**06d – PIL - Text structure knowledge - Supporting all learners for information texts**

TRANSCRIPT

Narrator: We know that looking for and seeing what students find easy or challenging is critical for teaching and learning. In fact, it is what you say and do next that has the most impact on a child's learning. This video provides some simple strategies you can use to support all learners to engage with different text structures. The types of strategies and supports we use have to be appropriate and responsive to the type of text the student is engaging with. Let's look now at some scenarios you might see during shared reading of an information text.

Today, our information text is all about butterflies. One scenario we might see is that during retell of the text the student may explain the beginning stage of the life cycle of the butterfly, then stops and doesn't know what to say next. You can prompt the student by highlighting the key information and missing part using a graphic organiser.

Adult: Okay. What can you tell me about the lifecycle of a butterfly?

Child: They start as a egg on a leaf.

Adult: That's right. They do start as an egg. That's right. Now, do you remember that the text showed us with arrows what the next stage was. So if we follow our arrow around?

Child: Yes a caterpillar.

Adult: A caterpillar. Can you draw a caterpillar in there?

Narrator: You might see that the student generally describes part of the process, but doesn't use topic specific vocabulary to add detail. You can support the student to use topic specific vocabulary by taking them back to the text to reread the important information and explicitly teach the topic specific vocabulary.

Adult: Ok, can you tell me about the life cycle of a butterfly. Let's start here.

Child: This is an egg. This is a caterpillar. This is a wrapped up house. This is a butterfly.

Adult: Mm hmm. Right. This is like a wrapped up house. Now, there's a special word for that process, when they wrap themselves up in a house. Let's see if we can find that word. So if we come here, let's read it together. It says that caterpillars form a chrysalis once they are fully grown. And the chrysalis can also be called a pupae. So those words for that special wrap we talked about is a chrysalis or pupae.

Narrator: You will have students who, after engaging in shared reading of the text, will provide an accurate lifecycle description without the need for prompting. Their knowledge can be extended by introducing a more difficult concept or vocabulary word, or by generalising the newly learnt information through discussion.

Adult: Can you tell me about the lifecycle of a butterfly?

Child: They lay eggs and then they turn into a caterpillar and then they turn into a chrysalis. Because then once in a chrysalis they turn into a butterfly, so then they can actually be free.

Adult: Hmm. So you told me that a butterfly starts as an egg, and then it turns into a caterpillar. Then it turns into a chrysalis and then a butterfly. And you also mentioned that there was another type of animal that started off as an egg. What animal is that?

Child: Chicken or birds

Adult: Yeah. Did you know that there's a word that means to change what you look like? And lots of animals do that. It's a really long word. It's called metamorphosis. Can you say that?

Child: Metamorphosis.

Adult: And it means to change how you look throughout the lifecycle.

Narrator: The student may provide an accurate lifecycle description in terms of the key elements. But the information text could be improved by using specific language structures such as time connective words, including first, then next or finally.

Child: And then it needs to get big and then turns into a chrysalis or a pupae. And it's hard because the predators can't get it.

Adult: That's true.

Child: And then once it's fully grown, it's turns into a butterfly.

Adult: That's right. Now, you just told me all about the process or the lifecycle of a butterfly, and there are some words that can help us when we are describing a cycle. So we could use the word first a butterfly starts as an egg. Next. Then. And finally. would you like to tell me the lifecycle of the butterfly again?

Child: Next they turn into babies,

Adult: Into baby

Child: caterpillars. Then they turn into a chrysalis or pupae.

Adult: Mm hmm.

Child: And then.

Adult: Do you remember that word that means next?

Child: Finally they go to butterfly.

Adult: That's right. That's the whole lifecycle of a butterfly.

Narrator: Remember, there are a number of strategies we can use to support all of our learners to participate in learning tasks or activities. Keenly observing how your student engages with and responds to the teaching will guide you to use the right strategy at the right time.