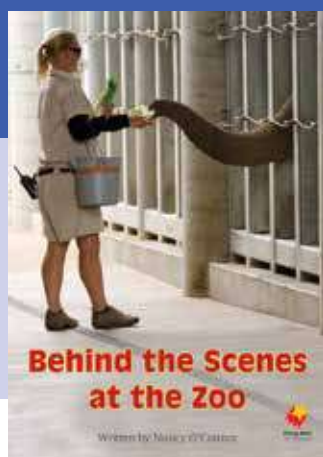


Lesson Plans

Advanced Fluent
reading stage

Level Q



Behind the Scenes at the Zoo looks at how zoos are created. Interviews with a zoo nutritionist and a zoo veterinarian provide behind-the-scenes glimpses of the work some people at zoos do.

Running words: 1892

Text type: Report



When a small hunting falcon soars off into the sky and disappears, the people she belongs to are heartbroken to lose her. Months later and a long way from home, some kind people come to her rescue.

Running words: 3081

Text type: Narrative

Content vocabulary

architect aviary breeding programs
browse captive captivity carcasses
carnivores conservation enclosures
endangered extinct/ion
habitat herbivores livestock
native nurse nursery nutritionist
omnivores primates species surgery
veterinarians wildlife

Literary language

Verbs: circled flapped flew grabbed soar struck swooped veered

Language to build suspense: as fast as they could in close pursuit suddenly they waited. And waited.

Words related to setting: Animal Control aviary birds of prey falcon/er/ry hawk jesses peregrine falcon raptor Raptor Rescue Centre red-tailed hawk talons The Department of Fish and Wildlife

Reading strategies

Behind the Scenes at the Zoo

- Asking questions about the information

So Far from Home

- Identifying characters' attitudes and the actions that reveal these

Curriculum links

Behind the Scenes at the Zoo

- Science: Biological sciences

So Far from Home

- Science: Biological sciences

Lesson Plan Behind the Scenes at the Zoo



Key concepts

- When creating a zoo, experts consider things such as appropriate habitats, safety and protection of animals.
- Running a zoo requires experts such as nutritionists and vets. Zoos have many functions, including educating visitors and breeding endangered animals.

Before reading

Exploring vocabulary

Give each student a copy of *Behind the Scenes at the Zoo*. Have students browse through the book.

Say: *This book is about how a zoo is designed and built, and how the animals are cared for. What words might be in this book?* Have students talk with a partner and then share their ideas. Write students' suggestions on a chart.

★ Discuss zoos. Ask: *What might you see at a zoo?* Talk through any challenging content vocabulary in the book.

Establishing the strategy focus

Say: *Before, during and after reading the book, we are going to ask questions about the topic. This will encourage you to think deeply about the information you are reading. It also helps to spark your interest in a topic, so that you continue to learn.*

During reading

Reading with teacher support

Have students read the introduction independently. Ask: *What would you like to find out about being behind the scenes at a zoo?* Discuss. Say: *The first two chapters are about designing and building zoos and collecting the animals. What would you like to know about these topics?* Have students work with a partner to write two questions.

Have students read Chapters 1 and 2 independently. Monitor and support students where appropriate. After reading, have pairs discuss their questions and whether they were able to answer them.

Check for understanding

Ask: *What information in these chapters surprised you?* Discuss. Have pairs share the questions they asked and answered.

★ Ask students to provide questions they wrote with their partners. Use these to talk about open and closed questions.

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

Working with a partner

Say: *Chapter 3 is about feeding the animals. Chapter 4 is about what a vet does at a zoo.* Have pairs write two questions about these topics. Have students read the rest of the book independently. The pairs then discuss if their questions were answered.

Quick write

Say: *Now that you have asked and answered questions, you will have a good understanding of the facts.* Introduce Graphic Organiser 1: *Behind the Scenes at the Zoo* quiz. Say: *Use what you know about being "behind the scenes at a zoo" to write quiz questions. Include question starters such as what, why and how.*

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. *What are the most important things to consider when designing a zoo?* (Inferential)

If you were to build a zoo, what things would you include and why? (Synthesising)

Why do you think the author chose to include interviews in this book? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Return to the key content words created before reading. Ask: *What other words can we add to the list?* Discuss and add further words.

