

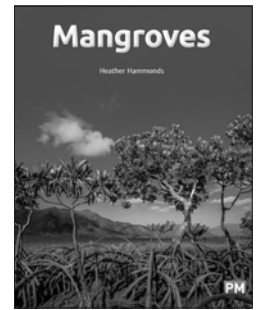
Mangroves

PM Level 23

Silver

Text Types Information Report/Exposition

Running Words 1019



Preparing for Guided Reading

Prior Knowledge

- Talk with students about different landforms, animals and plants that they might expect to find in coastal areas.
- Ensure students know what an information report and an exposition are, and are familiar with the general structure of both text types.

Orientation to the Text

- Mangroves are fascinating plants that have uniquely adapted to their salty environment. They also provide a safe habitat for many marine animals. Learn about the important role mangroves play in the environment and why they should be protected.

Building the Balanced Reader

Vocabulary

Key Vocabulary

creatures, damaging, environment, mangroves, predators, salty, seashore, threat, wildlife

Content Words

erosion, estuaries, filter, inlets, intertidal, marina, Mayor, nurseries, oxygen, pesticides, pollution, tropical

Decoding

- Talk about the different sound that 'ea' makes in words such as *creatures* and *threat*. Challenge students to find other words in the text with the same letter-sound patterns.
- When students come to an unknown word, prompt them to think about what meaning would make sense and to look for familiar parts of the word.
- Look at the word *estuaries* together. Ask, *How many syllables are in this word? What is the vowel sound in each syllable?*

Focusing on the Book – Guided Reading

- Look at the front cover. Ask, *What is the title of this book? What does it tell us?*
- Look at the contents on page 1 together. Ask, *What information does the contents page give us? What do the numbers mean?*
- Instruct students to find the word in bold on page 5 and talk about why it has been bolded. Guide students to find the meaning of the word in the glossary. Repeat this for other glossary words.

- Read to page 7. Discuss the general statement and the first description chapter with students. Ask, *Why do you think the author wrote this text? What makes you say that?*
- Ask students to read page 9. Ensure they remember to read the picture caption and the information in the orange box. Ask, *What information does the picture caption give that you might not know without it? What information do you get from the image?*
- Look at the word *erosion* on page 12. Invite students to predict what they think it means, using the context. Then, read the definition in the glossary and compare it with students' predictions.
- Continue to page 19 and explain that this section of the book is an exposition text. Ask, *What is the purpose of an exposition? What would you expect to find in it?*
- Read to the end of the exposition text on page 22. Ask, *What arguments were presented in the text? What did the concluding statement tell you?*
- Explore the index on page 24 together. Ask students to describe the function of the index and compare it with the contents page.
- Revisit each text and discuss what is similar and what is different in the messages the texts are conveying.

Comprehension

- What is mangrove wood used for? (*Literal*)
- Why do you think mangroves make a good home for crabs? (*Inferential*)
- What are some things humans can do to look after mangrove forests? (*Applied Knowledge*)

Follow-up Activities

- Read another information report with students and discuss the author's thoughts, expressed in the evaluation. Use the information to write an exposition together, based on 'Save Our Mangrove Forest!'. Encourage students to think about who the audience for the text might be and why.
- Revisit how mangroves manage to survive in a difficult environment. Research some other plants or animals that have adapted for survival, such as tropical plants that have 'drip tip' leaves, so that the water runs off them quickly without causing damage. Ask pairs or small groups of students to explain one of the adaptations to the rest of the group.

Mangroves

Date _____

PM Level 23
Silver

Learning Intentions

- We are learning to describe the purposes of texts.
- We are learning to understand how non-fiction texts are organised.

• _____

Success Criteria

- I can compare and contrast the purpose of an information report and an exposition.
- I can use the contents page to help me find information.
- I can find the title, glossary, image captions, labels and the index, and explain what they are for.

• _____

Guided Reading Notes

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