

Levels  
34-36

*Engage Literacy*

# TEACHER'S RESOURCE

Kathryn H. Parker

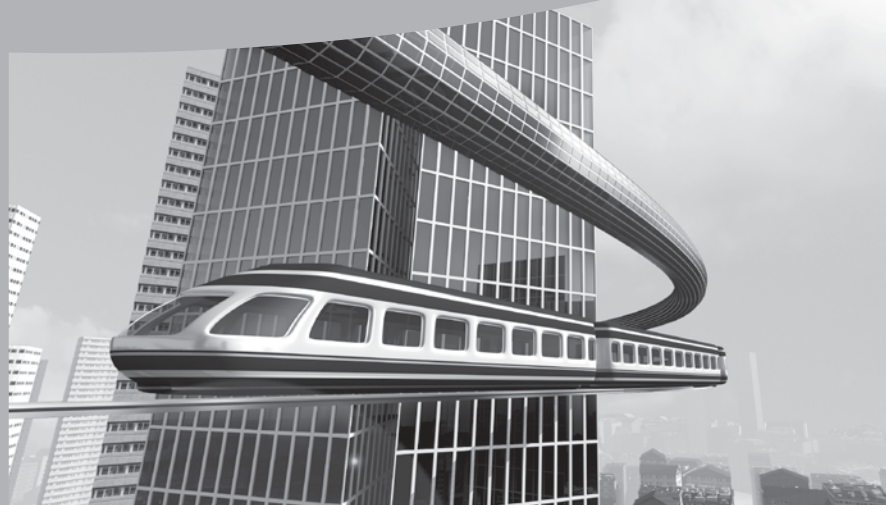


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Engage Literacy Teacher's Resource Levels 34–36

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Please note the following abbreviations that are used in the *Teacher's Resource*:

**BLM:** Blackline Master    **IWB:** Interactive Whiteboard

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# Introduction

*Engage Literacy* is a comprehensive literacy programme that can be used with an individual, small-group and/or whole-class focus. The core elements of a balanced literacy programme have been covered, i.e., written language (reading and writing) and oral language (speaking and listening). The programme covers Guided Reading Levels 1-36, and includes both fiction and non-fiction texts.

*Engage Literacy* brings enjoyment and humour to reading while providing teachers and children with carefully levelled texts. Through engaging and content-rich fiction and non-fiction texts, children will become active participants in their own learning and in the reading process.

The *Engage Literacy* components provide both **digital** and **non-digital** teaching and learning materials that promote **differentiated learning** so that all children can learn effectively, regardless of differences in ability levels. All components of the programme at levels 27 to 36 are built on the literacy skills and knowledge essential to children at these levels, i.e. oral language, comprehension, vocabulary, fluency, and writing. Teachers can be assured that by implementing *Engage Literacy* in their classrooms, their children's individual learning needs will be met effectively.

## *Engage Literacy* Components

*Engage Literacy* is part of a larger comprehensive resource that adheres to key findings of the extensive research base that has been built up over recent years on the use of levelled readers in the development of literacy. The foundation of *Engage Literacy* is based on many years of best-practice classroom teaching and the research behind guided reading instruction, comprehension strategies and literacy development for children reading for meaning. From comprehension and vocabulary instruction to higher level synthesising of literary and informational texts, the programme supports teachers as they help children move through a developmental progression by providing multiple opportunities to match children with text at their instructional levels. In addition to *Engage Literacy at levels 27 to 36*, additional materials are available for levels 1 to 26. Texts at these earlier levels use carefully graded vocabulary lists, and words are introduced and reinforced at a 1:20 ration. For example, the word 'go' is introduced at Level 1 and 'going' at Level 4. Children therefore pick up a bank of high frequency words, providing them with a smoother transition as they are introduced to these higher-level texts. Components at these early reading levels include:

- Teacher's Resource Book,
- E-books,
- Digital Posters featuring rhymes, poems, songs and charts for Levels 1 to 15,
- A Comprehension Strategy Kit for Levels 9–15 that addresses the comprehension needs of children,
- Oral Language Big Books to promote oral language and visual literacy skills,
- Wonder Words books for levels 1 to 15 to support children as they learn their first 100 sight words in context, and
- Wonder Words E-books.

## Fiction and non-fiction texts for reading levels 27-30

All levelled texts, both fiction and non-fiction, enable children to build on their prior knowledge and make new connections based on these previous understandings. *Engage Literacy* also includes **extending vocabulary** (levels 27–30) or **academic vocabulary** (levels 31–36) word lists, which are essential for readers to successfully understand and complete academic tasks independently.

On the back of each title, the **reading stage** is shown (e.g. Fluent), as well as the **specific level** of the text by a numeric level. Colour-coding is used to represent each level. The table below shows the correlation between the reading stage, reading level, colour-coding and reading age for all of *Engage Literacy*.

Reading stage	Engage Literacy reading level	Colour-coding	Reading age
Emergent	Levels 1–2	pink	5.0–6.0
Emergent/Early	Levels 3–5	red	5.0–6.5
Early	Levels 6–8	yellow	5.5–6.5
Early	Levels 9–11	blue	6.0–7.0
Early/Fluent	Levels 12–14	green	6.5–7.5
Fluent	Levels 15–16	orange	7.0–8.0
Fluent	Levels 17–18	turquoise	7.5–8.5
Fluent	Levels 19–20	purple	8.0–9.5
Fluent	Levels 21–22	gold	8.5–10.0
Fluent	Levels 23–24	white	9.0–10.5
Fluent	Levels 25–26	lime	9.5–11.0
Fluent	Levels 27–28	brown	10–11.5
Fluent	Levels 29–30	grey	10.5–12
	Levels 31–33	dark blue	over 12
	Levels 34–36	dark red	over 12

On the inside front cover, all texts feature information that enables the teacher to gain a quick overview of the text. The inside back cover includes questions that will spark pupil discussion about the book. See the example below.

### The First Explorers in Space

**Level 26** Non-fiction

**Word count:** 1,193

**Curriculum links:** biography, science and technology, space science

**Text type:** biography, adventure

**Extending vocabulary:** explore, hero, history, mission, parachute, planets, science, spacecraft, surface, survive, train

**Programme links:**

*The First Explorers in Space* E-Book

*Inside front cover of  
The First Explorers in Space*

### Think about the text

After reading this book, take some time to think about the following questions.

- Why did scientists send animals into space before sending humans?
- Why did the United States want to be the first country to put people on the Moon?
- Why would jumping out of aeroplanes be a good skill for an astronaut to have?
- Which parts of space might people explore next?

*Inside back cover of  
The First Explorers in Space*

# Fiction and non-fiction texts

A balance of **text forms** and **text types** has been included across *Engage Literacy*.

## Fiction

**Narrative:** purpose—to entertain, examples are as follows:

- *Fairy tales:* stories with an element of magic that are make-believe; often they include magical creatures
- *Fantasy:* stories that are in strange settings that appear to be in another world; magical or unreal activities take place
- *Historical fiction:* stories that are made up, but based on a specific time period; may detail actual events in a historical setting but include made-up characters
- *Mystery:* often a detective story that involves a crime to be solved
- *Plays:* stories that are acted out on stage
- *Pourquoi tale:* legends that explain why something is the way it is in nature; often they include animals
- *Realistic fiction:* stories that, while fictional, could actually happen in real life
- *Science fiction:* often these fictional stories are set in the future and include scientific advances that could be possible

## Non-fiction

**Report:** purpose—to provide information about a particular topic, e.g. report, descriptive report, investigative report, scientific/technical report, newspaper article

**Transactional:** purpose—to communicate and clarify, e.g. survey, questionnaire, complaint, apology, greetings card, interview, introduction, invitation, letter, speech, e-mail, newsletter, 'five whys' ('Why are you eating an apple? Because I like apples. Why do you like apples?' and so on until five connected questions have been asked)

**Recount:** purpose—to retell an experience or an event, e.g. personal, factual, adventure based on real-life stories, biography, historical recount, autobiography

**Procedural:** purpose—to tell how to do something or to explain how to get somewhere, e.g. directions, instructions, message, agenda, recipe, manual, rules for a game

**Exposition (argument):** purpose—to argue in favour of one side of an issue, e.g. argument, speech, debate, letter to the editor

**Exposition (persuasive):** purpose—to persuade or convince others, e.g. advertisement, letter to the editor, cartoon, pamphlet

**Explanation:** purpose—to explain why or how things happen, e.g. scientific, technical, life, historical

**Description:** purpose—to detail the characteristics of a subject (using the five senses, similes, and metaphors), e.g. descriptive recount, descriptive report, historical report, internet report

**Discussion:** purpose—to present different aspects of an issue, e.g. brochures, reports, current issues, class rules, reviews, newspapers, 'what ifs,' PMIs [Pluses, Minuses, (New) Ideas]

**Response:** purpose—to give a personal response to a text or situation, e.g. book/film/art/scenery review, letter, diary

## Teacher's Resource

Each *Teacher's Resource* provides comprehensive, easy-to-use teaching notes with an accompanying BLM and Oral Reading Record for each title. The *Teacher's Resource* provides different avenues of acquiring knowledge so that all children can learn effectively, regardless of differences in ability levels.

There are two lesson plans, or parts, per book. Each set of teaching notes provides:

- *Getting started with predictions:* activities that introduce children to the topic/s in the text.
- *Reading the text:* the teacher encourages children to dive right into the text and encourages the use of strategies while reading—making connections, clarifying, visualising, questioning, and summarising; also included in this section are vocabulary activities related to academic and process-oriented terms.



- *After reading*: detailed teaching notes with ideas for activities, discussion and questioning that can occur after the text has been read; children are led through the focused upon comprehension strategy with questions that align to depth of knowledge; the gradual release of responsibility model provides scaffolding upon introduction and removes teacher support during review; also included in this section are vocabulary strategy activities.
- *English Language Learners*: tasks designed to help with the language development of children who do not have English as their first language in the home environment; this section provides a review of trickier aspects of the main lesson with additional scaffolds.
- *Assessment*: ideas on how to track and keep a record of individual learning paths. A Oral Reading Record has been provided for each title.
- *One BLM* per book is embedded in the teaching notes. The BLM can be used individually, in small groups or with the whole class and should be used with the comprehension focus; children are also encouraged to keep a learner's notebook.
- There is one *Oral Reading Record* per book that appears at the end of the guide. The *Oral Reading Record* is a passage of about 200–300 words from the text. It can be used to assess children's reading fluency.

Each title's teaching notes and BLM comprise a range of activities that can be completed with the texts. The skills addressed are:

- *Comprehension*—incorporating literal or factual, inferential or interpretive, evaluative/analysing and applied/creative comprehension within specific comprehension skill sets including: text evidence, main idea, details, theme, central idea, lesson, author's message, paraphrasing/explaining meaning, summarising, comparing and contrasting, causes and effects, story elements, plot development, character analysis, point of view, purpose, text structure, making an inference/drawing a conclusion, critical thinking, genre characteristics, text features, text-to-text connections.
- *Vocabulary Strategies*—suffixes/prefixes, synonyms/antonyms, figurative language (metaphor, simile, idiom and personification), precise language, Latin and Greek roots, tone, words in context, craft.
- *Extending Vocabulary and Academic Vocabulary*—incorporating domain-specific and process-oriented words.
- *Text conventions*—features of text including charts and imagery as well as font emphasis.

# How to use *Engage Literacy* in your classroom

## EXAMPLE READING LESSON

### Getting started with predictions (5 minutes)

Ensure children are exposed to varied text types, e.g. report, procedural text, description, discussion, explanation, exposition (persuasive/argument), recount, response, narrative. Share the text, and discuss one or more of the following. This should be a quick discussion so children can dive right into the text:

- the structure of the text (layout, e.g. storybook; text genre; labels, headings, fact boxes, diagrams, etc.)
- predictions of what the text will be about.

### Reading the text (30 to 35 minutes)

Ask children to read the text independently, giving them strategies to consider as they read. As the book will be read across two lessons, suggest a stopping point for children, using the lesson as a point of reference. Strategy supports may include the following:

- encouraging children to use strategies while reading, including rereading, reading on, using contextual cues and knowledge of content.
- making connections to the content.
- monitoring as they read and stopping to ask clarifying questions related to the word or sentence level or to a segment of text that seems unclear; children should be encouraged to record their thoughts in a learner's notebook.
- visualising what they read, which might be a description or the events in a story.
- questioning what they have read, of which they can record in a learner's notebook.
- summarising the chunk of text they have read.

After reading the text, review the extending or academic vocabulary listed in the lesson. If children are familiar with the terms, focus on terms questioned by children or not supported by the text.

### After reading (10 to 15 minutes)

Through a gradual release, support on the main comprehension strategy is provided. When the comprehension focus is initially introduced, there is more support and a gradual release of responsibility model is built into the review lessons. Questions relate to Depth of Knowledge (DOK) and encourage close reading and

analysis. It is also suggested that children work through the questions using the BLM or a learner's notebook. In this way, they can record text evidence, inferences and conclusions in order to synthesise their thinking. Another *After reading* activity includes vocabulary strategy support. Having read the text, children should be able to answer questions related to vocabulary using the vocabulary strategy taught.

### Small-group suggestions (30 to 35 minutes)

Develop fluid, skill-based learning groups through the following activities:

- *Group 1 Teaching Group*: children work with the teacher on a guided reading or reciprocal teaching activity using *Engage Literacy*.
- *Guided reading*: introduce the book, walk through the text discussing pictures/key words/text conventions, read text, discuss text.
- *Reciprocal teaching*: predicting, clarifying, generating questions, summarising.
- Work with children for 10 to 15 minutes. Get them to complete one of the activities or BLM tasks related to the text. Spend the remaining time in the lesson circulating among the other groups, teaching and refining reading strategies that the children are using.
- *Groups 2 and 3 Independent Reading Tasks*: children work independently on tasks that help develop reading strategies (e.g. read silently, summarise texts, writing and so on).
- These activities can be varied to suit the needs of the children, e.g. the activities can be related to:
  - a text the children have been reading, using the *Teacher's Resource* suggested tasks.
  - a text the whole class has been listening to.
  - a 'stand-alone' reading activity that does not relate to a particular text.
- *Group 4 E-books*: children interact with *Engage Literacy E-books* independently.

### Whole-class sharing (5 to 10 mins)

Encourage children to share the skills and discoveries that were developed over the lesson through discussion/demonstration. Based on your observations during the

lesson, teach or highlight a particular skill that would be beneficial to the children.

### **Assessment**

Assessment needs to be ongoing and continuous in order to ascertain the changing developmental level of a child. Additional information that can be gathered to determine a child's level includes: anecdotal information, observations, Oral Reading Records and previously completed tasks.

Once a reading level has been established, place the child at the appropriate reading level. Each level matches the *Engage Literacy* colour-coding for easy reference (see page vi).

Oral Reading Records for each *Engage Literacy* text are provided in the *Teacher's Resource* to help with ongoing monitoring and assessment.

# How to Use the Oral Reading Records

by Dr Chase Young

The three components of reading fluency are assessed on the Oral Reading Record: reading rate, word recognition accuracy, and prosody (expressiveness). To assess a child's reading rate, time the oral reading and mark any word recognition errors. Stop the timer when the child completes the section, and calculate the child's words read correctly per minute (WCPM) using the following formula:

$$\frac{(\text{Running Words} - \text{Errors})}{\text{Reading Time in Seconds}} \times 60 = \text{WCPM}$$

Example:  $\frac{(228 \text{ Running Words} - 6 \text{ Errors})}{185 \text{ seconds}} \times 60 = 72 \text{ WCPM}$

Hasbrouck and Tindal (2006) conducted research to provide WCPM norms to compare a child's reading rate with typical reading rates documented in various stages of each year level (Table 1). When considering the example above, if this were a beginning year 4 pupil reading at 72 WCPM, the child would be reading in the 50th percentile. However, if it were a beginning year 5 pupil, the child would have a reading rate similar to those in the 25th percentile, indicating the child may be struggling with fluency.

**Table 1 WCPM Norm Reference Table for Years 2 to 7**

Year	Percentile	WCPM Autumn	WCPM Winter	WCPM Spring
2	90th		81	111
	75th		47	82
	50th		23	53
	25th		12	28
	10th		6	15
3	90th	106	125	142
	75th	79	100	117
	50th	51	72	89
	25th	25	42	61
	10th	11	18	31
4	90th	128	146	162
	75th	99	120	137
	50th	71	92	107
	25th	44	62	78
	10th	21	36	48
5	90th	145	166	180
	75th	119	139	152
	50th	94	112	123
	25th	68	87	98
	10th	45	61	72
6	90th	166	182	194
	75th	139	156	168
	50th	110	127	139
	25th	85	99	109
	10th	61	74	83
7	90th	177	195	204
	75th	153	167	177
	50th	127	140	150
	25th	98	111	122
	10th	68	82	93

The next component of reading fluency, word recognition accuracy, is represented as a percentage. To calculate a child's reading accuracy, use the following formula:

$$\frac{(\text{Running Words} - \text{Errors})}{\text{Running Words}} \times 100 = \text{Accuracy Percentage}$$

Example:  $\frac{(228 \text{ Running Words} - 6 \text{ Errors})}{228 \text{ Running Words}} \times 100 = 97.37\% \text{ Accurate}$

According to accuracy norms, children are considered independent when reading with 95 per cent accuracy or above. Children are considered reading at an instructional level when their accuracy ranges from 90 to 94 per cent. Any accuracy scores below 90 per cent indicate the text level is frustrational.

Finally, while listening to children read orally, assess their reading prosody with the following rubric adapted from Zutell and Rasinski (1991). The scale is used to rate readers on a 1 to 4 scale in four dimensions of reading fluency, for a total maximum score of 16. Children who score 10 or higher are generally considered to be making good progress in prosody (Figure 1).

### **Expression and Volume**

1. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.
2. Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.
3. Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.
4. Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.

### **Phrasing**

1. Reads in a monotone with little sense of boundaries; frequently reads word-by-word.
2. Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation; fails to mark ends of sentences and clauses.
3. Reads with a mixture of run-ons, mid-sentence pauses for breath and some choppiness, reasonable stress and intonation.
4. Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.

### **Smoothness**

1. Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions and/or multiple attempts.
2. Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.
3. Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.
4. Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.

### **Pace**

1. Reads slowly and laboriously.
2. Reads moderately slowly.
3. Reads with an uneven mixture of fast and slow pace.
4. Consistently reads at conversational pace; appropriate rate throughout reading.

## **Figure 1 Multidimensional Fluency Scale.**

After a child completes the reading, calculate the self-correction ratio. It is important information because you can see how often children catch their own errors and self-correct them, which is indicative of how well children monitor their own reading. To calculate the ratio, use the following formula:

$$\frac{(\text{Errors} + \text{Self-Corrections})}{\text{Self-Corrections}} = \text{Error Rate} \rightarrow \text{Self-Correction Ratio (1 : Error Rate)}$$

Example:  $\frac{(3 \text{ Errors} + 3 \text{ Self-Corrections})}{3 \text{ Self-Corrections}} = 2 \rightarrow \text{Self-Correction Ratio } 1:2$

In the example, the self-correction ratio of 1:2 essentially means that the child corrects one error for every two. Children with a ratio of 1:4 or less are generally considered to demonstrate proficient self-monitoring while reading.

Analysing the miscues, or errors and self-corrections, can also provide valuable information about young readers. First, MSV stands for meaning, syntax and visual, all of which are types of cues children use at the point of error. When analysing the errors, ask yourself the following questions to determine the type of miscue.

- Meaning: Does it still make sense?
- Syntax: Is the sentence still grammatically correct?
- Visual: Is the word similar phonetically?

Consider the following error.

shake

He felt his legs start to tremble with exhaustion when he was only halfway up.

Instead of reading “tremble,” the child said “shake.” Shake is not visibly similar, but it still has similar meaning, indicating that the child used a meaning cue to attempt to read the word. In addition, the error is syntactically correct as well. Thus, this error would be marked as MS (meaning and syntax). This analysis suggests that the child attends to meaning and preserves syntax so the sentence sounds correct. However, the child clearly did not use the visual cuing system at all, because “shake” and “tremble” do not look or sound anything alike. In the following example, the child used only the visual cuing system, as “treble” is phonetically and visually similar to “tremble,” but it does not have similar meaning and the syntax of the sentence is no longer correct. Thus this error would be marked with a V (visual).

treble

He felt his legs start to tremble with exhaustion when he was only halfway up.

In addition to the miscue analysis, it is also important to note any of the following reading behaviours using the symbols provided:

### Reading symbols

#### No Errors

- ✓ = correct word
- R = repeated word
- Sc = self-corrects

#### Errors

- O = omitted word
- ^ = inserted word (write the inserted word above the text)
- T = told word (if the child attempts the word, write the attempt over the word and record it as an error unless the child manages to say the word correctly)

Being thorough when administering the Oral Reading Record should help immensely with the assessment of a child’s abilities and perhaps a diagnosis of any reading difficulties. Of course, you can also assess children by using your professional judgement. We do not always need numbers and codes to tell us whether a reader is proficient or struggling. Thus, teachers can also informally assess children’s reading fluency by simply listening to them read aloud. If a child reads aloud smoothly, in phrases, at a decent pace, and with appropriate expression, he or she is likely to be well on his or her way to becoming a fluent reader.

### References

- Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(7), 636–644.
- Zutell, J., & Rasinski, T. (1991). Training teachers to attend to their students’ oral reading fluency. *Theory Into Practice*, 30(3), 211–217.

# World Cultures

Level: 34 Non-fiction Word count: 4,683 Text type: Informational text Part: 1



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** ancestry, comparison, contribution, culture, influence, origin, traditional

**Programme link:** *World Cultures E-book*

**Curriculum link:** people and places

**Text summary:** For centuries various cultures have existed around the world, each with its own customs and traditions. Discover how one culture can have a lasting impact on another culture. Learn how cultures from long ago have influenced our lives today, from the words we use to the way our government works.

**Learning objectives:** Identify the main idea, use index and maps, use words in context, apply the writing process: planning a narrative text

## Getting started with predictions

- Before beginning, access prior knowledge by asking volunteers to talk about a tradition unique to their own family and/or culture. Doing so will help children connect text-to-self before they begin.
- Allow children to skim through the book, looking at images and other details. Ask them to predict what sort of information the author will include about each of the cultures he profiles.

## Reading the text

Ask children to read the text independently to page 30, which is 2,154 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Ask children to consider similarities between the cultures included, and their own.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and by using tools such as a dictionary.
- *Questioning:* As children read, they may come up with new questions. Instruct them to record any questions in their learner's notebooks for later discussion.
- *Summarising:* If children are having a difficult time prioritising information, encourage them to talk to a partner and summarise each section before proceeding.
- *Visualising:* Tell children that, as they read, they should use details in the text and images to form mental pictures of the people and places about which the author writes.
- *Inferring:* Remind children to use chapter titles and subheadings to make inferences about what sort of information will appear in the chapter.

- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: *What does 'culture' mean? Use context to define it.*
- p. 4: *Say, Reread the last paragraph and look for all the instances of the word 'influence'. Which sentence offers the best definition?*
- p. 6: *Ask, Do you know what an 'original' is? (Support and extend discussion) How does knowing this help you understand what 'origin' means?*
- p. 14: *Say, A great number of New Zealanders claim Maori ancestry. (Support and extend discussion). Why do you think ancestry is important to people?*
- p. 29: *Tell students, The word 'contribution' comes from the Latin word 'contribuere', which means 'bring together, add', with the added suffix '-tion'. Explain how this relates to today's meaning of 'contribution'.*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain that the main idea of a text is essential to understanding what they are reading. Tell children that the main idea is the "big idea" of a passage or text. As children are introduced to this subject, model for them how to identify the main idea of a passage, and ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Compare and contrast:* Invite children to compare how each culture has contributed to society today.
- *Identify purpose:* As children read, ask questions to get them thinking about why the author wrote the text, or why he chose to include specific features and to use specific words.

## Identify the main idea

**Model** the strategy using p. 4. Say, *Strategies help us solve problems we encounter when we are trying to read, write and learn. Identifying the main idea of a text is one of the most important strategies you will learn. The main idea is the “big idea”, or the point, of a text—or a chapter or even a paragraph. Often, the main idea can be found in a single sentence. Other sentences provide details that add to the main idea. For example, look at page 4. The last sentence reads, ‘Some cultures from the past have influenced people from all over the world.’ That seems to sum up the rest of the information on the page. The other sentences add to that idea by providing examples of that influence—food, clothing and more. That last sentence is the main idea of the page. Let’s try another together.*

- p. 5: *As I start this chapter, I can predict it’s going to be about the Maori. The very first sentence states that they are the native people of New Zealand. That seems like the main idea. Now I’ll read the rest of the paragraph and page. Do the other sentences provide information that tell me more about the Maori? Yes. So, I think the first sentence was the main idea. Now you try it.*

**Practise** the strategy and ask children to write their responses in their learner’s notebooks.

- p. 8: *I’m going to try to find the main idea of the section about food and food preparation. The first sentence talks about mammals, but then the rest of the section is more about fish and birds. I don’t think the first sentence is the main idea. I’d have to pick ‘But they soon found that there were few animals to hunt in New Zealand, so they relied on fish and birds for food.’ The rest of the section describes how.*
- pp. 12–13: *Rereading this page, I think the first section states the main idea in the first sentence. Do you think that is true for the second section? What is the main idea of the second section?*
- p. 16: *Read the first paragraph. Summarise what you think the main idea of this chapter will be. How do you know?*
- p. 18: *Headings can often give clues about the main idea of a section. How is the heading of this section related to its main idea?*
- p. 29: *Which sentence best describes the main idea of this page?*
- *Based on what you’ve read so far, what can you infer is the main idea of the text? Quote a sentence to use as text evidence.*
- After practising identifying the main idea, ask children to turn to a partner and discuss how important it is to understand the main idea of a text.

## Vocabulary strategy: Words in context

Tell children that there are many strategies they can use to learn new vocabulary words. Today, they will be practising using context to define a word. Say, *When we use context, we think about how the word fits in with the words, sentences or paragraphs around it. These clues are called context clues. We use context clues to determine a word’s meaning. For example, on page 4, the word ‘culture’ is specifically defined in context: ‘ideas, customs and social behaviour of a group of people or society.’ It’s not always so easy, though. Let’s look at another one together. As you go over these questions, ask children to record their answers in their learner’s notebooks.*

- Ask children to reread the last paragraph on p. 4. Say, *Notice that the author says that past cultures have had both a global and regional influence. How can we use that information to determine what ‘region’ means?*

- Reread the last paragraph on p. 9. Ask, *Can you infer what the author meant by calling culture, ‘celebrated’? Use text evidence to support your idea.*
- Using the same paragraph, challenge children to explain why the use of the word ‘still’ is a context clue for defining ‘traditional’ in this context.
- Read aloud the first paragraph about Maori beliefs on p. 14. Ask, *What does the word ‘ancestry’ mean in this paragraph?* Encourage children to volunteer words from the text that provide context clues.
- Point out the word ‘versions’ on p. 18. Ask children to define it as used in this context. Encourage them to share the clues they used to draw their conclusions.

## Writing: Planning a narrative

Under your guidance, children will begin planning a narrative.

- *Get ready to write a narrative! A narrative is any text that tells a story: it can be historical or science fiction, a play, a poem, even historical non-fiction, and many others. You will be writing a piece of historical fiction based on what you’ve learned about the Maori or Scottish cultures. First, brainstorm by writing words, phrases and ideas down. Your story’s plot should have a beginning that sets the scene and introduces characters, and a problem that needs to be solved. The middle, or climax, sees the action reach its peak excitement. The resolution, at the end, concludes by solving the problem. Organise your ideas into an outline with these three sections. Share your ideas with a partner, providing feedback.*

## ► English Language Learners

- Provide additional support for identifying the main idea of a text. Point to a heading and explain how the heading allows readers to predict what the section will be about. Model relating the heading to the main idea on p. 26. Say, *The heading is ‘Holidays’. I think the main idea will be about holidays celebrated by people in Scotland.* Read the paragraph and say, *The main idea is that people in Scotland celebrate many of the same holidays we do, as well as two more specific to their culture.* Allow children to work in pairs, using headings to predict what the main idea will be about, before providing text evidence that identifies the main idea.

## ► Assessment

- Note the children’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples and keep them in the child’s portfolio.



# World Cultures

Level: 34 Non-fiction Word count: 4,683 Text type: Informational text Part: 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** archaeologist, architecture, artefacts, colonise, reputation

**Learning objectives:** Identify details, apply words in context, use index and maps, apply the writing process: drafting a narrative text

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,529 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they might have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Encourage children to make connections between the different cultures described, comparing and contrasting them mentally as they read.
- *Visualising:* Remind children that it is essential to visualise the time and place from which each culture originated, in order to fully understand its significance.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and by using tools such as a dictionary.
- *Questioning:* Tell children that if they have any questions, they may write them in their learner's notebooks and share them as time permits.
- *Inferring:* Ask children to use specific information from features and text to make inferences about the cultures.
- *Summarising:* Children benefit from occasional summaries when reading non-fiction texts, as too much information at once can overwhelm them and distract from learning.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 30: Ask, *What does 'reputation' mean?* (Support and extend discussion) *How is the Vikings' reputation different from the reality of their culture?*
- p. 30: Tell children, *The Greek root 'archaeo-' means 'ancient or primitive'. The suffix '-ologist' means 'one who studies'. Can you put these two together to define 'archaeologist'?*
- p. 30: Ask children, *What is a 'colony'? How does knowing this*

*word help you discern the meaning of the word, 'colonise'?*

- pp. 36–37: Reread the last paragraph. Ask, *What do you think the word 'artefact' means?* (Support and extend discussion) *Give an example of an object that would be considered an artefact.*
- p. 53: Draw children's attention to the features on the page. Then say, *Using just the information in the chart and the illustrations, define 'architecture' in your own words.*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain that being able to identify details will help a reader determine the main idea of a text. Tell children that details are facts or opinions that offer support for the main idea. As children are introduced to this subject, model for them how to identify details that support a main idea, and ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify main idea:* Continue identifying the main idea of passages and chapters with children. As they learn about details, encourage them to volunteer those that support the main idea.
- *Apply critical thinking:* Remind children to place the cultures into the context from which they originated. Ask questions such as, *Can you think of a way this culture has influenced yours? Think of a tradition, food or custom from your life, which may have its origins in one of the cultures we've read about.* Allow children to share their thoughts.

## Identify details

**Model** the strategy using p. 30. Say, *Strategies help us solve problems we encounter when we are trying to read, write and learn. You have just practised finding the main idea of a passage, or text. Now, we will work on identifying details that support that main idea. Books, especially non-fiction, contain a great deal of detailed information. Some details are more important to understanding the text than others. The details that support the main idea are more important than other, extra, details that may be added to hold your interest or to make a point. For example, on page 30, I read, 'Though*

often thought of by many as pirates and thieves, the Vikings created a culture that's had a lasting influence throughout the world.' That's the main idea. Now I'll look for details that support it. The author writes that they took lands by force—I suppose that's where their reputation came from. And look—wherever they settled, they brought their culture with them. That supports the idea that they influenced many parts of the world. Let's look for more details to support this as we read.

- p. 32: The author tells us that the Vikings influenced places around the world. Here are some details that tell us how. The government was a democracy and they formed the first parliament. They also made jewellery and tools from different metals. Now you try it.

**Practise** the strategy and ask children to write their responses in the BLM.

- p. 34: The main idea of this passage is that the Viking ships were unique to their culture. One detail is that there were two types: the longship and the knarr. Can you find more details?
- pp. 36–37: Which details about the Vikings' trading history are most important? Which are most surprising?
- p. 38: The main idea of this passage is: the Viking language has influenced many familiar languages today. Name three details to support this statement.
- pp. 39–41: The author states that today's legal system has many roots in the Viking culture. What details does he give to support this main idea?
- pp. 44–61: The author issues a very broad statement as the main idea of this section: that the ancient Greeks have influenced every sphere of modern culture today. How do the headings help you to work out what sort of details he will give to support this claim?
- p. 53: Look at the illustrations of the columns. How does this feature help you better understand the details that support the main idea of this passage?
- Earlier, you determined the main idea of the overall text. Quote details throughout the text that support it.
- After practising identifying details, ask children to turn to a partner and discuss how identifying and prioritising details allows a reader to deepen their understanding of a text.

### **Vocabulary strategy: Determine word meaning in context**

Remind children of the work they've already done on defining words using context. Refresh their memories by reviewing the answers they recorded in their learner's notebooks.

- Turn to p. 30 and ask children to reread it. Then ask, *What text details can you use to define 'overlooked'?*
- Read this sentence from page 34 aloud: *'Because the seas and rivers were essential for transportation, most Viking settlements were near water.'* Ask, *What is a 'settlement'? What context clues did you use to define it?*
- Remind children that sometimes a word is plainly defined in context. Ask them to quote the phrase that defines 'keel' in context (page 34).
- Ask children to turn to p. 36. Ask, *Which meaning of the word 'trade' do you think the author means in this context: 'the action of buying and selling goods' or 'a skilled job that requires training'?*
- Say, *The author states that Indian and Middle Eastern 'artefacts' have been found in Viking graves. How does knowing what an 'artefact' is help you to understand the importance of this statement?*

- Page 40 tells children that 'hundreds of people had a say in the judgement'. Say to children, *Use context to determine the meaning of the word 'judgement'.*
- Tell children, *The main idea of this section is about the 'ancient' Greeks. (p. 44) How are the 'ancient Greeks' different from 'Greeks'? How can you use this to determine what 'ancient' means?*
- Draw children's attention to p. 46, wherein democracy is described as the ancient Greeks' greatest contribution to the modern world. Say, *Use context to determine what 'contribution' means. What synonym would work in this context?*
- Point out, on p. 51, the contrast between praying to gods and 'observing' and 'using common sense', to treat illness. Challenge children to use that contrast to work out what 'observing' means.
- Ask children to read the section entitled 'Architecture' (p. 52) before asking, *Which of the following might be an example of 'architecture': 'a building style', 'a building material' or 'a belief system'? Explain which context clues you applied to solve the question.*

### **Writing: Drafting a narrative**

Assess children's plans for their drafts before they begin this next step in the writing process.

- *As you begin writing your first draft, use your outline to organise your thoughts. Make sure your draft has an introduction, a climax and a resolution, as well as characters and a clear setting. Once you have completed your draft, read it again and make any changes you feel can improve it. Then, swap drafts with a partner. Take turns providing feedback, such as asking questions to get more details, or asking for more new sources of information to clarify a passage.*

### **► English Language Learners**

- Provide additional support for identifying details that illustrate the impact these different cultures have had on society. Turn to the section on Vikings. Model thinking, *I've learned a lot about them, but the main idea of this book is that these cultures really influenced the world today. I'm going to look for details to support that.* On page 32, call attention to the sentence, *'Like many countries today, the Vikings' system of government was a democracy.'* Say, *The word 'today' is a clue that this sentence answers my question.* Next, point to a sentence with the word 'influence' in it, and explain this word is another context clue. Ask children to work in pairs to look for context clues—words or features—that support the main idea.

### **► Assessment**

- BLM completed.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 81).
- Record whether children liked the text and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify details

Complete this activity to connect details to the main idea they support.

