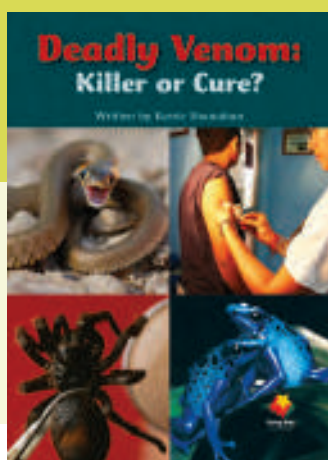


Lesson Plans



Deadly Venom: Killer or Cure?

explains the difference between venom and poison produced by animals, and how scientists use venom and poison to save lives and create pesticides.

Running words: 1323

Text type: Explanation



The Stubborn Princess tells the story of Princess Nadia.

She loves dangerous animals and often visits Anisha's cottage to learn all she can about them. One day she learns about a special potion – a discovery that will be vital to her brother Raja.

Running words: 1574

Text type: Narrative

Content vocabulary

aggressive antibodies antivenom breakthrough cancer clots droplets fearless inhaled inject investigated lifesaver nerve paralysis persistence pesticides pincers potion preposterous pressure saliva spasms stinger toxins vaccination

Phonics

- Identifying “ough” words as in *breakthrough*
- Identifying “ea” words as in *fearless, deadly*

Text features

Deadly Venom: Killer or Cure?

- Introduction, glossary
- Fact boxes, labels

The Stubborn Princess

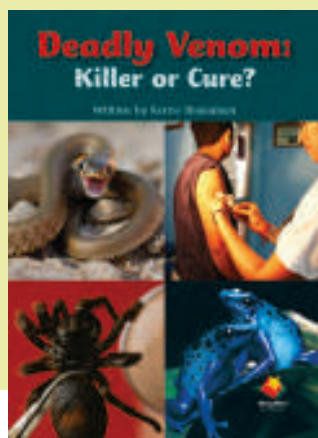
- Third-person narrative with dialogue
- Contents page, chapter headings

Reading strategies

- Linking information from photographs, fact boxes and labels
- Comparing and contrasting the book with fairytales

ELL support	Key concepts	Curriculum links
• Photographs support the introduction of new concepts. • Glossary explains specialised vocabulary. • Unfamiliar character names can be easily decoded.	• Poison and venom are toxins that are deadly and dangerous to animals and humans. • Venom can get into your body through a bite or a sting.	• Science: Science at work • English • Science: Biological sciences – Living things

Lesson 1 Deadly Venom: Killer or Cure?



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask the students to share what they know about animals that produce venom or poison. Make a list of these animals and how they release their toxins. Refer back to this list once you have finished reading the book and compare students' prior knowledge to the information in the text.

★ Support students by giving them the opportunity to browse through books about venomous animals such as snakes and spiders. Ask: *What venomous animals do you know of?* Create a group list.

Vocabulary building

★ Write the words *venom*, *poison* and *toxin*. Ask: *What do these words mean?* Write the students' definitions beside each word. Clarify the meaning of these words as you read the book.

Introducing the book

Give each student a copy of *Deadly Venom: Killer or Cure?* Direct students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book?* Ask the students to read the introduction and see if they can tell you about venom, poison and toxins. Ask: *Why do scientists need to investigate these things? How can they help us?*

Before students read, encourage them to browse through the book, reading the headings and looking at the photos.

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. For example, read aloud the text from the "Did you know?" box on page 9. Ask: *Why did the author choose to include this information? Why is it in a separate box? Is this helpful?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the photographs and the text in the book.

What word describes both venom and poison? What is special about the golden poison arrow frog's skin? (Literal)

How does the death stalker scorpion get its venom into its victim?

What happens when venom gets into the skin? (Inferential)

Why do you think that the eastern brown snake has killed more people in Australia than any other snake? Why have scientists been using venom from some creatures to create pesticides?

(Synthesising)

Do you think that there is an antivenom for every type of creature?

Do you think scientists will discover more uses for venom and poison? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *How did you use all the information the author provided?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Ask each student to read the most interesting facts from the text to a partner. Remind students to listen for smooth, clear reading that is read at an appropriate volume. Ask them to share their reasons for selecting particular sections of facts.

