

Gold

Before Reading

Text type

Draw students' attention to the:

- title
- chapter headings
- photographs, map, labels and captions, illustration
- glossary and index.

Ask, "What type of non-fiction book is this?" (Report)

Visual Literacy

Does this text appeal to you visually? Why? What visual features make it interesting to look at – vividness of the colour, frames of metal as borders, the colour and style of the book title? What details about gold can you see in the photographs? For example, how large or small is a piece of gold found in the ground as compared to your hand? (p.6) What markings can you see on a gold coin? (p.11) What markings can you see on the bars of gold? (pp.18–19) Why would most of the photographs be close-ups?

Background Knowledge

What items do you have at home that are made from gold? Are they valuable? Why do you think items made from gold are valuable as compared to items made from other metals, such as brass, tin or steel?

Phonological Awareness

Make sure the students know these phonological patterns:

- **-ee-**: been (p.6), keep (p.21)
- **-ou-**: about (p.10), found (p.4), ground (p.4)
- **-oi-**: coin (p.11)
- **-ong**: long (p.18), strong (p.18)
- **-ie-**: buried (p.9), countries (p.15), mummies (p.9)
- **-or-**: for (p.6), more (p.6), wore (p.9)

Create lists of words with the students that contain the phonological patterns listed above. Use words from the text and their own word knowledge. Provide clues if necessary to build their knowledge of words and phonological patterns (e.g. For 'noise', say, "I am another word for 'sound' that has the letter pattern 'oi' as in coin.")

This book forms the factual reading record for Level 12

Vocabulary:

art, buried, cases, coin, country, Earth, Egyptians, electrical, gold, humans, jewellery, metal, mummies, rare, Romans, spacecraft, tool, valuable, wire



High Frequency Words

again, also, are, because, group, hundreds, made, most, only, that, thousands, used, were, where

Discuss strategies for memorising words (i.e. reciting the letters, breaking the word into syllables, looking for smaller words, visual letter patterns). Write a high frequency word on the board. Using letter tiles, have students make the word. Tell them to memorise the word. Erase the word. The students jumble their letters, and then remake the word. What strategies were most effective in memorising the words?

Motivation / Purpose

The purpose of the text is to report on gold, its history, its uses and the reasons why it is valuable. The text links with the *Social Studies* theme *Economies*.

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Write the words 'Egyptians', 'Romans', 'Chinese' on the board. What countries do these people come from? Record the names of the countries, e.g. China – Chinese. What suffixes are added to the base name for each country? What changes are made to the base word when the suffixes are added? List the names of countries in the book i.e. Lydia (now in western Turkey) and the countries shown on the map (pp.14–15). Have the students write the names of the inhabitants of each of the countries (e.g. Australia – Australians).

Checking for Meaning

Literal:

- What is gold?
- What are its properties?
- What are some uses of gold today?
- What did the Egyptians use gold for?

Inferential:

What is it about gold that would have made people think that gold was nice to look at?

Why did gold start to cost too much?

What other reason/s can you think of as to why gold is rare?

Response:

The text reads: 'Today, few coins are made from gold.' What are coins made from?

What coins do you think are made from gold – special commemorative collector coins?

Grammatical Patterns

Ensure students understand the following components of a report:

- Opening general statement defining the topic. *Gold is a metal that can be found in the ground.* (p.4)
- Paragraphs with topic sentences to organise information: *Gold is very valuable because it is rare.* (p.16)
- Reference links are used to link ideas within and between sentences: *Gold is valuable because it is rare.* (p.23)
- Technical/subject specific language: *tool* (p.6), *coins* (p.11), *Egyptians* (p.8), *Romans* (p.11), *Chinese* (p.10), *jewellery* (p.9), *mummies* (p.9)
- A summary to conclude the report. (pp.22–3)

Fluency / Punctuation Patterns

In this text, sentences contain adverbial phrases of time to sequence events: *for more than 6000 years.* (p.6), *About 2500 years ago, ...* (p.11), *Today, ...* (p.13). Identify sentences containing these phrases and model reading of the sentences, emphasising the words in the time phrase as a group, e.g. *In the early 1900s, / gold started costing too much.* (p.12) Have the students echo your reading.

Compound sentences contain the connective 'because' to link two independent ideas and to give an explanation of cause and effect: *Gold is valuable (effect) because it has many uses. (cause)* (p.23)

Have the students locate and read sentences containing 'because'. Demonstrate reading the sentences, pausing after 'because' to indicate the connection between cause and effect. Read to the end of 'because' with the students completing the sentence by reading the text. For example:

Teacher: *Gold is valuable because ...*

Student: *... it is strong and lasts a long time.* (p.23).

These patterns occur at various intervals throughout the text:

- Dot points are used to list concluding statements in the summary (pp.22–3)
- Capital letters are used for countries and their inhabitants: *Egyptians* (p.8), *Chinese* (p.10), *Lydia* (p.11).

Critical Literacy

What was the purpose of this text? What was the most interesting or unusual fact you read about in this book? How useful did you find the summary at the end? Why do you think an author would include a summary?

Linking Visual and Written

Discuss the map on pages 14–15. Name the countries where gold is found. Why are the labels important? Why is this type of information best presented as a map, rather than as a paragraph in the text? Look back at the items that gold can be made into. What do you think has to happen to the gold to make it into these objects? For example, what has to happen to the gold so that it can be made into the wire as shown on page 5? How would it be made into a coin?

After Reading

Write the word 'gold' on the board. Have students think of five questions that can be answered by the word 'gold' (e.g. What is the only yellow metal on Earth?).

Activities

After reading the text, students will:

- locate and record correct information from the text
- write words containing specified phonological letter patterns
- select from a list of verbs to complete sentences
- locate facts in the text, draw pictures and write captions to create a fact chart.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

