Springboard

Connect

28a The Children of the Sun

28b The Sea Turtles of Tortuguero

28c One Supersonic Space Jump

28d The Greatest Reef

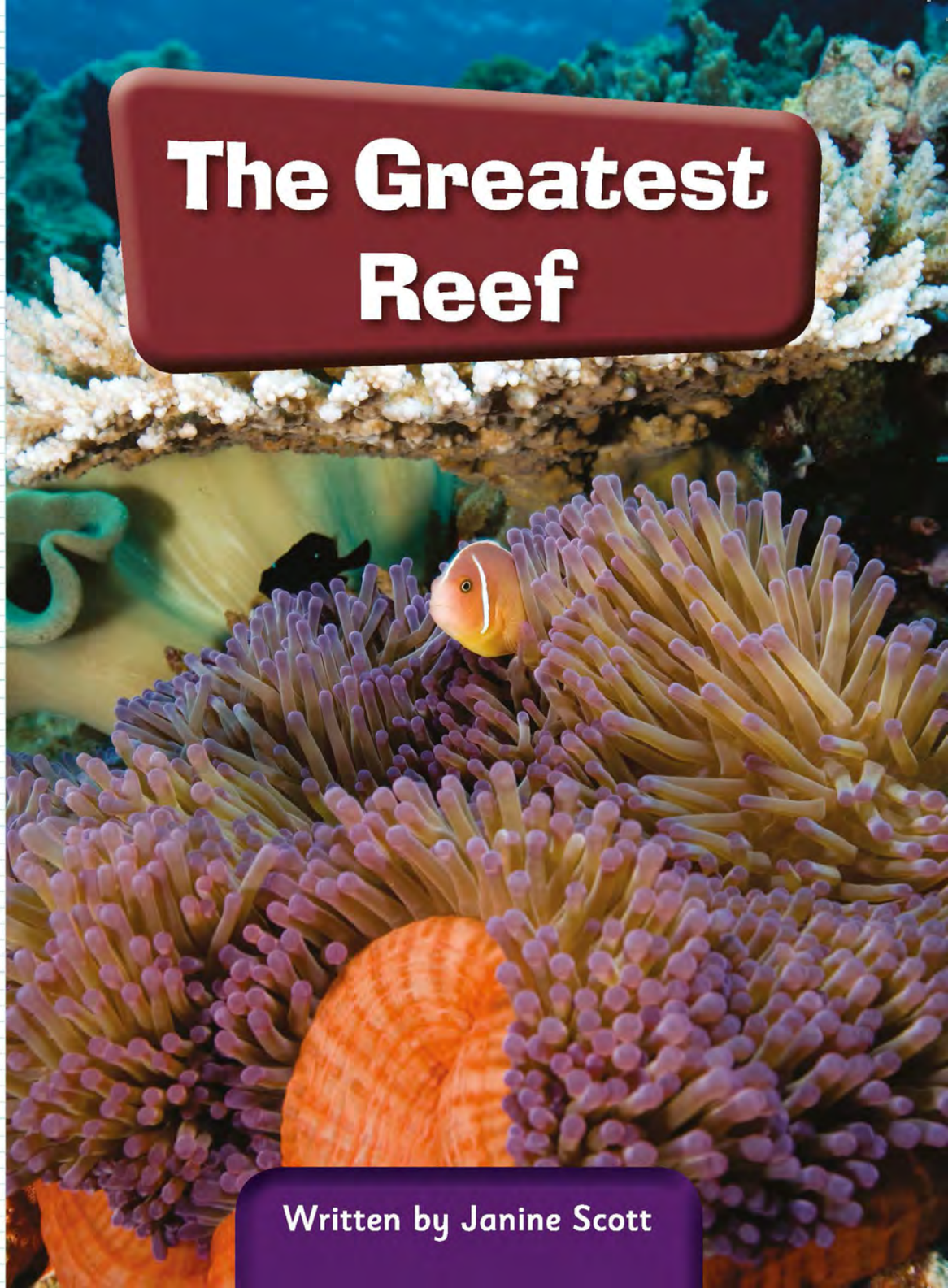
28e Sam's Great Invention

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The Greatest Reef



Written by Janine Scott

Word Count	879
Text Type	Information Report
High-Frequency Word Focus	country, found
Content Words	algae, colour, coral, coral polyps, coral reef, pollution, starfish, wildlife
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	less common letter combinations, such as *-tion*; morphemes; modal verbs

