**On the Move**

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| Level | K (Fountas & Pinnell) or equivalent |
| Subject Area | Science |
| Concepts | Migration, life cycles, adaptation and interdependence |
| Reading Focus | Students will learn to use the comprehension strategies of Asking Questions and Determining Important Ideas as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | coast, egg, energy, food, habitat, moon, ocean, scientist, temperature, water, wind, year, zigzag |

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| **Topic Talk** | * Find out from students who has ever moved to a new home or country. List some reasons why people move.
* Ask students to brainstorm about why animals might move from place to place. Ask: “Why might they need to travel around?”
* Show students the cover of the book and read the title. Ask: “What do you see on the cover?” and “What do you think is happening?”
* Have students predict what this book might be about, and why.
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| **Contents** | * Open to the contents page and read the titles of the chapters aloud.
* Explain that contents pages are helpful for finding your way through the book, and for seeing what the important ideas might be. Point out that chapter titles often summarize what the chapter is about.
* Have students share with the person next to them what new things they have learned about the book from the chapter titles.
* Ask: “What questions have you thought of after reading the chapter titles?”
* Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud.
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| **Opening Chapters** | * Read the chapter 1 title together, and pages 2 and 3.
* Discuss life cycles including a few that students might have heard of before.
* Ask: “What are parts of a human life cycle?” Have students think, pair, share about what might be part of a human life cycle.
* Have students think, pair, share about what the important idea might be for this chapter. Discuss their ideas as a group.
* Ask: “What are some of the details that support the main idea?” Choose some students to share their ideas.
* Read the chapter 2 title together, and pages 4 and 5.
* Ask students to discuss: “What would happen if bison stayed in the hills during winter?” Have some students share their thoughts.
* Have students think, pair, share to find the important idea about bison. (If needed, prompt with “Why do the bison need to move?”).
* Read pages 6 and 7 together.
* Discuss how migration might be important for the survival of other animals (like lions and crocodiles) too.
* Ask students to think, pair, share if any of their questions from earlier have been answered, or to share if they have thought of any new questions.
* Read the chapter 3 title, and pages 8 and 9 together (pause at the ant questions).
* Explain that there are at least two important ideas on these pages. As a group, discuss what they might be, and the difference between the important ideas and the details on this page.
* Have students think, pair, share about the ant questions.
* Read page 10 together. Explain that you can use asking questions as a strategy when you are confused – it helps to figure out parts you aren’t so sure about.
* Have students practice thinking of a question they have from this page and share their question with a partner.
* Read page 11 together. Discuss as a group how both the crabs and the Christmas Island people do things to adapt and survive.
* Set a purpose for reading from chapter 3 to the end of the book:
	+ Try to ask questions about what you are reading as you go.
	+ Try to find the important idea in parts of the text as you read and look for which parts are supporting details of the idea.
	+ Pause at the ant questions to answer them and read the Ant Tunnel carefully.
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| As students read on independently, you can check in with them to discuss the ant questions, or personalize learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Ask: “Were any of the questions you thought of during reading answered by reading to the end?”
2. Ask: “Does anyone have any questions that weren’t answered?” Discuss questions as a group, and ways answers could be researched.
3. Have students think, pair, share about how figuring out the important ideas helped them to understand the book better.
4. Discuss with students that migration is a big part of survival for many animals, which need to move to find food or to survive. It is also important for some people, who sometimes need to move for the same reasons.
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| **Writing Prompts** | *Fiction* | Imagine that you live on Christmas Island. Write a story about how your life changes each year when the red crabs migrate. |
| *Informational* | It can be dangerous to migrate. Write a summary of the dangers that the animals in this book have to face when they migrate, and what they can do to stay safe. |
| *Letter Writing* | Find out about an animal that migrates near your hometown. Write a letter to your local representative to tell them about this animal, and why it’s important. |
| *Opinion* | Salmon need clean rivers, but people use rivers too – for example, they use the water on farms, and build power stations. Is it okay to change a river even if that might harm animals? Write an essay explaining your opinion. |
| *Research* | Find out more about the monarch butterfly. Draw a map showing how it migrates, write a description of what it does, and draw its life cycle. |