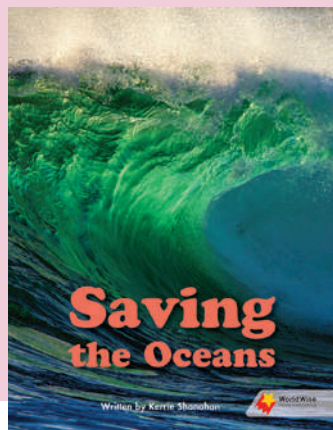


Lesson Plan

**Fluent
reading stage
Levels 19–20**



Saving the Oceans discusses how our oceans are being damaged, and how this impacts marine habitats and the animals and plants that live there. It suggests ways that people can help to protect the oceans.

Informative text types:
Argument

Science Curriculum links

Australia

- **UIS (ACSSUO35)** People use science in their daily lives, including when caring for their environment and living things

New Zealand

- **PEB:** Water, air, rocks and soil, and land forms make up our planet and these are Earth's resources

Key concepts

- Oceans are being damaged by the actions of people.
- The damage to oceans is impacting on the animals and plants that live there.

Content vocabulary

chemical, dragnets, endangered, extinct, fish, marine habitats, ocean floor, oil, oil tankers, plastic, pollutes, polluting, reefs, rock pools, sea animals, waste

Text features

- Chapters with headings and sub-headings
- Graph, text boxes, photographic flow chart, diagram with labels
- Glossary and index

Reading strategy

- Asking questions

First reading session

Getting started

Introducing the book

Activate students' prior knowledge. Ask: *What animals live in the oceans?* List students' ideas on a chart.

Ask: *What do you know about oceans? Can oceans be polluted? What other things can affect sea animals and plants?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Saving the Oceans*. Say: *This book explains that oceans are being polluted and damaged by the things that some people are doing. It tells us how this damage is affecting the sea animals and plants that live there.* 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: *The author of this book has strong opinions about the topic of oceans. As you read, think about the issues raised by the author. Then think about your own opinion about these issues.* Have students talk with a partner about questions they would ask about oceans.

Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *How do you feel knowing that our oceans are at risk?*

Have students read chapter 1 independently. Say: *As you read, ask yourself questions such as: What is this text trying to tell me? What would I like to find out about the topic? Asking a question about a topic can help you to understand the text better.*

Second reading session

Building understanding

Ask: *What did we find out about why oceans are polluted?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *Why are large fishing nets so bad for fish and other sea animals? Why has whale hunting been banned? What can people do to stop taking too many fish from the ocean?*

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, think about the author's message. What does the author want you to know by reading this chapter?*

Bringing it all together

Ask: *What have you learned about the reasons why our oceans are at risk?* Have students turn and talk with a partner. Invite students to share their knowledge and create a group chart by recording their responses.

Ask: *What can people do to help save the oceans?* Discuss as a whole group.

Students could complete the Blackline Master about what is happening to our oceans and how we can help to protect them.

Reflecting on the reading strategy

With a partner, have students talk about the questions they asked as they read the text. Ask: *What questions did you ask yourself as you read the book?* Invite pairs to share their ideas.

Ask: *Did it help you to ask questions as you read the book? How? Is stopping and asking questions as you are reading a good reading strategy? Why?* Discuss as a whole group.

Going beyond the book

Speaking and listening

Have students work in pairs to prepare a two-minute talk about why oceans are important. Encourage them to use information from the book, as well as their own ideas.

Have the pairs decide on who will be saying which part. Students should practise their talk before presenting it to the group.

Vocabulary

Write the word *pollute* on a chart. Have students talk with a partner about other words that can be made using this root word (*pollutes, polluted, pollution, polluting, polluter, polluters*). Invite students to share their ideas, and add these to the chart. Discuss how the meaning changes as different suffixes are added.

Students could take turns saying a word from the chart in a sentence.

Visual literacy

Have students design a poster that informs people how they can help to protect the ocean. Discuss with the students that the use of clear, strong words and visuals will attract people's attention to their poster.

Students could display their posters in appropriate places around the school.

Writing

Have students write an argument about why we should save the oceans. Provide the students with a template detailing the structure and elements of an argument.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____

 **Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams

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Say: *Reread information in the book to find information that supports your argument that oceans should be saved.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the reasons why we need to save our oceans, and which reasons you will include in your writing.*

Use the template to remind the students about the structure of an argument. Say: *Follow the template when you write. Begin by clearly stating your opinion. Then write about your reasons for having this opinion.*

Blackline Master: Ocean rescue

Name/s: _____

Write about each picture by answering the questions.

	What is happening?	What can people do to stop it happening?
		
		
		

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