- Use the first column to see the main idea.
- In the second column, provide 2–3 details to support it.
- When you have finished, answer the questions below the table.

Main Idea	Details
Viking ships were unique to their culture.	
The Vikings had a rich trading background.	
The Viking language has influenced many of today's languages.	
Today's legal system has its roots in Viking culture.	
The ancient Greeks have influenced every sphere of life today.	

What is the main idea of the text? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Provide three details that support this idea. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Main teaching focus**

*Comprehension: Identifying the main idea*

**Other teaching focus**

*Comprehension: Identifying details*

**Teacher's note**

Children research details to match each of the main ideas about passages, as listed in the first column. They will extend this new skill to determine the overall main idea, and name details that support it.

# A Midsummer Night's Dream: A Retelling of Shakespeare's Classic Play



Level: 34 Fiction Word count: 4,399 Text type: Play Part I

- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Academic vocabulary:** bristled, deceive, democratic, disobey, intently, meddling, troupe
- Programme link:** *A Midsummer Night's Dream: A Retelling of Shakespeare's Classic Play* E-book
- Curriculum links:** Shakespeare, drama, play, relationships, fantasy
- Story summary** Demetrius loves Hermia, but Hermia loves Lysander. Helena loves Demetrius, but he doesn't want to be with her. When the young people run away to the forest and the fairies also get involved, mix-ups and confusion follow. Can it all be sorted out before morning?
- Learning objectives:** Identify story elements, identify plot development, use the soliloquy, understand figurative language, revise a narrative

## Getting started with predictions

- After handing out the books, allow children to look through them. Ask them to predict what genre this text is (fiction vs non-fiction, play vs poem).
- Ask children to read the list of characters. Invite them to predict which couple(s) will end up together based on the description, and any prior knowledge they may have about Shakespeare's writings.

## Reading the text

Ask children to read the text independently to p. 30, which is 1,948 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Explain to children that many of today's TV programmes, plays, films and books have a basis in Shakespearian writings. Tell them to keep in mind, as they read, any other modern stories this one reminds them of.
- *Visualising:* Ask children to make mental pictures of the action being described to visualise the twisty timeline of events in this story.
- *Questioning:* As children read, they may come up with new questions. Remind them to keep a list of these questions in their learner's notebooks for later discussion.
- *Summarising:* At the end of Part I, ask children to orally summarise the play so far.
- *Inferring:* Before reading begins, explain to children what a soliloquy is: a speech a character gives when alone that reveals their feelings. Invite children to make inferences about motives as they read, based on the characters' soliloquys.

- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 5: Ask children to use context to define 'troupe'.
- p. 6: Ask, *We say we live in a democracy, but what does that mean? (Support and extend discussion) How does being familiar with that word help you define, 'democratic'?*
- p. 8: Ask children to look up, 'intent' in a dictionary. Ask them to apply that definition to determine the meaning of 'intently'.
- p. 14: Ask children to use context to define 'deceive'. Then, challenge them to think of one synonym and one antonym.
- p. 19: Ask children, *What is an antonym for 'disobey'?*
- p. 19: Draw attention to Oberon's description of a 'meddling monkey'. Invite a child to explain or act out the phrase.
- p. 25: Ask children to define 'bristled' in context. (Support and extend discussion) Ask, *Is it meant here as a verb or adjective? Explain.*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain that identifying story elements and following a plot as it develops are essential skills for any narrative reader. As children are introduced to this subject, model identifying various story elements and moments in the plot. Then, ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Compare and contrast:* Invite children to compare and contrast characters, such as Hermia and Helena, or Demetrius and Lysander. Then ask, *How are Oberon and Titania like the mortals? How are they different?*
- *Identify genre characteristics:* Explain to children that plays are their own genre, with their own characteristics. Point out the cast, acts, scenes, soliloquys, asides and stage directions.

## Identify story elements and plot development

**Model** the strategy using p. 4. *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed identifying main ideas and details and today we'll talk about identifying story elements, and following plot development. Any narrative, including a play, has certain elements to the story including characters—or a cast in a play—setting (time and place) and plot. The plot is the action that happens and, usually, that occurs in three parts: the beginning, which introduces readers to story elements, the climax, when the action reaches a peak, and the resolution, or end. In plays, these 'parts' are called 'acts'. In most narratives, there is a problem that is solved at the end. Let's look at an example. On p. 4, the text makes it very easy to identify all the cast members in this play—the first two pages show a list. Other elements are not as easy to identify.*

**Practise** the strategy and ask children to write their responses on the BLM.

- p. 6: *Act I sets up the action in a play. Immediately after the headings for Act I and Scene I, there is a paragraph describing the setting. Where does the scene take place? I notice that scenes are like chapters in novels. They can have different characters or settings.*
- p. 6: *The setting also tells me a little about the first characters we meet, Hermia and Helena. What is the relationship between these two women?*
- p. 7: *All stories have a plotline with a problem that needs to be solved. What problems are introduced in this scene?*
- p. 11: *What solution does Hermia have for her problem? What new problems might arise if she chooses to pursue this idea?*
- p. 12: *A new plot development is revealed here: Helena's problem. She's in love with Demetrius. How is her problem related to Hermia's? Will Helena's problem be resolved if Hermia resolves hers?*
- pp. 16–17: *Which act and scene are you reading? How has the setting changed? Describe it.*
- p. 19: *What problems do Oberon and Titania face? How does Oberon propose to solve his problem? Infer whether this solution will resolve his problem or bring it to a climax.*
- p. 24: *Why does Oberon decide to help Helena? Which sentence provides you with that answer?*
- *A 'twist' is a literary device that moves the plot along in unexpected ways. For example, Helena tells Demetrius about Hermia's plans, thinking it will make her love him; but it backfires. What other twists occur in the first half of this text? Predict what eventual climax will take place in the woods because of the twists.*
- After practising identifying story elements and plot development, ask children to turn to a partner and discuss how these skills strengthen their understanding of the text.

## Vocabulary strategy: Understand figurative language

Explain to children that authors often use figurative language to get a point or image across. Say, *Figurative language is a way of describing something so readers can understand it better. Similes and metaphors are just two examples of figurative language—both are used to make comparisons. Some figurative language paints a better picture than plain language. Being able to understand figurative language will help deepen your understanding of a text.*

- In Helena's soliloquy (p. 12), point out that Helena wants Demetrius to 'grow to hate' Hermia. Ask, *Does this mean Demetrius will actually grow? Explain.*
- Point out the phrase 'fall in love' on p. 19. Say, *This is an idiom, which is a commonly used phrase that is understood to be figurative in nature. What does it mean?*
- Ask children to reread the dialogue between Demetrius and Helena on p. 22. Ask, *Does Demetrius mean that he feels suddenly ill when he sees Helena? What is he saying with the phrase, 'When I look at you, I feel sick'? How does using this exaggerated figurative language make his point more clearly?*

## Writing: Revising a narrative

Children will continue working on their historical fiction narrative.

- *The next step in the writing process is revising. During this step, you will reread your narrative and look for ways to improve it. Even professional writers revise their texts multiple times. Read your narrative aloud. Is it easy to read? Is your writing descriptive and precise? Is your reason for writing obvious to the reader? Have you used transition words between paragraphs? Add descriptive words and figurative language to help readers visualise the story.*
- *Now is a good time to add images to your story. Choose historical photos or illustrations that support or elaborate on your story. Make sure the images fit with the part of the text they accompany.*

## ► English Language Learners

- Provide additional support for understanding figurative language and idioms. Turn to the previous example of 'fall in love' as children will be most familiar with this saying. Model reading it, and thinking, *Hmm. So, I suppose he thinks Titania will trip over something and fall into a puddle of love. What's a puddle of love?* Ask children to correct your thinking and tell you what it means. In small groups, allow children to come up with a list of idioms in their native language, and to share them with the class. Afterwards, explain that Shakespeare often used figurative language, and remind them to ask for help as they read.

## ► Assessment

- BLM completed
- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.
- Complete the Oral Reading Record.
- Record whether children liked the play and their rationale for their opinion.

# A Midsummer Night's Dream: A Retelling of Shakespeare's Classic Play



Level: 34 Fiction Word count: 4,399 Text type: Play Part 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** potion, quarrelsome, shudder

**Learning objectives:** analyse characters, use asides, understand figurative language, understand metaphors, apply the writing process: edit a narrative

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,451 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they might have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Questioning:* Tell children that as they come across questions, to use text and text features, such as asides (when characters speak directly to the audience), to answer them.
- *Visualising:* Remind children to use illustrations to help them visualise the action in the proper context. If necessary, and children are willing, get them to act out scenes after reading.
- *Inferring:* As children read, invite them to make inferences about the relationships between the different characters, the mortals and the forest creatures.
- *Making Connections:* Encourage children to connect this text to other plays they have read, focusing on similarity of structures or features such as soliloquys and asides.
- *Summarising:* If children are having difficulty following the story, allow them to summarise acts in their learner's notebooks before moving ahead.
- Walk around as children are reading to check their fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 47: Ask children to use context to define 'quarrelsome'.
- p. 48: Read aloud the sentence, 'I shudder when I see your face.' Ask, Is 'shudder', a compliment? How do you know? What does it mean?
- p. 57: Ask, What is meant by 'potion'? What qualities does a potion usually have? What does it make you think of?

## After Reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain that analysing characters is essential to understanding the motives and heart of each character. As children are introduced to this subject, model for them analysing a character's actions, and then ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify cause and effects:* As children read, remind them to ask questions to identify causes and their effects: *Why does Demetrius run into the forest? What caused Lysander to change his feelings towards Hermia?* Continue asking questions that lead children to consider how the actions of one character affect another.
- *Identify plot development:* Encourage children to continue identifying twists in the plot, as well as the moment of climax and resolution. They can write their findings in their learner's notebooks.

## Analyse characters

**Model Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed inferring and drawing conclusions and many other skills. Now we will talk about analysing characters. When we analyse a character, we try to work out how he or she feels and acts. Paying attention to a character's actions and the way the author describes them can help us analyse a character. We can sometimes depend on one character's ideas about another, or their reaction to the character's deeds to make inferences. We can use these inferences to draw conclusions about characters.**

- For example, on p. 30, Puck happens upon some actors and decides to play a joke on them for no reason. Using that information, I can infer that Puck likes to get into trouble. Let's look at another example.
- p. 33: Bottom does not understand why Titania is calling him furry. From this, I can infer that he's confused. Can you conclude why?

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 35: *How does Oberon react to Titania's new-found love? What does this reaction tell you about how he feels towards Titania at that moment? What does it reveal about his personality?*
- p. 36: *What do you think of the way Hermia breaks the news to Demetrius that she doesn't love him? How can you use this action to analyse her character?*
- p. 38: *Read Oberon's response to Puck's blunder. How does this reaction allow the reader to see a different side of Oberon than we have so far? Explain.*
- p. 44: *Helena is in disbelief that both men love her—as is Hermia. Analyse these two friends based on how they speak on this page. How are they different from one another?*
- p. 52: *At the beginning of Act 3, Scene 1, what are Demetrius and Lysander doing? Why? What does their idea to fight for Helena reveal about them both?*
- p. 58: *Why does Oberon cure Titania and Bottom? From this action, what can you conclude about his character, or about how he feels about Titania?*
- p. 60: *Hermia and Helena seem to have forgotten the cruel words spoken to them earlier. Can you infer why? What can you conclude about their characters?*
- *One analysis of every character in the cast might be, 'The characters foolishly listen to their hearts without thinking.' Provide an example from the text to support this.*
- After practising analysing characters, ask children to turn to a partner and discuss how this strategy allows them to dig more deeply into a story and understand it better. If time permits, allow them to provide several examples of when a character acted impulsively, rather than just one.

### **Vocabulary strategy: Understand figurative language, metaphors**

Invite children to recall what they learned about this strategy: that authors use figurative language to get a point or image across. Being able to understand and use figurative language makes a better reader and writer.

- Reread p. 33 aloud. Then point out, *Titania says she loves Bottom from the tips of his toes to the tips of his ears. What feeling is she expressing?*
- Call on a child to read Oberon's first line on p. 38. Then ask, *What are some possible meanings of a 'fair maid'? Which one does Oberon mean when referring to Helena?*
- Point out the first words Demetrius speaks when he wakes up (p. 42). Ask children to elaborate on what he means when he refers to Helena as a 'goddess'.
- Read aloud Lysander's line (p. 44), *'Stay away from me, Hermia, you vile thing.'* Explain, *By comparing Hermia to a 'vile thing', Lysander is making known his feelings for her. What are they?*
- On p. 45, Helena worries that she is beginning to 'look like a fool'. Children are likely to be familiar with this phrase; inform them that this is an example of a simile: a comparison using like or as. Ask, *What is this simile telling us?*
- On p. 48, Lysander tells Hermia that she is 'nothing' to him. Explain to children that this is a metaphor: a comparison that equates one thing with something else. Ask, *Why does Lysander compare Hermia to nothing? What is he trying to tell her?*

- Explain to children that Lysander doesn't actually 'shudder' when he looks at Hermia; this exaggeration is a form of figurative language. Ask, *What feeling is he trying to convey?*
- Draw children's attention to p. 55, wherein Puck attempts to enrage Demetrius by calling him a 'scaredy cat'. Ask children to explain how this is an example of figurative language.
- Invite a volunteer to act out Hermia's lines on p. 56. Then ask, *Which phrase is an example of figurative language? Explain what it means.*

### **Writing: Editing a narrative**

Children will now edit their revised drafts for grammatical clarity.

- *Now that you have revised your historical fiction story, you can begin editing. During this step, you will correct any spelling or grammar mistakes. At the beginning of sentences are all proper nouns capitalised? Have you used punctuation correctly? Are any words misspelled? When you feel you have finished your edits, swap narratives with a classmate and proofread each other's narratives, looking for any missed errors. Discuss your suggestions together, and make any additional edits necessary.*

### **► English Language Learners**

- Provide additional support for analysing a character. Turn to p. 44 and ask children to act out different parts. Then, model noticing the difference between Helena and Hermia. Say, *Helena assumes a joke is being played on her when someone tells her that they love her. Hermia thinks it a lie when someone says they do NOT love her. Those are very different reactions. That makes me think Helena thinks much less of herself than Hermia. What do you think?* Turn to different examples covered in the **Comprehension** section, and repeat the acting out and modelling as needed. Then, encourage children to complete the questions independently.

### **► Assessment**

- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 82).
- Record whether children liked the play and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify story elements/plot development

Complete this activity to identify story elements and plot developments.

- Describe the setting for each scene.
- Fill in the missing answers for each row.
- When you have finished, answer the questions below the table.

<b>Act I, Scene I: Setting:</b>			
<b>Character</b>	<b>Problem</b>	<b>Proposed Solution</b>	<b>Actual Resolution</b>
Hermia			
	She is in love with Demetrius		
		He is bringing her home and sending Lysander away	
<b>Act I, Scene II: Setting:</b>			
<b>Character</b>	<b>Problem</b>	<b>Proposed Solution</b>	<b>Actual Resolution</b>
Titania			
	He doesn't want to share Titania's love		

What happens in Act II, Scene I to move the plot along? \_\_\_\_\_

Think about the solutions proposed for these problems. What can you infer about each of the characters based on the solutions they propose? Use text evidence to explain your answer.

**Main teaching focus**

*Comprehension:* Identify story elements and plot development

**Other teaching focus**

*Comprehension:* Analyse characters

**Teacher's note**

Children will consider the setting, characters, problems and possible solutions from each scene they've read, before making inferences about characters.



# Bri and Ari's Island Survival



Level: 34 Fiction Word count: 4,269 Text type: Narrative Part: I

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** chug, seaplane, observe, reef

**Programme link:** *Bri and Ari's Island Survival* E-book

**Curriculum link:** life science

**Story summary:** Twins Bri and Ari are thrilled to be reunited with their parents. Their parents have been studying sea turtles on the Solomon Islands in the South Pacific for months. But once they get to the research station, life gets boring fast. Bri and Ari just want to go exploring and have some adventure. But when they finally get permission to travel by themselves to a nearby beach, they are swept away to a strange island full of dangers both seen and unseen. Will they be able to survive?

**Learning objectives:** Review identifying main idea, review vocabulary strategies, analyse the contents page, apply the writing process: publishing a narrative

## Getting started with predictions

- Hand out the books, and ask children to consider the title and cover illustration. Ask children to predict the book's genre (adventure, biography, fiction, non-fiction).
- Then, direct them to analyse the contents page. Ask, *After looking at the chapter names, what do you predict might happen to the main characters during this story?* Guide children to see that by looking at the title, the illustration, and the contents page, they may be able to tell that this book is a fictional adventure.

## Reading the text

Ask children to read the text independently to page 33, which is 2,165 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Allow children to make connections to the text by asking questions such as, *What would you like to do if you were visiting a small island like this one?*
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* Remind children to use the illustrations and their own imagination to form mental images of the setting and action as it occurs.
- *Making Inferences:* Remind children that they can use information in the story to make inferences. Allow them to share their inferences about different characters in the text.
- *Summarising:* Summarising as they read will help children to keep track of the action in the story, and differentiate between main ideas and details.

- *Questioning:* Before, during and after reading, ask children to compile a list of questions they may have about the wildlife mentioned or pictured as they read. Tell them to write the list in their learner's notebooks, and write any answers the book provides.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Ask, *What two words combine to form the word, 'seaplane'? What do each of the words mean?*
- p. 8: Ask, *What is a 'reef'?* Allow children to share any additional information they may have on reefs.
- p. 10: Model the sound a boat's engine makes, *chug chug chug chug*. Explain that in this context, the word 'chug' is an example of onomatopoeia: words that sound like the object or action they refer to. The word 'chug', they should recall, refers to the sound the engine makes as the boat moves along.
- p. 17: Say, *The word 'observe' comes from Latin. It has two parts: 'ob-', which means 'to, or towards', and 'serve' which comes from the Latin word for guard or watch.* Guide children to see that the two parts together form the word, which literally means, "watch towards" or as we currently define it "to look at carefully".

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how identifying the main idea will help readers gain a little more insight into the text and the plot. Model for children how to determine the main idea of a paragraph, and ask children to work independently through the remaining questions. As

children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

### Comprehension

- *Analyse character:* Ask children to describe the twins' characters in their learner's notebooks. Instruct them to include one piece of text evidence they used to make their judgement.
- *Identify point of view:* Ask, *From whose point of view is this story told? How may the story have been different if it was told from their parents' points of view?* Guide children to see how point of view can influence the main idea and details of a story.

### Review main idea

**Model** *Strategies help us solve problems we encounter when we are trying to read, write and learn. Recall that the main idea of a text is its central idea, the one the author is trying to get across. Being able to identify the main idea is essential to understanding a text. Sometimes the main idea is expressly written in a sentence. For example, when reading pages 4–5, I can see the main idea is written out for me: 'They were excited and a little worried, too, with so many islands beneath them.' At other times it won't be so easy. It may be necessary to consider all the information before coming up with the main idea. Let's look at an example from our book.*

- p. 7: *I can see a few sentences that give me an indication of the main idea of this page: that the girls are excited to see their parents. Can you identify sentences that led me to identify this idea as the page's main idea?*

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 8: *Before we move on to Chapter 2, try to find the main idea of this chapter on your own. Remember that the main idea isn't a summary. It is the "big idea" or main point in the action. Why was this chapter necessary to the story? What was the main point learned in it?*
- *Reread Chapter 3, looking for sentences that describe the main idea. Write your answers in your learner's notebook, and share them with a partner. Did you decide on the same main idea?*
- *After practising identifying the main idea, ask children to turn to a partner and discuss what they've learned about finding it. Encourage them to discuss how determining the main idea of sections as they read supported their overall understanding of the text.*

### Vocabulary strategy: Review vocabulary strategies

Remind children that they have already learned these words, and will now review them using strategies they are familiar with. Say, *Reviewing words you may know, but do not use often, will help you remember them and increase your vocabulary. It also allows you to practise strategies that you can apply when working out the meaning of a word you might not yet know.*

- *Which sentence on this page could help you determine the meaning of the word 'research'? (p. 7)*
- *Point out the phrase Mrs Lopez uses to greet her children (p. 8). Say, 'A sight for sore eyes' is an example of figurative language. What do you think Mrs Lopez means when she says this?*
- *Reread this sentence aloud to students: 'The next afternoon, Ari and Bri rowed an orange rubber raft for nearly a kilometre along Research Island's shoreline.' (p. 18) Remind children how they*

*split 'seaplane' into two words to find its meaning. Ask, 'What two words make up the word 'shoreline'? What do each of these words mean? How can deconstructing a compound word help you determine its meaning?*

- *Say, 'Look how the word 'observe' is used on this page. How could you use context to work out its meaning if you didn't know it?' (p. 18)*
- *Point out the word 'breathless' on p. 21. Say, 'The suffix -less means 'without' when it is added to a base word. The base word here is 'breath'. What can you infer that 'breathless' means? Next, guide children to realise that the twins are not actually unable to breathe; that 'breathless' is figurative language and just meant to indicate their level of excitement.*
- *Ask children to reread page 30. Challenge them to write at least two examples of figurative language in their learner's notebooks. Allow them time to share their findings. Challenge them to explain what the phrases mean.*

### Writing: Publishing a narrative

Children will work on publishing their narrative writing.

- *I've planned my story, I wrote a draft, then I made it better by revising for detail and editing for grammar. Now it is time to publish it. Publishing is the step wherein a writer gets to "prepare it to share it"! I want to make sure it looks polished and will be easy for my reader to enjoy. I'm going to print it out, but first, I've decided illustrations will add to my story. That means I'm going to leave room for drawings on the pages I want to illustrate. When I've done that, I'll print my story out. You can do the same.*

### ► English Language Learners

- *Provide additional support for identifying the main idea. Reread Chapter 4, pausing at its title to model: 'I think this chapter will be about the twins getting into some sort of trouble. Point out clues to the main idea as you read. Guide children to understand that the last sentence states the main idea. Challenge children to repeat the exercise for other chapters. Offer support as needed.*

### ► Assessment

- *Note the children's responses, attempts and reading behaviours before, during and after reading.*
- *Collect work samples and keep them in the child's portfolio.*

# Bri and Ari's Island Survival

Level: 34 Fiction Word count: 4,269 Text type: Narrative Part: 2



**Pacing** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** distress, inlet, jut, mainland, rip current

**Learning objectives:** Review identifying details, review vocabulary strategy, analyse illustrations, apply the writing process: sharing a narrative

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,104 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making Connections:* As they read, allow children to consider what they would do in Bri and Ari's situation. What survival skills do they know of that may come in handy? Would they be as calm?
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and by using tools such as a dictionary.
- *Visualising:* Encourage children to insert themselves into the story as one of the twins. Ask them to use all of their senses as they form a picture of the island in their minds.
- *Summarising:* Ask children to summarise the text at certain points along the way. Remind them that summarising is a good strategy for keeping track of action in fast-paced adventure stories.
- *Inferring:* Challenge children to analyse illustrations to infer more details about the setting than the text provides. Ask them to write their ideas in their learner's notebooks.
- *Questioning:* Encourage children to ask questions before, during and after reading. As needed, engage them in answering questions to gauge comprehension, such as: *What was the climax of this story? What was the problem to be resolved, and how was it solved?*
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 34: Ask children to define 'rip current' in their own words; guide them to use context to assist in this task.
- p. 40: Ask, *What does 'jut' mean? (Support and extend discussion) How does this word help you to visualise the island better?*
- p. 42: Ask children to identify the sentence that tells them what the word 'inlet' means. Then say, *'inlet' contains two words we know. What are they? How do they relate to the definition you've come to understand using context?* Guide children to see that an inlet is an area where a stream of water is "let in" to the island.
- p. 50: Ask children to use a dictionary or other reference source, to find the meaning of the word 'distress'. Then ask *How does this help you determine what a 'distress signal' is?*
- p. 63: Ask children to define 'mainland'. Ask what strategy someone new to the word could use to work out its meaning

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how identifying details will help readers gain a little more insight into the text and the plot. Model for children how to find details that specifically support the main idea of a paragraph, and ask them to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Analyse illustrations:* Remind children to study the illustrations on each page. Explain that illustrations can often provide more details to help readers understand a text.
- *Identify main ideas:* Ask children to continue to track the main ideas of each chapter they read.

## Review: Details

**Model** *In the first half of the book, we reviewed identifying the main idea. Now, we will review how to identify details to support a passage's main idea. Adding up details helps to create a clearer picture for readers. Let's work on an example together. Look at page 34. Its main idea is that the girls are getting deeper into a dangerous situation. There are several details that support the main idea: They*

were further from shore than they had been, the wind was stronger, the raft was filling with water and they were still floating out to sea. All of those details are reasons that support the main idea.

**Practise** the strategy and ask children to write their responses on the BLM:

- p. 43: Ari says that the girls should look for water, and Bri says that they should find shelter. How can we use these details to determine the main idea of this chapter?
- p. 46: Let's read this page together. The girls work out a way to save their raft and get shelter. I think this detail supports the main idea. Can you explain how?
- p. 49: Chapter 6 allows me to infer that the girls are very brave and resourceful. What details can I use as text evidence to support my inference?
- p. 55: This page contains a sentence that sums up the main idea of this chapter: 'After all, we wanted an adventure, and now we're having one.' Let's reread the chapter together, looking for details to support this assessment of a main idea.
- On your own, reread Chapter 8. What is the main idea of the chapter? What details support your answer? Record your answers in the BLM.
- After practising identifying details, ask children to turn to a partner and discuss the main idea of the entire text. Ask them to identify specific details that support it, and record their answers in the BLM.

### Vocabulary strategy: Review

Children have already reviewed strategies they've learned earlier in the year. In this section, children will continue that review, and revise other previously learned strategies.

- Reread this sentence from p. 34: 'The light raft bounced and shivered when waves hit it, and water spilled over the low sides.' Ask, *why did the author choose to use the word 'shivered'?* How does it help you to visualise the raft in the rough ocean?
- Remind students of the definition of 'rip current'. Guide them to see that it is a compound word (rip + current). Ask how the meanings of each of these words can help a first-time reader of this word determine its meaning.
- Point out the word 'mangrove' (p. 42). Ask children to use context to infer its meaning.
- Remind children about figurative language. Say, *Bri says she feels 'dry as a bone' (p. 43). What does she mean?*
- On page 46, point out the phrase, 'Thunder growled offshore like an angry beast.' Call on children to demonstrate what it might sound like. Ask, *how might the image in your mind have changed if the author had written 'thunder muttered quietly across the sea?' Explain.*
- Point out that on page 55, the girls decide they are finally having the 'adventure' they wanted. Say, *The word 'venture' means 'a risky undertaking'. The prefix 'ad-' comes from the Latin word for 'towards'. Relate this information to what you know about the meaning of 'adventure'.*

- Call children's attention to the word 'unexpected' (p. 62). Challenge them to break it down into prefix, base and suffix. Ask, *What is the antonym of 'unexpected'?* Guide them to see that the prefix 'un-' changes its meaning entirely.
- Ask the volunteer to show you where it was originally used. Point out that the child used context to derive its English meaning.

### Writing: Sharing a narrative

Model for children the steps involved in sharing their narrative.

- Now I'm ready to share my story with the world! I can e-mail it to friends, or post it on a website. For now, I'd like to swap stories with a volunteer. I'll read yours and provide feedback and what I think works and what could be improved. You can do the same for mine. How will you choose to share your work?

### ► English Language Learners

- Provide additional support for identifying details. Turn to page 52 and say, *This page provides a lot of details on the setting of the story. There are colourful flowers and bright butterflies. Can you name another detail? What sentence did you use to find that?* Work on the problem together with children as necessary, then find details about other story elements. Work up to finding details about the main idea of the story. Then, encourage children to work independently.

### ► Assessment

- BLM completed.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 83).
- Record whether children liked the story and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify details

Complete the chart below to review identifying details and use them to support a main idea.

- Tell what the main idea of the chapter is that the detail in column 2 supports.
- Tell what detail supports the main idea provided in column 1.
- Find the main idea and supporting details from Chapter 8.
- In the last row, fill in the book’s main idea and supporting details.
- Answer the questions below the chart.

Main Idea	Details
	Ari and Bri look for water and shelter (p. 43)
	The girls save the raft and make shelter (p. 46)
The girls are brave and resourceful.	(p. 49)
'After all, we wanted an adventure, and now we're having one.'	(Chapter 7)
(Chapter 8)	

Use the evidence you found to answer these questions:

How can identifying details help you to understand characters better?

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How can identifying details about setting help you to understand a narrative better?

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**Main teaching focus**

*Comprehension: Identifying details*

**Other teaching focus**

*Comprehension: Identifying main idea*

**Teacher’s note**

Children will show they understand the relationship between main idea and details while simultaneously showing they comprehend the text.

# Elephant Bill and Bandoola's Daring Escape



Level: 34 Non-fiction Word count: 4,284 Text type: Biography Part I

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** Allies, corporation, evacuation, haul, plantation, rations, refugees, sandstone

**Programme link:** *Elephant Bill and Bandoola's Daring Escape* E-book

**Curriculum links:** World War II, biography

**Text summary:** It's 1942 in the middle of World War II and Elephant Bill, his Elephant Company, and a group of refugees are in danger of being captured by the invading Japanese. Will Bandoola the elephant lead them to safety? Or will they be captured by the enemy?

**Learning objectives:** make an inference/draw conclusions, use captions, apply precise language, apply the writing process: plan a narrative

## Getting started with predictions

- As children to look through the book, and ask them to predict the book's genre (fiction vs non-fiction, fable vs biography). Allow them to share responses, and explain what information or features they used to make their predictions.
- Ask children to share what they know about elephants or World War II. Children may be surprised to find out that many small countries were invaded during World War II. They may also be unaware that in some countries, elephants were—and still are—used as labour.

## Reading the text

Ask children to read the text independently to p. 26, which is 1,827 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Ask children to imagine what they would do in Elephant Bill's shoes. How would their reactions be the same? How would they be different?
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand. Clarify these through discussion, partner talk, and using tools such as a dictionary.
- *Visualising:* Ask children to close their eyes and form a mental image of the jungle to better understand the journey described in the text.
- *Summarising:* Explain to children that summarising events as they read can help them to keep track of information and action.
- *Inferring:* Ask children to use text evidence to make inferences about characters and their relationships, and events.
- As children are reading, check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Ask, *What does 'haul' mean?* (Support and extend discussion.) *Can you think of a synonym for 'haul'?*
- p. 6: Tell children that 'corporation' is defined in context here. Ask a volunteer to identify and share the phrase that defines it.
- p. 7: Tell children that the word 'allies' means friends. (Support and extend discussion.) *Say, Explain how that definition relates to 'Allies', as used here.*
- p. 16: Ask, *Why did the author use the word 'evacuation' instead of 'move'?*
- p. 18: *Say, The word 'plantation' can be broken into the base word 'plant' + the suffix '-ation'. This suffix means that the word is somehow related to the action of planting. How does this information help you to work out what happens at a plantation?*
- p. 20: Point out the word 'refugees'. Ask children what it means. Then challenge them to define its root word 'refuge'.
- p. 22: *Say, 'Ration' comes from the Latin word 'ratio', which is a type of measurement. What do you think food rations are?*
- p. 26: *Say, The word 'sandstone' has two word parts: 'sand' + 'stone'. What can you infer about this stone from its name?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain that using the text to make inferences and draw conclusions allows readers to gain more insight into the text and the information being conveyed. Model for children how to use text evidence to make inferences and draw conclusions, then ask them to work independently through the remaining questions. Offer additional support during instruction as needed through modelling and by providing gradual release towards

independence. Finally, provide children with further vocabulary practice.

### Comprehension

- *Identify story elements:* Tell children to be mindful of story elements such as characters, setting and plot development. Ask them to note these elements in their learner's notebooks.
- *Identify genre characteristics:* Remind children that although this may read like fiction because of its chronological structure, it is a non-fiction biography. Point out features, such as informational photos and quotes, that are characteristic of the genre. Ask children to compare the text to other titles with a chronological structure or other genre characteristics.

### Making an inference/drawing conclusions

**Model** Strategies help us solve problems we encounter when reading, writing and learning. We've already discussed identifying main ideas and details, and today we'll talk about making inferences and drawing conclusions. Inferring while you read lets you use clues in the text to draw conclusions about information the text might not spell out for you. An inference is when you use facts to make a guess about the way things are. For example, if a character gasps and freezes, you can infer that the character is afraid. You can use that inference to conclude that the character may run away. Inferring and drawing conclusions are ways to read between the lines to gain a deeper understanding of the text. For example, on p. 4, I see that James Howard Williams' nickname is 'Elephant Bill'. Between that name and the pictures, I already know that Williams must have been well known for some sort of work with elephants. Let's try another together.

- p. 4: The text tells me that Elephant Bill served with the British Army and started a bridge-building company using elephants. From this, I can infer that Bill was brave and adventurous.

**Practise** the strategy and ask children to write their responses on the **BLM**.

- p. 7: The author writes that once most of Burma fell under Japanese control, the British employees had to leave Burma for their safety. From that, I can infer that Elephant Bill and many others were in danger because of their nationality. What conclusion can we draw from this inference?
- p. 14: When Elephant Bill's boss uses the words 'top secret', Bill's heart skips a beat and he braces himself for the news. What can you infer about how Elephant Bill is feeling?
- p. 18: The text states that the group had to travel over the mountains on jungle paths because the Japanese controlled most of the main roads. Can you infer why this route was preferred?
- p. 24: The travellers endured many frightening and difficult obstacles, but no one complained. Use this information to make inferences about their characters. What conclusions can you draw?
- Find another passage that provides information to make an inference about Elephant Bill or his team of travellers. What text evidence did you use to make the inference? Can you draw a conclusion about what will happen based on your inference?
- After practising making inferences and drawing conclusions, ask children to turn to a partner and discuss what they've learned about these strategies. Ask them to discuss how their conclusions supported their understanding of the text.

### Vocabulary strategy: Apply precise language: Convincing

Explain to children, *Authors are very specific about their word choices. A good author knows that the more precise the words he or she uses, the better the story. Precise words help a reader visualise a setting or believe what the author is saying. This is especially true when an author is writing a biography or using a chronological, story-like text structure to make a non-fiction text more interesting. Let's look at how this author used precise language to make the seemingly unbelievable story about Elephant Bill convincing.*

- Draw children's attention to the sentences on p. 6 that describe the elephants as Williams' 'co-workers, his friends and his second family'. Ask, *Which of these words best convinces you of how much love Elephant Bill feels for elephants?*
- Say, *On page 11, Elephant Bill describes Bandoola as a 'fellow-creature'. Why does the author include this quote?*
- Ask, *How does using the word 'evacuation' convince you of the seriousness of the Elephant Company's situation? Why not just say that the people left or moved away?*
- Ask children to reread p. 18. Call on volunteers to share words that the author chose to convince readers just how difficult the journey was that Elephant Bill and his people (and elephants) had to take.
- Point out the word 'luck' on p. 22. Ask, *Why did the author use the word 'luck' instead of 'skill' or 'help'? What details did he include to convince you that this was the best word?*

### Writing: Planning a narrative

Children will now plan a biographical narrative.

