

Lesson Plan



Many animals live in the world's oceans. Find out about animals that hide, animals that live in the dark, and animals with big teeth!

CEFR Level A2
 YLE Flyers
 Text type: nonfiction
 Word count: 804
 Lexile measure: 540L

Lesson objectives

Vocabulary focus

Animals: *angler fish, blue whale, blue-ringed octopus, cuttlefish, giant clam, giant spider crab, giant squid, gulper eel, jellyfish, scorpion fish, stargazer fish*

Places: *beach, coral reef, ocean, rock pool, world*

Adjectives: *big, bright, clean, cold, dark, deep, different, hard, long, small, strange, thin, tiny*

Verbs: *eat, catch, change, come, have, hide, look after, look like, live, see, show, sting, swim, use*

General: *light, rock, shell, spine, stinger, tentacle*

Grammar focus

Adjectives

Reading skills

Identifying details

Cross-curricular connections

Music (song)

Science (animals)

Social studies (looking after our oceans)

Resources

Reader

Activity Book

Flashcard download 1–15

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, but hide the title. Ask:

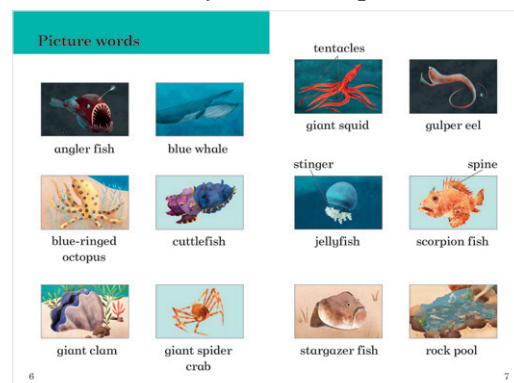
What can you see? Where is this? What do you think the title of the book is?

Reveal the title, and make sure the children understand what it means by pointing to the bottom of the ocean in the picture. Then ask:

What oceans do you know? What can you find under the oceans? What animals live there?

Ask the children to look at Reader pages 6–7, and introduce the words. Describe an animal, then ask the children to point to the correct picture in the book. For example, say:

This animal has six legs. This fish is purple and blue. This fish has a spine.



During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. After Reader pages 8–9, stop and look at the map. Ask the children if they recognize the names of the oceans. Help them to identify the closest ocean to where they live.



Continue to read or play the recording. Every few pages, stop and ask questions to encourage the children to identify details. For example, after Reader pages 10–11, ask: *What can you see in the rock pool?* After Reader pages 12–13, ask: *Which animal looks like a plant? What color is it? And which fish looks like a rock?*



Read the text or play the recording again. Every few pages, stop and ask the children to tell you an interesting fact they have learned. Encourage them to give as many details as possible. At the end, discuss the problems in the oceans and what we can do to look after them.

After reading

Describe something from the book, focusing on adjectives where possible, and ask the

children to identify what you are describing. (This game builds on the one you played in **Before reading**.) For example, say: *They have very thin spines* and elicit *scorpion fish*. Next, ask the children to each take turns describing something from the Reader for the other children to guess.

The children can do the following activities to practice identifying details:

- Reader activities: 1, 3, 5, 6, 9, 10, 14, 15, 16
- Activity Book activities: 1, 2, 3, 6, 7 (Audio track 2), 8, 9, 11

The children can do the following activities to practice adjectives:

- Reader activities: 4, 11
- Activity Book activities: 4, 9

Play the song (Audio track 4) on Activity Book page 16 a couple of times, and ask the children to follow in their books. Divide the children into groups, and ask them to make up some mimes to go with the song. Then ask each group to perform their mimes as you play the song. Encourage the other children to sing along.

Differentiation

Extra support

When playing the **After reading** game where you describe something from the book for the children to guess, display the names of all of the animals on Reader pages 6–7. Let the children look through their books, if necessary.

Extension

Fast-finishers can work in pairs to do Activity Book activities 5 and 10. Then they can ask each other more questions about other animals in the story.