

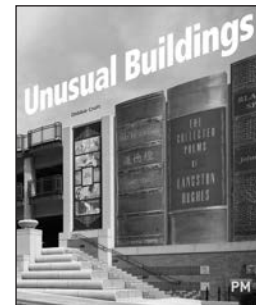
# Unusual Buildings

PM Level 27

Ruby

**Text Type** Information Report (Informative), Description (Informative)

**Running Words** 2278



## Preparing for Guided Reading

### Prior knowledge

- Have students name any unusually shaped buildings they have seen or read about. Ask them if they think the unusual design served a practical functional or was purely for decoration.

### Orientation to the text

- In this book, students learn about a range of unusual and innovative buildings in different places around the world. They learn how they were built and what makes each of them particularly special.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of quotation marks to denote non-literal terms, e.g. “shells” to describe the roof shape of the Sydney Opera House; “petals” to describe parts of the Lotus Temple.

### Vocabulary

#### Key vocabulary

*anticipated, architects, buildings, concentric, cultivate, dimensions, distinctive, exterior, granite, iconic, imposing, insulated, modules, nominate, original, perseverance, structure, turbines, underground, unusual*

### Spelling

- Discuss the Danish letter in the name *Jørn Utzon*, on p. 4, and why it has been left as it is, even though most readers would not know how to pronounce it.

### Visual literacy

- Have students look at the photograph on p. 25 and suggest how the architect would make use of the different tools to draw his building designs.

### Focusing on the book – guided reading

- Discuss why it is important that public buildings are both functional and interesting to look at, and how interesting buildings can help bring the community together.
- Ask students if they agree that the Sydney Opera House looks like a series of shells. If not, what do they think it looks like?

- After reading pp. 8–9, ask students if they think the Cubic Houses in Rotterdam would have been difficult to build. Do students think they would be fun to live in?
- Have students read pp. 10–13 and note any features that the Lotus Temple has in common with other buildings in the book.
- Discuss the fact that the ‘handles’ on the Basket Building are not purely decorative, but have a clever function in reducing the amount of snow and ice on the building in wintertime.
- Have students suggest why the Crooked House in Poland would be such a popular tourist attraction.
- Discuss the multiple design features that make different parts of the Kansas City Library so pleasing to look at. Do students think this building would work well as a library?
- Ask students if they think the Rotating Tower in Dubai would be difficult to build. Why is it a good idea for the modules to be put together elsewhere and brought to the building site?
- Have students share thoughts about the Woodland House. Do they believe that it would be a comfortable place to live during the winter? Can they think of anything that seems to be missing from this house?

### Comprehension

- How was the design for the Sydney Opera House chosen? (*Literal*)
- Why would people want to disguise a car park with a frontage that looks like a bookshelf? (*Inferential*)
- Why do people take photographs of unusual buildings they have visited? (*Applied Knowledge*)

### Follow-up activities

- Have students design an unusual building of their own, based on one of their interests, or on a familiar object that they would like to see built to a larger size.

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## Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

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