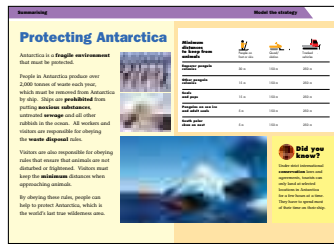


1 Model the strategy



Text: *Protecting Antarctica*
Text type: Report
Reading level: 23
Concept: Protecting our world
Text from: *In Antarctica* (AlphaExplore series)

2 Supported practice

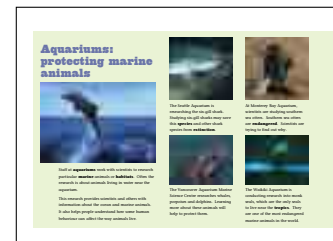


Text: *Greater St Lucia Wetland Park*
Text type: Report
Reading level: 23
Concept: Protecting our world
Text from: *Looking After Our World* (AlphaExplore series)

3 Independent practice



Text: *Save the rainforests!*
Text type: Argument
Reading level: 20
Concept: Protecting our world
Text from: *Saving Rainforests* (AlphaExplore series)



Text: *Aquariums: protecting marine animals*
Text type: Report
Reading level: 23
Concept: Protecting our world
Text from: *Do We Need Aquariums?* (AlphaExplore series)



Text: *What happens to our natural resources?*
Text type: Argument
Reading level: 25
Concept: Protecting our world
Text from: *Don't Throw it Away!* (AlphaExplore series)

Explorations Strategies for Comprehension for informative texts is closely linked to the Australian and New Zealand English curriculums.

Definition of strategy

When we summarise, we:

- Think about and figure out the main ideas the author is presenting in the text;
- Put these ideas together to make a summary.

Learning goals

We are learning to summarise as we read to help us understand the text.

We will be successful when we can:

- Figure out the main ideas and the most important information;
- Record the main ideas;
- Combine the main ideas into a written, spoken or visual summary of what we have read.

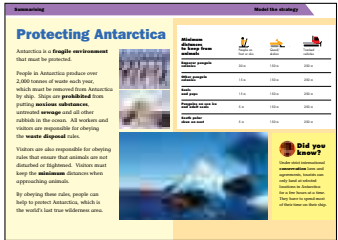
Resources

- *Explorations Strategies for Comprehension for informative texts* Module 2 digital version
- Summarising Supported practice card
- Summarising Independent practice cards
- Summarising Graphic Organiser*
- Summarising Self-assessment sheet*
- Summarising Vocabulary activities*
- Summarising Follow-up activities*

*Printable versions available on Module 2 disc



1 Summarising Model the strategy



Protecting Antarctica

Text type: Report
Reading level: 23
Concept: Protecting our world

Introduce the strategy: Summarising

Explain what the strategy is called and what “good” readers do when they use this strategy.

Say: *When readers summarise, they identify the main points and ideas the author is making. Good readers choose the most important ideas based on the purpose the material was written for. They consider the text structure, the vocabulary used and the overall theme of the text to help them summarise. They read to find the main idea and supporting details. Summarising requires active thinking by students as they read. Summarised information can be presented in a range of ways: through key words and diagrams, through brief points or in the reader's own words (paraphrasing).*

Refer to the definition of the strategy on the digital version or on the front of these Lesson Plans. Allow the students the opportunity to discuss the strategy and to ask questions to clarify their understanding of the strategy.

Learning goals: Summarising

Share the learning goals with the students, checking that they understand each goal. Refer to the learning goals on the digital version or on the front of these Lesson Plans. Discussion should clarify and add to what students understand about their use of the Summarising comprehension strategy.

Activate prior knowledge

Say: *Protecting Antarctica is a report about efforts to protect the environment in Antarctica. The first thing I do is ask myself: What do I already know about Antarctica?*

Teacher think aloud

Say: *Before I read, I look at the photographs and think about the title. I know that Antarctica is a very cold place and that not many people live there.*

Know your vocabulary

On the digital version, find this list of vocabulary: *conservation, fragile environment, minimum, noxious substances, prohibited, sewage, waste disposal.*

Say: *These are some of the words that are in the text I will be reading to you. Knowing what these words mean will help you understand the text.*

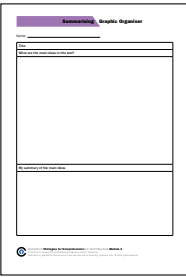
Discuss each word with the students to find out their level of understanding. Say: *These are the sort of questions I will ask myself: Do I know what this word means? Have I seen or heard this word being used? Is there any part of this word that I know?*

If students do not know that word, click the word on the digital version for an explanation of its usage in this text.

