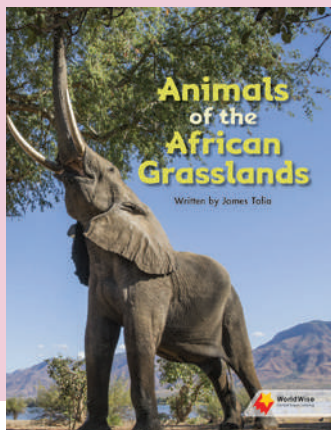


Lesson Plan

**Fluent
reading stage
Levels 23–24**



Animals of the African Grasslands reports on the different ways that animals living on these grasslands find their food and stay safe from predators.

Informative text types:
Report

Science Curriculum links

Australia

- **BS (ACSSUO30)** Living things grow, change and have offspring similar to themselves

New Zealand

- **LW:** Explain how living things are suited to their particular habitat and how they respond to environmental changes

Key concepts

- Animals of the African grasslands need the plants that live there to survive.
- Plant-eating animals eat the plants that grow on the grasslands, and meat-eating animals survive by eating other animals.

Content vocabulary

African, browsers, climate, grasslands, grazers, herds, meat eaters, meat-eating, plant eaters, predators, prey, pride, scavengers

Text features

- Chapters with headings and sub-headings
- Map, diagram and labelled photographs
- Glossary and index

Reading strategy

- Synthesising known and new information

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What do you know about meat-eating and plant-eating animals?* Use students' ideas to fill in the first column of a T-chart with the headings: "What we know" and "What we have learnt".

Ask: *What do you know about the grassland habitat of Africa? What is it like?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Animals of the African Grasslands*. Say: *This book reports on the animals that live on the African grasslands, what they eat and how they get this food.* 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 the words on a chart and invite students to make suggestions about what each 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: *As you read, try to use what you already know about the topic to help you fully understand the new information you're reading about.* Have students browse through the book.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *How would you describe the African grasslands?*

Have students read chapter 1 independently. Say: *As you read, remember to use your prior knowledge to connect to new ideas. This can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What new information do you now know about plant-eating animals?* Discuss as a whole group and record points in the second column on the T-chart started earlier.

Have students read chapter 2 independently.

Ask: *What meat-eating animals live on the grasslands in Africa? What did you learn about these animals?*

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

Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, use what you now know about animals of the grasslands to help you understand the new information in this chapter.*

Bringing it all together

Ask: *What have you learnt about animals that live on the grasslands of Africa?* Have students turn and talk with a partner. Invite students to share their knowledge. Record their responses by adding to the second column of the group T-chart.

Ask: *What further information would you like to know about this topic?* Discuss as a whole group.

Students could complete the Blackline Master about animals of the grasslands, and how they survive.

Reflecting on the reading strategy

With a partner, have students think about what they knew before they started reading, and what they now know. Ask: *How does already knowing about a topic help you as you read? How does this help you understand the topic after reading?* Invite pairs to share their ideas.

Ask: *Why is using what you have already seen or heard about a topic a good reading strategy?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students finish these sentences about animals of the African grasslands: *Before I read the book I thought ... After reading the book I learnt ...*

Have students sit in small groups and take turns reading their statements to the group. Encourage students to ask questions about the statements they hear. When answering, encourage students to refer to information in the book.

Vocabulary

Write the words *grasslands*, *meat-eating* and *secretary birds* on a chart. Ask: *What do all of these words have in common?* Discuss and draw out that they are all words that are made up of two smaller words. Say: *These types of words are called compound words. Sometimes they are written as one word (grasslands), sometimes with a hyphen (meat-eating) and sometimes as two separate words (secretary birds).*

Have students work with a partner to browse through the book to locate other compound words. Create a group list using these words, as well as other words suggested by the students.

Visual literacy

Working with a partner, have students draw a scene from the African grasslands on a large sheet of paper. Encourage them to include examples of animals that are predators, scavengers, grazers and browsers. Students could also label their drawings.

Have students display their drawings in the classroom. Provide time for all students to view the drawings.

Writing

Have students write a report about an animal that lives on the African grasslands. Provide the students with a template detailing the structure and elements of a report.

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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Say: *Reread information in the book about the animal you are going to write about.* Students can also use research skills to find out extra information.

