

Lesson Plan

Advanced Fluent
Upper Primary
reading stage

Levels T-V

PERSPECTIVES

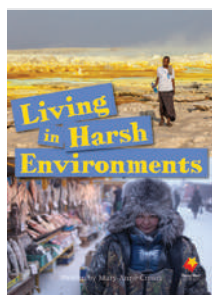


How much should we rely on modern technology to protect us from extremes of climate?

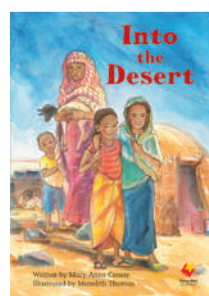
Contents

- Homes that master the weather
- Gardens in the sky
- Too hot, too cold
- The coolest thing to do in Dubai

Paired connected texts



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



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

Content vocabulary

air-conditioning breeze central heating climate degrees Celsius double glazing dwellings environmentally equator extreme *gers* global climate humid insulation livable migrate steppes temperature thermometer tropical weather

Key concepts

- People make adaptations in response to their environment.
- There is sometimes a conflict between people's needs and wants.
- People's actions can have a positive or negative impact on the environment.

PERSPECTIVES Living With the Weather: What Are the Challenges?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Living With the Weather: What Are the Challenges?*

Say: *Read the text and look closely at the images on pages 4 and 5. What do you notice? Record at least two of your comments on sticky notes.* Students share their comments with the group.

Discuss the question posed on page 4: How much should we rely on modern technology to protect us from extremes of climate? Record students' ideas.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic. Record them on sticky notes.*

Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add to the chart.

Independent partner work

Introduce the Graphic Organiser: What's your perspective?

Say: *It is important to "wonder" together. Think of the different things people do to live comfortably in hot, cold and tropical climates.*

Students work with their partner to record one or two statements in each of the first three boxes on the graphic organiser.

Thinking and talking circle

Bring the group together to share their ideas. Discuss ways to maintain a comfortable temperature without using modern technology. While the group discusses the arguments surrounding the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about living in extreme climates. Each article attempts to persuade you to think about the issue in a particular way.* Have students browse through the book.

Say: *You are going to read the first two articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about living in extreme climates.*

Independent partner work

Students read "Homes that master the weather" and "Gardens in the sky" independently, using sticky notes to record key points, comments and questions. Then they discuss their thinking with their partner.

Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students' discussion. (These can be prepared on index cards or on a chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Students read the last two articles, “Too hot, too cold” and “The coolest thing to do in Dubai”. Say: *As you read, think about the question: How much should we rely on modern technology to protect us from extremes of climate? Share with your partner any new ideas you have after reading these articles.*

Independent partner work

Students revisit the graphic organiser. Say: *With your partner, complete your graphic organiser by adding further statements in each box and responding to the question in the final box.*

Thinking and talking circle

Students bring their completed graphic organisers to a group discussion. Have each pair share their thinking. Say: *Now that you have read and discussed all of the articles, reflect on how your ideas and opinions may have changed.* Invite students to share their ideas.

Reading closely

Setting the task

Students work with their partner to choose one article to read closely.

Say: *As you reread the article, imagine you’re leaning in close with a magnifying glass — notice more and think deeply. Think about the language the author uses and record examples, such as emotive language, short sentences and rhetorical questions.*

Independent partner work

Students reread their chosen article, and record words/phrases that highlight the type of language the author uses.

Thinking and talking circle

Students share the key words/phrases the author used in the article. They should come to the meeting prepared to discuss, connect to the thoughts of others, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: *Authors of persuasive texts use a range of devices to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.*

Introduce the Graphic Organiser: Persuasive text devices. Discuss the persuasive text devices on the graphic organiser with the group.

Say: *Revisit the articles in the book and record examples of persuasive text devices that the authors have used.*

Students share the features of persuasive texts they have identified.

Independent partner work

Say: *Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.*

Present the graphic organiser What is your opinion?: How to write a persuasive argument (see *PERSPECTIVES Living With the Weather: What Are the Challenges?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: What's your perspective?

Type of weather	How do people master this weather?
Extreme heat	
Extreme cold	
Tropical (hot and humid)	
Mark the methods above that use power (electricity, gas etc.). Keep this in mind as you respond to this question: How much should we rely on modern technology to protect us from extremes of climate?	

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Figurative language Similes and metaphors	
Imperatives/commands People should do something about this issue.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Rhetorical question So why don't we stop eating so much sugar?	
Short sentences/ paragraphs We can stop this.	

Task cards

Choose one of the following activities from this menu.

1 Living With the Weather

Make a presentation

- Make a PowerPoint presentation that summarises the issues surrounding living in extreme climates.
- Include information on how people live in very hot and very cold climates.

2 Living With the Weather

Create an information booklet

- Create a booklet that contains tips on how to live comfortably in an extreme climate, without using too much energy.
- Make your tips clear and precise.
- Include pictures and/or diagrams.

3 Living With the Weather

Complete a data chart

- Create a data chart. Give it three rows (with the headings “Water Homes”, “Circular Homes”, and “Underground Homes”) and two columns (with the headings “Positives” and “Negatives”).
- Fill in the data chart using information from the book about each type of home, as well as your own opinion.

4 Living With the Weather

Design an “all weather” home

- Design a home where you could live in any type of weather.
- Include labels that explain how the house masters extreme climates, to make it a comfortable house to live in.
- Make your home energy efficient by including natural heating and/or cooling methods.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Living With the Weather: What Are the Challenges?* © 2018 EC Licensing Pty Ltd.

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