



ANIMALS AND THE WEATHER

CEFR A1 Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Animal characteristics: body, coat, ear, egg, eye, eyelash, fat, feather, food (feet), fur, hair, head, hump, nostril, tail
- Natural world: acorn, burrow, desert, grass, ground, leaf (leaves), mountain, nest, ocean, plant, river, sand, tree, water
- Weather: cold, cool, fog, hot, ice, rain, snow, wind, winter
- Animals and their babies: (darkling) beetle, bison, camel, caribou, chick, chimpanzee, (Siberian) chipmunk, (sika) deer, (fennec/red) fox, (tree/water-holding) frog, (snow) leopard, (shovel-snouted) lizard, (emperor) penguin, pika, polar bear, sandgrouse, (Arctic ground/Cape ground) squirrel, tadpole, (grey) whale, wildebeest
- Verbs: carry, change, close, come (out of), eat, find (food/water), get (water), go, have (babies/big ears), jump, keep (cool), like, listen, live, make (warm), need, put, sit, sleep, stand, stay (cool/in a burrow), swim, travel, try, use, wake up, walk, want
- Prepositions: at, before, below, down, for, in, in the middle, into, near, on, outside, under
- Adjectives and adverbs: bad, big, cool, cold, easy, good, hot, long, new, safe, thick, warm, warmer

Grammar

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

Skills

- Reading: predicting, for gist, reading for specific information, categorizing, ordering events
- Writing: linking phrases in sentences, spelling, describing weather and animals
- Listening: for gist, for specific information
- Speaking: expressing preferences and opinions, ranking things, describing animals, places and the weather, exchanging information

Resources

- Do You Know? BBC Earth Animals and the Weather 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

- To introduce the subject, ask pupils to: Look outside. *What's the weather like? Is it good or bad? Is it hot or cold? What are you wearing to stay warm or cool? What do animals do in good or bad weather?*
- To check understanding, show the pictures on pages 6–9. Ask: *What's the weather like here? Which animals live here? How do they stay warm or cool? Have they got big coats? Do they move quickly? etc.*
- Check/pre-teach new vocabulary. Ask pupils to: Look at pages 4–5. Point to the places in the pictures... *Where is there a lot of water? Where is it very hot? What's the name of a famous mountain/ocean/desert? Where can you find ice? What lives*



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in a burrow/nest? etc. Then ask pupils to: *Point to the things animals have. Which animal has feathers/fat/chicks? Where does it have them/it?*

- To check understanding, describe pictures for the pupils to guess. *You cannot see because there is a lot of this! Fog!* Or play 'backs to the board' in teams. Players from each team take turns to sit with their backs to the board and their teams try to explain the word you write on the board. The first correct answer gets a point and then new team members play.
- Hand out the reading activities worksheet. Ask pupils to do activity 1*. Ask them to check answers first in pairs and then as a class.

During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- After reading up to page 15, ask pupils to do activity 2 on the reading worksheet individually, correcting first in pairs and then as a class.
- Hand out the video worksheets. Check pupils understand the tasks. Play each video, pausing for pupils to complete the tasks. Ask them to check 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 opinions. If there's time, you can have a class vote.
- Continue to read or play the audio recording for pages 16–25, pausing to summarize or ask 'Think' or 'Look' questions as you read.
- 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 are of similar size and ability and choose a spokesperson.

- Continue to read or play the audio recording for pages 26–29.

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.
- Set the projects on pages 13 and 25 of the book as follow-up group activities using online or book resources. Assign different projects to different groups. Ask pupils to bring their research to 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 1 provide pupils with a word pool of possible answers.

Extension

- Fast finishers can make a mind map or a visual representation of animals and the weather. It should include:
 - a list of animals living in cold places
 - their common characteristics
 - a list of animals living in hot places
 - their common characteristics
 - things that link the two groups (what they eat, what they can do, etc.).