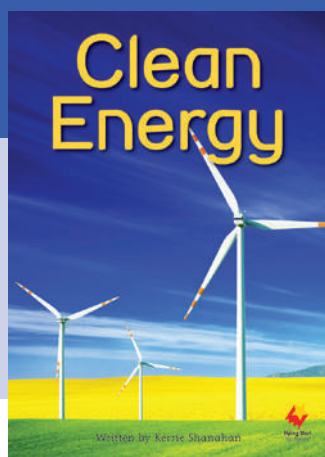


Lesson Plans

Advanced Fluent
reading stage

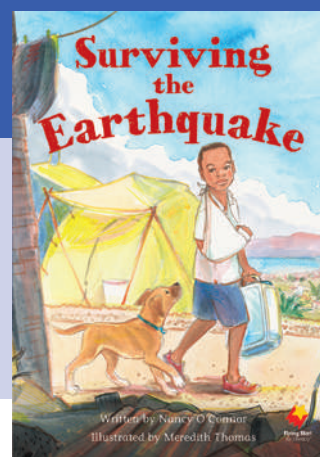
Level S



Clean Energy reports on various energy sources and describes how renewable energy is being used in different ways around the world.

Running words: 1945

Text type: Report



Sammy is trapped under rubble after a massive earthquake. No one knows where he is, except for a loyal puppy that never gives up hope.

Running words: 3329

Text type: Narrative

Content vocabulary

coal electricity energy
environmentally friendly fossil fuels
gas geothermal energy hybrid cars
hydroelectricity insulation
non-renewable energy oil
photo voltaic cells pollution
renewable energy resources
solar energy solar panels turbines
wave energy wind energy

Literary language

Verbs (sensing): awakened dreamt heard
hoped remembered thought understand
warn wish wonder

Text connectives to indicate time:

as darkness descended as the days passed back
then by early morning it had been one day
since it was midday just then now five years
later the next morning

Literary adverbs: cheekily gently greedily
luckily quickly slowly suddenly

Reading strategies

Clean Energy

- Asking questions about the information

Surviving the Earthquake

- Identifying the language the author uses to signal changes in setting (time and place)

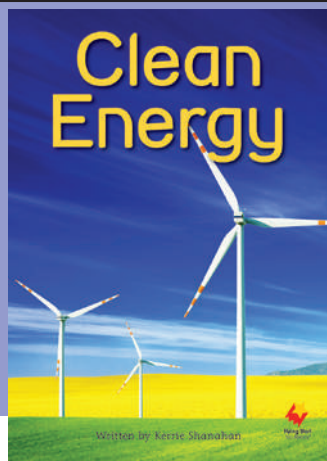
Curriculum links

Clean Energy

- Science: Science and human endeavour
- Design and Technologies: Technologies and society

Surviving the Earthquake

- Design and Technologies: Technologies and society
- English: Literature



Key concepts

- Energy is essential and can be produced in a variety of ways.
- Renewable energy sources never run out and they are a clean way to make energy.

Before reading

Exploring vocabulary

Give each student a copy of *Clean Energy* and have them browse through the book. Say: *This book is about energy and the different ways it can be made.* Have pairs of students list five words they predict will be in the book. Invite pairs to share their words and create an “energy words” list.

★ Refer to the glossary on page 32. Talk through each word and its definition.

Establishing the strategy focus

Say: *As you read this book, we are going to focus on asking questions about the content. Asking questions helps to get you interested in what you are reading, check that you understand the text and learn even more about the topic.*

During reading

Reading with teacher support

Have students read the introduction. Invite students to pose questions they have about the topic. Have them record one of their questions to refer to later.

Have students read Chapter 1 independently. Ask: *What have you learnt? What would you still like to know?* Record four or five of the students’ questions. As you scribe, talk aloud to model how to form a question appropriately.

Say: *After reading the next chapter, write a question you still have about the content.* Students read Chapter 2 independently. Monitor and support them where appropriate.

Check for understanding

Say: *This chapter is called “A clean, green school”.* Ask: *What would you like to know about this school?*

Students read Chapter 2 independently. Ask: *Were your questions answered?*

★ Model writing two or three questions about the school.

★ These activities are also suitable for English Language Learners (ELL).

Working with a partner

Have students read Chapter 3 independently. Monitor and support them where appropriate. Have students write a question about the information for their partner to answer. Encourage students to find evidence in the text to explain their answer to their partner.

