

Lesson Plan

Fluent
reading stage
Levels 23–24



Majestic Mountains explains the different ways that mountains can be formed. It also describes the conditions that are found at the various levels on mountains, and the types of plants and animals that live there.

Informative text types:
Explanation/Description

Science Curriculum links

Australia

- **ESS (ACSSUO32)** Earth's resources are used in a variety of ways

New Zealand

- **PW:** Explore, describe, and represent patterns and trends for everyday examples of physical phenomena
- **PEB:** Water, air, rocks and soil, and land forms make up our planet and these are Earth's resources

Key concepts

- Mountains are formed in different ways, and come in different shapes and sizes.
- Mountains are home to a range of plants and animals, and are used by people to grow crops and graze animals.

Content vocabulary

alpine, blizzards, crops, erupts, islands, landform, lava, mountain range, peaks, plates, prey, slopes, snowstorms, terraces, valleys, volcanoes

Text features

- Chapters with headings and sub-headings
- Text boxes, photographs with captions
- Glossary and index

Reading strategy

- Making connections

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *Do animals live on mountains?* Invite students to work with a partner to draw a mountain and the animals that might live there (set a time limit of five minutes).

Ask: *What do you know about how mountains are formed?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Majestic Mountains*. Say: *This book is about how mountains are formed, and what it is like at the different levels of a mountain.* 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 each word on a chart and invite students to make suggestions about what the 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: *Good readers think about what they already know about a topic before they read. This helps them to understand new ideas and information.* Have students work with a partner to brainstorm what they already know about mountains.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *Do these images help you to connect to a place you have been before?*

Have students read chapter 1 independently. Say: *As you read, remember to make connections between what you already know and what you are reading about. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What new information did you find out about how mountains are formed?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *How are the three levels of the mountain similar? In what ways are they different?*

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

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *This chapter is about a particular mountain called Mount Kilimanjaro. As you read, think about how this mountain is similar and how it is different to other mountains you know about.*

Bringing it all together

Ask: *What have you learnt about mountains?* 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 new ideas did you read about in this book?* Discuss as a whole group.

Students could complete the Blackline Master about the different levels found on mountains.

Reflecting on the reading strategy

With a partner, have students revisit the pictures they drew before reading. Ask: *How would you change your drawing? What would you add, change or delete? How have your ideas about mountains changed?* Invite pairs to share their ideas.

Ask: *How does thinking about what you already know help you to understand new ideas that you read about?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work with a partner to take turns being a 'tour guide' and a 'tourist'. Pairs can pretend they are hiking up Mount Kilimanjaro. The 'tour guide' tells the 'tourist' what they are seeing as they travel higher and higher up the mountain. Encourage the 'tourists' to ask their 'tour guides' questions.

Vocabulary

Say: *The title of the book is Majestic Mountains. What does the word "majestic" mean? What other adjectives can be used to describe mountains?* Discuss and record students' ideas on a chart.

Have students turn to pages 10 and 11. Ask: *What words on this page are used to describe peaks?* (e.g. *bare, rocky, high, steep*) Add these words to the chart.

Have students use the adjectives on the chart or other words and phrases related to mountains to create an acrostic poem. They can do this by writing the word *MOUNTAINS* in uppercase letters vertically down the page. They can then write a word or phrase starting with each of the letters (e.g. *Majestic, Oozing lava, Under the ocean, Natural wonders, Terraced crops, Alpine flowers, Ice capped, New ones forming, Stunning*).

Visual literacy

Pairs of students could revisit the drawings they did before reading. Have them do another more detailed drawing that shows the new ideas and information they now have about mountains and the animals and plants that live there.

Writing

Have students write a recount about an imaginary hike from the bottom of a mountain to the top. Provide the students with a template detailing the structure and elements of a recount.

Planning to write a recount
Name: _____

Getting started
What is my recount about? _____
Who am I writing for? _____

Planning my recount
1. Setting: orientation
Who? _____
What? _____
Where? _____
When? _____

2. Significant things that happened (in order)
First (event 1) _____
Then (event 2) _____
Finally (event 3) _____

3. Conclusion: Comment
Can I summarise what I have written? _____

 **Hint:** What voice will I use?
first person *I, we, my, or third person he, she, they?*

Additional features I could use
☐ Extra facts ☐ Emails ☐ Time lines
☐ Quotes ☐ Photographs ☐ Diaries

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Say: *Reread information in the book about what it is like at the different levels on a mountain.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about what information you will include in your recount, such as what you would see at each part of the mountain and what it would feel like to be there.*

Use the template to remind the students about the structure of a recount. Say: *Follow the template when you write. Begin by writing about where the recount is set. Write about the things you saw on your imaginary hike up the mountain, in the order that you saw them.*

Blackline Master: Mountain levels

Name/s: _____

Use *Majestic Mountains* to help you fill in the table.

	What is it like there?	What lives there?
At the top 		
On the steep middle slopes 		
On the lower slopes 		

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