



DO YOU KNOW?



Lesson Plan
Level 4

FAST AND SLOW

CEFR Level A2

YLE Flyers

LESSON OBJECTIVES

Vocabulary

- Natural world: seabed
- Groups of animals: apes, birds, insects, invertebrates, mammals, vertebrates
- Animals: bat, bison, bumblebee, chameleon, cheetah, crab, dolphin, (golden) eagle, (peregrine) falcon, gibbon, hummingbird, insect, jellyfish, koala, lizard, (Gentoo) penguin, praying mantis, sea lion, sea star, seahorse, (shortfin mako/wobbegong/whale) shark, (three-toed) sloth, slug, snail, (black mamba) snake, toad, (yellowfin) tuna, turtle, wolf, worm
- Animal characteristics: bone, fur, muscle, predator, prey, shell, skeleton, skin, speed, spine, tail, tongue, wing
- Verbs: change (direction), dive, get (tired), hold (on to), hunt, hurt, jump (on), run (after/away/for), slide (on), slither, stay (safe), swing (through)

Grammar

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

Skills

- Reading: predicting, reading for gist, reading for specific information, categorizing
- Writing: linking a sequence, linking cause and effect, writing about and comparing animals
- Listening: for gist, for specific information
- Speaking: exchanging information, describing animals, talking about yourself, expressing personal opinions, linking cause and effect

Resources

- Do You Know? BBC Earth Fast and Slow book
- Visit www.ladybirdeducation.co.uk for
 - Reading Activities
 - Video Activities
 - Audio
 - Videos

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: *Which animals are fast and which are slow?* To check understanding play a quick game of ‘faster or slower?’ and name pairs of animals. Ask: *Cheetah or tiger? A cheetah is faster, a tiger is slower.* Add another dimension by asking about different ways of moving – swimming, flying, etc.
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. What is this animal/are these animals doing? Which animals can do this? Which animals have skin/a skeleton/bones/muscles/spines? Which animals are predators/prey? Which animals are mammals/insects? Where do they live? What can they do? etc.*
- To check understanding play ‘20 questions’ with pupils. Write the names of different animals on the board and ask pupils to ask yes/no questions such as: *Has it got a spine? Does it live on the seabed?* After showing them, ask pupils to play in pairs or small groups.
- Hand out the reading activities worksheet. Ask pupils to do activity 1 individually, checking in pairs before correcting as a class.



FAST AND SLOW

During reading

- Play the audio recording and ask pupils to follow the text in their books, pausing to check understanding with the 'Look' and 'Find out' questions.
- After reading up to page 11, ask pupils to do activity 2 on the reading activities worksheet. Ask them to do activities 2a and 2b individually and compare in pairs before correcting as a class. Ask pupils to do activity 2c* in pairs. Go around the class listening. Show correct pronunciation as needed.
- Continue to read or play the audio recording for pages 12–15, pausing again 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 pupils to compare 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 pairs. They can discuss the task in pairs, then feed back their ideas to the class.
- Continue to read or play the audio recording for pages 16–29, pausing to check understanding with the 'Look' and 'Find out' questions.
- Ask pupils to do activity 3a** on the reading activities worksheet in small groups. Challenge pupils by setting time limits for each 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.
- Ask pupils to work in new groups and do speaking activity 3b* on the reading activities worksheet.

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 do writing personalization activity 4* on the reading activities worksheet. Collect this for individual checks. Set as homework if time is short.
- Set the projects on pages 7, 23*** 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 an answer word pool for reading activity 2C, speaking activity 3b and writing activity 4a.
- **Provide pupils with page number for the answers to activity 3a. Ask pupils questions about the animals to check the idea of which need speed and which do not.
- ***Assign the project on page 23 to pupils who favour a kinaesthetic 'learning by doing' style.

Extension

- Fast finishers can draw a mind map of fast and slow animals and present it to the class. It should include:
 - the different groups of animals
 - the different animal habitats
 - the different ways animals move
 - examples and data about each
 - links between them
 - labelled illustrations.