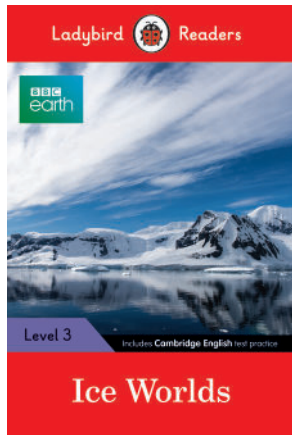


## Lesson Plan



Lots of different animals live in the Arctic and the Antarctic. They must work hard to find food, and to look after their babies.

CEFR Level A1+  
YLE Movers  
Text type: nonfiction  
Word count: 648  
Lexile measure: 480L

## Lesson objectives

### Vocabulary focus

Animals: *Adelie penguin, Arctic hare, Arctic wolf, chick, cub, Emperor penguin, krill, little auks, musk ox, polar bear, seabirds, seals, snow petrel, walrus, whales*

Adjectives: *big, cold, dark, difficult, hard, long, well*

Comparative adjectives: *smaller, warmer*

Places: *Antarctic, Arctic, North Pole, South Pole*

Verbs: *born, break, come out, find (food), fly, lay (an egg), learn, live, look after, look for, lose, meet, melt, recycle, stay, swim, teach, travel, try, visit, walk*

### Grammar focus

Adjectives and comparative adjectives

### Reading skills

Finding information in the text

### Cross-curricular connections

Art (design and illustrate a fact file)

Geography (climate)

Music (song)

Science (animals)

### Resources

Reader

Audio download (UK/US) tracks 1, 4

Flashcard download 1–12

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.

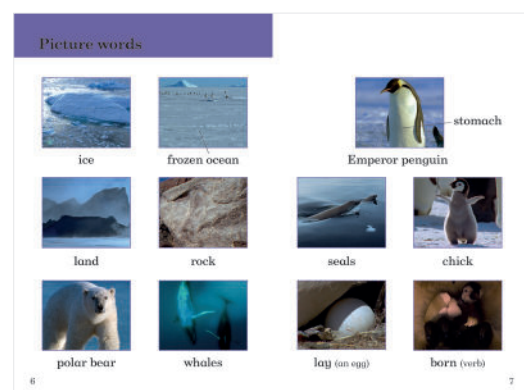
We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

To introduce the Reader, ask the children to look at pages 6–7. Ask the children which animals they know and what they know about them. For example: *Are they big or small? Can they swim? Are they frightening?*

Play a miming game using the Flashcards. Start with a more difficult Flashcard such as *frozen ocean*, and act it out by walking very carefully as if you are walking on ice. The first child to guess the answer correctly then chooses the next Flashcard to mime, and so on.



## During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their Reader. On Reader pages 8–9, stop and look at the map. Ask the children if they recognize the names of the places on the map. If you have another map or a globe, get children to point to the North Pole, South Pole, and then the Arctic and the Antarctic. Ensure that the children know which is the Arctic and which is the Antarctic, as these can be easily confused.



Continue to read or play the recording. Every few pages, stop and ask questions to encourage the children to look for information in the text. For example, after the Emperor penguin sequence on Reader pages 28–39, ask: *Which penguin lays the egg? Which penguin takes the egg? Which penguin keeps the egg safe and warm? Which penguin travels to the ocean to look for food?*

## After reading

Remind the children that adjectives are describing words. Then, divide the children into groups and ask them to find as many adjectives as they can in the text. Give them a time limit of three minutes. Next, tell the children that comparative adjectives are used to say that something is *more* than something else, and that comparative adjectives often end in *-er*. Tell the children there are also two comparative adjectives in the text. Award points to each team for all of the adjectives

that they find and award two points for each comparative adjective that they find. Next, name an adjective and have the groups write a sentence using that adjective. Remind children that their sentences must be different from the sentences in the Reader. Award a point for each correct sentence.

The children can do the following activities to practice adjectives and comparative adjectives: 2, 6, 13, 16.

Play the song (Audio track 4) on page 63 and ask the children to follow in their Reader.

Divide the children into two groups. Tell them that one group lives in the Arctic and the other group lives in the Antarctic. The children should sing the verse about their place, with both groups singing the final verse.

## Differentiation

### Extra support

For the **After Reading** activity, make word cards of the most common adjectives that appear in the text (*big, cold, difficult, safe, warm*). Divide the children into groups and have them find these words in the text. Then, ask the groups to write sentences using each adjective.

### Extension

Fast finishers can make a fact file for either the Arctic or the Antarctic. They should include the following information: *Animals and Food, Climate, Weather, Problems*. They can illustrate their fact file with a picture of their favourite animal from this place. Encourage them to use comparative adjectives where appropriate.