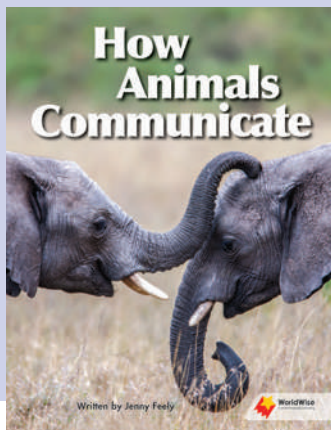


Lesson Plan

Advanced Fluent
reading stage
Level S



How Animals Communicate explores the different ways that animals communicate with members of their own species and other species.

Informative text types:

Discussion/Explanation/Report

Science Curriculum links

Australia

- **BS (ACSSU73)** Living things depend on each other and the environment to survive
- **BS (ACSSU73)** Interactions between living things may be competitive or mutually beneficial

New Zealand

- **LW:** The key structural features and functions involved in the life processes of plants and animals
- **NS:** Scientists' investigations are informed by current science theories and aim to collect evidence that will be interpreted through processes of logical argument

Key concepts

- Animals have means of communicating with members of their own species and other species
- The behaviour of individual organisms is influenced by internal cues (e.g. hunger) and external cues (e.g. environment changes)
- Humans and other organisms have senses to detect these cues

Content vocabulary

body language, cells, colony, complex, dominant, fertilise, habitat, hide, language, mottled, predator, socialise, species, territories, zoologist

Text features

- Diagrams, fact files, lists, speech bubbles, tables, text boxes, sidebars, glossary

Reading strategy

- Interpreting tables

First reading session

Getting started

Introducing the book

Give each student a copy of the book *How Animals Communicate*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about the different ways animals communicate. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about animal communication?* Have students work with a partner and record their words on small cards. Say: *When you are finished, sort the cards into groups. Be ready to explain why you made each group.* Have the students share and discuss.

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *Sometimes writers use tables to get their information across.* Have the students turn to pages 6–7. Say: *What do you notice about the table? How is it organised? How do we read it? What are the advantages of using tables in informative texts?*

Reading with teacher support

Say: *Read chapter 1 to yourselves. As you read, notice the table. Think about how to synthesise the information in the table with the rest of the information in the chapter.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What did the table tell you about the messages animals send and how they send these messages?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to ask students to either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 2 and 3 independently. Say: *As you read, use the same process we used with chapter 1. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss what you learned and which parts of the text you learned this from.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about animal communication? Share your ideas with a partner.* Have the students read chapter 2 to themselves. Review what the students have read. Ask: *What new information do you have about animals sending messages? What do you think about how colour and electricity is used in animal communication?* Invite the students to talk about their understandings. Have the students read chapter 3 to themselves. Say: *Now add your thinking about the table on pages 16 and 17 to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Say: *Look at pages 16 and 17. Why did the author use this table?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

How do animals communicate with other animals? How is the communication between animals of the same species the same as communication between animals and humans, and how is it different? (Inferential)

How are the communication methods of elephants and honey bees similar? How are they different? Is studying how and what animals communicate important? Why? (Synthesising)

Many people think that they can communicate with their pets. Do you think this is possible? What do you think the author of the book would say about this? What evidence from the book makes you think this? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students work with a partner to create a role play that demonstrates how one of the animals featured in the book communicates. One student will act as the animal does, the other will act as a reporter like David Attenborough and describe and explain the behaviour. Students should take a turn at each role and perform for the group.

Vocabulary

Have students review and add to the word cards they made prior to reading the book. Have the students review their grouping and record the words on a concept map.

Visual literacy

Have students look at tables both in *How Animals Communicate* and in other books. Ask the students to make a list of the features of tables.

Writing

Have the students write a report about animal communication focusing on an animal of their choice, using the prompt: *Can _____ (e.g. dogs) communicate?* Provide the students with a template detailing how to plan and write a report. Remind them to use tables and other text features to enhance their information.

Planning to write a report

Name: _____

Getting started

What is my topic? _____

What do I want to describe? _____

Who am I writing for? _____

Where will I find information? _____

Planning my report

1. General statement

What am I describing? _____

2. Description

What do I describe first? _____

What do I describe next? _____

3. Conclusion

Can I summarise what I have written? _____



Hint: The verbs *is*, *are*, *has* and *have* will help your description.

Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

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Say: *Use your own experience of this type of animal as well as researching it. Think about the best and clearest format to present the information in.* Encourage the students to talk about their ideas with a partner, then write their report.

Alternatively, the students could choose to select a range of pictures of animals in different communication poses and create a table explaining how and what each animal is communicating.

Graphic Organiser: Interpreting tables

Name/s: _____

Table	What information is given?	What is the main idea?
Pages 6–7		
Pages 16–17		

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