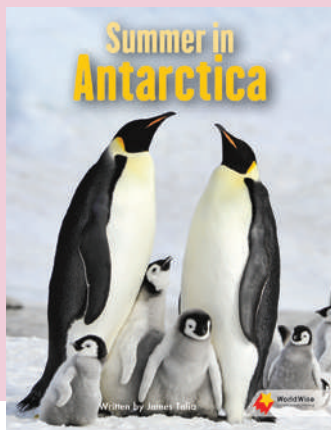


Lesson Plan

**Fluent
reading stage
Levels 21–22**



Summer in Antarctica describes the changes that take place in the summer in Antarctica. It explores how the increasing hours of daylight enable animals to find food, mate and raise their young in this difficult landscape.

Informative text types:
Report/Description

Science Curriculum links

Australia

- **ESS (ACSSUO32)** Earth's resources are used in a variety of ways
- **BS (ACSSUO30)** Living things grow, change and have offspring similar to themselves

New Zealand

- **PEB:** Investigate the water cycle and its effect on climate, landforms and life
- **LW:** Living things are suited to their particular habitat and they respond to environmental changes, both natural and human induced

Key concepts

- Antarctica changes dramatically when the short summer comes.
- In Antarctica, plants and animals have ways of finding food, mating and raising their young.

Content vocabulary

Antarctica, freeze, krill, melt, pups, seabirds, sea-ice, shrimp, spring, summer, tonnes, winter

Text features

- Chapters with headings and sub-headings
- Map, text boxes, calendar, labelled diagram
- Glossary and index

Reading strategy

- Making predictions based on knowledge of informational texts

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What do animals need to survive?* Invite students to turn and talk to a partner, sharing their ideas and questions.

Ask: *What do you know about Antarctica? What animals live there? How do these animals manage to live in such a cold place?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Summer in Antarctica*. Say: *This book tells about what Antarctica is like. It explains what conditions are like there during each season and how this affects the animals that live there.* 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 make predictions about how different types of information books work. This helps them to understand the books more easily. What predictions can you make about how this book might work?* Have students flip through the book, noticing the different features. Point out the sub-headings that identify the months in each chapter. Ask: *What does this tell you about the structure of the book?*

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *How do you think Antarctica will change in the summer? What will happen to the animals that live there?*

Have students read chapter 1 independently. Say: *As you read, remember to think about how the text is organised by seasons to help you with understanding what the book is telling you.*

Second reading session

Building understanding

Ask: *What is it like in Antarctica in the spring? How do you think it will change as summer arrives?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *How is Antarctica different in the summer? How does this help the animals that live there or visit? What will happen after the summer ends?*

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, think about how the seasons affect the animals that live in Antarctica.*

Bringing it all together

Ask: *What have you learnt about Antarctica and the animals that live there?* 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 makes Antarctica such a difficult place to live?* Discuss as a whole group.

Students could complete the Blackline Master about what animals do in the warmer months in Antarctica.

Reflecting on the reading strategy

With a partner, have students discuss their predictions about how this book would work made prior to reading the book. Ask: *How is this book organised? How did predicting the way the book would work help you to understand it?* Invite pairs to share their ideas.

Ask: *When will you use this reading strategy again?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work in pairs, with one student taking the role of a reporter and the other taking the role of one of the animals featured in the book. They devise a series of interview questions and answers. Have students perform the reporter interviewing the animal for another pair.

Vocabulary

Have students locate some examples of plural nouns in the book, such as *seals*, *penguins* and *whales*. Ask: *What is the singular form of these words? What do we usually do to make a singular word into a plural?* Explain that these are called regular plural nouns.

Say: *Some nouns are called irregular nouns, which means that the singular and plural form is the same word. An irregular noun in this book is "krill".* Have students find the word *krill* in the book. Ask: *Is this in the singular or plural form?*

Have the students explore other irregular forms of animal nouns (such as buffalo, elk, fish, geese, sheep, oxen and trout).

Visual literacy

Have students refer to the map on page 5. Discuss what the different parts of the map show and how colour is used to show land, water and ice.

Writing

Have students write a report about one season in either Antarctica or a local environment. 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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WorldWiseReading.com.au/teacherresources

Download the template at

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Say: *Reread information in the book about the time of year 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 time and place 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. Remember to use the order of the months to organise your writing.*

Blackline Master: Wildlife of Antarctica

Name/s: _____

Explain what happens to these animals as the seasons change in Antarctica.

	Spring	Summer
		
		
		
		

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