



## ANIMAL HOMES

CEFR A1 Level

YLE Movers

### LESSON OBJECTIVES

#### Vocabulary

- Places and surfaces: cliff, coral reef, dirt, grass, grasslands, ground, hole, land, mound, nest, sand, shell, stick, tree
- Groups of animals: birds, fish, insects, reptiles
- Animals: (grasscutter) ant, bird, (hermit) crab, drongo, clownfish, (grouper/parrot) fish, fox, gecko, (barnacle) goose, (grey) heron, insect, (harvest) mouse, octopus, (emperor) penguin, sea anemone, shark, (compass) termite, tortoise
- Verbs: carry, catch, find, fly, give (food), go, hide, kill, live, look for, make (a home/a nest), need, run, sleep, stay (cool/safe/warm/in one place), swim, take, use, want to, watch
- Prepositions: above, across, down, in, inside, near, on, outside, under
- Parts of an animal: arm, beak, feet, head, leg, tentacle
- Adjectives and adverbs: big, cold, cool, high, hot, new, old, open, safe, small, tall, warm

#### Grammar

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

#### Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing, sequencing events
- Writing: linking phrases in sentences, describing your home, spelling
- Listening: for gist, for specific information

- Speaking: comparing pictures, expressing preferences, exchanging information, talking about animals and their homes

#### Resources

- Do You Know? BBC Earth Animal Homes book
- Visit [www.ladybirdeducation.co.uk](http://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

- To introduce the subject, ask: *Where do you live?* Show pictures on pages 6–7 and ask: *Where do animals live?* Or you can gradually reveal the pictures of animals' homes and ask: *Which animal lives here?*
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. Point to ... What is this? What are these? What colour is it? Where is it/he? What can you do with it? Which animal lives here do you think?*
- To check understanding, describe the pictures for the pupils to guess. *It is a hot place with lots of grass on it. Lions live there. Grasslands!*
- Hand out the reading activities worksheet. Ask pupils to do activity 1 in pairs. For activities 1a and 1c\* ask pupils to check answers first in pairs and then 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.



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- After reading up to page 11, ask pupils to do activity 2a of the reading worksheet individually, correcting first in pairs and then as a class.
  - Continue to read or play the audio recording for pages 12–19, pausing to summarize or ask ‘Think’ or ‘Look’ questions as you read.
  - Ask pupils to do activity 2b in pairs. Go around the class and listen to the pupils working in pairs. Show correct pronunciation as needed.
  - Continue to read or play the audio recording for pages 20–29. Pause to check understanding with ‘Think’ or ‘Look’ questions as you read.
  - Hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing after each one for pupils to answer. Ask them 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 in pairs and feed back to the class with their experiences.
  - Ask pupils to work in small groups and do activity 3 on the reading worksheet. Set time limits for each task to challenge and engage pupils: *Start now! Stop now!* Or ask groups to shout *Stop!* when they finish. Check groups have similar ability levels and choose a spokesperson.
- Set the project on page 23 of the book as a follow-up group activity using online or book resources. Ask pupils to bring in pictures and books for the next lesson.

### DIFFERENTIATION

#### Extra support

- Mix pupils of different abilities when doing groupwork.
- \*For reading activity 1c ask questions to check answers or assign only to the more able pupils.
- \*\*For the personalized speaking activity provide a pool of alternative answers to pupils, e.g. *It lives in / on / under the ...*

#### Extension

- Fast finishers can watch and discuss the ‘hermit crab’ video. They can also write a ‘through the keyhole’ quiz about one of the animals in the book to present to the class. It should include:
  - partial pictures (of animal prints, body parts or homes)
  - a description of the mystery animal
  - clues about what the animal does
  - a final question: *Which animal am I?*

### 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 a speaking personalization activity\*\* and check them working in pairs around the class. Show correct pronunciation as needed. Pupils should talk to a partner about their favourite animal in the book. Give an example: *“My favourite animal in the book is the hermit crab. It does not make a nest. It ...”*