

# Snapshot of the Report Genre

<b>Report</b>	<b>Collections 1</b>	<b>Collections 2</b>	<b>Collections 3</b>
<b>Scientific</b>	“Blue-Tongued Lizards”	“The River’s Journey”	“What’s Inside?”
<b>Sports</b>	“Cathy Freeman’s Historic Win”	“‘Gummies’ Grab Victory!”	
<b>Information</b>	“Clever Computers”, “Record Holders”	“On the Right Track”	“Rainforests”, “Resources”
<b>News</b>	“Dramatic Rescue of Beached Whales”	“Sucked into the Sky”	“Splinter Gives Clue to Tragic Mistake” “Event Lights the Way”

## Genre—Information Report

**Purpose:** to provide factual information that classifies and describes things in a present-day context or a historical context

**Structure:** The title and the opening general statement or introduction identify the theme of the report. This is followed by topic paragraphs often under headings and subheadings. There may be a concluding statement that relates back to the general statement. A report may include photographs, captions, technical diagrams, illustrations or graphs that provide more information.

**Language Features:**

- topic specific vocabulary
- present tense, unless referring to the past
- action verbs such as “being” and “having”
- adjectives building up noun groups

## Genre—Scientific Report

**Purpose:** to provide factual scientific information that classifies and describes things in a present-day context or historical context

**Structure:** The title and the opening general statement or introduction identify the theme of the report. This is followed by topic paragraphs often under headings and subheadings. There may be a concluding statement that relates back to the general statement. A report may include photographs, captions, technical diagrams, illustrations or graphs that provide more information.

**Language Features:**

- topic specific vocabulary—usually scientific and/or technical
- present tense, unless referring to the past
- action verbs such as “being” and “having”
- adjectives building up noun groups

## Genre—Newspaper Report

**Purpose:** to inform readers of current issues and local and world events

**Structure:** The title of the text appears as a headline. This may be followed by a by-line with the writer's name and, sometimes, location. The first paragraph, or leading paragraph, summarises important information and is followed by more details and comment.

**Language Features:**

- headline often in present or past tenses
- text usually in past tense although present tense can be used when describing
- action verbs
- descriptive language
- direct speech, often quoted
- use of personal pronouns

## Genre—Sports Report

**Purpose:** to show a representation of oral factual information and comments with or without the support of visual images and without sound

**Structure:** An anchor person or presenter narrates the text and introduces visual images, voice-overs or other presenters, as required. There is a leading paragraph that sets the scene followed by a commentary of the event.

**Language Features:**

- social conventions, for example, “good morning”, “thanks”
- personal comments
- specialised vocabulary related to the topic
- descriptive language to convey the sight and sounds of the scene
- action verbs
- personal pronouns

# Scientific Report

Phase 1

## Blue-Tongued Lizards

from *Collections 1*  
(pages 14–15)



**Guided Reading Book Link:** *Amazing Lizards*

### Suggested Resources:

- **Rigby Genre Poster Pack—Stage 2** (Reports)
- books about Australian reptiles, for example, *Australian Animals and Reptiles*

**Synopsis:** Blue-tongued lizards are Australian reptiles. This report looks at the life cycle of the blue-tongued lizard, investigates why this lizard has a blue tongue and how we can live with these lizards.

**Processes:** exploring factual text, exploring the report genre, identifying specific vocabulary that relates to a topic, identifying scientific vocabulary, researching information

**Vocabulary:** *Specialised vocabulary:* lizard, live, hatch, diet, birth, shelter, mouth, hissing.  
*Challenging words:* blue-tongued, basking, undergrowth, fend, forage, defence, dangerously, predators, carrion, threatened, chemicals, Jacobson's organ

### Grammatical Conventions:

- use of present tense
- use of capital letters, full stops, apostrophes
- compound words
- adjectives
- generalised noun groups
- paragraphs specific to a particular topic
- objective perspective

### Spelling Focus:

- the letter “u”
- locating and grouping words
- singular and plural endings
- making rules

### Assessment Focus:

- knowledge of the information report structure
- grammatical features
- scientific and technical language (see **Blackline Master 1**)

## Guided Reading

### Orientation

Discuss reptiles in general. Ask: what is a reptile? Ask students to describe reptiles that they are familiar with. Encourage students to think of some other Australian reptiles.

