



Find out about many different minibeasts and where they live. What do spiders eat? How do bees help us? Why don't we like flies?

CEFR Level A1+
 YLE Movers
 Text type: nonfiction
 Word count: 486
 Lexile measure: 470L

Lesson objectives

Vocabulary focus

Minibeasts: *ant, bee, butterfly, caterpillar, centipede, dragonfly, insect, ladybird, snail, spider, water boatman*

Living things: *chrysalis, egg, larva, leg, stinger, wing*

Places: *ground, nest, pond, water*

Adjectives: *bad, best, big, little, old*

Verbs: *catch, clean, eat, fly, grow, help, live, run, swim*

Prepositions: *in, on, under*

General: *flower, food, fruit, germs, plants, pollen, web*

Grammar focus

Prepositions

Reading skills

Categorizing

Cross-curricular connections

Music (song)

Science (animals, parts of the body, life cycles)

Resources

Reader

Flashcard download 1–10

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 front cover of the Reader and ask: *What can you see?* If the children don't know what they are, say: *These little animals are minibeasts. How many minibeasts can you see?* Then ask if they know any of the names for the minibeasts.

Ask the children to look at Reader pages 6–7, or show them the Flashcards, and introduce the vocabulary.

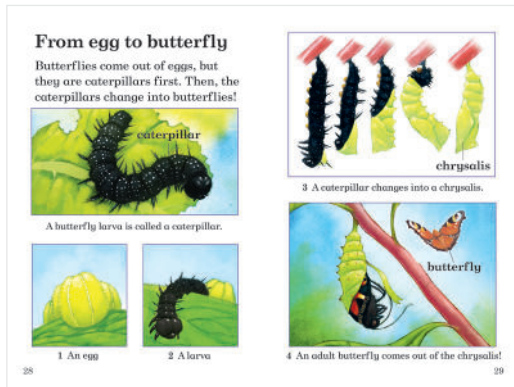


During reading

Read out the text or play the recording (Audio track 1). Ask the children to follow in their Reader. Ask questions to check the children's understanding, for example:

How many legs do insects have? Which minibeasts can fly/swim? What do snails/centipedes eat?

Make sure that the children understand the life cycles described on pages 26–31.



Go through the text again and pause after every few pages. Ask the children to tell you an interesting fact they have just learned about minibeasts. At the end, ask:

- Which are your favorite minibeasts? Why?*
- Which minibeasts don't you like?*

After reading

To focus on categorizing the minibeasts, display Flashcards 1–4 and 6–10 and say: *Let's put the minibeasts into groups.* Start by using the prepositions *in, on,* and *under,* for example:

- Which minibeasts live in water/nests/gardens?*
- Which live under the ground? Which live on plants/old food?*

Encourage the children to tell you what they can remember about the minibeasts. For each question, ask the children to help you group the Flashcards to show which minibeasts can be put into the different categories.

Continue with other categories, for example:

- Which minibeasts have six legs/are insects?*
- Which can swim/fly? Which look the same as their parents? Which help us? Which are bad?*



Play a game with the children. Start to describe one of the minibeasts and see how quickly they can guess which one it is. Do this with a few different minibeasts and then ask some of the children to describe a minibeast themselves.

The children can do the following activities to focus on where minibeasts live: 2, 5, 6.

The children can do the following activities to categorize the minibeasts: 2, 9, 18.

To finish the lesson, play the song (Audio track 4) on page 63. Ask the children to listen and put up their hands each time they hear the word *minibeasts*. Play the song a few times, and encourage children to follow in their Reader and join in.

Differentiation

Extra support

To help the children with activity 18, let them look through the Reader to find useful information before they begin.

Extension

Fast finishers can extend activity 9. Encourage children to look back through the Reader to find two minibeasts which are similar and one which is different, and explain why.