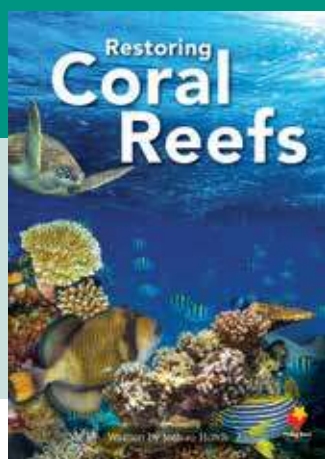


Lesson Plans

Advanced Fluent
reading stage

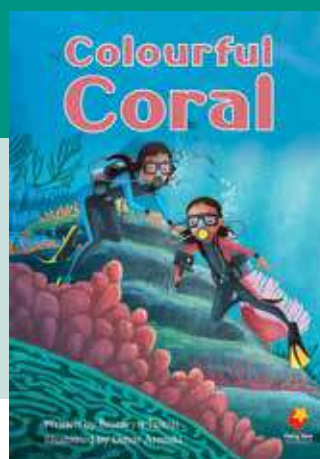
Level T



Beneath the waves live rich ecosystems that rival the rainforests. But human activity is threatening these habitats. What can be done to ensure the future of coral reefs and the ecosystems they anchor?

Running words: 1826

Text type: Report



When Bianca goes scuba diving on the Great Barrier Reef, she sees the damage done to the reef and vows to help fix the problem. But when a dive goes wrong, Bianca worries that she may never see this beautiful underwater world again.

Running words: 3011

Text type: Narrative

Content vocabulary

acidic acidification algae atmosphere
carbon dioxide climate change coastline
colonies coral bleaching crown-of-
thorns starfish ecosystem erosion Great
Barrier Reef habitat marine nurseries
overfishing pollution storm surge
sustainable tentacles

Literary language

Nouns (abstract): buoyancy disease dream
information lesson minute plan training

Nouns specific to setting: aquatic life buoyancy
control device butterflyfish coral crew mask
mouthpiece ocean tentacles

Language to convey mood: a warm glow inside
feeling embraced heart leapt heart sank oddly calm
rising sense of panic small and helpless surge of
confidence that sinking feeling the deep, quiet water

Reading strategies

Restoring Coral Reefs

- Building on knowledge by identifying new information

Colourful Coral

- Identifying words and phrases that describe emotion

Curriculum links

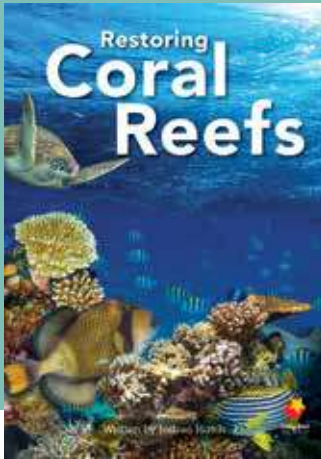
Restoring Coral Reefs

- Science: Biological sciences

Colourful Coral

- Science: Biological sciences

Lesson Plan Restoring Coral Reefs



Key concepts

- Coral reefs are important ecosystems that are home to a huge range of marine animals.
- Coral reefs are in danger of being destroyed because of human behaviour.
- Scientists are working on different ways to restore coral reefs.

Before reading

Exploring vocabulary

Give each student a copy of *Restoring Coral Reefs*. Say: *This book explores the importance of coral reefs. What words might be in this book?* Use students' ideas to create a group word list about coral reefs.

★ Discuss the meaning of each word on the list. Ask students to take turns saying the words in a sentence to a partner.

Establishing the strategy focus

Say: *As you read informational texts, you are continually building on your knowledge of the topic.*

Introduce Graphic Organiser 1: Building your knowledge. Say: *Think about what you know about corals and coral reefs.* Record this in the "Prior knowledge" section on your chart.

During reading

Reading with teacher support

Read the introduction aloud. Ask: *What do you hope to learn about coral reefs?*

Have students read Chapter 1 independently. Say: *As you read, think about the new information you are learning. Make notes about this.*

As each student reads the text independently, monitor and support them where appropriate.

After reading, ask: *What new information did you learn about corals and coral reefs?* Discuss as a group.

Have students read Chapter 2 independently and ask them to make notes about the new information.

Check for understanding

Ask: *What things are threatening coral reefs?* Discuss as a group. Students record new information they have learnt on their graphic organisers.

★ Support students by talking through the information they are recording on their graphic organisers.

★ These activities are also suitable for English Language Learners (ELL).

Working with a partner

Have students read Chapter 3 independently. Say: *As you read, make notes about the new information you find.* Record the main points in the chapter, not the smaller details or examples. After reading, have students talk with a partner about the notes they made. Say: *Share your notes and talk about the new things you have learnt.*

Repeat this process with Chapter 4.

Quick write

Have students revisit their graphic organisers. Say: *Work with your partner, and use your notes to record information in each section on the chart.* Students share their completed graphic organisers in a small group.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why are people to blame for much of the destruction of coral reefs?* (Inferential)

Is there anything you can do to help coral reefs? (Synthesising)

What do you think is the author's point of view on coral reefs?

