

## Monkey Puzzle by Julia Donaldson

**Topic:** Animals, including Humans - Year 2

### Learning Objectives:

**Knowledge** - Notice that animals, including humans, have offspring which grow into adults.

**Working Sci.** - Identifying and classifying.

Gathering and recording data to help in answering questions.

### Success Criteria:

**Must** - be able to match 3 babies correctly to the adult animal.

**Should** - as above including an animal that doesn't look like the adult e.g. ladybird.

**Could** - as above and name one animal that gives birth to live young and one that doesn't.

### Introduction/Direct Teaching:

- Read Monkey Puzzle and ask the children if they know what type of animal it is that the butterfly keeps thinking is the monkey's mum i.e. mammal, reptile, bird, fish, amphibian (revision from year 1).
- Stop at the page where the monkey sees the elephant again and says NO NO NO!
- Why does the butterfly think the wrong animals are the monkey's mum?
- What do a butterfly's babies look like? Then turn over to show the caterpillars.
- Ask the children if the monkey looks the same as his mum? Are there any differences? Did the monkey look different when he was born?
- Ask the children if they know which of the animals from the story, looked like their mums when they were born? i.e. mammal, reptile, bird, fish, amphibian.
- In the Big Book have the pictures of the other animals in the story stuck down one side of a sheet – ask children to draw a picture of what the baby would look like. They may not know, if not, go to Activity 1. Then return to the carpet before Activity 2 to fill in the Big Book.

**Part 2** - If this becomes a second lesson because the children needed to do Activity 1, then you could start off this lesson with the book 'Once there were Giants' by Martin Waddell which looks at the lifecycle of a human.

- Do we look like our parents when we are born? Are we more like a monkey or a snake? Why?
- Ask the children what they can do when they were born? What can they do now? What can their Mum do that they can't do? (watch out for some of their answers on this one!!).
- If you want to add a visitor for secondary research at this point, then a visit from a mum with a baby is useful. The children can then ask questions about what the baby can do, what it eats etc.
- Then go to Activity 2

## Activity:

### Activity 1

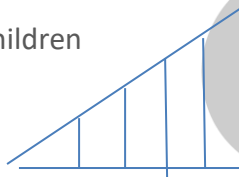
- In ability groups give out an animal from the story for the children to research to answer following questions: What type of animal is it? (E.g. Snake is a reptile), Does it give birth to live young? (egg or not) What can it do when it is born? (i.e. stand up /run/etc) Does its mum look after it, etc.
- Let children use coloured pens in their Group Book to write down what they have found out so that you know who has contributed what to the research.

### Activity 2

- Create a lift the flap book for each child by taking a piece of A4 paper and fold top left corner to the bottom edge which will give you a folded triangle with a strip of paper left on the right side of the sheet. Cut this spare bit off which will leave you with a triangle. Then lift only the **top flap** and for most of the children cut two lines from top to bottom of this flap to give three areas to draw onto. For the more able cut four lines to create five spaces to draw onto.



more able children



- Give the appropriate lift the flap book to each child. Ask them to draw pictures to show the lifecycle of a human – one in each box. The less able may draw for example a baby on flap 1, a middle-aged person on flap 2 and an elderly person on flap 3. Whereas the more able may draw a baby, toddler, teenager, adult and elderly person.
- Once they have the lifecycle pictures on top flap ask them to lift each flap up and draw or write something that age of person can do e.g. baby crying, adult driving a car etc.
- Ask them to think compare them to what their animal looked like and could do.

### Differentiation

**Activity 1** - Give the more able groups animals that change or come from eggs e.g. spider, snake, fish etc. Encourage them to find out more about the animal than just the questions you have given them e.g. how long is it in the egg for etc.

**Activity 2** - Ask the more able to add more stages to the lifecycle of the human than the less able.

### Recording

Big Book / Group Book / Individual Book / Role Play/ Model

Type of Working Scientifically - Exploring / Obs over time / Pattern seek / Fair test / Identify, classify & group / Research

### Plenary:

- Take some of the lift the flap books and read out what a human could do at a certain stage or show a picture and ask the children what life stage the picture shows.
- Have some pictures or photos of the human lifecycle on the carpet and ask those children who you are still not sure if they have got it, to come up and stick the stages of the lifecycle in the correct order onto the Big Book. The more able could add the correct names to the stages e.g. baby, toddler, teenager etc.

### Resources:

- Monkey Puzzle by Julia Donaldson.
- A4 paper – 1 sheet per child.
- Books with lifecycles in.
- Photos of the different stages of lifecycles to stick in the Big Book.
- Pictures from the story book of the different animals they see.

