



DO YOU KNOW?



Lesson Plan
Level 4

CHANGING WEATHER

CEFR Level A2

YLE Flyers

LESSON OBJECTIVES

Vocabulary

- Natural world: coral reef, den, desert, Earth, grassland, land, migration, mountain, North Pole, rainforest, river, salt lake, seawater, South Pole
- Environmental problems: bleached coral, carbon dioxide, climate change, extreme weather, fire, fuel, gas, plastic
- Animals: (polar) bear, flamingo, iguana, insect, (snow) leopard, (spider) monkey, orangutan, penguin, reptile, (ground) squirrel, walrus
- Weather: air, atmosphere, autumn, climate, cloud, cold, dry, hot, hurricane, ice, rain, season, snow, spring, storm, summer, sun, sunny, warm, wet, wind, windy, winter
- Actions: change, cut (down), go (back to/on), grow (big), keep (warm), melt, move (on to/out of/to/under), stay (dry), throw away

Grammar

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

Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing, sequencing information
- Writing: linking a sequence, describing the weather where you live
- Listening: for gist, for specific information
- Speaking: describing things, comparing two pictures, talking about your own life, linking cause and effect

Resources

- Do You Know? BBC Earth Changing 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

- Introduce the subject. Ask pupils: *What is the weather like today? Is it always the same? When/How does it change? Is this a problem for people/animals/plants/the Earth?*
- Check understanding by asking pupils to tell you the usual weather for the different seasons where they live and if it is sometimes different and can cause problems. Draw, mime or show the extreme weather pictures on pages 26–27 of the book.
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. What places can you see? Where are they? What are they like? Which animals can you see? Where do they live? What do they look like? What is good for the Earth? What is bad for the Earth?*
- To check understanding describe a picture and get pupils to guess which one: *I'm standing in a very cold place at the bottom of the Earth. There is lots of snow. The South Pole!* Ask them to do this in pairs after you show them.
- Hand out the reading activities worksheet. Ask pupils to do activity 1 individually, checking in pairs before correcting as a class.



CHANGING WEATHER

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 activities worksheet. While pupils do activity 2a in pairs, go around the class listening. Show correct pronunciation as needed. Pupils can do activity 2b individually and compare in pairs, before correcting as a class.
- Continue to read or play the audio recording for pages 12–23, pausing to check understanding with the ‘Look’ and ‘Find out’ questions.
- Hand out the video worksheets. Check pupils understand the tasks. Play each video, pausing to enable pupils to complete the tasks. Ask them to compare answers first in pairs and then as a class. Show correct pronunciation during feedback.
- Ask pupils to do the first ‘All videos’ task on the video worksheet in pairs. They can give their word snakes to another pair to complete. Then ask pupils to discuss task 2 in pairs, before feeding back to the class. Set both tasks as homework if time is short.
- Continue to read or play the audio recording from pages 24–29. Ask pupils to do activity 3* 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 to each group.
- Ask pupils to work in pairs and do speaking activity 4** on the reading activities worksheet. Go around the class assessing pairs. Model pronunciation as needed.

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.
- Set the projects on pages 7, 19 and 29 as follow-up group activities. Assign the three projects to different groups and give out specific tasks to group members where possible. Ask pupils to bring their research to the following lesson.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing groupwork.
- *Provide precise page numbers or chapters for the answers to activity 3a.
- **Give pupils a word pool of possible answers for speaking task 4.

Extension

- Fast finishers can watch and discuss the ‘warming coral’ video in the book. They can also draw a climate change poster. It should include:
 - a definition of what climate change is
 - information about how it affects animals, plants and people
 - data about how we cause it
 - ideas about what we can do to stop it
 - labelled illustrations to highlight all of this.