



ORGANIZING THE ZOO USING VENN DIAGRAMS

[MATERIAL FOR THE ENGLISH CLASSROOM]



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TEMPLATE FOR MATERIALS

Title	Organizing the Zoo using Venn Diagrams	
Level	7-8 year olds	
Duration	80 minute block lesson	
Objectives	<p>Whole learner:</p> <ul style="list-style-type: none"> ▪ To develop Planning Skills ▪ To work cooperatively ▪ To use logic to make associations <p>Whole world:</p> <ul style="list-style-type: none"> ▪ To visit and interact with a zoo ▪ To find an discover different animal characteristics ▪ To classify animals according to characteristics <p>Whole language:</p> <ul style="list-style-type: none"> ▪ To describe animals ▪ To count and number animals ▪ To classify animals into groups 	
Language use	<p>Listening</p> <ul style="list-style-type: none"> ▪ Listening for specific information (scanning) ▪ Listening for instructions for task ▪ Listening for general understanding <p>Speaking</p> <ul style="list-style-type: none"> ▪ Describing characteristics of animals ▪ Asking questions about animals <p>Writing</p> <ul style="list-style-type: none"> ▪ Classification of animals ▪ Identification of animals with similarities <p>Reading</p> <ul style="list-style-type: none"> ▪ Reading information about animals <p>Interacting</p> <ul style="list-style-type: none"> ▪ Discussing with friends 	
Language focus	Linguistic focus	Discourse focus
	<p>Grammar</p> <p>Verb “to be”, have got/has got, Which animals have ...?”</p> <p>Vocabulary:</p> <p>Animals and animal body parts, colours, patterns.</p> <p>Phonetics and phonology</p> <p>Pronunciation of vocabulary/intonation of questions and statements.</p>	Scenario, text type.
	Pragmatic Focus	Cultural focus
	<p>Asking about and describing animals, Classification of animals, asking to find information.</p> <p>One +two way tight structure</p> <p>Asking and answering about experience with zoos.</p>	Possibility of discovering differences in perception of individual animals from culture to culture, animals’ role in culture and other cultures.

Reflection on learning towards learners' autonomy	<p>Learning strategies Activating background knowledge, analysing, grouping, questioning for clarification, repetition, monitoring, resourcing, deduction/induction, personalize, transfer/use computer, substitute/paraphrase, setting goals and planning, selective attention, cooperation.</p> <p>Learning styles Different learning styles will be taken into account when presenting new concepts or tackling learning tasks.</p> <p>Multiple Intelligences Visual, kinaesthetic, spatial, mathematical, linguistic, interpersonal</p> <p>Portfolio Reflection sheet on how they classified animals.</p>
Assessment	<p>Whether or not the intersection sheet of the Venn Diagram has been filled correctly.</p>
Materials and resources needed	<p>Smart board PowerPoint with animal flash cards Venn diagram study sheets Animal cut outs Students can bring in props for the zoo such as crate paper. Visitors and tour guide badges. Large notices with names of animals</p>
Sequence of activities	<ol style="list-style-type: none"> 1. Warm up and setting the scene – our zoo 2. “What animals have got ...?” – categorising animals 3. Noting similarities (Venn) and classification task 4. Creating our zoo tour visit

SEQUENCE OF ACTIVITIES

1. Warm up and setting the scene – our zoo

Prepare classroom into zoo environment. Use walls to show names of animals, hidden pictures and desks in front of pictures to act as the barriers. Zoo can be divided into 2 or 3 sections (The four walls). Shoe boxes can be used as pretend cages.

STUDENTS ENTER – Begin class by talking about zoos, using different props brought in by students. Ask if any students have visited zoos. Maybe they can bring in some brochures or photographs from zoos they have.

SETTING THE SCENE - Students informed that they will be placed in 2 groups – zookeepers (Guides) and zoo visitors. Quickly chat about the zookeepers' job + maybe show a video clip to identify jobs.

Students instructed to move slowly around the class to find their entrance tickets or zookeeper badges. (Have their names and VISITOR or ZOOKEEPER). Students then pair up with either a zookeeper or visitor using materials symbols on badges predetermined by teacher. Zookeepers can be higher ability language than ticket holders. Teacher will decide who is who based on knowledge of the class.

Teacher collects students together in seats and says 'We are going to put the animals into their cages but first we have to learn their names and decide which part of the zoo they should go'.

2. What animals have got and categorising animals

LANGUAGE LEVEL

1. PRAGMATIC COMPETENCE

FUNCTIONS

- Identifying characteristics by indicating and use of language (oral)
- Understanding questions about animals

SCENARIO: In the classroom but adapted to have a zoo "feel".

TEXT TYPE – Asking for information

DISCOURSE

- Repetition of questions and answers
- Sequences of questions and their corresponding answers.
e. g. What animals have got wings? Parrots and Eagles have wings.

2. LINGUISTIC COMPETENCE

Grammar: What ... has.

.... has

Vocab: Animals and body parts

Phonetics: Pronunciation of vocabulary / intonation of questions and statements.

EXPLICITNESS OF LANGUAGE DESCRIPTION

Thematic content: Children's real world (most children will be aware of the concept of zoos. Family interest or possible school trip)

Task orientation: Teacher – Students (Strict input one way) Teacher to class back to teacher.

