Text Synopsis

Many of the things people now use around the house looked very different in the past. This text looks at the way that many everyday machines and appliances looked when they were first invented. The book offers a comparison and contrast between items of today and items of the past.

Overall Learning Opportunities

Students will:
- Make predictions about the text
- Identify and extract relevant information
- Extend understanding of the text by relating it to their own context
- Organise and record information using KWL and word charts
- Extend vocabulary

Activity Menu

Guided Reading, pages 2 and 3

Students are matched to text and grouped for like-learning needs. The teacher introduces the book with preliminary discussion, then guides the students through a preview of the pictures and graphics. After independent reading, students revisit the text for subsequent discussion.

As a Group, page 4

Matrix - Students create a matrix and record information about machines in their houses that use electricity and what they would use if they did not have power.
Timeline Research - Students find out when the old-fashioned appliances in the text were invented and use the information to create a timeline.

Independent Work, pages 5 and 6

BLM 1 - Students use the chart to record words that relate to machines both old and new.
BLM 2 - Students record what they know and would like to know more about the subject, and, after reading, what they learnt that they did not already know.
Guided Reading

Book Orientation
Show the students the cover of the book and read the title aloud. Encourage a discussion about what they already know about the way that household machines have changed over time. Ask:

- How did people play music before CD players?
- How have other items in your house changed over time?

Have the students turn to the contents page to find out more about what is in the book. Ask:

- What do you think we are going to read about?

Reading the Text
Read the introduction to the students while they follow their own text. Then lead them through the book by prompting with questions and comments about the photos and diagrams, using the language structures and vocabulary from the text.

- Why did the Coolgardie safe stand in water?

Turn to page 9. Ask:
- What did this fridge run on?

Turn to pages 10/11. Ask:
- What do the items in these photos have in common?

Turn to page 13. Ask:
- What was this machine for?
- How did it work?

Turn to page 14. Ask:
- How does a modern toilet work?

Turn to page 15. Ask:
- What was this item used for?
- How was the waste disposed of?

Turn to pages 16/17. Ask:
- What is shown in this picture?
- How was it used?

Turn to pages 18/19. Ask:
- How was the waste in this toilet disposed of?

Turn to pages 20/21. Ask:
- What are these two items used for?
- Do you know how they work?
Guided Reading

Turn to page 22. Ask:
- What is on top of this old-fashioned washing machine?
- What was it used for?

Independent Reading

Invite the students to read the text independently. While they are reading, observe and support selected students to monitor their ability to gain meaning from the text.

After Reading

Use the following open-ended prompts to engage the students in discussion. Ask:
- How have things around the house changed since they were invented?
- How have the changes in these machines changed the way we live?

To encourage recall of specific information, ask:
- What does a modern fridge use to make it work? (page 4)
- What is an ice chest? (page 5)
- How did people get ice for their ice chests? (page 5)
- What was a Coolgardie safe? (page 6)
- What did fridges run on before electricity? (page 8)
- What do you use to play music at home? (page 10)
- What was the first machine called that could play back sounds? (page 11)
- What were the discs called that were played on a gramophone? (page 12)
- How was a gramophone operated? (page 12)
- What did people once keep under the bed to use for a toilet? (page 15)
- What was a pit toilet? (page 16)
- What happened when it was full? (page 16)
- Where was a pan toilet kept? (page 18)
- What happened when a pan toilet was full? (page 18)
- What was a washboard? (page 20)
- How was it used? (page 20)
- How was a dolly peg used? (page 21)
- What was a mangle used for? (page 23)

Have the students complete BLMs 1 and 2 to reinforce and extend what they have learnt in the text.

Vocabulary

Some students may need help with the following words:
- machines
- electricity
- kerosene
- phonograph
- gramophone
- toilet
- bathroom
- backyard
- washboard
- mangle

Assessment Ideas

While students read independently, monitor each individual student. Does the student:
- Use photos and diagrams to help them gain meaning from the text?
- Use textual information to help them decode and understand difficult words?
- Re-read and self-correct?
As a Group

Activity 1: Matrix

Say to students that most of the machines in people’s houses today need electricity to work.

Invite students to construct and complete a matrix as below.

Ask students to make a list, in the first column of their matrix, of machines in their homes that use electricity to work.

<table>
<thead>
<tr>
<th>Machine</th>
<th>What it does</th>
<th>If it stopped</th>
<th>How long</th>
</tr>
</thead>
</table>

In the next column of their matrix, students should say what the machine does. In the third column, they should say how they would do that task if the electricity stopped and the machine could no longer function. In the final column, students should estimate how long it would take them to do the task without the machine.

Ask students how much harder they think life in the past was.

Activity 2: Timeline Research

Invite students to take a trip to the library. Have them make a list of the old-fashioned items in the book then do some research in the library to find out and record when each item was invented.

Ask students to record each item and its date of invention on a card – one card per item.

Have students identify the earliest date of invention and use that as the starting point for a large timeline that will be drawn across several large pieces of paper, which will be laid out on the floor. Students will place their cards in chronological order on the timeline and mark the timeline appropriately.

After the timeline has been checked for accuracy, students will fasten their cards to the timeline, which may then be displayed in the class.

Using the timeline as a tool and a guide, explain to students the meaning of chronological order. Ask students to arrange all their birthdays in chronological order.
Word Chart  

Name  

On the chart below, list words that relate to the machines in each box. Make sure the words are right for the column they go in – either modern or old. Use the book to help you.

<table>
<thead>
<tr>
<th>Laundry</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern</td>
<td>Modern</td>
</tr>
<tr>
<td>Old</td>
<td>Old</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Toilet</th>
<th>Fridge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern</td>
<td>Modern</td>
</tr>
<tr>
<td>Old</td>
<td>Old</td>
</tr>
</tbody>
</table>

BLM 1
Before you read, record what you know already about the topics listed below and what you would like to know more about. After you finish reading, record what you have learnt.

<table>
<thead>
<tr>
<th></th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bathrooms - Now and Then</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Music Players - Now and Then</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fridges - Now and Then</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Laundry - Now and Then</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>