

Dark Zones

PM Level 30

Sapphire

Text Type Information Report / Explanation

Running Words 2748



Preparing for Guided Reading

Orientation to the text

- It's exciting to imagine exploring the world below the Earth's surface, and caves allow us to do just that. From the *twilight zone* to the *dark zone*, caves show us an entire world beyond the one we know, filled with *stalagmites* and *stalactites*, and even river systems. Most caves are formed from limestone and water, and can be very colourful places. But there are many different types of caves, from lava caves to glacier caves, and they can be inhabited by a large number of creatures, from troglophiles to troglobites. No wonder exploring caves is so fascinating!

Prior knowledge

- Read the title of the book and observe the cover illustration. Invite the students to share their own experiences of caves.
- Ask students to scan the contents page for clues about the text type and content. Brainstorm and record a list of 'cave' vocabulary and technical terms.
- Explain that the introduction contains the following words – *surface*, *echoes*, *chamber*, *stalagmite* and *dangerous*. Ask students to write each word in a sentence that could possibly be found in the first page.

Building the Balanced Reader

Grammatical conventions

- Technical terms are included to provide accurate information for the reader.
- Timeless present tense is used, e.g. *Nature can create; Glaciers are rivers of ice.*
- Identify words that establish time relationships, e.g. *When drops of water fall to the ground; Over the years.*
- Locate cause and effect relationships, e.g. *More acid water seeps into the holes, (cause) enlarging them (effect).*
- Examine the text structure, e.g. contents, heading, sub-headings, glossary, index.

Vocabulary

Key vocabulary

abseiling, cavity, chamber, echolocation, erode, hibernate, interior, limestone, migrate, nocturnal, speleologist, speleothems, spelunking, stalactite, stalagmite, traversing, twilight

Spelling

- Locate antonyms that share common letter patterns, e.g. *nocturnal, diurnal*

Visual Literacy

- Discuss the range of visual features used to enhance meaning, e.g. cross sections, photographs, illustrations, labels, quiz boxes, flow diagram, bulleted and numbered lists.
- Ensure students understand the flow diagram of the food chain inside a cave, presented on p. 17.

Focusing on the story – guided reading

- Direct students to read silently to the end of Chapter 2, then ask,
What are six structures that you might find in a cave?
Why does rain have such a large impact on the formation of a limestone cave?
Which cave type may be considered the most dangerous to explore?
- Encourage students to add to the group list of 'cave' vocabulary.
- Turn to the glossary and discuss the features of a glossary.

Comprehension

- How does a column inside a cave form? (*Literal*)
- Why would the dark zone smell musty? (*Inferential*)
- How does a bat determine how far away an object is using echolocation? (*Applied Knowledge*)

Follow-up activities

- Ask students to research famous caves from around the world. Construct a table that summarises how each cave was formed, when it was discovered, animals that inhabit the cave and an important or special feature.
- For each of the safety rules listed on p. 21, ask students to provide a reason why the rule has been included.

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Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about different methods of presenting information, such as tables, diagrams and drawings.
- _____

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand information presented in tables, diagrams and drawings.
- _____

Guided Reading Notes

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