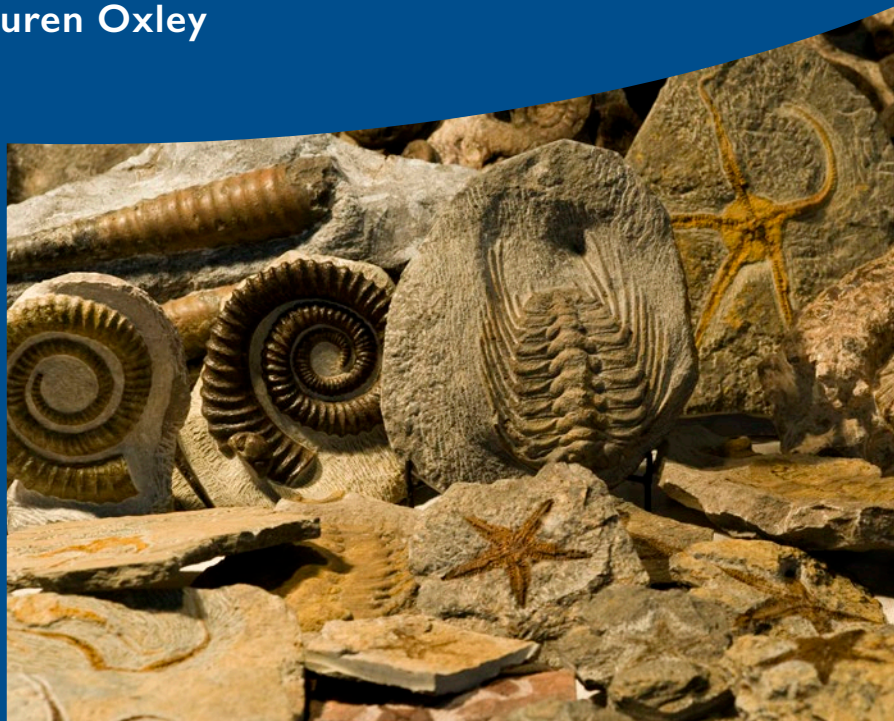


Levels
31-33

Engage Literacy

TEACHER'S RESOURCE

Lauren Oxley

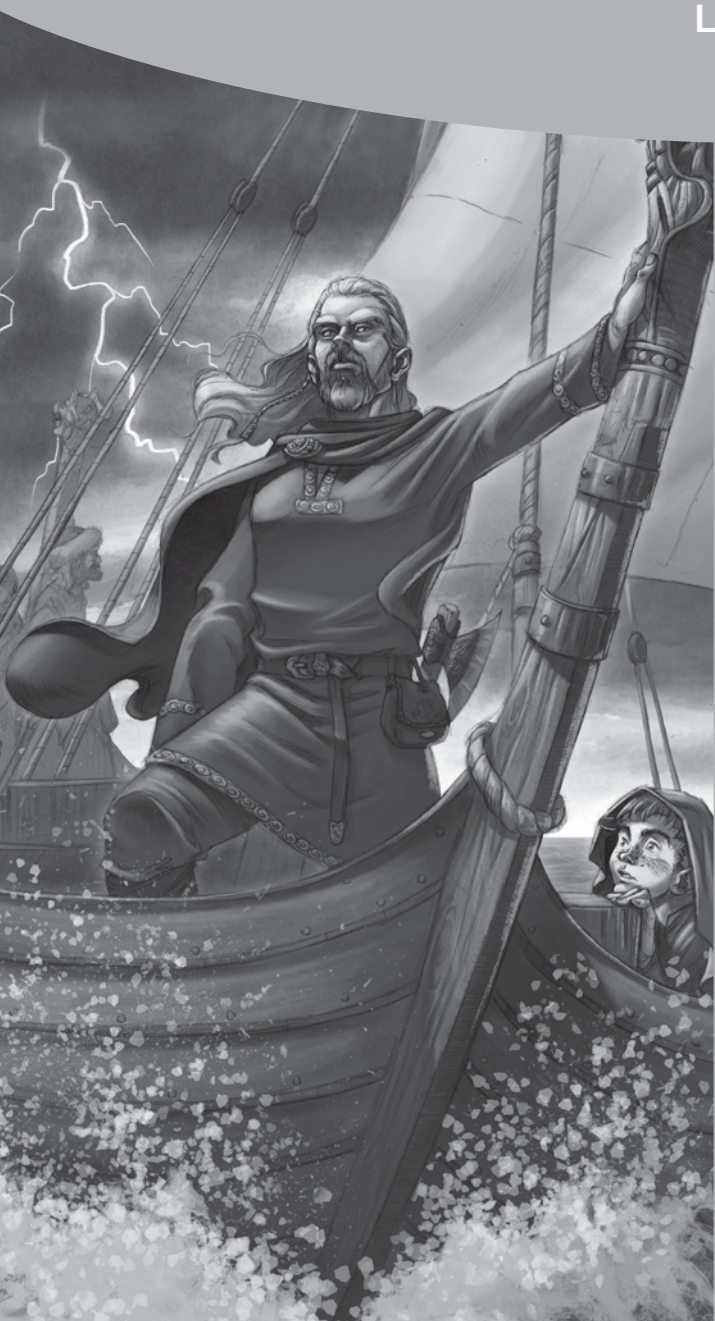


Levels
31-33

Engage Literacy

TEACHER'S RESOURCE

Lauren Oxley





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Engage Literacy Teacher's Resource Levels 31–33

ISBN: 978 1 4747 4736 3

Contents

Introduction

<i>Engage Literacy</i> Components	v
Fiction and non-fiction texts	vii
<i>Teacher's Resource</i>	vii
How to use <i>Engage Literacy</i> in your classroom	ix
How to Use the Oral Reading Records by Dr Chase Young	xi

Teaching notes

Sally Snowboarder	1
Habitats Around the World	6
The Underground Dwellers	11
Sofia and the Stone	16
Children at Work Throughout History	21
How Rights Were Won	26
Sailing with Leif Eriksson	31
The Wonderful World of Food	36
Right on Target	41
Out of This World!: Answers to Questions About Space	46
Max Jupiter: Solo Mission	51
Fossil Hunters	56

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

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

Oral Reading Record sheets

Sally Snowboarder	61
Habitats Around the World	62
The Underground Dwellers	63
Sofia and the Stone	64
Children at Work Throughout History	65
How Rights Were Won	66
Sailing With Leif Eriksson	67
The Wonderful World of Food	68
Right on Target	69
Out of This World!: Answers to Questions About Space	70
Max Jupiter: Solo Mission	71
Fossil Hunters	72

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

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

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	<i>Engage Literacy</i> 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.

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- 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.

Sally Snowboarder



Level: 3 | Fiction | Word count: 3,129 | Text type: Realistic fiction | 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: announcement, balance, convincing, curious, slalom, tradition

Programme link: *Sally Snowboarder* E-book

Curriculum link: sports and recreation, family

Story summary: Everyone in her family loves to ski, except Sally. Sally tries out different skiing teams to keep up the family tradition. Unfortunately, Sally keeps falling and tumbling. Sally enjoys snowboarding but her parents really want her to ski. Sally finally has the courage to show them how good she is at snowboarding.

Learning objectives: use text evidence, determine word meaning using context, apply the writing process: planning a short writing piece

Getting started with predictions

- Ask children to talk about what they know about snowboarding and skiing. Ask them to quickly share if they have had an experience in the snow.
- Give each child a copy of the book and discuss the title, cover illustrations and back copy. Ask children to predict what type of text this is and how they know (e.g. fiction vs non-fiction). Explain that this book is realistic fiction, which is a story with fictional characters and events that are believable and appear as though they could have occurred in real life. Ask children to predict what they think the story will be about.

Reading the text

Ask children to read the text independently to p. 27, which is 1,791 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this story relate to your personal experiences? What other fiction or non-fiction texts have you read about snowboarding?*
- *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, 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 as you read? Describe what you imagine it would be like learning to ski.*
- *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 the clues in the text. Ask children to answer inferential questions such as: *Why did Sally want to be part of one of the ski teams at school? How do you think Sally really feels about skiing?*
- 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 'tradition' mean?* (Support and extend discussion.) *Why is it important for Sally to continue the family's tradition?*
- p. 10: Say, *Use clue words in the text to describe the meaning of 'slalom'.* (Support and extend discussion.) *How does 'slalom' compare to other types of skiing?*
- p. 17: Say, *Sally made an 'announcement' to her family. Define what is meant by 'announcement'. What does it tell us about the way she spoke to her family?*
- p. 22: Ask, *What does 'curious' mean?* (Support and extend discussion.) *What does this tell us about how Sally is feeling about snowboarding?*
- p. 26: Ask, *What does the word 'balance' mean?* (Support and extend discussion.) *Why is the word 'balance' used in this sentence?*
- p. 27: Say, *Define the meaning of 'convincing'. Why will Sally need convincing to join the snowboard team?*

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 help readers to form understandings. Then explain how developing an understanding of using and analysing text evidence will help readers gain more insight into the story. As children are introduced to this subject, model for them how to use text evidence, 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

- **Questioning:** Ask children to work in pairs to record questions they had relating to the text before, during and after reading. Encourage children to swap their questions with a partner and answer each other's questions. Children can also identify if they are literal or inferential questions.
- **Summarising:** Encourage children to retell the events in the text. Ask children to record the heading 'Chapter one' in their learner's notebook and then summarise that chapter by sequentially recording the main events. Children can continue by summarising chapters 2-4.

Text evidence

Model the strategy using p. 7: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. We have already talked about answering questions by locating information in the text. Today we are going to talk about using text evidence, which means finding the exact words in the text that support our ideas. Using text evidence helps us to form predictions and develop deeper understanding about the text. We can use text evidence to support our thoughts and inferences about characters and events in the story.*

- p. 7: *We can tell that Dad really cares about Sally learning how to ski. The author has written that it was a 'family tradition' for them to start skiing lessons when they turn three years old and 'Dad dropped Sally off' at her skiing lesson. Also, Dad says 'With more practice, you'll get better. Remember you're a Gil. All Gils love to ski!' These are examples of text evidence that supports the idea that Dad cares about Sally learning how to ski. Now it's your turn to try and use text evidence on the BLM.*

Practise the strategy:

- p. 4: *The author has included details in the text that show us skiing is important to the Gil family. What evidence can you find that shows this?*
- *Sally's family are very supportive of her when she is trying to decide which skiing team to join. Find examples from the text that show how her family help her.*
- p. 15: *Find evidence in the text that shows that Sally really wanted to please her family. Does this mean that Sally was doing what she really wanted to do?*
- p. 25: *What evidence can you find that shows why Sally would feel that it is important for her to learn how to ski? Can you find evidence in the way the author has described Sally's thoughts, feelings or actions?*
- p. 26: *Sally has always been curious about snowboarding but she has realised that she actually finds it easier than skiing. Which sentences in the text show you that this is how Sally feels?*
- p. 27: *Edie is a helpful friend. Find text evidence that shows how she wants to help Sally.*
- *Sally is a very persistent and determined character. Can you find examples in the text that prove this?*
- After practising text evidence, ask children to turn to a partner and discuss how they identified text evidence to support ideas about the story. Encourage them to discuss how using text evidence deepened their understanding of the story.

Vocabulary strategy: Words in context

Talk about interesting or challenging vocabulary in the text. Talk about how readers can often work out the meaning of challenging vocabulary by using the sentence content. Encourage children to use the context and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Encourage children to determine the meaning of 'traditions' (p. 4) using the context of the words around it. Ask, *What other traditions might the Gil family have?*
- Talk about how 'slalom' (p. 10) refers to skiing down a winding course marked out by poles. Ask, *What clues in the paragraph help us understand the meaning of the word?*
- Encourage children to read the third and fourth paragraphs on p. 17. Ask, *How do these sentences help us to understand the meaning of 'announcement'?*
- Ask children to explain the meaning of 'curious' (p. 22). Ask, *How does the sentence before help us to infer the meaning of the 'curious'?*
- Ask, *What does the word 'balance' (p. 26) mean in this sentence?* Ask children to identify other parts in the paragraph that help them understand the meaning of 'balance'.
- Ask children to discuss the meaning of 'convincing' (p. 27) and discuss how 'time' and 'secretly' might be clues to the meaning.

Writing: Planning writing

Children will begin a writing project that will be continued over the following lesson.

- *This story showed Sally's passion for skiing and snowboarding. Think of one of your hobbies or passions. You are going to write a text that explains your hobby. Brainstorm what your hobby involves, how often you practise or do it, and what specific skills or equipment you need. Complete a plan for your text by identifying the main ideas you will write about. Consider the structure you will use for your text and specific terms you will need to include.*

► English Language Learners

- Provide additional support with understanding the content of the story. Ensure children understand the difference between slalom skiing, cross-country skiing, downhill skiing and snowboarding. Show children videos of different types of skiing online to help them develop understandings. Support children's language development by brainstorming nouns and verbs relating to skiing. Encourage children to role play different types of skiing.

► Assessment

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

Sally Snowboarder



Level: 31 Fiction Word count: 3,129 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: competition, control, experience, increasing, practised, progress

Learning objectives: identify main idea, theme, or central idea/lesson; apply words in context; draft a writing piece

Getting started with predictions

- Ask children to turn and 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 1,338 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, *How does this story relate to your personal experiences? In what ways are you similar or different from Sally? What prior knowledge do you have about skiing that will help you understand the story?*
- *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 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 as you read? How would it feel to fall in the snow and to have the slalom gates hit you in the back?*
- *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 the story. Ask, *What were the main events?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why did Edie want to help Sally learn how to snowboard? Why do you think Sally didn't tell her family that she was in a snowboarding race? Do you think Sally really wants to be on the skiing team and the snowboarding team? Justify your answer with clues from the text.*
- 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: Say, *Define the meaning of the word 'progress'.* (Support and extend discussion.) *Which word helped you determine the meaning?*
- p. 32: Ask, *What does 'control' mean in the third paragraph?* (Support and extend discussion.) *What other words in the paragraph explain her control on the snowboard?*
- p. 39: Ask, *What does 'increasing' mean?* (Support and extend discussion.) *What other things can you think of that would 'increase'?*
- p. 40: Say, *Sally practised skiing and snowboarding so that she could improve. Define what is meant by 'practised'.*
- p. 40: Ask, *What is a 'competition'?* (Support and extend discussion.) *What different types of competitions do you know about?*

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 help readers to form understandings. Then explain how identifying the main idea, theme or lesson will help readers gain more insight into the text and plot. As children are introduced to this subject, model for them how to identify the main idea, theme or lesson, 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

- *Story elements:* Encourage children to discuss the characters and settings in the story. Discuss how the story takes place over a number of years. Ask children to record notes in their learner's notebook about how the characters and setting change or remain the same as the plot develops.
- *Making connections:* Encourage children to discuss text-to-self, text-to-text and text-to-world connections they made while reading. Ask, *How did the text remind you of your own experiences? How did the text remind you of other texts you have read? Did this text connect with other knowledge you have?* Ask children to record their connections in their learner's notebook.

Main idea, theme, or central idea/lesson

Model the strategy using p. 28: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. We have already talked about retelling the events of a text. Today we are going to talk about identifying the main idea. The main idea is what the text is mostly about or the most important part of a text. The main idea is supported by details in the text. The details are like clues that help us to identify the main idea. When identifying the main idea, readers may also identify the theme or central idea/lesson. Identifying the main idea of a text helps us to form ideas and develop deeper understandings about the text.*

- p. 28: *When we read this first paragraph, the author has said that Sally has been downhill skiing since she was three, she loves skiing fast, and her mum, dad and Martin are amazing downhill skiers. These are the supporting details. These details help me infer that the main idea of this paragraph is that Sally should be good at downhill skiing.*

Practise the strategy. Encourage children to use their learner's notebook to respond to these questions:

- Reread chapter 6. *What is the main idea and the supporting details in this chapter?*
- p. 28-32: Ask children to complete a 5W (i.e. who, what, when, where, why) in their learner's notebook. Ask, *What is the main idea of this passage? How did these details help you identify the main idea?*
- p. 32: *How does Sally really feel about snowboarding? Use details from the text to support your answer.*
- p. 39: *What is the main idea of this paragraph? What is the author trying to portray to readers?*
- p. 40: *Sally tells her mum that she doesn't need to come to her competition because it's early on Saturday morning, it's her first competition and she knows her mum is busy with the skiing school. What was the main reason for her saying this to her mum? What is Sally really feeling?*
- *What kind of character is Sally? What sentences in the text show what kind of person she is?*
- *What is the theme of the story? Use events from the story to support your answer.*

Vocabulary strategy: Applying words in context

Talk about interesting or challenging vocabulary in the text. Talk about how readers can often work out the meaning of challenging vocabulary by using the sentence content. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- *What progress does Sally report to her family on page 31?*
Encourage children to discuss how this helped them understand the meaning of 'progress'.

- Discuss the meaning of 'control' on p. 32. *What would it look like when Sally had 'control' on the snowboard? What would it look like to be out of control?*
- Sally's downhill times kept 'increasing' (p. 39). *Does this mean she was getting faster or slower? If Sally is practising, should her times be increasing or decreasing?*
- Ask children to look at 'practised' on p. 40. Ask, *In what ways did Sally practise skiing and snowboarding? Why was it important for her to practise?*
- Ask children to explain what was involved in the 'competition' (p. 40) in the text. Ask, *How did you know this was a competition? What are the characteristics of a competition?*

Writing: Drafting

Children will be working on their writing project, which will be continued over following lessons.

- *Return to your plan that you composed in the last lesson. Today you are going to use your plan to draft a text. Your writing should be based on the ideas in your plan. Structure your text into paragraphs and include details so that your hobby is clearly explained to readers. Choose an order for your paragraphs, such as most to least important, or sequential order. Don't forget to use descriptive language and transition words.*

► English Language Learners

- Provide additional support with understanding the content of the story. Encourage children to role-play different characters and act out the events in the story. As a group, discuss the characters and how they changed over the course of the story. Support children in identifying connecting words and phrases in the text, such as 'over the next few years', 'then', 'winter came early the next year' and 'the next morning'. Explain how these words and phrases help readers understand how events and ideas are linked and they also help us to understand how time is progressing in the story. Encourage children to identify other connecting words and phrases in the text.

► 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.
- Complete the Oral Reading Record (page 61)
- Record whether children liked the story and their rationale for their opinion.

Name: _____

Date: _____

Using text evidence

- Read the ideas about the text.
- Find and record evidence from the text that support the ideas. You may be able to find more than one piece of evidence to support the ideas.
- Answer the questions at the bottom of the page.

Idea about the text	Text evidence that supports the idea
Skiing was very important to the Gil family.	
Sally's family are supportive of her when she wants to join a skiing team.	
Sally wanted to please her family.	
Sally feels that it is important for her to learn how to ski.	
Sally would prefer to snowboard rather than ski.	
Edie is a helpful friend.	
Sally is a very persistent person.	

Which sentence in the text shows that Sally is interested in snowboarding?

Which sentences in the text show that Sally is a very determined character?

Main teaching focus

Comprehension: Using text evidence to support inferences

Other teaching focus

Comprehension: Recalling events; locating information in a text.

Teacher's note

Children read the ideas about the story. They locate and record text evidence that supports the ideas about the text.

Habitats Around the World



Level: 31 Non-fiction Word count: 2,622 Text type: Description 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:** adapted, calcium, conditions, emergents, Goldilocks planet, habitat, prey
- Programme link:** *Habitats Around the World* E-book, *The Underground Dwellers* (F)
- Curriculum link:** animals, science, nature, environment, people and places
- Text summary:** Not all of Earth's habitats are easy to live in. But no matter how challenging deserts, rainforests, mountains, caves, ocean depths or cities are, there are plants and animals that have found ways to survive in them.
- Learning objectives:** identify details; understand figurative language; use a contents page, index, maps and captions; apply the writing process: revising a writing piece

Getting started with predictions

- Ask children to brainstorm different environments. Ask, *What different environments do you know of? What might you see in these environments?* Ask children to discuss how animals, plants and people survive in different environments.
- 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). Explain that this book is a non-fiction description text, which is a text that lists or describes the characteristics of different things. Ask children to predict what they think the text will be about.

Reading the text

Ask children to read the text independently to p. 23, which is 1,240 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this story relate to your personal experiences? What type of environment do you live in? What do you need to survive in your environment?*
- *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, and using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read. Ask, *What image can you see in your mind as you read? Picture how it would feel to live in the hot desert. How is that different from a rainforest?*
- *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. Question children's understanding of text features, such

as the contents page, index, maps and captions. Ask, *What information do we gain from these text features? What is the purpose of the contents page and index?*

- *Summarising:* Ask children to retell and summarise what they have read. Ask, *What were the main ideas?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why aren't all animals and plants able to survive in extreme habitats? Why would the temperature in a desert change between day and night? Why wouldn't all plants be able to survive in the rainforest?*
- 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 the phrase 'Goldilocks planet' mean? What connections have you made to interpret the meaning of this term?* (Support and extend discussion.)
- p. 5: Ask, *What does 'habitat' mean?* (Support and extend discussion.) *Why is the word 'habitat' an important word in this text? What different habitats can you find on Earth?*
- p. 5: Say, *Conditions are tough in some habitats. Define the meaning of 'conditions'. Use context to help you.* (Support and extend discussion.)
- p. 18: Discuss the meaning of 'calcium'. Ask, *In what other contexts have you heard or used this word?*
- p. 20: Ask, *What are 'emergents' in a rainforest?* (Support and extend discussion.) *How do the words 'emerge' or 'emerging' help you understand what an 'emergent' 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 help readers to form understandings. Then explain how developing an understanding of identifying and using details will help readers gain more insight into the text. As children are introduced to this subject, model for them how to

identify details, 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:* Encourage children to discuss the habitats they read about in the text. Ask children to compare and contrast them by identifying the details that are similar and different. Ask, *In what ways are the environments different? What do these habitats have in common?* Children can compare two habitats in their learner's notebook by completing a Venn diagram.
- *Descriptions:* Discuss how this is a descriptive text that describes different habitats using lots of sensory information. Ask children to reread passages in the text and identify descriptive sentences. Children can record the descriptive passages in their learner's notebook.

