



DO YOU KNOW?

Lesson Plan
Level 3

WORKING WITH WATER

CEFR A1+ Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Man-made structures: aqueduct, canal, dam, desalination plant, igloo, lock, treatment plant
- Natural places: desert, hill, lake
- Machine parts: pipe, turbine, wheel
- Water forms: ice, steam
- Verbs: build, flow, turn
- General: beaver, brick, cool, gate, heat, (hydro)electricity, kilometre, underground

Grammar

- Question words: *Where? What? Who? How? When? Why?*

Skills

- Reading: for specific information, inferring, vocabulary development
- Writing: describing, categorizing, sentence construction
- Listening: for specific information, for details
- Speaking: asking and answering questions, describing, explaining, presenting information

Resources

- Do You Know? Working With Water 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

- Show pupils the cover picture. Ask: *What can you see?* and elicit *water*. Explain that this is a dam, and that for thousands of years people have built dams to control rivers and create lakes. Read out the title.
- Talk about water with pupils. Ask: *Why is water important for plants and animals? What do you use water for? How much do you drink every day?*
- Show pupils some pictures of bodies of water in the book, and teach or elicit the names, for example: *lake, river, canal*. Ask: *What lakes/ivers/canals do you know?* Elicit the names of local and international places.
- Show pupils the Contents page and explain its purpose, using L1 if necessary. Choose some headings, and ask pupils to find the pages they relate to. Have a race to see who can find them first.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. *Which pictures show machines, or parts of a machine? Which pictures show water?*

During reading

- Read out or play the audio recording up to page 17 and ask pupils to follow the text in their books. Pause to complete the *Think!* activity on page 15.
- Continue with the audio recording to the end of the book. After each section, ask questions to encourage pupils to use inferring skills, for example: *Why are desalination plants important for us?*



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- Divide pupils into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers.

After reading

- Ask pupils to do the quiz on pages 30–31 individually. Check their answers.
- Divide pupils into teams. Each team chooses a structure, or natural place, and makes up questions for the other team to answer. For example: *What is an igloo made of? What animal builds dams?* Award points for correct questions and answers.
- Play a game of *Hangman* to practice new words and focus on vocabulary development.
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or projects, and set as homework.

DIFFERENTIATION

Extra support

Draw two columns. Write *Natural* at the top of one, and *Man-made* at the top of the other. Go over the places in the book, for example, *river*, *canal*, and ask pupils to help you write them into the correct column.

Extension

Fast finishers can look online and find out information about a body of water in their country, for example, a lake. They can make a poster with a short description of it, and present their information to the class.