

# Big Trunks

## Tiny Tales

For  
**ANIMAL  
LOVERS**  
aged 5-7



Key Stage One Teaching Guide and Magazine



# Big Trunks

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At [www.ifaw.org/big-trunks-tiny-tales-uk](http://www.ifaw.org/big-trunks-tiny-tales-uk), you can find a classroom poster for Lesson 1 and nine Activity Masters referenced throughout the other lessons.

## ENGLISH (Key Stage One)

### Reading - comprehension

#### YEAR 1

##### Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing word meanings, linking new meanings to those already known

#### YEAR 2

##### Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - being introduced to non-fiction books that are structured in different ways
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary

### Writing – composition

#### YEAR 1

##### Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense

#### YEAR 2

##### Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing for different purposes
- consider what they are going to write before beginning by:
  - writing down ideas and/or key words, including new vocabulary

## SCIENCE (Key Stage One)

#### YEAR 1

### Animals including humans

##### Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores.

#### YEAR 2

### Living things and their habitats

##### Pupils should be taught to:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats

## GEOGRAPHY (Key Stage One)

#### KEY STAGE 1

##### Pupils should be taught to:

##### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

##### Locational knowledge

- name and locate the world's seven continents and five oceans



# Teaching Guide

Print out and display the stories from the Pupil Magazine (page 10 onwards) on an interactive whiteboard and bookmark them on computers for use in small groups. Read the stories along with your students. If they are non-readers, read the stories aloud. You may want to have emergent readers read text on the bold-faced lines on the pages; then you read aloud the rest of the text. Print out the activity masters that accompany each article and distribute them to students as you teach each article – which you may wish to do over a series of days.

## Cover: Big Trunks, Tiny Tales

Have a discussion about the cover. Ask what animal students see. Read the cover headline to the class. Ask the class what they think “Big Trunks, Tiny Tales” means. Ask them to tell you from looking at the cover and thinking about the headline what the magazine will be about. What do they think they will learn about?

For  
**ANIMAL  
LOVERS**  
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# Lesson 1

## What a Big Baby! Amazing Elephant Facts

This lesson is focused on the separate classroom poster 'What a Big Baby! Amazing Elephant Facts'.

**This lesson links to: Mathematics: Measurement** – comparing measures, **English: Reading – comprehension** – retrieving information (Year 1 and 2)

### Before Reading

Ask students to share what they know about elephants. Summarise for students any responses that are correct: they are very big; they have trunks; they have big ears. Some have tusks. They live in Africa and Asia.

### Read for Information

Direct students' attention to the poster on the interactive whiteboard. Ask what they think the poster is about. What is the animal in the biggest section of the poster? (A baby elephant).

Discuss the images on the poster and read the captions to the students or have volunteers stand by the poster and read captions to the class.

### Start a Discussion

Point to the image of the balance scale. Ask students if they can tell you what it is. Explain that it shows that seven children and a dog are about the same weight as a baby elephant, because the two "pans" holding the students and the elephant are at the same level—one is not higher than the other. Demonstrate using a set of balance scales and a toy elephant and beads.

Point to the three large containers of milk. Explain that it shows how much milk a baby elephant needs to drink each day (3 gallons, about 20 pints). Show the children a 1 or 2 pint milk carton and work out together how many cartons of milk that would be. Ask students if they think baby elephants' milk comes from a shop. Explain that instead, baby elephants get milk by nursing from their mothers.

Discuss the remaining images and captions to make sure students understand the content.

### Key Vocabulary

**Facts:** True information

**Newborn:** Just born

### Activities

Print copies of the activity master, 1. *Quick on the Draw.* Children can follow the step by step guide to drawing an elephant using simple shapes and lines.

Print copies of the activity master 2. *Baby Elephant.* Pupils can draw an elephant and fill in the sentence at the bottom.

# Lesson 2

## The Big Picture

Explain that elephants are the largest land animals in the world, and that everything about them is big, including their ears, trunks, tusks and feet. (The tusks can be as long as 3 metres. An elephant's foot is just under a metre around.) These features help them survive in the wild. What makes elephants even more special is that they are among the smartest animals.

