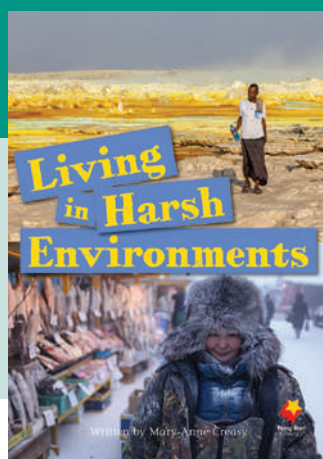


Lesson Plans

Advanced Fluent
Upper Primary
reading stage

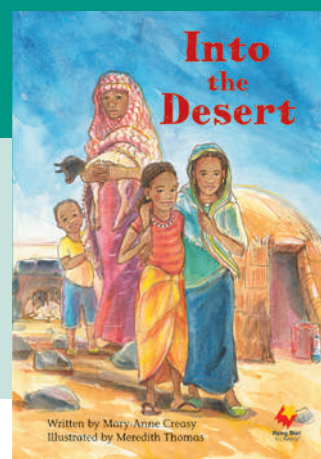
Level V



Living in Harsh Environments explains how people live in extreme heat and extreme cold, both with the use of modern technology and without it.

Running words: 1976

Text type: Report



Fatuma is always daydreaming. But when she gets lost in the desert with her sister, she must stop dreaming and start thinking.

Running words: 2833

Text type: Narrative

Content vocabulary

air-conditioned Arctic
core body temperature defence
extreme climates mechanism environment
equator heatstroke heatwave igloos
indigenous insulation Inuit isolated
nomadic nomads poles shivering sweat
temperature unconsciousness

Literary language

Verbs (sensing): concentrate daydream
felt forget frightened imagined longed
reminded wished

Language to build suspense: sudden gust of
wind fear in her sister's eyes looked around
frantically shrieked in alarm the wind
howled

Adjectives: broad burning calm cool heavy
leafy massive melted moist sandy small
spiced still strong valuable weak

Reading strategies

Living in Harsh Environments

- Identifying how visual images complement or extend the written text

Into the Desert

- Recognising variations in narrative text structure (flashback)

Curriculum links

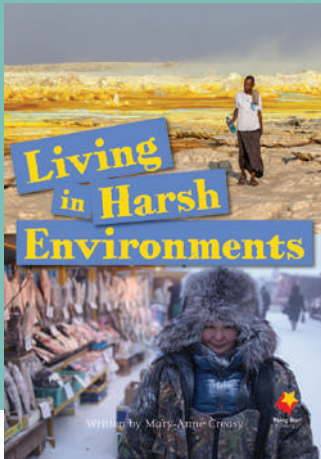
Living in Harsh Environments

- Geography: Factors that shape the human and environmental characteristics of a place
- Geography: Sustainability and change

Into the Desert

- Geography: Factors that shape the human and environmental characteristics of a place
- English: Literature

Lesson Plan Living in Harsh Environments



Key concepts

- Living in extreme climates can be fatal for people if they are not prepared.
- Some people have adapted to extreme temperatures but most of us need modern technology to live comfortably in these places.

Before reading

Exploring vocabulary

Give each student a copy of *Living in Harsh Environments*.

Say: *This book is about how people live in very hot and very cold places.* Have students browse through the book and then brainstorm a list of words related to the topic.

★ Draw up a T-chart with the headings “Cold climate” and “Hot climate”. Ask students to provide words that describe each type of climate and scribe their suggestions onto the chart.

Establishing the strategy focus

Say: *This information book has photos, maps and graphs, as well as text. What is the purpose of these visual images?* Draw out that visual images in a factual text complement the written text and can also extend it by providing extra information.

During reading

Reading with teacher support

Have students read the introduction independently. Ask: *What strong message do you get from this information?* Discuss students’ responses.

Have students read pages 10 to 13 independently. Ask: *What extra information did the photos in this chapter provide?*

Refer students to the maps and graphs. Have them explain what each visual image adds to the written information.

Check for understanding

Have students read pages 14 to 19. Again discuss how the visual images complement and extend the written text.

Ask: *What does the map tell you that isn’t in the written text?*

Talk about the graph. Ask: *Why is this information presented in a graph?*

★ Support students by talking through the information supplied in the graph.

★ These activities are also suitable for English Language Learners (ELL).

Working with a partner

Have students read Chapter 2 independently. Refer to the graphs on pages 23 and 27. Talk about the information contained in each graph, and have pairs of students discuss: *Is this new information? How does it complement the written text? How does it extend the text?* Invite pairs to share their ideas and discuss them as a whole group.

