

# It's Our World

Title	Genre	Summary	Aspects of theme explored
A Safe Place	Report	A wildlife sanctuary has been set up in the heart of a city. This report explains how and why this was done.	<ul style="list-style-type: none"> <li>caring for endangered species</li> <li>community concern for the environment</li> </ul>
The Oak Tree Kids	Narrative	A young girl and her friends fight to save their favourite oak tree and their tree house.	<ul style="list-style-type: none"> <li>city environments</li> <li>personal response to local environmental issues</li> </ul>
Acid Rain	Report	A report about how acid rain forms and its effects on the environment.	<ul style="list-style-type: none"> <li>effects of pollution</li> <li>responding to global environmental problems</li> </ul>
Then and Now	Graphic	Two illustrations of the same landscape show change over time.	<ul style="list-style-type: none"> <li>how human settlement has changed the environment</li> </ul>
Disaster Strikes	Explanation	When a dam filled with waste bursts, something has to be done quickly to avoid an environmental disaster.	<ul style="list-style-type: none"> <li>preventing environmental disaster</li> <li>effects of pollution</li> </ul>
City Song	Poem	In this poem, the sights and smells of a city are vividly described.	<ul style="list-style-type: none"> <li>description of a city environment</li> <li>personal response to a city environment</li> </ul>

## Suggestions for using It's Our World

### Guided reading

See the following lesson plans.

### Theme studies

This book could be used as part of a theme study of the solutions to environmental problems.

- Introduce the theme and look at the contents page with the students. Discuss the range of genres. Ask the students to read the item summaries and discuss the way each piece relates to the main theme. The students could choose one of the items to begin the theme study.
- Use the whole book or items from it in your content-area teaching.
- Use the report 'Acid Rain' to begin an exploration of the effects of pollution on distant environments.
- Use the Find Out More section as a springboard for further independent research.

### Text comparisons

Compare 'Acid Rain' with the graphic 'Then and Now' to explore how human activity has changed the environment. The students could write a report based on the information in 'Then and Now', using 'Acid Rain' as a model for their work.

### Shared reading

Page 18 of 'Acid Rain' and page 25 of the explanation 'Disaster Strikes' are suitable to enlarge for shared reading.

### Independent reading

The narrative 'The Oak Tree Kids' can be used for independent reading for pleasure or as a discussion starter before reading the report 'A Safe Place'.

## A Safe Place

This report describes a city wildlife sanctuary and explains why and how it was established.

### Features of the text

- Report
- Specialised vocabulary
- Description
- Glossary words

### Purpose

'A Safe Place' can be used to introduce and reinforce the following skills:

- using prior knowledge and the context and glossary to make meaning;
- making inferences;
- visualising to make meaning;
- forming explanations.

### Introducing the text

Select one or more of these discussion starters:

- What kinds of animals and plants were around thousands of years ago?
- Why do you think our environment has changed?
- What do you think a sanctuary is? Do you know of any?

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read the description of the City Wildlife Sanctuary. What do you imagine as you read this?
- Using the text and your own knowledge, what do you think the word 'endangered' means? How could you confirm this?
- Read 'Fenced out, Fenced in'. How does the photo help you to understand the text?
- Why do you think glossary words are included? How does this help you to read the story?

### Following up

The students can:

- make a list of the positive things about sanctuaries
- research native plants or animals from their area
- if possible, visit a sanctuary
- collect drawings and photos of introduced and native plants and animals and present them to the class
- write a procedural text about creating a city wildlife sanctuary.

## The Oak Tree Kids

Terri and some of the local kids protest when they discover that the council is going to cut down the tree that has their tree house in it.

### Features of the text

- Narrative
- Dialogue
- Plot development
- Environmental theme

### Purpose

'The Oak Tree Kids' can be used to introduce and reinforce the following skills:

- exploring plot development;
- identifying emotive and persuasive language;
- making, confirming and revising predictions;
- using prior knowledge.

### Introducing the text

Select one or more of these discussion starters:

- Have you ever fought for something that you believed in?
- What did you do to persuade others that you were right?
- What would you protect in your neighbourhood?

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read the first paragraph. Why do you think the tree is so important to the children?
- Read to the middle of page eleven. How has the author shown the emotions the children are feeling?
- What do you think they will do next?
- Why do a lot of people support the kids?
- Why is the mayor happy with the result?

