

Lesson Plan



Some deserts are hot, and some deserts are cold. There is not much water in deserts, and it is difficult for animals to live in them.

CEFR Level Pre-A1
 YLE Starters
 Text type: nonfiction
 Word count: 229
 Lexile measure: 400L

Lesson objectives

Vocabulary focus

Animals: *bird, camel, elephant, fly, fox, guanaco, kangaroo, lion, lizard, oryx*

Adjectives: *cold, hot*

Verbs: *be, catch, come, drink, eat, find, get, live, make*

General: *cactus plant, desert, food, fog, home, hungry, mountains, snow, too, water*

Grammar focus

is / are

Reading skills

Finding specific information

Cross-curricular connections

Music (song)

Science (deserts, animals)

Resources

Reader

Activity Book

Audio

Flashcard download 1–13

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

Hide most of the front cover of the Reader, but show the children a small part of the picture and ask: *What is this?* Gradually reveal more of the picture until one of the children recognizes a desert. Show the whole picture on the cover and ask: *What can you see?* If the children don't know the word for desert, read out the title, point to the picture and say: *This is a desert. In deserts, there isn't much water.*

Ask the children to look at Reader pages 6–7 and introduce the vocabulary to them, using *It's a . . .* and *They are . . .*. Ask the children which animals they know.



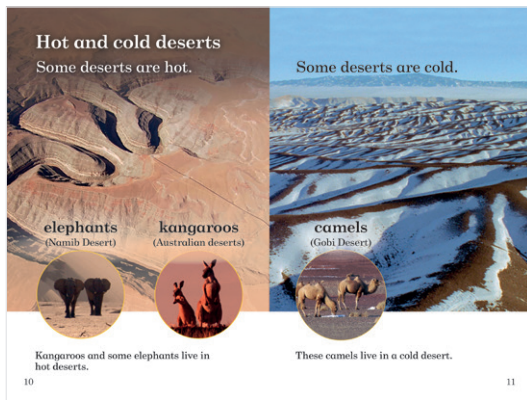
Using the Flashcards, ask the children questions. For them to answer *yes* or *no*, for example:

Is it a mountain? Are they kangaroos?

During reading

Read out the text or play the Audio recording for the text and ask the children to follow in their Reader. After every few pages, ask questions to check the children’s understanding, and to find specific information in the text, for example:

- Pages 10–11: *Do kangaroos live in hot or cold deserts?*
- Pages 14–15: *How do cactus plants drink water?*
- Pages 18–19: *Is the Namib desert hot or cold?*
- Pages 24–26: *Are deserts getting too hot or too cold?*



Read out the text or play the Audio recording again and after every few pages ask the children to tell you something about deserts. Ask: *What do you know about deserts?*

After reading

Divide the children into teams and do a quiz to practice the children’s understanding. Give a point for each correct answer, and the team with the most points wins. You can display the Flashcards one at a time (you can cover the words with your hands) and ask: *What is it? / What are they?* Encourage the children to answer with: *It’s a . . . / They are*

You can also ask the children to find specific information, for example:

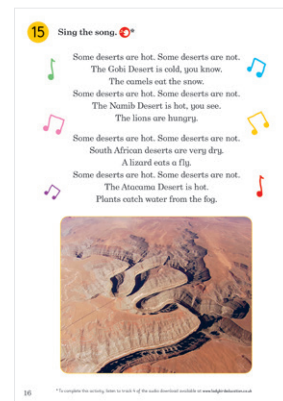
What do guanacos / Bactrian camels / lions / kangaroos / lizards eat?

Where do Bactrian camels / lions / guanacos / kangaroos live?

The children can do the following activities to focus on finding specific information:

- Reader activities: 1, 2, 4, 5, 6, 7, 9, 10, 11, 13, 14, 17, 18
- Activity Book activities: 2, 4, 6, 7, 9, 10, 11, 13, 14

Play the song Audio on Activity Book page 16 a couple of times, and ask the children to follow in their book. Encourage them to join in with the repeated phrase: *Some deserts are hot. Some deserts are not.*



Differentiation

Extra support

To support the children with the Reader activities above, complete them orally with all the children first.

Extension

Put the children into pairs and tell them to make *It’s a . . . / They are . . .* sentences using Flashcards or pictures from the Reader.