



Animals can live in many different parts of the world—on hot sand, in the cold Arctic, in forests, and on mountains.

CEFR Level A1+
 YLE Movers
 Text type: nonfiction
 Word count: 872
 Lexile measure: 480L

Lesson objectives

Vocabulary focus

Animals: *Arctic foxes, chimpanzees, green turtles, hermit crabs, meerkats, mountain goats*

Animal body parts: *coat, ears, feet, flippers, fur, hooves, shell*

Environments: *beach, desert, forest, island, mountain, ocean, sand, snow, wind*

Verbs: *change, climb, jump, lay (eggs), live, sleep, swim, travel*

Grammar focus

Prepositions

Reading skills

Finding information in the text

Cross-curricular connections

Art (design an information page)

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 the title. Ask: *What animal is this?* and establish that it is a meerkat. Reveal the title and read it out. Ask: *Where do you think meerkats live?* and establish that they live in the desert or in sand.

Ask the children to tell you what they know about meerkats. For example, ask: *What color are meerkats? Are they big or small? Do they live alone or in groups?*

Ask the children to look at Reader pages 4–5. If necessary, explain what a contents page is. Choose some headings, and ask the children to turn to the appropriate pages.

Show the children the picture words on Reader pages 6–7. Go over the animals and their body parts. Ask questions to ensure the children understand the vocabulary, for example: *Which animals have fur? Which animals don't have shells?*



During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their Reader. Every few pages, stop and ask questions to encourage the children to look for information in the text. For example, after Reader pages 20–21, ask: *What are mountain goats good at? How high can they jump?*



Read out or play the story again. Every few pages, stop and ask questions to practice using prepositions. For example, after Reader pages 16–17, ask: *Where do green turtles live?* and elicit *in the ocean*. Ask: *Where do they lay their eggs?* and elicit *under the sand*.



After reading

Make six word cards labelled: *meerkats, green turtles, mountain goats, chimpanzees, hermit crabs, Arctic foxes*. Divide the children into six groups, and give each group a word card. Draw six columns, and write each group's name at the top. Now, ask the teams questions about their animal. For example, ask: *Do you live in or near the desert?* If the answer is *yes*, the

team should put up their hands. Award a point when a team answers correctly.

The children can do the following activities to focus on information about the different animals, and to practice prepositions: 3, 4, 5, 6, 7, 9, 11, 12, 14, 15.

Play the song (Audio track 4) on page 63. Keep the children in their six animal groups, and ask them to listen to the song and stand up when they hear their animal named. All of the children can stand up when they hear the word *live*. Repeat the song, giving each group a different animal to listen out for.

Differentiation

Extra support

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

Extension

Fast finishers can make an information page about their favorite animal of the six featured in the Reader. They can label their animal and write two or three sentences, for example:

This is an Arctic fox. It lives in the cold Arctic. It has thick fur and short ears.