



DO YOU KNOW?

Lesson Plan
Level 2

STARS AND GALAXIES

CEFR A1 Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Space: core, explosion, gas, spacecraft, telescope, planets, Solar System, nebula, protostar, dwarf, hypergiant, hydrogen, helium, Milky Way, supernova, neutron star
- General: billion, far, group, kilometer, size, mountain, camera
- Verbs: blow, grow, travel
- Adjectives: heavy, hot, big

Grammar

- Present simple
- Present continuous

Skills

- Reading: for gist, for specific information, vocabulary development, categorizing
- Writing: linking phrases in sentences, describing stars and galaxies, categorizing information about stars
- Listening: for gist, for specific information
- Speaking: describing pictures, asking and answering questions about stars and galaxies, explaining, presenting information

Resources

- Do You Know? Stars and Galaxies 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

- To introduce the subject, ask pupils what they know about stars. Ask: *What's the name of our galaxy?*
- 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. Ask pupils, without looking at their books, to guess the meanings. Award points for correct guesses.
- To check understanding of the adjectives, ask pupils if they can think of any synonyms for them. For example, hot: boiling, blazing, scorching; heavy: weighty, hefty, bulky; big: huge, enormous, large.
- Ask pupils if they can think of any antonyms for any of the adjectives. For example, hot: cold, icy, freezing; heavy: light, thin; big: small, tiny, little.



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During reading

- Read or play the audio recording and ask pupils to follow the text in their books up to page 11. Pause to ask the 'Look' questions to check understanding. Ask: *What do the different colours of star mean? Is a red star hotter or colder than a blue star?*
- Continue to read or play the audio recording to the end of the book. Encourage pupils to summarize to check understanding. Ask: *What makes a star get hotter? Why do stars change size? Why do stars look so small? How many stars are there in our Solar System? Why do stars die?*
- Divide the class 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 of the book individually. Check their answers.
- Divide pupils into pairs or small groups and ask them to complete some or all of the 'Find out!' activities and present the information they find out to the rest of the class.
- Divide pupils into pairs and ask them to create a True or False quiz for each other, based on the facts they have learned in the book. They should then complete each other's quizzes.
- Divide the class into pairs and ask them to complete one of the 'Project' tasks on page 13, 19 or 27. Set as homework if time is short.
- Work through some or all of the activities on the reading worksheets.

DIFFERENTIATION

Extra support

- Mix pupils of different abilities when doing group work.
- Encourage pupils to draw and label answers rather than write full sentences.
- For all speaking activities you can show with a pupil or ask two stronger pupils to show the class.

Extension

Fast finishers can write an explanation or fact file about the life of a star, using information in the book.