

Kites

PM Level 26

Emerald

Text Type Information Report / Procedure

Running Words 1274



Preparing for Guided Reading

Orientation to the text

- Kite-flying is fun, and many kite festivals are held all around the world to celebrate the wonder of the kite. Kites have a long history in Asia and the Pacific. Kites have performed important roles in the history of technology. Information includes the different parts of a kite, the aerodynamics of a kite and how to fly a kite in a variety of conditions, as well as safety rules. Students can make a simple diamond kite by following the step-by-step instructions and learn about the variety of modern kites available today.

Prior knowledge

- Read aloud the title and chapter headings while students track the text. Flick through Chapters 1 and 2 and draw students' attention to the page layout and use of visual text.
- Make a chart listing each question from p. 5 on separate large sheets of paper. Ask students to discuss and add what they know under each question.

Building the Balanced Reader

Grammatical conventions

- Specialised vocabulary is used in the text to provide accurate information for the reader.
- Discuss the different pronunciations of the word *wind*. Explain that words that have the same spelling but are pronounced differently are called *homographs*.
- Note the use of action verbs as the entry for instructions in the procedural text, e.g. *Tape*, *Glue*, *Attach*.

Vocabulary

Key vocabulary

ancient, antenna, array, attitude, defeat, determines, experiments, fascinating, festivals, functions, gravity, identifying, intersection, invented, launching, original, spectacular, strut, succeeded, symmetrical, taut

Spelling

- Locate the word *aerodynamics* on p. 12. Use the glossary to check the meaning of this word. Discuss the meaning of the prefix *aero-* (Greek –

aeros, meaning *air, atmosphere, gases*). Ask students to list other words beginning with the prefix *aero-*, e.g. *aerobatics, aerobic, aerodrome*.

Visual Literacy

- Discuss why some pages have illustrations, rather than photographs. Point out the subject matter to assist students to understand this difference.
- Identify different visual features that support the written text. Draw students' attention to photographs, drawings, labelled illustrations, tips and safety information.

Focusing on the story – guided reading

- Have students silently read to the end of Chapter 2, then ask, *What can you find out about the history of kites?*

- Students can skim through the pages and write all the key words relating to people and places associated with kites.

- Ask students to describe the features of a basic kite shape.

- Direct students to read silently to the end of Chapter 4, then ask,

What are the main parts of the kite and what are their functions?

What is meant by the aerodynamics of the kite?

What would you tell people if they are about to fly a kite for the first time?

- Encourage students to write questions about the content in Chapter 4.

- Discuss the following: 'What have been some of the uses of kites?' 'Why do you think China is considered the home of the kite?'

'How would kites have helped people from the South Seas with their fishing?'

Comprehension

- Why do people love kites? (*Literal*)
- Why don't we know exactly when the kite was invented? (*Inferential*)
- How does making the kite's tail long increase the drag? (*Applied Knowledge*)

Follow-up activities

- Ask students to follow the written instructions to construct a kite.
- Organise a kite day for students to share the kites they have made, and any further research that they have done on kites.

Kites

Date _____

PM Level 26

Emerald

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.
- _____

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.
- _____

Guided Reading Notes

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