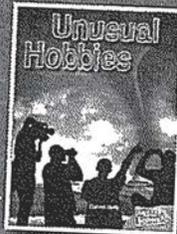


Unusual Hobbies



This book forms the factual reading record for Level 16.

Vocabulary

aid, alley, equipment, hobbies, interest, like-minded, North, number, railway, Scotland, South, thunderstorm, tornadoes, tours, trainspotting, twister chasing, UFO, proof, website

Before Reading

Motivation / Purpose

The purpose of this text is to describe unusual hobbies. The text links with the key learning area of *Sodal Studies* and the strand *Communities*.

Text Type **Date/...**

- Draw students' attention to the:
 - chapter titles
 - photographs, maps
 - glossary and index
 - Ask, "What type of book is this?" (Description)

Visual Literacy **Date/...**

Discuss the front and back covers. What is the object on the front cover?

In what way are UFOs a hobby for people?

Describe what the people are doing on the back cover. Why would people want to take photographs of tornadoes? What is unusual about this?

Background Knowledge **Date/...**

What is a hobby?

Why do people have hobbies?

What are your hobbies?

Do you know anyone with the same hobby? Who?

What are some 'usual' hobbies that people have?

What would be some unusual hobbies?

than those listed above. Identify the different ways each sound can be represented.

Say three words containing a common sound from the list and one word that does not contain that sound, e.g. spare, area, crash, wear. Ask, "Which is the odd one out?" (crash) Repeat with the other phonological patterns.

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

around, collecting, following, known, important, lines, looking, other, some, spare, special, things, unusual, watch, which

Write the words on cards. Sort the words into three groups: base words (e.g. special), words that cannot have prefixes or suffixes added to them (e.g. which), and base words with prefixes or suffixes (e.g. unusual). Have students write base words for those with prefixes and suffixes on cards. Ask them to select four or more base words and make new words by adding prefixes and suffixes, e.g. watchfill, watch. watchfil(, watch.

During Reading

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

Check students' understanding of words in the vocabulary box. Have them define familiar words. Remind students to check the meaning of unfamiliar words as they read, using the text or glossary.

Make sure students understand the difference between key words and high frequency words.

Write a sentence from the text containing key words. Ask the students to identify the key words in the sentence that are specific to the topic of unusual hobbies.

Checking for Meaning

Literal: **Date/...**

What is a hobby? {p.4}

Why do people have hobbies? (p.4)

What are the unusual hobbies described in the book? (p.6, p.12, p.18)

What does each of these hobbies involve? {p.6-p.23}

Inferential: **Date/...**

What makes these hobbies unusual?

Which of the hobbies could be dangerous? Why?

Which of these hobbies involves travel?

Make sure students understand the difference between literal and inferential information.

Response: **Date/...**

What do you think of these hobbies?

Which one of the hobbies most interests you?

Grammatical Patterns **Date/...**

Make sure students understand the following components of a description:

- Introduction to the subject of the description; *Hobbies are fun things that people like to do in their spare time* (p.4).
- Passages to describe characteristics and attributes of the topic: *Twister chasers are interested in following and looking at tornadoes.* (p.6) *A lot of people are interested in UFOs and life in space.* (p.12) *A trainspotter likes looking at and collecting things about trains and railways.* (p.18)
- Use of general nouns: *people* (p.5), *groups* (p.8), *places* (p.13)
- Use of technical language: *hobbies* (p.4), *tornadoes* {p.6}, *space* (p.12), *trains* (p.18)
- Use of adjectives in noun groups: *spedal interest* (p.4), *like-minded people* (p.5), *unusual S;* *edai interest hobbies* (p.5), *the same interest* (p.15)
- Use of timeless present tense: *Many twister chasers the weather and storms.* (p.9)
- Use of verbs and verb groups to describe action: *travel* (p.8), *watch* {p.12}, *find proof* {p.17}

Fluency / Punctuation Patterns

Date/...

Model reading a lead-in statement as one group of words followed by dot points, pausing between each dot point.

People who go on twister chasing tours need to carry:

... (p.10) Ask, "Did you hear how I read the lead-in statement as one group of words? Did you hear how I paused between each dot point?" Ask students to read pages 18 and 22 with fluency and appropriate pauses.

Sentences begin with quantifying adjectives for comparison. Read: *Some people just like to read about UFOs ...* (p.12) *But other people go out looking for them ...* (p.13) Stress 'other' to make a comparison with 'some' in the previous sentence. Have students echo your reading.

These punctuation patterns occur in the text:

- Capital letters are used in abbreviations and for proper nouns: *UFO* (p.5), *America* (p.7), *Tornado Alley* (p.7), *IV* (p.12)
- A colon is used at the end of a lead-in statement when dot points follow (pp. 10, 18, 22)
- Single quotation marks are placed around colloquialisms: *'hot spots'* (p.13)

Critical Literacy **Date/...**

How well did the text describe each activity?

Is there any information about each hobby that you would like to know more about?

What might the author have done to research the facts about each hobby?

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

Browse the photographs. What extra information about each hobby do they provide? For example: What is one place where UFO watchers go to spot UFOs? (p.13)

Discuss pages 18 and 19. Link the dot points with the matching photographs.

After Reading

Reread page 4. Demonstrate using dot points to summarise information, e.g.

Some hobbies that people do are:

- playing a game
- making or collecting things
- having a special interest in some area.

Activities

Students will:

- use technical vocabulary to complete a cloze activity
- add suffixes to base words to fill the gaps in sentences
- find and record words containing a particular sound
- match parts of sentences to make statements of cause and effect, and write glossary definitions.

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

