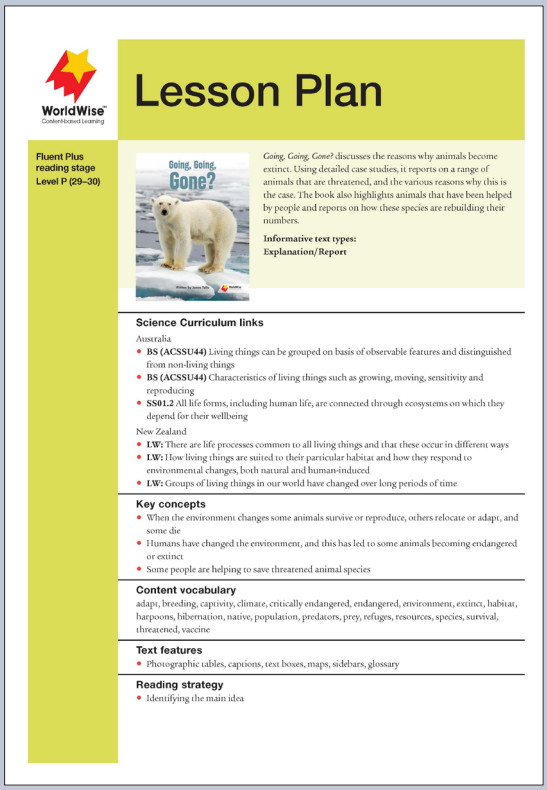
OXFORD

WorldWise
Content-based Learning

Evaluation Pack

SAMPLE PAGES



WorldWise
Content-based Learning

Lesson Plan

Fluent Plus reading stage
Level P (29–30)

Going, Going, Gone? discusses the reasons why animals become extinct. Using detailed case studies, it reports on a range of animals that are threatened, and the various reasons why this is the case. The book also highlights animals that have been helped by people and reports on how these species are rebuilding their numbers.

Informative text types:
Explanation/Report

Science Curriculum links

Australia
- **BS (ACSSU44)** Living things can be grouped on basis of observable features and distinguished from non-living things
- **BS (ACSSU44)** Characteristics of living things such as growing, moving, sensitivity and reproducing
- **SS01.2** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing

New Zealand
- **LW:** There are life processes common to all living things and that these occur in different ways
- **LW:** How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced
- **LW:** Groups of living things in our world have changed over long periods of time

Key concepts
- When the environment changes some animals survive or reproduce, others relocate or adapt, and some die
- Humans have changed the environment, and this has led to some animals becoming endangered or extinct
- Some people are helping to save threatened animal species

Content vocabulary
adapt, breeding, captivity, climate, critically endangered, endangered, environment, extinct, habitat, harpoons, hibernation, native, population, predators, prey, refuges, resources, species, survival, threatened, vaccine

Text features
- Photographic tables, captions, text boxes, maps, sidebars, glossary

Reading strategy
- Identifying the main idea

This evaluation pack features samples from WorldWise, a high-interest literacy program encouraging inquiry and questioning while extending knowledge in science and a range of curriculum-linked STEM topics.

oup.com.au/worldwise

WorldWise
Content-based Learning

WorldWise Overview

24 NEW TITLES!

Informative texts linked to the science curriculum

With each title clearly linked to the science curriculum, *WorldWise* is a high-interest literacy program that encourages inquiry and questioning, while extending knowledge in science and a range of STEM topics linked to the curriculum.

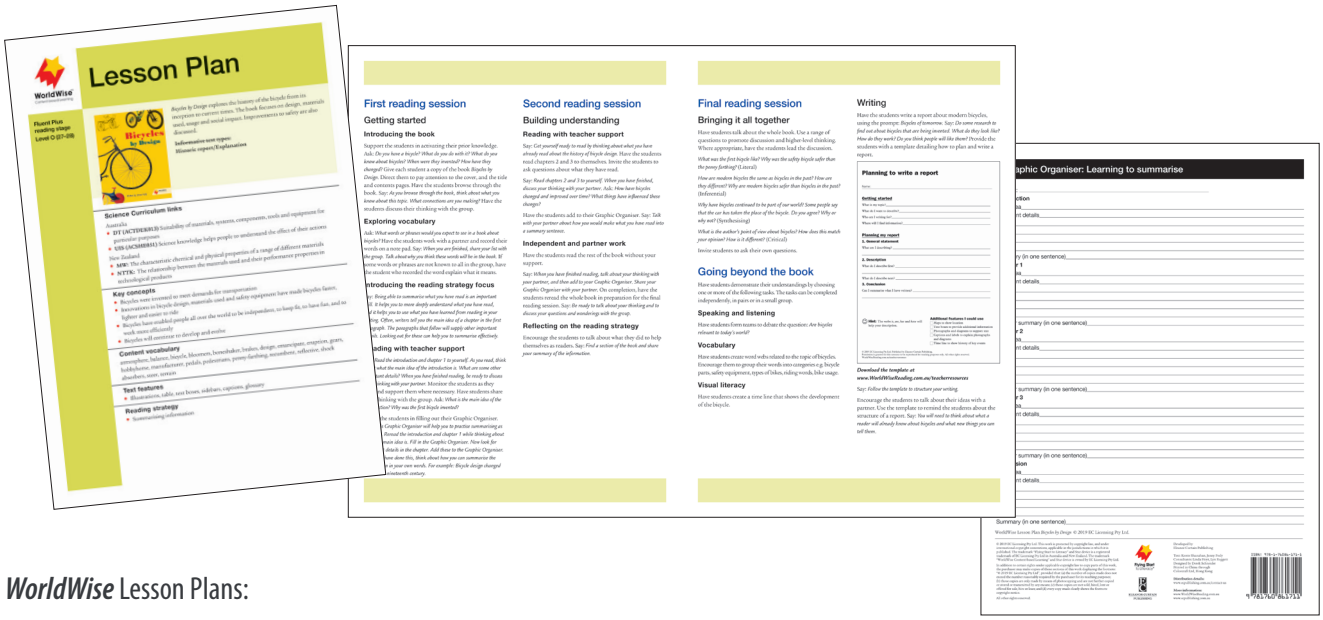
WorldWise teaches reading strategies simultaneously with natural, earth and physical science concepts. Lesson Plans for each text establish a reading focus with explicit links to the science curriculum.

Students will develop strategies and skills to read informative texts across a range of text types while they learn to become informative text writers.

WorldWise Informative texts are linked to specific curriculum understandings.

