

## My sea creature

### Topic

Sea animals

### Learning outcomes

- Listen to short, simple descriptions of sea animals and identify some key information
- Name some body parts of different sea animals
- Describe a sea animal using any of: 'It's ...', 'It's got ...', 'It eats ...', 'It can ...'

### Age and level

5-8, 9-12 (A1)

### Time

Approximately 50-60 minutes + optional 10-minute activity

### Materials

- Presentation
- Student worksheet A / B (optional)
- Coloured pencils or crayons (optional)

### Introduction

In this lesson, learners explore the topic of life under the sea. They listen to descriptions of different sea creatures and guess what the animals are, then they practise the names of animal body parts. They are guided to invent their own sea creature which they describe and present to classmates.

### Procedure

Stage	Instructions
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**At the start of  
the lesson**

- Welcome the learners as they arrive:
  1. Check that you can all hear and see each other.
  2. Check that they can see **slide 1** of the presentation.
  3. If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you.
- Tips:
  1. Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week.
  2. Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.

**1. Warmer –  
introducing sea  
animals  
(10 minutes)**

- Show **slide 2** of the presentation. Explain that you will describe some animals. Learners must listen and guess the name of the animal. They should raise their hand to say the name, or they can write it in the chat facility. Learners may not know the names of the animals in English. If so, teach the names of the animals as you play the game.
- Describe all or any of these animals. Adapt the descriptions if necessary, and mime or draw unfamiliar vocabulary to help learners understand. Add more sea animals if appropriate:
  - It's big or small. It eats fish. It's got eight legs. It can hide in small places. (an octopus)
  - This animal is very, very big. It's got a big head, and it shoots water from a spout at the top. (a whale)
  - This animal is a very small fish. It's got a head like a horse and a long tail. It wraps its tail around plants under the sea. It can't swim very fast. (a seahorse)
  - This animal has got a long body and a hard shell. It's got eight legs and two big claws at the front. It hides in rocks. (a lobster)

	<ul style="list-style-type: none"> <li>○ It's big. It's grey and white. It's got a big mouth and big teeth. It can swim very fast. (a shark)</li> <li>○ It's big or small. It's got a soft body. It's got eight legs, but it isn't an octopus. It's also got two tentacles. (a squid)</li> <li>○ This animal is big or small. It's very soft. It's got long tentacles, and it floats in the water. You can see through it. (a jellyfish)</li> <li>○ This animal is quite small. It hasn't got a head. It's got five legs. It moves on the bottom of the sea. (a starfish)</li> <li>○ This animal is quite big. It's got two fins on its side and a fin on its back. It isn't a whale! It's very intelligent and it can talk to other animals. (a dolphin)</li> <li>○ It's big or small. It's got claws. Its eyes are above its body. It usually walks sideways. (a crab)</li> </ul> <ul style="list-style-type: none"> <li>● Ask children if they can remember the names of the animals. If necessary, write them on the whiteboard / on a slide. Ask them to guess what today's lesson is about – sea animals, or sea creatures.</li> </ul>
<b>2. Body parts language practice (10-15 minutes)</b>	<ul style="list-style-type: none"> <li>● Show <b>slide 3</b> of the presentation. Ask learners to say which animal each picture is. Ask them how they know and elicit / teach the words for the different body parts e.g. It's an octopus because it's got eight arms. It's a whale because it's got a blowhole.</li> <li>● Show <b>slide 4</b> of the presentation. Ask questions about the pictures to review body parts e.g. What's on the top of the whale's head? Is the lobster's shell hard or soft?</li> <li>● Then write useful phrases and new words on the whiteboard / on a slide e.g. a head like a ..., long arms, a blowhole, a tail, a hard shell, a soft body, a claw, teeth, tentacles, a fin ... on its head / back. Check that everyone understands the words and phrases. Say the words and have learners repeat them to practise pronunciation. Ask learners to write new words and phrases in their notebooks.</li> </ul>
<b>3. Extra body parts language practice</b>	<ul style="list-style-type: none"> <li>● If you have time, and if your learners need more practice, play a game of 'backs to the computer.' Put learners into two teams. For reference write the names of who is in each team on the whiteboard (if the platform has one) or on a blank document that you screen share.</li> </ul>