- *Everyone has a story to tell. Now it's your turn! Think of a good story from your own life, one that is true and would make a good read. Plan how you would write this story using a chronological text structure. Brainstorm ideas with a partner to see which one your audience would most like to hear about. Then write an outline. Remember to include a beginning, a climax of action and an end. Your setting and characters should be well described. If you need help, reread this text and look for how the author handles these elements. You can also plan to add photos or other features that will help readers understand your story in depth.*

### ► English Language Learners

- Provide additional support for understanding precise word choices. Model by scribbling on a piece of paper and then writing a sentence frame 'I \_\_\_ on this paper'. Underneath, write choices such as: 'drew', 'coloured', 'scribbled' and ask children to choose the word that best describes what you've done. Explain that 'scribbled' is the most precise choice. Repeat the process showing them a photo of a tiger, for example, and asking them to choose between 'animal', 'cat' or 'tiger'. Ask, *Which word is most precise?* If time permits, allow children to work with a partner and think of their own examples. Afterwards, explain that using precise words helps readers to visualise and understand a text better.

### ► Assessment

- BLM completed.
- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples. The BLM could be kept in the child's portfolio.

# Elephant Bill and Bandoola's Daring Escape



Level: 34 Non-fiction Word count: 4,284 Text type: Biography Part 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** British Empire, encouraging

**Learning objectives:** identify purpose, use a timeline, apply precise language: convincing, apply the writing process: draft a narrative

## Getting started with predictions

- Ask children to work in pairs and discuss the text they have read thus far.
- Challenge children to make predictions for the second half of the text and write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,457 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Tell children to keep in mind, as they read, how they would feel facing the challenges of a dangerous mission such as this one.
- *Questioning:* Encourage children to use the text and text features, such as photos, timelines and quotes, to help them answer any questions they may have about the text.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner discussion, and tools such as a dictionary.
- *Visualising:* Remind children to visualise the setting by forming a mental image and using illustrations and photos to strengthen their ideas.
- *Inferring:* Tell children to use facts presented in the text to make inferences about the journey described and the people who survived it.
- *Summarising:* If children are having difficulty following the story, allow them to summarise chapters in their learner's notebooks before moving ahead.
- Walk around as children are reading to check their fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 43: Help children break down 'encouraging' into the parts: 'en' + 'courage' + 'ing'. Challenge them to research the prefix 'en-' and use the word parts to define 'encouraging'.

- p. 59: Ask children to define 'empire'. (Support and extend discussion.) Then ask, *What do you think the British Empire is?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain that identifying purpose allows readers to form a deeper understanding of the text and the information being conveyed. Model for children how to identify purpose then ask them to work independently through the remaining questions. As needed, offer additional support during instruction through modelling and by providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify causes and effects:* As children read, remind them to ask questions to identify causes and their effects: *Why was Elephant Bill and his group fleeing Burma? What was the result of the group running low on food?*
- *Summarise:* When children have finished reading, challenge them to summarise the story in their own words in as few sentences as possible. Ask them to write their answers in their learner's notebooks.

## Identify purpose

**Model** *Strategies help us solve problems we encounter when reading, writing and learning. We've already discussed inferring and drawing conclusions. Texts are written with one of three general purposes: to inform, to persuade or to entertain. Many of the decisions an author makes when writing—such as the tone, word choice, structure and features to include—are made with the idea of supporting the author's purpose. Some, such as this one, can fit two purposes: to entertain and inform. For example, on p. 29, the author writes that 'Everyone stared in silence at the towering cliff face. He told them that they'd camp there for a few days and work on a solution. The women cheered at the thought of a few days rest. But rest was not part of Williams' plan.' This page leaves me wondering, 'What WAS the plan?' I'm entertained and want to keep reading to find out what happens. It also informs me about what happened during the journey. Let's look at another example.*



- p. 30: The author uses phrases such as ‘looked on with worry’, ‘slowly made his way’, ‘breathed a sigh of relief’. Words such as this make the tone suspenseful. It reads like a story and entertains me. That must be why the author chose to include these phrases. Let’s look for other examples.

**Practise** the strategy and ask children to write their responses in their learner’s notebooks.

- p. 30: The author states that Elephant Bill had a fear of heights. Why do you think the author includes this detail? What effect does it have on the development of the plot? How does it inform us about Bill’s character?
- p. 39: Read the quote in the sidebar. For what purpose do you think the author chose this quote as an important one to call out?
- p. 40: Look at the first sentence of each paragraph on the page. Do you notice any similarities? How does including a time reference help support the text structure and allow the reader to better follow the text?
- pp. 42–43: Look at the illustration on these pages. What purpose did the author have for including it? How does it help him achieve his purpose of informing or entertaining the reader?
- p. 53: Look at the photo. What purpose does it serve? How does it help deepen your understanding of the text?
- pp. 56, 59: The author tells us that Elephant Bill carved a tree to honour Bandoola’s life and that he wrote a book entitled Bandoola. What is the purpose of telling us this information?
- p. 62: For what purpose would the author include information in both text format and in a timeline?
- After practising identifying purpose, ask children to turn to a partner and discuss how being able to identify an author’s purpose for including words, features and other elements adds to their understanding of the text.

### **Vocabulary strategy: Apply precise language: Convincing**

Invite children to recall what they learned about this strategy: that authors choose precise words to improve their stories and make a retelling more accurate. Precise words help readers to visualise settings and convince them that the elements of a story or, in this case, a biography, are real.

- Reread p. 28 aloud. Then point out, *The author uses the word ‘eroded’ to explain how the footholds appeared in the sandstone. The author offers a scientific explanation to explain how the footholds formed. How does this make the stairs more believable? Why is it important that the reader believes this could happen?*
- Invite a volunteer to read aloud the first paragraph on p. 30. Point out phrases such as, ‘As the group looked on with worry’ and ‘the men breathed a sigh of relief’. Ask, *Why does the author tell us what the crowd is doing while Officer Browne climbs? Guide children to see that the author is showing Officer Browne climb from their point of view. Ask, How does this convince the reader that the danger of Officer Browne’s climb is real?*
- Ask children to reread Po Toke’s answer on p. 39. Ask, *Which phrase makes Po Toke’s answer convincing?*
- Read the last paragraph on p. 43 aloud. Ask readers to volunteer words that vividly paint the scene of Bandoola turning the corner. Then ask, *How do these words make the scene convincing? How do they make the feelings that Po Toke and Elephant Bill felt seem real?*

- Ask children to consider what they have read about Po Toke. Then say, *The author writes that he doesn’t speak, but just gives ‘Elephant Bill an encouraging look’ (p. 43). How is that word choice precise, considering the circumstances and his personality?*
- Read aloud from p. 44: ‘When he finally saw Bandoola trudging towards him, Williams felt a rush of joy.’ Then say, *Now listen to this: ‘When he finally saw Bandoola walking up, Williams felt better.’ Which sentence contains more precise language? Which is more convincing and helps you better visualise the scene?*
- On p. 50, the author writes that ‘Elephant Bill ventured ahead of the small group’. Ask, *Considering Elephant Bill’s personality, is ‘ventured’ a precise and convincing word choice? Explain.*
- Point out the word ‘stunned’ (p. 56). Ask, *Would the word ‘surprised’ paint as convincing a picture of Elephant Bill’s grief?*

### **Writing: Drafting a narrative**

Assess children’s plans for their narratives before they begin this next step in the writing process.

- As you begin writing your first draft, use your outline to organise your thoughts. Make sure your biographical story has an introduction, a middle and a conclusion. Once you have completed your draft, read it again and make any changes you feel can improve it. Then swap drafts with a partner, and take turns providing feedback. Ask where you could add more description or if there were any sections that were not convincing. Provide feedback to your partner.

### **► English Language Learners**

- Provide additional support for reading a timeline. Read the first entry from 1897 aloud. Then draw a line and label a point ‘1897’. Read the second item, and place a point on the same timeline labelled ‘1914–18’. Model thinking, *Now I see that the events listed happened in chronological order. Ask children to finish labelling the timeline. Then ask questions such as, Which happened first: Bill meets Bandoola, or he receives the Order of the British Empire? Continue asking children these questions and offering guidance as needed. Point out that the timeline contains the same information as the text, just in a different format.*

### **► Assessment**

- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples.
- Complete the Oral Reading Record (page 84).
- Record whether children liked the text and their reasons why or why not.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Making an inference/drawing conclusions

Complete this activity to review how to draw conclusions from text-based inferences.

- Read the text evidence in the first box.
- Fill in the inference in box 2 or the conclusion in box 3, or both.
- When you have finished, answer the questions below the table.

<p><b>Employees had to leave</b></p> <p><b>Inference</b> British citizens were in danger.</p> <hr/> <hr/> <hr/> <hr/>	<p><b>Williams hears 'top secret'</b></p> <p><b>Inference</b></p> <hr/> <hr/> <hr/> <hr/>	<p><b>The travellers use jungle roads</b></p> <p><b>Inference</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>Conclusion</b></p> <hr/> <hr/> <hr/> <hr/>	<p><b>Conclusion</b> The secret is going to be dangerous.</p> <hr/> <hr/> <hr/> <hr/>	<p><b>Conclusion</b></p> <hr/> <hr/> <hr/> <hr/>

Name another fact from the text that you can use to make an inference and draw a conclusion.

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How does making inferences help clarify an author's purpose for writing a text? \_\_\_\_\_

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**Main teaching focus**

Comprehension: Making an inference/  
drawing conclusions

**Other teaching focus**

Comprehension: Identify purpose

**Teacher's note**

Children will practise the strategy by making their own inferences and drawing conclusions before considering how using this skill can help identify an author's purpose.

# Mount Everest

Level: 34 Non-fiction Word count: 4,480 Text type: Informational Part: I



- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Academic vocabulary:** ancient, current, guides, horizon, landmass, landscape, oxygen, permission, protection
- Programme links:** *Mount Everest E-book, Journey to the Top of the World (F)*
- Curriculum links:** science, nature, Earth, geography, people and places
- Text summary:** Nowhere on Earth is higher than the summit of Mount Everest. Learn all about this amazing place, from its geography to the brave adventurers who have scaled it.
- Learning objectives:** Identify text structure, analyse charts and captions, determine word meaning using prefixes and suffixes, apply the writing process: revising a narrative

## Getting started with predictions

- Ask children to share what they know about Mount Everest. Tell children that it's over 29,000 feet high. In comparison, the tallest mountain in North America, Denali, is about 20,000 feet; in Australia, Mount Kosciusko is 7,300 feet; and on the European continent, Mount Elbrus is 18,500 feet.
- After handing out the books, allow children to look through them. Point out some of the text features such as the fact boxes and timeline. Ask children to predict what type of text this is (fiction vs non-fiction). Explain that this book is non-fiction. Ask, *What else do you think you'll learn about Everest?*

## Reading the text

Ask children to read the text independently to p. 31, which is 2,080 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Ask children to pay attention to the features and details that describe Mount Everest. How does it differ from their own native landscape? Does it remind them of anywhere they may have visited or learned about?
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand. Clarify these through discussion, teacher/child expertise, partner talk, and by using tools such as a dictionary.
- *Visualising:* Tell children to look at the photos, then close their eyes and make mental images of climbing the mountain to better understand its challenges.
- *Questioning:* As children read, they may come up with new questions. Remind them to keep a list of these questions in their learner's notebooks for later discussion.
- *Summarising:* Because non-fiction texts provide information in both text and graphic form, summarising chunks of

information before continuing can ensure that children don't miss important facts.

- *Inferring:* Remind children that any inferences they make while reading should be supported by text evidence.
- Walk around as children are reading to check reading fluency. Discuss expanding vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.
- p. 4: Ask, *What does 'ancient' mean?* (Support and extend discussion) *How is 'ancient' different from 'old'?*
- p. 5: Reread the description of how the Himalayas formed. Then ask, *What two words combine to form 'landmass'? What does the new word mean?*
- p. 6: Ask, *What is 'oxygen'?* (Support and extend discussion) *Use the context of this paragraph to explain why it is important.*
- p. 6: Ask, *What is a 'horizon'?* (Support and extend discussion) *Where else on Earth might you see a wide expanse of horizon?*
- p. 12: Guide children to connect their 'physical education' classes with the meaning of 'physical' in this context. (Support and extend discussion) Ask, *Can anyone give me an example of a 'physical activity'?*
- p. 12: Ask children, *What does 'permission' mean?* (Support and extend discussion) *Why is it necessary to get permission to climb Everest?*
- p. 14: Say, *The jet stream is defined as a strong 'current' of air. How is an air current like an ocean current?*
- p. 16: Say, *Use context to determine the meaning of the word, 'guides'. Which sentence did you use?*
- p. 19: Ask a volunteer tell the class what 'protect' means. Then, ask, *How does this definition help you understand the meaning of the word 'protection'?*
- p. 20: Ask, *What two words combine to form the new word 'landscape'? What do each of the words mean?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using

strategies helps readers to form understandings. Then explain that identifying text structures helps readers gain a little more insight into the text and the information being relayed. As children are introduced to this subject, model for them how to analyse a text structure, and ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

### Comprehension

- *Summarise:* Working as a group, challenge children to summarise the main idea and details of the sub-sections in Chapter 2, and record their answers in their learner's notebooks. Guide them as they begin, but allow them to complete the work independently.
- *Reread:* Ask children to identify an area of text that was particularly difficult for them, and reread it. Children should record any new information they learned from the rereading in their learner's notebooks.

### Identifying text structures

**Model** *Strategies help us solve problems we encounter when we are trying to read. Today we'll talk about text structure. The way an author organises a text is part of its structure. Sequence of events and cause and effect are two ways to organise texts. Text features are also part of a text's structure. Some text features, such as photos, captions and sidebars, can offer readers more information than appears in the text. Others clarify information from the text. A contents page and chapter or section heads can give hints about organisation or help keep information organised. Readers can use text structure to deepen their understanding of a text. Let's look at an example from our book.*

- p. 4: *The text tells me that Mount Everest is over 29,000 feet tall. Wow! But looking at the Fact box, which is a feature that provides more information, I discover that Mount Everest is still growing. Now you try it.*

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 4: *The title of Chapter 1 is 'The Rooftop to the World'. That makes me think this chapter will provide some facts about Mount Everest. What do you predict will be included in this chapter?*
- p. 12: *I notice there's a caption on the photo on this page. What information about preparing to climb Mount Everest can we get from the photo and caption? Why are these features an important addition to the text?*
- p. 14: *I can see a heading, which tells me this chapter has sections. What type of organisation might this structure support? Another clue: This paragraph talks about where climbers start their journey up the mountain. I think this information will follow a sequence of events format.*
- p. 22: *How does this map support your understanding of the sequence of events that occur when climbing Everest?*
- p. 27: *Look at the photo-illustrated chart. Analyse its purpose. Does it support the text, or offer more information? Explain.*
- Choose a text feature. Explain how it acts as "back up" for the information in the text.
- After practising identifying text structures, ask children to turn to a partner and discuss what features they found most helpful in supporting their understanding of the text.

### Vocabulary strategy: Prefixes and suffixes

Access prior knowledge by asking children to name familiar prefixes or suffixes. Say, *Using a prefix or suffix to determine the meaning of an unknown word is a great strategy, especially when the word is somewhat familiar.* As an example, explain that the prefix 'un-' means 'not'. As they know the word 'predictable', they can work out the meaning of 'unpredictable'.

- Ask, *What is the meaning of the prefix 'pre-'? How does this relate to the meaning of the word 'prepare'? (p. 6)*
- Explain to children that the suffix '-er' is often used to change a verb into a noun. Ask, *What does 'climb' mean? How can you use that information and the suffix to determine what 'climber' (p. 6) means?*
- Say, *Read the last sentence on the page (p. 12) again.* Point out that the word 'sickness' has a suffix. Explain to children that '-ness' indicates a state of being, or 'being + root word'. Ask children to use this formula to provide a definition for 'sickness' in their own words. Explain that the suffix '-ous' means 'full of'. Ask children to write a formula to determine the meaning of 'dangerous' (p. 12).
- 'Physic' is a prefix that comes from the Greek word for 'nature'. Read this sentence from p. 12 aloud: *'They undergo months of physical training to prepare for the fitness test of a lifetime.'* Ask, *Using context, and what you know of the prefix 'physic-', what do you think is involved with 'physical training'?*

### Writing: Revising a narrative

Children have finished drafting their narratives, and are now ready to revise them.

*The next step in the writing process is revising. During this step, you will reread your narrative and look for ways to improve it. Even professional writers revise their texts multiple times. Read your narrative aloud. Is it easy to read? Is your writing descriptive and precise? Is your reason for writing obvious to the reader? Have you used transition words between paragraphs? Remove any sections that don't help support your point. Add descriptive words to help readers visualise the story.*

*Now is a good time to add images to your biography. Choose photos or illustrations that support or elaborate on your narrative. Make sure the images accompany important text.*

### ► English Language Learners

- Provide additional support for analysing text structures. Turn to p. 27 and point out the photo-chart of climbing gear. Point to the ropes, and read the term aloud. Then, flick through the book to find a photo that shows climbers using the rope. Explain, *Now I know what this tool is called and how climbers use it.* Model again, using a more difficult term such as 'carabiners'. Challenge children to do the same with the other gear shown.

### ► Assessment

- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples and keep them in the child's portfolio.

# Mount Everest

Level: 34 Non-fiction Word count: 4,480 Text type: Informational Part: 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Extending vocabulary:** judgement, preserved, principle

**Learning objectives:** Identify genre characteristics, use charts and captions, determine word meaning using prefixes and suffixes, apply the writing process: editing a narrative

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,400 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Remind children to identify and use text structures, such as section headings and captions, to deepen their understanding of the text.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* As they read, ask children to form mental images of a climb to the top of Mount Everest to better understand the sequence of events.
- *Draw conclusions:* Tell children to use facts presented in the text to draw conclusions about Mount Everest and the people who climb it.
- *Connecting:* Ask children to consider the challenges involved in climbing Everest. Allow volunteers to share examples of physical challenges completed.
- *Summarising:* At appropriate places in the text, call on children to summarise the information they've learned about Everest.
- Walk around as children are reading to check their reading fluency.

Discuss extending vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 39: Ask a volunteer to read the text box aloud. Guide children to realise that context does not make the meaning of 'preserved' clear. Ask children if they are familiar with the word 'preserve' in other contexts. If so, help them see the connection, and how they can use prior knowledge to determine new word meanings.
- p. 39: Ask children to reread the first two sentences. Then

ask, *How can you use context to determine the meaning of 'judgement'?*

- p. 60: Read aloud the sentences, *'Many climbers now follow the principle of 'leave no trace'. They try not to leave a mark on the mountain.'* Ask children to define 'principle' in their own words. (Support and extend discussion) Then ask children, *What does the 'leave no trace' principle mean?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how identifying genre characteristics will help readers gain more insight into the information. As children are introduced to this subject, model for them how to identify genre characteristics, and ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify text features:* Explain to children that the index is a text feature they can turn to when they need to quickly find information. Demonstrate by looking up Tim Macartney-Snape, to find out what record he holds.
- *Question:* Ask children to write a list of questions they have after reading the text. With a partner, ask them to look back to see if they missed any possible answers in the text. If time permits, allow them to research answers not found.

## Identify Genre Characteristics

**Model** *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed using text structure, and today we'll talk about identifying genre characteristics. Characteristics include the genre's purpose, its organisational structure and its features. Each genre has its own characteristics. For example, poetry is divided into sections called stanzas. Fantasy is a genre of fiction that contains unrealistic elements. This text is a non-fiction informational text. Its purpose is to provide accurate information about a subject. Our text contains several features of its genre such as headings, sidebars, a glossary, photographs and a map. You can use characteristics to further your understanding of a text. Let's look at an example from our book.*

- p. 33: *This sidebar tells me what happens to toilet waste while climbing. I had already read about how hard the climb up Everest is, but the information in this feature really allows me to visualise it! Now you try it.*

**Practise** the strategy and ask children to write their responses in their BLMs.

- p. 32: *Look at the heading for this section. How do you think headings are helpful for readers of informational texts?*
- p. 35: *Photos are features that are characteristic of non-fiction, informational text. How does this one add to your understanding of the text?*
- pp. 38-39: *The information on this page is supported by a photo and a sidebar. Both include additional details about the information. Compare how each supports the information in the text. Which do you find most helpful?*
- pp. 54-55: *Timelines are common features of informational texts. How can the timeline help you prioritise information from this section?*
- p. 56: *Use the chapter title to predict what structure the author will use to convey information in this chapter.*
- *The author chose to organise information using a sequence of events structure—a common characteristic of non-fiction, informational text. Why is this structure a good choice for this subject matter? Find a passage you can use to support your answer.*
- After practising text structure, ask children to turn to a partner and discuss how the genre characteristics they studied can be used to enhance their understanding of informational texts. Ask them to discuss how they used them to deepen their understanding of this text.

### **Vocabulary strategy: Prefixes and suffixes**

In groups, ask children to look back through the text searching for words with a prefix and/or a suffix. Ask them to compile a list of words whose root words they recognise. Challenge the group to research the meaning of the prefix or suffix, and to use it to define the resulting word.

- Reread this sentence: 'Metal objects called ascenders slide up and down, then lock in place.' (p. 34) Point out the word 'ascenders'. Ask, *What does the suffix '-er' mean? How does it help you understand the purpose of this object?*
- Point out the word 'slowly' (p. 34). Ask children to name the root and suffix of this word. Then say, *A suffix often changes a word from one part of speech to another. The '-ly' suffix changes the root word from an adjective to an adverb. What do both words mean?*
- Ask children to turn to p. 37. Draw their attention to the italicised word 'hypothermia'. Explain that the prefix 'hypo-' means 'less than normal', when used in a medical term. 'Therm' comes from the Latin word for 'heat'. Ask children, *Without reading the word in context, how can you use the prefix and root meaning to form a definition in your own words?* Once they have defined the word, ask children to check their definition against the glossary. Use this opportunity to point out that a glossary is characteristic of non-fiction informational text; it is also a common text structure.

- Draw children's attention to the word 'judgement' on p. 39. Say, *The suffix 'ment' changes this from a verb to a noun. Was that necessary? Explain.*
- Remind children what they learned in Part I of this text: '-ness' means 'full of'. Then ask them to describe 'early morning darkness'. (p. 48)

### **Writing: Editing a narrative**

Children have finished revising their narratives, and are now ready to edit them.

*Now you will edit your narrative. During this step, you will correct any spelling or grammar mistakes. Are the beginning of sentences and all proper nouns capitalised? Have you used punctuation correctly? Are any words misspelled? When you feel you have finished your edits, swap narratives with a partner and suggest edits. Discuss your suggestions together, and make any additional edits necessary.*

### **► English Language Learners**

- Provide additional support for identifying genre characteristics. Model confusion about a photo on a page: *Why would this photo be here? It doesn't seem to relate to the information on the page.* Model noticing the caption and reading it. *That makes sense now. The caption explained what the picture is about. Now you try.* Work on a problem together with children as necessary. Then, encourage children to work independently.

### **► Assessment**

- BLM completed
- Choose 1-3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 85).
- Record whether children liked the text and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify genre characteristics

Complete this activity to review how identifying genre characteristics can support your understanding of the text.

- For each characteristic, give the page number where an example appears.
- Fill in how the characteristic supported the text and added to your understanding of it.
- When you have finished, answer the questions below the table.

<p>Photo and caption</p> <hr/> <hr/> <hr/> <hr/>	<p>Sidebar</p> <hr/> <hr/> <hr/> <hr/>	
<p>Timeline</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Informational text</b></p>	<p>Chapter titles</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Infographic</p> <hr/> <hr/> <hr/> <hr/>	<p>Subheads</p> <hr/> <hr/> <hr/> <hr/>	

Use the index to locate information on Hillary and Norgay. Turn to the correct page. Then, use the text feature found there to explain why they were able to succeed.

Why do you think sidebars, indexes, charts and captions are common in informational text? \_\_\_\_\_

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**Main teaching focus**

*Comprehension: Identifying text structures.*

**Other teaching focus**

*Comprehension: Using genre characteristics.*

**Teacher's note**

Children will identify various characteristics of non-fiction and explain how they are useful to the genre. Then, they will make use of the index to find points of reference in the text, then provide a fact that shows they comprehend the importance of the subject matter.

# Journey to the Top of the World



Level: 34 Fiction Word count: 4,785 Text type: Narrative Part: I

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your students.

**Academic vocabulary:** altitude, avalanches, crevasses, conditions, conscious, expedition, oxygen, summit

**Programme links:** *Journey to the Top of the World* E-book, *Mount Everest* (NF)

**Curriculum links:** adventure, people and places, nature

**Story summary:** With his father suddenly struck ill, Tenji is thrust into the role he's been longing for—guiding climbers to the summit of Mount Everest. But can he convince the group that he's up to this extreme challenge?

**Learning objectives:** review making an inference and drawing conclusions, analyse illustrations, review vocabulary strategy, apply the writing process: publishing a narrative

## Getting started with predictions

- Ask children to share what they recall about Mount Everest from their previous book. Remind them that it is the tallest mountain on Earth. It is part of the Himalayas, which is one of Earth's youngest mountain ranges. Weather conditions make climbing it extremely dangerous—many have lost their lives trying.
- After handing out the books, allow children to study the cover illustration. Ask them to predict what type of text this is (fiction vs non-fiction, narrative vs mystery). Explain that this book is narrative fiction, which is a story that connects a series of events. Then ask, *What do you think this story will be about?* Encourage them to share clues they used to make their predictions.

## Reading the text

Ask children to read the text independently to p. 40, which is 2,802 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Summarising:* Ask children to summarise chapters to self-monitor understanding of facts and details.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* Tell children to close their eyes and make mental images of the scenery described in the narrative to better understand it. Invite children to share details of their visualisations with the class.
- *Making connections:* Tell children to keep in mind that Tenji is only a few years older than them. After reading, guide a discussion by asking, *How would you feel being responsible for leading a group of people in such a dangerous situation?* Challenge children to put themselves in Tenji's shoes. How

would their reactions be like Tenji's? How would they be different?

- *Inferring:* Before they read, ask children to analyse illustrations and infer the most dangerous aspect of climbing Mount Everest.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, reviewing previously introduced words as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Ask, *What is oxygen?* (Support and extend discussion) *Why might guides need to carry tanks of oxygen on their trek?*
- p. 4: Say, *A guide's job is to lead groups to the 'summit' of Mount Everest. Define 'summit'.*
- p. 20: Ask, *How might a 'crevasse' differ from a crack in a pavement?*
- p. 28: Ask, *What clue words help you understand what 'altitude' means?*
- p. 30: Ask, *What is an 'avalanche'?* (Support and extend discussion) *How could one be dangerous to climbers?*
- p. 37: Ask children to define 'conditions'. (Support and extend discussion) Ask, *What weather conditions might increase the danger of climbing Mount Everest?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain that inferring and drawing conclusions helps readers gain a little more insight into the text and the plot. Model for children how to make inferences, and how to use them to draw conclusions. Then ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.



## Comprehension

- **Summarising:** Ask children to work in pairs to summarise one of the three chapters they have read.
- **Drawing conclusions:** Challenge children to draw conclusions about how the group's feelings about Tenji acting as a guide changed over time. Ask children to provide text evidence for their conclusion.

## Review: Making an inference/Drawing conclusions

**Model** the strategy using p. 10. Say, *Inferring while you read lets you use clues in the text to draw conclusions about information the text might not spell out for you. For example, Uncle Pasang tells Tenji that his father 'isn't going anywhere', before walking out of the tent. From this statement, I can draw the conclusion that Tenji's father is very unwell.*

**Practise** the strategy and ask children to write their responses in the BLM.

- p. 4: *The author doesn't specifically describe the setting at base camp. But we can use text clues to infer details about it. What conclusion can you draw about the setting? What text evidence did you use to make your inference?*
- p. 12: *When the climbers hear the news of Tenji's father's illness, Hans kicks a tent peg, and others begin to whisper. What can you infer about how they feel? Why do they feel that way?*
- p. 15: *Upon hearing that Tenji will act as a guide, most of the climbers mutter and shake their heads. What conclusion can you draw about their thoughts on Tenji?*
- p. 20: *The Khumbu Icefall is one of the most dangerous places on Mount Everest, but the text doesn't state specifically why. Find text evidence to support that conclusion. Explain why it's so dangerous.*
- p. 22: *When Tenji waits for him, Hans tells him to go on without him. What can you infer about Hans?*
- p. 37: *What can you infer about Annie and Maya from their reactions to the avalanche?*
- *'Thin air' is mentioned several times throughout the passage. What can you infer about its meaning? How does it affect people, and add to the dangers of Mount Everest?*
- After practising making inferences and drawing conclusions, ask children to turn to a partner and discuss what they've learned. Encourage them to discuss how their conclusions helped deepen their understanding of the text.

## Vocabulary strategy: Review

Remind children that reviewing new words helps to better understand and remember them. In their learner's notebooks, ask children to list new words that they learned from context within the text. Ask them to use a reference book such as a dictionary or thesaurus to obtain the exact definitions for each word. Then, ask them to rewrite the definitions in their own words, and use the words in new sentences.

- Ask, *What is the meaning of the prefix 'ex-'? How might this help you understand the definition of 'expedition'?* (p. 4)
- Invite children to name words that mean something similar to 'trudge' (p. 4). Then, demonstrate the meaning of 'trudge' by modelling it. Challenge children to explain why the other word choices may not have been as precise.
- Reread aloud the following sentence: *The latest expedition was setting off from base camp tomorrow morning, heading to*

*the summit of Mount Everest, the world's highest mountain.* (p. 4) Ask, *How can its context help you define 'summit' in this sentence?*

- Discuss the meaning of the word 'conscious' (p. 10). Then ask, *How would the meaning of the text have changed if the author had used a less precise word, such as 'awake' ('he was barely awake')?*
- Explain to children that the phrase 'icy feeling' (p. 11) is an example of figurative language. Challenge them to use context to determine its meaning. Help children to come up with figurative language that would describe the opposite feeling.
- Tell children that the Latin root of the prefix 'con-' means 'with' and 'fides' was the Latin word for 'faith'. Challenge children to relate these terms to the meaning of the word 'confident' as used on p. 20.
- Arrange children in pairs. Invite them to reread Chapter 3 together, taking turns finding figurative language, or words with known prefixes or suffixes. Ask children to challenge their partners to define the words using that information.

## Writing: Publishing a narrative

Children will continue to work on their biography. Now, they will use technology to publish it.

*You have prepared, written, edited and revised your biography. Now you'll complete the project by publishing it. You may choose a method for publishing: You may use technology to create a digital presentation, or you may use a word processing application. At this point, you may feel free to add appropriate photos or illustrations (your own or not) to your narrative. Choose pictures that will support the information you have written. Scan or upload your artwork and insert it into your biography. When you have finished, save it to the appropriate folder as indicated by your teacher.*

## ► English Language Learners

- Provide additional support for making inferences. Hold yourself as if you are cold and shiver, then ask children, *Why am I shivering and holding myself?* When they answer that you are cold, tell them they have just made an inference. *You inferred how I was feeling based on my behaviour.* Ask children to act something out, and challenge a partner to make an inference about their feelings based on their behaviour.

## ► Assessment

- BLM completed.
- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.

# Journey to the Top of the World



Level: 34 Fiction Word count: 4,785 Text type: Narrative Part: 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** astonishment, crampons, determined, exhaustion, expression, porter

**Learning objectives:** Review identifying text structures, analyse illustrations, review vocabulary strategy, apply the writing process: share a narrative

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 1,983 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Inferring:* Point out the illustrations and the text details that describe Mount Everest. Instruct children to make inferences about the trek to Mount Everest's summit.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* As they read, ask children to form mental images of the action to better understand the plot. Ask them to share what they picture.
- *Making connections:* Challenge children to put themselves in Tenji's shoes. How would their reactions be like Tenji's upon reaching the summit? How would they be different?
- *Summarising:* Explain to children that summarising will help them keep track of the action as it happens.
- *Questioning:* Children may have questions about Mount Everest and climbing as they read. Encourage children to write questions down and share after reading. If time permits, allow children to research answers to one or more of their questions.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 43: Maya has a 'determined expression' on her face. Ask, *What does 'determined' mean?* (Support and extend discussion) Invite children to share a time when they were determined to complete a challenge.

- p. 43: Ask children to demonstrate a 'determined expression'. (Support and extend discussion) Ask, *Why would Maya have that look on her face?* Ask volunteers to take turns demonstrating a different facial expression. Allow other children to guess what feeling they are trying to express.
- p. 45: Ask children to explain what the climbers use 'crampons' for. They can refer to the illustration if they need to.
- p. 45: Ask, *What does it mean to say that Tenji's legs trembled from 'exhaustion'?*
- p. 62: Ask, *What does 'astonishment' mean?* (Support and extend discussion.) *Why was Tenji astonished when he saw his uncle?* Challenge children to think of synonyms for 'astonishment'.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain that identifying text structures helps readers gain a little more insight into the text and the plot. Model for children how to identify text structures. Then ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Evaluate:* In pairs, challenge children to discuss their thoughts about the text. *Do they think it provided an accurate description of what climbing the mountain would feel like? Which parts were their favourites?*
- *Identify main idea:* In a sentence or two, ask children to state the main idea of the text in their own words. They should write their answers in their learner's notebooks.

## Review: Text structures

**Model** the strategy using p. 40. Say, *We will review how to identify and use text structures, which you have learned add support to an author's text. These may include the author's method of organisation, which in this case is sequence of events. Features such as chapter titles and contents page are also considered text structures. They may also include text treatments, illustrations and headings. For example, I know that Mount Everest is always cold and snowy. The illustration*

on page 41 shows me that Tenji's group is facing unusually bad weather—and lets me understand just how bad conditions are.

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 40: The chapter title is 'Climbing the Ice Wall'. How does this help you predict possible content in the upcoming chapter?
- p. 40: What are some signal words that tell me how the text is organised?
- pp. 44-45: Reread these pages. Then, study the illustration across them. What can you infer about Tenji that isn't stated in the text by using this structure?
- p. 48: After Tenji calls out to his friend Apa and learns that his group didn't reach the summit, the author shows Maya asking, "What did he say? I couldn't hear him." She also tells Tenji, "You look disappointed." How does the author's use of dialogue help you better understand the scene the author is describing?
- pp. 50-51: The author writes, 'Tenji remembered what Apa had said, but he didn't repeat it. Not now.' How does the use of the accompanying illustration make this passage easier to understand?
- p. 52: Look at the title of this chapter: 'Struggle to the Summit'. Can you infer anything about the trek from the chapter title? What can you predict will take place in this chapter?
- pp. 54-55: Suppose the author wanted to show how a character had changed over the course of the text. What text feature could she have used to do so? What other feature could you use?
- Work in pairs to find more signal words throughout the text that help identify the author's organisational structure as sequence of events. Record your findings in your learner's notebooks.
- After practising identifying text structures, ask children to turn to a partner and discuss what they've learned about different features. Encourage them to discuss how they can use these structures to deepen their understanding of the characters.

### Vocabulary strategy: Review

In groups, ask children to make a two-column chart in their learner's notebook. In one column, they should list challenging and interesting vocabulary words or phrases they learned in the text. In the next, they should explain what strategy they used to learn the word.

