

Lesson Plan

**Fluent
reading stage
Levels 21–22**



Side by Side compares the lifetimes of the impala and the lion, who live in the same habitat in Africa.

Informative text types:
Report

Science Curriculum links

Australia

- **BS (ACSSUO30)** Living things grow, change and have offspring similar to themselves

New Zealand

- **LW:** There are life processes common to all living things and these occur in different ways

Key concepts

- Lions and impala share the same habitat – the grasslands of Africa.
- Lions and impala have similarities and differences in how they live and survive.

Content vocabulary

adapted, Africa, attract, cubs, fawn, grasslands, graze, habitat, herd, predators, prey, pride, stalking, surviving

Text features

- Chapters with headings and sub-headings
- Text boxes, photographs with captions
- Glossary and index

Reading strategy

- Making inferences

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What sort of animals live on the African grasslands?* Invite students to use research skills to find images of these animals. Highlight the impala and the lion.

Ask: *What do you know about lions? What do you know about impala? Which animal do you think has the best chance of survival?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Side by Side*. Say: *This book compares the lives of impala and lions, and how they live on the African grasslands.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *When you read you learn new things. You can use this new knowledge to make your own conclusions. This is called inferring. We know that lions and impalas live side by side, so what conclusions can you draw from this? What can you infer?* Have students discuss this with a partner.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *Which animal do you think has the best chance of survival?*

Have students read chapter 1 independently. Say: *As you read, remember to use the information to make conclusions. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *How are newborn impala and lions similar? How are they different?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *Which animal becomes independent the fastest? Why do you think this is the case? What dangers do impala fawns face? What dangers do lion cubs face?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, think about the conclusions you are able to draw.*

Bringing it all together

Ask: *What have you learnt about impala and lions and how they share the grasslands?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *So, who does have the best chance of survival? Impala or lions?* Discuss as a whole group.

Students could complete the Blackline Master about the similarities and differences between lions and impala.

Reflecting on the reading strategy

With a partner, have students write a conclusion they have drawn about lions and impala. Ask: *How did you come up with that information?* Invite pairs to share their ideas.

Ask: *Why is inferring, or drawing conclusions, important? How does it help your reading?* Discuss as a whole group.

Going beyond the book

Speaking and listening

In pairs, students play the game “One truth. One lie”. One student says one true fact and one lie about lions and impala. The other student tries to guess which statement is true and which one is a lie. The partners then swap roles. Encourage them to use *Side by Side* as a reference.

Vocabulary

Ask: *What is the name given to a group of lions? What is the name given to a group of impala?* Write the words *pride* and *herd* on a chart.

Have students talk with a partner about the names given to other groups of animals (for example, a swarm of bees, school of fish, pack of wolves and litter of puppies). Invite students to share their ideas and add these to the chart.

Say: *These words describe a group of things. These types of words are called collective nouns.*

Visual literacy

Have students use the information in *Side by Side* to create a timeline showing the major milestones in the life of an impala or a lion. Encourage students to use both pictures and words to create their timelines.

Have students sit in a small group and take turns talking about their timelines.

Writing

Have students write an explanation about why impala have a better chance of surviving than lions. Provide the students with a template detailing the structure and elements of 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: *Reread information in the book that explains why impala have a better chance of surviving than lions.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about what you are going to write about to explain why impala have a better chance of survival on the grasslands than lions.*

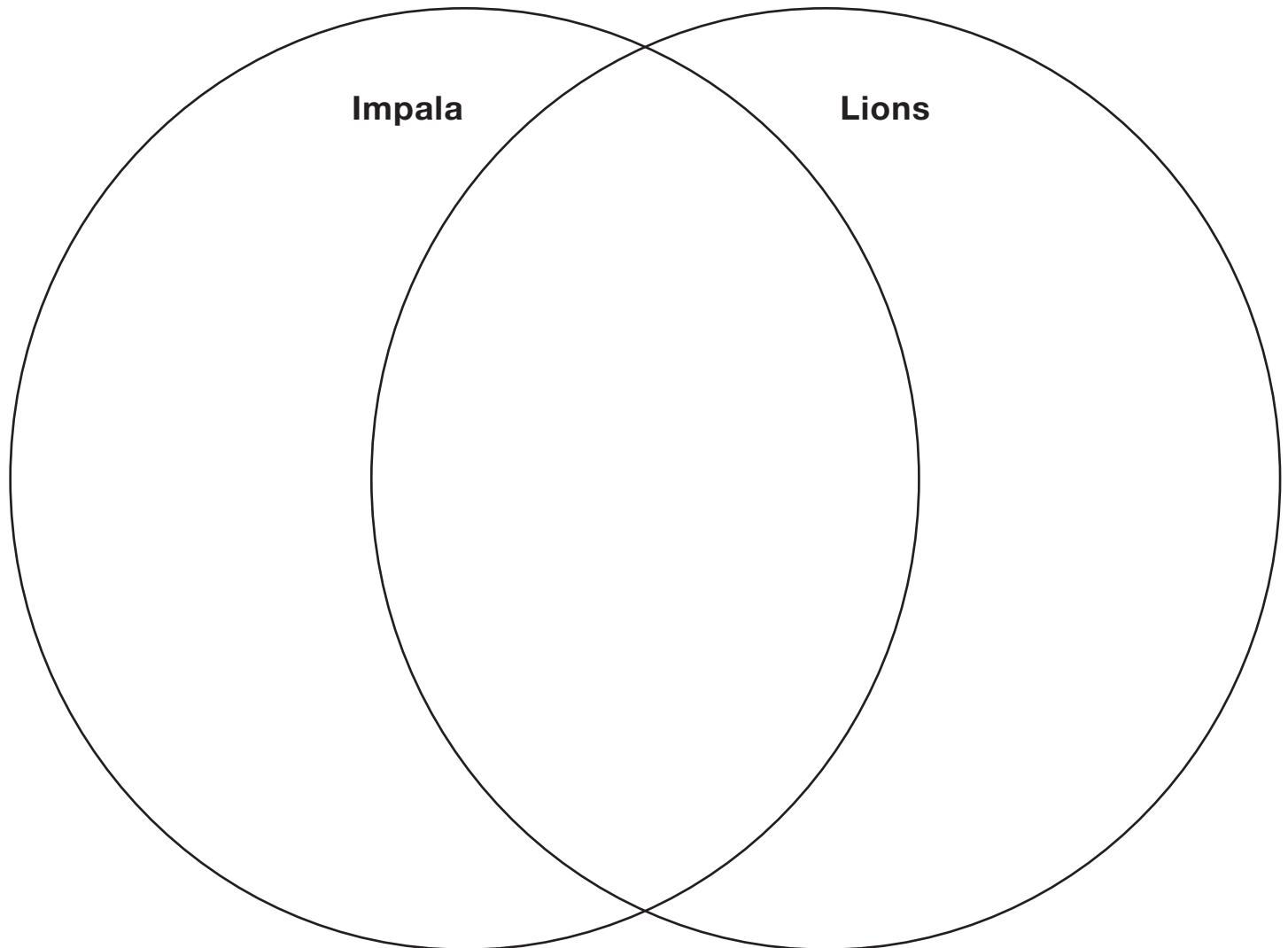
Use the template to remind the students about the structure of an explanation. Say: *Follow the template when you write. Start by stating what it is you are explaining – why impala have a better chance of surviving than lions. Then write about the different reasons that explain why this is the case.*

Blackline Master: Impala and lion Venn diagram

Name/s: _____

What things are the same about impala and lions? What things are different?

Fill in the Venn diagram to answer these questions.



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