

Lesson Plan



Sometimes, animals must make long or difficult journeys. They do this to find food, run from danger, or have babies.

CEFR Level A2
 YLE Flyers
 Text type: nonfiction
 Word count: 974
 Lexile measure: 510L

Lesson objectives

Vocabulary focus

Animals: *albatross, barnacle goose, crocodile, green turtle, lion, tiger shark, zebra*

Adjectives: *dangerous, difficult, dry, far, fast, high, hot, hungry, safe, strong, young, wide*

Places: *beach, cliffs, island, ocean, plains, river*

Verbs in the present simple: *catch, cross, come, eat, fall, find, fly, hit, jump, lay, leave, make, run, start, travel, wait*

General: *alone, air, eggs, grass, ground, group, journey, nest, often, partner, together, wings*

Grammar focus

Wh- questions

Present simple

Reading skills

Identifying reasons

Cross-curricular connections

Music (song)

Science (animals)

Resources

Reader

Activity Book

Flashcard download 1–12

Audio download (UK/US) tracks 1, 2, 4

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

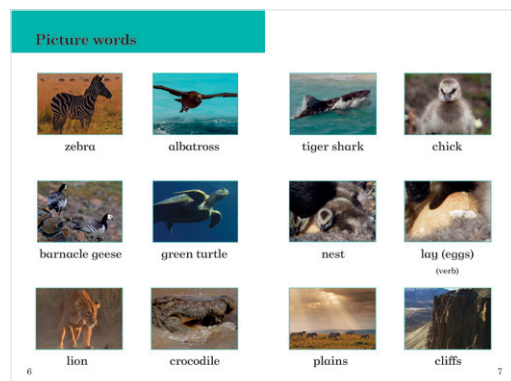
Show the children the cover of the Reader, and ask: *What animals can you see? Where are they?*

Read out the title, and find out what the children already know. For example, ask: *Why do zebras make dangerous journeys? Why are the journeys dangerous?*

Ask the children to look at Reader pages 6–7, and introduce the words to them. Ask the children which animals they know, and what they know about them.

Point to the vocabulary on page 7, and ask:

Which animals make a nest? Which animals lay eggs? Which animals live on the plains/ on cliffs?

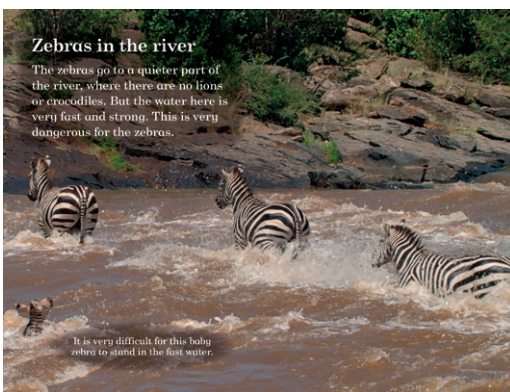


During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. Give the children time to look at the map on Reader pages 8–9, then talk to them about dangerous journeys. Ask: *Why do animals make dangerous journeys? How do they travel?*



Continue to read or play the story. Every few pages, stop and check the children’s understanding. Focus on what the animals do, and use the present simple. For example, ask: *What do zebras do when the weather is dry on the plains? How do young albatrosses leave their island? How do green turtles move around the beach?*



Read out or play the story again. Every few pages, stop and ask the children to tell you why the animals make dangerous journeys. For example, ask: *Why do zebras cross rivers? Why do barnacle geese chicks fall down the cliffs? Why do green turtles come back to the beach?*

Ask why the journeys are dangerous. Encourage the children to give as many reasons as possible. Then ask: *Which journey is the most difficult, do you think? Why?*

After reading

Play a game to check the children’s memory and understanding. Describe animals from the Reader, focusing on using the present simple where possible, and ask the children to identify the animals. For example, say: *They make a journey across a very wide river* and elicit *zebras*. Then ask: *Why do they do this?*

You can also ask the children to describe animals for the other children to guess. The children can do the following activities to practice *Wh-* questions and the present simple:

- Reader activities 3, 4, 8, 9, 10, 11, 17
- Activity Book activities: 5, 6, 7, 8 (Audio track 2), 9, 10, 13

Play the song (Audio track 4) on Activity Book page 16. Encourage the children to follow in their books and join in, especially with the line *It’s a very dangerous journey*. Ask them to mime the actions of the different animals as they sing.

Differentiation

Extra support

Do the Reader and Activity Book activities listed above orally with the children first, then ask them to write the answers in their books.

Extension

Fast-finishers can find out about other dangerous journeys that animals make, by researching in books or online. They can then write a short description about the dangerous journey of an animal of their choice, and present it to the other children.