**This lesson links to: Science: Animals, including humans** – identifying and naming the body parts of an elephant. (Year 1 and 2)

### Before Reading

Begin a discussion by asking students to name some large types of animals.

Have they ever seen an elephant in real life? Where?

What do they know about elephants?

What questions do they have about elephants?

### Read for Information

#### Younger students:

How does an elephant take a shower? (Sucks up water in its trunk and sprays itself )

#### Older students:

How many kilograms of food does an elephant eat in a day? (180kg)

What must it be like to have to find 180kg of plant food every day?

### Start a Discussion

What are some parts of the elephant that are very big? (Trunk, tusks)

What part of their body is like a trunk? (Students point to nose—and upper lip)

Would they like to have a trunk?

How does an elephant use its trunk? (To eat, drink, cool off)

What part of a student's body is like a tusk? (Students might point to teeth, or specifically the two front teeth.)

What do tusks do? (Lift things like tree trunks, dig for food and water)

### Key Vocabulary

**Tusks:** the long front teeth of an elephant.

**Trunk:** the long nose and upper lip of an elephant.

### Activity

Print copies of the activity master 3. *Big Appetites*, and give one to each student. Students write a sentence about what they have learnt so far. Then answer questions about what elephants eat and colour the picture. (Read the questions aloud and elicit oral answers from non-readers and early readers.)

### Activity answers

1. a, 2. b, 3. a, 4. b, 5. a.

# Lesson 3

## Elephant Families

The article on page 12 explains how elephants form an extended family, called a herd. Unlike many other mammal species, such as lions or baboons, the leader of an elephant family is female. Called a matriarch, the herd leader is the biggest, oldest female. As with most animal species, the females take care of their young. But elephants will also take care of offspring not their own. The strong feelings of elephants for their young are similar to those of humans.

**This lesson links to: Science: Animals including humans** – understanding elephant families, their young and their needs (Year 1 and 2)

### Before Reading

Encourage students to share what they know about families.

Ask: Do they think animals have families?

What might an animal family be made up of?

### Read for Information

#### Younger students:

Do adult males live in an elephant family? (No)

Who leads a family: a male or a female? (Female)

#### Older students:

For how long does a baby elephant drink its mother's milk?  
(Two years)

How tall is a baby elephant when it's born? (Just under a metre)

How heavy is it? (About 113kg)

### Start a Discussion

#### Younger students:

Do adult elephants care for their families?

Do students think baby elephants have a happy life?

Why or why not?

#### Older students:

In what ways are elephant families similar to human families?  
(Adults care for and protect their young. Babies need the attention of adults. Young elephants like to play with each other. They learn from adults.)

In what ways are they different? (Male elephants always leave the family at a certain age. There are never adult males in an elephant family.)

### Key Vocabulary

**Herd:** a family of related elephants, made up of female adults and their offspring

**Calf:** a baby elephant

**Matriarch:** the female leader of a herd. She is the biggest and oldest mother.

### Activity

Print the activity master 4. *The Elephant Family*, and distribute to each student. Students to look at the picture and using the information they have learnt, spot the matriarch. Then match each word to its explanation and colour the picture.

### Activity answers

**matriarch:** the oldest mother and leader of the herd; **herds:** family groups; **females:** stay in their herds for life; **males:** leave the herd between the ages of 7 and 12; **calves:** baby elephants

# Lesson 4

## Taking Care of Dev

'A Rescue for Dev' on page 14 is a true story about a baby Asian elephant who was rescued in India after falling into a hole and losing his mother. Thanks to the IFAW wildlife rescue and rehabilitation centre in India, Dev and other orphaned and injured baby elephants are cared for until they are able to survive on their own and can return to life in the wild.

**This lesson links to: English: Reading comprehension** – answering questions and beginning to make inferences (Year 1 and 2)

### Before Reading

Ask if anyone ever accidentally became separated from a parent. What did it feel like to be lost?

### Read for Information

#### Younger students:

What did the doctors do to help Dev? (They gave him medicine and washed him)

What did the keepers feed Dev? (Milk)

#### Older students:

Who did Dev play with at the Centre? (Other calves)

What food did Dev eat on his own? (Grass)

### Start a Discussion

#### Younger students:

What might have happened to Dev if there were no people around?