Why do you think this? (Critical)

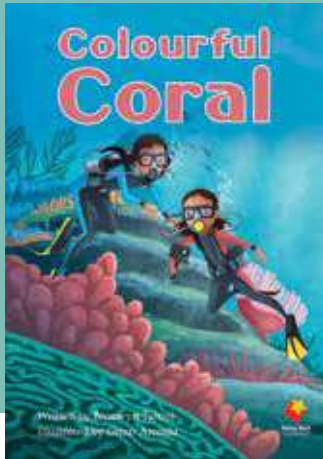
Invite students to ask their own questions.

Vocabulary reflection

★ Revisit the group word list made before reading. Read through the list of words and ask: *What other words related to the topic can we add to the list?* Use students' ideas to record extra words on the list.

Strategy reflection

Say: *When you are learning new information, it helps to build on what you already know. You can do this by reflecting on what you have learnt, before learning further new information. What other things help you to learn new facts and concepts?* Discuss as a group.



Key concepts

- Characters can go through a range of emotions in a story.
- Characters can learn about themselves through difficult situations or challenges.
- Some marine biologists are helping to restore coral reefs.

Before reading

Exploring vocabulary

Give each student a copy of *Colourful Coral*. Say: *In this book, the main character, Bianca, goes scuba diving on the Great Barrier Reef. What might she see?* Have students talk with a partner.

Say: *Throughout this book, Bianca experiences different feelings and emotions. What words or phrases are used in narratives to describe how a character is feeling?* Discuss as a group.

★ Use students' ideas to create a list of emotions on a chart.

Establishing the strategy focus

Say: *As you read, you need to be reading detectives. Look for words and phrases that describe how Bianca is feeling.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. Monitor and support them where appropriate. Say: *As you read, make a note of the words or phrases that indicate how Bianca is feeling.* After reading, ask: *What were the most interesting words or phrases that the author used to describe Bianca's feelings?* Discuss as a group, and record examples on a chart, with corresponding page numbers. Have students read Chapter 2 independently. Monitor and support them where appropriate.

Check for understanding

Ask: *What emotions does Bianca experience in this chapter? What words and phrases does the author use to signal these?* Discuss as a group, and add to the list on the chart.

★ Refer students to the last paragraph on page 7. Ask: *What words tell you how Bianca is feeling here?* Discuss as a group.

Working with a partner

Have students read Chapter 3 independently. In pairs, they discuss the words and phrases that show the emotions Bianca is feeling. They make a note of the two most interesting examples, with corresponding page numbers.

Reading with teacher support

Have students read Chapter 4 independently. Say: *As you read, make a note of the words or phrases that indicate how Bianca is feeling.* After reading, ask students to share their notes with the group, and discuss. Have students read Chapter 5 independently.

Check for understanding

Ask: *What words or phrases are used to convey how Bianca is feeling?* Add students' ideas to the chart, with corresponding page numbers.

Working with a partner

Introduce Graphic Organiser 2: Exploring emotions. Say: *In pairs, fill in the graphic organiser. Use the notes you made during reading and our group list as a guide.* Have pairs complete the graphic organiser, then meet in small groups to discuss them.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why was Bianca upset to see the white coral?* (Inferential) *Is there someone you look up to in the same way that Bianca looked up to Maria?* (Synthesising) *What messages did you get from reading this book?* (Critical) Invite students to ask their own questions.

Vocabulary reflection

★ Revisit the list of "emotion" words made during the Exploring Vocabulary stage. Ask: *What other words can we add to our list?* Add students' ideas to the chart. Ask: *When have you felt some of these emotions?* Have students talk with their partner.

Strategy reflection

Ask: *How did searching for words and phrases that signal emotions help you to understand the main character better? How did this help you as a reader?* Discuss as a group.

Synthesising: Talk about the pair

Say: *We have learnt a lot about coral reefs by reading a report and a narrative. What is the most interesting new thing you have learnt?* Invite students to share their thinking.
Introduce de Bono's Six Thinking Hats strategy.

Say: *You can think about a topic in different ways by using a strategy called "de Bono's thinking hats". By "putting on" different-coloured hats, you can reflect on what you know from different perspectives.*

Talk through each of the hats and questions below. Then have students work with a partner to complete the chart.

Name/s: _____

Red hat <i>(feelings and emotions)</i> How does the information in the two books make you feel?	White hat <i>(the facts)</i> What facts do you know about coral reefs?
Yellow hat <i>(the positives)</i> What positive things are being done to restore coral reefs?	Black hat <i>(the negatives)</i> What things are threatening our coral reefs?
Green hat <i>(creativity)</i> What other things could be done to help with this problem?	Blue hat <i>(thinking)</i> What does the information in the books make you think about?

Assessment

Can students use the knowledge they have learnt to think about a topic from different angles?

Graphic Organiser 1: Building your knowledge

Name/s: _____

Build on what you know by recording new information on the chart.

Prior knowledge – What do you know about coral reefs?

New knowledge – What are coral reefs?

New knowledge – What is destroying coral reefs?

New knowledge – What are scientists doing to restore coral reefs?

New knowledge – How are coral reefs helpful to us?

New knowledge – What can we do to help coral reefs?

Graphic Organiser 2: Exploring emotions

Name/s: _____

Record examples of the different emotions Bianca experiences throughout the story.

Event	Page number/s	Emotion	Words and phrases that convey this emotion

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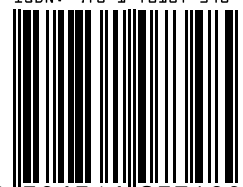
Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultants: Susan Hill and Lyn Reggett
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76107-348-9



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