

Lesson Plans

Advanced Fluent
reading stage

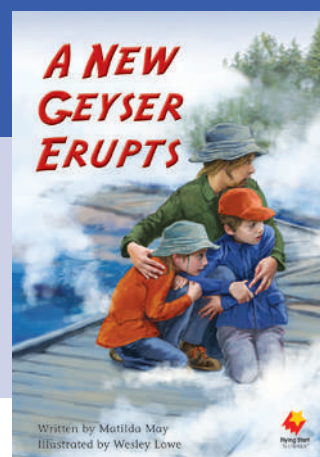
Level S



Our Active Earth explains how the structure and movement of the Earth causes events such as earthquakes, volcanoes, hot spots and tsunamis.

Running words: 1673

Text type: Report



Ranger Kate eagerly rushes to witness an erupting geyser, but before long she finds herself in the midst of an emergency.

Running words: 2959

Text type: Narrative

Content vocabulary

catastrophic continents core crust
destruction dormant earthquakes
epicentre eruption fault lines
geologists geyser hot spots lava
magma mantle molten Richter scale
steam vents tectonic plates tsunamis
volcanoes

Literary language

Nouns specific to setting: barriers boardwalk
cadets flare gun national park ranger's station
walkie-talkie

Adverbs: carefully fearfully higher properly
severely slightly suddenly

Language to convey mood: felt a wave of fear
and shame snapped back to reality
that dreadful night the air was getting colder
tried to sound cheerful

Reading strategies

Our Active Earth

- Searching for information in a variety of visual images (photos, diagrams, maps)

A New Geyser Erupts

- Recognising variations in narrative structure (flashback)

Curriculum links

Our Active Earth

- Science: Earth and space sciences – changes to the Earth's surface
- Geography: Factors that shape the human and environmental characteristics of a place

A New Geyser Erupts

- Geography: Factors that shape the human and environmental characteristics of a place
- English: Literature

Lesson Plan Our Active Earth



Key concepts

- The Earth is made up of several layers that are constantly moving and changing.
- The movement of the Earth can cause volcanoes, hot spots, earthquakes and tsunamis, which can have devastating effects on people.

Before reading

Exploring vocabulary

Give each student a copy of *Our Active Earth*. Have them browse through the book. Say: *This book explains what causes volcanoes, hot spots, earthquakes and tsunamis. What words do you expect to find in this book?* Have students talk with a partner and then share ideas.

★ Say: *This book is about volcanoes, hot spots, earthquakes and tsunamis. What words might be in it?* Refer students to the glossary on page 32. Discuss each word.

Establishing the strategy focus

Have students browse through the book. Ask: *Apart from the text, how else will you get information from this book?* Draw out that information is accessed by reading the text *and* by viewing visual images such as the photos, diagrams and maps.

During reading

Reading with teacher support

Have students read the introduction. Ask: *What do you expect to learn by reading this book?* Have students read Chapter 1 independently. Refer to the diagram on page 7. Ask: *Does this diagram help you to understand the information in the text? How?* Refer to the map on page 8. Ask: *What extra information does this map give us?* Say: *As you read, it's important to view the maps, diagrams and photos. These visual images give different, extra or more detailed pieces of information.*

Check for understanding

Have students read Chapter 2 independently. Monitor their understanding by asking: *What did you learn about volcanoes, hot spots and geysers? How are they similar? How are they different?*

★ Support students by talking through each section in the chapter.

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

Working with a partner

Have students read the rest of the book independently. After reading, refer to pages 26 and 27. Say: *Photos often give extra details that are not included in the text. Discuss: What extra insight do these photos give you?* In pairs, students revisit Chapter 3 and discuss the captioned photos and the map. Say: *Look for new or more detailed information in each image.*

Quick write

Say: *As you read, you got information from the words and from the visual images — the photos, diagrams and maps.*

Introduce Graphic Organiser 1: Searching for information.

Have students choose a map, a photo and a diagram. They then list the facts that the text provides and the facts that the accompanying visual image provides.

After reading

Talking about the book

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

We know so much about volcanoes, earthquakes and tsunamis that cause destruction. Why? (Inferential)

Will people ever be totally safe from the events caused by our active Earth? Explain. (Synthesising)

How clear was the author's explanation about why and how volcanoes, earthquakes, tsunamis, hot spots and geysers occur? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Revisit the glossary on page 32. In pairs, students take turns giving clues about a word and guessing the word.

Strategy reflection

Ask: *Why is it important to view all of the visual images in an information book?* Draw out that visual images can show information in a different way and that they may give extra or more detailed information.

