Hungry Animals

Lesson Plan

Ladybird Readers

BBC earth

Level 2

Hungry Animals

All animals need food. Some animals get food from plants, and some eat other animals. Food is not easy to find, so animals are often hungry.

CEFR Level A1

YLE Movers

Text type: nonfiction

Word count: 269

Lexile measures: 460L

Lesson objectives

Vocabulary focus

Animals: *archerfish, bird, cat, cheetah, eagle, hummingbird, insect*

Animal body parts: *beak, mouth, talon, teeth, wing*

Adjectives: *big, hungry, long, quiet, small, strong*

Adverbs: *always, fast, often, well*

Verbs: *can, catch, come, drink, eat, find, fly, go, hit, live, move, need, run, see, stay, use, watch, want*

Grammar focus

Adjectives

Present simple

Reading skills

Sequencing

Cross-curricular connections

Music (song)

Science (animals)

Resources

Reader

Activity Book

Flashcard download 1–8

Audio download (UK/US) tracks 1, 3, 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.
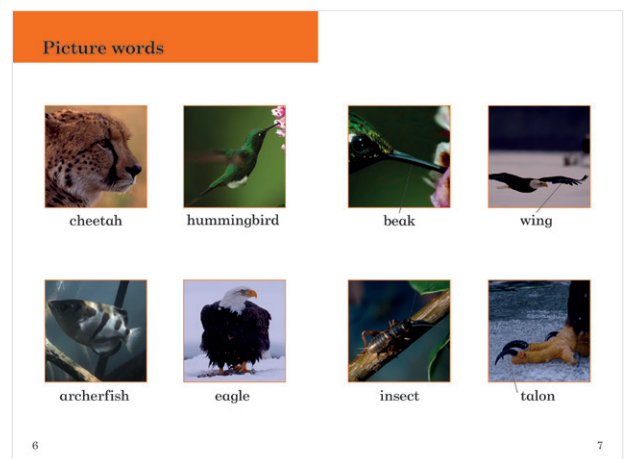
Lesson plan

Before reading

Show the children the cover of the Reader, but hide most of the picture. Ask: *What can you see?* Gradually reveal the picture, until the children identify *cheetah*. Show the whole cover, and say: *This is a cheetah. A cheetah is often hungry.* Check that the children understand what *hungry* means. Then ask: *Do know what a cheetah eats? Do you know how it gets food?*

Ask the children to look at Reader pages 6–7, and introduce the animals and vocabulary to them. Then ask questions about the animals, for example:

Which animal has a long beak/big wings/ strong talons? Which animal can run/fly/ swim? Which animal is brown/black and white/green/grey?

Picture words

cheetah · hummingbird · beak · wing

archerfish · eagle · insect · talon

6 · 7

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During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. After pages 6–7, stop and ask: *What do these animals eat?* to establish what the children already know.

Animals need food

All animals need food.

Some animals eat other animals. Some animals get food from plants.

Do you know what these animals eat?

hummingbird

archerfish

eagle

cheetah

Continue, and stop every few pages. Ask questions to check the children's understanding and to focus on the adjectives. For example:
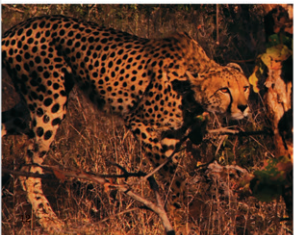
Are cheetahs big or small? What do they use to eat meat? Are hummingbirds big or small? What do they use to drink food from flowers? Do eagles have long or short wings?

Read out the text or play the recording again. This time, focus on how the different animals get their food. Ask questions to focus on the sequence of the text, for example:

How does a cheetah get food? First, what does it find? Then, what does it do? And then?

How a cheetah gets food

A cheetah finds an animal. The cheetah stays very quiet in the grass, and watches the animal.

Then, it runs very fast.

The cheetah catches the animal, and eats it.

Ensure that the children understand why it is not easy for animals to find food.

After reading

Play a game with the children. Describe how an animal gets its food, but change some details and ask the children to correct you. Then ask the children to continue the game without you.

The children can do the following activities to focus on adjectives:

- Reader activities: 1, 6, 11, 12, 14, 16
- Activity Book activity: 14 (Audio track 3)

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

- Reader activities: 4, 5, 7, 8, 9
- Activity Book activity: 3

To finish, play the song (Audio track 4) on Activity Book page 16. Encourage the children to follow in their books and join in. Divide the children into four groups. Assign a verse to each group, and ask them to create an action or dance for their verse. Then play the song a few more times, with the children joining in.

Differentiation

Extra support

If the children have difficulty with the sequences in this text, write sentences from the Reader on pieces of paper. Display the sentences in the wrong order, and ask the children to put them into the correct order.

Extension

In pairs, fast-finishers can work on Reader activities 5 and 18, as well as activities 6 and 13 in the Activity Book, then perform their dialogues for the other children.

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