Say: *Listen (and look at the picture) while I read the explanation. It will help you understand the word.*

To revisit vocabulary words at any time you can return to the *Know your vocabulary* screen by clicking on the link in the menu bar.

1 Summarising Model the strategy



Getting ready to read: Summarising

Explain to the students that you will need to figure out the most important ideas in the text as you read.

Show the students the Summarising Graphic Organiser on the digital version.

Say: *As I read I will be asking myself: Do I understand what the author is saying? What am I learning? What is the main idea?*

Then I will write my responses on the Graphic Organiser.

Read the text: paragraphs 1 and 2

Set the focus for reading. Say: *Listen as I read paragraphs 1 and 2 to find out about waste in Antarctica.*

Read the text aloud to the students.

Teacher think aloud: Model the strategy

Say: *I read that people in Antarctica produce over 2,000 tonnes of waste each year. I learned that all waste has to be taken away from Antarctica by ship. I think the main idea is that Antarctica is at risk because of the waste that people produce.*

Now I will record on the Graphic Organiser.

Read the text: paragraphs 3 and 4

Set the focus for reading. Say: *Listen as I read paragraphs 3 and 4 to find out about visitors to Antarctica.*

Read the text aloud to the students.

Teacher think aloud: Model the strategy

Say: *When I read these paragraphs, I learned that visitors also have to protect Antarctica by not getting too close to the animals that live there. I think the main idea is that visitors can put the animals at risk just by being in Antarctica.*

Now I will record on the Graphic Organiser.

Read the text: table

Set the focus for reading. Say: *Listen as I read the table that explains how far away people and vehicles have to keep from different types of animals.*

Read the text aloud to the students.

Teacher think aloud: Model the strategy

I learned that people on foot or on skis are allowed to go closer to animals than vehicles are. I think the main idea is that vehicles have more impact on the environment.

Now I will record my summary on the Graphic Organiser.

Read the text: Did you know?

Set the focus for reading. Say: *Listen as I read the Did you know? section to find out about the laws that keep Antarctica safe.*

Read the text aloud to the students.

Teacher think aloud: Model the strategy

Say: *I learned that tourists can only land in a few places in Antarctica. I think the main idea is that there are rules and laws that protect Antarctica.*

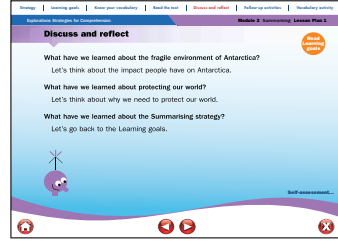
Now I will record on the Graphic Organiser.

Explain to the students that you now need to summarise the whole text.

Say: *Now that I have read the whole text, I can combine the main ideas into a summary. People who work in or visit Antarctica have a responsibility to protect the environment and the wildlife. There are rules and regulations that make sure human contact is restricted.*

Now I will record my summary on the Graphic Organiser.

1 Summarising Model the strategy



Discuss and reflect

Ask: *What have we learned about the fragile environment of Antarctica?* (content)

Focus the discussion on the impact people have on Antarctica.

Ask: *What have we learned about protecting our world?* (concept)

Focus the discussion on why we need to protect our world.

Ask: *What have we learned about the Summarising strategy?* (strategy)

Refer the students to the learning goals on the digital version or on the front of these Lesson Plans. Ask the students to think about and discuss how well they have achieved the task.

Self-assessment: Summarising

Refer the students to the Self-assessment sheet on the digital version. Model how to complete the sheet. Give each student a Self-assessment sheet to fill in.

Ask the students if there was anything in the lesson they thought was difficult. Make notes about student feedback and your own assessment for individual or group follow-up.

Provide feedback to your students. Tell them what they have done well, what they need to work on next and what you saw them learning as they applied the strategy.

Follow-up activities

Read the text again, then have the students complete one or both of the following activities, either independently, with a partner or using the digital version with your support.

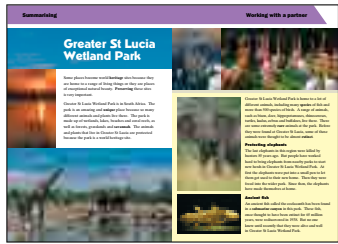
Activity 1: Make a list of the rules you think tourists should be given before they visit Antarctica.

