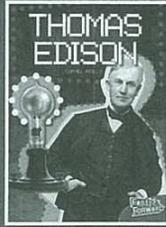


Thomas Edison



Vocabulary:

deaf, Edison, electric light, invention, inventor, laboratory, messages, Morse code, moving pictures, newspaper, phones, radio, sound recording, telegrapher

Before Reading

Text Type

- Draw students' attention to the title **Date././...**
- chapter headings
- photographs, diagrams, illustration, labels and captions
- glossary and index.
- Ask, "What type of book is this?" (Factual Recount)

Visual Literacy **Date././...**

Browse the photographs and diagrams. Identify the image of Edison on page 4 as a portrait. On what pages can you find pictures about his family life? On what pages can you find pictures about his inventions? What items do you recognise?

Background Knowledge **Date././...**

What is an inventor? What famous inventors do you know and what did they invent? Why do you think they liked to invent things? What do you know about Thomas Edison? What questions do you have about his life and his inventing?

Phonological Awareness **Date././...**

- Make sure the students know these phonological patterns:
- ch-: changed (p.10), child (p.6), children (p.6)
 - ea-: deaf (p.14), read (p.7)
 - ing: anything (p.9), moving (p.5), recording (p.5), selling (p.8), sending (p.13), things (p.7)
 - y: laboratory (p.9), many (p.5), only (p.11)
 - or: born (p.6), inventor (p.4), recording (p.5)
 - ph: kinetograph (p.17), phones (p.11), phonograph (p.16), telegraph (p.11)
- Write the listed phonological patterns on the board. Select a word containing the pattern and write it on the board, omitting the letter pattern, e.g. _ _ _ one. Ask, which letter pattern **d** need to write in the spaces to write the word 'phone'? (i.e. ph). Have the students write their response. Check for accuracy. Repeat the activity with each pattern.

High Frequency Words **Date././...**

always, around, because, better, done, only, people, read, send, soon, thousands, working

Play 'Spin the Pen'. Write the words on cards. Place in a circle. Students take turns to spin the pen and say the word to which the pen points. Use both new and known frequency words from previous reading sessions.

Write the words on cards. Draw the shape of a high frequency word on the board using frames to represent the letters of the words (e.g. send).



Students guess the word by its shape, and then write the letters in the boxes to make the word.

Motivation / Purpose **Date././...**

The purpose of the text is to recount the events in the life of inventor Thomas Edison. The text links with the *Sdence* theme *Life Sdence*.

During Reading

Vocabulary in Context **Date././...**

Discuss the meaning of each vocabulary word. Identify the main tense of the text (i.e. past tense). Locate and list past tense verbs: *was, invented, helped, went, read, made, changed and started*. Write 'read' on the board. What two ways can this word be pronounced? Have the students use it in sentences in the past and present tense.

Checking for Meaning

Literal: **Date././...**

Who was Thomas Edison?
What jobs did he have?
What was his first big invention?

Inferential: **Date././...**

What sort of child was Thomas Edison?
Was his deafness a problem for him?
How old was he when he started his own laboratory?

Response: **Date././...**

What part of Edison's life did you find the most interesting?
What do you think it would take to be an inventor?
How would our lives be different if people didn't invent things?

Grammatical Patterns **Date././...**

Ensure students understand the following components of a factual recount:

- An orientation providing who, what and where: *Thomas Edison was a great inventor.* (p.4) *Thomas Edison was born in the USA in 1847.* (p.6)
- A record of events in chronological order: *1847* (p.6), *ages 12, 14 and 16* (pp.8-10), *1872* (p.18), *1879* (p.21), *1931* (p.22)
- Evaluating remarks about his life: *Many of his inventions and ideas changed the world.* (p.5) *Many people say that being deaf helped to make Edison a good inventor.* (p.16)
- Reorientation to round off the series of events: *By the time of his death, he had seen how many of his ideas and inventions had changed the world.* (p.23)

Fluency / Punctuation Patterns **Date././...**

Sentences begin with adverbial phrases of time. Demonstrate how to read these sentences pausing at the commas: *When Edison was a child, / he went to school at home.* (p.7) Have the students echo your reading. *When he was 14 years old, / he began his own newspaper.* (p.9) Dashes separate words that add extra, qualifying information: *In his lifetime, he invented - or helped to invent - more than one thousand different things.* (p.4) Demonstrate how to read the sentence pausing at the dashes to make meaning clear and highlight information.

These patterns occur at various intervals throughout the text:

- A colon and dot points are used in lists: *If it wasn't for Thomas Edison, we might not have: ...* (p.5)

- Commas separate adverbial phrases of time and connectives sequencing events: *When he was 14 years old, he began his own newspaper.* (p.9)
- An exclamation mark is used to indicate amazement: *No one had ever done anything like that before!* (p.9)

Critical Literacy **Date././...**

What is the purpose of this text? What do you think is the author's opinion of Thomas Edison? Why is it important for the author to use time words and phrases? In what order are the events listed? Why? Why do you think people write recounts about people's lives?

Linking Visual and Written **Date././...**

Look at the chart of Morse Code (p.13). What does Morse Code look like? Does it look like a series of dots and dashes as described in the text? What extra information about Morse code does the chart provide that is not in the written text?

After Reading

Write a message for the students to decode using the chart on page 13. Have the students write their own Morse Code messages to be decoded. Next, tap out single letters or words for the students to decode by their sound.

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)

