

MINING

Vocabulary
 alternative, benefits, consequences, economies, efficient, eyesore, illuminate, indigenous, mining, natural resources, negatives, petroleum, physical, possessions, source, unemployment, utensils



Motivation / Purpose

- The purpose of this text is to present both sides of the argument about whether or not natural resources under the ground should be mined. This text links with the *Science* theme *Earth and Beyond*.

Text Type **Date**

Draw students' attention to the:

- title
- photographs, captions and labels
- subheadings
- lists of pros and cons.

Ask, "What type of book is this?" (Discussion). How would you expect this text to be set out? How do you think it will begin?

Visual Literacy **Date**

- Ask students to look at the front cover of this text and describe what they see. What is this person doing?
- Where are they? How does this photograph relate to the subject matter of the text? Browse the first few pages of the text and discuss the effect of the background image and colour. How do these relate to the subject matter?

Background Knowledge

Date

- Discuss students' prior knowledge about mining. What types of minerals are mined in their area? How are these extracted? Ask students whether or not they think minerals should be mined. Talk about why mining takes place. Ask about the advantages and disadvantages of mining.

Phonological Awareness

Date

- Ensure students know the following phonological patterns:
- words ending in a consonant, then y – make the plural by changing the y to land adding es: economy - economies, family - families, country - countries. Ask students to suggest other examples.
- long i: variety (p.4), mining (p.5), h(p.6), rid(p.13), sore (p.16)
- Say a word to which s is added by changing y to and ask students to make the word using letter tiles. Then ask them to make the plural word, by replacing the y with and adding es.

- Say a word containing one of the long sounds above. Ask students to write the word on the board or on a piece of paper as quickly as possible, using the correct letters to make the nominated sound.

High Frequency Words **Date**

able, again, doing, energy, ground, homes, many, mining, used, waste, world, would -

- Divide each word into two parts (syllables where possible) and write each word part on a card. Play a game similar to Concentration where students take turns to turn over two cards, then try to match the pair to make a word.
- Write a high frequency word on the board with every second letter missing. Ask students to write in the missing letters. Challenge students by using other high frequency words from previous texts.

During Reading

Vocabulary in Context **Date**

- Discuss the meaning of each vocabulary word.
- Locate examples of nouns in the text ending with -tion. Discuss the verb from which they have been formed: destroy (verb) - destruction (noun), pollute - pollution, educate - education.
- Talk about words that authors can use to distinguish the two sides of an argument: pros - cons, advantages
- disadvantages, positives - negatives, upsides - downsides, pluses - minuses. Encourage students to use a variety of terms in their own writing.

Checking for Meaning

Literal: **Date**

- How do developing countries benefit from mining their natural resources? (They sell the resources to other countries and use the money to help their own people.)

- Which minerals are used to provide kitchen utensils? (The minerals are chromium, iron, manganese, silicon and silver.)
- What is the most important argument against mining natural resources? (It destroys the landscape.)

Inferential: **Date**

- Name some minerals that would be wanted for their 'natural beauty'.
- What problems would occur if all of our natural resources were used up?
- How can polluted water in public water supplies affect humans?

Response: **Date**

- How do you personally feel about mining natural resources?
- Keeping in mind the two very logical arguments presented here, what do you think governments should do about the mining industry?
- Which side of the argument presented in this text do you think is more convincing? Why?

Grammatical Patterns **Date**

Ensure students understand the following components of a discussion:

- A statement outlining the issue, including some background information: (pp.4-5)
- A series of arguments for and against, including evidence for different points of view: (pp.6-21)
- A conclusion, which sums up both sides of the argument: (pp.22-23)
- Use of general nouns to make statements about categories: *minerals* (p.4), *money* (p.6), *energy* (p.10), *resources* (p.10), *explosions* (p.20), *equipment* (p.20)
- Use of relating verbs: *Minerals ...ore used* (p.5), *Mining is a huge industry* (p.6)
- Use of additive, contrastive and causal connectives to link arguments: *but* (p.5), *While* (p.17)
- Use of detailed noun groups to provide information: *Many minerals dug from the ground* (p.8), *alternative energy sources* (p.13), *several environmental consequences* (p.14)
- Use of varying degrees of modality: *would be* (p.6), *con* (p.23)

Fluency / Punctuation Patterns

Date

These punctuation patterns occur in the text:

- Use of commas to separate items in a list: *Papua New Guinea, Jamaica, Suriname, Guinea and Bolivia* (p.7), *coal, oil, natural gas and uranium* (p.13)
- Use of an apostrophe to indicate possession: *Earth's natural resources* (p.10)
- Use of commas to separate clauses within a sentence: *If oil mining was stopped tomorrow, most economies around the world would suffer.* (p.6)

- Locate examples of complex sentences in the text. Ask students to identify the phrases, dependent clauses and independent clauses. Provide opportunity for students to model the reading of these sentences, paying attention to the punctuation and phrasing.

Critical Literacy **Date**

- What is the author's purpose in writing this text? What issues does he want you to think about?
- Notice that each argument also has an elaboration. The author does this to provide evidence to support the arguments. Separate each argument into its point and elaboration.

Linking Visual and Written **Date**

- How do the photographs of items on pages 8-9 provide information that isn't in the written text? Do you think this is an effective way of getting information across?
- Discuss the use of the lists of pros and cons on pages 22-23. How does the text in these lists summarise the information in the book,

After Reading

Talk about the strength of the arguments presented and how the author has listed them in order of importance. Discuss other environmental issues (such as, should logging in our forests be permitted?). Write a list of arguments for and against the topic and develop an elaboration for each one.

Activities
 Students will:

- correct false statements and rewrite events from the text
- circle words spelled incorrectly and rewrite sentences using correct phonic elements
- make word families using given root words
- write elaborations for all arguments.

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