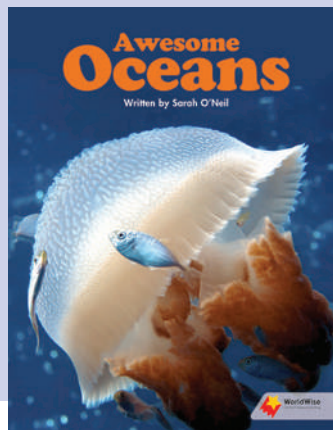


Lesson Plan

Advanced Fluent
reading stage
Level Q



Awesome Oceans explores facts about the oceans on our planet. It looks at the creatures that live in the oceans, where they live, how we are exploring our oceans, and how we are looking after our oceans.

Informative text types:

Report/Recount/Explanation/Discussion/Timeline

Science Curriculum links

Australia

- **BS (ACSSU73)** Living things depend on each other and the environment to survive
- **GS (ACHASSK090)** The use and management of natural resources and waste, and the different views on how to do this sustainably
- **SS01.4** World views recognise the dependence of living things on healthy ecosystems, and value diversity and social justice

New Zealand

- **LW:** The interdependence of living things in an ecosystem
- **PW:** The patterns associated with physical phenomena found in everyday situations involving movement, forces, electricity and magnetism, light, sound, waves and heat

Key concepts

- The oceans of the world are vital to all life on Earth
- Many animals live together in the ocean

Content vocabulary

baleen, bathyscaphe, bathysphere, camouflage, commercial fishing, drift net fishing, Earth Summit, habitat, immune, marine, oceanographer, predators, prosecute, recreational fishing, school, species, submersible, symbiotic relationship, terrain, trench, tsunami, water pressure

Text features

- Diagrams, experiments, flowcharts, maps, newspaper report, speech bubbles, tables, time line, text boxes, sidebars, glossary

Reading strategy

- Synthesising information from maps and charts

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Awesome Oceans*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about oceans. 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 oceans?* Have students work with a partner and have them record their words on small cards. Say: *When you are finished, sort the cards in groups using your own criteria.*

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: *Awesome Oceans has a range of text features.* Flip through the book and identify these features (e.g. photographs, diagrams, maps). Say: *It is helpful to understand why writers include different text features.* Have the students read pages 4 and 5. Ask: *How do the pictures and words provide meaning?* Say: *Informative texts often use a range of text features to give a more complete picture. As you read, focus on all of this information.*

Reading with teacher support

Say: *Read chapter 1 to yourselves. As you read, think about the information in the text and the information in the pictures and other text features. What role does each play in getting the information across? What do you need to think about to make sure that you get the whole of the information in the text?* Have the students work independently to read chapter 2. Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What is amazing about oceans?* 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 chapters 3, 4, and 5 independently. Say: *As you read, use the same process we used for chapters 1 and 2. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the text features you have found and what information they convey.*

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 ocean life? 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 sea animals? How do they depend on each other for food?* 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 information you have read and the text features the author used 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: *Can you find a place where you used both the written text and a text feature to help you understand the information?*

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.

Do you think that we can overfish the ocean? Discuss with a partner. How does World Oceans Day raise the profile of our oceans and their needs? What effect might this have? (Inferential)

What are other ways that we can harvest creatures from the ocean? Are there other areas of our environment that should be protected? (Synthesising)

What do you think the author's view is on World Oceans Day? Why do you think this? What did you learn about understanding information texts? What part do different text features play? How do they enhance the text? What do you need to do when reading such texts? (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

Write and perform your own news bulletin about awesome oceans. Include some facts that are new to you from the book *Awesome Oceans*.

Vocabulary

Have students work in pairs to create sentences that contain two or more words from the glossary (pages 30–31). Sentences can be read to other pairs.

Visual literacy

Have students consider the different opinions presented on pages 26 and 27. How is this read? Why is it used? Using this device, have students present two sides to the topic: *Recreational fishing should be banned*.

Writing

Have the students write a report about a marine environment, such as the deep ocean, rock pools or coral reefs, using the information in the book to support their own research. Provide the students with a template detailing how to plan and write a report. Remind them to provide the information in the clearest form using some or all of the text features they have investigated while reading *Awesome Oceans*.

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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Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Choose the most effective way to get your information across.*

Encourage the students to talk about their ideas with a partner, then write their report.

Alternatively, the students could choose to create a slide show retelling the information in the book in their own words.

Graphic Organiser: Information intention

Name/s: _____

Page	Text feature	Information conveyed by this text feature

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