

Lesson Plans



You Can Make a Difference! contains four personal narratives from children who have helped animals or the environment.

Running words: 629

Text type: Personal narrative



In *Save the Sea Otters!*, Lee is upset to find a sea otter injured by a jet ski. She talks to a reporter, which ultimately leads to a big change.

Running words: 637

Text type: Narrative

Content vocabulary

animals animal hospital bay camping ground destroyed difference environment flipper government habitat jetski/s jet skier/s kelp money nature oil spills paper park pipeline plastic ranger recycling reducing reporter safe saving sea otters speeches town leader vet

Phonics

- Identifying the r-controlled vowel as in *park*
- Identifying different letter combinations that make the long /e/ sound

Text features

You Can Make a Difference!

- Contents page, chapter headings, introduction and conclusion
- Author note

Save the Sea Otters!

- Contents page, chapters with headings, illustrations
- Third-person narrative; dialogue

Reading strategies

- Asking questions
- Making inferences about characters

ELL support	Key concepts	Curriculum link
• The main concepts of the non-fiction book are stated in the introduction and re-stated in the conclusion and author note. • Photographs and illustrations support the text. • Chapter headings signal content.	• People's actions can harm the environment. • There are things people can do to help the environment. • Some children have taken action to help the environment. • Animals and people sometimes compete for space.	• Science: People and the environment, taking action

Lesson 1 You Can Make a Difference!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What is the environment?* Draw out that the environment is the places around us, such as forests, lakes, oceans, wetlands, parks and towns. Ask: *What things are bad for the environment? What things can we do to help the environment?* Discuss as a group and record students' ideas on a large T-chart.

★ Ask: *Have you ever done something to look after the environment? Do you think kids can do things to help the environment? If so, what could they do?* Make a list of students' ideas. Say: *Some children come up with great ideas about how to look after the environment and do lots of work to carry out these ideas.*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *environment* and *government*. Discuss the meaning of each word. Have students take turns saying the words in a sentence to a partner.

Introducing the book

Give each student a copy of the book. Say: *This book is called You Can Make a Difference! and it tells us four different stories about what some children have done to help the environment.* Give students time to browse through the book. Read the contents page and ask: *What projects might we hear about in this book? Which chapter interests you the most? Why?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. At the end of a chapter, ask: *What information aren't you sure about in that chapter? What part aren't you clear about? What extra information would you like to know?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text.

What made Alice want to help animals? How did she help them? (Literal)

What do the children in this book have in common? (Inferential)

What does the title You Can Make a Difference! mean?

Do you believe that you can make a difference? Why or why not? (Synthesising)

Could any child do what these children did? Why or why not? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *The questions you asked about the book showed me that you understand what you have read. Asking questions is an important part of reading. It helps you to sort out what you have learned and what you still need to find out.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students work in small groups and take turns to each read a page. Say: *When you read, concentrate on reading smoothly through each line of text and take breaks at periods.*

Word work

Phonics

Draw attention to *park* on page 18. Say: *The letters “ar” make the /ar/ sound.* Give pairs of students five minutes to brainstorm words in which the letters “ar” make this sound. Give one point for one-syllable words (e.g. *harm*) and two points for two-syllable words (e.g. *market*).

Exploring words

Write *recycling* and *reducing*. Discuss their meaning and draw out that they both start with “re”. Ask: *What other words have the prefix “re”?* List students’ responses (e.g. *redo, rethink, reword, repeat*). Ask: *What do you think the prefix “re” means?* Draw out that it means to repeat or do again.

Writing

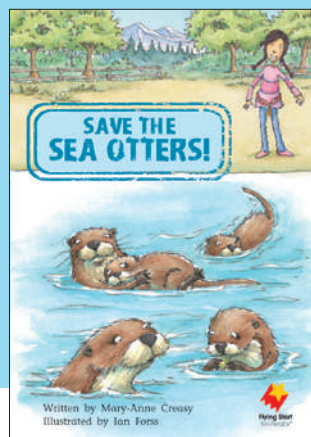
★ Ask: *What projects could we do at school or at home that would help the environment?* Make a list (e.g. planting trees, recycling, reducing rubbish, making compost, saving water and electricity, growing vegetables). Use an idea from the list to model writing an action plan on how the project could be done. Use the headings “Project title”, “Aim” and “Steps”.