Do students think Dev was happy at the centre?

#### Older students:

Why are the keepers happy at the end?

Why are they sad?

Why might it be difficult for Dev to return to the wild?

### Key Vocabulary

**Keeper:** a person who takes care of a wild animal orphaned: having lost a parent or parents

**Trumpeting:** the loud sound an elephant makes with its trunk.

### Activity

Enlarge and print the activity master 5. *Elephant Story* for each student to dictate or write their own story. Children could create a story about an elephant that needs rescuing OR they can write a few sentences about a day in the life of a baby elephant.



# Lesson 5

## Big Animals, Small Differences

The factsheet on page 16 compares elephants in Africa and elephants in Asia.

Most elephants in Africa are slightly bigger and because they generally live in a hotter climate than the Asian elephants, African elephants have more features that help keep them cool: bigger ears that give off more heat, and very wrinkled skin to retain water in the folds for cooling.

**This lesson links to: Geography: Locational knowledge** – locating continents on a map or globe (Year 1 and 2) and **Science: Living things and their habitats** – learning about the differences between African and Asian elephants. (Year 2)

### Before Reading

#### Ask all students:

Do they think all elephants look the same?

Where do they think elephants live?

Provide globes or world maps for children to locate Africa and Asia.

### Read for Information

Which is usually heavier: An Asian elephant or an African elephant? (African).

Which type of elephant has a round head? (Asian)

Which type of elephant has longer tusks? (African)

### Start a Discussion

Ask students why they think the two types of elephants look different. (Each is suited to its habitat.)

Ask students to summarise what they've learned by asking them why they think elephants are special animals. Ask them if they think it's important that we protect them, and why.

### Activity

Print copies of activity master 6. *Spot the Differences* and activity master 7. *Show What You Know*, and hand out each to the students.

### Activity answers

#### Spot the Differences:

African elephants have larger tusks; they are taller and heavier, and have bigger ears and more toes.

#### Comprehension:

1. African, Asian, 2. plant, 3. herds,
4. matriarch, 5. oldest

### Just for Fun!

Print copies of the activity master 8. *Jumbo Jumble* and distribute to students. They will need scissors and tape to complete this activity.

Print copies of activity master 9, *Elephant face*, onto card. Students will need a paper plate, scissors and glue to make their elephant face. Why not turn them into puppets and put on a show!

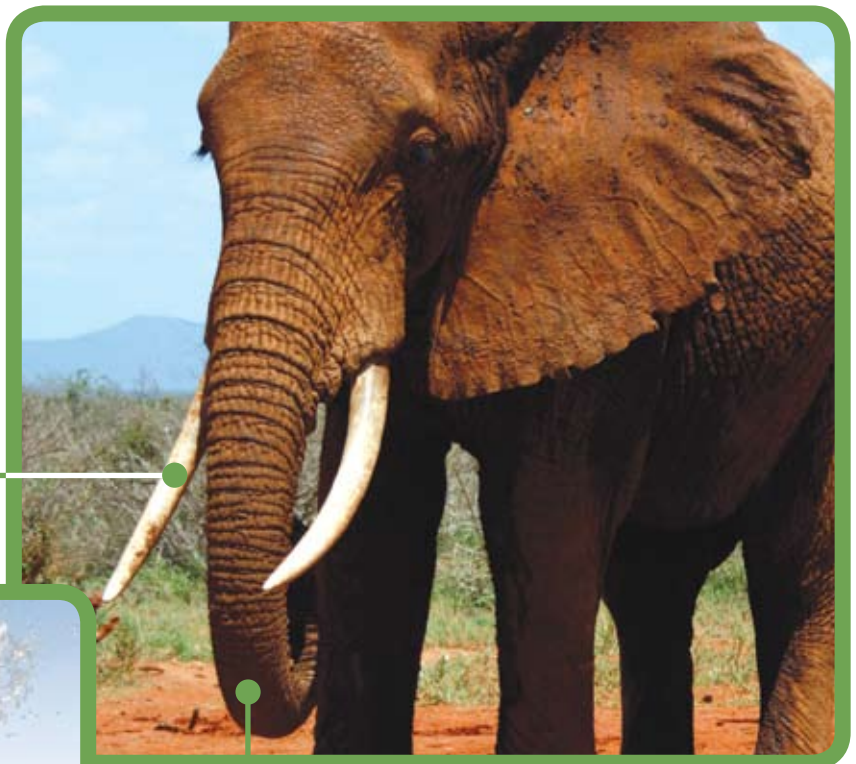
# The BIG Picture

Elephants are big – really big. They are smart too. Elephants are the largest land animals. Adults are about 3 metres tall.