- Reread this sentence: 'When Tenji woke the next morning, he felt his stomach sink before he'd even opened his eyes.' (p. 40) Explain that 'felt his stomach sink' is figurative language. Ask, How can you use the sentences around it to understand its meaning?
- Point out the word 'huddled' (p. 40). Ask children to name words or phrases with similar meanings. Then ask, Why do you think the author chose the word 'huddled'? Guide them to understand that it was the most precise word.
- On p. 43, Maya says she is suffering from altitude sickness. Ask children, How does knowing what 'altitude' means help you understand what 'altitude sickness' means? What other clues on the page tell you what Maya is experiencing?
- Tell children, The definition of the word 'crampon' (p. 45) can be found in the context of this passage. Explain, in your own words, what 'crampon' means, using the context clues found around it.
- Maya points out that Tenji looks 'disappointed'. (p. 49) Ask, What context clues could you use to determine its meaning?

- Later, Tenji thinks that 'his face couldn't hide the truth'. (p. 49) Explain to children that this is figurative language. Ask, What does this phrase mean?
- In Latin, the word 'port', means 'to carry'. The suffix '-er' refers to a person who does an action. Ask children, How could knowing this root and suffix help you remember what 'porter' means? (p.52)
- Ask, What does 'pitch black' mean? Challenge children to use a dictionary to research all the meanings of the word 'pitch'. (p. 55). Ask them to determine which meaning they think led to the origin of the figurative phrase.
- Reread this passage from p. 60: 'Tenji dug his crampons into the snow and followed the other climbers up the breathtakingly steep ridge.' Ask children, What does the word 'breathtakingly' mean here? Challenge them to use context clues to determine if the word is used figuratively or literally.
- Say, The Latin root word 'magna' means 'great'. Explain that today, 'magn-' is a common prefix, and is used in 'magnificent'. (p. 63). Ask children, What does 'magnificent' mean as it is used here? Challenge them to think of other common words that begin with the prefix 'magn-' and how they relate to the Latin 'magna'.

### Writing: Sharing a narrative

Children will complete their narrative writing project by sharing it with others.

Now you may share your completed biographical narrative with your classmates. Ask children to discuss the best way to share it. They may want to present it to the class or e-mail their classmates. Say, If you present it publicly, make sure to read slowly, and allow the class time to study any features you've included. When you have finished, allow the class to provide feedback. When your classmates are presenting their work, remember to be a good listener and provide feedback, too.

### ► English Language Learners

- Provide additional support for identifying and analysing text structures. From contents page, read aloud the title of Chapter 1: 'Trouble at Base Camp'. Say, The title hinted that something would happen at base camp. Tenji's father fell ill. Ask children to explain how each chapter title hints at the action that occurs in that chapter. Then, tell children, Previewing the contents page gives you clues about what will happen in the text you will read.

### ► Assessment

- Choose 1-3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 86).
- Record whether children liked the story and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Making an inference/Drawing conclusions

Complete this activity to review how to infer and draw conclusions, and deepen understanding of the narrative. The first one is done for you.

- Provide text evidence to support the conclusion in the second column, where it is missing from the first column.
- Draw a conclusion in the second column that is supported by text evidence in column one.
- Answer the questions that appear after the chart.

Text evidence	Draw a conclusion
"He's not going anywhere. I need to get help," he said quietly, before leaving Tenji alone with his father.	Tenji's father is very unwell.
	Base camp is _____ _____ _____
A tall, blond climber named Hans sighed and kicked at a tent peg. The other climbers, Maya and Todd, exchanged a look and began whispering.	The climbers feel _____ _____ _____
The other climbers were shaking their heads and muttering to each other.	The climbers feel _____ _____ _____
	The Khumbu Icefall is incredibly dangerous to cross.
Hans glanced over at Tenji and muttered something. "You don't need to wait," said Hans. "I'll catch up with the others."	Hans is _____ _____ _____
Annie gave Tenji her old smile and laughed. "Yeah, thanks!" she said, punching him gently on the shoulder. Maya gave Tenji a friendly nod but she held out her trembling hands. "That was scary," she said in a shaky voice.	Annie and Maya _____ _____ _____

What changes did the climbers undergo over the course of the story? \_\_\_\_\_

How might the story be different if it was told from Hans's point of view? \_\_\_\_\_

**Main teaching focus**

*Comprehension:* Making inferences and drawing conclusions.

**Other teaching focus**

*Comprehension:* Identifying text structures.

**Teacher's note**

Children will read passages that show how the climbers changed over time. They will draw conclusions about their feelings at each point, before extending their thinking to consider other points of view.

# Cool High-tech Jobs

Level: 34 Non-fiction Word count: 4,112 Text type: Interview, report Part: 1



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** technology, engineer, simulator, virus

**Programme link:** *Cool High-tech Jobs* E-book

**Curriculum links:** careers, science, technology, engineering

**Text summary:** Behind every high-flying drone, brainy robot and thrilling video game is somebody who made it work! Learn about exciting high-tech jobs, including roboticist, video game designer, virtual reality engineer and mobile phone designer. Discover the requirements needed for these jobs, the jobs' daily aspects, and what motivates people to keep pushing these technology fields to their limits.

**Learning objectives:** Identify point of view; use titles, headings, subheadings and bullets; determine word meaning using Latin and Greek roots; apply the writing process: planning an expository text

## Getting started with predictions

- Children at this age may be more knowledgeable about new technology than many adults. Allow children to share their favourite new form of technology, or one they'd like to try out. Then ask which devices they think might be included in this text.
- Tell children they are about to read a report that includes an interview. Ask them to predict what the report will provide details about. Then ask them for possible interview subjects.

## Reading the text

Ask children to read the text independently to page 30, which is 1,887 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Ask children to consider the career choices they may make. Allow them to share what they know about that industry and job.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Questioning:* As children read, they may come up with new questions. Instruct them to record any questions in their learner's notebooks for later discussion.
- *Summarising:* If children are having difficulty prioritising information, call on volunteers to summarise different careers.
- *Visualising:* Ask children to form a mental picture of the technologies being described in each section. How was the text's description similar to that which they visualised? How was it different?

- *Inferring:* Remind children that chapter titles and subheadings can be used to make inferences about the kind of information that will appear in the chapter.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Ask, *What does 'technology' mean?* (Support and extend discussion) *Give an example of something that can be considered technology.*
- p. 10: Point out the head 'Drone Engineer'. Say, *When you learned what STEM means, you learned what 'engineering' means. How can you use that to determine what a drone engineer is? What do you think a drone engineer does?*
- p. 19: Ask children to draw connections between viruses that affect humans, and those that affect technology. (Support and extend discussion) Ask, *How does knowing one meaning of the word 'virus' help you make sense of it as it's used here? How are the two meanings alike? How are they different?*
- p. 20: Ask, *What is a 'simulator'? What sentences helped you determine the meaning of that word in context?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how learning to identify the point of view from which a text is written will help readers gain a little more insight into the text. As children are introduced to this subject, model for them how to identify the point of view, and ask children to work independently through the remaining questions. Provide additional support during instruction if needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- **Draw conclusions:** Ask groups of children to practise drawing conclusions about the author's point of view on the subject matter in the text.
- **Reread:** Ask children to identify a section of text that was particularly difficult for them and reread it to a partner. Rereading often results in children gleaning information they may have missed during the first reading.

## Point of view

**Model** Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed drawing conclusions and identifying main ideas. Now, let's talk about identifying an author's point of view, or opinion. This skill can help a reader determine why the author wrote a text. Is the author trying to persuade us? Or inform us? You can often use an author's word choice, descriptions and choice of details to determine how an author feels about a subject. Let's try an example.

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 6: *Wow! I didn't know robots could do so much! Can you find a word that tells the author's point of view about robots? I can see one in this paragraph—'useful'!*
- p. 12: *The author describes a lot of different jobs AI can do. Can you draw a conclusion on what the author thinks of AI engineers? Which sentence would you use to confirm your conclusion?*
- p. 25: *The author details the different products a virtual reality engineer can design. First he names games, and then he names more important applications. That tells me a lot about his feelings about the potential of virtual reality technology. What do you think his point of view on it is? What text evidence supports that?*
- *I think we now know that the author's point of view is that high-tech jobs are cool. Can you find another example of a passage that supports his point of view?*
- After practising identifying point of view, ask children to turn to a partner and discuss how knowing an author's point of view can help their understanding of the text.

## Vocabulary strategy: Latin and Greek roots

Remind children that they have already learned about prefixes and suffixes. Explain, *Many of those prefixes and suffixes come from Latin or Greek words. It's not just word parts that have their origins in Latin or Greek. Many English words are derived from Latin and Greek words that sound similar. For example, the word 'science', which is what the S in STEM stands for, comes from a Latin word: 'scientia', which means 'to know'. Being able to identify common Latin or Greek roots will help you identify more unknown words when you see them in a text. As you go over these questions, ask children to record their answers in their learner's notebooks.*

- *Say, Let's look at the word 'technology'. (p. 4) I know its Greek counterpart is 'tekhnologia', which means 'systematic treatment'. That makes sense. Today, technology depends on systems of parts running smoothly together.*

- *Say, I remember that the word 'computer' (p.6) has its roots in Latin or Greek. I'm going to research it in a dictionary. Model looking the word up online or in a dictionary. The Latin word 'computare' means 'to determine an answer by mathematical means'. Together, let's work out how that relates to our word 'computer'.*
- *Tell children, The Latin verb 'polluere' means 'to soil'. Which word on this page best indicates the meaning of pollution (p. 8)?*
- *Ask children to turn to page 20 and ask, Which word on this page do you think comes from the Latin word for 'imitator'? (simulator) Look for context clues.*

## Writing: Planning an expository text

Under your guidance, children will begin planning an expository piece of writing.

- **Get ready to write an expository text!** *This genre is intended to inform with facts, but can also be fun—like this text. Reports are a form of expository writing. Let's work together to choose a topic for your text. Where will you get information for your text? Organise your information into an outline. Your text should include an introduction, several paragraphs of information and a conclusion. In your introduction, your text should have a thesis statement that tells the reader what you plan to tell them. In your outline, you may wish to include ideas for graphics that support your point of view.*

## ► English Language Learners

- Provide additional support for identifying point of view. Model the concept by picking up a stapler. Tell children you like staplers. On a piece of paper, write a descriptive statement from the perspective of someone who finds staplers very useful. Show them the words that support your point of view. Model again, using other objects that are handy. Challenge children to do the same with a partner.

## ► Assessment

- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples and keep them in the child's portfolio.

# Cool High-tech Jobs

Level: 34 Non-fiction Word count: 4,112 Text type: Interview, report Part: 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** atom, forensic, magma, pollinate, radar

**Learning objectives:** Identify purpose; analyse title, headings, subheadings and bullets; determine word meaning using Latin and Greek roots; apply the writing process: drafting an expository text.

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,225 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Once children have finished the text, ask them to picture themselves working in each of these careers. Finally, ask: *Which job would you prefer?*
- *Visualising:* Remind children to continue visualising technology as its described. Do any text features help them visualise? Make sure children note the titles in graphics that present more information.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Connecting:* Invite children to describe any situations that have brought them into contact with some of the technologies being described.
- *Inferring:* As they read each job description, ask children questions to deepen their understanding, such as *What can you infer about the sorts of people who chose this career?*
- *Summarising* Ask children to summarise sections before they move on to the next. They can write their summaries in their learner's notebooks.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- page 38: Ask, *What is an 'atom'?* (Support and extend discussion) *Why would a scientist want to control atoms?*
- page 40: Point out the word 'forensic'. Ask, *Based on the context in which it is used, what do you think 'forensic' means? What is a 'forensic scientist'?*

- page 47: Children may be familiar with the word 'magma'. Ask, *Which phrase on the page best supports your understanding of what the word 'magma' means?* (Support and extend discussion) *How is magma different from lava?*
- page 50: Say, *Reread the descriptions of the tools that meteorologists use. What can you infer about 'radar' from the text?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how understanding why an author wrote a text, or used certain words and details throughout, can help readers to deepen their understanding of it. Model for children how to use clues to find purpose. Then, ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify text features:* Remind children that non-fiction texts often have features, such as timelines and graphics, to help readers make sense of all the information presented to them, or to provide even more information than fits in the text. Ask children to keep a list of all the text features they found useful.
- *Question:* Ask children which career most interested them. Ask them to write a list of questions they had that weren't answered in the book. If time permits, challenge children to research the answers and record them in their learner's notebooks.

## Review: Purpose

**Model** *Strategies help us solve problems we encounter when we are trying to read, write and learn. In previous readings, we've discussed how to identify an author's purpose for writing a text, for using certain words, even for having certain types of characters or settings. Being able to identify purpose allows readers to more deeply understand what the author is saying and why. For example, on page 31, I can see the author has included a timeline to show how mobile phones developed. The purpose for this graphic is that it makes a lot of information more easily accessible. Let's look at some examples together.*

**Practise** the strategy and ask children to write their responses in the BLM.

- Infer the author's overall purpose in writing this text: to inform, persuade or to entertain. Keep the author's point of view in mind as you read. Use text evidence, such as word choice or text feature choice, to support your conclusion. Record your answers on the BLM.
- p. 35: The author describes robotic surgical systems as 'special' and 'very helpful'. I think he used these words for a specific purpose. How do they support his point of view?
- p. 36: Think about the author's point of view on high-tech jobs. What was the purpose of writing, 'These designers also make prostheses to improve lives for animals'?
- p. 38: The author defines 'atom' in context before describing what a nanotechnologist does. What was the purpose of doing so?
- p. 41 Look at the photo and caption. How is the caption's purpose different from the text? How is it alike?
- p. 44: Each chapter has an introduction. This one says that biotechnologists 'feed, clean and even heal the world'. How does this word choice support the author's point of view? What other purpose could he have had for using this kind of introduction? How does it relate to the rest of the information on the page?
- p. 48: The author describes the job of a volcanologist on the previous two pages. What is the purpose of interviewing Rebecca Coats?
- After practising identifying purpose, ask children to turn to a partner and discuss how understanding an author's purpose for writing a text, and using different features and words to do so, allows a reader to deepen his or her understanding of a text.

### **Vocabulary strategy: Latin and Greek roots**

Remind children of the work they've already done on defining words using Latin and Greek root words. Refresh their memories by reviewing the answers they recorded in their learner's notebooks.

- Ask children if they know what the 'D' in '3-D' stands for (p. 32). Say, *The word 'dimension' comes from the Latin term 'dimetiri' which means 'to measure out'. How can you use that to help define our word 'dimension'? What do you think 2-D means?*
- Point out the word 'nanotechnologist' (p. 38). Say, *The prefix 'nano-' comes from the ancient Greek word 'nanos' which means 'little old man or dwarf'. How does this relate to your understanding of the job of a nanotechnologist? Challenge children by asking for other words that use the prefix 'nano-' or for words they use today that might be related to 'nanos'.*
- Tell children that 'atom' (p. 38) comes from the Greek word 'atomos' which means 'indivisible'. Challenge children by asking, *Can you infer why the atom derived its name from 'atomos'?*
- Page 40 informs readers about forensic scientists. Tell children, *The Latin word 'forensis' means 'in open court'. How does this relate to your understanding of the job of a forensic scientist? If children have difficulty, guide them to realise that the forensic evidence found is very often used in court to determine guilt or innocence.*

- Tell children, *The Greek word 'entomon' means 'insect'. In the word 'entomologist', what do you think the suffix '-ologist' means? (p. 42) Once children have determined '-ologist' means 'one who studies', challenge them by questioning them on what the Greek or Latin roots of other words may be: biologist, (Greek 'bio' meaning 'life') geologist (Greek word 'ge' meaning 'Earth') zoologist (Greek word 'zôion' meaning 'animal') etc. You can even challenge them to apply their knowledge to 'biotechnologist'. (p. 44)*
- Also on page 44, point out the word 'atmosphere'. Explain to children that its origins are in the Greek words 'atmos' meaning 'vapour' and 'sphaira' meaning 'ball or globe'. Ask children, *What 'ball' do you think the 'sphere' in atmosphere refers to?*

### **Writing: Drafting an expository text**

Assess children's plans for their drafts before they begin this next step in the writing process.

- As you begin writing your first draft, use your outline to organise your thoughts. Make sure your draft has an introduction, a middle and a conclusion. Once you have completed your draft, read through it and make any changes you feel can improve it. Then swap drafts with a partner. Take turns providing feedback, such as asking questions to get more details or asking for more new sources of information to clarify a passage.

### **► English Language Learners**

- Provide additional support for discussing the various technology jobs described in the book. Use sentence frames such as these to spark discussion:
  - [Job] is important because \_\_\_\_\_.
  - A worker in [job] can make a difference because \_\_\_\_.
  - To me, the most interesting job is [job] because \_\_\_\_.

### **► Assessment**

- BLM completed.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 87).
- Record whether children liked the text and their rationale for their opinion.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Author's purpose

Complete this activity to analyse author's purpose and deepen understanding.

- Read the examples from the text in the first column.
- Draw a conclusion about the author's purpose in the second column.
- Answer the questions that appear after the chart.

Examples	Purpose
Word choices 'special' and 'very helpful' on page 35	Supports point of view.
Defines words in special places	
Include captions and photos	
Chapter headings	
Interviewing Rebecca Coats	

What was the author's overall purpose for writing *Cool High-tech Jobs*? Circle the correct answer.

inform

entertain

persuade

Give an example of how the author used words to achieve this purpose.

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Give an example of how the author used a text feature to achieve this purpose.

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**Main teaching focus**

*Comprehension:* Identifying purpose

**Other teaching focus**

*Comprehension:* Drawing conclusions

**Teacher's note**

Children explain the purpose of text features and word choices the author uses throughout the text, before naming the author's overall purpose and providing text evidence.

# Talia's Whale Adventure



Level: 34 Fiction Word count: 4,924 Text type: Realistic fiction Part I

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** impressed, marine, migrate, pods, release, stranded

**Programme link:** *Talia's Whale Adventure* E-book

**Curriculum links:** action and adventure, animals, marine life, me/family

**Story summary:** Talia is excited about the summer break and spending time with her brother at the aquarium. Talia loves learning about whales. When her cousin calls with big news, Talia's summer plans take a surprising turn. Suddenly Talia is on the biggest adventure of her life.

**Learning objectives:** Apply critical thinking, use illustrations, determine word meaning using tone, apply the writing process: revising an expository text

## Getting started with predictions

- Ask children to share what they know about whales and other marine mammals. Remind children that whales are not fish, but rather mammals that give birth to live young and nurse. They also breathe through lungs as we do. However, they still require watery surroundings to survive.
- After handing out the books, allow children to look through them. Ask children to read the title and use the illustrations, and contents page. Then ask them to predict what genre they think this text is (fiction vs non-fiction) as well as what the text might be about.

## Reading the text

Ask children to read the text independently to p. 30, which is 2,405 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Ask children to connect the text to their own lives or experiences. Before reading, ask if they have ever visited an aquarium or seen marine mammals in the wild, and allow them to share stories about their favourite marine animals.
- *Visualising:* Ask children to imagine themselves in Talia's place while reading, to help visualise the text. Ask, *What would it feel like to help the beached whales with wet towels?*
- *Questioning:* As children read, they may have questions about points an author makes. Allow them to work with a partner to find reasons and evidence that answer their questions.
- *Summarising:* Tell children that, if they find it difficult to keep up with the characters or changes in settings, they should stop and make a mental summary of the action in each chapter before continuing.
- *Inferring:* Inferring is one way for children to think critically as they read. Ask questions that require children to use

inferential thinking about characters.

- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Explain to children that often new words are defined in context. Ask, *What phrase or word does the author include that helps you define 'marine'?*
- p. 7: Say, *Define 'pod', as it is used here.* (Support and extend discussion.) *Where else have you heard this word? How does it relate to the way it is used here? What is a synonym for 'pod'?*
- p. 8: Ask children to define the word 'released'. Then ask, *Can you name an antonym for 'release'?*
- p. 12: Ask, *What does 'impressed' mean?* (Support and extend discussion.) *Why does it matter to Talia and Andy that Dr Torres was impressed?*
- p. 15: Challenge children to think of other meanings for 'stranded' besides the one given in context (beached). (Support and extend discussion.) Ask, *How might a person or animal that doesn't live in the water become stranded?*
- p. 18: Point out the word 'migrate', and its definition 'move'. Challenge children to look up 'move' in a dictionary and determine which meaning implies 'migration'. Advise them to consider the context of the word 'migrate' in the text.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain that thinking critically about a text as they read allows them to do something with the information in the text, besides just reading it. As children are introduced to this subject, model for them how to read critically, and ask children to work independently through the remaining questions. Provide additional support during instruction if needed through modelling and providing gradual release towards independence.

Finally, provide children with further vocabulary practice.

### Comprehension

- *Analyse characters:* Encourage children to write down conclusions they make about Talia and the other characters in this story. Ask them to include the sentences or phrases they used to draw their conclusions. They may record answers in their learner's notebooks.
- *Identify author's purpose:* As children read, challenge them to consider the author's purpose for writing the text. As this is realistic fiction, it is two-fold: to inform and to entertain. Instruct children to look for examples of each. What clue words helped them?

### Apply critical thinking

**Model** Strategies help us solve problems we encounter when we are trying to read, write and learn. Today, we will discuss how to apply critical thinking skills. Critical thinking is when you 'read between the lines' to answer: why? Critical reading incorporates many of the skills we've already covered so far, such as inferences, identifying an author's purpose or point of view, and more. For example, on page 4, we learn that Talia did her report on whales, and that Benny volunteers at the aquarium. By thinking critically about what I've read, I can infer that the siblings both enjoy science. Let's try another example together.

- p. 7: Consider how Talia answers Andy when he asks if she knows about pilot whales. The author could easily have had her just answer, "yes". I think she included all this information because it supports her purpose for writing the text. Based on this, what do you think her purpose was in writing the text?

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- pp. 8–9: Making predictions about a text requires critical thinking. Based on Andy's phone call and the title of the text, I have a prediction about what's going to happen. What do you predict?
- p. 10: Talia stated that it took her and her brother 10 minutes to get to the beach. By applying critical thinking, I can infer something about where Talia lives. What inference can I make?
- p. 18: Think about what Dr Torres tells Andy. Think critically to explain why this is important. Why would it matter if whales' food moved to warmer water? What would happen if whales sought out colder water as their food sources sought out warmer water?
- p. 18: Consider all the information the author gives about the environment and its relationship to marine life. What point is she trying to make? What evidence is provided to support her point?
- p. 25: Andy can't understand why Rocky would beach himself with Pebble, but Talia can easily. What can you infer about each of them from this exchange?
- Find another example from the text that supports the author's purpose. Write it in your learner's notebook.
- After practising reading critically, ask children to turn to a partner and discuss what they've learned. Encourage them to discuss how this skill can deepen their understanding of the text.

### Vocabulary strategy: Determine tone using vocabulary

Access prior knowledge by asking children what they know about tone. Ask, *What does it mean when someone comments on your 'tone of voice'?* Guide children to understand that a person's tone of voice reveals their attitude on a subject. Likewise, tell

children, *The tone of a text can reveal an author's attitude about a subject, or give characters their voices. When reading fiction, determining a character's tone allows readers to better analyse characters and plot development. Identifying tone can help a reader understand the voice of a character. One way to determine a character's tone is by analysing the vocabulary the author chooses to describe the character or their feelings.*

- Point out the author's use of the word 'begged' on p. 4. Say, *The author chose this word for its precise meaning and tone. Why?*
- Ask children to turn to p. 10. Say, *Notice that Andy 'raced over' and 'shouted'. How do these words reveal his tone? How do they inform you about the mood at the scene?*
- Draw children's attention to Talia and Andy 'shouting' "Yes!" at the same time on p. 12. Ask children, *How do the children feel as they shout now? What word or words tells you that this shouting was performed in a different tone of voice than Andy's shouting on page 10?*
- On p. 20, point out words such as 'nervous', 'harmful', 'dangerous' and 'warned'. Ask, *How do these words set the tone for the whale rescue? How do you think Dr Torres and the team feel about the upcoming rehabilitation and release?*

### Writing: Revising an expository text

Children have finished drafting their expository texts, and are now ready to revise them.

- The next step in the writing process is revising. During this step, you will reread your expository text and look for ways to improve it. Even professional writers revise their texts multiple times. Read your text aloud. Is it easy to read? Can the information you deliver be clearly understood? Have you used transition words between paragraphs? Remove any sections that don't help support your point. Add descriptive words to help readers visualise the text. Swap your writing with a partner, and revise again according to their feedback.
- Now is a good time to add images to your text. Choose photos or illustrations that support understanding or elaborate on the subject you are writing about. Make sure the images accompany relevant text.

### ► English Language Learners

- Provide additional support with relating tone and word choice. Model saying "Great!" happily, then do so in a sarcastic tone. Say, *What did the word 'great' mean the first time I said it? How did my tone help you determine that? And the second time? Point out that while this example is tone of voice, a careful reader looks for word clues to define tone, and tone clues to determine what a word means. With children, look for examples of words that help them determine tone, before encouraging them to find examples on their own.*

### ► Assessment

- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples and keep them in the child's portfolio.

# Talia's Whale Adventure



Level: 34 Fiction Word count: 4,924 Text type: Realistic fiction Part 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** bond, device, exhausted, increase, predators, thrashing

**Learning objectives:** Analyse characters, analyse illustrations, determine word meaning using tone, apply the writing process: editing an expository text

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,519 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Invite children to connect to Talia by considering an issue they feel strongly about, as Talia does about whales and the environment.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Inferring:* Remind children to continue applying critical thinking skills to their reading by making inferences about characters and their relationships, events, and the author's purpose while reading.
- *Questioning:* Encourage children to write questions they think of about the story or about marine conservation efforts in their learner's notebooks. Challenge them to research the answers with a partner after reading.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 31: Ask, *Why is it important that the team 'increases' Pebble's appetite?*
- p. 33: Ask, *What does 'exhausted' mean? (Support and extend discussion.) What is a synonym for 'exhausted'? Why doesn't the author just use the word 'tired'?*
- p. 36: Call on a volunteer to define or act out 'thrashing'.
- p. 37: Challenge children to look up the meanings of 'bond' in a dictionary, and select the correct one for this context.

- p. 53: Ask children to define 'predator' in their own words. Then ask, *Which sentence contains context clues you can use to determine its meaning?*
- p. 56: Ask, *What does 'device' mean? (Support and extend discussion.) How do you imagine the device on the whales' fins will work?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how developing a better understanding of characters will help readers gain a little more insight into the text and the plot. Model for children how to analyse characters, and ask them to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Making inferences:* Remind children that inferences rely on text evidence. Tell them to keep this in mind when analysing characters in the story; any conclusions must be backed up with text evidence.
- *Comparing and contrasting:* Ask children to compare characters and their relationships as they read. Ask them to contrast the settings and plot elements, such as the problem and resolution.

## Analyse characters

**Model** *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed inferring and drawing conclusions, and today we will review analysing characters. Analysing characters requires critical thinking skills to determine why he or she feels and acts a certain way. We can use an author's description to analyse a character, or simply pay attention to the character's words and actions. For example, on page 28, Tia Rosa suggests getting coffee and bagels for the rescue team. We haven't encountered Tia Rosa before, but through this interaction, I can conclude that she's a fun and thoughtful person.*

**Practise** the strategy and ask children to write their responses on their BLM.

- p. 28: *I'm concluding that Talia is an astute girl with a good eye for detail. What evidence can I use to draw this conclusion?*

- p. 35: Talia tells the reader that she and Andy are tasked with performing important tasks each day. What can you infer about Dr Torres's feelings towards Talia and Andy?
- p. 35: Look at the interaction between Talia and her brother Benny. What can you infer about their relationship, using this example for support? How does their relationship transfer to Talia's inference about Rocky and Pebble?
- pp. 38–39: Think about why Talia and Andy are permitted to prepare the whale's food. Is it a pleasant job? In what manner do they perform the job? Think critically about your answers, and use them to draw a conclusion about Andy and Talia's work ethic.
- pp. 44–45: Compare Andy and Talia's reactions to the news about feeding the whales extra food. Infer how their characters are alike, and how they are different.
- p. 54: Consider Dr Torres' reaction to Talia's news. How does she respond? What action does she take? What inferences can you make about her character? What conclusions can you draw about her feelings for Talia?
- I've noticed that Leo is organised, prepared and really knows his stuff when it comes to whales. I'm going to infer that Leo is very dedicated to marine mammals. Can you find text evidence to support this inference?
- After practising character analysis, ask children to turn to a partner and discuss how this skill helps them understand a text better.

### Vocabulary strategy: Determine tone using vocabulary

Continue discussing how to use vocabulary to determine an author or character's tone. Say, *Identifying tone is an important part of understanding a character, and the author's feelings towards the subject in the text. It can also set the mood of a scene.*

- Point out the word 'even' on p. 35. Ask, *What effect did the author create by adding that word? What does it tell you about how Talia feels about her job?* Guide children to see that 'even' is a clue word that allows them to understand how proud Talia is of all the work she gets to do.
- Ask children to reread p. 35. Then ask, *How does the word 'corrected' set the tone? Would substituting the word 'said' have the same effect? Explain.*
- On p. 36, Talia describes the whales as having 'scratches from thrashing', as well as being underweight. Ask, *How does this description help readers visualise the whales, and understand Talia's feelings better?*
- Explain to children, *This book is realistic fiction and, as such, information has been presented factually throughout much of it. On these pages, however (pp. 36–37), the tone changes. Words and phrases such as 'buddy', 'rubbing up', 'protector', 'friendship', 'being together', 'friend' and 'share a bond' help the author achieve that. What tone do these words set? How do they express the overall feelings of both the whales and the team as they watch them? What is the effect of incorporating a story into informational text?*
- Draw children's attention to the phrase, 'weak, sickly whales' (p. 41). Say, *This phrase is used to contrast the current condition of the whales. Which words does the author use to illustrate the current condition? Apply critical thinking to this comparison: how does including it set the tone for the scene?*

- Ask children to reread the last sentence on p. 43. Then ask, *What does the word 'beamed' mean in this context? How did the tone of the page help you determine that?*
- Point out, on p. 48, the descriptive words about the approaching hurricane: 'darted up the coast' and 'rough seas'. Ask, *What mood does this set for the scene as the hurricane approaches?*
- Ask children to reread p. 50 silently. Ask, *What is the tone of this page? Are people happy? Nervous? Angry?* Then read aloud the following sentence: 'I feel like I have fish swimming in my stomach.' Say, *This is an example of figurative language. What does it mean? What feeling does it express? How did the tone help you determine its meaning?*
- Look at page 63. What is the general mood of the team? Which words did the author choose to use to set that tone?

### Writing: Editing an expository text

Children have finished revising their expository texts, and are now ready to edit them.

- Now you will edit your writing. During this step, you will correct any spelling or grammar mistakes. Are the beginning of sentences and all proper nouns capitalised? Have you used punctuation correctly? Are any words misspelled? When you feel you have finished your edits, swap your writing with a partner and suggest edits. Discuss your suggestions together, and make any additional edits necessary.

### ► English Language Learners

- Provide additional support for analysing illustrations. Together, turn to pages 52–53 and study the illustration. Model gleaning information from it: *Before I even read the text, I see that Talia and Andy are looking out at the ocean towards a pod of whales. The whales appear to be killer whales. Talia and Andy look worried. I'll read the text to find out why.* Read the page, drawing children's attention to sentences that support your analysis. Ask partners to use Wikistix or strings to connect the details in the illustrations with the corresponding lines of text. Continue to analyse the illustrations before reading the accompanying page with children, and before pairing them off and letting them work independently. Guide children to see that illustrations can be used when a text is difficult to understand.

### ► Assessment

- BLM completed.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 88).
- Record whether children liked the story and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Analyse character

- Complete this activity to analyse characters and deepen understanding.
- Find and note text evidence about the character in the first column.
- Draw a conclusion about the character(s) in the second column.
- Answer the questions that appear after the chart.

Text Evidence	Draw a Conclusion
	Talia is an astute girl with an eye for detail.
What important tasks did Talia and Andy get to do each day?	How does Dr Torres feel about Talia and Andy?
"Better make this 100 and not 1,000, Benny!" I corrected with a giggle. "Ooh, good catch, Dr. Decimal!" Benny joked back to me.	
"Here, catch!" I yelled to Andy while tossing raw fish into a feeding bucket. "Gross! I really prefer not smelling raw fish, but it's pretty cool to see Rocky and Pebble's appetites growing.	
Andy's reaction to feeding the whales extra food:  Talia's reaction to feeding the whales extra food:	How are Andy and Talia alike?  How are they different?
What was Dr Torres' reaction to Talia's news about a pod of killer whales?	
	Leo is very dedicated to marine mammals.

Why is it important to use text evidence in support of inferences and conclusions? \_\_\_\_\_

How does thinking critically about a text help you to better understand both the subject matter and the author's craft? \_\_\_\_\_

**Main teaching focus**

*Comprehension: Apply critical thinking*

**Other teaching focus**

*Comprehension: Analyse characters*

**Teacher's note**

Children read passages to find examples of text evidence, applying them towards making inferences and drawing conclusions about characters, before extending their thinking by relating critical thinking skills to character analysis.

# Cassia's Diary

Level: 35 Fiction Word count: 5,187 Text type: Historical fiction Part I



- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Academic vocabulary:** bathhouses, chariot, emperor, empire, exhausting, gladiator, merchant, mosquitoes
- Programme link:** *Cassia's Diary* E-book
- Curriculum links:** diary, journal, history, ancient Rome
- Story summary:** Cassia and her family live in a tiny apartment in ancient Rome. Her parents are too poor to send her to school. Instead, Cassia and her brother work in a laundry cleaning dirty clothes. Cassia dreams of a better life for her and her family. But can dreams ever come true?
- Learning objectives:** Review character analysis, use illustrations, review vocabulary strategies, apply the writing process: publish an expository draft

## Getting started with predictions

- As children look through the book, ask them to predict what genre it is (fiction vs non-fiction, historical fiction vs science fiction). Allow them to share responses and explain what information or features they used to make their predictions.
- Ask children to share what they know about ancient Roman life. Tell them to keep a running list of new details they learn in their learner's notebooks. Remind them to make use of illustrations when looking for details.

