

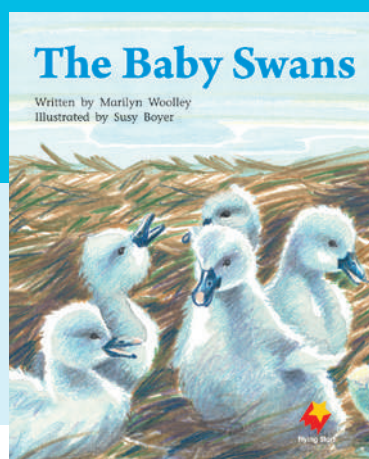
Lesson Plans



Cleaning Up Our Wetland recounts the experiences of a group of students as they clean up their local wetland.

Running words: 532

Text type: Recount



The Baby Swans is a narrative about a pair of swans who find the perfect place to build a nest, lay their eggs and watch them hatch. But they must be careful to protect their new babies because a fox lies in wait in the bushes.

Running words: 587

Text type: Narrative

Content vocabulary

attack beak birds bushes clean ducks eggs feathers flowers fox/es frogs grasses habitat hatched insects nest pelicans polluted protect reeds roots rubbish seeds shelter summer trees water water lillies water plants weeds wetland wing winter

Phonics

- Identifying “a” making the /o/ sound as in *swan*
- Identifying the /aw/ sound in *call, fall, tall*

Text features

Cleaning Up Our Wetland

- Photographic summary of events on each spread
- Labelled sections

The Baby Swans

- Chapter headings and contents page

Reading strategies

- Recognising the sequence of events in a recount
- Summarising the plot

ELL support	Key concepts	Curriculum links
• Photographic summary on each spread helps to orientate the reader. • Terminology specific to this topic is introduced, along with clear photographs.	• An animal’s habitat has everything required to meet its needs. • If a habitat becomes polluted, many animals and plants are affected.	• Biological sciences: Habitats, sustainability • Biological sciences: Habitats, life cycles

Lesson 1 Cleaning Up Our Wetland



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What is a wetland? What sorts of plants would you find in a wetland? What animals might live there?* Record students' responses on a concept map by writing the heading *Wetland* in the middle and drawing an arrow pointing to each idea.

★ If possible take a walk to a local wetland. Alternatively you could show students pictures of wetlands in books or on the Internet by doing an image search for wetlands.

Vocabulary building

★ Write a list of the names of the plants and animals that belong in the wetland described in the book (*ducks, water plants, pelicans, trees, reeds, swans, frogs, insects, water lillies, grasses, bushes, flowers*). Have students sort these words into two groups – plants and animals.

Introducing the book

Give each student a copy of *Cleaning Up Our Wetland* and have them read the title. Say: *This book is about a group of students who clean up their local wetland. They get rid of the rubbish, they research what plants are needed in the wetland and they plant new plants.* Talk through the book, pointing out features on the pages and discussing the photographs. For example, on pages 6 and 7 you could say: *This heading says "Week 2". Look at the photographs. What did the children do during week two? What can you see at the bottom of page 4? Why might the author have included this photograph in the book?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, ask: *What decision did the children make at the beginning of the book? What did they do next? What else did they do to improve their wetland? How did the book finish?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What did the children do during week three? What was the first job the children did? What animals did they hope would come to the wetland? What sort of plants did they plant? How did they check if the water was clean?* (Literal)
When the children first went to the wetland, why were there no animals living there? What did the students need to find out before they planted any new plants? Why was this important? (Inferential)
What do you think the wetland might look like in a year's time? (Synthesising)
Would the children have been able to do this all by themselves? Explain. (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? What strategies did you use?* If appropriate, comment on how well the students recognised the sequence in this recount. Say: *I noticed that you were able to talk about the order in which the children changed their wetland.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work in small groups to practise reading the book. One student could be the narrator and read the book while the other students “act out” what is being read. Students could change roles.

