



## ANIMALS AT NIGHT

CEFR A1 Level

YLE Movers

### LESSON OBJECTIVES

#### Vocabulary

- Places and surfaces: birdhouse, city, desert, forest, grass, river, rubbish bin, sand, sea, town
- Day and night: dark, evening, light, nocturnal, sun
- Animals: aye-aye, bat, (click) beetle, bird, firefly, (fangtooth/sword) fish, (fennec) fox, (red-eyed tree) frog, hippo, insect, (sifaka) lemur, lion, raccoon, (great white) shark, skunk
- Verbs: climb, find, fly, go away, go out, hear, hold, leave, live, look for, make noise, open, play, run, say, see, sleep, smell, talk, use, wake up, walk, want
- Positions and body parts: ear, eye, finger, head, inside, leg, nose, under, upside down, wing
- Adjectives and adverbs: big, horrible, hot, long, warm, well

#### Grammar

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

#### Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing
- Writing: linking phrases in sentences, describing an animal
- Listening: for gist, for specific information
- Speaking: describing and comparing pictures, talking about your habits, expressing preferences

#### Resources

- Do You Know? BBC Earth Animals at Night 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: *When do you sleep, day or night? Which animals sleep at night? Which animals sleep in the day? What do they do at night?* Show the pictures on pages 6–7 and ask: *When do these animals sleep?*
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. Point to... What is this/are these? What colour is it? Where is it/he? What is it/he doing? When is it dark/light?*
- To check understanding, ask pupils to complete sentences: *A \_\_\_\_\_ is a very hot place. A desert!*
- Hand out the reading activities worksheet. Ask pupils to do activity 1a in pairs. 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 13, 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.



## ANIMALS AT NIGHT

- Ask pupils to do the 'All videos' task on the video worksheet in class or set as homework if time is short.
- Ask pupils to do activities 2a and 2b on the reading worksheet individually, correcting first in pairs and then as a class.
- Continue to read or play the audio recording for pages 14–29, pausing to summarize or ask 'Think' or 'Look' questions as you read.
- 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 ask groups to shout *Stop!* when they finish. Check groups have similar ability levels and choose a spokesperson.

### 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 writing personalization activity 4\* on the reading worksheet. Collect this writing activity for individual checks. Set this as homework if time is short.
- Set the project on page 17 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.
- Encourage pupils to draw and label answers rather than write full sentences.
- \*For the personalized writing activity 4 provide a pool of alternative answers to pupils, e.g. *It sleeps at night/in the day. It can climb well/see at night/smell well, etc.*

### Extension

- Fast finishers can write a fact file about a nocturnal animal they know. It should include:
  - a description
  - a picture
  - information about where it lives and sleeps
  - details of what it does at night
  - a list of what it eats and how it finds food.