## Reading the text

Ask children to read the text independently to p. 31, which is 2,421 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Remind children that Cassia is a normal girl of about their age. As they read, they should compare her life and feelings to their own and those of the other characters in the story.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* Remind children to use the illustrations as a starting point for creating images in their minds of the time and place where Cassia lived.
- *Summarising:* Inform children that summarising events as they read can help them keep track of characters and action.
- *Inferring:* Ask children to use text evidence to make inferences about characters and their relationships, and events.
- As children are reading, walk around the room to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build

background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Draw children's attention to the fact that Crispus is slapping mosquitoes while in bed. Ask, *What are mosquitoes? Crispus is slapping them while inside his home. What does this tell you about life in ancient Rome?*
- p. 11: Ask, *What does 'exhausting' mean? Name a synonym for 'exhausting'.*
- p. 14: Inform children, *The word 'merchant' comes from the Latin term 'mercari', which means 'to trade'. How does that relate to today's meaning of the word 'merchant'?*
- p. 17: Ask children to define 'emperor' using their own words. Then have ask them to turn to p. 18 and choose context clues that could be used to help someone unfamiliar with the word.
- p. 20: Say, *Define the two words that make up the word 'bathhouses' (Support and extend discussion.) How can this knowledge help you determine the meaning of 'bathhouses'?*
- p. 20: Ask children to define 'chariot' using context. Ask, *Which sentence helped you work out the meaning of 'chariot'?*
- p. 20: Ask children to reread the sentence 'Next we saw the Colosseum, where the gladiators fight.' Ask, *What do gladiators do? What is a gladiator?*
- p. 23: Remind children that an emperor is a ruler. Ask them to use this information to determine the meaning of 'empire'.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain how developing a better understanding of characters will help readers gain a little more insight into the text and plot. Briefly model for children how to analyse characters, then ask them to work independently through the remaining questions. If possible, remove some of the scaffolding during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify story elements:* Encourage children to be mindful of story elements as they read, including characters, setting and plot development, and to keep track of these elements in their learner's notebooks.
- *Identify text structure:* Point out that the author uses a diary structure to tell this story, which is historical fiction. Encourage children to look for features that let them know this is a diary: dates for chapter titles and a first person point of view. Ask them to compare this text structure to those used in other historical fiction texts they have read.

## Review: Analysing characters

**Model** the strategy using p. 5: *Say, We can better understand characters by analysing their actions and how they are described. We can use this information to make inferences and draw conclusions about characters. Understanding characters helps readers delve deeper into the story, too. For example, Cassia tells us she is tired but must get up for work. Using text evidence, I can infer that she is not happy about working. Other children don't have to, and she's tired. I can conclude that she's a hard worker. She still gets up with her brother.*

**Practise** the strategy and ask children to write their responses on the BLM.

- p. 6: Reread Cassia's description of the streets of Rome. Pay attention to the adjectives she uses. Infer how she feels about the city. Do you think she enjoys living there?
- p. 8: What can you conclude about Cassia's feelings about her job? Use text evidence to support your conclusion.
- p. 12: How does Cassia feel about her life? Which text clues did you use to make your inference?
- pp. 14–15: Think about Papa's life story. How does knowing this help you understand his character better? What can you conclude about him based on what you've read?
- p. 17: Cassia writes, 'I know I should be grateful for everything my father has done, but I can't help wanting something different.' How does this statement help you better understand Cassia's frustration? Why is it helpful to know how she feels?
- p. 24: Zeno makes a joke about the business Scipio has with him. What does this tell you about their relationship? What other text evidence can you find to support that conclusion?
- p. 27: Does it surprise you that Cassia likes the country more than the city? How has analysing her helped you understand her more?
- Share with the class other examples of where Cassia's thoughts and actions allow you to analyse her and get to know her better.
- After practising analysing characters, ask children to discuss in pairs what they've learned. Ask them to discuss how analysing a character can help the reader understand the story better.

## Vocabulary strategy: Review Strategies

Discuss interesting or challenging vocabulary in the text. Talk about the different strategies the children have learned so far this year, and tell them that they'll be reviewing some of those with words from this book. Ask questions that encourage children to further explore different methods of determining word meaning.

- Say, *On p. 6, Cassia describes the streets as narrow. Can you think of a synonym and an antonym for this word?* Allow children to use a thesaurus, if necessary.

- Draw children's attention to Maximus 'growling' at the siblings (p. 6). Point out that this is figurative language. Ask, *What does it mean when Cassia describes Maximus as growling at them? What would it mean if it was NOT figurative language?*
- Read aloud the first and second paragraphs on p. 12. Call children's attention to the word 'crawled'. Ask, *Do you think Cassia and her brother actually crawled home on all fours?* Guide children to see that this is an example of figurative language. Invite a volunteer to demonstrate what the author was describing when using the word 'crawled'. If time permits, ask a volunteer to find another example of figurative language in the third paragraph on the page.
- Ask children to break the word 'warehouse' (p. 16) into two parts: ware + house. Encourage children to use the meanings of those two words to work out the purpose of a warehouse.
- Ask children to reread p. 17. Tell them that the word 'emperor' has its roots in the Latin verb 'imperare', which means 'to command'. Ask how this word relates to their understanding of 'emperor'. Then ask how it relates to the word 'empire'.
- Ask children to consider Cassia's descriptions of the laundry and her apartment. Now point out the word 'bathhouses' (p. 20). Ask, *Explain why you think bathhouses were necessary?*
- After rereading p. 23, say, *Use context to define the word 'canopy' as it is used here. Which words or phrases helped you?*
- p. 28: Point out the author's use of the words 'Crunch! Crunch!' Ask, *Why do you think the author included those two words? How do they help set the scene?*

## Writing: Publishing an expository text

Children will use technology to publish their expository drafts.

- *You've planned, written, revised and edited your expository draft. Now is the time to publish it. You can use technology to do so. For example, you can make a whiteboard presentation or a video to use as a visual for your piece.* When finished, ask children to upload their drafts to a school website or a class folder.

## ► English Language Learners

- Provide additional support for identifying genre characteristics. Model: *It's hard to tell if this book is historical fiction or if it really is an account of the life of a girl called Cassia. Turn to p. 4. Say, The chapter titles include dates, so it could be true. The names sound Roman, too. But the book uses illustrations instead of photographs. That's a clue that it's fiction.* On p. 6, point out that an exact line of everyday dialogue is given—another clue that it's fiction. Together with children, look for signs of non-fiction (photographs, setting) and fiction (dialogue, narrative format). Guide them to see clues they can use to determine historical fiction from non-fiction.

## ► Assessment

- BLM completed.
- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples and keep them in the child's portfolio.



# Cassia's Diary

Level: 35 Fiction Word count: 5,187 Text type: Historical fiction Part 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** citizens, dodged, outvoted, victories

**Learning objectives:** Review identifying point of view, analyse illustrations, review vocabulary strategies, apply the writing process: share an expository draft

## Getting started with predictions

- Ask partners to discuss the text they have read thus far.
- Challenge children to make predictions for the second half of the text and write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,766 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have and points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* As they read, tell children to keep in mind other books, films or TV programmes they know that are set in ancient Rome.
- *Questioning:* Ask children to keep a list of questions they think of as they read about life in ancient Rome. If time permits, turn and share after reading.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* Explain to children that by imagining themselves in the story, it will be easier to visualise the setting using multiple senses. Analysing elements of the illustrations can also assist in developing a broader picture.
- *Inferring:* Ask children to infer how Cassia's point of view about events and places affects the way the story is written.
- *Summarising:* If children are struggling to keep track of the characters and events, allow them to summarise in their learner's notebooks before moving ahead.
- As children are reading, walk around the room to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also, focus on terms questioned by children or not supported in the text.

- p. 35: Ask, *Which two words make up the term 'outvoted'? How does knowing their meaning help you determine the meaning of the new word?*
- p. 54: Ask, *Are victories good? For whom might victories be bad? Which word or phrase gives you the answer?*

- p. 57: Ask, *Can you define 'citizens' in your own words? What words or phrases from the text helped you determine the meaning of 'citizens'?*
- p. 59: Allow children to look up 'dodge' in a dictionary. Ask, *Which meaning of the word works in this context?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain how learning to identify the point of view from which a story is told will help readers gain a clearer understanding of the text. Briefly model for children how to identify the point of view, and ask them to work independently through the remaining questions. As children have been introduced to this skill before, try to remove some of the scaffolding during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify plot development:* As children read, ask questions to keep them thinking about plot development, such as *What problems did Cassia face? How did she solve them? What was the climax of action in the story?* Children should record their answers in their learner's notebooks.
- *Identify main idea and details:* Help children to determine the main idea of each passage as they read. Ask, *What details does Cassia give to support the main idea of her story?*

## Review: Identifying point of view

**Model** the strategy using p. 34.: *Strategies help us solve problems we encounter when we are reading, writing and learning. Earlier, we identified the author's point of view in a non-fiction text and how that affected the way information was passed on to the reader. With fiction, we will do the same—just for the characters, not the author. On p. 34, Cassia gets so angry at her brother that she doesn't speak to him. I wonder if Crispus meant to make her angry. Probably not—but we don't know because this story is told from Cassia's point of view alone. Let's look at other examples of how Cassia's point of view could have affected the story.*

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 38: *Cassia describes the city as smelly, crowded and noisy. Can you be sure that her description is true? How might this description be different if the story was told from Crispus' point of view?*

- p. 40: Use the description of Maximus to infer how Cassia feels about her employer. How does her point of view influence what details we know about him?
- p. 47: How might this scene be different if we heard it from Cassia's mother's point of view?
- p. 48: What is Cassia's point of view on the day's events? How do you think it differs from the points of view of her family members?
- p. 50: How does Cassia describe the idea of going to meet the emperor? Think about the experience she'd had the day before. How did that experience shape her point of view about the parade?
- pp. 60–63: Think about how Cassia describes her interaction with the emperor. What details would be different if the diary entry had been written by the emperor? How does reading about this from her point of view influence our understanding of the situation? Reading a diary only allows us to see one point of view. Why do you suppose the author chose this structure? If time permits, ask children to rewrite the scene in their learner's notebooks from the emperor's point of view.
- After practising identifying point of view, ask children to turn to a partner and discuss the way it influences a reader's understanding of a subject.

### **Vocabulary strategy: Review strategies**

Identify and discuss interesting or challenging vocabulary in the text. Talk about the different strategies children have learned so far this year, and tell them that you'll be reviewing some of those with words from this book. Ask questions that encourage children to further explore different methods of determining word meaning.

- Draw children's attention to p. 32, where Cassia describes Crispus as having a 'mop of curly hair'. Ask, *Is this figurative or literal language? What does Cassia mean by her description?*
- On p. 34, point out another example of figurative language where Cassia feels 'like he poured cold water on' her. Ask, *How is Cassia feeling? What makes this simile accurate?*
- Say, *The word 'propose' (p. 35) comes from the Latin word 'propositus', which means 'to put forward an idea'. How is this similar to the word 'propose' as we use it today?*
- Ask children to recall their definition for 'outvoted' (p. 35). Challenge them to think of other words that start with 'out-' as a prefix. Ask them to explain the definition for each based on their understanding of 'outvoted'. If children need help thinking of such words, offer some examples: outnumbered, outbid, outcast etc.
- Reread p. 36. Then provide children with a dictionary, thesaurus or with internet access to look up the word 'approach'. Say, *Think about the scene you just read. Which meaning of the word 'approach' fits best?*
- Draw children's attention to p. 38 and the word 'bodyguard'. Ask children to break the word into parts and use them to explain the meaning of 'bodyguard'.

- Ask children to use context clues to define 'bleak' (p. 48). Encourage them to explain which words or phrases helped them to define it.
- Say, *Cassia describes her movement across the street by saying she dodged (p. 59) some Roman soldiers. Why didn't Cassia just say she ran? Which word is more precise?*
- On p. 63, Trajan is described as seeming puzzled. Ask: *What is a synonym for 'puzzled'? Can you think of an antonym?*

### **Writing: Sharing an expository text**

Children are ready to share their expository texts.

- Now your expository text is ready to share! We will arrange the best time, place and audience with whom to share your text. Then you will present your expository text and ask the audience for feedback. For example, *Did they feel informed? What did they like? What didn't they like? You will also provide constructive feedback for your classmates.*

### **► English Language Learners**

- Provide additional support for identifying main ideas and details. Model: *Often in a book with chapters, the titles will give you a clue about the main idea.* Turn to p. 32 and read the chapter title aloud: *'Dreams of the Farm'. I wonder if that's a clue about the main idea.* Read the chapter with children, pointing out details that support the main idea. Say, *This sentence goes along with the chapter title, that Cassia is dreaming about the farm.* Repeat the exercise on the next chapter, providing guidance as needed. Then encourage children to work independently through the other chapters.

### **► Assessment**

- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples.
- Complete the Oral Reading Record (page 89).
- Record whether children liked the story and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Review: Analysing characters

Complete this activity to review the importance of analysing characters.

- Fill in the blanks with your answers.
- Provide page numbers for the text evidence you used to find your answers.
- When you have finished, answer the questions below the table.

<p>Cassia feels ...</p> <ul style="list-style-type: none"> <li>•</li>   <li>•</li>   <li>•</li> </ul>
<p>I would describe Scipio as ...</p> <ul style="list-style-type: none"> <li>•</li>   <li>•</li>   <li>•</li> </ul>

How does understanding a character better help you understand the story? \_\_\_\_\_

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How can understanding a character help you work out his or her point of view?

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**Main teaching focus**

*Comprehension: Review: Analysing characters*

**Other teaching focus**

*Comprehension: Review: Identifying point of view*

**Teacher's note**

Children will list characteristics about Cassia and her father before connecting character analysis to determining point of view.

# The Great Debate: The Future of Energy



Level: 35 Non-fiction Word count: 4,430 Text type: Persuasive Part I

- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Academic vocabulary:** absorbed, chemical energy, deposits, environmental, fossil fuel fields, naturally, particle, remote
- Programme link:** *The Great Debate: The Future of Energy* E-book
- Curriculum links:** science, nature, environment, conservation
- Text summary:** We have been making use of different energy sources for thousands of years. But we are using more energy now than ever, and we wonder about the future. Fossil fuels may run out, and scientists are looking for other sources of energy. Will nuclear, wind, solar, water, biomass or geothermal energy be our future? Or does the future of energy lie in a combination of sources? You decide!
- Learning objectives:** Identify author's message, analyse charts and labels, understand author's craft, apply the writing process: plan a persuasive text

## Getting started with predictions

- Activate prior knowledge by asking children what they know about energy sources. Allow volunteers to share information.
- Next, ask children to look at the title, and flick through the book. Point out the contents page, and charts and labels throughout. Ask children to predict the genre of this text, and what kind of information it might contain.

## Reading the text

Ask children to read the text independently to p. 28, which is 1,952 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Ask children to consider the ways they use energy every day as they read.
- *Clarifying:* Ask children to identify any scientific concepts they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Questioning:* As children read, they may come up with new questions about energy sources. Ask them to record any questions in their learner's notebooks for later discussion.
- *Summarising:* Explain to children that informational texts can contain a great deal of new information in just a few pages. Encourage them to summarise each type of energy source in their learner's notebooks to help them keep track.
- *Visualising:* Encourage children to use the illustrations and charts to help them visualise the complicated processes discussed in this text.
- *Inferring:* As children consider their own energy use, ask them to attempt to infer the source for it, based on evidence from the text.
- Walk around as children are reading to check their fluency. Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Say, 'Chemical energy' involves molecules, or atoms that are attached to form new chemicals—such as sugar. The molecules store energy in the bonds that hold the atoms together. (Support and extend discussion.) *What happens to these molecules during digestion to change food into energy?*
- p. 11: Ask children to look up the various meanings of 'remote' in a dictionary. Ask them to choose the meaning that best fits this context.
- p. 13: Ask a volunteer to define 'nature' in their own words. (Support and extend discussion.) Then, ask, *How does knowing the meaning of that word help you understand the word, 'naturally'?*
- p. 13: Ask children to define 'absorbed' using context. (Support and extend discussion.) Ask, *What other ways have you heard this word used? How are they similar to the way 'absorbed' is used here?*
- p. 15: Ask children to define 'environmental' in their own words. (Support and extend discussion.) Ask, *What environmental issues matter most to you?*
- p. 15: Explain to children that the word 'deposit' comes from a Latin word 'depositum', meaning 'laid aside'. Ask, *How does that root help you to work out the meaning of 'deposit' as it is used here?*
- p. 17: Challenge children to use the word 'particle' as they might in everyday use (e.g. a particle of dust). Explain that when talking about atoms, the word's definition is more specific: it refers to the tiny parts that make up an atom.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how identifying an author's message can help you analyse and make decisions about the information you read. As children are introduced to this subject, model how to identify an author's message, and ask them to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Infer and draw conclusions:* Explain to children that determining an author's message will require them to use their inferring skills to draw conclusions. Ask, *How can charts and their labels help you make inferences?*
- *Compare and contrast:* Point out to children that the text covers a variety of different energy sources, and provides the benefits and downsides of each; ask children to compare and contrast each in charts within their learner's notebooks.

## Author's message

**Model** the strategy on pp. 4–5. *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed making inferences, and identifying main ideas. Now, let's talk about identifying an author's message. The message is the big idea that the author wants us to learn from the text. Identifying the author's message may involve making inferences based on text evidence. In an informational text such as this one, it may also require adding up all the details the author provides. Knowing the author's message is essential to fully understanding a text. For example, on page 4, the chapter title is, 'So What Is Energy Anyway?' Then, the author provides examples of what energy does, and the many forms of energy. She answers the question. I think the answer is also the author's message.*

- p. 8: *Here, again, the author asks a question. I took a peek at the next few pages, and I can see several details about fossil fuels. The last paragraph seems to be the message the author is trying to get across: that the debate about energy usually starts with talking about fossil fuels.*

**Practise** the strategy and ask children to write their responses on their BLM.

- p. 10: *The very first sentence of this page tells me that the author's message in this chapter will be about fossil fuels. This page provides information about both sides of the issue. What is one problem with fossil fuels? Why might this not be a problem?*
- P. 15: *The author summarises the chapter on this page. What are some of the pros of fossil fuels? What are some of the cons? I think the author's message in this chapter is that there are many reasons for the debate around fossil fuels.*
- p. 16: *Look at the chapter title. What do you predict the author's message will be about in this chapter?*
- p. 17: *Reread the Power Fact. Which side of the debate about solar power does it support? Do you think the author agrees with this side, or the other? Why? Do any of the features provide information that you could use to draw a different conclusion?*
- p. 21: *What do you think the author's message is in the chapter? What details throughout the chapter did you use to make that decision? How did the graphics help you?*
- p. 24: *So far in this chapter, all the information points to the author's message being that wind energy is the way of the future. But here, a detail tells me that this is not the case; the author's message is less opinionated. Can you tell what detail that is?*
- p. 27: *What do you think the author's message was in this chapter? What details helped you draw that conclusion.*
- *Look back at the format each chapter follows. What do the titles have in common? What do the structures have in common? How do these factors help you determine the author's overall message?*
- *After practising identifying the author's message, ask children to turn to a partner and discuss how knowing how to determine an author's message can help their understanding of the text.*

## Vocabulary strategy: Understand author's craft

Tell children that writing is an art, and a craft. Say, *An author's craft includes everything from the organisational structure to the*

*words and features the author chooses. Studying how an author uses words can help a reader develop an understanding and appreciation of the author's craft.*

As you go over these questions, ask children to record their answers in their learner's notebooks.

- Explain to children parallel structure: when an author repeats a grammatical form within a sentence. Provide children with this example: 'Katie ate, ran and slept'. Also provide them with a comparison: 'Katie ate, went running and slept'. Now read aloud the first paragraph on p. 4. Ask, *Which sentence is an example of parallel structure? What words provide the parallel? Challenge children to find another example. Point out that parallel structure makes a text flow smoothly.*
- Point out to children the author's description of the location of fossil fuels: 'deep underground...in far away and remote places' (p. 11). Ask, *Why do you think the author chose to use so many descriptive words? What does this technique emphasise, here?*
- Ask children to turn to pp. 12–13. Say, *Authors choose a text structure that helps them get their message across. What kind of text structure has the author used here? What clue words did you use to determine that answer?*
- Ask children to read the Power Fact on p. 21. Say, *Often authors include features to support their text. What sentences does this feature support?*

## Writing: Planning a persuasive text

Under your guidance, children will begin planning a persuasive text.

- *The author of this text feels strongly about our environment and energy. What is an issue you feel strongly about? Now is your chance to persuade others to see things from your point of view! Begin planning a persuasive essay. Choose an issue that means a lot to you. What opinion will you argue? With your teacher's help, gather source materials. You will need to back up your opinion with facts. Write an outline of your essay. Include an opinion statement, several facts and a conclusion.*

## ► English Language Learners

- Provide additional support for the science words in this text by pointing out that foreign language speakers may already be more familiar with them than they know. Model using an online dictionary to translate *chemical energy*. Make a flashcard with the English version on one side, and the cognate on the other. Encourage children to look up more scientific words and make cards for them. ELL students who speak a non-Romance language can also benefit from learning this strategy: many new words might be similar to words they already know. Ask them to share any they can.

## ► Assessment

- BLM completed
- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples. The BLM could be kept in the child's portfolio.

# The Great Debate: The Future of Energy



Level: 35 Non-fiction Word count: 4,430 Text type: Persuasive Part 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** efficiently, elegant, magma, technology

**Learning objectives:** Identify author's purpose, understand author's craft, analyse charts and labels, apply the writing process: drafting a persuasive text

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,478 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* When children have finished the text, ask them to connect to other information they may have read from different sources. Ask, *Which form of energy do you think is the best? Explain why.*
- *Visualising:* Remind children to continue visualising technology as its described. Remind them to consult the graphs, charts, labels and other graphics to elucidate difficult-to-visualise technology.
- *Clarifying:* Children may need to have some words that are part of the scientific explanations clarified. Do so through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Questioning:* As questions arise, ask children to make a note of them in their learner's notebooks for later discussion.
- *Inferring:* As they read descriptions of each type of energy, ask questions to deepen their understanding, such as, *Can you infer where this type of energy source would be most easily accessed? Where might it not work so well? Cite text evidence to support your inference.*
- *Summarising:* Ask children to compare the different energy sources, noting similarities and differences in their benefits and downsides.
- Walk around as children are reading to check their fluency. Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.
- p. 27: Point out the caption and the word 'elegant'. Say, *How can you use context to define 'elegant'?*
- p. 38: Explain to children that 'technology' comes from two separate Greek words: 'tecne' and 'logos'. Challenge children to find their meanings, and connect what they learn to define 'technology'.

- p. 40: Children may be familiar with the word 'magma'. Ask, *Which phrase on the page best supports your understanding of what the word 'magma' means? (Support and extend discussion.) How is magma different from lava?*
- p. 62: Say, *Define 'efficiently' in your own words. (Support and extend discussion.) Why is using energy 'efficiently' a good thing? How did the suffix '-ly' change the form?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how understanding why an author wrote a text, or used certain words and details throughout can help readers to deepen their understanding of it. Very briefly model for children how to use clues to find purpose. Then, ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify genre characteristics:* Remind children that non-fiction texts often have features such as charts and diagrams to help readers make sense of all the information presented to them, or to provide even more information than fits in the text. Ask children to keep a list in their learner's notebooks of all the text features they found useful.
- *Comparing and contrasting:* Challenge children to identify the organisational text structure the author uses for this book (compare and contrast). In their learner's notebooks, ask children to keep a chart comparing the benefits and downsides to each form of energy presented.

## Identify author's purpose

**Model** *Strategies help us solve problems we encounter when we are trying to read, write and learn. In previous readings, we've discussed how to identify an author's purpose for writing a text, for using certain words, even for using certain graphics such as charts and photos. Remember that identifying purpose allows you to deepen your analysis of a text in general. In a text such as this one, I would wonder why, for example, on pages 30–31, the author includes several reasons why hydropower is suitable for electricity. I wonder if her purpose is to persuade me to think so, too.*

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 32: *I can see that the author provides negative information*

about transforming hydropower into electricity, too. Do you think my first assumption about the purpose was correct? Or has this information changed your mind? Why do you think the author included both sides of the argument?

- p. 34: Look at the diagram of the nuclear power station. For what purpose do you think the author chose to include it? How does it help you understand the text better?
- p. 37: The author writes, 'When uranium atoms split, they give off radiation...'. For what purpose does the author include this information? Which side of the debate does it support?
- p. 39: Look at the caption for this photo. Can you infer why uranium will not last forever? Why do you suppose the author includes this information? Do you think it reveals something about her own point of view, or was it to strengthen her argument?
- p. 40: So far, the chapter titles have all been in the form of a question. For what purpose might the author have chosen this structure?
- p. 44: Look at the photo of bathers in the hot spring. For what purpose did the author include this photo? Which side of the debate does it support?
- p. 52: The author states that the debate about energy 'should' also include how we use our energy. Why does the author use the word 'should'? What can you infer about the energy debate by that word? Do you think people often talk about how we use energy when they discuss energy?
- For what purpose do you think the author wrote this text: to entertain, inform or persuade? For each energy source the author introduces, she provides a list of benefits and a list of problems. What text structure is this? How does choosing this text structure support the author's overall purpose?
- After practising identifying purpose, ask children to turn to a partner and discuss how understanding an author's purpose for writing a text, and using different features and words, allows a reader to deepen their understanding of a text.

### **Vocabulary strategy: Understand author's craft**

Remind children of the work they've already done understanding an author's craft. Say, *When we talk about an author's craft, we talk about their reasoning for using certain words, phrases and literary devices or tools. In fiction, this may include figurative language such as metaphors or similes. But in this non-fiction piece, we can still find some examples; these are more structural, or hint towards the author's understanding of how to write the text so that it comes together and is easily understood by the reader.*

- Ask children to read the caption on p. 27. Say, *Authors strive to use language that is as precise as possible. Explain why the author chose to use the word 'elegant' rather than a direct antonym for ugly such as 'pretty' or 'beautiful'.*
- Ask children to reread p. 28. Point out the second paragraph, describing how hydropower is accessed and transformed into electrical energy. Say, *What kind of structure does the author use to describe this process? Why do you think she did so? How does this help the reader understand the concept?*
- Read aloud the sentence from p. 30: *'It is a renewable form of energy, it causes very little pollution, and the fuel it needs is free.'* Ask, *Does this sentence use parallel structure? Challenge children to rewrite the sentence using parallel structure.*
- Point out, on p. 32, the use of the synonyms 'large' and 'huge' right next to each other. Ask, *Why do you think the author chose to repeat these words? What effect does it have on her explanation of the dangers of damming?*

- Ask children to turn to pp. 36–37. Say, *The author uses the word 'main' twice on these pages: once to talk about the main benefit, and then again to talk about the main point in the debate about nuclear power. How does her word choice help you prioritise information?*
- Guide children towards looking at the title of the chapter, 'Can the Earth Provide Our Energy?' (p. 40). Remind children that predicting what a text will be about is a helpful pre-reading strategy. Ask, *How does this title help you predict what information this chapter may include?*
- Read aloud the first sentence on p. 49. Ask, *What is this an example of? What does the author mean by 'play a part'?*

### **Writing: Drafting a persuasive text**

Assess children's plans for their drafts before they begin this next step in the writing process.

- As you begin writing your first draft, refer back to your outline to organise your thoughts. Make sure your draft has an introduction, a middle and a conclusion. You should also have a thesis statement that clearly states the point you will argue. Your body text should include not just your opinion, but several cited facts that can be proven. Your conclusion should repeat your point of view and summarise the reasons you gave to support it. Once you have completed your draft, read through it and make any changes you feel can improve it. Then, swap drafts with a partner. Take turns providing feedback, such as asking questions to get more details, or asking for more new sources of information to clarify a passage.

### **► English Language Learners**

- Provide additional support for differentiating between an opinion and fact, a skill essential to persuasive writing. On several flashcards, write either one opinion or fact. Model determining the first set by asking whether or not each can be proven. Allow children to work in pairs to determine the rest. Point out that when writing persuasively, opinions are not enough; opinions must be backed up with facts that can be proven.

### **► Assessment**

- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples.
- Complete the Oral Reading Record (page 90).
- Record whether children liked the text and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify author's message

Complete this activity to explain how you can infer an author's message from chapter titles, features and text clues.

- Write the chapter title in the first column.
- Include text and graphic details from the chapter in the next column.
- Use those details to conclude the author's overall message in the chapter.
- The first row has been done for you.

Chapter Title	Details	Overall Message
So What Is Energy Anyway?	Energy provides heat, electricity, is in food, is used for moving, thinking, etc.	Energy is a resource we need and use everyday.

What was the overall message in *The Great Debate: The Future of Energy*? Choose the correct answer.

- Some energy sources are beneficial, while others are easier to access but have little benefits.
- There is a debate about which energy source to focus on developing in the future.
- Solar energy is the way of the future.
- Fossil fuels are about to run out.

For what purpose did the author write this text? Give an example of how the author used features to achieve this purpose. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Main teaching focus**

Comprehension: Identifying author's message

**Other teaching focus**

Comprehension: Identifying author's purpose

**Teacher's note**

Children go through each of the chapters in Part I and infer their message from word clues, diagrams and other graphics. They extend their thinking to determine the author's overall message and purpose.



# Sailing to Freedom

Level: 35 Non-fiction Word count: 5,118 Text Type: Biography Part I



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** abolished, blockade, Confederacy, navigate, plantations, Union

**Programme link:** *Sailing to Freedom* E-book

**Curriculum links:** American Civil War, history, slavery, social studies

**Text summary:** Robert Smalls was a slave forced to fight for the Confederate Navy during the American Civil War. One night, Smalls and his crew of fellow slaves decided to escape and head for the safety of Union waters only seven miles away. Would they finally make it to freedom?

**Learning objectives:** Use multiple text formats, use a timeline or map, understand figurative language and metaphors, apply the writing process: revise a persuasive draft

## Getting started with predictions

- Allow children to look through the book. Ask them to predict what genre this text is (fiction vs non-fiction, fable vs biography). Allow them to share responses and explain what information or features they used to make their predictions.
- Ask children to share what they know about the American Civil War and slavery. Ask them to look at the title and the contents page. Ask, *What do you think might happen in this book?*

## Reading the text

Ask children to read the text independently up to page 36, which is 2,665 words. Tell them that sometimes it is necessary to reread several times to gain meaning. Encourage children to use their learner's notebooks to record questions they may have.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* As they read the book, ask children to think about other non-fiction texts they have read about slavery, noting similarities and differences in point of view.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and tools such as a dictionary.
- *Visualising:* Remind children that the author has used images and maps to assist them with visualising the events described.
- *Summarising:* To keep track of information and action, advise children to mentally summarise events and the relationships between characters as they read.
- *Inferring:* Encourage children to make inferences about characters and their relationships, and events, and use text evidence to support them. If children have difficulty, guide them to infer why Robert Smalls wants to sail north.
- As children are reading, walk around the room and check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- page 6: Ask, *What does 'abolished' mean?* (Support and extend discussion.) *Which phrase defines it in context?*
- page 6: Ask children to define 'plantations' in context. Which phrase helped them work out the answer?
- page 8: Ask, *Why do you think 'Union' is capitalised?*
- page 8: Ask children to look up the word 'confederacy' in a dictionary and decide which meaning works in this context.
- page 20: Point out the word 'navigate'. Ask children to look up its Latin roots in a dictionary, and define it based on this.
- page 33: Refer children to the illustration on page 33. Ask, *How does this help you understand how a blockade works?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain how using multiple text formats is a great strategy for gathering more information from a text. Explain that multiple formats may include the main text and features such as fact boxes, maps, illustrations, timelines and more. As children are introduced to this subject, model for them how to use information provided in another format. Then ask children to work independently through the remaining questions. Offer additional support during instruction as needed through modelling and by providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify point of view:* Challenge children to identify from which point of view this biography is told. How does the author feel about Smalls and slavery in general? How would it have been different if written by a Confederate officer? Use this opportunity to explain the Winston Churchill quote, "History is written by the victors."

- **Identify genre characteristics:** Remind children that historical biographies share many features that can be used to identify them as such. For example: timelines, photos, quotes and a chronological text structure. Define these features, and ask children to note them as they come across them.

### Use multiple text formats

**Model** the strategy using page 5. Say, *Strategies help us solve problems we encounter when we are reading, writing and learning. We've already discussed identifying main ideas and details, as well as making inferences. Today we'll talk about using multiple text formats. Especially in a non-fiction book, authors often provide information in forms other than the main text. Features such as maps, illustrations, quotes and fact boxes can help support information found in the text. They can also provide more details about points made in the main text. For example, on page 5, I can see an illustration of a slave auction. Above this, the main text reads, 'Enslaved people were bought and sold like property.' The illustration reinforces how terrible that idea is; it shows an entire family being treated like objects. The illustration really makes the point in the text stronger. That's probably why it was chosen.*

- p. 9: Look at the fact box. It tells me that 620,000 soldiers died during the American Civil War. That extra piece of information drives home just how awful that period in US history was.

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 11: I would have thought that people were stolen from West Africa simply because it was a convenient route to navigate. But it turns out that the reasons were more sinister. Use information found in another format to explain why slave traders took people from West African countries.
- pp. 12–13: Look at the illustration of the slave auction. Which sentences does the picture help support?
- pp. 14–15: There is information in two formats other than text on these pages. Why has the author included the illustration? What about the quote? How does the information in these formats help us better understand Robert Smalls?
- p. 27: Why would the author include a photo of Abraham Lincoln? Why is he important to this story? How does including his photo help you identify the genre?
- p. 29: Does the map show you new information or support details from the text? Which side had more support during the war?
- p. 33: Look at the caption that accompanies the map. It offers support for the map rather than the main text. How does it help you understand the map better?
- Find another example of information that appears in more than one format. What was the author's purpose in including it?
- Ask children to turn to a partner and discuss what they've learned about using multiple text formats. Ask them to decide whether they find text or graphic formats most helpful.

### Vocabulary strategy: Understand figurative language: Metaphor

Remind children that often authors use figurative language to get a point or image across. Say, *Recall that figurative language is a way of describing something so readers can understand it better. Similes and metaphors are just two examples of figurative language. Both are used to make comparisons. Some figurative language paints a better picture than plain language. Being able to understand*

*figurative language will help deepen your understanding of a text and your appreciation of an author's craft.*

- Read aloud the first sentence on page 4. Ask children what the author means by the phrase 'dawn crept'. Guide them to understand that the author wants readers to understand that the sun was slowly rising.
- Say, *The author says that the crew members had all their hopes 'pinned' on Smalls (p. 4). How does that image describe the burden Smalls carries?*
- Draw children's attention to the last sentence on page 5: 'Enslaved people were bought and sold like property.' Define simile and metaphor for children. Then challenge them to tell you whether this sentence is a simile or a metaphor.
- On page 17, the author uses the phrase, 'darkness fell'. Ask, *What does this figurative language describe? How is it similar to 'dawn crept'?*
- Ask children to reread the last paragraph on page 34. Ask, *How many examples of figurative language can you find here? Explain what each means.*
- Challenge children to devise a metaphor comparing slavery to another object or condition.

### Writing: Revising a persuasive draft

Children will revise the persuasive drafts they began earlier.

- *Authors often revise their work several times. Think about the feedback you received from your partner. Was your original draft persuasive enough? What details could you add to make it more persuasive? Could your writing be improved with figurative phrases? Were there any confusing sections or questions that needed to be answered? Now is the time to address these issues. Revising is about improving the content and organisation of your writing. Next, you will edit to improve the grammar in your text.*

### ► English Language Learners

- Provide additional support for identifying genre features. Help children to use dates and text features, such as illustrations, maps and photos, to better understand the significance of Smalls' decision. Model using dates on page 5: *Smalls is steering the boat and it's 1862. Why is that so important? Oh, I see here that the American Civil War started just a year before—and slavery was still legal where the ship was. I think that Smalls must be leading enslaved people to freedom, which was still a crime.* Continue guiding children to describe how the features help them understand elements such as plot development and setting.
- In their learner's notebooks, ask pairs of children to write a bulleted list of important events alongside the feature they used to determine why each event was important.

