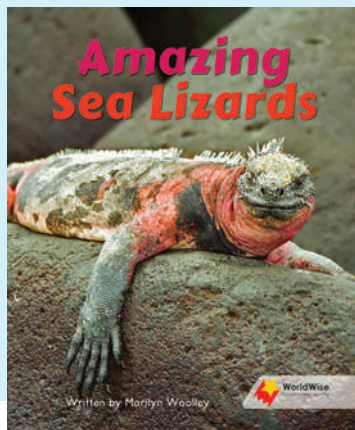


Lesson Plan

**Early Fluent
reading stage
Levels 15–16**



Amazing Sea Lizards is a report about how marine iguanas live and thrive in the Galápagos Islands. It explains how they find food, cope with living in a marine habitat and raise their young.

Running words: 432

Informative text type:
Report

Science Curriculum links

Australia

- **BS (ACSSU017)** Living things have a variety of external features
- **BS (ACSSU211)** Living things live in different places where their needs are met

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **LW:** Living things are suited to their particular habitats

Key concepts

- Sea lizards have adaptations that enable them to survive in a sea habitat.
- Iguanas are the only lizards that find food in the sea.

Content vocabulary

black, blunt, claws, coastline, eggs, Galápagos Islands, green, islands, pant, red, reptiles, rocks, salt, salty water, sea, sea lizards, seaweed, sharp, sneezing, snout, strong, warm

Text features

- Index
- Glossary
- Chapters and headings
- Photographs with captions

Reading strategy

- Identifying author point of view

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What do you know about lizards? Where do they live? What do they eat? Could they live in the sea?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *Amazing Sea Lizards*. Say: *This book is called Amazing Sea Lizards. It is about a kind of lizard that is able to find its food in the sea and how it survives the difficulties of living in a marine environment.* Have students browse through the book, looking at the chapter headings and photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about sea lizards?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *Good readers think about what the author had in mind when they wrote the book. They try to work out if the author is trying to inform us or persuade us. This helps readers to understand the text more easily.* Ask: *What do you notice about the cover of the book? What kind of book is it likely to be (fiction/nonfiction)? What does this tell us about the author's intention? What about the title of the book? Are there any clues about what the author's point of view is here?* Draw out that the use of the word *amazing* is a clue that the author thinks that sea lizards are special. Say: *As you read, look out for clues about what the author is trying to do.*

During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to reflect on what they have read and say what the key ideas were. Stop them as they read and ask: *What does the author think about sea lizards? How do you know?* Support students in identifying the author's point of view.

Encourage students to reflect on what they have read and say what the key ideas were.

After reading

Talking about the book

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

What do sea lizards eat? How do sea lizards get rid of the salt from the seaweed they eat? (Literal)

How are sea lizards the same as other lizards? How are they different? (Inferential)

What do you think we should do to look after sea lizards? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *I like the way you looked for clues in the text to understand the author's point of view. That's what good readers do!*

Returning to the book

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

Speaking and listening

Have students sit with a partner and take turns to ask and answer questions about the information in the book. One student asks a question (such as: *What do baby sea lizards do when a snake comes near?*) and the other student answers. Students then swap roles.

Vocabulary

Have students turn to pages 10 and 11. Read the text together. Ask: *What kind of snouts do sea lizards have? What are their teeth like?* Write *blunt snouts* on a chart. Discuss the way that *blunt* describes the sea lizards' snouts. Ask: *What part of the sea lizard is its snout?* Draw out that it is the part of its head that protrudes out, ending in its nose. Ask: *What other animals have snouts?* Focus on the adjectives that describe the sea lizards' snouts and teeth. Ask: *What other words could be used to describe snouts and teeth?* List students' suggestions on the chart.

Phonological awareness

Say: *I am going to say some words from the book. I want you to listen and then tell me which of the words you think contains the long /i/ sound.* Say three words, such as *lizard*, *reptile* and *eggs*. Repeat with other words from the book.

Ask: *Can you think of some other words that have the long /i/ sound in them?* Have students turn and talk to a partner to share some ideas.

Phonics

Following on from the phonological awareness lesson, ask: *Can you tell me some words with the long /i/ sound?* Write the words that the students suggest on a chart. Group the words according to the spelling pattern. For example, “i-e” as in *reptile*, “igh” as in *sigh*, “y” as in *my*, “ie” as in *tie*, “uy” as in *buy* and “ai” as in *Thai*.

When the list is complete, focus on the common representation of the long /i/ sound (“i-e” and “y” words). Have students look through the book to find other words with these spellings.

Writing

Shared writing

Say: *We have learnt a lot about sea lizards. How could we put this information on a poster about protecting the Galápagos Island sea lizards?* Use students' ideas to list the things that would be on a poster, such as the title, interesting facts, a map, labels and captions, and photographs.

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *What is our key message? How can we make the heading stand out? What information would persuade people that they should look after the sea lizards?*

Independent writing

Ask: *What would you like to tell readers about sea lizards or another amazing animal? What is your author purpose? What do you want your readers to know or to think? Why do you want them to know this?*

Have students make a poster about the animal they have chosen to focus on.

Sharing and presenting

Display students' posters in the classroom and allow time for the class to view them. Encourage students to give each other positive feedback on the information they have presented.

Ask: *What have we learnt about sea lizards? What things did you think were most amazing about these animals? How are sea lizards like other animals? How are they special? What else would you like to find out about these animals?* Discuss as a group.

Blackline Master: Sea Lizards Up Close

Name: _____

Add labels to this picture to show what you know about sea lizards.

wide mouth	sharp teeth	strong feet	blunt snout
long tail	eyes	salt	



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