Ask if students can relate any personal experiences that they may have had with reptiles, especially lizards.

Direct students towards looking at the structure and features of a scientific report.

### Visual Literacy

Discuss the layout of these two pages. They can compare these pages with a fiction text. Encourage them to point out differences, for example, the use of headings above paragraphs.

Look at the photographs. Ask: how do photographs help us when we read? Suggest that the enlarged photographs help reinforce and support the text. Draw the students' attention to the illustrative feature of lizard footprints and how it adds to the presentation of the text.

## Reading the Text

**Students can read the opening paragraph or introduction.**

- What information is provided?
- Is this about one animal or about a group or class of animals, and what tells you this?

**Read the paragraph—The life of a blue-tongued lizard.**

- What animals are born in a similar or a different way to blue-tongued lizards?
- How is a litter of kittens different to a litter of lizards?
- Where do blue-tongued lizards find their food and why?
- What do blue-tongued lizards eat?
- Where could blue-tongued lizards live?

**Read the paragraph—Why does this lizard have a blue tongue?**

- Why do these lizards have blue tongues?
- How does a blue-tongued lizard pick up smells?
- How can you tell?

**Read the paragraph—Living with blue-tongued lizards.**

- Is a blue-tongued lizard dangerous?
- What are the benefits of having blue-tongued lizards in the back garden?
- Where do they like to live?
- What dangers are there for blue-tongued lizards?

## Working with the Text

### Report Structure

Discuss how this text conforms to a scientific report framework.

Identify and discuss grammatical conventions used in the text, for example, scientific and technical language (carrion, predators, Jacobson's organ), use of present tense, report told from an objective perspective, noun groups, compound words (blue-tongued lizard), and types of verbs.

### Spelling and Vocabulary

Focus on words with the letter "u". Group and list these words according to their "u" sound,

for example, long "u", short "u", silent "u". Suggest rules.

Locate and discuss noun groups at the beginning of the first sentence in each paragraph (introduces specific topic). Discuss the purpose of writing sentences this way. (Encourages the reader to focus on the topic.)

Explore the first sentence in each paragraph. Discuss how it sets the context for the rest of the paragraph.

Locate the scientific words in the text and brainstorm reasons why this type of vocabulary is used.

## Learning Centre Activities



### 1 Blackline Master 1

- mind maps
- exploring interesting words
- using the dictionary
- vocabulary building

2 Students can research and make notes about a particular reptile, for example, a dinosaur (notes will need to be in past tense), a snake, and so on. Notes may be written under specific paragraph headings, for example, description of reptile, its habitat, its feeding habits, and so on.

## Guided Writing

### Returning to the Text

Recall and discuss the structure and language features of a scientific report. Then specifically discuss how this text conforms to the report structure (use of paragraph headings as well as the use of specific words to set up the context of the text).

### Preparing to Write

Brainstorm facts that the students accumulated about their chosen reptile. Organise these facts under headings.

### Joint Construction

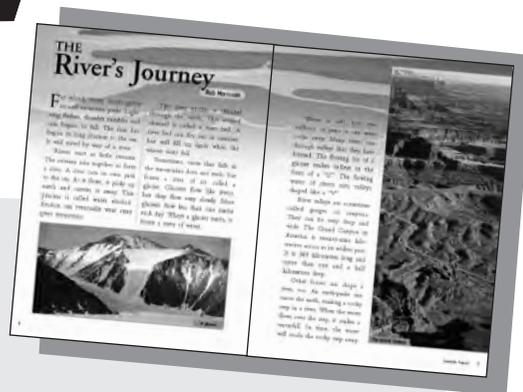
With the students' input, jointly construct an opening statement or introduction. Continue using the researched facts to write sentences under the headings. Check students' vocabulary, punctuation and grammar.

# Scientific Report

Phase 2

## The River's Journey

from Collections 2  
(pages 4–7)



**Guided Reading Book Link:** *Using the River*

### Suggested Resources:

- **Rigby Genre Poster Pack—Stage 2** (Reports)
- books relating to the water cycle and the use of rivers

**Synopsis:** This report explores the water cycle by focusing on the journey of the river as it starts far inland as a little stream and eventually becomes a large river that meets the sea.