### ► Assessment

- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples and keep them in the child's portfolio.

# Sailing to Freedom

Level: 35 Non-fiction Word count: 5,118 Text Type: Biography Part 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** ammunition, gangplank, surrendered

**Learning objectives:** make text-to-text connections, use a timeline or map, understand figurative language and metaphor, apply the writing process: edit a persuasive piece

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,453 words. Tell them that sometimes it is necessary to reread several times to gain meaning. Read the text along with children. Encourage them to use their learner's notebooks to record questions they may have.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Questioning:* Ask children to use the text and text features, such as photos, timelines and quotes, to answer questions.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand. Clarify these through discussion, partner talk, and using tools such as a dictionary.
- *Visualising:* Remind children to visualise the setting, including the time period, by forming a mental image and using illustrations and photos to strengthen their ideas.
- *Inferring:* Using the text, ask children to make inferences about Smalls, his family, and the people who escaped with him. Ask, *Why was it so risky for them to try to escape?*
- *Making connections:* Invite children to imagine themselves in Smalls' shoes as they read. Would they feel courageous—and desperate—enough to act as he did?
- *Summarising:* If children encounter difficulties, ask them to turn to a partner and summarise the information they've read, integrating information from multiple sources within the text. They can write their summaries in their learner's notebooks, or simply state them if time permits.
- As children are reading, check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- page 38: Ask, *What is ammunition?* Give examples of types of ammunition.
- page 38: Point out the context in which 'surrendered' is used. Ask, *Who surrendered at Fort Sumter? Which side was victorious during the battle at Fort Sumter?* Ask children to name a synonym and antonym for 'surrendered'.
- page 39: Ask children to define 'gangplank' using context clues.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain how connecting one text to another can help readers gain more insight into the subject or genre. Before beginning to practise, print out or bookmark the other texts for children to use. Then model making a connection between texts, and ask children to work independently through the remaining questions. As children are introduced to this subject, model how to integrate information from multiple texts. As needed, provide additional support during instruction through modelling and by providing gradual release towards independence. Finally, provide children with further vocabulary practice.

## Comprehension

- *Use multiple text formats:* Remind children to continue using multiple text formats both within this text and others.
- *Identify point of view:* As children make use of multiple texts, remind them to identify the point of view from which it's told, and compare how that affects the information provided to the reader.

## Make text-to-text connections

**Model** the strategy using page 36. *Strategies help us solve problems we encounter when reading, writing and learning. Today we'll talk about connecting information between texts. When we connect what we've read in one text with something we've read elsewhere, we might understand both texts in a new and deeper way. For example, the biography of Smalls automatically reminds me of another well-known leader, Harriet Tubman (article and video on [www.biography.com](http://www.biography.com)). Both led enslaved people to freedom. From learning about Harriet Tubman, I better understand why Smalls and his crew would risk their lives. The lure of escape was strong, and many had already successfully escaped. Let's look for other opportunities to connect texts.*

- p. 37: *Read about Hannah's thoughts on the daring escape plan. Then read the poem 'The Slave Mother' by Frances Ellen Watkins Harper (found on The Poetry Foundation's website). This poem helps me understand Hannah's willingness to risk her life, and those of her children, for freedom. Which images in the poem do you think best convey Hannah's fears?*

**Practise** the strategy and ask children to write their responses in their learner's notebooks or the **BLM**, as specified.

- p. 42: *Think back to another text you read: Journey to the Top of the World. In your learner's notebook, explain how Robert's responsibility is like Tenji's. Can you connect the two in any other ways? How is the text structure of that book similar to the text structure in this one?*
- p. 43: *Read about the history and culture of Fort Sumter. (See the US National Park Service's website.) Connect it to the information in the text. How does one text help you understand the other better? Write two examples in your learner's notebook. Would you say that reading both helped you better understand the danger the enslaved people felt while escaping?*
- p. 48: *Reread the section that describes the thoughts of the Union soldiers aboard their ship as Smalls and his crew approached. Now, connect it to the first-person account (on the PBS website, article entitled, 'Which Slave Sailed Himself to Freedom?'). What more did you learn about the escape? How does reading both texts provide you with a more complete picture of the escape?*
- pp. 60–61: *Look at the timeline of Robert Smalls' life. Now, find a biography in a print reference or online. Which format do you prefer? Give two examples to explain why. Write your answers in your learner's notebook.*
- Ask children to read *The Brave Escape of Ellen and William Craft*. (An article about them can also be found on Smithsonian Magazine's website.) Say, *Connect this text to Robert Smalls' story. How are they similar? How are they different?*
- Say, *With help from a teacher or librarian, find a text that connects with this one. It might connect because of the subject or the genre, or one may simply reference the other. Complete the BLM to explain the connection. If children encounter difficulties, model the task to guide them on how to proceed.*
- After practising making text-to-text connections, ask children to turn to a partner and discuss how being able to identify an author's purpose for including words, features and other elements adds to their understanding of the text.

### **Vocabulary strategy: Understand figurative language: metaphor**

Ask children to recall what they learned about how authors use figurative language to make a point through a comparison or an exaggerated description. Being able to understand and use figurative language makes us better readers and writers.

- Reread page 37 aloud. Then ask, *What does it mean that Hannah and her children 'would probably face death' if caught? Is death a person?*
- Remind children what the word 'ammunition' means. Say, *Listen as I say this sentence: 'His secrets were ammunition in the war.' Based on your understanding of the definition of 'ammunition' as used in the text, explain what this metaphor means.*
- Invite a volunteer to act out what the phrase 'sprang into action' (p. 40) means. Ask, *Why didn't the author simply write that the men began working quickly? How does using figurative language here improve the text?*
- Invite children to say if they've heard the phrase 'no time to lose' (p. 42). Explain that a well-known figurative phrase such as this one is called an idiom. Ask a volunteer to explain what

it means. Then challenge children, *How else could the author have expressed this sentiment?*

- Read page 45 aloud. Ask children to explain the simile that involves time. Ask, *Why didn't the author simply write, 'The wait lasted quite a long time,' instead of 'It seemed like forever...?'*
- Ask children to consider the author's choice of the word 'charging' (p. 48). Challenge them to describe why this word creates an image that is more precise and vivid than another word, such as 'hurrying', would be.
- On page 59, the author says that Robert Smalls 'pushed' for equal rights. Demonstrate pushing an object before asking a volunteer to explain what the word means here. Ask, *How is this an example of figurative language?*
- Ask children to write metaphors to describe Robert Smalls, Abraham Lincoln, and the country during the American Civil War.

### **Writing: Editing a persuasive draft**

Children will edit their revised drafts for grammar.

- *Now that you have revised the content of your writing, it is time to edit for grammar. Are there any misspelled words or misplaced punctuation? Did you capitalise proper nouns and the beginning of sentences? Are titles indicated with italics or quotation marks? Is your source material cited in the correct format? Once you feel confident that you've corrected any errors, swap with your partner and provide feedback on their text. Then make any final corrections needed.*

### **► English Language Learners**

- Provide additional support for reading a timeline. Prepare in advance by writing each entry on an index card with the date on one side and the event on the other. Shuffle them up before presenting them to children. Model picking up the first two and placing them in order. Then model comparing them to the timeline in the book. Say, *I see that the events listed happened in chronological order. Ask children to finish sorting the cards. Then ask questions such as, 'Which of the following happened first: Robert begins working on the Planter or is asked to give up his seat on a streetcar?' Continue asking children these questions and offering guidance as needed. Point out that the timeline contains the same information as the text, just in a different format.*

### **► Assessment**

- BLM completed.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples. The BLM could be kept in the child's portfolio.
- Complete the Oral Reading Record (page 91).
- Record whether children liked the story and their rationale for their opinions.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Make text-to-text connections

Complete this activity for the text you chose to connect to this one.

Share your responses with the class.

- Fill in the answers to each question with specific quotes from the text.

Title #1: *Sailing to Freedom*

Title #2: \_\_\_\_\_

Why did you choose the second title? What made you think of the first book when you read it?

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How are the subject matters alike? How are they different? \_\_\_\_\_

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Are the texts the same genre? If not, which did you prefer? Why? \_\_\_\_\_

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Which text provides more information? Give examples from each to support your answer.

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Does either text provide information in a different format? If so, how is each format helpful?

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Explain how reading the additional text helped you understand both better. \_\_\_\_\_

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**Main teaching focus**

*Comprehension:* Use multiple text formats

**Other teaching focus**

*Comprehension:* Make text-to-text connections

**Teacher's note**

Children connect one text of their choice to *Sailing to Freedom*. They describe the reasons behind their connections, including which texts, genres and text formats were more useful to their learning styles.

# Famous Leaders



Level: 35 Non-fiction Word count: 5,169 Text type: Biography/Informational text Part: 1

- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Academic vocabulary:** civil war, consul, equality, faith, rebel, reign, senate, settler, slavery, treaties
- Programme link:** *Famous Leaders* E-book
- Curriculum links:** biography, history, people and places
- Text summary:** Why is Elizabeth I considered one of the greatest British rulers? How did Mahatma Ghandi bring peace to India? Get ready to meet famous leaders whose ideas and actions have determined the course of history.
- Learning objectives:** Identify author's message, use maps, charts and sidebars, review vocabulary strategies, apply the writing process: publish a persuasive text

## Getting started with predictions

- Encourage children to study the cover and contents page. As they leaf through the text, ask them to predict the book's genre (non-fiction vs fiction, informational vs instructional). Guide children to notice that they used text features specific to the genre to draw their conclusions.
- Once children have identified the genre, ask them to predict what the book will be about. Access prior knowledge by inviting them to share what they know about famous leaders that they think will be included in the text.

## Reading the text

Ask children to read the text independently to p. 37, which is 2,983 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Ask children to think about what makes a leader great. To which leader do they most relate?
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand. Clarify these through discussion, teacher/child expertise, partner talk, and by using tools such as a dictionary.
- *Visualising:* Ask children to use details and features to form a mental picture of the time and place where each leader lived. Doing so will help them better understand the text.
- *Inferring:* Ask children to infer character traits based on actions or statements made by each leader.
- *Summarising:* Encourage children to summarise new information about each of the different cultures and times in which these people lived. Doing so will help them better comprehend the context that shaped these individuals and made some of them controversial in their time.
- Walk around as children are reading to check their fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 10: Ask children what they know about the United States Senate. Then say, *How does having heard the word 'senate' in another setting help you understand its meaning in this context?*
- p. 10: Ask children to identify the phrase that defines 'consul' in context.
- p. 11: Using the contextual definition of 'reign' in the book, challenge children to define the term in their own words.
- p. 11: Say, *The word 'civil' comes from a Latin word that means 'of or relating to citizens'. Using this root, how would you define 'civil war'?*
- p. 14: Point out the word 'overthrew,' which is used to describe what rebels did. Ask children to explain why this single word can help readers determine what a rebel is.
- p. 21: Ask volunteers to share common sayings that include the word 'faith'. (i.e., 'Have faith in me', 'I have faith in you', etc.). Then ask, *Can anyone explain what the word 'faith' means in these phrases? Explain that when used in the context of religion, it means the same thing.*
- p. 25: Point out the word 'slavery' to children. Ask a volunteer to define 'slave'. Say, *'Slavery' is made up of the base word 'slave' with the suffix '-ery' added to it. Using what you know, what do you think the word 'slavery' means?*
- p. 25: Challenge children to think of synonyms for the word 'treaties'. (Support and extend discussion.) If they need assistance, describe some other historical treaties.
- p. 28: Ask for a volunteer to read aloud the second paragraph. Ask, *What is a 'settler'?* Explain that in this context, 'settle' means 'to migrate to an area'.
- p. 32: Ask, *Do you recognise any word parts in the word 'equality'?* If they are struggling, guide children to see the word 'equal'. Use this opportunity to point out how breaking words down can help define a new word.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain that identifying an author's message is one such strategy. Quickly model identifying an author's message to deepen your understanding of the text, then ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding, if possible, during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- Use text evidence: Place children in groups and ask them to determine the author's message in various passages. Remind them to cite text evidence when doing so.
- Use maps: Help children recall that the text features, such as the maps provided in this text, can clarify and deepen their understanding of the information they read.

## Review: Author's message

**Model** Strategies help us solve problems we encounter when reading, writing and learning. We've already discussed several strategies, and today we'll review identifying an author's message. Identifying the message of a non-fiction text can be a little tricky. As with fiction, it requires inferring and drawing conclusions. It's different from identifying an author's purpose for writing. The purpose tells WHY the author wrote a text. The message is the big idea that the author wants us to learn from the text. Looking at the text on page 4, I can see that the author lists different reasons why people become leaders, but they have all made history. I think that's the author's message in that section: Great leaders are people who change history in different ways.

**Practise** the strategy and ask children to write their responses on the BLM.

- p. 6: The author writes that Alexander was a strong leader and describes him as an empire builder. I wonder what message the author is giving about the qualities necessary to build an empire. Let's read through the passage and find out.
- pp. 8–9: What message does the author send about Alexander's leadership by including the map to show his conquests? How does the graphic support the message in the text?
- p. 11: The author writes of Julius Caesar, 'He will always be known as a brave and bold leader.' I think the author used that sentence to send a message about Caesar's life and death at the hands of his enemies. What message is the author trying to send?
- p. 12: Reread the first two paragraphs about Genghis Khan. What conclusion can you draw about the author's message? Explain.
- pp. 22–23: In reading this passage, I'm inferring that the author had a specific message in mind that no one could beat Queen Elizabeth I. Do you agree? What text evidence could you use to support this inference?
- The author has included several different types of leaders in this text about great leaders. What message do you think the author is sending with such a broad selection?
- After practising identifying the author's message, ask children to turn to a partner and discuss what they've learned.

## Vocabulary strategy: Review

Explain to children that they may have already learned these words and will now review them using strategies with which they are familiar. As a reminder, tell children: *Reviewing vocabulary strategies will reinforce how to use them. That will help you decipher unfamiliar words you may encounter.*

- Ask children to read p. 6 again. Say, *The author writes, 'It was a challenge'. What does the author mean by 'it'? Which word or words best summarises the challenge Alexander issued?*
- From p. 13, read aloud: *'The Mongol armies swept through China and captured Beijing.'* Guide children to volunteer that this is an example of figurative language. Ask, *Did the Mongol army bring brooms to China? What does the sentence mean?*
- Ask children to listen as you read the sentence about rebels (p. 14). Say: *The word 'rebel' can be a verb or a noun. Which meaning is intended here?*
- Explain to children that 'invade' (p. 16) comes from the Latin word 'invadere', which literally means 'to go in'. Ask, *Why would nearby countries be alarmed that Napoleon intended to invade? How does knowing the root word 'invadere' help you better understand the text in this instance?*
- Read aloud the sentence, *'At age 15, she was sent against her will to Russia to marry Prince Peter III.'* (p. 26) Ask children, *Can you use context to define 'will' as it is used here?*

## Writing: Publishing a persuasive text

Children have finished writing, editing and revising their drafts and are now ready to publish them.

- The next step in the writing process is publishing. You've published several different writing projects by now. As you know, how you choose to publish them depends on the method you used to create your persuasive text. You may print out a report, pictures or source documents, and compile them in an order that will make sense to your reader. Or you may put these pieces together as slides for an orderly whiteboard presentation. Once you've finished, read your persuasive text as an objective reader. Do you think it will convince a reader to see things your way?

## ► English Language Learners

- Provide additional support for children struggling to determine author's purpose. Model the skill by pointing out that Chapter 3 is entitled, 'Fighting for Rights'. Together with children, read the biography of Chief Sitting Bull (pp. 28–29). After reading the second paragraph, say, *Chief Sitting Bull helped unite the Sioux Nation to fight for their rights. I think that telling readers this is the author's purpose for writing about Sitting Bull.* Point to the callout quote and say, *This tells me a lot about Chief Sitting Bull as a person. I think that's why the author included it.* Turn to another chapter and repeat the exercise with another leader. Then ask children to choose a leader and repeat the exercise independently.

## ► Assessment

- BLM completed.
- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples. The BLM could be kept in the child's portfolio.

# Famous Leaders

Level: 35 Non-fiction Word count: 5,169 Text type: Biography/Informational text Part: 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** allies, apartheid, legislature, prime minister

**Learning objectives:** Review using multiple text formats, analyse maps, charts and sidebars, review vocabulary strategies, apply the writing process: share a persuasive text

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,186 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage students to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Invite children to imagine living during each of the eras they read about. What would their feelings have been about each leader?
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand. Clarify these through discussion, teacher/child expertise, partner talk, and by using tools such as a dictionary.
- *Visualising:* Remind children that when forming mental pictures, they should look at text features, such as sidebars, charts and maps, for added details that can make their images more accurate.
- *Questioning:* Encourage children to continue asking any questions they have before, during and after reading this section of the text.
- *Summarising:* Guide students to summarise information about each of the leaders that the author wrote about. For an extra challenge, if time permits, ask them to compare and contrast two leaders with brief summaries.
- *Inferring:* Children should infer character traits of each leader, using his or her actions and words for support.
- Walk around as children are reading to check their fluency. Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.
- p. 41: Ask, *What is a legislature? How did you determine the meaning of this word?*
- p. 44: Explain to children that when used in a political way, 'minister' means 'head of a government department'. 'Prime' means 'main'. Ask, *By defining these words separately, can you infer the meaning of 'prime minister'?*

- p. 44: Point out to children: *The Allies were on our side during World War II. What would it mean if you claimed you were an ally to a group of people? (Support and extend discussion.) What would it mean to say you allied yourself with a country or a team?*
- p. 54: Challenge children to find within 'apartheid' a word they recognise. Guide them to see that 'apartheid' comes from 'apart' + '-heid', which is similar to the English suffix, '-hood'. Ask children to use this information and the context around the word 'apartheid' to determine its meaning.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain that using multiple formats is a great strategy for grasping non-fiction texts. Quickly model using a text feature in another format to gain information, then ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding, if possible, during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Summarise:* Working in pairs, ask children to take turns summarising the lives and accomplishments of each leader they read about, making sure to emphasise what made that person a leader.
- *Identify cause and effect:* Challenge children to think of the events that helped shape each leader discussed in the book. Then ask how their actions affected history. Ask children to record their ideas in their learner's notebooks before inviting them to share with the class.

## Review: Multiple text formats

**Model** *Strategies help us solve problems we encounter when reading, writing and learning. Reviewing some of the strategies we've learned reinforces how and when to use them. Today, we're going to review using multiple text formats to glean more information from a text. Providing information in a format other than text can help readers visualise or process information in different ways. This text relays information in several formats, including maps, charts and sidebars. On p. 43, I can see a chart that shows the number of casualties in the American Civil War. It looks like the Union suffered more casualties than the Confederacy. That's an interesting fact that*



builds on the information in the text. Let's look at other examples.

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 49: *I'm looking at the map as I read the text. The text compares the size of Germany and the USSR and provides information about where important battles took place. Why is the map important for understanding the information in the passage?*
- p. 52: *How is the fact box about Ghandi similar to the one about Lincoln (p. 41)? Why do you think the author included this fact?*
- *The section on Nelson Mandela (pp. 54–57) provides information in text format only. Which of these other formats do you think would have been most helpful to add: a map, a timeline or a chart? Explain your answer. What information would you include in your other format?*
- Ask children to look back through the text features and explain which one they found most helpful and why. Ask them to cite a specific example of that format when answering.
- p. 64: *Each of the glossary words is defined here and in the text. How do the two formats present information in different ways? Which format do you find more helpful to your understanding of the definitions?*
- After practising multiple text formats, ask children to discuss how the main idea of each section is supported by key details found in the text and other formats.

### **Vocabulary strategy: Review**

Ask for volunteers to name some vocabulary strategies and explain how to use them. Say, *We're going to practise using some vocabulary strategies on a new set of words. This will help you remember how to use them and may refresh your memory on some words you know but don't use very often.*

- Reread this sentence from p. 38: 'Washington's troops helped win the war by forcing Britain to surrender.' Point out the word 'surrender'. Ask, *Using context, can you define 'surrender'?*
- On p. 41, the author states that Lincoln had little time for 'formal schooling'. Ask, *Why did the author use the phrase 'formal schooling' rather than just stating that he was not educated? Which sentence did you use to draw that conclusion?*
- Ask children if they know about the Emancipation Proclamation (p. 42). Then explain, *The Latin word *ē*mancipātus means 'freed from control'. With this Latin root in mind, define 'emancipation' in your own words.*
- Read aloud from p. 44: 'But Churchill warned that the Nazis were a terrible threat.' Say, *The author sets a tone of danger and foreboding with this sentence. Which words help create that effect? What do they mean?*
- Challenge children to use the term 'prime minister' (p. 44) in a sentence.
- p. 52: Call children's attention to the phrase, 'Ghandi spent the rest of his life fighting for Indian independence.' Ask, *What is the traditional meaning of the word 'fight'? How does the author's decision to use it here draw attention to Ghandi's great leadership qualities?*
- Ask children to turn to p. 52. Ask for a volunteer to read the second paragraph. Write 'disobeying' on the board or where all the children will see it. Then challenge children to break down the word into a prefix, root and suffix and tell you what each means. If they have difficulty, explain that 'dis-' is a

prefix that has a reversing or negating effect on the word it accompanies. The root word 'obey' means 'to follow orders'. The suffix '-ing' turns the verb into a gerund form, which indicates that it is presently occurring.

- Ask children to consider the words that surround the word 'apartheid' (p. 54). Challenge them to name the academic vocabulary word that is an antonym.

### **Writing: Sharing a persuasive text**

Before children begin sharing their persuasive texts, remind them to be polite and provide constructive feedback and questions to their classmates.

- *Are you ready to find out how persuasive your argument is? Today you are going to share your persuasive essays with a partner or with the class. When it is your turn to review someone else's essay, remember to provide helpful feedback: For example, Did you understand the points the writer made? Did you find the arguments compelling? If you originally disagreed with the author's point of view, did his or her essay change your perspective?*

### **► English Language Learners**

- Provide additional support for using multiple text formats. Model the skill by turning to p. 43 and reading the Casualties of War chart. Say, *Both Confederate and Union soldiers were Americans. Adding up the total troops means that more than two million Americans fought during the war. The rows below show me how many of these soldiers died. The chart shows that 110,070 Union soldiers died from wounds. How many Confederate soldiers died from disease? Locate another feature and guide children to understand the information it contains. Then invite children to tell you which feature they may not understand, and help them work through it. Then encourage children to work independently.*

### **► Assessment**

- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Complete the Oral Reading Record (page 92).
- Record whether children liked the story and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify author's message

Complete the chart by identifying the author's message in various passages.

Provide text evidence to support your answers.

- Reread the passage about the leaders noted in the first boxes.
- Write the author's message in the second boxes.
- In the third boxes, provide text evidence you used to formulate your response.
- When you have finished, answer the questions below the table.

Alexander the Great	Queen Elizabeth I	Genghis Khan
<p><b>Author's Message</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Author's Message</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Author's Message</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Text Evidence</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Text Evidence</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Text Evidence</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Choose a sidebar from the text. Did it provide new details or did it provide more in-depth information about something in the text? Explain how it helped you better understand the text.

\_\_\_\_\_

\_\_\_\_\_

This book features several maps. Why do you think the author chose to present information using this format? Did you find the maps helpful? In what way? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Main teaching focus**

*Comprehension:* Identifying author's message

**Other teaching focus**

*Comprehension:* Using multiple text formats

**Teacher's note**

Children will use context to identify the author's message in various passages before analysing how using multiple text formats helped them better understand the text.

# My Famous Brother, Galileo



Level: 36 Fiction Word count: 5,575 Text type: Historical Part: I

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** approval, astronomer, conduct, reveal, telescope

**Programme link:** *Galileo's Universe* E-book

**Curriculum links:** astronomy, discovery and invention, Galileo, science

**Story summary:** It's the early 1600s, and the streets of Italy are bustling. But Michelangelo Galilei, the much younger brother of well-known Italian philosopher and scientist Galileo Galilei, feels lost in the shuffle. Then Galileo improves a small telescope, opening up a whole new world to them both.

**Learning objectives:** analyse characters, analyse illustrations, identify synonyms and antonyms, complete a short writing project using technology

## Getting started with predictions

- Ask children to discuss what they know about Galileo Galilei. Explain that Galileo was a scientist and inventor during the late 1500s and early 1600s.
- Give each child a copy of the book and discuss the title, cover illustrations and back cover copy. Ask children to predict what type of text this is and how they know (e.g., fiction vs non-fiction; realistic fiction vs fantasy). Explain that this book is historical fiction, which is a story with fictional characters and events in a historical setting. Ask children to predict what the text will be about. Say, *Note the details on the cover and watch for connections to content as you read.*

## Reading the text

Ask children to read the text independently to page 36, which is 2,937 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Ask children to pay attention to the details and pictures that describe Galileo. How do these elements differ when describing Michelangelo? Do these items remind them of any other characters and people they've read about?
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Questioning:* Before, during and after reading the text (chapter, page or paragraph), ask children to record questions they have in their learner's notebook that are related to the text.
- *Summarising:* Ask children to retell and summarise what they have read. Ask, *What were the main events?*

- *Inferring:* Encourage children to discuss inferences they made based on clues in the text. Encourage children to answer inferential questions such as: *Why do you think it was important that Galileo was at the top of a tower, conducting his experiment? What can you infer about why Galileo was up high?*
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Ask, *Do you know the meaning of 'astronomy'?* (Support and extend discussion.) *How does this definition help you in your understanding of the word 'astronomer'?*
- p. 6: Say, *Galileo was a scientist who conducted lots of experiments. Define what it means to 'conduct' an experiment.*
- p. 7: Ask, *What does 'approval' mean?* (Support and extend discussion.) *Why do you think the crowd's approval is important?*
- p. 24: Ask, *Why is the word 'reveal' a perfect word choice?*
- p. 35: Say, *'Tele' means to view from a distance, and 'scope' means to watch or look at. How do these definitions help you understand what the word 'telescope' means?*
- Although the word timeline does not appear in the text, it will be important for children to understand that the events in this story took place over time, which can be represented using a timeline.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how developing a better understanding of characters will help readers gain a little more insight into the text and the plot. Model for children how to analyse characters, and ask them to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- **Inferring:** Ask children to work in pairs to make an inference about Galileo and Michelangelo's relationship and find text evidence to support it.
- **Questioning:** Ask children to discuss with a partner questions they asked themselves while reading the text. Encourage each child to share his or her question and the other to give higher-order responses such as defending a response or providing an inference, judgement or analysis based on the text.

## Character analysis

**Model** the strategy using page 6: Say, *We can better understand characters by analysing their actions and how they are described. We can use this information to draw conclusions about characters. For example, Galileo is described as being at the top of the Tower of Pisa, and there is a crowd cheering on Galileo. This helps me draw the conclusion that he is very well respected.*

**Practise** the strategy, and ask children to record their responses on the **BLM**:

- p. 8: *The text says that music was important to Michelangelo, and he was determined to be the best musician he could be for his father. How does this description help you better understand Michelangelo? Use this information to draw a conclusion about Michelangelo.*
- p. 12: *Michelangelo blamed Galileo for their father's death. What kind of conclusion can you draw about Galileo and Michelangelo's relationship? Use evidence from the text in your answer.*
- p. 15: *Francesca teases Galileo when she asks if the other scientists were embarrassed by his experiment. Galileo responds with a grin. How does the grin help you better understand Galileo's character? What if the text simply said, "Galileo shakes his head and says, 'Certainly not.'"*
- p. 21: *Galileo is described as having long, clever fingers—much like Michelangelo and their father, and his fingers do not falter. This description gives Galileo a lot of power. Explain how this description builds your level of confidence in Galileo.*
- p. 22: *Michelangelo seems hesitant to be interested in his brother's work. For example, Michelangelo called the magnifying glass 'a silly toy'. Use evidence from the story to explain Michelangelo's caution.*
- p. 24: *The text goes on to say that Galileo was not offended by Michelangelo's remarks about the magnifying glass. What does that say about Galileo?*
- *Select one more passage describing either Galileo or Michelangelo. How does the passage help you better understand the character?*
- After practising character analysis, ask children to turn to a partner and discuss what they've learned about each character. Encourage them to discuss how analysis deepened their understanding of the characters.

## Vocabulary strategy: Synonyms and antonyms

Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have synonyms and antonyms, which are words that are similar to or opposite from the main word. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meanings of unknown words. Ask questions that encourage children to explore word meanings further.

- Explain that 'brilliant' is a synonym for 'genius' (p. 4). Ask children to come up with another synonym for 'genius'.
- Ask if 'turn up', 'mute' or 'question' is a synonym for 'muffle' (p. 6)? Ask children to explain their answer.
- Ask children to fill in the blank with a synonym for 'conducted' (p. 6): *Galileo \_\_\_\_\_ the experiment.*
- Discuss the meaning of 'approval' (p. 7). Then ask, *What is an antonym for 'approval'?*
- Discuss the phrase 'high regard' (p. 8), which means to have a good opinion of something or someone. It is also an idiom. Ask children to work with a partner to brainstorm things that mean the opposite of the phrase such as 'contempt'.
- Ask which of these is a synonym for 'satchel' (p. 17): 'cup', 'bag' or 'money'?
- Explain that if something is 'intriguing' (p. 17), it is interesting to the observer. Ask children for an antonym for 'intriguing'.
- Ask children to define the word 'reveal' (p. 24) and to 'reveal' an antonym for the word.
- Because 'telescope' (p. 35) is not thought of as having a synonym or an antonym, invite children to work in pairs to come up with one of each using their own creativity. They should also describe these new words using a few sentences.

## Writing: Letter

Children will complete a short writing project using technology.

- *You are Galileo. You've had a remarkable life with many accomplishments and some difficult times. Write a letter to a friend telling them about one or two of your proudest moments. What made these moments great? Did you experience any sad times along the way? Write about why they made you sad. Don't forget to use good descriptive details that give readers a sense of the time and place where you lived as well as the people in your life. Use word processing software to write about this scenario and share your writing with a partner.*

## ► English Language Learners

- Provide additional support with the vocabulary, such as showing pictures of astronomers studying space, a telescope and a timeline. Include the word and point to it while showing each image. To reteach 'approval', 'conduct' and 'reveal', act out each word, then ask children to act them out as well. Also, *My Famous Brother, Galileo* is available as an E-book. Children may choose to read this edition of the book, which includes audio for the text.

## ► Assessment

- BLM completed.
- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.

# My Famous Brother, Galileo



Level: 36 Fiction Word count: 5,575 Text type: Historical Part 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** consumed, contract, phases, reception room, riveted, theories

**Learning objectives:** identify text structure, analyse illustrations, apply precise language, complete a short writing project using technology

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,638 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Ask children to pay attention to details and pictures that show the relationship between Galileo and Michelangelo. Do these details remind them of any other sibling relationships they've read about?
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Questioning:* Before, during and after reading the text (chapter, page or paragraph), ask children to record questions they have that are related to the text.
- *Summarising:* Ask children to provide the plot of the book.
- *Inferring:* Encourage children to discuss inferences they made based on clues in the text. Encourage them to answer inferential questions such as: *Why do you think Galileo said 'Education is the most important thing to a young person'? Make an inference based on Galileo's character. Record your response in your learner's notebook, and share with a partner.*
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 37: Ask, *What do you think 'contract' means? (Support or extend discussion.) Why did Galileo need a contract to make the telescopes?*
- p. 38: Say, *A 'reception room' is a room that could be used in a home to greet and meet with people. Write a sentence using the phrase in your learner's notebook.*
- p. 38: Ask, *What does it mean to be 'consumed' by something? (Support or extend discussion.) How does this definition differ from another meaning of 'consume'?*
- p. 44: Ask, *What does it mean to be 'riveted'? (Support or extend discussion.) Who in the text was riveted and why?*
- p. 49: Say, *'Theories' are ideas that explain something that is unknown. What sorts of theories do you think Michelangelo learned from his brother?*
- p. 54: Ask, *What are the Moon's 'phases'? Share a sentence using the word.*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how developing an understanding of text structure will help readers gain a little more insight into the plot. Briefly model for children how to analyse text structure, and ask them to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Clarifying:* Read page 37 to model how to reread for understanding. Explain that you weren't sure why Galileo and Michelangelo were working so hard to make telescopes, but after rereading, you realised you initially missed the part about everyone wanting a telescope. Ask children to try rereading for clarification.
- *Summarising:* Ask children to work in pairs to select one segment of the text and explain the problem and solution.

## Text structure

**Model** the strategy: Say, *text structure helps organise a text, such as problem and solution, cause and effect, chronological, comparison, or even a combination of structures. Authors also add elements to support text structure, such as headings, text treatment, pictures and photos, and signal words. Let's look at page 36. The text structure of this text is chronological order. The first paragraph on the page starts by saying 'Over the next few months'. The author has used signal words to reinforce the text structure and to show how much time has passed. Now you try it.*

**Practise** the strategy, and ask children to record their responses in their learner's notebooks:

- p. 38: *The author chooses the words 'I felt like we were finally connecting and now he treats me like this.' How does this help you understand the events in the story? What happened before Michelangelo said this?*
- p. 41: *Look at the pictures of the brothers working together. How do the pictures help you understand what has changed in the story?*
- p. 49: *The text provides details about what Galileo discovered about Jupiter. Is the text written in such a way to support the text structure? Explain.*
- p. 49: *What kind of information is the author giving us about what life was like for Michelangelo before being reunited with his brother, and then after?*
- p. 54: *Why is this dialogue important to understanding the passage? "Do you really still think that the Earth is the centre of all things? Even after everything you have seen with me? What else could Venus orbit around?"*
- *Choose a sentence in the text that fits logically into the story. Explain your rationale.*
- After practising text structure, ask children to turn to a partner and discuss how story elements add to the text structure. Encourage children to discuss how analysis deepened their understanding of the text structure.

## Vocabulary strategy: Precise language

Identify and discuss interesting or challenging vocabulary in the text. Talk about how the author uses precise language to help readers visualise the characters, setting or plot. The vocabulary may be related to the content of the piece, such as astronomy, or specific word choices the author has made so readers can better understand the characters, setting or plot. Ask questions that encourage children to explore precise vocabulary further.

- Explain that if someone has a contract (p. 37), another person or group is legally bound to perform work for that person. Say, *how does the sentence change meaning if the word 'agreement' was used in its place?*
- Say, *'Reception room' is used on p. 38 to reference a room in a home for meetings. How might the meaning change if the author used the word 'home' instead?*
- Say, *On p. 38 the author says Galileo was consumed by his work. What if the author used the word 'busy' instead of 'consumed'? How does that word change the meaning of the sentence, and why is 'consumed' a more precise word choice?*

- Discuss the word 'riveted' (p. 44), which means to really hold someone's attention. Ask children to come up with their own synonym for 'riveted' and then discuss why 'riveted' is a more precise term.
- Ask children to discuss the phrase 'earth-shattering' (p. 44). Ask, *Why is the phrase 'earth-shattering' precise language for discoveries? What if the phrase was left out? How might that change the tone?*
- Ask children to look at 'orbiting' on page 49. Ask, *how does the author's choice of words in this sentence help you visualise what is going on? Why might 'orbiting' be used in this kind of text, as opposed to another word? Discuss with a partner.*
- Ask children to look at the term 'theories' as used on p. 49. Ask them to consider whether a word such as 'ideas' might change their understanding of the sentence.
- Ask children to discuss what they know about the Moon's phases. Ask, *How does this knowledge help you understand the part of text on p. 54 about Venus' phases? Why is 'phases' a more precise term than 'stages'?*
- Ask children to come up with other examples of the phrase 'conquering hero' (p. 64). Based on those examples, do they think the author's choice of words was more precise?
- Ask children to define 'miraculous discoveries' on p. 64. Ask, *why is 'miraculous discoveries' more precise than 'amazing discoveries'?*

## Writing: Diary entry

Children will complete a short writing project using technology.

