

Lesson Plan

Advanced Fluent
reading stage
Level S



Living With the Tides explores tidal habitats and describes the plants and animals that live there and how they survive. It also discusses the threats faced by this fragile environment, and how we can all help to keep these areas clean and healthy.

Informative text types:
Report/Procedure

Science Curriculum links

Australia

- **BS (ACSSU73)** Living things depend on each other and the environment to survive
- **BS (ACSSU73)** Plants provide shelter for animals
- **GS (ACHASSK088)** The importance of environments, including natural vegetation, to animals and people
- **UIS (ACSHE062)** Science has contributed to a discussion about an issue such as loss of habitat for living things (human activity)

New Zealand

- **LW:** The interdependence of living things in an ecosystem
- **LW:** The key structural features and functions involved in the life processes of plants and animals
- **NS:** Scientists' investigations are informed by current science theories and aim to collect evidence that will be interpreted through processes of logical argument

Key concepts

- Tidal environments are areas of land between the high and low tides in coastal areas
- Plants and animals that live in tidal habitats have adapted to survive in this environment
- Tidal environments can be damaged by nature and by people

Content vocabulary

brackish, bulrush, depressions, ecosystem, estuary, fluke, holdfast, mangrove, migratory, mudflats, phytoplankton, sedge, sediment, submerge, terrapin, tidal zone, tsunami

Text features

- Diagrams, text boxes, map, sidebars, captions, illustrations, glossary

Reading strategy

- Synthesising information in a diagram

First reading session

Getting started

Introducing the book

Give each student a copy of the book *Living with the Tides*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about tides and the plants and animals that live in places where there are tides. 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 plants and animals that live in tidal environments?* Students work with a partner and write a list of words on sticky notes. Say: *When you are finished, combine your word list with another pair's list and then share this list with the 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

Ask: *What is the purpose of a diagram? Why do factual books sometimes contain diagrams?* Discuss.

Say: *Living with the Tides has several diagrams. These diagrams support and extend the written text. It is important to be able to interpret the information contained in diagrams and put this together with what is written in the text and what you already know about the topic.*

Reading with teacher support

Say: *Read chapter 1 to yourselves. Pay close attention to the diagram and think about why the author included it.* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *How has the author helped you to understand what tides are and what a tidal environment is like? How did the diagram help you?* 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 information in the diagrams.*

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. 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 tidal environments? Share your ideas with a partner.* Have the students read chapters 2 and 3 to themselves. Review what the students have read. Ask: *What new information do you have about tidal environments and the plants and animals that live there?* Invite the students to talk about their understandings. Have the students read chapters 4, 5 and the conclusion to themselves. 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 reading the diagrams closely help you to understand the information they contain? Did the diagrams support what was already in the text? Did they give you extra information?*

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.

What challenges are faced by plants and animals that live in tidal environments? Give some examples of how some plants and animals have overcome these challenges. What can happen if one plant or animal goes missing from a tidal habitat? How can this impact on other living things in the ecosystem? (Inferential)

The author says that tidal zones are “fragile places”. What does she mean by this? Many people enjoy looking in rock pools. Why do you think these tiny habitats fascinate some people? (Synthesising)

Did the addition of the diagrams help you to understand the content? How? Do you think the author has a message about tidal environments? If so, what do you think it is? (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 play “What am I?” Assign the name of an animal or plant from a tidal environment to a student. This student asks a series of questions to try to work it out. The rest of the group answers with a “yes” or “no”. For example: *Am I an animal?* Yes. The student continues asking questions until they guess what the living thing is.

Vocabulary

Have students draw up the following table and add to the words under each heading:

What can be found in tidal environments?		
Non-living things	Plants	Animals
sand	seagrass	manatee

Visual literacy

Have students create a poster that informs people visiting a tidal habitat of what they should and shouldn't do, so as to protect the area.

Writing

Have the students write a report about an animal or plant that lives in a tidal habitat, using the prompt: *Living in a tidal habitat*. Provide the students with a template detailing how to plan and write a report. Remind them to introduce the plant or animal, and then write about its features and behaviours.

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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Say: *Include information about the living thing's appearance, diet, behaviour, offspring etc.* Encourage the students to talk about their ideas with a partner, then write the report. Say: *You will need to research the animal or plant you are writing about.*

Alternatively, the students could choose to write a persuasive argument about the importance of protecting tidal habitats.

Graphic Organiser: Synthesising diagrams – putting all the pieces together

Name/s: _____

Think about what you have read, what you already know and the information in the diagram.
Write about what each diagram means.

Diagram (page 4)	Diagram (pages 8–9)
Diagram (pages 10–11)	Diagram (pages 20–21)

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