**Processes:** focusing on factual writing, studying the report structure, exploring topic specific language, researching information

**Vocabulary:** *Specialised vocabulary:* inland, peaks, earth, water erosion, channel, river bed, glacier, valleys, gorges, canyons, Grand Canyon, earthquake, hydro-electric, irrigation, reservoirs, billabong, backwater, estuary, water vapour.

*Challenging words:* rumbles, journey, erodes, flowing

### Grammatical Conventions:

- factual statements
- use of both descriptive and factual text
- use of paragraphs

### Spelling Focus:

- use of letter “e” and the different sounds it represents in words in the text

### Assessment Focus:

- ability to read with understanding
- demonstrates understanding of information in illustrations
- ability to write labels, captions and sentences (see **Blackline Master 2**)

## Guided Reading

*Note:* As the report is lengthy and contains a lot of specialised vocabulary, it may be more beneficial to use this text over two sessions.

### Orientation

Promote discussion by using a chart showing the water cycle. List vocabulary already known about the water cycle.

Direct students towards looking at the structure and features of a scientific report.

### Visual Literacy

Discuss the use of photographs and captions interspersed throughout this text. Point out the backdrop of a river at the top of pages 4–6.

Discuss the choice of photographs. Compare the different terrains that a river can flow through. Ask: how do the photographs reinforce the information in the report?

## Reading the Text

Students can read the first paragraph.

- What does “Far inland” mean? Discuss.
- What are mountain peaks?
- Locate the word the author uses to describe the trip the water takes as it moves out to the sea.

Read the second paragraph on page 4.

- What does water erosion mean?

Read the next four paragraphs on pages 4 to 5.

- Discuss the meanings of the words “channel”, “river bed”, “glacier”, “valleys”, “gorges” and “canyons”. Encourage the students to use the text to clarify meanings.
- Talk about the Grand Canyon, referring to the photograph.

Read the first paragraph on page 6.

- Find and discuss the following words: “hydro-electric”, “irrigation” and “reservoirs”.

Read the second and third paragraphs on page 6.

- Look at the photograph of the backwater and find the word in the text.
- What other name can be used for a backwater?

Read the first paragraph on page 7.

- What is the meaning of the words “estuary” and “estuaries”?

Read the last paragraph.

- Discuss the meaning of the word “vapour”.

Ask the students to read the whole text independently.

## Working with the Text

### Report Structure

Discuss how this text provides information. Talk about the visual aspects of this report, for example, the photographs and the captions.

Discuss how the report has a “poetic feel” to it. Ask: why is that?

## Spelling and Vocabulary

Focus on words with the letter “e”. List at least twenty words in the text which contain the letter “e”. Categorise “e” words according to their sound when the words are read aloud.

List words specific to the topic; see **Learning Centre Activity 2**.

## Learning Centre Activities



### 1 Blackline Master 2

- comprehension
- labelling a diagram

2 Students can select ten specialised vocabulary words from the text. They can then write a prediction about the meaning of each word, using the text if necessary.

## Guided Writing

### Returning to the Text:

Revise the report structure format and its language features and discuss the text.

### Preparing to Write:

Brainstorm a list of ways people use rivers. Take one suggestion from the list and build a mind map about that activity.

### Joint Construction

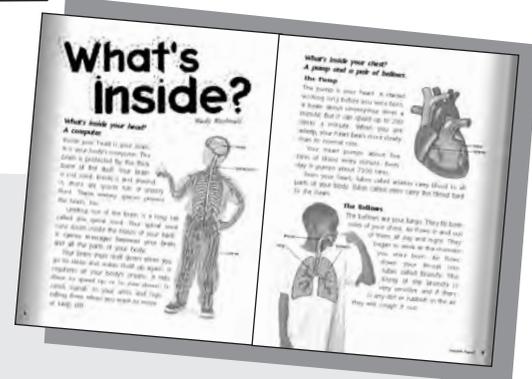
Using the ideas from the mind map, jointly construct a mini report about the activity. The students could then choose another item from the list to write their own report.

# Scientific Report

Phase 3

## What's Inside?

from Collections 3  
(pages 4–7)



**Guided Reading Book Link:** *What's Inside?*

### Suggested Resources:

- Rigby Genre Poster Pack—Stage 2 (Reports)
- books about the body

**Synopsis:** This report looks at how certain organs function inside our bodies. The report clarifies this information by using analogies to compare organs with everyday things; for example, the brain is compared to a computer, the heart to a pump, the lungs to bellows, the stomach and intestines to a food processor, the liver to a factory, and the kidneys to a filter.

