

# Changing Cultures

PM Level 27

Ruby

**Text Type** Information Report / Recount

**Running Words** 2456



## Preparing for Guided Reading

### Orientation to the text

- Societies today have a diversity of cultures. This factual text explores these cultures and varied traditions, including Australian bush foods, Japanese tea ceremonies, Scottish and Chinese New Year celebrations, Italian and German Christmas celebrations, and Thanksgiving in the United States. The importance of national dress, languages, games, symbols and dance to different cultures are also included.

### Prior knowledge

- Ask students to predict what type of book this is and justify their answer. Ask students what they know about non-fiction texts, including the glossary and index. Brainstorm a list of words associated with cultures that may be encountered in this text.

## Building the Balanced Reader

### Grammatical conventions

- Identify dashes used to include extra information in a sentence, e.g. *Auld Lang Syne – a traditional Scottish song*
- Highlight pronunciation of words from other countries that are placed in brackets following the word, e.g. “panettone” (said pan-uh -toe -nay).

### Vocabulary

#### Key vocabulary

*abundance, appreciated, celebrate, ceremony, communicate, culture, customs, decorations, emblems, festival, graduations, imitated, ladled, migrate, native, original, pilgrims, preserved, restaurants, sarong, scroll, surroundings, traditions, tucker, virtual*

### Spelling

- Identify words build from the root word, e.g. ceremony/ceremonies/ceremonial; tradition/traditional/traditionally
- Note that ‘Qu’ are usually together, however, the word *Qantas* is an exception to the rule.

### Visual Literacy

- What differences to your own culture do you see in the photos throughout the text? What are the similarities?

### Focusing on the story – guided reading

- Ask if anyone has family or friends who come from another culture, and if so, where do they come from?
- Talk about bush tucker and what is special about traditional dishes.
- Talk about the different New Year celebrations in Scotland and the Chinese New Year Festival.
- Revisit the text and identify some of the traditional costumes worn in different countries. Talk about when traditional costumes are worn in Scotland, Japan and in our own country.
- Discuss some of the games around the world that children played in the past. How are they the same and different to what children play now?
- Discuss the proverb used by different countries that means ‘to avoid bad luck’.
- List some of the words we use that come from other cultures. Identify the country of origin.
- Identify Australia’s coat of arms. What does it look like? How does it represent Australia?
- Recall some of the reasons traditional dances are performed in different countries.
- Talk about the origin and rules for the game of bocce.
- Discuss how technology has affected cultures around the world, and how it could influence them in the future.

### Comprehension

- How are cultures from around the world brought together? (*Literal*)
- What difficulties might there be for a family settling into a new country and culture? (*Inferential*)
- Why is it important for people to bring some of the things they enjoy doing to another country? (*Applied Knowledge*)

### Follow-up activities

- Using information from the text and any other available sources, ask students to summarise specific details of a Japanese tea ceremony.
- Design an advertisement for a place that you know to attract tourists.

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## 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