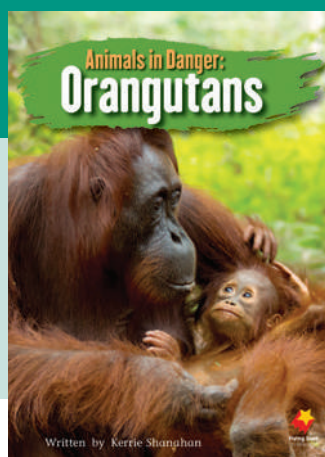


Lesson Plans

Advanced Fluent
Upper Primary
reading stage

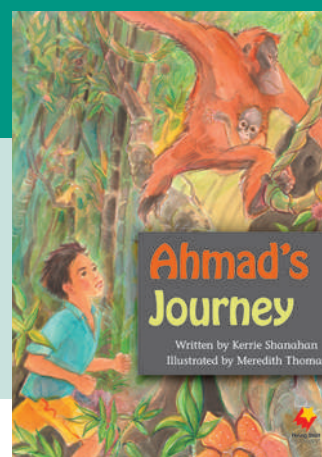
Level T



Animals in Danger: Orangutans describes orangutans, explains why they are endangered and examines what is being done to save them.

Running words: 2264

Text type: Report



When Rani begins feeding a hungry orangutan in the rainforest, Ahmad is worried. It's not safe in the rainforest! When Rani doesn't return, Ahmad must overcome his fear of the rainforest to save her.

Running words: 2821

Text type: Narrative

Content vocabulary

critically endangered deforestation
endangered extinct habitat illegal
logging oil palm trees orphans poaching
relocation programs sanctuaries
seed dispersal souvenirs sustainable

Literary language

Verbs: scurried queried startled challenged
wished thrashing panicked

Literary adverbs: frantically ultimately
cautiously calmly bravely desperately
protectively excitedly instinctively

Figurative language: stomach did a flip
shiver down his spine on full alert
felt light and fluttery

Reading strategies

Animals in Danger: Orangutans

- Identifying important ideas

Ahmad's Journey

- Identifying words that describe emotion in dialogue

Curriculum links

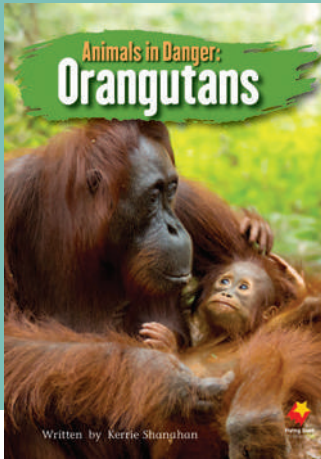
Animals in Danger: Orangutans

- Science: Science and human endeavour
- Geography: Factors that shape the human and environmental characteristics of a place

Ahmad's Journey

- Science : Science and human endeavour
- English: Literature

Lesson Plan Animals in Danger: Orangutans



Key concepts

- Human activities in industry and everyday life have had major effects on land.
- People are influenced by both positive and negative emotions when making decisions.

Before reading

Exploring vocabulary

Give each student a copy of *Animals in Danger: Orangutans*.

Say: *Look through the book and think about what you know about orangutans. Have students share their thinking. Ask: What words or phrases would you expect to see in a book about orangutans?*

★ Have students preview the text and then suggest words they expect they will encounter. Invite students to share these words and phrases, and record them on a chart. Keep this vocabulary chart for later.

Establishing the strategy focus

Say: *This is a report that will help us understand why orangutans are endangered. As you read this text, think about what is the important information.*

Introduce the Very Important Point (VIP) strategy.

Say: *Informational text has lots of facts and details. We are going to use sticky notes to mark what we think is the important information.*

During reading

Reading with teacher support

Have each student read silently to the end of Chapter 1 on page 15. Say: *As you read Chapter 1, mark the VIPs. When you have finished, talk to your partner about what you think was the important information. Come to an agreement with your partner about the two most important VIPs for Chapter 1.*

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

Have each pair share their two most important VIPs with the group. Ask: *How did you and your partner decide what is important?*

Check for understanding

Guide a conversation about the facts being learnt.

★ Ask: *Why are these facts important?*

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

Working with a partner

Have the students read Chapter 2 independently, marking VIPs. They then meet with their partner to come to a consensus on the two most important VIPs. Have students repeat this process with Chapter 3.

