

Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES



Should adventurers put their lives at risk?

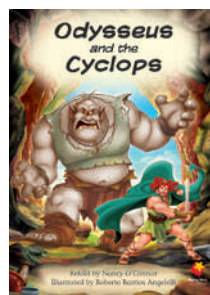
Contents

- Dangerous rescues – who pays?
- Adventurer rescued after four days at sea
- Are robots better explorers than humans?
- Taking risks
- Rescuers risk lives to save dog

Paired connected texts



First-time Visitors reports on the first expeditions to reach remote places such as the South Pole, Mount Everest and the moon.



After enraging the gods, Prince Odysseus and his soldiers endure a series of frightening events as punishment.

Content vocabulary

adrenalin adventurer adventurous capsized emergency service specialists
engineers exploration hazardous isolated mission obligation
rescue professionals rescuer robotic submarine routes thrill seekers
travellers volunteer

Key concepts

- Individuals have a responsibility for their personal safety when undertaking hazardous endeavours.
- People make choices that can have positive or negative outcomes for both themselves and the community.
- Sometimes there is conflict between the rights of an individual and those of a group or community.



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Hazardous Adventures: At What Cost?*

Say: Work with a partner. Look closely at the images on pages 4 and 5. Talk about what you notice. Record at least two of your comments on sticky notes.

Say: Read the introduction. Talk with your partner about the question posed: Should adventurers put their lives at risk? Have students share their comments with the group.

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 other essential vocabulary and add to the chart.

Say: Think of the issues surrounding adventurers who need rescuing. Consider the questions you have just read in the introduction.

Students discuss their ideas with a partner.

Independent partner work

Introduce the Graphic Organiser: Wonder, believe, justify.

Say: Before reading the book, think about the issues surrounding rescuing adventurers. What do you wonder about this topic? Talk with your partner about what you would like to find out.

Students work with their partner to record their wonderings on the graphic organiser.

Thinking and talking circle

Call the group together to share their ideas. Discuss the wonderings students recorded on the graphic organiser. 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 rescuing adventurers. 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 three articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about rescuing adventurers.

Independent partner work

Students read “Dangerous rescues — who pays?”, “Adventurer rescued after four days at sea” and “Are robots better explorers than humans?” independently, using sticky notes to record key points, comments and questions. They then 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

Say: Now read the last two articles, “Taking risks” and “Rescuers risk lives to save dog”. As you read, think about the questions posed in the introduction to each article. Share with your partner any new ideas you have after reading these articles.

Independent partner work

Students revisit their graphic organiser. Say: Discuss the issues with your partner. What is your perspective now? Why? Pairs complete the graphic organiser by recording what they believe and why.

Thinking and talking circle

Students share their completed graphic organisers in a group discussion.

Say: Now that you have read and discussed all of the articles, reflect on how your ideas may have changed. Students share their thoughts.

Reading closely

Setting the task

Have 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 structure of the article. Is the introduction engaging? Are the arguments clear? Is there evidence to support them? Is the conclusion strong?

Independent partner work

Have students reread their chosen article, this time recording aspects they notice about its structure. Students talk with their partners as they make notes about the article.

Thinking and talking circle

Students bring their articles and notes to support the discussion. 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 in order 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 as a group.

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

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 Hazardous Adventures: At What Cost?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument. They need to decide on the approach they will use and the persuasive text devices that will 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: Wonder, believe, justify

Should adventurers and their rescuers put themselves at risk?	
Wonder What do you wonder about adventurers? What do you wonder about rescuers? What would you like to find out about rescue missions?	
Believe Do you believe adventurers should risk their own lives? Do you believe rescuers should risk their lives to save others? Who should pay for the rescue?	
Justify Why do you hold these opinions?	

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Cluster of three Cold, hungry and vulnerable ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Rhetorical question So why don't we stop eating so much sugar?	
Short sentences/ paragraphs We can stop this.	
Statistics 80 per cent of children under five ...	

Task cards

Choose one of the following activities from this menu.

1 Hazardous Adventures

Research the issue

- Research the issue of rescuing adventurers who put themselves at risk.
- What further information can you gather?
- Present your findings in either written or oral form.

2 Hazardous Adventures

Conduct a survey

- Write four or five questions about the issue.
- Use your questions to survey five to ten people.
- Present your findings — use graphs where appropriate.

3 Hazardous Adventures

Create an advertisement

- Choose an emergency services specialist or a volunteer rescue role.
- Create a magazine advertisement that encourages people to take up the role.

4 Hazardous Adventures

Present a television interview

- Work in a group of three to plan and present a mock television interview with a TV host, an adventurer and a rescuer.
- Give out parts, practise the interview and present it to the class.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Hazardous Adventures: At What Cost?* © 2018 EC Licensing Pty Ltd.

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