

Lesson Plans

Advanced Fluent
reading stage

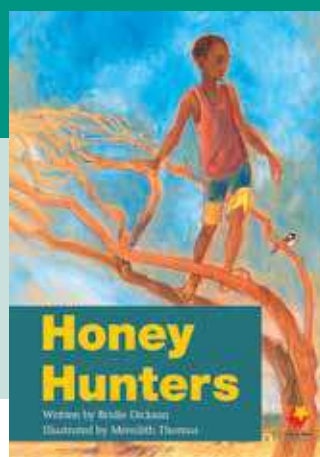
Level T



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.

Running words: 1921

Text type: Report



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

Running words: 2641

Text type: Narrative

Content vocabulary

adapted algae benefit commensalism
energy grooming host larvae
mutualistic organisms paralysis
parasite parasitic partnerships pests
plankton predators protection
relationships secreting shelter species
sucker symbiotic venom win-win

Literary language

Abstract nouns: culture disappointment
panic praise tales traditions

Language to convey mood: a wave of panic
swept over feel warm inside festive and happy
swallowed uneasily

Words related to setting: acacia tree
baobab tree fire stick Hadza honey hunter
honeyguide bird hunter-gatherer nomadic
Tanzania

Reading strategies

Animal Partnerships

- Identifying how graphics complement or extend the written text

Honey Hunters

- Identifying words and phrases that describe emotion

Curriculum links

Animal Partnerships

- Science: Biological sciences

Honey Hunters

- Science: Biological sciences

Lesson Plan Animal Partnerships



Key concepts

- A symbiotic relationship is a partnership between two animals of different species that spend most or all of their lives living closely together.
- There are different types of symbiotic relationships.

Before reading

Exploring vocabulary

Give each student a copy of *Animal Partnerships*. Say: *This book is about a range of different animal partnerships.* Have students browse through the book and then brainstorm a list of words related to the topic.

★ Explain symbiotic relationships. Say: *Some animals live all or most of their lives with an animal from another species. This is called a symbiotic relationship.* Discuss the meaning of the content vocabulary words.

Establishing the strategy focus

Say: *There is a lot of information in this book; much of it is in the written text. What is the purpose of the photographs and diagrams?* Discuss and draw out that the graphics in a factual text can complement the written text and extend the ideas.

During reading

Reading with teacher support

Have students read pages 4 and 5 independently. Ask: *What do you now know about symbiotic relationships?* Discuss and draw out that there are three types of relationships. Ask: *What extra information do the visuals on these pages give you?* Draw out that they give examples of symbiotic relationships.

Have students read Chapter 1 independently. Say: *As you read, remember to view the diagrams and photographs closely.* Monitor and support students where appropriate.

Check for understanding

Introduce Graphic Organiser 1: Finding all the facts! Ask: *In Chapter 1, what did you learn from reading the text? What did you learn from the graphics?* Have students work with a partner to complete the first row on their graphic organiser.

★ Support students by talking through the diagrams, photographs and fact boxes.

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

Working with a partner

Have students read Chapter 2 independently. Monitor and support them where appropriate. Say: *As you read, remember to view all of the information, including the photographs, captions, facts boxes and diagrams.* After reading, have pairs work together to complete the second row on their graphic organiser. Have students read Chapter 3 and the conclusion independently. Ask: *Have the graphics helped you to understand the information? If so, how?* Discuss as a group.

Quick write

Have students work with their partner to complete the graphic organiser. Say: *Think about how the visuals extend the information in the written text. What extra information do they provide?* Have students share their completed charts in small groups.

After reading

Talking about the book

Have the students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *How are all symbiotic relationships similar? In what ways can they be different?* (Inferential)

How could you work out if a symbiotic relationship was mutualistic, commensalism or parasitic? What would you have to know? (Synthesising)
What things might the author have considered when choosing the examples of animal relationships to include in this book? (Critical)
Invite students to ask their own questions.

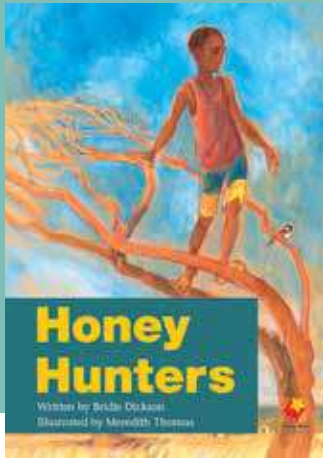
Vocabulary reflection

★ Have students talk with a partner about the three different types of relationships discussed in the book. They write their own definition of each one. Have pairs share their ideas and use their suggestions to create group definitions.

