

Lesson Plan

Advanced Fluent
reading stage
Level Q



Amazing Animal Survivors discusses the ways that animals adapt to survive in harsh environments such as places with extreme heat or cold, and places where there is a lot of competition for food. It also outlines how well-developed senses allow some animals to live in dark places and how some animals protect themselves from predators.

Informative text types:
Report/Explanation

Science Curriculum links

Australia

- **BS (ACSSU73)** Living things depend on each other and the environment to survive
- **BS (ACSSU73)** Interactions between living things may be competitive or mutually beneficial

New Zealand

- **LW:** The key structural features and functions involved in the life processes of plants and animals
- **LW:** The interdependence of living things in an ecosystem

Key concepts

- Animals adapt and change to survive
- Some animals have adapted to live in harsh environments and in places where there is high competition for food
- Some animals have highly developed senses that help them to survive
- Some animals have developed bodies or behaviours to protect themselves from predators

Content vocabulary

altitudes, camouflage, competition, hibernation, life cycle, lowland, nostrils, oxygen, predators, pressure, prey, thaw, vocal cords

Text features

- Table, text boxes, captions, glossary

Reading strategy

- Predicting using photos and prior knowledge

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge.

Ask: *What do you know about how animals change so that they can survive?* Give each student a copy of the book *Amazing Animal Survivors*. 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 animal survival?* Have the students work with a partner and record their words on small cards. Say: *When you are finished, sort the cards into groups. Be ready to explain why you made each group.* If some words or phrases are not known to all in the group, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *Wondering what the text might be about and making predictions helps you make sense of what you are reading.*

Say: *Predictions in reading can be made by thinking about what you already know about a topic, and by looking at the photos in a book or chapter. This will help you make links between what you know and the new information you are finding out about as you read.*

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourself. Then, before you read further, look at the photos in chapter 1 and think about your prior knowledge of the topic – what you already know.*

Have the students discuss their thinking with a partner and then have a group discussion.

Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about your ideas with the whole group.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group

Independent and partner work

Have the students read the conclusion without your support.

Say: *When you have finished reading, talk about your thinking with your partner, and review 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.*

Reading with teacher support

Say: *Get yourself ready to read by making predictions first.* Have the students make predictions about chapters 2 and 3 and add these to their Graphic Organiser.

Students then read chapters 2 and 3 to themselves. Invite the students to ask questions about what they have read. Discuss and then have them add to their Graphic Organiser.

Say: *Make predictions about chapter 4, add to your Graphic Organiser, and then read the chapter to yourself. When you have finished, discuss your thinking with your partner.* Ask: *What new things did you learn?* Have the students add to their Graphic Organiser. Say: *Talk with your partner about making predictions. How did using your prior knowledge and looking at the photos help you to predict? How did your predictions help you understand new information?*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *How did making predictions help you think about the information in this book?*

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 is it possible for the same type of animal to live in different types of environments? Would a pronghorn antelope survive if it lived by itself? Why? What other animals must live in a group? (Inferential)

What happens to animals that don't adapt to their environment? Do you know of any animals that haven't been able to adapt? What has happened to them? In what ways do people adapt to be able to live in a range of different types of places? (Synthesising)

What main idea do you think the author wants readers to understand? Apart from the text, what other devices did the author use to present information? Did the photos help your understanding of the information in the text? If so, how? (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 choose an animal from *Amazing Animal Survivors*. Give students a ten-minute time limit to become an “expert” on this animal, and then have them take turns to talk about their animal.

Vocabulary

Have students write the names of ten animals from *Amazing Animal Survivors* on cards. Pairs of students combine their cards and take turns creating a group e.g. animals that hunt in the dark, animals that live in groups etc. Their partner tries to guess why the animals are grouped together.

Visual literacy

Have students draw a labelled diagram of one of the animals from the book, showing the features the animal has that allow it to survive in its environment.

Writing

Have the students write a report using the prompt: *Living in a harsh environment*. Provide the students with a template detailing how to plan and write 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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WorldWiseReading.com.au/teacherresources

Download the template at

www.WorldWiseReading.com.au/teacherresources

Say: *Follow the template and use information from the book as well as what you already know to write your report.*

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 begin your report by introducing the animal and where it lives. You can then write about what the animal looks and acts like. You could include information about how the animal gets food, stays safe and looks after its young.*

Graphic Organiser: Building on your knowledge

Name/s: _____

Focus	My predictions What do you already know? What do the photos tell you?	My new learnings What new or different information did you find out?
Chapter 1 Surviving in harsh places	Before I read, I thought ...	Now, I know ...
Chapter 2 Surviving in forests and grasslands	Before I read, I thought ...	Now, I know ...
Chapter 3 Hunting in the dark	Before I read, I thought ...	Now, I know ...
Chapter 4 Protecting themselves	Before I read, I thought ...	Now, I know ...

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