

Lesson Plans

Fluent Plus
reading stage

Level 30



Under the Ice tells of the first submarine voyage under the Arctic ice and the difficulties that were overcome.

Running words: 1068

Text type: Factual recount



In *Professor Valdor and the Giant Laser*, secret agents Roxby and Crispo race to stop the evil Professor Valdor from using her giant laser to melt the Arctic ice and flood the world.

Running words: 1531

Text type: Narrative

Content vocabulary

Arctic ballast tanks communication equipment compass diving rudders depths expedition gauge ice drill jagged magnetic mayday mission Nautilus navigate North Pole plummeted pod pressure recharge remote control robotic arm shortwave radio submerge

Phonics

- Identifying the /sh/ sound as in *mission*
- Identifying the long /a/ sound as in *gauge*

Text features

Under the Ice

- Contents page, chapter headings
- Captioned photographs; timeline

Professor Valdor and the Giant Laser

- Third-person narrative with dialogue
- Contents page, chapter headings

Reading strategies

- Recognising language that links sentence parts
- Using knowledge of characters to predict plot development

ELL support	Key concepts	Curriculum link
• Historical information is supported by labelled photographs. • A timeline and map link the events. • Humorous illustrations support the story.	• Exploration requires ingenuity and courage. • Exploring is often dangerous and difficult.	• Science: Biological sciences • Science

Lesson 1 Under the Ice



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Students could offer ideas about the Arctic. Ask: *What is it like? How do we know this?* List students' responses on a chart.

Ask: *What do you think it would have been like for the people who first explored the Arctic? What difficulties and dangers would they have had to deal with? What might it be like to go under the ice in a submarine?*

★ Support students by showing them where the Arctic is on a map or a globe. Say: *It is extremely cold in the Arctic. It is a land of snow and ice.*

Vocabulary building

★ Say: *Can you tell me some words that you might come across in a book about the first submarine voyage under the Arctic ice?* List words in categories with the headings *Submarine*, *Arctic* and *Exploring*. Ask each student to turn and talk to a partner and to use a few of the listed words in sentences.

Introducing the book

Give each student a copy of *Under the Ice*. Direct students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about the book?*

Read the prologue to the students. Say: *This submarine was saved because its crew used information gathered by the crew of a submarine more than 20 years before them. This book tells us the story of this expedition.*

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. On page 6, ask: *When could the expedition take place? Which part of the first sentence tells you this?* Talk about how looking out for linking words such as *because* can help with understanding the text.

After reading

Talking about the book

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

What happened the first time the Nautilus went under the water? Why did the Nautilus have to complete the mission in the summer? (Literal)

Why was the crew nervous when the Nautilus was trying to get out from under the ice? What could have gone wrong? (Inferential)

Why was Sir Hubert Wilkins's expedition so dangerous? (Synthesising)

What do you think of Sir Hubert Wilkins? Should he have kept going with his mission after all the things that went wrong? What would you have done? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *Did you notice any sentences that had words such as because, after and as? How did these words help you to understand the meaning of the sentences?* Have the students look in the book for other sentences with subordinate clauses that use conjunctions. Discuss how these words are important for comprehension.

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

Have the students read chapters of the book aloud in pairs. Students could give each other feedback about the pace and clarity of their reading.

Word work

Phonics

Have the students turn to the contents page. Ask: *Can you point out the words in the chapter headings that have the /sh/ sound in them?* List these words (*mission, shaky*) on a chart. Ask: *Which letters represent the sound in each word? Which spelling surprised you?* Have students look for other words in which /sh/ is represented with uncommon spelling (e.g. *ocean, pressure, sure, vicious*).

Exploring words

Refer to the word list created in the Vocabulary building section. Ask: *Which of these words were in the book? Which words could we add under each category?* Have each student select a word from the list and use it in a sentence. Talk about other uses and meanings of some words, e.g. *surface* as a noun – *the surface was smooth*; as a verb – *the diver surfaced*; as an adjective – *the surface water*.

Writing

★ Support students by listing the type of facts that might be in a newspaper report about Wilkins and his expedition. Students could then write a newspaper report using the facts as a guide.

Ask: *What is your opinion of the first voyage under the Arctic ice? What do you think people would have thought about Wilkins and his crew at that time?* Have students write a newspaper report that could have been published upon the return of Wilkins and his crew.

