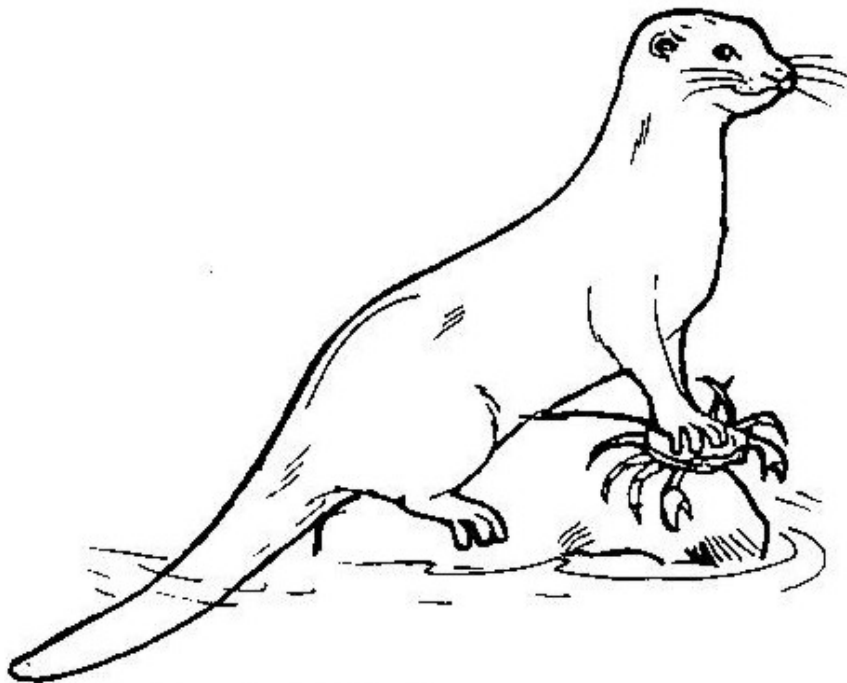


## **ACTIVITY ONE:    LISTENING, ANSWERING QUESTIONS AND COLOURING IN**

This listening, answering questions and colouring-in LANGUAGES activity introduces young learners to water, by way of a very special creature, the otter. It encourages them to discuss and share ways that water is used in their lives.

