

Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level U**



Wetlands explores how the complex ecosystems of wetlands perform a variety of functions of vital importance to the environment. It uses case studies of significant wetlands to investigate the problems caused by people.

Informative text types:
Argument/Explanation/Report

Science Curriculum links

Australia

- **BS (ACSSU43)** Structural features and adaptations of living things assist their survival
- **GS (ACHASSK113)** The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- **SS01.8** Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts

New Zealand

- **LW:** The key structural features and functions to the life processes of plants and animals
- **LW:** The importance of variations within a changing environment
- **NS:** Scientists' investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument

Key concepts

- Wetlands are complex ecosystems that perform important functions
- Living organisms depend on each other and the environment
- Human activity has impacted severely on the health of wetlands and their wildlife

Content vocabulary

canals, conservation, detritus, ecosystem, endangered, environment, estuaries, GPS, habitats, invertebrates, levees, migrating, nutrients, population, predators, scent markings, spawn, species, territory, threaten, woodland

Text features

- Labelled diagrams, tables, maps, fact files, case studies, food web, lists, text boxes, sidebars, glossary

Reading strategy

- Identifying cause and effect

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Wetlands*. Have the students browse through the book. Say: *As you browse through the book, think about the word “wetlands”. What do you think it means? 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 wetlands?* Have students work with a partner and have them record their words on a piece of paper without showing their partner. Say: *When you are finished, swap lists. Circle any words that you and your partner both had. Underline any that you are not familiar with.*

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: *Wetlands is a book that explains what causes things to happen the way they do in wetlands. Skilled readers identify the connection between the cause and its effect to support their understanding of the text. For example: when it rains the ground gets wet. What is the effect? – wet ground. What is the cause? – rain falling.* Have students suggest other cause and effect relationships.

Reading with teacher support

Say: *Read chapter 1 to yourselves. As you read, see if you can work out what things lead to the existence of wetlands.* When students have completed the chapter, model filling in the Graphic Organiser together. Ask: *What is the effect we are thinking about? What causes wetlands to develop?* Have the students read chapter 2 and complete another cause and effect diagram where the effect is surviving in wetlands. Say: *When you have finished reading, compare your findings with your partner. Be ready to talk about your thinking.*

Review what the students have read. Invite the students to talk about their thinking. Ask: *What causes animals to survive in wetlands?*

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 3 and 4 independently. Say: *As you read, use the same process we used for chapters 1 and 2. Read the chapter to yourself and keep track of your thinking by completing the cause and effect diagram on your Graphic Organiser, then meet with your partner to discuss examples of information being given as cause and effect.*

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 another section of the 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 wetlands, and how animals and plants have adapted to this environment? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information do you have about wetlands? What is special about the Okavango Delta? What is the impact of the crocodile in this environment?* Invite the students to talk about their understandings. Have the students read chapter 4 to themselves. Say: *Now add the causes and effects of humans on wetlands 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. Ask: *Can you give an example of a cause and effect relationship in this book?*

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.

What seasonal changes might you expect to see in a wetland? What causes these changes? (Inferential)

What effect does draining wetlands have on the whole planet? What do you think will happen if we keep losing wetlands? Why? (Synthesising)

What do you think is the author's point of view about wetlands? Do you agree with the author? Why or why not? (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 the students work with a partner to discuss the similarities and differences between the Okavango Delta and the Everglades. Ask them to compare and contrast this information, identifying similarities and differences. Have students present this information to the group in an oral presentation (e.g. a debate, interview, discussion, play).

Vocabulary

Using the word lists made before reading *Wetlands*, ask students to add any new words they learned and then use the list to create cloze activities. For example: *Animals have become* _____ [endangered] *because wetlands have been* _____ [drained]. Have students swap their lists with a partner who tries to fill in the gaps.

Visual literacy

Have students refer to the graphic on page 6 to create a diagram showing a wetland they have researched.

Writing

Have the students write arguments using the prompt: *The wetlands of the world should be protected*. Ask: *What is your opinion? What are opposing opinions?* Provide the students with a template detailing how to plan and write an argument. Remind them to state their position clearly and to also refute opposite points of view. Encourage the use of emotive language, factual statements, and references to expert opinion.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____

 **Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use
☐ Text boxes to provide additional information
☐ Photographs and diagrams to support the text
☐ Captions and labels to explain photographs and diagrams

© 2019–2020 EC Licensing Pty Ltd. Published by Eleanor Curtain Publishing.
Permission is granted for this resource to be reproduced for teaching purposes only. All other rights reserved.
WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