The Greatest Reef
Written by Janine Scott

Front cover photographs: pink anemone fish peering from tentacles of magnificent sea anemone, photonewzealand/Corbis/Stephen Frink.
courtesy of CoralWatch, The University of Queensland, www.coralwatch.org, **18** middle left, **20–21**, **22** CoralWatch health chart; courtesy of nasaimages.org/NASA, **3** Australia globe; Dreamstime.com/Svetlana485, **15** top right; Getty Images/Auscape/UIG, **13**; shutterstock.com/Achimdiver, **11** bottom, /alexdrim, **1** sea star, /Bipsun and Elena Kazanskaya and Potapov Alexander, **9**, / BMCL, **8** middle left, /Chanwit Polpakdee, **7** middle, /Debra James, **16–17** main picture, /Dudarev Mikhail, **18** bottom right, / Edward Haylan, **1–3** background, **18–24** background, /Ethan Daniels, **14–15** main picture, /Ethan Daniels and Pete Niesen, **6-7** background, /Henner Damke, **7** bottom, /Ingvars Birznieks, **10**, /LauraD, **11** background, /Pete Niesen, **6–7** main picture, **8** bottom left, /photobank.ch, **19** bottom, /Poznyakov, **4–5**, /Rich Carey, **11** top, /Richard Whitcombe, **12**, **17** middle right, /Sebastien Burel, **8** bottom right, **8** middle right, /skyhyun, **22** coral, /Tanya Puntti, **19** middle right, /Vitaly Korovin, **8–9** background.

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For Review Only

GETTING STARTED

Activating prior knowledge: Ask students if they have ever been to the Great Barrier Reef. Ask what they know about this area – where it is, what it is. Ask if they have heard any comments about the reef in the media.

Book introduction and prediction: Read the book's title to students and ask them what they can identify in the photograph on the cover. Ask students to flick through the book, looking at the photographs, map, diagram, and structure. Have them use the graphics and layout to suggest the text type and to predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that, as well as reading about the Great Barrier Reef, they will talk about the use of subheadings and a glossary, modal verbs, meanings of root words, and the suffixes *ous* and *tion*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals, and/or at the conclusion of reading, ensure that students make meaning from the text by asking questions and encouraging discussions. What is coral? What different living things can be found on the Great Barrier Reef? What are some of the dangers facing the reef? What makes coral turn white? How can people help protect the reef? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Ask students if reading this book in any way changed their preferences for reading informative texts or fictional texts. Encourage them to give reasons for their preferences.

Language

Text structure and organisation: Ask students why the text is presented under different subheadings. Have them explain the purpose of the glossary on page 23.

Draw attention to the modal verb *can* on pages 16 and 17. Explain that we use modal verbs like *can*, *must*, or *should* along with the main verbs to express how certain, possible, or probable it is that something will happen, or to ask/give permission. Ask students why modal verbs are often a language feature of informational texts.

Expressing and developing ideas: Draw attention to the words *dangerous* and *poisonous* on page 6. Have students identify the root words and the suffix. Ask how the type and meaning of each word have changed with the addition of the suffix. Have students list known words that have the suffix *ous*.

Point out the word *protection* on page 8 and *injection* on page 13. Ask students the meaning of the root words *protect* and *inject*. Have them explain how the suffix *tion* has changed the type and meaning of each word.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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The Greatest Reef

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Written by Janine Scott

The Largest Reef

Which country has the largest coral reef on Earth? It is Australia. The Great Barrier Reef is found along the north-east coast of the country. It is about 2,300 km long. The Great Barrier Reef is not one reef. It is a group of many reefs and islands. It has about 3,000 coral reefs. It has about 900 islands.

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An aerial view of small islands and submerged reefs that make up the Great Barrier Reef

Coral reefs are found in many countries. However, the Great Barrier Reef is special. It is one of Earth's seven natural wonders. It is the biggest living structure found on Earth. It is so big it can be seen from space. Most of it is a protected area that people can visit, or national park. The park is as big as some countries. It is about the size of Japan or Italy. Many people visit the national park each year.

