

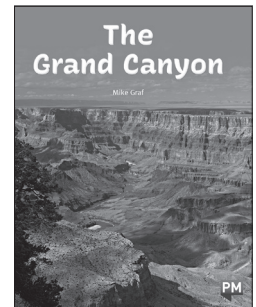
# The Grand Canyon

PM Level 22

Gold

**Text Type** Description

**Running Words** 728



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that different countries around the world have different geography and climates, and that there are many interesting places to visit outside Australia.
- Students should also understand how to use the main features of a non-fiction text, such as the contents, glossary and index.

### Orientation to the Text

- The Grand Canyon is a truly magnificent natural wonder. From its breathtaking scenery to its fascinating animal and plant life, it is an amazing place for people to live in or visit.

## Building the Balanced Reader

### Vocabulary

#### Key Vocabulary

also, areas, difficult, flows, hike, magnificent, meant, usually, valley

#### Content Words

ash, aspen, bighorn, burros, cactus, canyon, copper, coyotes, crops, damage, desert, elk, explorer, extinct, falcons, formed, habitats, kilometres, miners, monument, mule, national, Native American, pine, predators, protected, range, Rim, scenic, scorpions, spruce, wildflowers, yucca

### Decoding

- Talk about the different sound that 'sc' makes as students read words such as *Scientists*, *scenic* and *scorpions* in the text.
- Give students the opportunity to re-read parts of the text aloud to build word recognition and fluency.
- Read the word *coyotes* on page 16 for students. Ask, *What parts of this word are tricky? What strategies could you use to read it if you weren't sure what it was?*

### Focusing on the Book – Guided Reading

- Look at the front cover together. Ask, *Where is the title of this book? What do you think a canyon is? What might make it grand?*
- Read page 2 together and talk about the information that the introduction provides. Ask, *Do you think this is a good introduction to the Grand Canyon? What other information would you expect to learn about in the book?*

- Read the chapter about how the Grand Canyon was formed on pages 6–7. Invite students to share their ideas about what the most important facts in this section are. Talk about what a summary is and ask, *How would you summarise the information about how the Grand Canyon was formed?*
- Read about people and the Grand Canyon from pages 8–13. Ask, *What do we call this part of a description?* Discuss which characteristics have been covered in this section of the text and why they are important to include in a description.
- Continue to page 17 and ask students to consider which information about plants and animals in the Grand Canyon is the most important, and which details are less important. Say, *Tell me what you would include in a summary of this section.*
- Look at page 19 together. Ask, *How is the information on this page organised?* Talk about how paragraphs are used to group information in a description.
- Read page 22 together. Ask, *Which part of the text on this page is a personal comment from the author?* Discuss how this is an important part of a description.
- Invite students to suggest the important information from the text that might be used to summarise it. Return to the contents and explain how this can be used to guide what to include. Ask, *What else might help you to find the most important information?*

### Comprehension

- What are the small donkeys that miners used in the Grand Canyon called? (*Literal*)
- Why do you think mining in the Grand Canyon ended? (*Inferential*)
- What types of human activity might damage places such as the Grand Canyon? (*Applied Knowledge*)

### Follow-up Activity

- Choose a place of wonder in Australia, such as Uluru or Kings Canyon, to learn more about it together. Write a shared description, with a title, introduction, characteristics and evaluation, and choose some images to accompany it. Engage students in discussion about what to include and how to structure each section of the description.

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## Learning Intentions

- We are learning to recognise and describe the structure of a description.
- We are learning to summarise what we read.

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## Success Criteria

- I can identify the title, introduction, characteristics and evaluation in the book.
- I can use my own words to retell the important information from the book.

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## Guided Reading Notes

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