Word work

Phonics

Write the word *swan* on the board. Ask: *What letter makes the /o/ sound in this word?* Students could talk with a partner about other words they know that have an /o/ sound represented by an “a”. Make a list (*what, was, wand, want, quarry, watch*).

Exploring words

Students could draw a picture of a wetland and label it using words from the text.

Writing

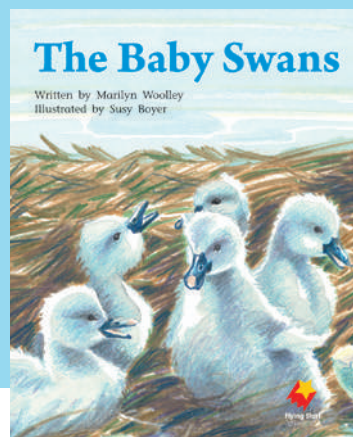
★ Ask: *What is a summary? What are the main ideas?* Model writing a summary of what the students did in Week 1 (e.g. The children decided that they needed to clean up the wetland near their school because it was polluted).

Ask students to divide an A4 piece of paper into eight sections. At the top of each section have them write the headings: “Week 1” through to “Week 8”. Students then write a short summary on each page of their small book that explains what the children did during that week.

Sharing and presenting

Students could read their small summary books to a friend.

Lesson 2 The Baby Swans



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Show the students a picture of a swan from *The Baby Swans*. Ask: *What do you know about swans?* Students could draw and label a picture that shows what they know about swans. Students could then sit with a partner and take turns to talk about their picture.

★ Support students by showing them pictures of swans. Say: *Swans are birds that live near water. They are good swimmers and they can dive under the water and use their long necks and strong beaks to find food in the water.* Students could browse through bird books to see more pictures of swans.

Vocabulary building

★ Show the students a picture of swans. Ask: *What do you know about swans?* Use the picture and the students’ background knowledge to brainstorm a list of words to do with swans (*beak, feathers, nest, eggs, swim, hiss*).

Introducing the book

Give each student a copy of *The Baby Swans* and have them read the title. Say: *This book is a story about a pair of swans who arrive at a wetland to make a nest and lay eggs. The eggs hatch and the parents need to keep a close eye on the baby swans because a fox is lurking in the bushes.* Talk through the book, commenting on the illustrations and asking questions to generate students’ thinking. For example, on pages 4 and 5 you could say: *It is the end of winter and these swans have just arrived at the wetland. Why do you think they have come there?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are students able to summarise what they have read? Can they give an account of the main events in the story?

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Who was watching the swans build their nest? Where did they build their nest? How many baby swans were born? What happened to the smallest swan when they went on their first swim? (Literal)

Why was this wetland a good home for the swans? (Inferential)

How would you describe the wetland in this story? What might happen to the plants and animals in this wetland if it became polluted? (Synthesising)

Do you think that baby swans are always safe from animals that want to eat them? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did to help yourself? What strategies did you use?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Pairs of students could sit knee-to-knee with each other. One student could read the book, concentrating on making their reading clear and smooth. The other person could then give an oral recount of the story. Students could then change roles.

Word work

Phonics

Write and say the words *call*, *fall* and *tall*. Ask: *What sound do you hear at the end of these words?* Discuss what letters make the sound /aw/ in these words and have students add these to the list.

Exploring words

Students could draw a picture of a swan's nest and use words from the book (*eggs*, *reeds*, *mother swan*, *water*, etc) to label it.

Writing

★ Review the story with the students. Ask: *What are the main events?* (E.g. Swans come to the wetlands; Swans make a nest; Eggs hatch; Mother swan saves her baby from the fox; Swans grow up; Swans leave the wetland). List these on a chart.

Have students make a story map using pictures and words to show the main events.

Sharing and presenting

Students could sit in a circle and take turns to talk about their story maps showing the main events from the story.

