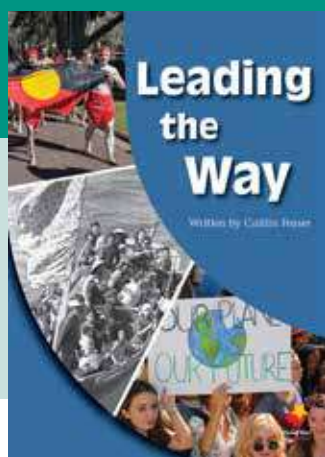


Lesson Plans

Advanced Fluent
reading stage

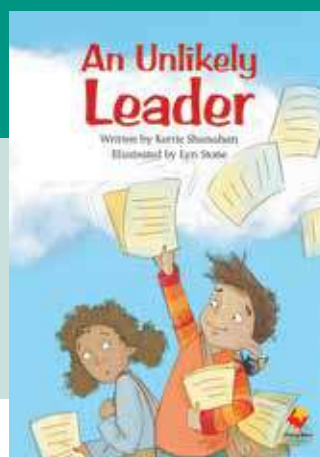
Level U



Leading the Way focuses on the achievements of three very different leaders. Anh Do overcame discrimination when his family moved to Australia; Eddie Mabo fought to get indigenous land rights recognised in Australia; and Vida Goldstein worked tirelessly to win women the vote.

Running words: 2337

Text type: Biographies



When Mitchell discovers that his local woodland park is going to be cleared to build a bowling alley, he is devastated. Things appear hopeless until an endangered bird sees Mitchell thrust into the limelight, and become an unlikely leader.

Running words: 2816

Text type: Narrative

Content vocabulary

action activism challenges
decision discrimination election
inspirational inspired legacy
motivate opposed passionate
persistence perserved petition
racism refugees rights *terra nullius*

Literary language

Literary adverbs: breathlessly briskly
despondently glumly numbly

Figurative language: painted a brave smile on
my face butterflies raced around in my stomach
Mum was a tornado Dad was a still summer's day

Verbs (saying): asked beamed bellowed
commanded continued yelled

Reading strategies

Leading the Way

- Comparing and contrasting the information in each chapter

An Unlikely Leader

- Linking character development to events in the plot

Curriculum links

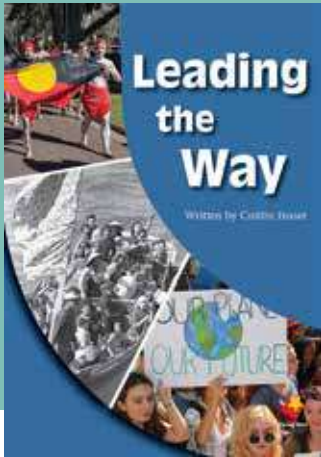
Leading the Way

- Civics: Roles and responsibilities

An Unlikely Leader

- Civics: Roles and responsibilities

Lesson Plan Leading the Way



Key concepts

- Different leaders have different leadership styles.
- Many leaders face opposition and challenges.
- Successful leaders usually have similar personal qualities.

Before reading

Exploring vocabulary

Ask: *What words do you think of when you hear the word “leader”?*
Have students talk with a partner and then share their words with the group. Write students’ suggestions on a chart and discuss the meaning of each word. Have pairs of students take turns to say words from the chart in sentences. Set the chart aside to revisit later.

★ Talk about leaders that the students know: a principal, a sports coach, etc. Ask: *How would you describe this person?*

Establishing the strategy focus

Give each student a copy of *Leading the Way*. Say: *This book is about three very different leaders. As you read, take notice of each leader’s personality, leadership style and what they achieved. Then think about how these leaders are similar and how they are different.*

During reading

Reading with teacher support

Have students read the contents page and the introduction.
Ask: *Have you heard of these leaders? What do you already know about them? What would you like to find out?* Discuss.

Have students read Chapter 1 independently. Say: *As you read, look out for words and phrases that describe Anh Do’s leadership qualities and write these on a sticky note.* Monitor and support students where appropriate.

After reading, have students share their list with a partner, then invite pairs to share with the whole group.

Check for understanding

Ask: *What challenges did Anh Do overcome? What were his best leadership qualities? What is his legacy?* Discuss.

★ Ask: *What did Anh Do do that was brave? How did he show persistence, that he wasn’t going to give up?* Discuss.

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

Working with a partner

Have students read Chapters 2 and 3 independently. Say: *As you read, record words and phrases that describe leadership.* After reading, have students share their lists with a partner to identify any words and phrases they recorded for all three leaders. List these on a chart. Read them aloud, then say: *These are the qualities you recognised in all three leaders. What does this tell us about being a good leader?* Discuss.

Quick write

Ask: *How are the leaders you read about similar? How are they different?* Have students discuss with a partner and then as a group. They can then complete Graphic Organiser 1: Leaders: Similarities and differences.

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 did these leaders face challenges? Why do you think they were able to overcome these challenges? (Inferential)
What do you think the most important qualities of a great leader are? What have you learnt about leadership? (Synthesising)
Why do you think the author chose these particular leaders? Who would you have included in a book about leaders, and why? (Critical)
Invite students to ask their own questions.

