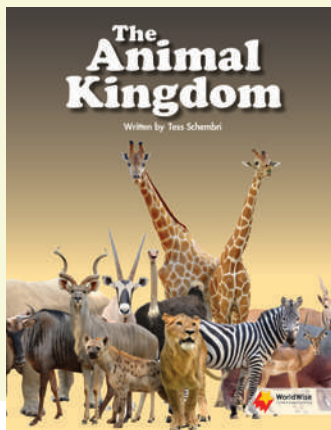


Lesson Plan

Fluent Plus
reading stage
Level P (29-30)



The Animal Kingdom defines the characteristics of living things and looks at the five main groups or kingdoms: animals, plants, fungi, protists (algae), and bacteria. It examines how living things have been named and classified and explores how various animals are similar and how they are different.

Informative text types:
Report

Science Curriculum links

Australia

- **BS (ACSSU44)** Living things can be grouped on basis of observable features and distinguished from non-living things
- **BS (ACSSU44)** Characteristics of living things such as growing, moving, sensitivity and reproducing
- **BS (ACSSU44)** Range of different living things

New Zealand

- **LW:** There are life processes common to all living things and that these occur in different ways
- **LW:** Plants, animals, and other living things can be grouped into science-based classifications

Key concepts

- All living things have certain characteristics
- All living things can be classified, grouped and given a scientific name
- All animals belong to the animal kingdom, which is divided into two groups: vertebrates and invertebrates

Content vocabulary

abdomen, algae, amphibians, bacteria, cartilage, cells, characteristics, fertilise, freshwater, identify, invertebrates, larvae, mammals, offspring, paralyse, polyps, protist, reptiles, scientist, species, vertebrates

Text features

- Tables, text boxes, diagrams, sidebars, captions, glossary

Reading strategy

- Interpreting tables

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge. Ask: *What do you know about living things? What makes animals different from other living things?* Give each student a copy of the book *The Animal Kingdom*. Direct them to pay attention to the cover, and the title and contents pages. Have the students browse through the book. Say: *As you browse through the book, think about what you know about this topic. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about living things, animals, and how scientists group them?* Have the students work with a partner and record their words on a list. Say: *When you are finished, read out your list and I will create a group list of words.* If some words or phrases are not known to all in the group, have the student who recorded the word explain what it means.

Introducing the reading strategy focus

Have students scan pages 4 and 5. Say: *Now turn to pages 6 and 7. What do you notice about how the information is presented?* Discuss that one has written text and the other has a series of tables. Say: *It is important to be able to read and understand information that is presented in tables.*

Reading with teacher support

Say: *Read chapter 1 to yourself. As you read, make sure you read the information in the tables too, and think about what this information means. When you have finished reading, be ready to discuss your thinking with your partner.* Monitor the students as they read and support them where necessary. Have students share their thinking with the group. Ask: *Did you understand the information in the tables? How did it add to what you learned by reading the text?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you with your thinking. First, choose one of the tables in the chapter you have read to focus on. Reread it and then write two or three things you learned from it. Repeat this with a different table from the chapter.*

Second reading session

Building understanding

Reading with teacher support

Say: *Get yourself ready to read by thinking about what you have already read in chapter 1.* Have the students read pages 10–13 to themselves. Invite the students to ask questions about what they have read.

Say: *Read the rest of chapter 2 to yourself. When you have finished, discuss your thinking with your partner.* Ask: *Why do animals need to be classified? What did you learn about how scientists classify animals?*

Have the students add to their Graphic Organiser. Say: *Talk with your partner about the different ways that the author presented information in this chapter.*

Independent and partner work

Have the students read chapter 3 without your support.

Say: *When you have finished reading, talk about your thinking with your partner, and then add to your Graphic Organiser. Share your Graphic Organiser with your partner.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *How do tables help you understand the information in the book?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What is similar about vertebrates and invertebrates? What are the main differences? Why is a starfish not a fish? What does this tell you about using common names for animals? (Literal)

If you wanted to find out if something was a living thing or not, what would you check? Why are some living things difficult for scientists to classify? (Inferential)

What is the same about the five main groups of vertebrates? Compare two of these groups and explain how they are different. What things would a scientist need to think about when classifying a newly discovered animal? (Synthesising)

Why did the author choose to present so much of the information in tables? Did this make it easier to understand and read the text? Why or why not? What other information would you like to know about grouping and classifying animals? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs, or in a small group.

Speaking and listening

Have students work with a partner to role-play an interview with Carl Linnaeus, the creator of the system that names and classifies living things. Encourage them to think of questions they could ask “Carl” and the answers he would give. Students can practise their role-play and present it to the group.

Vocabulary

Have students use research skills to find out the scientific names of five animals of their choice.

Visual literacy

Have students turn to the “Design your own animal” activity on page 17. Have them follow the guidelines to draw a labelled diagram of an imaginary animal. Have students include a table that explains other details about the animal, such as its diet and habitat.

Writing

Have the students write a report using the prompt: *Types of vertebrates*. Provide the students with a template detailing how to plan and write 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

© 2019–2020 EC Licensing Pty Ltd. Published by Eleanor Curtain Publishing.
Permission is granted for this resource to be reproduced for teaching purposes only. All other rights reserved.
WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Reread the section in the book about vertebrates and use what you have learnt to write your report.*

Encourage the students to talk about their ideas with a partner. Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Use the first paragraph to explain what a vertebrate is. Then write about the five main groups of vertebrates. Use a new paragraph for each group: fish, birds, reptiles, mammals and amphibians.*

Graphic Organiser: Learning from tables

Name/s: _____

Page number/s of table	What I learned ...

WorldWise Lesson Plan *The Animal Kingdom* © 2019 EC Licensing Pty Ltd.

© 2019 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. The trademark "WorldWise Content-based Learning" and Star device is owned by EC Licensing Pty Ltd.

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: "© 2019 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, Jenny Feely
Consultants: Linda Hoyt, 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.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76086-169-8