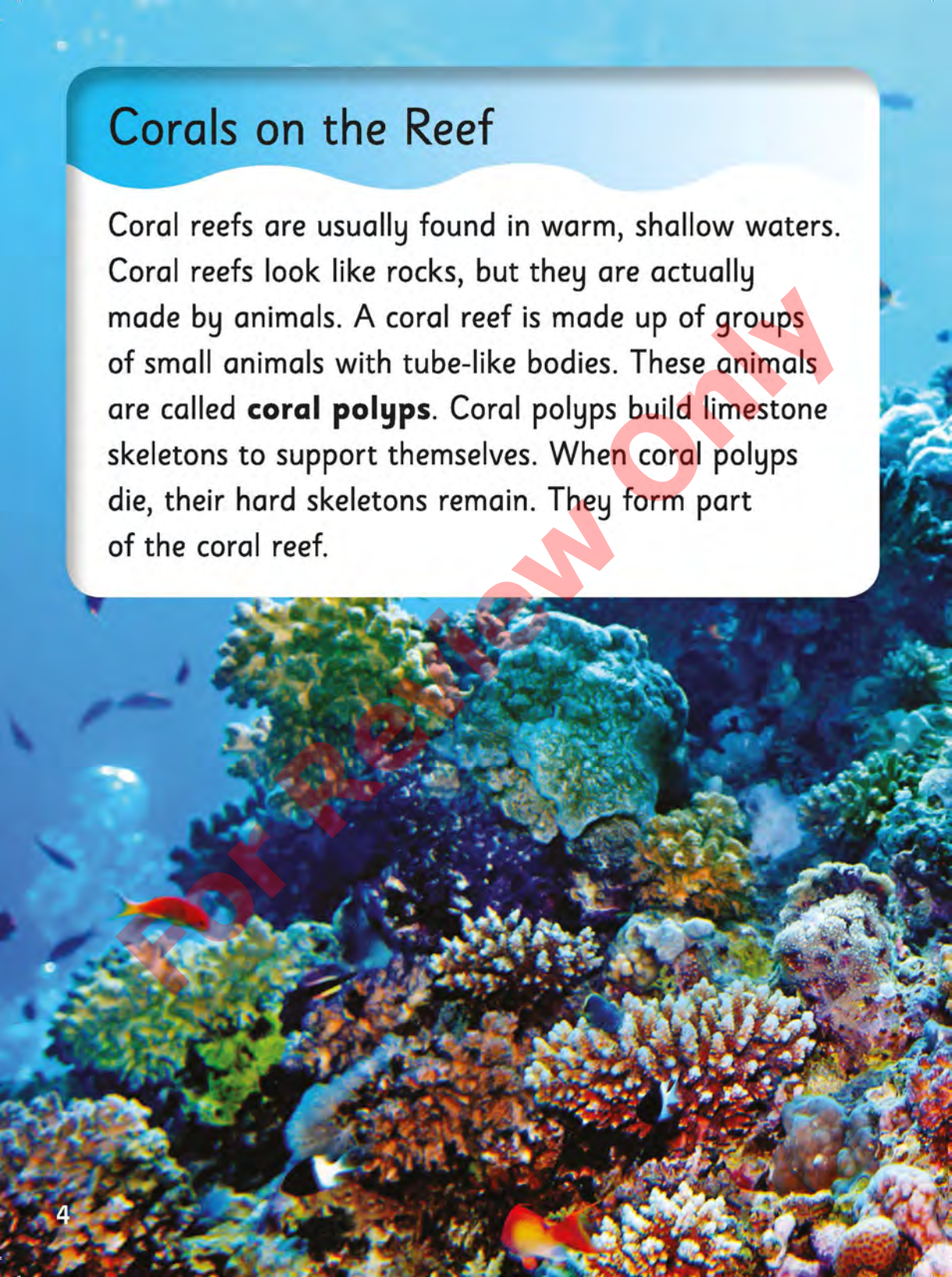
Location of the Great Barrier Reef



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Corals on the Reef

Coral reefs are usually found in warm, shallow waters. Coral reefs look like rocks, but they are actually made by animals. A coral reef is made up of groups of small animals with tube-like bodies. These animals are called **coral polyps**. Coral polyps build limestone skeletons to support themselves. When coral polyps die, their hard skeletons remain. They form part of the coral reef.



