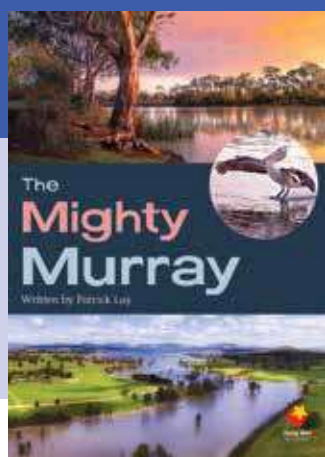


Lesson Plans

Advanced Fluent
reading stage

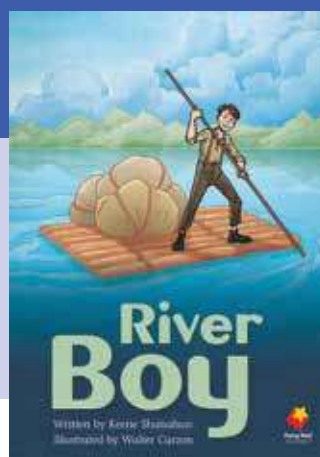
Level R



The Mighty Murray outlines the importance of the Murray–Darling River System for Indigenous Australian peoples, the environment and agriculture. Find out about this river system today and what we need to do to protect it.

Running words: 1819

Text type: Report



In the early days of the paddleboat era, Charlie dreams of becoming a paddleboat pilot, like his elusive uncle. In his quest to follow his dream, Charlie gives up the familiar life he knows and embarks on an adventure.

Running words: 2729

Text type: Historical narrative

Content vocabulary

agriculture cargo channels creeks
desert drought efficiently Europeans
floods food production irrigate
irrigation mountain springs
Murray cod Murray–Darling River Basin
navigable navigated paddleboats
population river red gums snowmelt
Southern Ocean streams

Literary language

Adjectives: crisp fertile first-class glistening heartfelt
treacherous unreliable

Figurative language: a dangerous beast as dark as
night heart sank like a flooded river breaking its banks
like a leaf in the wind

Words related to setting: cargo deckhands dock
navigated paddleboat pilot pilohouse port
stowaways wharf

Reading strategies

The Mighty Murray

- Searching for information in a variety of graphics (photos, illustrations, captions, maps)

River Boy

- Identifying the historical facts within a narrative

Curriculum links

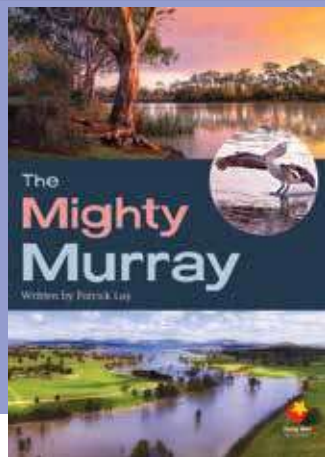
The Mighty Murray

- Geography: The Earth's environment sustains all life

River Boy

- Geography: The Earth's environment sustains all life

Lesson Plan The Mighty Murray



Key concepts

- The rivers in the Murray–Darling River System are a vital source of water for more than two million people.
- The Murray River has been home to groups of Indigenous Australian peoples for tens of thousands of years.
- Human intervention is putting the Murray–Darling River System at risk.

Before reading

Exploring vocabulary

Give each student a copy of *The Mighty Murray*. Have them browse through the book. Say: *This book is about the Murray River, the longest navigable river in Australia. What words might be in it?* Have students talk with a partner. Pairs then share their ideas and create a list of content words on a chart.

★ Talk through the meaning of the words on the chart. If required, add words from the content vocabulary to the list. Discuss the meaning of each word.

Establishing the strategy focus

Say: *This information book uses fact boxes, maps and photographs with captions to tell us about the Murray River. When you read, search for information in all of these graphics.*

During reading

Reading with teacher support

Read the introduction out loud. Ask: *Has this introduction made you curious about the Murray River? What do you want to find out?*

Discuss as a group.

Ask: *What extra information does the satellite photo of Australia on page 5 give you?* Discuss.

Have students read Chapter 1 independently. Monitor and support students where appropriate.

Ask: *What things surprised you about the Murray?* Have students talk with a partner and then discuss as a whole group.

Check for understanding

Refer students to the map on pages 8. Say: *This map shows the Murray–Darling Basin. What can you learn from it?* Discuss.

★ Discuss the information provided by each graphic in the introduction and Chapter 1.

Working with a partner

Have students read Chapter 2 independently. After reading, have them work with a partner. Say: *Talk with your partner about the information in the text and in the graphics. Identify the extra information you get by looking closely at the fact box, photographs and illustrations.*

Repeat this process with Chapters 3, 4 and 5.