Activity 2: Write a photograph caption using the information from the table in the text to help you.

Vocabulary activity

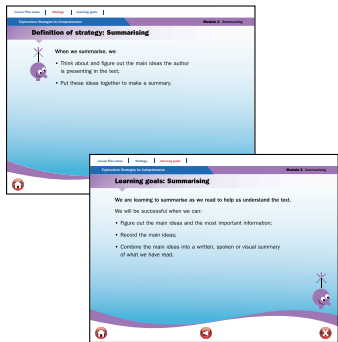
With the students, choose one of the following words from the text to complete either the digital version or the printable version of the vocabulary activity: *minimum, waste disposal, wilderness, waste disposal, wilderness.*

2 Summarising Supported practice



Greater St Lucia Wetland Park

Text type: Report
Reading level: 23
Concept: Protecting our world



Revisit the strategy: Summarising

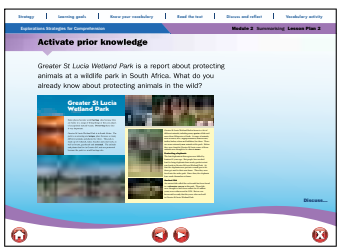
Before the lesson, revisit the self-assessment task completed at the end of the Model lesson and refer to any notes you made in response to students' self-assessments.

Revisit the comprehension strategy with your students. Refer to the definition of the strategy on the digital version or on the front of these Lesson Plans.

Revisit the learning goals for this strategy. Refer to the learning goals on the digital version or on the front of these Lesson Plans. Check that all students understand the goals of this lesson.

Say: *Today we will continue to learn about the comprehension strategy Summarising. You will be practising with partners.*

Give each pair of students a Supported practice card for the text: *Greater St Lucia Wetland Park*.

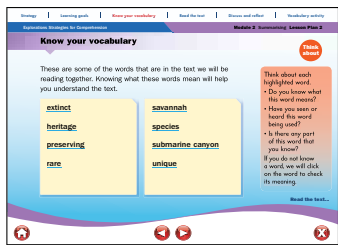


Activate prior knowledge

Say: *Greater St Lucia Wetland Park is a report about protecting animals at a wildlife park in South Africa. What do you already know about protecting animals in the wild?*

Ask the students to work with a partner to discuss what they know about protecting animals in the wild.

Ask: *What dangers do these animals face? How do wildlife parks protect animals?*



Know your vocabulary

On the digital version, find this list of vocabulary: *extinct, heritage, preserving, rare, savannah, species, submarine canyon, unique*.

Say: *These are some of the words that are in the text we will be reading together. Knowing what these words mean will help you understand the text.*

Discuss each word with the students to find out their level of understanding.

Ask: *Do you know what this word means? Have you seen or heard this word being used? Is there any part of this word that you know?*

If students do not know that word, click the word on the digital version or refer the students to the back of the Supported practice card. Say: *Listen (and look at the picture) while I read the explanation. It will help you understand the word.*

Read the text: paragraphs 1 and 2

Set the focus for reading. Say: *Listen as I read these paragraphs to find out about a world heritage site called Greater St Lucia Wetland Park.*

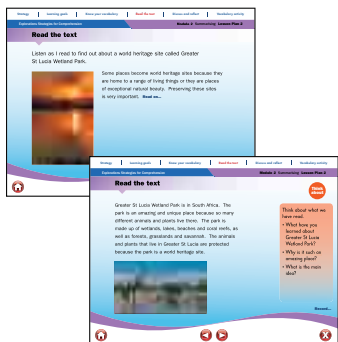
Read the text aloud to the students.

Practise using the Summarising strategy

Say: *Think about what we have read.*

Ask: *What have you learned about Greater St Lucia Wetland Park? Why is it such an amazing place? What is the main idea?*

Give each student a Summarising Graphic Organiser. With their partners, have the students discuss and start to fill in their Graphic Organisers.



2 Summarising Supported practice

Read the text: paragraph 3

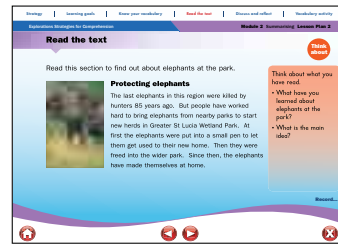
Set the focus for reading. Say: *Read the next paragraph to find out about the animals at the park.* Have the students read this section to themselves.