**Processes:** processing information, studying the scientific report structure, exploring language, researching information

**Vocabulary:** *Specialised vocabulary:* skull, fluid, spinal cord, arteries, veins, lungs, bronchi, stomach, intestines, abdomen, passage, nutrients, liver, bile, proteins, blood clotting, iron, cells, bacteria, kidneys, bladder. *Challenging words:* protected, carries messages, regulates, organs, signals, bellows, sensitive, pumps, processor, digested, discharge, absorbed, filter, chemicals, liquid

### Grammatical Conventions:

- question marks
- sentences joined by conjunctions

### Spelling Focus:

- “ee” sound and its spellings

### Assessment Focus:

- knowledge of the scientific report structure
- ability to read with understanding
- use of reading strategies
- ability to match sentence parts accurately (see **Blackline Master 3**)

## Guided Reading

### Orientation

Discuss the organs that are inside our bodies and the jobs that these organs do.

Categorise the organs by their position in the body—in the head, the upper part of our body and the lower part of our body.

### Visual Literacy

Discuss the way the text is set out on the pages. Look at the use of different fonts.

What features indicate that this is a report (the use of paragraphs and headings; the use of photographs and labels and the use of technical drawings with labels).

## Reading the Text

Students can read the question-answer heading on page 4.

- Is there really a computer in there?
- What works like a computer?

Read the first paragraph.

- What protects the brain?

Read the second paragraph.

- Discuss the meaning of the words spinal cord.
- What does the spinal cord do?
- Discuss the use of conjunctions “and” in the last sentence.

Read the question-answer heading on page 5.

- Discuss what a pump and bellows are and what they are used for.

Read the three paragraphs on page 5.

- Which organ inside your body is like a pump?
- Which organ is like a bellows?
- What does the heart pump around the body?
- What are the tubes called that carry the blood?
- Discuss the pronunciation and meaning of the words “arteries”, “veins”.
- What might the author compare their stomach to?

Read the paragraphs on page 6.

- Discuss the meaning of the words “digested” and “discharge”.
- How long does it take for the whole digestive process to take place?

Read the paragraphs on page 8 under The Factory.

- What does the liver do? Focus on the meaning of more difficult words.

Read the last paragraph.

- What does a filter do?
- Discuss the meanings of the words “waste liquid”, “chemicals” and “bladder”.

Students can read the report independently.

Ask: what did you learn from this text?

## Working with the Text

### Report Structure

Discuss how this report is set out and the use of analogies for comparison.

## Spelling and Vocabulary

Make a list of words with the “ee” sound (for example, body, kidneys, arteries, sleep, beats, factory). Group these words according to the way they are spelt.

List words in the text that specifically relate to the topic. Discuss their meanings. Add other words to the list that relate to the body and explain what they are.

## Learning Centre Activities



### 1 Blackline Master 3

- comprehension—matching sentence beginnings with endings

2 Students can research information about the parts of the body and they can think of their own analogies for body parts, for example, skin, muscles, teeth, and so on.

## Guided Writing

### Returning to the Text

Discuss the structure and features of a scientific report and look at how this “What’s Inside?” report fits this structure.

### Preparing to Write

Choose a part of the body to write about. Using research from **Learning Centre Activity 2**, students can make a data chart noting the part of body, how it works, where it is located, specialised vocabulary and possibly, an analogy.

### Joint Construction

Use one data chart as an example. Jointly develop a report from the data about one part of the body. Discuss any graphic features that could be used to enhance the report. Students can then write a report using their own data.

# Sports Report

Phase 1

## Cathy Freeman's Historic Win

from *Collections 1* (pages 16–17)

**Guided Reading Book Link:** *What a Record!*

### Suggested Resources:

- Rigby Genre Poster Pack—Stage 2 (Reports)
- video extracts from sport presentations on television
- television scripts on sports
- sports reports from newspapers

**Synopsis:** Cathy Freeman won her second 400-metre World Championship in Seville, Spain, in 1999. Her first win was in Athens, Greece, in 1997. Cathy is the first Australian to win consecutive world championships.