In pairs, students take turns using the words in a sentence.

Strategy reflection

Ask: *What have you learnt about asking questions? Did asking questions help you to understand the topic more fully? How?*

Lesson Plan So Far from Home



Key concepts

- A character's attitude can be revealed by their actions and words.
- People who participate in the sport of falconry keep birds of prey.
- Some trained volunteers care for injured birds of prey.

Before reading

Exploring vocabulary

Ask: *What do you know about birds of prey?* Draw out that they hunt and eat small mammals. Ask: *What words might be in a story about a bird of prey?* Discuss.

★ Discuss the meaning of words related to birds of prey (see Literary language – Words related to setting).

Establishing the strategy focus

Give each student a copy of *So Far from Home*. Say: *This book is about a family's bird of prey.* Have students read the book. Say: *As you read, think about the characters' attitudes towards birds of prey, and identify the things they do and say that reveal these attitudes.*

During reading

Reading with teacher support

Say: *As you read Chapter 1, make notes about Angie's attitude towards birds of prey and how you know this – what does she say or do?*

Have students read Chapter 1 independently. Monitor and support students where appropriate.

Say: *Chapter 2 introduces us to Tyler. As you read, make notes about Tyler's attitude towards birds of prey and how you know this.* Have students read Chapter 2 independently. Monitor and support students where appropriate.

Check for understanding

Ask: *Where do Angie and Tyler live? How are Angie and Tyler similar and different?* Discuss as a group.

★ Have students share their notes about Angie and Tyler. Support students by pointing out evidence in the text that supports their findings.

Working with a partner

Say: *As you read Chapter 3, make notes about Tyler's attitude towards birds of prey. Has it changed? How do you know this?*

Have students read Chapter 3 independently and then talk with their partner about their notes.

Reading with teacher support

Say: *In Chapter 4 we meet Caroline, who has a Raptor Rescue Centre. As you read, make notes about Caroline's attitude towards birds of prey. Record the things she does or says that reveal her attitude.*

Have students read Chapter 4 independently. Say: *After reading, meet with your partner and share your notes.*

Check for understanding

Have students read A note from the author on page 32.

Bring the group together and ask: *Did your understanding of and attitude towards birds of prey change? If so, in what ways?*

Working with a partner

Introduce Graphic Organiser 2: Attitudes and actions. Say: *Use the notes you made during reading to help you fill in the chart.*

Have students work with a partner to complete the graphic organiser. Encourage them to refer to the book to find evidence for their comments.

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 did Tyler's attitude towards birds of prey change?* (Inferential) *What would you do if you found an injured animal in the wild?* (Synthesising)

What features does the author use to indicate setting – time and place? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Revisit the words related to birds of prey (see Literary language – Words related to setting). Have students take turns using one or more of the words in a sentence.