Quick write

Introduce Graphic Organiser 1: Great graphics! Say: *With your partner, choose three illustrations and three photographs from the book. What information do they contain?*

Have pairs complete their graphic organiser and share their completed chart with the group.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *How did the arrival of Europeans change the Murray River?*

(Inferential)

What would you like to know about how Indigenous Australian peoples live on the Murray? (Synthesising)

Why do you think there are so many graphics in the book? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

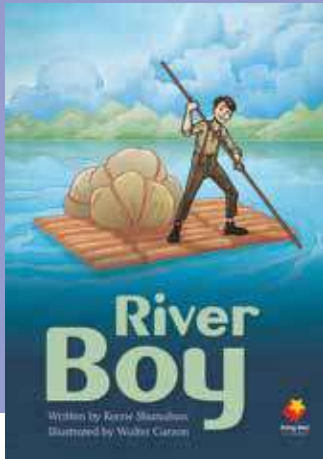
★ Revisit the list of content words created before reading. Read the words out loud and then ask: *What new words have you learnt about rivers and specifically the Murray River?* Add new suggestions to the list.

Strategy reflection

Encourage students to understand how the graphics in a book can provide them with extra information. Draw out that graphics can summarise information or show it in a different way.

★ These activities are also suitable for English Language Learners (ELL).

Lesson Plan River Boy



Key concepts

- **Fictional stories can be set in a real place and at a particular time in history.**
- **Characters have a certain way of acting and speaking that reflect the historical setting of the narrative.**

Before reading

Exploring vocabulary

Give each student a copy of *River Boy*. Read aloud the Author's Note on page 32. Say: *This story is set in the 1800s during the paddleboat era. What sort of words might be in this book?* Record students' ideas on a chart.

★ Talk about the paddleboat era. Say: *Paddleboats allowed faster transportation on the river. How might this have changed things?* Discuss with the group.

Establishing the strategy focus

Say: *This is a fictional story, but it is set at a particular time in history. As you read, look for historical facts about this time.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. Monitor and support them where appropriate. Ask: *What did you learn about the setting?* Discuss and list students' ideas on a chart. Have students read Chapter 2 independently. Monitor and support them where appropriate. Ask: *What did you learn about school and work?* Discuss and add information to the chart.

Check for understanding

Ask: *How did people communicate at this time?* Draw out that letters were the only way to communicate across big distances. Ask: *How has the author used this fact? Would this story work if Charlie could phone his uncle?*

★ Ask: *How is Charlie's life different from and similar to yours?* Have pairs talk about this and then discuss as a group.

Working with a partner

Introduce Graphic Organiser 2: Fact finder. Say: *Think about what you know about the historical setting. In pairs, write a couple of points in each section on your graphic organiser. Leave room to add further information later.*

Reading with teacher support

Have students read Chapter 3 independently. Say: *Make notes of the historical facts and information that you notice.*

After reading, have pairs discuss their notes. Have students share their thinking with the group.

Repeat this process with Chapters 4, 5 and 6.

Check for understanding

Ask: *Why did Mr Finch transport goods by raft and not by paddleboat? Why did Charlie have to sneak on to the paddleboat? Were you surprised that Charlie didn't find his uncle?* Discuss.

Working with a partner

Have students revisit their graphic organisers. Say: *In pairs, complete your graphic organiser. Use our group chart and your notes to help you.* Have pairs share their completed graphic organisers with the group.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why did Charlie have mixed emotions about leaving the Finch family?* (Inferential)

What might happen to Charlie if a "part 2" was written for this story? (Synthesising)

What did the author and illustrator do to help you feel like you could imagine Charlie's life? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Have pairs list five words related to the story's setting. They then share their lists with the group. Discuss the meaning of the words as appropriate.

