Springboard

Connect

29a Penelope Plotter and the Perilous Pencil

29b The Star Party

29c Connected Kids Can

29d Pristine Places on Earth

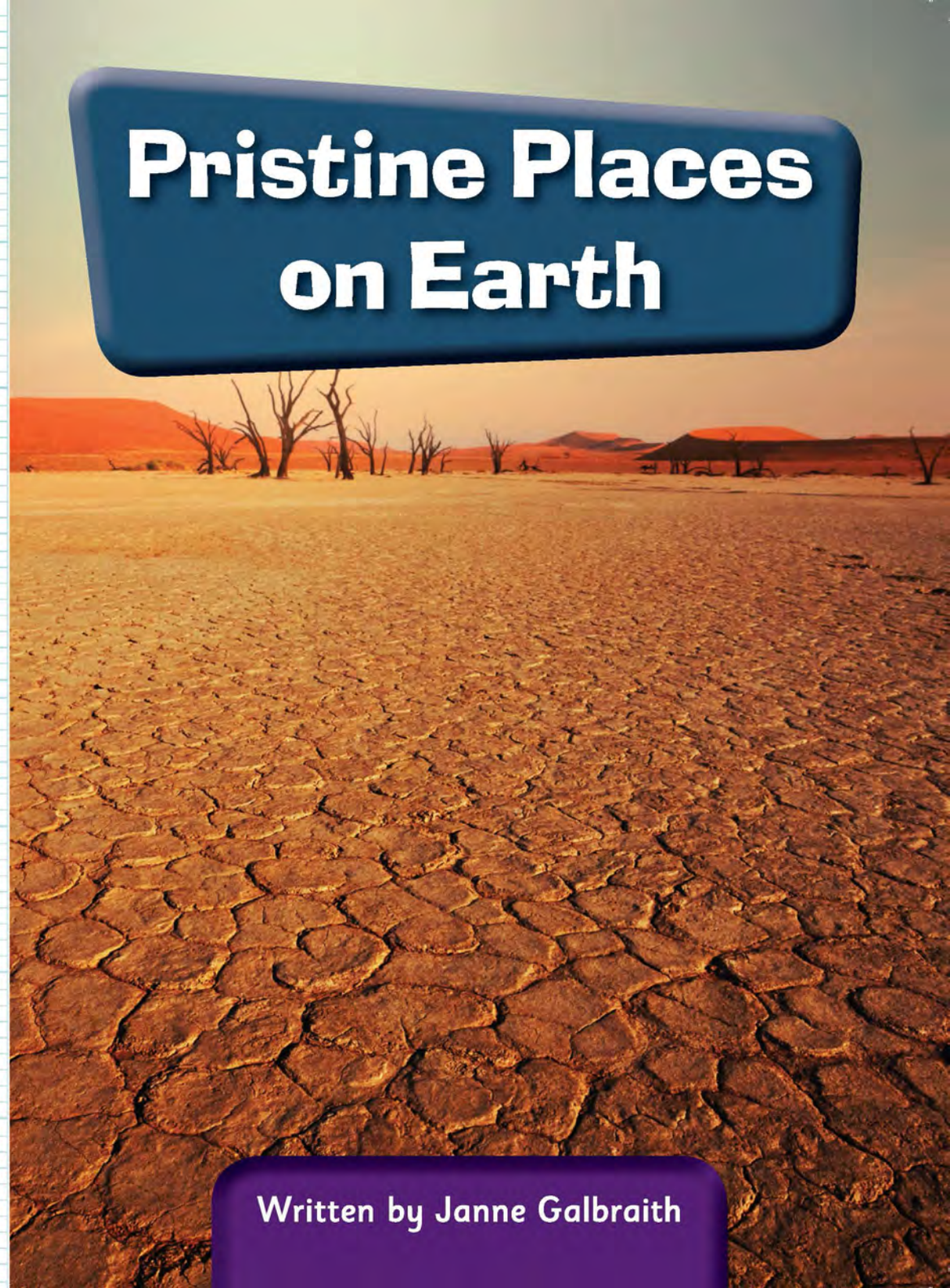
29e Solutions to Pollution

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Pristine Places on Earth



Written by Janne Galbraith

Word Count	919
Text Type	Factual Description
High-Frequency Word Focus	plant, world
Content Words	adaptations, climate, conservation, coral reef, desert, environment, glaciers, habitat, rainforest, reserves, tundra
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	diphthongs *ou* and *ow*; features of informational texts; modal verbs; adjectives

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Front cover photograph: valley in Namibia, Africa Shutterstock/Galyna Andrushko.

