

Lesson Plan

**Fluent
reading stage
Levels 21–22**



Sharing Our Yard describes the actions that a girl who lives in Queensland is taking to look after three special animals: the Ulysses blue butterfly, the crimson finch and the musky rat-kangaroo. It describes the needs of these animals and why they require protecting.

Informative text types:
Report/Description

Science Curriculum links

Australia

- **BS (ACSSUO30)** Living things grow, change and have offspring similar to themselves – exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly
- **UIS (ACSHEO35)** People use science in their daily lives, including when caring for their environment and living things

New Zealand

- **LW:** Recognise that there are life processes common to all living things and these occur in different ways
- **LW:** Living things are suited to their particular habitat and they respond to environmental changes, both natural and human induced

Key concepts

- Some animals live near or visit our yards.
- These animals sometimes need protecting so that they are safe in their habitats.

Content vocabulary

caterpillars, chrysalis, crimson finch, corkwood, habitats, marsupial, musky rat-kangaroo, native, nectar, pandanus, predators, rainforests, timber, Ulysses blue butterfly

Text features

- Chapters with sub-headings
- Labelled diagram and photographs with detailed captions, text boxes
- Glossary and index

Reading strategy

- Asking questions

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What animals have you seen in your yard, or in a yard that you have visited?* Have students list at least two animals. Invite students to share their lists and create a group list on a chart.

Ask: *What do you know about the animals that you have listed? Why do you think they visit people's yards?*

Provide each student with a copy of *Sharing Our Yard*. Say: *This book is about three animals that live near one girl's yard: the Ulysses blue butterfly, the crimson finch and the musky rat-kangaroo.* 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: *Good readers ask and answer questions as they read. They do this to predict, analyse, clarify, make judgements and reflect.* Have students write down two questions they would like answers to as they read the book.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What do you know about these animals?*

Have students read chapter 1 independently. Say: *As you read, ask yourself questions such as "What is this text trying to tell me?" and "What do I think about this?" Asking questions can help you to understand the text better.*

Second reading session

Building understanding

Ask: *Why are corkwood trees so important to the Ulysses blue butterfly? What different ways does it use this plant?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *Why are crimson finch numbers low? What is Anna doing to help them? How does Anna know she is making a difference?*

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, stop to reflect on each paragraph by asking and answering questions about it, such as "What were the main ideas in that paragraph?"*

Bringing it all together

Ask: *What have you learnt about the animals in this book?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses. Compare this to the chart that was created before reading.

Ask: *Would you like to be able to help animals like Anna does? How could you do it?* Discuss as a whole group.

Students could complete the Blackline Master about how Anna helps animals that live near her home.

Reflecting on the reading strategy

With a partner, have students talk about the questions they wrote down before you read the text. Ask: *Did you find the answers to these questions? Do you have new questions about the topic?* Invite pairs to share their ideas.

Ask: *Did it help you to ask questions as you read the book? How? Is stopping and asking questions as you are reading a good reading strategy? Why?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Say: *Imagine you are a reporter and you are interviewing Anna from Queensland. What questions would you ask her? What answers would she give?* Have students work with a partner to role-play this interview.

Have students plan three or four questions to ask Anna and discuss what answers she would give.

Have the pairs practise their interview before presenting it to the group.

Vocabulary

Write the words *caterpillar*, *butterfly*, *finch* and *kangaroo* onto a chart. Ask: *What would I need to do to the word “caterpillar” if I wanted to write about more than one caterpillar?* Discuss and draw out that an “s” would need to be added to the word to make caterpillars.

Say: *When a word is changed from meaning one of something to meaning more than one, then this “new” word is called the plural of the word.*

Repeat with the other words such as *butterfly/butterflies*, *finch/finches* and *kangaroo/kangaroos*.

Discuss the different ways words can be made into plurals.

Visual literacy

Revisit the list of animals that visit yards created before reading. Ask: *Are there other animals we can add to our list?* Record these suggestions.

Allocate animals from the list to the students. Have students draw their allocated animal/s, cut them out and stick their pictures onto a display board.

Writing

Have students write a report about one of the animals from the book. Provide the students with a template detailing the structure and elements of 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

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WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Reread information in the book about the animal you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the animal you are writing about and what information you will include.*

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Use the first paragraph to introduce the animal, then include a range of information about it, such as body features, what it eats and how it stays safe.*

Blackline Master: Anna's yard

Name/s: _____

Use information from *Sharing Our Yard* to fill in the table.

Animal	Needs <i>What does this animal need to survive?</i>	Protection <i>How is Anna helping this animal to survive?</i>
Ulysses blue butterfly 		
Crimson finch 		
Musky rat-kangaroo 		

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