<p><b>(10 minutes)</b> <b>(optional)</b></p>	<ul style="list-style-type: none"> <li>Nominate one learner from each team to physically turn around away from the screen. Write a body part word or show a picture on the whiteboard/document for the other learners to see, then remove it.</li> <li>The two nominated learners turn back around. Everybody else mimes the word and the first of the two learners to raise their hand says the body part – and wins a point for their team.</li> <li>Repeat with two different learners turning around each time. The team with the most points wins.</li> </ul>
<p><b>3. Imagining a new sea creature</b> <b>(10 minutes)</b></p>	<ul style="list-style-type: none"> <li>Show <b>slide 5</b> of the presentation. Tell learners you've just heard about a new sea animal called the 'jell-octo-crab', but you haven't seen a picture of it yet. What do they think it looks like? Elicit some ideas. It's great if the learners make some assumptions based on the name of the animal but not essential.</li> <li>Tell learners they now have three minutes to draw what they think it looks like. Set a timer if the platform you're using has one, or use an online one and share your screen. Draw a picture yourself too!</li> <li>After three minutes, get learners to hold their pictures up to the camera. You now have lots of sub-species of jell-octo-crab! Then hold your picture up and introduce it as the [teacher's name's] jell-octo-crab.</li> <li>Ask learners to say some sentences about your jell-octo-crab. Encourage / give sentences using these structures:  <b>It's</b> big / small / yellow.  <b>It's got</b> six claws (on its head) / eight long tentacles.  <b>It eats</b> fish / plants.  <b>It can</b> swim very fast / jump out of the water.</li> </ul>
<p><b>4. Speaking about a sea creature</b> <b>(15 minutes)</b></p>	<ul style="list-style-type: none"> <li>For this activity learners will ideally work in groups in breakout rooms, if the platform you're using has this function, and your learners are comfortable and responsible when working in breakout rooms. However, it can also be done as a whole class activity.</li> <li>Show <b>slide 6</b> of the presentation. Tell learners they are going to work in small groups, talk about their jell-octo-crabs and find out what's the same and what's different about them. They should take turns to hold their picture up to the camera and talk about it. <b>Slide 7</b> shows some language you could display to support the learners during the task although you may wish to provide different examples.</li> </ul>

	<ul style="list-style-type: none"> <li>You could also open a blank document or whiteboard for them to write on in the breakout room to record the similarities and differences as they discuss.</li> <li>Tell learners that when they come back to the main room, they will tell the class about the similarities and differences.</li> <li>You may wish to remind the learners of the 'breakout room rules' before you move them there, for example speaking English only, staying on task, etc.</li> <li>Monitor the learners during the activity by regularly moving between breakout rooms. If your platform has the function, turn your camera off while you monitor so as to disturb the learners less when you enter a room.</li> <li>Before you bring learners back to the main room, visit each breakout room briefly and announce that they have two more minutes before you will bring them back.</li> <li>After two minutes, bring all the learners back and ask each group to say what was the same and what was different with their jell-octo-crabs.</li> </ul>
<b>5. Homework (5 minutes)</b>	<ul style="list-style-type: none"> <li>Show <b>slide 8</b> of the presentation. Tell learners that their homework will be to 'discover' their own new sea animal. They will draw a picture and write about it. You might prefer to limit them to sea animals (e.g. a <i>jelly-star-whale</i>), or you could encourage some ideas that combine other animals or even objects, e.g. an <i>ele-dolph-cat</i> or a <i>lob-fish-cycle</i>. Elicit some ideas.</li> <li>Explain that you will send them the PDF of the worksheet (A or B, depending on your learners) to either print out or use as a guide for writing in their notebooks.</li> <li>In the next lesson, learners can show their pictures for the other learners to describe and guess what it can do and what it eats.</li> <li>If feasible, you could ask the learners to send you a scan or a photo of their work, and you could post it on a virtual 'wall' using a tool such as Padlet.</li> </ul>
<b>At the end of the lesson</b>	<ul style="list-style-type: none"> <li>Praise learners for their participation and work.</li> <li>Make sure they know how to exit the platform and wait until they all leave before leaving yourself.</li> </ul>

**Adapted for online teaching from the lesson written by:**

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