That's as tall as a basketball hoop. Some can weigh almost as much as six cars!

## Elephants have big teeth

Elephants have back teeth as big as bricks. The two long front teeth are called tusks. They can be 3 metres long! Elephants carry things with their tusks. They dig for water and food with tusks.



## Elephants have long noses called trunks

The trunk is used to smell, eat, drink, scratch, move things or greet friends. An elephant uses its trunk to suck up water. Then it squirts the water from the trunk into its mouth.

An elephant also uses a trunk to pick up food and put it in its mouth.



## Elephants use ears and trunks to stay cool.

An elephant uses the trunk to give itself a shower. This cools it on hot days. Elephants flap their ears to keep cool, too.

# The BIG Picture



## Elephants do not eat meat

They eat plants — lots of plants! They use their trunks to pick fruit and leaves from trees. They spend 16 to 20 hours a day eating. An elephant can eat 180kg of food a day.

## Elephants are smart

They know how to work together. They can even “talk” to each other by making different sounds. They have great memories. They remember family members they haven’t seen in years.



## Elephants can be emotional

They make trumpet sounds when they are happy. They seem sad when loved ones die. They kiss or touch with their trunks to show affection. They are loyal and care for each other.





# Elephant Families

The family group is called a herd. A herd is made of all the mother elephants and their babies. There might be six to 12 members in a family. Female elephants stay in the herd forever. Male elephants leave between the ages of 7 and 12. They live alone or in small herds of males. Elephants can live for about 60 years.



## Taking Care of Baby

A baby elephant is called a calf. Calves stay close to their mothers. They drink their mother's milk for at least two years. The calf likes to be touched often by its mother or a relative. This gives the baby comfort.

## Growing up

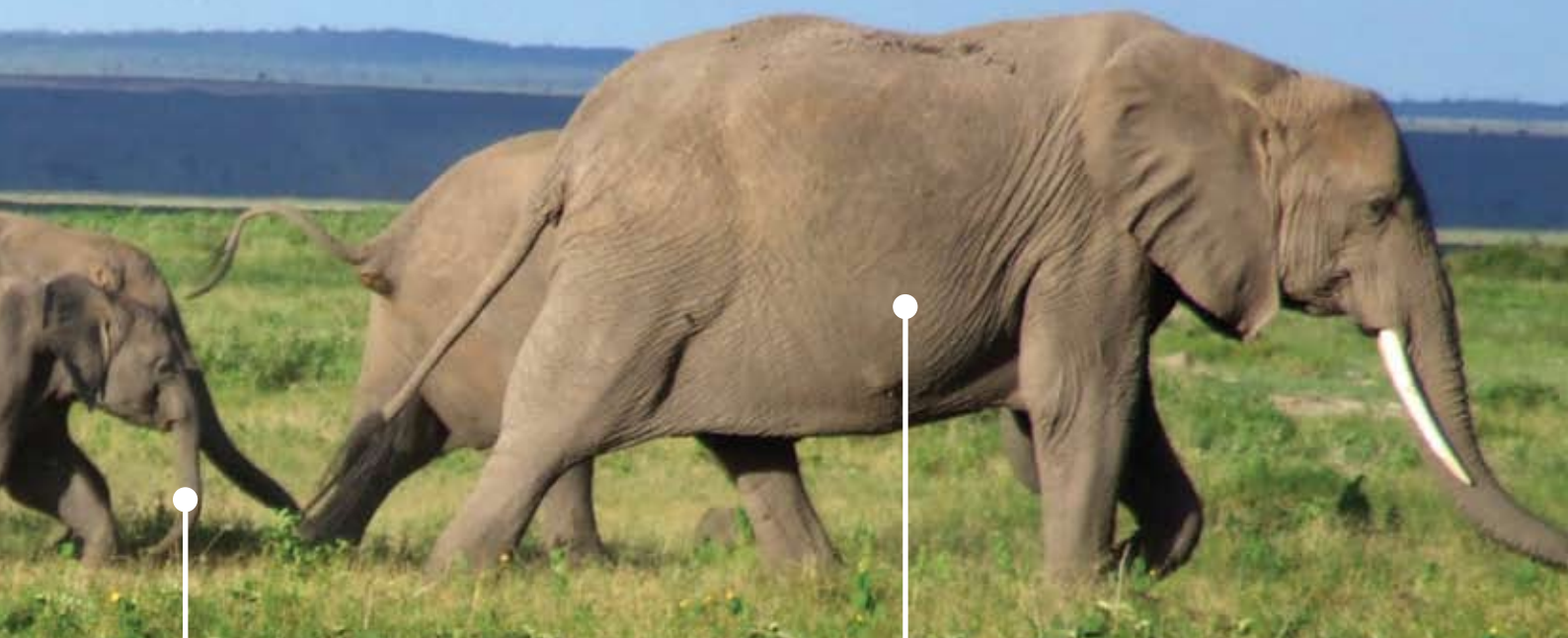
Baby elephants are almost a metre tall and weigh 113kg when they are born. Calves play. They bump into each other. They chase each other and pull tails. Calves learn by watching and doing what older elephants do.

