

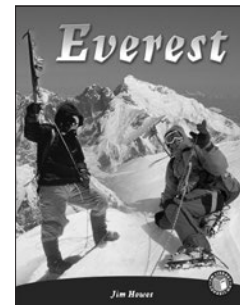
Everest

PM Level 30

Sapphire

Text Type Information Report / Explanation

Running Words 2620



Preparing for Guided Reading

Orientation to the text

- Mountains have fascinated people from many different cultures all over the world, since time began. Mount Everest is the tallest mountain on Earth. So tall, in fact, that if a jumbo jet was flying past Mount Everest at its normal altitude, a climber at the top of the mountain would be able to wave to people through the windows of the plane! To the Nepalese and Tibetan people, Mount Everest is sacred, and both cultures refer to it as a goddess. Other cultures, on the other hand, are fascinated with climbing Mount Everest. But if one were to ask why, the answer would most likely be – because it's there!

Prior knowledge

- Read the title of the book and discuss why Mount Everest is famous. Ask the students to describe Everest's environment as depicted on the cover.
- Discuss why people engage in extreme sports, such as climbing Everest.
- Invite students to scan the contents for content clues and text-type clues.

Building the Balanced Reader

Grammatical conventions

- Use of visual text to enhance meaning – diagrams, photographs, illustrations, labelled photographs, newspaper headlines, maps.
- Vocabulary – technical terms provide accurate information.
- Vocabulary – ie/ei words
- Cause and effect relationships, e.g. *As Earth's continents drifted apart, the land mass that is now India collided with the greater land mass that is now Asia.*
- Commas are used to separate parts of a sentence into meaningful sections.

Vocabulary

Key vocabulary

altitude, appalling, architecture, assault, calculations, complemented, conquering, cumbersome, dehydration, extraordinary, fatigue, inappropriate, inspired, measurements, permanent, precision, reluctantly, reputation, respected, sacred, solitude, summit, surveyor

Spelling

- Discuss the generalisation *i before e, except after c, when the sound is long e*. Locate examples in the text.

Visual Literacy

- Discuss each of the quotes located at the start of some chapters. How do these relate to the content of the chapter? Note the font is larger to create more impact.
- Compare the clothing worn by climbers in the past, with what climbers wear today.

Focusing on the story – guided reading

- Read *The Lure of the Mountain* out loud together.
- Direct students to read silently to the end of p. 15, then ask, *What aspects of Mount Everest have changed over time and what aspects have stayed the same? Why was there so much secrecy involved in measuring the mountain?*
- Make a timeline of people and events linked to Mount Everest.
- Ask students to make a list of the sorts of items and clothing they think that they would need to take with them if they were to climb Mount Everest. Share the lists.

Comprehension

- Which mountain range is Mount Everest part of? (*Literal*)
- Why do Tibetans call Mount Everest 'goddess of the sky'? (*Inferential*)
- What character traits would be needed by people who wished to climb Mount Everest? (*Applied Knowledge*)

Follow-up activities

- Ask students to locate the names of the ten highest mountain peaks in the world. Use an atlas to locate these points, and mark them on a map of the world.
- Conduct some research and prepare a biography of Sir Edmund Hillary.

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