talk about the sloth. To work together to make a still picture of the jungle.

<b>Resources:</b> Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, a copy of Eric Carle's <u>"Slowly, Slowly, Slowly" Said the Sloth</u> , film clips of the sloth from the BBC or The Virtual Rainforest, Michigan State University.
---

# THE SLOTH – READING AND STILL PICTURES



Image courtesy of: Microsoft clipart

## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

To establish a creative mood in the classroom and prepare the class for Eric Carle's story, show the children a picture of the sloth; this is available in the photocopiable section. Ask the children have they ever seen this animal before? Does it look like any other animal they may have seen? How might a sloth move? Note the children's ideas around the image of the sloth.

## **Main Activity:**

1. Show the children a video of a sloth from the BBC Attenborough: Saying Boo to a Sloth! - BBC Earth on You Tube. Or <https://www.msu.edu/user/urquhart/rainforest/Content/Three-toed-Sloth.html> It is advised that the You Tube videos are viewed by the teacher prior to delivering the lesson.
2. Ask the children to look at the film clip of the sloth. How does the sloth move? What does the sloth eat? Why does the sloth move in this way?
3. Read Eric Carle's story, "Slowly, Slowly, Slowly" Said the Sloth aloud to the children. If possible the book could be displayed on a Visualiser or a projector while it is being read aloud. Otherwise show the children the images and illustrations in the book during the reading.
4. When the children have heard the story once, discuss the character of the sloth.

What did the other animals in the story say to the sloth?

Did the sloth listen to the other animals?

5. Read through the last two pages of the book which have illustrations and labels for the animals featured in the story from the jungles of South America. Show the children the images of the animals; explain to the children that they are going to create a still picture of the jungle.

6. Ensure there is space in the classroom to create the still picture, if not perhaps the children could create the still picture in the hall. Ensure that the space being used to create the still pictures is cleared before beginning any still image work with the children. Ask the children to think about the different animals that could be in the picture of the jungle. Some children could be a sloth, a jaguar or a toucan. Once the picture is created, freeze the picture. Ask the children to move like their animal in the jungle, how do they move? Freeze again. Shake out from being the animals.

### **Plenary:**

Ask the children to think about why the sloth moves so slowly? What other creatures move slowly like the sloth?

### **Follow on discussion linked with *Walking Man*:**

What did Walking Man see when he moved quickly?

Did Walking Man see anything differently when he moved slowly?

Did Walking Man change when he moved more slowly?

Why do people move quickly? What can happen if we move quickly all of the time?

# THE SLOTH – MOVEMENT AND FREEZE FRAMES



Image courtesy of: Microsoft clipart

## Unit 3: Time

Focus: Using Eric Carle's story "Slowly, Slowly, Slowly," Said the Sloth

Whole class activity  
Pairs work  
Independent work

Year groups:  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links:</b> Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Self-identity	Self-awareness
SESE: Geography: A sense of place and space Maps, globes and graphical skills Science: Living things	A sense of space  Using pictures, maps and globes  Plants and animals
Drama: Drama to explore feelings, knowledge and ideas, leading to understanding	Exploring and making drama Reflecting on drama

	Co-operating and communicating in making drama
--	--

**Learning Objective:** To use movement to create the creatures in Eric Carle's "Slowly, slowly, slowly" Said the Sloth and to make freeze frames of the story.

**Success Criteria:**

To talk and listen to each other's ideas about how different animals might move.

To think about how they can move slowly or quickly and use the space in the hall to create the animals.

To tell the story using freeze frames.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, an open space, the school hall, a copy of Eric Carle's "Slowly, Slowly, Slowly" Said the Sloth

# THE SLOTH - MOVEMENT AND FREEZE

## FRAMES



Image courtesy of: Microsoft clipart

### **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

### **Starter:**

To develop a safe and creative environment for movement play a game of Imaginary walks with the children. Ensure the hall is cleared and safe for the children to move around. Ask the children to imagine they are walking on a sunny day and enjoying the sunshine. As the children move around the space, ask them to imagine they are moving towards a jungle, they can see large trees and some monkeys. Ask the children to imagine they have been magically transformed into a jungle animal. This could be a toucan bird, a sloth, a snake, an elephant, a lion; this is open to the children. How do these jungle animals move around, how do they get their food? As the children are moving explain that night is coming and the animals of the jungle are going to find a space on the jungle floor to fall asleep. Once the children have found a space on the floor, ask them to take their time and sit back up as themselves. Discuss with the children what it was like in the jungle. What could they see? Did they move in different ways?

### **Main Activity:**

1. Divide the children into small groups. Ask the children to tell each other the story of the sloth from Eric Carle's book if the teacher has not previously used the story children could share other stories about animals and use the following activity with a different story. What different animals did the sloth meet? Give the children five to seven minutes to recall and retell the story. Share the ideas with the whole class. Retell the story of the sloth to the class.



2. After telling the story, ask children to volunteer to create a freeze frame of an important moment in the story. Ask another group to create a freeze frame of what happened before this moment. Another group can create a freeze frame of what happened after the important moment. Encourage the children observing to contribute ideas of how to show the important moments.

3. Explain to the class that you are going to tell the story of the sloth using freeze frames and movement. Divide the class into small groups depending on the class size. There are twelve mini episodes in the story. There could be twelve small groups or four groups which could create three pictures each. Explain that each group creates a frozen picture and moves slowly onto their next frozen picture. Give each group their picture sequences, these can be pre-prepared on card and given to each group.

