

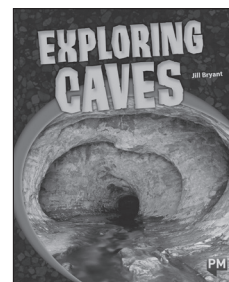
# Exploring Caves

PM Level 26

Emerald

**Text Type** Information Report (Informative), Description (Informative)

**Running Words** 2449



## Preparing for Guided Reading

### Prior knowledge

- Ask students to share prior knowledge about the different types of caves, the creatures that are found in caves, and some of the dangers faced by people exploring them.

### Orientation to the text

- In this book, students learn about the different types of caves, about people who explore caves and about the safety measures they need to take. They also learn about some of the animals that live in caves, and about the way humans have lived in caves for thousands of years, as evidenced by artworks left in caves and on cave walls.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of textual dashes, e.g. on p. 22, to introduce further information to a stated fact: *The paintings of animals and symbols in this cave are thought to be as old as 24 000 years – among the oldest cave paintings in the world.*

### Vocabulary

#### Key vocabulary

*artefacts, bacteria, caches, calcium, caves, crevasses, decorations, dissolves, evaporates, hazards, hoard, mineral, molten, preserve, silhouettes, speleologists, spelunkers, stalagmites, stalactites, twilight*

### Spelling

- Discuss and compare the various uses of hyphens to combine words, e.g. *treasure-seekers* as a noun, and *near-dark* and *pitch-black* as adjectives.
- Discuss compound words in the book, e.g. *springtails, aircraft, limestone, underground.*

### Visual literacy

- Draw students' attention to the diagram on p. 15. Discuss the importance of each individual item of equipment needed for caving.

### Focusing on the book – guided reading

- Talk about cave systems and why people would find them so appealing to explore.
- Have students read pp. 4–7, pausing as they read to point out the main differences between these types of caves.
- After reading pp. 8–9, ask students if the stalagmites and stalactites remind them of other natural formations. If so, what?
- Have students read about the different kinds of cave explorers, and the equipment they must use to stay safe. Discuss how the information scientists gain in caves can be used to help people, particularly through the development of new medicines.
- Direct students to read about the famous caves around the world (pp. 16–21), noting their differences and similarities.
- Discuss why caves would have been a good place for early humans to make artworks, and why so many cave artworks have survived for such a long time.
- Have students offer thoughts about why caves can be such good homes to creatures such as glow-worms, bats and salamanders.
- Ask students if they would like to make a home in a cave, and if so, what advantages do they think this would offer?

### Comprehension

- Why was cave art created in prehistoric times? (*Literal*)
- What type of snacks would cavers take when exploring caves? Why? (*Inferential*)
- Why do scientists need to study and record the climate inside caves? (*Applied Knowledge*)

### Follow-up activities

- Have students read back over pp. 16–19 and choose the cave that interests them the most. Ask them to do further research on this cave and write a full-page report about it.
- Ask students to imagine they are about to go caving. Have them draw a self-portrait wearing the clothing equipment seen on p. 15.

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## Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.
- \_\_\_\_\_

## Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.
- \_\_\_\_\_

## Guided Reading Notes

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