

Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES

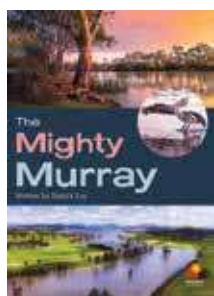


**How can we protect our rivers
when they are used by so many?**

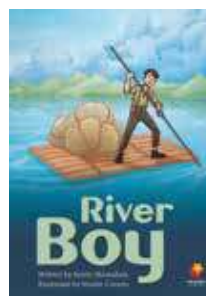
List of articles

- Who uses the river?
- It's my river!
- To dam or not to dam?
- The river protectors
- What killed the fish?

Paired connected texts



The Mighty Murray outlines the importance of the Murray–Darling River System for Indigenous Australian peoples, the environment and agriculture. Find out about this river system today and what we need to do to protect it.



In the early days of the paddleboat era, Charlie dreams of becoming a paddleboat pilot, like his elusive uncle. In his quest to follow his dream, Charlie gives up the familiar life he knows and embarks on an adventure.

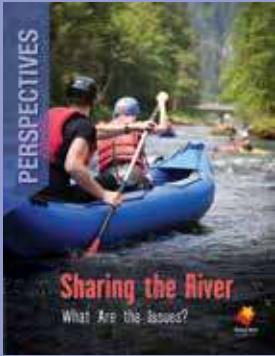
Content vocabulary

accessing act crops cultural degrading downstream engineering environment/al/alist environmental flow extinct Franklin River Gordon Dam guardians hydroelectricity irrigates legal rights Menindee Lakes Murray–Darling River Basin pollute/ants/tion recreational sacred spiritual stream unprecedented waterway Whanganui River

Key concepts

- Rivers are a precious natural resource that are vital for the survival of people and animals.
- People use rivers for a range of purposes and rivers must be protected.

PERSPECTIVES Sharing the River: What Are the Issues?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Sharing the River: What Are the Issues?* Turn to page 4 and read the introduction aloud. Say: *Work with a partner. Look closely at the images on pages 4 and 5 and talk about what you notice. Discuss the question posed: How can we protect our rivers when they are used by so many? Write down at least two of your comments and attach them to the images.*

Invite students to share their comments with the group.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic, and make a list of them.*

Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add these to the chart.

Independent partner work

Introduce the Graphic Organiser: Perspectives and opinions.

Say: *It is important to “wonder” together. Reflect on your initial feelings about how rivers are used and how they should be protected.*

Students work with their partner to record their initial opinion in the first box on the graphic organiser.

Thinking and talking circle

Bring the group together to share their ideas. Discuss the opinions students wrote about on their graphic organisers and record these on a chart. While the group discusses the issues, assess their prior knowledge and the content-specific vocabulary they use.

Say: *You will revisit your opinions after reading the articles in the book.*

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about how we share our rivers and how they can be protected. Each article attempts to persuade you to think about the issue in a particular way. Have students browse through the book.*

Say: *You are going to read the first three articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about rivers and the issues that surround them.*

Independent partner work

Students read “Who uses the river?,” “It’s my river!” and “To dam or not to dam?” to themselves, making notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Students come together as a group. Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on an anchor chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Students read the last two articles, “The river protectors” and “What killed the fish?”.

Say: *As you read, think about the question: How can we protect our rivers when they are used by so many? Share with your partner any new ideas you have.*

Independent partner work

Students revisit the graphic organiser. Say: *With your partner, complete your graphic organiser by recording your perspectives and writing your opinion in the final box.*

Thinking and talking circle

Students share their completed graphic organisers with the group.

Say: *Now that you have read and discussed all of the articles, reflect on how your ideas and opinions may have changed.*

Invite students to share their thinking.

Reading closely

Setting the task

In pairs, students choose one article to read closely. Say:

As you reread the article, imagine you are leaning in close with a magnifying glass – notice more and think deeply. Think about what is most important, and make notes of key words or phrases. List these in rank order, placing the most important idea at the top.

Independent partner work

Students reread their chosen article, this time making a list of key words and phrases. Students talk with their partners about their rankings.

Thinking and talking circle

Students meet as a group to share their key words and phrases and to justify how they ranked them. They should come to the meeting prepared to discuss, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: *Authors of persuasive texts use a range of devices to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.*

Introduce the Graphic Organiser: Persuasive text devices.

With the students, discuss the persuasive text devices on the graphic organiser.

Say: *Revisit the articles in the book and record examples of persuasive text devices that the authors have used.*

Students share the features of persuasive texts they have identified.

Independent partner work

Say: *Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.*

Present the graphic organiser What is your opinion? How to write a persuasive argument (see *PERSPECTIVES Sharing the River: What Are the Issues?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: Perspectives and opinions

How are rivers used? How can rivers be protected?

My initial opinion:

Perspectives
How are rivers used?
What do people value about rivers?

My informed opinion:

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Cluster of three Cold, hungry and vulnerable ...	
Emotive Language It is outrageous that such an evil can be allowed.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Rhetorical question So why don't we stop eating so much sugar?	
Statistics 80 per cent of children under five ...	
Imperatives/commands: People should do something about this issue.	
Short sentences/ paragraphs: We can stop this.	

Task cards

Choose one of the activities from this menu.

1 Sharing the River

Research the issue

- With a partner, research an important major river near where you live.
- Why is it important? How do people depend on it?
- Present your findings in either written or oral form.

2 Sharing the River

Create a radio advertisement

- Write a script for a radio advertisement (about 80 words for a 30-second ad) that encourages people to look after their local river.
- Make it simple and engaging; think about the use of emotive language to persuade the listeners.
- Record your advertisement with an audio-recording device.

3 Sharing the River

Write a poem

- Write a poem, song or rap that highlights an aspect of the issues around sharing a river.

4 Sharing the River

Make a digital slideshow

- With a partner, make a digital slideshow that summarises the issues around sharing a river.
- Include powerful images to support the information.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Sharing the River: What Are the Issues?* © 2021 EC Licensing Pty Ltd.

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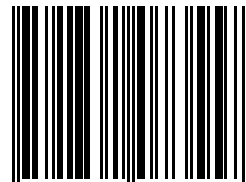
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