

Floridas Manatis : Das Thema im Unterricht

Klassenstufe:	Klasse 6
Zeitbedarf:	1 Doppelstunde (90')
Inhaltliche Ziele	Die Lernenden setzen sich fächerverbindend mit Rundschwanzseekühen auseinander, indem sie einen thematischen Sachtext lesen, strategisch erschließen und die Inhalte weiterführend durch unterschiedliche Produkterstellungen anwenden. Die Lernenden reflektieren ihre Lesestrategienanwendung.
Kompetenz-orientierte Ziele	Die Lernenden können ... <ul style="list-style-type: none"> • Lesestrategien anwenden und üben, indem sie den Sachtext lesen, strategisch erschließen sowie aufgabenrelevante Informationen im Text markieren und Notizen anfertigen, um diese für die eigene Produktpräsentation zu nutzen (Methodenkompetenz), • den Sachtext global verstehen und diesem wesentliche Informationen entnehmen, welche für die eigene Produkterstellung genutzt werden (Leseverstehenskompetenz), • können Rundschwanzseekühe den (Meeres-)Säugetern zuordnen, indem sie dies unter Rückgriff auf den Sachtext und den Wirbeltiermerkmale angemessen begründen.
Differenzierungsmöglichkeiten	<ul style="list-style-type: none"> • methodische und sprachliche Differenzierungsmöglichkeiten (nach unten und nach oben) durch ein vielfältiges <i>Scaffolding</i> (Lesestrategiefächer, Arbeitsblatt, <i>support cards</i>) • inhaltliche sowie produktorientierte Differenzierungsmöglichkeiten durch Aufgabenauswahl

UNTERRICHTSVERLAUF

EINSTIEG

L präsentiert Florida Manatis sowie Leseverstehensstrategien. SuS erhalten M1 (Lesestrategienfächer) als Unterstützung. L bespricht die Strategien; SuS können die einzelnen Strategien ausschneiden und zu einem Strategiefächer zusammenheften. Anschließend nutzt L M2 zur Vorwissensaktivierung der SuS und um Texterwartungen aufzubauen (gemäß der *pre-reading strategies*).

Impuls: Look at this picture: Describe what you see. Do you know what this animal is? Where does it live? What does it eat? Does this animal remind you of anything (e.g. other animals from the sea)?

Methode: Think-Pair-Share

Sozialform: UG

HAUPTPHASE

S lesen den Text (M3) und nutzen den Strategiefächer. Anschließend tauschen sie sich in PA über den Text und die Lesestrategien aus (Reflexion). Danach bearbeiten sie in Kleingruppen die dazugehörige Aufgabe (M4) und tauschen sich untereinander in Bezug auf die Auswahl und die Darstellung der benötigten Informationen aus. Zur Hilfestellung steht eine *support card* bereit (M4).

Hinweis zur Materialdifferenzierung:

Das AB kann in unterschiedlichen Varianten verwendet werden.

Variante 1: Das AB wird wie vorliegend kopiert. (Differenzierung nach unten).

Variante 2: Der Rand wird mit Post-Its abgedeckt oder abgeknickt. Auf diese Weise können die S eigenständig entscheiden, ob Hilfe zur Auswahl passender Dekodierungsstrategien benötigt wird oder nicht.

Variante 3: Das AB wird ohne den Rand kopiert (Differenzierung nach oben). Die S bekommen keine Hilfestellung zur Auswahl passender Dekodierungsstrategien.

Impuls: Read the text. Then talk to your neighbor about your results and the strategies you used to understand unknown words in the text. Get into groups of four and create an informational product on manatees. You can decide what kind of product you want to create, which information it should include and how you design it. If you need help, you can use the support card (language and content support).

Methode: Think-Pair-Share

Sozialform: EA/PA/GA

SCHLUSSPHASE

Die S präsentieren ihre Produkte in Form eines Gallery Walk (M5a) und wählen anschließend begründet das Beste aus (M5b). L reflektiert ggf. mit S die angewendeten Strategien in Bezug auf ihr Unterstützungspotenzial.

Impuls: Present your product to your classmates. We will rotate to a new station every four minutes. The language support can help you to present your work. Your classmates will take notes so that they can vote for the best informational product!

Methode: Gallery Walk

Sozialform: EA/PA

EXTRA / Vertiefung / Homework

Is the Florida manatee a fish or a mammal? Take a look at the fact file on the characteristics of fish and mammals and explain which class of vertebrates the Florida manatee belongs to.

MATERIAL

M|1

M|2

M|3

M|4

Mobile Endgeräte mit Aufnahme-/Filmfunktion, um einen Podcast bzw. Film aufzunehmen.

M|5a/

M|5b



M|6

M|1 Lesestrategienfächer

Vor dem Lesen – Pre-reading Strategies

Look at the text in general:

What is the text type? (e.g., fairy tale, newspaper article, comic ...)

Look at the pictures and the title:

What do you think the text is about?

Look at the task:

What do you have to do?

