

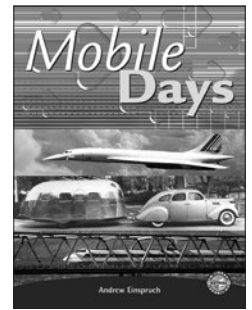
Mobile Days

PM Level 29

Sapphire

Text Type Information Report

Running Words 2708



Preparing for Guided Reading

Orientation to the Text

- *Mobile Days* explores the rapid advances in technology that have contributed to our mobile society. Nowadays people can move easily from place to place. They may travel distances that were not dreamt of 200 years ago. If people continue to become more and more mobile, what will our future be like?

Prior Knowledge

- Using the contents page as a guide, start completing the first part of a KWL chart; what do you 'Know' about each of the topics and what do you 'Want to know' about each of the topics? After reading, complete the 'What I have Learnt' section.

Building the Balanced Reader

Grammatical Conventions

- Identify questions in the text. Note the correct punctuation at the end of the question, e.g. *Have you ever ridden in a car? Flown in a plane?* Note the words *Have you* are 'understood' in the second question.
- Assist students to understand subject-specific vocabulary, e.g. *nomadic, steam train, vehicle, technology blending*.
- Locate a variety of prepositions, e.g. *after, before, by*

Vocabulary

Key vocabulary

affordable, conveniences, destination, developments, isolation, luxury, mobile, necessity, nomadic, pedestrian, permanently, portable, supersonic, transportation, wireless

Spelling

- Locate comparative adjectives that end in *-er*, e.g. *fast/faster, small/smaller*.
- Recognise compound words, e.g. *fast-food, laptop, maybe, somewhere, skyscraper, weekend*.
- Note that some adjectives are hyphenated, to indicate the link between the two words, e.g. *cone-shaped, hand-held, horse-drawn, self-balancing, steam-powered*.

- Revise known suffixes that have been added to root words, e.g. *affordable, permanently, portable, reasonable, transportation*.

Visual Literacy

- Why has the designer included a combination of photographs and etchings?
- Study pp. 4–5. What is the feeling created by the combination of the black and white photographs with the coloured photography?
- Think about the etching on pp. 8–9. What reasons might some of the people depicted have for travelling by train? How do you think some of them are feeling?

Focusing on the Story – Guided Reading

- Discuss how cars contributed to the growth in the economy.
- Ask students to list the benefits and drawbacks of living in a mobile home.
- Invite students to explain how they would feel, being a passenger in a car, travelling on a highway with no speed limit.
- Discuss what powers the Segway.
- Locate a library in the local area that is mobile. Find out who uses this library and how often the facility is available.
- Discuss some of the safety factors the Royal Flying Doctor Service would need to consider.
- Locate some pictures of older model mobile phones and discuss how they have changed.
- Describe some of the benefits of today's portable computers. Discuss who uses them, and how they are of benefit.
- Discuss possible new mobile technologies we will have in the future. Who will benefit most from these?

Comprehension

- How did the invention of the steam train help to make the world smaller? (*Literal*)
- Is the author an advocate of our mobile society? Why? (*Inferential*)
- Do you think mobile technologies are heading in the right direction? Why? (*Applied Knowledge*)

Follow-up Activities

- Invite students to use the text to complete a timeline of key events in mobile technologies from the 1800s to the current day.

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.

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.

Guided Reading Notes

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