



DO YOU KNOW?

Lesson Plan
Level 3

DINOSAURS AND ANCIENT ANIMALS

CEFR A1+ Level

YLE Movers

LESSON OBJECTIVES

Vocabulary

- Animals: sponge, dinosaur, woolly mammoth, elephants, dragonfly, sabre-toothed cat
- Natural world: forest, rock, fossils, fungi, desert, mountains, rivers, swamps, beach, weather, crater
- General: feather, billion, asteroid, life, million, metre, explosion, wings, bones, shells, amber, paleontologist, museum
- Verbs: evolve, live, eat, study
- Adjectives: years ago, ancient, interesting, beautiful, warm, wet, strong

Grammar

- Present simple
- Present continuous
- Synonyms and antonyms

Skills

- Reading: for gist, for specific information, linking ideas, vocabulary development, categorizing
- Writing: simple sentences, describing dinosaurs and ancient animals, categorizing information about dinosaurs and ancient animals
- Listening: for gist, for specific information
- Speaking: describing, asking and answering questions about dinosaurs and ancient animals, explaining, expressing preferences and opinions, presenting information

Resources

- Do You Know? Dinosaurs and Ancient Animals 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 ask what animals they are reminded of.
- Read out the title. Ask: *Can you name any dinosaurs or ancient animals?*
- 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: *Which word is a verb?*
- Ask pupils if they can find any other verbs in the book, and to mime them to rest of the class.
- To check understanding of the adjectives, ask pupils if they can think of any words that mean the same as ancient (old), interesting (fascinating), beautiful (stunning).



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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 ‘Think’ question to check understanding. Ask: *Does anything in the sea look like any of these ancient creatures?*
- Continue to read or play the audio recording to page 15. Pause to ask the ‘Think’ question to check understanding. Ask: *Do all birds fly?*
- Continue to read or play the audio recording to page 19. Pause to ask the ‘Look’ question to check understanding.
- Continue to read or play the audio recording to page 25. Pause to ask the ‘Look’ question to check understanding. Ask: *What do fossils show us?*
- Continue to read or play the audio recording to the end of the book. Encourage pupils to summarize to check understanding. Ask: *What would be interesting about working as a paleontologist?*
- 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. Ask one person from each group to present the information they learn to the rest of the class.
- Ask pupils to create a timeline showing the evolution of animals, from the first species to the present day.
- Ask pupils to create an information sheet on their favourite ancient creature and present it to the rest of the class.

- Divide the class into pairs and ask them to complete one of the ‘Project’ tasks on page 9 or 23. Set as homework if time is short.
- Work through some or all of the activities on the reading worksheets.

DIFFERENTIATION

Extra support

- Help pupils to make up sentences to compare dinosaurs in the book. For example: *Ichthyosaurus lived under the sea./Stegosaurus lived in forests.*
- Mix pupils of different abilities when doing group work.
- Encourage pupils to draw and label answers rather than write full sentences.

Extension

Fast finishers can write a conservation poster about one or more of today’s endangered species. It can include information about where in the world it can be found, why it’s endangered and what could be done to avoid its extinction.