Während des Lesens – While-reading Strategies

Use a **highlighter** to highlight important information.

Take notes to remind yourself of aspects which are important for the task.

Try to answer the **wh-questions** in your mind (who? what? where? when? why? how?).

Wenn du etwas nicht verstehst – Decoding Strategies

Read the whole sentence(s) again. (Strategy I)

Can you guess the meaning when looking at the words near it?

Look at the sentences near it, too.

Read on. (Strategy II)

Can you find the word in another sentence? Can you guess the meaning in the other context?

Look at the word.

Does it look similar to a German / Spanish / Latin / Arabic etc. word?

(e.g., address → Adresse) **(Strategy III)**

Can you split the words into parts? Do you know the meaning of one of the parts?

(e.g., neighborhood → neighbor – hood, unhappy → un – happy) **(Strategy IV)**

Do you know a word from the word family? (e.g., happiness – happy) **(Strategy V)**

Look at the pictures. (Strategy VI)

Can you connect the word's meaning to them?

Think about the topic of the text. (Strategy VII)

Which meaning of the word could make sense?

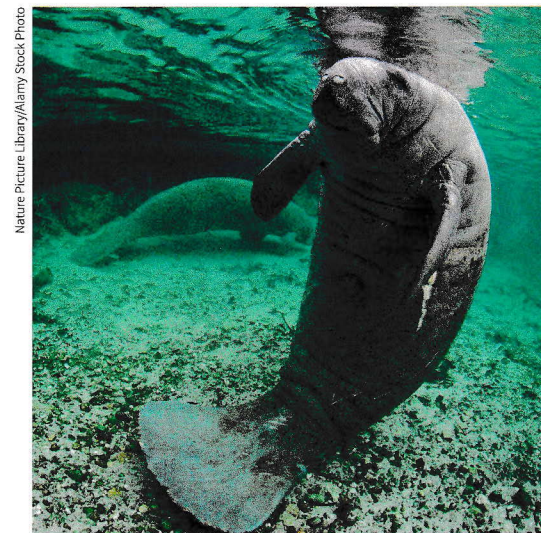
Think about the importance of the word. (Strategy VIII)

Do you need the exact meaning of the word to understand the text in general? If not, ignore it and read on!

Nach dem Lesen – Post-reading Strategies

Look at your **notes** and the **highlighted parts** of the text again to answer the questions.

M|2 What kind of animal is this?



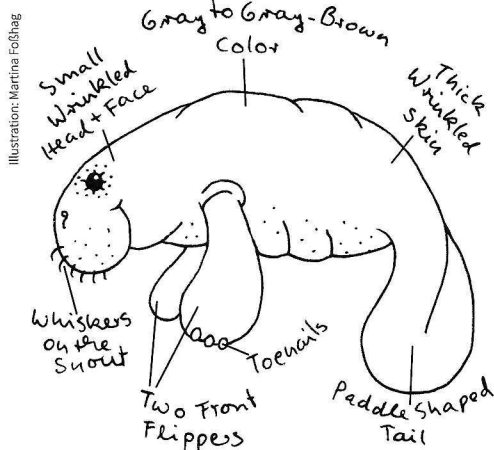
Nature Picture Library/Alamy Stock Photo

M|3 Florida Manatees – strange, but lovely animals**MANATEES' APPEARANCE**

Florida manatees are strange^I sea animals. They are the inspiration^{III} for legends^{III} about mermaids^{VII}. From far away, they look similar^{VIII} to mermaids, but when you get closer to them, you can see that they don't really look like mermaids at all. Some people say that manatees look like cows. Others say their faces look like the faces of walruses^I without tusks^I and their

bodies are like those of seals^{VII}. Another name for the Florida manatee is West Indian Manatee or, in simple words, sea cow. These gentle giants^{II} are usually three meters long, weigh over 500 kilograms, and are gray to gray-brown. However, they also have often algae^{III} growing on their thick, wrinkled^{VI} skin.

Manatees breathe only through their noses and not through their mouths. They come up to the water's surface to breathe. When they are underwater, flaps^I in their noses close so that water cannot get in. Underwater, manatees can hold their breath for as long as 15 minutes.

CHARACTERISTICS AND FAVOURITE FOOD

Their muscular^{III} flat paddle-shaped tails^{VI} mean that they can move their massive^{III} but streamlined^{VIII} bodies through the water slowly. Manatees are slow swimmers. They usually only move through the water at 5 – 10 kilometers per hour, but they can swim up to 25 kilometers per hour for short distances^{III}. They also have front flippers with three to four toenails^{IV} that help them maneuver^{III} through the water with great ease^V and grab plants^{III} to bring them to their mouths. Manatees are herbivorous^I, which means that they only eat plants like water grasses or algae. Each day manatees have to eat great amounts^I

of these plants so that they have enough energy – this can be as much as 15 percent of their body weight per day. By comparison^{VIII}, that is the same as three bathtubs full of spinach. These peaceful^{IV} animals normally spend most of the day eating and sleeping.

