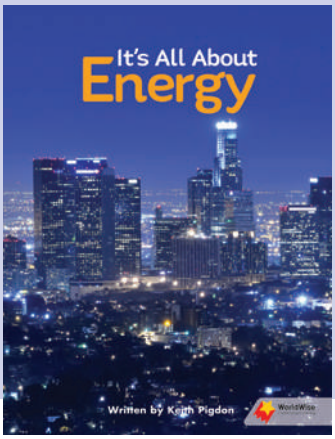
WorldWise™
Content-based Learning

# Lesson Plan

**Advanced Fluent reading stage**
**Level S**




*It's All About Energy* compares the consequences of using non-renewable and renewable energy sources and focuses on the environmental impacts of each. It provides information about how individuals might reduce the impact of their own energy consumption.

**Informative text types:**
**Explanations/Reports/Case studies**

## Science Curriculum links

Australia

- **CS (ACSSU074)** Nature and uses of common materials
- **CS (ACSSU074)** Uses of materials based on their properties
- **DT (ACTDEK013)** Suitability of materials, systems, components, tools and equipment for particular purposes
- **UIS (ACSHE062)** Science knowledge helps people to understand the effect of their actions

New Zealand

- **PW:** The patterns associated with physical phenomena found in everyday situations involving movement, forces, electricity and magnetism, light, sound, waves and heat
- **PW:** The properties of different groups of substances are linked to the way they are used in society or occur in nature

## Key concepts

- Electricity can be generated using a range of energy sources
- Some energy sources are fossil-based and not renewable
- The use of fossil-based fuels has harmful consequences for the environment
- Alternative energy sources such as solar, wind, geothermal, and water power are renewable and not harmful to the environment

## Content vocabulary

acid rain, asthma, atmosphere, carbon, carbon dioxide, climate, coal, ecosystem, electricity, energy, environment, erodes, fossil fuels, generate, geothermal, global warming, greenhouse gases, hydro-electricity, ice caps, natural gas, non-renewable, oil, oxygen, petroleum, pollute, power grid, renewable, sea levels, smog, solar, sun, turbines, water, wind farm

## Text features

- Diagrams, captions, text boxes, sidebar, graphs, table, glossary

## Reading strategy

- Identifying the author's perspective

# First reading session

## Getting started

### Introducing the book

Give each student a copy of the book *It's All About Energy*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about the kinds of energy we use and how they affect the earth. What connections are you making?* Have the students discuss their thinking with the group.

### Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about energy production and use?* Have students work with a partner and record their words on notepaper. Say: *When you are finished, share your list with another pair. Add words you hadn't thought of to your own list.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

### Introducing the reading strategy focus

Say: *All writers bring their own ideas and points of view to their writing. As readers we notice the author's perspective and think about whether or not we agree with their point of view. As you read today, I want you to work out what the author thinks about energy usage. Ask yourself: Is he right? What do I think about this issue?* Draw the students' attention to the title and to the contents page. Ask: *What does the title tell you about the author's point of view? What do the chapter headings and subheadings tell you about what the author thinks is important? Do you agree?*

### Reading with teacher support

Say: *Read the introduction and chapter 1 to yourselves. As you read, think about what the author is telling you. What does he hope to persuade you about?* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What is the author's point of view about how we generate and use energy? How does he try to persuade you that we have to change the way we generate and use energy? Are you persuaded?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

# Second reading session

## Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group.

### Independent and partner work

Have the students read chapters 2 and 3 independently. Say: *As you read, use the same process we used with the introduction and chapter 1. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the author's perspective on energy usage. Discuss how his point of view is the same as or different from your own. Does your partner agree with you or the author, or do they have a different point of view?*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

### Reading with teacher support

Ask: *What have we learned so far about energy use? Share your ideas with a partner.* Have the students read chapter 2 to themselves. Review what the students have read. Ask: *What new information do you have about energy and the way we get it and use it? What does the author think about this?* Have students explain the words and phrases that help them to see the author's point of view. Invite them to talk about their understandings. Have the students read chapter 3 to themselves. Say: *Now add your thinking about what the author thinks of the topic and how this compares to your point of view to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings.*

### Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *What things did you notice that helped you to recognise what the author was trying to persuade you about? Did you agree with his point of view? To what degree? How does knowing what an author thinks help you to understand what you read?*

# Final reading session

## Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

*What impact does using fossil fuels have on our way of life? What impact is there likely to be if we continue to use fossil fuels?* (Inferential)

*What are the main reasons for changing the way we produce and use energy? Why does the author say this is important?* (Synthesising)

*What message is the author trying to get across in this book? Do you agree with his point of view? What other points of view are there about this issue?* (Critical)

Invite students to ask their own questions.

# Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

### Speaking and listening

Have students prepare and conduct a debate about the statement: *We must stop using fossil fuels immediately*. Encourage students to use information from the book to support their arguments.

### Vocabulary

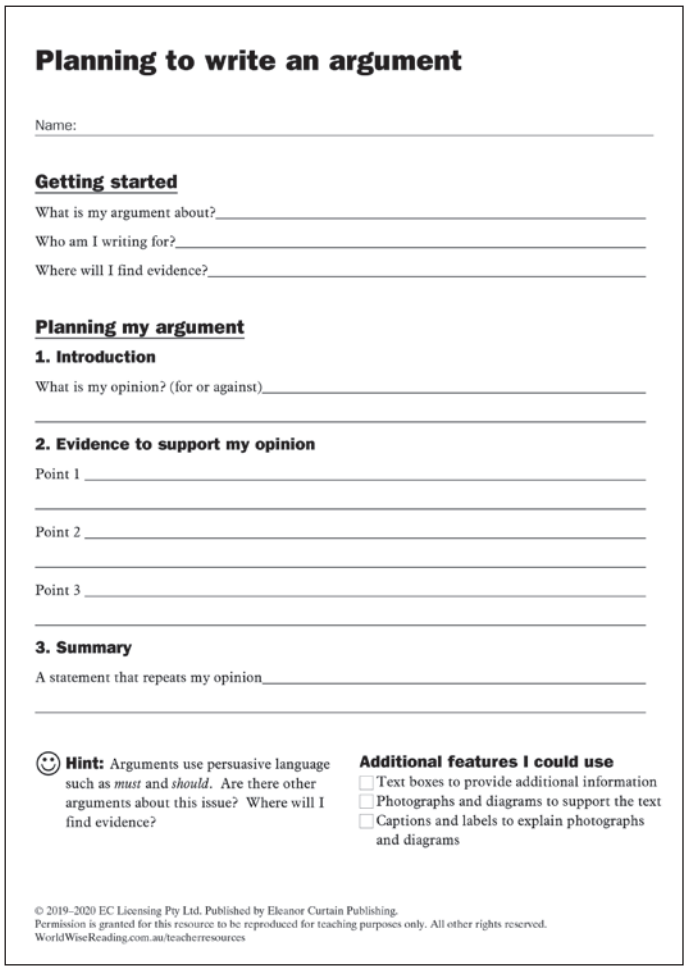
Have students create a table with the headings "renewable energy" and "non-renewable energy". Students add words from the book, from the list they made prior to reading and from their research to the columns in their table. Encourage students to compare the placement of their words in the table with those of another student.

### Visual literacy

Have students look at the cross-section diagram on page 7. Ask: *What information does this diagram give us? What other ways is information given in the book?*

## Writing

Have the students write about their point of view, using the prompt: *It's all about energy*. Provide the students with a template detailing how to plan and write an argument. Remind them to think about arguments that support their point of view as well as those that present the opposite point of view – they should provide a summary of these and explain why they are not correct.



**Planning to write an argument**

Name: _____

**Getting started**

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

**Planning my argument**

**1. Introduction**

What is my opinion? (for or against) _____

_____

**2. Evidence to support my opinion**

Point 1 _____

_____

Point 2 _____

_____

Point 3 _____

_____

**3. Summary**

A statement that repeats my opinion _____

_____

**Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

**Additional features I could use**

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams



***Download the template at www.WorldWiseReading.com.au/teacherresources***

Say: *A good argument presents a point of view clearly and supports it with evidence.* Encourage the students to talk about their ideas with a partner, then write their argument. Say: *You will need to further research the issue of energy usage and production. What do energy companies say? What do environmentalists say? What science is there to use as a support for your point of view?*

Alternatively, the students could choose to make a slide show about places where only renewable energy sources are used.

# Graphic Organiser: Tuning into the author's perspective

Name/s: _____

| Chapter | Author's point of view | Words or phrases that show the author's perspective | Your point of view |
|---|---|---|---|
| | | | |
| | | | |
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