Lesson Plan A New Geyser Erupts



Key concepts

- Characters in a narrative sometimes reflect on previous experiences.
- A character's motives, attitudes and actions can be influenced by their prior knowledge and experiences.

Before reading

Exploring vocabulary

Give each student a copy of *A New Geyser Erupts*. Say: *This book is set in a national park. The main character is a ranger at the park and a problem arises when a geyser erupts. What words might be in the book?*

★ Support students by listing terminology associated with national parks, park rangers and geysers.

Establishing the strategy focus

Say: *In A New Geyser Erupts, the main character, Ranger Kate, has a flashback. A flashback is the retelling of a memory of an event in a person's life. Why might an author include a flashback in a story?*
Have students share their thinking.

During reading

Reading with teacher support

Have students read Chapter 1 independently. Read the last paragraph again to students. Ask: *Can you predict what might happen next?*

Read the first line on page 10. Ask: *What does this sentence tell us?* Draw out that this is the beginning of Kate's flashback. Have students read Chapter 2 independently.

Check for understanding

Ask: *How was Chapter 2 different from Chapter 1? What phrases did the author use to make it clear the text was changing? Why might she have had this flashback?*

★ Discuss: *This chapter retells a memory of an emergency Kate once had. How do we know this is not a part of the main story?*

Working with a partner

Read the first line of Chapter 3 aloud. Ask: *What does this sentence tell us?* Draw out that it indicates that the main story will continue.

Have students read Chapter 3 independently. Ask: *What decisions did Kate make? Did she do the right thing?* In pairs, have students discuss and then share their opinions.

Reading with teacher support

Prompt discussion by asking: *Do you think Kate will get in trouble for her actions?*

Ask students to predict what might happen next. Discuss their ideas.

Have students read Chapter 4 independently. As students read, monitor and support them where appropriate.

Check for understanding

Discuss: *What did Kate learn from the emergency with Dayna? Was Lupe happy or disappointed with Kate's actions? Why do you think this?* Encourage students to back up their opinions by using evidence in the text.

Working with a partner

Have students take turns to retell the two stories (the main story and the flashback in Chapter 2) with a partner.

Have students complete Graphic Organiser 2: Compare and contrast in pairs. When they are finished, discuss: *How are the two stories similar? How are they different?*

After reading

Talking about the book

Have students discuss the whole text. Use a range of questions to promote discussion and higher-level thinking.
What lesson did Kate learn from the night her friend Dayna got hurt? Why did she try to block this memory? (Inferential)
How can negative events sometimes help people? (Synthesising)
Did the use of a flashback make the book better? Why? (Critical)
Invite students to ask their own questions.

Vocabulary reflection

★ Refer to the list of words created before reading. Ask: *What other words can we add to this list?*

Strategy reflection

Say: *In a narrative, a character sometimes relives a memory. The author uses certain phrases to show this is happening.* Have students find one of these phrases in the text. Make a list of the phrases students find.

Synthesising: Talk about the pair

Say: *Think about what you have learnt by reading both books.*

Have students take turns telling their partner facts they have learnt.

Say: *As you learn about a topic, new questions sometimes arise about things you would like to know more about. What would*

you like to know more about our active Earth and events such as earthquakes, volcanoes, geysers and tsunamis? Discuss students' ideas.

Have students complete the chart below and then share it with the group.

Name: _____

Reflecting on learning

Event	What I know	Questions I still have
Volcanoes		
Earthquakes		
Tsunamis		
Geysers		

Assessment

Can students link prior knowledge to future learning by asking appropriate questions?

Graphic Organiser 1: Searching for information

Name: _____

Choose a photo, a map and a diagram from *Our Active Earth*. Write two or three points that the accompanying text provides. Then write two or three points that the visual image provides.

Visual image	Information from text	Information from visual image
Photo		
Map		
Diagram		

Graphic Organiser 2: Compare and contrast

Name/s: _____

In Chapter 2, Kate has a vivid memory of a past event in her life. Compare this to the main story in *A New Geyser Erupts*.

	Flashback (Chapter 2)	Main story (Chapters 1, 3 and 4)
Characters and setting Who, where, when?		
Problem What problem/s did the characters face?		
Resolution How did the character/s resolve the problem/s?		

Flying Start to Literacy Lesson Plans *Our Active Earth / A New Geyser Erupts* © 2018 EC Licensing Pty Ltd.

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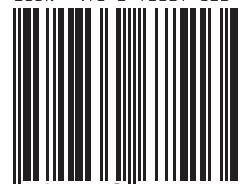
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