

# Having Fun, Then and Now

PM Level 27

Ruby

**Text Type** Information Report/Recount/Response

**Running Words** 1833



## Preparing for Guided Reading

### Orientation to the Text

- This text examines the different varieties of entertainment people participate in. It looks at the changes from the past to the present in sport, theatre, homes, music, machinery and technology.

### Prior Knowledge

- What type of text is this? How do we know? (Contents, facts, labelled pictures, glossary, index.) How do you have fun? How might it be the same or different to the ways people had fun 100 years ago? What words do you think we might find in this text?

## Building the Balanced Reader

### Grammatical Conventions

- Pronouns: *them, they, we, you, me, us*
- Using commas in a list of nouns or adjectives, e.g. *DVDs, CD players and computers; gold, silver and bronze*

### Vocabulary

#### Key Vocabulary

*ancient, athlete, ceremonies, choices, citizens, entertainment, equipment, instruments, minstrels, peasants, religious, stadiums*

### Spelling

- Locate words that contain the *sh* sound and identify the letters that make the sound, e.g. *ancient, special, musicians, shields, television, cushion, conditioner*.
- Revise rules for adding *ing* to root words, e.g. *travelling, singing*.

### Visual Literacy

- How are students on the front cover having fun? How do you think students years ago had fun?
- Identify various methods of presenting information, other than continuous written text, e.g. puzzle pieces, scroll, email, diary entry. Why has the author presented the information in different genres: as an old-fashioned poster and review, a personal review, a diary, an email and an interview?

## Focusing on the Story – Guided Reading

- Using the review of *Romeo and Juliet*, compare it to today's theatre experience. Discuss what is similar and what is different.
- Discuss Grace's diary. In which year was it written? Talk about why people write diaries and how this information can tell readers about the thoughts, feelings and activities of another person.
- Talk about when Matthew's email was written. How do you know?
- Ask students to explain how these days differ for each of students in the text.
- Ask students to discuss the type of music they enjoy listening to or playing. Does everyone like the same music?
- Talk about how music changed over time and what students think music will be like in the future. Decide what might cause these changes.
- Ask students if they would prefer to have a ride on the 1893 Ferris wheel or the London Eye. Encourage them to justify their opinions.
- Talk about other forms of entertainment might be included on the timeline if it were to be extended.

## Comprehension

- How has the Olympic Games changed since 776 BC? (*Literal*)
- What has contributed to the differences between the Ferris wheel of 1893 and the London Eye? (*Inferential*)
- What are the advantages and disadvantages of modern technology? (*Applied Knowledge*)

## Follow-up Activities

- There are many different kinds of games that use dice and gameboards. Choose one board game and write out clear instructions about how it is played. Include the equipment and rules.
- Collect pictures of a variety of toys or recreational items from magazines and toy catalogues. Use large pieces of paper to draw up three columns: *Yesterday, Today and Tomorrow*. Have students decide if they are toys that their grandparents could have played with, if they are things that they play with or if they are things for the future. Paste pictures in the appropriate column to create a class display.

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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 |
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