

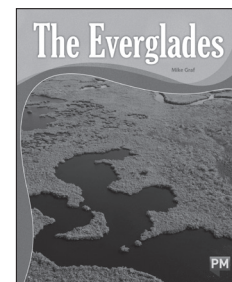
# The Everglades

PM Level 26

Emerald

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

**Running Words** 2025



## Preparing for Guided Reading

### Prior knowledge

- Have students share any experiences of visiting National Parks, either near where they live or on holidays. Discuss why they think these areas have been classified as National Parks, and why they are worth preserving.

### Orientation to the text

- In this book, students learn about the Everglades National Park in Florida, USA. They read about its animals and plant life, its unusually flat geography and bodies of water. They also learn about the history of this area, and its popularity for leisure activities today.

## Building the Balanced Reader

### Grammatical conventions

- Have students compare the tone of the Information Report with the tone of the Response (written in first-person voice by a 10-year-old girl). Ask students if they feel more of a connection to one or the other.

### Vocabulary

#### Key vocabulary

*bask, carnivore, conservation, descendants, distinct, dwell, ecosystem, endangered, fertilisers, grassland, habitat, humid, introduced, limestone, national, predators, subtropical, wading*

### Spelling

- Discuss the unique spelling and pronunciation of Native American names such as *Okeechobee* and *Seminole*.

### Visual literacy

- Have students look at the sign on p. 27 and identify who the sign is for, and how it would protect panthers.

### Focusing on the book – guided reading

- Ask students if they have heard of the state of Florida, USA. Point it out on a map and have students identify which other states are nearest to it.
- Discuss what is meant by *subtropical climate*. Ask students if they think it would snow in an area with this climate.

- Discuss why the Everglades is a good home for so many birds. Ask, *Do you think wading birds would find it easy to find food here?*
- Talk about the rare animals of the Everglades and the problems they face, particularly the gentle manatee. Ask students why they think the panther is protected in this area too. Ask, *Why do you think people would want to hunt panthers?*
- Talk about the leisure activities enjoyed by people in the Everglades, including canoeing, bird watching and boat tours. Ask students to think about which of the activities mentioned on p. 18 would be most and least damaging to the environment.
- Discuss the importance of rangers in a fragile environment like the Everglades. Ask, *What do you think would happen if there were no rangers in an area like this?*
- Have students offer thoughts about what people can do to protect this precious area, and areas like it.

### Comprehension

- What type of trees grow where the ocean tides meet fresh water? (*Literal*)
- What would the Florida panther hunt and eat? (*Inferential*)
- Why did the Europeans have a devastating effect on Native American people in the Everglades? (*Applied Knowledge*)

### Follow-up activities

- Have students make a list of all the damaging things that European settlers did to the Everglades, and make a suggestion for how each of them could be fixed for future generations.
- Have students list all the popular activities that people enjoy at the Everglades, and rank them in order of their environmental friendliness.
- Using Maggie's recount for inspiration, have students write a report about a visit or camping trip to a wilderness area near their own home.

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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