

Lesson Plan



Some of the most amazing animals are very small!
They must stay away from dangerous predators,
and find enough food to survive.

CEFR Level A2
YLE Flyers
Text type: nonfiction
Word count: 1572
Lexile measure: 610L

Lesson objectives

Vocabulary focus

Animals: *African elephant, bear, centipede, chipmunk, dung beetle, grasshopper mouse, great horned owl, Harris hawk, monitor lizard, moose, mountain lion, rattlesnake, scorpion, sengi, termite, wildebeest, wolf*

Body parts: *bone, cheek, fur, tongue, whiskers*

Places: *desert, forest, habitat, savanna*

Verbs: *clear, escape, hibernate, hide, protect, steal, survive*

General: *acorn, amazing, burrow, dung, fall (n), season, survivor, trail, underground, venom, venomous*

Grammar focus

Present simple

Conjunctions

Reading skills

Finding information

Cross-curricular connections

Art (design a poster)

Geography (desert, forest, savanna)

IT (online research)

Science (animals)

Resources

Reader

Audio download (UK/US) tracks 1–13

Flashcard download 1–10

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 animal is this?*

Establish that it is a chipmunk. Ask more questions, for example:

























What do you know about chipmunks? Are they big or small? Where do they live?

Point to the parts of the chipmunk's body and ask: *What color are his eyes/nose/fur?*

Point to the title and explain the meaning of survivors. Explain that the chipmunk is an example of a survivor, because he has learned how to escape from his enemies. Ask the children if they can think of other small animals that are survivors (a mouse, a rabbit). Read out or play the recordings of the Contents and Character pages (Audio track 1) and ask the children to follow in their Reader. As the children hear the name of an animal mentioned in the chapter list, ask them to point to the picture of that animal on page 5. Go over the

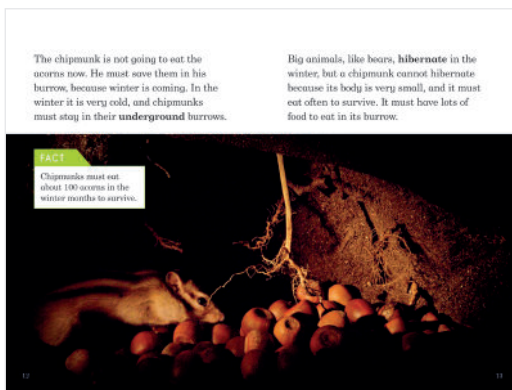
names of the animals again. Ask the children which animals they know and what they know about them. Ask questions, for example:

Which animals can fly? Which animal has no legs?

Contents		Picture words	
Picture words	5		
CHAPTER ONE: Survivors of North America and Africa	6		
CHAPTER TWO: In the Forest	10		
CHAPTER THREE: Problems for the Chipmunk	14		
CHAPTER FOUR: Winter is Coming	18		
CHAPTER FIVE: In the Desert	22		
CHAPTER SIX: Problems for the Grasshopper Mouse	26		
CHAPTER SEVEN: Danger for the Grasshopper Mouse	30		
CHAPTER EIGHT: In the African Savanna	34		
CHAPTER NINE: Problems for the Sengi	38		
CHAPTER TEN: More Adventures for the Sengi	42		
CHAPTER ELEVEN: Little Survivors	46		
ACTIVITIES	48		
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During reading

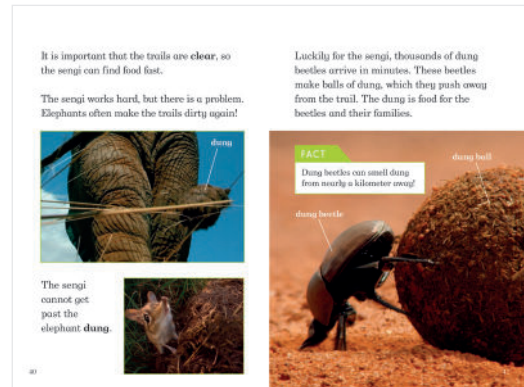
Read out or play the recordings of Chapters 1–7 (Audio tracks 2–8) and ask the children to follow in their Reader. After every chapter, stop and ask questions to check their understanding. For example, after Chapter 2, ask: *How does the chipmunk carry acorns to his burrow?* Encourage the children to use the present simple tense. Show them Reader pages 12–13 and ask more questions about the chipmunk’s behaviour: *Why does the chipmunk not eat the acorns immediately? Why can’t a chipmunk hibernate?*



Display the conjunctions *while, so, and, but, also, because, then*. Read out or play the recordings of Chapters 8–11 (Audio tracks 9–12) and ask the children to raise their hands each time they hear one of the conjunctions. Stop after each chapter and

ask more questions to check the children’s understanding of how the sengi survives. For example, stop after Chapter 9 and ask:

*What problems does the sengi have?
How does she find food in the long grass?
What animals help her?*



After reading

Hold up a Flashcard of one of the animals in the book, but cover the name. Ask the children to identify the animal and tell you one fact about it. If they get the fact right, and use the present tense correctly, they get a point. For example, for the Flashcard of the monitor lizard, they can say: *It’s a monitor lizard. It likes to eat sengi*. For every item of information they can add, they get extra points, for example:

It’s very big. It has a long tongue. It uses its tongue to smell. It lives in a termites’ nest.

Divide the class into three teams – the chipmunk, the grasshopper mouse and the sengi. Ask each team to make up instructions for their animal to help it survive better. Award points for correct sentences. If they make an instruction that includes a conjunction, they get extra points. For example, they can tell the grasshopper mouse: *Don’t come out in the day because it is not safe*.

The children can do the following activities to focus on the present simple tense:

- Reader activities: 3, 6, 7, 8, 11, 14, 15, 16, 18

Discuss the animals with the children. Ask:

Which animal is your favorite Little Survivor? Why? Can you think of any other Little Survivors in the animal world?

Differentiation

Extra support

Before the children do the Reader activities, show them Flashcards 1–10 again. Help them to group the Flashcards into Little Survivors, animals that eat Little Survivors and any other animals. Ask the children to find the part of the book which features each of the animals on the Flashcards.

Extension

Fast-finishers can choose an environment – forest, desert or savanna – and make a poster about it. They can find out information online about their chosen environment and write about it. They should draw pictures of the animals that live there and include some facts about them.