Strategy reflection

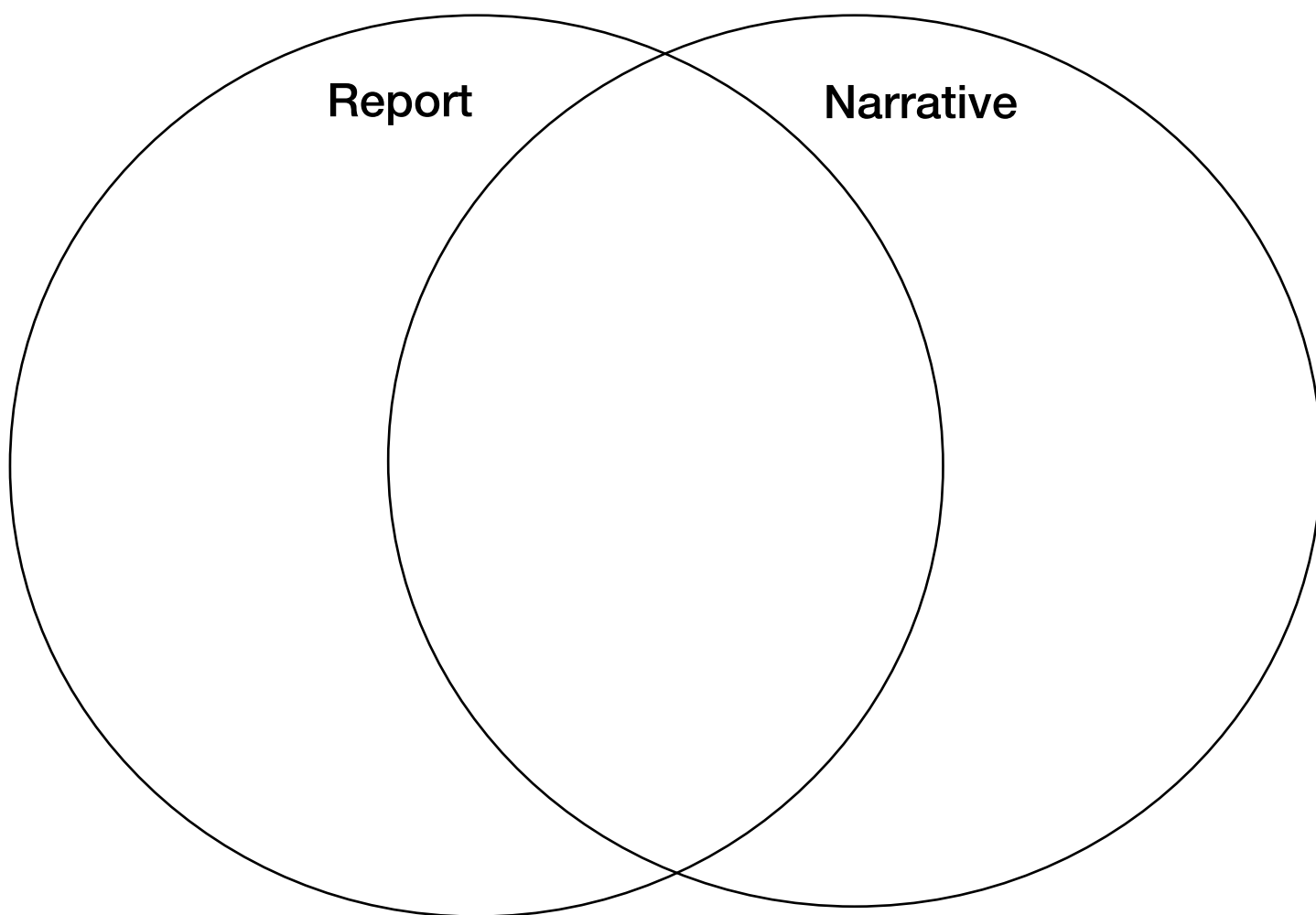
Ask: *Why is it important to understand the setting of a book? How does the inclusion of historical facts make it easier to imagine what life was like for Charlie?* Draw out that they make the story more believable.

Synthesising: Talk about the pair

Say: *You have read a report about the Murray River and a narrative set on a river during the paddleboat era. The purpose of a report is to provide information, but historical narratives also provide information. What have you learnt about the Murray River? How did the author present facts and details in the narrative?*

Have students work with a partner to record information on the Venn diagram. Say: *Record information common to both books and the information found in the individual books.*

Name/s: _____



Assessment

Can students locate factual information in a narrative text?

Graphic Organiser 1: Great graphics!

Name/s: _____

Search the graphics in the book for information. Record what you find out.

Graphic	Page number	What information does it contain?
Illustration		
Photograph		

Graphic Organiser 2: Fact finder

Name/s: _____

Search for facts about the historical setting. Write notes under the headings.

The Murray River – What was it like? What was it used for?	Lifestyle – What was life like? Communication? Schooling? Work?
General information – What else have you learnt about this time and place?	
Transporting goods – How was this done?	Paddleboats – What were they like? Positives and negatives? People's thoughts?

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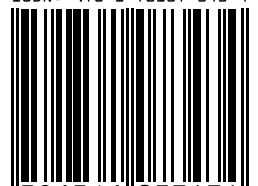
Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultants: Susan Hill and Lyn Reggett
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: 978-1-76107-343-4



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