### Following up

The students can:

- read the dialogue aloud with expression to convey the moods of the characters
- write a newspaper article explaining the events in the story
- list ways they can help to protect the environment of their neighbourhood and display their ideas on a poster.

## Acid Rain

This report explains how acid rain forms and the disastrous effects that it has on the environment.

### Features of the text

- Report
- Explanation
- Cause and effect
- Diagram, maps, photos

### Purpose

'Acid Rain' can be used to introduce and reinforce the following skills:

- interpreting diagrams and maps;
- restating information in the students' own words;
- making inferences.

### Introducing the text

Select one or more of these discussion starters:

- *Why do we need to look after the environment?*

- *What kinds of things do you think we can do to protect the environment?*
- *What do you think is hurting the environment the most?*
- *Do you know what an acid is?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *Look at the map. Why do you think acid rain is such a big problem in these areas of the world?*
- *Why is the problem getting worse? How do you think the people in Sweden and Scotland feel?*
- *What do you think is the most harmful effect of acid rain? Why?*
- *What can people do to help solve this problem? Use the text to support your answer.*

### Following up

The students can:

- use the diagram on page 18 of the book to explain to a group of students how acid rain forms
- write a letter to a local government office offering some suggestions about how to protect the environment
- make posters that advertise what the school could do to help protect the environment.

## Then and Now

This double-page graphic compares and contrasts the same environment at two different times.

### Features of the text

- Visual information
- Headings only
- Graphic design
- Double-page spread

### Purpose

'Then and Now' can be used to introduce and reinforce the following skills:

- making inferences;
- making comparisons between settings;
- establishing the setting;
- interpreting visual information.

### Introducing the text

Select one or more of these discussion starters:

- *What kind of information can we get from pictures? Do we always need words?*
- *What kinds of texts don't need words?*
- *When are pictures sometimes better than words?*

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- *What do you notice about the two settings? What are the major differences?*
- *When do you think each illustration is set? What clues help you know this?*
- *What do you think is the purpose of this graphic?*
- *How do you think this graphic could be used?*

### Following up

The students can:

- use this graphic as a springboard for creating an advertisement or a poster
- write an explanation of how and why the setting has changed
- create their own graphic using headings only.

## Disaster Strikes

This article explains what is done to prevent an environmental disaster when a dam filled with toxic waste bursts.

### Features of the text

- Sequenced explanation
- Cause and effect
- Introduction and summary

### Purpose

'Disaster Strikes' can be used to introduce and reinforce the following skills:

- identifying the features of an explanation;
- drawing conclusions;
- locating information;
- forming and supporting opinions.

### Introducing the text

Select one or more of these discussion starters:

- What do you know about world heritage parks? Why do we have them?
- Why do you think it is important to protect the environment?
- What can cause an environmental disaster? What needs to be done afterwards?
- How is an explanation usually written?

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Read the introduction. What do you think will need to be done first?
- Read Stage One. Was your prediction correct?
- Why was it so important to clean up the land quickly?
- How did planting trees help?
- What do you think people learned from this disaster? Should the mining company be prosecuted?

### Following up

The students can:

- present the information about the clean-up as a flow diagram
- research another environmental disaster and write about how it was dealt with
- write a description of how the area might have been affected if it hadn't been cleaned up
- write a letter to their local government office explaining why it is so important to protect the environment.

## City Song

In this poem, the sights and smells of a city are vividly described.

### Features of the text

- Poem
- Rhyme
- Imagery
- Environmental theme

### Purpose

'City Song' can be used to introduce and reinforce the following skills:

- visualising to make meaning;
- comparing two settings;
- identifying and discussing the use of imagery;
- making personal connections with the text;
- restating information from the text.

### Introducing the text

Select one or more of these discussion starters:

- How does a poet help you to see what they are describing? What techniques do they use?
- How would you describe a city? What senses would you use?

### Reading and discussing the text

Use some of the following suggestions to guide the students through the text:

- Look at the title. Can a city sing? What could a city's voice be?
- Read the first verse. What words does the poet use to describe the city? What is the city being compared to?
- Read the second verse. Whose song is being replaced? What do you think the poet thinks about cities so far?
- Read the third verse. What picture do you see in your mind?

### Following up

The students can:

- read the poem aloud fluently and with expression
- write two more verses for the poem in the same style as the poet
- list other noises, sights and smells of a city and describe them using metaphors and other literary devices.