WorldWise features:

- Links to the science curriculum (natural, physical and earth sciences).
- Content that will immediately engage students and reflect the diversity of the world students live in.
- Graphical devices and striking photographs to support the content.
- Research opportunities with Find out more and Think about boxes.
- Texts that introduce and revisit themes and concepts across the reading stages, and build on initial concepts with increasing complexity.
- A variety of text types.
- Digital support – *WorldWise Investigations*.

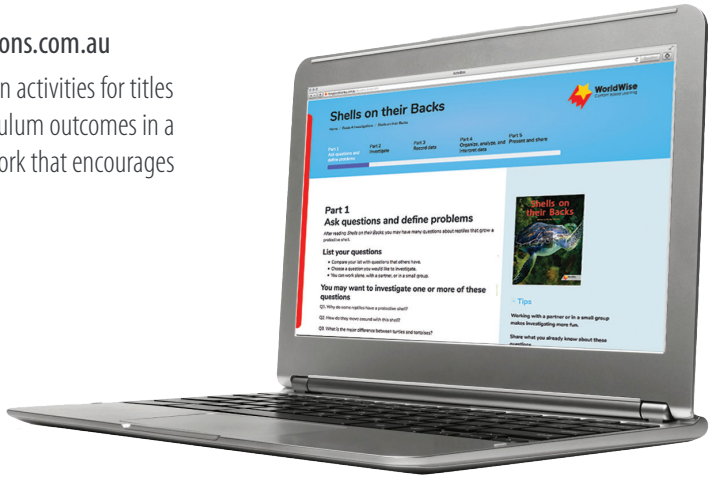


WorldWise Lesson Plans:

- Establish a reading focus with explicit links to the science curriculum for each book.
- Teach reading strategies simultaneously with science concepts.
- Provide practical, systematic easy-to-implement instruction.
- Integrate oral language, comprehension, vocabulary development, fluency and writing.
- Include ongoing assessment and follow-up activities.

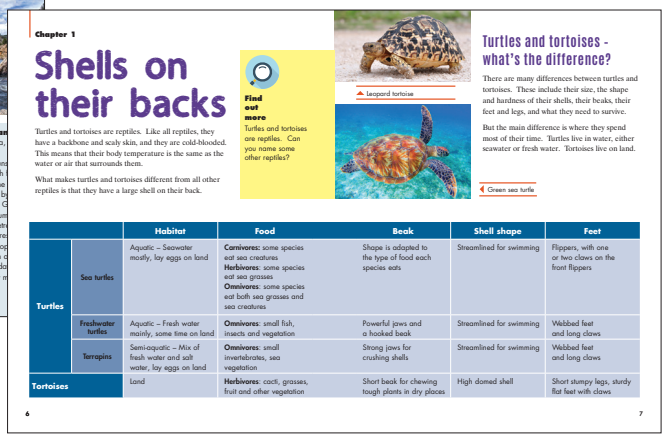
Online Investigations available at www.worldwise-investigations.com.au

WorldWise Investigations is a web-based tool that provides extension activities for titles in the program. It encourages exploration of content linked to curriculum outcomes in a deeper more hands-on way. Students are supported with a framework that encourages investigation and inquiry.



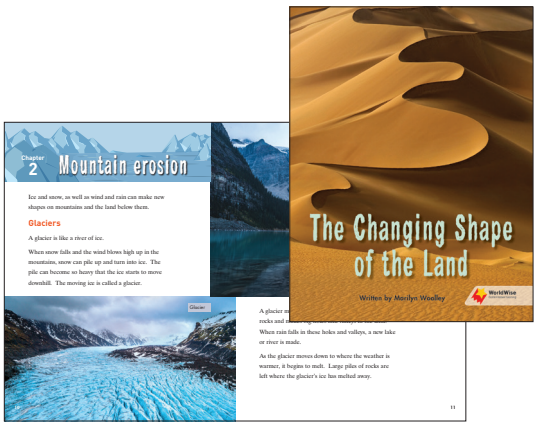
Investigations Framework

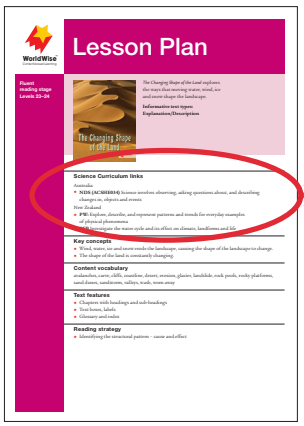
- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating



Find out more at **oup.com.au/worldwise**

FLUENT READING STAGE YEAR 2





Science Curriculum links

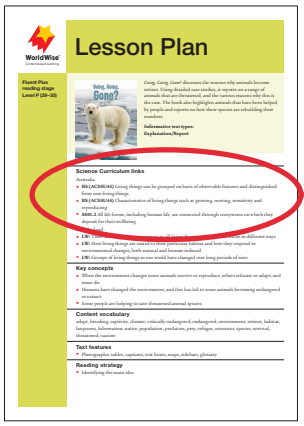
Australia

- **NDS (ACSHE034)** Science involves observing, asking questions about, and describing changes in, objects and events

New Zealand

- **PW:** Explore, describe, and represent patterns and trends for everyday examples of physical phenomena
- **PEB** Investigate the water cycle and its effect on climate, landforms and life

FLUENT PLUS READING STAGE YEAR 3



Science Curriculum links

Australia

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- **BS (ACSSU44)** Characteristics of living things such as growing, moving, sensitivity and reproducing
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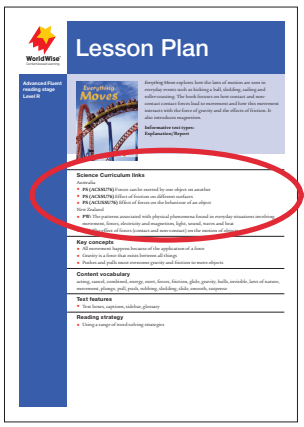
ADVANCED FLUENT READING STAGE YEAR 4



Science Curriculum links

Australia

- **PS (ACSSU76)** Forces can be exerted by one object on another
- **PS (ACSSU76)** Effect of friction on different surfaces
- **PS (ACUSSU76)** Effect of forces on the behaviour of an object

