

Lesson Plan

Advanced Fluent
Upper Primary
reading stage
Level T



Sharing the Environment explores how the needs of people are often in conflict with the needs of animals living in their natural habitat.

Informative text types:
Recount/Report

Science Curriculum links

Australia

- **SS01.2** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing
- **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
- **UIS (ACSHE083)** Scientific knowledge is used to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects

New Zealand

- **LW:** The impact of natural events and human actions on an ecosystem
- **LW:** The importance of variation within a changing environment

Key concepts

- Human activity has impacted severely on some animal habitats
- Living things depend on each other and the environment
- Many individuals, groups and organisations have developed environments to save animals from extinction

Content vocabulary

captive breeding, captivity, conservation, coral reefs, ecosystem, ecotourism, endangered, erodes, extinct, habitat, hatchlings, irrigation, larvae, lobbied, mammals, mangrove forests, marine, nature reserves, pelts, pesticides, population, predators, prey, reforesting, refuges, sanctuaries, species, territory, vegetation, vulnerable, World Heritage sites

Text features

- Labelled diagram, maps, poster, newspaper report, personal recounts, table, text boxes, sidebars, glossary

Reading strategy

- Identifying the author's perspective

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Sharing the Environment*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about the environment. What impact do people have on the environment? What connections are you making?* 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 environment loss and the impact on animals?* Have students work with a partner and record their words on sticky notes. Say: *When you are finished, add your notes to our group chart.*

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: *The type of language the author uses gives us hints on the author's opinion, view or perspective on an issue. What do you think is the author's view on the loss of habitat? How do you know this?* Through discussion with the students, highlight words and phrases that indicate the author's perspective, e.g. *it is important ...*, *people have destroyed ...*, *people need to protect ...*

Reading with teacher support

Say: *Read chapters 1 and 2 to yourselves. As you read, think about what message the author wants to get across.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *How does what you read match with what you already knew? What is the author's perspective? What language does the author use that gives clues about this perspective?* 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 ask students to 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 chapter 3 independently. Say: *As you read, use the same process we used for chapters 1 and 2. Read the chapter to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss what you recorded about the author's perspective.*

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 the challenges facing forest habitats? What is your perspective? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information do you have about the issue of human impact on the environment?* Invite the students to talk about their understandings. Have the students read chapters 4 and 5 to themselves. Say: *Now add your thinking about the author's perspective 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

Encourage the students to talk about what they did to help themselves as readers. Ask: *Why is it important to be aware of an author's perspective? What clues, intentional or not, do we need to be aware of?*

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.

How are the plights of pandas and lemurs similar? How are they different? How have people impacted on animals? Think about both positive and negative impacts. (Inferential)

Do you think it is important to know which animals are endangered? Why? How does reading this book make you feel? What actions could you take? (Synthesising)

The author suggests that a balance needs to be found between people's needs and the needs of animals. Do you think this is possible? What might make this difficult? What does the author believe about animal conservation? Why do you think this? Do you agree or disagree with her stance? Why? (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 write and deliver a two-minute talk entitled: *Animals must be saved from extinction*. Encourage students to use facts and emotive language to support their opinion.

Alternatively, students could choose one animal to talk about that illustrates the problem of habitat destruction.

Vocabulary

On small cards, have students list five words related specifically to each of the three habitats discussed in the book (forest habitats, grassland habitats, and coastal and marine habitats). Students give their 15 word cards to a partner who must sort them into three groups according to the habitat each word relates to.

Visual literacy

Have students use images and music to create a slide show about endangered animals.

Writing

Have the students write an explanation, using the prompt: *Why the _____ [animal name] is endangered*. Provide the students with a template detailing how to plan and write an explanation. Remind them to write about the degree of risk this animal is at, and explain the reasons why this animal is endangered.

Planning to write an explanation

Name: _____

Getting started

What is my topic? _____

What do I want to explain? _____

Who am I writing for? _____

Where will I find information? _____

Planning my explanation

1. General statement

What am I explaining? _____

2. Explanation of the process

First _____

Next _____

Then _____

Finally _____

 **Hint:** Explanations tell *how* and *why* things happen. They use words like *as*, *because* and *result*. They use phrases that describe time.

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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Say: *Choose an animal that is endangered to write about*. Students may like to access “The Red List” for ideas (as discussed on page 6). Encourage the students to talk about their ideas with a partner, before writing. Say: *You will need to research your chosen animal, then write your explanation*.

Alternatively, the students could choose to write a report that gives basic information about the endangered animal.

Graphic Organiser: From the author's perspective ...

Name/s: _____

Issue	What is the author's view?	What makes you think this? List examples of the use of facts, statistics, strong, emotive language and images etc.
Loss of forest habitats		
Loss of grassland habitats		
Loss of coastal and marine habitats		

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Eleanor Curtain Publishing

Text: Kerrie Shanahan, Jenny Feely
Consultants: Linda Hoyt, Lyn Reggett
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