Talk about the pair

Ask: *Why are wetland areas important? What types of plants and animals live in a wetland? What does a healthy wetland look like?*

Students could work in groups to make a collage of a wetland. They could use natural materials such as grass,

twigs, leaves, etc, as well as coloured paper, felt-tip pens, cotton wool and pipe cleaners.

Students could work further with these books by completing the Activity card.

Blackline master

Life cycle of a swan

Use the book *The Baby Swans* to help you do this activity. Cut out each description of events below and stick them where they belong on the diagram.



Swans arrive at the wetlands

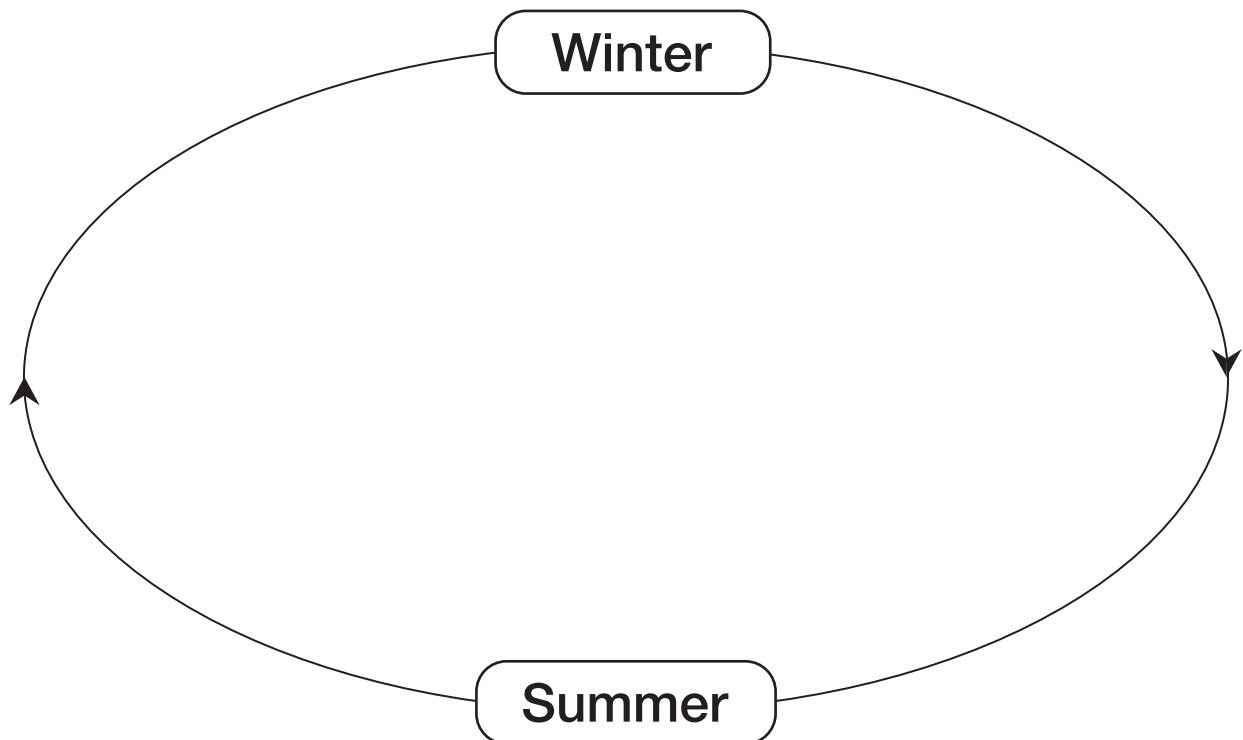
Swans leave the wetlands

Swans make a nest

Swans lay eggs

Baby swans hatch out of the eggs

Swans' feathers grow white



Assessment

Can the student locate information in the text?

