

# Lesson Plan

**Advanced Fluent**  
**Upper Primary**  
**reading stage**  
**Level V**



*Animals and Us* explores the complex relationship that exists between humans and other animals and how animals are used by and help people.

**Informative text types:**  
**Report/Discussion**

## Science Curriculum links

Australia

- **NDS (ACSHE081)** Science provides the basis for decision-making in many areas of society and that these decisions can impact on the Earth system
- **UIS (ACSHE083)** Scientific knowledge is used to solve problems and inform personal and community decisions

New Zealand

- **NS:** Scientists' investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument

## Key concepts

- People have depended on animals for a long time
- Some animals have been changed over thousands of years due to their relationship with people
- Animals are used in scientific and medical research
- Living things are interdependent for their survival

## Content vocabulary

antibiotics, bred, breed, captivity, caravans, characteristics, chronic, diseases, domestic, domesticate, eradicating, herd, inflammation, insecticide, nomadic, organisms, paralysing, parasites, permanent, pesticide, reproduce, species, stagnant, tumours, vaccines, wild

## Text features

- Tables, time lines, captions, map, text boxes, sidebars, glossary

## Reading strategy

- Identifying the main idea

## First reading session

### Getting started

#### Introducing the book

Give each student a copy of the book *Animals and Us*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about people and animals. What kinds of relationships do people have with animals? 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 how animals and humans interact?* Have students work with a partner and record their words on sticky notes. Say: *When you are finished, share your words with another pair. Combine both sets of words and group them in some way. Think about a heading for each group.*

If some words or phrases are not known, 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: *Recognising the main idea in the different sections as you read is an important reading skill. Identifying the main idea is a bit like being a detective – you must look for clues.* Ask: *What clue do you get about this book from the cover?* Say: *Turn to the contents page. What clues are here?*

#### Reading with teacher support

Say: *Read pages 4 and 5 to yourselves. As you read, look for key words and phrases that tell you what the main ideas are. Then talk to your partner about what you think is the main idea of the last paragraph on page 5.* Point out that some sentences provide supporting information for the main idea. Ask the students to read the rest of chapter 1, pausing after each paragraph to determine the main idea with their partner. Then have a group discussion. Ask: *What does the first paragraph on page 6 tell us about dogs? What is the main idea?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed 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 chapters 2 and 3 independently. Say: *As you read, use the same process we used with chapter 1. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss the main ideas.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book and complete their Graphic Organiser. 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

Ask: *What have we learned so far about how people and animals interact now and how they interacted in the past? Share your ideas with a partner.* Have the students read chapters 2 and 3 to themselves. Review what the students have read. Ask: *How has science solved problems caused by toxic animals? What are the issues about using animals for research?* Invite the students to talk about their understandings. Have the students read chapter 4 and the conclusion to themselves. Say: *Now add your thinking to your Graphic Organiser.* 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: *How did you figure out the main ideas in the book? Why is it important that you can do this?*

## 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 have people changed animals over time? What has the impact on animals been? How have animals changed people's lives over time?* (Inferential)

*Which other animals do you think could be domesticated? Why would these animals be good candidates for domestication? How important is the role of science in controlling toxic animals?* (Synthesising)

*What do you think the author believes about animal rights? Why? What part of the text makes you think this? Should animals have rights? Why?* (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 work with a partner and discuss the topic: *What rights should animals have?* Have each pair prepare a list of their recommendations about the rights that animals should have and talk to these points with the group.

### Vocabulary

Have students look through the book and list words that relate to the topic of people's interactions with animals. Students can use a Venn diagram to group words to show whose interests such words serve.

### Visual literacy

Have students research animal rights on the Internet and present their information in a slide show.

## Writing

Have the students write a recount using the prompt: *A day in the life of a \_\_\_\_\_ [animal's name]*. Students should select an animal pictured in the book and use the information in the book to write about a typical day in the life of that animal. Provide the students with a template detailing how to plan and write a recount. Remind them to think about the main ideas in the book about how animals and humans relate to each other. Suggest that their recount could be about how the animal feels about their day.

### 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: *Think about what a typical day for your animal might be. What might your animal want to do? What things might they be made to do by people?* Encourage the students to talk about their ideas with a partner, then write their recount. Say: *You will need to research how your animal is used in the context you focus on.*

Alternatively, the students could choose to write an argument: *Animals should not be used by people.*

# Graphic Organiser: Get the point

Name/s: \_\_\_\_\_

| Chapter | Main ideas |
|---------|------------|
|         |            |
|         |            |
|         |            |
|         |            |
|         |            |

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