ADVANCED FLUENT READING STAGE YEAR 5

Science Curriculum links

Australia

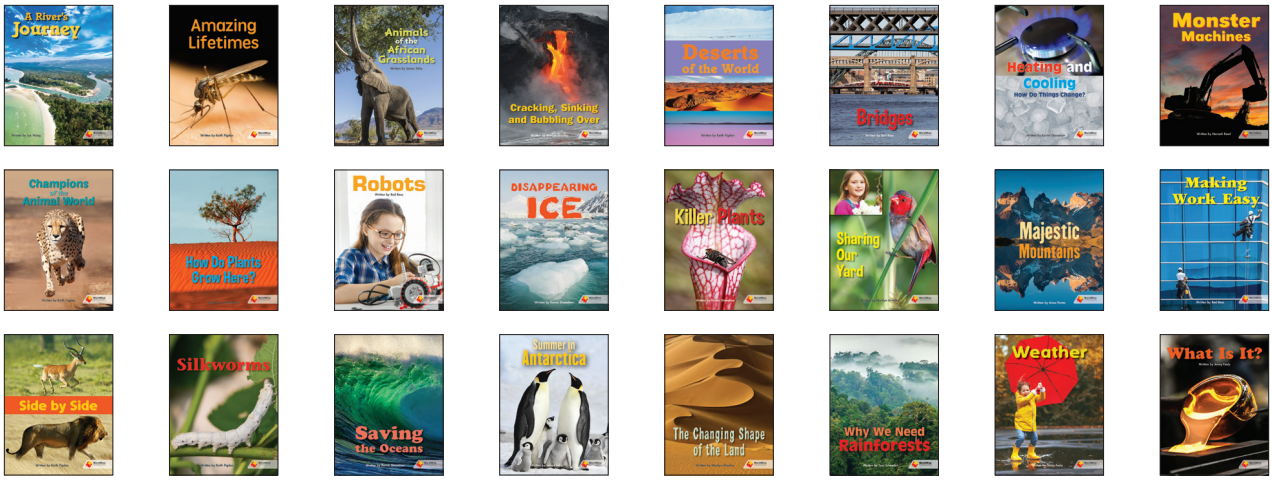
- **SS01.4** World views recognise the dependence of living things on healthy ecosystems, and value diversity and social justice
- **SS01.5** World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community
- **UIS (ACSHE083)** Scientific knowledge is used to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects

WorldWise
Content-based Learning

Titles linked to the science curriculum

24 NEW TITLES

FLUENT READING STAGE LEVELS (19–24) YEAR 2 | 9781760957865



FLUENT PLUS READING STAGE LEVELS N–P* (25–30) YEAR 3 | 9781760865856

The Nature of Our World

Relationships, Roles, Responsibilities

Change and Continuity

ADVANCED FLUENT READING STAGE – MIDDLE PRIMARY LEVELS Q–S* YEAR 4 | 9781760865863

Our Changing World

Homes and Shelters

Survival and Safety

ADVANCED FLUENT READING STAGE – UPPER PRIMARY LEVELS T–V* YEAR 5 | 9781760865870

Interdependence

Earth and Human Activity

Environments

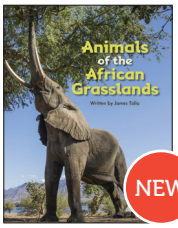
* Levels indicated by letters N–V are comparable to the Guided Reading levels of Fountas and Pinnell.

Find out more at **oup.com.au/worldwise**

FLUENT LEVELS 19–24

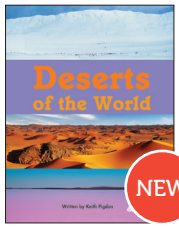
Explanation/Description
A River's Journey
9781760868581

Explanation
Amazing Lifetimes
9781760868451

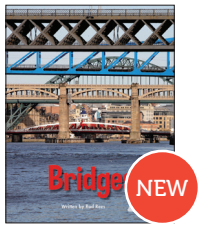


Report
Animals of the African Grasslands
9781760868482

Explanation
Cracking, Sinking, and Bubbling Over
9781760868598



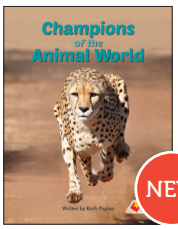
Report
Deserts of the World
9781760868611



Report
Bridges
9781760868529

Explanation
Heating and Cooling
How Do Things Change?
9781760868642

Report
Monster Machines
9781760868512



Report
Champions of the Animal World
9781760868604

Explanation
How Do Plants Grow Here?
9781760868505

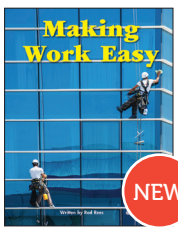
Report/Description
Robots
9781760868635

Explanation/Description
Disappearing Ice
9781760868567

Explanation
Killer Plants
9781760868437

Report/Description
Sharing Our Yard
9781760868659

Explanation/Description
Majestic Mountains
9781760868628



Explanation
Making Work Easy
9781760868574

Report
Side by Side
9781760868475

Explanation
Silkworms
9781760868444

Argument
Saving the Oceans
9781760868499

Report/Description
Summer in Antarctica
9781760868420

Explanation/Description
The Changing Shape of the Land
9781760868468

Argument
Why We Need Rainforests
9781760868550

Explanation
Weather
9781760868543

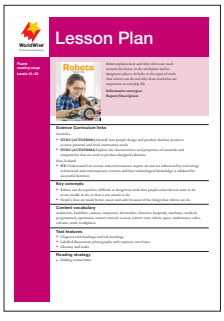
Report/Description
What Is it?
9781760868536

Levels 19-24
Linked to Year 2 Science Curriculum

Texts at this stage:

- provide language structures of appropriate complexity
- introduce less familiar content
- present a range of text types and graphical devices
- 24 student books in the series
- a lesson plan accompanies each book.

Lesson Plans include First, Second and Final reading sessions, plus Going beyond the book activities. There is one Lesson Plan per book. Each Lesson Plan provides multiple opportunities to interact with the text again and again.



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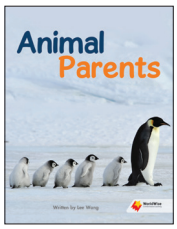
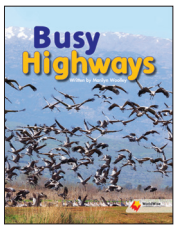
FLUENT PLUS LEVELS N–P



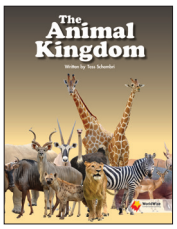
Report
Animal Parents
9781760861162

Report, Explanation, Procedure
The Weather Today
9781760861148



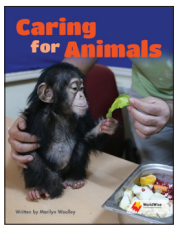
Report, Explanation
Busy Highways
9781760861193

Report, Explanation
That's a Good Idea!
9781760861056

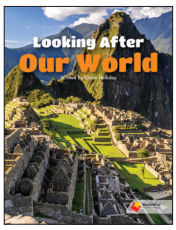


Report
The Animal Kingdom
9781760861155

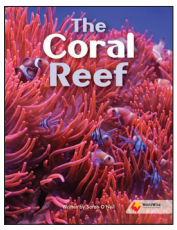
Report, Explanation
Going, Going, Gone?
9781760861216