Vocabulary reflection

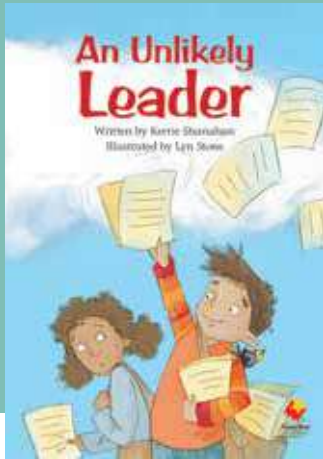
Revisit the chart. Ask: *What other words can we add to the list?*

★ Identify abstract nouns on the chart (e.g. *bravery, persistent, passion*). Say: *These words are all things, but they cannot be seen or touched. They are called abstract nouns.*

Strategy reflection

In small groups, students take turns to share their graphic organisers. Ask: *How has comparing the information in each chapter helped you to understand the concept of leadership more fully?*

Lesson Plan An Unlikely Leader



Key concepts

- Characters can change and develop throughout a narrative.
- The way a character reacts to challenges can reveal information about that character's personal qualities.

Before reading

Exploring vocabulary

Ask: What qualities do you think most leaders have? Discuss and record on a chart. Give each student a copy of *An Unlikely Leader*. Say: This book is called *An Unlikely Leader*. What might the term “an unlikely leader” mean? Discuss as a group.

★ Say: Some people like to be leaders, but others may not. When have you been a leader? Did you enjoy it?

Establishing the strategy focus

Say: Mitchell is the main character in this narrative and he faces various challenges as he fights to protect his local woodland park. As you read, I'd like you to notice how Mitchell reacts to each of these events and what this tells us about him.

During reading

Reading with teacher support

Have students read the prologue independently. Say: Mitchell is obviously very nervous. Have you ever felt like this? Do you think he will be able to speak successfully? Discuss.

Have students read Chapter 1 independently. Say: The story now goes back in time and retells the events leading up to Mitchell being at the council meeting. As you read, take note of how Mitchell reacts to the disappointing news he discovers and what he does about it. Monitor and support students where appropriate.

Check for understanding

Say: Think about Mitchell and his family. How are they similar to each other and how are they different? Have students talk with a partner and then share their ideas with the group.

★ Ask: How is your family similar to Mitchell's? How is it different?

Working with a partner

Have students read Chapter 2 independently. Ask: How did Mitchell react when nobody came to his meeting? What might happen in Chapter 3? Have students talk about this with their partner.

Reading with teacher support

Have students read Chapter 3 independently. Ask: How has Iris's support helped Mitchell? How has Mitchell helped Iris? Do you think Mitchell is acting like a leader? Why? Do you agree that the development should be stopped? Have students discuss with a partner and then share their ideas. Ask students to predict: Will Iris and Mitchell be successful?

Have students read Chapters 4 and 5.

Check for understanding

Ask: How did Mitchell develop and change throughout the story?

Have students discuss with a partner, using examples from the text. Have pairs share their ideas with the whole group.

Working with a partner

Introduce Graphic Organiser 2. Say: The way a character reacts to an event reveals things about their personality. Have students talk with a partner about the events. Students can then complete the graphic organiser and share their responses.

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 did Mitchell get angry when his mum asked him about being school captain? Why was Mitchell an “unlikely leader”? (Inferential) What did you learn about standing up for what you believe in? What did you learn about being a leader? (Synthesising) Was this a realistic story? Could a decision like this really be changed? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Ask: What did Mitchell do that showed he was being a leader? Return to the chart. Ask: What new ideas about being a leader can we now add to this list? Discuss and add students' suggestions.

Strategy reflection

Ask: How did Mitchell react to the various challenges that he faced? How are the changes in Mitchell's character related to the plot? Discuss.

Synthesising: Talk about the pair

Say: *We have read about one fictional leader and three actual leaders. What have you learnt about leadership from these people and their stories?* Discuss as a group and encourage students to provide examples from the books to support their ideas.

Ask: *What are the positive things about being a leader? What are the negatives? What aspects of being a leader do you find interesting?*

Have students complete the PMI chart below. They can then share their charts in small groups.

Name/s: _____

Being a leader

Plus	Minus	Interesting

Assessment

Can students use their understanding of a topic to form their own opinions?

Graphic Organiser 1: Leaders: Similarities and differences

Name/s: _____

Think about each leader and their leadership story. Fill in the chart by writing about what is unique to each leader and what all the leaders have in common.

Leader	Things that are unique to each leader	Things that all three leaders have in common
Anh Do		
Eddie Mabo		
Vida Goldstein		

Graphic Organiser 2: Mitchell's fight

Name/s: _____

Think about each event. Write how Mitchell felt and what actions he took.

Write about what this tells us about his personality.

Event	How did Mitchell feel? What did he do?	What does this tell you about Mitchell?
Mitchell discovers that his local woodland park is going to be redeveloped.		
No one turns up for Mitchell's meeting.		
Mitchell discovers that an endangered bird is nesting in the woodland park.		
Mitchell sees his mum speak at the council meeting, and now it is his turn to speak.		

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