

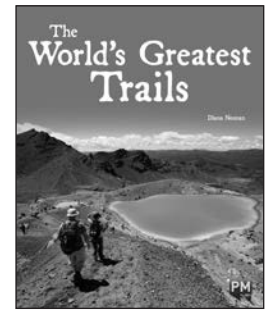
The World's Greatest Trails

PM Level 27

Ruby

Text Type Information Report (Informative), Response (Informative)

Running Words 2577



Preparing for Guided Reading

Prior knowledge

- Have students share experiences of trail walking, in wilderness areas or in parks close to home. Did these walks require any particular safety precautions?

Orientation to the text

- In this book, the reader learns about a range of spectacular trail walks around the world, and some of the safety considerations that need to be taken into account by walkers. Trails discussed include the Appalachian Trail, the Pennine Way and the Overland Track.

Building the Balanced Reader

Grammatical conventions

- Discuss the personal tone used in the response at the end of the book, and how this is achieved, e.g. informal expressions such as *Hi Bushwalkers*, and personal recommendations, e.g. *I certainly recommend*; *Dove Lake is amazing*; *Hopefully, I have convinced you*.

Vocabulary

Key vocabulary

active, altitude, beacon, border, bothy, buttongrass, cairns, convinced, craggy, gale, gorges, hazard, historic, journey, moorland, peaks, ravaged, scenic, tarns, trails, volcanic, weather

Spelling

- Discuss the use of hyphens to combine more than two words into an adjective, e.g. *73-kilometre-long trail* on p. 22; *6-kilometre-long track* on p. 28. Have students experiment with removing one of these hyphens and observe how the meaning of the original sentence would change.

Visual literacy

- Have students look at the map of the Overland Track on p. 22, focusing on the smaller inset map to get an idea of how long this trail is in comparison to the size of Tasmania.

Focusing on the book – guided reading

- Discuss what a big commitment it would be to walk the whole Appalachian Trail – between five and seven months. Ask students if they would want to walk the trail this way, or if they would prefer to walk shorter sections.
- After reading about the Pennine Way, have students compare and contrast its challenges and dangers with those faced by walkers on the Appalachian Trail.
- Discuss how the Tongariro Crossing is a much shorter walk than the previous trails we have read about, but is still hazardous, particularly in winter and in times of volcanic activity.
- Talk about the wide array of wildlife that can be seen on the Overland Track. Ask students to name the only type of animal that bushwalkers really need to beware of on this track.
- Ask students if they have ever seen a personal locator beacon before. Have them share thoughts as to how this device could save lives.
- Discuss how Jac's email provides personal insights, as well as a lot of information about the Dove Lake Circuit. Why is an email to the bushwalking club such a good way to express this information?

Comprehension

- How different is the landscape on the Tongariro Crossing from that on the Pennine Way? (*Literal*)
- Why do less experienced trampers need a guide in winter when walking the Tongariro Crossing? (*Inferential*)
- Explain why people who walk in the wild should always be well prepared. (*Applied Knowledge*)

Follow-up activities

- After reading pp. 28–30, have students imagine they have walked one of the other trails in the book, and write an email to the class, in a similar style to the one Jac has written to the bushwalking club.

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Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
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Guided Reading Notes

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