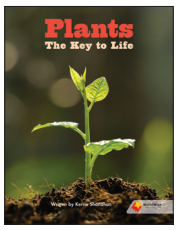
Report, Explanation, Argument
Caring for Animals
9781760861117



Report, Recount, Explanation
Looking After Our World
9781760861100



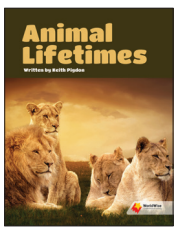
Explanation, Report, Argument
The Coral Reef
9781760861094



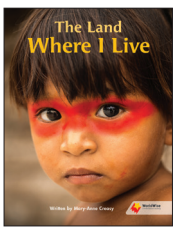
Report, Explanation
Plants: The Key to Life
9781760861209

Report, Explanation, Procedure
Don't Throw It Away!
9781760861087

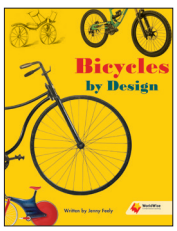
Report, Explanation, Argument
Keeping Well
9781760861124



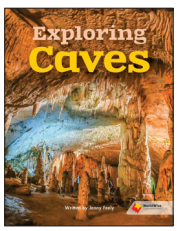
Explanation, Report, Procedure
Animal Lifetimes
9781760861131



Description
The Land Where I Live
9781760861186



Explanation, Historical Report
Bicycles by Design
9781760861179



Report, Explanation
Exploring Caves
9781760861070

Report, Explanation
From Me to You
9781760861063

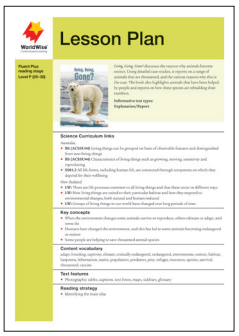
Report
Finding Our Way
9781760861223

Levels N-P*
Linked to Year 3 Science Curriculum

Texts at this stage:

- support sustained reading
- balance conceptual load with less familiar content
- employ specialised and technical language
- offer a range of text and language features
- 18 student books
- a lesson plan accompanies each book.

The Lesson Plans establish a reading focus for your students that has explicit links to the outcomes of the science curriculum that are investigated in each book.



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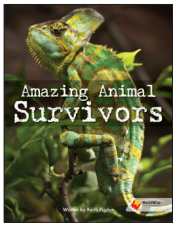
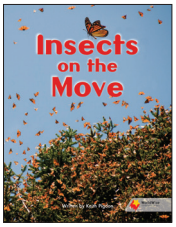
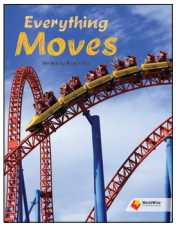
ADVANCED FLUENT LEVELS Q–S



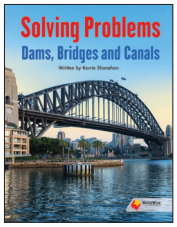
Report, Explanation
Amazing Animal Survivors
9781760861278



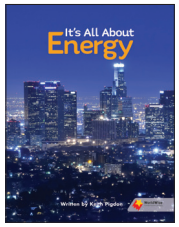
Report, Explanation
Insects on the Move
9781760861247



Report, Explanation
Everything Moves
9781760861254

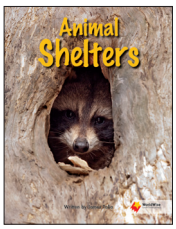


Report, Explanation, Discussion
Solving Problems: Dams, Bridges and Canals
9781760861377



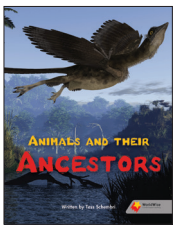
Report, Explanation
It's All About Energy
9781760861360

Report, Explanation
Our Moving Earth
9781760861353

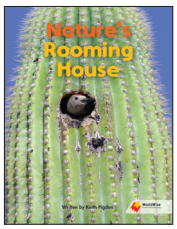


Report, Explanation, Recount
Animal Shelters
9781760861285

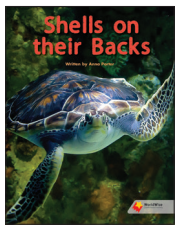
Report, Explanation
Animal Architects
9781760861391



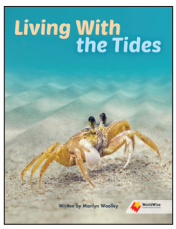
Report, Explanation
Animals and Their Ancestors
9781760861261



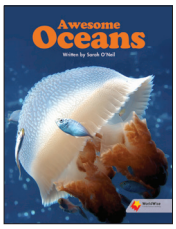
Report, Explanation
Nature's Rooming House
9781760861407



Report, Explanation
Shells on their Backs
9781760861346



Report, Procedure
Living With the Tides
9781760861384

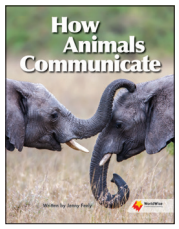


Report, Explanation, Discussion
Awesome Oceans
9781760861315

Report, Explanation
Talented Animals
9781760861308

Report, Explanation, Discussion
Wild, Wild Weather
9781760861322

Report, Discussion, Interview
Adventures in Wild Places
9781760861339



Report, Explanation, Discussion
How Animals Communicate
9781760861292

Report, Explanation, Argument
The Salmon Stream
9781760861230

Levels Q-S*
Linked to Year 4 Science Curriculum

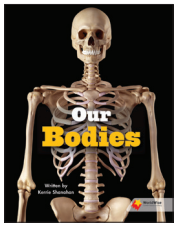
Texts at this stage:

- motivate readers with rich content
- increase the use of more specialized and technical language
- encourage drawing inferences from the text
- 18 student books
- a lesson plan accompanies each book.

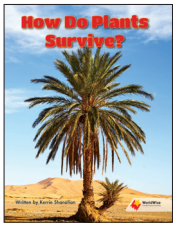
The Lesson Plans assist teachers to teach reading strategies while their students are exploring science concepts by providing practical and systematic instruction.