HABITAT

Manatees live in the warm tropical^{III} freshwater and saltwater of the East and Gulf Coasts^{III}, or in rivers and canals^{III}. If the water starts to get cold, they move to the warm waters of Florida's and Georgia's coasts, because they cannot survive in water below 20°C. That is why hundreds of manatees spend the winter in water in and around Florida, where the water temperature never drops below 21°C. The manatee is the official sea animal of the state of Florida. The best time to see them is during winter between November and March, when you can even find them near large cities such as Tampa and Fort Lauderdale. In central Florida near Homosassa, people can go swimming with them. People can also book guided manatee tours. Another way to see these gentle giants is from a glass-bottom boat^{III} at Silver Springs between Orlando and Daytona Beach. There are more places to observe^{III} manatees like Manatee Park near Fort Myers on Florida's west coast, Blue Springs State Park near Orange City, or the Florida Keys.

REPRODUCTION

Female^I manatees can get pregnant^{II} every two years. Their young babies are called calves^I. While adult manatees have hair-less^{IV} skin^{VI} apart from whiskers^{VI} on their snouts^{VI}, calves have a little coat of hair. They drink their mothers' milk and stay with their mothers for about two years. As reproduction^{III} and growing up take a long time, the manatee population^I (the number of manatees) is rather small. Usually, manatees do not live longer than 40 years.

Even though manatees do not have natural enemies, they are endangered^{IV}. This means that there are not many of them left on earth. Both natural causes^V like diseases and the activities of people are the reasons why there are not so many manatees left today. People use Florida's wetlands^{IV} to build houses and take away the manatees' natural habitats. This shortage^{IV}, the pollution of coastal waters, and unwanted contact with people, fishing nets, or propellers of boats are just some of the reasons for their deaths. Many organizations and even laws have tried to save^V manatees. It is illegal^{III} to harass, hunt^I, or kill West Indian manatees.

Strategy I

Read the whole sentence(s) again. Use the other words in the sentence to guess the meaning of the word.

Strategy II

Read on. Can you find the word in another sentence?

Strategy III

Look at the word. Does it look like a German / Latin / French / Arabic ... word?

Strategy IV

Look at the word. Can you split the word into parts? Do you know the meaning of one of the parts?

Strategy V

Do you know a word from the word family?

Strategy VI

Look at the pictures.

Strategy VII

Think about the topic of the text.

Strategy VIII

Think about the importance of the word.

Vocabulary

however: jedoch
surface: Oberfläche
paddle-shaped: paddelförmig
to grab: sich schnappen
bathtub: Badewanne
spinach: Spinat
to survive: überleben
coat of hair: Fell
pollution: Verschmutzung
law: Gesetz
to harass: belästigen

M|4 An informational product on manatees
TASK

Manatees are protected because they are an endangered species. Every year, the WWF website presents one animal that is in danger so that people know about that animal and can help to save it, e.g., by donating money. Read the text and create an informational product on manatees for the WWF website, which describes the animal in all important aspects. Be ready to present your results to the class.

Informational product ideas:

- Create a poster / an infographic.
- Develop a quiz (e.g., single-choice questions).
- Write a story or draw a comic (e.g., from the life of Matthew the manatee).
- Create an interview with a manatee.
- Create a podcast or film.
- ...

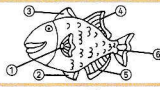



Support card: If you need help forming the sentences or finding out which information you should include in your informational product, you can use the support card below.

Be sure to include visuals! Focus on the following pieces of information:

NAME: The Florida manatee is also known as ...	FOOD: The manatee eats ... / likes ... best.	CALVES: In contrast to adult manatees, calves ...
SIZE / WEIGHT / APPEARANCE / LIFE SPAN: The manatee is ... long and weighs ... kilograms. It has ... / looks like ... Manatees live to be ... years old.	HABITAT: The manatee lives in ... It likes ... It doesn't like ...	THREATS: The manatee is endangered because reduces their living space. ... is not allowed.
FEATURES / CHARACTERISTICS: The manatee can ... / cannot ... It is good / bad at ... (verb + ing)	GOOD TO KNOW: You can see manatees in ... You can swim with manatees in ...	

M|6 Fish or mammal?
TASK

Is the Florida manatee a fish or a mammal? Take a look at the fact file on the characteristics of fish and mammals and explain which class of vertebrates the Florida manatee belongs to.

Vertebrates		
Criterion	Fish	Mammal
movement / body parts	swimming several fins 	climbing, swimming, or walking four legs or two arms and two legs
breathing	gills 	lungs 
body covering	scales (often with a layer of slime)	skin with fur or hair 
body heat	cold-blooded	warm-blooded
reproduction	lay eggs in water, external fertilization	internal fertilization, live births

Vocabulary

vertebrates: Wirbeltiere
mammal: Säugetier
reproduction: Fortpflanzung
fertilization: Befruchtung

Language support

- Florida manatees are / aren't fish / mammals, because they ...
- The Florida manatee is / isn't ... a fish / a mammal, because it ...