Have students use the Blackline master to complete an action plan outlining the steps involved in doing a project to help the environment.

Sharing and presenting

Have students share their action plans. Discuss the plans with the group. You could choose one plan to be worked on at school as a whole class. Students could implement their action plans at home.

Lesson 2 Save the Sea Otters!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Discuss what a sea otter is. Ask: *What does a sea otter look like? Where do they live?* Show students the photograph of the sea otter on page 17 of *You Can Make a Difference!* Ask: *What is a jet ski? What might happen if jet skis were used where sea otters lived?*

★ Ask: *Have you ever come across an animal that was injured in the wild? What would you do if you saw an injured animal? Who could help?* Draw out that a person such as a vet or a park ranger would need to be contacted.

Vocabulary building

★ Discuss the role of a ranger and a vet. Ask: *How are these workers similar? How are they different?* Introduce the words *flippers, kelp* and *bay*. Say: *Sea otters have flippers. They live in bays that have kelp in them.*

Introducing the book

Give each student a copy of the book. Say: *The main character in this book is a girl called Lee. She lives near a bay and loves sea otters, but they haven't been seen there for 100 years. This is the story of what happens when the otters come back to the bay.* Have students read the contents page and browse through the book.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Ask: *What do you know about Lee's personality? What are her beliefs about animals? How do you know this?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text.

Why did Lee want to ban jet skis from the bay? (Literal)

Why didn't everyone agree with Lee about banning jet skis?

Why did some people get so angry? (Inferential)

Do you know of other examples of people taking over an animal's environment? (Synthesising)

How did Lee solve the problem? Are all problems this easy to solve? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You have a really good understanding of what the main character is like. That shows me that you understand what you are reading and can draw conclusions from all the information you know about the character.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students read the book with a partner. When they have finished, have them comment on the fluency of their partner's reading. Was their voice smooth? Did they use expression?

Word work

Phonics

Revise the long /e/ sound. Ask students to browse through the book and find five words with this sound. Have them share their words and create a group list. Discuss the different letter combinations that make this sound (e.g. *ski, Lee, sea, she, people*). Discuss common ("ee", "ea") and uncommon ways to represent the sound.

Exploring words

Write *jet ski*. Say: *This is a compound word – one word made up of two words. Each word means something by itself, but when the two words are together the new word has a different meaning.* Ask pairs of students to find other examples of open compound words in the book (*sea otters, fishing boats, animal hospital, jet skiers, town leader*).

Writing

★ Say: *I am going to write a description of the bay as it was at the beginning of the book.* (e.g. The bay was full of boats and jet skis. There were lots of people and it was very noisy.) Say: *Now I will write how it was at the end of the book.* (e.g. A family of sea otters floated on the kelp in the water. The water was calm and all was quiet.)

Have students write and draw to create a story map that summarises the main events of the story.

Sharing and presenting

Make a display of the students' story maps.

Talk about the pair

After students have read both books, ask: *Why is it important to look after the environment? What would happen if no one took action? What might the world look like?*

Have students work further with the books by completing the Activity card provided.

Blackline master

Time for action

Think of a project you could do at home or at school that would help the environment.
Use the plan below to organise your ideas.

Project title	
Aim – what you hope to achieve	
Steps – what you need to do to complete the project. Think about: • how you will tell others about the project • whether money is needed and how you will raise it • which adults you will need to discuss the project with.	

Assessment

Can the student identify a project that would help the environment?
Can the student write clear steps in a logical sequence?

Activity card

Create a poster



Create a poster that encourages people to look after the environment.
Use words, symbols and pictures.

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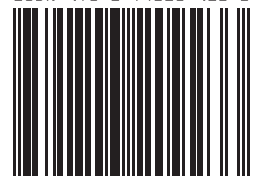
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