View an online sample at **oup.com.au/worldwise**

ADVANCED FLUENT LEVELS T–V



Report, Explanation, Recount
Our Bodies
9781760861414



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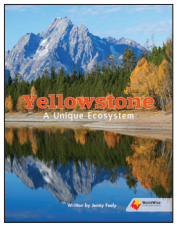
9781760861582



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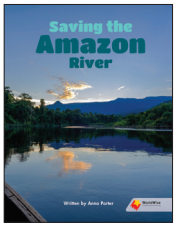

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9781760861568

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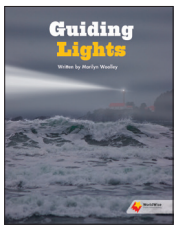
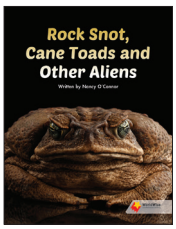
The Earth, the Sun and the Moon
9781760861438



Report, Factual recount
Guiding Lights
9781760861544



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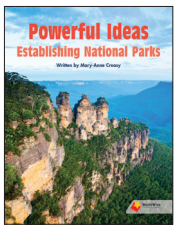
Rock Snot, Cane Toads and Other Aliens
9781760861575



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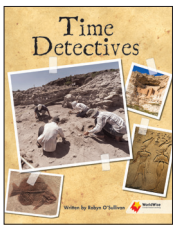

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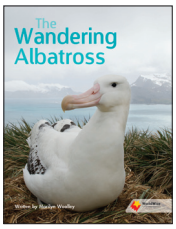

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The Wandering Albatross
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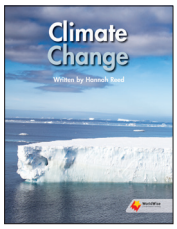
9781760861421



Explanation, Report
Climate Change
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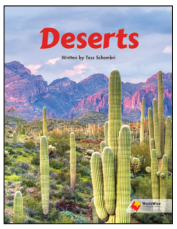

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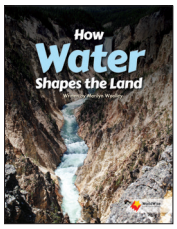

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Levels T-V*
Linked to Year 5 Science Curriculum

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Going, Going, Gone?

Informative text types: Explanation/Report
Level: P (25–38)

Science Curriculum links

Australia

- ES (ACSSU044) Living things can be grouped on basis of observable features and distinguished from non-living things
- ES (ACSSU044) Characteristics of living things such as growing, moving, sensitivity and reproducing
- SSB1.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing

New Zealand

- LW: There are life processes common to all living things and that these occur in different ways
- LW: How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced
- LW: Groups of living things in our world have changed over long periods of time

Key concepts

- When the environment changes some animals survive or reproduce, others relocate or adapt, and some die
- Humans have changed the environment, and this has led to some animals becoming endangered or extinct
- Some people are helping to save threatened animal species

Text features

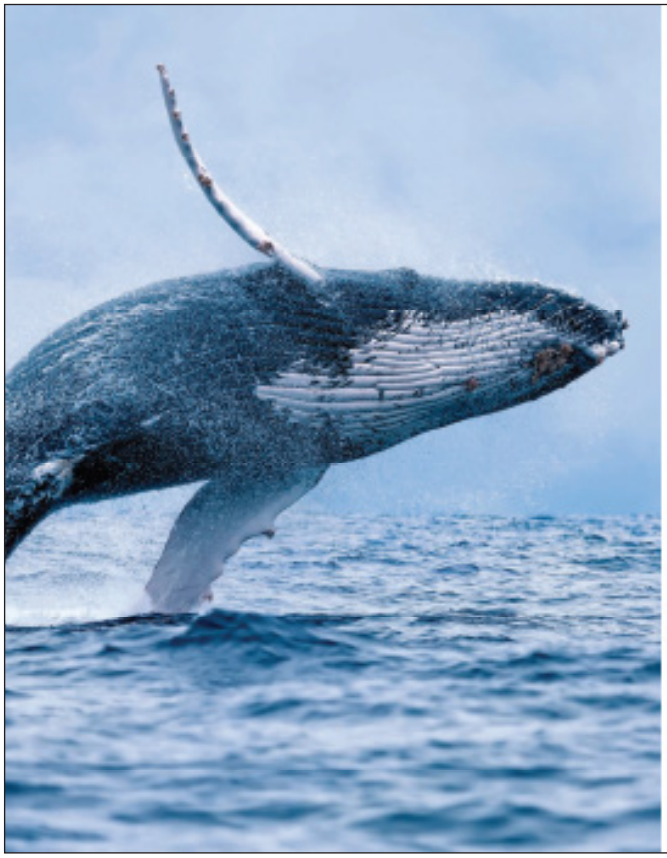
- Photographic tables, captions, fact boxes, maps, sidebars, glossary

Reading strategy

- Identifying the main idea

Going, Going, Gone?

Written by James Talia
Series Consultant: Linda Hoyt



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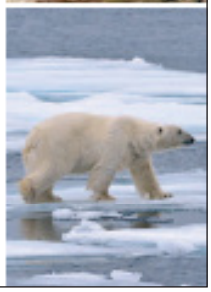


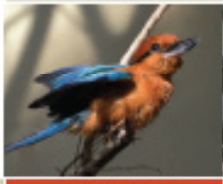
Introduction

The huge dinosaurs that once roamed the earth fascinate us. These reptiles ruled the land, the skies and the seas, but they no longer exist. They are now extinct.

The same thing could happen to our largest land animal, the elephant. Or to tigers, polar bears and orangutans.

Many species of animals like these are now endangered, and could one day soon become extinct.

An artist's impression of dinosaurs that once roamed the earth.



	Guam kingfisher	White-collared lemur	Japanese red-crowned crane	American bison	Red howler monkey
Risk rating	Extinct in the wild	Critically endangered	Endangered	Near threatened	Least concern
How serious	Extreme risk →				Low risk

Chapter 1

Why do animals become extinct?

On our planet, it is quite normal for animals to become extinct. This has been happening for millions of years. Fossils found in rocks and soil tell us this. Fossils are the bones and remains of animals that no longer live on the earth.

Why have so many animals become extinct?

One reason is the big changes to the environment of the earth. In the past, sometimes the earth has been much warmer and at other times much colder than today. As the environment has changed, whole species of animals have died.

Animals compete with each other for food and shelter. When the climate gets much colder or hotter, plants change and die. Then animals need to find or different food, and some do not survive.

The woolly mammoth is extinct.

6

Humans and the environment

Should we be worried about animals becoming extinct today?

We compete with other animals for food, shelter and the many other things that we use to live our lives. As the population increases, we use more and more of Earth's resources. This changes the environment and destroys the habitat of many animals.

Humans use roads on the habitat of animals

7

How people today change the environment

Agriculture

Human activity

- Clearing land to grow food crops and grain for animals
- Clearing and fencing land to raise farm animals

Effect on native plants and animals

- Habitat is destroyed.
- Predators or pests are shot, trapped or poisoned.

