

# If You Were an Animal

*If you were an animal,  
Which would you be?*

*Would you live on the land,  
Or under the sea?*

*Would you fly through the air,  
Or climb in a tree?*

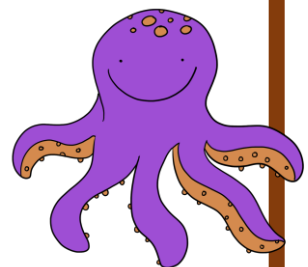
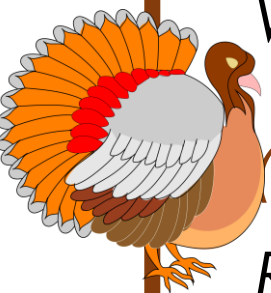
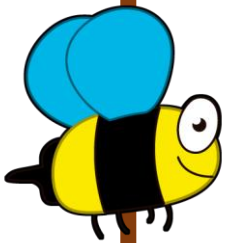
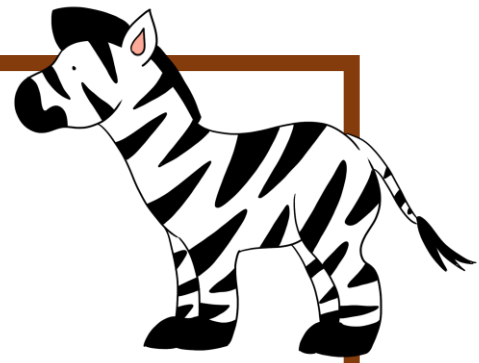
*Would you run very fast,  
Or crawl s-l-u-g-g-i-s-h-l-y?*

*So many ways to live and explore,  
Which would you choose?*

*(Pause)*

*Really?*

*I'd rather be me!*



# If You Were an Animal – teaching notes



Children love to read and listen to poetry. Poetry gives them a feel for the rhythms and sounds of the language, and poems like this one help to develop their imaginations.

This poem fits equally well into the English literature strand when you are studying poetry, or in the Science biology strand when you are studying living things.

## English

**Rhyming words** — Each couplet (except the fifth) concludes with a word that rhymes with 'me'. The words demonstrate different ways the long vowel ē can be spelt: bē (me), sea, tree, sluggishly (really).

List other words that rhyme with 'me'. Sort them according to their spelling.

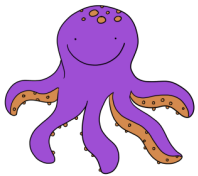
Encourage children to write their own rhymes.



**Questions and statements** — Each couplet (except the last) is a question and demonstrates use of the question mark. A question differs from a statement or a command in that it requires an answer.

Encourage children to answer each question with a complete statement giving a reason; for example, 'I would live on the land because I like to sit in the shade of the trees.'

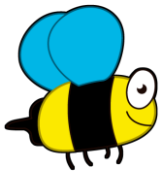
**Opposites** — The second, third and fourth couplets present opposites (or near opposites). Encourage children to think of other ways in which animals might be opposites; for example, tall and short, big and small, wild and domestic, fierce and tame. Ask children to form or write questions that compare animals in opposite ways.



**Writing** — After brainstorming animals (see science suggestion below), encourage children to write about the animal they would like to be and why. Encourage them to write a story featuring themselves as their chosen animal.

**Memorise, recite and perform** — Learning poetry helps to improve memory. Present the poem and children's additional verses or stories at a school assembly or to parents.

## Science



**Animals are living things.** They have different features, live in different places and have different needs.

For each couplet, brainstorm a list of animals; for example, animals that live on the land and animals that live under the sea. Discuss how each animal is suited to its environment and how its features ensure its survival.

Create other lists of animals that have not yet been included and discuss their special features and the importance of those features.

