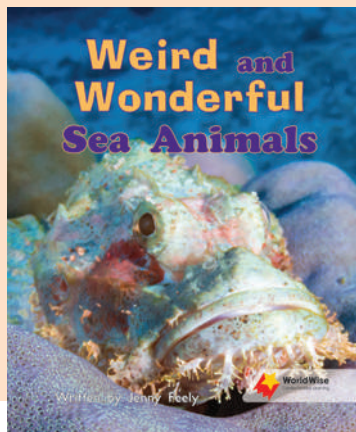


Lesson Plan

**Transitional
reading stage
Levels 13–14**



Weird and Wonderful Sea Animals is a puzzle book that describes four different weird and wonderful sea animals by giving clues about each one. It then names each animal and provides extra information about it.

Running words: 257

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

- There are a wide range of animals that live in the sea.
- Sea animals have different features that help them to get the food they need and to stay safe.

Content vocabulary

animal, coral, coral reef, fins, hatched, hours, leafy sea dragon, plant, reef, rocks, sea animals, sea urchin, seaweed, spines, sting, stonefish

Text features

- Close-up photographs
- “What am I?” puzzle book structure

Reading strategy

- Linking information in photos and text

Before reading

Introducing the book

Activate students' prior knowledge. Ask: *What animals live in the sea? Do plants live in the sea, too? How do you know the difference between animals and plants that 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 *Weird and Wonderful Sea Animals*. Say: *This book is called Weird and Wonderful Sea Animals. It is about amazing sea animals that look like plants. There are clues about each one so you can try to guess what the animal is.* Have students browse through the book, looking at the photographs.

Building vocabulary

Ask: *What words or phrases might be in a book about weird and wonderful sea animals that look like plants, but are really animals?* 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 use the photographs to make links and connections with what is written in the text. The photos can give you hints about what the text says.* Ask: *Why is it important to look closely at the photographs when you are reading an information book?* Have students talk with a partner about this.

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 view the photographs closely, and make links between what they see and what is written in the text. For example, you could stop students and say: *Look at the photograph. What clues does it tell you about what this animal might be?* Support students in identifying links between photographs and text.

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 lots of coral together in the one place make? Where does a stonefish hide? (Literal)

Why is it helpful for the leafy sea dragon to look like it is a plant? What things do all of these sea animals have in common? Why do they look the way they do? (Inferential)

What other animals could be in a book about weird and wonderful sea animals? (Applied)

Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *You got a lot of extra information about the animals by looking closely at the photographs. Well done! 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

In pairs, students can play a game of “What Am I?” One student chooses a sea animal (from the book or one of their own choice) and gives their partner two or three clues about this animal. Their partner tries to guess what the animal is.

Vocabulary

Have students turn to page 10. Say: *As I read the text, listen for the words the author has used to describe what this fish looks like.* Read the text out loud. Ask: *What descriptive words did you hear?* For example, *brown, yellow and lumpy.*

Have students turn to page 3. Say: *Work with your partner to find a word on this page that describes the plants that live in the coral.* Discuss that the descriptive word (adjective) on this page is the word *tiny*.

Say: *Describing words can tell us what something looks like, such as its color, size or shape.*

Phonological awareness

Say: *Listen carefully to the sounds you hear in these words.* Say the word *rock*. Ask: *What sounds do you hear in the word “rock”? (/r/, /o/, /k/)* Discuss.

Say the word *stone*. Ask: *What sounds do you hear in the word “stone”? (/s/, /t/, long /o/, /n/)* Discuss.

Say: *“Rock” has the /o/ sound, and “stone” has the long /o/ sound.*

Phonics

Write the words *leafy, lumpy* and *tiny* on a chart. Ask: *What is similar about these words?* Have students talk with a partner about this.

Discuss and draw out that these words have two syllables, and the second syllable ends with the long /e/ sound. Ask: *What letter represents the long /e/ sound in these words?* Discuss and invite students to underline the letter “y” in each word.

Say: *Sometimes, the letter “y” can make the long /e/ sound. Do you know other words like this?* Discuss and use students’ ideas to add words to the chart (such as *jumpy, happy* and *funny*).

Writing

Shared writing

Ask: *What sea animals do you know?* Use students’ ideas to create a list on a chart.

Say: *Together we will write a “What Am I?” puzzle about a sea animal.* Choose an animal from the list to write about (such as a whale).

Have students contribute ideas about both the content and writing conventions. For example, you could ask: *What do we know about whales?* (For example: whales are mammals; whales breathe air; baby whales drink milk from their mothers; whales are the biggest sea animals.) Discuss with the group.

Say: *I will start by writing the question: “What am I?” Now, what will our first clue be? What will our next clue say?*

Share the pen by inviting students to write high-frequency words, where needed.

Say: *Now we need to write the answer. What extra information can we add about the whale?*

Independent writing

Say: *Talk with your partner about a sea animal you could write a “What Am I?” puzzle about.*

Have students choose an animal from the book, from the group list or of their own to write a “What Am I?” puzzle about.

Have students write one or two clues about the sea animal and then reveal what the animal is. Students can then illustrate their writing.

Sharing and presenting

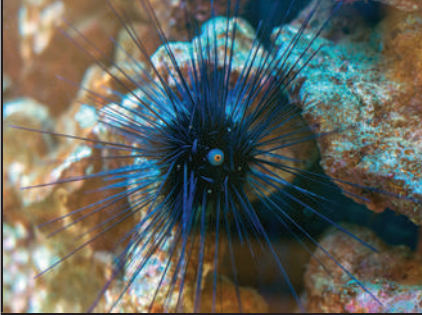
Read the students’ “What Am I?” puzzles to the group.

Say: *We have learnt a lot about sea animals and how they live. What other information would you like to know about animals that live in the ocean?* Discuss as a group.

Blackline Master: Weird and Wonderful Sea Animals

Name: _____

Write what you know about these sea animals.

Sea animal	What I know
	
	
	
	

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