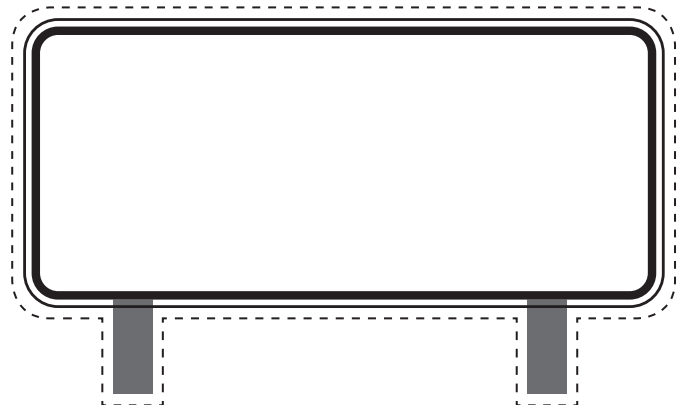
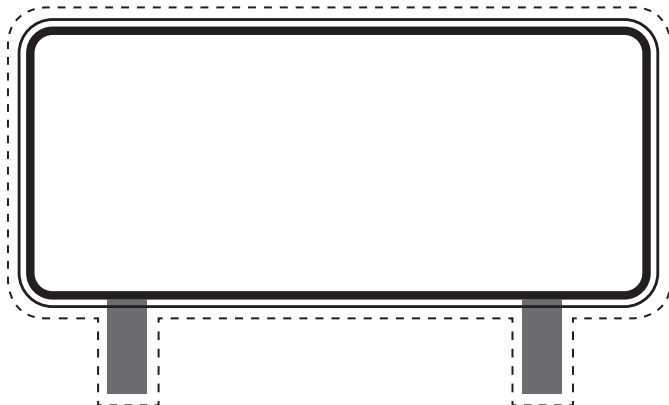
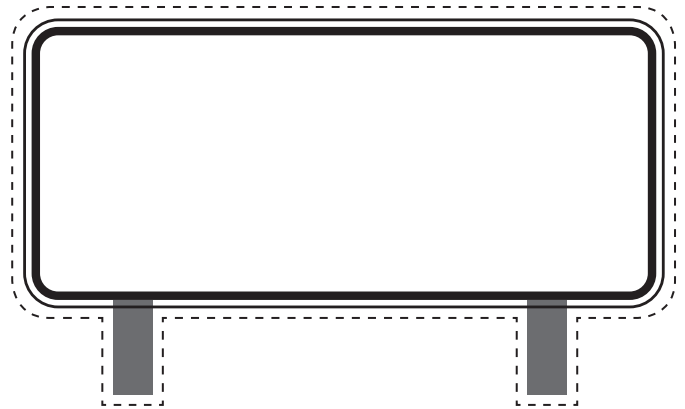
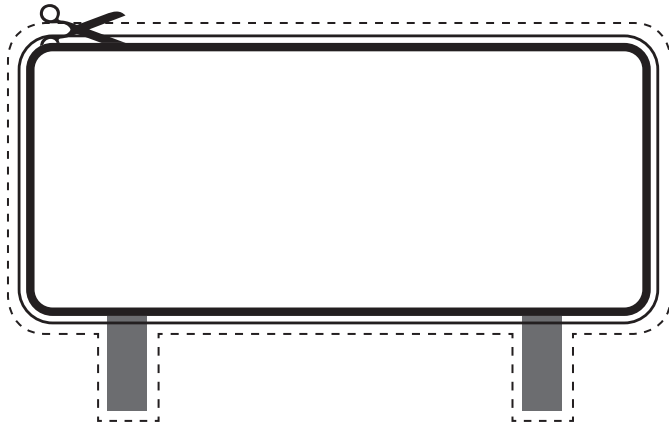
Can the student sequence events?

Activity card

Making signs



1. On a large piece of paper draw a picture of a wetland.
2. Think about how people need to behave when they visit a wetland so that the wetland stays clean and healthy.
3. Write, draw and/or make symbols on the signs below to inform people about what they should and shouldn't do when they visit a wetland.
4. Cut out the signs and stick them on your picture.



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