

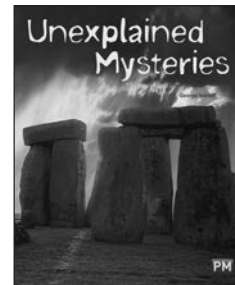
Unexplained Mysteries

PM Level 30

Sapphire

Text Type Information Report (Informative)

Running Words 3217



Preparing for Guided Reading

Prior knowledge

- Have students share thoughts about whether they believe in UFOs, or life on other planets.
- Ask students why they think people would believe that one type of mystery is based on fact, while another type of mystery is simply a hoax or misunderstanding.

Orientation to the text

- In this book, readers learn about a range of unexplained phenomena including UFOs, crop circles, mysterious creatures and places, and the disappearances of people and vessels.

Building the Balanced Reader

Grammatical conventions

- Discuss the frequent use of quotation marks in this book, to denote unofficial names for the phenomena discussed, e.g. “flying saucers”, “Dragon”, “sea serpent”.

Vocabulary

Key vocabulary

abducted, accomplishments, alleged, archaeologists, astronomical, circumstance, concentric, elaborate, extraterrestrial, hoax, mysteries, phenomena, physicist, plausible, prehistoric, solstice, speculated, supernatural, surveillance, technology, unexplained

Spelling

- Discuss the word *extraterrestrial*, and how it can be written as one word, as a hyphenated word, or as two words. It is also commonly abbreviated to *E.T.*

Visual literacy

- Have students look at the map on p. 16. Ask them how the size of the Dragon’s Triangle compares to the size of mainland Japan.

Focusing on the book – guided reading

- As they read, have students stop at the end of each chapter and offer thoughts about the truth behind each of these mysteries.
- After reading p. 6, ask students whether they think they would mistake lenticular clouds for a UFO.

- Have students share thoughts about why scientists and astronomers are so keen to know if there is intelligent life beyond Earth.
- Ask students to explain why kites could be mistaken for UFOs.
- Have students closely examine the crop circle on p. 9, and offer thoughts about whether humans would be able to make this kind of complex pattern without being detected. How long do they think it would take a team of people to do this with ropes and wooden boards? Would this be possible to do in the dark?
- Have students pause after reading pp. 12–13 and give thoughts as to which creature – Bigfoot or the Yeti – it would be easier to pretend to be.
- Ask students if they would feel comfortable sailing through the Bermuda Triangle. Have them offer explanations for their opinions.
- After reading pp. 20–21, ask students how they think the people who built Stonehenge would have transported the stones from south-west Wales, 400 kilometres away.
- After reading pp. 24–25, have students suggest other reasons why the crew of the *Mary Celeste* abandoned the ship.

Comprehension

- What did the *Breakthrough Listen* project hope to find? (*Literal*)
- Why is the Yeti also known as the Abominable Snowman? (*Inferential*)
- What is the most likely explanation for Harold Holt’s disappearance? (*Applied Knowledge*)

Follow-up activities

- Have students research further information about the sea floor of the Dragon’s Triangle, below the coast of Japan. Ask them if they have uncovered any further evidence about the forces behind the disappearance of these ships and planes.
- Have students make a list of the creature-based mysteries in the text and rate each on a score of 1 to 5, with 1 being *unlikely to be a hoax*, and 5 being *very likely to be a hoax*.

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 a range of language effects that add variety and clarity to a text.
- _____

Success Criteria

- I can read written and visual information to better understand information in a text.
- I can read and understand a range of language effects used by the author.
- _____

Guided Reading Notes

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