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Information report structure for year 2

EN1-5AUsing a variety of strategies, including knowledge of vision words and facilitates sound correspondences, to spell familiar words EN1-7BIdentifies how language use in their own writing varies according to their purpose, audience and topic EN1-9BUses basic grammatical functions, punctuation conventions and vocabulary that fit the type of text when responding to and composing texts

ACELA1447Understand that the purposes of the texts serve shape their structure in predictable waysDefiningringsdiscussing and comparing the purposes of known texts taken from local contexts and interests (Skills : Literacy, critical and creative thinking) gets f... ACELY1658Describe some differences between imaginative informative and compelling texts Elaborate and discuss texts that identify some features that distinguish those that are tell stories from those who give opinions (Skills : ACELY1661Replay short imaginative and informative texts showing the emerging use of appropriate text structure, sentence-level grammar, word selection, spelling, punctuation, and appropriate multimodal elements, such as illustrations and diagrams Elaborate ... ACELA1463Understand that different types of texts have identifiable text structures and language functions that help the text serve its purposeNot identify the subject and type of text through its visual presentation, such as cover design, packa ... ACELY1668Identify the audience of imaginative, informative and compelling texts Elaborate main purpose of a text, including whether the author wants to entertain, explain or persuade and consider how the audience can respond to these texts ... ACELY1671Recently, short imaginative, informative and compelling texts using increasing knowledge of text structures and language features for well-known and some lesser-known audiences, choosing printed and multimodal elements to suit your audience and purpose... ACELY1662Reles student's own texts and discuss possible changes to improve meaning, spelling and punctuation Elaborate or delete words on page or screen to improve meaning, such as adding an adjective to a noun (Skills: Literacy, Critical ... ACELY1672Read and edit text for spelling, sentence limit punctuation, and text structureExced the work and add, delete or change words, prepositional phrases or phrases to improve meaning, such as replacing a daily noun m ...

ACELA1470Understand the use of vocabulary on familiar and new topics and experiment with and start making conscious choices of vocabulary that suit the audience and purpose Elaborate new terminology drawing on pre-knowledge, analogies and connec ... Visual presentations of the information to support the text, whether in the form of charts, photographs, graphs, maps, images or tables, are very useful for the reader. They help the reader to digest large amounts of information quickly, also that photos, photographs etc should be marked with captions explaining what they show. Visual presentations should reinforce points made in the text, often in a condensed way. You may remember browsing the pages of the World Book Encyclopedia or Encyclopedia Britannica as a child, and even if you lack the necessary literacy skills to actually read the articles, you probably picked up information just by looking at the colorful and well-presented illustrations and tables. Browse a well-developed website and it will quickly become obvious the central role visual media plays in sharing information. The students' work shall be no different in this regard. Depending on students' age and ability, you may want to draw pictures or create graphs using computer software to follow the text. Facts vs Opinion:As mentioned, the purpose of information reports is to present factual information on a subject. It is important that students consistently and accurately distinguish between what constitutes facts and what can be considered meaning. This is not always as simple as it may seem, and will require some practice on the part of the student. It can be helpful for students to have a series of sessions that work to separate facts from opinion before writing about their information reports. Prepare a set of statements for students in the class. It may be about the topic on which they will write their reports, or on a completely unrelated topic. There should be a mix of factual and opinion-based statements. After instructing students on the differences between facts and opinions, ask them to review each statement in their groups and discuss which they believe are facts and which they believe are opinions. Then they categorize them accordingly. Beyond writing information reports the skill to identify meaning and fact is an invaluable skill to inculcate in our students. You may want to encourage them to use it when watching TV news, reading newspapers, etc. Research:Teaching students how to write information reports provides a great opportunity to introduce research skills to your students. For more advanced students, it creates opportunities for them to further hone these important skills. There are also a number of different processes students need to develop to ensure they can filter their research for relevance and accuracy. Let's take a look at these:1. Define the scope of the courseIf the scope of the course is not defined accurately, significant energy can be wasted at the research stage – especially if internet research is carried out! Undoubtedly, you will know this from your own experience. How many man and woman hours have been wasted as our own research takes us down a pesky internet blindness?2 Uncover important keywords and phrases above: Cover of Tick Tock Tick Tock: What's up Croc? by Kim Michelle Toft, Silkim Books, 2010 courtesy of Silkim Books, © Kim Toft. This learning sequence builds on what students have learned about the life cycle of egg-laying animals and places these life cycles in the context of an information report (fact description). In this sequence, they will learn how information reports are organized to achieve their purpose. Teacher Resources Tick Tock Tick Tock: What's Up Croc? by Kim Michelle Toft and books, charts or websites that have been used in previous sequences two copies of the Note taking spreadsheets for each student. Introduction Go back to the life cycles students have already produced, and select one or two layers to explain the life cycle of their chosen animals. Make sure that the life cycle or reproductive cycle is just one element of what we might want to know about an animal. (Discuss and add reproduction to the word wall.) What else can we know about an animal? Write students' responses on the board or interactive whiteboard. Activity 1: What is it in an information report? View students sample information report on chickens spreadsheets. Carefully pass them through each paragraph and make it explicitly the type of information it contains. ACELA1463, ACSSU030 Show students the note that takes spreadsheets and explains that it is designed to help them organize their information into paragraphs when they come to write their information reports. Model how to take notes by emphasizing the keywords in each section of the chicken information report and typing them into an enlarged worksheet (or on the interactive whiteboard) to demonstrate how the sentences are composed from notes. Review the questions together and then read Kim Michelle Toft's Tick Tock Tick Tock: What's Up Croc? When you read the book (both the story and the actual text that follows), fill in the boxes in the table in a large class copy or on the interactive whiteboard. Students could take on the role of printer to do this. The information in the book is comprehensive and quite detailed. To focus on the language features and structure of an information report, you need to extract manageable pieces of information for each box, and remember that the main focus at this time is the structure and language features of an information report, rather than a comprehensive survey of an animal. Invite students to write the information in their own copy of the table, which they can then paste into their scientific journals. If additional support is required, repeat the activity using another resource, possibly from the Internet or a brochure or other book, and add new relevant information to the table. Activity 2: Researching the selected animal Students can now begin to examine the animal they chose (the animal whose life cycle they constructed), using a fresh Note taking spreadsheets and working in the same layers as before. Explain that they will work on these notes over the next couple of sessions, as they discover more about their Animals. ACELY1669, ACELY1670 Students will complete their information reports after learning more about the language features of information reports in the following sequences. The completed information reports can be in hard copy format to be compiled into a class book, such as posters or charts, or in digital format that can be presented to another class and/or parents and caregivers. Reflection Each group of students shares their work with a different group. Provide a structure for sharing, for example: work completed so far most useful resources what we want to do next. Encourage groups to provide feedback to each other (for example, something that has been done well, which can be improved, all that was unclear). Previous sequence | Next sequence sequence

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