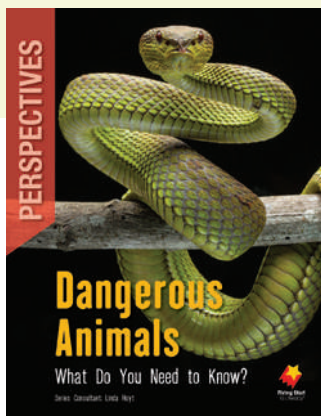


Lesson Plan

Fluent Plus
reading stage

Level 27

PERSPECTIVES

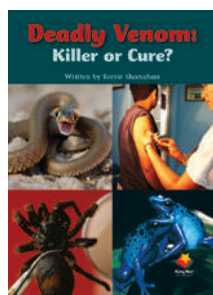


Is it fair to blame wild animals if they harm us? What is our responsibility?

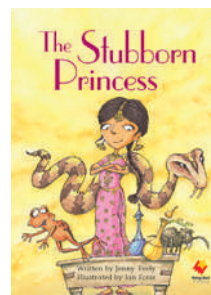
Contents

- The truth about sharks
- Speak out!
- I'm not scared of snakes
- Snake aware!

Paired connected texts



Deadly Venom: Killer or Cure? explains the difference between venom and poison produced by animals, and how scientists use venom and poison to save lives and create pesticides.



The Stubborn Princess tells the story of Princess Nadia. She loves dangerous animals and often visits Anisha's cottage to learn all she can about them. One day she learns about a special potion – a discovery that will be vital to her brother Raja.

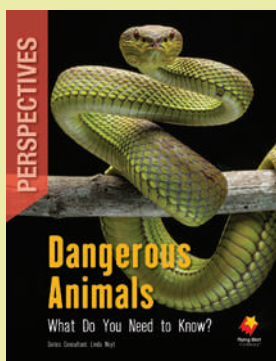
Content vocabulary

dangerous defend disease habitat misunderstood poison predators prey rehabilitator threatened venom

Key concepts

- If animals are threatened, they can respond aggressively to defend themselves.
- Some animals that people perceive as dangerous can also bring benefits to their habitats and to people.
- When people see animals in the wild, they need to know how to stay safe.

PERSPECTIVES Dangerous Animals: What Do You Need to Know?



Initiate ideas

Introduce the book

Ask: *What animals can be dangerous? What are the most dangerous animals?* Have students talk with a partner and come up with their “top three” most dangerous animals. Have students share their lists.

Ask: *Have you ever come across a dangerous animal in its natural habitat? Did you know what to do? What happened?* Provide time for students to share their personal experiences.

Show the students the front cover of *PERSPECTIVES*:

Dangerous Animals: What Do You Need to Know?

Say: *This book is about animals that we think of as dangerous. It has different perspectives about them.*

Read the title and ask: *What do you think? What do we need to know about dangerous animals?*

Read the text

Give each student a copy of *PERSPECTIVES: Dangerous Animals: What Do You Need to Know?* Have them browse through the book.

Have students turn to page 4, and read the introduction aloud to them. Ask: *What is your opinion on dangerous animals?* Have students share their ideas with the group.

Respond to the text

Introduce the Graphic Organiser: Forming Opinions.

Say: *Opinions about a topic or issues can change. What might make your opinion change?* Discuss. Draw out that an opinion can change after finding out more information about a topic, and after thinking about different perspectives.

Say: *Think about your opinion on dangerous animals. What do you think about animals that can be dangerous? What do we need to know about them? Write about this in Section 1 on your graphic organiser.*

Collect students’ graphic organisers to revisit later.

Explore further

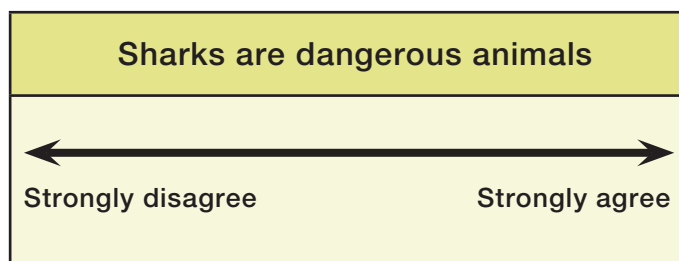
Read the text

Have students turn to the text on pages 6 and 7, “The truth about sharks”, Read the introduction aloud to the students, and then have them talk about it with a partner.

Have students read the text independently. Ask: *What do you think about sharks?* Have students discuss their thoughts with a partner.

Have students read the text on pages 8 and 9. Ask: *What do you think about sharks now? Has your opinion changed?*

On a chart, write the statement, “Sharks are dangerous animals”. Underneath, draw a line with arrows on both ends, and the terms “strongly disagree” and “strongly agree”.



Invite students to mark a cross on the line to show their opinion. Ask them to justify it by talking about their reasons. Have students turn to the “Speak out!” section on pages 10 and 11 and read the introduction.

Invite a student to read aloud one of the “speak outs” to the group. Ask: *What is your view on this opinion?*

Continue reading and discussing each “speak out” opinion in a similar manner.

Respond to the text

Have students revisit their graphic organisers. Say: *Think about what you have read. What new things have you learnt? Use this information to add to Section 2 on your Forming Opinions charts.*

Collect students’ graphic organisers to revisit later.

Draw conclusions

Read the text

Have students turn to the text on pages 12 and 13, “I’m not scared of snakes”. Ask: *What clues does the title give you about this text? Are you scared of snakes? Why?*

Have students read the text independently. Ask: *What new information did you learn? What surprised you? What do you still wonder about snakes?*

Have students turn to pages 14 and 15. Have them read the text, “Snake aware!”

Ask: *What is the purpose of the poster? Have you seen a poster similar to this but about a different animal? Invite students to share their ideas.*

Respond to the text

Have students revisit their graphic organisers. Say: *Think about the new information you now have and add any new points to Section 2 on your Forming Opinions chart. Then think about what you now know about dangerous animals, and finish adding to your chart by writing your informed opinion in Section 3.*

Bring it all together

Have students meet with their completed graphic organisers. Invite students to share their Forming Opinions charts at a group discussion.

Discuss the various points of view and opinions that arise. During the discussion, encourage students to draw on information in the texts to back up their opinions.

Ask: *Is your informed opinion different from your initial opinion? If so, how is it different? Why has it changed?*

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion.

Say: *Think about what you have learnt about dangerous animals and how you feel about this information.*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Dangerous Animals: What Do You Need to Know?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the questions posed in the introduction on page 4. Ask: *What is your opinion now? Are “dangerous” animals all bad?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Conducting an interview

Have students work with a partner to present a mock interview between a reporter and an expert on a particular animal, such as tigers, bears or spiders. Students can think of questions and answers about the animal and explain how to stay safe if you are near it.

Have students practise their interview and present it to the class.

Think tank

If students are passionate about the issue, they may like to think about it further and take action.

Have students work in groups to find out about animals that can be dangerous, such as snakes, bears, wolves, spiders, sharks, etc., and which live in their local area or in a national park near them.

Students could write an article for the school newsletter informing the community about the animal, why it can be dangerous, and what people need to do to stay safe if they see it.

Graphic Organiser: Forming Opinions

Dangerous animals: What do you think about them? What do we need to know about them?

Section 1: My initial opinion

Section 2: Gathering information: What I have learnt

Section 3: My informed opinion

Flying Start to Literacy Lesson Plan *PERSPECTIVES Dangerous Animals: What Do You Need To Know?* © 2020 EC Licensing Pty Ltd.

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