Finally, provide each student with Graphic Organiser 1: Very Important Points (VIPs). Ask them to attach their sticky notes to the graphic organiser and to reflect on the text as a whole and to reflect on the most important points in writing.

Quick write

Say: *Now that you have identified the VIPs and considered why they are important, do a quick write. Explain the points you believe are most critical in this text. You have five minutes so don't try to tell everything — just the MOST important points.*

Have partners share their quick writes with each other.

After reading

Talking about the book

Have the students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking.

Why is it important to save orangutans? (Inferential)

If people don't stop cutting down rainforests, what might happen?

(Synthesising)

What devices did the author use to communicate the information?

What language did the author use? What else might the author have done to report on the orangutans' plight? (Critical)

Invite students to ask their own questions.

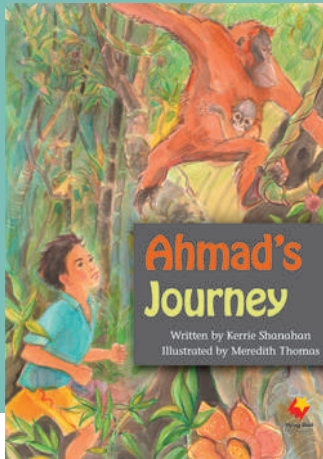
Vocabulary reflection

★ Return to the vocabulary chart and have the students add additional words that they think are important and delete words that are of lesser importance.

Strategy reflection

Encourage students to identify how the VIP strategy helped them understand the text. Say: *How did the VIP strategy affect you as a reader? How did it affect your understanding of this text?*

Lesson Plan Ahmad's Journey



Key concepts

- Characters are influenced by both positive and negative factors.
- A character's actions and dialogue help the reader to understand the character's feelings.

Before reading

Exploring vocabulary

Say: *In a narrative, what words do authors use to signal that someone is talking? (e.g. said, yelled, whispered)* Talk to a partner. Have students share their thinking with the group. Ask: *What words can authors use to describe how a character is talking and feeling?*

★ Invite students to share these words and phrases.

Establishing the strategy focus

Say: *As you read, you need to be reading detectives. Look closely each time you come to direct speech or dialogue. Identify the words the author uses to reveal a character's emotions. Mark words with a sticky note.*

During reading

Reading with teacher support

Give each student a copy of *Ahmad's Journey*. Have students read Chapter 1 silently. Say: *As you read, use a sticky note to mark the best two examples where a character's emotions are expressed through dialogue.* As each student reads the text independently, monitor and support the students where appropriate.

Check for understanding

Invite students to share their thinking and discuss as a group. Ask: *What are you thinking about having read the first chapter? What are the characters feeling and thinking?* Have the students share the words on their sticky notes and explain their choices.

★ Ask: *What is the character feeling and thinking?*

Working with a partner

Have the students read Chapter 2, marking words that describe emotions, then meet with their partner to decide on the two most emotion-laden dialogue sentences. They need to explain why these convey strong emotion and why they are important to understanding these characters. Students repeat this process with Chapter 3.

Reading with teacher support

Discuss Chapters 2 and 3. Invite students to share their thinking. Ask: *What words does the author use to help you understand what the characters are thinking and feeling?*

Students read Chapter 4 silently, noting literary language used to create an emotional response. As students read, monitor and support them where appropriate.

Check for understanding

Have the students reflect on the characters, their emotions and the decisions they make. Ask: *Why did the author shift the point-of-view from the perspective of the humans to the orangutan?*

Working with a partner

Have students read Chapter 5 independently, marking the words that describe emotions. Say: *Explain to your partner why these sentences are important to understanding these characters.*

Have students reflect on the text as a whole and complete Graphic Organiser 2: Focus on emotions.

After reading

Talking about the book

Have the students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking.

How did Ahmad feel at the end of the story? (Inferential)

What choices did Ahmad make throughout the story? (Synthesising)

Why did the author use a different font in parts of the book? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Have students place their sticky notes on a chart.

