

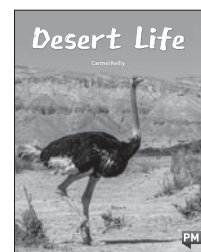
Desert Life

PM Level 26

Emerald

Text Types Information Report, Explanation

Running Words 2312



Preparing for Guided Reading

Prior Knowledge

- Ensure that students understand what a desert is and are familiar with the basic conditions of deserts, particularly low rainfall.

Orientation to the Text

- The four main types of deserts in the world are home to an array of different plant and animal life that have had to adapt to the extreme conditions.

Building the Balanced Reader

Grammatical Conventions

- With students, review the capitalisation of words in titles and chapter headings. Compare the use of upper-case letters in a heading such as *Date Palm* with the lower-case version in the text.

Vocabulary

Key Vocabulary

abdomen, adapted, arid, bacteria, coastal, community, conditions, consumer, continent, decomposer, desert, dew, dormant, ecosystem, environment, extreme, fertiliser, hardy, harsh, immune, moisture, polar, predator, producer, rainfall, scorching, semi-arid, sparse, species, temperature, tundra

Spelling

- Discuss the difference between the spelling, pronunciation and meaning of 'desert' and 'dessert' with students. Invite them to suggest strategies to remember how to spell each word.

Visual Literacy

- Support students to interpret the maps throughout the text. Discuss the conventions included, such as the scale and the compass, and ensure students understand what these indicate.

Focusing on the Book – Guided Reading

- Read the words *Desert Life* on the front cover to students and ask them what this feature of an information report is called. Ask, *Why is the title of an information report important?*
- Read pages 2–3 together. Ask, *What is this section of the text called? What is its purpose in an information report?*

- Have students read the 'Life in Arid Deserts' chapter in pairs, focusing on accuracy. Ask, *How might you know when what you read does not match what is on the page? What can you do if you are not sure of a word?*
- Continue to the end of page 19 and explain that you are now halfway through the description section of the information report. Ask, *How has the author structured this section so far? What else do you think the author will include? Why?*
- Prompt students to consider whether what they have read looks right, sounds right and makes sense as they read the final two chapters of the description section. Ask, *Why is it important to read accurately?*
- Look at the chapter about how desert ecosystems work on pages 28–29 and tell students these pages are an explanation text. Ask, *How is the purpose of the explanation different from the information report? How is the way the explanation is presented different from the information report?*
- Read the evaluation on page 30, letting students know that this is the final section of the information report. Ask, *Why is this section called the evaluation? What can we tell about the author's opinion from it?*
- Invite students to share any words that they were not sure of. Discuss strategies for accurate reading, including breaking words down and looking for familiar parts in the words.

Comprehension

- Is reindeer cup lichen an animal or a plant? How do you know? (*Literal*)
- What are two reasons why the mongoose might be most active at dawn and dusk? (*Inferential*)
- What do you think the author's purpose is in writing this information report and explanation? Why? (*Applied Knowledge*)

Follow-up Activities

- Review the information provided about the features of each type of desert in the text. Ask students to construct a diagram that summarises the difference between each type, using information from the book.
- Revise the role of the title in an information report. Brainstorm alternatives for the text with students and discuss which is the best option.

Learning Intentions

- We are learning to recognise and describe the structure of an information report.
- We are learning to read with accuracy.
- _____

Success Criteria

- I can find and describe the title, general statement, description and evaluation in the text.
- I can check whether what I have read looks right, sounds right and makes sense.
- _____

Guided Reading Notes

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