**Processes:** exploring the difference between oral and written language, exploring the structure of a sports report

**Vocabulary:** *Specialised vocabulary:* historic win, sports presenter, reporter, World Athletic Championship, best time, rival, medal, manager, athletics. *Challenging words:* defeat, exhausted, emotion, ecstatic, rousing reception, dais, consecutive

### Grammatical Conventions:

- noun groups—use of adjectives to build them
- pronouns used instead of nouns
- sentence construction—use of capital letters and full stops
- script writing
- use of past, present and future tenses

### Spelling Focus:

- sounds for the letter ‘a’
- locating and grouping words
- making rules

### Assessment Focus:

- ability to write in both oral language and written language (see **Blackline Master 4**)
- knowledge of sports report structure
- ability to organise information



## Guided Reading

### Orientation

Discuss Australia's appreciation of its sporting talent. Look at how Australian athletes are role models. Focus on the media coverage of sporting events.

Discuss the differences between oral and written language.

### Visual Literacy

Look at the whole double page and the large colour photograph in the background.

Look at the use of different fonts in the title. A larger font has been used for “Historic Win” to emphasise the importance of these words in

relation to the text. Focus on the arrangement of text. The speaker's name is to the left of the page and the words to be spoken are on the right, just like a script.

Discuss the place of moving images in sports reporting and the use of freeze framing and replays.

## Reading the Text

**Students can read the Sports Presenter's role.**

- What is the role of a sports presenter?

**Students can read the Sports Reporter's role.**

- What is the role of the sports reporter?
- How are the roles of the reporter and the presenter different? Why?
- How did Cathy feel about her win? What words in the text support this?
- How did the crowd react to Cathy's win? What words support this?
- Why was Cathy's win important?
- Is Cathy's success important to the Aboriginal people? Why?
- Is this an oral or written text? What indicates this?
- Are there any personal comments in this report? Why?

## Working with the Text

### Report Structure

Discuss the structure and language features of a television script. Discuss the need for scripting within a time frame.

### Spelling and Vocabulary

Focus on the letter "a". Locate words in the text with the letter "a". Group and list words according to the sound made, for example, a long "a", short "a". Discuss and suggest some rules.

Locate word groups relating to this topic, for example, historic win, world championship, best time.

Discuss noun groups and focus on those adjectives used.

Locate and discuss nouns and find pronouns that relate to them.

## Learning Centre Activities



### 1 Blackline Master 4

- storyboard
- captions
- interview (Sports Presenter, Jane, and Cathy Freeman)

2 Students observe and record notes relating to a school or class race or sporting event.

**Things to note:** winner, efforts in winning, the competition, follow-up. Photographs could be taken.

## Guided Writing

### Returning to the Text

Recall and discuss the structure and language features of a television script and/or excerpt, and of a sports report. Discuss specifically how this Cathy Freeman sports report conforms to the sports report model.

### Preparing to Write

Brainstorm notes from students' observations of a sporting event; refer to **Learning Centre Activity 2**. Organise notes into a chronological order. Discuss and revise.

### Joint Construction

Using the "Cathy Freeman's Historic Win" text as a model, jointly construct a similar text using information gathered from the students' sports event. Check the suitability of the language for an oral presentation.

Select individuals to present their sports report as a readers' theatre.

# Sports Report

Phase 2

## “Gummies” Grab Victory!

from *Collections 2* (pages 8–9)

**Guided Reading Book Link:** *Gilbert’s Goal* (Short Story)

### Suggested Resources:

- daily or local newspapers
- a soccer magazine
- a soccer manual with basic soccer terms
- a video of sports report from television news

**Synopsis:** Two teams competed in an Inter-Primary School semi-final soccer match. Tension was high because a victory assured a place for one team in the following week’s final. After a close first half of the match, Gumlit Primary School played skilfully and with determination, and won the match.

**Processes:** processing information, studying the structure of a sports report, exploring and evaluating language, researching and analysing author bias

**Vocabulary:** *Specialised vocabulary:* Primary School, semi-final, District, Soccer Cup, match, victory, Goalie, Cup Final, save, pass, tackle, yellow card. *Challenging words:* favourite, flair, determination, stake, competitive, inspired, convincing, equal to the task, illegal

### Grammatical Conventions:

- capital letters for proper nouns
- use of adjectives
- past tense (verbs with “ed” added to root words)
- purpose of the comma
- captions—sentences and phrases
- speech bubble

### Assessment Focus:

- research and/or dictionary skills
- locating and understanding the meaning of specific terms
- knowledge of locating other examples of the sports report genre
- ability to formulate questions (see **Blackline Master 5**)
- development of word, language and comprehension skills

### Spelling Focus:

- “ea” and “or” words
- words containing long “a” sound, for example, place



## Guided Reading

### Orientation

Discuss the subject of competitive sport and the desire to win. Discuss the pressure players may feel from the audience on the sidelines. Look at the skills needed to play soccer.

