



ANIMAL SENSES

CEFR Level A1+

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Senses: hearing, sight, smell, sound, taste, touch
- Animal characteristics: body, ear, echo, echolocation, feet, leg, mouth, nare, nose, predator, prey, sucker, taste bud, tongue, whisker
- Animal food: nectar
- Animals: (black/polar) bear, butterfly, cat, caterpillar, cricket, (hunting) dog, dolphin, (bald) eagle, elephant, (cat)fish, insect, katydid, leopard, lion, (star-nosed) mole, (greater wax) moth, octopus, (barn) owl, (naked mole) rat, sea lion, seal, (racer/sea) snake, (earth)worm
- Adjectives and adverbs: big, close, dark, far, good, little, long, near, nocturnal, right, safe, small, well
- Verbs: be called, choose, come (back to/ out of), feel, find (food/other animals/ prey), give, help, hit, hunt, know, lay eggs, live, look for (prey), make (sounds), move (ears), see, stay (safe), swim, taste, understand, use (senses), walk, want
- Comparative and superlative adjectives: the best, better than, the most

Grammar

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

Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing

- Writing: linking a sequence, describing your daily routine and how you sense it, spelling
- Listening: for gist, for specific information
- Speaking: comparing things, expressing preferences, exchanging information, talking about animals' senses, talking about your senses

Resources

- Do You Know? BBC Earth Animal Senses 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. Ask: *What can you do with your eyes/ears/hands/nose/mouth?* Show pupils the pictures on pages 6–7 of the book and ask: *What can this animal do well? What does an eagle look for with its eyes? etc.*
- To check understanding ask pupils: *What can your senses tell you about a cake/a flower/a fire/bath water/some sand/a dog? Why is this important? Do animals do the same?*
- Check/pre-teach new vocabulary. Ask pupils to look at pages 4–5. Ask: *Which animal is using its sense of hearing/sight/smell/taste/touch? Which part of the body is it using? What can you hear/taste/feel with? What do predators/prey do? Which animals lay eggs?*



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- Check understanding by miming the words or giving pupils sentences for completion: *The hummingbird is drinking this from a flower. Nectar!* Ask pupils to do the same in pairs.
- Hand out the reading activities worksheet. Ask pupils to do activities 1a and 1b* and check their 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.
- Read up to page 17 summarizing text or doing 'Look' and 'Find out' activities while you read the text to check understanding. Ask pupils to do activity 2** on the reading worksheet. Pupils can work individually and compare in pairs before correcting as a class.
- Continue to read or play the audio recording for pages 18–29, summarizing text or doing 'Look' and 'Find out' activities once again to check understanding.
- Hand out the video worksheets. Check pupils understand the first video tasks. Play the videos, pausing for pupils to complete the tasks. Ask them to compare answers in pairs before checking as a class. Show correct pronunciation during feedback.
- Ask pupils to do the 'All videos' task on the video worksheet in pairs or small groups and to feed back their ideas to the class. Set as homework if time is short.
- Ask pupils to do activities 3a** and 3b on the reading activities worksheet in small groups. Challenge and engage pupils by setting time limits for each task: *You have one minute from now!* Or ask groups to shout *Stop!* when they finish. Check all the groups are of similar size and ability. Choose a spokesperson for each group.

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. Correct as a class.
- Go around the class listening and checking pairs. Show pronunciation as needed.
- Set the projects on pages 7 and 27 of the book as follow-up group activities using online or book resources. Assign different projects to different groups and ask them to bring their research to the following lesson.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- *For activity 1b provide pupils with a word pool of the answers.
- **Provide pupils with precise page numbers for the answers for activities 2a and 3a.

Extension

- Fast finishers can watch and discuss any additional videos in the book. They can also create a sensory poster. This should include:
 - examples of how animals sense things
 - details of how they use this information
 - illustrations of the body parts they use.