Ask: *How could we group these words? Which words suggest positive feelings? Which words suggest negative feelings?*

Strategy reflection

Have students select two dialogue sentences. Say: *Explain why these sentences are important to understanding these characters. How did searching for words that describe emotions help you as a reader? Did it affect your understanding of the text?*

Synthesising: Talk about the pair

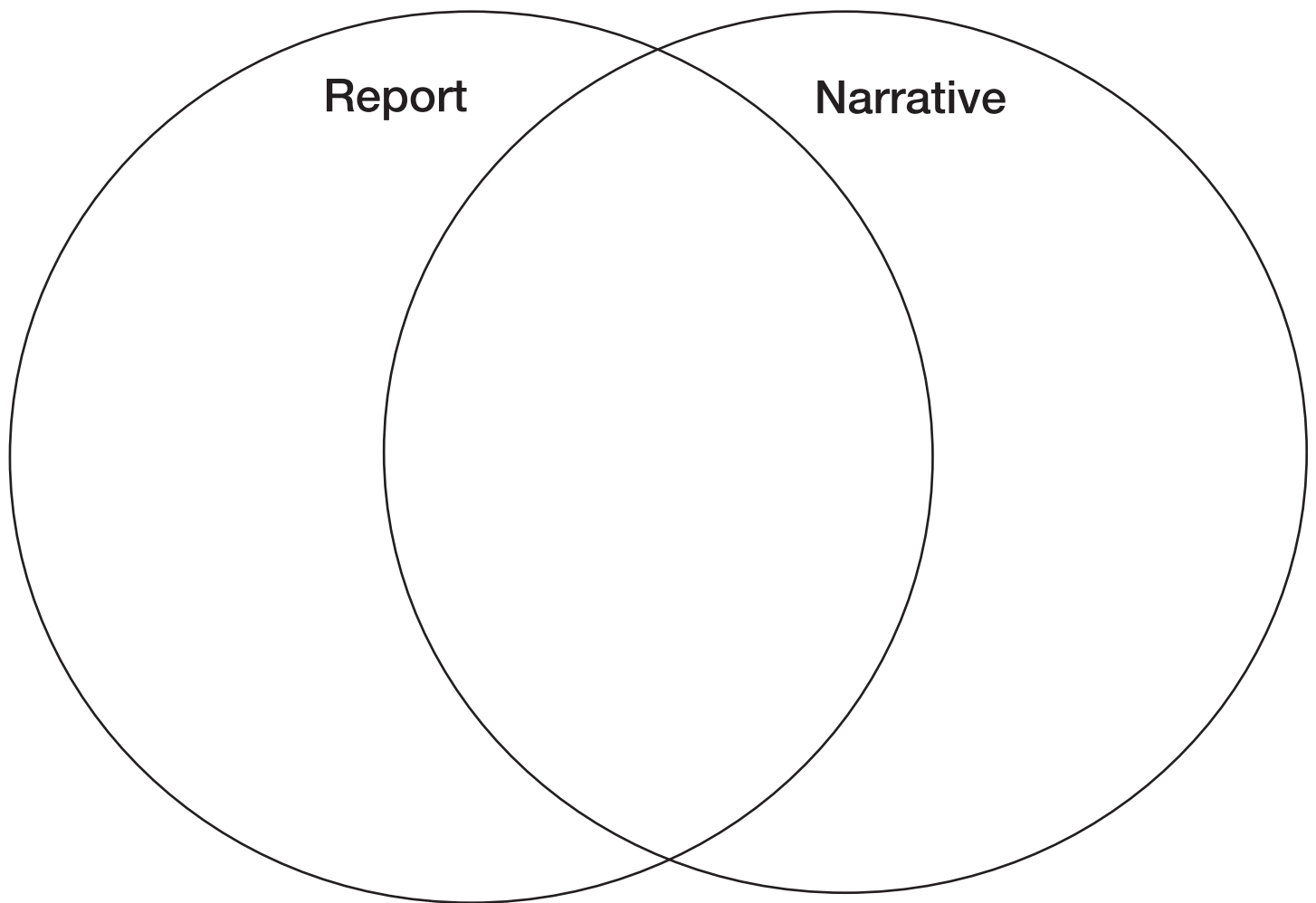
Say: *You have read a report and a narrative about orangutans in danger. The purpose of a report is to provide the reader with information, but realistic narratives can also provide us with information.*

Have students work with a partner to locate information that is common to both the report and the narrative,

using the Venn diagram. Have students share their Venn diagram with the group.

Ask: *What have you learnt about orangutans in danger from reading these two books? How did the author present facts and details in the narrative?*

Name: _____



Assessment

Can students locate factual information in a narrative text?

Graphic Organiser 1: Very Important Points (VIPs)

Name: _____

Find the most important ideas as you read.

Sequence	Very important points
Chapter 1	
Chapter 2	
Chapter 3	

Graphic Organiser 2: Focus on emotions

Name/s: _____

Character	Significant emotion	What signal words did the author use?	How did this help you understand the character's feelings?
1			
2			
3			
4			

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