



DO YOU KNOW?



Lesson Plan
Level 4

LOOKING AFTER THE OCEAN

CEFR Level A2

YLE Flyers

LESSON OBJECTIVES

Vocabulary

- Natural world: air, beach, coral reef, forest, habitat, heat, ice, oxygen, river, seaweed, sun
- Environmental problems: fishing, fishing net, plastic (bag/bottle/cup), (noise) pollution
- Science: medicine, scientist, tracking device
- Animals: clownfish, dolphin, herring, jellyfish, orca, sea otter, seabirds, seal, (six-gilled/whale) shark, (leatherback) turtle, walrus, (blue/humpback/sperm) whale
- Parts of animals: bone, tentacle
- Verbs: climb (on to), go (down), hunt, jump (out of), keep (something safe), lay eggs, look (after/at), protect, recycle, stay (safe)

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, sequencing events
- Writing: linking a sequence, summarizing, writing about yourself, writing a story
- Listening: for gist, for specific information

- Speaking: exchanging information, talking about your own life, linking cause and effect

Resources

- Do You Know? BBC Earth Looking After the Ocean 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 ocean? Where is it?* To check understanding show pictures on pages 6–9 of the book and ask: *Is there more land or ocean? Why is the ocean important? What does it give us?*
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. What animals or people can you see? What are they doing? Which plants can you see? What else can you see that isn't an animal, person or plant? What is good/bad for the Earth?*
- To check understanding play a 'Pictionary' or miming game. Draw or mime one of the target words for pupils to guess. They can play this in pairs or small groups.
- Hand out reading activities worksheet. Ask pupils to do activity 1 individually, checking in pairs before correcting as a class.



LOOKING AFTER THE OCEAN

During reading

- Read or play the audio recording and ask pupils to follow the text in their books.
- After reading up to page 13, ask pupils to do activity 2 on the reading activities worksheet. Pupils can do activities 2a* and 2c individually and compare in pairs before correcting as a class. While pupils do activity 2b in pairs, go around the class listening. Show correct pronunciation as needed.
- Continue to read or play the audio recording for pages 14–23, 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 ‘All videos’ task on the video worksheet in pairs. They can discuss the task in pairs, then feed back their ideas to the class. Set the task as homework if time is short.
- Ask pupils to do activity 3a* 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.
- Continue to read or play the audio recording from pages 24–29.

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. Correct first in pairs and then as a class.
- Set the projects on pages 19, 25 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 number or chapters for the answers to activities 2a and 3a.

Extension

- Fast finishers can watch and discuss the ‘tagging a whale shark’ video from the book. They can also make a class questionnaire about pupils’ recycling habits and present it to the class. The presentation should include:
 - pupil questionnaire
 - graphs highlighting pupils’ habits
 - summary and conclusions
 - ideas for improvement.