

Lesson Plans

Advanced Fluent
reading stage

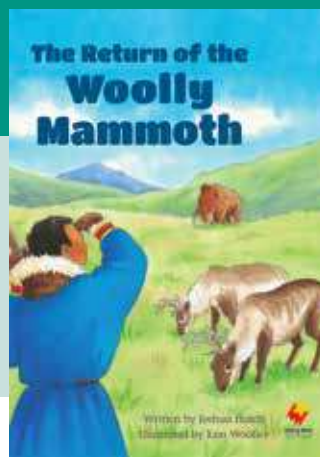
Level V



Some scientists think they have discovered a way to bring back extinct species. And if they have, is de-extinction a good idea?

Running words: 1789

Text type: Report



A Siberian herder ventures into the wild and stumbles upon a frozen woolly mammoth. When scientists learn of the preserved creature, they wonder if they could rescue DNA and recreate the lost species.

Running words: 2655

Text type: Narrative

Content vocabulary

botanist cells clone conserve
de-extinction dinosaur DNA
embryo extinct fertilisation genes
genetic engineering genetically
Maui mountain hibiscus molecule
moral offspring organism pollinated
predators preserved pterodactyls
reproduce species surrogate theory
woolly mammoth

Literary language

Proper nouns: Earth February January Jelena
Mammoth Museum May Neda Prisha Siberia
Siberian Templeton

Concrete nouns: colleagues DNA dung
embryo potbelly stove reindeer herd species
specimen tundra woolly mammoth

Abstract verbs: caused disappeared ensure
felt noticed panicked realised sensed
thought wished

Reading strategies

Back from Extinction

- Identifying important ideas

The Return of the Woolly Mammoth

- Identifying the language the author uses to describe the setting (time and place)

Curriculum links

Back from Extinction

- Science: Biological sciences
- Science : The use and influence of Science

The Return of the Woolly Mammoth

- Science: Biological sciences
- Science : The use and influence of Science

Lesson Plan Back from Extinction



Key concepts

- **De-extinction is the science of bringing plants and animals back from extinction.**
- **There are lots of necessary factors in the success of de-extinction.**
- **There are a number of moral issues surrounding de-extinction.**

Before reading

Exploring vocabulary

Ask: *What extinct animals do you know of?* Discuss. Give each student a copy of *Back from Extinction*. Say: *This book is about bringing back extinct animals by a process called “de-extinction”. What words might be in this book?* Use students’ ideas to create a list on a chart.

★ Write the word “extinction” on a chart. Discuss, create a shared definition and write this on the chart, too. Say: *De-extinction is the opposite of extinction.* Talk about the meaning and write a shared definition for de-extinction on the chart.

Establishing the strategy focus

Say: *This report will help you to understand de-extinction and the issues surrounding it.*

Introduce the Very Important Point (VIP) strategy.

Say: *Information texts contain a lot of facts and details. As you read, think about what the most important information is, and make notes.*

During reading

Reading with teacher support

Read the introduction aloud. Ask: *Should scientists bring back extinct animals?* Discuss as a group.

Have students read Chapter 1 independently. Say: *As you read, think about what the most important points are.* As each student reads, monitor and support them where appropriate.

After reading, say: *Meet with your partner and talk about what the most important information is. Decide on the two or three most important VIPs and make notes about them.*

Repeat this process with Chapter 2.

Check for understanding

Ask: *How does de-extinction work? What are the main challenges?*

Have pairs talk about this and then share their thinking.

★ Support students by talking through the diagrams on pages 9 and 14–15.

★ These activities are also suitable for English Language Learners (ELL).

Working with a partner

Have students read Chapter 3 independently. Say: *As you read, think about what the most important points are.* Monitor and support them where appropriate. After reading, say: *With your partner, decide on the two or three most important points and make notes about them.*

Repeat this process with Chapter 4.

Quick write

Introduce Graphic Organiser 1: Very Important Points (VIPs). Say: *Refer to the book and your notes and talk with your partner to make a final decision on the two or three most important points for each chapter. Record these on your chart.*

Have students complete their graphic organisers and then share them in a small group.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking.

Why are some people against de-extinction? (Inferential)

What animal do you think should be brought back from extinction and why? (Synthesising)

What do you think is the author’s point of view on de-extinction? What makes you think this? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

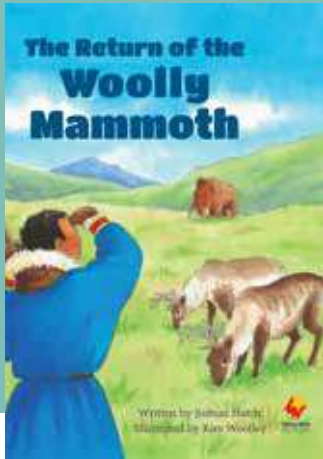
★ Ask: *What new words did you discover?* Discuss.