Practise using the Summarising strategy

Say: *Think about what you have read.*

Ask: *What have you learned about the animals at the park? What is the main idea?*

With their partners, have the students discuss and add to their Summarising Graphic Organisers.



Read the text: Protecting elephants

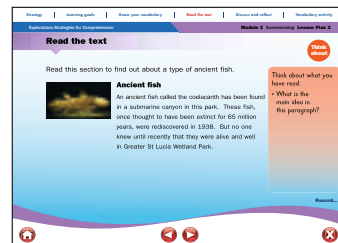
Set the focus for reading. Say: *Read this section to find out about elephants at the park.* Have the students read this section to themselves.

Practise using the Summarising strategy

Say: *Think about what you have read.*

Ask: *What have you learned about elephants at the park? What is the main idea?*

With their partners, have the students discuss and add to their Summarising Graphic Organisers.



Read the text: Ancient fish

Set the focus for reading. Say: *Read this section to find out about a type of ancient fish.* Have the students read this section to themselves.

Practise using the Summarising strategy

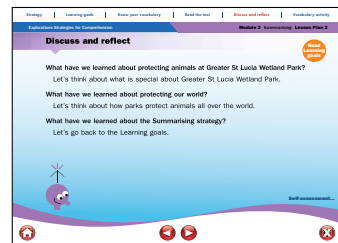
Say: *Think about what you have read.*

Ask: *What is the main idea in this paragraph?*

With their partners, have the students discuss and add to their Summarising Graphic Organisers.

Explain to the students that they now need to summarise the whole text.

Say: *Now that we have read the whole text, let's combine the main ideas into a summary about protecting animals at Greater St Lucia Wetland Park.*

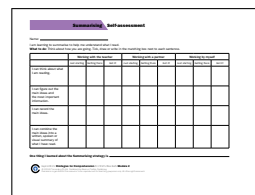


Discuss and reflect

Ask: *What have we learned about protecting animals at Greater St Lucia Wetland Park?* (content) Focus the discussion on what is special about Greater St Lucia Wetland Park.

Ask: *What have we learned about protecting our world?* (concept) Focus the discussion on how parks protect animals all over the world.

Ask: *What have we learned about the Summarising strategy?* (strategy) Refer the students to the learning goals on the digital version or on the front of these Lesson Plans.

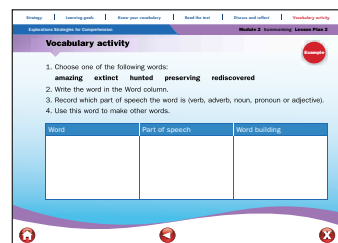


Self-assessment: Summarising

Have the students add to their individual Self-assessment sheets.

Ask students if there was anything in the lesson they thought was difficult. Make notes about student feedback and your own assessment for individual or group follow-up.

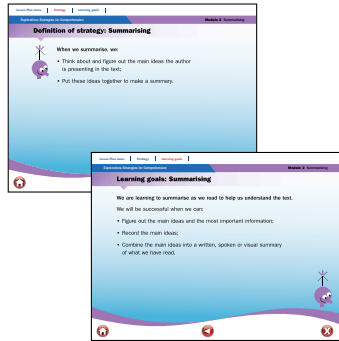
Provide feedback to your students. Tell them what they have done well, what they need to work on next and what you saw them learning as they applied the strategy.



Vocabulary activity

With their partners, have the students choose one of the following words from the text to complete either the digital version or the printable version of the vocabulary activity: *amazing, extinct, hunted, preserving, rediscovered*.

3 Summarising Independent practice



Revisit the strategy: Summarising

Before the lesson, revisit the self-assessment tasks completed at the end of the Model and Supported practice lessons and refer to any notes you made in response to students' self-assessments.

Revisit the comprehension strategy with your students. Refer to the definition of the strategy on the digital version or on the front of the Independent practice card.

Revisit the learning goals for this strategy. Refer to the learning goals on the digital version or on the front of the Independent practice card. Check that all students understand the goals of this lesson.

Say: *Today, we are going to continue learning about summarising as we read. You will be practising by yourselves.*

Give each student an appropriately levelled Independent practice card.

If any students have difficulty working independently, support them by using the following Lesson Plans. If a further level of support is needed, work with the students using the digital versions of these Lesson Plans.

Levelled texts

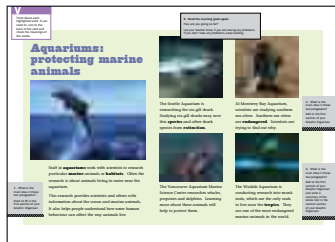
Save the rainforests!

