

# This 'n That Animals

## MATERIALS

**FOR STUDENT:**  
(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Balls, one 2" and one 2 1/2" diameter
- Two 12mm diameter wiggle eyes
- Six 1" diameter pom poms – gray for elephant OR black for panda
- Three 3/4" diameter pom poms – gray for elephant
- One 3/4" diameter pom pom – white for panda
- Paper plate
- Two small plastic cups
- Washable fine line black marker – for panda
- Glue dots – Nine for elephant OR seven for panda
- Small plastic bag (to hold finished animals)



## FOR TEACHER:

- Serrated knife
- Hot melt glue gun (for teacher only) or thick white tacky glue
- Scissors
- Pencil
- Permanent black marker
- Ruler
- Double-sided tape

**SCIENCE**  
GRADE LEVEL **EARLY CHILDHOOD – PRE K**

**COMPLETION TIME**  
• 30 minutes

## OBJECTIVES

Students learn:

- Comparing animals – their similarities and differences
- Listening and following step by step instructions
- Use of fine motor skills and afterwards, play

## STANDARDS

- Identify parts of living systems
- All plants and animals have various external parts
- Different animals use their body parts in different ways to see, hear, grasp objects and move from place to place.

## TEACHER PREPARATION

*Note: Read through all instructions first and check out the TIPS! Determine how you'll handle students making different projects - either seeking assistance or dividing the class and teaching each group separately. The intention is for all of the parts to be very secure, for play. Have a glue gun plugged in and ready to use (ideally set on low temperature) and out of student reach. This can give you immediate adhesion when in a hurry to help students. Be sure glue has cooled before returning project to students (takes a minute or so.) It is also recommended that you make one elephant and one panda, before preparing the materials for the others, since knowing how the parts fit, might affect how you prepare. Also, suggest that you show your finished project sample only when you want to explain something, or students tend to work ahead by seeing and copying.*

**[1]** For either animal, use a serrated knife to trim off a 1" diameter slice off the bottom of the 2" ball, for the head to join. Similarly, trim off a 1 1/2" diameter slice off the bottom of the 2 1/2" ball, for the body's base.

**[2]** Hot glue the cut area on the 2" ball head and press it onto the top of the 2 1/2" ball body.

**[3]** For the panda's eye patch, on copy paper, sketch a 3/4" long oval. (Place a wiggle eye onto the pattern to be sure that the pattern shows all around the eye.) Use scissors to cut out. Apply double-sided tape to the back of the pattern. (Trim away excess tape if needed.) Press the pattern onto the black felt. Use scissors to cut around the outside edge of the pattern. Cut two felt ovals per panda.

**[4]** Hot glue two wiggle eyes half way down on each elephant foam head, 1/2" apart. Hot glue one wiggle eye

close to one end on each black felt oval. Then, glue two eye/felt ovals halfway down on each panda foam head, with bottoms angled downward, 3/8" apart.

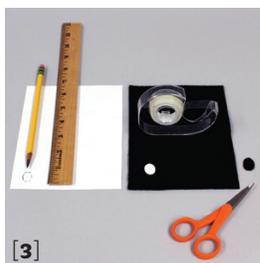
Use a permanent marker to print student names on the plastic bags. Set them aside to distribute after the foam animals are made (for identification).

**[5]** Before students arrive, at each student's place, set a paper plate. Use scissors to cut apart a strip of glue dots and place them sticky-side-up on the paper plate without letting them overlap. Place nine glue dots for the elephant OR seven glue dots for the panda.

For each elephant, fill one cup with six 1" gray pom poms and the other with three 3/4" gray pom poms. For each panda, fill one cup with six 1" black pom poms and the other with one 3/4" white pom. Stack the cups and set the correct animal body/head inside the top cup. Place one beside each corresponding paper plate.

## LESSON INTRODUCTION

- Look at photos of elephants and panda bears. Discuss their appearance, including color, ear location, and trunk versus nose. You can include their homes, foods and habits. Tie in your foam ball animals into your explanation, explaining that the pom poms are meant to look like the legs, ears and trunk of the animals.



