

Lesson Plan

**Fluent
reading stage
Levels 21–22**



Amazing Lifetimes highlights amazing plant and animal lifetimes. Amazing growth rates, size, lifespans and reproduction are discussed.

Informative text types:
Explanation

Science Curriculum links

Australia

- **BS (ACSSUO30)** Living things grow, change and have offspring similar to themselves

New Zealand

- **LW:** There are life processes common to all living things and these occur in different ways

Key concepts

- All living things have lifetimes, and these lifetimes vary in length.
- Living things grow and change at different rates, and in different ways.

Content vocabulary

breed, calf, eggs, female, grow, hatch, hatches, insects, larva, lifetimes, male, pupa, species

Text features

- Chapters with headings and sub-headings
- Labelled diagram and text boxes
- Glossary and index

Reading strategy

- Summarising important information

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *Which animals do you think live the longest lives? How many years might they live for? Which animals have the shortest lives? How long do you think they live for?* Invite students to offer their ideas, then discuss them as a group.

Ask: *What do you know about the lifetimes of animals? What do you know about the lifetimes of plants? Do you know how fast or slow living things grow? Can you name a fast-growing plant or animal?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Amazing Lifetimes*. Say: *This book is about the lifetimes of some amazing animals and plants. It discusses fast- and slow-growing living things, long and short lifespans and some interesting things animals do to breed.* Have students browse through the book.

Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

Introducing the reading strategy

Say: *This is an information book, so its purpose is to provide you with information. It's important to know what the most important bits of information are as you read the book. What are some good ways to do this?* Have students discuss this with a partner.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What clues do the images give you about the content of the book?* Discuss.

Have students read chapter 1 independently. Say: *After you have read each page, or section, stop and think about what the most important information was. This helps you to understand the text better.*

Second reading session

Building understanding

Ask: *What did you find out about fast-growing animals and plants? What did you find out about slow-growing animals and plants?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What was the most important piece of information you read about on pages 10 and 11? What about on pages 12 and 13? What information was important?*

Have students turn and talk to a partner about their ideas.

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, think about the most important information in each section.*

Bringing it all together

Ask: *What have you learnt about animals and plant lifetimes? Have students turn and talk with a partner.* Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *What information in this book surprised you the most? What things do you now wonder about?* Discuss as a whole group.

Students could complete the Blackline Master about the most important information discussed in the book.

Reflecting on the reading strategy

With a partner, have students turn and talk about what the most important information was on each double-page spread. Ask: *What were the key points in each section?* Invite pairs to share their ideas.

Ask: *How does being able to summarise the information you read help you as a reader?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Working with a partner, have students write their top 5 list of “Fantastic Lifetime Facts.” The pairs could then visit other classes in the school to present their facts. Encourage students to use clear, smooth voices and expression in their presentations, so that their audience remains interested and engaged.

Vocabulary

Ask the students to look at page 7 of *Amazing Lifetimes*. Point out the first sentence of the text: *Bamboo is the fastest-growing plant.* Say: *In this sentence, “fastest” is a word that compares bamboo to all other plants. The word “fastest” is used to compare something to other things. Can you find other words in the book that compare things?*

Have pairs of students browse through the book. Use the words students find to create a list.

Say: *These words are called comparing adjectives. What other words can we add to our list?*

Suggest to students that they can use these words in their own writing when they need to compare things.

Visual literacy

Have students use a visual medium to show the differences between some of the plants and animals mentioned in the book, such as the longest and shortest lifespans, or the fastest- and slowest-growing plants. They could do this by drawing the living things next to each other and adding symbols (such as arrows or line continuums) and labels.

Writing

Have students write a report about a plant or animal mentioned in the book. Provide the students with a template detailing the structure and elements of a report.

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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WorldWiseReading.com.au/teacherresources

Download the template at

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Say: *Reread information in the book about the plant or animal you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner.

Say: *Talk about the plant or animal you are writing about and what information you will include.*

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Use the first paragraph to introduce the living thing, then include a range of information about it, such as what it looks like, where it lives/grows and how it gets the things it needs to survive.*

Blackline Master: Make a mini-book

Name/s: _____

Write the most important information you read about in the book under each heading.
Cut out the pages. Staple them together to make a mini-book.



Amazing Lifetimes

By: _____

Growing fast

Growing slowly

Living for a short time

Living for a long time

Changing from male to female

Going home to breed

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