

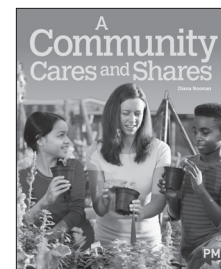
A Community Cares and Shares

PM Level 25

Emerald

Text Type Information Report (Informative), Exposition (Persuasive)

Running Words 1527



Preparing for Guided Reading

Prior knowledge

- Talk about some of the ways communities come together to look after each other and the environment.

Orientation to the text

- In this book, the reader learns about a range of community initiatives that bring people together to care for one another and for the local environment, including volunteering schemes and clean-up days.

Building the Balanced Reader

Grammatical conventions

- Highlight the author's use of persuasive language in the exposition, e.g. *we think, we believe, we don't agree*.
- Discuss the use of colons and dot points to present an extended list (p. 14).

Vocabulary

Key vocabulary

activities, annual, beliefs, celebrate, community, culture, employed, enjoyable, environment, exercising, festival, kindergarten, library, neighbours, permission, playground, pollution, rely, students, theme, together, volunteers

Spelling

- Draw students' attention to the word *kindergarten*, explaining that it is a word from another language (German), and that we need to be careful not to pronounce the t with a d sound.

Visual literacy

- Encourage students to look carefully at the picture of the rubbish truck on p. 12. Have them identify its direction of travel, and the role of the workers.

Focusing on the book – guided reading

- Have students share thoughts about the communities they belong to, including the school community, their family, sporting communities and other activity-based communities.

- Discuss why volunteers are so important to many organisations, particularly given that many organisations cannot afford to pay people to do the work needed to keep them going.
- Discuss why it is beneficial for older children to help younger children at school or kindergarten. What sorts of things can they learn from each other?
- Have students share any experiences of participating in community clean-ups. Ask what kind of work they did, and what safety precautions were taken to make the clean-up safe.
- Have students share experiences of fundraising. Ask, *What was your fundraising for? Did you fundraise by selling products or by offering a service?*
- Ask students if they agree with the students of Year 5A that an outdoor gym will have a negative affect on their play area at the park. Can students think of a way that both children and grown-ups can be accommodated?
- Discuss the compound word *fundraise*, and how it is an excellent example of a very specific term made from a noun and a verb.

Comprehension

- How do some communities celebrate together? (*Literal*)
- What type of items could be dangerous if donated to a kindergarten? (*Inferential*)
- Why should people of all ages exercise regularly? (*Applied Knowledge*)

Follow-up activities

- Have students choose an activity from the book that the class would be able to perform together. Have them make a list of specific tasks involved, as well as any safety measures needed.
- Have students write about a time they joined in some kind of clean-up event, if they had no choice in the matter. Ask students to describe how they felt afterwards, knowing that they had made a difference in the community.
- Ask students to imagine that the council has agreed to a compromise solution to the children's request. Have them draw a design for how the park might include both an outdoor gym and plenty of play space for children.

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Learning Intentions

- We are learning to understand themes that are explored through information presented in the text.
- We are learning to make predictions about the text and can use prior knowledge to derive greater meaning from the text.
- _____

Success Criteria

- I can identify themes that relate to the information presented in the text.
- I can use prior knowledge and experiences to derive greater meaning from the text.
- _____

Guided Reading Notes

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