

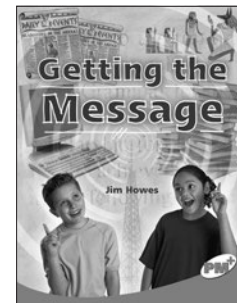
Getting the Message

PM Level 25

Emerald

Text Type Information Report

Running Words 1298



Preparing for Guided Reading

Orientation to the text

- For thousands of years, people have recorded information, whether on cave walls, stone, paper or wood. With the invention of the printing press in the 1450s, came the means to produce many copies of books quickly. Then came newspapers – the first form of mass media. The past hundred or so years have seen an explosion in the mass media, with the development of radio, television and the internet. Never before has ‘getting the message’ been so quick and easy.

Prior knowledge

- Develop a list of reasons why people communicate with each other, e.g. to educate, to inform, to entertain.

Building the Balanced Reader

Grammatical conventions

- Locate examples of complex sentences in the text. Identify the independent and dependent clauses, e.g. *People became more interested in books when they heard them being read out loud.*
- Identify sentences that contain a comma to separate phrases or clauses in a sentence to enhance meaning, e.g. *It is also used to provide news online, and to advertise and sell everything from books to toothbrushes.*

Vocabulary

Key vocabulary

ancient, appearance, communicate, cuneiform, fascinated, generation, hieroglyphics, mass-produce, mechanical, interactive, languages, papyrus, parchment, prehistoric, publishing, pulp, satellite, sophisticated, telegraph

Spelling

- Have students conduct a word search to find words ending in *ion*. Explain that *ion* is a suffix meaning *the act of*. Discuss what each word may mean.
- Search the text for *tele* words. Predict the meaning of *tele*, and check in a dictionary for its meaning and origin (Greek root – *far*).
- Make a list of other words beginning with *tele*.

Visual Literacy

- Read the *Media Moments* boxes to learn additional facts about the topic.
- Assist students to understand how a television works by ‘reading’ the explanation in pictorial form on p. 17.

Focusing on the story – guided reading

- Ask students to read to the end of p. 11 after setting the focus questions: *Which forms of communication are disappearing? Which forms of communication were only for rich people before the 1900s? Why?*
- Ask students to read to the end of p. 17 after setting the focus questions:
Which types of communication were designed to travel fast? Why was this important?
Which inventor do you think was the most important? Why?
- Ask students to write labels (in sentence form) that could go with the diagram showing how television works on p. 17.
- Demonstrate how the index works. Have students use the index to find information about newspapers. Ask why it became important for publishers to mass-produce books. How many reasons can you find in the text?

Comprehension

- What changes were brought about by the introduction of television? (*Literal*)
- What are some of the advantages of the internet? (*Inferential*)
- What do you think is more important – a message or the way it is passed on? Why? (*Response*)
- How has the media influenced people’s lifestyles now and in the past? (*Applied Knowledge*)
- Many people were misinformed when they listened to Orson Welles’ radio play, *The War of the Worlds*. Could something like that happen today? (*Applied Knowledge*)

Follow-up activities

- Provide simple examples of Rebus stories, where some of the words are replaced by pictures. Encourage students to write their own Rebus stories based on their personal experience or a known story or traditional tale.

Getting the Message

Date _____

PM Level 25

Emerald

Learning Intentions

- We are learning to understand how the index and contents help to make information easier to locate in a non-fiction text.
- We are learning to identify typical structural and language features of a range of text types.

• _____

Success Criteria

- I can use the contents or index to locate specific information 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