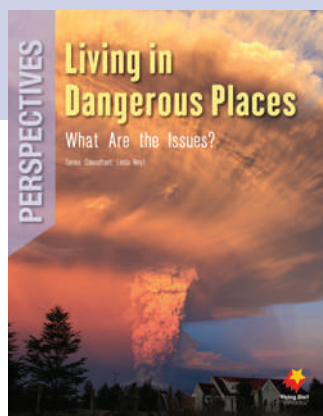


Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES



Why do people live in dangerous places?

Contents

- Living above the boiling Earth
- The mountain came to me
- The Christchurch earthquake, 2011
- At home on the slopes of Mount Vesuvius

Paired connected texts



Our Active Earth explains how the structure and movement of the Earth causes events such as earthquakes, volcanoes, hot spots and tsunamis.



Ranger Kate eagerly rushes to witness an erupting geyser, but before long she finds herself in the midst of an emergency.

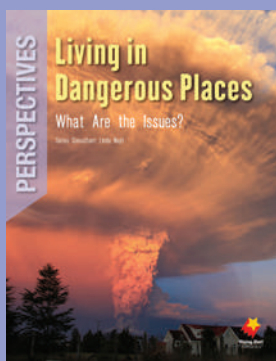
Content vocabulary

avalanche boreholes corrode disaster earthquakes evacuate flooded
geothermal heat geyser lava flow liquefaction molten rock natural disaster
relocate subterranean reservoirs thermal zone tourism volcanic eruptions

Key concepts

- Human settlements are a part of the Earth's surface, and the environment influences how people live.
- People's choices about where they live can have both positive and negative outcomes.
- People's identities are linked to where they live.

PERSPECTIVES Living in Dangerous Places: What Are the Issues?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES: Living in Dangerous Places: What Are the Issues?* Turn to pages 4 and 5 and read the introduction aloud. Say: *Work with a partner. Look closely at the images and talk about what you notice. What makes these places dangerous? What do the images suggest about living in dangerous places?* Students share their comments with the group.

Discuss the question posed in the introduction: Why do people live in dangerous places? Ask: *What is your perspective? Should we live in dangerous places or not? Why?* Lead a discussion about the issues surrounding this topic.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic. Record them on sticky notes.* 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: PMI (Plus, Minus, Interesting). Say: *It is also really important to “wonder” together. Think about the positive and negative aspects about living in dangerous places. Think about what might be interesting about these places.* Students work with their partner to record one or two comments in each column on the graphic organiser. Say: *Leave space to add further comments after you have read the book.*

Thinking and talking circle

Call the group together to discuss students' plus, minus and interesting comments on their graphic organisers. While the group discusses the arguments surrounding 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 living in dangerous places. 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 two articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about living in dangerous places.*

Independent partner work

Students read “Living above the boiling Earth” and “The mountain came to me” independently, using sticky notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students' discussion. (These can be prepared on index cards or on a 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

Say: Now read the last two articles, “The Christchurch earthquake, 2011” and “At home on the slopes of Mount Vesuvius”. As you read, think about the positive and negative aspects of living in these places. Share with your partner any new ideas you have after reading these articles.

Independent partner work

Students revisit the Graphic Organiser: PMI. Say: With your partner, complete your graphic organiser by adding to each column.

Thinking and talking circle

Students bring their completed graphic organisers to a group discussion. Say: What do you now believe about living in dangerous places? Invite students to share their ideas.

Reading closely

Setting the task

Students work with their partner to choose one article to read closely. Say: Choose an article that has been written by an expert on the topic or that includes information from an expert. Say: As you reread the article, imagine you’re 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 the expert adds to the article.

Independent partner work

Students reread their chosen article, this time focusing on the use of expert opinion. They talk with their partners about how the expert has balanced the use of information, facts and opinions. Say: Record who the expert is and make a note of how this expert added to the success of the article.

Thinking and talking circle

Students bring their articles to a group discussion and share their notes on the value of using experts in persuasive texts. They should come to the meeting prepared to discuss, connect to the thoughts of others, 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 in order 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. Discuss the persuasive text devices on the graphic organiser as a group.

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 that answers the question: Should we live in dangerous places? 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: Living in Dangerous Places: What Are the Issues?*, 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.

Should we live in dangerous places?		
	Plus	
	Minus	
	Interesting	

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Facts A kiwi is a flightless bird.	
Figurative language Similes and metaphors	
Imperatives/commands People should do something about this issue.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Rhetorical question So why don't we stop eating so much sugar?	
Short sentences/ paragraphs We can stop this.	
Statistics 80 per cent of children under five ...	

Task cards

Choose one of the following activities from this menu.

1 Living in Dangerous Places

Give an oral presentation

- Plan and write a talk about an aspect of living in dangerous places.
- Include interesting information to grab the listeners' attention.
- Present your talk to the class.

2 Living in Dangerous Places

Create a real estate advertisement

- Create an advertisement for a house or block of land that is situated in a "dangerous place".
- Include written details and images to really "sell" the property to a potential buyer.

3 Living in Dangerous Places

Write a newspaper article

- Research a natural disaster.
- Write a newspaper article about the disaster.
- Include what happened, when and where it happened, and the consequences of the disaster.

4 Living in Dangerous Places

Design a disaster-proof house

- Design a house that could withstand one type of natural disaster.
- Include a drawing of the house and labels that explain its safety features.
- Write a paragraph about your design.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Living in Dangerous Places: What Are the Issues?* © 2018 EC Licensing Pty Ltd.

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Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultant: Linda Hoyt
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: 978-1-76067-537-0



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