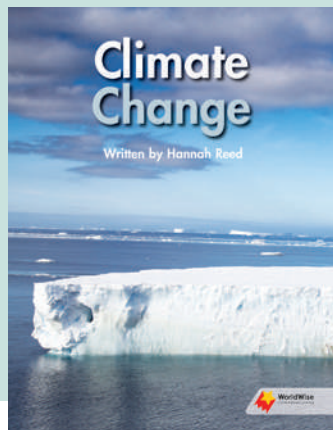


Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level V**



Climate Change explains that although the Earth's climate is always changing, scientific research shows that in the last 100 years the Earth's average temperature has become warmer. This warming is thought to be affecting our climate.

Informative text types:
Explanation/Report

Science Curriculum links

Australia

- **ESS (ACSSU078)** The role of the sun as a provider of energy for the Earth
- **SS01.8** Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts
- **NDS (ACSHE081)** Science provides the basis for decision-making in many areas of society and that these decisions can impact on the Earth system

New Zealand

- **LW:** The impact of natural events and human actions on an ecosystem
- **LW:** The importance of variation within a changing environment
- **NS:** Scientists' investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument

Key concepts

- The diverse range of living things have complex and fragile relationships with each other and the environment
- Earth's climate is continually changing
- Scientists measure change and predict trends
- Global warming is the biggest challenge of this century
- Actions can be taken to reduce CO₂ levels in the atmosphere

Content vocabulary

atmosphere, carbon dioxide, carbon footprint, climate, cyclone, deforestation, endangered, energy, exposure, extinct, fossil fuels, geothermal, glaciers, global warming, greenhouse gas, habitats, ice caps, industries, polyps, retreating, species, United Nations

Text features

- Diagrams, graphs, maps, illustrations, sidebars, tables, text boxes, time line, captions, glossary

Reading strategy

- Asking and answering questions

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Climate Change*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about how the earth is warming. What have you read, heard or seen? What connections are you making? What questions do you have?* 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 climate change?* Students work with a partner and record their words on sticky notes. Say: *When you are finished, group the words in some way. Talk about why you have organised the words in this way.*

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: *Thinking about any questions you have on topic before and during reading can help you to understand what you read at a deeper level. It helps you to focus your thinking while you read and to look for answers to your questions. As you read this book, practise posing and finding answers to questions about climate change. Write your questions in the Graphic Organiser using the starter question words provided.*

Reading with teacher support

Say: *Read chapters 1 and 2 to yourselves. As you read, keep your questions in mind. Write down any answers that you find in your Graphic Organiser. Add new questions that these chapters raise for you.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What questions do you have about the harmful gases that are being released into the atmosphere?* 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 3 and 4 independently. Say: *As you read, use the same process we used with chapters 1 and 2. Read the chapters to yourself. Review your questions; if you think of any new questions, add them to your Graphic Organiser, then meet with your partner to discuss your findings.*

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 climate change? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What questions do you have about how scientists keep track of the earth's climate?* Invite the students to talk about their understandings. Have the students read chapters 4, 5 and the conclusion to themselves. Say: *Now add any new questions and your answers 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 with the group.*

Reflecting on the reading strategy

Ask: *How did asking and answering questions deepen your understanding about climate change? What can you do about your wonderings or questions that have not been answered either by the book or through our group discussion?*

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 is climate change? What causes climate change? (Inferential)

Why is climate change a problem? What can we do about it? What should governments be doing about climate change? What might happen if climate change is not managed well? (Synthesising)

What does the author think about climate change? Do you agree with her? What other points of view are there about climate change? Why should we be interested in climate change? (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 a short (no longer than one minute) talk about climate change. It should include important information about the topic. Have the students present their talks to the group.

Vocabulary

Have students think about words that are used in relation to climate change that evoke emotions e.g. “catastrophe”, “irreversible”. Have the students list these words and discuss how they can be used to convince people of particular points of view.

Visual literacy

Have students look at the diagram on page 7. Discuss the features of this diagram and how they convey information. Focus on the role of the arrows and how they relate to the written text to increase the reader’s knowledge about the greenhouse effect.

Writing

Have the students write a report about climate change using the prompt: *Climate change – what you need to know, what you need to do*. Provide the students with a template detailing how to plan and write a report. Remind them to refer to the graphic devices used in *Climate Change* as a model for how they might present their writing.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____

 **Hint:** The verbs *is*, *are*, *has* and *have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Download the template at

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Say: *Think about the questions that a reader might have. What does your reader need to know?* Encourage the students to talk about their ideas with a partner, then write their report. Say: *You may need to do further research to expand your answers or to answer any questions that the book did not.*

Alternatively, the students could choose to create a poster showing the who, what, when, why, and how of climate change.

Graphic Organiser: Questions and answers

Name/s: _____

Asking and finding answers to questions about climate change

My questions	Answers	Where found
What...?		
Why...?		
Who...?		
Where...?		
How...?		
When...?		

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