Amazing Predators

Lesson Plan

All animals need to eat to live. Some animals eat other animals, and these predators must do some amazing things to hunt their prey!

CEFR Level A2+
YLE Flyers
Text type: nonfiction
Word count: 1964
Lexile measure: 610L

Lesson objectives

Vocabulary focus

Animals: *blue whale, cheetah, Darwin's bark spider, dorado fish, frigate bird, gazelle, impala, krill, leopard, Parson's chameleon, polar bear, praying mantis, seal, stick insect, wildebeest*

Places: *Arctic, forest, grasslands, habitat, jungle, Madagascar, ocean, rainforest*

Verbs: *escape, glide, hunt, stalk, weigh*

Adjectives: *amazing, challenging, female, male, patient, sharp, sticky, tough*

General: *camouflage, challenge, feather, liquid, predator, prey, skill, soil, tentacle, tongue, web*

Grammar focus

Present simple
Questions

Reading skills

Categorizing

Cross-curricular connections

Geography (Arctic, Madagascar, different habitats)
Science (animals)

Resources

Reader
Audio download (UK/US) tracks 1–13
Flashcard download 1–9

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover of the Reader and ask:

What animal is this?

Establish that it is a polar bear. Ask more questions, for example:

What do you know about polar bears? How big are they? Where do they live? Why do you think their fur is white?

Point to the title and explain the meaning of predators. Make sure the children understand that the polar bear is a predator, because he hunts for his food. Ask:

What animal do you think he eats?

Ask the children if they can think of other animals that are predators (a lion, a cat).

Read out or play the recordings of the Contents and Character pages (Audio track 1) and ask the children to follow in their Reader. As the children hear the name of an animal mentioned in the chapter list, ask them to find and point to the picture of that animal on page 5. Go over the names of the animals again. Ask the children if they know any of the animals and what they know about them.

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Ask questions, for example:

*Which animals live in the sea? Which animals are insects?*

During reading

Read out or play the recordings of Chapters 1–7 (Audio tracks 2–8) and ask the children to follow in their Reader. Make sure the children understand the difference between *predators and prey*. After every chapter, stop and ask questions to check their understanding. For example, after Chapter Two, ask them to look back through the text on Reader pages 12–13. Ask:

Where do cheetahs live? Why is it difficult for them to hunt on the open grasslands? Do they always catch their prey?

Encourage the children to tell you an interesting fact they have learned about cheetahs, for example: *The cheetah is the fastest predator on land.*
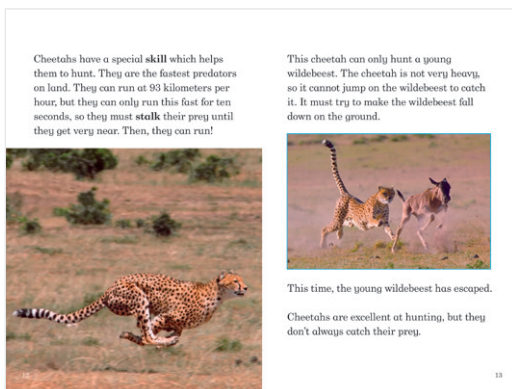
Read out or play the recordings of Chapters 7–11 (Audio tracks 8–12). Stop after each chapter and ask the children to write down one question about what they have just read. For example, after reading about the polar bear in Chapter 8 they could write: *Why is it difficult for polar bears to find food? How do they catch seals?* The children then ask the class their question. Award points for correct questions and answers.
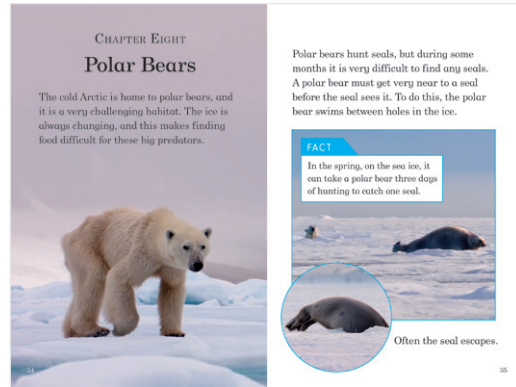
After reading

Ask the children to help you categorize the predators. Display the Flashcards and ask questions, for example:

Which predators hunt on land?
Which have four legs? Which can swim?
Which are big cats?

Encourage the children to tell you what they can remember about the predators.

Play a game of *Guess the predator*. Describe one of the predators and see how quickly they can guess which one it is. Divide the class into teams and ask a child from one team to describe a predator to the other team. Expand the game to include the animals which are prey. Award points for correct answers.

The children can do the following activities to focus on questions:

•Reader activities: 4, 9, 11, 15, 17, 19, 20.

Discuss the predators with the children. Ask:

Which is your favorite predator? Why?
Can you think of any other predators?

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Differentiation

Extra support

Before the children do the Reader activities, show them Flashcards 1–9 again. Ask them to name the predators, and find the part of the book which features them. Encourage them to tell you one important thing about each predator.

Extension

Fast-finishers can work in pairs or small groups and play a game of *Hangman*. Each child takes it turns to find an animal in the book, and write the number of letters for their partner or groupmates to guess the animal. Before they start, they should say whether their animal is a *predator or prey*. They can shorten the names of Parson's chameleon and Darwin's bark spider to *chameleon* and *spider*.

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