

Lesson Plan



Some animals are big, and some are small.
Some animals live in hot places, and some live in dry places. All animals are different!

CEFR Level A1
YLE Movers
Text type: non-fiction
Word count: 358
Lexile measure: 440L

Lesson objectives

Vocabulary focus

Adjectives: *big, cold, different, dry, easy, fast, good, hungry, long, quiet, slow, small, wet*
Animals: *bobcat, cub, insects, Komodo dragon, lemur, lion, lizard, monkey, mouse (mice), sloth*
Habitats: *desert, forest, grasslands*
Verbs: *catch, eat, go, jump, listen, live, need, rain, run, walk, want*
General: *city, food, grass, home, leaves, leg, rock, sand, snow, tree, water*

Grammar focus

Adjectives

Reading skills

Categorizing

Cross-curricular connections

Geography (countries, continents)
IT (online research)
Music (song)
Science (animals, habitats)

Resources

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

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

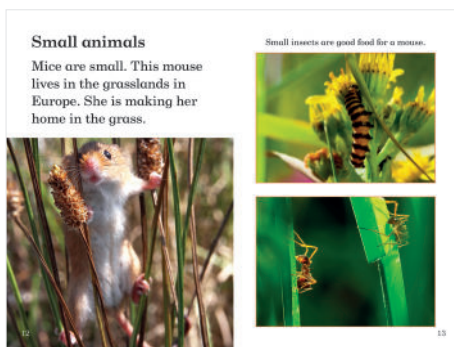
Show the children the cover of the Reader. Ask: *What can you see?* and elicit *two animals*. Ask more questions, for example: *What colors are their noses/eyes/fur?* Explain that they are *sloths* and that they live in trees in Central and South America. Read out the title, then draw two columns and write *Big* at the top of one, and *Small* at the top of the other. Elicit the names of some big and small animals and write them into the appropriate columns. For example, *elephant, lion, mouse, rabbit*.

Ask the children to look at Reader pages 6–7 and introduce the animals and places. Ask questions such as: *What colors are the lemur? Which animal is in the water? Which animal has long legs?* Ask the children to guess which animals are big and which are small. Go over the habitats, and ask if they can guess where the different animals live. Say: *Can you guess which animal lives in the grasslands/desert/forest?*

Give the children time to study the pictures in their books, then hold up the Flashcards of the animals, but hide the names. Ask the children to name the animal on each Flashcard without referring to their books.

During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their Reader. Every few pages, stop and ask questions to check their understanding. For example, after Reader pages 12–13, ask: *What animal is this? What does it like to eat?* Focus on adjectives and ask: *Is the mouse big or small? Is it black or brown? Is its tail long or short?*



Read out or play the text again. Ask questions to help the children categorize the animals and their habitats. For example: *Does the bobcat live in a hot place or a cold place? Are lions and Komodo dragons big or small? Are deserts wet or dry?*

After reading

Divide the class into seven groups A–G and give each group one of the animal Flashcards. Draw seven columns and write each group's animal at the top of each one.



Ask each group in turn a question about their animal. For example, ask the monkey group: *Are your legs long or short?* If a group answers correctly, award them a point and write it in the appropriate column. Next, ask each group to give you an interesting fact about their animal. For every adjective they include, they get an extra point, for example: *The lizard is small. It lives in the hot desert.*

The children can do the following activities to practice adjectives and categorizing: 2, 6, 9, 15. Keep the children in their seven animal groups. Play the song (Audio track 4) on page 47. Ask them to stand up when they hear their animal mentioned. Repeat the song, this time asking them to put their hand up whenever they hear an adjective.

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–14 again, one by one. Ask them to find the section of the Reader which is about that animal or habitat. Help them match the animals to the habitats.

Extension

Fast finishers can do online research to find out about another animal that falls into one of the categories *big, small, fast, slow*, supported by an adult. They can write two or three sentences about their animal and present their information to the class.