Have students turn to the glossary on page 31. Say: *Take turns giving clues about one of the words in the glossary. Without looking at the text, your partner must try to guess the word.*

Strategy reflection

Say: *When you read an information text, it is important to recognise the most important points.* Ask: *Did doing this help you to understand the text? How?* Discuss.

Lesson Plan The Return of the Woolly Mammoth



Key concepts

- A narrative can be set in a variety of places and times.
- Characters can have different views on an issue, and these can be related to their experiences and culture.

Before reading

Exploring vocabulary

Give each student a copy of *The Return of the Woolly Mammoth*. Say: *Parts of this story are set in the tundra of Siberia. Where is Siberia? What is tundra?* Draw out that Siberia is near the North Pole, and tundra is an extremely cold and treeless ecosystem. Ask: *What words might be used to describe this setting?* Discuss.

★ Show Siberia on a map. Say: *Extinct animals called “woolly mammoths” once lived here. How might they have survived?* Discuss.

Establishing the strategy focus

Say: *This story is set in different places and times. The author states this at the beginning of each chapter and also uses words related to each setting. Watch for these words as you read.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. Monitor and support them where appropriate. Ask: *What is the setting of this chapter? What was life like for the people who lived there?* Discuss as a group.

Ask: *What words and phrases are used to “paint a picture” of this setting?* Use students’ ideas to create a list on a chart. Read the last sentence on page 7 aloud. Ask: *How might this baby mammoth be “seen” again?* Discuss as a group.

Have students read Chapter 2 independently. Monitor and support them where appropriate.

Check for understanding

Ask: *Where and when is Chapter 2 set? How do the people in this chapter live?* Discuss.

★ Say: *Chapter 2 is set in Siberia in 2010. How are things similar to and different from the setting in Chapter 1?* Discuss as a group.

Working with a partner

Have pairs create a list of words and phrases from Chapter 2 that relate to the setting.

Reading with teacher support

Have students read Chapter 3. Say: *As you read, think about words and phrases related to the setting.* Monitor and support students as they read. After reading, pairs note words and phrases about the setting.

Have students read Chapter 4. Say: *The story returns to Siberia in 2010 and is set at the riverbed.* Have pairs list words related to this setting.

Check for understanding

Have students read Chapter 5 independently and then work in pairs to list words and phrases related to the setting. Monitor their work. Repeat this process with Chapter 6.

Working with a partner

Introduce Graphic Organiser 2: Setting – Time and place. Say: *Talk with your partner about the settings in this story. Use the book and your notes to fill in the chart.* Discuss as a group.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why does Neda think mammoths are still around?* (Inferential) *Do you think it was right to bring back a mammoth? Why?* (Synthesising) *Could this story really happen? Why?* (Critical) Invite students to ask their own questions.

Vocabulary reflection

★ Introduce abstract verbs from the book (e.g. *realised, sensed*). Say: *These words describe actions that cannot be seen.* Encourage students to use these words in sentences.

Strategy reflection

Say: *Noting the changes in the setting of a narrative can help you to follow what is happening.* Ask: *Did you enjoy reading a story that had different settings? Why?*

Synthesising: Talk about the pair

Say: *We have read the facts about bringing back extinct animals. We have also read a story based around de-extinction. What is your opinion on this topic?* Have students talk with a partner and then share their thinking with the group.

Ask: *What are the positive things about de-extinction? What are the negatives? What aspects do you find interesting?* Have students complete the PMI chart and then share them in small groups.

Name/s: _____

De-extinction

Plus

Minus

Interesting

Assessment

Can students see a topic from different perspectives, such as its positive, negative and interesting points?

Graphic Organiser 1: Very Important Points (VIPs)

Name/s: _____

Find the most important points as you read.

Chapter	Very Important Points
Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	

Graphic Organiser 2: Setting – Time and place

Name/s: _____

Setting		Words/phrases related to this setting
Ch. 1 Ancient hunters	Where?	
	When?	
	Who?	
Ch. 2 A mammoth find	Where?	
	When?	
	Who?	
Ch. 3 A dream come true	Where?	
	When?	
	Who?	
Ch. 4 The scientists arrive	Where?	
	When?	
	Who?	
Ch. 5 The final sequence	Where?	
	When?	
	Who?	
Ch. 6 Let sleeping mammoths lie	Where?	
	When?	
	Who?	

Flying Start to Literacy Lesson Plans *Back from Extinction / The Return of the Woolly Mammoth* © 2021 EC Licensing Pty Ltd.

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