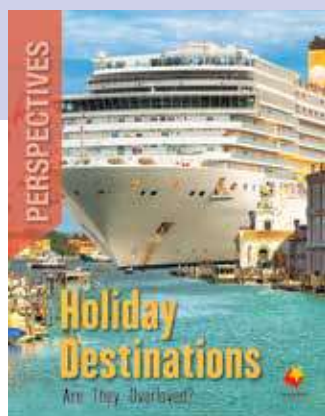


# Lesson Plan

Advanced Fluent  
reading stage

Levels Q–S

PERSPECTIVES

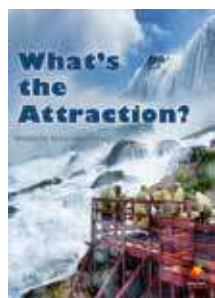


## How do we protect our holiday destinations from too many visitors?

### List of articles

- How to be a green traveller
- The village from *Frozen*
- At the beach
- My favourite holiday
- I live in a tourist attraction

### Paired connected texts



*What's the Attraction?* reports on holiday and tourist attractions such as resorts, theme parks, natural wonders and famous cities. It outlines the reasons why people enjoy these different experiences.



When visitors flock to a new geological feature in Blue Canyon National Park, park rangers Victor and Tammy are worried for the visitors' safety. New recruit Victor relives an incident in his past while performing a dangerous rescue.

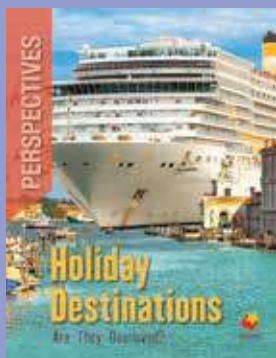
### Content vocabulary

adventure destination ecosystem environments erosion facilities holiday intrusive locals mass tourism national park popular/ity privacy residents tourist/ism tradition/al visitors

### Key concepts

- Some tourists like to visit popular holiday destinations.
- Mass tourism can damage the environment and cause problems for people who live in holiday destinations.
- Tourism can have positive effects on people and places.

## PERSPECTIVES Holiday Destinations: Are They Overloved?



### Introduce the book

#### Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Holiday Destinations: Are They Overloved?* Turn to page 4 and read the introduction aloud. Say: *Work with a partner. Look closely at the images on pages 4 and 5 and talk about what you notice. Discuss the question posed: How do we protect our holiday destinations from too many visitors? Write down at least two of your comments and attach them to the images.*

Invite students to share their comments with the group.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic, and make a list of them.*

Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add these to the chart.

#### Independent partner work

Say: *It is important to “wonder” together. What do you wonder about holiday destinations? Discuss as a group.*

Introduce the Graphic Organiser: Perspectives and opinions.

Say: *Before reading the book, we are going to think about the issues surrounding holidays and tourists. Reflect on your initial feelings about tourists at popular holiday destinations. What are the positive things about tourists visiting these places? What are the negative aspects?*

Students work with their partner to record their opinions in the first box on the graphic organiser.

#### Thinking and talking circle

Bring the group together to discuss the opinions students recorded on their graphic organisers. While the group discusses the issues, assess their prior knowledge and the content-specific vocabulary they use.

### Read the text

#### Setting the task

Say: *This book has several articles that provide a variety of perspectives about holiday destinations and how tourists affect them. Each article attempts to persuade you to think about the issue in a particular way.*

Have students browse through the book.

Say: *You are going to read the first three articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about holiday destinations and how tourists affect them.*

#### Independent partner work

Students read “How to be a green traveller”, “The village from *Frozen*” and “At the beach” to themselves, making notes to record key points, comments and questions. They then discuss their thinking with their partner.

#### Thinking and talking circle

Students come together as a group. Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on an anchor chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

## Further reading

### Setting the task

Students read the last two articles, “My favourite holiday” and “I live in a tourist attraction”.

Say: *As you read, think about the question: How do we protect our holiday destinations from too many visitors? Then share with your partner any new ideas you have.*

### Independent partner work

Students revisit the graphic organiser. Say: *Talk with your partner about the opinions the people listed on the graphic organiser might have about tourists. Write these in the boxes. Record your opinion in the last box.*

### Thinking and talking circle

Students share their completed graphic organisers with the group.