Make suggestions about the different types of sports reports.

## Visual Literacy

Discuss the layout of the pages. Look at how the title has a distinctive font and one word is in quotation marks. Discuss how the cartoon-style illustrations give the impression of “action”. Look at the captions and the speech bubble. Explain why they might be necessary.

Other points that could be discussed: Do the illustrations give us an idea about what this report will be? Can we give an account of the story by looking at the pictures alone?

## Reading the Text

**Students can read the title and glance at the illustrations.**

- From the title and the illustrations, what do you think this report may be about?
- What could be the key word in the title?
- Preview any difficult words.

**Read the remainder of the text.**

- Reflect upon earlier predictions. Did the report follow your predictions?
- How did the opening paragraph set the tone for the report?
- Which team was expected to win the game? How do we know?
- What opportunity was at stake during this game?
- Which schools were involved in the competition?
- Where did the nickname “Gummies” come from?
- Who were the star players for each team?
- What was the saving action taken by Steven Howe?
- What happened to Duncan Forest in the dying minutes of the game?

## Working with the Text

### Report Structure

Discuss the structure of the “‘Gummies’ Grab Victory!” text. Ask: why does it fit into the report category?

Discuss the language features such as the use of proper nouns, nouns, adjectives and verbs, as well as the use of paragraphs and punctuation.

### Spelling and Vocabulary

Make a list of “ea” and “or” words, including words from the text.

Discuss sounds made by “a – r” and “o – u” letter combinations. Identify and list all the text

words containing a long “a” sound. Add other words that fall into this category.

Locate all the text words that relate specifically to this game of soccer. Identify the challenging words within the text and discuss how they add excitement and vibrancy to the article.

## Learning Centre Activities



### 1 Blackline Master 5

- identifying words of past tense within the text
- understanding and using adjectives
- using resources to locate and write meanings of words
- ability to use correct language and structure when formulating questions

- 2 The students can find a sports report in a daily or local newspaper. It can be about an individual or a team. Ask them to take notes of the language used to outline the athlete/s, the event, the specific sports meeting, the result and the effect this has on the individual or team concerned.

## Guided Writing

### Returning to the Text

Recall and discuss the structure and features of the sports report. Focus on the consequences of being victorious and the language used to highlight skills and efforts of the players.

### Preparing to Write

Brainstorm facts about the report chosen in **Learning Centre Activity 2**. Arrange facts under suggested headings. Change the facts so it is about an event that involved a student or students from your school.

### Joint Construction

With the students’ input, jointly construct a report about a sporting event that has taken place at your school. Perhaps this could be included with other texts in a class or school newspaper. Ensure that the title of the text and the language used will captivate the interest of the reader.

# Sports Report

Phase 3

A Sports Report is not provided in *Collections 3*.

Choose a sports report from a daily or local newspaper for the students to study.

## Suggested Resources:

- sports reports from newspapers
- video tapes of sports reports from television news

**Processes:** processing information, studying genre structure, exploring language, researching information

**Vocabulary:** *Specialised vocabulary:* This will be specific to the chosen report.  
*Challenging words:* These will be specific to the chosen report.

## Grammatical Conventions:

- past tense verbs

## Spelling Focus:

- words will be specific to the chosen report

## Assessment Focus:

- ability to read the text aloud with expression and understanding
- knowledge of newspaper report structure (see **Blackline Master 6**)
- ability to present the newspaper report as a scripted report

## Guided Reading

### Orientation

Have the students look at the headline and photograph and predict what the sports report is about.

### Visual Literacy

Discuss how the information can be gained from the visual clues.

Look at the different fonts used in the report.

### Reading the Text

Read the report and note any words which need clarification. Ask:

- Which sport is this report about?
- What are the people called who play this sport?
- Where was the sport played?
- What was the outcome?

### Working with the Text

#### Report Structure

Discuss and recall the structure of the sports report. Discuss any similarities and differences between this report and a scripted report. News reports and scripted reports differ from information reports in that they are written in the past tense.