Text type: Argument
Reading level: 20
Concept: Protecting our world



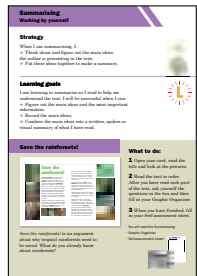
Aquariums: protecting marine animals

Text type: Report
Reading level: 23
Concept: Protecting our world



What happens to our natural resources?

Text type: Argument
Reading level: 25
Concept: Protecting our world



Save the rainforests!

Reading level: 20

Activate prior knowledge

Direct the students to the text introduction on the front of their cards. Either read the introduction to the students or have them read to themselves.

Say: *Save the rainforests! is an argument about why tropical rainforests need to be saved. What do you already know about rainforests?*

Ask the students to open the cards and to read the title and look at the pictures.

Know your vocabulary

Direct the students to the highlighted words (*destroyed, endangered, mammals, pollinate, rainforests, reptiles, temperature, tropical*).

Say: *Think about each highlighted word. Ask yourself these questions: Do I know what this word means? Have I seen or heard this word being used? Is there any part of this word that I know?*

Show the students the *Know your vocabulary* section on the back of the card.

Say: *If you need to, you can use this to check your understanding of each word.*

Read the text

Say: *Read the paragraphs in order. After you have read each section, ask yourself the questions in the box and fill in your Graphic Organiser.*

Self-assessment

Say: *When you have finished reading the text, fill in your Self-assessment sheet.*



3 Summarising Independent practice

Aquariums: protecting marine animals

Reading level: 23

Activate prior knowledge

Direct the students to the text introduction on the front of their cards. Either read the introduction to the students or have them read to themselves.

Say: *Aquariums: protecting marine animals is a report on research about marine animals living near different aquariums. What do you already know about marine animals?*

Ask the students to open the cards and to read the title and look at the pictures.

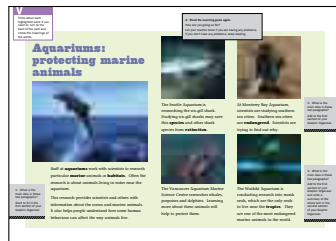
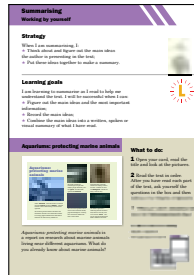
Know your vocabulary

Direct the students to the highlighted words (*aquariums, endangered, extinction, habitats, marine, species, tropics*).

Say: *Think about each highlighted word. Ask yourself these questions: Do I know what this word means? Have I seen or heard this word being used? Is there any part of this word that I know?*

Show the students the *Know your vocabulary* section on the back of the card.

Say: *If you need to, you can use this to check your understanding of each word.*

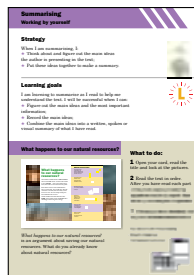


Read the text

Say: *Read the paragraphs in order. After you have read each section, ask yourself the questions in the box and fill in your Graphic Organiser.*

Self-assessment

Say: *When you have finished reading the text, fill in your Self-assessment sheet.*



What happens to our natural resources?

Reading level: 25

Activate prior knowledge

Direct the students to the text introduction on the front of their cards. Either read the introduction to the students or have them read to themselves.

Say: *What happens to our natural resources? is an argument about saving our natural resources. What do you already know about natural resources?*

Ask the students to open the cards and to read the title and look at the pictures.

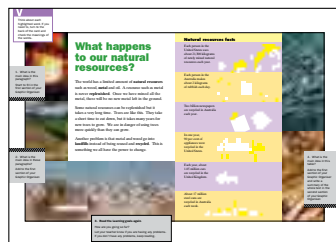
Know your vocabulary

Direct the students to the highlighted words (*landfills, metal, natural resources, recycled, replenished*).

Say: *Think about each highlighted word. Ask yourself these questions: Do I know what this word means? Have I seen or heard this word being used? Is there any part of this word that I know?*

Show the students the *Know your vocabulary* section on the back of the card.

Say: *If you need to, you can use this to check your understanding of each word.*



Read the text

Say: *Read the paragraphs in order. After you have read each section, ask yourself the questions in the box and fill in your Graphic Organiser.*

Self-assessment

Say: *When you have finished reading the text, fill in your Self-assessment sheet.*