

Writing

Thursday – Week 2 – Term 4

Learning Intentions

W.A.L.T

- To understand the purpose and types of informative texts

Activities

Today's lesson requires you to complete the following activities

1. Read the text *What are earthquakes?*
2. Answer the questions about the text, *What are earthquakes?*
3. Complete the warm up activity by identifying the different elements from within the text, *Where does water come from?* By highlighting, underlining or circling in the corresponding colour.
4. Complete the independent activity *The Giant Squid*. The answers will be posted onto the school website, tomorrow.

Please ensure you

- Try your best
- Ask questions if you are unsure of the task.

What are earthquakes?

An earthquake is a sudden shaking or movement of the Earth's crust. Earthquakes occur when the moving tectonic plates that make up the Earth's surface move apart, bump into each other, or slide under each other. This movement tears apart the surface of the Earth, or crunches it up. Usually, this results in some minor shaking for a few seconds, and nothing very serious happens. However, there are occasions when these plate movements cause major shaking, and the resulting earthquake can have very serious consequences.

When two tectonic plates suddenly move or collide, seismic waves (vibrations which carry energy) move outwards from that point. This original point where the earthquake began is called the focus. Since the focus is usually deep below the surface of the Earth, the location of the earthquake is often referred to as the point on the Earth's surface directly above the focus. This point is called the epicentre.

Sometimes, there are smaller shocks that occur before (foreshock) and after (aftershock) a main earthquake. Sometimes foreshocks are so big that scientists are unsure if it is the actual earthquake. Foreshocks and aftershocks can occur for days, weeks and even months before and after a main earthquake.

What are earthquakes?

So how can the magnitude of an earthquake be measured? Geologists use an instrument called a seismograph to measure the strength of the seismic waves created by an earthquake. This then enables the size of the earthquake to be measured using the Richter scale. The Richter scale rates earthquakes on a scale ranging from 0 to 9. An earthquake rated 1 on the Richter scale might hardly be felt on the Earth's surface; but an earthquake rated 2 is ten times as strong as an earthquake rated 1; and an earthquake rated 3 is ten times as strong as an earthquake rated 2 (and so on). It is likely that most people will feel an earthquake with a rating of 5. In an earthquake with a rating of 8, many buildings will fall down and people's lives will be at serious risk. Scientists have not yet discovered a way of predicting exactly when and where an earthquake will occur.

However, they do know that earthquakes occur along fault lines and we know where these fault lines are. People who live in earthquake-prone areas must be well-educated about earthquakes. They must be prepared, learn how to stay safe and know how to respond quickly when they occur.

What are earthquakes?

Questions to consider

1. What types of words are used in this text?
2. Why do you think the author chose these types of words?
3. If certain words were removed from the text, what might the effect be on the text?

Write or type the question (preferably in **red**) before you answer the question OR answer the question in full sentences. One worded answers are not appropriate.

Informative Text - Language

Informative texts use formal, factual and subject-specific language. This helps the author to sound knowledgeable about the topic of the text.

Here are some examples of the language you will find in an informative text:

- use of the verbs 'to be' and 'to have', usually in the present tense
- subject-specific vocabulary
- group and/or category words (nouns)
- adjectives and adverbs
- connectives of time
- phrases showing cause and effect.

Informative Text – Language Example

Here are some examples of **technical vocabulary**, **category (group) words**, **adjectives**, **time connectives** and **comparative language** used in *The Great T-Rex*.

Tyrannosaurus Rex (also known as T-rex) was one of the **largest dinosaurs** that ever walked Earth. It lived around 66 million years ago in an area now known as North America.

Tyrannosaurus Rex was a **carnivore**, which means it was a meat-eating **dinosaur**. T-rex gripped its food with its **giant, clawed** feet. **Then** it ripped the flesh apart with its **strong** jaws. **Scientists** think that the *Tyrannosaurus rex* may also have stolen food from **smaller dinosaurs**.

Informative Language – Activity Warm Up

Find at least one example of **technical vocabulary**, **category (group) words**, **adjectives**, **time connectives** and **comparative language** used in *Where Does Water Come From?*

Please list each word in your book or on your Google Document to show your understanding. Remember to highlight, underline or write/type each word in its corresponding colour.

Up in the atmosphere, the water vapour becomes cooler and turns back into tiny water droplets called 'condensation'. The water droplets join together with the dust particles in the atmosphere to form clouds.

Once the clouds become heavy and full, it will start to rain. This is called 'precipitation'. When rain falls onto the earth, it will eventually collect in waterways such as lakes, rivers and oceans. The process can then begin all over again.

Informative Language - Answers

Did you manage to find at least one example of **technical vocabulary**, **category (group) words**, **adjectives**, **time connectives** and **comparative language**? Here are some suggestions.

- **Technical vocabulary** – condensation, precipitation
- **Category (group) words** – clouds, waterways
- **Adjectives** – tiny, heavy, full
- **Time connectives** – when, eventually
- **Comparative language** – cooler

The Giant Squid - Activity

Download the text *The Giant Squid* and find as many example of **technical vocabulary**, **category (group) words**, **adjectives**, **time connectives** and **comparative language**.

You can use a printed copy, copy and paste or write it in your book or on your Google Document to show your answers. Please, do not list the answers.

If you do not have access to a printed copy or you are unable to download the text from the school website, please continue to play this video and it will be displayed for you.

The Giant Squid

The giant squid is the largest of all squid and the largest invertebrate on the planet. Once thought to be a myth, the existence of giant squid has recently been proven. T

he giant squid can grow to a tremendous size, measuring between 10 and 13 metres (33-43 feet). Although some have claimed to have sighted larger giant squid, these claims have not been proven. A

giant squid has a torso, eight arms and two longer tentacles which are lined with hundreds of suction cups. These suction cups are lined with sharp rings that attach the squid to its prey. Giant squid also have hard beaks which may be used when hunting. A giant squid's eyes can be as big as a basketball. Their large eyes help them to see in the dark waters of the ocean.

The only predator to giant squid is the sperm whale. Remains of giant squid have been found inside the stomachs of sperm whales, particularly the hard beaks of the giant squid which do not get broken down. Sucker marks from the giant squid are often found on sperm whales, leading scientists to believe that vicious battles take place between the two organisms.

Although they are one of the larger creatures in the ocean, giant squid are difficult to find.