

# Being Famous

**Word Count:** 178    **Text Type:** Factual Description

**High-Frequency Word Focus:** best, how, which

**Content Words:** blind, clever, deaf, famous, inventor, learned, ruler, school, science, strong, talent, teacher, trained, world

**Language Features:** (punctuation, vocabulary, sound and letter knowledge) adjectives; open vowel *o*; vowel digraph *ay*

## LITERACY

**Interacting with others:** engage in conversations and discussions; use interaction skills; make a short presentation

**Interpreting, analysing, evaluating:** identify some differences between imaginative and informative texts; read texts using a variety of developing strategies; use comprehension strategies to build meaning

**Creating texts:** create short text that shows emerging use of structure, grammar, punctuation and word choice; write using unjoined lower case and upper case letters

## LANGUAGE

**Language for interaction:** understand that there are different ways of asking for information

**Text structure and organisation:** understand concepts about print – chapter heads, contents, index; understand that text purpose shapes the structure of text

**Expressing and developing ideas:** explore differences in words that represent qualities – adjectives; write high-frequency words

**Sound and letter knowledge:** recognise sound/letter matches

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students what being *famous* means. Ask them to name some famous people. Ask how these people became famous. Explain that a famous person is recognized by many people.

**Encouraging prediction:** Read the book's title to students. Discuss the photographs on the cover. Ask students to look at the photographs throughout the book, and use them to predict what the book might be about. Read the entries on the contents page, and discuss them in light of students' predictions.

**Outlining focuses:** Remind students that every book has features the author includes to make it interesting and purposeful. Explain that as well as reading about famous people, students will talk about adjectives, the sound made by *o* in words such as *Olympic*, and the sound made by *ay*.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Return students' attention to the start of the book, then read the text using appropriate expression. Pause to clarify unfamiliar words, and point to the headings and the people named in the photographs.

**Guiding:** Using a positive and encouraging tone, invite students to read from their books. Remind them to keep in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues,



knowledge of letter/sound patterns, and rereading. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and the whole text (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text by asking how each person became famous. Have students reread page 8. Ask how Bell’s enjoyment of science at school might have led him to become an inventor. Ask how the telephone in the photograph on page 9 differs from modern telephones. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Language

**Language for interaction:** Remind students how to form a question, then have them take turns asking each other a question about a famous person featured in the book.

**Text structure and organisation:** Discuss the layout of the book, making special reference to the purpose and placement of the chapter headings, the contents page, and the index page.

**Expressing and developing ideas:** Turn to page 4 and point out the word *clever*. Explain that this is an adjective or describing word because it describes what Cleopatra was like. Ask students to find other adjectives on this page (*strong, famous*). Together, make a list of adjectives that describe another famous person.

**Sound and letter knowledge:** Ask students to look at the text on page 6 and point to the *o* in *Olympic*. Explain that the *o* in this word makes a long *o* sound and is a separate syllable. Make a list of other words with the open *o* (for example, *cargo, okay*), and circle the *o* in each. Together, list other words with open vowels (for example, *apron, equal*). Point out the word *say* on page 14. Write this word on the board, underline the *ay*, and say it out loud. Explain that the *a* and *y* combine to make one long *a* sound. Ask students to find other words in the text with this digraph (*player, Norgay*).

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Where facilities allow, students could complete some activities using computers. Prior to any writing/drawing activities, encourage students to sit comfortably and hold their pencils correctly. Remind them of the importance of rereading and editing their work.

- Ask students to complete the *Being Famous* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students make an oral presentation to the class about a famous person they admire. Students should show a picture of their subject and present three new facts about them.
- Have students write about an activity they are good at, then draw an illustration to go with their text.
- Have students choose two topics listed in the index, find and turn to the correct pages, then write the main idea from each. If facilities allow, students could complete this activity on computer.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.



Name \_\_\_\_\_

**9d – Being Famous**

1. Circle the open vowel in each word below.

open    Amy    obey    cargo    emu    over

unit    item    menu    hippo    ivy    he

2. Choose adjectives from the box and write them in the sentences below.

heavy	best	strong	famous
clever	wonderful	good	brave

It was a \_\_\_\_\_ box.

I had a \_\_\_\_\_ day.

Sam is \_\_\_\_\_ at running.

He is a \_\_\_\_\_ dancer.

She is a \_\_\_\_\_ scientist.

He is a \_\_\_\_\_ explorer.











Name \_\_\_\_\_

**9d – Being Famous**

Tick Yes or No.

		Yes	No
Is Li Cunxin a famous dancer?			
Did Cleopatra win an Olympic medal?			
Did Cathy Freeman climb Mount Everest?			
Did Alexander Graham Bell invent the telephone?			
Was Helen Keller blind?			
Is Pelé a famous tennis player?			



Name \_\_\_\_\_

# 9d – Being Famous

Which famous person from the book would you like to meet?

Write three questions you would like to ask that person.



I would like to meet \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_