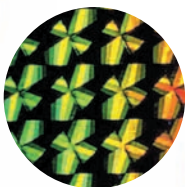




Looking in Mirrors

Written by Rod Rees



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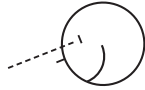
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How to use this book



Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

Selected text features

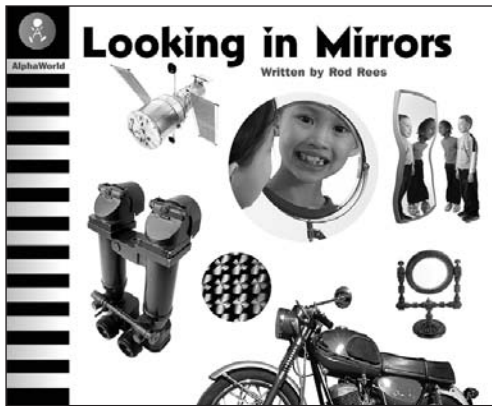
- Contents page
- Colour photographs support the text
- Captions support photographs
- Index

Vocabulary

dentist, kaleidoscope, lighthouses, metal, microscopes, mirrors, periscopes, reflects, safety, scientists, submarine, telescopes

Setting the context

Bring in a mirror to show the children. Ask:
What is this? How do you think a mirror works?
Write down the children's predictions.

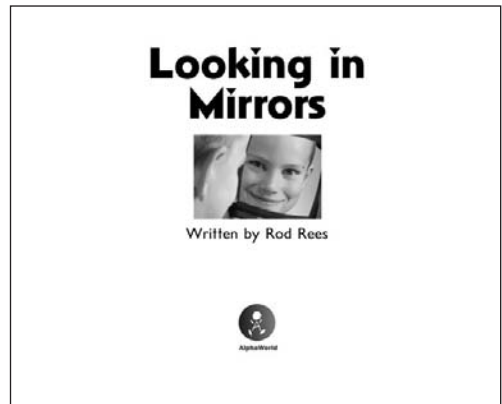


Front cover

Show the front cover.

This is a factual text called Looking in Mirrors.

What sort of information do you think you will find out by reading this book?



Title page

Turn to the title page.

This is the title page.

What information does the title page give us?



Talkthrough

Turn to the contents page.

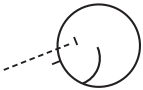
This is the contents page. It tells us what information will be in the book.

How do you use it?

Turn to pages 4–5

There are a lot of mirrors on this page. What are some of these mirrors called?

What are they used for?



Observe and support

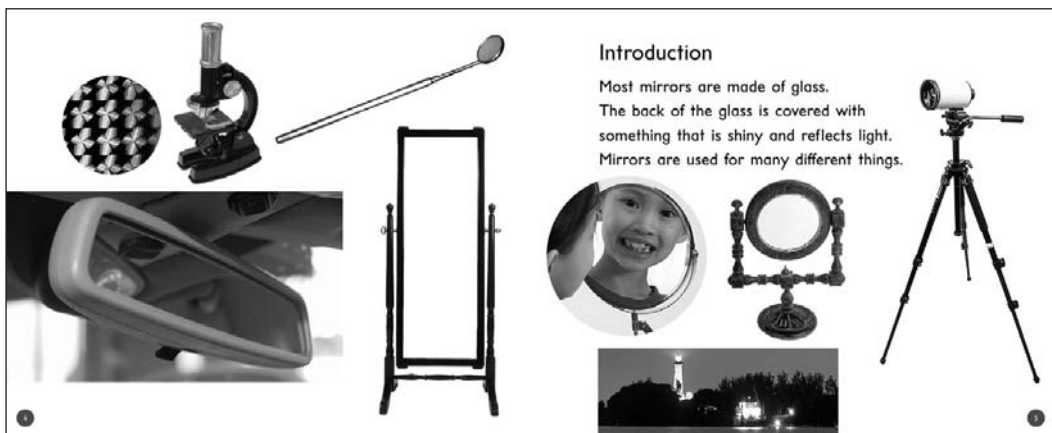
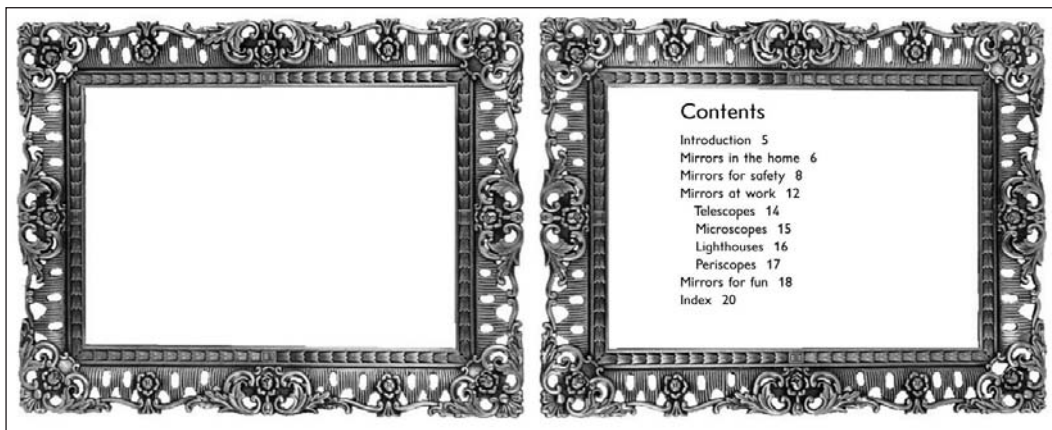
Can the children understand text at the literal level?