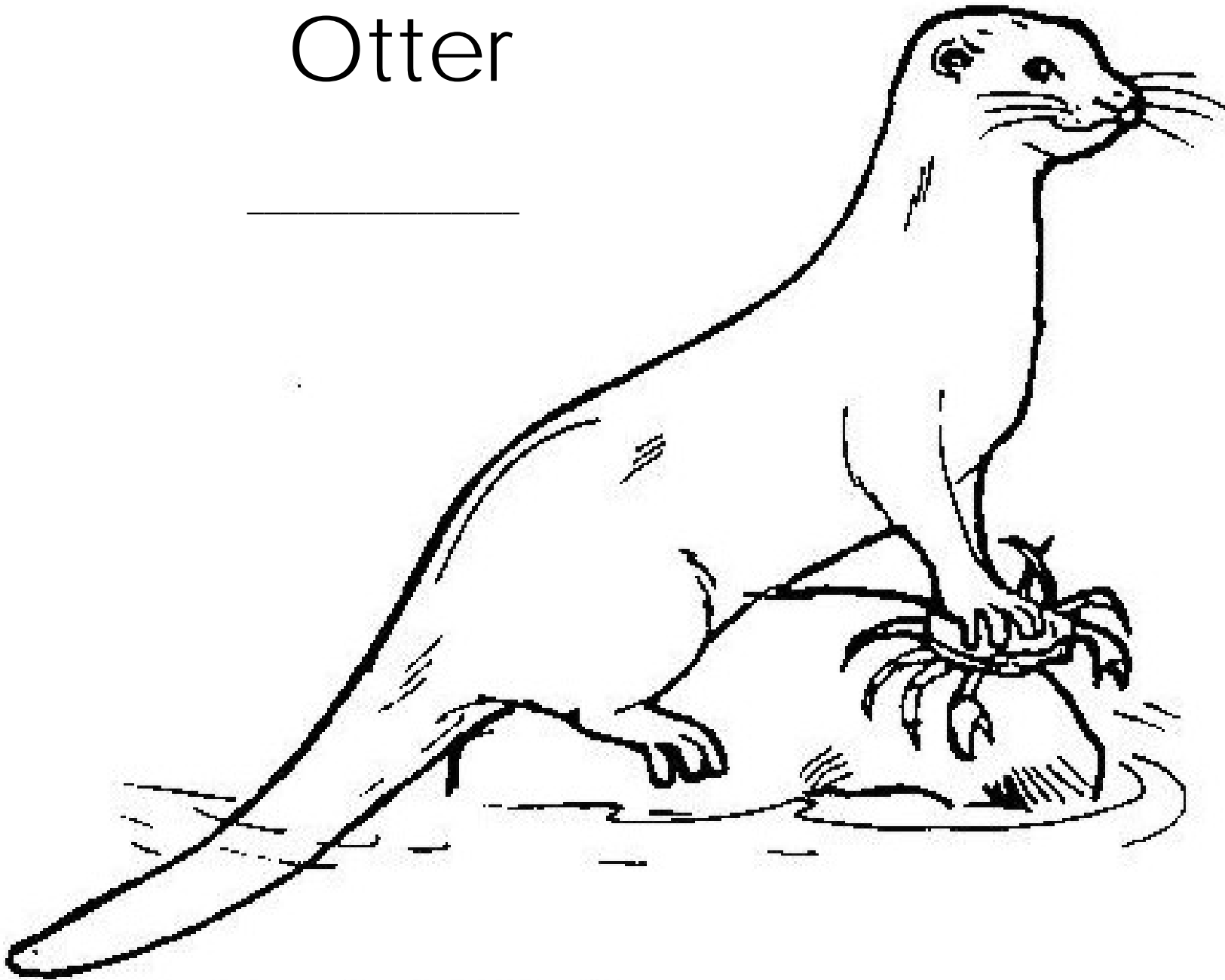
### **READ THE FOLLOWING STORY TO YOUR CLASS:**

Otters live in and around mountain rivers and quiet freshwater pools. If you are very lucky, you will see them! Most people don't see otters because they are very shy animals. They spend most of their time in or near water, where they play with one another, catch fish and clean their thick fur. They use their paws and nose to catch and eat crabs, fish, frogs, snails and even water-birds. To dry their fur after swimming, they sun themselves on rocks and sandbanks. They can swim under water for a long time by closing their ears and nostrils and they use their paws like flippers. They also use their tails to swim and it makes them sway from side to side in the water.