Identifying details

Model the strategy using pp. 4–5: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. We have already talked about identifying main ideas. Today we are going to talk about identifying details. Details are the individual events, facts or information in the text. Readers can identify details in a text to support their inferences about a text. Readers also identify details to support main ideas and to answer questions about a text. It is important that you identify the most important and relevant details. Identifying details helps us to form ideas and develop deeper understandings about the text.*

- pp. 4–5: *These pages of text are describing some of the reasons why it is difficult for living things to survive in some habitats. We can identify details on this page that support this. For example, 'no matter how hot, cold, wet or dry it gets, there are animals and plants that have found a way to survive'. These details provide sensory, descriptive information about different habitats.*

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

- p. 6: *What are the most important details about why it is difficult for plants and animals to survive in the desert? Look at the picture of the desert (p. 6). How does this help you understand why it would be difficult to survive in this extreme habitat? What details explain how some animals and plants do survive in the desert?*
- p. 18: *What details in the text explain why it is difficult for plants and animals to survive in the rainforest? Look at the pictures and read the text on pages 20–23. What details has the author included to show us how animals and plants are surviving in this extreme habitat?*
- *Is it possible for people to survive in these habitats? Identify details in the text that explain the answer to readers.*
- *What sorts of details did the maps, charts and captions provide? How did these details support the main ideas? After practising identifying details, ask children to turn to a partner and discuss how details support main ideas and help answer questions about a text. Ask partners to discuss how analysis deepened their understanding of details.*

Vocabulary strategy: Words in context

Talk about interesting or challenging vocabulary in the text. Talk about how readers can better understand the text by interpreting and understanding figurative language the author has used, such as metaphors or similes. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Ask children to discuss the phrase 'Goldilocks planet' (p. 4). *Say, The text says just like the porridge in the fairy tale, the planet is not too hot or too cold'. Talk about how the porridge in the Goldilocks fairy tale was 'just right'. Ask, How is the planet Earth 'just right'? Why do you think author has used this comparison?*
- The author has described the desert horned viper as being able to 'swim' (p. 11) through the sand. *How does this comparison help you visualise the way the snake moves through the sand?*
- Encourage children to talk about the sentence, 'It would feel like having a seven-tonne elephant standing on your thumb!' (p. 15). *Ask, Why has the author included this comparison? How does it help us to understand what the pressure of the water would be like?*
- The text says that some deep-sea creatures live on 'marine snow' (p. 16). *Ask, Why do you think the word 'snow' would help describe what the creatures eat? Why would their food look similar to snow?*
- Discuss the phrase, 'flowers that smell like rotting meat' (p. 21). *Ask, Why has the author compared the flowers to rotten meat?*

Writing: Revising

Children will continue the writing project that they were working on in previous lessons.

- *Today you are going to revise the text that you have been working on in previous lessons. When you revise your writing you need to check that your text makes sense, that your sentences are well written, and that you are focused on your topic. You will also need to check the organisation of your text and make sure your paragraphs are constructed and sequenced appropriately. You can also revise the language you have used in your writing. You want to make sure you have used interesting vocabulary. Once you have revised your writing, a peer and a teacher can also revise your writing with you.*

► English Language Learners

- Encourage children to focus on how to use the text features such as the maps and charts. Identify the labels and offer sentence frames to explain the data elements. Show how the captions describe the pictures. Ask children to find other pictures and create captions that explain what is happening in the picture.

► 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.

Habitats Around the World

Level: 31 Non-fiction Word count: 2,622 Text type: Description 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: carbonate bedrock, lichen, limestone, opposite

Learning objectives: identifying purpose, identifying figurative language, applying the writing process: editing a writing 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 to write their thoughts in a learner's notebook.

Reading the text

Ask children to read the remainder of the text independently, which is 1,382 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, *How does this story relate to your personal experiences? Have you read any other texts about how animals and plants survive in different habitats? What else do you know about habitats?*
- *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, 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 as you read?*
- *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 the story. Encourage children to summarise each chapter as they read. Children can then use their summaries to help them compare and contrast the different habitats.
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why would more animals and plants live on the gentle slopes around the mountains rather than the highest peaks? How do you think an Arctic squirrel survives when it is hibernating? What could humans do when they are exploring caves to ensure they are protecting the habitat?*
- 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: Say, *The poles are at opposite ends of Earth. What does 'opposite' mean?* (Support and extend discussion.) *Where are the poles positioned on Earth?*
- p. 35: Ask, *What does 'lichen' mean?* (Support and extend discussion.) *How does the sentence help you understand the meaning of the word?*
- p. 36: Say, *Define the meaning of the word 'limestone'.* (Support and extend discussion.) *Does the sentence explain the meaning of 'limestone'?*
- p. 37: Ask, *What does 'carbonate bedrock' mean?* (Support and extend discussion.) *Where would you find carbonate bedrock? What are some examples of carbonate bedrock?*

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 help readers to form understandings. Then explain how exploring the author's purpose can help readers develop deeper understandings about the text by understanding if the text is meant to entertain, inform or persuade. Model for children how to identify the author's purpose, and ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding as possible during instruction. Finally, provide children with further vocabulary practice.

Comprehension

- *Text features:* Ask children to identify text features—contents page, index, pictures, captions, tables and maps. Ask children to discuss with a partner why they think the author included these features in the text. Children can then list the text features in their learner's notebook and record how they used each text feature.
- *Summarising:* Ask children to summarise the text by identifying the main idea and supporting details in each chapter. Ask, *What was the most important information in each chapter?* Children can record their summaries in their learner's notebook.

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

- p. 24: *What details describe why it is difficult for animals and plants to survive in mountain habitats? What details give information about how some animals have adapted so they can survive at great heights?*
- *We read that it is possible for people to survive in these habitats. Identify details in the text that explain how people survive in mountain regions.*
- *What kind of details did the maps, charts and captions provide? How did these details support the main ideas? After practising identifying details, ask children to turn to a partner and discuss how details support main ideas and help answer questions about a text. Encourage partners to discuss how analysis deepened their understanding of details.*

Purpose

Model the strategy using p. 24: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. We have already talked about identifying details. Now we are going to talk about the purpose of a text. When an author writes a text, they have specific information or a message that they want to communicate to their readers. An author also has a specific purpose for writing a text—they can write a text to entertain, to persuade or to inform their readers. There are clues that help us know the purpose of a text. Facts and data give us information, so texts that use these are usually meant to inform or explain.*

- p. 24: *The author has written facts about mountains such as, ‘the gentle slopes around mountains are full of life’, and ‘the highest peaks are an extreme habitat where very few living things can survive’. The author’s purpose was to inform readers. I know this because the author has written factual information. The main thing the author wanted us to know was that lots of animals and plants survive on the gentle slopes but not many can live on the high peaks.*

Practise the strategy. Encourage children to use their learner’s notebooks to respond to these questions:

- p. 28: *What is the author’s purpose in these paragraphs? What conclusions can be drawn from the information the author included on this page?*
- p. 30: *Is the author’s purpose of this paragraph to persuade, inform or entertain? What details from the text helped you to determine the author’s purpose?*
- p. 34: *What was the author’s reason for including this information in the text? What conclusions does the author want us to draw about the icy habitats?*
- p. 38: *Complete these sentences: The author’s purpose for writing this paragraph was _____. The details that helped me decide this were _____.*
- p. 42: *What is the author trying to teach us about cities as an extreme habitat? What was the author’s purpose for including this information?*
- *Look at the text features that the author has included in the text. How do these text features help to achieve the author’s purpose of informing readers?*

Vocabulary strategy: Figurative language

Talk about interesting or challenging vocabulary in the text.

Talk about how readers can better understand the text by interpreting and understanding figurative language the author has used. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Ask children to discuss the phrase, ‘like living through summer and winter at once, every day’ (p. 26). Ask, *What can you imagine the weather would be like if it was summer and winter at once? Why do you think the author explained the weather in this way?*
- Talk about the phrase, ‘Arctic squirrels appear dead’ (p. 32). Ask, *How did this help you to understand how the Arctic squirrels behave when they are hibernating?*
- Discuss the phrase, ‘blacker than your room at night with the lights out and your eyes shut tight’ (p. 38). Ask, *Why has the author compared the darkness in a cave to your bedroom at night? How does this help you understand what the text is saying?*
- Talk about the phrase, ‘like bats, swiftlets can use echolocation’ (p. 41). Discuss how the author is comparing swiftlets with bats and identifying how they are similar. Ask, *How does this help us understand the behaviour of a swiftlet?*

Writing: Editing

Children will be completing the writing project that they have been working on in previous lessons.

- *Today you will be editing the text that you have been working on in previous lessons. When you edit your writing you need to reread your writing and carefully check for errors and make any appropriate changes. You need to check for punctuation such as full stops, capital letters, commas and question marks. You also need to check your spelling and identify words that may be spelled incorrectly. You can correct these words using a dictionary. Once you have edited your writing, a peer and teacher can also edit your text.*

► **English Language Learners**

- Talk about the habitats that were introduced in the text. Encourage children to look at other pictures of the habitats online. As a group, brainstorm words related to each of the habitats. The brainstorms can include words that describe the habitats, such as hot, dark, cold or damp. They may also include words of things that are in the habitats, such as sand, plants, rocks, leaves or water.

► **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.
- Complete the Oral Reading Record (page 62)
- Record whether children liked the story and their rationale for their opinion.

Name: _____

Date: _____

Identifying details

- Complete the table by identifying details in the text that describe these habitats. Include the most important details in the table.
- Answer the questions by identifying details.

Picture	Why is it hard for animals and plants to survive?	How do some animals and plants survive?
<p>Deserts</p> 		
<p>Rainforests</p> 		
<p>Mountains</p> 		

Are people able to survive in these extreme habitats? Use details from the text to support your answer.

What do you think are the most important details in the text? Explain your answer.

Main teaching focus

Comprehension: Identifying details.

Other teaching focus

Comprehension: Main idea and supporting details

Teacher's note

Children complete the table by identifying details in the text that describe why it is difficult for animals and plants to survive in extreme habitats and how they survive. They answer the questions at the bottom of the page.

The Underground Dwellers

Level: 3 | Fiction | Word count: 3,193 | Text type: Fantasy, futuristic tale | 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: crumpled, ghostly, horizon, mission, roasted, squinting, tepee

Programme link: *The Underground Dwellers* E-Book, *Habitats Around the World* (NF)

Curriculum link: community, action and adventure, survival

Story summary: Four children have survived underground since The Disaster made living on the surface unsafe. They are now forced to climb their way to the surface again due to rising floodwaters. Once on the surface, they need to learn how to adapt and survive. They need to protect themselves from the sun and work together to build a shelter.

Learning objectives: identify main idea, theme or central idea/lesson; apply words in context, apply the writing process: publishing a short writing piece

Getting started with predictions

- Ask children to imagine what it would be like to live underground. Ask, *What things would you need in order to survive? Could people adapt to live underground? What dangers and threats might you need to protect yourself from?*
- 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). Explain that this book is a fantasy/futuristic tale, which is a story with fictional characters and events that occur in an imaginary or futuristic world. Ask children to predict what they think the story will be about.

Reading the text

Ask children to read the text independently to p. 23, which is 1,301 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this story relate to your personal experiences? What other survival texts have you read?*
- *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, 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 would it feel like to live underground and have water filling up your home?*
- *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 challenges did the children face?*

- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why do the children think that something has gone wrong with their family on the surface? Why did Miriam squint when she looked at the sky for the first time? What do think The Disaster was? Why do they need to protect themselves from the sun?*
- 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 questions by children or not supported in the text.

- p. 6: Ask, *What does 'mission' mean?* (Support and extend discussion.) *What mission have the adults gone on? Why is going to the surface a 'mission'?*
- p. 14: Ask, *Why did the author use the word 'roasted'? What does it mean for something to be 'roasted'?* (Support and extend discussion.)
- p. 15: Ask, *What does 'crumpled' mean?* (Support and extend discussion.) *In what other contexts have you heard this word?*
- p. 18: Ask, *How does the word 'ghost' help you understand the meaning of 'ghostly'? What can you visualise when the author describes the children as 'ghostly' pale?*
- p. 21: Ask, *What is a 'tepee'?* (Support and extend discussion.) *Why do you think the author used the word 'tepee'?*
- p. 22: Say, *What does 'horizon' mean?* (Support and extend discussion.) *When you look at the 'horizon' what do you see? What does this word remind you of?*
- p. 22: Say, *The children were 'squinting' as the sun peeked over the horizon. Describe or act out what the children are doing with their eyes. Why would they be squinting as the sun rises?*

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, theme or lesson will help readers gain more insight into the text and plot. Model for children how to identify the main idea, theme or lesson, and ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding as possible during instruction. Finally, provide children with further vocabulary practice.

Comprehension

- **Character study:** Ask children to discuss the main characters in the story. Talk about their thoughts, actions and feelings and then ask children to identify the characters' traits. Encourage children to compare and contrast the characters by identifying how they are similar and how they are different. Ask children to record notes about the characters in their learner's notebook.
- **Predicting:** Encourage children to use textual clues to predict what will happen in the second half of the text. Prompt children's thinking by providing them with questions, such as, *How do you think they will protect themselves from the sun? How might they build a shelter? What other challenges might they face? How will they survive this new environment?* Children can record their predictions in their learner's notebook.

Main idea, theme, or central idea/lesson

Model the strategy using p. 7: *Say, We can better understand a text by identifying the main idea. The main idea is what a text is mostly about or the most important information. The main idea is supported by details. When thinking about the big ideas of a text, we can also identify the theme. The theme is the underlying message or lesson that the author wants us to learn from the story. For example, Miriam's mum talked about how she had to go to the surface so that they could survive. This supports the idea that 'survival' is one of the themes in the text.*

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

- p. 4: *What are the characters doing? What is their priority at this point in the story? What theme do their actions relate to?*
- p. 7: *Miriam's mum is talking about why she needs to go to the surface. What are her reasons for going to the surface? What message does she give to Miriam? What is this showing readers?*
- p. 14: *Isaiah is encouraging the others and telling them what they need to do to survive. What does this tell us about Isaiah? What theme would this relate to?*
- p. 18: *Miriam has now started to help Isaiah. What has convinced her to start taking action? What clues has the author given us to show that Miriam is focused on survival?*
- *In what other ways has the author portrayed the theme of survival? What examples in the text can you find that support the theme of survival?*
- *Is bravery a theme of this text? Support your answer with sentences from the story.*

Vocabulary strategy: Words in context

Talk about interesting or challenging vocabulary in the text. Talk about how readers can often work out the meaning of challenging vocabulary by using the sentence content. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Ask children to describe the 'mission' (p. 6) the adults are going on. Ask, *How can you work out the meaning of 'mission' using the sentence context?*
- Ask children to discuss the meaning of 'crumpled' (p. 15). Ask, *How do the sentences in the paragraph help you to understand the meaning of 'crumpled'?*
- Discuss the meaning of 'ghostly' (p. 18). What is the root word? Ask children to describe how something 'ghostly' would look. Say, *Explain why the children's arms are 'ghostly' pale.*
- Discuss the meaning of 'structure' (p. 21). Ask, *What does it mean when they shoved the branches together to make a 'structure'? What is a synonym for structure in this context?*
- Say, *The sun started peeking over the horizon (p. 22). Where would you see the sun? Explain the figurative language of 'peeking'.*
- Ask children to describe the meaning of 'squinting' (p. 22). Ask, *How do the sentences in the paragraph help you understand the meaning of the word 'squinting'?*
- Discuss how the branches were arranged to form a 'tepee' (p. 21). Ask, *What shape did they make with the branches? How do you know? Can you draw it?*

Writing: Publishing

Children will continue the writing project that they were working on in previous lessons.

- *Read over the text that you drafted and revised in previous lessons. Today you are going to publish your text. You will use a word processor or computer to type and present your text. Think of the presentation and arrangement of your text. Also think of the images you want to include to support your text. Think about whether you will present your text electronically or in hard copy form.*

► English Language Learners

- Provide additional support with understanding the content of the story. Support children in understanding the challenges of living underground. Ask, *What would be difficult about living underground? How could you survive underground?* Ask children to use the text to help them draw the underground home and the scene above ground, and label their drawings. What are some common characteristics of the two locations? What are the differences? How does the language help support these ideas?

► Assessment

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

The Underground Dwellers

Level: 3 | Fiction Word count: 3,193 Text type: Fantasy, futuristic 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: chambers, plaster, predators, scorching, sun poisoning

Learning objectives: identify details, identify figurative language, apply the writing process: sharing a writing 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 to write their thoughts in a learner's notebook.

Reading the text

Ask children to read the remainder of the text independently, which is 1,892 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this story relate to your personal experiences? Which character in the text are you most similar to? Does this remind you of any real-life survival stories?*
- *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, and using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *Can you describe how the beavers work together to build their home?*
- *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 the story. Ask, *What was the turning point in the story?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *What role did the beavers have in the story? Why is it so important for the children to build a shelter? Why would they wait to look for food once the sun has gone down?*
- 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. 27: Say, Define the meaning of the word 'scorching'. (Support

and extend discussion.) *How does the word 'scorching' tell us about the temperature of her skin?*

- p. 32: Say, *Her hair was 'plastered' to her face.* What does the word 'plastered' tell us about Miriam's hair? (Support and extend discussion.) *How does this use of the word compare to 'plaster' on page 40?*
- p. 37: Ask, What does 'chambers' mean? (Support and extend discussion.) *How are the beavers making the chambers?*
- p. 37: Say, Define the meaning of the word 'predators'. (Support and extend discussion.) *Who might be the predators of beavers?*
- p. 38: Ask, What does 'sun poisoning' mean? (Support and extend discussion.) *What would cause sun poisoning? What would be the effects of sun poisoning? How could you protect yourself from sun poisoning?*

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 more insight into the text and help readers support their thoughts and ideas about a text. Model for children how to identify details, and ask children to work independently through the remaining questions. As children have been introduced to this skill before, remove some of the scaffolding as possible during instruction. Finally, provide children with further vocabulary practice.

Comprehension

- *Sequencing:* Ask children to recall events from the story and get them to record each event on a strip of paper. Ask children to swap strips of paper with a partner and then sequence the strips so they are in the correct order.
- *Visualising:* Ask children to select a passage from the text. Ask them to visualise as they reread the passage. Encourage children to think of their five senses as they visualise. Ask, *What picture can you see in your mind? What sounds can you imagine? What can you smell/taste/feel as you visualise this passage?* Ask children to record notes about their visualisation in the learner's notebook.

Identifying details

Model the strategy using p. 28: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. We have already talked about identifying main ideas. Today we are going to talk about identifying details. Details are the individual events, facts or information in the text. Readers can identify details in a text to support their inferences about a text. Readers also identify details to support main ideas and to answer questions about a text. Identifying details helps us to form ideas and develop deeper understandings about the text.*

- p. 28: *This page of text is showing us how the children are being affected by the sun. There are details that are specific examples of this, such as 'Her face was bright red with sunburn' and 'His face was red and puffy with sunburn, too.'*

Practise the strategy:

- p. 24: *The children are trying to adapt to this new environment and are struggling to work together. What details can you find to support this statement?*
- p. 27: *What details can you find that show the children had difficulty resting? What are the reasons for them not being able to sleep?*
- pp. 28–30: *The children are persisting and not giving up despite all the hardships they are facing. What sentences best show how they keep trying to survive?*
- p. 40: *What details can you find that show that the beavers helped Miriam think of a way to build their shelter?*
- pp. 42–48: *This chapter shows the children starting to change. Which details show that the children are beginning to work together and are all contributing to their survival?*
- *The situation caused the children to feel many different emotions. Find details that the author included to show this.*

Vocabulary strategy: Figurative language

Talk about interesting or challenging vocabulary in the text. Talk about how readers can better understand the text by interpreting and understanding figurative language the author has used. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Ask children to discuss the phrase 'pile of toothpicks' (p. 24). Ask, *What do you think the branches would look like? How would the branches be similar to a pile of toothpicks?*
- Talk about the phrase 'too foggy with hunger' (p. 34). Ask children to describe what the weather is like on a foggy day. Ask, *How can you connect this to Miriam's hunger? Would Miriam be able to think clearly? Why or why not?*
- Discuss the sentence 'The mud was plaster' (p. 40). Ask, *Why does the author want us to compare the mud with plaster?*
- Talk about how the leaves that Chen used are described 'like leaf eyeglasses – or sunglasses' (p. 42). Ask, *How does this comparison help us understand what Chen has done with the leaves?*
- Talk about the phrases 'there are four of the beavers. And there are four of us'. Ask, *Why is Davis comparing the beavers to themselves? How might they work similarly to the beavers? How did the beavers' work inspire Davis?*

Writing: Sharing

Children will be completing the writing project that they have been working on in previous lessons.

- *Today you will have the opportunity to share the writing piece that you have been working on in previous lessons. Last writing session you published your text. Today you will be sharing your text with your classmates. We will now read and enjoy the texts that you have written. As we read and look at each text, we will also give feedback to the writer by explaining what the positives of their text were and also explaining how they could improve their writing next time.*

► English Language Learners

- Support language learners by focusing on verbs. Look at videos of beavers online and ask children to talk about their behaviour. Ask children to identify the verbs or actions of the animals. Discuss past, present and future tense. Ask students to work in pairs to identify examples of verbs in the story, and determine the tense. How did they use context to know?

► 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.
- Complete the Oral Reading Record (page 63)
- Record whether children liked the story and their rationale for their opinion.

Name: _____

Date: _____

Big ideas and themes

- Read the passages from the text.
- Identify and record the big idea or theme for each passage.
- Underline the details in the passage that support the main idea or theme.
- Answer the questions at the bottom of the page.

Text	Main idea or theme
<p>“Dig! Come on, guys, dig!” Isaiah called from up ahead. Miriam panted and clawed at the dirt with her fingers. Behind her, she could hear Chen and Davis scrambling and clawing, too. They were almost to the top of the tunnel. The floodwaters thundered below them. Their underground home was flooded. They had only just escaped drowning, and now they could never go back.</p>	
<p>“Yes, I do,” Mum had said gently. “The others need me. All of us in the group have to help each other. It’s the only way we can survive.” She had turned Miriam’s face up to hers. “Listen to me, my darling. We’ll come back for you. Watch for me. Until then, help each other. Stay together.”</p>	
<p>“Come on!” Isaiah shouted to the others. “We have to make some kind of shelter. When the sun comes up, we’ll all be roasted if we don’t.” He was already hunting along the ground, picking up big branches.</p>	
<p>Fear shook Miriam out of her grief. Isaiah was right. When the sun rose, they would burn right away because their skin wasn’t used to it. They needed to get under a shelter. She ran over and helped Isaiah drag a big branch from under a tree.</p>	

What other evidence in the text can you find that supports the theme of survival?

Choose sentences from the text that would support the theme of bravery.

Main teaching focus

Comprehension: Identifying main idea, theme, or central idea/lesson.

Other teaching focus

Comprehension: Identifying supporting details.

Teacher’s note

Children identify the big idea or theme shown in each passage. They underline details in the passages that help them determine the main idea or theme. Children answer the questions at the bottom of the page.

Sofia and the Stone



Level: 31 Fiction Word count: 2,951 Text type: Realistic fiction 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: ancient, artefact, debris, researching, settlement, warrior

Program link: *Sofia and the Stone* E-book

Curriculum links: history, family

Story summary: Sofia needs a project for History Day at school. She finds a Viking helmet and a stone in her attic and then visits her grandma who is an archaeologist. Her grandma takes her to an old Viking settlement she has been working at. Sofia finds a special blue stone, which she finds out was used by Vikings as an iron.