Say: *Reflect on how your opinion may have changed.* Invite students to share their thinking.

## Reading closely

### Setting the task

In pairs, students view the images in the article “At the beach”. Say: *As you view these images, imagine you are leaning in close with a magnifying glass – notice more and think deeply. What do the images “tell” you? How do they make you feel?* Students discuss with a partner.

### Independent partner work

Students talk with their partner and decide on a ranking score between zero and five for the effectiveness of each image in the article (zero being “no impact” and five being “high impact”).

### Thinking and talking circle

Students meet as a group to share how they scored the images and to justify their thinking. They should come to the meeting prepared to discuss, cite evidence from the text and offer opinions.

## Writing a persuasive text

### Setting the task

Say: *Authors of persuasive texts use a range of devices to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.*

Introduce the Graphic Organiser: Persuasive text devices. With the students, discuss the persuasive text devices on the graphic organiser.

Say: *Revisit the articles in the book and record examples of persuasive text devices that the authors have used.*

Students share the features of persuasive texts they have identified.

### Independent partner work

Say: *Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.*

Present the graphic organiser What is your opinion? How to write a persuasive argument (see *PERSPECTIVES Holiday Destinations: Are They Overloved?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind students to use persuasive text devices to strengthen their argument.

### Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

#### Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

## Graphic Organiser: Perspectives and opinions

My initial opinion on tourists at popular holiday destinations:

National park ranger

Resident of a popular holiday destination

### Perspectives

*What might these people think about holidays and tourists?*

Tourist visiting a popular holiday destination

Shop owner at a popular holiday destination

My informed opinion on tourists at popular holiday destinations:

## Graphic Organiser: Persuasive text devices

| Device                                                                                                  | Example (include page number) |
|---------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Anecdotes</b><br>When I was a child ...                                                              |                               |
| <b>Facts</b><br>A kiwi is a flightless bird.                                                            |                               |
| <b>Inclusive language (Personal pronouns)</b><br><b>We</b> need to take care of <b>our</b> environment. |                               |
| <b>Rhetorical question</b><br>So why don't we stop eating so much sugar?                                |                               |
| <b>Statistics</b><br><b>80 per cent</b> of children under five ...                                      |                               |
| <b>Figurative language</b><br>Similes and metaphors                                                     |                               |
| <b>Imperatives/commands</b><br>People <b>should</b> do something about this issue.                      |                               |
| <b>Short sentences/ paragraphs</b><br>We can stop this.                                                 |                               |

# Task cards

Choose one of the activities from this menu.

## 1 Holiday Destinations

### Conduct a survey

- Create a list of five holiday destinations (e.g. the beach, a national park, the snow, a theme park, a large city, etc.).
- Ask at least 10 classmates to choose the holiday destination that they would most like to go to.
- Compile the results and present them as a graph.

## 2 Holiday Destinations

### Create a poster

- Create a poster about one of the issues presented in the book that you feel strongly about.
- Think about how the visual images and the language you use will affect the reader of the poster.

## 3 Holiday Destinations

### Write a personal recount

- Think of a time you went on a holiday.
- Write a personal recount of this experience. Include details about where you went and what you did.
- Explain how you felt at different times during the holiday, and why.

## 4 Holiday Destinations

### Present a television interview

- Work in a group of three to plan and present a mock TV interview.
- Allocate the following roles: a TV host, a tourist and a resident of a popular holiday destination. Talk about the questions and answers that will be a part of the interview.
- Practise the interview and present it to the class.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Holiday Destinations: Are They Overloved?* © 2021 EC Licensing Pty Ltd.

© 2021 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2021 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan

Consultant: Linda Hoyt

Designed by Derek Schneider

Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:

[www.ecpublishing.com.au/contact-us](http://www.ecpublishing.com.au/contact-us)

More information:

[www.flying-start-to-literacy.com.au](http://www.flying-start-to-literacy.com.au)

[www.ecpublishing.com.au](http://www.ecpublishing.com.au)

ISBN: 978-1-76107-356-4



9 781761 073564