Sharing and presenting

Have students share the newspaper articles they have written. Discuss the different points of view evident in each article. Ask: *What is ____'s point of view? How does he/she get this across in the article?*



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever read a story about secret agents? What kind of things do they do? What special equipment might they have?* Allow students to discuss stories they have read in this genre. You may like to refer to *Dr Zardos and the Mind Stone* (Flying Start, Fluent Stage, Level 23) if students have read it previously.

★ Support students by explaining what a secret agent does and what a story about a secret mission might be like. Say: *A secret agent is a person who solves mysteries and battles against evil to keep the world safe. Secret agent stories are about good versus evil. Secret agents often have amazing equipment to help them complete their secret missions.*

Vocabulary building

★ Ask: *Can you think of some words that you might read in a book about secret agents?* List the students' suggestions on a chart. Ask students to use these words in sentences.

Introducing the book

Give each student a copy of *Professor Valdor and the Giant Laser*. Direct students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book?*

Support students by giving them an overview of the story. Say: *In this story, two secret agents are asked to save the world from the evil Professor Valdor who is going to melt the ice in the Arctic and flood the world.*

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. At the end of page 7, ask: *What kind of person is Professor Valdor? What would she be prepared to do? How does knowing about a character's personality and characteristics help you to predict the next part of the text?*

After reading

Talking about the book

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

What was Professor Valdor doing with the giant laser? What did she want the secret agency to give her? (Literal)

Why had Valdor begun to melt the Arctic ice? Why was it Roxby and Crispo's "most dangerous mission"? (Inferential)

Can you give me three words to describe each of these characters: Roxby, Crispo and Valdor? (Synthesising)

Could such a story really take place? Why do you think that? What things about this story tell you that it is an adventure story? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *How did thinking about the characters and their personalities help you to determine what might happen in the story and to understand the plot?* Allow time for students to discuss each character.

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

Have the students work in small groups to practise and perform a readers' theatre of the book.

Word work

Phonics

Have the students turn to page 20. Point out the word *gauge*. Write the word on a chart and say: *This word has an uncommon spelling of the long /a/ sound*. Have students identify the letters that represent the sound ("au"). Ask: *What other unusual ways can the long /a/ sound be represented?* (e.g. *vein, eight, they, sleigh, straight, fete*) Have students make a list.

Exploring words

Write the word *appeared*. Say: *Can you give me an example of something that could possibly appear in our classroom?* Have the students turn to page 7. Say: *The opposite of appear is on this page. What is it?* Explore the use of the prefix "dis" to indicate "not" (e.g. *discontinue, disappoint, disjoined*).

Writing

★ Ask students to take turns retelling the story of Professor Valdor and the Giant Laser to a partner. Students could use words and pictures to create a story map that retells the story.

Have the students list adjectives that could describe another evil character that Roxby and Crispo might have to battle.

Ask: *What might be the motives of such a character? What might the character want to get? What might he or she be prepared to do?*

Students could use these ideas and the words listed to write a further adventure for the secret agents.

Sharing and presenting

Have students share their stories in a small group.

Talk about the pair

Ask: *What did you learn about submarines by reading these two books? Could a submarine really change colour like the one in Professor Valdor and the Giant Laser? What did you*

learn about the Arctic ice? Which book told you that? What do you think about exploration in such places? Have students complete the Blackline master to collate their ideas.

Blackline master

Going to the Arctic

Reread *Under the Ice* and *Professor Valdor and the Giant Laser*. Use the information in each book to complete the table.

	What I found out in <i>Under the Ice</i>	What I found out in <i>Professor Valdor and the Giant Laser</i>	Questions I still have
Submarines			
The Arctic ice			
Explorers			

Assessment

Is the student able to identify key information in a non-fiction text?

Can the student synthesise information to make general statements about the information in a book?

Activity card

Design a submarine



Use the information and ideas in *Under the Ice* and *Professor Valdor and the Giant Laser* to design a submarine that is able to stay permanently under the Arctic ice. Label the features of the submarine and explain what each part does and why it is important.

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Developed by Eleanor Curtain Publishing
Text: Jenny Feely
Consultants: Susan Hill and Jenny Feely
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong
Distributed in Australia & New Zealand by Lioncrest Education
Phone: +61 2 4991 2874 email: info@lioncrest.com.au
www.lioncrest.com.au
Distributed in Ireland by Carroll Education
Phone: +353 1 413 7230 email: info@carrolleducation.ie
www.carrolleducation.ie/ecom
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN 978-1-74320-179-4



9 781743 201794