Industry

Human activity

- Cutting down trees for firewood
- Cutting down trees to make paper
- Building factories that cause pollution

Effect on native plants and animals

- Habitat is destroyed.
- Animals that cannot move or adapt become extinct.

Cities and towns

Human activity

- Building cities, freeways, roads, railroads

Effect on native plants and animals

- Habitat is destroyed.
- Native plants and animals are removed.
- Animals that cannot move or adapt become extinct.

Building on wetlands, mangroves and beaches

Human activity

- Building houses, resorts, golf courses and entertainment centres

Effect on native plants and animals

- Habitat is destroyed.
- Animals that cannot move or adapt become extinct.

Chapter 2

Animals with uncertain futures

Around the world, there are many animal species that are in serious danger of soon becoming extinct. Many actions are being taken by people to try to save them, but their future remains uncertain.

Tasmanian devils

Sometimes an animal species can become threatened because of a serious disease that spreads through the group. A kind of cancer that grows on their faces is killing Tasmanian devils. Eventually the lumps and sores prevent the animals from feeding, and this results in death. Devils are noisy and squabble among themselves when feeding. Their biting and aggressive behaviour around food may be spreading this disease.

Find out more
You might be interested in finding the places where Tasmanian devils are healthy and living without any sign of cancer. Some of these animals are in Australian and international zoos and others in wildlife refuges. There are also some healthy populations in the wild. Watch for stories about the vaccine.

Tasmanian devils are now endangered. Once, they lived widely throughout Australia, but now devils are only found in the wild in Tasmania.

They are very striking, strong, muscular animals about the size of a small dog. They prey on smaller native animals, birds and reptiles. They also eat dead animals, fruit and vegetable material.

Tasmanian devil numbers are falling quickly. Their numbers can fall to a very low level until there are no healthy animals that can breed with each other.

What can be done?
It is hoped that a vaccine to prevent or cure the disease will be found. At the moment, separating healthy animals away from diseased animals helps Tasmanian devils to survive.

Amur leopards

Amur leopards live in a cold, snowy climate in small areas of Russia and China. They are well suited to living there. They have furry coats that grow thicker in the winter to keep them warm. Their long legs enable them to move in deep snow.

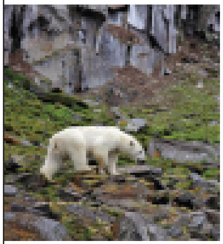
But Amur leopards are critically endangered because less than 60 of these animals survive in their natural habitat.

People are taking over the habitat of the leopards. They hunt deer, wild pigs and moose that are the prey of the leopards. The leopards have had to find other food to eat. They have hunt the animals in deer farms, and some are killed by farmers protecting their deer.

People in Russia, China and other countries are trying to save the Amur leopards from extinction. It is illegal to kill these animals, or to sell their skins. Burning or cutting down forests has been stopped. Zoos are helping their survival by breeding them. By 2013, there were 175 Amur leopards in zoos around the world.

A cub with her cub in a zoo

Amur leopard in the snow



Polar bears

Polar bears are only found in the Arctic Circle. Their bodies are well adapted to cold temperatures, and they can move across ice, snow and through very cold water.

The main food for this large predator is seals. Seals swim much faster than polar bears, so they are rarely caught by the bears in the water. But seals like to come out of the water to rest on the sea ice. When they sense danger, they quickly move back to the safety of the water.

During spring, before the sea ice melts, the bears are able to catch the seals.

Mother polar bear and cub walking on Arctic ice.

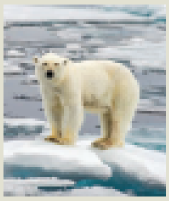
This season is their main chance to build up the body fat they have lost during the long winter hibernation when they cannot feed.

But the earth is getting warmer. The sea ice now melts earlier in the spring and freezes again later in autumn. The seal-hunting season is much shorter and this is threatening the survival of these magnificent bears.

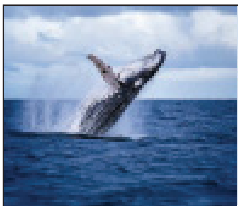
Without sea ice, food is very scarce in the summer. Many bears will starve before the sea freezes and they can hunt seals again. Females cannot raise healthy cubs without enough body fat. Their need for food brings some bears into contact with humans, which is often dangerous for the bears and sometimes for the humans.

What can be done?

Stopping or at least slowing the increase in the earth's temperature is the only action likely to help the polar bear to survive.



The bears use their acute sense of smell to locate seals. They sneak up on the unsuspecting seals until they get quite close. The polar bear makes a violent charge to grab the seal before it escapes into the water.



Chapter 3

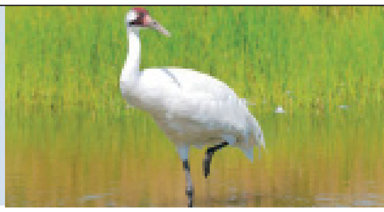
The good news: Success stories

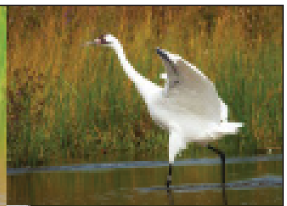
Some groups of people have succeeded in saving animal species that were in serious danger of soon becoming extinct.

Whooping cranes

These birds are about 1.5 metres tall and are the tallest North American bird. They were once found throughout midwestern North America and spent the winter in the warmer southern states by the Gulf of Mexico. Whooping cranes have always been a rare species. The population was believed to be around 15,000 birds before Europeans arrived in North America.

Whooping cranes on take-off

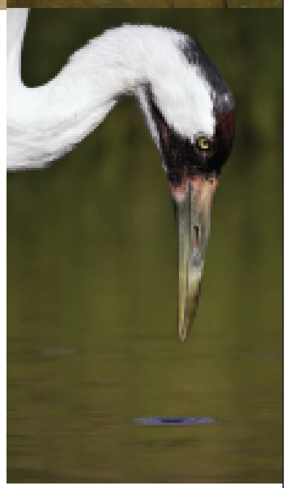




Whooping cranes are prey to large animals such as bears, wolves, mountain lions and bald eagles. From the mid-1800s to mid-1900s, their feathers became popular decorations for women's hats. This and the loss of habitat to farming and other uses of the wetlands where they live resulted in only one population left in the wild.

In 1941, the wild population of whooping cranes was just 21 birds. The actions of many people led to their summer breeding areas in Alberta, Canada, and in Wisconsin, the United States, being protected. The birds were declared endangered in 1967. Groups began to successfully breed birds in captivity. Many have been released back into the wild.

By 2012, the wild population had grown to about 383, with another 152 living in captivity. This graceful species is still on the endangered list, but has a much healthier population today.



