



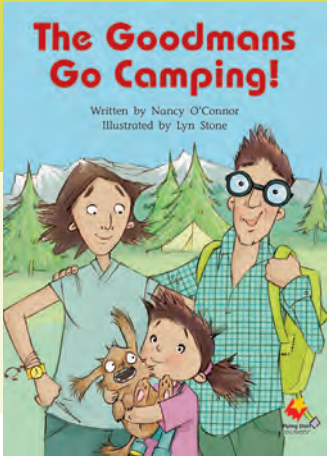
Lesson Plans



Working in the Wild describes the roles of three park rangers who work in three very different national parks.

Running words: 1,368

Text type: Report



The Goodman family always follows the rules. But when they break one, tiny little rule there is a big, smelly consequence!

Running words: 1,687

Text type: Narrative

Content vocabulary

beached crevices campsite data environment glaciers granite huskies monitor musher national parks natural resources park ranger patrol poachers pristine protect qualification reservation skunk

Phonics

- Exploring the word part “tion” as in *national* and *protection*
- Exploring “ight” and “ite” as in *light* and *campsite*

Text structures and features

Working in the Wild

- Chapters with headings and sub-headings
- Index and glossary

The Goodmans Go Camping!

- Chapters with headings
- Third-person narrative with dialogue
- A note from the author

Reading strategies

- Recognising language that links sentence parts
- Self-correcting to maintain the meaning of the text

ELL support	Key concepts	Curriculum link
• Photographs and illustrations support the text. • The glossary explains specialised words. • Headings and subheadings signal content. • Signs in the illustrations give extra information.	• Park rangers work in national parks to protect wildlife and to keep visitors safe. • Park rangers have specific roles, depending upon the type of national park they work at. • People must follow rules when visiting national parks.	• Civics: Roles and responsibilities

Lesson 1 Working in the Wild



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you been to a national park? What was it like?* Provide time for students to share their experiences with the group.

★ Say: *A national park is a place that is protected so that people can visit it and see beautiful or interesting things. Many national parks are wilderness areas such as forests. Park rangers work at parks and make sure they are protected.*

Vocabulary building

★ Say: *We are going to read a book about park rangers and the work they do. What words might be in the book?* Have students talk with a partner and then share their ideas with the group. Record the words on a chart and discuss the meaning of each word.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *What can you tell about the structure of the book by reading the chapter headings and subheadings?*

Have students prepare for reading by thinking and talking about the book. Ask: *What things might the three park rangers have in common? How might they be different?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. For example, on page 10 you could say: *The last sentence is long because it's made up of two parts. Can you work out which word joins the two parts together?* Guide the students in identifying the word *since*. Repeat where appropriate with other linking words.

After reading

Talking about the book

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

Why are dog sleds used in Denali National Park? Why do scientists study turtles on Raine Island? (Literal)

What things do all three national parks have in common? Why do we need national parks? (Inferential)

What sort of qualities would a person need to become a park ranger? (Synthesising)

Why might the author have chosen to focus on these three park rangers? Would all park ranger jobs be exciting and interesting? Why do you think this? (Critical)

Have students show what they have learnt by filling in the Blackline master *Working in national parks*.

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *Knowing the word that links two parts of a sentence helps you to understand the meaning of the sentence and read it with expression.*

Returning to the book

Provide multiple opportunities for 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

In groups of three, students each read aloud one chapter. Have them focus on reading with fluency. Say: *As you read aloud to the group, ensure that your voice is clear and smooth, like you are speaking.*

Word work

Phonics

Write the words *national park* on a chart, highlighting the word part “tion”. Ask: *What sounds do you hear in this word?* Have pairs of students browse through the book to find other words with “tion” (e.g. *conditions*, *qualification*, *information*, *destination*). Ask: *What other words do you know of with the word part “tion?”*

Exploring words

Ask: *What things do the park rangers in this book do?* Use students’ responses to record ideas, ensuring that each begins with a verb. For example, *collect* data, *monitor* glaciers, *protect* turtles, *drive* the dog sled, etc. Say: *These words tell us what the rangers do – they are called “verbs”.*

Writing

Ask: *If you could visit just one of these national parks, which one would it be and why?* Discuss as a group.

