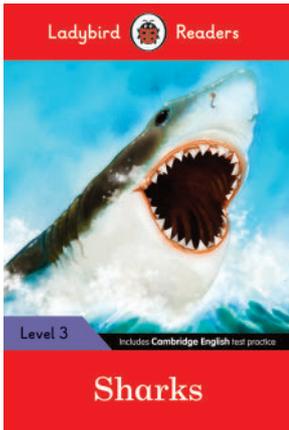


## Lesson Plan



Some sharks are big, other sharks are small. Sharks live in the sea and swim very fast. There are lots of sharks!

CEFR Level A1+  
YLE Movers  
Text type: nonfiction  
Word count: 438  
Lexile measure: 610L

## Lesson objectives

### Vocabulary focus

Verbs in the present simple: *be, can, catch, die, eat, find, go, grow, have, help, hold, kill, lose, make, see, swim, travel*

Parts of the body: *bodies, heads, teeth*

Adjectives: *big, dark, frightened, little, long, small, thin*

Adverbs: *always, fast, often, well*

General: *animal, egg, fish, food, light, plankton, pup, sea, shark, water*

### Grammar focus

Present simple

### Reading skills

Categorizing

### Cross-curricular connections

Music (song)

Science (sharks, parts of the body)

### Resources

Reader

Flashcard download 1–9

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

Hide most of the cover of the Reader, but show the children a small part of the shark and ask: *What is this?* Gradually reveal more of the picture until one of the children recognizes it. Read out the title of the Reader. Ask questions, for example:

*What do you know about sharks? Are you frightened of sharks? Why? / Why not?*

Ask the children to look at Reader pages 6–7. Ask them if they know any of the sharks on page 6. Introduce the vocabulary on page 7.

### During reading

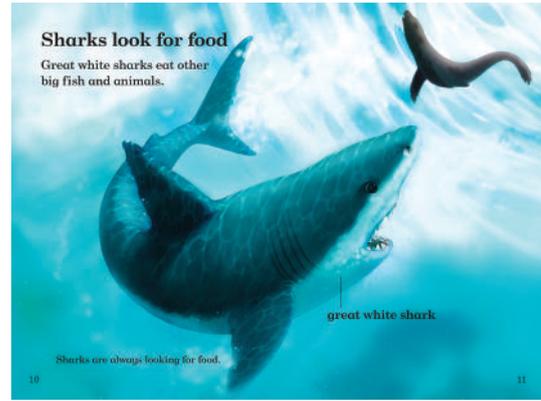
Read out or play the recording of the text (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask questions to check the children's understanding. Use the present simple:

*Do great white sharks have big or little teeth? What do great white sharks/basking sharks eat? Do sharks swim fast? How do hammerhead sharks/basking sharks catch their food?*

Read out or play the recording of the text again. After every few pages, stop and ask the children to tell you an interesting fact about the sharks on those pages. Encourage them to use the present simple. For example:

Pages 10–11: *Great white sharks eat other big fish.*

Pages 16–17: *Hammerhead sharks hold other fish and eat them.*



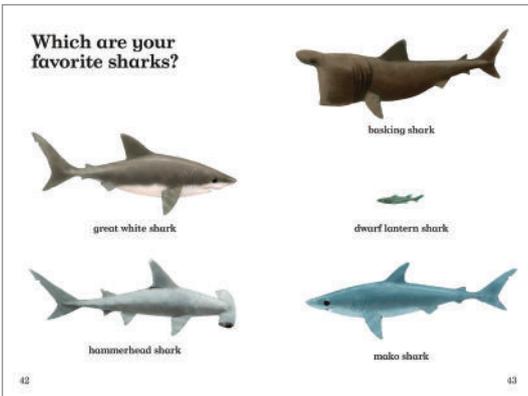
Encourage the children to tell you what they can remember about the sharks. For each question, ask the children to help you group the Flashcards to show which sharks can be put into the different categories.

The children can do the following activities to focus on describing sharks using the present simple: 2, 3, 4, 9, 10, 11, 12, 13, 15.

To finish the lesson, play the song (Audio track 4) on page 63 and encourage the children to join in. Ask the children to mime the body and motions of each shark as they sing about it.

At the end, ask:

*Which are your favorite sharks? Why?*  
*Which are your least favorite sharks?*



**Differentiation**

**Extra support**

Elicit the names of the different sharks from the Reader. Ask the children to go through the book again and choose two adjectives and two characteristics to describe each of the sharks.

**Extension**

Fast finishers can make a fact file comparing two different sharks.

**After reading**

To focus on categorizing the sharks, display Flashcards 1–5 and say: *Let's put the sharks into groups.* Then ask, for example:

*Which sharks are big/small? Which sharks have very big teeth? Which sharks eat other fish and animals? Which sharks eat plankton?*