



BIRDS AND INSECTS

CEFR Pre-A1 Level

YLE Starters

LESSON OBJECTIVES

Vocabulary

- Parts of animals: beak, feather, tooth, wing
- Birds: American redstart, bird of paradise, bowerbird, drongo, (barnacle) goose, hummingbird, Jackson's widowbird, ostrich, (king) penguin, puffin, sandgrouse
- Insects: (grasscutter) ant, (weaver) ant, butterfly, caterpillar, cricket, dragonfly, firefly, honeybee, larva, locust, (atlas) moth, praying mantis, pupa, stick insect, termite
- Verbs: catch, change, dance, do, drink, eat, grow, find, fly, hatch, help, jump, live, make a home/a nest/a noise/a light/food/honey, run, show, sing, swim, take, walk
- Nature: flower, fruit, grass, honey, leaf, light, mate, nectar, nest, plants, seed
- Adjectives and adverbs: baby, big, fast, long, small, young

Grammar

- Present simple
- Present continuous
- Modals: can/cannot (ability)

Skills

- Reading: for gist, for specific information
- Writing: basic sentences, spelling
- Listening: for gist, for specific information
- Speaking: describing pictures, talking about yourself

Resources

- Do You Know? BBC Earth Birds and Insects book

- Visit www.ladybirdeducation.co.uk for
 - Reading Activities
 - Video Activities
 - Audiobooks
 - Video clips

LESSON PLAN

Timing: 40–60 minutes

Before reading: 10 minutes

During reading: 20 minutes

After reading: 10 minutes.

Before reading

- Introduce the subject. Show pictures on pages 6–9 and ask: *Is it a bird or an insect?* You can reveal pictures slowly and ask pupils to guess which they are.
- Check/pre-teach new vocabulary. Tell pupils: *Look at pages 4–5. Point to...What is this? What are these? What colour is it...?* Or you can mime the actions: dance, grow, etc.
- To check understanding, ask extra questions like: *Has a bird/an insect got this? Have you got this? Can a bird /an insect/you do this?*
- Hand out the reading activities sheet. Ask pupils to do activity 1 in pairs. For activity 1a* check answers as a class. For activity 1b, go around the class and listen to the pupils working in pairs.

During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- After reading up to page 13, ask pupils to do activities 2a and 2b individually, correcting first in pairs and then as a class.
- Ask pupils to do activity 2c in pairs. Go around the class and listen to them, showing as needed.
- Continue to read or play the audio recording for pages 14–21.



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- Hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing after each one for pupils to answer. Ask pupils to check their answers first in pairs and then as a class. Show correct pronunciation during feedback.
- Ask pupils to do the 'All videos' task on the video worksheet or set as homework if time is short.
- Continue to read or play the audio recording for pages 21–27. Ask pupils to do activity 3 on the reading worksheet in small groups. Set time limits for each task to challenge and engage pupils: *Start now! Stop now!* Or get groups to shout *Stop!* when they finish. Check groups are of similar ability levels and choose a spokesperson.
- Continue to read or play the audio recording for pages 28–29 and ask pupils to do activity 4 on the reading activity worksheet.

After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually to check what they have understood about the topic. Check answers first in pairs and then as a class.
- Ask pupils to do the writing personalization activity 4 on the reading worksheet and collect this writing activity for individual checks. Set this as homework if time is short.
- Set the project on page 15 of the book as a follow-up group activity using online or book resources. Give out tasks to each group member before the next lesson.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.
- *For reading activity 1a, write the words as a word pool for pupils to select from.

Extension

- Fast finishers can write a presentation about a specific bird or insect. It should include:
 - a description
 - where it lives
 - what it eats
 - what it can do
 - how it finds a mate
 - its babies
 - how it helps us.