

# The Snail and the Whale

## Natural landscapes Matching craft



Learning language  
through stories and  
craft

**Kids  
Club  
English**  
Sing, Play, Make, Learn

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# The Snail and the Whale

## Find and stick craft

There are two background worksheets to choose from, both available in black and white or colour:

- landscape vocabulary text included
- landscape vocabulary text omitted

Multiple same image pages are included to help with easy preparation for large groups.

There are various ways you could conduct this activity, depending on the time available, the motor skills and literacy skills of your children and whether you want to focus on receptive or productive skills.

### Activity suggestions:

# 1.

Receptive  
skills

1. Print and cut up the picture sets of your choice. You could cut them so that they are ready for the children to stick, or you could give each child an individual set to cut into the individual squares.
2. Print off the background you prefer and give a copy to each child.
3. Scatter the cut-up pictures on the floor or a table.
4. Tell the children which picture to find. You could do this in a variety of ways:
  - Tell the children a number to find on their worksheet. The children can read the word to identify the landscape (Use the worksheet including text) OR you tell them the landscape to find. Use complete phrases: 'Can you find the forest?'; 'Where's the forest?', 'Number 1 is the forest', etc.
  - Describe the landscapes for the children to find, e.g., 'It is green and brown', 'You can see birds and insects', 'There are trees and flowers', etc.
  - Play 'I spy': 'I spy with my little eye something beginning with 'f', 'I spy colours green, brown and orange', etc.
5. The children go to find the picture. Continue repeating the language to provide maximum exposure, 'Can you find the forest?', 'Where's the forest?', 'Have you go the forest', etc.

# 2.

Productive  
skills

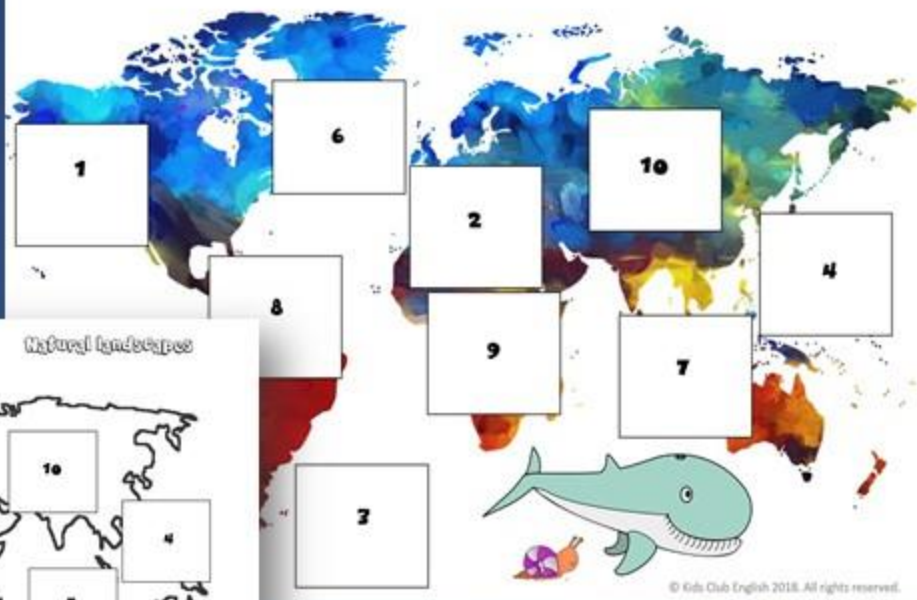
1. Print and cut up the pictures of your choice or cut them roughly for the children to cut around. You may choose to organise them into groups of the same landscape image or follow the treasure hunt scattered image format described in '1' above.
2. Give a copy of the background to each child.
3. The children come to you and ask for the pictures they want to stick, e.g., 'Can I have a forest, please?' With older children, you could give each child a picture set to be responsible for. In this case the children would ask each other for the items they need to complete their pictures.

You may also practise productive skills following the procedures in 1 but having the children take turns being the teacher.

**Without  
text**

**The Snail and the Whale**

**Natural landscapes**



**The Snail and the Whale**

**Natural landscapes**



**The Snail and the Whale**

**Natural landscapes**



**With  
landscape  
text**

**The Snail and the Whale**

**Natural landscapes**



# Natural landscape images

Natural landscapes: Find and stick images



Natural landscapes: Find and stick images

Individual sets for kids to cut and stick independently.

