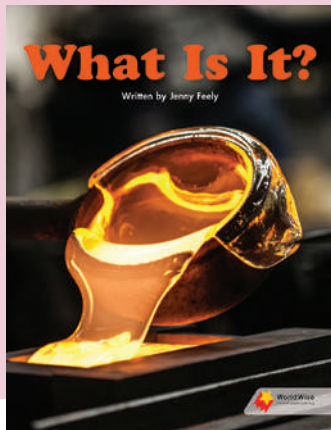


Lesson Plan

**Fluent
reading stage
Levels 23–24**



What Is It? is a question and answer book that describes the characteristics of materials used to make everyday objects and asks the reader to determine what that material is. It then explores how these characteristics relate to the specific ways in which each material is used.

Informative text types:
Report/Description

Science Curriculum links

Australia

- **CS (ACSSUO31)** Different materials can be combined for a particular purpose
- **DTKU (ACTDEK004)** Explore the characteristics and properties of materials and components that are used to produce designed solutions

New Zealand

- **MW:** Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials
- **TK:** Understand the relationship between the materials used and their performance properties in technological properties

Key concepts

- All materials are made from substances found in the natural world.
- Materials have characteristics that relate to the way they are used.

Content vocabulary

chemicals, flexible, glass, iron ore, magnets, materials, moulds, paper, plastic, pulp, rice paper, rust, steel, steel wool, threads, wood chips

Text features

- Chapters with headings and sub-headings
- Question and answer format
- Text boxes
- Glossary and index

Reading strategy

- Making connections

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *Can you tell me what this book is made from? What is special about paper that makes it good for making books? What about other things in the room? What are they made from? Why are these materials good for making ... (tables, windows, etc.)?* Invite students to discuss their ideas with a partner.

Provide each student with a copy of *What Is It?* Say: *This book gives information about what different materials are made from. It also explains what each material can do and why this makes it good for producing particular objects.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *This is a puzzle book. It poses a puzzle and asks you if you know what the material is. Then you turn the page to see if you are right. To solve the puzzle, you need to use the reading strategy of thinking about things you already know and connecting these things to what you are reading.* Have students read the first sentence on page 4. Ask: *What do you know already that you can connect to this piece of information? What things can be made from trees?* Read the next sentence together. Ask: *What connections can you make now? What things do you already know about that are made from trees and are white?* Say: *As you read this book, keep looking for places to make connections to things you already know.*

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What things do you know are made from plants?*

Have students read chapter 1 independently. Say: *As you read, remember to think about any connections you can make with what you know and what the book is telling you. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What material is made from plants? How is paper made? What is it used for? Why is paper good for making these things?* Discuss as a whole group.

Have students read chapters 2 and 3 independently.

Ask: *What is sand used to make? How is glass made? What sorts of things are made from glass? Why is it a good material for these things? What have you learnt about things made from rocks?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 4 and the conclusion independently. Say: *As you read, remember to think about any connections you can make between what you already know and what you read.*

Bringing it all together

Ask: *What have you learnt about the materials in the book? How does a material's properties affect what it is used for? What did you already know about the materials in the book? Were any ideas new or unexpected?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *How did looking out for any connections you could make help you?* Discuss as a whole group.

Students could complete the Blackline Master about each material.

Reflecting on the reading strategy

With a partner, have students reflect on the ways that making connections helped them to understand the book better. Ask: *What connections did you make as you read? What questions did you ask yourself as you were reading? How did this help you to understand the book better?* Invite pairs to share their ideas.

Ask: *What does "making connections" mean? What do you need to pay attention to while you read to help you use this reading strategy?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Students could take turns to play a question and answer game with a partner. One student gives clues about an item in the room while the other tries to work out the answer. Say: *Think about what you have read in the book. What is the object made from? What can the material do that makes it the right choice for the object? For example, does it let light through?* Encourage students to use the sentence structure in the book.

Vocabulary

Have the students consider the words in the book that show action (verbs). Have students turn to page 4. Ask: *Can you find any words that show what action is done to the material?* List the students' suggestions (such as *cooked* and *coated*) on a chart. Say: *Words that show an action – something that you can do – are called verbs.* Have the students look for other verbs in the book and list these on the chart.

Visual literacy

Say: *In this book, a lot of the information about what each material looks like is in the pictures.* Have the students turn to pages 8 and 9. Ask: *What is happening in the picture on page 9? What clues can you find in the text to help you understand the picture?* Point out the second paragraph on page 8. Ask: *What does this tell you about the picture on page 9?*

Writing

Have students write a report about a material used in everyday objects. Provide the students with a template detailing the structure and elements of a report.

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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WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Reread information in the book about the material you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the material you are writing about and what information you will include.*

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Introduce the material, describe its properties and say what it is used to make. Explain why the material is a good choice for these objects.*

Blackline Master: Materials PMI chart

Name/s: _____

Fill in the PMI chart for each material.

Material	Plus	Minus	Interesting
Paper			
Glass			
Steel			
Plastic			

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