Learning objectives: summarise, apply precise language, apply the writing process: planning a narrative

Getting started with predictions

- Ask children to talk about archaeology. Ask, *What does an archaeologist do? What things might an archaeologist discover? How could an archaeologist help you learn about your past?*
- 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). Explain that this book is realistic fiction, which is a story with fictional characters and events that are believable and appear as though they could have occurred in real life. Ask children to predict what they think the story will be about.

Reading the text

Ask children to read the text independently to p. 27, which is 1,688 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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 identify connections they make while reading. Ask, *How does this story relate to your personal experiences? What non-fiction texts about archaeology or Vikings have you read?*
- *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, 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 as you read?* Encourage children to look at the illustrations in the text and ask them to explain how they relate to their visualisations.
- *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, *Can you list the events in the order that they happened?*

- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why do you think Sofia is so interested in learning about Vikings? Why is it important for them to use special tools when they are searching for artefacts? How would the site grid help them keep track of where they find each artefact?*
- 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, *What does 'warrior' mean?* (Support and extend discussion.) *What would you expect a Viking warrior to do?*
- p. 5: Ask, *Why did the author use the word 'ancient'? What does it mean if something is 'ancient'?* (Support and extend discussion.)
- p. 6: Say, *Define the meaning of 'researching'. What are you doing if you are 'researching' something? How does the prefix re- help you understand the word?* (Support and extend discussion.)
- p. 6: Ask, *What does 'settlement' mean?* (Support and extend discussion.) *What might you have seen at a Viking settlement?*
- p. 10: Say, *The helmet was not a true Viking artefact. What does the word 'artefact' mean? What clues in the text helped you know? What other items could be Viking artefacts?*
- p. 22: Ask, *What is 'debris'?* (Support and extend discussion.) *What kind of debris might need to be cleared off old artefacts?*

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 summarising the story will help readers gain more insight into the text and plot. Model for children how to summarise the story 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

- **Questioning:** Ask children to discuss questions they had about the text while reading. Encourage children to form questions about the text that begin with the question starters: who, what, when, where, why and how. Ask them to record their questions in their learner's notebook. Get children to swap notebooks with a partner and attempt to answer each other's questions.
- **Inferring:** Ask children to work with a partner and record inferences they made during reading. Encourage them to identify clues or evidence in the text that assisted with making the inference.

Summarise

Model the strategy using pp. 4-5: *Say, We can better understand a text by summarising. Summarising a text means you retell the main points of a story in your own words. When you summarise a narrative, your retelling should focus on the most important events, the characters, the problem and the solution.*

- *For example, even though several things happen in the beginning of the story, we can identify the main events on pages 4-5 to summarise these pages. The main events are: Sofia and her parents are searching the attic for ideas for Sofia's History Day project. Sofia finds an old Viking helmet. So the summary of these pages is, Sofia and her parents are working with Sofia to find a good idea for Sofia's History Day project.*

Practise the strategy by asking children to summarise chapters 1-3 by identifying the most important events. Ask children to record responses on the **BLM**:

- pp. 4-9: *Chapter one – What were the most important events? What does Sofia think when she finds the Viking helmet? What was the most important thing that Sofia discovered in the attic? How is Sofia feeling about the history project?*
- pp. 10-15: *Chapter two - What were the most important events? What happened when Sofia showed the helmet to Molly? How did they know that the helmet was not real? What else did Sofia do with Molly at the university? What other things did Sofia learn about Vikings from her grandma?*
- pp. 16-19: *How does Sofia feel when Molly talks about the Viking gods? What did Sofia learn that was surprising to her? What was the most important event on page 18? Why do you think Molly has invited Sofia to the Viking settlement?*
- pp. 20-27: *Chapter three – What were the most important events? Make an inference about why Molly arrived at Sofia's house so early. Why did Molly bring her special clothes? What things does Molly show to Sofia? How does Sofia feel about going to the dig site? What does Sofia see when they arrive at the dig site? What things has Molly already discovered at this site?*
- *What did you need to do to summarise each chapter? How did you decide what the most important events in each chapter were?*
- After practising summarising, ask children to turn to a partner and discuss how they summarised each chapter. Encourage them to discuss how summarising deepened their understanding of the story.

Vocabulary strategy: Precise language

Talk about 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 'dig site', 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.

- *Say, On page 4, the author says Molly lifted a heavy 'helmet' out of an old trunk. How might the meaning change if the author used the word 'hat' instead?*
- Ask children to come up with other words or phrases for 'researching' (p. 6). Based on those examples, do they think the author's word choice was more precise?
- Ask children to discuss the word 'laced' in the phrase 'the box, which was laced with cobwebs' on p. 7. Ask children to consider if a word such as 'covered' might change their understanding of the sentence. Why is 'laced' more descriptive and precise?
- Discuss the word 'warrior' (p. 5), which means a brave or experienced soldier or fighter. *Say, How does the sentence meaning change if the word 'soldier' is used in its place?*
- Have a look at 'ancient' on page 5. Ask, *How does the author's choice of words help you visualise the Viking warriors? Why might the word 'ancient' be used instead of another word such as 'old'?* Discuss with a partner.
- Ask children to define 'peaceful farmers' on p. 18. Ask, *Why is 'peaceful farmers' more precise than 'calm farmers'?*
- *Say, On page 27, the author says Molly had uncovered ancient rubbish. What if the author used the word 'found' instead of 'uncovered'? How does that word change the meaning of the sentence, and why is 'uncovered' a more precise word choice?*

Writing: Planning a narrative

Children will begin writing a narrative that they will continue working on in following lessons.

- *The text we read today was a narrative. Now you are going to have the opportunity to write your own story. Today you will plan your narrative. You need to have a clear idea for your story. Your story needs to have a defined setting, a problem and a solution (how the problem will be solved). You need to think about the characters that will be in your story and where your story will take place. When you are planning your story, think carefully about the sequence of events and make sure that your story flows and makes sense to your readers.*

► English Language Learners

- Provide additional support with understanding the role of an archaeologist. As a group, brainstorm the things that an archaeologist does, the tools they use and where they work. Encourage children to look at videos of archaeologists online and discuss their actions. Ask, *How do archaeologists uncover artefacts?* Highlight the precise language that is used to describe the field of archaeology, such as dig site, trowel, screen and so on. Ask children to use sticky notes to label the picture in the text.

► Assessment

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

Sofia and the Stone



Level: 31 Fiction Word count: 2,951 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: description, exhibit, replica, ruined, trembled

Learning objectives: analyse characters, apply precise language, apply the writing process: drafting a narrative

Getting started with predictions

- Ask children to turn and 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 1,263 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, *Have you ever found something old or historical?*
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand and need to have clarified. Point out how Molly helps clarify information for Sofia. *For which other terms did you need clarification?*
- *Visualising:* Ask children what they pictured when they read the description of how Sofia worked carefully to remove the stone. *How did she try to hide her mistake?*
- *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 the story. Ask, *What did Molly show her in the slide show? What did Sofia see at the museum? Why were these important to her understanding?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why did Sofia beam when Chen spoke about the amazing work that Molly does? Why did Sofia keep digging when she found the stone, rather than wait for Molly? What did Sofia expect to happen when she told Molly about the broken stone? Why does Sofia feel as though she has already won first place for her history project?*
- 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: Say, *Sofia's hands trembled. What does the word 'trembled'*

mean? (Support and extend discussion.) Why do you think her hands were trembling?

- p. 36: Ask, *What does the word 'ruined' mean? (Support and extend discussion.) How did Sofia 'ruin' the stone?*
- p. 40: Ask, *What is an 'exhibit'? (Support and extend discussion.) What things might you see in an exhibit?*
- Define the meaning of the word 'replica' (p. 41). (Support and extend discussion.) *Why would a museum have a replica of a Viking house?*
- p. 45: Say, *Sofia read the description card. What does the word 'description' mean? (Support and extend discussion.) In what other contexts have you used the word 'description'? How does this help you understand the meaning of this sentence?*

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 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. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Text structure - narrative:* Ask children to discuss the structure of a narrative: that it includes a beginning, middle, end, rising action and a climax. Then ask children to identify these parts in the text. For example, children can identify which part of the text shows the rising action or the climax. Children can record their ideas on text structure in their learner's notebook.
- *Big idea/theme:* Ask children to think about the big idea or theme in the text. *What was the most important thing Sofia learned? Ask them to identify clues or evidence from the text that support their inferences about the big idea or themes.*

Analyse characters

Model the strategy using p. 28: Say, *Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about analysing characters. We can better understand characters by analysing their actions and how they are described. When analysing characters, we can explore their thoughts, feelings and actions. We can also look at how they grow and change*

throughout the story. We can use the details in the text to draw conclusions about characters.

- For example, on page 28, the author writes about how Molly gave Sofia her very own trowel. What does this tell you about Molly? How do you think she feels about Sofia being at the dig site with her? I think Molly feels confident about Sofia being at the dig site because she gave Sofia her very own tools.

Practise the strategy. Encourage children to use their learner's notebooks to respond to these questions:

- p. 31: The text says that Sofia beamed when Chen talked about how everyone knows of the amazing work that Molly has done at the site. Why did Sofia beam? What does this tell us about the way Sofia feels about her grandma?
- pp. 35-36: Sofia decided to continue digging out the stone instead of waiting for Molly to return. What conclusions can you draw about why Sofia decided to do this?
- p. 36: After Sofia broke the stone, the text says that she froze and quickly tried to cover the broken piece with dirt. What does this tell you about how Sofia was feeling?
- pp. 36-38: Sofia had to decide whether or not to tell the truth. Did you make a prediction about what she might do? What did she do when her grandma returned? What does this tell us about the type of person Sofia is?
- p. 38: Find evidence in the text to show what Molly did when Sofia told her about the broken stone. Explain how her response helps you infer what type of person Molly is.
- pp. 42-45: Select passages from the text that show Sofia's passion for learning.
- p. 48: Sofia says she already feels like she has won first place. What does Sofia mean when she says this? What inferences can we make about what is really important to Sofia? Use evidence from the text to support your answer.
- 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: Precise language

Talk about 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 'archaeologist', 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.

- Say, On page 34, the author says Sofia's hands trembled as she brushed away the dirt. What if the author had used the word 'shook' instead?
- Discuss the word 'ruined' (p. 36), which means that something has been destroyed or collapsed. Ask children to come up with their own synonym for 'ruined' and then discuss why 'ruined' is a more precise term.
- Ask children to look at the term 'terrible' as used on p. 38. Ask children to consider whether a word such as

'awful' might change the meaning of the sentence. Which word is stronger?

- Say, On page 40, the author says Molly slipped the stone into a plastic bag. How does the word 'slipped' help you visualise how Molly put the stone in the bag? How would the meaning change if the author used the word 'put' instead?
- Talk about the word 'exhibit' (p. 40). Ask, Why did the author use this word? Would the word 'display' change the meaning of the sentence?
- Discuss the word 'replica' on p. 41. Ask, Why did the author choose to use this word in the sentence? What precise meaning does it give to readers?
- Ask children to look at 'spotted' on p. 42. Ask, How does the author's choice of words in this sentence help you visualise how Sofia saw the stone. Why do you think the word 'spotted' was used instead of the word 'saw'?
- Say, Sofia displayed the replica stone and photos of the dig site. How would the meaning change if the author used the word 'showed' instead of 'displayed'? (p. 46) Why is 'displayed' a more precise word choice?

Writing: Drafting a narrative

Children will be continuing the narrative writing project that they began working on in the previous lesson.

- Revisit the writing plan that you started in the last lesson. Today you are going to use your plan to draft your narrative. Your writing should be based on the ideas in your plan. Structure your text into paragraphs. You need to ensure your story has a clear beginning, a setting, a complication and resolution. You also need to explain the characters' thoughts, feelings and actions. How did you introduce your characters? Don't forget to use descriptive language and punctuation.

► English Language Learners

- Discuss Vikings in further detail. As a group, discuss where Vikings lived and explore their way of life. Encourage children to research Vikings online and record new information they learn. Ask children to compare the way Vikings lived with the way they live.

► 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.
- Complete the Oral Reading Record (page 64)
- Record whether children liked the story and their rationale for their opinion.

Name: _____

Date: _____

Summarising

- Summarise each chapter by recording the main events. Include the characters' names and the setting if appropriate.
- Answer the questions about summarising.

<p>Chapter one</p> <ul style="list-style-type: none"> • • •
<p>Chapter two</p> <ul style="list-style-type: none"> • • •
<p>Chapter three</p> <ul style="list-style-type: none"> • • •

Pretend you are writing the back cover copy for this book, describing what the story will be about. Summarise the whole book by choosing the main events, but don't give away how it ends!

How did you identify the most important details? _____

Main teaching focus

Comprehension: Summarising passages of text.

Other teaching focus

Comprehension: Identifying main events and supporting details.

Teacher's note

Children summarise chapters 1-3 by identifying the most important events. They then answer the questions about how they summarised the passages.

Children at Work Throughout History

Level: 32 Non-fiction Word count: 3,216 Text type: informational 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: complex, employing, establish, medieval

Programme link: *Children at Work Throughout History* E-book

Curriculum links: history, Industrial Revolution, labour

Text summary: Throughout history, many children have had to work hard for a living. Find out about the types of work children did and the laws that have been passed to protect them. Child workers still exist in many countries today. Discover what is being done to help them.

Learning objectives: make an inference/draw conclusions, determine meaning using prefixes and suffixes, use sidebars and charts, apply the writing process: revising a narrative writing piece

Getting started with predictions

- Ask children to think of different places where they live, work and play. Ask, *What different environments can you name? What might you see in these environments?* Encourage children to discuss how animals, plants and people survive in different environments.
- Give each child a copy of the book and discuss the title, cover photos and back cover copy. Ask children to predict what type of text this is and how they know (e.g. fiction vs non-fiction). Explain that this book is a non-fiction, informational text, which is a text that gives information about or describes different things. Ask children to predict what they think the text will be about.

Reading the text

Ask children to read the text independently to page 23, which is 1,589 words. Say, *Sometimes it is necessary to reread several times to gain meaning.* Read along with them and discuss understandings they form. Encourage them to use their learner's notebooks to record questions they may have.

- Encourage children to use strategies while reading (e.g. rereading, using contextual cues and knowledge of content).
- **Making connections:** Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this text relate to your personal experiences? How does this text connect with other things you know about working children?*
- **Clarifying:** Ask children to identify words, phrases, sentences or paragraphs they do not understand. Clarify these through discussion and tools such as a dictionary.
- **Visualising:** Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *What image do you see in your mind as you read?*
- **Questioning:** Question children's understanding of text features, such as the contents page, index, sidebars and charts. Ask, *What information do we gain from these features? What is the purpose of the contents page and index?*

- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas?*

- **Inferring:** Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions, such as: *How do you think the children feel about having to work? What is the value in educating children?*

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 'medieval' mean?* (Support and extend discussion.) *What do you imagine life was like in medieval times?*
- page 8: Ask, *What does 'complex' mean?* (Support and extend discussion.) *Use the words around 'complex' to see if you can work out its meaning.*
- page 12: Say, *'Business owners liked employing children because they didn't complain much about long hours.'* *What does it mean to employ someone?* (Support and extend discussion.) *What other words could the author have used instead?*
- page 23: Ask, *What is the meaning of 'establish'?* (Support and extend discussion.) *What does it mean when the text says that 'Roosevelt tried to establish a minimum wage law'?*

After reading

Focus on developing reading strategies that support children in gaining meaning, such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers better understand what they're reading. Then explain how making inferences and drawing conclusions will help readers gain more insight into the story. As children are introduced to this subject, model for them how to make inferences using text evidence and their own prior knowledge. Ask children to work independently through the remaining questions. As needed, provide additional support during instruction through modelling and then provide gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- **Summarising:** Ask children to recall and summarise the main events in the text. In their notebooks, ask them to create a timeline by recording important events from the text.
- **Clarifying:** Ask children to identify sentences or paragraphs that were challenging or difficult to understand. Encourage them to reread the passage, paying careful attention to details. Also ask children to identify and clarify any difficult vocabulary that may be interfering with their comprehension. Children can also focus on text features such as sidebars and charts. Ask children to articulate what they learned from these text features.

Making inferences/drawing conclusions

Model the strategy using page 6: Say, *Strategies help us solve problems we encounter when reading, writing and learning. Today we are going to talk about making inferences or drawing conclusions. When readers make an inference, they combine text evidence with their own prior knowledge to come up with a new idea. Doing so helps readers work out an author's hidden message in a story. Making inferences or drawing conclusions helps us form ideas and develop a deeper understanding of a text.*

- p. 6: *The text says children helped out. In my family, that means we all work together to do something. This is my prior knowledge. I can infer that children had to help do chores and get food.*
- p. 8: *On this page, the author said that sometimes apprentices earned a little money. I can combine this text evidence with my knowledge of how children had to work to help their families survive. I can now infer that the children would give the little money that they earned from working to their family.*

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

- pp. 10–11: *This passage discusses how the development of large machines led to factories appearing across England. How do you think this changed the type of work people did? What prior knowledge helped you make this inference?*
- p. 12: *The text says that boys often became chimney sweeps, but the conditions were dangerous and horrible. What do you suppose was dangerous and horrible about being a chimney sweep? What prior knowledge can you use to help draw your conclusions?*
- p. 14: *The parents needed their children to work to earn money for the family, but this meant the children missed out on going to school. Draw a conclusion about what your life would be like without school. Why is it important to receive an education?*
- p. 16: *Look at the 'Did you know?' box. It discusses the hard physical conditions some children had to endure. What conclusion can you draw about the effects these conditions had on children?*
- p. 17: *Child slaves had to work long hours without being paid. What inference can you make about how those children felt?*
- p. 20: *Can you infer why Lewis Hine took photos of children working in mines and mills? What prior knowledge helps you understand how people would react to seeing the photographs?*
- p. 23: *Why is it against the law for a child's job to interfere with school? What does this say about how we value education today?*
- *Using text evidence, what other inferences can you make?*
- After practising making inferences, ask children to turn to a partner and discuss how they can make inferences based on text evidence and their schema. Ask partners to discuss how making inferences deepened their understanding of the text.

Vocabulary strategy: Prefixes and suffixes

Discuss interesting or challenging vocabulary in the text. Talk about how readers can better understand the vocabulary in the text by identifying prefixes and suffixes and recognising how they change the meaning of a word. Encourage children to use context clues and a dictionary and/or thesaurus to find the meanings of unknown words. Ask questions to encourage children to explore word meanings further.

- Explain that the suffix '-ous' means 'possesses the quality'. Ask children to identify the word 'dangerous' (p. 5), and to explain the meaning of the word and how the suffix '-ous' helps them understand the meaning.
- Discuss the meaning of 'prehistoric' (p. 6). Explain that the prefix 'pre-' means 'before'. Ask, *How does the prefix 'pre-' relate to the meaning of 'prehistoric'?*
- Ask children to identify the suffix '-y' in the word 'wealthy' (p. 6). Ask, *What do you think the suffix '-y' means?*
- Ask, *What other prefixes and suffixes can you find in the text? What does the prefix/suffix mean? How do you know?*

Writing: Revising a narrative

Children will continue the writing project that they were working on in previous lessons.

- *Today you are going to revise the narrative text that you have been working on in previous lessons. When you revise your writing, make sure your text makes sense. Check that your sentences are well written. You also need to check the organisation of your text and make sure your paragraphs are constructed and sequenced appropriately. You can also revise the language you have used in your writing. You should make sure you have used interesting vocabulary and descriptive language. Once you have revised your writing, a peer and a teacher can also revise your writing with you.*

► English Language Learners

- Provide opportunities for children to develop a deeper understanding of the occupations discussed in the text, for example, blacksmith, silversmith or seamstress. Also discuss what it would be like to work in a factory, such as a textile mill. Ask children to research these occupations online to find out what they involved. Also get them to look at photographs to better understand the conditions that children worked in.
- Provide opportunities for children to further develop their language skills. Find words in the text such as 'blacksmith', 'silversmith' or 'seamstress'. As a group, break down the words and look at individual word parts. For example, when looking at 'silversmith' discuss how 'silver' refers to the metal silver and 'smith' means someone who works with metal. Arrange children to work in pairs to find other words in the text that they can break down and define the meaning of each part, then the whole word.

► Assessment

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

Children at Work Throughout History

Level: 32 Non-fiction Word count: 3,216 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.

Academic vocabulary: agriculture, convention, poverty, stitching

Learning objectives: identify purpose, determine word meaning using prefixes and suffixes, edit a narrative writing 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 1,627 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. Encourage them to use their learner's notebooks to record questions they 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 activating prior knowledge of content).
- *Making connections:* Ask, *How does this story relate to your personal experiences? What prior knowledge do you have about working children?*
- *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, 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 do you see in your mind as you read?* Describe what you visualise the modern working conditions are like for children in Bangladesh or India.
- *Questioning:* Before, during and after reading the text (chapter, page or paragraph), ask children to use their learner's notebooks to record their questions about the text. Ask, *What questions do you have about how you can help stop child labour?*
- *Summarising:* Ask children to retell and summarise the story. Ask, *What were the main ideas and details? Why is it important for children to receive an education?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions, such as: *Why do you think children are still expected to work in some countries? Do you think people would stop buying products if they knew they were made by children? How would that help children?*
- 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 that children found challenging or those that were not supported in the text.

- page 27: Say, *'Children sit hunched over stitching footballs in stuffy rooms for up to 60 hours per week.'* Ask, *What does 'stitching' mean? (Support and extend discussion.) What are you doing if you are stitching something? What other words could the author have used instead?*
- page 32: Say, *Define the meaning of the word 'agriculture'.* (Support and extend discussion.) *How do the other sentences in the paragraph and the photograph help you understand the meaning of 'agriculture'?*
- page 38: Say, *Define the meaning of 'convention'.* (Support and extend discussion.) *How can you work out the meaning of the word using the sentence context?*
- page 40: Ask, *What does the word 'poverty' mean? (Support and extend discussion.) What does it mean to live in poverty?*

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 exploring the author's purpose can help readers develop a deeper understanding of the text. Model for children how to identify the author's 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 during instruction, if possible. Finally, provide children with further vocabulary practice.

Comprehension

- *Compare and contrast:* Ask children to identify and discuss the occupations and work that children had to do in the text. Ask children to choose two different types of work and then compare and contrast them. Ask, *How were the jobs similar? How were they different?* Encourage children to consider if the conditions were the same. Children can record their thoughts in their learner's notebooks.
- *Questioning:* Encourage children to ask questions before, during and after reading. Ask them to identify the passages of text that prompted their questions. Children can also identify whether they are asking literal or inferential questions.

Purpose

Model the strategy using page 24: Say, *Strategies help us solve problems we encounter when we are trying to read, write and learn. We have already talked about identifying main ideas. Today we are going to talk about the purpose of a text. When authors write text, they have specific information or a message that they want to communicate to their readers. Authors also have specific purposes for writing—they can write a text to entertain, to persuade or to inform their readers. Texts can be written in a certain way depending on the purpose of the text.*

- p. 24: For example, on this page, the author tells us that child labour is less common now in most countries. But then the author tells us that in some countries it is still a problem. The author's purpose for this paragraph is to let us know that child labour still occurs in some countries.