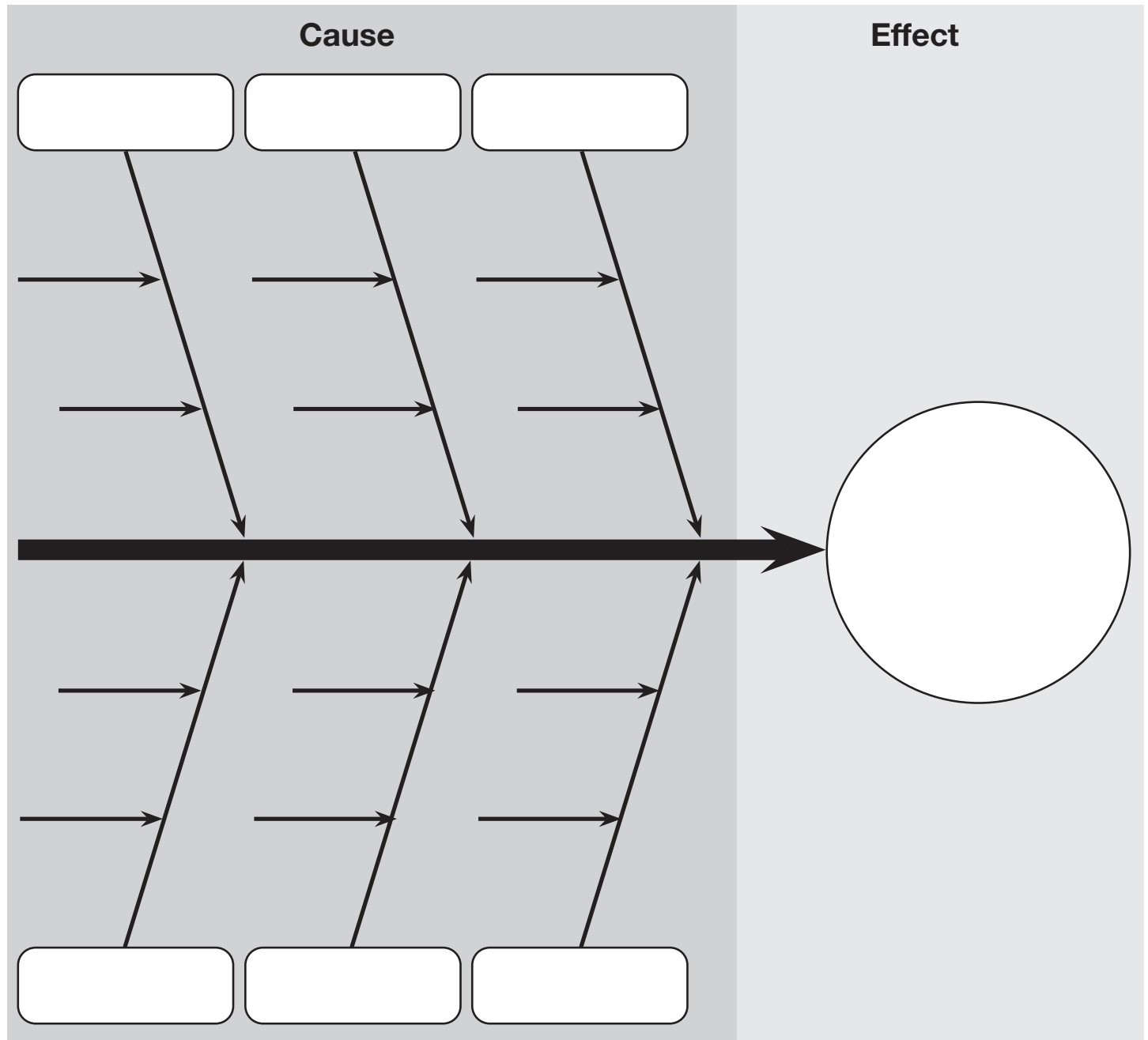
Alternatively, the students could choose to find out about wetland areas close to where they live. Say: *Use these headings to help you write your project: name of wetland area, location, type of wetland, plants, animals, other interesting information*. Have the students share their findings with the group.

Graphic Organiser: Cause and effect

Name/s: _____

Identify an effect described in *Wetlands* and write it in the circle.

Read *Wetlands* and list the things that cause this effect to come about.



WorldWise Lesson Plan *Wetlands* © 2019 EC Licensing Pty Ltd.

© 2019 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand. The trademark "WorldWise Content-based Learning" and Star device is owned by EC Licensing Pty Ltd.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2019 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by
Eleanor Curtain Publishing

Text: Kerrie Shanahan, Jenny Feely
Consultants: Linda Hoyt, 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.WorldWiseReading.com.au
www.ecpublishing.com.au

ISBN: 978-1-76086-196-4

