

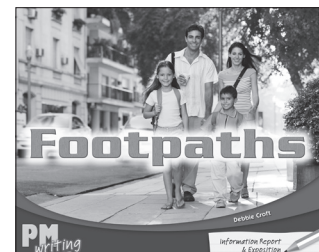
Footpaths

PM Levels 16/17

Orange

Text Type Information Report/Exposition

Running Words 255



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should have a basic understanding of local councils and what they are responsible for.

Orientation to the Text

- We walk on footpaths all the time, but probably never think about it. This book features an information report that describes the characteristics and uses of footpaths, as well as an exposition in the form of a letter that aims to persuade the council to fix a particular footpath.

Building the Balanced Reader

Vocabulary

Key vocabulary

Council, Councillors, footpaths, safely, travel, vehicles

Content Words

accident, bridges, concrete, roads, streets

Decoding

- Talk to students about the word *footpath* as a compound word. Ask students to find the two smaller words that make up the larger word and how they relate to its meaning.
- Remind students to use meaning, structure and visual cues when they come to a difficult word to support them to make a plausible attempt.
- Look at the word *vehicles* on page 4. Ask, *Where might you break this word to make it easier to read?* Clap the syllables in the word as you read it together.

Fluency and Phrasing

- Encourage students to look for cues, such as commas, to help with phrasing. For example, prompt them to pause after the comma in this sentence from page 12:
Last week, my dad had an accident near the corner of Hall Street and Park Road.

Focusing on the Book – Guided Reading

- Look carefully at the cover of the book together. Briefly discuss what footpaths are and what the people in the cover photo are doing. Point out the words *Information Report & Exposition* in the bottom right corner. Ask, *What does this mean? What is it telling us about what we will find in this text?*
- Look at page 1 together. Invite students to suggest how the information relates to what they observed

on the title page. Together, practise using the table of contents to locate the two texts within the book.

- Look at pages 2–3. Discuss the information that is presented. Ask, *What else do you think will be included in this text?*
- Ask students to read to page 7. Ask, *What sort of information is included in these pages? What do you think the author wanted you to know?*
- Continue to page 8. Ask, *Which paragraph sums up what the text is about?*
- Read page 10 together. Revise what an exposition is. Ask, *What is the writer of the letter trying to persuade the council to do?*
- Continue to page 15. Ask, *What reasons has the writer given to persuade the council to take better care of the footpaths?*
- Read page 16. Ask, *What kind of language has the writer used to convince the council?*
- Ask students to re-read both texts and discuss how they are similar and how they are different.

Comprehension

- How do footpaths keep people safe? (*Literal*)
- Do you think the council will fix the footpath? Why or why not? (*Inferential*)
- Which text did you like better? Why? (*Inferential/Evaluative*)

Follow-up Activities

- Talk about the persuasive devices used in *A Letter to the Council*, including giving a personal example and using emotive language, such as *accident* and *safe*. Ask students to imagine they are trying to persuade their parents to buy takeaway food for dinner. Then, have them share with a partner how they might do this using one of the persuasive devices.
- Choose a topic that students are familiar with, such as the school playground or the local shops. Ask each student to write one fact about it. Share what students wrote, then put the facts out where everyone can see them. Move any duplicate facts together before sequencing the information into a description. Individually or as a group, construct an introduction and a summary statement so that you have a complete information report.
- Go for a walk to inspect the paths and other aspects of the school that could potentially be unsafe, such as railings, playgrounds or fences. As a group, decide on one thing that could make a difference and construct an exposition in the form of a letter to the school principal or school board.

Learning Intentions

- We are learning to use features of non-fiction texts.
- We are learning to identify the features of non-fiction texts.

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Success Criteria

- I can find my way around the text using the table of contents and chapter headings.
- I can describe and compare the features of information reports and expositions.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up