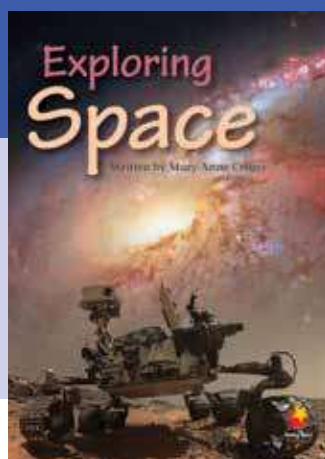


Lesson Plans

Advanced Fluent
reading stage

Level S



Exploring Space examines the human desire to explore the unknown, the space race and the moon landings. Find out about inventions used in space exploration that have benefitted us on Earth and the possible future human colonisation of Mars.

Running words: 2010

Text type: Report



Nervous and fearful, Joe is on a sailing holiday with his grandpa and siblings. As they head home, a storm damages their boat and navigation system. Faced with danger, Joe has to overcome his fears to help his family survive.

Running words: 2736

Text type: Narrative

Content vocabulary

astronauts atmosphere explorers global positioning system (GPS) leaf sensor Mars mission navigators orbit/ed/ing planet radars satellite satellite dish sensor solar system space archaeology spacecraft technology Teflon transmit ultraviolet vaporised

Literary language

Verbs: abandon climbed flopped haul ploughed surfaced transmitted wound yanked

Nouns (abstract): direction excitement happiness misery problem signal

Nouns (concrete): beacon cabin channel coral reefs deck GPS navigation system keel life raft ocean satellite snorkel wrecks

Reading strategies

Exploring Space

- Searching for information in a variety of graphics (photos, captions, fact boxes, diagrams)

Ocean Rescue

- Identifying how a character changes from the beginning of a story to the end

Curriculum links

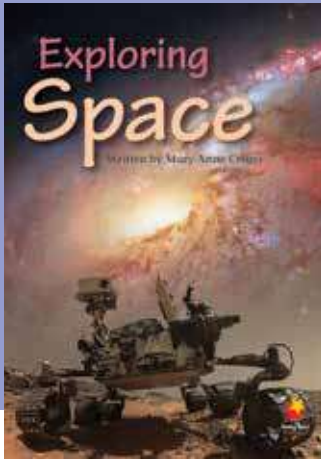
Exploring Space

- Science: Earth and Space Science
- Science: The use and influence of science

Ocean Rescue

- Science: Earth and Space Science
- Science: The use and influence of science

Lesson Plan Exploring Space



Key concepts

- Exploring the unknown, such as the universe, is a natural human endeavour.
- Space exploration has led to many beneficial inventions.
- Humans are continuing to learn more about Mars – the closest planet to Earth.

Before reading

Exploring vocabulary

Ask: *What words do you think of when you hear the word “space”?*

Have students talk with a partner and brainstorm ideas.

Have pairs share their ideas and create a group word list.

Set the word list aside to revisit later.

★ Talk through the meaning of the space-related words on the group word list. If appropriate, introduce words from the content vocabulary.

Establishing the strategy focus

Give each student a copy of *Exploring Space* and have them browse through it. Say: *Apart from the text, how else is the information in this book presented?* Discuss and draw out that information can be accessed through the text and through the diagrams, photos and captions, and fact boxes.

During reading

Reading with teacher support

Read the introduction aloud. Ask: *How was exploring the “New World” similar to exploring space today?* Discuss.

Have students read Chapter 1 independently. Ask: *Why was the moon landing such an amazing achievement?* Discuss as a group. Say: *Talk with a partner about the graphics in Chapter 1. What information do they provide?*

Say: *Chapter 2 is about the benefits of space exploration. What do you predict these benefits are?* Discuss. Have students read Chapter 2 independently.

Check for understanding

Ask: *What are the benefits of space exploration?* Discuss. Ask: *How do the images help you to understand the inventions?* Discuss.

★ Have pairs of students choose an image from Chapter 1 or 2. Say: *Talk with your partner about the information the image provides.* Have pairs share their thinking with the group.

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

Working with a partner

Have students read Chapter 3 independently. Monitor and support them where appropriate. Have pairs discuss the information and record three things they learnt. Invite them to share their thinking with the group.

Ask: *Are the photographs and diagrams helpful? How?* Discuss and draw out that they are a different way of presenting information, and can aid comprehension.

Repeat this process with Chapter 4.

Quick write

Introduce Graphic Organiser 1: Searching for information. Have pairs work together to complete their graphic organisers, then share them in a small group.

