

# Drones

PM Level 27

Ruby

**Text Types** Information Report, Discussion

**Running Words** 2473



## Preparing for Guided Reading

### Prior Knowledge

- Invite students to share what they already know about drones and how they work. Discuss the parts of drones that students are familiar with and how drones are used to help people.

### Orientation to the Text

- Drones have been around since World War I, but recent advances in technology have allowed their form and function to evolve. These unmanned vehicles are changing the way we explore, manage disasters and do a host of other activities, but not everyone is convinced they are beneficial to society.

## Building the Balanced Reader

### Grammatical Conventions

- Point out the use of brackets to provide explanatory information in the text, such as a pronunciation guide for words and phrases like 'papier mâché'. Discuss why the author has chosen to do this.

### Vocabulary

#### Key Vocabulary

advance, aerial, anticlockwise, clockwise, conflict, drone, horizontal, larvae, lift, military, navigation, papier mâché, pitch, poachers, preset, privacy, propeller, quadcopter, resemble, roll, rotor, sensors, social media, technology, throttle, vehicle, vertical, Wi-Fi, yaw

### Spelling

- Compare the letter-sound correspondences made by the 'er' in *propellers* and the 'or' in *sensors*. Discuss how verbs ending in a single consonant, such as *propel*, generally take the 'er' ending after doubling the final letter.

### Visual Literacy

- Look at the procedural diagram on page 18 with students and invite them to describe and interpret it. Ask, *Why do you think the author chose to present the information in this way?*

### Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What tells you that this book is likely to be a non-fiction text? What text type do you predict it will be?*

- Review the contents page together. Ask, *What information does the table of contents help you locate? Why are some of the lines indented?*
- Point out the word *lift* on page 8 and explain that it is a homonym because it can have multiple meanings with the same spelling. Ask, *What different meanings can this word have? What does it mean here?* Review the glossary meaning of the word.
- Examine the diagrams on pages 8–11 with students. Ask, *How do these diagrams help you understand what the author is describing? What has been added to the images to support your understanding?*
- Continue to page 26 and ask students to locate a homonym. Point out that the word *dense* has more than one meaning. Ask, *What other clues in the text help you to work out the meaning of the word?*
- Compare the layout of the discussion section of the text with the information report with students. Ask, *Why do you think the images in the discussion don't have captions?*
- Stop on page 29 and invite students to suggest different meanings for the word *case*. Ask, *Which of the meanings fits with how the word is used on this page?*
- Invite students to explain the difference between the contents and the index. Ask, *How is the information organised in each of these sections? What would you use each of them for?*

### Comprehension

- Name two different kinds of drones from the text and explain how they are used. (*Literal*)
- Why do you think an artist's impression was used to show Ingenuity flying on Mars? (*Inferential*)
- What are some items that might be unsuitable to be delivered by drones? Why? (*Applied Knowledge*)

### Follow-up Activity

- Introduce homographs as words that are written the same but have different pronunciations and meanings. Challenge students to find words in the text that could be homographs, such as *lives* and *close*, and think of other examples together.

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## Learning Intentions

- We are learning to analyse how non-fiction texts are organised.
- We are learning to recognise and understand homonyms.

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## Success Criteria

- I can locate information using the contents and index.
- I can describe how diagrams and images enhance the text.
- I can choose the correct meaning of homonyms, such as *dense*, based on the context.

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## Guided Reading Notes

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