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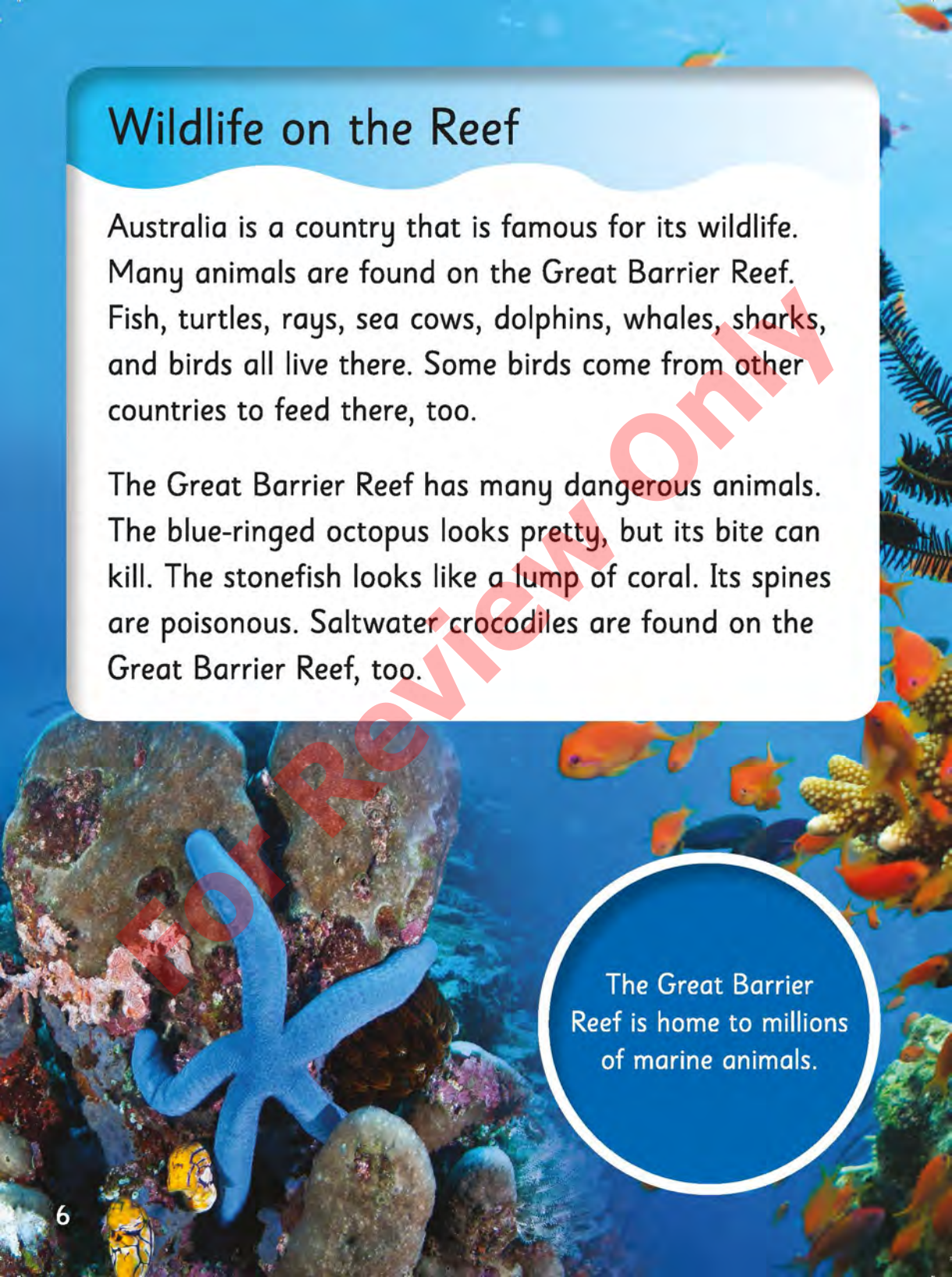
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Wildlife on the Reef

Australia is a country that is famous for its wildlife. Many animals are found on the Great Barrier Reef. Fish, turtles, rays, sea cows, dolphins, whales, sharks, and birds all live there. Some birds come from other countries to feed there, too.

The Great Barrier Reef has many dangerous animals. The blue-ringed octopus looks pretty, but its bite can kill. The stonefish looks like a lump of coral. Its spines are poisonous. Saltwater crocodiles are found on the Great Barrier Reef, too.

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The Great Barrier Reef is home to millions of marine animals.



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