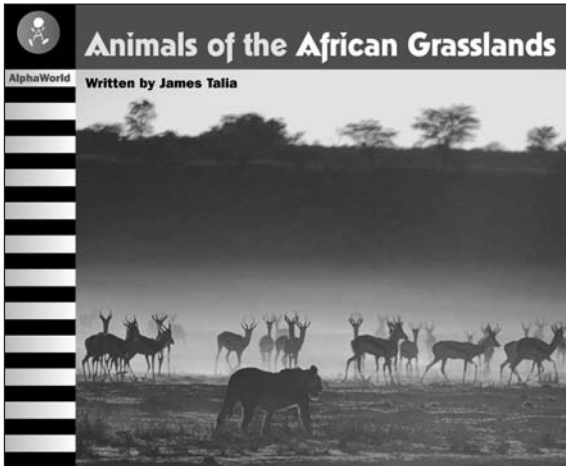


## Animals of the African Grasslands



**Topic:** Animal Kingdom/Plants/Relationships/Environment

**Curriculum link:** Natural Science

**Text type:** Report/Description

**Reading level:** 24

**Word count:** 1005

**Vocabulary:** Africa, African hunting dogs, antelope, browsers, buffalo, coarse, cheetah, gazelles, grasslands, grazers, herds, hyenas, kudu, leopards, meat-eaters, plant-eaters, predators, prey, pride, scavengers, secretary birds, vultures, warning, warthogs, wildebeest

**Possible literacy focus:**

- Understanding scientific language: plant-eaters, predators, scavengers.
- Discussing what the different animals of the African grasslands eat.
- Identifying adjectives: long, flexible, wide.

### Follow-up activities

#### Understanding text structure –

##### Report/Description

Explore the structure of a report with the children. Reports provide factual information about a class or group of things. They have an opening statement or classification followed by explanations about the topic. Point out the headings on each page and discuss why we need them. Diagrams and labels may be used as well. Fill in a chart like the one below to show how this report is structured.

Opening statement (Introduction)
Facts <ul style="list-style-type: none"> <li>• Plant-eaters</li> <li>• Meat-eaters</li> <li>• etc.</li> </ul>

Show the children the contents page and explain how this helps us to locate information.

#### Adjectives

Ask the children to open their books to page 11 and read the passage about giraffes. Point out to them the use of adjectives or ‘describing words’ in the text, e.g. Giraffes feed on the **top** part of trees. They have **long** legs and necks and can reach **higher** than any other plant-eater. They use their **thick** lips and **long** tongues to reach around the thorns ...

*Why did the author choose to use these words?*

*What do they add to the text?*

Ask the children to work with a partner and re-read the book to locate other adjectives.

Remind the children that they can use this type of language in their own written work.

#### Unfamiliar vocabulary

Ask the children to share any words that they were unsure of in the text. List these on the board.

These unfamiliar words could include herd, predator, browser, scavenger, pride, grazer. Suggest to the children that they re-read the text to clarify the meaning of any unfamiliar vocabulary. They could also consult other books or speak to a friend. Now add the meaning of any unfamiliar words to the list and display the list in the classroom for future reference.

# Collage

You will need:

cardboard, newspaper, icypole sticks, sticks, straws, pipe cleaners, material, coloured paper, crepe paper, cylinders, small boxes, coloured pencils, felt pens, glue scissors, sticky tape

1. Work with a partner to make a collage of the African grasslands.
2. Include some of the animals from the book.
3. Label your collage.
4. Write a paragraph explaining your collage.
5. Display it in the classroom.



# Compound words

You will need:

paper, pencils, a copy of *Animals of the African Grasslands*, other books

1. Find compound words in *Animals of the African Grasslands*.
2. Compound words are two words joined together to make a bigger word,  
e.g. grass + lands = grasslands.
3. Write a list of the compound words you find.
4. Now look for more compound words in other books.
5. Share your list with the class.

# Picture sort

Cut out these pictures. Sort them into groups. Label your groups.



**Instructions** Remind the children to use *Animals of the African Grasslands* as a resource for sorting the pictures. In this open-ended task, the children can group the pictures in a variety of ways.

# Animal descriptions

Describe these animals. Write about what they like to eat.



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