

Some sharks are big, other sharks are small. Sharks live in the sea and swim very fast. There are lots of sharks!

CEFR Level A1+
YLE Movers
Text type: nonfiction
Word count: 438
Lexile measure: 610L

Lesson objectives

Vocabulary focus

Verbs in the present simple: *be, can, catch, die, eat, find, have, go, grow, help, hold, kill, lose, make, see, swim, travel*

Parts of the body: *bodies, heads, teeth*

Adjectives: *big, dark, frightened, little, long, small, thin*

Adverbs: *always, fast, often, well*

General: *animal, egg, fish, food, light, plankton, pup, sea, shark, water*

Grammar focus

Present simple

Reading skills

Categorizing

Cross-curricular connections

Music (song)

Science (sharks, parts of the body)

Resources

Reader

Activity Book

Flashcard download 1–9

Audio download (UK/US) tracks 1, 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

Hide most of the cover of the Reader, but show the children a small part of the shark and ask: *What is this?* Gradually reveal more of the picture until one of the children recognizes it. Read out the title of the Reader. Ask questions, for example:

What do you know about sharks? Are you frightened of sharks? Why? / Why not?

Ask the children to look at Reader pages 6–7. Ask them if they know any of the sharks on page 6. Introduce the vocabulary on page 7.

During reading

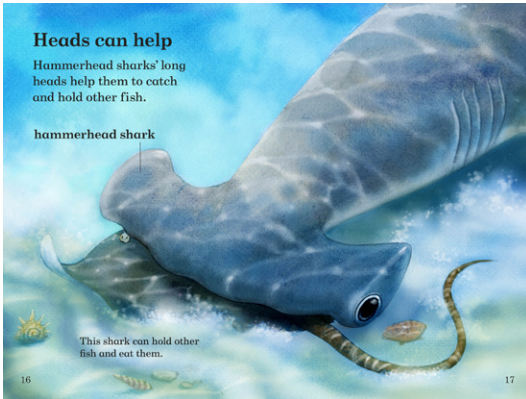
Read out or play the recording of the text (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask questions to check the children's understanding. Use the present simple:

Do great white sharks have big or little teeth? What do great white sharks/basking sharks eat? Do sharks swim fast? How do hammerhead sharks/basking sharks catch their food?

Read out or play the recording of the text again. After every few pages, stop and ask the children to tell you an interesting fact about the sharks on those pages. Encourage them to use the present simple. For example:

Pages 10–11: *Great white sharks eat other big fish.*

Pages 16–17: *Hammerhead sharks hold other fish and eat them.*



Encourage the children to tell you what they can remember about the sharks. For each question, ask the children to help you group the Flashcards to show which sharks can be put into the different categories.

The children can do the following activities to focus on describing sharks using the present simple:

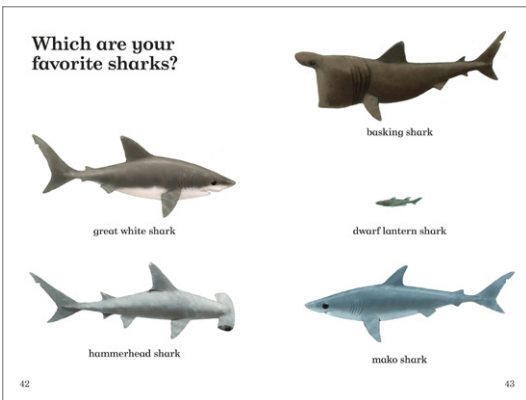
- Reader activities: 1, 2, 5, 8, 9, 10, 13, 14, 17
- Activity Book activities: 2, 4, 6, 7, 9, 10, 12, 14

To finish the lesson, play the song (Audio track 4) on Activity Book page 16 and encourage the children to join in. Ask the children to mime the body and motions of each shark as they sing about it.

At the end, ask:

Which are your favorite sharks? Why?

Which are your least favorite sharks?



After reading

To focus on categorizing the sharks, display Flashcards 1–5 and say: *Let's put the sharks into groups.* Then ask, for example:

Which sharks are big/small? Which sharks have very big teeth? Which sharks eat other fish and animals? Which sharks eat plankton?

Differentiation

Extra support

To help the children with the categorizing activity, let them look through the Reader first to find useful information.

Extension

Fast-finishers can work in pairs and do Activity Book activities 8 and 13.