Strategy reflection

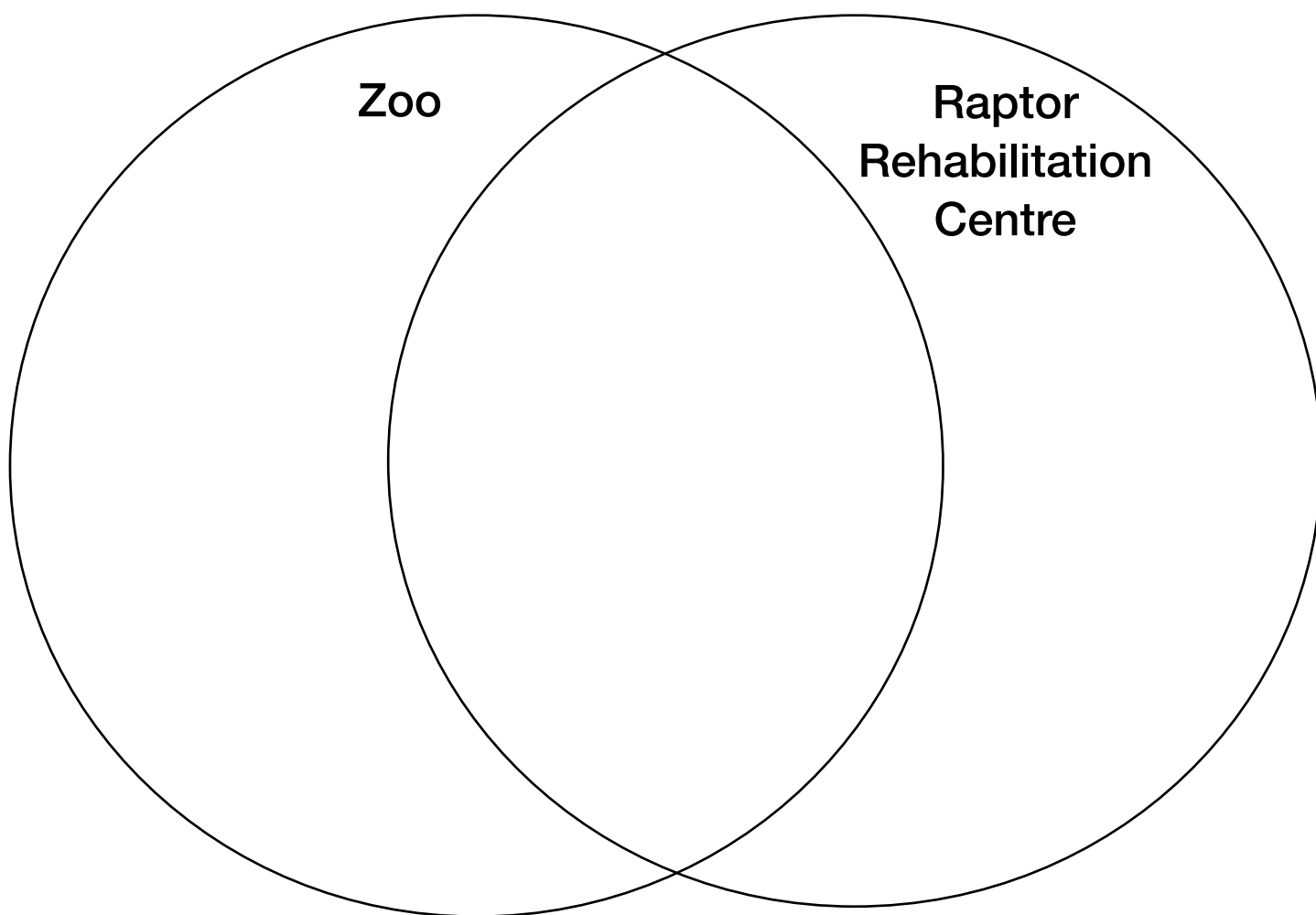
Ask: *Why is it important to be able to recognise what a character is thinking and feeling?* Draw out that knowing these things adds to the understanding and enjoyment of a book.

Sythesising: Talk about the pair

Say: *You have read a report about what happens behind the scenes at a zoo and a narrative about a bird that ends up at a raptor rehabilitation centre. How are these two facilities similar? In what ways are they different?*

Have students work with a partner to record information about zoos and rehabilitation centres, to show how they are the same and how they are different. Say: *When you fill in the Venn diagram, think about the attitudes of the workers at these places, as well as what happens there.*

Name/s: _____



Assessment

Can students compare information from two different texts?

Graphic Organiser 1: *Behind the Scenes at the Zoo* quiz

Name/s: _____

Partner's name: _____

Write four questions about what you learnt from reading this book.

Have your partner use the book to find and record the answers.

Discuss the answers with your partner.

Question 1:

Answer:

Question 2:

Answer:

Question 3:

Answer:

Question 4:

Answer:

Graphic Organiser 2: Attitudes and actions

Name/s: _____

Record how the characters think and feel about birds of prey.
Record evidence to show this.

	Attitudes towards birds of prey (what they think/how they feel)	Evidence from the text (what they did or said)
Angie		
Tyler		
Caroline		

Flying Start to Literacy Lesson Plans *Behind the Scenes at the Zoo / So Far from Home* © 2021 EC Licensing Pty Ltd.

© 2021 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2021 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



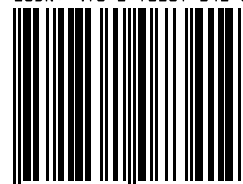
Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultants: Susan Hill and Lyn Reggett
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76107-341-0



9 781761 073410