- *Imagine you find a diary entry from Michelangelo. He discusses his time with his brother. What does he say? Is he upset or excited? Use word processing software to write this diary entry. Provide details to support your entry, and use signal words and descriptive language to give the piece a sense of problem and solution, chronology, cause and effect, or comparison.*

## ► English Language Learners

- Provide additional support on signal words that identify chronological order in the text, such as: 'over the next few years', 'before' and 'after'. It may help to model or use pictures to help explain these terms. Also *My Famous Brother, Galileo* is available as an E-book. Children may choose to read this edition of the book, which includes audio for the text.

## ► Assessment

- Choose 1–3 children, and collect responses, attempts and reading fluency behaviours during reading.
- Collect work samples and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 93).
- Record whether children liked the story and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Character analysis

Complete this activity to analyse characters and deepen understanding.

- Read about the character in the first column.
- Draw a conclusion about the character in the second column.
- Answer the questions that appear after the chart.

Text Evidence	Draw a Conclusion
“. . . I was determined to become the best musician I could – for his and my sake.”	
“A part of me blamed him for my father’s death. My father, the musician. I think Galileo broke his heart when he chose to study science rather than follow in his footsteps.”	
“He had long clever fingers – much like myself and our father – and did not falter.”	
“‘A silly toy,’ I said.”	
“Galileo nodded. If he was offended by my words, he didn’t show it.”	

From which point of view is the story told?

How might the story change if it was told from Galileo Galilei’s point of view?

**Main teaching focus**

*Comprehension:* character analysis; drawing conclusions

**Other teaching focus**

*Comprehension:* Determining and analysing point of view.

**Teacher’s note**

Children read passages about the characters from the story. They draw a conclusion about the character and extend their thinking to focus on point of view.

# Why the Moon Moves Away

Level: 36 Fiction Word count: 5,404 Text type: Pourquoi tale Part I



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** consisted, hostility, husk, scavenger, swindled, waged

**Programme link:** *Why the Moon Moves Away* E-book

**Curriculum links:** animals, fables, folklore, science

**Story summary:** Long ago, only the Sun rose and set in the sky and food could not be found. Rat and Raven are enemies who have to work together to find tasty leftovers such as coconuts and oysters. After they are cheated by Bear, they must decide whether they can trust him when they need him most. And they learn just how the Moon came to be and why it continues to move away.

**Learning objectives:** identify purpose, analyse chapter title, determine tone using vocabulary, complete a short research project

## Getting started with predictions

- Access prior knowledge by asking children if they know of any stories or films that feature a raven or a rat as characters or narrators. Allow children to share what they've read or seen. Guide them to see any similarities between the stories they share and this text.
- After handing out the books, allow children to study the cover illustration and title. Invite them to use the title to predict the genre of this text (fiction vs non-fiction, pourquoi vs fantasy, etc.) and what they think they'll be reading about.

## Reading the text

Ask children to read the text independently to p. 33, which is 2,781 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* As children read about Rat and Raven working together, ask them to share a time when they worked with someone to accomplish a job they might not have been able to do themselves.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Inferring:* As they read, ask children to infer character traits about Rat, Raven, Bear and Otter using text evidence. Ask, *What qualities do the characters share? How are they different?* Tell them that understanding how characters are alike and different can help deepen their understanding of a text.
- *Summarising:* Before children move on to the next chapter, ask them to summarise the events that took place in the chapter they've just completed. Ask them to analyse chapter titles by asking, *Based on your summaries, why do you think the author chose the titles for each chapter?*

- *Questioning:* Say, *Making a list of questions as you read can lead you to pay closer attention to details as you search for the answers.* Invite children to share questions about story elements that they hope to find answered, such as what is the setting for this story? What are the main traits of the characters?
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 4: Ask, *What does 'scavenger' mean? What are the clues that tell you? (Support and extend discussion.) Can you name any other scavengers?*
- p. 8: *Reread the first paragraph. Using context, what does 'waged' mean here?*
- p. 8: Say, *The definition of 'hostility' is provided for you in the text. Tell me what it means in your own words.*
- p. 10: Point out the illustration of Raven looking at the coconut. Challenge children, *Use the illustration to determine the meaning of the word 'husk'.* Then ask, *Explain why the illustration was an important feature to include on this page.*
- p. 16: Say, *Write a sentence using the word 'consisted'. Write it in your learner's notebook.*
- p. 24: Ask children to reread the page. Then, ask: *Which of the synonyms for 'swindled' do you recognise? Can you name an antonym for the word?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how identifying an author's purpose for writing a text can provide insight into the author's choices. It can also help readers predict and comprehend plot development. Briefly model for children how to identify the purpose of a text, and ask them to work independently through the remaining questions. As



children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

### Comprehension

- **Summarise:** Working as a group, ask children to summarise the *pourquoi* tale so far. Children should write their summaries in their learner's notebooks.
- **Identify Point of View:** Ask, *Who is telling this story? Why do you suppose the author chose not to tell the story from any one character's point of view?*

### Purpose

**Model** Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed identifying an author's purpose. Texts are written with one of three general purposes: to inform, to persuade or to entertain. Many of the decisions an author makes when writing—such as the tone, word choice, structure and features to include—are made with the idea of supporting the author's purpose. Look at the cover of our text: *This begins to give me an idea of the author's purpose. I know that animals don't talk. This tells me that the text is fiction and the author's purpose is to entertain the reader. Let's look at some of the choices the author made, and see if we can determine the purpose of those choices.*

**Practise** the strategy, and ask children to record their responses in their learner's notebooks:

- p. 5: *What was the author's purpose for including these sentences: "But one morning was different. Not a bite could be found"?*
- p. 12: *The author has Raven ask Rat what the object is, and Rat answers uncertainly. How does including this information shed light on the characters?*
- p. 18: *Rat answers Bear's question by greeting him politely. What purpose does highlighting his manner have at this point in the story?*
- p. 20: *Read the dialogue between Raven and Bear. How would you describe Bear's tone? What purpose does the author have for choosing that tone?*
- p. 25: *Raven asks Rat, "Do all those fancy words mean that we were tricked?" What does this tell the reader about Raven? Rat?*
- p. 28 *Otter tries to describe the taste of oysters and can't. How is this similar to the conversation Rat and Raven had with Bear? How is it different? Why would the author choose to include a similar section in both texts?*
- *Select one more passage that shows the author's purpose. What was the author's purpose for including that section?*
- *Many pourquoi tales were written by people from ancient cultures who didn't have explanations about changes in the natural world around them. How might those tales have served a purpose other than entertaining? What would be their purpose?*
- After practising identifying purpose, ask children to turn to a partner and discuss what they've learned. Guide them to talk about how the author's choice of words and text structures can help a reader analyse characters, and better understand texts.

### Vocabulary strategy: Tone

Remind children what they've already learned about the tone of a text: The tone can reveal an author's attitude about a subject or give characters their voices. When reading fiction, determining a character's tone allows readers to better analyse

characters and plot development. Say, *Identifying tone can help a reader to understand the voice of a character. One way to determine a character's tone is by analysing the vocabulary the author chooses to describe him or her.*

- Ask children to turn to p. 8. Say, *Why does the author choose to use the word 'hostility' and 'hostile' so many times? How does repeating a word affect tone? Explain how it enhances your understanding of Rat and Raven's feelings for each other.*
- Ask, *Why does Raven 'grumble' (p. 13) about opening the coconut? The author chose this word for its precise meaning and tone. Why?*
- Point out Rat's explanation of the coconut to Bear on page 19. Then say, *Look at the choice of words he uses. What is his tone? What do you think he's trying to do?*
- p. 24: Point out the author's use of repetition in the form of synonyms on this page. Ask, *Why does the author choose for Rat to use words such as, 'flimflammed', 'swindled' and 'scammed'? How does this choice express Rat's tone?*
- p. 32: Ask for a volunteer to read this passage aloud: *'He scanned the sea's horizon and spied tremendous clouds looming across the water. Lightning slashed from the storm's dark edge and long, bright flashes ripped from the top.'* Ask, *What effect does the author create with this description? What words help set that tone? How does ending a chapter this way support the author's purpose to entertain?*

### Writing: Complete a short research project

While working on this portion of the text, children will also be completing a short research project.

- *The animals in this tale—raven, bear and rat—appear in many traditional tales. With a teacher or librarian's help, use approved online sources or print materials to find another story in which one of these animals makes an appearance. Prepare a report about your story. What was the title of your book? What was it about? From what tradition is it? What was the purpose of the story? How were the raven, bear and rat different from the characters in 'Why the Moon Moves Away'?*

### ► English Language Learners

- Provide additional support for children on how precise words illustrate the animals' feelings. Reread pp. 11–12. When you get to Raven's response that begins with "Fine", model acting out Raven's sigh and exasperated expression. Say, *I think Raven was tired of fighting. Let's look at another example.* Invite children to find more precise verbs, and act them out. Later, on page 12, for example: Raven 'huffed'.

### ► Assessment

- Note the children's responses, attempts and reading behaviours before, during and after reading
- Collect work samples and keep them in the child's portfolio.

# Why the Moon Moves Away



Level: 36 Fiction Word count: 5,404 Text type: Pourquoi tale Part 2

**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** dents, dramatic, gravity, pouting, survey

**Learning objectives:** Identify genre characteristics, analyse illustrations, review determining tone from vocabulary, complete a short research project

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,623 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Say, *Think about a time you were tricked or tricked someone. How did you react? Which character's feelings can you best understand?*
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Questioning:* As children read, ask them to analyse chapter titles and write questions about the author's choice of titles. Challenge them to write questions they think each chapter will answer, based on its title.
- *Visualising:* As children read, ask them to form a mental picture about the action that is happening in the text: How did it begin? How does the action resolve?
- *Inferring:* Remind children that inferences are made by 'reading between the lines'. Ask children to provide an inference they made as they read, and to quote the text evidence they used to make the inference.
- *Summarising:* Encourage children to summarise why the Moon moves away, both from a scientific stance and from the story.
- Walk around as children are reading to check their fluency. Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.
- p. 37: Ask children to use a dictionary to look up the meanings of the word, 'survey'. Ask, *Which meaning is intended for use in this context?*
- p. 42: Ask a volunteer to describe, in their own words, what 'drama' means. Ask children to explain what it means for a character to be described as 'dramatic'.

- p. 43: *Rat scrunched his face into a pout on page 43. Why would Raven's beak and feathers be useless for 'pouting'? Ask volunteers to make pouting expressions to help them determine the answer.*
- p. 53: Ask, *What does the word 'dent' mean? (Support and extend discussion.) Can you think of other contexts where you might have heard it used?*
- p. 64: Ask volunteers to demonstrate 'gravity' by dropping a pencil. Point out that Earth's gravity is what pulled the pencil to the ground (and what keeps us from floating away).

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how identifying genre characteristics will help readers gain more insight into the information. It can also help readers predict and comprehend plot development. Model for children how to identify genre characteristics, and ask them to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify text structures:* Ask, *What method of organisation did the author use to organise the story? Allow children to work in groups, and record their answer in their learner's notebooks.*
- *Identify story elements:* Ask children to answer the following questions: *What is the setting for this story? Who are the characters? What is the plot?*

## Genre characteristics

**Model** *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed how to identify genre characteristics. Each genre has its own characteristics. For example, science fiction often includes fictional events that haven't happened yet. Rhyming verse is almost always poetry. You can use these characteristics to further your understanding of the text. This text is a pourquoi tale. It is a fictional tale that provides an explanation for the way something is in the natural world. Often it includes animals. Our text contains several features of its genre, such as explaining a natural phenomenon, using talking animals as characters and concluding with a change in a character or Earth's*

landscape. Most *pourquoi* tales feature a question word in their title: *Who, What, When, Where, Why* or *How*. I can tell this is probably a *pourquoi* tale just by reading the title: *Why the Moon Moves Away*. **Practise** the strategy and ask children to write their responses on the BLM as they work.

- p. 34: Which characters appear on this page? How are they characteristic of *pourquoi* tales?
- p. 38: Reread the last paragraph on the page. One of the characteristics of a genre is its purpose. What purpose did the author have when writing this fictional tale? How does this paragraph fit in?
- p. 46: Many *pourquoi* tales feature a trickster, or someone who deceives the characters. Reread the page and decide who is the trickster in this story. Compare it to the first half of the story. How did Bear trick Rat and Raven then? How does he trick them now?
- p. 60: Many *pourquoi* tales feature a change. What is the change in this story? Describe the change.
- p. 60: What is the 'bright new ball in the sky'? What clues did you use to make this inference? How is this characteristic of the *pourquoi* genre?
- Why do you think the author chose to write about the Moon's movement in the form of a *pourquoi* tale?
- After practising identifying genre characteristics, ask children to turn to a partner and discuss how these elements add to their understanding of the genre, and to this text. Then, ask them to work together to complete the BLM.

### Vocabulary strategy: Tone

Continue discussing how to use vocabulary to determine an author or character's tone. Remind children that, *Identifying tone is an important part of understanding a character, and the author's feelings towards the subject in the text.*

- Ask for a volunteer to read page 36 aloud. Guide children to notice the words the author chose to describe the beach after the storm: 'far, far, worse', 'bare', 'ugly' and 'junk' for example. Ask, *Why did the author choose these words? What tone do they create?*
- Read aloud this description of Bear and Crocodile approaching the beach (p. 38): *'Between excited wings came flashes of fur the colour of coconut husks, a pair of yellow eyes, and a dangerous tooth-filled mouth. Something big was coming their way.'* Ask, *Why did the author choose to describe the entrance of Bear and Crocodile this way? How do these words make the reader feel about Bear and Crocodile?*
- Ask children to look at page 42, where Bear responds to accusations of being a swindler. Ask, *What tone does Bear use to answer? What word tells you that?*
- Read aloud: *'Raven felt like pouting ...'* (p. 43) Then ask a volunteer to demonstrate a pout. Ask, *How would the tone be different if the author had written, 'Raven felt like screaming'? How does the word choice set the tone for Raven's feelings?*

- Draw children's attention to the description of Crocodile trying to bite open the pearl (p. 53). Invite children to point out words that set the tone of Crocodile as a ferocious presence.
- On page 55 Crocodile begins choking on the pearl. Ask children to reread it, and then say, *The author repeats the phrase 'He tries' at the beginning of each sentence. What effect does this create?*
- Say, *The author tells readers that Rat 'broke a long quiet spell' to ask Otter a question (p. 58). How does this phrase set the tone for the setting? How does it tell what the characters are feeling? As a challenge, ask children how the phrase also offers hints to what point in the plot development the reader has reached. If they need help, remind them that the action takes place before a climax; a climax is the main action in a text; and a resolution is when the climax reaches a conclusion.*

### Writing: Complete a short research project

Remind children of the steps they took to complete their research project while reading the first half of this book.

- *For your last research project, you chose a traditional tale to report on. Now research the origin of your tale. Describe the culture of the people who created it. Who were they? Where and when did they live? Describe some of their beliefs and traditions. What are their lives like today? Use approved internet or print sources to find out more. Write a report on your findings. Include images as appropriate.*

### ► English Language Learners

- Provide additional support for identifying genre characteristics. Say, *Pourquoi tales are stories whose purpose is to entertain. I'm going to look for characteristics of pourquoi tales. Point to the cover and say, Pourquoi tales often have a question word in their titles. Then, point to the picture of the animals, and ask children, What is another characteristic? Guide them to state that animal characters are common in pourquoi tales. Work on another example together, before encouraging children to work independently.*

### ► Assessment

- BLM completed.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 94).
- Record whether children liked the story and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify genre characteristics

Complete this activity to review characteristics of a pourquoi tale. Refer back to the text as necessary.

- Write your answers in each box.
- When you have finished, answer the questions below the table.

<p>Setting: when and where does this story take place?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Change: What change takes place? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Characters: who are the characters in this story?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What natural phenomenon is this story trying to explain? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Characteristics of a pourquoi tale</b></p>	<p>Purpose: Why did the author write the tale?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Explanation: What is the real reason for the natural occurrence the tale describes? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Title: What word in the title is characteristic of pourquoi tales? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Explain why identifying a genre can help you understand a text. \_\_\_\_\_

How would this text have differed if the author had chosen another genre, such as informational non-fiction? \_\_\_\_\_

**Main teaching focus**

*Comprehension:* Review identifying genre characteristics

**Other teaching focus**

*Comprehension:* Review Identifying author's purpose

**Teacher's note**

Children will review the text to find examples of genre characteristics used. They will then describe how the choice of genre can affect a text.

# Max Jupiter

## Trapped at Space School

Level: 36 Fiction Word count: 5,495 Text type: Science fiction Part I



- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Academic vocabulary:** chasm, com system, Kuiper Asteroid Belt, resource, thrusters
- Programme link:** *Max Jupiter Trapped at Space School* E-book
- Curriculum links:** science, technology, action and adventure, school, community
- Story summary:** Max is accepted into a brand new space school. He and the other children are excited until they realise the school is secretly run by villains! The children are trapped in space far from help. Max must use his Space Guard training and the help of his new friends to foil the villains and try to free them all.
- Learning objectives:** Review identifying text structure, analyse chapter titles, review vocabulary, complete a short research project

### Getting started with predictions

- While this is a work of fiction, it presents many facts about space and cross-curricular learning opportunities for children. Access prior knowledge by asking children to share what they know about various bodies in space (planets, the Sun, asteroids, meteoroids, the solar system, etc). As time permits, discuss the differences between each.
- As you hand out the books, ask children to predict the genre (fiction vs non-fiction, science fiction vs historical fiction). Allow children to share what clues helped them do so; remind them that illustrations and titles are useful text structures. Finally, point to the contents page and ask, *Do the chapter titles give you any hints about how the plot might develop? Explain.*

### Reading the text

Ask children to read the text independently up to p. 32, which is 2,533 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Ask children to pay attention to the features and details that describe Max's new school. How does it differ from their school? Would they like to attend a school like Max's?
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Visualising:* Ask children to close their eyes and make mental images of all the details as they are described. How do theirs differ from the illustrations shown?
- *Summarising:* To keep track of characters and action, tell

children that summarising events before moving onto the next chapter can be helpful.

- *Questioning:* Explain to children that analysing a character's actions will help them understand their motives and personality better. Ask volunteers to share any questions they may have about why a character says or does the things he/she does.
- *Inferring:* As children read, ask them to infer what the climax will involve. Instruct them to use text evidence to support their ideas.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 7: Ask, *How does context help you determine the meaning of the word 'chasm'?*
- p. 14: Break down "Kuiper Asteroid Belt" into parts: *What is an 'asteroid'?* Challenge children to visualise an asteroid 'belt', and connect their responses to the correct meaning.
- p. 19: Say, *The verb 'thrust' means, 'to push or propel with violent force'. How does this relate to the meaning of 'thrusters' as it is used in this context?*
- p. 22: Ask, *What do you think the 'com' in 'com system' is short for?* Guide children to understand it is short for 'intercom', which has its roots in the prefix 'inter-' meaning 'between' and the word 'communication'.
- p. 26: Ask children to connect the word 'resource' as used here to ways they may have heard it used before: a resource bank or cupboard at school, a natural resource, etc.

### After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain

how identifying text structures will allow them to follow a text more easily. Quickly model for children using a text structure to deepen their understanding of the text, then ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

### Comprehension

- *Identify Story Elements:* Working as a group, ask children to identify various story elements: characters, setting, the plot and the conflict (no resolution in this first half). Ask them to record their answers in their learner's notebooks.
- *Make Inferences and Draw Conclusions:* Allow children to delve further into the text by making inferences and drawing conclusions about the characters and plot. Encourage them to record their conclusions in their learner's notebooks.

### Review: Text structures

**Model** *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed identifying text structures, and now we'll review it using a science-fiction text. Remember, the way an author organises a text is part of its structure: sequence of events, cause and effect, or chronological, for example. Text features are another element of structure. In fiction, these might include a contents page, illustrations and chapter headings. Readers can use text structures to deepen their understanding of a text. For example, the cover illustration and title give me a good idea that this is going to be a science-fiction story.*

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- p. 4: *I'm looking at the chapter title and the illustration here before I even read the text. How can previewing these structures help me get more out of a text?*
- p. 9: *Now that we've read Chapter 1, I wonder... what kind of information was the author giving us in this part of the text? How does putting this situation in the first chapter set up the rest of the story?*
- p. 11 *Look at the illustration. How does it allow me to better understand the information in the text on p. 10?*
- p. 12: *What is the most likely reason the author chose to show the letter from ESYF, instead of just telling us that Max was accepted?*
- p. 20: *Does the dialogue provide you with insight into Sarah's character? What conclusion does it help you draw about her?*
- pp. 24–25, 27: *Before you saw these illustrations, did you visualise the MR differently? How do the illustrations deepen your understanding of the story?*
- *Look back at chapters 1–5. What structure did the author use to organise the story? Is there another structure that might have worked for the story?*
- *After practising identifying text structures, ask children to turn to a partner and discuss what they've learned about them. Encourage children to discuss how identifying and using them supported their understanding of the text.*

### Review vocabulary strategy

Remind children that they have already learned these words, and will now review them using strategies with which they are familiar. Say, *Reviewing words you may know, but not use often, will help you remember them and increase your vocabulary. It also allows*

*you to practise strategies that you can apply when determining the meaning of an unknown word.*

- *Say, The Greek word 'aster' means 'star'. How could this help you begin to understand what an asteroid may be? (p. 4)*
- *Point out on p. 6: '...and a display popped up on his helmet's faceplate.' Ask, Which of these is a compound word? How can breaking it apart help define it? You may wish to use this opportunity to point out that the accompanying illustration is a text structure that can be used to infer the definition of 'faceplate'.*
- *Ask children to reread the fifth paragraph on p. 7. Then ask, Which two words help you infer why the metals rhodium and osmium are special? How do they give the paragraph context?*
- *On p. 9, Max 'grumbled' at his dad's remark. Say, Explain how the author's choice to use this word gave us insight into Max's dad and Max. Guide children to understand that Max's father was joking, and that Max wasn't truly upset about it.*
- *Ask children if they are familiar with the word 'aquarium'. Then, point out the word 'planetarium' on p. 14. Say, Both have a Latin suffix, '-arium' in common. Explain how knowing what an aquarium is can help you infer what a planetarium might be? Use this example to reinforce how helpful knowing prefixes, suffixes and root words can be.*
- *Call on a child to define 'thrusters' (p. 19). Ask, Which phrase on the page shows a synonym for 'thrusters'? Can you think of an antonym?*
- *Ask children to define 'assign' in their own words. Tell them that the suffix '-ment' turns verbs into nouns. Ask children to put this knowledge to use defining 'assignment' (p. 26).*

### Writing: Complete a short research project

Children will use their skills to complete a short research project. Ask them to work in groups if time permits. If not, this exercise can be completed as a class. *Space is fascinating, and the more you know about it, the more you want to know about it. Use your research skills to find five facts about the Kuiper Asteroid Belt. With teacher guidance, use appropriate websites or print materials for your research. Write your facts in your learner's notebooks. Present them to the class. You may also wish to print a photo of the Belt to show along with your presentation.*

### ► English Language Learners

- *Provide additional support for children struggling with the technological terms. Turn to Chapter 4. As you read it aloud, circle technological terms. Model using context to define them: (p. 25) What is a monitoring robot? Eradol says it will track and scan students. I think an MR is a robot that watches the students. Allow children to assist you with the rest of chapter before repeating the exercise with the other chapters.*

### ► Assessment

- *Note the children's responses, attempts and reading behaviours before, during and after reading.*
- *Collect work samples and keep them in the child's portfolio.*

# Max Jupiter

## Trapped at Space School

Level: 36 Fiction Word count: 5,495 Text type: Science fiction Part 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** calculations, coordinates, electromagnetic pulse

**Learning objectives:** Review identifying genre characteristics, review vocabulary, use illustrations, complete a short research project

### Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and to write their thoughts in a learner's notebook.

### Reading the text

Ask children to read the remainder of the text independently, which is 2,962 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making Connections:* As they read, invite children to consider what they would do and see if they were in Max's situation.
- *Visualising:* Children can use the illustrations to help picture the action as it takes place. Children may wish to make a mental picture as well, inserting themselves into the action.
- *Clarifying:* Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and using tools such as a dictionary.
- *Summarising:* Ask children to mentally summarise the action leading up to the climax and resolution. As the need arises, they can write their findings in their learner's notebooks.
- *Questioning:* Ask children to consider the author's purpose for writing the text (entertainment). Model asking the author's purpose for choosing a certain word or feature. Encourage children to ask their own questions, and look for text evidence to answer it.
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 42: Challenge children, *Determine the meaning of 'electromagnetic pulse' using context.* (Support and Extend) If children have difficulty, help them break the word into parts: 'electro' + 'magnet'. Explain that (simplified) an electrical current is made of charged particles on a path. If these

particles bump up against a magnetic field, they will change their path. This change can turn on electricity, or turn it off—permanently. An electromagnetic pulse is when a current is used to produce a magnetic field and shuts down nearby electronics.

- p. 55: Ask, *For what purpose do you use a calculator? What are 'calculations'? What does it mean to 'calculate' something?*
- p. 58: Say, *Sarah 'fed Max the coordinates' to put into his watch. That's an example of figurative language. What does it mean? What are coordinates?*

### After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how identifying genre characteristics will allow you to recognise a genre more quickly, and understand it more deeply. Quickly model for children identifying a text structure to deepen understanding of the text, then ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding if possible during instruction. Finally, provide children with further vocabulary practice.

### Comprehension

- *Identify story elements:* Children should continue tracking the character and plot development as they read part 2. What new setting is introduced? How is it characteristic of the genre?
- *Summarise:* Challenge children to summarise the text in two or three short sentences. They can write their summaries in their learner's notebooks and share them when they've finished.

### Review: Genre characteristics

**Model** *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed identifying genre characteristics, but this is a new genre—science fiction—with its own characteristics. Characteristics include the genre's purpose, its organisational structure and its features. Science fiction has several characteristics unique to it: a setting in an alternate time and place, characters that aren't human, lots of talk about technology and*

science, and more. Here's another: a journey. We learned early on that Max was taking a journey in this book. That's very characteristic of science fiction. Let's look for some more.

**Practise** the strategy and ask children to incorporate their responses on the BLM.

- p. 32: Immediately, the MR as a character shows me that this is not a work of non-fiction or historical fiction. Why?
- p. 37: Max tries to use a wristband to contact his parents across the solar system. How is this characteristic of science fiction?
- pp. 38–39: Reread the dialogue on these pages. Why is this dialogue important to the plot development of the story? What elements included in it are distinctly of the science fiction genre?
- p. 47: The author could have chosen to have the crew members be anyone; how is the author's choice characteristic of science fiction?
- p. 50: The author has used the word 'whoosh' many times to describe the sound a door makes when it opens on board the school. Is that the noise you'd use to describe the sound a door makes? Why did the author choose this word? What purpose does it accomplish?
- p. 56: Reread the page. Like the rest of the text, the author has organised this passage using a sequence of events method. For what purpose did the author write the book? How does this text structure support that purpose? Does this fit into what you know about science fiction? Explain.
- Think about the setting in this book. Why do you think the author choose this specific time and place? How does the setting support your understanding of the science fiction genre?
- After practising identifying genre characteristics, ask children to turn to a partner and discuss how these elements add to the overall text.

### Vocabulary strategy: Review

Children will review vocabulary strategies they've learned.

- Point out the word 'communication' to children (p. 34). Explain that '-ation' is another suffix that turns verbs into nouns. Ask, *How does understanding that help you determine what 'communication' means?* Ask children to point out the base word, and then share other words with similar sounds: community, communion, communicate, etc. Tell them that all these words come from a Latin root word meaning 'shared in common'.
- Ask children to reread p. 38. Then ask, *How does context help you determine the meaning of the word 'device'? Point out sentences that provided clues.*
- Read this sentence aloud: *'It felt like was he was camping and had the universe's largest mosquito buzzing around his head.'* (p. 40). Explain to children that this is a form of figurative language. Challenge them to name the type of literary device. Then ask, *What does Max mean? How does he feel? What is the 'mosquito' he speaks of?*
- Say, *We've already discussed the meaning of 'electromagnetic pulse' (p. 42), but we really concentrated on the first part of that phrase.* Ask volunteers to define a pulse. Allow them to make a connection by mentioning usage they may be familiar with: the pulse of a heartbeat, a flashing light or the beat of dance music. Ask, *How does connecting these meanings with 'pulse' as it is used here help you to visualise how an electromagnetic pulse moves?*

- Ask, *What does Max mean when he says his MR is 'offline'?* (p. 45)
- Ask for a volunteer to define 'value' in their own words (p. 53). Then, point out that when the suffix '-able' is added to it, 'value' becomes an adjective: 'valuable'. Say, *'-able' added to the end of a word makes it 'capable of' or 'tending to' whatever root word it is added to.* Challenge children to define 'valuable'. As time permits, extend learning by asking them to define other -able words: teachable, mouldable, etc. Afterwards, ask: *How does knowing what this suffix means help you recognise new words?*
- Ask children to explain what 'dropped like rocks', means when used in this context (p. 54). Ask: *What clues did you use to draw this conclusion? Explain.*
- Challenge children to break the word 'hopefully' down into word parts (p. 55). Ask one child what 'hope' means. Guide children to see that the suffixes are '-ful' (full of), and '-ly' (in such a way).
- Ask, *How can you use context to determine the meaning of 'hull'?* (p. 56)
- Say, *You may have learned about 'coordinates' during maths lessons (p. 58). How can you apply what you know about the word to determining what it means in this new context?*

### Writing: Complete a short research project

Children will write another short research project for presentation. This can be done individually, or in groups as time permits.

*You're familiar now with how to research and write a short non-fiction project. With your teacher's help, research a well-known science fiction novel that has withstood the test of time. Read the back cover copy, or blurb. In your learner's notebooks, summarise the story. Include in a separate list all the characteristics of science fiction that you recognise in the blurb.*

### ► English Language Learners

- Provide additional support for understanding of plot development. Turn to p. 52 and model confusion: *Why is Max calling her Redola when her name is Erodal? And why does she look like a frog? I better reread. Ah! On p. 48, Max realises Erodal is really Redola. That makes sense.* With children, reread to find why Redola looks like a frog. Encourage children to share questions and reread in small groups to find answers.

### ► Assessment

- BLM completed.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples, e.g. the BLM, and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 95).
- Record whether children liked the story and their rationale for their opinion.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Identify Genre Characteristics

Complete this activity to review identifying characteristics of science fiction.

- Read the example from the text in the first column.
- Explain what science fiction characteristic the example illustrates in the second column.
- When you have finished, answer the questions below the table.

Example	Science Fiction Characteristic
<p>The next morning, Max woke to his MR beeping, "Time to wake up, Max." "What's wrong?" Max asked. Sarah looked up at her MR. "That thing won't leave me alone," she whispered. "It's worse than my little brother." The crew members were wearing disguises. They were aliens! 47</p>	
<p>Then Max saw <i>EMP</i> on the menu. That stood for electromagnetic pulse. His wristband could create a pulse, or wave, that disrupted nearby electrical devices. He stepped back from the door. It whooshed shut. Then he hurried back to his room. He hit the control panel to open his door. Whoosh!</p>	
<p>Then came the day for him to leave. His parents brought him to a transport station. From there, a shuttle would fly him up to his school, which was currently in orbit around Earth.</p>	
<p>Eradol then explained that first they would zip around the sun. They would use its gravity to slingshot their ship through space. But she used so many big words and a lot of hard math, which made even Sarah look confused. "That will send us speeding toward the farthest reaches of the solar system," Eradol said. "To start your studies, it's best that we get far away from Earth.</p>	
<p>Then she fed Max the coordinates to aim the antenna. Next, Max had to link his wristband to send the message. "Max," Sarah whispered. "Someone is coming!"</p>	

What text features helped you understand this novel in the context of belonging to the science fiction genre? \_\_\_\_\_

What was the story's problem? What was its climax? How was the problem resolved? \_\_\_\_\_

**Main teaching focus**

Comprehension: Identifying Text Structures

**Other teaching focus**

Comprehension: Identifying Genre Characteristics

**Teacher's note**

Children will find examples of genre characteristics throughout the text. Then they will think critically about the plot development of this text.

# Seven Wonders of the Ancient World



Level: 36 Non-fiction Word Count: 5,183 Text Type: Informational text Part: 1

- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Academic vocabulary:** afterlife, limestone, marvellous, praise, religion, striking, structure
- Programme link:** *Seven Wonders of the Ancient World* E-book
- Curriculum links:** ancient history, curiosities and wonders
- Text summary:** Take a tour of the world and explore the Seven Wonders of the Ancient World. Find out who was behind all of these architectural feats and how each national treasure was used. From the Hanging Gardens of Babylon to the Great Pyramid of Giza, get ready for an incredible journey.
- Learning objectives:** use multiple text formats, review understanding author's craft, analyse maps, cross-sections or insets, write in response to reading

## Getting started with predictions

- Ask children if they have heard of the seven wonders of the ancient world. Ask them to predict, *What requirements do you think are needed to be considered a wonder?* Continue to ask for ideas about the seven wonders such as, *Where are they located? Are they old or new? Living or non-living?*
- Allow children to skim through the text and share facts about wonders with which they are familiar. Point out text features such as maps and the timeline. Ask children to predict what type of text this is (fiction vs non-fiction). Ask, *What do you think you'll learn about these ancient wonders?*

## Reading the text

Ask children to read the text independently to p. 35, which is 2,726 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Connecting a text to their own lives helps readers synthesise new material. Invite children to share which of the wonders they'd most like to visit and why.
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and by using tools such as a dictionary.
- *Visualising:* Help children to visualise the setting for each of the structures included by reminding them to consider the sights, sounds and smells they might experience visiting now or when it was built.
- *Inferring:* This title has several features to provide information in a different format. Encourage children to use these features, along with quotes from the text, to infer information and draw conclusions as they read.
- *Questioning:* Ask children to keep track of any questions they have about the text in their learner's notebooks. Invite them

- to research answers on their own time and report their findings back to the class.
- *Summarising:* Ask children to keep track of information as they read by summarising sections of the text in their learner's notebooks.
- Walk around as children are reading to check their fluency. Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.
- p. 4: Ask, *The word 'structure' can mean 'shape' or 'building'. Which meaning works best in this context?*
- p. 10: Say, *The author describes structures put on one list of wonders as different but still marvellous. Ask, Is 'marvellous' a synonym for 'wonderful'? Explain why or why not.*
- p. 16: Make sure children know that 'limestone' does not have any root in the word 'lime' as we know it. (Support and extend discussion.) Explain that limestone is a relatively light stone that's easy to shape, but it is also a soft stone that erodes quickly.
- p. 17: Ask children to read the text box aloud. Ask, *What two words make up 'afterlife'? Define each to determine what the compound word means.*
- p. 18: Children are probably familiar with the word 'religion'. Invite them to name religions with which they are familiar, and explain that, like the different faiths mentioned, Egyptians had their own religious beliefs and traditions.
- p. 23: Point out the description of the Sphinx as striking. Then say, *'Striking' can be a verb or an adjective. Which meaning applies to this sentence?*
- p. 26: Ask children to reread the third paragraph. Then challenge them to define 'praised' using context.

