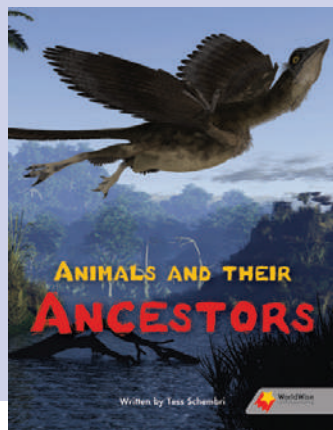


Lesson Plan

Advanced Fluent
reading stage
Level R



Animals and their Ancestors explains the ways in which animals have evolved over time as their environments have changed. It outlines examples of animals that have changed their bodies and/or their behaviours so that they are able to continue to survive.

Informative text types:
Report/Explanation

Science Curriculum links

Australia

- **BS (ACSSU72)** Observations of living things as they move through their life cycles
- **BS (ACSSU72)** Differences between living, once living and products of living things
- **BS (ACSSU73)** Living things depend on each other and the environment

New Zealand

- **LW:** The basic process by which genetic information is passed from one generation to another
- **NS:** Scientists' investigations are informed by current science theories and aim to collect evidence that will be interpreted through processes of logical argument

Key concepts

- Animals have evolved over time and changed their features and/or behaviours as their environment has changed
- Most changes have taken millions of years, but some animals have changed quickly
- Some animals have not needed to adapt; they have stayed the same

Content vocabulary

adaptation, ancestor, ancient, evolved, extinct, fossil, habitat, life cycle, molluscs, predators, scavenges, species

Text features

- Text boxes, time line, table, map, diagram, captions, glossary

Reading strategy

- Identifying cause and effect

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge. Ask: *Did you know that the way some animals look and act now is different from how they once looked or acted? What do you know about this?* Give each student a copy of the book *Animals and their Ancestors*. 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 how animals change?* Have the students work with a partner and record their words on sticky notes. Say: *When you are finished, add your notes to our group chart.* 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: *To help you understand the information in this book we will identify “cause and effect”. This means we will explain how one event leads to another event.*

Have the students read pages 4–5 to themselves. Say: *When the oceans changed, some animals changed so they could live on land.* Discuss the cause and effect. Say: *The cause is **why** something happens, and the effect is **what** happens because of this.*

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourself. As you read, think about the cause and effect: **why** certain animals changed and **how** these animals changed. When you have finished reading, 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: *How did being able to fly help the earliest birds? How have birds changed over time? What caused them to change?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you with your thinking. First, choose an animal in chapter 1 that has changed over time. Think about what caused this animal to change. Think about how it changed. Then fill in two rows on the Graphic Organiser.*

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 2 and 3 independently. Say: *As you read, use the same process we used with chapter 1. 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 and where in the text you learned this.*

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 and complete their 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.*

Reading with teacher support

Ask: *What have we learned so far about how animals change? Share your ideas with a partner.* Have the students read chapter 2 to themselves. Review what the students have read.

Ask: *What new information do you have about animals sending messages? What do you think about how colour and electricity is used in animal communication?* Invite the students to talk about their understandings. Have the students read chapter 3 to themselves. Say: *Now add your thinking 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. Say: *Look at pages 22 and 23. Why did the author use this timeline?*

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.

How do adaptations allow animals to survive and thrive? Why have some animals made no changes for millions of years? (Inferential)

Are animals changing now? Why do you think this? Are the changes to animals noticeable to us? Why might animals have to change in the future? What might happen to these animals if they do not change? What might certain animals look like in the future? (Synthesising)

Did the author explain the idea of animal changes clearly? Were the examples he chose interesting? What could have helped you to understand this topic more fully? What devices did the author choose to help present the information written about in the text? (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 talk to each other about the possible effects on animals of changes in the natural environment, such as global warming/rising temperatures, deforestation and pollution. Have them discuss the topic: *Will animals be able to adapt to these changes?*

Vocabulary

Have students sit with a partner and take turns choosing a word from the glossary to say in a sentence.

Visual literacy

Have students choose three animals from the book: one that has changed slowly over time; one that has changed quite quickly; and one that has not changed. Have them create a visual table of these three animals, with labels outlining the name of the animal and their changes or lack of changes.

Writing

Have the students write an explanation using the prompt: *Why animals change over time*. 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

© 2019–2020 EC Licensing Pty Ltd. Published by Eleanor Curtain Publishing.
Permission is granted for this resource to be reproduced for teaching purposes only. All other rights reserved.
WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Follow the template to write an explanation about why animals adapt and evolve. Think about **why** animals change and **how** these changes happen. You might like to include examples.*

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: *Begin by writing about the topic and then explaining step by step what happens when an animal's environment changes and why the animal must change too.*

Graphic Organiser: Cause and effect

Name/s: _____

Think about **why** animals changed (cause) and **how** they changed (effect).

Cause Why did the animal change?	Effect How did the animal change?

WorldWise Lesson Plan *Animals and their Ancestors* © 2019 EC Licensing Pty Ltd.

© 2019 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. The trademark "WorldWise Content-based Learning" and Star device is owned by EC Licensing Pty Ltd.

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: "© 2019 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, Jenny Feely
Consultants: Linda Hoyt, 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.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76086-180-3