Bring numbers of whooping cranes are a success story.

A whaling ship [top] vs humpback whale

Tourists on the boat are whale watching.

Whale recovery

Whales, the largest animals that ever lived on the earth, were hunted by humans for 300 years. Whale products such as cooking oil, candles and soap were important in people's lives.

At first, hunters on whaling ships powered by oars used hand-thrown harpoons to kill hundreds of thousands of sperm whales. In the 20th century, diesel engines and exploding harpoons were used, making it easier to kill whales. Almost three million whales of all species were killed.

These large animals live long lives and are not able to breed until they are around ten years of age. Females have a calf every two to five years, so populations of whales do not recover quickly. Whaling was banned in 1986, but some countries do not accept this decision and some whales continue to be killed each year.

Today, there is growing interest in whale watching. The more people know about whales, the more they will take an interest in their future and become involved with groups that try to protect whales.

Whaling greatly reduced the numbers of great whales; many are endangered

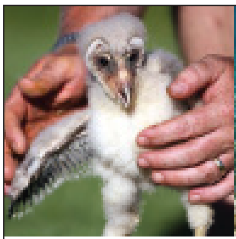
Species		
 Grey whale	Population before whaling	20,000
	Population after whaling	20,000
	Status	least concern
 Humpback whale	Population before whaling	100,000
	Population after whaling	60,000
	Status	low concern
 Blue whale	Population before whaling	175,000
	Population after whaling	10,000+
	Status	endangered

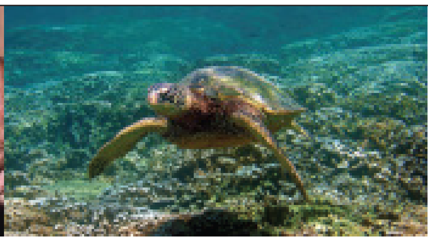
Find out more

Which countries continued killing whales after 1996? Which whales can be seen off the coast of your country?

Which other animals are critically endangered?

Reptiles	 Western swamp tortoise (AUS)	 Gulbara gecko (AUS)	 Kemp's ridley sea turtle (USA)	 Gharial (India)
Amphibians	 Southern corroboree frog (AUS)	 Anboli bush frog (India)	 Lemur tree frog (Panama)	 Montseny brook newt (Spain)
Marsupials	 Leadbeater's possum (AUS)	 Northern hairynosed wombat (AUS)	 Gilbert's potoroo (AUS)	 Golden-mantled tree-kangaroo (New Guinea)
Mammals	 Tiger (Asia)	 Red wolf (USA)	 Florida bonnet bat (USA)	 Western gorilla (Africa)
Birds	 Regent honeyeater (AUS)	 Orange-bellied parrot (AUS)	 Californian condor (USA)	 Waved albatross (Galápagos)





Conclusion

There is nothing new about animals becoming extinct. Their survival is affected by changes to the earth over very long periods of time. The climate changes, the seas change, the surface of the earth changes and the plants growing also change.

Animals change very slightly over very long periods of time, and the ones that are better able to survive continue to live, and those that cannot become extinct.

Of all living things, humans are the most successful species that have ever lived on Earth. Humans used tools and invented machines that have enabled them to clear land and destroy habitats that are home to many animal species. Human activity is the reason why so many more animals are facing extinction today. Many people are aware of this and are doing different things to save animals from extinction.

Glossary

adapt to change in ways that suit new conditions

captivity the state of being in a place such as a zoo, where living things are not living in the wild

climate the average or usual weather conditions in a place

encroach to move or go into an area outside the usual limits

endangered at a high risk of dying out and becoming extinct

extinct when a group of living things no longer has any living members left

habitat the place where a plant or an animal naturally lives

harpoons spears with pointy, sharp, hooked tips, usually used to hunt sea animals

hibernation to become inactive throughout winter, by slowing down body systems

native a living thing that originated, and has always lived in a particular place

population/s the total number of a certain group of living things

predator/s animals that get food by killing and eating other animals

refuges places that provide protection

resources things found in nature that are valuable and helpful to people, particularly in providing energy

species a group of living things that are alike in many ways, have many traits in common and are able to have offspring

vaccine a substance that is given to provide protection from a particular disease

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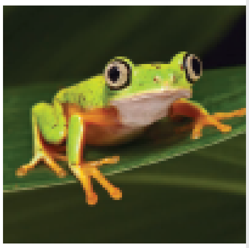
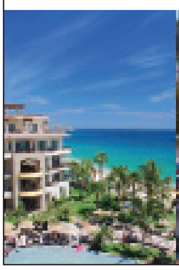
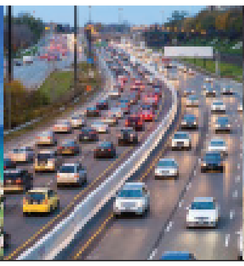






WorldWise: Content-based Learning | Science Curriculum-linked titles

Guided Reading levels N (25–26), O (27–28), P (29–30)*

The Nature of Our World	Relationships, Roles, Responsibilities	Change and Continuity
[illegible] – N (25–26)	[illegible] – N (25–26)	[illegible] – N (25–26)
[illegible] – N (25–26)	Looking After Our World – N (25–26)	[illegible] – N (25–26)
[illegible] – O (27–28)	The Coral Reef – O (27–28)	[illegible] – O (27–28)
[illegible] – O (27–28)	[illegible] – O (27–28)	[illegible] – P (29–30)
The Animal Kingdom – P (29–30)	Don't Throw It Away! – O (27–28)	[illegible] – P (29–30)
Going, Going, Gone? – P (29–30)	Keeping Well – P (29–30)	Finding Our Way – P (29–30)

WorldWise™
Content-based Learning

Lesson Plan

Fluent Plus reading stage
Level P (29–30)

Going, Going, Gone? discusses the reasons why animals become extinct. Using detailed case studies, it reports on a range of animals that are threatened, and the various reasons why this is the case. The book also highlights animals that have been helped by people and reports on how these species are rebuilding their numbers.

