

Islands of the Pacific

PM Level 27

Ruby

Text Types Information Report, Imaginative Recount

Running Words 2526



Preparing for Guided Reading

Prior Knowledge

- Show students a map of Australia and Aotearoa New Zealand and their surrounds and invite them to share what they know about the names and characteristics of neighbouring countries and regions.

Orientation to the Text

- Although they have a lot in common, Polynesia, Micronesia and Melanesia each has unique cultures, peoples and features. While many of the islands in these regions are under threat from climate change, people are working together to try to protect them.

Building the Balanced Reader

Grammatical Conventions

- Discuss the different sentence structures that are used throughout the text and the effect that using a range of simple, compound and complex sentences has on the rhythm and emphasis of language.

Vocabulary

Key Vocabulary

administered, ancestors, archipelago, atoll, bleaching, citizens, colonisers, conservation, coral, cultural, currency, diverse, economies, environmental, equator, erosion, eruptions, geography, governor, habitat, hemisphere, humid, independent, inhabitants, inhabited, legislature, Melanesia, Micronesia, migrating, Pacific, Polynesia, population, region, resilient, salinisation, territory

Spelling

- Point out the word *affected* on page 7. Explain the difference between the noun *effect* and the verb *affect* and practise using both in sentences.

Visual Literacy

- Support students to understand and interpret the maps presented in the text. Discuss the placement of the compass and key on the map on pages 4–5, and the extra information these visuals provide.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Say, *This book contains an information report and an imaginative recount. What sort of information would you expect to find in each of these sections? What language features could they include?*
- Read the beginning of the information report (the general statement) together on pages 2–3. Ask, *What is the purpose of this part of the information report? How has the author met this purpose?*
- Continue to page 7 and revise together what a noun is and the difference between common and proper nouns. Ask, *Why are so many of the words on this page capitalised?*
- Discuss the capitalisation of nationalities on page 22. Ask, *Why are these words proper nouns? How do they differ from the common nouns on the page?*
- Read the evaluation of the information report at the bottom of page 25. Ask, *How does the author feel about the islands of the Pacific? How do you know?*
- Read the imaginative recount together and classify the proper nouns according to whether they refer to people, places or things.
- Re-read the imaginative recount and analyse the different sections of the text. Ask, *How is the information similar to that in the information report? What makes it different?*

Comprehension

- What are the two main Micronesian cultural groups called? (*Literal*)
- Why do you think no one recognised the man in the photo that the girl's dad took to Papua New Guinea? (*Inferential*)
- Would you like to visit Polynesia, Micronesia or Melanesia? Why or why not? (*Applied Knowledge*)

Follow-up Activities

- Revise the meaning of the prefix 'micro' in the context of how Micronesia got its name. Have students research other words with the same prefix, such as 'microwave' and 'microphone', and ask them to explain how the meaning of the word relates to the prefix.
- Ask students to choose one island of the Pacific to find out more about. Students should make a multimedia presentation to share their knowledge with other class members.

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Learning Intentions

- We are learning to identify the features of different text types.
- We are learning to identify and classify nouns.
- _____

Success Criteria

- I can describe and compare the features of information reports and recounts.
- I can find common and proper nouns in the text and explain the difference between them.
- _____

Guided Reading Notes

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