



DO YOU KNOW?

Lesson Plan

Level 4

TINY TECHNOLOGY

CEFR A2 Level

YLE Flyers

LESSON OBJECTIVES

Vocabulary

- Technology: atom, battery, clockwork, laptop, lens, microchip, microscope, nanometre, nanotechnology, power, SD card
- Verbs: measure, split (v)
- Adjectives: accurate, awesome, digital, microscopic, tiny
- General: bacteria, cell, cheek, darkroom, information, film, gear, hair, life, library, medicine, metal, pocket, scientist, spring, sun cream, tool, type, yoghurt
- Animals: ant

Grammar

- Comparative and superlative adjectives

Skills

- Reading: finding the main ideas in sentences and paragraphs, linking ideas, vocabulary development
- Writing: linking ideas, describing technical devices, comparing, explaining
- Listening: for gist, for specific information, for details
- Speaking: asking and answering questions, describing and explaining about technical devices, expressing opinions, presenting information

Resources

- Do You Know? Tiny Technology 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 and read out the title. Explain the meaning of technology – the use of knowledge or science to invent new tools and devices.
- Show the picture of the microchip on the next page and ask: *Can you guess what tiny means?* Imply that it means very small. Ask pupils to give you examples of other tiny things.
- Ask pupils to look through the book and identify pictures of technical devices, particularly those relating to electronic technology.
- 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. Check understanding. Ask pupils to group the items into nouns, verbs and adjectives. Ask them to find more words in the book and add them to the correct group.

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!* and *Look!* activities.
- Continue with the audio recording to the end of the book. Ask pupils to identify adjectives. Ask questions to focus on comparatives and superlatives: *Is an atom bigger than a nanometre? What is the smallest robot called?*



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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 A and B. Display an item to each team in turn, for example, *microchip*. The team should tell you what it is, and explain how it is used. Award points for correct answers, and extra points for correct explanations and grammar.
- Talk more about technology with pupils. Ask: *Which inventions have helped people most?*
- Play a game of *Hangman* using some of the new vocabulary in the book.
- Work through some or all of the activities on the reading worksheets.
- Choose one or more of the *Find Out!* activities, or the project on page 27, and set as homework.

DIFFERENTIATION

Extra support

Ask pupils to go through the book and find examples of tiny technology, for example, a computer. Help them to write simple sentences describing it, and comparing it with the bigger versions used in the past.

Extension

Fast finishers can choose a technical device not mentioned in the book, for example, a hearing aid. They can go online to research it, and write sentences and draw a picture, then present their information to the class.