Discuss: *What else would you like to know about Haiti and solar power?*

Have students repeat this process with Chapters 4 and 5.

Quick write

Read the conclusion aloud. Say: *What have you learnt by reading this book? What would you still like to know?*

Introduce Graphic Organiser 1: Questions about energy.

Have students think about the whole text, chapter by chapter, and what new information they would like to know about the topic.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking.

Why are fossil fuels still widely used? (Inferential)

Does this book give you hope for the future? Explain your thoughts. (Synthesising)

What message/s do you get from reading this book? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

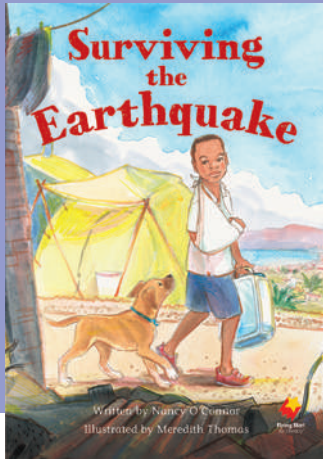
★ Refer to the list of “energy words” created before reading. Invite students to add further words to the list.

Strategy reflection

Have small groups of students discuss the questions they wrote before reading. Do they now know the answers?

Say: *Asking and answering questions about a topic helps you to deepen your understanding of the topic.*

Lesson Plan Surviving the Earthquake



Key concepts

- Narratives can be told from the perspective of different characters.
- Narratives can change setting (time and/or place) throughout a story.

Before reading

Exploring vocabulary

Give students a copy of *Surviving the Earthquake*. Have them browse through the book. Read the note from the author on page 32 aloud. Say: *Talk with a partner about words that might be in this book.*

★ Say: *In a narrative, authors use words and phrases that signal time, such as then, next and last week. Ask students to share others.*

Establishing the strategy focus

Refer to the contents page. Say: *The chapters alternate between Sammy's story and Daniel's story. Why might the author have done this?* Say: *This story also jumps back and forth in time. As you read, look for words and phrases that signal this.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. Monitor and support them where appropriate. Ask: *Where did the story change time? How did you know?* List these phrases on a chart. Discuss where the setting changes.

Check for understanding

Students read Chapter 2 independently. Say: *As time passes, the author uses words and phrases to signal this.* Have students work with a partner to find these phrases. Pairs share their lists to create a group list.

★ Record and discuss the phrases used to signal time on a chart (e.g. *it had been one day since, as darkness descended, by early morning*).

Working with a partner

Say: *As you read, make a note of words and phrases the author uses to signal time.* Students read Chapter 3 independently. Have pairs of students share the phrases they noted during reading, and add these to the group list.

Reading with teacher support

Have students read Chapters 4, 5, and 6 independently. Say: *At the end of each chapter, meet with your partner and list words and phrases the author has used to signal time.* Pairs share their lists, and add these to the group list.

Check for understanding

Read the group list of words and phrases used to indicate time. Ask: *Why are these words and phrases important?* Draw out that they signal *when* things are happening and they connect the story.

Working with a partner

Introduce Graphic Organiser 2: Then and now. Ask: *What are the two main time settings in this story?* Draw out that it is the present time and nearly five years ago, when the earthquake struck. Discuss: *How has Sammy's life changed since the earthquake? How has Haiti changed?* Students complete the graphic organiser in pairs.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why did Daniel and Sammy have a strong connection?* (Inferential) *What can people learn about solar power from the Haiti disaster?* (Synthesising) *Do you think basing a story on actual events makes it better? Why?* (Critical) Invite students to ask their own questions.

Vocabulary reflection

★ Refer to the group list of time connectives. Have pairs of students take turns using a phrase in a sentence.

Strategy reflection

Ask: *Why is it important for a writer to use words and phrases that signal when and where the story is happening?*

Synthesising: Talk about the pair

Have students reflect on what they have learnt by reading *Clean Energy* and *Surviving the Earthquake*.
Ask: *What have you learnt about clean energy? What have you learnt about solar power?*

Discuss: *What are the positives of using solar power? What isn't so good about it? What do you find interesting?*

Have students complete the PMI (Plus, Minus, Interesting) chart below about using solar power.
Have students share their completed PMI charts with a partner before discussing them as a group.

