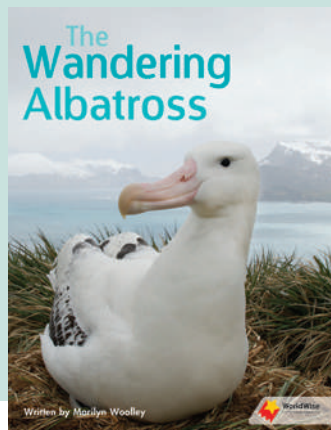


Lesson Plan

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



Scientists believe that the wandering albatross is one of the most fantastic birds on Earth. They have marvelled at its fantastic flying feats and puzzled over how such a large bird can achieve them. *The Wandering Albatross* explores these attributes and discusses the threats posed by human action that may result in this amazing bird's extinction.

Informative text types:
Explanation/Report/Discussion

Science Curriculum links

Australia

- **BS (ACSSU43)** Structural features and adaptations of living things assist their survival
- **SS01.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems
- **SS01.8** Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts

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

Key concepts

- Living things need food and safe places to raise their young
- Physical adaptations allow animals to live in harsh environments
- Wandering albatrosses have the ability to live and thrive in one of the harshest places on Earth
- The main threats to the wandering albatross are loss of habitat and long line fishing

Content vocabulary

acidic, air sacs, Antarctic, arduous, beak, circumnavigate, decode, deflected, digestion, down feathers, filter, glaciers, glide, gorges, headwind, incubate, instinctively, latitude, monitor, navigation, nutrients, prevailing wind, propel, receiving station, remote, satellites, streamlined, subantarctic, surface area, tendons, transmitters, windward

Text features

- Diagrams, illustration, maps, captions, text boxes, sidebars, glossary

Reading strategy

- Identifying the author's purpose

First reading session

Getting started

Introducing the book

Give each student a copy of the book *The Wandering Albatross*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about birds and in particular albatross. 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 albatross?* Students work with a partner and record their words on a piece of paper as a mind map with the word “albatross” in the middle. Say: *When you are finished, see if you can add any related words to the mind map e.g. add “span” to “wing” to make “wingspan”.*

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: *I want you to focus on thinking about what the author’s purpose is in writing The Wandering Albatross. Write the column headings from the Graphic Organiser on the board. Talk about what each means. Say: As readers we notice what the author thinks and is trying to do – this helps us to think for ourselves about what we read and to work out what we think about the topic.*

Reading with teacher support

Say: *Read chapters 1 and 2 to yourselves. As you read, ask yourself: What is the author trying to tell me? What is her purpose? Does she succeed? Do I agree with her?* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *How has the author helped you to see that the wandering albatross is an amazing bird? Why did she include the information about what sailors thought hundreds of years ago? How did this influence you? What other techniques did she use?* 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 3, 4, 5 and 6 independently. Say: *As you read, use the same process we used with chapters 1 and 2. Read the chapter to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss what you have noticed about the author’s purpose, point of view, and thinking.*

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.

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.*

Reading with teacher support

Ask: *What have we learned so far about the wandering albatross? What is the author’s point of view about this bird? Share your ideas with a partner.* Have the students read chapters 3 and 4 to themselves. Review what the students have read. Ask: *What new information do you have about the wandering albatross? What did you notice about the way the author has chosen to write this chapter? What does she think about the wandering albatross? Do you agree with her point of view?* Invite the students to talk about their understandings. Have the students read chapters 5, 6 and the conclusion to themselves. Say: *Now add your thinking about the author’s purpose 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: *How did thinking about what the author was trying to do help you to understand the book? What ideas did she want you to understand? What was her point of view? Do you agree with her? Is the wandering albatross an amazing bird? Should we look after it?*

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.

What are the most amazing things the wandering albatross can do? Why does the wandering albatross live in such a harsh environment? (Inferential)

How is the wandering albatross different from other birds? Why is it important to learn about this bird? (Synthesising)

The author says that humans could bring about the extinction of the wandering albatross in the next 100 years. What do you think should be done about this? Do you agree with the author's point of view in this book? Why? (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 take turns asking and answering a question. Student 1 asks: *Would you rather be a wandering albatross or a _____ [other animal name]?* Student 2 answers: *I would rather be a _____ because _____.* Encourage the students to think of at least three compelling reasons to persuade their listeners to their point of view.

Vocabulary

Have students work with their partner to expand the mind map begun prior to reading the book. Encourage them to provide examples of how each word is used in relation to the topic – the wandering albatross.

Visual literacy

Have students create a diagram that shows the features that enable the wandering albatross to survive in the harsh environment around the Southern Ocean.

Writing

Have the students write a report about the wandering albatross using the prompt: *How does the wandering albatross _____ [e.g. fly, hunt, raise young etc.]?* Provide the students with a template detailing how to plan and write a report. Remind them to include information about what the wandering albatross can do and how its body or behaviours enable this to happen.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____



Hint: The verbs *is, are, has and have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Say: *Think about what other questions the topic question raises.* Encourage the students to talk about their ideas with a partner, then write their explanation. Say: *You will need to research wandering albatross to find more information.*

Alternatively, the students could choose to design a poster that promotes the conservation of the wandering albatross.

Graphic Organiser: Thinking about what the author is doing

Name/s: _____

Chapter	Question/s the author is trying to answer	Author's main purpose (persuade, inform, entertain, etc.)	Author's point of view	Key concept the author is exploring	Assumptions or conclusions the author makes
1					
2					
3					
4					
5					
6					

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