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# INSTRUCTIONS

**[1]** Caution students not to touch paper plates. Explain that the little pieces of release paper, have sticky dots on them that they will be able to use in a minute, but not to touch them or the sticky will wear off. Have students separate the cups, setting the 3/4" pom cups back out of the way.

**[2]** Show students your sample, pointing out that there are four legs – two on the top and two on the bottom. Demonstrate first, and then have students remove one (1") pom from their front cup and set it on the table. Carefully pick up a release paper off the paper plate (without touching the glue dot) and turn it over onto the pom. Firmly press down to attach the glue dot to the pom. Tightly hold the pom in one hand while the other hand pulls away the release paper, leaving the glue dot on the pom. Then have students attach a pom to the top side.

Repeat with the other top side.



**[3]** Demonstrate and have students repeat with the bottom legs.

**[4]** Show students that so far both the elephant and the panda have been different colors, but the leg placement has been the same. Now, for the ears, explain that the panda's ears are higher on the head and that the elephant's ears hang down farther at the side. (If desired, mention additional animals that have ears on top,

compared to other animals (including humans) being on the sides.) Demonstrate and have students attach ears in appropriate locations for their animal.



**[5]** Similarly, show and discuss the elephant's trunk versus the panda's muzzle. Demonstrate locating the other cup and removing those smaller poms. Attach using the same glue dot method.

For students making pandas, distribute washable black markers. Demonstrate and have students make noses by pressing the marker straight down into the middle of the white pom and twisting it back and forth. Pull the marker out of the pom fibers without touching it anywhere else on the pom.



**[6]** Distribute plastic bags. Have students set animals inside them. Collect plates and cups. Explain that they may play with them later. Then, when you have time and before they've played with them, reinforce each pom with a dot of glue from the glue gun. (It won't take long and will allow for greater durability during play.)

## MODIFICATIONS

### To simplify project:

- Have one helper per two students.
- Make only the heads and put onto pencils for pencil toppers.
- Work in small groups and assemble one animal among several students.

### To expand project:

- Have students make both animals.
- Have students use glue dots to attach their foam head to the body and cut their own eye patches from black paper.

### For multiple ages:

- Younger and older students can work side-by-side with older students being encouraged to make more complex animals, adding chenille stem legs and feet and/or copying the look of animal photos.
- Have older students design the habitats for the animals that the younger students make.

## ADDITIONAL IDEAS

- Use for a speaking and listening project
- Cut in half a 2" foam ball to make two animal heads, decorate with poms and wiggle eyes, etc. Then, glue to cardstock and hang.
- Create other animals using the same technique.
- For dramatic play, have everyone make different animals and act out their behaviors in pretend (or created) environments.



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## TIPS

- To make a symmetrical oval pattern for the panda eye patch pattern, sketch the 3/4" oval, use scissors to rough cut about 1/4" away from the lines, fold in half and cut along the sketch line. Unfold and use as a pattern.
- Beforehand, try out the use of glue dots with a few students, to be sure that they can adapt to the way they are applied.
- If students have difficulty holding the poms while applying the glue dots, have them take turns with a partner - one holds, while the other applies glue dots and presses onto the foam animal - and vice versa.
- If students have trouble with glue dots not sticking, unplug the glue gun and go to the student's place to put a dot of hot glue under each pom, remembering not to give it back to the student for a moment so that the glue has cooled enough. When the glue gun cools, you'll need to plug it in to warm it up again, but you can apply a lot of dots before it cools.
- If students will be playing with the animals all together, you may need to use a permanent marker to print their initials on the bottoms, for identification beyond the marked plastic bags.

## REFERENCES

*The Big Egg* by Molly Cox  
*Who Has These Feet* by Laura Hulbert  
*Animal Opposites* by Petr Horacek  
*That's Not My Panda and That's Not My Elephant* by Fiona Watt (Usborne)