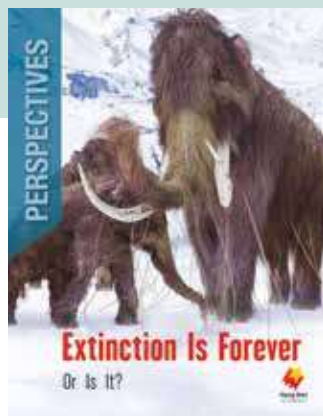


Lesson Plan

Advanced Fluent
reading stage

Levels T-V

PERSPECTIVES



Should we bring back extinct species?

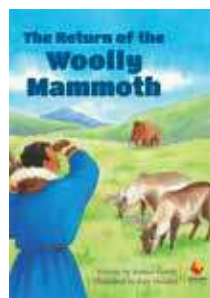
List of articles

- What have we lost?
- Bring back the mammoth: An expert's view
- The Tasmanian tiger
- Could *Jurassic Park* really happen?
- "If it's gone, it's gone!"

Paired connected texts



Some scientists think they have discovered a way to bring back extinct species. And if they do, is de-extinction a good idea?



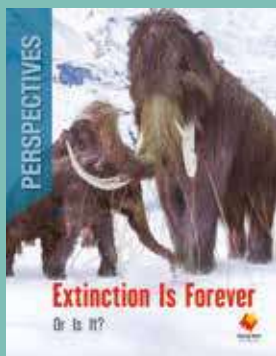
A Siberian herder ventures into the wild and stumbles upon a frozen woolly mammoth. When scientists learn of the preserved creature, they wonder if they could rescue DNA and recreate the lost species.

Content vocabulary

conservationists de-extinction deoxyribonucleic acid (DNA) descends dinosaurs ecological ecologists ecosystems endangered ethical exterminated extinct/ion fossilised mammoth mastodons organisms preserved reintroduce species Tasmanian tiger technical

Key concepts

- Many plants and animals are threatened with extinction.
- Scientists know how to bring back extinct species, but there are technical, ethical and ecological issues that must be solved first.
- Some people believe we should focus on endangered animals instead of de-extinction.



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Extinction Is Forever: Or Is It?* 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: Should we bring back extinct species? 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

Introduce the Graphic Organiser: Issues and opinions. Say: *It is important to “wonder” together. Think about the issues surrounding de-extinction: Should we bring back extinct animals? What are the reasons why this should happen? Why shouldn’t it happen?* Students discuss their ideas with a partner and record one or two statements in the “for” and “against” columns on the graphic organiser. Say: *Leave room in each column to add further comments later.*

Thinking and talking circle

Bring the group together to share their ideas. Record students’ reasons for and against de-extinction on a T-chart. 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 de-extinction. 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 de-extinction.*

Independent partner work

Students read “What have we lost?”, “Bring back the mammoth” and “The Tasmanian tiger” to themselves, making notes to record key points, comments and questions. They then discuss their thinking with their partner. Say: *Talk with your partner about the reasons for and against de-extinction that are presented in the articles.*

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, “Could *Jurassic Park* really happen?” and “If it’s gone, it’s gone!”.

Say: *As you read, think about the question: Should we bring back extinct species? Share with your partner any new ideas you have.*

Independent partner work

Students revisit the graphic organiser. Say: *With your partner, complete your graphic organiser by adding information to the “for” and “against” columns. Then complete the third column.*

Thinking and talking circle

Students share their completed graphic organisers with the group.

Say: *Now that you have read and discussed all the articles, reflect on how your ideas and opinions may have changed.* Invite students to share their thinking.

Reading closely

Setting the task

In pairs, students choose either “Bring back the mammoth” or “The Tasmanian tiger” to read closely. Say: *As you reread the article, imagine that you are leaning in close with a magnifying glass – notice more and think deeply. Think about the impact of using experts in persuasive texts.*

Independent partner work

Students reread their chosen article, this time focusing on the use of expert opinion and how the expert has used facts, information and opinion.

Say: *Record who the expert is and how they added to the success of the article.*

Thinking and talking circle

Students meet as a group to share their thoughts about using experts in persuasive texts. 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 Extinction Is Forever: Or Is It?*, 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: Issues and opinions

De-extinction		
Arguments for ... <i>We should bring back extinct animals.</i>	Arguments against ... <i>We should not bring back extinct animals.</i>	Conclusion and justification <i>What is your opinion? Why?</i>

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Cluster of three Cold, hungry and vulnerable ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird .	
Hyperbole This is the best ice cream in the world.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Rhetorical question So why don't we stop eating so much sugar?	
Statistics 80 per cent of children under five ...	

Task cards

Choose one of the activities from this menu.

1 Extinction Is Forever

Conduct an interview

- Work with a partner to write questions and answers for a mock interview between a reporter and a scientist who is an expert on de-extinction.
- Practise your interview and present it to the class.

2 Extinction Is Forever

Create a realistic drawing

- Use research skills to find an image of an extinct animal.
- Use your results to create a realistic drawing of the animal.
- Write a paragraph about the animal.

3 Extinction Is Forever

Write a news article

- Write a news article about a scientist who successfully brings back an extinct animal.
- Make sure that your article answers the “what”, “where”, “when”, “who” and “how” questions.
- Think of a catchy headline and include interesting quotes from fictional experts.

4 Extinction Is Forever

Make a presentation

- Make a PowerPoint presentation that attempts to persuade others that de-extinction either should or should not happen.
- Make the reasons for your opinion clear and concise.
- Include images to support your opinion.

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