Locate the past tense verbs in the text.

#### Spelling and Vocabulary

Students can list words from the text that are difficult or which have a particular letter pattern.

Students can list any specific vocabulary related to the sport in the report.

### Learning Centre Activities:



#### 1 Blackline Master 6

- writing a sports report

- 2 Students rewrite the news report as a scripted report, noting what visual items would accompany it. Some students can present their report as a TV reporter. If a video camera is available, create the full audio visual.

### Preparing to Write

Brainstorm details from an observed event. Organise notes into chronological order. Discuss and revise.

### Joint Construction

Jointly construct a scripted text using gathered information. Check suitability of language for an oral presentation. Select individuals to present joint construction as a TV report.

## Guided Writing

### Returning to the Text

Recall and discuss the television script and/or excerpt. Discuss the language features of a sports report. Then specifically look at how the chosen report conforms to the report model.

Sample pages

# Information Report

Phase 1

## Clever Computers

from Collections 1  
(pages 6–9)



**Guided Reading Book Link:** *Computer Error*

**Suggested Resources:**

- **Rigby Genre Poster Pack—Stage 2** (Reports)
- factual texts about computers and technology

**Synopsis:** An overview of how computers have brought and will bring changes to our everyday activities. Some developments considered are the use of the Internet to communicate, voice-activated toys, computerised television control and the use of computers in cars and to control traffic.

**Processes:** exploring factual text, exploring report framework, identifying topic specific vocabulary, researching information

**Vocabulary:** *Specialised vocabulary:* computers, Internet, voice pattern.

*Challenging words:* communicating, pictures, powerful, thought, listening, voice, favourite

**Grammatical Conventions:**

- use of present tense
- no personal opinion
- compound sentences
- conjunctions

**Spelling Focus:**

- words with “oi” and “oy” words

**Assessment Focus:**

- knowledge of the report structure
- grammatical features
- ability to read with understanding
- Use **Blackline Master 7** to record understanding of dictionary skills, word knowledge and sentence writing.

## Guided Reading

### Orientation

Ask the students to share their knowledge of computers and their uses in the community.

Discuss the structure and features of an information report.

### Visual Literacy

Discuss the layout of the pages. Examine the design features, such as the circuit board panels and the photographs, and discuss how they relate to the text.

## Reading the Text

### Read page 6.

- What information is provided?

### Read page 7.

- What change in computers has made it possible to do more interesting things?
- What part of the computer has become more powerful?

### Read page 8.

- What is it that some computer toys learn?
- What is one of the most difficult things for a computer to learn?
- What changes might come to your TV room in the future?

### Read page 9.

- Do you think that computers could really drive cars? Why?
- What is shown in the photograph with this text? Would this be useful? Why?

## Working with the Text

### Report Structure

Discuss how this text conforms to an information report framework.

Identify and discuss the grammatical conventions used in the text, for example, specific language, tense, noun groups, types of verbs.

### Spelling and Vocabulary

Locate words in the first paragraph on page 8 and the last paragraph on page 9 with “oi” or “oy” (voice, toys, avoid). Brainstorm and list other words and list them in two columns.

Explore the first sentence in each paragraph. Discuss how this sets the context for the rest of the paragraph.

Locate specialised words. Discuss reasons for using such vocabulary.

Locate some compound sentences in the text and the conjunctions joining the two parts of the sentence (and, but).

Identify and list present tense verbs. Discuss the use and function of the present tense in a report. Discuss the use of some future tense verb groups (page 8). Write a list of action verbs from the text.

## Learning Centre Activities



### 1 Blackline Master 7

- cloze activity
- spelling “oi” and “oy” words
- conjunctions

2 Students can research and make notes about appliances in the home and items in the community that are controlled by computers.

## Guided Writing

### Returning to the Text

Recall the text and discuss how this text conforms to the structure and features of a report. Ask the students to suggest possible subheadings.

### Preparing to Write

Brainstorm a list of things used in everyday life that are computerised. Categorise these items in some way and list the categories, for example, in the home, at school, in the shopping centre.

### Joint Construction

With students’ input, jointly construct an opening statement about the use of computers in our everyday life. Use the categories from the brainstorming session as subheadings and write information about each. Write in the present tense and include some compound sentences. Check spelling, vocabulary, punctuation and grammar.