After reading

Talking about the book

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

Why were the US and the USSR racing to get to the moon first? (Inferential)

Do you think space exploration is a good thing? Why? (Synthesising)

Why has the author included so many graphics in this book? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Revisit the group word list created before reading.

Ask: *What words can we add to the list?* Have students talk with a partner and then share their ideas. Adjust the word list accordingly.

Strategy reflection

Ask: *Why is it important to closely view the images, diagrams and other graphics in an information book?* Draw out that graphics can present information in a different way that can be easier to understand and that sometimes they provide extra information.

Lesson Plan Ocean Rescue



Key concepts

- GPS navigational systems use satellites positioned in space.
- Characters can change and develop from the beginning to the end of a story.
- Overcoming a fear can be difficult, especially when presented with a life-threatening challenge.

Before reading

Exploring vocabulary

Ask: *What words do you think of when you visualise a family sailing on the ocean?* Discuss and create a group word list.

Give each student a copy of *Ocean Rescue*. Have them read the contents page and browse through the book. Say: *This book is about a family who go on a sailing holiday. What do you predict might happen?*

★ Talk through the group word list. Introduce other topic words (see Literacy language – Nouns [concrete]).

Establishing the strategy focus

Say: *Characters can change throughout a story. As you read, look closely at how the main character, Joe, feels and acts. This will help you to notice how he changes.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. Ask: *How did Joe feel about the sailing holiday?* Discuss.

Introduce Graphic Organiser 2: Joe's journey. Have students work with a partner to fill in the first row.

Have students read Chapter 2 independently. Ask: *How is Joe feeling now? What did he do or say to show this?*

Check for understanding

Invite students to share their thinking. Say: *Joe is scared of the ocean. How might this emergency affect him?*

★ Encourage students to look closely at the text. For example, refer them to page 10. Ask: *Why did Grandpa "quickly turn away"?*

Working with a partner

Pairs revisit their graphic organiser and fill in the second row on the chart.

Reading with teacher support

Have students read Chapter 3 independently. Ask: *How did Joe feel about jumping off the boat?*

Have pairs talk about Joe's feelings and actions, then fill in the third row on their graphic organisers.

Have students read Chapter 4 independently.

Check for understanding

After reading Chapter 4, bring the group together and invite students to share their thinking. Ask: *What did Joe do in this chapter? What does this tell you about him? How has he changed since the beginning of the story?*

Working with a partner

Have pairs complete their graphic organisers and then share them in a small group. Encourage students to ask questions of each other to clarify their understandings.

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 didn't Joe want to go on the sailing holiday? (Inferential)

What safety equipment was on the boat? (Synthesising)

Does this story seem realistic? Explain your thinking. (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Revisit the words listed before reading. Ask: *What word is used to name "things"?* Identify the nouns on the list. Highlight the differences between concrete nouns and abstract nouns (see Literacy language).

Strategy reflection

Ask: *Do you think you got to know Joe well in this story? What things helped you to get to know him?* Draw out that you can learn about a character by looking closely at how they feel and what they do and say.

Synthesising: Talk about the pair

Say: *You have learnt a lot about space exploration and how it benefits us. What are some of the main facts you now know?*
Have students talk with a partner and then share their ideas with the group.

Ask: *How do you feel about space exploration? Does it excite you? Do you think it should be done?* Invite students to share their feelings on the topic.
Ask: *What things do you still wonder about space?* Have students discuss this with their partner and then complete the Know, Feel, Wonder chart.

Name/s: _____

Space exploration – Know, Feel, Wonder

What do you know about space exploration? How do you feel about space exploration?
What do you still wonder about space?

KNOW

WONDER

FEEL

Assessment

Can students reflect on what they have read and learnt about a topic? Can they identify areas they would like to explore further?

Graphic Organiser 1: Searching for information

Name/s: _____

Choose two photographs and two diagrams. Write two or three points about the information each graphic provides.

Visual	Page number	Information
Photographs		
Diagrams		

Graphic Organiser 2: Joe's journey

Name/s: _____

Write about Joe's reactions to events that occurred throughout the story. Then write about how he changed from the start of the story to the end.

Event	How did Joe feel?	What did Joe do/say?	What does this tell you about Joe?
Chapter 1 Joe is told about the sailing holiday			
Chapter 2 The GPS system fails, and they prepare to abandon ship			
Chapter 3 Joe jumps from the boat and makes it to the life raft			
Chapter 4 Joe helps Sophie and Grandpa get to the life raft			

How does Joe change from the beginning of the story to the end?

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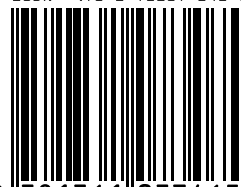
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