What are most mirrors made of?

The text tells us that the back of the glass is covered with something that is shiny and reflects light. Why is this done?

What happens when light hits the mirror?

What are mirrors used for?





Talkthrough

Turn to pages 6–7

This section is called ‘Mirrors in the home’.

Most mirrors in the home are found in bathrooms and bedrooms.

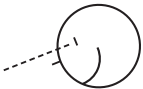
People use them to see their reflections. Where do you use mirrors at home?

Turn to pages 8–9

What are the mirrors on this page used for?

What might happen if there were no mirrors on cars or trucks or motorbikes?

Why is the woman moving her mirror?



Observe and support

Do the children monitor their own reading and notice when they make an error?

How did you know that was wrong?

What did you think about?

What could go there?

What would sound right?

What would look right?

If any of the children are having difficulty recognising errors, you could prompt them by saying:

Did that make sense?

Read it again to check that it sounds right.

Mirrors in the home

Mirrors can be found all around the house. The mirrors that people use most are in bathrooms and bedrooms. People use mirrors in their homes to see themselves.



Mirrors for safety

Mirrors can also help keep people safe. There are mirrors in cars and other vehicles. These mirrors help drivers to see what is behind them. Drivers can move these mirrors so they can see better.





Talkthrough

Turn to pages 10–11

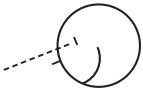
These mirrors are made of metal. Why do you think they need to be made from metal?

Turn to pages 12–13

Where is this mirror being used?

How does this mirror help the dentist?

This section is called 'Mirrors at work'. Can you think of another way that mirrors are used for work?



Observe and support

Do the children read the text clearly and fluently?

I liked the way you read that. It was clear and easy for me to understand.

If the children are not reading fluently, you could model reading a paragraph to them.

Did you notice how I tried to make the words easy to understand?

Now you try.



Some mirrors are made from metal. They are found mostly outside in streets and car parks. They are very strong and can last for a long time.

These mirrors help people to see what is coming around sharp corners.



Mirrors at work

Some places are hard to see. Dentists need to see all parts of your mouth. They use a small mirror to see all your teeth and gums.

People who fix cars use mirrors to check places underneath the car. Plumbers also use mirrors. They need to check pipes for leaks in places that are hard to see.





Talkthrough

Turn to pages 14–15

The heading on page 14 is 'Telescopes'. What is a telescope used for?

Why would a telescope be in a book about mirrors?

The heading on page 15 is 'Microscopes'. What is a microscope used for?

Why would a microscope be in a book about mirrors?

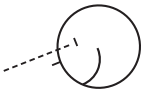
Turn to pages 16–17

The headings on these pages are 'Lighthouses' and 'Periscopes'.

What do the mirrors in a lighthouse do?

What is a periscope?

Where would you find a periscope?



Observe and support

Do the children use a range of strategies to work out new vocabulary?

You read the word 'telescope'. How did you work it out? What did you think about?

If any of the children are having difficulty with a word, such as 'telescope', you could say:

What do you notice at the start of the word?

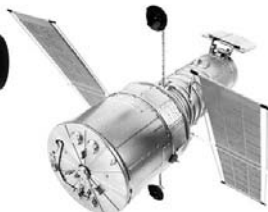
What does the ending of the word tell you?

Can you break the word into parts?

Are you looking for a word that is the name of something?

Telescopes

There are mirrors in telescopes. Scientists use big telescopes to see things that are far away. They look at planets and stars.



Hubble space telescope

10

Microscopes

There are mirrors in microscopes. Scientists use microscopes to see things that are very small. They look at tiny insects and germs.



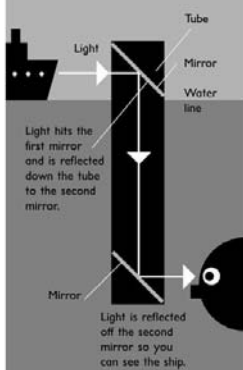
11

Lighthouses

A lighthouse has a light and mirrors. The mirrors reflect the light and make it brighter. This helps people in ships to see the light from far away.



