



# DO YOU KNOW?

Lesson Plan  
Level 4

## WATER

CEFR A2 Level

YLE Flyers

### LESSON OBJECTIVES

#### Vocabulary

- Water: flood, desert, glacier, lake, oceans, rivers, spring, vapor, salt, bath, icebergs, rain
- General: pollution, space, microbe, temperature, dangerous
- Jobs: Scientist
- Verbs: float, swim, melt, travel, drink, leave
- Adjectives: hot, deep, warm, empty, dry, full, heavy
- Adverbs: quickly

#### Grammar

- Present simple
- Present continuous
- Past simple

#### Skills

- Reading: for gist, for specific information, sequencing information, find the main idea in sentences and paragraphs, linking ideas
- Writing: linking a sequence, describing water, linking ideas
- Listening: for gist, for specific information
- Speaking: describing, asking and answering questions about water, linking cause and effect, presenting information, expressing preferences and opinions

#### Resources

- Do You Know? Water book
- Visit [www.ladybirdeducation.co.uk](http://www.ladybirdeducation.co.uk) for
  - Reading Activities
  - Video Activities
  - Audiobooks
  - Video clips

### LESSON PLAN

**Timing: 40–60 minutes**

**Before reading: 10 minutes**

**During reading: 20 minutes**

**After reading: 10 minutes.**

#### Before reading

- Introduce the topic by asking pupils what they know about water. Ask: *What different ways do you use water? Where does water come from?*
- Show pupils the cover picture and discuss what is shown. What other natural phenomena can pupils think of that involve water?
- Show the picture on the next page and discuss what is shown there.
- Show pupils the Contents page and explain its purpose, using L1 if necessary. Ask pupils which heading they're most interested in and to turn to that page.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Check understanding. Ask pupils to group the words into nouns, verbs and adjectives. Ask them to find more words in the book and add them to the correct group.
- To check understanding of unfamiliar words, describe a picture and get pupils to guess which one. For example: *This is a place that is very dry and often hot. The ground is covered in sand and it is hard for things to grow. . .*



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### During reading

- Read or play the audio recording and ask pupils to follow the text in their books up to page 9. Pause to ask the ‘Think’ question to check understanding.
- Continue to read or play the audio recording to page 15. Pause to ask the ‘Look’ question to check understanding. Ask: *Is the water at Horsetail Falls red because it is hot?*
- Continue to read or play the audio recording to page 19. Pause to ask the ‘Think’ question to check understanding.
- Continue to read or play the audio recording to the end of the book. Encourage pupils to summarize to check understanding. Ask: *Which of the places featured would you most like to visit?*
- Divide the class into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers.

### After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually. Check their answers.
- Divide pupils into three groups and give each group one of the ‘Find out!’ activities. Ask one person from each group to present the information they learn to the rest of the class.
- Run a class debate about the impact that climate change is having on our waters.
- Divide the class into pairs and ask them to complete one of the ‘Project’ tasks on page 21, 23 or 29. Set as homework if time is short.
- Work through the activities on the reading worksheets.

### DIFFERENTIATION

#### Extra support

- Ask pupils to go through the book and find examples of the effects of climate change, for example, *flooding*. Help them to write simple sentences describing why it is happening.
- Mix pupils of different abilities when doing group work.
- Encourage pupils to draw and label answers rather than write full sentences.

#### Extension

Fast finishers can create a conservation poster about how climate change is affecting water features around the world.