

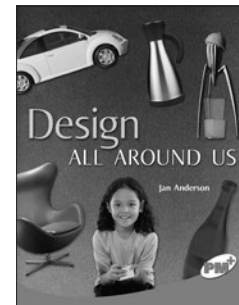
Design All Around Us

PM Level 26

Emerald

Text Type Information Report / Recount (timeline)

Running Words 1192



Preparing for Guided Reading

Orientation to the text

- Good design is not just about how things look — it's also about how they are made, how they work and what they do. Technology plays a big part in design. In the past century, new technology has helped people to create many products, using new materials and processes. Everyday objects such as chairs and appliances, houses, public spaces and packaging have all benefited from good design.

Prior knowledge

- Ask students to select one item each (from the classroom) that they think was designed by someone and bring it back to the group. Ask individuals to jot down some of the things that they think the designer might have had to consider. For example: Does it look attractive? Can it be used easily? Is it safe for children?

Building the Balanced Reader

Grammatical conventions

- Examine the text structure, referring to the contents, headings, sub-headings, glossary and index
- Locate examples of cause and effect statements, identifying typical words that suggest cause and effect, e.g. Later, steel bumper bars were covered in chrome (*cause*) to stop rust forming (*effect*).

Vocabulary

Key vocabulary

affects, architects, automatic, carpenter, chrome, designed, efficient, expensive, insulation, malls, moulded, packaging, plastics, posture, practical, processes, processors, silicon, technology

Spelling

- Locate words in the text where the digraph *ch* makes the sound /k/, e.g. *technology, chrome, architects*
- Make lists of words from the text that end with *-er* or *-or*, e.g. *processor, computer*. Decide if there is a generalisation about which ending to use.

Visual Literacy

- Assist students to interpret the time line showing the design of the motor car. Ask questions to determine students' understanding.

- Encourage students to refer to the map that shows the location of Sweden. If necessary, use a globe or map of the world to show Sweden's position relative to Australia.

Focusing on the story – guided reading

- Ask students to read to the end of p.7 after setting the focus questions: *Which items in the text and photos may not have been designed before computers were invented? Why?*
- Ask students to think of something that they have in their home that is either an older or newer design than they have seen somewhere else, e.g. an old typewriter and a laptop computer. Have students consider what the reasons for the change in design may have been. (For example, the computer has a memory and can store information; if you make a mistake you can delete; you can cut and paste information; it is portable; it has more than one function.)
- Ask students to read to the end of p.15 after setting the focus question:
Name three designs that have changed over time. Why did they change?
- Share the children's responses to the focus question. Then discuss the following: *The author talks about new technology. What do you think this means?*
When designing new products, what are the advantages of plastic, silicon and chrome? Can you think of any disadvantages for each material? For example, a plastic spatula might melt in a frying pan.
- Then discuss the following: *Hundreds of years ago, glass and curtains were too expensive for people to have in their homes. Do you think that some of the things people find expensive now could be in all homes in the future?*

Comprehension

- What are the four main reasons why designers may make a product out of plastic? (*Literal*)
- What does "practical" mean? (*Inferential*)
- What features do you think homes of the future might contain? (*Applied Knowledge*)

Follow-up activities

- Discuss the trend away from disposable plastic containers, such as shopping bags and water bottles, in an effort to further protect the environment.

Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

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