Practise the strategy. Encourage children to use their learner's notebooks to respond to these questions:

- pp. 26–27: The author is discussing how children help manufacture products in poorer countries. What is the author's purpose in these paragraphs? What does the author want us to feel about the working children?
- p. 30: Is the author's purpose for this paragraph to persuade, inform or entertain? What details from the text helped you determine the author's purpose? What does the author want us to know about the world's opinion of trainers being made in sweatshops?
- p. 32: What was the author's reason for including this information in the text? What conclusions does the author want us to draw about child labour occurring today? How do the statistics in this paragraph help to achieve the author's purpose?
- pp. 34–37: Complete these sentences: The author's purpose for writing these paragraphs was _____. The details that helped me decide this were _____.
- p. 44: What is the author's purpose for including these paragraphs in the text? Why does the author want us to understand how we can play a part in stopping child labour?
- Look at the text features that the author included in the text, for example, sidebars, photographs and captions. What is the purpose of each? How do these text features help to achieve the author's overall purpose?
- After practising exploring purpose, ask children to turn to a partner and explain key words that helped them identify the author's purpose while reading. Ask partners to discuss how identifying the author's purpose deepened their understanding of the text.

Vocabulary strategy: Determine word meaning using prefixes and suffixes

Discuss interesting or challenging vocabulary in the text. Talk about how readers can better understand the vocabulary in the text by breaking apart the difficult words and analysing prefixes and suffixes. Encourage children to use sentence context and a dictionary and/or thesaurus to find the meanings of unknown words. Ask questions to encourage children to further explore word meanings.

- Identify the word 'poorer' (p. 26) and discuss how '-er' is a suffix meaning 'more'. What does this mean about the countries referred to as 'poorer' than other countries?
- Discuss the meaning of 'education' (p. 27), and talk about the suffix '-tion'. Ask, *What do you think the '-tion' suffix means? How does it change the form of the word?*
- Discuss the meaning of the word 'mistreat' (p. 29). Identify the prefix 'mis-' and explain that it means 'badly'. Ask, *How does the prefix help you understand the meaning of the word?*
- Explain that the prefix 'un-' means 'not'. Talk about the word 'unfairness' (p. 34). Ask children to identify the word 'fairness' and the 'un-' prefix. Ask them to explain how the prefix helps them understand the meaning of the word.
- Ask, *What other prefixes and suffixes are in the text? What does the prefix/suffix mean? How does it change the root word?*

Writing: Editing a narrative

Children will be completing the narratives that they have been working on in previous lessons.

- Today you will be editing the narrative text that you have been working on in previous lessons. When you edit your writing, you need to reread it, carefully check for errors and make any appropriate changes. You need to check for punctuation such as full stops, commas and question marks. You also need to check your spelling and identify words that may be spelled incorrectly. You can correct these words using a dictionary. Once you have edited your writing, a peer and teacher can also edit your text.

► English Language Learners

- Ask children to engage in a conversation about child labour. Encourage them to share why they believe child labour needs to be stopped. Emphasise that the purpose of the conversation is to persuade others, so they should use evidence and examples from the text to support their arguments. Provide sentence frames that use persuasive language such as 'Children should never...' or 'One solution for children is...'. Review persuasive structures, such as problem-solution, and describe what makes good evidence: facts and examples. Support children in sharing their thoughts, elaborating on ideas and listening to others.

► 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.
- Complete the Oral Reading Record. (page 65)
- Record whether children liked the story and their rationale for their opinion.

Name: _____

Date: _____

Making an inference

- Read the evidence from the text.
- Combine it with your own prior knowledge.
- Record the inference you make.

Text evidence	Prior knowledge	My inference
Factories began popping up across England to quickly <i>mass produce</i> clothing, furniture and other items. Cities quickly sprang up around these factories as people moved there for jobs.		
In cities, boys as young as seven became chimney sweeps. They brushed out filthy chimneys. The chimneys were often dangerous and horrible to work in.		
Their parents needed the extra money that the children earned. But because they worked, these children did not attend school. As a result, most of them ended up trapped in low-level, low-paid jobs for their entire lives.		
Child slaves were owned by their masters. They were made to work long hours for no pay. African-Americans born into slavery began working when they were very young. They often performed the very hard work of picking cotton or rice alongside adult slaves.		
Meanwhile, American photographer Lewis Hine used his photos to show the awful work done by children in mines and mills. He described one spinner in a mill as “so tiny that she had to climb up on the spinning frame to reach the top row of spindles.”		
Today, most US states allow pupils under 18 to work at jobs for a limited number of hours during the school year. This is as long as it doesn't get in the way of their education.		

Main teaching focus

Comprehension: Making an inference/draw a conclusion

Other teaching focus

Comprehension: Using text evidence

Teacher's note

Children read the passages from the text. They combine the text evidence with their schema to form an inference/draw a conclusion.

How Rights Were Won

Level: 32 Non-fiction Word count: 3,159 Text type: Informational 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: citizens, declaration, government, independent, parliament, protesters, taxes

Programme link: *How Rights Were Won* E-book

Curriculum links: civil rights, history, slavery, labour

Text summary: We all have rights. But the rights we have now were not always protected. For hundreds of years, brave men and women have fought to win the rights that we now enjoy. These are their stories.

Learning objectives: summarise, determine word meaning using context, use timelines and key words, apply the writing process: publishing a narrative

Getting started with predictions

- As a group, talk about rights. Ask, *What are rights? What rights do you have? Have people always had these rights? How did we get these rights?*
- 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). Explain that this is a non-fiction informational text, which means it provides information about different things, including historical events or scientific concepts. Ask children to predict what they think this text will be about.

Reading the text

Ask children to read the text independently to p. 23, which is 1,714 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, using contextual cues and activating prior knowledge of content).
- *Making connections:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this story relate to your personal experiences or rights that you have? What other texts about rights have you read? How does this text connect with other things you know about rights?*
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand. Clarify these through discussion and by using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *What would life be like without some basic human rights?*
- *Questioning:* Before, during and after reading the text (chapter, page or paragraph), ask children to use their learner's notebooks to record questions they have that are related to the text.

- Question children's understanding of text features such as the contents page, index, sidebars, photographs and captions. Ask, *What information do we gain from these text features? What is the purpose of the contents page and index?*
- *Summarising:* Ask children to retell and summarise what they have read. Ask, *What were the main ideas?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *What type of world might we live in if people didn't fight for our rights? Why do you think it often resulted in war or conflict when people stood up for their rights? Why is it important for people to have rights? Why do you think Rosa Parks refused to give up her seat on the bus?*
- As children are reading, walk around 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, *What does the word 'citizen' mean? (Support and extend discussion.) What other word could the author have used instead of 'citizen'?*
- p. 6: Discuss the meaning of 'declaration'. (Support and extend discussion.) *What does it mean if you declare something? How does this help you understand the meaning of 'declaration'?*
- p. 8: Ask, *What does the word 'parliament' mean? (Support and extend discussion.) Use context clues to work out the word's meaning.*
- p. 8: Ask, *What are taxes? (Support and extend discussion.) Share a sentence using the word that shows its meaning.*
- p. 8: Ask, *What is the meaning of 'government'? (Support and extend discussion.) What is the role of a government? What does the text say about people who want a say in government?*
- p. 9: Ask, *What does it mean if something is 'independent'? (Support and extend discussion.) How does it differ from dependent?*
- p. 10: Ask, *What is the meaning of 'protesters'? (Support and extend discussion.) What things might protesters protest about? What do protesters hope to achieve?*

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 summarising will help readers gain more insight into the story. As children are introduced to this subject, model for them how to summarise passages of text, then get 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

- **Inferring:** Ask children to make inferences about what life was like before people fought for our rights. Ask them to use text evidence to support their inferences.
- **Questioning:** Arrange children in pairs to discuss questions they had while reading the text. Encourage children to answer each other's questions, using text evidence to support their answers.

Summarising

Model the strategy using pp. 4–5: *Say, Summarising helps us better understand a text. When you summarise a text, you retell the most important information (main ideas) in your own words and support those main ideas with details from the text.*

- pp. 4–5: *When we summarise, we need to determine what the main idea is. Every sentence on the page should relate to the main idea. These sentences explain the idea of rights. So the main idea is 'a right is a freedom that every person should have'. We need to identify the details in the text that support this idea. The supporting details are 'the rights of citizens should be protected by the laws of their country or by laws that cover the entire world', 'brave men and women have fought to win the rights that we now enjoy', and 'many people are still fighting for such rights'.*

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

- pp. 6–7: *This passage is discussing human rights. What is the most important information/main idea on these pages? What details in the text support the main idea?*
- pp. 12–13: *Which sentence shows that the main idea of this passage is about slaves living without rights? Which sentences in the paragraphs support the main idea?*
- pp. 12–14: *This passage of text also talks about how the slave trade was ended in the British Empire. This would be a main idea. Can you find details that support and explain this idea?*
- pp. 14–17: *Summarise the information about the American Civil War and the end of slavery. What is the main idea of the passage? What was the cause of the American Civil War? Summarise the passage by finding sentences that support the main idea.*
- pp. 18–19: *What is the most important information about how the battle against slavery continues? What is the main idea of the passage? There are details in the text about how slavery continues today and what is being done to try to end it. Use this text evidence to support your main idea.*
- *Summarise another passage of the text by identifying a main idea and supporting details or by sequencing the events.*

- After practising summarising, ask children to work in pairs to discuss how they identified main ideas and supporting details. Ask partners to discuss how summarising deepened their understanding of the text.

Vocabulary strategy: Words in context

Discuss interesting or challenging vocabulary in the text.

Talk about how readers can often work out the meaning of challenging words by using the context clues. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Ask children to discuss the meaning of 'citizen' (p. 4). Ask, *How did the sentence context help you understand the meaning of 'citizen'?*
- Discuss the meaning of 'declaration' (p. 6). Ask, *What clues are there in the paragraph that help us understand the meaning of the word? Once you understand the meaning of 'declaration', does it help you better understand the term 'Universal Declaration of Human Rights'?*
- Talk about the meaning of 'government' (p. 8). Ask, *How do context clues help you understand what the word means?*
- Ask, *What does the word 'protesters' (p. 10) mean?* Ask children to explain which parts of the sentence or paragraph helped them understand the meaning of 'protesters'.
- Ask children to explain how they can work out the meaning of 'taxes' (p. 8) using the sentence context.

Writing: Publishing a narrative

Children will continue their narrative writing projects from previous lessons.

- *Read over the text that you drafted, edited and revised in previous lessons. Today you are going to publish your text. You will use a word processor or computer to type and present your text. Think of the presentation and arrangement of your text. Also think of the images you want to include to support your text. Think about whether you will present your text electronically or in print form. You may be interested in presenting your published text in the form of a book. You could also create a front and back cover for the book and attach the pages together with a stapler. You need to consider how you want the readers of your text to engage with your writing.*

► English Language Learners

- Provide opportunities for children to develop a deeper understanding of the rights discussed in the text. Ask children to discuss the rights they have, and how these rights allow them to live their lives the way they do. Ask, *How might your life be different if you didn't have the rights you do?*

► Assessment

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

How Rights Were Won

Level: 32 Non-fiction Word count: 3,159 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.

Academic vocabulary: apartheid, parliament, suffrage, trade unions

Learning objectives: make an inference and draw conclusions, apply word meanings using context, 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 write their thoughts in a learner's notebook.

Reading the text

Ask children to read the remainder of the text independently, which is 1,445 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. Encourage them to use their learner's notebooks to record questions they 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 activating prior knowledge of content).
- *Making connections:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this text relate to your personal experiences? What other knowledge do you have about our rights and how they were won? Have you read any news stories about human rights?*
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand. Clarify these through discussion and by using tools such as a dictionary.
- *Visualising:* Encourage students to 'paint a picture' as they read to gain understanding of the text. Ask, *Imagine what it would be like to be a child working in a factory, with no protections or safety equipment. What would you have to do to stay safe?*
- *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 in their learner's notebooks.
- *Summarising:* Ask children to retell and summarise the main ideas in the text. Ask, *What were the key events and details? How could you retell the text in your own words?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why was the fight for women's rights so important? How do rights for workers help protect them? What rights do you have today that are the result of people fighting for them in the past? What are the qualities of someone who stands up for their rights?*
- 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. 26: Say, *Define the meaning of 'apartheid'.* (Support and extend discussion.) *Does the text explain the meaning of 'apartheid'? What do you think the policy of apartheid involved?*
- p. 32: Say, *Define the meaning of the word 'suffrage'.* (Support and extend discussion.) *How does the meaning of 'suffrage' help you understand the meaning of 'suffragettes'?*
- p. 37: Say, *Define the meaning of 'trade unions'.* (Support and extend discussion.) *What role did unions play in the fight for rights for workers? Why was it dangerous to join a union?*

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 making inferences and drawing conclusions can help readers develop a deeper understanding of the text. Model for children how to make an inference, 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

- *Text features:* Ask children to identify text features such as the timeline, keywords, sidebars and captions. Ask children to explain what they learned by using these text features. Ask, *Why do you think the author included these text features?* Ask children to record their thoughts in their learner's notebooks.
- *Connections:* Ask children to write the headings 'text-to-self', 'text-to-text' and 'text-to-world' in their learner's notebooks. Under the appropriate heading, ask them to record connections they made while reading. Ask children to explain how making connections helps develop a deeper understanding of the text.

Making inferences and drawing conclusions

Model the strategy using pp. 24–25: Say, *Strategies help us solve problems we encounter when reading, writing and learning. We have already talked about identifying details. Today we are going to talk about making inferences or drawing conclusions. When readers make*

an inference, they go beyond the text by combining text evidence with their schema (prior knowledge) to come up with a new idea about the text. When readers make an inference or draw a conclusion, they can work out an author's hidden message in the text. Making inferences or drawing conclusions helps us form ideas and develop a deeper understanding of a text.

- p. 26: For example, on this page, the author has explained the policy of apartheid and how it meant that whites and non-whites were separated and how non-whites were only allowed to live in certain places and weren't allowed to vote. I can connect this text evidence with my knowledge about rights and freedom. I can now infer that apartheid took away non-whites' freedom and took away the right of everyone to be treated equally.

Practise the strategy. Encourage children to use their learner's notebooks to record answers to these questions:

- pp. 28–29: The author is discussing how activist Aung San Suu Kyi campaigned for democracy over a dictator's leadership. What conclusions can be drawn about why she was campaigning for democracy? How is democracy more supportive of people's rights?
- p. 30: The text says 'Most men did not see women as equals. At the time, most females received little schooling.' What inferences can you make about the types of job opportunities available to women? What prior knowledge helped you make this inference?
- pp. 34–35: Draw a conclusion about whether Emmeline Pankhurst's method for fighting for women's rights was the best way to go about it? Use evidence from the text to support your inference.
- p. 34: The text gives examples of ways that women are still being treated unequally in many countries. Use evidence from the text and your prior knowledge to make an inference about women's rights. Why is it important for women to have equal rights?
- pp. 36–37: The text says that factory 'owners hated trade unions, and they wanted the government to ban them.' Can you infer why factory owners didn't like the trade unions? What clues in the text and personal knowledge helped you draw this conclusion?
- pp. 40–41: Why do you think the London Dock Strike was successful? Can you infer how the dock workers refusing to load and unload ships impacted the city? What prior knowledge helped you make this inference?
- Make other inferences based on evidence in the text and your own prior knowledge.
- After practising making inferences, ask children to turn to a partner and explain how they used text evidence and prior knowledge to draw conclusions when reading. Ask partners to discuss how making inferences deepened their understanding of the text.

Vocabulary strategy: Applying words in context

Talk about interesting or challenging vocabulary in the text. Discuss how readers can often work out the meaning of challenging vocabulary words by using context clues. Encourage children to use the sentence context and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Discuss the meaning of 'apartheid' (p. 26). Ask, *How does understanding the meaning of 'apartheid' help you understand the content of this paragraph?*

- Discuss how the sentence content can help readers understand the meaning of 'suffrage'. Encourage children to apply this word in different sentences.
- Ask children to look at 'trade unions' (p. 37). Ask, *How did you work out the meaning of 'trade unions'? In what other contexts can you use these words?*
- Ask, *What other words can you work out the meaning of by using the context clues? In what other situations can you use the words?*

Writing: Sharing a narrative

Children will be completing the writing projects that they have been working on in previous lessons.

- Today you will have the opportunity to share the narrative text that you have been working on in previous lessons. During the last writing session, you published your text. Today you will be sharing your text with your classmates. We will now read and enjoy the texts that each of you have written. As we read and look at each text, we will also give feedback to the writer by explaining what the positives of their text are and also by explaining how they could improve their writing next time.

► English Language Learners

- Provide support for cause and effect using the timeline on p. 46. Ask children to explain the sequence of events. Offer a word bank of cause-and-effect words, such as 'when' 'first', 'after' and 'because'. Ask children to practise forming cause-and-effect sentences about the events on the timeline.

► 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.
- Complete the Oral Reading Record (page 66)
- Record whether children liked the story and their rationale for their opinion.

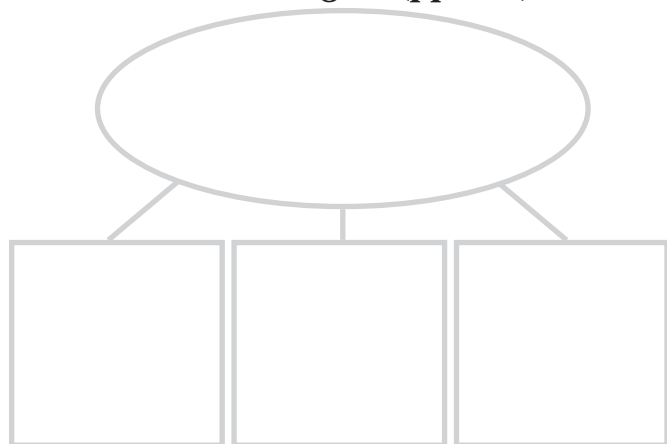
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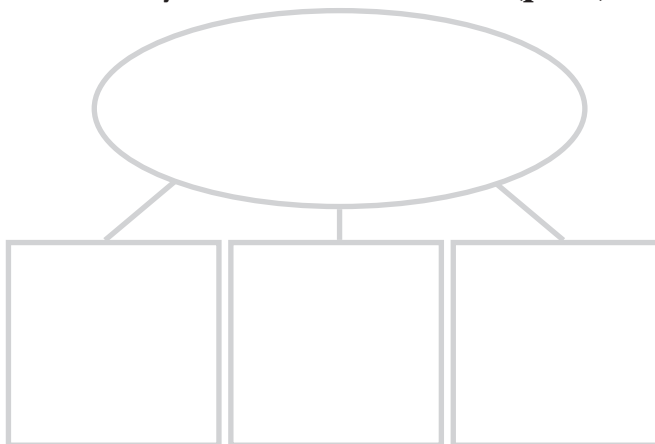
Summarising

- Read the passages from the text noted below.
- Summarise each passage by recording the main idea in the oval.
- Then record the supporting details in the squares.

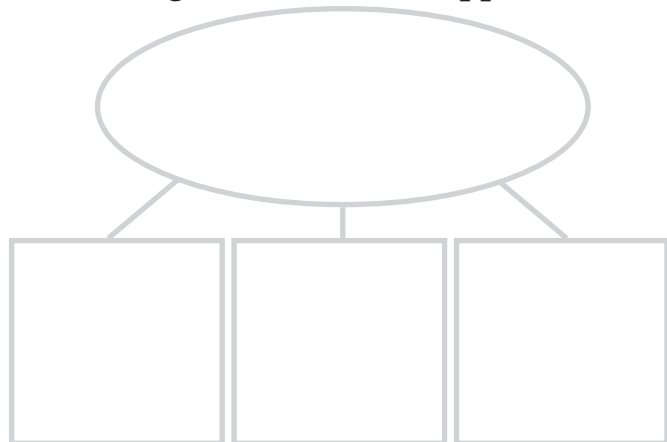
Human Rights (pp. 6–7)



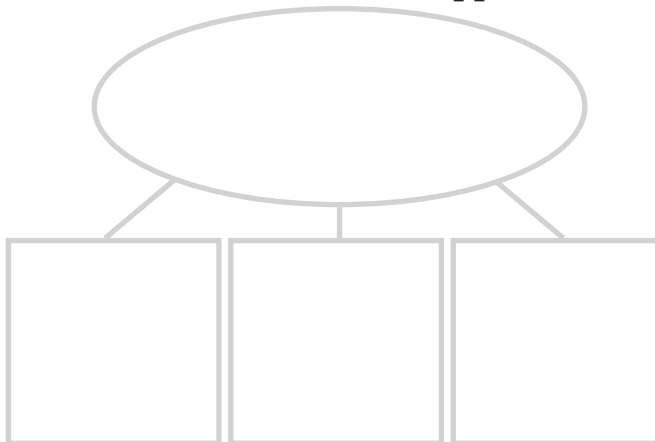
Slavery and the Slave Trade (p. 12)



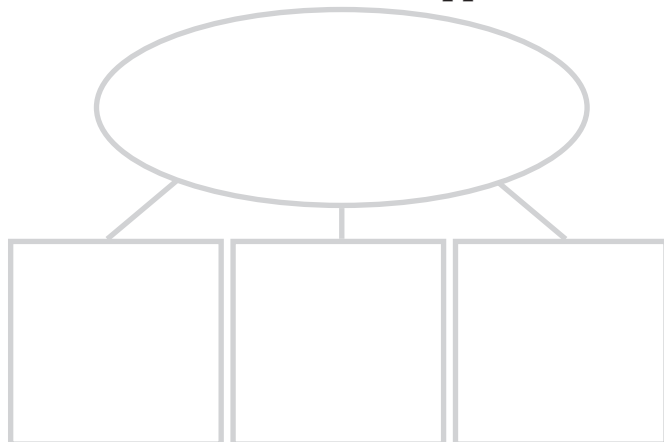
Ending the Slave Trade (pp. 13–14)



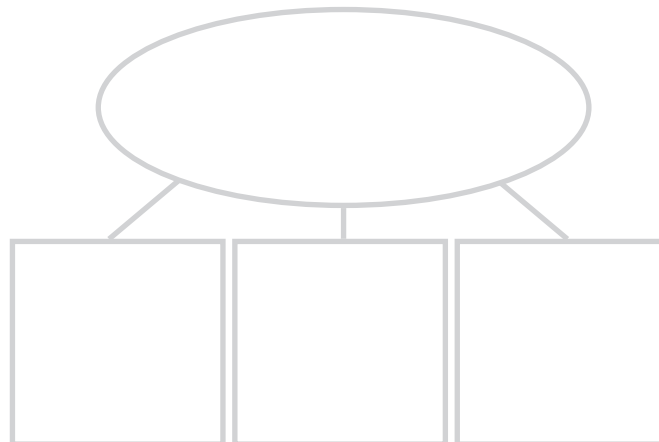
Civil War and Freedom (pp. 14–17)



The Battle Continues (pp. 18–19)



African-American Rights (pp. 20–23)



Main teaching focus
Comprehension: Summarising

Other teaching focus
Comprehension: Identifying main idea and supporting details

Teacher's note
Children read the passages from the text. They summarise each passage by recording the main idea in the oval and the supporting details in the squares.

