

# Lesson Plan

Advanced Fluent  
reading stage  
Level S



*Our Moving Earth* explains how the movement of the earth's crust can cause natural disasters such as earthquakes, tsunamis and volcanoes, and it discusses the impact that these events can have. The book also explores how the movement of the earth constructs and changes landforms.

**Informative text types:**  
**Explanation/Report**

## Science Curriculum links

Australia

- **ESS (ACSSU075)** Earth's surface changes over time as a result of natural process and human activity
- **ESS (ACSSU075)** Rocks and fossils show evidence of changes in Earth's surface features
- **ESS (ACSSU075)** Natural processes create changed or different landforms

New Zealand

- **PEB:** The composition structures and features of the geosphere, hydrosphere and atmosphere
- **PW:** The effect of forces (contact and non-contact) on the motion of objects

## Key concepts

- Movement of the earth's crust can change the earth's surface and create new landforms
- Movement of the earth's crust can cause natural hazards that have a great impact on people
- Certain parts of the world are more susceptible to natural disasters than others

## Content vocabulary

aftershock, ancient, atmosphere, avalanche, calderas, continents, core, crust, dormant, earthquake, earthquake engineer, eruption, fault lines, geologist, geothermal, geyser, hazards, lava, magma, magnitude, mantle, plates, Richter scale, tremors, tsunami

## Text features

- Diagrams, table, newspaper article, maps, time line, sidebars, text boxes, captions, glossary

## Reading strategy

- Interpreting graphic devices

## First reading session

### Getting started

#### Introducing the book

Give each student a copy of the book *Our Moving Earth*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about what the earth is made of, how it moves and how these movements can cause earthquakes and volcanoes. 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 earthquakes and volcanoes?* Have students work with a partner to create a list of words on sticky notes. Say: *When you are finished, read out your list and I will create our group list.*

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: *Graphic devices are things like maps, diagrams, tables and time lines. Why might an author include graphic devices in a book?* Discuss how some information is more clearly presented visually.

Have students browse through the book and identify the graphic devices. Say: *Being able to read and explain the information in a graphic device helps you to fully understand the book.*

#### Reading with teacher support

Say: *Read the introduction and chapters 1 and 2 to yourselves. As you read, make sure to study the graphic devices closely.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *Why does the surface of the earth move? How did the use of maps, diagrams and the data table help?* 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 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 and 4 independently. Say: *As you read, use the same process we used with the introduction and chapters 1 and 2. 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 learned from each of the graphic devices.*

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 our moving Earth? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information do you have about volcanoes?* Invite the students to talk about their understandings. Have the students read chapter 4 and the conclusion to themselves. Say: *Now add what you learned from viewing the maps, diagrams and time line 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: *Did you understand the information presented in the graphic devices? How did this help your overall understanding of the information in the 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.

*What things happen because of the movement of the earth's surface?  
Why are some places more prone to natural disasters than others?*  
(Inferential)

*How are earthquakes and tsunamis similar? How are they different?  
What things are done to protect people who live in areas prone to earthquakes, tsunamis or volcanic eruptions?* (Synthesising)

*Did you like the inclusion of graphic devices in this book? Did they help you to understand the book? What other graphic devices could have been included? Did you find the information in this book easy to understand? 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 role-play being a television news reporter presenting information about an earthquake, tsunami or volcano. Have other students role-play being witnesses and experts, who are interviewed by the reporter.

### Vocabulary

Have students create a word find using six or seven words related to the topic. Have them write the words horizontally, vertically or diagonally onto a grid, write a list of the words to be found, and fill the empty squares with random letters. On completion, students can search for the words in a classmate's word find.

### Visual literacy

Have students create a slide show about the impact of the movement of the earth's surface. Encourage them to choose images that show incredible landforms created by the moving Earth.

## Writing

Have the students write a report on a particular natural disaster. Provide the students with a template detailing how to plan and write a report. Remind them to include information about when, where, and why the disaster occurred, and the impact it had.

### 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: *Browse through the book and choose a disaster to write about. Then research to find out more about this disaster.* Encourage the students to talk about their ideas with a partner, then write their report. Say: *Think of ways you could present some of the information visually.*

Alternatively, the students could choose to write a report on landforms such as volcanic islands or crater lakes.

# Graphic Organiser: Interpreting graphic devices

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

| Graphic device<br>(page number/s) | What did you learn?<br>Identify the maps, diagrams, data table and time line. Study each, think about what it means and write what you learned. |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Maps                              |                                                                                                                                                 |
| Diagrams                          |                                                                                                                                                 |
| Data table,<br>pages 12–13        |                                                                                                                                                 |
| Time line,<br>pages 28–29         |                                                                                                                                                 |

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