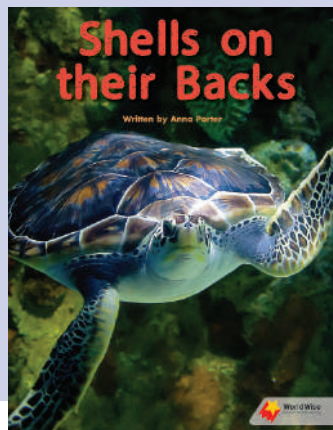


Lesson Plan

Advanced Fluent
reading stage
Level R



Shells on their Backs outlines the similarities and differences between turtles and tortoises. It examines various types of turtles and tortoises and their features and behaviours. The book also explains why some turtles and tortoises are endangered and what is being done to help them survive.

Informative text types:
Explanation/Report

Science Curriculum links

Australia

- **BS (ACSSU73)** Living things depend on each other and the environment to survive
- **GS (ACHASSK088)** The importance of environments, including natural vegetation, to animals and people
- **NDS (ACSHE061)** Ways in which scientists gather evidence for their ideas and develop explanations
- **UIS (ACSHE062)** Science has contributed to a discussion about an issue such as loss of habitat for living things (human activity)

New Zealand

- **LW:** The key structural features and functions involved in the life processes of plants and animals
- **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

- Turtles and tortoises are reptiles that have many things in common, but are also different in several distinct ways
- Turtles and tortoises have well-developed structures and behaviours that have allowed them to survive all around the world for millions of years
- Today, many turtle and tortoise species are at risk of extinction

Content vocabulary

atoll, carapace, carnivores, clutches, cold-blooded, commercial fishing, conservation, crustaceans, evaporation, foraging, gender, GPS, herbivores, hibernation, incubate, juvenile, microchip, nesting sites, omnivores, predators, replenished, reptiles, scutes

Text features

- Maps, tables, labelled photograph, sidebars, glossary

Reading strategy

- Identifying the text features authors use to identify and compare similarities and differences in information

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Shells on their Backs*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about turtles and tortoises. 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 turtles and tortoises?* Have students work with a partner and record their words on a piece of paper. Say: *When you are finished, share your list with another pair, then the two combined lists can be shared with the group.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *Authors use a variety of text features when they want us to identify and compare information in a text.* Have students turn to a partner and talk about what an author might do (e.g. use tables, subheadings, photos and diagrams).

Say: *As we read this book, look for the different ways the author helps us understand what is the same and different about turtles and tortoises.*

Reading with teacher support

Say: *Read the introduction and chapters 1 and 2 to yourselves. As you read, think about how the appearance of turtles differs from that of tortoises.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *How has the author helped you to see what is the same and what is different?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to ask students to 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 chapter 3 independently. Say: *As you read, keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the information you added.*

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 the similarities between turtles and tortoises? What text features did the author use?* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information did this chapter contain? How does the difference in appearance relate to the animals' behaviours and function?* Invite the students to talk about their ideas. Say: *Note your ideas on your Graphic Organiser.* Have the students read the final chapter to themselves. Ask: *Why do you learn about the ways that people protect turtles and tortoises?*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *What did the author do to help us identify the similarities between turtles and tortoises? How did that help you understand the information?*

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.

Why do turtles and tortoises have different types of shells and feet? How does having a shell help turtles and tortoises? Are there disadvantages to having this body part? (Inferential)

Why have turtles and tortoises survived for so long? Why then, are some of these animals endangered now? Do you feel you can help turtles and tortoises to survive? Why or why not? (Synthesising)

What do you think are the author's views on turtles and tortoises? What makes you think this? What other animals could be compared in a similar way to the way the author compared turtles and tortoises? Do you think this book has a message? What message, if any, did you get from reading it? (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 create a slide show that compares turtles and tortoises, and present it to the group.

Vocabulary

Have students use the correct scientific words to label a drawing of a turtle or tortoise. Encourage them to view the diagram on page 8 to use as a model.

Visual literacy

Have students create a graph that shows changes in population numbers of the Galápagos giant tortoise. Have them reread pages 20–21 and use the information on these pages as data for their graph.

Writing

Have the students write a report about a type of turtle or tortoise. Provide the students with a template detailing how to plan and write a report. Remind them to write a general classification, followed by paragraphs with information about the animal (its appearance, habitat, what it eats, its nesting habits, its predators, etc.).

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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Say: *Look through the book for ideas on a type of turtle or tortoise to focus on.* Encourage the students to talk about their ideas with a partner, then write their report. Say: *You will need to research the turtle or tortoise you choose to write about.*

Alternatively, the students could choose to write an argument about why turtles and tortoise should be protected.

Graphic Organiser: Turtle or tortoise?

Name/s: _____

Comparing information about turtles and tortoises

Similarities or differences	page number	Text features the author used

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