Informative text types:
Explanation/Report

Science Curriculum links

Australia

- **BS (ACSSU44)** Living things can be grouped on basis of observable features and distinguished from non-living things
- **BS (ACSSU44)** Characteristics of living things such as growing, moving, sensitivity and reproducing
- **SS01.2** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing

New Zealand

- **LW:** There are life processes common to all living things and that these occur in different ways
- **LW:** How living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced
- **LW:** Groups of living things in our world have changed over long periods of time

Key concepts

- When the environment changes some animals survive or reproduce, others relocate or adapt, and some die
- Humans have changed the environment, and this has led to some animals becoming endangered or extinct
- Some people are helping to save threatened animal species

Content vocabulary

adapt, breeding, captivity, climate, critically endangered, endangered, environment, extinct, habitat, harpoons, hibernation, native, population, predators, prey, refuges, resources, species, survival, threatened, vaccine

Text features

- Photographic tables, captions, text boxes, maps, sidebars, glossary

Reading strategy

- Identifying the main idea

First reading session

Getting started

Introducing the book

Support the students in activating their prior knowledge. Ask: *What do you know about extinct animals?* Give each student a copy of the book *Going, Going, Gone?* Direct them to pay attention to the cover, and the title and contents pages. Have the students browse through the book. Say: *As you browse through the book, think about what you know about this topic. 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 endangered animals*? Have the students work with a partner and record a list of words on sticky notes. Say: *When you are finished, read out your lists and we will make a group list.* If some words or phrases are not known to all in the group, have the student who recorded the word explain what it means.

Introducing the reading strategy focus

Say: *When you read, it's important to be able to recognise the main idea in the text. This means to know the key points in a paragraph, a page, a section, a chapter or even in a whole book.* Ask: *How do skilled readers do this?* Discuss and draw out that skilled readers do this by thinking about what they have read and deciding what the most important information is.

Reading with teacher support

Say: *Read the introduction and chapter 1 to yourself. As you read, think about what the main points are. Ask yourself: "What is the main idea in this paragraph?" When you have finished reading, be ready to discuss your thinking with your partner.* Monitor the students as they read and support them where necessary. Have students share their thinking with the group. Ask: *What types of changes to the environment affect animals? How have humans changed the environment?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you with your thinking. First, think about what you have read and what the main ideas were. Then write these ideas down in the first section on the Graphic Organiser.*

Second reading session

Building understanding

Reading with teacher support

Say: *Get yourself ready to read by thinking about what you have already read about animal extinction*. Have the students read pages 10 and 11 of chapter 2 to themselves. Invite the students to ask questions about what they have read.

Say: *Read to the end of chapter 2 to yourself. When you have finished, discuss your thinking with your partner.* Ask: *Why are amur leopards endangered? Why are polar bears endangered? What positive and negative impacts have people had on these animals?*

Have the students add to their Graphic Organiser. Say: *Talk with your partner about what the main points in each section are.*

Independent and partner work

Have the students read chapter 3 and the conclusion without your support.

Say: *When you have finished reading, talk about your thinking with your partner, and then add to your Graphic Organiser. Share your Graphic Organiser with your partner.* 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: *Did you find it easy or challenging to identify the main points in a section? How did doing this help you to understand the 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.

How do we know about animals that became extinct long ago? Why do people change the environment? How does this affect animals? What things are being done to help endangered animals? (Literal)

What things do the endangered animals featured in chapter 2 all have in common? In what ways are their situations different? Give examples of these differences. Why do certain animal populations decline more rapidly than others? Why are some animals more difficult to protect from extinction than others? (Inferential)

What might the future be for endangered animals if people continue to destroy habitats? How can these actions be changed? How do you feel about endangered animals? Are there things you can do to help these animals? If so, what actions can you take? (Synthesising)

What might the author have thought about when deciding on which endangered animals to write about? What do you think he feels about endangered animals? What makes you think this? (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 working in small groups each choose one animal from the book and become an "expert" on it. After having time to learn all they can about their animals, the students meet back together, and each student has a turn telling the group everything they know about their animal.

Vocabulary

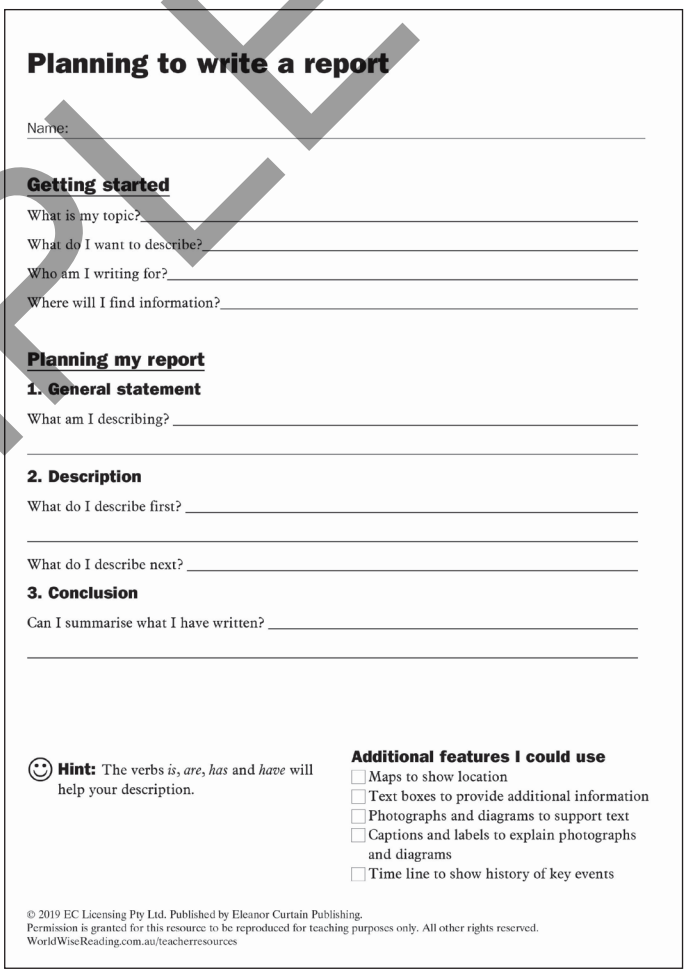
Have each student write a list of ten words related to animal extinction. Pairs of students then take turns saying a sentence that includes two of the words from either list. Students might like to try using three or more words in the one sentence.

Visual literacy

Have students create a poster that highlights the plight of a particular endangered animal.

Writing

Have the students write a report about an endangered animal. (Students might like to choose an animal from the chart on pages 20–21.) Provide the students with a template detailing how to plan and write a report. Say: *Follow the template to write your report. Begin by introducing the animal and then write about different aspects of the animal such as its habitat, diet, behaviours, and why it is endangered.*



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

Download the template at www.WorldWiseReading.com.au/teacherresources

Encourage the students to talk about their ideas with a partner. Use the template to remind the students about the structure of a report. Say: *You will need to research to find out more about the animal.*

Graphic Organiser: What's the main idea?

Name/s: _____

Identify the main ideas and write them under the appropriate headings.

Chapter 1: Why do animals become extinct?

	Main ideas
Tasmanian devils 	
Amur leopards 	
Polar bears 	
Whooping cranes 	
Whales 	

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