

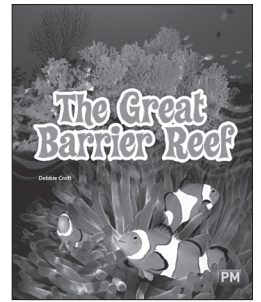
The Great Barrier Reef

PM Level 25

Emerald

Text Type Information Report (Informative), Recount (Imaginative)

Running Words 1592



Preparing for Guided Reading

Prior knowledge

- Talk about World Heritage Sites, and how some of them are human-made and some are natural, such as the Great Barrier Reef.
- Have students share knowledge about the animal and plant life found on coral reefs.

Orientation to the text

- In this book, students learn about the structure of the Great Barrier Reef, the creatures that live there and some of the threats it faces.

Building the Balanced Reader

Grammatical conventions

- Highlight the author's use of adjectives to describe the shapes and colours of the reef.
- Discuss the use of quotation marks to denote common but unofficial descriptions, e.g. "rainforests of the sea", "brain coral", "staghorn coral".

Vocabulary

Key vocabulary

aground, algae, barrier, camouflage, climate, coast, colony, coral, creatures, endangered, indigenous, limestone, migrate, offshore, polyps, reef, run-off, snorkelling, system, tissue, tourism, trawlers

Spelling

- Draw students' attention to the spelling of the word *camouflage*, with particular focus on the zh pronunciation of the letter g.
- Word building: doubling consonant before adding *ing* and *ed*, e.g. *swimming, snorkelling; travelled, stopped*.

Visual literacy

- Encourage students to look carefully at the map on p. 2. Ask students to name the towns that have been built on the coastline along the reef.

Focusing on the book – guided reading

- Discuss the fact that the Great Barrier Reef is regarded as a living thing. Ask students what they think this means before reading p. 4.

- Ask students why they think coral is such a good home for creatures such as fish, prawns and sea slugs.
- Discuss why the reef has been such a good food source to Aboriginal and Torres Strait Islander peoples over thousands of years.
- Have students offer thoughts about why it is a good thing that the reef has been declared a World Heritage Site. What protections might this give it?
- After reading p. 16, ask students why the Crown-of-Thorns Starfish is such a huge problem for the reef.
- Re-read p. 19 with students and ask them why they think it takes so long for coral to grow back. Ask, *Why does this make it even more important that the reef is looked after?*
- Discuss the clothing and equipment worn by the snorkelers from pp. 26 onwards. Ask students why wetsuits are important, and why the children are wearing flotation devices.
- Have students share experiences of swimming with snorkels. Did they find it difficult to get used to breathing through them?
- Ask students to name other animals that have natural camouflage in a range of different environments.

Comprehension

- Why was the Great Barrier Reef made a World Heritage Site? (*Literal*)
- What happens to coral that gets dumped into deep water during a cyclone? (*Inferential*)
- Why do Humpback Whales migrate to the Great Barrier Reef to breed? (*Applied Knowledge*)

Follow-up activities

- Have students make a list of the dangers posed to the reef by climate change and suggest possible solutions to each of these dangers.
- Ask students to imagine they are one of the clownfish on p. 28. Have them describe the strange sight they see when humans snorkel above them.
- Have students research other World Heritage Sites. Then, direct them to write a paragraph about what makes the Great Barrier Reef unique among them.

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Learning Intentions

- We are learning to understand themes that are explored through information presented in the text.
- We are learning to make predictions about the text and can use prior knowledge to derive greater meaning from the text.
- _____

Success Criteria

- I can identify themes that relate to the information presented in the text.
- I can use prior knowledge and experiences to derive greater meaning from the text.
- _____

Guided Reading Notes

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