Word work

Phonics

Write the word *breakthrough* on a sheet of paper. Say: *What does this word mean? What sounds can you hear in this word?* Now focus on the “ough” sound. *What other words do you know that sound like this?* Ask students to brainstorm in pairs and share their words with the group.

Exploring words

Ask students to look back at their definitions of *venom*, *toxin* and *poison*. Ask: *Are these definitions correct? Is there anything that you need to add?* Now ask the students to share their definitions. Have students add examples of animals that produce venom or poison to the definitions.

Writing

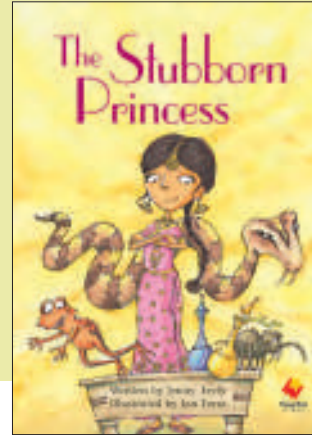
★ Model the writing of a “Who am I?” about one of the animals in the book. Before students write their own “Who am I?” clues, they could sit knee-to-knee with a partner and take turns to give clues about an animal.

Ask each student to write a “Who am I?” riddle about one of the animals discussed in the book. Encourage the students to write at least two clues.

Sharing and presenting

Have students share their “Who am I?” clues in pairs, and then in a larger group. Provide time for the students to guess the answers.

Lesson 2 The Stubborn Princess



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask the students to share their knowledge of fairytales. Ask: *What do you know about fairytales? How are these books structured? Let's talk about some of the fairytales that we know (e.g. Snow White, Cinderella, Sleeping Beauty). What is the same about them? What is different?*

★ Say: *Some animals can make people sick or die because they have venom or poison. Sometimes people can be saved by having antivenom. Antivenom is usually made from the animal's venom and it reverses the effect of the venom on the person who was bitten.*

Vocabulary building

★ Brainstorm a list of words related to fairytales and princesses. Ask the students to predict the words that they would expect to find in the book. List these on a large sheet of paper and display it in the room. Return to this list when you have finished reading the text.

Introducing the book

Give each student a copy of *The Stubborn Princess*. Direct students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book? What do you think would make a good royal pet? What could the surprise gift be? Who could it be for? Why do you think that the princess is stubborn?*

Support the students by discussing the word *stubborn*. Ask students to turn to a partner and take turns giving an example of someone being stubborn.

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. For example, after chapters 1 and 2, ask: *How is this fairytale the same or different from other fairytales that you know? What is the twist?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the illustrations and the text in the book.

What is the stubborn princess's name? Whose cottage does she like to visit? (Literal)

What did Raja like to do that was brave and fearless? Why wasn't Nadia allowed to go to Anisha's cottage? (Inferential)

What do you think the difference is between being brave and being fearless? Was this a good gift to be given? (Synthesising)

Do all fairytales follow the same pattern? How is this story the same or different from other fairytales such as Sleeping Beauty? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *How did knowing about fairytales help you make sense of this story?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Ask each student to practise reading one favourite part of the story. Remind the students that they need to read expressively, especially in the sections where a character is speaking. Now ask them to work in small groups and read their sections of text aloud to the group.

Word work

Phonics

Say the word *fearless*. Ask: *How do you spell this word? What does it mean? Now write it on a chart.* Ask students to think of other words that have the “ea” spelling pattern in them. Ask the students to make their own displays of the “ea” words that they can find. Provide dictionaries to help them.

Exploring words

Refer students to the list of words developed in the Vocabulary building section. Ask them to select some of their favourite words from the list. Students can then write a piece of text using as many of these words as they can.

Writing

★ Discuss what the students learnt about being stubborn and being fearless. Ask: *Is being stubborn/fearless a good thing or a bad thing?* Students could then write about their ideas on this topic.

Ask students to write the next chapter in the book, imagining that another prince or princess is born. Ask: *What special gift did Vani give this child? What happened then?*

Sharing and presenting

Ask the students to share their new chapters with the group.

Talk about the pair

Ask: *What did you learn about by reading these books? What information was similar in both books and what was different?*

Discuss the different text types. Ask: *What are the features*

of a narrative text compared to a report? Students can work further on these books by completing the Activity card and the Blackline master.

Blackline master

Character profile

Write about one of the characters from the book.

