

All About Mars

PM Level 25

Emerald

Text Types Information Report, Discussion

Running Words 1810



Preparing for Guided Reading

Prior Knowledge

- Show students a model or image of the solar system, and invite them to share what they know about the names and features of the planets. Talk about what makes Earth unique.

Orientation to the Text

- Its red colour and visibility from Earth have made Mars an object of wonder since ancient times. In this book you will learn what we know about Mars and how we know it, and consider whether or not it would be a good idea to send humans to live on Mars.

Building the Balanced Reader

Grammatical Conventions

- Identify text connectives with students and discuss how they are used to build complex sentences, e.g. *Earth is about 149 million kilometres from the Sun, while Mars is about 228 million kilometres from the Sun.*

Vocabulary

Key Vocabulary

ancient, astronomer, atmosphere, basalt, climate, craters, diameter, Earth, elliptical, galaxy, glaciers, Mars, Martian, observatory, orbiting, organisms, oxygen, planet, resources, rover, solar system, spacecraft, spherical

Spelling

- With students, break down the word *spherical* into syllables and identify the vowel sound in each. Then have students identify how many phonemes are in the word and whether each is represented by one or two letters.

Visual Literacy

- Guide students to interpret the timeline on pages 22–23. Talk about the span of time represented on the timeline, as well as the placement and description of each of the events.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Ask, *What text type do you think will be in this book? What makes you think that?*

- Read pages 2–3 and discuss the information. Ask, *What does this tell us about the type of text this is likely to be?*
- Revise what an adjective is and identify all the adjectives on page 5 together. Re-read the page without the adjectives and ask, *Why did the author include these words? How does it make the text different without them?*
- Continue to page 16. Ask, *What information has been presented so far in this section? How is it organised?*
- Ask students to find two adjectives with a similar meaning on page 21. Ask, *What detail do these adjectives give? Why didn't the author use the same one twice?*
- Read the opening statement of the discussion on page 26. Ask, *How can you tell that this is a different text type? What do you think it is going to be about?*
- Ask students to find examples of adjectives on pages 26–27. Discuss whether or not students think they are good choices to add to the discussion.
- Read to the end of the text. Ask, *How was the information in the second text type different from the first? How was it similar?*

Comprehension

- How did early astronomers observe Mars? (*Literal*)
- Why do you think Mars has fascinated people for so long? (*Inferential*)
- What is your opinion about humans setting up a base on Mars? Why? (*Applied Knowledge*)

Follow-up Activities

- Write the words *Mars* and *Martian* on the board and discuss the relationship between them. Have students work in pairs to make a list of as many countries and associated adjectives as they can, e.g. Australia, Australian; Italy, Italian; England, English. Consolidate the list and discuss any patterns that students see.
- Make a Y-chart to record students' thoughts about what they would see, hear and feel if they were on Mars. Encourage them to use adjectives to give greater detail about their ideas.
- Ask students to imagine that they are on a space mission to Mars. Have them write an imaginative recount of their experience, using the information from the book.

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Learning Intentions

- We are learning to identify the features of different text types.
- We are learning how authors add detail to what they write.

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Success Criteria

- I can describe and compare the features of information reports and discussions.
- I can find adjectives in the book and explain why the author chose them.

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Guided Reading Notes

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