Sailing with Leif Eriksson



Level: 32 Fiction Word count: 3,554 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: apprentice, landfall, longboats, menacing, navigate

Programme link: *Sailing with Leif Eriksson* E-book

Curriculum links: history, exploration, discovery, geography

Story summary: Ivar is tired of making sails while other men experience adventure on the high seas. He decides to take matters into his own hands and stows away on Leif Eriksson's ship. Find out what adventures await Ivar and Leif on their expedition to explore new lands.

Learning objectives: identify point of view, determine word meaning using Latin and Greek roots, apply the writing process: planning an expository text

Getting started with predictions

- Ask children to imagine they are explorers on a sailing ship. Ask, *What things might you do and see?* Ask them to discuss the possible highs and lows of this lifestyle.
- 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). Explain that this book is historical fiction, which is a fictional story set in the past that often uses true characteristics of the time period in which it is set. Ask children to predict what they think the story will be about.

Reading the text

Ask children to read the text independently to p. 23, which is 1,667 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, discuss understandings they form. Encourage them to use their learner's notebooks to record any questions they have.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and activating prior knowledge of content).
- *Making connections:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this story relate to your personal experiences? What other books have you read about explorers? What prior knowledge do you have about sailing?*
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand. Clarify these through discussion or by using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *What images do you see in your mind as you read? How do you visualise sailing on a Viking ship? What would you experience during a storm on the sea?*
- *Questioning:* Ask children to record questions they have in their learner's notebooks. Ask, *What questions do you have about Ivar? What were you wondering as they explored new lands?*
- *Summarising:* Ask children to retell and summarise what they

have read. Ask, *What were the main events? Sequence the events in your learner's notebook.*

- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *How do you think Leif feels about Ivar? How do you think Ivar felt when Leif realised that he wasn't one of his crew? Why was Ivar so valuable on the expedition? Why did Ivar's cheeks redden when the crew cheered for him?*
- 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. 5: Ask, *What does 'apprentice' mean?* (Support and extend discussion.) *What things might you learn as an apprentice?*
- p. 6: Ask, *Do you know the meaning of 'longboats'?* (Support and extend discussion.) *How do the words 'long' and 'boat' help you visualise and understand the meaning of the word?*
- p. 13: Say, *Ivar said he could help navigate the ship. Define 'navigate'. What would he be doing if he was navigating the ship?*
- p. 18: Say, *There were 'dark, menacing clouds' in the sky. What does 'menacing' mean?* (Support and extend discussion.) *How do you visualise the sky? In what other contexts have you heard the word 'menacing'?*
- p. 20: Ask, *What does the word 'landfall' mean?* (Support and extend discussion.) *How do the other sentences in the paragraph help you understand the meaning of 'landfall'?*

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 understanding point of view will help readers gain more insight into the story. Model for children how point of view impacts the story by providing perspective, and how to make inferences about the narrator's feelings. Ask children to work independently through the remaining questions. As needed, provide additional support during instruction through modelling

and then provide gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Visualising*: Ask children to record descriptive sentences from the text in their learner's notebooks. Then get them to draw pictures or write an explanation of what they visualised while reading the passage. Encourage them to consider what they see, smell, hear, taste and feel.
- *Predicting*: Encourage children to record predictions in their learner's notebooks and then check if they were correct by reading the text. For example, ask them to predict how Leif will react when he finds Ivar on his boat. Ask, *What actually happened? Was your prediction accurate?*

Point of View

Model the strategy using p. 8: Say, *Strategies help us solve problems we encounter when reading, writing and learning. Today we are going to analyse point of view in a narrative. This means we use clues in the text to work out what a character thinks or feels about a situation. Sometimes a character's point of view is explicitly stated and at other times we need to infer the character's opinion by identifying clues in the text. When we analyse point of view, we also consider the perspective from which the story is told. For example, the story may be written in the first person or third person.*

- *This text is written from Ivar's perspective. We can tell that it is written in the first person because it uses words such as 'I' and 'we'.*
- p. 8: *On this page, Ivar says that until recently he had 'been happy just to help build the ships, ready the sails and hear about the explorer's journeys'. But when Ivar heard about Leif's trip, his opinion or point of view changed. I can use these clues to infer that Ivar feels he wants to do more than just build ships and ready the sails. He wants to be part of the action. Now it's your turn to answer questions about analysing point of view on the BLM.*

Practise the strategy. Encourage children to use their learner's notebooks to respond to these questions:

- p. 11: *Look at the illustration. What clues in the illustration helped you determine what Ivar is thinking and feeling?*
- p. 14: *Ivar helps fix the holes in the boat. What does Ivar hope to prove by helping in this way? How does he feel when he lays down to rest? Find evidence in the text to support your answers.*
- pp. 18–19: *Ivar helped navigate the ship and saved the crew from being lost at sea. How did Leif respond to his actions? How did Ivar feel when Leif complimented him? What evidence in the text helped you identify the crew's feelings towards Ivar?*
- p. 20: *What is Ivar's opinion of Helluland? What things does he say that tell us his point of view?*
- *Identify another passage in the text that helps you analyse a character's point of view. What details helped you?*
- *This text is written from Ivar's point of view. How might the story be different if it was written from Leif's point of view?*
- After practising identifying point of view, ask pairs of children to discuss how they analysed point of view using text evidence. Ask them to discuss how analysing point of view deepened their understanding of the story.

Vocabulary strategy: Words in context

Discuss interesting or challenging vocabulary in the text. Talk about how readers can identify Greek and Latin affixes and roots as clues to the meanings of words. The root word is the

base word that remains when all prefixes and suffixes have been removed. Identifying the root helps you understand the meaning of the word. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meanings of unknown words. Ask questions to encourage children to explore word meanings further.

- Identify 'explorer' (p. 4) and discuss the prefix 'ex-'. Explain that it means 'out' or 'from' and the suffix '-er' means 'one who'. Ask, *How does this relate to the meaning of 'explorer'?*
- Discuss the meaning of 'repaired' (p. 5.). Ask children to talk about the prefix 're-' and how it means 'again' or 'back'. Say, *Explain how the 're-' prefix adds to the meaning of the word.*
- Identify the word 'recognised' (p. 5). Discuss the prefix 're' and how it relates to the meaning of the word. Then discuss how the words 'repaired' and 'recognised' both contain 're-'. Ask, *In what way are the meanings of these words similar?*
- Talk about the meaning of 'prevent' (p. 14). Discuss the Latin prefix 'pre-' and how it means 'earlier' or 'before'. Also discuss the Latin root 'vent', which means 'come'. Ask, *How do these meanings connect with the meaning of the word 'prevent'? Use clues from the text to support your answer.*
- Identify the word 'progressed' (p. 16) and discuss its meaning. Then discuss the root 'gress' and explain that it means 'to step' or 'to go'. Say, *Explain how this Latin root helps you understand the meaning of the word. Reread the text and define 'progressed' in your own words.*

Writing: Planning an expository text

Children will begin a writing project that will be continued over the following lessons.

- *Today you are going to begin an expository piece of writing. The purpose of an expository text is to convey information to your readers. When composing an expository text, you may give facts, explain ideas or define conditions. You need to think of a topic for your expository writing that relates to the text, for example you may write about Viking explorers. Today you are going to work on the plan for your text. Use a graphic organiser to help you identify the main ideas you will write about and think about supporting details you may want to include. Also consider the structure of your text, and think about the language you might use.*

► English Language Learners

- Provide additional support for understanding specific language choices. The author carefully uses descriptions that have connotative power. For example, on pp. 10–11, the author chose words such as 'growled', 'scowling' and 'trembling' to describe how Leif and Ivar spoke to each other. What is the impact of words such as these? Give partners simple sentences on strips of paper with one word missing and word sets containing three words with similar meanings, but with varying degrees of connotative power. Ask children to select the best choice for each sentence, and get them to explain why they think so.

► Assessment

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

Sailing with Leif Eriksson

Level: 32 Fiction Word count: 3,554 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: discovered, settlement, stranded, teeming, voyage

Learning objectives: identify story elements and plot development, identify synonyms and antonyms, 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 write their thoughts in a learner's notebook.

Reading the text

Ask children to read the remainder of the text independently, which is 1,887 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As they read the text, read along with them and discuss understandings they form. 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, using contextual cues and activating prior knowledge of content).
- *Making connections:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How is this text similar to other narratives you have read? What prior knowledge do you have about Viking explorers? In what ways are you similar to Ivar?*
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand. Clarify these through discussion and by using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *How were the three lands different from each other? What did you picture when you read about the lights in the forests?*
- *Questioning:* Before, during and after reading the text (chapter, page or paragraph), ask children to record in their learner's notebooks questions they have that are related to the text. Ask, *What questions do you have about the characters?*
- *Summarising:* Ask students to retell and summarise the story in their own words. Ask, *What were the main events?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage them to answer inferential questions such as: *Do you think Leif is glad that Ivar joined them on the expedition? Explain your answer. What do you think the lights floating in the forest were? Why were they so excited about finding the grapes? Why don't the people on the island ever approach Leif and his crew?*
- 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. 24: Say, Define the word 'voyage'. (Support and extend discussion.) Describe the voyage that Leif and his crew are taking.
- p. 30: Say, The stalks of wheat were 'a promising sign for a future settlement'. What does the word 'settlement' mean? (Support and extend discussion.) How do the other sentences in the paragraph help you work out the meaning of 'settlement'? How does the word 'settle' help you understand the meaning?
- p. 38: Ask, What does 'teeming' mean in the second paragraph? (Support and extend discussion.) What else might the cove be teeming with? What might a forest be teeming with?
- p. 40: Say, Define the meaning of 'discovered'. (Support and extend discussion.) Think of other things that can be discovered.
- p. 45: Ask, What does 'stranded' mean? (Support and extend discussion.) How do you think the group became stranded?

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 exploring story elements and plot development will help readers gain more insight into the text. As children are introduced to this subject, model for them how to analyse story elements and plot development, then ask them to work independently through the remaining questions. As needed, provide additional support during instruction through modelling and then provide gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Summarising:* Ask children to summarise the story by sequentially recording the most important events of each chapter in their learner's notebooks.
- *Theme or big idea:* Ask children to consider the theme or big ideas in the text. Ask, *What message does the author want us to take away from this text?* Ask children to record their ideas about theme in their learner's notebooks. Also encourage them to include text evidence that supports their inferences about the theme.

Identify story elements and plot development

Model the strategy using pp. 4–6: Say, *Strategies help us solve problems we encounter when reading, writing and learning. Today we are going to talk about analysing story elements and plot development. There are different story elements that readers can*

identify in texts, such as theme, plot, characters and setting. Each of these elements is an important part of a story. When exploring plot development, we look closely at the details and analyse how the story develops or progresses. Readers can identify the exposition, conflict, rising action, climax, falling action and the resolution. Identifying story elements and plot development helps readers develop a deeper understanding of the text. Today when we explore story elements and plot development, we'll refer back to the beginning of the text that we read in the previous lesson. Let's look at pages 4–6 of the text, and I will model how to analyse story elements and plot development.

- pp. 4–6: This part of the story is the exposition. It is the beginning of the story that introduces the main characters and the setting. This part of the story 'sets the scene' for what is going to happen in the rest of the story. What things do we learn in this exposition?
- p. 6: On this page, Ivar sees the sailors struggling with the sail. He decides to help them, even though it means he will be seen on the ship. I can use this event to make an inference about Ivar. This makes me think that Ivar is a very giving and helpful person. He would rather help others than do what is best for himself.

Practise the strategy. Encourage children to use their learner's notebooks to respond to these questions:

- pp. 10–13: Find examples on these pages that represent a conflict being introduced. What is Ivar's problem at this point in the story? How do the events that follow centre around this conversation between Ivar and Leif?
- Think about the characters in the story. What role do the characters have in the story? How are the characters similar and different? Identify evidence in the text that shows how the characters and their relationships change as the plot develops.
- Identify events in the story that could be considered the rising action part of the story. How do these events lead to the climax of the story? Which part would you classify as the climax?
- p. 30: Describe the setting in this part of the story. Why is the setting an important element of the story? How might the story be different if it occurred in a different setting?
- pp. 46–47: Would you classify this part of the story as the falling action? Explain your answer. Why is this an important part of the story? What role does Ivar have at this point in the story?
- How did the author use suspense in developing the plot of the story? How does this contribute to your engagement and enjoyment while reading the story?
- After practising identifying story elements and plot development, ask children to turn to a partner and discuss what they have learned about story elements and plot development. Ask partners to discuss how analysis deepened their understanding of the story.

Vocabulary strategy: Identify synonyms and antonyms

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

- Discuss the meaning of 'voyage' (p. 24). Ask children to think of a synonym for 'voyage'. Ask, Why would 'journey' be a synonym for 'voyage'?
- Explain that 'colony' is a synonym for 'settlement' (p. 30). Ask, Can you think of another synonym for 'settlement'? How did the synonym 'colony' help you understand the meaning of 'settlement'?
- Talk about the meaning of 'milder' (p. 36). Ask, Would 'harsher' be a synonym or antonym for 'milder'? Explain your answer.
- Say, The cove was teeming with salmon. Complete this sentence by using a synonym for 'teeming' (p. 38): The cove was _____ with salmon. Does the sentence have the same meaning when you use a synonym?
- Discuss the word 'discovered' (p. 40), which means to have found something. Ask, What is a synonym for 'discovered'? Can you think of an antonym for 'discovered'?
- Talk about the meaning of 'stranded' (p. 45). Ask, Which of these is a synonym for 'stranded': 'stuck', 'piece', 'found'? Ask children to explain their answers.

Writing: Drafting an expository text

Children will be working on the writing project that will continue over the following lessons.

- Revisit the plan that you composed in the last lesson. Today you are going to use your plan to draft a text. Your writing should be based on the ideas in your plan. Structure your text into paragraphs and include details so that ideas are clearly explained to the reader. Remember the purpose of your text is to convey information to the reader. Don't forget to use thoughtful vocabulary and correct punctuation.

► **English Language Learners**

- Provide additional support with understanding language used in the story. Identify phrases in the text that require children to combine vocabulary meanings to form an understanding of the phrase, such as 'stuffed them into his mouth' (p. 32), 'sigh of relief' (p. 35) and 'lights floating through the trees' (p. 36). Discuss the meanings of words in the phrases, and ask children to explain the overall meaning of the phrases. Encourage children to draw pictures or role-play to show their understanding.

► **Assessment**


- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples.
- Complete the Oral Reading Record (page 67)
- Record whether children liked the story and their rationale for their opinions.

Name: _____

Date: _____

Point of View

- Read the passages from the text.
- Underline the text evidence that helps you answer the question about character point of view.
- Answer the question below the table.

Text evidence	Point of view question	Answer
	<p>How was Ivar feeling and thinking at this point in the story? What is his opinion of Leif?</p>	
<p>Leif was standing next to me when he said, “Yes, but you’re just a boy. It could be dangerous.” “But I’ll check for leaks and repair them as we sail across the rough seas,” I quickly added. Leif started to ask, “But can you help ...?” “I also know how to read the morning and night skies. My father was a sailor, and he taught me before he died. I can help you navigate the ship.”</p>	<p>What is Ivar’s opinion for why he should be able to stay on Leif’s ship? What is Leif’s opinion?</p>	
<p>I lay down by a sea chest and curled up under a woollen blanket. Even though the ship had stopped rocking, I still found it difficult to fall asleep. My heart was pounding so rapidly from the excitement of the evening. Plus, I couldn’t stop thinking about all the leaks – the ship could have sunk!</p>	<p>How is Ivar feeling when he rests after they fixed the leaks on the boat?</p>	
<p>“Well done, Ivar,” Leif called from the front of the ship. “Once again, it seems we’re lucky you decided to come aboard and sail with us.” I felt my cheeks redden as the whole crew cheered.</p>	<p>How does Ivar feel when Leif praises him after he helped navigate them to land? How does the crew feel about Ivar?</p>	
<p>We slowly paddled to the shoreline. As we made landfall, all we could see were large, flat rocks. There was clearly not much else to discover on this part of the island.</p>	<p>What is Ivar’s opinion of Helluland?</p>	

How might the story be different if it was written from Leif’s point of view? _____

Main teaching focus

Comprehension: Analysing point of view

Other teaching focus

Comprehension: Using text evidence and making inferences

Teacher’s note

Children read the passages from the text and identify the parts that help them answer the questions about character point of view. Then they answer the question under the table.

The Wonderful World of Food

Level: 32 Non-fiction Word count: 2,851 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: community, greenhouse, irrigation, local, sloping, terraces

Programme link: *The Wonderful World of Food* E-book

Curriculum links: agriculture, cooking and food, science and nature

Text summary: Where does your food come from? Could it be from a farm, a garden, or even the sea? There are a lot of food sources, and many of them are unique, such as the desert, a mountainside or an urban garden. Learn about some very unusual places around the world where we get our food.

Learning objectives: identify author's purpose, apply figurative language: metaphors, use charts and subheads, apply the writing process: drafting an expository text

Getting started with predictions

- Ask children to think of the food that they ate yesterday. Ask, *Think of the process that food goes through before it ends up on your table. What is that process like?*
- 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). Explain that this book is a non-fiction report, which provides facts and information about something. It also includes an interview. Ask children to predict what they think the text will be about.

Reading the text

Ask children to read the text independently to page 25, which is 1,665 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, *How does this text connect to you and the food you eat?*
- *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, and using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Say, *Explain what you imagine life on a terrace farm would be like.*
- *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 and text features such as charts and subheadings. Ask, *What is the purpose of these text features?*
- 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. 8: Ask, *What does the word 'irrigation' mean?* (Support and extend discussion.) *Why would irrigation be an important part of farming?*
- p. 12: Ask, *What does 'greenhouse' mean?* (Support and extend discussion.) *How do the words 'green' and 'house' help you understand the meaning of the word?*
- p. 14: Say, *Some farms are on sloping ground. Define the meaning of 'sloping'.* (Support and extend discussion.)
- p. 15: Discuss the meaning of 'terraces'. Ask, *How do the other sentences in the paragraph help you understand the meaning of 'terraces' in this context?*
- p. 20: Ask, *What is the meaning of 'community'?* (Support and extend discussion.) *What communities are you part 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 how identifying the author's purpose will help readers gain more insight into the text. Briefly model for children how to identify purpose, 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

- *Compare and contrast:* Ask children to record facts about the different types of farms in their learner's notebook. Ensure they summarise by identifying the main ideas and supporting details. Then ask children to select two different types of farms, such as a terrace farm and a vertical farm. Ask children to compare and contrast the two farms by completing a Venn diagram in their learner's notebook.

- **Questioning:** Ask children to identify the questions in the interview. Encourage children to discuss why they believe they are meaningful questions. Ask children to record interview questions they would ask someone who works on a desert farm, terrace farm or vertical farm. Ask children to come up with questions that would require more than a one-word response.

Purpose

Model the strategy using page 6: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. We have already talked about identifying main ideas. Today we are going to talk about the purpose of a text. When an author writes a text, they have specific information or a message that they want to communicate to their readers. An author also has a specific purpose for writing a text—they can write a text to entertain, to persuade or to inform their readers. Texts can be written in a certain way depending on the purpose of the text.*

- p. 6: *On this page, the author is introducing the topic. The author reminds us of what common farms are like. Then the author lets us know that farms come in many sizes and are in surprising places. We can tell the author's purpose is to inform readers because he has written factual information. I think the author's purpose for writing this paragraph is to cue us in to what the text is about. The author wants us to think about our prior knowledge about farms. With the last sentence, the author wants us to think about how farms could be different from what we expect. This will prepare us for what the rest of the text is about.*

Practise the strategy using the **BLM**:

- pp. 8–11: *The author is discussing desert farming. What is the author's purpose? What are the most important things the author wants us to know about desert farming?*
- pp. 12–13: *Is the purpose of this paragraph to persuade, inform or entertain? What details from the text helped you to determine the author's purpose? What is the purpose of the diagram? How does the diagram help to achieve the author's purpose?*
- pp. 14–15: *Why has the author included these paragraphs in the text? What is the purpose of the phrase, 'it's like carving steps up the side of the mountain'? What are the main things the author wants us to understand about terrace farming?*
- pp. 16–19: *What was the author's reason for including this information in the text? What conclusions does the author want us to draw about vertical farming? Why do you think the author included a map to support the text? How does it help achieve the author's purpose?*
- pp. 20–21: *Complete these sentences: The author's purpose for writing these paragraphs was _____. The details that helped me decide this were _____. How would the text be different if the author didn't include these paragraphs about urban gardens?*
- pp. 22–25: *What is the author's reason for including the interview in the text? What purpose does it serve? How does an interview provide specific facts and details?*
- After practising identifying purpose, ask children to turn to a partner and explain key words and phrases that helped them identify the author's purpose. Ask partners to discuss how identifying the author's purpose deepened their understanding of the text.

Vocabulary strategy: Figurative language: Metaphor

Talk about interesting or challenging vocabulary in the text. Talk about how readers can better understand the text by interpreting and understanding figurative language, or specifically metaphors, the author has used. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Ask children to discuss the phrase, 'wall of water' (p. 18). Ask children to reread the previous sentence to identify that the phrase 'wall of water' is referring to a tsunami. Ask, *Why do you think the author called the tsunami a 'wall of water'? How does this metaphor help you visualise tsunami?*
- Talk about the phrase, 'jewel in our city' (p. 25). Discuss how jewels are beautiful and precious. Ask, *Why do you think the author compared the garden with a jewel? What does this tell you about the garden?*

Writing: Revising an expository text

Children will continue the writing project that they were working on in previous lessons.

- *Today you are going to revise the expository text that you have been working on in previous lessons. When you revise your writing, you need to check that your text makes sense. Confirm that your sentences are well written and that your paragraphs are constructed and sequenced appropriately. Revise the language you have used to make sure you have used interesting vocabulary and descriptive language. Consider adding a chart or diagram that helps provide more details about the information. Don't forget to label these visuals and provide captions for pictures and illustrations. Once you have revised your writing, a peer and a teacher can also revise your writing with you.*

► **English Language Learners**

- Provide opportunity for children to develop a deeper understanding of language used in the text. Identify explanations in the text, such as the description of how the saltwater greenhouses work on page 13, or the description of how the vertical farms work on page 16. Ask children to explain the meaning of words in the explanations and then draw pictures with labels and captions to show their understanding of the process. Ask children to work in pairs to locate other explanations in 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 completed BLM, and keep them in the child's portfolio.

