

Make It Go!

PM Level 30

Sapphire

Text Type Information Report

Running Words 1585



Preparing for Guided Reading

Orientation to the Text

- We live in a world of machines. We use machines every day, for all kinds of reasons, including work and play. Just like your body needs food for energy, every machine requires energy to 'make it go'. Where does the energy come from? And more importantly, how long will it last?

Prior Knowledge

- What do you already know about this text from the blurb? What type of information do you expect to find in this book? How can this information be easily accessed? What are some sources of natural energy?

Building the Balanced Reader

Grammatical Conventions

- Revise capital letters for proper nouns, e.g. *Sydney Harbour, Germany, Klamath Falls*.
- Identify commas used to separate a list of words, e.g. *They can go over water, grass, mud, quicksand, or snow*.
- Discuss the use of rhetorical questions on p. 4. Remind students that rhetorical questions are included to make the reader think about what the author is saying, but the question does not require an answer.

Vocabulary

Key vocabulary

alternative, appliances, blades, combustion, compressed, conventional, converted, core, density, efficient, electricity, experiencing, fossil, generators, hydroelectricity, inflatable, potential energy, renewable energy, reservoir, thermals, turbines

Spelling

- Identify hyphenated words, e.g. *super-fast, ultra-light*.
- Observe various methods of forming plurals, e.g. *countries, gases*.
- Revise compound words, e.g. *greenhouse, hovercraft, quicksand, sunlight, underground*.
- Identify prefixes and suffixes added to root words, e.g. *prehistoric, hydroelectricity, rechargeable, powerful, combustion*.

Visual Literacy

- Browsing through the book, how is the content supported by the selection of photographs and layout?
- Look closely at all the illustrations and discuss their purpose.
- Why are some words in bold text and why is this important?
- Suggest some reasons why non-fiction texts have glossaries and fiction texts don't.

Focusing on the Story – Guided Reading

- Talk about why most countries are seeking alternative, renewable energy sources.
- Discuss why solar energy isn't more commonly used as a form of household energy.
- Ask students why wind power is the fastest-growing new energy source. Locate wind farms in the local area. Ask students to explain whether or not they would like to travel in a land yacht.
- Ask students to recall the definition of geothermal.
- Encourage students to explain in their own words the principle of 'lift' that enables birds, planes and gliders to achieve flight.
- Summarise the new knowledge you gained from this text.

Comprehension

- What are some fossil fuels? (*Literal*)
- What are some of the environmental limits to hydroelectric power? (*Inferential*)
- Why do you think geothermal electricity is efficient? (*Applied Knowledge*)

Follow-up Activities

- Students make their own list of key vocabulary and write their own sentences. Compare with other students.
- Students identify key components of the core topic, 'energy', and organise these on a spider map.
- Students research renewable energy sources on the internet and write a report.
- Design your own piece of machinery that is generated by one of the energy sources mentioned in the book. Once you design it on paper, you may want to try building it.

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