

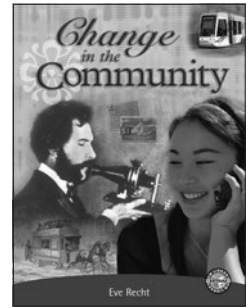
Change in the Community

PM Level 28

Ruby

Text Type Information Report/Exposition

Running Words 2523



Preparing for Guided Reading

Orientation to the Text

- This text looks at how transport, schooling, communication, food, learning, leisure and outdoor activity choices have changed from 100 years ago to today.

Prior Knowledge

- What kind of text is this? How do you know? (Contents, factual information, labelled pictures, glossary, index) What information and words might we find in this text?

Building the Balanced Reader

Grammatical Conventions

- Past, present and future tense: *lived/live/will live; drove/drive/will drive*
- Numbering adjectives that do not indicate a specific number, e.g. *many, some, few*
- Adjectives that compare, using the suffix *er*, e.g. *fewer, straighter*

Vocabulary

Key vocabulary

carpentry, committees, communication, communities, drafts, expensive, facilities, fleet, gymnasium, maintenance, migrate, produce, recite, resources, separate, technology, toxic, transportation, vehicles

Spelling

- Note the rule for making the plural form of words ending in *y*, e.g. *community – communities; delivery – deliveries*.
- Identify compound words, e.g. *network, anyone, anywhere*.

Visual Literacy

- Look at a few of the old black and white photos within the text and discuss what is happening and what the people are doing. Ask students to compare these with the more modern photos. What differences are there? What changes do they notice?

Focusing on the Story – Guided Reading

- Ask students to discuss what it would have been like to travel by horse or horse-drawn cart.

- Discuss the differences between transport of 100 years ago and today. How might transport change in the next 100 years?
- Use the photos in Chapter 2 to assist with discussion. How was school 100 years ago the same and different to school today? Talk about what changes there might be 100 years from now.
- How did people communicate with each other in the past? Talk about how we communicate with others today, and discuss the advantages and disadvantages of these methods. Talk about the need to limit screen time and keep verbal communication strong.
- Discuss the range of foods we have today, and how these affect our health choices. Ask students to consider how our diet may change during the next 100 years.
- Ask students to explain what they enjoy about going to the movies. Ask them to identify the differences between going today and going in the past.
- Discuss why you think factories were permitted to put waste into the waterways 100 years ago. Ask what might have happened if factories continued to do this today.

Comprehension

- How did children keep fit many years ago? (*Literal*)
- What was it like to go to school 100 years ago? (*Inferential*)
- Why do you think the author included a letter to an editor in this text? (*Applied Knowledge*)

Follow-up Activities

- Non-fiction texts have facts about specific topics. Use one area of change outlined in the text, extract the key points and transfer them to a research pyramid. Use other related non-fiction texts and add relevant facts.
- Draw a large Venn diagram on the board and label it *School – then and now*. Name one circle *Then*, the other circle *Now* and the middle section *Now/Then*. Ask students to think of words associated with schools of the past and place them in the appropriate circle.

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Learning Intentions

- We are learning to understand that factual texts rely on a range of methods to present information.
- We are learning to model our writing on existing factual texts and our knowledge of the text structure and language features of the text type.

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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 model my own writing on a given text and my knowledge of text structure and language features.

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Guided Reading Notes

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