



A1 Movers Reading and Writing Part 3

Description

This lesson plan has been designed to help students prepare for A1 Movers Reading and Writing Part 3. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

In this lesson, students complete an A1 Movers Reading and Writing Part 3 task (gapped text). They review and practise vocabulary to describe animals to prepare for this.

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	▪ A1 Movers sample task ▪ If you are going to do the drawing activity, ask parents to provide children with scrap paper, and coloured pencils if possible.
Aims:	▪ to review and practise vocabulary to describe animals ▪ to complete a practice A1 Movers Reading and Writing Part 3 task.

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
Warmer Review animal vocabulary using pictures from the internet or the A1 Movers flashcards . Make sure you include <i>bear, fish, lion, kangaroo</i> and body parts such as <i>legs, teeth</i> etc. Ask children: " <i>What's your favourite animal? Why?</i> "	Share your screen and sound.
Vocabulary – describing animals Choose an animal and keep it secret. Describe the animal, revealing one piece of information at a time, and encourage children to guess the animal. For example: <i>"I'm long and thin. I don't have any legs. I make a hissing noise."</i> (snake) Give students a couple of minutes to think of an animal and get ready to play. Divide them into groups of 3 or 4. They take it in turns to describe their animals and guess. For extra support , write sentence starters on the board. For example: <i>I'm...</i> <i>I have...</i>	If you can monitor students safely , put them in breakout rooms. If not, do the activity as a whole class, with children taking it

<i>I live in....</i> <i>I eat...</i> <i>I can...</i> You could also elicit and write useful vocabulary on the board for children to choose from. For example: Adjectives: <i>friendly, dangerous, beautiful, ugly, strong, big, small, long, thin, brown, slow</i> Parts of an animal: <i>tail, teeth, legs, neck, ears, nose</i> Things animals can do: <i>fly, run, swim, hop</i> Younger children could also act out animals and make animal noises for their classmates to guess. To add challenge, children could make yes/no questions to ask in order to guess the animal. For example, “<i>Do you have four legs? Do you have a tail? Do you eat meat?</i>”	in turns to describe their animal. Share your screen.
Reading and writing Display the text of the sample task. Tell students that it is about two children, Jane and Paul who are learning about animals in the school library. <u>‘Meeting’ the text</u> Give out the sample task. Ask children to quickly look at the text and circle the animals. You could do this as a whole class by displaying the text and asking children to call out the animals that they see (<i>bear, fish, lion, kangaroo</i>). <u>Vocabulary</u> Use the sample task to check understanding of the pictures. You could cover the words and ask children “<i>What’s this?</i>” For extra support you could reveal the first letter of each word. <u>Reading and writing task</u> Read aloud the first sentence and show how the example word <i>library</i> is from the vocabulary page. Read the next part of the text: “<i>Last Friday, Jane’s teacher told the class to find pictures of animals.</i>” Point to the vocabulary and ask “<i>Where can they look to find pictures of animals?</i>” (<i>website</i>). Point to the words in turn and reject them (“<i>Look on the hopping? No! Look on the cleverest? No! Look on the website? Yes!</i>”) Write <i>website</i> in the gap. Set the task: “<i>Write the correct words.</i>” Children work individually, then check their answers with a partner. For extra support, limit the number of choices for each gap (1-5). Children select the correct option. Answers 1. website 2. ideas 3. frightened	Share your screen. Send the worksheet to parents in advance to print/open on the students’ screen. You could cover the words by drawing boxes in PowerPoint or Annotate. Share your screen and use your mouse to point. Use breakout rooms for the pair check.

4. hopping 5. cleverest <u>Choose the title</u> Point to question 6. Read the titles aloud. Ask: “<i>Which is best?</i>” If children have different ideas, support them by pointing to the whole text, asking “<i>Is it all about that?</i>” Answer A lesson about animals	You/your students could write answers on the screen using Annotate, or in the chat.
Optional extensions – choose one or more of the following activities Song If appropriate to the age of your students, play the song At the zoo for children to listen and sing along to. You could add some actions too (looking, jumping, sleeping, swimming) if students need to move. Make your own animal Use Switchzoo, or a similar app, to make a crazy animal. Ask children questions so that they make decisions about the animal. For example: “<i>What kind of head does it have? What about the tail?</i>” Encourage students to think of a name for the new animal they create – maybe they could make names like “<i>A polar rabbitfish</i>” or “<i>a hippobirddog</i>”. Describe and draw – crazy animals Draw a crazy animal (e.g. a zebra body, a beak, ears like an elephant and eight spider legs) Describe it to the class who listen and draw. Then ask learners draw a crazy animal, and keep it secret. They take turns to describe it to their partner who listens and draws. Then students hold up their pictures to compare. They could use colour too, if they have coloured pencils.	Share your screen and sound. Children hold up their pictures to their cameras to compare drawings.
Homework You could share the link for this game with parents for children to practise vocabulary (in the library). Children could draw and write about their favourite animal, or write about their crazy animal – using the sentence prompts you introduced earlier.	

Materials

Sample task

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Jane loves reading about different animals in her school library.

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1) I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ! Their back legs are the strongest, too.'

Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) girl in the class!'



Example



library



website



frightened



hopping



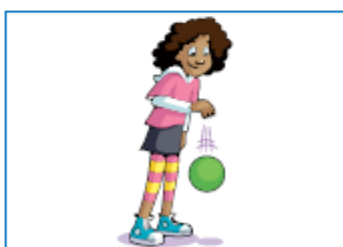
address



surprised



cleverest



bounce



ideas

(6) Now choose the best name for the story.

Tick one box.

Paul's favourite bear

☐

Jane's new teacher

☐

A lesson about animals

☐

