

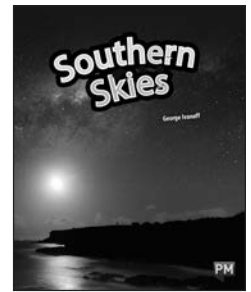
Southern Skies

PM Level 28

Ruby

Text Type Information Report (Informative), Narrative (Informative)

Running Words 2382



Preparing for Guided Reading

Prior knowledge

- Have students share experiences of looking up at the night sky, with the naked eye and with binoculars or telescopes if they have had access to these. Have them share thoughts on the ideal conditions for stargazing.

Orientation to the text

- In this book, the reader learns all about the stars and other astronomical phenomena most commonly seen from the Southern Hemisphere. These include the Moon, the closest stars and planets, and visiting bodies such as comets. The text also discusses Indigenous astronomy in Australia and New Zealand.

Building the Balanced Reader

Grammatical conventions

- Discuss the Latin names in the text, such as *Centaurus*, *Crux* and *Proxima Centauri*. Discuss why these old names are still commonly used instead of English names.
- Observe the author's use of terminology in quotation marks for unofficial names such as "meteoroids", "shooting stars", "falling stars".

Vocabulary

Key vocabulary

asterisms, asteroids, binary, comets, constellations, friction, galaxies, Leonids, Magellanic, meteor, meteorite, meteoroids, navigate, particles, proximity, sextant, southern, variable

Spelling

- Observe how many astronomical names have difficult spellings because they are based on names, e.g. *Shoemaker-Levy 9*, or are Latin words, e.g. *Canopus*, *Sirius*.

Visual literacy

- Have students look at the constellation chart on pp. 20–21 and offer thoughts about which constellations most closely resemble their namesake creatures or objects.

Focusing on the book – guided reading

- Discuss the fact that the Moon does not create light itself, but reflects the Sun's light back to us.
- Ask students if they think it is correct to refer to Venus as the *morning star* or the *evening star*. Why are these names technically inaccurate?
- Have students share any experiences of seeing meteors in the sky. After reading pp. 10–11, ask if they think many of these meteors pose danger to people.
- Discuss the fact that even the brightest stars are extremely far from Earth.
- After looking at the constellation chart on pp. 20–21, discuss how different cultures see the skies differently, forming their own star pictures with different stories behind them.
- Ask students why a telescope in space, such as the Hubble Space Telescope, would have a better view of the stars than one looking up through the atmosphere.
- Discuss how Indigenous people of Australia and New Zealand knew the skies so well, and were able to use the positions of stars and planets in very practical ways.

Comprehension

- What are the Small and Large Magellanic Clouds? (*Literal*)
- Why can the planets be seen from both the Southern Hemisphere and the Northern Hemisphere? (*Inferential*)
- How do scientists know that comets are made of ice rather than rock? (*Applied Knowledge*)

Follow-up activities

- Using the photo on pp. 20–21 or another map of the southern sky, have students find an animal shape in the stars, to make their own constellation. Have them think of a story about how this creature came to be in the sky.
- Over the course of a month, have students keep a moon diary, sketching the shape of the moon as they see it each night and observing how it returns to the same shape after the month has ended.

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