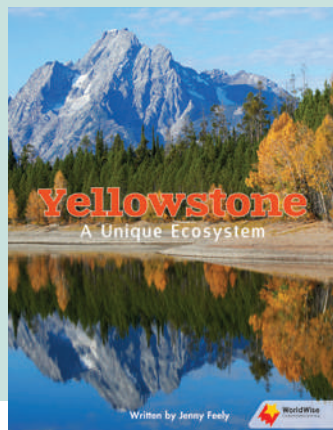


Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level U**



Yellowstone: A Unique Ecosystem explores the rich and diverse life of the first national park in the world. The book focuses on the links between the sun, the weather, the terrain and the living things that call Yellowstone home. It also highlights the interaction between the park's vast array of plants and animals and how human action has impacted on this unique ecosystem.

Informative text types:

Report/Explanation/Newspaper report/Argument

Science Curriculum links

Australia

- **BS (ACSSU43)** Structural features and adaptations of living things assist their survival
- **GS (ACHASSK113)** The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- **SS01.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems

New Zealand

- **LW:** The key structural features and functions to the life processes of plants and animals
- **LW:** The importance of variation within a changing environment
- **LW:** The impact of natural events and human actions on an ecosystem

Key concepts

- There is a complex web of interdependence between the natural systems and the living things in Yellowstone
- Human activity can have a positive, negative or unforeseen impact on the park
- Yellowstone is a unique and irreplaceable ecosystem
- It is important to preserve Yellowstone for future generations

Content vocabulary

adaptations, alpine, ecosystem, endangered, erosion, fertile, forests, geysers, glaciers, grasslands, habitats, hot springs, interdependence, meadows, minerals, National Park, nutrients, overgrazing, plateau, poachers, pristine, regenerate, super-heated, temperate, terrain, thermal vent, vegetation, volcano

Text features

- Diagram, text boxes, sidebar, glossary

Reading strategy

- Identifying cause and effect

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Yellowstone: A Unique Ecosystem*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about ecosystems or Yellowstone National Park. What does it mean to be unique – unlike any other? What is it about Yellowstone National Park that makes it unique? 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 an ecosystem?* Students work with a partner and record their words on sticky notes. Say: *When you are finished, share your list with another pair. Add words that you didn't think of to your list. See if you can come up with more words as a foursome.*

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: *To fully understand this book you need to think about what things cause what effects.* Ask: *Can you think of an example where one or more things caused something else to happen?* Have students offer suggestions. Focus on words that indicate a cause and effect relationship e.g. "I slept in **which made** me late for school." "The bathroom flooded **because** Dad left the plug in and forgot to turn off the tap."

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourselves. As you read, look for information that tells you that one thing caused another to happen. Look for words that indicate a causal relationship e.g. the first paragraph on page 8 says "living things interact ... to form a community."* Have the students find other examples of cause and effect in chapter 1. Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What other things have caused Yellowstone to be a unique ecosystem?* 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 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, 3, 4 and the conclusion independently. Say: *As you read, use the same process we used with the introduction and chapter 1. Think about the cause and effect relationships you are reading about. Think about how these things contribute to Yellowstone National Park being a special and irreplaceable ecosystem. Read each chapter to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the important parts of the Yellowstone ecosystem.*

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 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 Yellowstone National Park? Why is it unique? Share your ideas with a partner.* Have the students read chapters 2 and 3 to themselves. Review what the students have read. Ask: *What new information do you have about the causes that make Yellowstone a healthy ecosystem? What impact did the killing of all the wolves have on the national park?* Invite the students to talk about their understandings. Have the students read the rest of the book to themselves. Say: *Now add your thinking about the things that cause Yellowstone to be healthy 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. Ask: *What cause and effect relationships did you notice? What words or phrases helped you to identify causes and effects? How does noticing this help you to understand the book and why Yellowstone is unique?*

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 is Yellowstone a unique ecosystem? What threatens this amazing place? (Inferential)

How is Yellowstone National Park the same as other national parks? How is it different? (Synthesising)

The author puts the argument that Yellowstone National Park must be protected for the future. Do you agree with this point of view? Why or why not? (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 prepare and present a short talk to a small group about one of the habitats or animals presented in the book.

Vocabulary

Have students expand the word lists they made prior to reading the book. Ask the students to group the words into categories and to write a sentence for each using as many words from that category as they can.

Visual literacy

Have students examine the food web on page 14. Using this as a model, have them create another food web for a habitat discussed in the book.