# Elephant Families

Family members help each other.

Adults teach young females how to care for their babies. The females learn by babysitting babies of different mothers.

The family also works together to protect their young. Elephants care for their families, just as we do.



## Carry that Trunk!

A calf sometimes sucks its trunk like a human baby sucks its thumb. At first it swings its trunk around wildly. It may even step on its own trunk!

## Mom Knows Best

The oldest and largest mother is the leader. She is called the matriarch. The herd walks in a line behind her. When she stops to rest, eat, or drink, the herd stops too. The matriarch keeps the herd safe.



# A Rescue for Dev

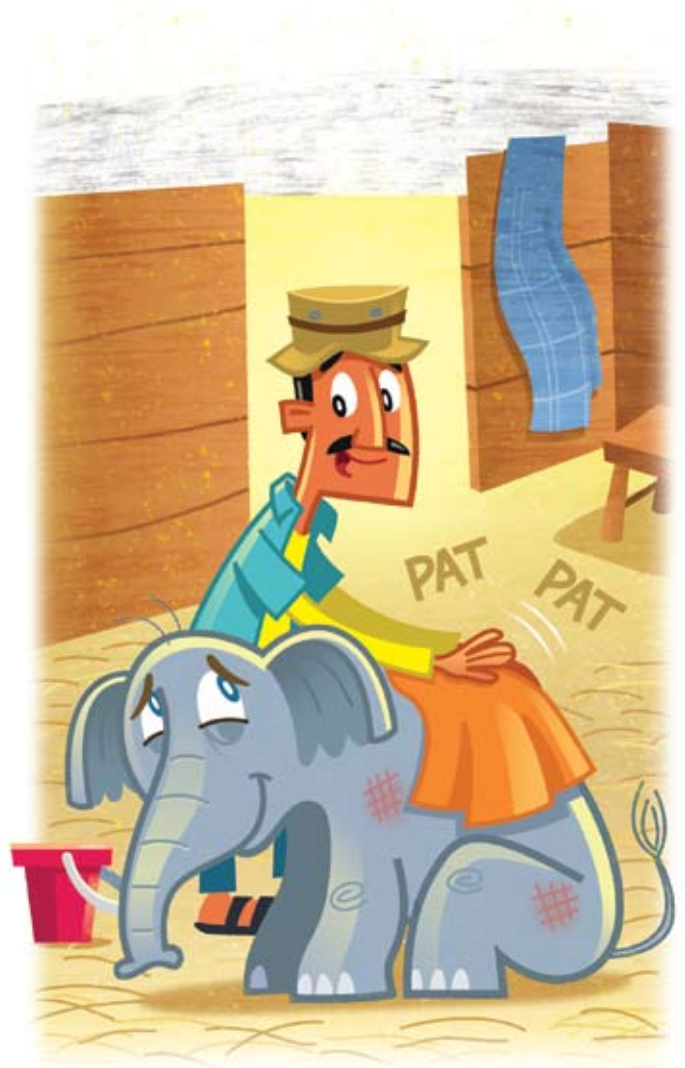


**1** One night in India, an elephant and its baby were looking for food. The baby fell into a cave. He was trapped between some rocks. He cried loud trumpeting sounds! He was afraid! He was hurt.

The mother tried to help free her baby. But she got stuck too.

**2** In the morning, farmers found the elephants and called for help. People came to rescue the two elephants. They pulled the baby to safety. But they could not save the mother. She was too badly hurt.

The rescuers brought the calf to a special place. It takes care of orphaned baby elephants and others who have become lost or injured. Doctors there gave him medicine. Helpers washed him to clean his wounds.





# A Rescue for Dev



**3** The baby was very sick. He also seemed very sad and lonely. He missed his mother.

The people at the centre named him Dev. They fed Dev milk from a bottle. They walked with Dev so he would get bigger and stronger.

