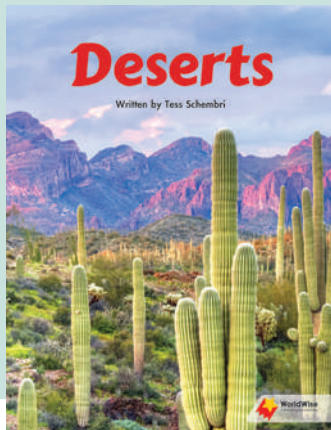


Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level V**



Deserts explores different types of deserts, their characteristics, and how they are formed. It also discusses the various adaptations of plants and animals that enable them to survive in harsh desert environments.

Informative text types:

Explanation/Report

Science Curriculum links

Australia

- **BS (ACSSU43)** Structural features and adaptations of living things assist their survival
- **BS (ACSSU43)** Adaptations of living things for particular environments
- **SS01.7** Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments

New Zealand

- **PEB:** The external and internal processes that shape and change the surface features of the land
- **LW:** The importance of variation within a changing environment

Key concepts

- Deserts are places where there is very little rainfall (less than 40 millimetres per year)
- There are different types of deserts, with each type forming in a unique way and having a certain set of characteristics
- It is difficult for living things to survive in deserts, but some plants and animals are able to do so because they are well adapted to this environment

Content vocabulary

adaptation, annuals, arid, cold currents, drought, erosion, nocturnal, nomads, plateaus, polar, salt pans, semi-arid, subtropical, succulents, topsoil

Text features

- Tables, maps, text boxes, labelled diagrams, sidebars, glossary

Reading strategy

- Comparing and contrasting information

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Deserts*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about deserts. 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 deserts?* Have students work with a partner and record their words on sticky notes. Say: *When you are finished, add your sticky notes to our group chart.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *By reading this book you will learn about a range of deserts, and the animals and plants that live there. One way of sorting out new information about a topic is to compare and contrast it: to think about what is similar and what is different between two sets of information. After reading sections of the book, you will compare and contrast different aspects of deserts.*

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourselves. As you read, think about what is the same about all types of deserts and what things are unique to each type of desert.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What is the same and different about two of the deserts you have read about?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to ask students to either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapter 2 independently. Say: *As you read, use the same process we used for the introduction and chapter 1. Read the chapter to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss similarities and differences between plants that live in deserts.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book. 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.*

Reading with teacher support

Ask: *What have we learned so far about deserts? Share your ideas with a partner.* Have the students read chapter 2 to themselves. Review what the students have read. Ask: *What did you learn about plant survivors? How have these plants adapted to the conditions in the desert?* Invite the students to talk about their understandings. Have the students read chapter 3 to themselves. Say: *Now add your thinking about two living things that survive in the desert to your Graphic Organiser.* 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 did comparing and contrasting the information about deserts help you understand the common characteristics of deserts?*

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.

Why are there different types of deserts? What is similar about the way all types of deserts are formed? What do all living things that survive in deserts have in common? (Inferential)

Why are deserts growing larger? What problems might this cause? How does a living thing's features tell you about its ability to survive in a desert environment? Give some examples. (Synthesising)

What features did the author use to help explain how deserts are formed? Was the use of these features a success? Explain your thinking. Did you find the way the information was presented interesting? How did the photographs add to your understanding? What do you think is the author's opinion of deserts? What makes you think this? (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 choose an animal or plant from the book. Students takes turns to give several clues about their chosen plant or animal, and the rest of the group try to guess what the living thing is.

Vocabulary

Have students choose five words related to deserts and create an illustrated glossary. Encourage them to use labelled diagrams where appropriate, to help explain their chosen words.

Visual literacy

Have students choose one of the deserts featured in chapter 1. Have them create a brochure or poster advertising a guided trip to this place. Encourage them to think of images and information that would "sell" the trip to tourists.

Writing

Have the students write a report about an animal or plant that lives in a desert. Provide the students with a template detailing how to plan and write a report. Remind them to introduce the animal, and then write about different features and behaviors of the animal and how it survives.

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: *Use the book as a starting point to choose a plant or animal to find out more about.* Encourage the students to talk about their ideas with a partner, then write the report. Say: *You will need to research the desert plant or animal you choose.*

