



DO YOU KNOW?



Lesson Plan
Level 4

ANIMALS HELPING ANIMALS

CEFR Level A2

YLE Flyers

LESSON OBJECTIVES

Vocabulary

- Animal characteristics: glue, hole, honey, nest, shell, skin, stinger, tentacle
- Animal babies: calf, cub, egg, larva (larvae)
- Animal groups: colony, herd, mob, pod, shoal
- Animals: (grasscutter/weaver) ant, (oxpecker/plover) bird, buffalo, cheetah, clownfish, crocodile, (hunting) dog, elephant, (cleaner/grouper) fish, honeybee, insect, jellyfish, lion, meerkat, (snow) monkey, octopus, orca, rhino, sea anemone, seal, (blue) shark, (killer/sperm) whale
- Animal food: fungus, nectar, pollen
- Actions: find (food/water), get (food), hunt, keep (clean), look (after/around/at/for), make (a noise), run (after/away), stay (at home/safe)

Grammar

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

Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing
- Writing: linking a sequence, describing groups of animals working and living together
- Listening: for gist, for specific information
- Speaking: exchanging information, expressing opinions, talking about personal preferences, habits and family life

Resources

- Do You Know? BBC Earth Animals Helping Animals 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 pupils: *Who do you help? What do you do? Who helps you? What do they do?* Look at the pictures on pages 6–7. *How are these animals helping each other? Are they in the same family? How do you know?*
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. Point to ... something you can eat/you have/haven't got on your body.*
- To check understanding ask pupils to ask you yes/no questions to guess the picture: *Can you eat it? No you can't. Can you do this? Yes, you can. Is it hunt? Yes!* You can ask them to do this in pairs after you show them.
- Hand out the reading activities worksheet. Ask pupils to do activity 1a individually, checking in pairs before correcting as a class. Ask pupils to do activity 1b in pairs. Go around the class listening to the pairs. Show pronunciation as needed.

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 activities 2a and 2b on the reading



ANIMALS HELPING ANIMALS

worksheet. Pupils can work individually and compare in pairs before correcting as a class.

- Continue to read or play the audio recording for pages 12–25, pausing to check understanding with the ‘Look’ and ‘Find out’ questions.
- Hand out the video worksheets. Check pupils understand the tasks. Play the videos, pausing for pupils to complete the tasks. Check answers first in pairs and then as a class. Show correct pronunciation during feedback as needed.
- Ask pupils to do the ‘All videos’ task on the video worksheet in pairs or small groups and feed back their ideas to the class. Set as homework if time is short.
- Continue to read or play the audio recording from pages 26–29. Ask pupils to do activities 3a and 3b on the reading activities worksheet in small groups. Challenge/engage pupils by setting time limits for the task: *You have one minute from now! Say ‘Stop!’ when you finish!* Make sure 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 first in pairs and then as a class.
- Ask pupils to work in pairs and do speaking activity 4* on the reading activities worksheet. Go around the class listening to pairs and modelling pronunciation as needed.
- Ask pupils to do a writing personalization activity for individual checks. Set this as homework if time is short. Ask them to write about their favourite animal from the book and answer the questions.

below. *What is your favourite animal? My favourite animal is a ... Where does it live? What is a group of these animals called? Do its parents look after it? Does another animal help it? Why do you like it?*

- Set the project on page 7 of the book as a follow-up group activity. Ask pupils to write their lists and bring them to the following lesson.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- *Check ideas from pupils before they do personalization speaking task 4.

Extension

- Fast finishers can write a presentation about animals helping other animals. It should include:
 - why animals help others
 - examples of families and friends
 - what they do
 - how this helps them.