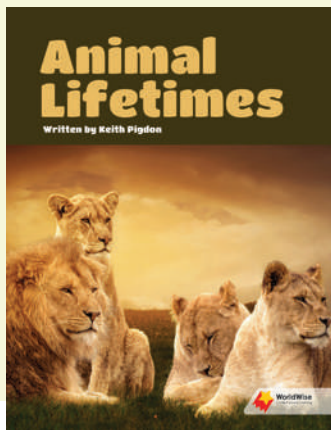


Lesson Plan

Fluent Plus
reading stage
Level N (25–26)



Animal Lifetimes explores and compares life processes common to all animals. These processes include reproduction, nutrition, raising the next generation and growth. The book explains how life processes are closely linked to the environments in which the animals live.

Informative text types:
Report/Explanation/Procedure

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:** How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced
- **LW:** Plants, animals, and other living things can be grouped into science-based classifications

Key concepts

- All animals are different and have different life cycles, but all have a 'lifetime' in common

Content vocabulary

breed, dependent, environment, gestation, hatchlings, incubate, invertebrates, life cycle, litter, moult, newborn, nymph, predators, pupa, species, womb

Text features

- Flowcharts, journal, lists, tables, sidebars, text boxes, captions, glossary

Reading strategy

- Comparing and contrasting information

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge. Ask: *What do you know about animal lifetimes? How are animals born? How do they grow and change? How are their lifetimes the same and how are they different?* Give each student a copy of the book *Animal Lifetimes*. 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 animal lifetimes?* Have the students work with a partner and record their words on small cards. Say: *When you are finished, put these cards into the order that you think they occur in an animal's lifetime.* 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 need to think about how information in one part of a book compares with information in another to build a bigger picture of the whole topic. For example, you might read that lions give birth to live babies in one part of a book and in another part read that mosquitoes lay eggs. By comparing and contrasting these two ideas the reader is able to understand that different animals begin life in different ways.*

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourself. As you read, I want you to compare and contrast the things you learn. When you have finished reading, go back to page 5. Think about the questions asked on this page. 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: *What is the same about all animal lifetimes? How are some animals different from others?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you with your thinking. First, write "elephants" in the box for animal 1 and "dragonflies" for animal 2. Add information about each animal. Think about whether this information applies to both animals or only one.*

Second reading session

Building understanding

Reading with teacher support

Say: *Get yourself ready to read by thinking about what you have already read about animal lifetimes – why are their lifetimes the same and how are they different?* Have the students read chapters 2 and 3 to themselves. Invite the students to ask questions about what they have read.

Say: *Read chapters 2 and 3 to yourself. When you have finished, discuss your thinking with your partner.* Ask: *What did you learn about animal lifetimes? How do the ways some animals start life compare with other animals? Which animals get help from their parents after they are born? Which don't?*

Have the students add to their Graphic Organiser. Say: *Talk with your partner about the similarities and differences between elephants and dragonflies.*

Independent and partner work

Have the students read chapter 4 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 does comparing and contrasting information in a book help you understand the ideas?*

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 do most birds and snakes incubate their eggs? Which animal has the longest incubation? What are some animals that drink milk from their mothers? Why do most fish hatch thousands of eggs? Which animal groups live the longest? (Literal)

How are the lifetimes of elephants and dragonflies the same? How are they different? (Inferential)

What do all animal lifetimes have in common? What are the advantages and disadvantages of different lifetimes? Why do different animals have different lifetimes? (Synthesising)

Why do you think the author posed the questions about the elephant and the dragonfly on page 5 of Animal Lifetimes? Did this improve the book? Why? What other animal lifetimes could the author have focused on? Would these have been better? Why? (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 in pairs to imagine that they are one of the animals in the book. Have them prepare and present a short talk about the animal's lifetime.

Vocabulary

Have students work through the book listing words that are particular to the topic of animal lifetimes. Have students classify these words in ways of their own choosing and then add other words that would fit in each category.

Visual literacy

Have students create a lifetimes chart. Students work with a partner and select six or more animals from the table on page 21 and use paper strips to show how long different species live. Use the scale 1 centimetre = 1 year to represent the number of years each animal lives. Have the students label each strip and attach it to a piece of poster paper.

Writing

Have the students write an explanation about two contrasting animal lifetimes, using the prompt: *What happens in a _____ and a _____ lifetime?* Provide the students with a template detailing how to plan and write an explanation.

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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Say: *Follow the structure in Animal Lifetimes: starting life, growing up, being an adult.* Refer the students to the contents page as a reference.

Encourage the students to talk about their ideas with a partner. Use the template to remind the students about the structure of an explanation. Say: *You will need to write about how each stage of the animal's life unfolds.*

Graphic Organiser: Compare and contrast

Name/s: _____

Find similarities and differences between two animals

Similarities

Animal 1

Animal 2

Differences

Differences

Interesting facts:

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