

# Controlling Traffic

PM Level 30

Sapphire

**Text Type** Explanation/Information Report

**Running Words** 2990



## Preparing for Guided Reading

### Orientation to the Text

- *Controlling Traffic* discusses the changes to traffic in the last hundred years and the need for improved methods of controlling it, so that we can arrive safely at our destinations. Nowadays computers, operating 24 hours a day, coordinate traffic flow whether on land, sea, or in the air. What a chaotic place the world would be without these advances in traffic control!

### Prior Knowledge

- What is traffic? What aspects of traffic control would you expect to be included in the text? Through questioning, introduce students to the key vocabulary.

## Building the Balanced Reader

### Grammatical Conventions

- Specific verbs form part of the technical vocabulary, e.g. *control*, *coordinate*, *monitor*, *track*, *help*.
- Inverted commas reused for technical terms, or words that are explained in the text, e.g. 'No U-turns', 'red', 'signaler'.
- Introduce the term *acronyms* and locate examples, e.g. *GPS* (*Global Positioning System*), *radar* (*radio detection and ranging*).

### Vocabulary

#### Key Vocabulary

*almanac, automated, beacon, berth, channels, coordinate, destinations, detect, hazardous, instruments, intersections, monitor, navigating, peak hour, prevention, pulse, radar, satellite, sensor, signal, switches, technology*

### Spelling

- Examine word building based on root words, e.g. *air*, *aircraft*, *airports*, *air traffic controllers*.
- Suffixes are used to make new words, e.g. *motorists*, *intersections*, *controlled*.
- Identify antonyms created by adding a prefix, e.g. *safe* – *unsafe*, *pleasant* – *unpleasant*.

### Visual Literacy

- How does the layout of *Controlling Traffic* help the reader to scan for information using headings and sub-headings? Discuss the choice of font and style of title and choice of cover illustration.
- Discuss the use of the *Did you know* items and their placement in the text. What is their purpose?
- Look at the layout of the text and discuss the importance of such features as contents, index and chapter format in assisting the reader to find specific information rapidly.
- Look at the diagram of a typical flight on pp. 28–29. Question students so that they need to search within the visual components of this diagram for answers.

### Focusing on the Story – Guided Reading

- Discuss what would the roads be like if there were no road signs. Talk about the necessity of having traffic 'operators'.
- Ask students who have travelled by train recently to describe their most recent trip.
- Recall some of the early methods used to warn ships sailing near to shallow water or rocky shores.
- Encourage students to share their opinion on whether air traffic controllers and commercial pilots be paid high salaries. Ask them to justify their responses.
- Revisit the changes in communication techniques between pilots and air traffic controllers.
- Ask students to determine what new knowledge they obtained having read *Controlling Traffic*.

### Comprehension

- Why does traffic need to be controlled? (*Literal*)
- What are the advantages to shipping in using the Panama Canal? Can you think of any disadvantages? (*Inferential*)
- Do you think 'sailing plans' are a good idea? Why? (*Applied Knowledge*)

### Follow-up Activities

- Encourage students to research and decode different road signs.
- Ask students to think about what might happen if there was no traffic control. Complete a consequence wheel individually, then pair up in groups of two, four, and finally six, to discuss their completed wheels.

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## Learning Intentions

- We are learning to apply a range of skills and strategies to gain maximum understanding of both written and visual information in a text.
- We are learning about different methods of presenting information, such as tables, diagrams and drawings.
- \_\_\_\_\_

## Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand information presented in tables, diagrams and drawings.
- \_\_\_\_\_

## Guided Reading Notes

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