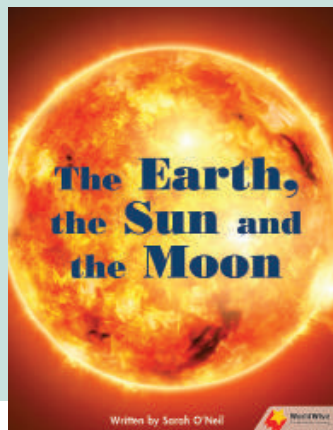


# Lesson Plan

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



*The Earth, the Sun and the Moon* explores the important scientific relationship that exists between the sun, Earth, and the moon. It explains why the sun and the moon are crucial to many aspects of life on Earth.

**Informative text types:**  
**Explanation/Procedure**

## Science Curriculum links

Australia

- **ESS (ACSSU078)** The Earth is part of a system of planets orbiting around a star (the sun)
- **ESS (ACSSU078)** Identifying the planets of the solar system
- **ESS (ACSSU078)** The role of the sun as a provider of energy for the Earth
- **NDS (ACSHE081)** How scientists were able to develop ideas about the solar system through the gathering of evidence through space exploration

New Zealand

- **PEB:** Heat from the sun, the earth, and human activities is distributed around Earth by the geosphere, hydrosphere, and atmosphere
- **PEB:** The interactions between the solar, lunar, and Earth cycles and the effect of these on Earth

## Key concepts

- The sun/Earth/moon all have properties/locations/movements that can be observed
- The sun provides light/heat necessary to maintain the temperature of Earth. The relationship between the sun/earth is necessary for our survival
- Learning more helps us understand how life on earth is possible

## Content vocabulary

atoms, axis, Celsius, deflected, diatoms, energy, erosion, generators, gravity, hot spots, infrared, magma, magnetic field, magnetosphere, mantle, mesosphere, meteorites, molten, orbit, ozone, particles, photosynthesis, planet, plasma, power surge, solar flares, solar storm, solar system, solar wind, star, stratosphere, sunspots, telescopes, thermosphere, troposphere, ultraviolet

## Text features

- Diagrams, flow chart, map, text boxes, illustrations, captions, sidebars, glossary

## Reading strategy

- Synthesising information from maps, photos and diagrams

## First reading session

### Getting started

#### Introducing the book

Give each student a copy of the book *The Earth, the Sun and the Moon*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about the sun, the earth and the moon. 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 the earth, the sun and the moon?* Students work with a partner and record their words on a note pad. Say: *When you are finished, compare the words you and your partner have listed with those of another pair.*

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: *This book contains many diagrams and other visual information. These help readers to understand the information in the body text. As you read, pay attention to the pictures, charts and diagrams, and think about how each supports and extends the information you get from the words.* If students are unsure about this, turn to one of the diagrams in the book and talk about how it is constructed.

#### Reading with teacher support

Say: *Read chapters 1 and 2 to yourselves. As you read, pay attention to all the information on the pages.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What do the photos of the sun, the earth and the moon on pages 4–5 tell you about how different each of these is? How do the pictures add to the information that accompanies them?* Talk about the bowling ball diagram on page 6. Ask: *How does this diagram help you to understand how big the sun is compared to the earth?* Have the students record their noticings about the visual information 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 have students 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 3, 4, and 5 independently. Say: *As you read, use the same process we used with chapters 1 and 2, making sure to focus on how the diagrams, photos, and other visual information support and expand on the written information. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss what you have learned by putting all of the information together to get the whole picture.*

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.

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 sun, the earth, and the moon? Share your ideas with a partner.* Have the students read chapters 3 and 4 to themselves. Review what the students have read. Ask: *What new information do you have about the earth and its place in the solar system?* Invite the students to talk about their understandings. Have the students read chapter 5 and the conclusion to themselves. Say: *Now add your noticings about the visual information 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 does paying attention to the graphical devices help you understand what you are reading?* Invite the students to talk about a specific example.

## 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 is it important to know about the sun and the moon? How are the earth and the moon the same? How are they different?* (Inferential)

*What are the complex relationships that exist between the earth, the sun and the moon? How do these relationships impact on your life? What might happen if something in these relationships changes?* (Synthesising)

*What did the author need to know to write this book? Why do you think she presented the information in so many different ways? Did this help you to understand the information or did it make it more challenging?* (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 use the NASA website to research recent sun, moon or Earth activity. Have them use their findings to create an oral news report detailing what has happened and what the likely outcomes of this will be.

### Vocabulary

Have students make a list of words from the book that they think could be added to the glossary. Ask them to write an explanation for each word and, if possible, to add a drawing, diagram, or photograph to explain the words.

### Visual literacy

Have students compare the different diagrams in the book by listing the features of each (arrows, labels, etc.). Discuss why different types of diagrams are used.

## Writing

Have the students write a report, using the prompt: *The sun, moon, and earth: Why are they important?* Provide the students with a template detailing how to plan and write a report. Remind them to clearly label and caption any visual devices they include, such as diagrams, flow charts and cross-sections.

### 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](http://www.WorldWiseReading.com.au/teacherresources)

Say: *Think about the information you will include in paragraphs and how you will support this with photographs, diagrams, and flowcharts.* Encourage the students to talk about their ideas with a partner, then write and design their report. Say: *You will need to research your information by referring to the book or looking online.*

Alternatively, the students could choose to write an explanation about one of the topics covered in the book e.g. “Why we have seasons”.

# Graphic Organiser: Understanding visual information

Name/s: \_\_\_\_\_

| Visual text type | Things I learned from the visual information | Questions this visual information answers | How does the visual information support the text? |
|------------------|----------------------------------------------|-------------------------------------------|---------------------------------------------------|
|                  |                                              |                                           |                                                   |
|                  |                                              |                                           |                                                   |
|                  |                                              |                                           |                                                   |

WorldWise Lesson Plan *The Earth, the Sun and the Moon* © 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](http://www.ecpublishing.com.au/contact-us)

**More information:**  
[www.WorldWiseReading.com.au](http://www.WorldWiseReading.com.au)  
[www.ecpublishing.com.au](http://www.ecpublishing.com.au)

