



Some baby animals are small, and some baby animals are big. All baby animals love to play and learn!

CEFR Level Pre-A1  
 YLE Starters  
 Text type: nonfiction  
 Word count: 220  
 Lexile measure: 390L

## Lesson objectives

### Vocabulary focus

Animals: *calf, cub, elephant, lion, monkey, whale*  
 Animal body parts: *face, fur, paw, skin, tail, trunk, tusk*  
 Adjectives: *big, brown, gray, pink, small*  
 Verbs: *play, learn, live, sleep, swim*  
 General: *baby, body, family, group, mother*

### Grammar focus

*has/have got*

### Reading skills

Finding information in a text

### Cross-curricular connections

Art (make a poster)  
 Music (song)  
 Science (animals)

### Resources

Reader  
 Flashcard download 1–14  
 Audio download (UK/US) tracks 1, 4

### Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Show the children the cover of the Reader, but hide most of the picture. Ask: *What is this?* and establish that it is an animal. Gradually reveal the picture and ask: *What animal is this? Is it a horse?* Encourage the children to respond with *No, it isn't*. Elicit or teach *lion*.

Read out the title. Ask more questions, for example: *Is this a big lion or a baby lion?* Establish that it is a baby lion. Ask: *What do you know about lions?*

Ask the children to look at Reader pages 6–7. Introduce the different animals, and the words *calf* and *cub*. Go over the animal body parts and ask questions, for example: *Which animals have got fur? Which animals have big tails?*



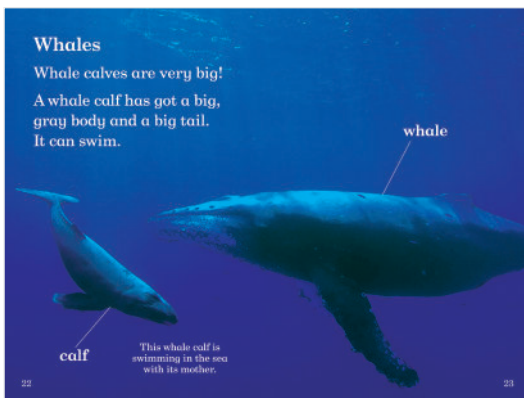
Describe one of the animals, then ask the children to tell you which one it is. For example, say: *This animal is very big and lives in the sea* and elicit *whale*.

**During reading**

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. Every few pages, stop and ask questions to encourage the children to find information in the text. For example, after Reader pages 14–15, ask: *Are lion cubs big or small? What color is their fur?*



Read out or play the text again. Every few pages, stop and ask questions to practice using *has/hasn't got* and *have/haven't got*. For example, after Reader pages 23–24, ask: *Has a whale got fur? Has it got a big tail?* Encourage the children to answer *Yes, it has* or *No, it hasn't*.



**After reading**

Divide the children into four teams: *monkeys, lions, elephants, whales*. Draw four columns and write each team name at the top. Ask a question, for example: *Have you got a tail?* If a team's animal has a tail, they should put up their hands. Award a point when the teams put up their hands correctly.

Ask more questions, for example: *Do you live in a group? Can you swim?* To make the game more challenging, specify color or size, for example: *Have you got gray skin?*

The children can do the following activities to focus on specific information about the animals, and to practice *has/have got*: 2, 3, 4, 6, 10, 13, 15, 17.

Play the song (Audio track 4) on page 47. Working in their four animal groups, ask the children to listen and join in with the verse about their animal. Then give each group a different animal, and repeat the song.

**Differentiation**

**Extra support**

Show the children the picture words on Reader pages 6–7. Go over the vocabulary again and help them to match the body parts to the correct animals.

**Extension**

Fast finishers can make a poster of their favorite baby animal featured in the book. They can label their animal and write two or three sentences about it, for example:

*This is a baby lion. It has big paws.  
It lives in a big family group.*