**06c – PIL - Text structure knowledge - Putting it into practice for Information texts**

TRANSCRIPT

Narrator: Text structure refers to how written text is organised. To be able to understand written text, that is to understand the content of the text they're engaging with. Students must be able to recognise relationships between the elements that make up the text. Understanding the different elements of texts and how those elements fit together is important for comprehension.

Now we will look at the text structure of information texts in the context of a science lesson where they are learning about the life cycle of a butterfly. Instead of using icons like we saw with the narrative text, a graphic organiser supports the student to identify important information from the text and to discuss and summarise that information.

Adult: We have been learning all about life cycles of animals, haven't we? And we've been learning about life cycles of a butterfly from this book. Now, a butterfly is going through a lot of changes when they go from an egg and they go to a caterpillar and they turn into a chrysalis and then back and into a butterfly, and then butterflies have more eggs, and that's how we get more butterflies. Now, this book that we've been reading is an information book. Now, an information book is a little bit different to all the books that we've read. You know how we read a storybook before. Now a storybook, the purpose of that storybook is to entertain us and tell us a story. Yeah, this book is an information book, and it's here to tell us lots and lots of information. It's here to tell us true things.

Narrator: Read the text outlining a butterfly's life cycle. During this read, point out certain elements contained in the text. For example, the contents page with accompanying page numbers or perhaps the headings at the beginning of each section. You can further explore and summarise the information in the text using a graphic organiser. Remember, graphic organisers can look different depending on the type of information you're talking about.

Adult: So now we've read our book about butterflies, haven't we?

Child: Yeah.

Adult: Now what we're going to do is talk about all of those stages that butterflies go through. So remember, they start as a

Child: egg.

Adult: And then they turn into a caterpillar and they turn into a butterfly. That's a lot of different stages. And we're going to work through those stages and think about them and maybe draw them and say a few things. So what was the first stage in a butterflies lifecycle?

Child: Egg.

Adult: They are an egg, so can you draw an egg for me there? Now, do you think butterflies are eggs for a long time or a short time?

Child: long

Adult: A long time, Okay. Do we find that in our text?

Child: Mm hmm.

Adult: Yeah. So there's a little butterfly in that egg. And what happens when that butterfly egg is ready to hatch?

Child: Caterpillar.

Adult: A caterpillar comes out. Absolutely right. So let's draw a caterpillar. That's our next stage in our lifecycle. They don't just go from a caterpillar to a butterfly, do they?

Child: Chrysalis.

Adult: It's a chrysalis.

Adult: Now, that's a really interesting word. It's a tricky word. Let's look in our book so we can see here it says Chrysalis. Chrysalis can be called a pupae. Okay, that's another word. A pupae. So, a chrysalis is like a hard shell, but I'm not entirely sure. Did you know in this book there's a special place that we can go to find out some of the tricky words and what they mean. So if I go to, watch me, the glossary and I find the word chrysalis, it will tell me what it means. So Chrysalis is the form of an insect. It's a hard casing that they have while it changes into an adult. So it's a hard shell or hard casing that goes around the caterpillar while they turn into a

Child: adult

Adult: which is a

Child: butterfly.

Adult: So that's a chrysalis. We found that in our glossary in our book, Information texts have glossaries. Storybooks don't have glossaries, do they? Because that's not usually real information.

Narrator: Contextualising more abstract ideas into meaningful, engaging activities encourages students to interact with the concept which benefits their learning. So, for example, looking after a class pet such as a frog or a silkworm can help students understand the stages in an animal's lifecycle. Observe and discuss which stage of the lifecycle the animal is at and record this day to day.

Information texts are vital to building a student's background knowledge, while also demonstrating how different text types are structured. Information texts have a different structure to narratives, and so they contain different elements. Some may contain a contents page, topic specific chapters, and perhaps a glossary or an index. Depending on the topic you're working on, you can use different information texts to build students’ knowledge of the different elements and ways to structure the information in them.

Your goal is to create a language and literacy rich environment. Having a strong understanding of how text are structured supports students to tell and retell stories orally. Learning to retell a story is an important skill for building reading comprehension and writing skills in young children.