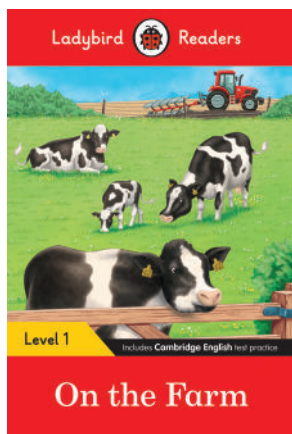


Lesson Plan



There are animals on the farm. Our food comes from farms, too. You can go to some farms and see their animals and machines.

CEFR Level Pre-A1

YLE Starters

Text type: nonfiction

Word count: 190

Lexile measure: 450L

Lesson objectives

Vocabulary focus

Animals: *calf, cow, hen, lamb, sheep, sheepdog*

General: *eggs, food, machines, tractor, wheat, wool*

Grammar focus

There is ... / There are ...

Reading skills

Identifying details

Cross-curricular connections

Art (poster about farms)

Music (song)

Science (baby animals; where food comes from)

Resources

Reader

Flashcard download 1–9

Audio download (UK/US) tracks 1, 3, 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

Hide most of the cover of the Reader, but show the children a small black and white part of one of the cows and ask: *What is this?* If the children need a clue, say: *It's an animal*. Gradually reveal more of the picture until one of the children recognizes a cow.

Show the whole picture on the cover and ask: *Where is this?* Establish that it's on a farm.

Then ask:

What is there on the farm? What can you see?

Establish that there are cows, a calf, and a tractor.

Ask questions to find out what the children already know:

What other animals live on farms? What do we get from farms?

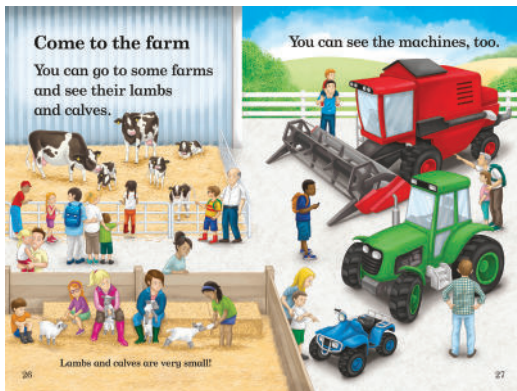
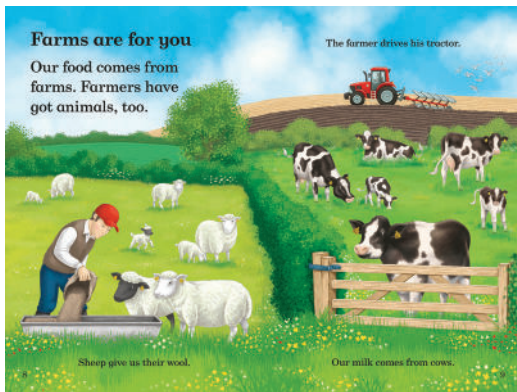
During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask questions to check the children's understanding and to get them to identify details. For example:

What animals do farmers have? What do farmers drive? What do cows/sheep/hens give us? What are baby sheep/cows called?

Read out or play the text again, and after every few pages stop and ask questions with *There is ... / There are ...*, to get the children to focus on the details. For example:

Is there a sheep/lamb on this page? How many cows are there? What animals are there on this page? Are there any people on this page? How many machines are there?



After reading

Ask the children to look at Reader pages 6–7 and check that they now understand all the words.

Display Flashcards 1–9 all together and play a game to check the children’s memory and understanding. Describe something from the Reader, using language from the book. Tell the children that the answer is on one of the Flashcards. For example:

*This person has sheep on her farm.
This animal gives us eggs/wool.
They help farmers, but they are not animals.
We can make bread with this.*

To make the game more challenging, you can cover the words on the Flashcards.

The children can do the following activities to focus on the details in the Reader:

- Reader activities: 1, 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 15, 18

Teach the children the following animal noises in English:

cows: *moo, moo*
sheep: *baa, baa*
hens: *cluck, cluck*
dogs: *woof, woof*

To practice listening for details, play the song (Audio track 4). Ask the children to listen and follow in their book. Tell them to join in with the animal noises when they hear the animal words.

Play the song a few more times and encourage the children to sing along.

Differentiation

Extra support

When you play the memory game after reading, ask the children to work in small groups and let them look through the Reader to find the answers.

Extension

Fast finishers can make a poster about what comes from farms. They should draw or find pictures and label them. They can then display their posters on the wall.