

The Power of Wind

PM Level 28

Ruby

Text Type Information Report (informative), Recount (Imaginative)

Running Words 2888



Preparing for Guided Reading

Prior knowledge

- Discuss with students some of the ways that wind affects their own lives from day to day, including the games they play outside and the ways they travel to and from school.
- Have students share experiences of participating in or watching wind-based recreation activities such as kite-flying or windsurfing.

Orientation to the text

- In this book, the reader learns about wind – what it actually is, and many of its effects. They learn about different types of transportation and recreation, about wind energy, and about extreme weather events in which wind can cause great devastation.

Building the Balanced Reader

Grammatical conventions

- Discuss the first-person voice used in the Recount. Ask students how they think such a personal recount reinforces the information they have learnt in the Information Report.

Vocabulary

Key vocabulary

climate, clouds, currents, electricity, hurricanes, power, pressure, renewable, surges, tornadoes, tropical, turbine, typhoons, waves, weather, windmills, windsurfing

Spelling

- Discuss how the word *cylindrical* includes both hard and soft pronunciations of the letter *c*, and how the letters *y* and *i* both make the same sound in this word.

Visual literacy

- Have students analyse the diagram on p. 18, observing how the arrows show the directions of winds caused by the Coriolis effect.

Focusing on the book – guided reading

- Read over p. 2 as many times as necessary to ensure that students understand the forces behind the creation of wind.

- After reading the final paragraph on p. 4, have students guess what a wind that blows from north to south would be called.
- Ask students to give their own definition of the term *air mass* before reading its entry in the glossary.
- Discuss why wind-powered vehicles could be very useful in the wide-open spaces of Australia.
- Have students look closely at the pie chart on p. 13. Are they surprised that wind energy will make up such a large share of the world's electricity supply by the year 2050?
- Discuss the Beaufort scale, and how it enables more accurate descriptions of wind conditions. Ask students which of these wind conditions they have experienced.
- After looking at the diagram on p. 18, ask students if they think sailors would benefit from knowing about the Coriolis effect.
- Have students pause after reading pp. 20–21 and make suggestions as to how people could stay safer in a tornado. Have them read p. 22 to confirm how well they guessed.
- Discuss why hurricanes are particularly dangerous to people who live on coastlines.
- Have students read the Imaginative Recount, *Experiencing Hurricane Juan*, and imagine they were the boy in the story. How do they think they would have felt in this situation?

Comprehension

- Why is wind energy often called 'clean' energy? (*Literal*)
- Why did the Netherlands need so many windmills? (*Inferential*)
- How were windmills 2000 years ago used to grind grain into flour? (*Applied Knowledge*)

Follow-up activities

- Using the BLM, have students draw pictures to show how they think their local area would be affected by each level of wind power on the Beaufort scale.
- Have students re-read the Imaginative Recount, and rewrite it in the form of a newspaper report.

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Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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