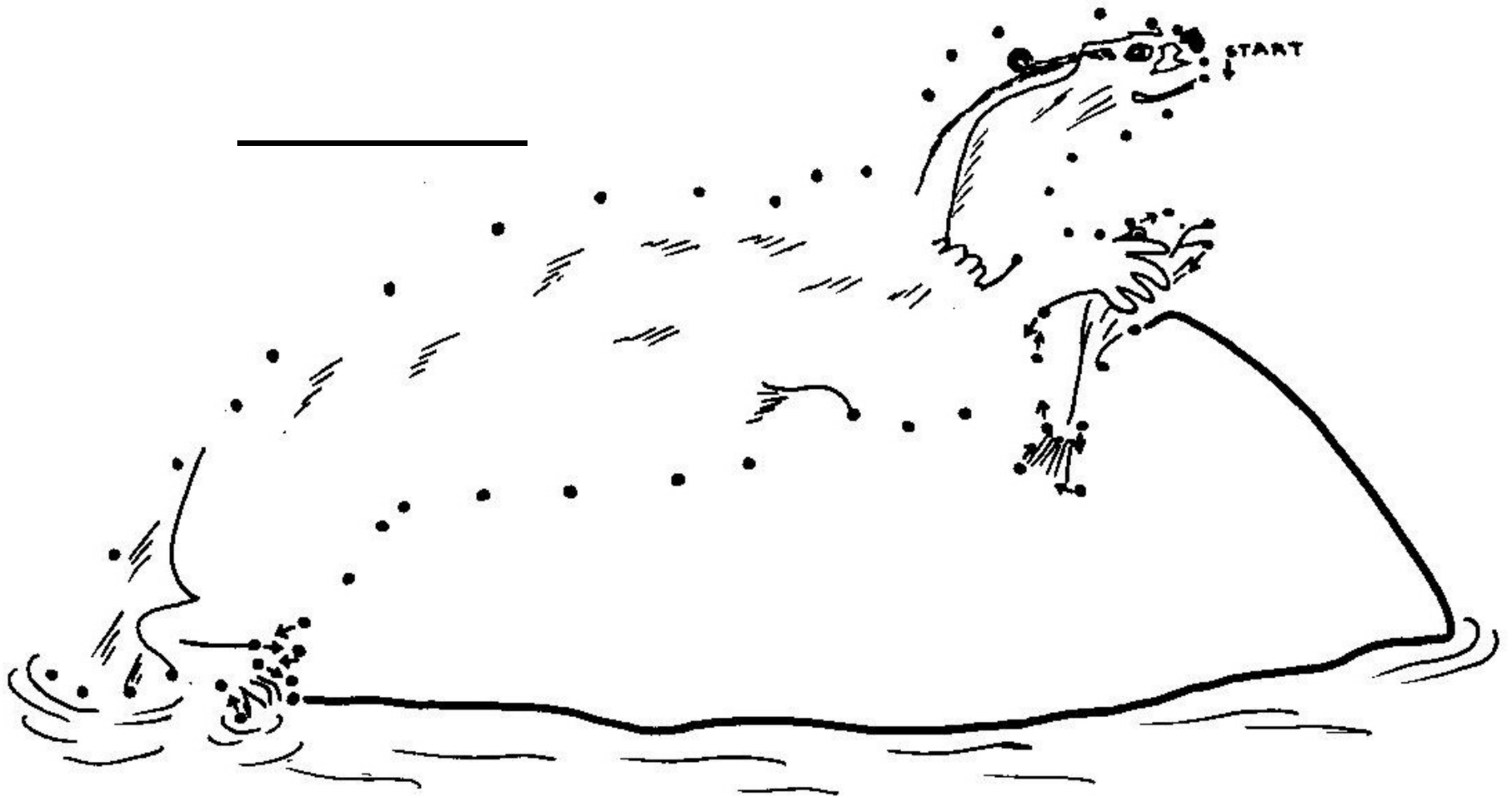
# Otter

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# Otter

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## Questions:

1. What was this story about?
2. Where do otters spend most of their time?
3. Have any of you seen an otter?
4. What was the otter doing?

*If no-one has seen an otter, find out what other creatures the children have seen in and around water (crabs, fish, insects, water-birds) and what the animals were doing.*

5. What is the otter in the picture doing? (use the enlarged A4 picture on page 2).
6. What other animals can you think of that spend most or all of their time in water? (*Fish, water birds, insects, crabs*)
7. Who is like an otter in this class and likes swimming? (Get responses from the whole class).
8. Who, like the otter, can swim under water?

You won't ever see an otter where there is no water – otters have to have water in their lives. And so do we!!

Ask everyone to think of two ways they use water each day (examples include washing clothes, showering, bathing and drinking). Going round the class, you can write a list up on the board.

Can anyone think of a day when they didn't make use of any water (remind the children that fruit juices and cooldrinks also contain water, their midday and evening meals will probably also make use of water [boiling potatoes, cooking rice], mothers wash their clothes which also makes use of water).

All learners can colour in the "Cape Clawless Otter" brown except for a white throat and chest. For a more challenging exercise and for the more adventurous learners, there is a join-the-dots exercise as well. Learners can also copy the text "Otter" onto the line drawn.

## Criteria to assess learners during this languages lesson

Criteria	Exceeded requirements of the Learning Outcome	Satisfied requirements of the Learning Outcome	Partially satisfied requirements of the Learning Outcome	Not satisfied requirements of the Learning Outcome
The learner listened attentively to the story without interrupting the teacher				
The learner participated confidently and fluently in a group when questions about the otter were asked				
The learner recounted own personal experiences of water				
The learner copied the word "Otter"				
The learner used crayons and pencils with confidence and appropriately				