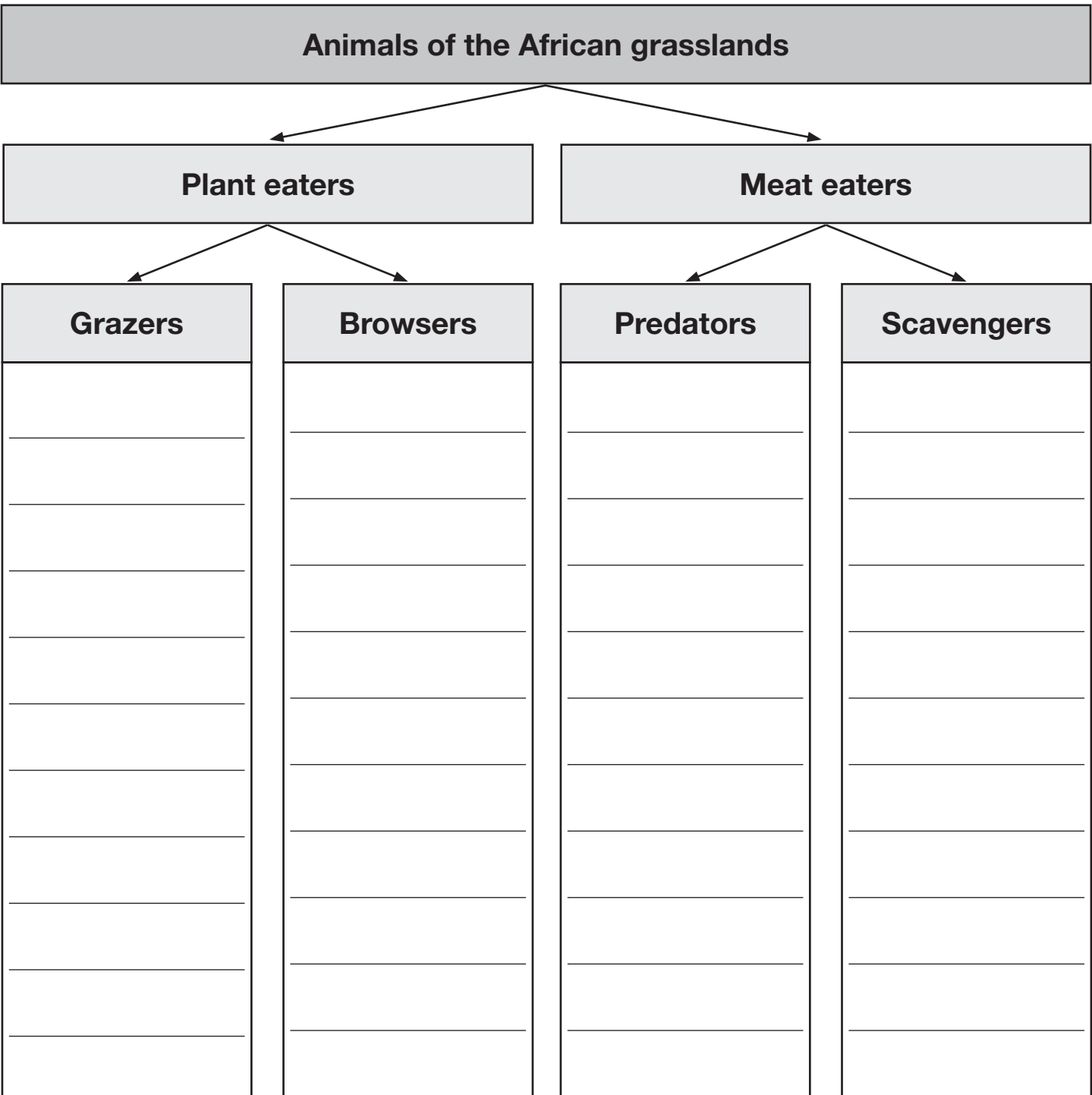
Encourage students to share their ideas with a partner. Say: *Talk about the animal you are writing about and what information you will include.*

Use the template to remind the students about the structure of a report. Say: *Follow the template when you write. Use the first paragraph to introduce the animal, then include a range of information about it, such as its body features, what it eats, how it gets its food and how it stays safe.*

Blackline Master: Animals of the African grasslands facts

Name/s: _____

Write points under each heading to show what you know about animals of the African grasslands and how they survive.



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