



# DO YOU KNOW?



Lesson Plan  
Level 4

## PREDATORS AND PREY

CEFR Level A2

YLE Flyers

### LESSON OBJECTIVES

#### Vocabulary

- Plants and places: bridge, cactus, grass, grasslands, ground, ice, land, leaf, mountain, plants, river, rock, sea, sea floor, sky, tree, web
- Animals: (polar) bear, butterfly, caracara, cheetah, crab, cuttlefish, (hunting) dog, eagle, (peregrine) falcon, (archer) fish, fox, (poison dart) frog, (Arctic) hare, (Harris) hawk, (striated) heron, herring, hyena, ibex, (stick) insect, leopard, meerkat, monkey, octopus, opossum, seal, (shortfin mako) shark, (tiger) shark, (ground) snake, squirrel, swordfish, tuna, zebra
- Animal characteristics: bottom, camouflage, fang, fin, poison, predator, prey, senses, silk, speed, trap, venom
- Actions: build, call, catch, drop, fall, feel, fly, go away, hide, hunt, jump, play dead, run (away), smell, spray, stay, surprise, wait, watch, work together
- Comparative and superlative adjectives and adverbs: easier, fastest, hard, smaller

#### Grammar

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

#### Skills

- Reading: predicting, for gist, for specific information
- Writing: linking a sequence, linking cause and effect, describing a picture, spelling
- Listening: for gist, for specific information

- Speaking: describing/comparing pictures, exchanging information, talking about personal preferences, talking about more abstract ideas

#### Resources

- Do You Know? BBC Earth Predators and Prey book
- Visit [www.ladybirdeducation.co.uk](http://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 questions like: *Which animal is a predator and which is prey? What do predators/prey do? What do predators/prey eat?* (Use the pictures on pages 6–7.)
- Check/pre-teach new vocabulary. Ask pupils to: *Look at pages 4–5. Point to ... Which animals can ...? Whose bottom is ...? Which animals use ...?* To check class understanding start sentences about the pictures for the class to complete, e.g. *This animal uses its nose to ... Smell!*
- Hand out the reading activities worksheet. Ask pupils to do activity 1 individually, in pairs or as a small group. Check 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.



## PREDATORS AND PREY

- After reading up to page 19, ask pupils do activities 2a and 2b on the reading activities worksheet. Pupils can work individually and compare in pairs before correcting as a class.
- Ask pupils to do part 2c on the reading activities worksheet in small groups. Challenge and engage pupils by setting time limits for the task: *You have one minute from now! Describe as many animals as possible to your team in one minute, starting now!* Make sure groups are of similar size and ability.
- Continue to read or play the audio recording for pages 20–27. Hand out the video worksheets. Check pupils understand the tasks. Play the video. 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 class or set as homework if time is short.
- Continue to read or play the audio recording from pages 28–29. Ask pupils to do activity 3 on the reading activities worksheet. Activities 3a and 3b can be done individually or in groups, with an optional time challenge or with competing teams. Correct as a class.

### 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. With more able classes, don’t let them consult the book.
- Set up class debate activity 4 on the reading activities worksheet. Make sure pupils understand all the questions and elicit ideas for answers. If time is short,

ask them to prepare for the following lesson.

- Set the projects on pages 7 and 21 of the book as follow-up group activities using online or book resources.

## DIFFERENTIATION

### Extra support

- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.
- Give additional time to pupils to finish each task or get them to do just one or two parts.

### Extension

- Fast finishers can make a food chain poster comparing people today and in the past. It should include:
  - a diagram of what we eat/ate and where it comes/came from
  - what those animals eat/ate, etc.
  - how we get/hunted for food
  - which senses we need/needed to hunt.