Writing

Have the students write about their opinion on Yellowstone National Park using the prompt: *Yellowstone National Park should be preserved*. Provide the students with a template detailing how to plan and write an argument. Remind them to consider the arguments for and against their point of view. Ask them to include some examples of likely causes and effects of protecting the park or not.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____

 **Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use
☐ Text boxes to provide additional information
☐ Photographs and diagrams to support the text
☐ Captions and labels to explain photographs and diagrams

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WorldWiseReading.com.au/teacherresources

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Say: *What is your point of view about Yellowstone National Park?*

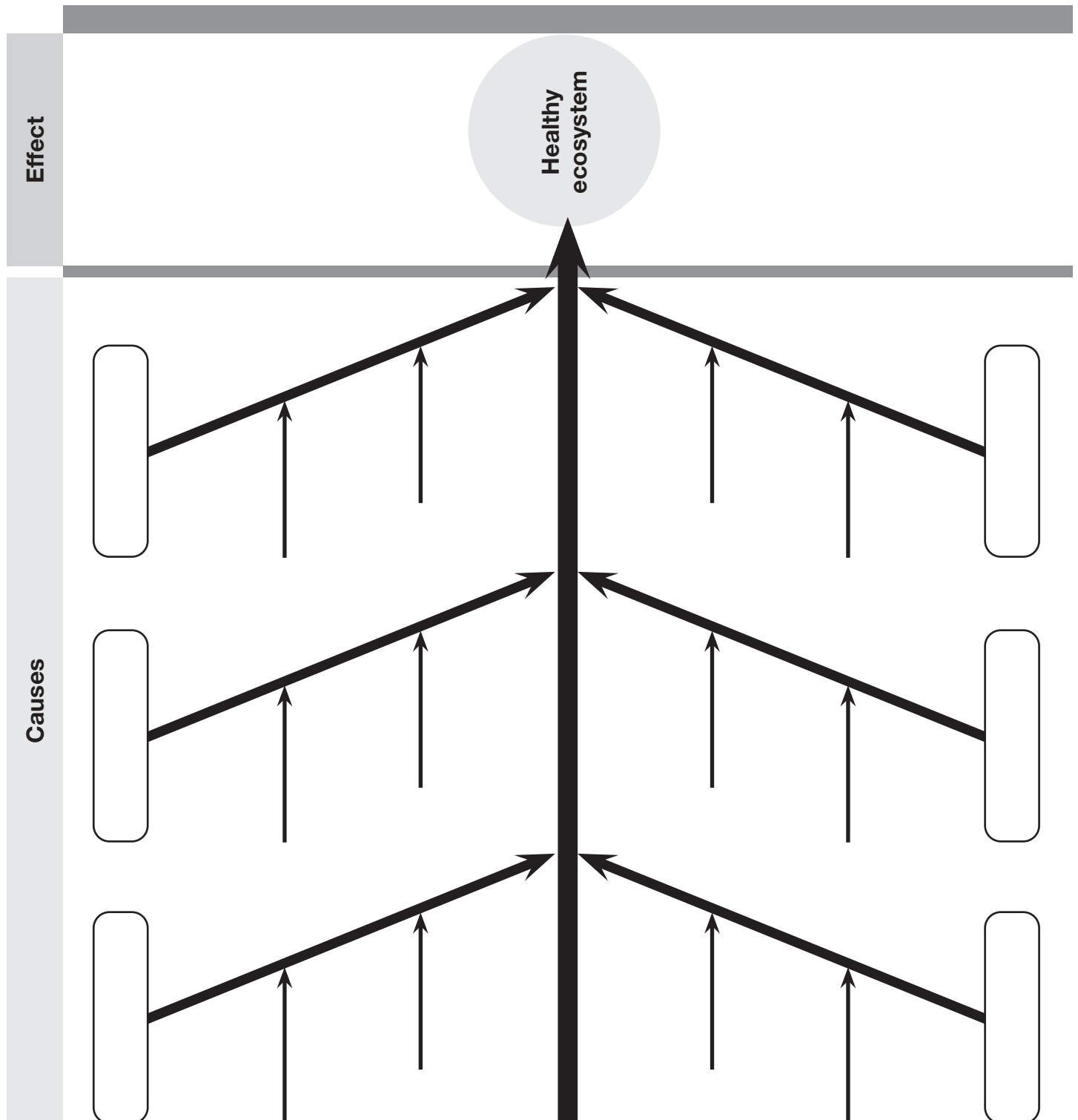
Encourage the students to talk about their ideas with a partner, then write their arguments. Say: *You will need to research to find out what other people, such as hunters and conservationists, think about what to do with the park. What do you think about their arguments?*

Alternatively, the students could choose to investigate another animal that lives in Yellowstone. What is its place in the ecosystem? What threats does it face?

Graphic Organiser: Cause and effect

Name/s: _____

What makes Yellowstone a thriving ecosystem?



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