



## Academy Stars, Level 3, Unit 6: Under the sea

### Lesson 1: Vocabulary, pp. 70–71

This lesson plan, based on pp. 114–115 of the Teacher's Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video-conferencing tool like Skype or Zoom.

**Length:** 45–60 minutes

**Learning objectives:**

- Identify and use new words: sea animals
- Sing a song

**Vocabulary:**

- crab, dolphin, eel, jellyfish, octopus, penguin, seahorse, shark, starfish, whale

**Materials:**

- Presentation Kit: Unit 6, Lesson 1
- Flashcards
- Audio tracks 2.9–2.11
- Slide with three headings in circles: Family, Musical instruments, Food
- Slide with a picture of an octopus and an eel
- Mobile phone or stopwatch
- Pupil's Books
- Activity Books
- (Some materials are available here)

**Materials for pupils:**

- Pupil's Book
- Activity Book
- Notebook/exercise book
- Pens/pencils

### Parents:

You might want parents to assist with the lesson. Parents will need to make sure any materials required are available. You should include this information in the lesson invitation, but you can remind them at the start of the lesson. You can do this in the local language, or alternatively you can prepare a slide with pictures of what's needed (scissors, glue, crayons, etc.).



## Procedure:



Stage 1	
<p>Lesson warm-up and topic introduction</p>	<p>Welcome the children and select a part of your typical everyday routine to do, for example mention the date, ask children to look out the window at home and notice the weather, go over your online class rules or promises, etc. Children can respond to your questions about their routines, the weather, etc., by writing in the chat box or orally using their microphones.</p> <p>Create a slide with three headings in circles: Family, Musical instruments, Food. Share your screen. Call out one of the categories. Children write all the words they remember from Units 4 and 5 that match that category. Use a timer to set a limit of 20 seconds for each category. Children can either use the chat box or write their lists in their notebooks and then hold them up to their cameras for you to see.</p>
Stage 2	
<p>Starting the lesson: Set learning objectives</p>	<p>Say 'Today we're going to learn about sea animals and sing a song. You will need your Pupil's Book and Activity Book. Have you got them ready?' Wait for all pupils to answer 'yes' in the chat box.</p>
Stage 3	
<p>Pupil's Book Activity 1: Listen, point and say. (Track 2.9)</p>	<p>(Microphones on, or typing in the chat box.) Ask children to open their books at p. 70. Ask 'Who can you see?' (Flo, Ella, Luke, Charlie, Aunt Daisy) 'Where are they?' (under the sea) 'What are they doing?' (looking at sea animals) Children can write their answers in the chat box or you can unmute their microphones if they raise their hands.</p> <p>Play the audio. The children listen and point. Play the audio again for the children to repeat each item. (Depending on the number of children in the group, you might prefer to keep their microphones muted and check on their cameras that they are repeating, or assign one word to a different child and unmute them in turn.)</p>
Stage 4	
<p>Pupil's Book Activity 2: Listen and play the game. Say the word before or after. (Track 2.10)</p>	<p>Play the first example on the audio. For the next example, pause the audio before the child answers, elicit the answer from the class (in the chat box or by unmuting microphones) and then confirm with the audio.</p> <p>For the last part of the audio, when the narrator says 'Now you', pause for the children to answer.</p>
Stage 5	
<p>Teaching star! Extension</p>	<p>Use the flashcards to introduce the new vocabulary. Hold up each flashcard one at a time and call out the word. Have the children repeat (with microphones either on or off depending on the size of your class). Then call out the words one at a time in random order and have children point to the correct picture in their books, holding their books up to their cameras so that you can see. If they don't have access to the books, they can point at their screens.</p> <p>Make it a little more challenging by saying two words together, then three words together, for children to point to those at the same time using different fingers, for example: 'octopus shark seahorse'. (Children point to the three pictures in their books at the same time.)</p>



Stage 6	
<p>Pupil's Book Activity 3: Write the new words in your notebook.</p>	<p>Create a slide with a picture of an octopus and an eel. Share your screen. Ask 'Which animal has arms or legs?' (the octopus) 'Which animal doesn't have arms or legs?' (the eel) Children answer in the chat box or unmute their microphones.</p> <p>Children copy the table into their notebooks and fill it in.</p> <p>To check, say 'There are 4 sea animals that have arms or legs. Which are they?' Unmute a volunteer's microphone for the rest to check their answers. Say 'There are 6 sea animals that don't have arms or legs. Which are they?' Unmute a volunteer's microphone for the rest to check their answers.</p> <p><u>Answers:</u></p> <p>Has arms or legs: octopus, penguin, starfish, crab</p> <p>Doesn't have arms or legs: jellyfish, eel, whale, seahorse, dolphin, shark</p>
Stage 7	
<p>Pupil's Book Activity 4: Look at the picture. Ask and answer.</p>	<p>Ask children to look carefully at the big picture on p. 70. Unmute one of the children's microphones and ask him/her the sample question in activity 4 (p. 71). Insist they answer 'I can see...'</p> <p>Ask who would like to volunteer to ask a classmate a question. Unmute two microphones so that children can ask and answer in pairs.</p>
Stage 8	
<p>Pupil's Book Activity 5: Sing the song. Be a star!</p> <p>(Track 2.11)</p>	<p>Make sure the children have their books closed. Play the audio. Every time children hear 'shark', they snap their hands together like shark jaws.</p> <p>Now, children look at the song in their Pupil's Book. Play the audio again and stop after each line for children to repeat (singing).</p> <p>Ask children to suggest sea animals for two more verses in the chat box. You could have a class vote for the two most popular sea animals by having children raise their hands to vote.</p> <p>Finally, the children listen and sing. They sing the extra two verses with their own choice of sea animals. (Ask for volunteers and unmute 3 or 4 microphones at one time.)</p>
Stage 9	
<p>Activity Book: Activities 1, 2 and 3.</p>	<p>(Microphones on.) Ask children to take their Activity Books out and open them at p. 62. Set a time limit for each of the activities and then elicit answers, either in the chat box, by holding their work up to their cameras or by unmuting students' microphones in turn.</p> <p>Activity 1 answers: 1b, 2c, 3a, 4c, 5a, 6b</p> <p>Activity 2 answers: 1 jellyfish, 2 starfish, 3 octopus</p> <p>Activity 3 answer: seahorse</p>



Extra activity	
	<p>Ask children to open their Pupil's Books at p. 71 and to memorize the colours of the sea animals. Next, they should close their books. Name the colours in random order for children to say the animal either by writing in the chat box or by unmuting their microphones, for example pink (octopus), blue (whale), green (eel), grey (shark and dolphin).</p>

For asynchronous lessons with **self-study tasks** set by the teacher:

If you do not have access to a live lesson platform, here are a few tips for managing the lesson asynchronously:

- If you can, upload your introduction to the topic as a video. This will promote greater levels of engagement at the beginning of the lesson. If you are able to upload a video, you should also add instructions for all stages of the lesson. You can also record yourself demonstrating vocabulary, showing flashcards, etc.
- Students can take photos of work they've completed and email them to you. For example, for stage 8, children write the two new verses in their notebooks and send you a photograph or upload it to the platform.
- With parental permission, you can ask pupils to record themselves speaking or singing (for example, the verses from stage 8).
- Some ideas for speaking activities:
  - Pupils listen to a voice recording of one side of the dialogue with pauses for them to complete the conversation. (For example, teacher records the questions and pupils answer in the spaces left; or teacher records the answers to scripted questions such as 'What's your favourite...?' for pupils to ask.)
  - Pupils carry out the activity with a family member.
  - Pupils call or video-call a friend (with parental permission).