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Remind children that reading information in multiple formats is a great strategy for grasping non-fiction texts. Quickly model finding information in the text that is conveyed in more than one format, then ask children to work independently through the questions. As children have been introduced to this skill before, remove some of the scaffolding, if possible, during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Identify details:* Allow children to work in groups to prioritise details that support the main idea for each of the structures.
- *Summarise:* Summarising chunks of information before continuing will help children to discern the most important details of that section. While in groups, ask children to take turns verbally summarising sections.

## Use multiple formats

**Model** Strategies help us solve problems we encounter when reading, writing and learning. Reviewing some of the strategies we've learned reinforces how and when to use them. Let's briefly review how information provided in different formats can help deepen our understanding of a non-fiction text. Let's start with the map on page 6. This is what the WHOLE world looked like according to Herodotus. Based on this, I'm predicting that his list of seven wonders will all be in that tiny region of the world. Maps are only one format an author can use to present information. Let's look at some of the other formats used in this text.

**Practise** the strategy and ask children to write their responses in their learner's notebooks.

- pp. 14–15: The author includes a detailed description of the seven wonders and a sidebar listing important details about each. How does the map supplement that information?
- p. 15: The sidebar lists each of the seven wonders of the ancient world. What other information does the sidebar contain? How can you use this sidebar to clarify your reading?
- pp. 16–23: In your learner's notebooks, record information you read about Khufu and who he was. Make sure to note whether this information came from the main text or from a feature that presents information in another format. What did you find? How did the author use multiple formats in this chapter?
- p. 25: Look at the illustration on this page. Working with a partner, describe what you can see. How did you use both the text and other formats to complete your description?
- pp. 34–35: Using information from multiple formats, create a bulleted list of facts about the Olympics. Write your lists in your learner's notebooks.
- The author has provided information in several formats in the book, for example: text, maps, sidebars and captions. Which did you find most helpful for clarifying information? Which do you think is most useful for providing additional information?
- After practising using multiple formats, ask children to turn to a partner and discuss what they've learned about them. Encourage children to discuss how using multiple formats supported their understanding of the text.

## Vocabulary strategy: Review understanding author's craft

Remind children that they have already studied this skill, then explain: *An author's craft includes everything from the organisational structure to the words and features the author chooses. Studying how an author uses words can help a reader develop an understanding and appreciation of the author's craft.*

- Ask children to reread p. 4, and remind them of the definition of 'structure'. Then point out the description that the author gives of a structure before revealing it to be the Great Pyramid. Say, *List the adjectives the author has used to describe the structure. Why do you think the author gives such a detailed description? How is this description different from a general definition?*
- Ask children to look at the subhead 'Why Is the Great Pyramid a Wonder?' (p. 16). Say, *This paragraph describes the Great Pyramid in detail. Why do you think the author chose to place these sentences here?* Explain that authors are very specific about where they put certain words and sentences.
- Turn to p. 23 and invite children to read the sidebar. Ask, *How does the description of the pyramids help you understand what limestone is? Why do you think the author chose to put some information in the sidebar and other information in the main text?*
- Read aloud the last paragraph on p. 24. Ask, *Why do you think the author chose to start this description with the phrase, 'Imagine this'? How does this improve an informational text?*

## Writing: Write in response to reading

Children will now use their text and information from discussions to write a response to reading.

- *You've just read about the seven wonders of the ancient world. If you were going to add a wondrous structure to the list, what would it be? Why? You may base your idea on research or reflection. In your response, use information about what makes a structure wondrous. Compare your idea to the structures you've read about, and use evidence from the text to support your answer.*

## ► English Language Learners

- Provide additional support for using multiple formats. Turn to p. 25 and point out the illustration of the Hanging Gardens. Then model rereading the description and pointing out elements in the illustration that match. Afterwards say, *The illustration helps me understand the Hanging Gardens better than the text alone would.* Point to another text feature that provides information in a different format. Work with children to determine how that format is helpful, then ask them to work independently in pairs to find additional examples.

## ► Assessment

- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect work samples, and keep them in the child's portfolio.

# Seven Wonders of the Ancient World

Level: 36 Non-fiction Word Count: 5,183 Text Type: Informational text Part: 2



**Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.

**Academic vocabulary:** bronze, fantastic, invention, mausoleum, version

**Learning objectives:** Review making text-to-text connections, apply precise language, write in response to reading

## Getting started with predictions

- Ask children to talk about the text they have read thus far.
- Challenge children to make predictions for the second half of the text and write their thoughts in a learner's notebook.

## Reading the text

Ask children to read the remainder of the text independently, which is 2,457 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebooks to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, predicting, inferring and activating prior knowledge of content).
- *Making connections:* Children should connect the information in the text to other texts that describe amazing sights.
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand and need to have clarified. Clarify these through discussion, teacher/child expertise, partner talk, and by using tools such as a dictionary.
- *Visualising:* Students may find the ages of these structures too abstract to conceptualise. Guide them to use text features, such as illustrations, to better visualise each.
- *Inferring:* It will help children to place each of the structures in context if they can infer details about the cultures from the facts provided.
- *Summarising:* Explain that summarising chunks of text makes it easier to remember details of non-fiction texts.
- *Questioning:* Children should record any questions they have in their learner's notebooks before, during or after reading.
- Walk around as children are reading to check their fluency.

Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.

- p. 38: Ask, *Do you know the meaning of the word 'invent'?* (Support and extend discussion.) *How does this word help you in your understanding of the word 'invention'?*
- p. 40: Say, *Writers wrote about the last two versions of the temple. Define how a building can have different versions.* If children have difficulties, reread the last paragraph on p. 39.
- p. 42: Ask, *How can you use context to define 'mausoleum'?*
- p. 44: Say, *'Fantastic' can mean 'extraordinarily good' or 'more imaginative than realistic'. Infer which meaning works here.*

- p. 48: Ask, *What does 'bronze' mean?* (Support and extend discussion.) *How does knowing what the statue is made of help you visualise it?*

## After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers form understandings. Then explain how connecting one text to another they've read can help readers gain more insight into the subject or genre. Before beginning to practise, print out or bookmark the other texts for children to use. Then model making a connection between texts, and ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding, if possible, during instruction. Finally, provide children with further vocabulary practice.

## Comprehension

- *Apply critical thinking:* Children may not understand fully why each of the wonders is considered such. Remind them to consider the time and place in which each was built and the feat of technology and workmanship each must have been. Encourage children to discuss their thoughts with a partner or in small groups as time permits.
- *Compare and contrast:* Invite children to compare and contrast details of each structure. They can write their analyses in their learner's notebooks.

## Making text-to-text connections

**Model** *Strategies help us solve problems we encounter when reading, writing and learning. We've already discussed text-to-text connections, and now we're going to review the skill. When we connect what we've read in one text with something we've read elsewhere, we might understand both texts in a new and deeper way. For example, when we were reading about the Statue of Zeus, I was reminded of an article I recently read entitled, 'Hands of an Artist,' which is about the statue of Abraham Lincoln at the Lincoln Memorial (article found on npr.org). The architects of the Lincoln Memorial may have been influenced by the Statue of Zeus. This information helped me appreciate the memorial in a new way.*

**Practise** the strategy and ask children to write their responses in their learner’s notebooks or BLM, as the question specifies. Suggestions for text connections are provided; however, feel free to adjust using classroom resources.

- pp. 36–41: Reread the section about the Temple of Artemis. Then read the reference piece, ‘Temple of Artemis at Ephesus’ (located on Britannica.com). Name a fact that appears in one text but not in the other. Name a fact that appears in both. Write your answers in your learner’s notebook.
- pp. 42–47: Read the Britannica.com article about the Mausoleum at Halicarnassus, and connect it to the text. Which text format do you prefer? Which text provided information that helped you understand the monument best? Use two examples to explain why. Write your explanations in your learner’s notebooks.
- pp. 48–53: Read about the Colossus of Rhodes and look at the illustrations. Then read the poem ‘The New Colossus’ by Emma Lazarus (found on The Poetry Foundation website). It was written about the Statue of Liberty in New York City, New York, USA. Why does the author refer to it as the new colossus? How can you use what you’ve read in the book to connect to the poem? Write your responses in your learner’s notebooks.
- pp. 54–59: Read the description of the Pharos of Alexandria again. Now read the article entitled, ‘Underwater Museum Planned for Egypt’s Alexandria’. (This article is located on the National Geographic website.) How does one text help you understand the other better? Do you agree that reading both gives you a better understanding of the Pharos of Alexandria? Use two examples from each text to support your answer.
- UNESCO is an organisation that lists historical wonders around the world that should be preserved. Ask children to read the ‘Tower of Hercules’ article from the UNESCO website, then say, Cite two sentences from this article and two from the book to connect the two texts. Write your responses in your learner’s notebooks.
- With help from a teacher or librarian, find a text that connects with this one. It might connect because of a similar subject or genre, or one may simply reference the other. Complete the BLM to explain the connection.
- After practising text structure, ask children to discuss in pairs how connecting texts helps them learn more about a subject.

### **Vocabulary strategy: Precise language**

Identify and discuss interesting or challenging vocabulary in the text. Talk about how the author used precise language to help readers visualise each structure and its setting. The vocabulary may be related to the content of the piece, such as bronze, or specific word choices the author has made so readers can better understand the text. Ask questions that encourage children to explore precise vocabulary further.

- Read aloud this sentence: ‘Ephesus was a wealthy city in the country of Ionia, which is now part of Turkey.’ (p. 36) Then ask, Why didn’t the author just write that Ephesus was in Turkey?
- Ask children to reread p. 37. Then invite them to point out all the adjectives the author used to describe the temple. Ask, Why does the author go into so much detail when describing the temple? Guide children to see that by providing a precise description of the temple, the author is helping readers to visualise it.

- Tell children that you are going to read two sentences aloud. First, say, A staircase led to the tomb’s entrance. There were statues of lions on either side. Next, reread this sentence from p. 44: ‘A long, wide stairway led to the tomb’s entrance. Giant stone animals stood on both sides of the stairway.’ Ask, Which description helps you best visualise the structure?
- Ask for a volunteer to read aloud the last paragraph on p. 54. Then ask, Why was the pharos a wonder? Call children’s attention to the measurements given: its height, lifespan and distance its light could be seen. Ask, Why is it important to give actual measurements instead of just writing, ‘It was tall, lasted a long time, and had a light that could be seen for miles’? How does the use of exact numbers improve the text?
- In the same paragraph on p. 54, point out the word ‘gleamed’. If children don’t know this word, ask them to look it up in a dictionary. Ask: How is the use of the word ‘gleamed’ an example of a precise word choice? What other words could the author have used instead?

### **Writing: Write in response to reading**

Children have practised connecting texts in the exercises above. Allow them more time to reflect on one of their choice.

- You’ve connected several texts to this one. Choose the text you believe most closely connected to this one, and explain why. How did it help you learn more about the subject? What was appealing about it? In your response, include evidence from both texts to support your answer.

### **► English Language Learners**

- Provide additional support for the vocabulary words in this section by pointing out that Spanish speakers may already be more familiar with them than they know. All of the academic vocabulary words have Spanish cognates. Explain that this is because Spanish is a Romance language, which means many words have their roots in the Roman language, or Latin. Italian, French, Portuguese, English and Romanian are also Romance languages. Model using an online dictionary to translate *mausoleum* (*mausoleo*). Allow a child to look up another word with you. Encourage children to look up the other vocabulary words or volunteer translations in small groups. Invite them to share with the class what they’ve learned. ELL students who speak a language other than Spanish can also benefit from learning this strategy because many new words might be similar to words they know.

### **► Assessment**

- BLM completed.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples, e.g. the BLM, and keep them in the child’s portfolio.
- Complete the Oral Reading Record (page 96).
- Record whether children liked the story and their rationale for their opinion.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Make text-to-text connections

Complete this activity about the text you chose to connect to the book.

Share your responses with the class.

- Fill in the answers to each question with specific examples from the text.

Title #1: *Seven Wonders of the Ancient World*

Title #2: \_\_\_\_\_

Why did you choose the second title? What made you think of the first book when you read it?

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How are the subject matters alike? How are they different? \_\_\_\_\_

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Are the texts the same genre? If not, which did you prefer? Why? \_\_\_\_\_

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Which text provides more information? Give examples from each to support your answer.

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Does either text provide information in a different format? If so, how is each format helpful?

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Explain how reading the additional text helped you understand both better. \_\_\_\_\_

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**Main teaching focus**

*Comprehension:* Using multiple text formats

**Other teaching focus**

*Comprehension:* Making text-to-text connections

**Teacher's note**

Children connect one text of their choice to *Seven Wonders of the Ancient World*. They describe the reasons behind their connections, including which texts, genres and text formats were more useful to their learning styles.

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *World Cultures*

Level 34

Running words: 215

Page no.		E	SC	Errors MSV	Self-corrections MSV
58	<p><b>Religion</b></p> <p>Few people in Greece still believe in the ancient Greek gods and goddesses. Today most Greeks are Christians. But in ancient times, the Greeks spent a great deal of time praising the gods and goddesses. They built temples to honour certain ones. They said prayers and left gifts in the temples to give thanks to those gods and goddesses.</p> <p><b>Modern festivals and celebrations</b></p> <p>Greek gods were also celebrated during festivals and contests, like the Olympic Games. Today many Greek holidays, such as Easter, are centred around the Christian faith.</p>				
59	<p>Many Greeks are named after religious saints. Name day celebrations honour a particular religious saint. In Greece a person's name day is more important than his or her birthday.</p> <p>"Apokries" is a two-week festival held in the weeks leading up to Easter. People dress in costumes and celebrate day and night with music, dancing and traditional Greek food. The Athens &amp; Epidaurus Festival is held each summer. During this festival, actors perform plays from ancient Greece at a well-preserved theatre. Although the theatre was built in the 4th century BC – nearly 2,400 years ago – it is still known for its wonderful sound quality. It is said that the sound of a pin dropping on the stage can be heard from every seat in the theatre.</p>				
<b>Totals</b>					

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Accuracy %	Self-correction ratio	WCPM	Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *A Midsummer Night's Dream: A Retelling of Shakespeare's Classic Play* Level 34 Running words: 197

Page no.		E	SC	Errors MSV	Self-corrections MSV
26-27	<p>Scene 2</p> <p>Setting: Puck finds two people asleep. He wrongly thinks it is Helena and Demetrius, but it is Hermia and Lysander.</p> <p>Puck: Ahhh. Here they are. I will place the love potion in this man's eyes. He will fall in love with the first thing he sees. This lovely woman whose heart he has broken. <i>(Squeezes the love potion into the eyes of Lysander.)</i></p> <p><i>Exit Puck</i></p> <p><i>Enter Helena</i></p> <p>Helena: <i>(Seeing Lysander lying on the forest floor)</i> Lysander, are you dead or alive? Has Demetrius harmed you with his sword?</p> <p>Lysander: <i>(Starting)</i> Helena. Oh gentle Helena. Your beautiful dark hair. Your stunning deep brown eyes. Oh, I love you with all my heart!</p> <p>Helena: <i>(Confused)</i> Hush. You are making fun of me. You love Hermia, not me.</p> <p>Lysander: Hermia is boring. I am young and I was foolish, but now I know who I really love. Not Hermia but <i>you</i>, dear Helena.</p> <p>Helena: The man I love has told me that he hates me, and now you make fun of me by pretending to love me. I thought you were a gentleman. This is too unkind, and I won't stay to listen to it. Farewell.</p> <p><i>Exit Helena</i></p>				
<b>Totals</b>					

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Accuracy %

Self-correction ratio

WCPM

Prosody



# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Bri and Ari's Island Survival*

Level 34

Running words: 204

Page no.		E	SC	Errors MSV	Self-corrections MSV
22-23	<p>After that wonder-filled night, life for the twins became quite boring again. Their parents' rush to record everything they had seen and learned about turtles led to hours of careful writing, and it was something only they could do. The girls grew tired of doing nothing.</p> <p>To pass the time, the girls chatted with other scientists. John was working on experiments using drones. These small remote-control flying machines with cameras took photos of reefs from high above. Maddie Blake was looking for specific types of reptiles, especially the prehensile-tailed skink, a kind of lizard.</p> <p>"One day soon," Dad promised them, "we'll take some time off and have a family adventure together."</p> <p>"We have to get all the notes and other data organised that we've been gathering," Mum said, although she wasn't sure how long that task would take.</p> <p>The twins tried to keep as active and busy as they could. Still, most days they spent alone, walking along the same stretch of beach near the camp. They talked and talked about all the super-amazing things they were going to do, like rock climbing and boating.</p> <p>"One day soon we'll get to explore," they whispered to each other every night before they went to sleep.</p>				
<b>Totals</b>					

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Accuracy %	Self-correction ratio	WCPM	Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Elephant Bill and Bandoola's Daring Escape*

Level 34

Running words: 245

Page no.		E	SC	Errors MSV	Self-corrections MSV
40-43	<p>Early the next morning, they set out on their dangerous mission. Bandoola led the elephants, followed by the rest of the group. Elephant Bill started the climb first. Up the stone staircase he scrambled. It was easier than the last time. The chill of fear he once felt was nearly gone, but he still didn't dare look down.</p> <p>When he was halfway up the cliff, Williams stopped and turned to look down into the valley. He sat on the sandstone steps and waited for Bandoola and Po Toke.</p> <p>An hour passed and then another. Still there was no sight of Bandoola coming up the cliff. Had he got up part way and then turned around, afraid to go on? Or even worse, was Bandoola stuck on the steps, frightened and unable to move forwards or backwards?</p> <p>Williams couldn't stand the dark thoughts running through his head, and he was growing anxious waiting for Po Toke and Bandoola to appear. Just then he heard the sound of heavy footfalls on stone. There, coming into the sunlight below, he saw a giant elephant head and the curved tusks he knew. It was Bandoola!</p> <p>"Bandoola's head and tusks suddenly came round the corner below me," Williams later recalled. "He looked almost as though he were standing on his hind legs. Then up came his hindquarters as though in a slow-motion picture." Po Toke was with him. He didn't say a word. He just gave Elephant Bill an encouraging look.</p>				
<b>Totals</b>					

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Accuracy %

Self-correction ratio

WCPM

Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Mount Everest*

Level 34

Running words: 240

Page no.		E	SC	Errors MSV	Self-corrections MSV
46	<p>For hundreds of years, the Sherpa people have built their villages at the base of Mount Everest. For most of that time, they lived off this extreme land. They cut fields into the sides of hills, like shelves. They grew barley and potatoes, and they raised yaks. Sherpas lived in villages as high as 4,260 metres. But they never thought of climbing the mountain themselves because it was a holy site to be respected from a distance.</p> <p>That way of life began to change in the 1920s. By then Everest was widely known as the highest mountain in the world. Climbers from Great Britain arrived, aiming to be the first people to reach the mountain's peak.</p> <p>These British explorers needed help from the Sherpas. The local people had lived so long in Everest's shadows that their bodies were adapted to the thin air.</p> <p>Although they had not tried climbing Everest before, Sherpas found that they were naturally skilled at it. They took jobs carrying loads and finding new routes. This new work was exciting, and it paid well. The Sherpa way of life began to change.</p> <p>After the early climbs by the British, the dream of reaching Everest's peak went unmet. Starting in 1921, 15 expeditions had set out and failed. Twenty-four climbers died during these early attempts. Finally, on 29 May, 1953, Edmund Hillary of New Zealand and Sherpa Tenzing Norgay prepared for the final push to the top.</p>				
<b>Totals</b>					

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Accuracy %	Self-correction ratio	WCPM	Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Journey to the Top of the World*

Level 34

Running words: 239

Page no.		E	SC	Errors MSV	Self-corrections MSV
43	<p>Tenji knew the summit of Everest was 8,848 metres, or more than 29,000 feet, above sea level. The group had less than two kilometres, or one mile, left to climb, but now every step sapped their energy. Worse still, it was getting harder for the climbers to breathe. Sherpas were used to living and working at this altitude. But even experienced climbers from other parts of the world often suffered at this height.</p> <p>Tenji noticed that Maya was struggling. He dropped back to climb next to her.</p> <p>“How are you feeling?” he asked.</p> <p>“I’m OK,” she wheezed, looking upwards with a determined expression.</p> <p>“Are you sure?” asked Tenji again, putting his hand on her arm.</p> <p>Maya turned to him with tears in her eyes.</p> <p>“I feel sick, and it’s hard to breathe,” she told him, holding her head in her hands and staggering. “I’ve never had altitude sickness this badly before. I just don’t want to hold the others up.”</p> <p>“Don’t worry,” said Tenji, pulling out one of the oxygen tanks. “We can take it as slowly as you need to.”</p> <p>“Thanks,” whispered Maya, smiling weakly as she reached for the oxygen.</p> <p>Tenji called to his uncle, and the whole group waited as Maya recovered and rested.</p> <p>Soon they were climbing up the steep face of an ice wall called the Lhotse wall. The group needed all their strength as they used the ropes to climb up the ice.</p>				
<b>Totals</b>					

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Accuracy %

Self-correction ratio

WCPM

Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Cool High-tech Jobs*

Level 34

Running words: 232

Page no.		E	SC	Errors MSV	Self-corrections MSV
26-28	<p><b>Product Design</b></p> <p>What makes people pick a certain pair of trainers or choose one jacket instead of another? There are secrets to knowing how to make stuff people will buy!</p> <p><b>What People Want</b></p> <p>The look, feel and ease of use of any product can greatly affect whether people want to buy it or not. There may be thousands of ideas for new products, but only some are successful. This is partly because of the materials chosen, how much they cost to make and what is popular.</p> <p><b>High-tech Jobs Involving Products</b></p> <p>Many types of high-tech jobs involve products. Some people design products, while others build them. Some people work in factories developing new machines or ways of making products in large quantities for the public to buy. Others use scientific skills to develop new materials, such as waterproof fabrics that let air pass through them.</p> <p><b>Product Designer</b></p> <p>Take a look around you. No matter which man-made object catches your eye, a product designer invented it.</p> <p><b>It Starts With an Idea</b></p> <p>Product designers start off with an idea for a product. It may be their idea or one that a customer gives them. Then they make sketches of the possible shape, colour and form of the product. Designers choose materials that suit the purpose of the product. They might choose hard metal to make a bicycle frame or heat-proof plastic to make a kettle.</p>				
<b>Totals</b>					

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Accuracy %	Self-correction ratio	WCPM	Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Talia's Whale Adventure*

Level 34

Running words: 201

Page no.		E	SC	Errors MSV	Self-corrections MSV
17	<p>Dr Torres explained that some scientists think humans are causing many of the changes to the environment. Humans use a lot of gas, coal and oil to run our cars and power our homes.</p> <p>“Can’t we use less of that stuff then?” I asked.</p> <p>“Well, it’s a little more challenging than that, but you’re right about our actions affecting the environment and all living things. Burning fuel releases gases into the atmosphere. And those gases cause temperatures to rise,” explained Dr Torres.</p>				
18	<p>“You mean temperatures up here on land and down below in the ocean?” Andy asked.</p> <p>“Well, both actually. Some sea animals need to live in colder water. Warmer oceans cause these sea animals to migrate, or move, towards colder water. The animals that migrate might be food for whales. Which means when the food moves, so do the whales,” answered Dr. Torres.</p> <p>“Can’t the whales just stay in that colder water though?” I questioned.</p> <p>Benny explained how whales need to live in very deep water, but sometimes the food moves really close to the shore. If the whales don’t move with the food, they could starve. But if whales swim too close to the shore, they could end up beached.</p>				
<b>Totals</b>					

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Accuracy %

Self-correction ratio

WCPM

Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Cassia's Diary*

Level 35

Running words: 238

Page no.		E	SC	Errors MSV	Self-corrections MSV
20-21	<p>The laundry was closed today, so Papa asked me to go with him on a trip for work. It sounded pretty boring, but I went just to get out of the city. It turned out to be quite an adventure!</p> <p>We walked through the crowded streets of the city. We passed the huge Forum with its temples and bathhouses, shops and markets. It was all packed with people. It looked like everyone in Rome was there!</p> <p>Next we saw the Colosseum, where the gladiators fight. Its rounded walls seem to tower up to the sky. Beyond that was Circus Maximus – a giant stadium. Chariot races take place there, with men racing at high speeds in chariots pulled by horses. It has enough seats for a quarter of a million people! I've heard it's an exciting place, but I've never been inside because we're too poor.</p> <p>When we finally reached the edge of town, there were just fields and trees and a dusty trail. On one side of the trail was a grove of olive trees. Their silvery leaves waved in the gentle breeze. On the other side was a field of golden wheat shining in the sun.</p> <p>Papa suddenly stopped, put his hand on my shoulder, and said, "Listen."</p> <p>"I can't hear anything," I said.</p> <p>"Exactly!" Papa said. "It's quiet. Isn't that wonderful?"</p> <p>I realized at that moment that perhaps Papa is tired of city life as well.</p>				
<b>Totals</b>					

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Accuracy %	Self-correction ratio	WCPM	Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *The Great Debate: The Future of Energy*

Level 35

Running words: 264

Page no.		E	SC	Errors MSV	Self-corrections MSV
30	<p>The water in the seas and oceans can also make electricity. Rising and falling <i>tides</i>, and the effect of waves, can turn turbines to make electricity.</p> <p>The case for hydroelectricity is strong. It is a renewable form of energy, it causes very little pollution, and the fuel it needs is free. Around 71 per cent of Earth's surface is covered in water, so there are many places to make hydroelectricity.</p>				
31	<p>Most rivers can be used to make electricity. Small rivers can be routed to flow through a turbine, and don't need to have dams. This means that water can supply local people with power in remote places.</p> <p>Unlike solar and wind power, water power is very reliable. This is because rivers always flow (unless there is a drought and no rain falls). Tides rise and fall usually twice a day, and there are always some waves on the ocean surface.</p>				
32	<p>But there are some issues to add to the debate about hydroelectricity. Most of these are about the huge dams that need to be built to provide enough electricity. The cost of building these dams is huge, and there are other negative factors.</p> <p>The environmental effect of building a dam can be large. Huge pieces of land are lost as the land behind the dam floods. People have to leave their homes, and wildlife habitats are lost. The plant and animal life in the water is upset, as it can no longer move freely up or down the river. The dam can reduce or even stop the flow of the water down the river.</p>				
<b>Totals</b>					

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Accuracy %

Self-correction ratio

WCPM

Prosody



# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Sailing to Freedom*

Level 35

Running words: 255

Page no.		E	SC	Errors MSV	Self-corrections MSV
56-57	<p><b>A hero to some, a traitor to others</b></p> <p>Northerners thought of Smalls as a hero and a symbol of the strength and courage of the African-American people. But Southerners viewed him as a traitor and offered a £3,000 reward for his capture. Despite this <i>bounty</i> on his head, Smalls served the Union for the rest of the war. He fought in a total of 17 naval battles. He also gave speeches against slavery.</p> <p><b>A natural-born Leader</b></p> <p>Smalls spent some time in Philadelphia in 1864, while waiting for repairs to be finished on the <i>Planter</i>. During this time, Smalls worked on learning to read and write and also gave speeches to the Anti-Slavery Society. But it was also during this time that Smalls was told to give up his seat on a streetcar to a white person. The driver told him to stand on the outside platform in the rain instead. Insulted by this racial injustice, Smalls walked home in the rain. Many people were outraged by this unfair treatment of a national hero. A mass protest followed the event. Smalls took part in the protest. In 1867, Philadelphia changed the laws on <i>segregation</i> on public transportation. All people, whatever their race, could sit anywhere they wanted.</p> <p>After the Union won the war in 1865, Smalls returned to Beaufort, South Carolina. Although the war was over and slavery had ended, Smalls never stopped fighting for his fellow African-Americans. Believing strongly in the importance of education, he opened a school for black children in Beaufort in 1867.</p>				
<b>Totals</b>					

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Accuracy %	Self-correction ratio	WCPM	Prosody

# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Famous Leaders*

Level 35

Running words: 223

Page no.		E	SC	Errors MSV	Self-corrections MSV
30-31	<p><b>Emmeline Pankhurst (1858-1928)</b></p> <p>Emmeline Pankhurst was a women’s rights <i>activist</i> in Great Britain. Many female activists were pushing for equal rights. In the mid-1800s, women could not vote in elections. Pankhurst married in 1879, and with her husband, she led a movement for women’s <i>suffrage</i>, or right to vote. In 1903 she helped create the Women’s Social and Political Union (WSPU). The WSPU’s goal was to achieve women’s right to vote.</p> <p>At first, few people took notice of the WSPU’s movement. Then in 1907 its members started taking violent action. They threw stones through windows and set fire to government buildings. Pankhurst and others were sent to prison. When they refused to eat, they were fed by force. Pankhurst and her “suffragettes,” as they were called, kept fighting until 1928. That year the law was changed so that women had the same voting rights as men. Pankhurst died a few months later. For many people, Pankhurst represents the pained yet successful efforts of women’s suffrage.</p> <p><b>Susan B. Anthony</b></p> <p>Born in 1820, Susan B. Anthony fought for women’s rights in the United States. She travelled around the country forming gatherings and giving speeches. Anthony faced many challenges while fighting for women’s voting rights, equal wages for women and the right for women to own property. In 1920 American women finally won the right to vote, 14 years after Anthony’s death.</p>				
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# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *My Famous Brother, Galileo*

Level 36

Running words: 249

Page no.		E	SC	Errors MSV	Self-corrections MSV
6-8	<p>All the faces in the crowd were turned upwards. I followed their gaze to the top of the tower of Pisa. A tiny figure at the very top of the leaning building waved down at the crowd. Up there, I knew, was my eldest brother, the great scientist, Galileo Galilei, about to conduct his latest experiment. The crowd cheered again and then cheered even louder as the figure raised one large rounded object in each hand.</p> <p>And then he dropped them. The crowd parted as the shapes hurtled towards the ground, striking the ground at exactly the same time. The crowd roared with approval. Next to me, I pulled the sleeve of Francesca, my brother's maid, to get her attention.</p> <p>"What's all the fuss about?" I shouted.</p> <p>"Your brother just proved Aristotle wrong," she said, grinning at me.</p> <p>I hold the great thinker and scientist Aristotle in high regard. How could my brother prove any of his findings wrong?</p> <p>"I don't get it," I muttered softly. And I didn't. My brother was basically a stranger to me and his work a mystery. I knew he worked at the University of Pisa and was a professor of mathematics or physics. Or something. I didn't really care. All I really cared about was my music and my lute. Especially now that our father had passed away. Music had been hugely important in our father's life and I was determined to become the best musician I could – for his and my sake.</p>				
<b>Totals</b>					

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# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Why the Moon Moves Away*

Level 36

Running words: 214

Page no.		E	SC	Errors MSV	Self-corrections MSV
11	<p>Raven looked at Rat who said, “Great idea. There’s plenty here, and I can’t eat it all. Honestly, I’m sick of fighting with you. It doesn’t do any good.</p> <p>Raven stared at his little rat face, trying to decode what dirty rat tricks he was up to. Finally, she decided he really was offering her both something to eat and an end to their constant battles.</p> <p>Raven asked, “Are you offering to share? Why? We hate each other! I mean, I thought we did. Don’t we?”</p> <p>“I don’t hate you. We fight over food, that’s all. I’ve worked out where to find plenty of it, more than I can eat actually, but getting at it is a serious issue. If we solve that problem, we can stop scavenging and eating everybody else’s rubbish. Good plan, don’t you think? All we need to do is crack this thing open.”</p> <p>Raven gave the thing a long look. What she had mistaken for driftwood was a broken husk with an inside full of tough, brown fibres like dry grass.</p> <p>She couldn’t eat that, but the seed at the bottom of the husk had promise. It was the size and shape of a small grapefruit, dark brown, and covered with the same rough fibre that filled the husk.</p>				
<b>Totals</b>					

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# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Max Jupiter Trapped at Space School*

Level 36

Running words: 210

Page no.		E	SC	Errors MSV	Self-corrections MSV
32	<p>The next morning, Max woke to his MR beeping, “Time to wake up, Max.”</p> <p>Max rolled out of bed. He got dressed, and then he headed to the cafeteria. After grabbing a tray of food, he found Sarah. Max sat down next to her. She looked grumpy.</p> <p>“What’s wrong?” Max asked.</p> <p>Sarah looked up at her MR. “That thing won’t leave me alone,” she whispered. “It’s worse than my little brother.”</p> <p>Just then, two more trays dropped down in front them. It was Jane and Brandon. Their robots floated not far behind them. “They’re worse than my mother,” Brandon, Commander Lux’s son, said. “At least the food isn’t bad,” he said. They ate their breakfast in silence because they didn’t like the idea of the robots listening to their conversation.</p> <p>Max followed Sarah as she put her waste into the recycling and compost bins. “Could you visit my lab today?” he asked her. “I need help with a problem.”</p> <p>“Sarah is not assigned to the asteroid resource lab,” her MR beeped.</p> <p>“I need her help calculating the path of an asteroid I want to study,” Max said, knowing Sarah was a maths whiz.</p>				
33	<p>The robot hummed and buzzed, as if it were in communication with someone. “Request approved,” it beeped.</p>				
34					
<b>Totals</b>					

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# Oral Reading Record

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_

Text: *Seven Wonders of the Ancient World*

Level 36

Running words: 233

Page no.		E	SC	Errors MSV	Self-corrections MSV
44-45	<p>Like most structures on the Ancient Wonders list, the Mausoleum was huge. It was built on a hill overlooking the city. It sat on a base that covered about 1,100 square metres and was about 32 metres high. On top of the base was a 7-metre pyramid. On top of the pyramid was a 6-metre sculpture of a chariot with four horses. The entire structure reached 45 metres into the sky. That's as tall as a 14-storey building.</p> <p>The Mausoleum was very grand. Each of its four sides had fantastic sculptures. Some were of individual people. Some were of important moments in history. A long, wide stairway led to the tomb's entrance. Giant stone animals stood on both sides of the stairway. The white shining tomb could be seen from many kilometres away, including from far out at sea.</p> <p>The tomb was constructed with huge blocks and columns made of green lava or marble. These were cut from rock and shipped to Halicarnassus. As with other ancient buildings, it is unclear how these were lifted to great heights. A large machine, such as a crane, could have been used. Metal clamps and wood braces probably helped hold the blocks and columns in place. Building this giant tomb must have been dangerous work. The tomb was also well built. Except for the Great Pyramid, the Mausoleum lasted longer than any of the other Wonders.</p>				
<b>Totals</b>					

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