Character's name: _____ What does this character look like? _____ _____ _____ What are some of the things this character says? _____ _____ _____ What does this character like to do? _____ _____ _____	Draw a picture of this character.
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Assessment

Can the student describe one of the characters?

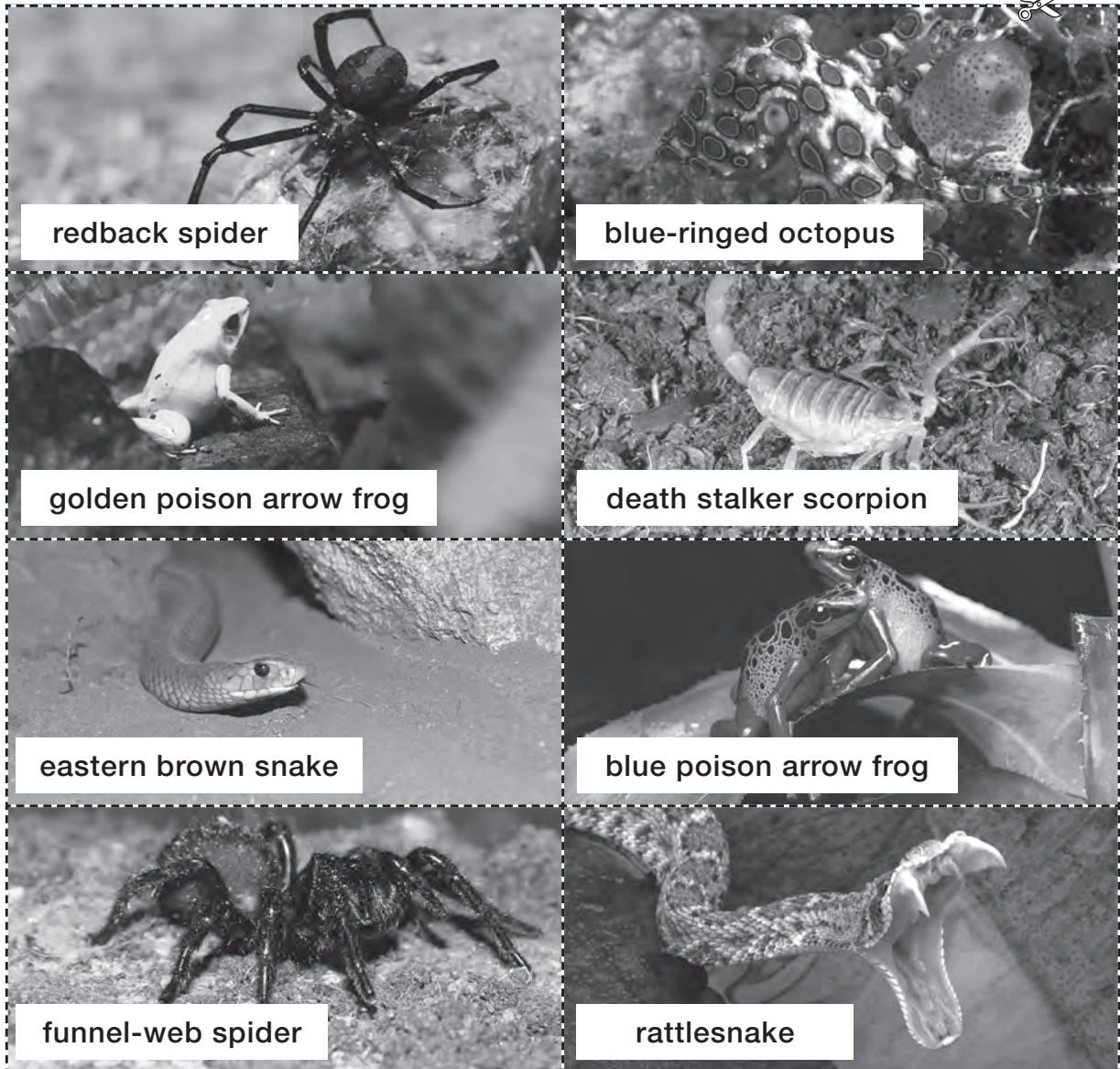
Can the student write descriptively?

Activity card

Venomous or poisonous?



Cut out the pictures below. On a separate piece of paper, draw two columns with the headings Venomous and Poisonous. Paste the pictures of the animals under the appropriate headings.



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