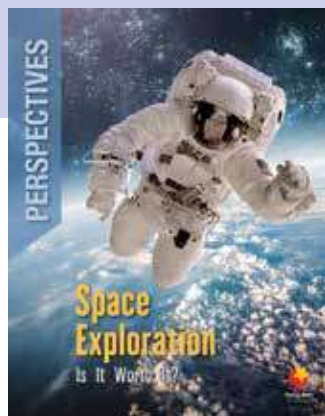


Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES



Should we continue to explore space?

List of articles

- In awe of space
- Focus on Earth, not space
- Exploring space: The benefits to us
- Earth from space
- Space junk

Paired connected texts



Exploring Space examines the human desire to explore the unknown, the space race and the moon landings. Find out about inventions used in space exploration that have benefitted us on Earth and the possible future human colonisation of Mars.



Nervous and fearful, Joe is on a sailing holiday with his grandpa and siblings. As they head home, a storm damages their boat and navigation system. Faced with danger, Joe has to overcome his fears to help his family survive.

Content vocabulary

atmosphere climate change specialist cosmos explore/ation/ed/er galaxies global GPS Hubble Space Telescope International Space Station NASA navigation orbit/ing planets RemoveDebris rockets satellites solar system space space junk spacecraft stars universe

Key concepts

- People have different perspectives about exploring space.
- Space exploration is costly.
- Space exploration has led to many important discoveries and inventions.

PERSPECTIVES Space Exploration: Is It Worth It?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Space Exploration: Is It Worth It?* Turn to page 5 and read the introduction aloud. Say: *Work with a partner. Look closely at the images on pages 4 and 5 and talk about what you notice. Discuss the question posed: Should we continue to explore space? Write down at least two of your comments and attach them to the images.*

Invite students to 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, and make a list of them.*

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 these to the chart.

Independent partner work

Introduce the Graphic Organiser: Issues and opinions.

Say: *It is important to “wonder” together. Think about the issues surrounding space exploration: Should we explore space? What are the benefits? What are the reasons why we shouldn’t do it?* Students work with their partner to record one or two statements in the “for” and “against” columns on the graphic organiser. Say: *Leave the third column blank for now. You will revisit your charts after reading.*

Thinking and talking circle

Bring the group together to share their ideas. Record students’ thoughts about space exploration on a T-chart with the headings “For” and “Against”. While the group discusses 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 exploring space. 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 space exploration.*

Independent partner work

Students read “In awe of space” and “Focus on Earth, not space” to themselves, making notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Students come together as a group. Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on an anchor 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 three articles, “Exploring space: The benefits to us”, “Earth from space” and “Space junk”.

Say: *As you read, think about the question: Should we continue to explore space? 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 the “for” and “against” columns. Then think carefully about your opinion, and record what you believe and why in the third column.*

Thinking and talking circle

Students share their completed graphic organisers with the group.

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 thinking.

Reading closely

Setting the task

In pairs, students choose one article to read closely.

Say: *As you reread the article, imagine you are 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 meet as a group to share their key words/phrases. They should come to the meeting prepared to discuss, 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. With the students, discuss the persuasive text devices on the graphic organiser.

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 Space Exploration: Is It Worth It?*, 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: Issues and opinions

Space exploration		
Arguments for ... <i>Why should we explore space?</i>	Arguments against ... <i>Why shouldn't we explore space?</i>	Conclusion and justification <i>What is your opinion? Why?</i>

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.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Rhetorical question So why don't we stop eating so much sugar?	
Figurative language Similes and metaphors	
Short sentences/ paragraphs We can stop this.	

Task cards

Choose one of the activities from this menu.

1 Space Exploration

Oral presentation

Do you think we should or should not explore space?

- Plan and write a talk that persuades others to see your point of view on this issue.
- Include facts and how you feel about these facts.
- Present your talk to the class.

2 Space Exploration

Conduct a survey

- Ask at least 10 classmates to respond to the statement: "Space exploration **should** continue."
- Have them give their response on a scale of 0 to 5, with 0 being "strongly disagree" and 5 being "strongly agree".
- Compile the results and present them as a graph.

3 Space Exploration

Write a poem

- Write a poem, song or rap that highlights an aspect related to space.

4 Space Exploration

Make a presentation

- Make a PowerPoint presentation that summarises the issues around space exploration.
- Include images to support the information.

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