Strategy reflection

Say: *It is a good strategy to access all of the information on the page when you are reading. What did you learn from the graphics?* Discuss.

Lesson Plan Honey Hunters



Key concepts

- The Hadza people and the honeyguide bird have a mutual relationship where both parties benefit.
- The characters in a narrative can change and develop throughout the story.
- People from different cultures can learn from each other.

Before reading

Exploring vocabulary

Give each student a copy of *Honey Hunters*. Have them read the prologue independently. Say: *This story is set in Tanzania. It's about a boy called Koyobe who becomes friends with a visitor called Jemma.* Have students work with a partner to identify words in the prologue related to the setting. Ask pairs to share their words and create a group list.

★ Explain where the story is set and talk through the meaning of the words in the prologue that relate to this setting.

Establishing the strategy focus

Say: *As you read, think about the words and phrases the author uses to show a character's emotions. Look closely at the text to identify these words and phrases and mark them with a sticky note.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. Say: *As you read, use a sticky note to mark the two best examples of words or phrases that show how Koyobe is feeling.* Monitor and support students where appropriate.

Check for understanding

After reading, invite students to share their thinking and discuss as a group. Ask: *What are you thinking about Koyobe? What do you know about him?*

Ask: *What feelings did Koyobe have?* Have the students share their sticky notes and explain their choices.

★ Talk through examples where Koyobe's feelings are described. For example, refer the students to page 6. Ask: *What is Koyobe feeling here? Which words indicate this?*

Working with a partner

Have students read Chapter 2, noting words and phrases that describe emotions. With their partners, students decide on the two best examples. Students repeat this process with Chapter 3.

Reading with teacher support

Discuss Chapters 2 and 3. Invite students to share their thinking. Ask: *What words and phrases does the author use to help you understand what the characters are thinking and feeling?* Students read Chapter 4 independently, noting the words and phrases used to show characters' emotions.

Check for understanding

Have students reflect on the characters, their emotions and the decisions they make. Ask: *In what ways are Koyobe and Jemma similar? How are they different?*

Working with a partner

Have students read Chapter 5 independently, marking the words and phrases that describe emotions. Say: *Explain to your partner how words and phrases help you to understand the characters.* Introduce Graphic Organiser 2: Focus on emotions.

After reading

Talking about the book

Have the students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why was it difficult at first for Koyobe and Jemma to become friends? Why did this change?* (Inferential)

Koyobe's lifestyle is very different to yours, but can you relate to some of his thoughts or feelings? (Synthesising)

Do you enjoy stories that are based on facts and set in real settings? Why? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Have students place their sticky notes on a chart. Ask: *How could we group these words and phrases? Which ones suggest positive feelings? Which suggest negative feelings?*

Strategy reflection

Have students share their completed graphic organisers in a small group. Ask: *How did searching for words and phrases that describe emotions help you as a reader?*

Synthesising: Talk about the pair

Say: *Think about what you have learnt about symbiotic relationships from reading Animal Partnerships and Honey Hunters. Have students take turns talking to their partner about the facts they have learnt.*

Say: *Think about all the things you have learnt about symbiotic relationships. What are the main ideas or concepts that you have learnt about symbiotic relationships? What facts, details or examples can you give about each of these ideas?*

Discuss students' thinking. Have them complete the chart below and then share it with the group.

Name/s: _____

Reflecting on learning

Main ideas <i>What are the key concepts?</i>	Details <i>What facts or examples support this idea?</i>

Assessment

Can students understand and identify key concepts and their related facts?

Graphic Organiser 1: Finding all the facts!

Name/s: _____

Write facts you learnt about symbiotic relationships from reading the text and from viewing the graphics (photographs with captions, and diagrams).

Symbiotic relationship	Information in the text	Information in the graphics
Mutualistic		
Commensalism		
Parasitic		

Graphic Organiser 2: Focus on emotions

Name/s: _____

Character	Significant emotion	What words and phrases did the author use?	How did this help you to understand the character?
Koyobe			
Jemma			

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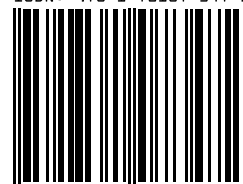
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