

Fibres in Fashion

PM Level 29

Sapphire

Text Type Information Report / Explanation

Running Words 2496



Preparing for Guided Reading

Orientation to the Text

- Fibres have been used to make clothing for thousands of years. Since last century, we have had synthetic as well as natural fibres. This book looks at the history of fibres, how they are made and used, and what their future might be.

Prior Knowledge

- Tell students that fibres fall into two main categories: natural and synthetic. Ask them to predict the differences between these types of fibres.

Building the Balanced Reader

Grammatical Conventions

- Highlight the way commas are used after time elements at the beginning of a sentence, e.g. *Today, scientists ...* Have students search for examples in the text.
- Identify sentences in the text that have several clauses. For each clause, decide if it is dependent or independent, e.g. *When a silkworm is about six weeks old, it produces one long fibre from its body, which it spins around itself to form a cocoon.*

Vocabulary

Key vocabulary

absorbs, archaeologists, bales, bolls, cocoons, crimped, fashion, fleece, insecticides, lanolin, lustrous, manufacturers, microfibres, natural, pleating, processed, resistant, spinneret, synthetic, substitutes, technologies, yarn

Spelling

- Locate the origin and meaning of the prefix *micro-*. Ask students to make a list of words that use this prefix and provide a definition for each one.
- Make a list of words that end with *-icide*: *pesticide, insecticide*. Discuss what this suffix might mean, then check in a dictionary.

Visual Literacy

- Encourage students to look carefully at the map on p. 17. Ask them to name some of the countries through which the Silk Road passes. Discuss why there are so few labels on this map.

- Ensure students read the *Fibre Fact* boxes that provide additional interesting information.

Focusing on the story – guided reading

- Ask students to read to the end of p. 14 after setting the focus questions:
What are the main stages in the processing of fibres?
Does all wool come from sheep?
- Encourage students to list the different properties of fibres and suggest uses to match their properties, e.g. wool – camping clothing.
- Ask students to silently read to the end of p. 25 after setting the focus questions:
Why is silk a more expensive fibre?
Why were many of the Egyptian pharaohs' robes pleated?
Why did synthetics become unpopular in the 1970s?
- Ask students to consider whether it would be better to farm silkworms or flax plants. Weigh up the pros and cons and make a decision.
- Share students responses to the focus questions, then discuss the following:
What does advance in technology for making fibres mean?
Which historical fact about fibres did you find most interesting? Why?
- Share students' responses to the focus questions, then discuss the following:
Why are linen-look synthetic fibres popular?
How did scientists achieve a natural-looking fibre?
Why is polar fleece such a popular fibre? Rank your reasons.

Comprehension

Why is the production of synthetic fibres so important? (*Literal*)

Why is science an important part of the fashion and fabric industry? (*Inferential*)

Why would spider thread be a valuable resource for the future? (*Applied Knowledge*)

Follow-up Activities

- Ask students to read through the topic-related vocabulary in the glossary. Have them suggest ways that these words can be categorised, e.g. verbs, sounds in words, letter patterns, syllables.

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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 a range of language effects that add variety and clarity to a text.

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Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.

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Guided Reading Notes

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