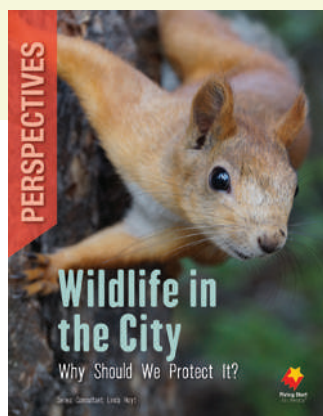


Lesson Plan

Fluent Plus
reading stage

Level 26

PERSPECTIVES



Should we protect city animals?

Contents

- Take a city safari
- Speak out!
- Urban foxes
- Too many bats!

Paired connected texts



Working in the Wild describes the roles of three park rangers who work in three very different national parks.



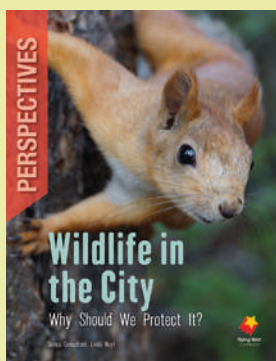
The Goodman family always follow the rules. But when they break one, tiny little rule there is a big, smelly consequence!

Content vocabulary

adapt cities creatures diseases droppings habitat herbivores nesting boxes parks pests
pets populated/ion rodents safari treetops urban waste wildlife

Key concepts

- Many wild animals live in cities.
- Sometimes, wildlife can damage city areas.
- Sometimes, city wildlife needs our protection.



Initiate ideas

Introduce the book

Ask: *Do wild animals live in cities? How do they survive?* Have students talk with a partner about this.

Show the students the front cover of *PERSPECTIVES: Wildlife in the City: Why Should We Protect It?*

Say: *This book is about wildlife that lives in cities. It has several texts that discuss different points of view about these animals.*

Read the title and ask: *Do you think animals in the cities need to be protected?* Discuss students' ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Wildlife in the City: Why Should We Protect It?* Have them browse through the book. Have students turn to page 4, and read the introduction aloud to them. Ask: *What do you think about these questions?* Have students share their ideas with the group. Have students turn to "Take a city safari" on pages 6 and 7. Read the title and ask: *What's a safari? What do you think a city safari might be?*

Have students read the text independently.

Ask: *What wildlife have you seen in your neighbourhood? What other wildlife might live close to your home?* Have students talk with a partner and then share ideas as a group. Use students' ideas to record a list on a chart.

Respond to the text

Say: *Think about what you have read about wildlife that lives in cities, and think about the wildlife that you have seen in cities. What do you think? Is there a lot of wildlife living in cities?* Have students talk with a partner.

Introduce the Graphic Organiser: What's Your Opinion?

Say: *Work with your partner to complete the first section on your graphic organiser.*

Collect students' graphic organisers to revisit later.

Explore further

Read the text

Have students turn to the "Speak out!" section on pages 8 and 9 and read the introduction.

Invite a student to read aloud one of the "speak outs" to the group. Ask: *What is your view on this opinion?* Discuss.

Continue reading and discussing each "speak out" opinion in a similar manner.

Have students turn to "Urban Foxes" on pages 10 and 11.

Say: *This text is about foxes that live in cities, and why some people like foxes living in cities and others don't. What is your initial opinion – do you like it that foxes live in cities? Why?*

Have students talk with a partner and then discuss as a group. Record students' ideas on a chart.

Have students read the text independently. Say: *Turn to your partner and talk about what you read.*

Ask: *What is it about foxes that some people like? What is it about them that some people don't like?* Discuss.

Revisit the students' opinions made prior to reading. Ask: *Has your opinion about foxes changed? If so, why? What do you think now?*

Respond to the text

Ask: *What new things have you learnt about animals in the city? Is it a good thing that wildlife lives in cities, or is it a bad thing? Why?*

Discuss as a group.

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to complete Section 2 of your What's Your Opinion? charts.*

Collect students' graphic organisers to revisit later.

Draw conclusions

Read the text

Have students turn to “Too many bats!” on pages 12–15, and read the title and introduction to them.
Say: Read the text independently and then talk to your partner about what you have read.

Ask: Why did the bats lose their natural habitat? Where did they go? What problems did the bats cause? How do you feel about the way this problem was solved? Discuss as a group.

Draw up a large Plus, Minus, Interesting (PMI) chart. *Ask: What are the good points, the bad points and the interesting points about bats living in cities?* Use students’ ideas to record points in each column on the PMI chart.

Respond to the text

Ask: What have you learnt about the way people interact with wildlife that lives in the city? Do you think this wildlife should be protected? Why? Discuss as a group.

Have pairs of students revisit their graphic organisers. *Say: Think about all the information you have read about wildlife living in cities. Use this information to complete the last section of your What’s Your Opinion? charts.*

Collect students’ graphic organisers to revisit later.

Bring it all together

Have students meet with their completed graphic organisers. Invite students to share their What’s Your Opinion? charts at a group discussion. Use the students’ ideas to record points onto a chart.

Discuss the various points of view and opinions that arise.

During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion. *Say: Think about what you have learnt about wildlife in cities, the way people interact with it and how you feel about this information.*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Wildlife in the City: Why Should We Protect It?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the questions posed in the introduction on page 4. *Ask: What is your opinion now about city wildlife? Does it need protecting?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. *Say: Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. *Say: Think about the graphics or images you can include to support your written opinion.*

Group discussion

In groups of four, have students discuss the issue of wildlife living in cities: What animals live in cities? Can these animals be dangerous? Should we protect these animals? What damage can be done by animals in the city?

Have students decide on roles: a *leader* who ensures everyone has a turn to speak; a *recorder* who takes notes; a *timekeeper* who keeps the group “on task”; and a *reporter* who shares the group’s ideas with the class.

Think tank

If students are passionate about the issue, they may like to think about it further and take action.

Have small groups of students brainstorm a list of ways to protect wildlife that lives in their local neighbourhood. Have each group share their ideas and create a class list.

Say: These are our ideas on how to protect wildlife that lives in our neighbourhood. Which ideas do you like the best? Discuss.

If appropriate, students could take action by putting one or more of the ideas into practice.

Graphic Organiser: What's Your Opinion?

Mark a cross on each line to show your opinions. Write reasons why you think this.

1. There is a lot of wildlife living in cities

Strongly disagree  Strongly agree

Why?

2. It is a good thing that wildlife live in cities

Strongly disagree  Strongly agree

Why?

3. We should protect wildlife that lives in cities

Strongly disagree  Strongly agree

Why?

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