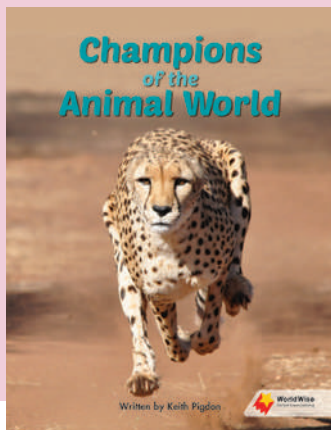


Lesson Plan

**Fluent
reading stage
Levels 23–24**



Champions of the Animal World looks at animals that have exceptional abilities. It explores what each animal champion can do and how it does it. The book also looks at human-made threats to each animal's survival.

Informative text types:
Report

Science Curriculum links

Australia

- **UIS:** Recognise that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources

New Zealand

- **LW:** Explain how living things are suited to their particular habitat and how they respond to environmental changes

Key concepts

- Some animals have adaptations that make them stronger or faster than other animals. This helps them to stay safe or to find food.
- Human activity threatens the existence of many animals and some are endangered.

Content vocabulary

champion, cheetah, diver, endangered, hunt, hurdling, impala, kilometres per hour, leap, outstanding, peregrine falcon, predators, prey, rocket frog, sailfish, speed, sperm whale, sprint, swamps, talents, threatened

Text features

- Chapters with headings and sub-headings
- Text boxes
- Glossary and index

Reading strategy

- Making inferences

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *Who do you know that is a champion? What are they a champion at? What do you have to do to be a champion?* Invite students to share their ideas with a partner and record them on sticky notes.

Ask: *What do you know about animals that could be called champions of the animal world? Which would be the champion runner/high jumper/long jumper/swimmer/diver?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Champions of the Animal World*. Say: *This book will help you to find out if your ideas about animal champions are correct. It tells about animals that can do things faster or better than other animals.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers are able to understand things that the author has not told them directly. This is called making inferences.* Have the students look at page 2 of the book. Ask: *What can you infer about animal champions from this page? What information did you use to make that inference? Was it something on the page or something you already knew?* Say: *As you read, I want you to think about any inferences you are making or could make.* Have students complete the first two columns of the Blackline Master.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *How would you know if an animal or a person was a champion? Why kind of things might they be a champion at?*

Have students read chapter 1 independently. Say: *Remember to look out for information that is being implied. This means looking for information that the author does not tell you directly.*

Second reading session

Building understanding

Ask: *Which is the fastest land animal? How do cheetahs manage to run so fast? What can you infer from the sentence: "It can sprint at 100 kilometres per hour over 400 metres"? What would happen if the cheetah had not caught its prey before it reached 400 metres? What inferences can you make about impalas or rocket frogs? How does making inferences give you a better understanding of the information?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What animals are the champions of the ocean? How does having these abilities help the animals? What inferences have you made about sperm whales and sailfish?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, remember to think about what you know and search for answers and new ideas.*

Bringing it all together

Ask: *What have you learnt about animal champions? How are animal champions like human champions? How are they different?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *What other animal skills might be considered worthy of the title of champion?* Discuss as a whole group. For example, consider animals that are the slowest moving, the loudest, the best sleepers; or that have the most young, eat the most food, have the strongest poison.

Students could complete the Blackline Master about making inferences.

Reflecting on the reading strategy

With a partner, have students reflect on their use of making inferences to support reading. Ask: *When did you notice you were making inferences? What evidence did you find in the book to support these inferences? How did this help you to understand the book better?* Invite pairs to share their ideas.

Ask: *Why should we notice that we are making inferences?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work with a partner, taking turns to begin and finish each other's sentences.

One student might say: "The fastest land animal is" The other student finishes the sentence by saying: "the cheetah." That student then starts the next sentence for their partner to finish: "It can ..." Students continue taking turns in this way.

Vocabulary

Have students explore the different forms of the words *predator* and *prey*. Say: *In this book, the animals are either predators or they are prey. What is the difference? Can you use each word in a sentence?* List different forms of the words, such as *predate*, *preying*, *preyed* and *predatory*.

Have the students turn to page 10. Read the last sentence. Ask: *What does "prey" mean here? Which animals does it refer to? Which animals could be said to prey on other animals?* Have the students write sentences about animals not featured in the book, explaining whether they are predators or prey.

Visual literacy

Say: *In this book, there are photos that show animals in the midst of moving. In real life, we would not be able to see this level of detail as the animals would be moving too quickly. What can we learn from these photos?* Have the students turn to pages 16 and 17. Ask: *What do you notice about the wings of the peregrine falcon? When its wings are tucked back, what is it doing? What about when its wings are spread wide? How does putting all of these still pictures together provide information about how the animal moves?*

Writing

Have students write a report about another animal that could be called a champion. Provide the students with a template detailing the structure and elements of a report.

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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Say: *Reread information in the book about the champion animals, looking at how the information is presented and keeping in mind the animal you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the animal you are writing about and what information you will include.*

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Give information about why the animal could be called a champion. Give information about what it can do, whether it is a predator or not and what things (if any) threaten it.*

Blackline Master: Making inferences

Name/s: _____

Complete columns 1 and 2 before you read *Champions of the Animal World*.

Fill in columns 3 and 4 after reading the book.

Skill	Animal champion	I think this because I know that ...	The book says ...	Inferences I have made about this animal
Running				
Hurdling				
Jumping				
Diving				
Swimming				
Flying				

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