4. Give the children eight to ten minutes to create their pictures. The children can choose to add sounds or words to the pictures.

5. Ask the children if they would like present their pictures to the class.

### **Plenary:**

Ask the children what happened at the beginning of the story/middle/end? What did we learn about the sloth?

**Follow on discussion linked with *Walking Man***

How did the characters in *Walking Man* move?

Create a frozen picture to show *Walking Man* in the city. What is he surrounded by?

Create a still picture of *Walking Man* in the country, what is he surrounded by?

Create a slow motion sequence of *Walking Man* moving through the city.

Create a slow motion sequence of *Walking Man* moving through the country.

# THE SLOTH - MOVEMENT USING ADJECTIVES FROM THE STORY



Image courtesy of: Microsoft clipart

## Unit 3: Time

Focus: Using Eric Carle's story "Slowly, Slowly, Slowly," Said the Sloth

Whole class activity  
Pairs work  
Independent work

Year groups:  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links: Strands and Strand Units</b>	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Self-identity	Self-awareness
SESE: Geography: A sense of place and space	A sense of space
Maps, globes and graphical skills	Using pictures, maps and globes
Drama: Drama to explore feelings, knowledge and ideas, leading to	Exploring and making drama Reflecting on drama

understanding	Co-operating and communicating in making drama
Physical Education: Dance	Exploration, creation and performance of dance

**Learning Objective:** To use respond to the adjectives from Eric Carle's "Slowly, Slowly, Slowly" Said the Sloth using movement.

**Success Criteria:**

To talk and listen to each other's ideas about what the different adjectives mean.

To think about how they can show the different adjectives using movement.

To think of other adjectives to describe the other animals in the story.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, a copy of Eric Carle's "Slowly, Slowly, Slowly" Said the Sloth, a large space, the school hall.

# THE SLOTH – MOVEMENT AND USING ADJECTIVES FROM THE STORY



Image courtesy of: Microsoft clipart

## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

This activity requires the space to be cleared and safe before beginning the movement work with the class. Encourage the children to move around the space, try to find different ways of moving. Use adjectives to describe how the children could move around the space, perhaps “happily”, “carefully”, “slowly”, in a “surprised” way. Ask for suggestions for how the children could move from the class. Try out the various suggestions.

## **Main activity:**

1. Read the passage of text from Eric Carle’s “Slowly, Slowly, Slowly” Said the Sloth, one of the final pages of the book where the sloth describes himself using lots of different adjectives. Another text with lots of adjectives could also be used to carry out this activity. Some questions that could be asked are: What do adjectives do? Why do writers and storytellers use adjectives? Can you think of some adjectives we can use to describe animals or the weather?
2. If possible write the adjectives on large pieces of paper. Ask the children to think about what these words mean, such as “placid” and “mellow”. Write the children’s suggestions on the sheets of paper next to the adjectives.
3. Next, ask the children how they could show these words using movement. Ask the children to draw how the movement might look on the large sheets of paper, perhaps “mellow” could have wavy line and the teacher could demonstrate this. Listen to the suggestions from the class.

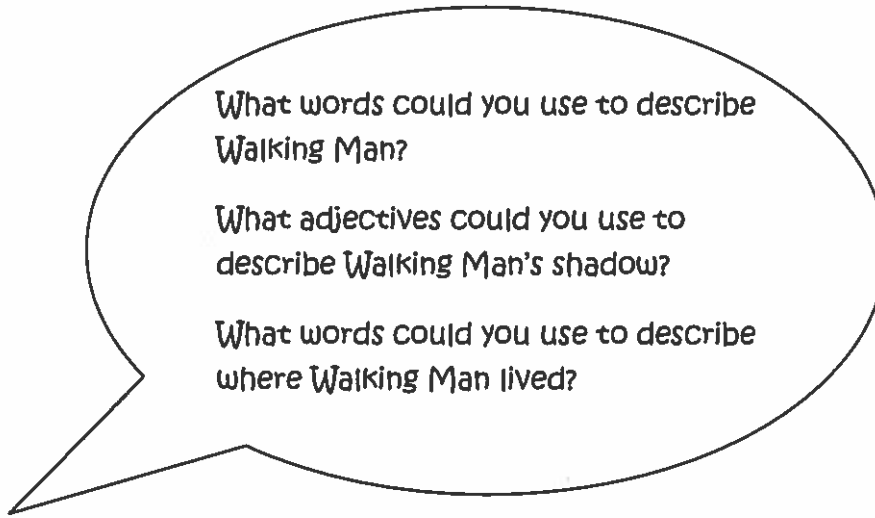
4. Stand up in a circle as a whole class. The teacher could lead one of the movements for one of the adjectives. Ask for suggestions for how to show the adjective using movement.

5. Divide the children into smaller groups. Ask each group to choose three of the adjectives you have discussed as a whole class. Give each group five to eight minutes to create a movement sequence to show their adjectives.

**Plenary:**

Ask the groups if they would like to share their movement sequences with the class. Ask the children for ideas of how you could show different adjectives using movement.

Follow on discussion about *Walking Man*.



What words could you use to describe Walking Man?

What adjectives could you use to describe Walking Man's shadow?

What words could you use to describe where Walking Man lived?