

## Lesson Plan



Forests have been on Earth for millions of years. Lots of animals live in forests, and sometimes their lives can be very difficult.

CEFR Level A2  
YLE Flyers  
Text type: nonfiction  
Word count: 889  
Lexile measure: 530L

## Lesson objectives

### Vocabulary focus

Animals: *Amur leopard, bird of paradise, capercaillies, deer, duckling, elephant, frog, lynx, mandarin duck, monkey, moose, mouse lemur, squirrel*

Insects: *caterpillar, cicada, insect, moth*

Forests: *baobab tree, conifer tree, egg, flower, forest, forest floor, fruit, jungle, leave, mud, nectar, needle, pine cone, pool, river, taiga, temperate, tropical*

Adjectives: *bright, brown, cold, dark, different, difficult, female, hot, interesting, long, loud, lucky, male, noisy, normal, quiet, safe, small, special, superb, sweet, warm, wet, young*

Places: *Earth, Europe, Madagascar, New Guinea, North America, Russia, West Africa*

Verbs: *be, burn, call, change, climb, come out, die, drop, fall, follow, grow, hatch, have, jump, lay (an egg), leave, live, look (like), make, need, open, rain, sing, sit, think, wake up, walk, want*

### Grammar focus

Present simple tense

### Reading skills

Finding information in the text

Categorizing

### Cross-curricular connections

Geography (climates)

Music (song)

Science (animals)

## Resources

Reader

Activity Book

Audio

Flashcard download 1–12

### 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.

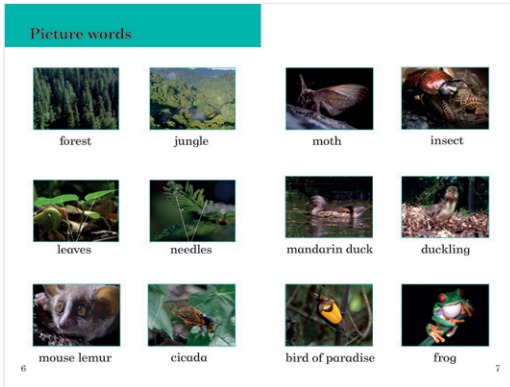
We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Show the children the cover of the Reader, but hide the title. Ask: *What can you see?* Reveal the title and read it aloud. Then, divide the children into pairs. Give them two minutes to think of as many words as they can related to forests. Tell the children these can be physical words, animals or insects who might live in the forest. If possible, display a stopwatch or timer to increase the sense of excitement and competition. Ask each pair to read out their words. They should only say words that haven't been said already.

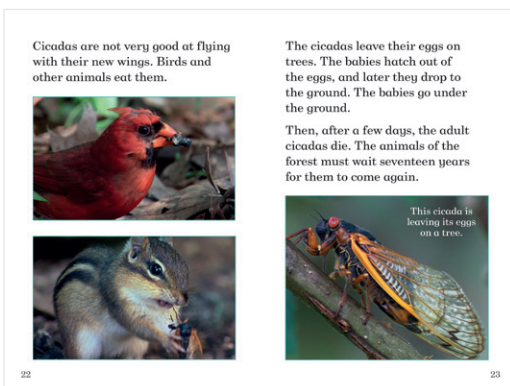
Ask the children to look at Reader pages 6–7, and introduce the **Picture words**. Check understanding. Then, ask the children to work in pairs, and categorize the vocabulary under one of the following headings: *Insects, Animals, Geography, Birds, Plants*. Do this using as many categories as you have time for.



**During reading**

Read out or play the Audio recording of the text and ask the children to follow in their Reader. Give the children time to look at the map on Reader pages 8–9. Ask the children: *Where do we live? What type of forests do we have on Earth?*

Continue to read or play the Audio of the text. Every couple of pages, stop and check the children’s understanding. Ask questions using the present simple tense and encourage the children to answer using complete sentences. For example, after Reader pages 22–23, ask: *Are cicadas good at flying? What eats cicadas? Where do cicadas leave their eggs? After a few days, what do the adult cicadas do?*



**After reading**

Have a table quiz to check how much information the children can remember from the text. Have the children close their books. Divide the children in to groups. Tell the children that you will be asking them questions based on the information in the text. Ask questions using the present simple tense and tell children that they need to use complete sentences in the present simple to get full marks. Then questions based on the text. For example:

*What types of forest are there? What is the weather like in temperate forests? Name two animals that live in temperate forests.*

One child from each group writes down the team’s answers. After each question, check their answers. For each question, award one point for the correct answer, and another point for a full sentence in which the present simple tense is used correctly. The team with the most points at the end wins the quiz.

To finish, play the song Audio on Activity Book page 16.

**Differentiation**

**Extra support**

Do the Reader and Activity Book activities focussing on the present simple tense orally with the children first, then ask them to write the answers in their books.

**Extension**

Fast-finishers can choose a type of forest and make a poster about it. Their poster should include the *Type of forest, Climate/temperature, Animals that live there, Food and Problems*. Children can illustrate their poster, but ensure they write the text first to avoid them spending all their time on the drawing.