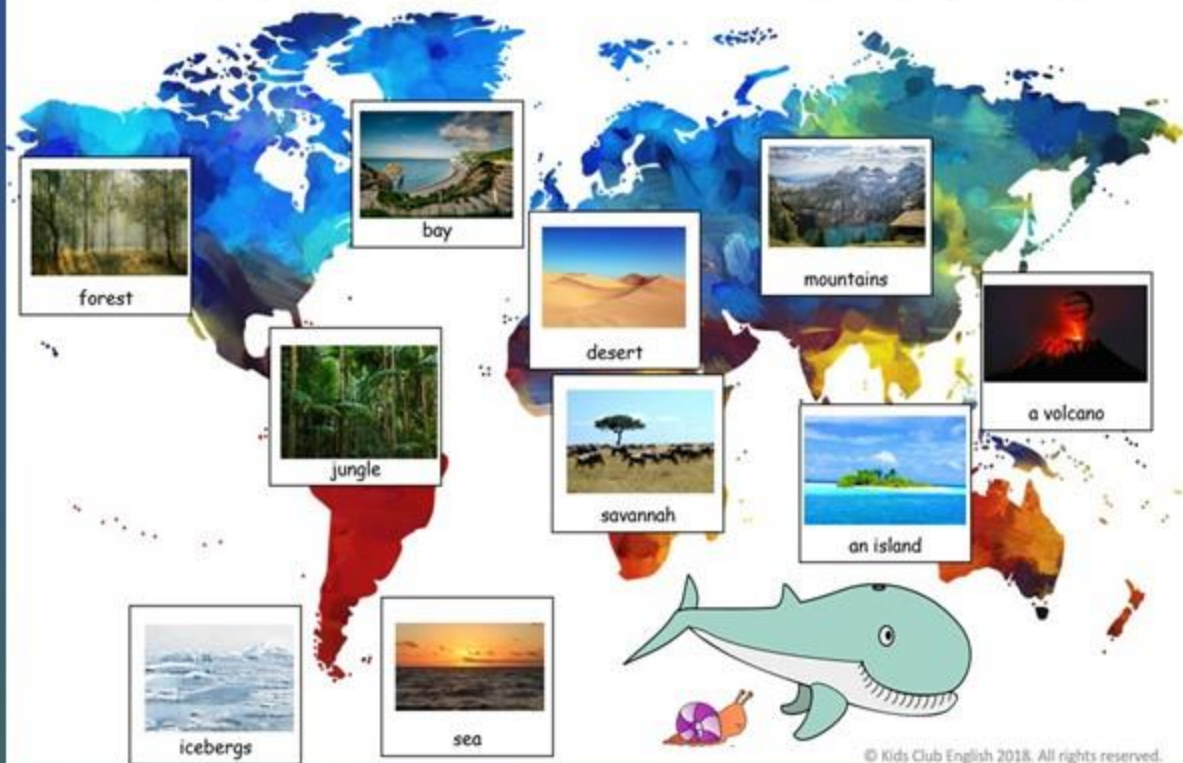


Natural landscapes: Find and stick images

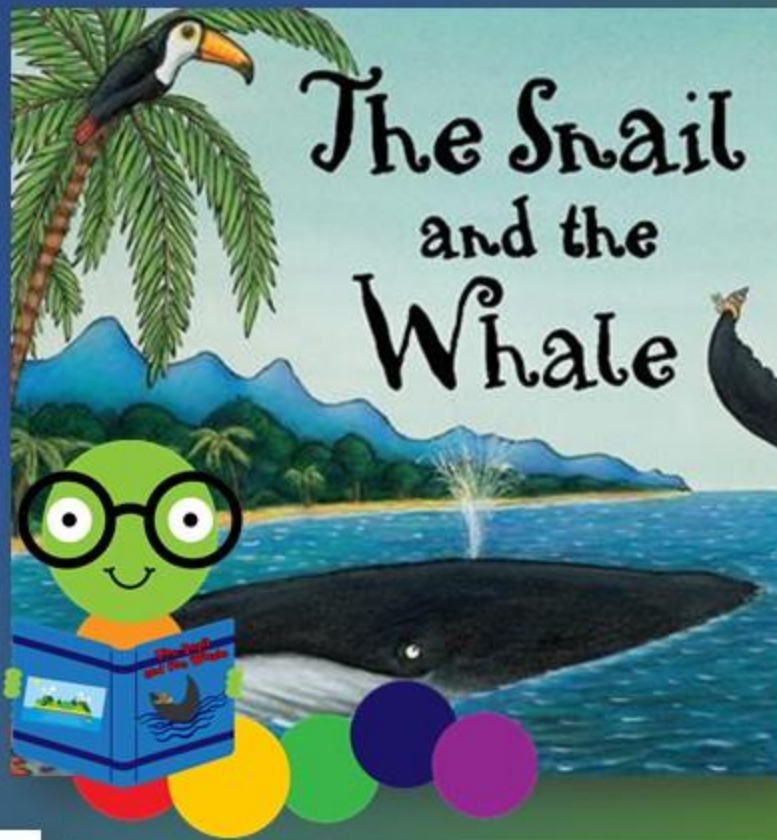


## The Snail and the Whale

## Natural landscapes



**Use with  
the story  
OR  
as part of a  
nature unit**



## **The Snail and the Whale Find and stick craft**

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  - Tell the children a number to find on their worksheet. The children can read the word to identify the landscape (Use the worksheet including text) Or you tell them the landscape to find. Use complete phrases: 'Can you find the forest?', 'Where's the forest?', 'Number 3 is the forest', etc.
  - Describe the landscapes for the children to find, e.g., 'It is green and brown'; 'You can see birds and insects'; 'There are trees and flowers', etc.
  - Play 'I spy': 'I spy with my little eye something beginning with 'F'. 'I spy colours green, brown and orange', etc.
5. The children go to find the picture. Continue repeating the language to provide maximum exposure, 'Can you find the forest?', 'Where's the forest?', 'Have you got the forest', etc.

**2.**

Productive  
skills

1. Print and cut up the pictures of your choice or cut them roughly for the children to cut around. You may choose to organise them into groups of the same landscape image or follow the treasure hunt/scattered image format described in '1' above.
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## **Detailed activity suggestions**



**Works well  
alongside our  
flashcard and  
games pack.**

**Links to story videos, songs and other resources on  
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