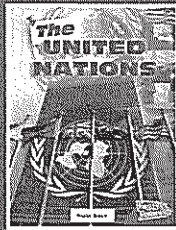


The United Nations



Before Reading

Text Type

Draw students' attention to the:

- title
- photographs.

Ask "What type of book is this?" (Description) What information can help you decide?

Visual Literacy

Browse the photographs. What visual clues tell you that the text is about the United Nations?

Describe the borders around the pages. Why are flags relevant to a text about the United Nations?

What visual clues tell you that parts of the text tell about events that took place in the past?

Background Knowledge

Discuss the word 'nation' as another word for 'country'. What might countries be able to do to help one another? Why is it easier to do these things when many countries are involved? Would any countries not want to help? Why?

Phonological Awareness

Ensure students know this phonological pattern:

- /or/ sound: discuss which letters can make this sound. Locate examples in the text, and add to the list:
 - or - formed (p.10), forty, morning, New York (p.22), organisation (p.4), short, story;
 - ore - before, more (p.5), score, shore, store, wore;
 - oor - door, floor, poor (p.4)

Say these words to the students. Ask them to identify which part of the words sounds the same.

High Frequency Words

after, around, become, each, most, people, stop, that, wanted, world

Discuss various ways of learning high frequency words. Many are visual and cannot be spelt or read phonologically. Divide the list of words into two groups: 'visual' words and words that can be 'sounded out'.

Arrange high frequency word cards in alphabetical order.

Vocabulary:

decisions, educate, fair, governments, logo, members, organisation, peaceful, representatives, respect, solve, united, veto

Motivation / Purpose

The purpose of the text is to show why the United Nations was formed and how it can help countries around the world. The text links with the Social Studies theme *Government and Democracy*.

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Draw students' attention to the following:

- **peaceful** (p.5): Discuss the suffix 'ful', meaning 'full of', and note the single 'l'. List other words with the suffix: e.g. beautiful, helpful, plentiful. Also discuss the use of 'more peaceful' as the comparative form
- **united, organisation** (p.4); **representatives** (p.12): Note that these words can be broken into syllables to assist decoding (e.g. u / ni / ted). Have students identify the root words
- **decisions** (p.18): Revise the soft 'c' sound when 'c' is followed by 'i' or 'e'. Provide other examples: e.g. excited, certain, circus, juice.

Checking for Meaning

Literal:

What does the United Nations do? (p.4)

How many countries belong to the United Nations? (p.8)

When was the United Nations formed? (pp.10, 13)

Inferential:

Why might some countries not want to belong to the United Nations?

Why would each country have a representative on the General Assembly?

How were the countries with the power of veto chosen? Why?

Response:

Is the United Nations a good idea?

If you were a representative on the General Assembly, what would you like to discuss?

Grammatical Patterns

Ensure students understand the following components of a description:

- Introduction to the subject of the description. *The United Nations is an organisation that tries to solve problems around the world.* (p.4)
- Characteristic features of the subject: *logo* (p.5), *aims* (p.5), *member countries* (p.6), *formation of the UN* (pp.10-13), *how the UN helps countries* (pp.14-17), *how decisions are made* (pp.18-21)
- Use of particular nouns: *organisation* (p.4), *countries* (p.4), *members* (p.6), *World War Two* (p.10)
- Use of detailed noun groups: *All of the aims of the United Nations* (p.5), *The events of World War Two* (p.11)
- Use of a variety of adjectives: *olive* (p.5), *important* (p.18), *five* (p.20)
- Use of relating verbs to provide information about the subject: *The United Nations is an organisation* (p.4), *The United Nations' logo has a map.* (p.5)
- Use of thinking and feeling verbs that express the writer's personal view: *respect* (p.6)
- Use of action verbs to describe the subject's behaviour: *follow* (p.9), *formed* (p.10), *feed* (p.15), *educate* (p.15), *meets* (p.22), *votes* (p.22)
- Use of adverbials to provide additional information: *in the United Nations Charter* (p.5), *on 24 October 1945* (p.13)

Fluency / Punctuation Patterns

Locate compound and complex sentences within the text and demonstrate how to read them, pausing at commas, or arranging pieces of the text into logical chunks to maintain meaning: *The United Nations is an organisation / that tries to solve problems / around the world.* (p.4)

These punctuation patterns occur in the text:

- Commas to separate phrases or clauses from the rest of the sentence: *Today*, (p.8), *Any country can become a member of the United Nations*, (p.9)
- Capital letters for the names of countries and cities: *USA* (p.12), *United Kingdom* (p.21), *New York* (p.22), *Afghanistan* (p.23), *Zimbabwe* (p.23)
- Capital letters for the name of special articles, events or groups: *United Nations Charter* (p.5), *World War Two* (p.10), *General Assembly* (p.18)
- Use of a colon to introduce more detail: *The countries with the veto power are: China ...* (p.20)

- Use of numerals to represent years or large numbers: *191 countries* (p.8), *June 1945* (p.12)
- Use of numerals and words for dates: *24 October 1945* (p.13)
- Use of apostrophes of possession: *every member's country* (p.23)

Critical Literacy

Why do you think the author wrote this text?

What view of the world does the text present? Do you agree with the ideas presented in the text?

What do you need to know to understand this text?

Linking Visual and Written

Encourage students to look at the map on pages 8-9. What information does it provide that isn't in the text?

What do the photographs on pages 10-11 add to the text about World War Two?

Have students make a list of things the United Nations does that are shown in the photographs on pages 14-17.

After Reading

Has this text changed your view of the world in any way?

Find a list of the countries that belong to the United Nations. Use a map to find those that don't.

Activities

Students will:

- rearrange groups of words to complete sentences about the text
- group words according to common sounds made by different letter combinations
- insert words to complete a simple crossword
- write sentences about the text, based on an illustration and key words.

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