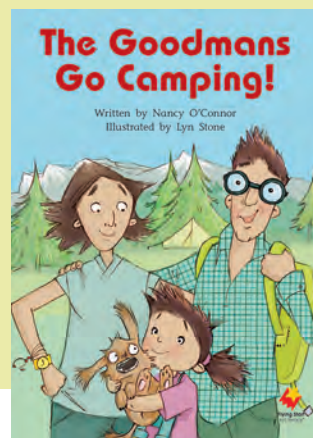
★ Say: *I am going to write about my opinion on which park I would most like to visit and why I feel this way.* On a large chart, model writing an opinion piece about your preferred national park. Talk aloud as you write, to demonstrate your thinking.

Ask: *Would you like to be a park ranger? Why?* Encourage students to share their opinions. Have students write an opinion piece about this. Say: *Start by stating your opinion on whether you would or wouldn’t like to be a park ranger, and then support your opinion with reasons.*

Sharing and presenting

Have students share their opinion pieces in a small group.

Lesson 2 The Goodmans Go Camping!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you been camping? Where did you go? What happened on your camping trip?* Provide time for students to share their personal experiences.

★ Say: *Sometimes, there are places in national parks where people can camp in tents. These campers must follow rules when they stay in the park, so that the wildlife is protected.*

Vocabulary building

★ Write the words *rules*, *campground*, *reservation*, *park ranger* and *campsite* on a chart. Discuss the meaning of the words. Have students take turns saying sentences with two or more of these words in them to a partner.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Say: *The story is about the Goodman family. Where do they go? What might happen in chapter 4?*

Have students prepare for reading by thinking and talking about the book. Say: *National parks have rules. What rules might Yellowstone National Park have?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. For example, if the student does not independently self-correct when the meaning of the text is lost, say: *Reread that sentence and think about whether it makes sense or not.*

After reading

Talking about the book

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

Where did the Goodmans go camping? Why did the ranger tell the Goodmans to cover themselves in tomato juice? (Literal)

Why did the skunk go inside the Goodmans' tent? Why did Cassie get embarrassed when her dad made the Goodman joke? (Inferential)

Why do national parks have rules? Why are visitors to the park not allowed to feed the animals? (Synthesising)

Do all families enjoy going on camping holidays? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I noticed that when you were reading you stopped and reread when a sentence didn't make sense. That shows that you read to make meaning. Well done!*

Returning to the book

Provide multiple opportunities for 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 students in small groups read the book in parts: a narrator, Dad, Mum, Cassie and the ranger. Say: *When you read dialogue, try to make your voice sound the way the character would speak if they were saying those words.*

Word work

Phonics

Write the words *light* and *campsite* on a chart. Ask: *What sounds do you hear in these words? What is similar about the way these words sound?* Discuss and draw out that they both end in the same sound. Ask: *What other words end in "ight" or "ite"?* Record on the chart.

Exploring words

Write the following words on a chart: *nightmare, campground, speed limit, park ranger*. Ask: *How are these words similar? How are they different?* Discuss and draw out that they are compound words, and some are open and some are closed. Have pairs of students find other compound words in the book.

Writing

★ Model writing about a camping trip (real or imagined). Write in front of the students on a large chart. Talk aloud as you write, to demonstrate the decisions you make as a writer. Invite students to write words or sentences with you on the chart.

Have students write a recount about a camping trip or holiday they have been on. Alternatively, students could write another fictional story with the Goodman family as the main characters. Have students talk with a partner about their ideas before they begin to write.

Sharing and presenting

Compile students' recounts and/or stories into a class book and read it aloud to the group.

Talk about the pair

Ask: *What things do all national parks have in common? In what ways can they be different?* Use students' ideas to record answers on a T-chart with headings, "How national parks

are the same" and "How national parks can be different". Students can work further on the books by completing the Activity card.

Blackline master

Working in national parks

Use *Working in the Wild* to help you fill in the data chart.

National park	Description Where is it? What is the climate? What would you see there? What wildlife lives there?	Roles of the park ranger What different things does the ranger do? Why do they do this?
Denali National Park		
Raine Island National Park		
Abel Tasman National Park		

Assessment

Can the student recall specific information from a text?

Can the student summarise information?

Activity card

National park memory game



1. Cut out all the cards. Place them face down in front of you and your partner.
2. Take turns to turn over two cards. If they match, keep the pair. If they don't match, return them to the array.
3. The winner is the player with the most pairs after all cards are matched.

Denali National Park is in Alaska.		Raine Island National Park is famous for green sea turtles.	
Camping at Abel Tasman National Park		Park Ranger Jen Raffaelli at Denali National Park is in charge of the team of sled dogs.	
A green sea turtle is tagged.		Park rangers at Raine Island National Park work to ...	... protect turtles.
Walking track at Abel Tasman National Park		Kayaks at Abel Tasman National Park	

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