

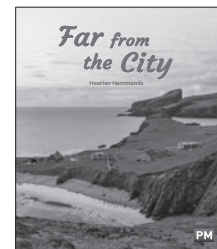
# Far from the City

PM Level 25

Emerald

**Text Types** Information Report, Imaginative Recount

**Running Words** 1981



## Preparing for Guided Reading

### Prior Knowledge

- Look at images online and discuss where people live in your local area. Invite students to suggest what is important in choosing a place to live and why people have chosen to live there.

### Orientation to the Text

- From the off-grid wilderness of Alaska to the Australian outback, there are many places to live on Earth that are far from big cities and towns. Learn about many of these remote places and what it is like to live there.

## Building the Balanced Reader

### Grammatical Conventions

- Review less common types of punctuation as students are reading, including hyphens and brackets, and discuss what each is used for.

### Vocabulary

#### Key Vocabulary

*approximately, circumnavigation, desert, destination, distances, expeditioners, generator, homeschooled, homestead, industry, inhabited, inhospitable, isolated, lifestyle, mainland, mustering, off-grid, outback, permanently, rainforests, remote, residents, tourist, travellers, trekkers, wilderness*

### Spelling

- Remind students that every syllable must have a vowel. Break down the longer words in the text, such as *inhospitable* and *expeditioners*, into syllables, and identify the vowel sounds and the letters that make them in each.

### Visual Literacy

- Analyse how the images of remote places convey their size and sense of isolation – e.g. the aerial view of McMurdo Station on page 24.

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Explain that the text types are information report and imaginative recount. Ask, *What does the cover image remind you of? Have you ever been to a place like that?*

- Read to page 3 and explain that this part of the book is an information report. Ask, *What information has the author provided to help you understand what the text will be about? Why?*
- Continue to page 11. Ask, *Which of the places described do you connect with the most? Why?*
- As you read about the outback, guide students to think about why the author included this section. Ask, *What does the author want you to know? How does this relate to the purpose of an information report?*
- Read to page 19. Ask, *How do you think it would feel to sail around the world alone? Would you like to do it?*
- Review the evaluation at the bottom of page 27 with students. Ask, *What does this tell us about the author's purpose in writing the text?*
- Continue to page 29. Ask, *Have you ever been on a holiday? How is it similar to and different from the one described?*
- Read to the end of the text. Invite students to compare the purpose of the imaginative recount with the purpose of the information report.

### Comprehension

- Which of the places described in the text are in Australia? (*Literal*)
- What might be beneficial about doing lessons with the 'School of the Air'? What might be difficult? (*Inferential*)
- Why might living off-grid be appealing to people? (*Applied Knowledge*)

### Follow-up Activities

- With students, research the different types of terrain profiled in the text such as outback, wilderness and highlands. Find out where they are in the world and what their features are.
- Ask students to write about the topic of remote living through the lens of a different text type. For example, they might write an exposition arguing why living remotely is better than living in a city or a description of one of the remote places referred to in the text.
- Discuss places where students would most like to live and why. Ask them to draw their ideal home and its location and to write a brief description of it.

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Date \_\_\_\_\_

## Learning Intentions

- We are learning to describe the purposes of texts.
- We are learning to make connections with what we read.
- \_\_\_\_\_

## Success Criteria

- I can compare and contrast the purpose of an information report and an imaginative recount.
- I can make links between what is described in the text and what I know and have experienced.
- \_\_\_\_\_

## Guided Reading Notes

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