

How News Travels

PM Levels 20/21

Purple

Text Type Information Report / Procedure

Running Words 566



Preparing for Guided Reading

Orientation to the text

- Stimulate students' interest in the topic by arranging for them to send or receive a letter, email or fax from students or teachers in another classroom or school.

Prior knowledge

- The theme of this text is the movement of information through technology. Students will develop a greater awareness of old and new technologies.

Building the Balanced Reader

Vocabulary

Key vocabulary

different, kinds, letter, listen, office, send, television, world, written

Content Words

address, answers, cellular, delivered, dial, envelope, motorcycle, newspapers, print, signals, telephone, travels

Decoding

- Predict events and vocabulary in the non-fiction text, based on attention to Contents, photographs and other visual references. Provide support when necessary.

Focusing on the story – guided reading

- Read each chapter heading on the contents page. Encourage students to share what they already know about the movement of news. Ask, *How does news travel at our school?* Record their ideas.
- Study the photographs on pp. 4–5. Identify ways in which news can be sent or received, both verbally and/or visually. Explain how faxes and emails move through telephone lines. Identify similarities and differences between letters, faxes and emails. Discuss and read the meanings of *fax*, *email* and *internet* in the glossary. Talk about how students themselves and their parents send and receive news. Discuss why news that once travelled very slowly, can now be sent almost instantaneously.
- Talk about why it is easy to use a telephone. Talk about the convenience of a mobile phone and why they can be used almost anywhere. Turn to p. 24 and reading the meaning of *dial*.

- Reinforce the fact that throughout time, writing messages has been an important form of communication. Discuss what happens to a letter. Observe the mail boxes. Ask, *What structural features would a mail box require?* Have students describe their own mail boxes and explain how mail is delivered to their homes. Read the *Did you know?* statement and share methods for delivering the mail in the past.
- Study the layout of the procedural text. Draw a simple diagram that models the concept of electronic mail. Invite students to share their experiences of sending and receiving emails. Read and discuss the *Did you know?* statement.
- Create a mind map of why people want to know what is happening in other places. Talk about how changes in information technology have improved how people around the world send and receive news. Read and discuss the *Did you know?* statement.
- Read the meaning of *radio signals* on p. 24. Explain how a small aerial inside a radio or television receives signals and changes them into sounds or pictures. Draw a simple diagram demonstrating how just one signal is picked out from all of those that are arriving through the aerial when students change channel. Ask, *What would it be like without television or the Internet?*

Comprehension

- What are some of the ways we can share news? (*Literal*)
- Why are motorcycles helpful in delivering the mail? (*Literal*)
- Why might it be better to send an email to a friend than to write and post a letter? (*Inferential*)

Follow-up activities

- Have students make knowledge maps about 'How news travels'. Ask them to record everything they know about the topic. Have them now expand their knowledge maps into projects. Discuss presentation choices, e.g. pictures, diagrams, explanations, labels, etc. Encourage students to share their projects.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary, and attention to contents, photographs and other visual references.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and attention to contents, photographs and other visual forms.

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Guided Reading Notes

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