

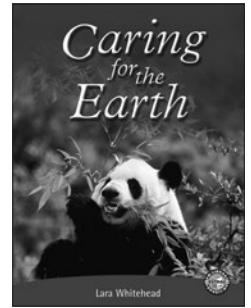
Caring for Earth

PM Level 27

Ruby

Text Type Information Report/Recount/Narrative/Poetry

Running Words 2040



Preparing for Guided Reading

Orientation to the Text

- This non-fiction text takes a look at the Earth and the essentials it provides for human and animal survival (air and water). It examines some of the past and present causes of damage to the air and water, and suggests ideas for future preservation.

Prior Knowledge

- What type of text is this? How do you know? (Contents, facts, labelled pictures, real pictures, glossary, index.)
- What might the author tell us about caring for the Earth? How do you care for the Earth? What words might we find in this text? Compile a list for a word bank to use later.

Building the Balanced Reader

Grammatical Conventions

- Identify conjunctions that join clauses in a sentence, e.g. *and*, *which*, *because*, *but*.
- Locate adjectives ending in *y*, e.g. *dirty*, *smelly*, *smoky*, *healthy*.
- Discuss why the author has used questions as chapter headings. What does this encourage the reader to do?

Vocabulary

Key vocabulary

bacteria, batteries, cholera, concerned, curiously, electricity, endangered, erosion, eventually, factories, filtration, habitat, invention, landslides, manufacturers, nutrients, petroleum, pollution, resources, sewage, solar-powered, smog, terracing, threatened, topsoil

Spelling

- Locate words ending in *y* as an *ee* sound, e.g. *factory*, *healthy*, *many*, *recently*, *dirty*, *slowly*.
- Discuss rules for adding *ed* to adjectives and verbs, e.g. *turned*, *tipped*, *decided*, *stepped*, *discovered*.
- Differentiate between words ending in *tion* and *sion*, e.g. *pollution*, *erosion*, *permission*, *revolution*.

Visual Literacy

- How would the picture on the front cover have been taken?

- Highlight the illustrations in *Tacha's Wall* and the photographs in factual parts of the text.
- Why do you think the author has included the story about Tacha's Wall (pp. 8–9)?
- What is the importance of the advertisement for Sunni's Cars?

Focusing on the Story – Guided Reading

- Discuss why it is important to prevent erosion. What might happen if erosion of topsoil was not contained?
- Ask students to explain why terracing was so important for Tacha and her family.
- Talk about the ways society has polluted the air. Discuss things we can do to help keep our air clean.
- Discuss the development of solar-powered cars. How effective do you think they will be?
- Talk about what caused the deaths in London in 1854. Ask students to explain how water is kept clean nowadays.
- Discuss the webpage about saris. Why do you think the author has included this information?
- Revise the meaning of the word *endangered*. What can be done to prevent animals becoming endangered or extinct?
- Discuss ways you think today's society is better at caring for our environment. Why is this so?

Comprehension

- Why is topsoil important? (*Literal*)
- Why are there so many endangered animals? (*Inferential*)
- Will we continue to use fossil fuels to power our cars? Why? (*Applied Knowledge*)

Follow-up Activities

- Write a shape poem using words brainstormed about caring for the Earth.
- Identify the important features of a discussion text. Write a list of 'for' and 'against' statements about 'Why we need cars'. Divide the class in half, getting one team to argue 'for' cars and the other team to argue 'against' cars. Have a small panel of adjudicators to decide which team had the strongest argument.

Learning Intentions

- We are learning to understand different forms of visual communication in a factual text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

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