

3.3 Monster differences

LEVEL

Beginners

AGE GROUP

8 and above

TIME

20 minutes

DESCRIPTION

This is an information-gap activity in which children colour pictures and then find the differences between them.

LANGUAGE

Question formation and parts of the body: arms, legs, head, eyes, ears, teeth, hands, How many...? What is/are...?; colours: What colour is/are...?; numbers: ...

SKILLS

Speaking; asking and answering questions.

ASSESSMENT

The children should be able to ask and answer simple questions.

CRITERIA

work co-operatively in pairs, and carry out the task successfully.

It should be noted that this activity can be used as a drawing task for their portfolios.

MATERIALS

Worksheet 3.3 (see back of book); coloured pencils; overhead projector (optional); a piece of A4 paper for each child (optional).

PREPARATION

- 1 Photocopy Worksheet 3.3, one for each pair of children. Copy the score sheet below for each child. Remind the children to bring their coloured pencils.
- 2 Cut the worksheets in two and give one half to each child of a pair.
- 3 Set up the overhead projector if you are using one.
- 4 If you use the Variation, get the children to prepare monster drawings ahead of time.

IN CLASS

- 1 Tell the children you are going to give each of them a picture of a monster to colour. Point out that each child will have a different monster from his/her partner's.
- 2 When they have coloured their monsters, they have to work with a partner, asking each other questions to find the differences between their monsters.
- 3 Write the words the children will need on the board for them to refer to, for example, *eyes, ears, arms, legs, teeth; How many heads/eyes/ears/arms/legs has your monster got?*
- 4 Give out Worksheet 3.3 and allow the children time to colour their monsters.
- 5 If you think it necessary, demonstrate the activity to the class. Colour your own monster either on your own worksheet or on a transparency. Invite a volunteer to work with you so that you can find the differences between his/her monster and yours. If you choose a strong learner, this can help the rest of the class because they see how the task is carried out. If you don't use an overhead projector, make sure to show your completed worksheet to the children, so they can see the differences for themselves.
- 6 Monitor the class while they are colouring and ask them not to spend time colouring in too carefully. This can cause problems if some children have finished and their partners are still colouring. If this happens, tell the children who are still colouring to decide what colour they want the hair, arms, etc. to be and just to put the right coloured dots on the different parts of their picture. They can finish colouring later if they want to.
- 7 Put the children into pairs. Make sure that they change partners, so that they are not sitting next to the child who saw them colouring.
- 8 Get the children started on finding the differences. Remind them not to look at each other's worksheets.

FEEDBACK

This activity involves self-assessment. When each pair has finished, they can look at each other's monster. They can then assess how well they've done and give themselves a score based on the score sheet

Monster differences

We checked our monsters and there are _____ differences.

The differences are:

1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
5 _____	10 _____

We found _____ differences. We get _____ points.

Signatures _____

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on this page. They should write down the differences in note form, for example, 1 = green hair, 2 = three legs, etc.

FOLLOW-UP

The children pretend to be one of the monsters, give themselves a name, and introduce themselves in two or three sentences. For example:

Hi, I'm Scary! I have two heads and five legs. My hair is green.

VARIATION

You can lower the language level for this activity by limiting the language used as well as the number of differences. For example, if the children don't colour their monsters, the questions will be *How many teeth/ears/eyes/arms/legs has it got?* and there will only be five differences focused on.

ASSESSMENT OF OUTCOME

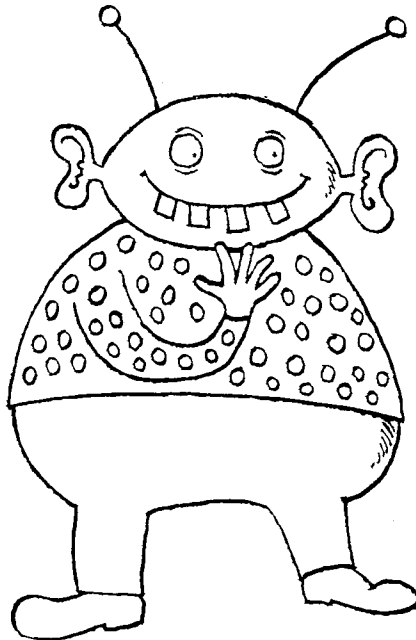
- 1 Choose two or three pairs of children to observe while the rest are carrying out the activity. Use assessment Worksheet 10.9a, 'Speaking Task Report'.
- 2 The children can also check their own performance by using the score sheet for self-assessment.

PORTFOLIO

If the children want to, they can include their worksheets with the coloured monsters and their score sheet in their portfolios.

A Name _____ Class _____ Date _____

Colour your monster's head, hands, teeth, and eyes.
Use only green, blue, and red.



B Name _____ Class _____ Date _____

Colour your monster's head, hands, teeth, and eyes.
Use only orange, yellow, and brown.

