

Sending Messages

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Level 23

Getting ready for reading

You may like to explore how people communicate by playing charades with the students. Give some students a card with one of these words written on it: *yes, please, no thank you, come quickly, go away, I like you, I'm tired*. Ask them not to show the card to anyone.

Each student could then try to communicate their word to the group without using any words. Discuss: *What message were you sending to the group? How did you send it? What other ways do people send messages?* You may like to list ways of sending messages on the board.

Talking through the book

Give each student a copy of the book. You might say: *This book gives us information about how people send messages.*

Turn to the index page. You might say: *If we wanted to use this book to find out about how people use computers to communicate, which page might we turn to?*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

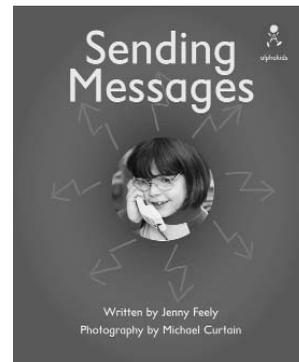
Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

Could people communicate if there were no words?

Which form of communication do people use most often?

How do people use computers to communicate?



TEXT FEATURES

- **This book is an information report about the ways in which people communicate with each other.**
- **It has a list of contents and an index.**
- **Chapter headings are used.**
- **Interesting facts are provided in boxes.**
- **Colour photographs and diagrams support and extend the text.**

Being a code breaker

Students could look at words with double letters in the book:
tell, messages, passed, communicate, communications, written, well, telecommunication, transmitted, millions, room, satellites, tomorrow, screens, allow.

Being a text user

Students may like to consider the grey boxes on each double-page spread.

Why are they there?

How do you read them?

Does it matter if you don't?

Being a text critic

Discuss:

Has the author included all forms of communication in the book?

What has been left out?

Literacy learning centres – follow-up activities

T TEXT CENTRE 1

Students could write a list of all the communication forms they use. These could be listed in a table.

Type of communication	Reason for communication
Written	Invite a friend to my birthday party

T TEXT CENTRE 2

Students could work in pairs to develop a concept web that shows key ideas presented in the book.

W INTERACTIVE LITERACY CENTRE

Students can work in cooperative groups to list all the forms of communication discussed in the book. These could be ordered from most important to least important. Students should be encouraged to support the order they place the forms of communication with reasons and evidence from the book.

☺ WORD CENTRE

Students could work in cooperative groups to list the technical words used in the book. These could be defined and illustrated as a book entitled 'Communicating Communication Words'.

talk, listen, send, receive, messages, information, communication, verbal communication, body language, language, write, newspapers, pictures, graphs, maps, clay tablets, telecommunications, telephone, radio, television, radio, transmitted, television station, signals, broadcast, computers, Internet, e-mail, satellites, smart phone.

Keeping track

Selecting two or three students each day to take careful observations and assessment of reading behaviours ensures that teachers stay familiar with the current learning needs of all students.