

My sea creature

Topic

Sea creatures

Aims

- To learn about some of the animals that live under the sea
- To practise talking about sea animals (big, small, long, colours, it's got/it hasn't got, it can/can't, etc.)
- To give learners an opportunity to create their own sea creature and present it to their classmates
- To provide listening practice with an ocean-themed song

Age/level

Primary
CEFR level A1–A2

Time

50–60 minutes

Materials

1. flashcards: <https://learnenglishkids.britishcouncil.org/en/flashcards/sea-animals-flashcards>
2. worksheet A for younger/lower-level learners (one per learner)
3. worksheet B for older/higher-level learners (one per learner)
4. song: <https://learnenglishkids.britishcouncil.org/en/songs/everything-beneath-the-sea>
5. sticky tack
6. colour pens or pencils

Introduction

In this lesson learners learn about life under the sea. They are introduced to different sea animals through flashcard games, then they complete a worksheet to invent their own sea creatures, which they present to their classmates. At the end of the lesson they listen to a fun song.

Procedure

Before the lesson

- Make copies of worksheet A or B, depending on the age and level of your learners.
- Print a set of the flashcards and cut them up:
<https://learnenglishkids.britishcouncil.org/en/flashcards/sea-animals-flashcards>
- Open the song on the classroom computer or device you will use:
<https://learnenglishkids.britishcouncil.org/en/songs/everything-beneath-the-sea>

1. Warmer (3–5 mins)	<ul style="list-style-type: none"> Start by asking learners to guess these three animals as you describe them: <ol style="list-style-type: none"> <i>It's small. It's orange and white. It hasn't got legs. It can swim.</i> (a fish/a clown fish) <i>It's big. It's grey and white. It's got a big mouth and big teeth. It can swim very fast.</i> (a shark) <i>It's big or small. It eats fish. It's got eight legs. It can hide in small places.</i> (an octopus) Ask, <i>Where do these animals live?</i> Write <i>ocean/sea</i> on the board and ask learners to tell you the names of any animals they know that live in the sea. If you wish, explain that World Oceans Day is 8 June and that people need to help keep our oceans clean for the animals that live in them.
2. Vocabulary (10 mins)	<ul style="list-style-type: none"> Stick the flashcards around the room. Give learners the word flashcards and sticky tack. In pairs, they stick the word flashcards next to the pictures. Describe the sea animals in the flashcards for learners to guess, using gestures to help them understand: <ol style="list-style-type: none"> <i>This animal is very, very big. It's got a big head and it shoots water from a spout at the top.</i> (a whale) <i>This animal is very soft. It's got long tentacles and it floats in the water. You can see through it.</i> (a jellyfish) <i>This animal hasn't got a head. It's got five legs. It walks on the bottom of the sea.</i> (a starfish) <i>This animal has its house on its back. It can't swim and it hasn't got legs. It eats plants.</i> (a sea snail)
3. Generating interest in main activity (5–8 mins)	<ul style="list-style-type: none"> Present the worksheet activity by writing these words on the board (or choose your own combinations): <i>whalesnail, lobsnake, starpus</i>. Ask learners to imagine what these sea creatures might look like and, following their instructions, draw the pictures on the board.
4. Inventing a sea creature (30 mins)	<ul style="list-style-type: none"> Give a worksheet to each learner, going through the instructions as a class. Give learners time to invent their sea creature by combining parts of words on the flashcards. If you wish, they could use other combinations (e.g. carfish, snailflower, jellygirl – or some learners may prefer to draw and write about a real sea animal). Learners complete the text below their pictures and then colour them. Older learners could label the parts of their sea creatures.
5. Presentations and song (10–15 mins)	<ul style="list-style-type: none"> Once completed, learners present their sea creatures to their group or, if you have time, they could present them to the class. Finish the lesson by listening to the 'Everything beneath the sea' song.
Extra activities	<ul style="list-style-type: none"> Learners make a larger version of their invented sea creatures on card. They cut them out and add a description underneath. Stick the sea creatures on a wall or window to make an 'Under the sea' display. Play these online word games: <ul style="list-style-type: none"> https://learnenglishkids.britishcouncil.org/en/word-games/underwater-animals-1 https://learnenglishkids.britishcouncil.org/en/word-games/underwater-animals-2

- Play a Pelmanism game using the flashcards.
 - Print the flashcards on card so that the images can't be seen when the cards are turned face down. For younger or lower-level learners, print two copies of the pictures cards for them to match. Older or higher-level learners can match the picture cards and the word cards.
 - There are 16 sea animals in total on the flashcards. Divide the cards into two sets of eight matching picture cards or picture/word cards. You need one set of eight matching cards per group.
 - In groups, learners lay the cards face down in rows. They take turns to turn over two cards; if the two cards match, they keep them. Once all the cards have been matched, they count their pairs to find the winner.
 - Each group can then exchange their set with a group that had a different set and play again.
- Older learners will enjoy this story about dangerous sea animals:
<https://learnenglishkids.britishcouncil.org/en/short-stories/angel-look-out>
- Find out what we can do to help clean up our oceans:
<http://www.worldoceansday.org/>
- Read about a girl who's helping to reduce the amount of plastic in our oceans:
<http://www.worldoceansday.org/below-the-surface/young-ocean-advocate-takes-the-better-bag-challenge>

Contributed by

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