

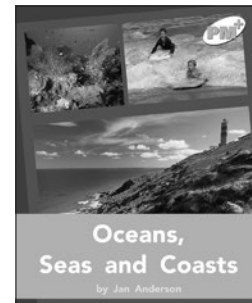
Oceans, Seas and Coasts

PM Levels 22/23

Gold

Text Type Information Report / Recount

Running Words 669



Preparing for Guided Reading

Orientation to the text

- Read the title and study the cover and title page photographs. Look at a world map or a globe. (Some globes show oceans in raised contours and students will be able to feel these contours.) Observe how most of the Earth's surface is covered with water.

Prior knowledge

- Oceans and seas are large areas of salty water that cover most of the Earth's surface. They are an important resource for commercial and recreational pursuits.

Building the Balanced Reader

Vocabulary

Key vocabulary

areas, further, rescue, shallow, valleys.

Content Words

cargoes, coastline, coral, Fiords, Fishermen, glaciers, lighthouses, reefs, seafood, thousands, trenches, volcanoes, windmills, wrecked

Decoding

- Attempt to decode unfamiliar words by utilising knowledge of text types, language features and vocabulary related to the theme of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Generate ideas about the ways in which oceans and seas are important. Name things found on the seashore, e.g. shells, sponges, sections of cuttlefish, seaweed, crabs, etc. Talk about the sea as a source of food. Have students name other environments that are food sources, e.g. rivers and lakes. Recall how waterways are used for transport. Read the *Did you know?* statement. Find the Pacific Ocean on a globe or world map. Inform students that the Pacific Ocean is bigger than all the land on Earth put together.
- Inform students that people go out in ships, with special equipment, to make maps of the ocean floor – similar to land maps. Explain that there are ridges and valleys on the ocean floor. Check the meaning of *reef* in the dictionary. Point out the Mariana Trench on the map. Turn to the

glossary on p. 24 and read the meaning of *trench*. Talk about other landscapes that are given names, e.g. mountains, rivers, deserts, etc. Read the *Did you know?* statement. Recall that Mt Everest is the highest mountain in the world.

- Use the aerial photograph on p.8 to reinforce information, e.g. seas are not as big as oceans. Turn to the glossary on p. 24 to confirm the meaning of *inland*. Revise the meaning of *float*. Find all the places mentioned on a world map.
- Read the *Did you know?* statement. Reinforce reasons why Greenland is an island. Ask, *Why don't people want to live on very small islands?* Turn to p. 24 and discuss the meanings of *coral* and *volcanoes*. Inform students that the islands of Hawaii were made by volcanoes rising above the surface of the sea.
- Identify the types of rubbish left on beaches and thrown into the sea. Talk about why rubbish and oil spills are responsible for huge numbers of birds, fish and animals being destroyed. Read the newspaper article. Point out its opening statement, followed by supporting information and then a short concluding statement. Discuss the information in the report.
- Talk about when rocks would be the most dangerous, e.g. in the dark, during a storm or when covered by waves. Recall the meaning of *machine*, i.e. something that does a particular job. Discuss rescue missions, e.g. small boats going out to save people in larger vessels.

Comprehension

- What is an island? (*Literal*)
- How do lighthouses help to protect ships in the area? (*Inferential*)
- Why are the deepest parts of the ocean dark and cold? (*Applied Knowledge*)

Follow-up activities

- Use the text, 'Shipwreck Survivor's Story' on p. 19 to demonstrate features of recount writing, i.e. a personal experience, written in the first person and in the past tense. Descriptive language has been used that is related specifically to the event.

Learning Intentions

- We are learning to apply a complex range of skills to decode unfamiliar words in the text.
- We are using our knowledge of text types, language structures and vocabulary to gain a deeper understanding of the text.

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Success Criteria

- I can use a wide range of skills to assist me in reading unfamiliar words in the text.
- I can use my knowledge of text types, language structures and vocabulary to gain a better understanding of the text.

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Guided Reading Notes

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