The Wonderful World of Food

Level: 32 Non-fiction Word count: 2,851 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: crops, pollinate, silkworms, sources, vines

Learning objectives: apply critical thinking, apply figurative language: metaphors, apply the writing process: revising 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 1,186 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. Encourage them to use their learner's notebook 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, using contextual cues and knowledge of content).
- *Making connections:* Ask, *What connections can you make between bees and food?*
- *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, and using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Say, *Visualise a balcony garden. How is a balcony garden different from a plot garden?*
- *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 the text. Ask, *If you were going to tell someone about unusual fruit and vegetables, what would be the main things you would tell them?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why do you think the honey turned red after the bees feasted on red food dye? Why would you put plants on your roof, patio or windowsill when growing them at home? What other things might you need to consider when growing plants at home? Why would some animals be cheaper to eat than chickens or cows?*
- 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. 26: Say, *Define the meaning of 'pollinate'.* (Support and extend discussion.) *How does a bee pollinate plants? How do the other sentences in the paragraph help you understand the meaning of the word?*
- p. 28: Ask, *What does the word 'sources' mean?* (Support and extend discussion.) *What sources of food might the bees have in the city?*
- p. 30: Ask, *What does 'vine' mean?* (Support and extend discussion.) *Describe what the tomato vines would look like.*
- p. 36: Say, *Define the meaning of the word 'crop'.* (Support and extend discussion.) *What other crops might be grown on farms?*
- p. 45: Say, *What does 'silkworm' mean?* (Support and extend discussions.) *How do the words 'silk' and 'worm' help you understand the meaning of 'silkworm'?*

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 critical thinking can help readers develop deeper understandings about the text. As children are introduced to this subject, model for them how to think critically about the text, 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

- *Text features:* Ask children to identify text features—contents page, index, pictures, captions, tables and maps. Ask the children to discuss with a partner why they think the author included these features in the text. Children can then list the text features in their learner's notebook and record how they used each text feature.
- *Inferring:* Ask children to make inferences based on evidence in the text. Ask them to identify the details in the text and also the prior knowledge (or schema) they used to help make each inference. Children can record their inferences in their learner's notebook.

Critical thinking

Model the strategy using page 26: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about thinking critically about the text. When we think critically while reading, we interpret and analyse the information in the text, and we also evaluate what we read. When readers critically reflect on a text, they can make judgements based on what they read. This means readers can think about how the text addresses specific information and decide whether they think the information is valid.*

- p. 26: *On this page, the author is presenting information about bees and how beehives are sprouting up in gardens and on rooftops. He also discusses how bees pollinate many different plants. We can think critically about the information on this page by questioning why the author included this paragraph and how it relates to the other information in the text. We know that the earlier part of the text was discussing how crops are grown on different types of farms. The information about bees is relevant because the crops grown on farms would also need pollinating. This makes me question how this would happen on farms. Thinking critically about bees helps me see how important they are when growing food.*

Practise the strategy. Encourage children to use their learner's notebooks to respond to these questions:

- pp. 30–34: *These paragraphs are discussing how people can grow food in and around their house. Which sentences best show readers that you don't need a lot of space or equipment to grow food yourself? Why is it important for readers to know this?*
- p. 35: *Looking at this information about plants to grow at home, what conclusions can you draw about growing plants? What things would you need to consider before growing plants? What other information could the author have included to better explain how to grow plants at your house?*
- pp. 36–40: *Why do you think the author included these paragraphs in the text? What evidence can you find in the text that shows that people may avoid fruit or vegetables because of unusual features?*
- pp. 42–45: *What is the author's purpose for including this information? What changes could be made to the text to make the idea of eating insects more enticing to readers?*
- p. 46: *This concluding paragraph reminds us that the text was discussing where our food comes from and how it is grown in many different places. Do you think there should be any other information included in the text? Explain your reasons.*
- After practising critical thinking, ask children to turn to a partner and discuss how they applied critical thinking skills while reading the text. Encourage them to discuss how thinking critically deepened their understanding of the text.

Vocabulary strategy: Figurative language: Metaphor

Talk about interesting or challenging vocabulary in the text. Talk about how readers can better understand the text by interpreting and understanding figurative language, or specifically metaphors, the author has used. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Discuss the phrase 'a rainbow of flavours' (p. 43). Ask, *What does the author mean by saying 'rainbow of flavours'?* Discuss how rainbows are known for their many colours. Ask, *How can you apply this understanding to help interpret the phrase 'rainbow of flavours'?*

Writing: Editing an expository text

Children will be editing the expositions that they have been working on in previous lessons.

- *Today you will be editing the expository text that you have been working on in previous lessons. When you edit your writing, you need to reread your writing and carefully check for errors and make any appropriate changes. You need to check for punctuation such as full stops, capital letters, commas and question marks. You also need to check your spelling and identify words that may be spelled incorrectly. You can correct these words using a dictionary. Once you have edited your writing, a peer and teacher can also edit your text.*

► English Language Learners

- Provide additional support with the vocabulary, such as showing children pictures of windowsills, solar panels, patios and vines. Reinforce the meaning of the words and encourage children to use the words in meaningful sentences. Ask children to identify other words in the text they would like clarified and show pictures of them to show their meaning. Children can work with a partner and act out the meaning of the words.

► 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 68)
- Record whether children liked the story and their rationale for their opinion.

Name: _____

Date: _____

Purpose

- Reread the passages from the text.
- Record the author’s purpose for that passage.
- Record the main things the author wants to tell readers in that part of the text.

Part of text	What is the purpose?	What are the main things the author wants to tell readers?
Desert Farming		
Desert Saltwater Greenhouses		
Terrace Farming		
Vertical Farms		
Urban Gardens		
Interview with a Neighbourhood Gardener		

Main teaching focus

Comprehension: Author’s purpose

Other teaching focus

Comprehension: Using text evidence, including charts and subheads, and making inferences

Teacher’s note

Children reread passages from the text. They infer and record the author’s purpose and then record the main things the author wanted to tell readers in each passage.

Right on Target



Level: 33 Fiction Word count: 3,982 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: archery, bowstring, improvement, represent, qualifying, tournament

Programme link: *Right on Target* E-book

Curriculum links: relationships, friendship, sport, physical activity

Story summary: Dylan is eager to be as good as his friend Wren at archery. He makes it through to a big competition but finds it difficult to control his nerves. When he lets last year's winner get to him, things start to go wrong. Can he find his own confidence and stay focused?

Learning objectives: identify story elements and plot development, identify synonyms and antonyms, apply the writing process: publishing an expository piece

Getting started with predictions

- Ask children to talk about what they know about archery. Who are some characters from books or history who were archers? Encourage children to role-play being an archer.
- Give each child a copy of the book and discuss the title, cover illustrations and back cover copy. Explain that this book is realistic fiction, which is a story with fictional characters and events that are believable and appear as though they could have occurred in real life. Ask children to predict what they think the story will be about.

Reading the text

Ask children to read the text independently to p. 25, which is 2,033 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this story relate to your personal experiences? Do you have friends that support you the way Wren helps Dylan?*
- *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, and using tools such as a dictionary.
- *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?* Ask children to retell the story by completing a 5W (i.e., who, what, when, where and why) chart.
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer

inferential questions such as: *Why do you think Dylan gets so nervous when he does archery? Why is Dylan so worried about what everyone thinks of him? Does Wren's support help Dylan? Why or why not?*

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

Discuss academic vocabulary to help children build background knowledge. Also focus on terms not supported in the text.

- p. 4: Ask, *Based on the clues in the text, use your own words to describe 'archery'.* (Support and extend discussion.) *What would you be doing if you were participating in an archery competition?*
- p. 5: Say, *Use clue words in the text and the illustration to describe the meaning of 'bowstring'.* (Support and extend discussion.) *Why is the bowstring an important part of the bow? How is it used?*
- p. 7: Say, *Next week is the qualifying contest. Define what is meant by 'qualifying'. What does it mean if you 'qualify' for something? What would be the purpose of a 'qualifying' contest?*
- p. 7: Ask, *What does 'tournament' mean? What other tournaments do people participate in?*
- p. 19: Ask, *What does the word 'improvement' mean?* (Support and extend discussion.) *What does the root 'improve' mean? How does the word 'improve' help you understand the meaning of 'improvement'? What did Dylan do to make his own improvement?*

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 story elements and plot development will help readers gain more insight into the story. Model for children how to use text evidence, 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

- **Visualising:** Ask children to work in pairs to reread passages from the text. Ask them to draw pictures in their learner's notebook representing what they visualised while reading the text. Encourage children to label their drawings with sentences from the text. Ask pairs to compare their drawings and discuss similarities and differences.
- **Questioning:** Encourage children to think about the characters in the text. Ask, *What questions do you have about the characters? What are you wondering about their thoughts, feelings and actions?* Ask children to record questions about the characters in their learner's notebook. Then get them to swap questions with a partner and answer their questions.

Identify story elements and plot development

Model the strategy using pp. 6–7: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about analysing story elements and plot development. There are different story elements that readers can identify in texts, such as theme, plot, characters and setting. Each of these elements are an important part of a story. When exploring plot development, we look closely at the details and analyse how the story develops or progresses. Readers can identify the introduction, which shows the setting and characters, the conflict, the rising action, the climax, the falling action and the resolution. Identifying story elements and plot development helps readers develop deeper understandings about the text. Now you try identifying and analysing story elements and plot development.*

- pp. 6–7: *This part of the story is the exposition. It is the beginning of the story that introduces the main characters and the setting. This part of the story 'sets the scene' for what is going to happen in the rest of the story. From the details on this page we can see that the story is set at the park near archery targets. We learn that Dylan is the main character, and he seems to be having trouble with his archery practice. The author also introduces us to Wren, who is Dylan's friend. The details show us that Wren is good at archery. From the dialogue, we can see that Wren helps Dylan by giving him advice. We also find out that there is an archery competition next week. Record this information on the BLM.*

Practise the strategy. Ask children to record their thoughts and text evidence on the **BLM**.

- *Find examples in the text that show the conflict being introduced. What is Dylan's problem at this point in the story? How do you think the following events will connect to this problem?*
- *Identify events that you believe would be part of the rising action: that is, things the characters do to try to solve their problem. How do these events help to build the suspense in the story?*
- *Think about the main characters in the story: Dylan, Wren and Lewis. Describe each of the characters. What are their personalities? Use evidence from the text to support your conclusions. What role do the characters have in the story? Identify evidence in the text that shows how the characters change.*
- *Think about the theme of the story. What is the big idea of the story? Use evidence from the text to support your ideas. What do you think Dylan needs to learn or discover?*
- Ask children to turn to a partner and discuss what they learned. Encourage partners to discuss how analysis deepened their understanding of the story.

Vocabulary strategy: Identify synonyms and antonyms

- Talk about how some words can have synonyms and antonyms, which are words that are similar to or opposite from the main word. Discuss how readers can think of synonyms and antonyms to help them understand the meaning of words. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words.
- Discuss the meaning of 'bowstring' (p. 5). Ask children to describe the part of the bow that the word refers to. Is there a synonym for 'bowstring'? Ask, *Why is the precise term more descriptive than 'cord'?*
- Talk about the meaning of 'mound' (p. 4). Ask children to explain why 'pile' would be a synonym for mound.
- Explain that 'advancement' is a synonym for 'improvement' (p. 19). *How did the synonym 'advancement' help you understand the meaning of 'improvement'? How did Dylan 'advance'?*
- Talk about the meaning of 'qualifying' (p. 7). Ask, *Would 'failing' be a synonym or antonym for 'qualifying'? Why or why not?*
- *Say, Dylan wanted to compete in the regional tournament. Complete this sentence by using a synonym for 'tournament' (p. 7): Dylan wanted to compete in the regional _____. Does the sentence have the same meaning when you use a synonym?*
- Ask children to work in pairs to come up with synonyms and antonyms for other words in the text.

Writing: Publishing an exposition

Children will be continuing the expository writing project that they have been working on in previous lessons.

- *Read over the text that you drafted, edited and revised in previous lessons. Today you are going to publish your text. You will use PowerPoint to present your text. Think of the presentation and arrangement of your text. Think of each slide as representing one main idea as you consider what information you will put on each slide. Also think of the images you want to include to represent the details that support the main ideas in your text. You may wish to include diagrams, maps or graphs. Include a catchy opening and closing slide to serve as your introduction and conclusion.*

► English Language Learners

- Provide additional support with understanding vocabulary in the story. Discuss how there was a lot of language specific to archery in the text. Ask children to work in pairs and identify archery vocabulary such as 'target', 'mound', 'arrow', 'bow', 'quiver' and 'nock'. Children can list the words in their learner's notebook, or work with partners to create flashcards that define and explain the different components of archery. Ask children to use the vocabulary to demonstrate how to string a bow and shoot an arrow.

► Assessment

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

Right on Target

Level: 33 Fiction Word count: 3,982 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: apology, championship, erupted, represent, victory

Learning objectives: apply critical thinking, synonyms and antonyms, apply the writing process: sharing 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 1,949 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, *How does this story relate to your personal experiences? Have you ever been in a situation like Dylan? What other texts have you read about overcoming challenges?*
- *Clarifying:* Ask children to clarify how a tournament works. How could Dylan advance if he didn't always shoot the best? Clarify through discussion, teacher/child expertise, and using tools such as a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *How do you think it would feel to compete in a competition when you are not very confident? How does Dylan show his changes in attitude?*
- *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 the story. Ask, *What was the turning point for Dylan? What was the climax? What did Dylan learn?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why do you think Lewis looks calm and smug before the competition begins? Why did Dylan begin to mimic Lewis's actions? Why was Wren so disappointed in Dylan? What do you think might happen next time Dylan competes in a competition?*
- 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. 27: Say, *Define the meaning of the word 'represent'.* (Support

and extend discussion.) *Dylan has to represent his archery club. What does this mean?*

- p. 38: Ask, *What does 'championship' mean?* (Support and extend discussion.) *How does the word 'champion' help you to understand the meaning of 'championship'?*
- p. 43: Ask, *What does 'apology' mean?* (Support and extend discussion.) *When have you ever had to offer an apology to someone? Why is it important to offer an apology after you do something wrong?*
- p. 47: Say, *The crowd erupted in cheers. Define what is meant by 'erupted'. How does the word 'erupted' help you visualise the way the crowd responded? Where else have you seen this term? Why do you think the author made this word choice?*
- p. 48: Ask, *What does 'victory' mean?* (Support and extend discussion.) *Explain other situations where someone might experience a victory.*

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 readers use critical thinking to gain more insight into the story. Model for children how to think critically about the 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

- *Predicting:* Ask children to make predictions while reading the story. Encourage them to examine clues in the text to make predictions about what they think will happen next and how the characters might behave. Ask, *How might the characters change during the story?* Children can record their predictions in their learner's notebook.
- *Inferring:* Ask children to work in pairs to make inferences about Dylan and Wren's relationship, using clues from the text and their own experiences. Children can then make inferences about Dylan and Wren's relationship with Lewis.

Critical thinking

Model the strategy using p. 28: Say, *Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about how to think critically about the text. When we think critically while reading, we interpret and analyse the information in the text, and also evaluate what we read. When*

readers critically reflect on a text, they can make judgements based on what they read. This means readers can think about how the text addresses specific information or events and decide whether they think the information is valid. When thinking critically, readers can also think beyond the text.

- p. 28: For example, on this page, the author has shown us that Dylan has started to mimic the way that Lewis acts during the competition. When we think critically about this passage, we can analyse why Dylan would behave in this way and also consider whether this would be a realistic outcome. We know that Dylan has been a nervous character that lacks confidence, whereas Lewis is very confident and successful. It seems justified that Dylan would copy Lewis as he wants to be successful like Lewis. We can infer that Dylan is thinking that if he acts like Lewis he will be successful like Lewis.

Practise the strategy. Encourage children to use their learner's notebook to respond to these questions:

- pp. 30–33: In these pages we see how Dylan is conducting himself in this tournament. Which sentences are examples of how Dylan is behaving? How does this compare to how Dylan usually behaves? What do you think is his motive? How do you think these events will contribute to the theme of the story? Does his strategy work?
- pp. 30–33: Do you think Dylan is being honest with himself about the way he is feeling? Use evidence from the text to support your answer.
- pp. 30–33: Is Dylan concerned about what others think of him at this point in the story? How is this a change from his previous behaviour? Do you agree with the way he is handling himself while competing in this competition? Explain your answer.
- Is it possible that Dylan could have got the same result at the tournament without behaving in the same manner? Give reasons to support your answer. In what ways could you change the story but have it ending with the same result?
- Which passages in the text best demonstrates the theme of friendship? How has the author shown you what Dylan believes about friendship? When was Dylan a good friend? When was he not a good friend?
- What lessons do you think Dylan learned? Find examples from the text to support your answer. How might this influence his behaviour in the future?
- What do you think is the author's opinion on managing yourself in stressful situations? How did she portray this through the story?
- After practising critical thinking, ask children to turn to a partner and make a prediction about how Dylan might treat the new girl at the next tournament. Ask them to identify the critical thinking skills they used to make this prediction.

Vocabulary strategy: Synonyms and antonyms

Talk about 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. Discuss how readers can often find synonyms and antonyms in the text that will help them understand the meaning of unknown words. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Discuss the meaning of 'represent' (p. 27). Ask children to think of a synonym for 'represent'. Why is Dylan worried about making the whole club look bad?

- Talk about the meaning of 'championship' (p. 38). Ask, Would 'title' or 'competition' be a better synonym for 'championship' in this context? Ask children to reread the sentence in the text if necessary.
- Explain that 'expression of regret' is a synonym for 'apology' (p. 43). Ask, Can you think of another synonym for 'apology'? How did the synonym 'expression of regret' help you understand the meaning of apology?
- Talk about the meaning of 'qualifying' (p. 7). Ask, Is the practice round the same thing as, or different from, the 'qualifying' round? Why do you think so?
- Say, The crowd erupted in cheers. Complete this sentence by using a synonym for 'erupted' (p. 47): The crowd _____ in cheers. Is the meaning of the sentence altered when you use a synonym? Now complete the sentence by using an antonym for 'erupted'. What happens to the meaning of the sentence now?
- Discuss how Dylan moved his hand into a better grip before he had another shot. Ask, Which word would be a synonym for 'shot' (p. 6). Encourage children to visualise what Dylan is doing to help them think of a synonym.
- Talk about the meaning of 'victory' (p. 48). Ask children to identify a synonym and an antonym for the word.
- Ask children to work in pairs to come up with their own synonyms and antonyms for words in the text. Encourage them to use the new words in sentences.

Writing: Sharing an expository text

Children will be completing the writing project that they have been working on in previous lessons.

- Today you will have the opportunity to share the expository text that you have been working on in previous lessons. In the last writing session you published your text. Today you will be sharing your text with your classmates. You will now present your PowerPoint so that your classmates can enjoy what you have written. As these texts are published electronically, we can also discuss how we could share your writing with a wider community. As we read and look at each text, give feedback to the writer by explaining the positives of their presentation and also explaining how they could improve their writing next time.

► English Language Learners

- Provide additional support with understanding the content of the story. Discuss the emotions that were felt by characters in the story. Ask children to work in pairs to identify language and vocabulary that was used to describe characters' feelings, such as 'surprised', 'stab of guilt', 'amazed', 'confused', 'frowned', and 'cool and smug'. Discuss how sometimes the language explicitly tells us how the character feels but sometimes we need to infer how the character is feeling. Ask, If the character frowns, how do you think they feel? Ask children to role-play the different feelings/emotions to show their understanding.

► Assessment

- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect samples and keep them in the child's portfolio.
- Complete the Oral Reading Record (page 69)
- Record whether children liked the story and their rationale for their opinion.

Name: _____

Date: _____

Story elements and plot development

- Record events from the text to show how the plot develops.
- Record information about the characters, setting and theme.
- You can use evidence from the text to support your ideas.

Plot

Introduction (characters, situation)	Conflict	Rising Action
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Characters

Dylan	Wren	Lewis
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Setting

Theme

What lesson did Dylan learn? Use specific examples to explain your answer.

Main teaching focus

Comprehension: Story elements/plot development

Other teaching focus

Comprehension: Making inference; using text evidence

Teacher's note

Children record details about the plot development: exposition, conflict, rising action. They also record information about story elements: characters, setting and theme. Children can record text evidence to support their ideas.

Out of This World!

Answers to Questions About Space



Level: 33 Non-fiction Word count: 3,595 Text type: Informational 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:** area, core, launch, several, speed of light
- Programme link:** *Out of This World!: Answers to Questions About Space* E-book
- Curriculum links:** science, space, astronomy, nature
- Text summary:** Do you know where space begins? What's on the other side of the Moon? And what is the Sun made of? Find the answers to these questions and more! Zoom through quick quizzes and boost your knowledge about planets, asteroids, galaxies and the universe!
- Learning objectives:** identify text structure, understand author's craft, analyse diagrams, apply the writing process: planning a persuasive text

Getting started with predictions

- Ask children to brainstorm things they know about space. As a group, make a list of things that you might see in space. Ask, *How do you think people find out things about space?*
- 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). Explain that this book is a non-fiction informational text, which is a text that is written to inform readers about a specific topic. Ask children to predict what they think the text will be about.

Reading the text

Ask children to read the text independently to p. 23, which is 1,687 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *What other texts have you read about space? What prior knowledge do you have about space?*
- *Clarifying:* Ask children to identify words, phrases, sentences or paragraphs they do not understand and need to have clarified. Encourage children to use the glossary, and also use discussion, teacher/child expertise and a dictionary.
- *Visualising:* Encourage children to 'paint a picture' as they read. Ask, *What image can you see in your mind as you read? If you were an astronaut in space, what do you think you would be able to see? What would Earth look like?*
- *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.

