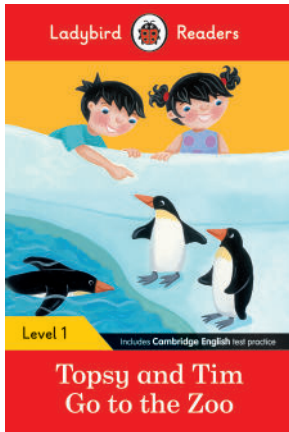# Topsy and Tim Go to the Zoo

Lesson Plan

Topsy and Tim like going to the zoo. They like seeing the animals. There are penguins, parrots, and monkeys at the zoo!

CEFR Level Pre-A1
YLE Starters
Text type: modern story
Word count: 211
Lexile measure: 450L

Lesson objectives

Vocabulary focus
Animals: *cat, dog, giraffe, lion, monkey, parrot, penguin, polar bear, rabbit, seal, zebra*
Colors: *black, green, white*
Numbers: *two zebras etc.*
General: *zoo*

Grammar focus
can / cannot

Reading skills
Identifying the sequence of events

Cross-curricular connections
Art (picture of an animal)
Mathematics (numbers)
Music (song)
Science (animals)

Resources
Reader
Flashcard download 1–13
Audio download (UK/US) tracks 1, 2, 3

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 can you see?* If the children don't know the vocabulary they need to answer the question, say: *There are some children and some penguins.* Ask further questions, for example:

> *How many children are there? And how many penguins? Where is this?*

Establish that it's in a zoo. Read out the title of the story.

Ask the children to look at Reader pages 4–5. Introduce the characters and vocabulary to them.

Describe the animals in turn and ask the children to guess which animal you are describing. For example:
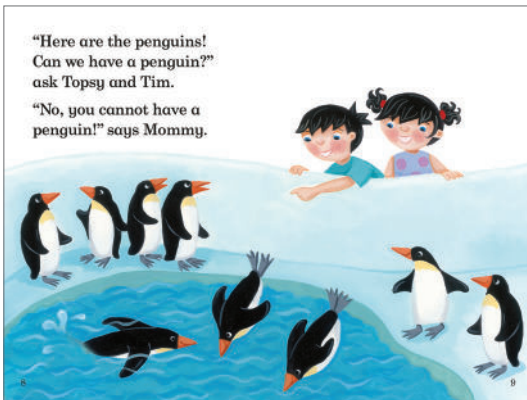
> *It's black and white. It's got four legs.*
> *It's small and green. It can fly.*

Ladybird Readers

During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask questions to focus on the animals and how many animals there are, for example:

What animals can you see? How many penguins are there?

Count the animals with the children to check that they remember the numbers. Display the animal Flashcards.

Read out or play the recording of the story again and after every few pages, stop and ask questions to practice using can and cannot, for example: *Can Topsy and Tim have a penguin/parrot/giraffe?* Encourage the children to answer with: *Yes, they can. / No, they cannot.*

After reading

With the animal Flashcards still displayed, ask the children:

Can you order the story? Which animals do Topsy and Tim see first? Which other animals do they see?

Elicit answers from the children and invite them to help put the Flashcards in the correct order.

While the animal Flashcards are displayed, describe the animals in turn, this time in more detail, for example:

It likes playing in trees. It eats fish/meat. This is a big/small animal. It can swim. It cannot fly.

Ask the children to guess which animal you are describing. Then invite individual children to describe an animal for others to guess.

The children can do the following activities to focus on the animals in the story and the use of *can* and *cannot*:

- Reader activities: 1, 2, 4, 5, 7, 9, 17 and 18 (Audio track 2)

To practice listening for the animals, and for further practice of using *cannot*, tell the children that you are going to play a song about the story.

Ask the children to work in groups. Give each group an animal Flashcard, then ask them to listen and stand up when they hear their animal. They can all stand up when they hear the word *zoo*.

Play the song (Audio track 3). Repeat the activity a few times, and give the children different animals to listen out for each time.

Differentiation

Extra support
Display the animal Flashcards, so that the children can refer to the words for the animals when doing the Reader activities.

Extension
Fast finishers can draw a picture of their favorite animal and write answers to the questions in Reader activity 16. Then they can talk to you or the other children about their favorite animal.

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