One day, Dev nibbled his first blade of grass. He could finally eat on his own! After a while, Dev met other calves at the centre. Now they play together. Dev is happy and healthy.

**4** Dev is learning how to live on his own. One day, he will go back to the forest. He will join a herd of elephants in the wild.

His helpers will be happy for him. They will also be sad, because they have grown to love Dev. For now, they enjoy his company. Every night someone makes sure to say good night to Dev when he goes to sleep.

**Good night Dev! Sweet dreams of the forest and friends!**

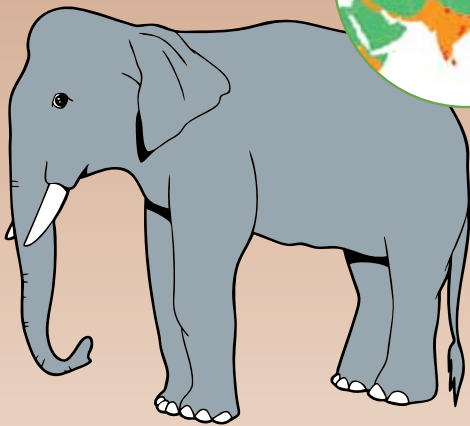


# BIG Animals

## SMALL Differences

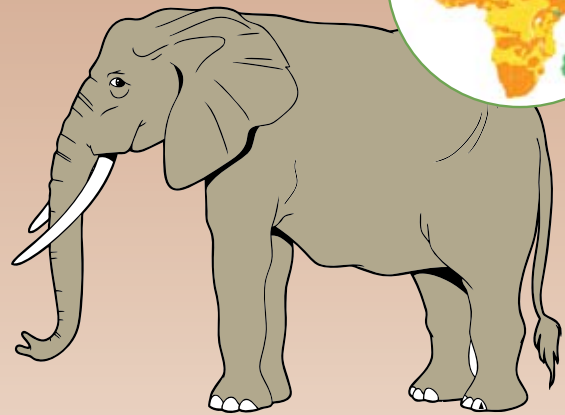
Not all elephants look the same. Some live in Africa, and others live in Asia.  
How can you tell them apart? These pictures will help you.

### Elephants in Asia



- It is 2.5 to 3 metres tall.
- Males weigh up to 5000kg.
- The top of the head is round.
- It has smaller ears.
- The back is rounded.
- Only the males have short tusks.
- The back feet have three toes.  
The front feet have four or five toes.

### Elephants in Africa



- It is about 3 metres tall.
- Males weigh up to 6000kg.
- The top of the head is flat.
- It has bigger ears.
- The back is flat.
- Males and females have long tusks.
- The back feet have four toes.  
The front feet have five toes.

### Just for LAUGHS



**Why do elephants have trunks?**

— Because they would look silly with suitcases!

**What is the same size as an elephant but weighs nothing?**

— Its shadow.

**How are a tree and an elephant the same?**

— They both have trunks!