

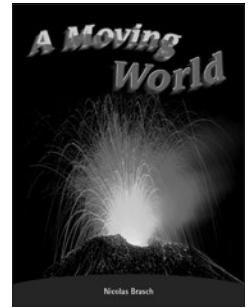
A Moving World

PM Level 30

Sapphire

Text Type Information Report

Running Words 2367



Preparing for Guided Reading

Orientation to the Text

- In *A Moving World*, travel on a journey from the centre of the Earth into space. Learn about the movement of the Earth far beneath its surface, within the world around us and through space.

Prior Knowledge

- Ask students what they think this book will be about. What text type is it? How do you know? What are some key words we would expect to find in it? Record these words to review later.

Building the Balanced Reader

Grammatical Conventions

- Identify past tense verbs, e.g. *carried, caused, covered, tossed, studied, swirled, travelled, tossed*.
- Locate comparative and superlative adjectives, e.g. *bigger, smaller, faster, furthest*.
- Draw students' attention to the use of commas to separate items in a list, e.g. ... *and is made up of iron, magnesium, aluminum, silicon, and oxygen*.

Vocabulary

Key vocabulary

axis, constant, convection, currents, debris, diameter, earthquakes, eruptions, experiment, faults, fragile, geologist, glacier, gravity, iron, magnetic, mantle, molten, nickel, revolves, tectonic, theory, volcanic

Spelling

- Identify suffixes added to root words, e.g. *gravity, ferocity, convection, eruption, explanation*.
- Adding *ing* to root words, e.g. *spinning, whizzing*
- Words ending in *re*: *centre, metre, kilometre*
- Locate word origins for *centimetre, kilometre, geologist*.

Visual Literacy

- What factors have influenced the choices in the front cover artwork? For example, what does the use of blue tones suggest to the reader? Why do you think realism (photography) has been combined with cartoon drawings?
- How does the chapter format help the reader scan for information? What other structural features assist the reader to scan rapidly for information?

- What is your opinion of the font selection and title choice? Do you think they support the text content?

Focusing on the Story – Guided Reading

- Ask students to recall when volcanic eruptions occur.
- Review the information that provides evidence to suggest that the continents were once joined.
- Encourage students to recall the differences between ice sheets, ice caps and ice shelves.
- Talk about what is stopping the Earth from being 'sucked into' the Sun's gravitational pull.
- Ask students to suggest how they could counteract the effect of zero gravity.
- If you took a photograph of a cliff face today, what might the same cliff face look like 500 years into the future? Discuss what happens to the materials that are washed away by constant waves and wind.
- Ask students to explain that the measurement of one year represents.
- Explain what would need to occur for the Earth to remain in darkness.

Comprehension

- Name the four sections that make up the Earth. (*Literal*)
- Why do you think the Antarctic ice sheet is getting bigger each year? (*Inferential*)
- What problems might you foresee if the continents rejoined to form a single, giant continent? (*Applied Knowledge*)

Follow-up Activities

- Encourage students to research why volcanoes are occurring all over the Earth.
- Allow students to use the internet to create their own 'Believe it or not' collection of real-life facts about volcanoes, glaciers, icebergs and other moving phenomena.

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Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about different methods of presenting information, such as tables, diagrams and drawings.
- _____

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand information presented in tables, diagrams and drawings.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up