Name: _____

Solar power		
Plus	Minus	Interesting

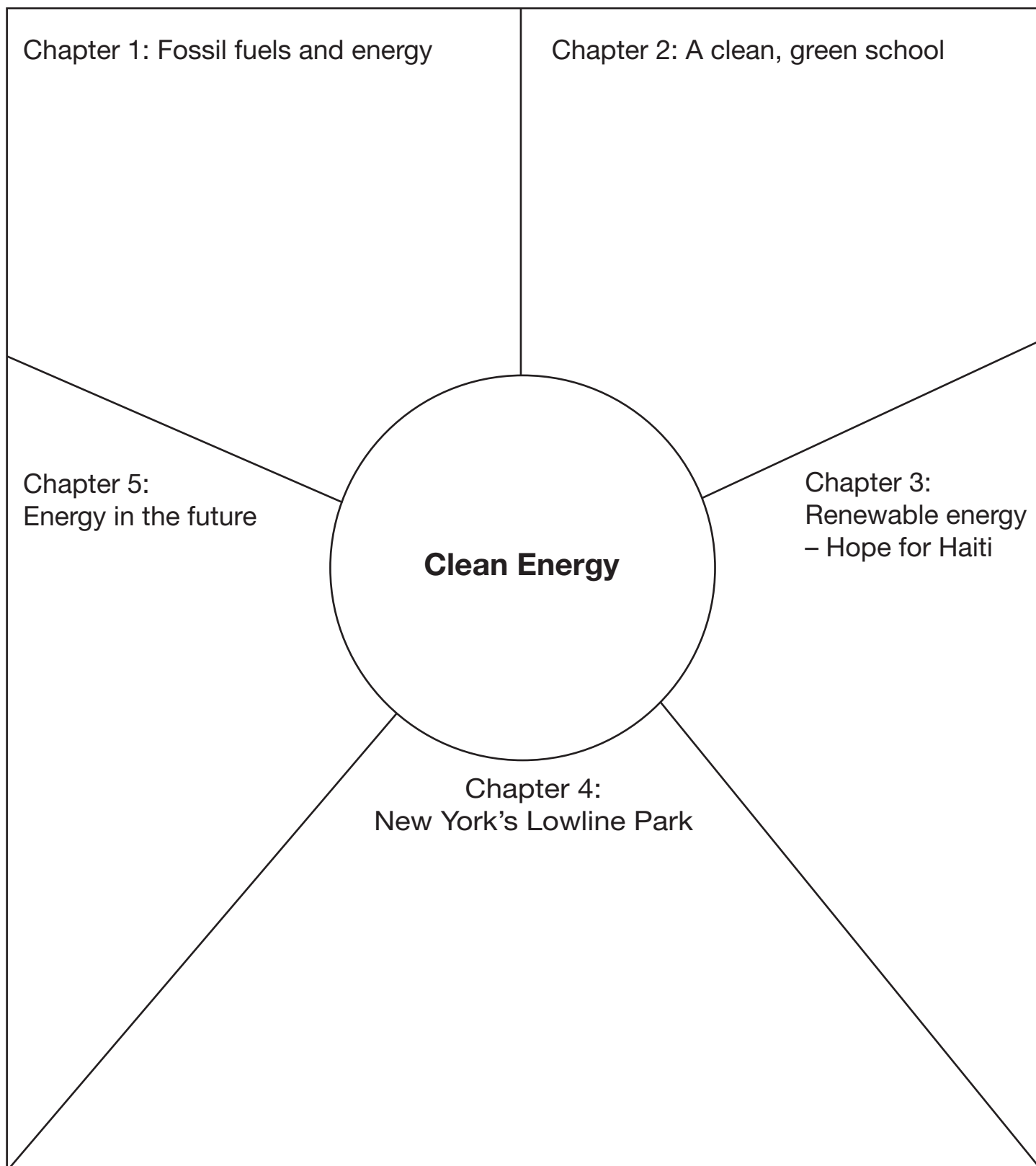
Assessment

Can students use information they have gathered to form their own opinions about a topic?

Graphic Organiser 1: Questions about energy

Name: _____

Reflect on *Clean Energy*. For each chapter, write a question about what you want to know more about. Share your questions with a partner.



Graphic Organiser 2: Then and now

Name/s: _____

In *Surviving the Earthquake*, the author changes time settings from the present to five years ago, and then back again to the present time.

Record how things were for Sammy and for Haiti just after the earthquake and how they are now. Talk with a partner about the changes you notice.

	Five years ago	Now
Sammy		
Haiti		

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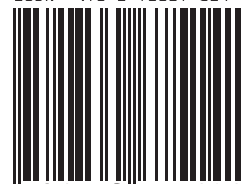
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