Students Seated : (Smart board-power point page 1) **Warm up:** Show three different pictures of animals that can fly, swim or walk. Ask how many animals and what animals they can see on the board. After getting the answer ask them to go to the board and point at the picture of the animal. Get them to say the name of the animal while pointing at the picture. Ask some questions emphasizing the different features of the animals on the board. e.g. 'What animals have got beaks / tails / wings?' Ask them to go to the board and say 'Parrots have got beaks / tails.' 'Whales have got tails.' 'Elephants have got legs / ears.' Label them on the board. Encourage the students to say full sentences.

(Smart board-power point pages 2 / 3 / 4) Show three different boxes with pictures of different animals around them on the smart board to be filled in with the animals with wings, long tails and stripes. Ask the students to place the animals according to their features in the related boxes. Students go to the board and place the appropriate animals in the box. While placing, get them to make full sentences. e.g. 'Parrots have got wings.' 'Monkeys have got tails.' 'Zebras have got stripes.'

3. Noting similarities and classifying animals (venn diagram)

PRAGMATIC COMPETENCE

FUNCTIONS

- Identifying characteristics
- Classifying animals by characteristics
- Understanding questions about animals

SCENARIO: In the classroom but adapted to have a zoo "feel".

TEXT TYPE – Asking for information

DISCOURSE: Which animals are black and white "Only one animal has got stripes and is also black and white. Which one is it?"

- Elephants, cows, bears and whales are big animals

LINGUISTIC COMPETENCE

Grammar: Which have? – has.

Vocab: Animals and body parts. Colours and shapes.

Phonetics: Pronunciation of vocabulary / intonation of questions and statements.

EXPLICITNESS OF LANGUAGE DESCRIPTION

Thematic content: Children's real world (most children will be aware of the concept of zoos.
Family interest or possible school trip)

Task orientation: Teacher – Students (Strict input one way) Teacher to class back to teacher. Can begin to be student to student, still tight and controlled.

(Smart board-power point page 5) Show the Venn diagram on the board with the names of different animals written above. One of the circles is labelled as 'Black and white animals' and the other one as 'Animals with stripes'. Explain to the students that this is a list of some animals in the diagram. Ask them to read the labels on each of the circles. Give students time to find the correct circle by asking guided questions. Get the students to write the names of the animals in the appropriate labelled circles on the board. The animals to be placed in the intersection part is supposed to be found out by the students. Ask students some questions to help them. e.g. 'Which animals are black and white?' 'Which animals have got stripes?' 'Only one animal has got stripes and is also black and white. Which one is it?'

Hand out the study sheets including another Venn diagram labelled as 'Big animals' 'Animals with beaks' and the cut outs showing the sample on the smart board and explaining what is to be done. Stick some animal flashcards in the circles on the board as an example. Students cut out the pictures and stick them in the appropriate circles. Walk around and monitor the activity helping them when it's needed. Check if the intersection part of the Venn diagram is filled in correctly or not. Get the students to name and write the intersection part as 'Big animals with beaks.' After it's finished ask students to describe the animals in each labelled circle. e.g. 'Elephants, cows, bears and whales are big animals.' 'Sparrows, penguins and parrots have got beaks.' 'Ostriches and flamingos have got beaks and are also big.'

4. Creating our zoo and tour visit

LANGUAGE LEVEL

PRAGMATIC COMPETENCE

FUNCTIONS

- Expressing preferences and possible explanations.
- Ranking classifications according to preferences.
- Describing and classifying animals.
- Asking for information.

SCENARIO: Classroom but latter part of activity uses classroom as a zoo. It is also possible to repeat the activity in an actual zoo.

TEXT TYPE - Asking for information

DISCOURSE

- Sequences of questions and their corresponding answer.
- Repetition of questions and corresponding answer.

e.g. How can we classify in a – by hot or cold countries

Which group of animals is easy for you to make? – It's easy for me to group in size.

Is a tiger a big/small/medium animal? – A tiger is a medium animal.

LINGUISTIC COMPETENCIES

GRAMMAR

Which group doesbelong to?

.....belongs togroup.

Or

..... is a animal

Or

..... is an animal that lives in a country.

VOCAB

Animals, shapes, colours, body parts, hot cold, size, safety.

PHONETICS + PHONOLOGY

Pronunciation of vocabulary / intonation of questions.

THEMATIC CONTENT: Real life related to children.

TASK ORIENTATION: Teacher to student / Student to Student / Student to Teacher.

Individual answers.

Now that students can describe and classify animals, relate activity back to zoo environment and ask students how they want to divide/classify their zoo. Brainstorm different sections of the zoo onto the board and ask for a class vote on preferences (optional Block Graph Activity).

GIVE THEM CHOICES TO RANK – E.G.

- 1- DANGEROUS/SAFE
- 2- BIRDS/ANIMALS/REPTILES
- 3- WILD/TAME
- 4- BIG/SMALL/MEDIUM
- 5- COLOURFUL/NORMAL
- 6- FROM HOT COUNTRIES/FROM COLD COUNTRIES

- Can also be done independently in groups rather than as a class

After making choices, students are given pictures of animals with space underneath for text to classify according to their above choices.

Underneath each picture they must describe their animals and underneath their heading (DANGEROUS) they must write a classification sentence.

Teacher reveals the parts of the classroom for the different classifications and students move to the appropriate place and place their pictures and sentences.

Each zoo guide is then assigned a visitor who must guide them around the finished zoo, answering any question they may have by recalling the info or referring to the students' sentences and orally answering.