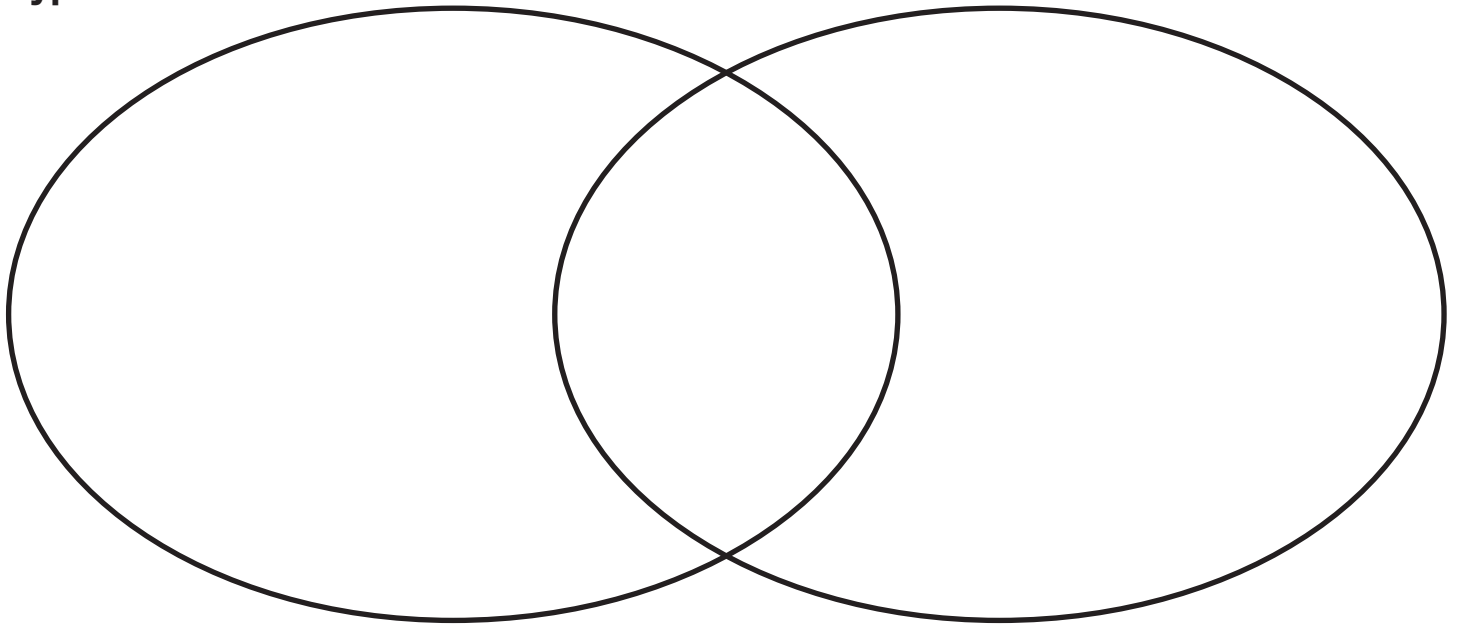
Alternatively, the students could choose to find out more about a particular desert and write a report on what they find out.

Graphic Organiser: What's the same? What's different?

Name/s: _____

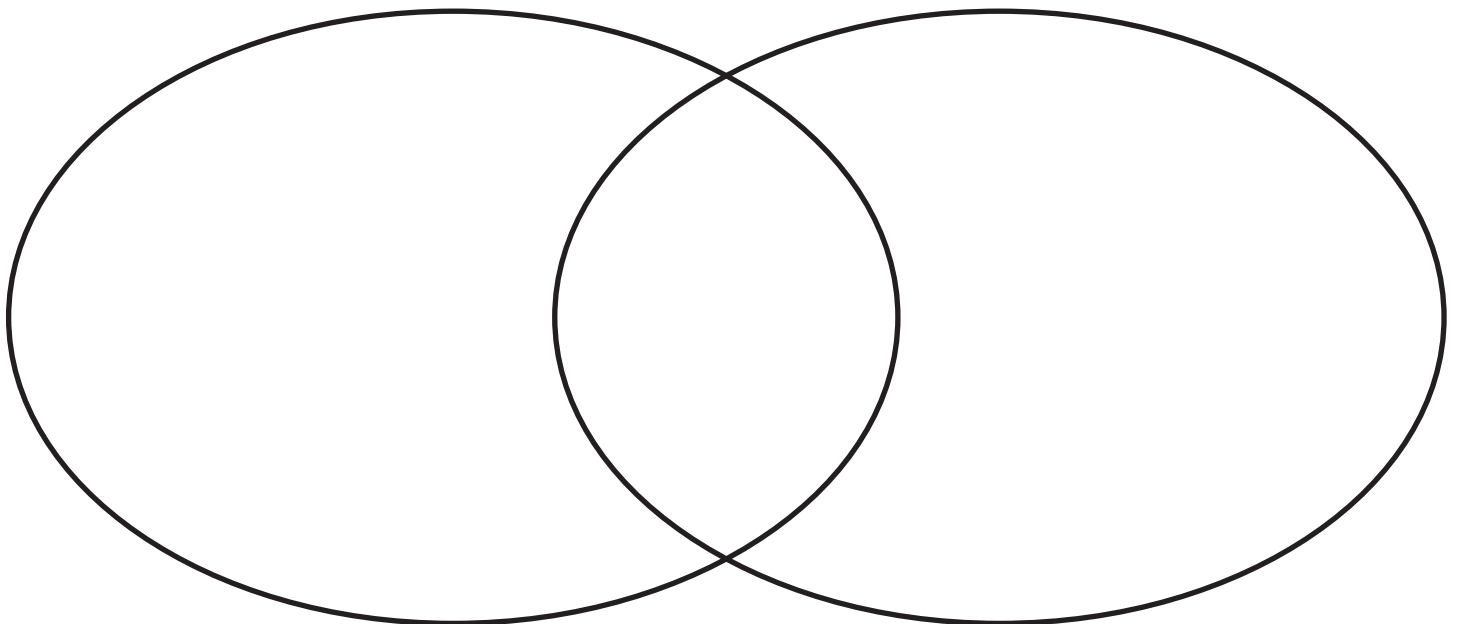
Choose two types of deserts to compare and contrast.

Types of deserts



Choose two living things that survive in deserts to compare and contrast.

Desert survivors



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