How a periscope works



Periscopes

Submarines travel under water. They have periscopes. The mirrors in periscopes help people to see above the water.





Talkthrough

The heading for this section is 'Mirrors for fun'. When have you used a mirror for fun?

What can the girl see?

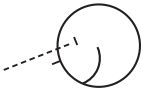
What is this called?

Turn to page 20

This is the index. It lists words from the book and the pages where information about these words can be found.

How do you use an index?

What sorts of books have an index?



Observe and support

Are the children able to identify and understand different text features?

Where is the section heading?

Why do some books have section headings?

Where is the index?

What is an index for?

Where in the book would I find information about a microscope?



Mirrors for fun

Some mirrors are just for fun.

Fun parks have mirrors of different shapes. This makes some parts of you look very big and other parts look very small.



Mirrors in this kaleidoscope make all sorts of colours and shapes.

Index

cars 8
dentists 12
glass 5
kaleidoscopes 19
light 5, 16, 17
lighthouses 16
microscopes 15
periscopes 17
plumbers 12
scientists 14, 15
telescopes 14

Looking in Mirrors



After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

What are most mirrors made of?

How do mirrors work?

What are some different uses for mirrors?

Can you tell me what you have learnt about mirrors?

Being a code breaker

Explore the following language features:

- Compound words: anywhere, bathroom, bedroom, lighthouse, something, underneath, underwater
- Words that contain 'scope': kaleidoscope, microscope, periscope, telescope
- Use of 'tele' – telephone, telescope, television; 'micro' – microphone, microscope, microwave

Being a text user

What would the author have needed to know to write this book?

What did you learn from reading this book?

How could you find out more about mirrors?


Being a text critic


Do you think the author thinks that mirrors are important? Why?


Are these the only ways mirrors are used?

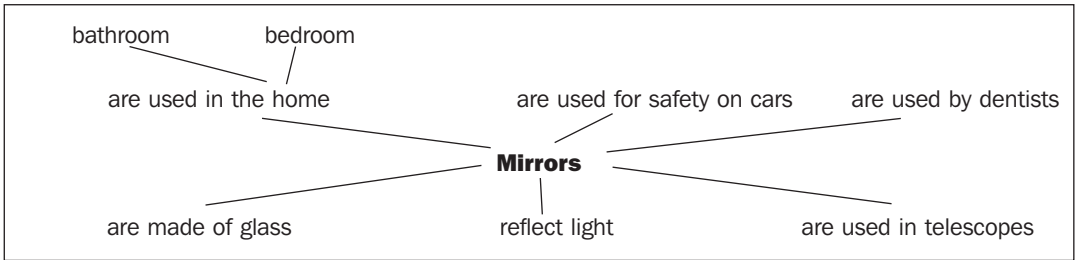
What else would you like to know about mirrors?

Responding to text

 The children could construct a concept web like the one below to show all the things they know about mirrors.

 The children could choose one of the mirrors discussed in the book. They could draw a picture of the mirror, then write a sentence describing how it is used.

 The children could hunt through the text to find and list all of the compound words in the book (anywhere, bathroom, bedroom, lighthouse, something, underneath, underwater). They could then add to their list by looking through other familiar texts.



Possible assessment focus

Can the children:


- explain how mirrors work?
- locate compound words?
- give examples of other 'tele' and 'micro' words?
- monitor their reading for fluency and accuracy?

Writing links

Write the word 'telescope' on the board. Point out the beginning of the word: 'tele'. Ask if the children know of other words that start with 'tele' (telephone, television). List the children's ideas then discuss them. *What do these words have in common? Why do you think they might all start with 'tele'? What might 'tele' mean?*

Repeat this process for the word 'microscope'.

The children could write an explanation of how a mirror works. Encourage them to draw a diagram with labels.

 whole text activity

 sentence activity

 word activity

Looking In Mirrors

Topic: Materials

Curriculum link: Physical Science

Text type: Report/ Description

Reading level: 16

Word count: 316

Vocabulary: dentist, kaleidoscope, lighthouses, metal, microscopes, mirrors, periscopes, reflects, safety, scientists, submarine, telescopes

Possible literacy focus:

- Understanding the text at the literal level – how do mirrors work?
- Finding compound words (bathrooms, something).
- Understanding the use of ‘tele’ and ‘micro’.

ESL possibilities:

- Use context to understand unfamiliar words (germs, gums, leaks, metal, pipes, plumbers).
- Use the index to find out specific information.



Summary

This book explores what mirrors are, how they work and where we use them.

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