Ask: *What did you learn about living in extreme heat and extreme cold?*

Quick write

Ask pairs of students to take turns choosing a visual image in the book and explaining what information they gain from viewing it.

In pairs, students complete Graphic Organiser 1: Hot and cold. Have students discuss their completed charts in small groups.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *What similarities do the Inuit and the Afar people share?* (Inferential) *Would you rather live in extreme heat or extreme cold? Why?*

(Synthesising)

What does the author want you to understand about extreme climates? (Critical)

Invite students to ask their own questions.

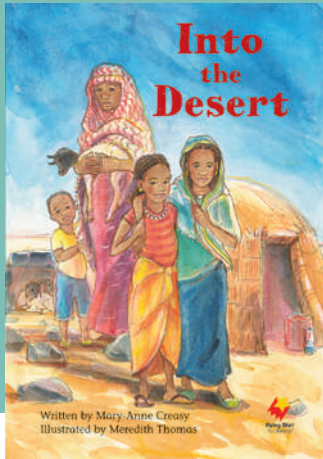
Vocabulary reflection

★ Return to the T-chart created before reading. Invite students to add words to the lists. Encourage students to browse the text to find challenging words.

Strategy reflection

Say: *When reading a factual text, it’s important that you look at all the information on the page. New information can be provided in visual images such as photos, maps and graphs.*

Lesson Plan Into the Desert



Key concepts

- Narratives can include characters' reflections and memories about events in their lives.
- A character's personality can be tested when they're faced with a dramatic event.

Before reading

Exploring vocabulary

Give each student a copy of *Into the Desert*. Have them browse through the book. Read the preface and the note from the author aloud. Discuss: *What words might be in this book?*

★ Support students by discussing what a daydreamer is. Talk about the story's setting and how the Afar people live.

Establishing the strategy focus

Say: *Fatuma is the main character in this story. She is always daydreaming. In one part of the story, she reflects back on the events of her morning. Read carefully so that you know the difference between the ongoing story and Fatuma's flashback.*

During reading

Reading with teacher support

Have students read pages 6 and 7. Ask: *What do you notice about the end of page 7?* Draw out that the series of asterisks signals a change in the text structure. Say: *The asterisks at the end of the page indicate that the author wants a break in the text. This could be to show a change in point of view, style of writing or time, such as a flashback.*

Check for understanding

Have students read the remainder of Chapter 1 independently. Ask: *Where does Fatuma's flashback begin? Where does it finish? How do you know?*

★ Explain where Fatuma's memory finishes and the main storyline continues.

Working with a partner

In pairs, students take turns to read the pages in Chapter 2. Have them discuss the story so far and make predictions about what will happen next.

Reading with teacher support

Support and monitor students as they read the remainder of the book independently. Discuss the story. Ask: *Why was Fatuma's family worried about her daydreaming? What do you think Fatuma might have learnt from her experience in the desert?*

Check for understanding

Ask: *How did Fatuma's memory of her morning affect the way she acted when she found herself in trouble?* Draw out that she regretted daydreaming when she should have been helping and that this made her determined to show that she could be responsible.

Working with a partner

Say: *Sometimes authors will include a memory or a flashback in a story. This can give us more information about a character.*

In pairs, students complete Graphic Organiser 2: Fatuma's flashback.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *How did Fatuma show she was more than just a daydreamer?*

(Inferential)

How could a similar story be set in an extremely cold environment?

(Synthesising)

What facts would the author have needed to know to write this story?

(Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Have pairs of students write a list of five words related to the Afar people. Have them share their lists to create a class list.

Strategy reflection

Ask: *Why might an author use a flashback in a story?* Draw out that it is a way for readers to learn more about the character and why they might act a certain way.

