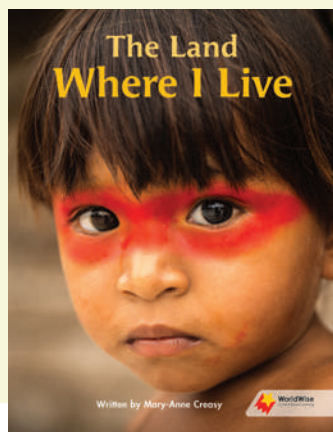


Lesson Plan

Fluent Plus
reading stage
Level N (25–26)



The Land Where I Live provides detailed descriptions of three children who live in different climates: a temperate climate, a polar climate and a tropical climate. It outlines the day-to-day experiences of these children and how their climate impacts the way they live and the experiences they have.

Informative text types:
Description

Science Curriculum links

Australia

- **GS (ACHASSK068)** The main climate types of the world and the similarities and differences between the climates of different places
- **DT (ACTDEK012)** Food and fibre production and technologies in modern and traditional societies
- **DT (ACTDEK013)** Suitability of materials, systems, components, tools and equipment for particular purposes

New Zealand

- **PEB:** The nature of the water cycle and its effect on climate, landforms, and life
- **NTTK:** The relationship between the materials used and their performance properties in technological products

Key concepts

- Different places in the world experience different climates
- The climate of a place affects the way people live
- Every climate has positive and negative aspects

Content vocabulary

adapting, Arctic, canopy, climate, equator, insulate, migrate, muffle, native, natural gas, perspiration, polar, polar desert, snowmobile, stilts, temperate, temperature, tropical

Text features

- Maps, text boxes, sidebars, captions, glossary

Reading strategy

- Making connections

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge.

Ask: *What do you know about different climates and how they affect the way people live?* Give each student a copy of the book *The Land Where I Live*. 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 in different climates?* Have the students work with a partner and record a list of words on sticky notes. Say: *When you are finished, read your list aloud and I will make a group list.* 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

Say: *As readers we make connections to the things we read about. What do I mean by “making connections”?* Have students discuss with a partner.

Say: *When you read, you make connections by noticing things that are similar to your own life or experiences. You can also “put yourself in the picture” by imagining what it might be like to experience the types of things you are reading about.*

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourself. As you read, think about what you connect with: How is Antonia’s life similar to yours? How is it different? 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: *Could you relate to the things Antonia does and the way he lives? What experiences have you had that helped you to understand Antonia’s life? What things do you find difficult to imagine?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you with your thinking. First, talk with a partner about Antonia’s life and discuss the things you connect with and why. Then write your thoughts on the Graphic Organiser.*

Second reading session

Building understanding

Reading with teacher support

Say: *Get yourself ready to read by thinking about what you have already read about climate and how it affects the way people live.* 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: *How do you connect with Daniela’s life? Are there similarities with your climate or with your way of life?*

Have the students add to their Graphic Organiser. Say: *Talk with your partner about the climate where Daniela lives and how it affects her life, then talk about experiences you have had that help you to understand this.*

Independent and partner work

Have the students read chapter 3 and the conclusion 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: *Were you able to connect with the information in the book? Did this help you to understand it? How?*

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.

Jackson and Daniela both live in houses on stilts. Why? What is a negative aspect of the climate where Antonia lives? (Literal)

Why do different parts of the world have different climates? How are the three descriptions similar? In what ways are the children's lives different? (Inferential)

What climate do you live in? Which climate discussed in the book is most similar to the climate you live in? Would you like to live in any of the climates described in the book? If so, which one and why? What place would you least like to live in? Why? (Synthesising)

Why do you think the author chose the three climates that she did? Whose "voice" is telling you about each climate? What messages do you get from this book? (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 discuss in small groups what living in each of the three climates (temperate, polar and tropical) would be like. Have them use a "plus, minus and interesting" framework to guide their discussion. Ask one student to lead the discussion.

Vocabulary

Have students draw up the following table:

Temperate climate	Polar climate	Tropical climate

Have them write four words under each heading to describe each climate.

Visual literacy

Have students create a real estate advertisement for a house for sale in one of the climates discussed in the book. Encourage students to think about the features the house would need to suit the climate, so that people would want to buy it.

Writing

Have the students write a report using the prompt: *Where I live*. 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

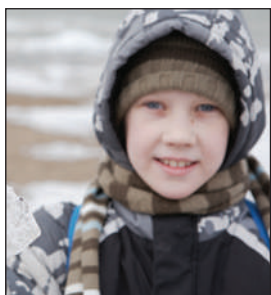
Say: *Follow the template to write a report about the climate where you live, and how it affects your life.*

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: *You will need to begin by describing the climate where you live. You can then describe how the climate affects how you live, such as the type of house you live in, the hobbies you do, the clothes you wear etc.*

Graphic Organiser: My connections

Name/s: _____

Write about your connections. How do you relate to each child in the book? How is your life similar? What experiences have you had that help you understand each child's thoughts, feelings and the way they live?

Case study	My connections ...
Antonia Living in a temperate climate 	
Jackson Living in a polar climate 	
Daniela Living in a tropical climate 	

WorldWise Lesson Plan *The Land Where I Live* © 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: 978-1-76086-172-8

