

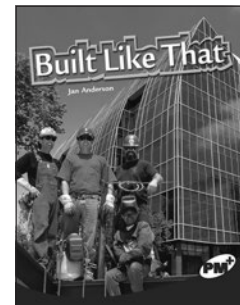
# Built Like That

PM Level 30

Sapphire

**Text Type** Information Report / Explanation

**Running Words** 1520



## Preparing for Guided Reading

### Orientation to the Text

- This book looks at how buildings are constructed: the people involved, the materials used, how they are put together, skyscrapers, the machinery used, eco-friendly building and famous buildings.

### Prior Knowledge

- Ask students to brainstorm the professions involved in building a house or skyscraper, e.g. engineer, architect, carpenter, electrician, crane-driver, plumber.
- Tell students that the following words appear in the text: *plans, material, electricity, foundations, concrete, three-dimensional, plastic, pipes, stone, insulation, resource, plywood, kitchens, layer, frame, spanner, chemicals, glue, bolts*. Have them group the words and explain their classifications.

## Building the Balanced Reader

### Grammatical Conventions

- Identify sentences that contain an independent and a dependent clause, e.g. *The parts are carried to the building site, where they are assembled.*
- Talk about the purpose of an ellipsis. Recall that it can be used to show that a line of text is incomplete.

### Vocabulary

#### Key vocabulary

*aluminium, architects, assembled, carpenters, composites, construction, corrugated, eco-friendly, efficiently, electricians, elevator, engineers, foundation, insulating, particleboard, plumbers, plywood, prefabricates, resin, segments, shingles, sustainable, technology, three-dimensional, ventilation, welding*

### Spelling

- Discuss prefixes *re, hemi, en, pre, ultra, inter*. Make list of words that use these prefixes and write dictionary definitions.
- Identify word endings that are common endings for professions e.g. *cian, eer, er*. Make lists of occupations under these headings.

### Visual Literacy

- Invite students to explain orally how plywood is made, using the diagrams on p. 10 as support

### Focusing on the Story – Guided Reading

- Ask students to silently read to the end of p. 13 after setting the focus questions:  
*Where does the word plumber come from?*  
*How are computers involved in the construction of homes?*  
*When were the very first glues made?*
- Ask students to describe the materials that their homes are made from. Ask them whether they know how and when their homes were built. Introduce the term *prefabrication* and explore the prefix *pre*. What does it mean?
- Ask students to read to the end of p. 24 after setting the focus questions:  
*When were the first prefabricated homes produced?*  
*What is ultraviolet light technology?*  
*Why did Building A at Melbourne University win a special architecture award?*
- Ask students to invent further additions for an 'intelligent house'.
- Share students' responses to the focus questions, then discuss the following:  
*In what ways have houses progressed over time?*  
*How is particleboard constructed?*  
*Which housing materials are the most durable?*
- Have students revisit their list of professions involved in house construction. Add to the list if necessary. Explore the word endings for other professions, e.g. *teacher, doctor, plumber, auctioneer, engineer*.
- Revisit the word *prefabrication* introduced in this text. Explain the purpose of prefixes. Have students scan the text for words that contain a prefix. Ask them to suggest what each of the prefixes means, e.g. *recycle* – *re* means *repetition*.

### Comprehension

- What are shingles? (*Literal*)
- Which aspects of an eco-friendly building could be added to an existing house? (*Inferential*)
- In what ways can architects make buildings aesthetically pleasing? (*Applied Knowledge*)

### Follow-up Activities

- Ask students to explain the three most important features they would include if they were building a new house.

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Date \_\_\_\_\_

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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