

Lesson Plan



Many animals have their homes in the mountains. The animals are clever, but it is difficult for them to live there.

CEFR Level A1
 YLE Movers
 Text type: nonfiction
 Word count: 327
 Lexile measure: 440L

Lesson objectives

Vocabulary focus

Animals: *demoiselle crane, bear, bird, gelada baboon, goat, guanaco, markhor, snow leopard, wolf/wolves, red panda*

Adjectives: *bad, big, cold, difficult, good, hot, hungry, important, safe, strong, young*

Verbs: *be, can, catch, change, climb, eat, find, fly, grow, have, hear, help, know, live, must, need, run, see, take*

Grammar focus

Adjectives

Reading skills

Finding specific information

Cross-curricular connections

Art (picture of a mountain animal)

Music (song)

Science (mountains, animals)

Resources

Reader

Audio download (UK/US) tracks 1, 4

Flashcard download 1–11

Large map or globe (optional)

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.

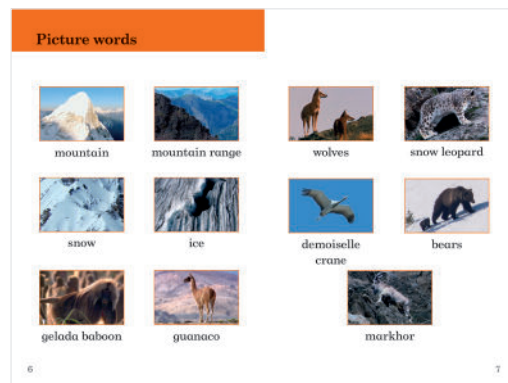
Lesson plan

Before reading

Show the children the cover of the Reader and ask: *What can you see?* If the children don’t know the word *mountain*, read out the title, point to the picture and say: *This is a mountain*. Then, ask questions to find out what the children already know, for example:

What mountains do you know? Where are they? What animals live in mountains? Is it easy to live in the mountains, do you think?

Ask the children to look at Reader pages 6–7 and introduce the vocabulary to them. Make sure that they understand the difference between a mountain and a mountain range.



During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their Reader. After pages 8–9, stop to look at the map with the children and ask them if they know which countries the Rockies/Andes/Himalayas/Ethiopian Highlands are in. You can also show the children a more detailed map or a globe. Then, after every few pages, ask questions to check the children's understanding and to get them to find specific information in the text, for example:

Pages 10–11: *Which animals live in the Rockies/Himalayas/Andes?*

Pages 12–13: *How do gelada baboons climb mountains?*

Pages 16–17: *How do snow leopards catch other animals?*



Read out the text or play the recording again. After every few pages, ask the children to tell you some key information about mountains or the animals in the mountains.



After reading

Ask the children questions to get them to focus on the adjectives in the text, replying with complete sentences, for example:

Page 13: *Which animal has strong fingers?*

Page 18: *Which animal is hungry?*

Page 19: *Is the markhor safe?*

Page 23: *Why can the cranes fly today?*

Then, call out an adjective and ask the children to read out a sentence from the Reader that uses the adjective.

The children can do the following activities to focus on finding specific information: 1, 2, 3, 4, 5, 6, 8, 9, 12, 14, 15, 16, 17.

To practice listening for details, divide the children into groups and give each group a Flashcard of a word in the song, for example, *snow, ice, mountain*.

Play the song (Audio track 4) on page 47 a couple of times, and ask the children to follow in their Reader. Encourage them to join in and mime the actions of the animals and people.

Differentiation

Extra support

Before asking the children to do the Reader activities, use the Flashcards to reinforce some of the key vocabulary. Show each Flashcard in turn, hiding the word, and ask, for example: *Is this a mountain or a mountain range? Are these wolves or bears? What is this? What are these?*

Extension

Fast finishers can complete activity 18. In pairs, they compare their animals by asking and answering the questions.