Question children's understanding of text features such as the contents page, index, diagrams and captions. Ask, *What information do we gain from these text features? What is the purpose of the contents page and index?*

- *Summarising:* Ask children to retell and summarise what they have read. Ask, *What were the main ideas? What is the most important information about Earth, moons, planets and the Sun?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *How would the big push from the rocket help to escape Earth's gravity? Why does the Moon orbit Earth? How do you think scientists have learned so much about the Sun when they can't go near it because of its heat? Why can't humans travel at the speed of light? What might happen to life on Earth as the Sun becomes a white dwarf star?*
- 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. 7: Ask, *What does 'launch' mean?* (Support and extend discussion.) *Describe the action of something that is launching.*
 - p. 14: Discuss the meaning of 'core'. Ask, *How does the label on the photograph help you understand the meaning of 'core'?*
 - p. 15: Discuss the phrase 'speed of light'. Ask, *What does it mean if something is travelling at the speed of light? What is a light year?*

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 more insight into the text and the author's purpose. As children are introduced to this subject, model for them how to identify text structure, 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

- *Clarifying*: Read the first paragraph on p. 9 to model how to read for understanding. Explain that you found it difficult to understand why the Moon appears to change. Discuss how rereading can help clarify your understanding of the text. Ask children to work in pairs to identify passages they found confusing. Encourage them to carefully reread, highlighting important words, to see if it helps improve their comprehension. Also encourage children to clarify information they gained through engaging with text features.
- *Visualising*: Ask children to describe what they visualise as they read passages from the text. Encourage them to draw pictures or write descriptions of their visualisations in their learner's notebook. Discuss how visualising helps readers comprehend passages of text. For example, say, *On page 10, the paragraph about why we see the same side of the Moon is easier to understand if we use a model to show what it says.*

Text structure

Model the strategy using p. 6: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about identifying text structure. Text structure refers to the way an author has organised the writing in the text. There are several different text structures that an author may use, such as cause and effect, descriptive, compare and contrast, problem and solution, or sequential or chronological order. Different text structures achieve different purposes. Looking at text structures helps us think more carefully about how a text is organised and the author's purpose. Use clue words to identify text structures, such as 'if...then', 'similar to...', 'different from...', 'first', 'next' or 'finally'. Then evaluate how the structure helps us to form ideas and develop deeper understandings about the text.*

- p. 6: *The second paragraph on this page is discussing where space begins. The passage describes what happens to air as you move further away from Earth's surface, and it also explains how far away from Earth you must be before you are in space. As these sentences are explaining something and provide the reader with details, the text structure of this paragraph is 'descriptive'.*

Practise the strategy. Encourage children to use their learner's notebook to respond to these questions:

- p. 7: *This paragraph is discussing why it is difficult for us to travel into space. What text structure has the author used? What was the problem and how has it been overcome?*
- p. 9: *Read the paragraph about why the Moon looks patchy. Do you believe the author has used a description or a cause and effect text structure? Justify your answer with clues from the text.*
- p. 10: *Which parts of the text show that these paragraphs are a description? What is the author describing or explaining?*
- pp. 16–17: *Look at the chart showing the life cycle of the Sun. How does the author use this text feature to show cause and effect?*
- p. 20: *What text structure is the author using in this paragraph? What language choices did the author make?*
- p. 21: *What is the text in this paragraph comparing and*

contrasting? What evidence from the text helps you know?

- p. 22: *What structure did the author use to help readers gain a better understanding of Earth's and other planets' moons?*

Vocabulary strategy: Craft

Talk about interesting or challenging vocabulary in the text.

Talk about how readers can better understand the text by understanding the author's craft. This means readers consider the way the author constructed the text and made specific word choices to convey meaning. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- Encourage children to look at the font chosen for the chapter headings, for example, 'The Earth and Moon' on p. 6. Ask, *Why do you think this font is appropriate? How does it add meaning to the text?*
- Identify the sentence, 'The list of planets in our solar system has changed several times in the last 150 years' (p. 18). Ask, *What specific word choices has the author made? How does the selection of words such as 'several' contribute to the meaning of the sentence?*
- Ask children to think about how the vocabulary the author uses contributes to the overall tone of the text. Ask children to work with a partner to identify words and language the author has used to portray the tone of the text.

Writing: Planning a persuasive text

Children will begin a writing project that will be continued over following lessons.

- *Today you are going to begin a piece of persuasive writing. The purpose of a persuasive text is to convince others of your opinion. When composing a persuasive text, you need to provide arguments and evidence to support your opinion. This will make readers more likely to agree with you. You are going to write a persuasive text about space travel: Should people try to live on Mars? You need to decide what your opinion is before you begin to write. Today you are going to work on the plan for your text. You need to identify the main arguments and evidence, examples, and details that will support your arguments. Also think of the persuasive devices you will use, such as emotional appeals or factual evidence. Decide on a structure for your text—problem and solution, or cause and effect for example—and think about the language you might use.*

► English Language Learners

- Provide additional support on vocabulary in the text. Ask children to work in pairs to identify 'space vocabulary' in the text, such as 'orbit', 'satellite', 'planets' and 'asteroids'. Ask children to look at pictures or videos online to develop further understanding. Children can record these words in their learner's notebook and draw pictures or build models to show their understanding.

► 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.

Out of This World!

Answers to Questions About Space



Level: 33 Non-fiction Word count: 3,595 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.

Academic vocabulary: astronomer, constellation, discover, expand, friction, observable universe, theory

Learning objectives: identify cause and effect, understand author's craft, 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 1,908 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, *What other information have you learned about space from books or the news? What can you see when you look into the night sky? Have you ever used a telescope?*
- *Clarifying:* Some concepts about the universe may be too abstract to comprehend. Build models or use videos when possible and ask children to use these examples to help them clarify understanding.
- *Visualising:* Encourage children to 'paint a picture' as they read to gain understanding of the text. Ask, *How do the passages in the text help you visualise? Explain what you imagine a meteorite looks like as it travels through space? Have you ever seen a shooting star? What did it look like?*
- *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. Ask them to work with partners to search for the answers.
- *Summarising:* Ask children to retell and summarise each chapter as they read. Children can then use their summaries to help them compare and contrast information they have learned about space topics. Ask them to use diagrams and timelines to help them retell in their own words.
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *How do you think scientists are able to determine how many stars there are in the Milky Way? Why do stars all appear to be the same distance from Earth? Do you think Earth will go into a black hole? Explain.*
- 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. 24: Say, *Define the word 'friction'.* (Support and extend discussion.) *How can you work out the meaning of the word using the context of the paragraph?* Encourage children to rub their hands together to feel the heat caused by friction.
- p. 32: Ask, *What is a 'constellation'?* (Support and extend discussion.) *How does the information in the text help you understand the meaning of the word?*
- p. 32: Ask, *What does 'astronomer' mean?* (Support and extend discussion.) *The root 'astro-' means space or stars. How does this help you understand the meaning of astronomer?*
- p. 36: Say, *Astronomers might talk about the Big Bang theory when talking about the universe. Define what is meant by 'theory'.* (Support and extend discussion.)
- p. 38: Ask, *What does 'observable universe' mean?* (Support and extend discussion.) *How do the words 'observable/observe' and 'universe' help you understand the meaning of the phrase?*
- p. 46: Ask, *What does the word 'discover' mean? What things might people discover about space by looking into the night sky?* (Support and extend discussion.) *What is a 'discovery'?*

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 cause and effect can help readers develop deeper understandings about why something happens, and the results of an event. As children are introduced to this subject, model for them how to identify cause and effect through clue words such as 'so', 'then', 'as a result' or 'because'. 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

- *Text features:* Ask children to identify text features—contents page, index, pictures, captions and diagrams. Ask children to discuss with a partner why they think the author included these features in the text. Children can then list the text

features in their learner's notebook and record what kind of supporting details the text feature offered.

- **Summarising:** Ask children to summarise the text by identifying the main idea and supporting details in each chapter. Ask, *What was the most important information in each chapter?* Children can record their summaries in their learner's notebook.

Cause and effect

- **Model** the strategy using p. 24: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about identifying cause and effect in a text. When we think about cause and effect we consider how one event leads to another. The cause is the reason why something happened and the effect is the result.*
- p. 24: *The author has written facts about what happens when a meteoroid enters the Earth's atmosphere. The text says that as the meteoroid enters the Earth's atmosphere, it rubs against the air. This would be the cause. The clue word 'as' helps me know. The text then states that as the air and rock rub together, the friction causes the rock to heat up and glow. This would be the effect. The clue word 'causes' helps me know that the rock heating is the effect. The friction of the meteoroid and air rubbing caused the rock to heat and glow. We can record this cause and effect on the BLM.*

Practise the strategy. Encourage children to use their learner's notebooks to respond to these questions:

- p. 28: *What is the cause and effect in this passage? Which key words helped you? What is the comet like when it is in the outer solar system? What happens to the comet's icy surface as it nears the inner solar system? What would cause the comet to become brighter and the icy surface to melt and boil in the inner solar system? Use cause and effect words in your explanation.*
- p. 34: *What happens when the black hole gobbles up dust and gas from surrounding stars? What is the effect? What causes black holes to keep growing? What causes the area around it to heat up and give off energy? How many effects are in this passage? How did you identify them?*
- p. 35: *What do scientists believe has caused the spiral arms of the Milky Way? Identify the cause and effect in the passage.*
- p. 36: *What caused the particles to clump together? What was the effect when the mixture of tiny particles, light and energy expanded and cooled? How has the author used cause and effect to describe how the first stars and galaxies were formed?*
- p. 39: *What happens when there is an explosion in space? Why wouldn't you be able to hear an explosion in space? What is the effect of there being no air?*
- *Identify another example of cause and effect in the text. What text features or language would you look for when identifying cause and effect?*

Vocabulary strategy: Craft

Talk about interesting or challenging vocabulary in the text. Talk about how readers can better understand the text by understanding the author's craft. This means readers consider the way the author constructed the text and made specific word choices to convey meaning. Encourage children to use the sentence content and a dictionary and/or thesaurus to find the meaning of unknown words. Ask questions to encourage children to explore word meanings further.

- The author has used the word 'friction' (p.24) to describe what happens when the meteoroid rubs against the air. Ask, *How does this word choice support the author's purpose of informing readers?*
- Discuss how the author used the word 'constellation' (p. 32) in the text. Ask, *Why was it important for the author to include this word?*
- Discuss the word 'astronomer' (p. 32). Ask, *Why do you think the author has used the word astronomer? Do you think this word choice is appropriate?*
- Say, *It was important for the author to use the phrase 'Big Bang theory' (p. 36). Why?*
- Discuss the phrase 'observable universe' (p. 38). Ask, *What other word choices could the author make when describing this concept?*
- Say, *The author has used the word 'discover' and 'discoveries' throughout the text. Why do you think the author has used this word? Why was it an important word choice?*
- Think about the font and text size the author has used for words in the text. Ask, *In what ways could the author add more meaning to the text by changing the font and size of words?*
- Say, *This is an informational text and the author's purpose is to inform readers. How have the author's word choices reflected this purpose? Explain why you think the author has included technical terms in her writing.*

Writing: Drafting a persuasive text

Children will be working on the persuasive writing project that will be continued over following lessons.

- *Revisit the plan that you composed in the last lesson. Today you are going to use your plan to draft a text. Your writing should be based on the ideas in your plan. Structure your text into paragraphs and include details so that ideas are clearly explained to the reader. Place your most important ideas first, and support each main idea with facts, evidence and examples. Remember the purpose of your text is to persuade your readers. Don't forget to use persuasive devices, cohesive vocabulary and punctuation.*

► English Language Learners

- Provide an opportunity for children to use and apply language they explored in the text. Provide children with the story starter: "If I was an astronaut in space..." Ask children to work in pairs and discuss how they would travel, what they might see and how they imagine it would feel. Provide sentence frames and a word bank with the vocabulary from the text, and support children to use transition words to connect their ideas. Children can record their ideas in their learner's notebook and underline vocabulary they learned from the text.

► Assessment

- BLM completed.
- Choose 1-3 children and collect responses, attempts and reading behaviours during reading.
- Complete the Oral Reading Record. (page 70)
- Record whether children liked the text and their rationale for their opinion.

Name: _____

Date: _____

Cause and effect

- Read the passages from the text.
- Identify the cause in the passage. Underline the clue word that helped you know. If there was no clue word, which word would you insert?
- Identify the effect in the passage. Underline the clue word that helped you know. If there was no clue word, which word would you insert?

	Cause	Effect
Meteoroids collide with Earth millions of times every day. When one enters Earth's atmosphere, it rubs against the air. This <i>friction</i> causes the rock to heat up. It becomes so hot that it glows.		
There are billions of icy comets in the outer solar system, but they are too small to see. When a comet nears the inner solar system, it becomes much brighter. Its icy surface melts and boils, and a long tail of <i>vapour</i> forms.		
The largest black holes keep growing as they gobble up dust and gas from nearby stars. As all this dust and gas falls into the black hole, the region around it heats up and gives off energy.		
Our own galaxy is running into another one right now. The crash began around 2 billion years ago. The small galaxy is slowly being torn apart and drawn towards the centre of the Milky Way. Scientists think this may have given the Milky Way its spiral arms.		
In the Big Bang theory, the universe right after the Big Bang was nothing like the one we see today. It was a mixture of tiny particles, light and energy. As the mixture expanded and cooled, particles began clumping together to form the first stars and galaxies.		
We can see no light, and there is no air to carry <i>sound waves</i> . So even a huge blast in space would be silent.		

Main teaching focus

Comprehension: Cause and effect

Other teaching focus

Comprehension: Identifying text structures.

Teacher's note

Children read the passages from the text. They identify and record the cause and effect in each passage.

Max Jupiter: Solo Mission



Level: 33 Fiction Word count: 3,974 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: asteroid, astronomy, autopilot, sergeant

Programme link: *Max Jupiter: Solo Mission* E-book

Curriculum links: school and education, action and adventure, astronomy, science

Story summary: Max and his parents are part of a secret group called the Space Guards who help protect Earth from danger. When Max's parents and other Space Guards are captured on a dangerous mission, Max has to save them on his own.

Learning objectives: identify text structure, apply precise language, apply the writing process: revising a persuasive text

Getting started with predictions

- Ask children to imagine they are on a space mission. Ask them to describe what they might be doing, what they might see and how they might feel.
- 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). Explain that this book is science fiction, which is a story with fictional characters and events that relate to science and technology of the future. Science fiction texts are often set in the future, in space or in a different universe or dimension.

Reading the text

Ask children to read the text independently to p. 23, which is 1,691 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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:* Encourage children to identify text-to-self, text-to-text and text-to-world connections they make while reading. Ask, *How does this story connect with knowledge you have about space? In what ways are you similar to Max?*
- *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, 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 as you read? What did you visualise as Max flew his ship through the asteroid belt? What kind of descriptive words helped you visualise?*
- *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 stop after every few pages to retell and summarise what they have read. Ask, *What were the main events? Who are the main characters? What is happening in the story?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why did Max's parents send him a message in code? What things do you think Max's parents have told Commander Lux about Max? How do you think Max felt as he took off on his mission?*
- 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, *What does 'asteroid' mean?* (Support and extend discussion.) *Use clues and the illustration from the text to help you describe what you think an asteroid would look like.*
- p. 6: Say, *Use clue words in the text to describe the meaning of 'astronomy'.* (Support and extend discussion.) *If you were studying astronomy, what types of things would you be learning?*
- p. 13: Say, *MUM turned the 'autopilot' on. Define what is meant by 'autopilot'? How do the words 'auto' and 'pilot' help us to understand the meaning of autopilot?*
- p. 14: Ask, *What does 'sergeant' mean?* (Support and extend discussion.) *In what other contexts have you heard the word 'sergeant'? How is it used in this 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 developing an understanding of identifying text structures will help readers gain more insight into the story. Model for children how to identify text structures, 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

- **Questioning:** Ask children to work in pairs and record questions they had relating to the text before, during and after reading. Encourage children to swap their questions with a partner and answer each other's questions. Children can also identify if they are literal or inferential questions.
- **Summarising:** Encourage children to retell the events in the text. Ask children to record the heading 'Chapter 1' in their learner's notebook and then summarise that chapter by sequentially recording the main events. Children can continue by summarising chapters 2–4.

Text structure

Model the strategy using pp. 4–6: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn.*

Today we are going to talk about identifying text structure. Text structure refers to the way an author has organised the writing in the text. There are several different text structures that an author might use, such as cause and effect, descriptive, compare and contrast, problem and solution, or sequential or chronological order. Different text structures achieve different purposes. Looking at text structures helps us think more carefully about the author's purpose. Identifying text structures helps us to form ideas and develop deeper understandings about the text.

- pp. 4–6: *The paragraphs on these pages are the beginning of the story. We know that when a text follows a narrative structure, the characters and setting are introduced in the beginning.*
- *This is what the author has done here. We are introduced to Max and MUM and know that they are part of the Space Guard. The author has included descriptions and has also used dialogue to help sequence the events.*

Practise the strategy. Encourage children to use their learner's notebook to respond to these questions:

- pp. 9–10: *How has the author introduced the problem in the story? Consider the problem and solution structure. How does this help you to predict what will happen in the next part of the story?*
- *Which part of the story would be classified as the 'conflict' or 'problem' part of the narrative structure? Use evidence from the text to explain your answer.*
- p. 14–15: *How has the author written the text so that readers recognise the passing of time? Identify phrases that the author has used that help readers to understand the sequence of events.*
- p. 14–15: *How does the author use comparisons to describe the setting? How does this help us visualise and better understand the story?*
- *Find a passage of dialogue in the text. What is the author's purpose for including dialogue in the text? How does it help readers understand the events in the story?*
- *Find examples of cause and effect in the text. How does identifying cause and effect help you understand the reasons why things occur in the text?*
- p. 20: *Lux says that normally she couldn't explain a secret mission to a cadet but she explains it to Max because his parents are missing and he might be able to help. Explain how this is an example of the author using cause and effect.*

Vocabulary strategy: Precise language

Talk about interesting or challenging vocabulary in the text. Talk about how the author uses precise language to help readers visualise the setting, reveal something about the characters

or understand the plot. The vocabulary may be related to the content of the piece, such as astronomy, or specific word choices the author made to get across a specific message or point about the story. Ask questions that encourage children to explore precise vocabulary further.

- Talk about the phrase 'secret organisation' (p. 5). Ask, *How does this precise language help you understand what Max and his parents do?*
- Discuss the meaning of the word 'override' (p. 6). Ask, *Is there any other way the author could have explained this in such a precise way? Why didn't Max have the code?*
- Talk about the word 'astronomy' (p. 6). Ask, *How would the text be different if the author did not include this word in the sentence? Would you have the same understanding of Max's lessons?*
- Talk about the word 'image' (p. 6). Ask children to explain why they think 'image' is a more precise word choice than 'picture' given the context of the story.
- Ask children to look at the term 'vanished' as used on p. 6. Ask, *What if the author had used the word 'disappeared' instead? Would it change the meaning of the sentence in any way?*
- Explain that 'autopilot' (p. 13) is a device that steers a ship, aircraft or spaceship in place of a person. Ask, *Are there any other words that the author could have used that would have conveyed the same precise meaning? Why would autopilot be important?*

Writing: Revising a persuasive text

Children will continue the persuasive writing project that they were working on in previous lessons.

- *Today you are going to revise the persuasive text that you have been working on in previous lessons. When you revise your writing you need to check that your text makes sense. You should check that your sentences are well written. You will also need to check the organisation of your text and make sure your paragraphs are constructed and sequenced appropriately. You can also revise the language you have used in your writing and confirm that you have included appropriate persuasive devices, such as emotional appeals, logical reasoning, and facts and examples. Make sure you have used interesting and cohesive vocabulary. Once you have revised your writing, a peer and a teacher can also revise your writing with you.*

► English Language Learners

- Provide additional support with understanding and using the vocabulary in the text. Revise the meaning of words that children found challenging. Encourage children to use these words in meaningful sentences to show their understanding. Provide children with sticky notes. Ask them to label the illustrations in the text by writing vocabulary from the text onto the sticky notes and then posting the sticky note on the page in the book.

► 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: Solo Mission

Level: 33 Fiction Word count: 3,974 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: asteroid belt, docking bay, erupted, pincers, thrusters

Learning objectives: identify text structure, apply precise language, apply the writing process: editing 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 2,283 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, *How does this story relate to other science fiction stories you have read? In what ways are they similar or different from this story? How does your prior knowledge about space help you understand the story?*
- *Clarifying:* Ask children to identify words or phrases that help clarify the setting or action. The author uses several descriptive techniques, such as comparisons and sound-effects, to help make the story clearer.
- *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 as you read? What do you visualise the surface of Jupiter's moon to look like? How were the aliens described?*
- *Summarising:* Ask children to retell and summarise the story. Ask, *What was the climax of the story? What kind of training did Max have that helped him help his parents? What do you think will happen to Max next?*
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *Why do you think the aliens were capturing the ships? How does Max know how to fly Space Guard 1? Do you think Max will go on other solo missions in the future? Explain your answer.*
- 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. 25: Say, *Define the meaning of the phrase 'asteroid belt'. (Support and extend discussion.) How does thinking of the words 'asteroid' and 'belt' separately help you understand the meaning of 'asteroid belt'?*

- p. 25: Ask, *What does 'docking bay' mean in the third paragraph? (Support and extend discussion.) How does understanding the meaning of 'dock' or 'docking' and 'bay' help you visualise where the ship takes off from?*
- p. 26: Say, *Explain 'thrusters' in your own words. (Support and extend discussion.) What do you think the thrusters do on the scout ship?*
- p. 34: Say, *The aliens had six limbs and large pincers like bony claws. Define what is meant by 'pincers'. How does the sentence content help you understand the word's meaning? What other creatures have pincers?*
- p. 46: Say, *A huge explosion erupted from inside the crater. What does 'erupted' mean? (Support and extend discussion.) Where else have you read the word 'erupted'? Why do you think the author made this word choice?*

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 point of view will help readers gain more insight into the story. Model for children how to identify point of view, 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

- *Story elements:* Ask children to discuss the characters, setting and plot of the story. Discuss how the story takes place over a number of years. Ask children to record notes in their learner's notebook about how the characters and setting change or remain the same as the plot develops. Encourage children to identify how the plot progresses. Also ask children to make inferences about the theme of the story, using text evidence to support their ideas.
- *Making connections:* Ask children to discuss text-to-self, text-to-text and text-to-world connections they made while reading. Ask, *How did the text remind you of your own experiences? How did the text remind you of other texts you have read? Did this text connect with factual knowledge you have about the solar system?* Ask children to record their connections in their learner's notebook.

Point of view

Model the strategy using p. 25: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about analysing point of view in a narrative. Analysing point of view means we are using clues in the text to work out what a character thinks or feels about a particular situation. Sometimes a character's point of view is explicitly stated and at other times we need to infer the character's opinion. We can also identify an author's point of view based on what they write in a text. If a story is told from one person's perspective, it might shape the way we understand the story, so it's interesting to think how the story might be different if it were told from another character's perspective.*

- *This text is written in the third person. We can tell that it is written in the third person because it uses words such as 'Max' and 'he'. As Max is the main character in the story, it is easy for us to identify his point of view by analysing his thoughts, feelings and actions.*
- *p. 25: On this page, the author showed us that Max feels nervous about going on a solo mission but knows he needs to be brave if he wants to save them. This part of the story showed us Max's point of view. We can also infer the author's point of view: sometimes you need to do things that are hard, even if you are afraid. We can record this point of view on the BLM.*

Practise the strategy and ask children to record point of view on the **BLM**.

- *p. 28: Look at the illustration and consider Max's point of view. How do you think he is feeling as his ship lifts off the deck of the bay? What might he be thinking? What clues in the illustration help you determine his point of view?*
- *p. 30: Find evidence on this page that shows you what it would feel like to be in Max's position as he faces the asteroid belt. Why do you think Max would feel this way?*
- *p. 32: Max has discovered that both of the ships are on the moon. Make an inference about his point of view in this situation. The author used an exclamation mark at the end of the sentence. What does this tell us about the author's opinion? What does the author want us to feel?*
- *p. 34: How does Max approach the situation when he realises the aliens are taking apart the ships? What does this tell readers about his point of view? What message is the author giving us through Max's actions?*
- *Identify another passage that helps you determine a character's point of view. What details in the text helped you analyse the point of view?*
- *How might the story be different if it was written in the first person? What if the story was written from the perspective of the aliens?*
- *What do you think the author's point of view is on being brave in hard situations? What do you think the author's point of view is on caring for family? Use evidence from the text to support your answers.*
- *After practising identifying point of view, ask children to turn to a partner and discuss how they analysed point of view using text evidence. Encourage them to discuss how analysing point of view deepened their understanding of the story.*

Vocabulary strategy: Precise language

Talk about 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 made so readers can better understand the characters, setting or plot. Ask questions that encourage children to explore precise vocabulary further.

