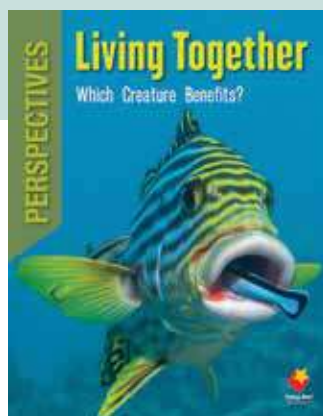


Lesson Plan

Advanced Fluent
reading stage

Levels T–V

PERSPECTIVES



Symbiotic relationships: Who wins, who loses?

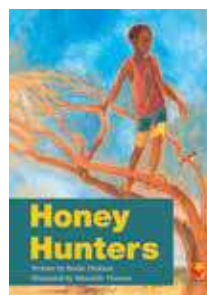
List of articles

- Killer wasps
- The cassowary
- Parasite got your tongue?
- A dog's life

Paired connected texts



Animal Partnerships reports on symbiotic relationships between animals. In some relationships both animals benefit; in others, one of the animals benefits, but the other is not affected; and in others still, one animal benefits and the other loses.



Koyobe and his family live a nomadic life in Tanzania. When Jemma arrives on holiday with her journalist mum, she is unsure about Koyobe, but soon finds she needs his help, and a strong friendship is born.

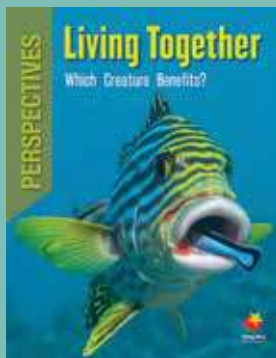
Content vocabulary

cassowary disperse ecosystem endangered evolved host larvae louse mutualistic offspring organism paralysed parasite parasitoid reproduce species symbiotic wasps

Key concepts

- Some living things live in symbiotic relationships that either benefit both partners or just one of them.
- Symbiotic relationships can change and evolve over time.
- Symbiotic relationships are important for the survival of the living things involved and sometimes for whole ecosystems.

PERSPECTIVES Living Together: Which Creature Benefits?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Living Together: Which Creature Benefits?* Turn to page 4 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: Symbiotic relationships: Who wins, who loses? 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: Know, wonder, learnt. Say: *Before reading the book, think about what you already know about symbiotic relationships. It is also important to “wonder” together, so think about the aspects of symbiotic relationships you would like to find out more about.* Students work with their partner to fill in the first two columns on their graphic organisers.

Thinking and talking circle

Bring the group together to share their ideas. Record students' thoughts about symbiotic relationships on a T-chart with the headings “Know” and “Wonder”. While the group discusses the issues, assess their prior knowledge and the content-specific vocabulary they use.

Say: *We will revisit the graphic organisers after reading the book.*

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about symbiotic relationships. 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 symbiotic relationships. Also think about the new information and perspectives that are presented.*

Independent partner work

Students read “Killer wasps” and “The cassowary” 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 two articles, “Parasite got your tongue?” and “A dog’s life”. Say: *As you read, think about the question: Symbiotic relationships: Who wins, who loses? Then share with your partner any new ideas you have.*

Independent partner work

Students revisit the graphic organiser. Say: *With your partner, complete your graphic organiser by filling in the third column to record the new information and ideas that you learnt by reading the book.*

Thinking and talking circle

Students share their completed graphic organisers with the group.

Say: *Now that you have read and discussed all 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 structure of the article, for example: Is the introduction engaging? Are the arguments clear? Is there evidence to support them? Is the conclusion strong?*

Independent partner work

Students reread their chosen article and record aspects they notice about its structure. Students talk with their partners as they make their notes.

Thinking and talking circle

Students meet as a group to share their notes about the structure of their chosen article. 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 Living Together: Which Creature Benefits?*, 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: Know, wonder, learnt

Symbiotic relationships		
Know <i>What do you already know?</i>	Wonder <i>What do you wonder?</i>	Learnt <i>What new things have you learnt?</i>

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
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?	
Statistics 80 per cent of children under five ...	
Short sentences/ paragraphs We can stop this.	
Alliteration The barren and broken landscape ...	

Task cards

Choose one of the activities from this menu.

1 Living Together

Research the issue

- With a partner, research a symbiotic relationship that is **not** in the book.
- Find out: What type of relationship is it? Who benefits? Why is it important?
- Present your findings in written form or as a digital slideshow.

2 Living Together

Complete a data chart

- Choose a symbiotic relationship and create a data chart to describe it. Use these headings in the rows:
 - ◆ both creatures benefit
 - ◆ one creature benefits, the other is not affected
 - ◆ one creature benefits, the other is harmed
- Write the name of each creature as a column heading.
- Use information from the book and/or your own research to fill in your chart. Describe the role that each living thing plays in its relationship.

3 Living Together

Create a diagram

- Choose a symbiotic relationship from the book or research a different one.
- Draw realistic pictures of the living things involved in the relationship.
- Use arrows and labels to explain the relationship: What type is it? Who benefits? Who loses and how?

4 Living Together

Present a talk

- Choose a relationship that is vital to the health of a particular ecosystem (e.g. cassowary and rainforest plants).
- Plan and write a two-minute talk about the relationship, including why it is important and how it can be protected.
- Practise your talk and present it to the class.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Living Together: Which Creature Benefits?* © 2021 EC Licensing Pty Ltd.

© 2021 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2021 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



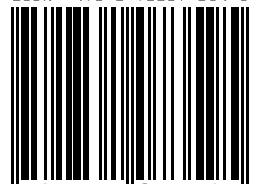
Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultant: Linda Hoyt
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76107-359-5



9 781761 073595