

Switch Zoo

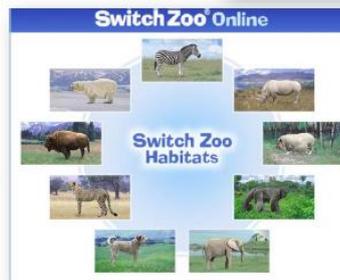
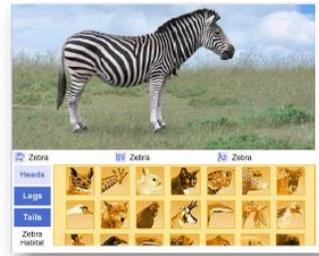
Animals and their Habitats.

Lesson 1 - Make and Play:



Habitats to choose from are suitable for an elephant, dog, cheetah, bison, bear, zebra, rhino or pig.

Create your own animal by selecting the head, tail and legs.



Use the website or the Switch Zoo App.

You will need to visit: <https://switchzoo.com/zoo.htm>

Here you will need to select the 'play switch zoo' button.

Have fun playing with the website or App. Create the craziest and funniest animals you can think of.

The app even lets you add sound effects!

Experiment with changing the habitat, legs, tail and heads.

Now aim to create a really great animal that would be useful if it existed.

- Is it really strong?
- Will it survive extreme weather?
- Would it be helpful to humans?

Choose an imaginative name for your new animal.

Print it out if you can or draw it in your 'learning at home' book.

Lesson 2 – Research:



<https://switchzoo.com/animallist.htm>

<https://www.marwell.org.uk/zoo/explore/animals-at-marwell>

Using the websites above, books from home, your own knowledge and imagination, build a profile of facts about your animal.

- What does it look like?
- How does it move?
- Where does it live?
- What does it eat?

You could use the grid below as a guide to help you to research about your animal. You can use a ruler and pencil to copy the grid on paper then complete the grid with your thinking.

What does it look like?	Where does it live?	How does it move?
What does it eat?	Other eg. is it a friendly pet or a wild animal?	Fun facts

Lesson 4 - Planning your writing:

Choose **one** from the following writing challenges:

- 1) Write a letter to the Natural History Museum. You have found an incredible creature on your travels and would like it to be registered for everyone to know about. You will need to explain everything you know about the animal.



- 2) Create an information leaflet about the animal, including how it moves, what it eats, where it lives, etc. You can make it funny if you want to!



- 3) You are a zookeeper and have a new animal to look after. Write instructions on how to look after the animal, so other zookeepers can help you.



Think about quality not quantity – how will you engage your reader?

Once you have chosen a writing challenge you now need to plan what you are going to write. You may want to draw boxes or post it notes. You may even just want to jot down some ideas. Remember, the planning stage is personal and every writer plans differently. There is no correct way.

Lesson 5 – Writing:

Use this lesson to write!

Remember to check that your sentences make sense. Do not leave your proof reading to the end - regularly check your writing as you go along. ☺

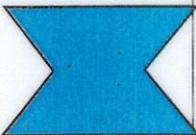
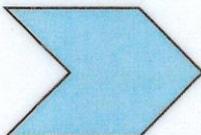
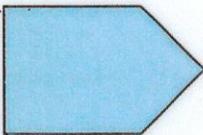
Don't forget to include:

- Fronted adverbials (underline in a grey writing pencil)
- Subordinating conjunctions (underline in light blue pencil and circle the comma)

You may wish to use the help cards at the end of the document to support your writing.

- Expanded Noun phrases (underline in pink pencil)
- Prepositions (underline in green pencil)
- A range of punctuation to punctate your sentences (circle in green pencil)
- Apostrophe for possession (circle in green pencil)

Parent note: If your child has chosen to present their writing on the computer, then they need to highlight or change the colour of the font to the suggested colours above. Instead of circling the punctuation they can highlight/change the colour of the font instead.

Coordinating Conjunctions	Subordinating Conjunctions (in the middle of a sentence)	Subordinating Conjunctions (to begin a sentence)
		
and but or so	if since as when although while after before until because that	If Since As When Although While After Before Until Because That
James bought a bat <u>and</u> ball. Kylie is young <u>but</u> she can kick the ball hard.	I like to look out of the window <u>when</u> it is <u>raining</u> .	<u>When</u> it is raining, I like to look out of the window.

Fronted Adverbials

are words or phrases at the beginning of a sentence which are used to describe the action that follows.

When	How often	How	Where
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here