photonewzealand/Corbis/Demotix/Ronie Luis Leite **12**, /Martin Harvey **9** bottom, /National Geographic Society/Tim Laman, **13** top, / VII/John Stanmeyer, **22** main picture; courtesy of Nasa map, **3**; courtesy of NOAA NESDIS, ORA/Michael Van Woert, **19**; courtesy of NOAA NMFS SWFSC Antarctic Marine Living Resources (AMLR) Program/Dr. Wayne Trivelpiece, **18**; Shutterstock /artellia **1–4**, background **6**, **8**, **10**, **13–14**, **16**, **18**, **20–21**, **23–24**, /Dr. Morley Read, **11**, /Ecoprint, 8 bottom, /Galyna Andrushko, **6** bottom left, / Gary Yim, **15**, /Kungverylucky, 10 bottom right, /Marcin Sylwia Ciesielski, **8–9** background, /Mariusz Potocki, **17** bottom right, /Mike Clime, **5** bottom right, /Nancy S, **5** main picture, /Pete Niesen, **7** main picture, **14** bottom, /Photodynamic, **17** main picture, /Spirit of America, **22** bottom.

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GETTING STARTED

Activating prior knowledge: Ask students how an area can change when people move in to develop or dig it up. Ask if they know of any places in the world that are protected against all development.

Book introduction and prediction: Read the book's title to students. Discuss the environment in the photograph on the cover. Ask students to flick through the book, taking note of the photographs, chart, and map. Have them use the graphics and structure 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 special places on Earth, they will talk about special features of an informational text, modal verbs, words containing *ou* and *ow*, and adjectives.

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 students make meaning from the text by asking questions and encouraging discussions. How can laws help protect pristine places on Earth? Why is fog important in the Namib Sand Sea? Why are some scientists worried about the Amazon Rainforest? How do climates in these protected places vary? 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

Responding and examining: Ask students if they prefer informative texts such as this or fictional texts. Encourage them to give reasons for their preferences.

Language

Text structure and organisation: Revise the typical structural stages of an informational text by having students discuss the purpose of the contents, glossary, and index pages and the significance of subheadings, the map, and the chart.

Expressing and developing ideas: Use the second paragraph on page 2 to discuss how modal verbs give the reader information about the degree of obligation involved in an action. Draw attention to the three sentences containing the word *must*. Ask students how the meaning would be different if *must* was replaced by the word *should*. Have them discuss and use other modal verbs in sentences, for example, *might*, *could*, and *will*.

Have students focus on the words *now* and *houses* on page 2. Discuss the two vowel sounds produced by the *ou* and *ow* in these words (diphthongs). Have students list and discuss other words containing these diphthongs.

Use the text on page 4 to have students identify and discuss the effect of adjectives.

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.

Pristine Places on Earth

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Contents

Introduction 2
Denali National Park 4
Namib Sand Sea 6
The Amazon 10
Great Barrier Reef 14
Antarctica 16
Conclusion 22
Glossary 23
Index 24

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Introduction

Today, few places in the world are unspoiled. Cities and roads have invaded the wilderness. Places that were once pristine are now polluted. Animals and plants that used to thrive are rare. Sadly, some animal and plant life will never be seen again.

However, there is hope. Some special places in the world are still as they were many years ago. They are not polluted. Few roads zigzag across them. Many different species of plants and animals still live there. All over the world, groups of people are working hard to keep these pristine places safe. They support the protection, or **conservation**, of these unique places. There are laws to protect them. The laws say trees must not be cut down there. People must not set up houses or farms there. They must not dig mines in these places. Places protected by conservation laws are called nature reserves.

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Locations of Some Pristine Places



Key

- Denali National Park
- Namib Sand Sea
- Amazon Rainforest
- Great Barrier Reef
- Antarctica

Denali National Park

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Denali National Park is a big nature reserve. It is in Alaska. Here, the snow-capped peaks of Mt McKinley and the Alaska Ranges look out over glaciers, lakes, and rivers. Cold, open plains lie between icy mountain caps and green forests. The plains are called the **tundra**.

This is a cold place. Plants and animals here have developed special features that help them survive in this environment. These are called **adaptations**. Snow covers the tundra. In spring, the top layer of soil thaws. Then, hardy plants spring up all across the tundra.

The park covers an area of more than 24,500 square km. It is rich in animal and plant life. Big mammals such as caribou, moose, bears, and wolves live here. Smaller species such as foxes, hares, and lynx live here, too. There are more than 150 species of birds here, such as ravens, owls, golden eagles, and hawks.

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Mt McKinley is also called Denali, which means "the high one."



The antlers on male caribou can grow to 1.5 m long.

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Namib Sand Sea

Far from the cold of Alaska is the Namib Sand Sea. This is a very hot place. It is part of a vast desert. The Namib Sand Sea is much bigger than Denali National Park. It spreads over 30,000 square km of land. Wind and ocean currents pick up dust and sand from all over Africa. The Namib Sand Sea is about 75 million years old. It is the oldest desert in the world.



The Namib Sand Sea is very dry.



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The wind makes patterns on the sand dunes.