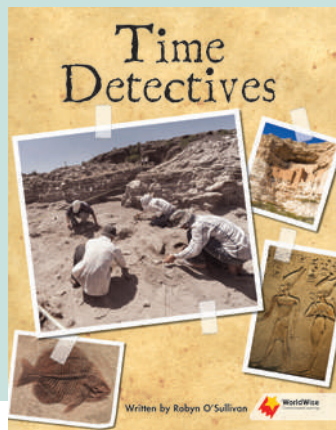


Lesson Plan

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



Time Detectives explores the long and varied history of human life on Earth. It outlines the roles of palaeontologists and archaeologists in finding out about the past. Examples of societies and cultures of the past are described and discussed.

Informative text types:

Interview/Report/Procedure/Recount

Science Curriculum links

Australia

- **ESS (ACSSU075)** Rocks and fossils show evidence of changes in Earth's surface features
- **NDS (ACSHE081)** Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions

New Zealand

- **NS:** Scientists' investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument
- **LW:** The impact of natural events and human actions on an ecosystem

Key concepts

- Studying history provides people with knowledge and skills to understand themselves and their world
- Fossils are an important treasure as they reveal secrets about past life on Earth

Content vocabulary

algebra, ancient, archaeologists, architecture, artifacts, civilization, debris, decomposed, dig, era, excavating, fossils, geometry, hieroglyphics, nomads, obelisks, palaeontologists, papyrus, pilgrimages, prehistoric, Roman, sundials, tombs, traditional

Text features

- Photographic time line, text boxes, poster, illustrations, map, sidebars, glossary

Reading strategy

- Using knowledge of text structures

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Time Detectives*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about how people investigate societies and cultures from the past. 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 finding out about the past?* Have students work with a partner and record their words on sticky notes. Say: *When you are finished, add your words 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: *The information in this book is presented in different ways. The author has included different text types. What do I mean by a text type?* Discuss examples of text types and the concept that different text types present information in a distinct way. Say: *Knowing what text type you are reading can help you to read and fully understand each text.*

Reading with teacher support

Say: *Read chapters 1, 2 and 3 to yourselves. As you read, think about what type of text you are reading and how you can tell it is that type of text.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What is challenging about being a "time detective"? How did the author present the information in these three chapters?* 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 chapters 4 and 5 independently. Say: *As you read, use the same process we used for chapters 1, 2 and 3. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the features of the different text types and what you learned by reading each one.*

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 and complete their 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.*

Reading with teacher support

Ask: *What have we learned so far about the way people solve puzzles about past times? Share your ideas with a partner.* Have the students read chapter 4 to themselves. Review what the students have read. Ask: *What do we know about life in Pompeii before 79CE? How did archaeologists make these discoveries?* Invite the students to talk about their understandings. Have the students read chapters 5 and 6 to themselves. Ask: *What questions do you have about the Anasazi people? How would archaeologists find the answer to your questions?* Say: *Now add your thinking about the different text types the author used 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: *Why did the author use a range of text types in this 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.

How do people find out about how people lived in the past? What qualities would you need to be a “time detective”? Were the ancient Egyptians an advanced society? Why do you think this? (Inferential)

In what ways were the ancient civilisations discussed in the book similar to our society? What are some differences? What ancient traditions and beliefs did you find the most interesting? How do these compare with your traditions and beliefs? Is it important for us to know about what happened in the past? Why do you think this? (Synthesising)

Do you think having a range of text types in this book was a good idea? Why do you think this? What do you think is the author’s view on finding out about the past? 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 write and present a mock interview with an archaeologist or palaeontologist about a recent, exciting find. Students can present their interview to the group.

Vocabulary

Have students explore prefixes and suffixes using the content words prehistoric, geometry, archaeologist, civilisation, traditional, and decompose. Students can use research skills to find the meaning of the prefixes and suffixes and list other words with the same affixes.

Visual literacy

Have students revisit the Egyptian hieroglyphics on page 11. Have them use the symbols to create a message for a partner. Students swap their messages and use the hieroglyphics to create an answer.

Writing

Have the students write an explanation, using the prompt: *How does a palaeontologist or archaeologist find out about the past?*

Provide the students with a template detailing how to plan and write an explanation. Remind them to use the first paragraph to introduce the occupation and the remainder of the text to explain how this person does their job.

Planning to write an explanation

Name: _____

Getting started

What is my topic? _____

What do I want to explain? _____

Who am I writing for? _____

Where will I find information? _____

Planning my explanation

1. General statement

What am I explaining? _____

2. Explanation of the process

First _____

Next _____

Then _____

Finally _____

 **Hint:** Explanations tell *how* and *why* things happen. They use words like *as*, *because* and *result*. They use phrases that describe time.

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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Encourage the students to talk about their ideas with a partner, then write the explanation. Say: *You will need to reread relevant sections in Time Detectives and also research more about palaeontologists or archaeologists and how they do their work.*

Alternatively, the students could choose to write a report on a significant find by a palaeontologist or an archaeologist.

Graphic Organiser: Knowing your text types

Name/s: _____

Text type	Text structure and features What does it look like?	Information in the text What did you learn?
Chapter 1 Time line (pp 4 & 5)		
Chapter 2 Interview (pp 7 & 8)		
Chapter 3 Report (pp 12 & 13)		
Chapter 4 Letter (pp 18 & 19)		
Chapter 5 Newspaper report (pp 26 & 27)		
Chapter 6 Procedure (p 29)		

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