



CORAL REEFS

CEFR A1 Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Animal characteristics: antenna (antennae), body, mouth, shell, teeth, tentacle
- Environment: coral, Earth, flower, hole, plastic rubbish, recycle, river, rock, sand, sea, seawater, space, sunlight
- Animals: clam, crab, cuttlefish, dolphin, (grouper) fish, octopus, ray, seahorse, sea turtle, shark, (bobbit) worm
- Verbs: carry, catch, change, come (out), die, eat, enjoy, find, go to, help, hit, jump, learn, live, make (a coral reef/a home), need, play, put, see, show, sleep, stay, stop, take, wait, want, watch, work (together)
- Prepositions: above, for, from, in, inside, into, near, on, out, past, together, with, under
- Adjectives and adverbs: big, clean, easy, good, long, open, reef, safe, shallow, small, warm, young

Grammar

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

Skills

- Reading: predicting, reading for gist, reading for specific information, ordering events, categorizing
- Writing: linking phrases in sentences, describing animals, their habitats and the environment

- Listening: for gist, for specific information
- Speaking: comparing different pictures, linking cause and effect, talking about animals, their habitats and habits

Resources

- Do You Know? BBC Earth Coral Reefs 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: *What is a coral reef? What colour is it? What lives there? Where do you find them?* Show pupils the pictures on pages 6–7 to check understanding.
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. What can you see? Where is it/are they? What do they look like? What do they do?* etc.
- To check understanding, describe or mime pictures for the pupils to guess. *It is not on or near the Earth. Where is it? Space! Or Where am I standing?* (Mime standing up on a rock looking down.) *On a rock!* Then ask the pupils to do the same in pairs and go around the class monitoring their understanding.
- Hand out the reading activities worksheet. Ask pupils to do activity 1a individually and then compare answers first in pairs and then as a class.



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During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- After reading up to page 11, ask pupils to do activity 2 on the reading worksheet individually, correcting first in pairs and then as a class.
- Continue to read or play the audio recording for pages 12–25, pausing to summarize or ask ‘Think’ or ‘Look’ questions as you read.
- Hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing for pupils to complete the tasks. 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 in class in pairs or small groups and feed back to the class with their opinions. Set as homework if time is short.
- 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 11, 17* and 29 of the book as follow-up group activities using online, book or real resources. Assign different projects to different groups. Ask pupils to bring in their research 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.
- *When assigning project work, the task on page 17 is best suited to pupils who favour kinaesthetic learning (using their hands) to do a practical task.

Extension

- Fast finishers can create a coral reef fact file. It should include:
 - an illustrated drawing
 - an explanation of what a coral reef is
 - details about where you can find it
 - a list of animals that live there
 - notes about why we need them
 - ideas about how we can save them.