

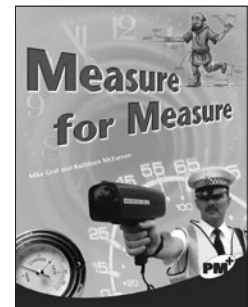
Measure for Measure

PM Level 30

Sapphire

Text Type Information Report / Explanation / Narrative

Running Words 2662



Preparing for Guided Reading

Orientation to the text

- We use measurement often in our daily lives, to measure such things as distance, weight, time and the weather. This book looks at how people historically measured these things, and how we do it today.

Prior knowledge

- Use a chart to brainstorm the formal and informal units we use to measure things, e.g. kilograms, litres, millimetres, hours.

Building the Balanced Reader

Grammatical conventions

- Revise compound and complex sentences, identifying the types of clauses in each, e.g. *At first many French people did not use the metric system because they were not used to it. As the sun moved across the sky, the stick's shadow moved in an arc around the stick.*
- Study new vocabulary that refers to technical terms and word origins, e.g. *kilo, milli, centi*.
- Encourage students to locate comparative and superlative adjectives in the text, e.g. *heavier, heaviest, most*.

Vocabulary

Key vocabulary

anemometer, aneroid, approximate, atmosphere, atomic, barometer, calendars, comparing, compass, crystal, curious, density, estimated, gaze, gravity, knot, lunar, mechanical, mercury, metric, nautical, odometer, parallel, pendulum, quartz, speedometer, standards technology, thermometer, ultrasonic, units, vibrates

Spelling

- Locate the origin and meaning of the prefixes *ultra-* and *-thermo*. Make a list of words that use these prefixes.
- Discuss the origins of words like *centimetre*, using familiar words, e.g. *cents – centi = 100*.

Visual Literacy

- Study the labelled diagram on p. 19 that shows the phases of the moon. Help students to realise that information is sometimes easier to understand in pictures than words.

Focusing on the story – guided reading

- Ask students to read to the end of p. 13 and answer *True* or *False* to the following:
Units of measure used in ancient times were unreliable.
A cubit was shorter than a furlong.
There is only one standard for measuring length.
A person's weight is greater on Jupiter than on Neptune.
- Encourage students to use rulers and paper strips to make representations of the lengths outlined in the Historical Measures table on p. 7.
- Have the students investigate the contents page and predict the technical terms that they may encounter while reading pp. 14–23.
- Ask students to read to the end of p. 23 after setting the focus questions:
Who invented pan scales?
How were the days of the week named?
Which clock is the most accurate?
- Share students' responses to the focus questions, then discuss the following:
Did anything you read surprise you?
Which terms were new to you?
Why do you think different standards (metric and imperial units) are still used?
- Share students' responses to the focus questions, then discuss the following:
How did geologists estimate the weight of Balanced Rock?
What other things could be weighed using this method?

Comprehension

- Which aspects of weather can be measured? (*Literal*)
- How many centuries make a millennium? (*Inferential*)
- Which measure on the Beaufort Wind Scale (0–12) do you think would indicate that it is unsafe to be outside? (*Applied Knowledge*)

Follow-up activities

- Ask students to use their knowledge of more recent astronomical findings (Pluto, Neptune, the Milky Way) to create new names for our weekdays.

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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