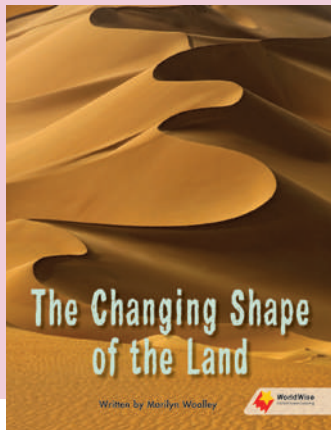


Lesson Plan

**Fluent
reading stage
Levels 23–24**



The Changing Shape of the Land explores the ways that moving water, wind, ice and snow shape the landscape.

Informative text types:
Explanation/Description

Science Curriculum links

Australia

- **NDS (ACSHE034)** Science involves observing, asking questions about, and describing changes in, objects and events

New Zealand

- **PW:** Explore, describe, and represent patterns and trends for everyday examples of physical phenomena
- **PEB** Investigate the water cycle and its effect on climate, landforms and life

Key concepts

- Wind, water, ice and snow erode the landscape, causing the shape of the landscape to change.
- The shape of the land is constantly changing.

Content vocabulary

avalanches, carve, cliffs, coastline, desert, erosion, glacier, landslide, rock pools, rocky platforms, sand dunes, sandstorm, valleys, wash, worn away

Text features

- Chapters with headings and sub-headings
- Text boxes, labels
- Glossary and index

Reading strategy

- Identifying the structural pattern – cause and effect

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What do you know about how the land changes over time? What causes these changes?* Invite students to discuss their ideas with a partner.

Ask: *What do you know about erosion? What does it do? What causes it to happen? Have students turn and talk about this with a partner.* Discuss as a whole group.

Provide each student with a copy of *The Changing Shape of the Land*.

Say: *This book will help you to understand what erosion is, what causes it to happen, and how it changes the shape of the land.* 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: *While you are reading The Changing Shape of the Land, I want you to look out for patterns in how the book is written. Good readers notice this because it helps them to read the book more easily and to understand the information more quickly.* Have students read the first sentence of chapters 1, 2 and 3. Ask: *What do you notice about each of these chapter openings?* Draw out that each sentence sets up the focus of the chapter, telling where the erosion takes place and what causes it.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What things in nature cause the land to change all the time?* Predict how each of these things will change the coast, the mountains and the desert.

Have students read chapter 1 independently. Say: *As you read, remember to watch out for the writing patterns that the author has used. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What is coastal erosion? What makes it happen? How does erosion change the coastline?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What causes mountains to change shape? How is erosion in the mountains the same as erosion on the coast? How is it different?*

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, look for the structural patterns that the writer has used to put each chapter together.*

Bringing it all together

Ask: *What have you learnt about erosion? What makes it happen? How does it change the land?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *How might erosion change the land near us? Will this be a problem? What might be done about it?* Discuss as a whole group.

Students could complete the Blackline Master about erosion that's occurring locally.

Reflecting on the reading strategy

With a partner, have students discuss and list the structural patterns in each chapter. Ask: *If there was a chapter 4 about erosion in the prairies, what would you expect the opening sentence to be? What else would be in the chapter?* Invite pairs to share their ideas.

Ask: *How does noticing writing patterns in books help you to understand the book more easily?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students apply the information they have learned from the book to a local place where erosion occurs. Ask the students to prepare a short talk about this place. Students could refer to their completed Blackline Master about local erosion.

Vocabulary

Have students discuss the technical use of everyday words in the book: *carve*, *wash*, *worn away*. For example, ask: *How is “wash” used in the book? What is another way to use this word? What does the word “wash” mean in the book? How is this use of the word similar to other uses, such as washing your hands or doing the washing?* Have students write sentences to show the meaning of these words in different contexts.

Visual literacy

Have the students examine the photographs throughout the book. Discuss how the images support and extend the information in the text. Have the students select one photograph and draw a labeled picture to show what that landscape might look like in the future.

Writing

Have students write a report about erosion in a particular place. 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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Download the template at

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Say: *Reread information in the book about how erosion happens in the place that is like the one 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 place 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. You might try using the structure of one of the chapters in the book.*

Blackline Master: Erosion close to home

Name/s: _____

Find a photograph or draw a picture of a local place where erosion has taken place.

Write a sentence and label the picture to show what has made this erosion happen.

Draw a second picture to show what you think this place will look like in 100 years if the erosion continues.

Now

In 100 years

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