

Lesson Plan

Fluent Plus
reading stage
Level P (29–30)



Going, Going, Gone? discusses the reasons why animals become extinct. Using detailed case studies, it reports on a range of animals that are threatened, and the various reasons why this is the case. The book also highlights animals that have been helped by people and reports on how these species are rebuilding their numbers.

Informative text types:
Explanation/Report

Science Curriculum links

Australia

- **BS (ACSSU44)** Living things can be grouped on basis of observable features and distinguished from non-living things
- **BS (ACSSU44)** Characteristics of living things such as growing, moving, sensitivity and reproducing
- **SS01.2** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing

New Zealand

- **LW:** There are life processes common to all living things and that these occur in different ways
- **LW:** How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced
- **LW:** Groups of living things in our world have changed over long periods of time

Key concepts

- When the environment changes some animals survive or reproduce, others relocate or adapt, and some die
- Humans have changed the environment, and this has led to some animals becoming endangered or extinct
- Some people are helping to save threatened animal species

Content vocabulary

adapt, breeding, captivity, climate, critically endangered, endangered, environment, extinct, habitat, harpoons, hibernation, native, population, predators, prey, refuges, resources, species, survival, threatened, vaccine

Text features

- Photographic tables, captions, text boxes, maps, sidebars, glossary

Reading strategy

- Identifying the main idea

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge. Ask: *What do you know about extinct animals?* Give each student a copy of the book *Going, Going, Gone?* Direct them to pay attention to the cover, and the title and contents pages. Have the students browse through the book. Say: *As you browse through the book, think about what you know about this topic. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about endangered animals?* Have the students work with a partner and record a list of words on sticky notes. Say: *When you are finished, read out your lists and we will make a group list.* If some words or phrases are not known to all in the group, have the student who recorded the word explain what it means.

Introducing the reading strategy focus

Say: *When you read, it's important to be able to recognise the main idea in the text. This means to know the key points in a paragraph, a page, a section, a chapter or even in a whole book.* Ask: *How do skilled readers do this?* Discuss and draw out that skilled readers do this by thinking about what they have read and deciding what the most important information is.

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourself. As you read, think about what the main points are. Ask yourself: "What is the main idea in this paragraph?"* When you have finished reading, be ready to discuss your thinking with your partner. Monitor the students as they read and support them where necessary. Have students share their thinking with the group. Ask: *What types of changes to the environment affect animals? How have humans changed the environment?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you with your thinking. First, think about what you have read and what the main ideas were. Then write these ideas down in the first section on the Graphic Organiser.*

Second reading session

Building understanding

Reading with teacher support

Say: *Get yourself ready to read by thinking about what you have already read about animal extinction.* Have the students read pages 10 and 11 of chapter 2 to themselves. Invite the students to ask questions about what they have read.

Say: *Read to the end of chapter 2 to yourself. When you have finished, discuss your thinking with your partner.* Ask: *Why are amur leopards endangered? Why are polar bears endangered? What positive and negative impacts have people had on these animals?*

Have the students add to their Graphic Organiser. Say: *Talk with your partner about what the main points in each section are.*

Independent and partner work

Have the students read chapter 3 and the conclusion without your support.

Say: *When you have finished reading, talk about your thinking with your partner, and then add to your Graphic Organiser. Share your Graphic Organiser with your partner.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *Did you find it easy or challenging to identify the main points in a section? How did doing this help you to understand the information?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

How do we know about animals that became extinct long ago? Why do people change the environment? How does this affect animals? What things are being done to help endangered animals? (Literal)

What things do the endangered animals featured in chapter 2 all have in common? In what ways are their situations different? Give examples of these differences. Why do certain animal populations decline more rapidly than others? Why are some animals more difficult to protect from extinction than others? (Inferential)

What might the future be for endangered animals if people continue to destroy habitats? How can these actions be changed? How do you feel about endangered animals? Are there things you can do to help these animals? If so, what actions can you take? (Synthesising)

What might the author have thought about when deciding on which endangered animals to write about? What do you think he feels about endangered animals? What makes you think this? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students working in small groups each choose one animal from the book and become an “expert” on it. After having time to learn all they can about their animals, the students meet back together, and each student has a turn telling the group everything they know about their animal.

Vocabulary

Have each student write a list of ten words related to animal extinction. Pairs of students then take turns saying a sentence that includes two of the words from either list. Students might like to try using three or more words in the one sentence.

Visual literacy

Have students create a poster that highlights the plight of a particular endangered animal.

Writing

Have the students write a report about an endangered animal. (Students might like to choose an animal from the chart on pages 20–21.) Provide the students with a template detailing how to plan and write a report. Say: *Follow the template to write your report. Begin by introducing the animal and then write about different aspects of the animal such as its habitat, diet, behaviours, and why it is endangered.*

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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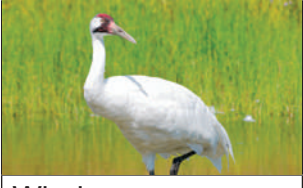
Encourage the students to talk about their ideas with a partner. Use the template to remind the students about the structure of a report. Say: *You will need to research to find out more about the animal.*

Graphic Organiser: What's the main idea?

Name/s: _____

Identify the main ideas and write them under the appropriate headings.

Chapter 1: Why do animals become extinct?

	Main ideas
Tasmanian devils 	
Amur leopards 	
Polar bears 	
Whooping cranes 	
Whales 	

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