

# Oil

PM Level 30

Sapphire

**Text Type** Discussion/Recount

**Running Words** 703



## Preparing for Guided Reading

### Prior Knowledge

- Students should have a basic understanding of environmental issues and how human activities can affect our planet.

### Orientation to the Text

- Oil is a source of energy that people rely on all around the world. Unfortunately, its use is also linked to climate change and other environmental threats. This book offers a discussion that explores the benefits and issues associated with using oil as an energy source. It also gives a recount of the Exxon Valdez oil spill that devastated Prince Edward Sound in Alaska in 1989.

## Building the Balanced Reader

### Grammatical Conventions

- Read the first page of the discussion and ask students what tense it is written in and how they know. Talk about why the present tense is used for discussions and how this makes the reader feel involved with what is being described.
- Ask students what a recount is and invite them to predict what tense *The Exxon Valdez Oil Spill* recount will be in. Read the first page and discuss whether students were right and how they know.

### Vocabulary

#### Key vocabulary

electricity, energy, environment, environmental, pollute, renewable, resources

### Spelling

- Look at the word *environment* together. Explain that the word 'environ' is an old French word that means to surround, while 'environs' refers to your surrounds. Discuss how this relates to the meaning of the word and invite students to suggest what the suffix 'ment' means. Relate this to other 'ment' words that students might be familiar with, such as 'government', and discuss how knowing the base word can help students remember the spelling.

### Visual Literacy

- Ask students to find their favourite image in the text and suggest where it has come from. Discuss how the image makes students feel.

## Focusing on the Book – Guided Reading

- Look carefully at the cover photograph and read the title of the book together. Ask, *What is happening in the image on the cover? How does this relate to the title?*
- Look at page 1 together. Ask, *How is a discussion different from a recount? What might you expect to find in each?*
- Read pages 2–3. Point out the summary bullet points on page 3. Ask, *Why do you think the author chose to include these? How does it help the reader?*
- Continue to page 6. Ask, *Who do you think might agree with the arguments on this page? Why?*
- Read page 9. Invite students to express their opinions about the use of oil. Say, *Find the arguments in the text that helped convince you.*
- Continue to page 11. Discuss the visuals on the page together and read the text. Ask, *What effect do you think the oil spill had?*
- Read page 13. Ask, *What are marine animals? What information in the text helps you to know that?*
- Continue to page 16. Ask, *What do you think is the most significant effect of the Exxon Valdez disaster? What information did you use to reach that conclusion?*

## Comprehension

- What was used to try to break up the oil spill from the Exxon Valdez? (*Literal*)
- How do you think we might reduce the use of oil in our lives? (*Inferential*)
- Did the author give a balanced view in the discussion? Why do you think this? (*Inferential/Evaluative*)

## Follow-up Activities

- Review the points for and against using oil in the text. Choose another topic that divides opinion and that students are interested in, such as whether primary school students should have homework. Divide students into two groups and have one group list points for the topic and the other list points against it. Instruct the groups to swap lists and then try to add to the list. Invite students to suggest which side of the argument they support and why.
- Conduct some research together into what young people can do to look after the environment. List the possibilities and choose one that you can act on as a group. Set a goal for what you want to achieve and make a plan for how you will do it.

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## Learning Intentions

- We are learning to form opinions about what we read.
- We are learning to infer information from the text.

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## Success Criteria

- I can express my thoughts about the topic of oil, supported by information from the text.
- I can use evidence in the text to work out word meanings and draw conclusions.

• \_\_\_\_\_

## Guided Reading Notes

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