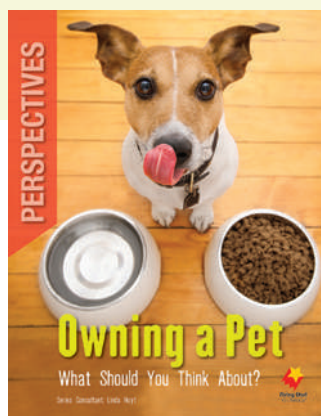


Lesson Plan

Fluent Plus
reading stage

Level 25

PERSPECTIVES

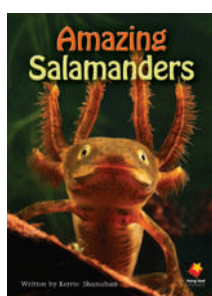


Owning a pet – is it fun or hard work?

Contents

- A dog is for life ...
- Speak out!
- As sick as a dog
- Not everyone wants a pet

Paired connected texts



Amazing Salamanders is a report that describes salamander characteristics such as habitat, food, how they stay safe and how they grow and change.



In *Salamander Surprise!* a girl believes her dog is the best pet and is jealous when interest is shown in an “ugly salamander”. But a brave act makes her realise that all pets are precious.

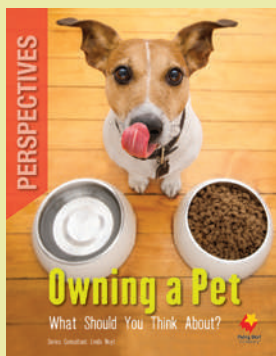
Content vocabulary

attention care companion company healthy loyal owner pet poisonous safe

Key concepts

- Pets can bring happiness to their owners.
- Pets can be a big responsibility.
- Pet owners need to know how to keep their pet happy, healthy and safe.

PERSPECTIVES Owning a Pet: What Should You Think About?



Initiate ideas

Introduce the book

Say: *Talk with your partner about your pet or pets, or a pet that someone you know owns. Show the students the front cover of PERSPECTIVES: Owning a Pet: What Should You Think About?*

Say: *This book is about owning a pet. It has various texts that show different views on what it is like to be a pet owner.*

Read the title and ask: *What do you think are the good things about owning a pet? What might not be good about owning a pet?*

Discuss students' ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Owning a Pet: What Should You Think About?* Have them browse through the book.

Have students turn to page 4, and read the introduction aloud to them. Ask: *Do you think owning a pet is fun or hard work?*

Have students share their ideas with the group.

Have students turn to pages 6 and 7. Read the introduction on page 7 aloud to the students. Have them talk with a partner. Say: *As you talk about the poster with your partner, think about the questions posed in the introduction.* Invite pairs to share their ideas, and discuss as a whole group.

Ask: *What is the purpose of the poster? Why do you think this particular image was chosen? Do you think the poster sends a strong message? How does it do this?*

Respond to the text

Introduce the Graphic Organiser: Owning a Pet PMI.

Ask: *What are the good things about owning a pet? What are the negative things? What is interesting about being a pet owner?* Have students talk with a partner.

Say: *Work with your partner to write one or two points on your graphic organiser.*

Collect students' graphic organisers to revisit later.

Explore further

Read the text

Have students turn to the "Speak out!" section on pages 8 and 9. Read the introduction aloud to them.

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.

Ask: *What foods can cats and dogs eat?* Have students talk with a partner and then discuss their ideas as a whole group. Have students turn to pages 10 and 11 and read the text independently. Say: *Talk with your partner about what you have read.*

Ask: *What did you learn by reading this text? Have your feelings about owning a dog or a cat changed after reading this? Why or why not?*

Discuss and draw out that having a pet is a big responsibility, and there are lots of things you need to know so that you can keep your pet safe.

Respond to the text

Draw up a large T-chart with the headings: "Surprised us" and "Made us wonder".

Say: *Think about the new information you have learnt about owning a pet. And think about the different opinions you have heard about pet ownership. What surprised you? What do you still wonder about?*

Use students' ideas to fill in the T-chart.

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to add to your PMI charts.*

Collect students' graphic organisers to revisit later.

Draw conclusions

Read the text

Have students turn to page 12. Read the title and the introduction aloud to the students. Say: *This is a story about a boy called Mason who wants a pet. As you read, think about both the good and not so good experiences Mason has with the puppy he finds.*

Have students read the text on pages 12–15 independently. Ask: *Why did Mason initially want to keep Bud as a pet? Why did he come to the conclusion that he was too young to own a puppy? Do you think a turtle would be a good pet for Mason? Why?* Discuss as a group.

Respond to the text

Ask: *What message might the author have wanted to send by writing this story?* Have students talk with a partner. Discuss as a group, and use students' ideas to write a statement of conclusion on a chart.

Have pairs of students revisit their graphic organisers. Say: *Think about the information you now have and add points to your PMI chart.*

Bring it all together

Have students meet with their completed graphic organisers. Invite pairs of students to share the points on their PMI charts at a group discussion. Use the students' ideas to write a list of the main “plus”, “minus” and “interesting” points onto a chart.

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.

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 being a pet owner and how you feel about this information.*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Owning a Pet: What Should You Think About?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the question posed in the introduction on page 4. Ask: *What is your opinion now about owning a pet? Are you ready? If so, what pet suits you and why?* 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.*

Creating a TV advertisement

Have students work with a partner to create an ad for TV that promotes responsible pet ownership. Have them make a list of ideas about what is important if you own a pet. Have students use these ideas to create their ad. Have them practise their ad and present it to the group.

Think tank

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

Talk with students about agencies that help dogs and cats that do not have owners, such as lost dogs' homes and cat

shelters. In groups, students research to find out about one of these places in their city or local area.

Students could then raise money for this cause by selling items at a stall, or holding a walkathon or readathon.

Graphic Organiser: Owning a Pet PMI

Plus	Minus	Interesting

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