



DO YOU KNOW?

SPACE

Lesson Plan
Level 4

CEFR A2 Level

YLE Flyers

LESSON OBJECTIVES

Vocabulary

- Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Kepler-452b
- Space: Kuiper belt, Oort Cloud, galaxy, gravity, scientist, space, star, asteroid, comet, cloud, Solar System, Milky Way, supermassive, supergiant, hypergiant, wormhole, black hole, telescope, neutron supernova, matter, planet
- General: object, life, rotation, surface, belt, zone, east west, plane, cheetah, light, connect
- Jobs: astronaut
- Verbs: rotate, understand, run, pull, break
- Adjectives: huge, fast, strong, dry, die, habitable, rogue

Grammar

- Present simple
- Present continuous
- Past simple
- Synonyms and antonyms

Skills

- Reading: for gist, for specific information, categorizing, finding the main ideas in sentences and paragraphs
- Writing: simple sentences, describing space
- Listening: for gist, for specific information
- Speaking: describing things, asking and answering questions about space, explaining, linking cause and effect, presenting information

Resources

- Do You Know? Space 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

- Introduce the topic by asking pupils what they know about space. Ask: *Do you know the order of the planets in our Solar System? What do the planets orbit? Is our Solar System the only one?*
- Show pupils the Contents page and explain its purpose, using L1 if necessary. Ask pupils which heading they're most interested in and to turn to that page.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Find out which words pupils are already familiar with.
- To check understanding of unfamiliar words, describe a picture and get pupils to guess which one. For example: *If something is enormous or large, how would you describe it?*
- Ask pupils to think of as many words as they can that mean the opposite of huge. For example, tiny, small, minuscule, miniature, petite, etc.



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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 9. Pause to ask the ‘Think’ question to check understanding. Ask: *What makes Earth habitable?*
- Continue to read or play the audio recording to page 23. Pause to ask the ‘Look’ question to check understanding. Ask: *How many Earths can go inside the Sun? Is the Sun a supergiant star?*
- Continue to read or play the audio recording to page 27. Pause to ask the ‘Think’ question to check understanding. Ask pupils to describe a rogue planet.
- Continue to read or play the audio recording to the end of the book. Encourage pupils to summarize to check understanding. Ask: *What is the most interesting thing you have found out about space?*
- 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 small groups and then divide the ‘Find out!’ activities between them. Ask one person from each group to present the information to the rest of the class.
- Divide the class into pairs and ask them to complete one of the ‘Project’ tasks on page 11 or 19. Set as homework if time is short.
- Work through the activities on the reading worksheets.

DIFFERENTIATION

Extra support

- Display some sentences about space. Ask pupils if they are true or false, and if they are false, to correct them. For example: *Scientists have made wormholes.*
- 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 create a simple fact file on space for a younger pupil explaining the key facts from the book.