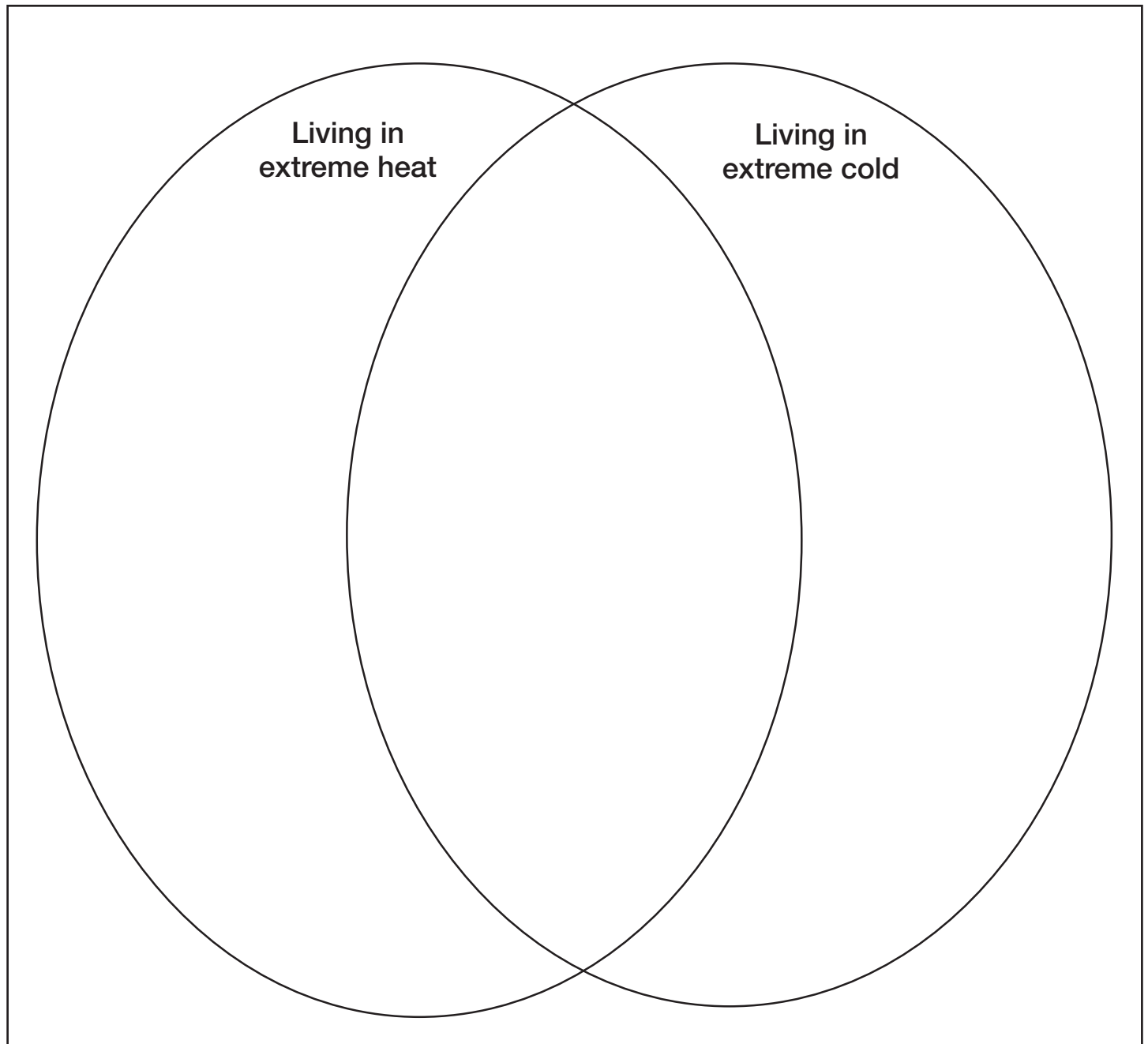
Synthesising: Talk about the pair

Have students reflect on what they have read in *Living in Harsh Environments* and *Into the Desert*. Ask: *What do you now know about living in harsh environments?*

Say: *Some people live in the extreme cold and some live in the extreme heat. How is living in these environments different?*

How is it similar? Have students discuss these questions in a small group and then invite the groups to share their ideas. In pairs, students complete a Venn diagram to compare what it is like to live in extreme heat and extreme cold.

Name/s: _____



Assessment

Can students compare two sets of information and record similarities and differences?

Graphic Organiser 1: Hot and cold

Name/s: _____

Reflect on *Living in Harsh Environments*. Write down information about both types of climates. Include facts that you learnt in the written text and facts that you learnt from the visual images.

	Living in the extreme cold	Living in the extreme heat
Facts in the written text		
Facts in the visual images (photos, maps and graphs)		

Graphic Organiser 2: Fatuma's flashback

Name/s: _____

Reflect on *Into the Desert* and fill in the chart.

Write a summary of the main storyline.	What does this tell you about Fatuma?
	
	

Flying Start to Literacy Lesson Plans *Living in Harsh Environments / Into the Desert* © 2018 EC Licensing Pty Ltd.

© 2018 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.

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: "© 2018 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
Consultants: Susan Hill and 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.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76067-519-6



9 781760 675196