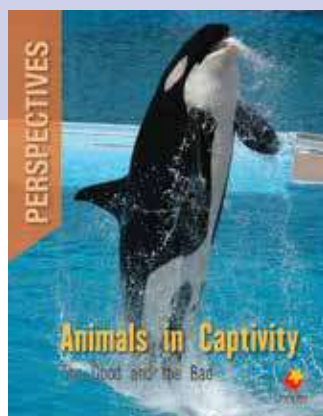


Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES



Should animals be kept in captivity?

List of articles

- My zoo home
- Captive animals
- What I like about zoos
- Helping pandas
- Boredom busters

Paired connected texts



Behind the Scenes at the Zoo looks at how zoos are created. Interviews with a zoo nutritionist and a zoo veterinarian provide behind-the-scenes glimpses of the work some people at zoos do.



When a small hunting falcon soars off into the sky and disappears, the people she belongs to are heartbroken to lose her. Months later and a long way from home, some kind people come to her rescue.

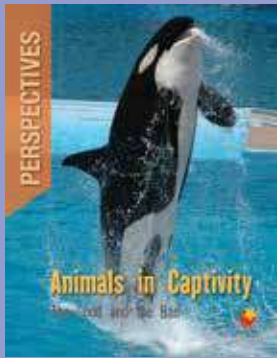
Content vocabulary

adoptive aquarium breeding captivity conservation endangered enrichment enslave environment ethical habitats nature reserves research species threaten wild wildlife parks zoo zookeepers

Key concepts

- Some people believe animals should not be kept in captivity.
- Some places that keep animals in captivity undertake breeding programs and research that helps endangered species.
- Animals in captivity should have stimulating enclosures that are similar to their natural habitats.

PERSPECTIVES Animals in Captivity: The Good and the Bad



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Animals in Captivity: The Good and the Bad*.

Turn to page 4 and read the introduction aloud.

Say: *Work with a partner. Look closely at the images on pages 4 and 5 and talk about what you notice. Discuss the question posed: Should animals be kept in captivity? Write down at least two of your comments and attach them to the images.*

Invite students to share their comments with the group.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic, and make a list of them.*

Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add these to the chart.

Independent partner work

Introduce the Graphic Organiser: Knowing and feeling.

Say: *It is important to “wonder” together. Think about what you already know about animals living in captivity and how you feel about this issue.* Students work with their partner to fill in the “Before reading” section on the graphic organiser.

Thinking and talking circle

Bring the group together to share their ideas. Record students’ thoughts about animals in captivity on a T-chart with the headings “Know” and “Feel”. Provide time for students to share their experiences of seeing animals in captivity. While the group discusses the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about animals in captivity. Each article attempts to persuade you to think about the issue in a particular way.*

Have students browse through the book.

Say: *You are going to read the first three articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about keeping animals in captivity.*

Independent partner work

Students read “My zoo home”, “Captive animals” and “What I like about zoos” to themselves, making notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Students come together as a group. Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on an anchor chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*).

Further reading

Setting the task

Students read the last two articles, “Helping pandas” and “Boredom busters”.

Say: *As you read, think about the question: Should animals be kept in captivity? Share with your partner any new ideas you have after reading these articles.*

Independent partner work

Students revisit the graphic organiser. Say: *With your partner, talk about the information you now have about animals in captivity. Complete your graphic organiser by adding facts and writing how you feel about this issue.*

Thinking and talking circle

Students discuss their completed graphic organisers with the group.

Say: *Now that you have read and discussed all of the articles, reflect on how your ideas and opinions may have changed.* Invite students to share their thinking.

Reading closely

Setting the task

In pairs, students closely reread the second article, “Captive animals”. Say: *As you reread the article, imagine you are leaning in close with a magnifying glass – notice more and think deeply. Think about the impact of using experts in persuasive texts. Think about what each expert adds to this article.*

Independent partner work

Students reread the article and make notes about who each expert is and how they added to the success of the article.

Thinking and talking circle

Students meet as a group and share their notes. They should come to the meeting prepared to discuss, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: *Authors of persuasive texts use a range of devices to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.*

Introduce the Graphic Organiser: Persuasive text devices. With the students, discuss the persuasive text devices on the graphic organiser.

Say: *Revisit the articles in the book and record examples of persuasive text devices that the authors have used.*

Students share the features of persuasive texts they have identified.

Independent partner work

Say: *Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.*

Present the graphic organiser What is your opinion? How to write a persuasive argument (see *PERSPECTIVES Animals in Captivity: The Good and the Bad*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: Knowing and feeling

	Feel <i>How do you feel about animals in captivity? Why?</i>	Know <i>What information and facts do you know about animals in captivity?</i>
Before reading		
After reading		

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Emotive Language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Hyperbole: This is the best ice cream in the world.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Rhetorical question So why don't we stop eating so much sugar?	
Short sentences/ paragraphs We can stop this.	
Alliteration: The b arren and b roken landscape ...	

Task cards

Choose one of the activities from this menu.

1 Animals in Captivity

Research the issue

- With a partner, use research skills to find out about a zoo, wildlife park, nature reserve, etc. that has helped animals in some way.
- Record what you find out.
- Present your findings to the class either in written form or orally.

2 Animals in Captivity

Present a TV interview

- Work in a group of three to plan and present a mock TV interview.
- Allocate the following roles: a TV host, a scientist in charge of a breeding program at a zoo and an animal rights activist who believes animals should not be kept in captivity.
- Practise the interview and present it to the class.

3 Animals in Captivity

Design an enclosure

- Choose an animal to design the perfect enclosure for.
- Research the animal's needs and use this information to influence your design.
- Draw and label the enclosure and write a short paragraph to explain particular features.

4 Animals in Captivity

Write a poem

- Write a poem, rap or song that highlights one of the issues about animals in captivity.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Animals in Captivity: The Good and the Bad* © 2021 EC Licensing Pty Ltd.

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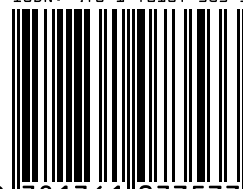
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