- Discuss the phrase 'asteroid belt' (p. 25). Ask, *How does this precise language help you understand what Max is going through? Is there any other language the author could have used to help you visualise?*
- Talk about the phrase 'docking bay' (p. 25) and ask children to discuss the meaning of the term. Ask, *Why do you think the author chose this precise language to describe where the ship takes off from?*
- Talk about the word 'thrusters' (p. 26). Ask, *Why is this a more precise word than 'pushers'? Why was 'thrusters' an important word for the author to use?*
- Talk about the word 'pincers' (p. 34) and discuss how they are the front claws of a lobster or crab. Explain that 'pincers' can also refer to two pieces of metal that are arranged like blades of scissors, used for gripping or pulling things. Ask, *Why is 'pincers' a more precise word than 'claws'?*
- Ask children to look at 'erupted' (p. 47). Ask, *How does the author's choice of words help you visualise what is happening? Would the meaning of the sentence change if the author used the word 'exploded'?*

Writing: Editing a persuasive text

Children will be editing the persuasive texts that they have been working on in previous lessons.

- *Today you will be editing the persuasive text that you have been working on in previous lessons. When you edit your writing you need to reread your writing and carefully check for errors and make any appropriate changes. You need to check for punctuation such as full stops, capital letters, commas and question marks. You also need to check your spelling and identify words that may be spelled incorrectly. You can correct these words using a dictionary. Once you have edited your writing, a peer and teacher can also edit your text.*

► English Language Learners

- Provide additional support with understanding language used in the story. Encourage children to identify interesting verbs used to explain and describe events in the story, such as 'zoomed', 'grabbed', 'dragged' and 'slipped'. Get children to act out the meaning of each word to show their understanding. Ask, *Why is it important for readers to understand the meaning of verbs in the story? How do verbs add to your visualisation?* Children can record the verbs and meanings in their learner's notebook.

► Assessment


- BLM completed
- Choose 1-3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples
- Complete the Oral Reading Record (page 71)
- Record whether children liked the story and their rationale for their opinion.

Name: _____

Date: _____

Point of view

- Read the passages from the text.
- Record your thoughts about point of view. Think about what the character does, thinks and feels.
- Answer the questions at the bottom of the page about the author’s point of view. Use evidence from the text to support your answers.

Text	Point of view
<p>Max gulped nervously. He had never been on a mission without his parents before, but he needed to be brave if he wanted to save them. “I’ll do it.” Max said.</p>	<p>Max feels nervous about going on a solo mission but he knows he has to be brave. He knows that sometimes we have to do things that are hard, even if we are afraid.</p>
	
<p>Max turned his ship to face a field of floating rocks. It looked scary, but it was part of the plan. Max would sneak through the asteroid belt so whoever was on Callisto would not spot his ship.</p>	
<p>As Max continued speeding towards the moon, he picked up another signal. It was <i>Space Guard 4</i>. Both ships were on the moon!</p>	
<p>Max told MUM what he saw, and added, “And send a report to Commander Lux.” He realised that if he didn’t do something soon, the aliens would start taking apart his parents’ ship next. Then they would never be able to leave.</p>	

How might the story be different if it was written in the first person?

What might the story be like if it was written from the perspective of the aliens?

What do you think the author’s point of view is on being brave in hard situations?

What do you think the author’s point of view is on caring for family?

Main teaching focus

Comprehension: Point of view

Other teaching focus

Comprehension: Using text evidence; making inferences

Teacher’s note

Children read the passages from the text. They record their ideas about point of view. They then answer the questions at the bottom of the page.

Fossil Hunters

Level: 33 Non-fiction Word count: 3,304 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: discovery, erupted, examining, fossil, gradually, preserve

Programme link: *Fossil Hunters* E-book

Curriculum links: Social science/archaeology; biography and autobiography; science and nature/fossils

Text summary: Living beings have roamed our planet for millions of years. Many species from long ago have since become extinct. However, thanks to the work of some amazing fossil hunters we can still learn about these ancient species. Find out about palaeontologists and their incredible discoveries from dinosaurs to giant sharks.

Learning objectives: identify text structure; identify synonyms and antonyms; use a contents page, index, graphs, maps and captions; apply the writing process: publishing a persuasive text

Getting started with predictions

- Ask children to discuss fossils. Ask, *What are fossils? How do people find fossils? Why are fossils important?*
- Give each child a copy of the book and discuss the title, cover and back cover copy. Ask children to predict what type of text this is and how they know (e.g. fiction vs non-fiction). Explain that this book is a non-fiction biography text, which is a text that gives an account of someone's life. Ask children to predict what they think the text will be about.

Reading the text

Ask children to read the text independently to p. 23, which is 1,460 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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:* Encourage children to identify text-to-self, text-to-text and text-to-world connections while reading. Ask, *What other texts about fossils or palaeontology have you read?*
- *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, and using tools such as a dictionary.
- *Questioning:* Ask children to record questions about understanding text features such as the contents page, index, maps, graphs and captions in their learner's notebook as they read. Ask, *What information do we gain from these text features? What is the purpose of the contents page and index?*
- *Inferring:* Ask, *How do fossils give us clues about an ancient animal's daily life? How would fossil hunters in the past have known where to search for fossils if they didn't have satellites?*
- 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 the term 'fossil' mean? How does knowing the meaning of 'fossil' help you to comprehend the text?*
- p. 7: Ask, *What does 'gradually' mean? (Support and extend discussion.) What are some events that happen gradually?*
- p. 9: Say, *When animals are preserved in frozen sediment they are only found when the soil thaws out. Define the meaning of 'preserved'. Use context to help you.*
- p. 15: Discuss the meaning of 'examining'. Ask, *What might people see you doing if you were examining something?*
- p. 16: Ask, *What is a discovery? How does the word 'discover' help you understand the meaning of 'discovery'?*
- p. 23: Say, *Lots of volcanoes erupted, spilling hot lava across the land. What is the meaning of 'erupted'? Use text clues to help you explain the 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 developing an understanding of identifying text structures will help readers gain more insight into the text. Briefly model for children how to identify text structures, 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

- *Questioning:* Ask children to discuss questions they asked themselves while reading the text. Encourage children to share their questions with a partner and for their partner to attempt to answer their questions.
- *Predicting:* Ask children to use text features such as the contents page and chapter headings to predict what each

section will be about. Ask children to record their predictions in their learner's notebook. How did they determine if their predictions were correct?

Text structures

Model the strategy using p. 4–5: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about identifying text structure. Text structure refers to the way an author has organised the writing in the text. There are several different text structures that an author might use, such as, cause and effect, description, compare and contrast, problem and solution, or order and sequence. Different text structures achieve different purposes. Looking at text structures helps us think more carefully about how a text is organised. Identifying text structures helps us to form ideas and develop deeper understanding of the author's purpose.*

- pp. 4–5: *In this part of the text, the author is explaining what fossils are and briefly describes where they can be found. The author also introduces fossil hunters, what they do, and what they learn about. Because this part of the text is explaining and providing details we can say the author has used a descriptive text structure. Record this text evidence on the **BLM**.*

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

- pp. 6–7: *Identify the clue words that show how the author has used cause and effect to structure this part of the text. What causes sedimentary rocks to form? What is the effect of water flowing from the rock into the remains? What is the effect of minerals from the water soaking into the remains?*
- pp. 8–9: *How is the author comparing and contrasting different types of fossils? What language choices were made in this part of the text to encourage readers to compare and contrast?*
- pp. 10–13: *The author is explaining tools that fossil hunters use today to help them find and uncover fossils. The author also describes tools that fossil hunters used in the past. What text structure has the author chosen to organise his writing? What text evidence can you find that encourages readers to compare and contrast fossil hunting methods?*
- pp. 12–13: *Read the 'Fossil Dig' paragraph. Identify how the author has used a sequential text structure to organise this paragraph. Ask, How did words such as 'then' and 'finally' help to sequence the text?*
- pp. 14–15: *Identify the text structures the author used on these pages. How has the author used description? Find examples in the text that show the author has used a sequence structure.*
- *The author has included biographies of different fossil hunters. Why do you think the author structured the text in this way? What do these palaeontologists have in common?*
- *What would you say is the overall text structure the author has used for this text? Explain your answer.*
- After practising identifying text structure, ask children to discuss in pairs how it helped them to analyse the text, and how this analysis deepened their understanding of the text.

Vocabulary strategy: Identify synonyms and antonyms

Talk about 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 to encourage children to explore word meanings further.

- Discuss the meaning of 'fossil' (p. 4). Ask, *Would the phrase 'petrified remains' be a synonym for fossil? Explain your answer.*
- Talk about the meaning of 'gradually' (p. 7). Ask children to explain why 'slowly' would be a synonym for gradually. Ask, *What would be an antonym for 'gradually'?*
- Explain that 'protect' is a synonym for 'preserve' (p. 9). Ask, *Can you think of another synonym for 'preserve'? How did the synonym 'protect' help you understand the meaning of 'preserve'?*
- Talk about the meaning of 'examining' (p. 15). Ask, *Would 'inspecting' be a synonym or antonym for 'examining'? Would 'glancing' be a synonym or an antonym? Explain your reasons.*
- *Say, Anning went on to make many more amazing discoveries. Complete this sentence by using a synonym for 'discoveries' (p. 20): Anning went on to make many more amazing _____. Does the sentence have the same meaning when you use a synonym?*
- Discuss how the volcanoes erupted and hot lava spilled across the land. Ask, *Which would be the best synonym for 'erupted': 'boiled', 'exploded' or 'popped'? Discuss your answer with a partner.*
- Ask children to work in pairs to come up with their own synonyms and antonyms for words in the text. Encourage them to use the new words in sentences.

Writing: Publishing a persuasive text

Children will continue the persuasive texts that they have been working on in previous lessons.

- *Read over the text that you drafted, edited and revised in previous lessons. Today you are going to publish your text. You will use a word processor or computer to type and present your text. Think of the presentation and arrangement of your text. Also think of images you might want to include to support your text. Remember that the purpose of a persuasive text is to convince your audience of your opinion. Think about how the font, presentation and images you select may also help to persuade your readers. Do you want an image that supports an emotional or a logical argument? You need to consider how you want the readers of your text to engage with your writing.*

► English Language Learners

- Provide additional support with the vocabulary in the text. Show children videos online of palaeontologists uncovering fossils. Encourage children to use vocabulary from the text to describe what they are doing. For example, they may identify them using pickaxes and explosives, or examining fossils they found. Children can work in pairs, where one person role-plays a fossil hunter action and their partner needs to guess what they are doing.

► Assessment

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

Fossil Hunters

Level: 33 Non-fiction Word count: 3,304 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: assistant, fascinate, prevent, rival, site, talent

Learning objectives: identify text structure; identify synonyms and antonyms; use a contents page, index, graphs, maps and captions; apply the writing process: sharing 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 1,844 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them and discuss understandings they form. 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, *How does this text relate to other texts you have read? Have you read any texts about dinosaurs? How well do those texts align with this text?*
- *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, 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 as you read? How do you think it would feel to make an amazing discovery? What would the world be like if dinosaurs and woolly mammoths were roaming around?*
- *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 the text. Encourage children to summarise each chapter as they read.
- *Inferring:* Encourage children to discuss inferences they made based on the clues in the text. Encourage children to answer inferential questions such as: *What might have been the outcome if Marsh and Cope had remained friends and worked together rather than competing against each other? Would we know as much about animals in the past if fossils had never been discovered? Explain. How do you think Hendrickson's team knew how to put the bones together to make the complete skeleton? Why was a complete skeleton an important discovery?*
- 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. 24: Say, *Define the meaning of 'fascinate'.* (Support and extend discussion.) *What expression might be on your face if you are fascinated?*
- p. 26: Say, *Rather than working together, Marsh and Cope were rivals. What does the word 'rivals' mean?* (Support and extend discussion.) *How might people behave when they are rivals?*
- p. 27: Ask, *What does 'site' mean?* (Support and extend discussion.) *Describe what you might see on a site where archaeologists are searching for fossils.*
- p. 30: Ask, *What does 'assistant' mean?* (Support and extend discussion.) *How does the sentence help you understand the meaning of the word?*
- p. 32: Say, *Explain the meaning of the word 'talent'.* (Support and extend discussion.) *What talents do you have?*
- p. 35: Say, *Define the meaning of the word 'prevent'.* (Support and extend discussion.) *What does it mean if you are trying to prevent something from happening?*

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 identifying text structures will help readers gain more insight into the text. Briefly model for children how to identify text structures, 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

- *Text features:* Ask children to identify text features—contents page, index, pictures, captions, graphs and maps. Ask children to discuss with a partner why they think the author included these features in the text. Children can then list the text features in their learner's notebook and record how they used each text feature.
- *Summarising:* Ask children to identify the fossil hunters discussed in the text. They can then summarise the text by recalling the most important information about each fossil hunter. Encourage children to look at the timeline at the

end of the text. Ask them to use the events listed to help summarise the text. Children can record their summaries in their learner's notebook.

Text structure

Model the strategy using pp. 24–25: *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. Today we are going to talk about identifying text structure. Text structure refers to the way an author has organised the writing in the text. There are several different text structures that an author might use, such as cause and effect, description, compare and contrast, problem and solution, or sequential or chronological order. Different text structures achieve different purposes. Looking at text structures helps us think more carefully about how a text is organised. Identifying text structures helps us to form ideas and develop a deeper understanding of the text.*

- pp. 24–25: *This part of the text is a biography discussing some of the events of Othniel Charles Marsh's life. It begins by discussing what Marsh liked to do when he was young. It then tells us about how he helped create the Peabody Museum of Natural History and became a professor of palaeontology. It then describes what he did at the university until he died. The author has used a chronological order structure in this part of the text. We know this because the events are ordered from when Marsh was a young boy to when he died. The dates the author gives also help us to understand the sequence of events.*

Practise the strategy. Encourage children to use their learner's notebooks to respond to these questions:

- pp. 26–27: *What text structure has the author used when discussing the 'bone wars' between Marsh and Cope? Use evidence from the text to support your answer.*
- p. 27: *Look at the graph showing the results of the bone wars between Cope and Marsh. What is the author's purpose for including this in the text? How did the text encourage us to compare and contrast?*
- p. 30: *What text structure has the author used in the paragraph 'A Cracking Find'? How do the details help you identify the author's purpose?*
- p. 34: *Look at the 'Oil to Tar' fact box. In what ways has the author used cause and effect? How did this help the author achieve their purpose?*
- *What would you say is the overall text structure the author has used for this text? Explain your answer.*
- *This text is a biography non-fiction text. Explain which text structure best connects with this text type. Use examples from the text to support your answer. How does the text structure support the author's purpose?*

Vocabulary strategy: Identify synonyms and antonyms

Talk about 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 to encourage children to explore word meanings further.

- Discuss the meaning of 'fascinated' (p. 24). Ask children to describe their understanding of the word. Ask, *Would the*

word 'amazed' be a synonym for 'fascinated'? Explain your answer.

- Talk about the meaning of 'rival' (p. 26). Ask children to explain why 'competitor' would be a synonym for 'rival'. Ask, *What would be an antonym for 'rival'?*
- *Say, Marsh and Cope used dynamite to blow up each other's dig sites. Complete this sentence by using a synonym for 'sites' (p. 27): Marsh and Cope used dynamite to blow up each other's dig _____. Does the sentence have the same meaning when you use a synonym?*
- Discuss the meaning of the word 'talent'. Ask, *Which would be the best synonym for 'talent': 'skill', 'interest' or 'knowledge'? Discuss your answer with a partner.*
- Talk about the meaning of 'prevent' (p. 35). Ask, *Would 'stopping' be a synonym or antonym for the word 'prevent'? Would 'allowing' be a synonym or an antonym? Explain your reasons.*

Writing: Sharing a persuasive text

Children will be completing the persuasive writing project that they have been working on in previous lessons.

- *Today you will share the persuasive text that you have been working on in previous lessons. Last writing session you published your text. Today you will be sharing your text with your classmates by reading it aloud. When you present your text, think about your tone of voice and how this may help persuade your audience. As a group, we will give feedback to each writer by explaining what the positives of their text were, and also explaining how they could improve their writing next time.*

► English Language Learners

- Provide additional support with understanding events from the text and developing language skills. Ask, *Which fossil hunter do you believe made the most important discovery? Ask children to share their opinion and encourage them to use evidence from the text to support their ideas. Show them how to use qualitative language, such as 'most', 'best', 'better' or 'least' in their descriptions. Support children in developing convincing arguments and using persuasive, emotive language when convincing others.*

► Assessment

- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples.
- Complete the Oral Reading Record. (page 72)
- Record whether children liked the text and their rationale for their opinion.

Name: _____

Date: _____

Text structures

- Complete the table by recording examples of the text structures in the text.
- Answer the questions at the bottom of the page.

Cause and effect
Compare and contrast
Description
Sequential or Chronological Order
Problem and solution

What would you say is the overall text structure the author has used? Explain your answer.

How does the text structure support the author's purpose?

Main teaching focus

Comprehension: Identifying text structures

Other teaching focus

Comprehension: Using text evidence

Teacher's note

Children complete the table by identifying examples in the text that demonstrate the text structures. They answer the questions at the bottom of the page.

Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Sally Snowboarder*

Level: 31

Running words: 245

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>The Gils had a long history of family traditions, and many were connected to skiing. For example, one of the family's most cherished traditions was the first ski of the New Year. Every New Year's Day, the family went for an early morning ski down the slopes.</p> <p>One year it was extra special. It was the first year the youngest Gil, three-year-old Sally, was old enough to join them. All six members of the family walked quietly past the family's ski school to the nearest chairlift. They got on, three at a time, and rode up to the top. The three oldest children, Erik, Martin and Anna, hopped off the chair and lined up. Then Dad, Mum and Sally joined them. Sally was dressed in her favorite colour, purple. The family stood at the top of the slope and looked down at the small mountain town. Dad called out, "One. Two. Three."</p> <p>Then all six skied down the slope as they shouted, "Happy New Year!"</p> <p>Another family tradition was starting skiing lessons on your third birthday. On the first day of Sally's lessons, Dad dropped her off and watched as she quickly ran over to join her friend Edie. Their skiing instructor, Ernest, got the small group of three-year-olds ready, and off they went. When they returned, Dad was waiting for Sally.</p> <p>"How was it?" asked Dad.</p> <p>"I had fun. But one ski kept falling off! I fell, but it didn't hurt," Sally blurted out.</p>				
Totals					

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Accuracy %	Self-correction ratio	WCPM	Prosody

Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Habitats Around the World*

Level: 31

Running words: 272

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Earth has been described as a Goldilocks planet. Just like the porridge in the fairy tale, the planet is not too hot or cold, thanks to its distance from our nearest star. Across most of the planet, conditions, such as temperature and access to water, are perfect for life.				
5	But not all places on Earth share these perfect conditions. In some habitats, conditions are much tougher than in others. But no matter how hot, cold, wet, or dry it gets, there are still animals and plants that have found a way to survive. They are called extremophiles. They are some of the toughest living things on the planet. Humans are some of the most adaptable creatures on Earth. They have found ways to live in or explore the most extreme environments, too.				
6	Deserts are short of one of the most important things needed for life: water. A desert gets less than 25 centimetres of rain per year. Rainforests get more than 10 times this amount of rain each year! The Sahara is the world's largest hot desert. It covers most of northern Africa. Parts of the Sahara get less than 1 millimetre of rainfall, fog or mist a year. This water evaporates too quickly to be used by most plants and animals.				
8	Some desert plants spend the driest part of the year as seeds. When rain does fall, they grow quickly – sprouting, flowering and making seeds in just two weeks. Other desert plants survive by growing very slowly. Their deep roots can reach water under the ground. Cacti store water in swollen leaves. Their waxy surface stops water from drying up.				
Totals					

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Accuracy %

Self-correction ratio

WCPM

Prosody

Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *The Underground Dwellers*

Level: 31

Running words: 271

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>“Dig! Come on, everyone, dig!” Isaiah called from in front of Miriam. She panted and clawed at the dirt with her fingers. Behind her, she could hear Chen and Davis scrambling and clawing, too. They were almost at the top of the tunnel. The floodwaters thundered below them. Their underground home was flooded. They had only just escaped drowning, and now they could never go back. The only way out was up. The old tunnel was Isaiah’s idea – he always had good ones. Years ago, the whole community had used this tunnel when everyone had to leave their homes and go underground to live. They had waited out storms more and more often in the caves. But The Disaster of 3053 had been a big one. It had left their part of the Earth destroyed, and after that they didn’t leave the caves. No one could breathe the ashy air, and only those who had already begun to adapt to living underground could survive. Miriam could hardly remember what living above ground was like.</p>				
6	<p>Almost everyone else had left a month ago to explore the surface. They wanted to see if they could live on Earth again – instead of in earth. But Miriam, Isaiah, Davis and Chen had to stay behind. They were the youngest of the group. The adults said the mission would be too dangerous for them. “I’ll be back soon,” Miriam remembered her mother saying. Mum had held her close, and Miriam had pressed up against her. “You can stay here, with the other children your age. You’re just too young to come with me. It would be too hard for you.”</p>				
Totals					

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Accuracy %	Self-correction ratio	WCPM	Prosody

Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Sofia and the Stone*

Level: 31

Running words: 216

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>It was almost History Day at school. Sofia really wanted to win a history prize, but there was one problem. She hadn't chosen a subject for her project yet!</p> <p>Sofia and her parents climbed into the attic to search for ideas. Sofia crouched next to an old trunk. Bits of dust danced in the light that shone through the window. She opened the lid and lifted out a heavy helmet. Two horns stuck out from the top.</p> <p>"Look!" Sofia said, putting the heavy helmet on her head. "I'm a Viking warrior!"</p> <p>That week Sofia had checked out a book from the library about ancient Viking warriors. She was reading about their raids and battles from long ago.</p> <p>"Have you found anything for your history project?" asked Mum.</p> <p>"Maybe," Sofia said. "Do you think this might be a real Viking's helmet?"</p> <p>Dad looked closer at the helmet. "Put it to one side and we'll ask Grandma later. She's been researching Viking history at the university. In fact, Grandma and her students are working at an ancient Viking settlement at the moment."</p> <p>Sofia's grandma Molly was an archaeologist. She studied the lives of people who lived a long time ago. She also taught at the nearby university. Sofia loved hearing about her grandma's adventures digging into the past.</p>				
Totals					

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Accuracy %

Self-correction ratio

WCPM

Prosody

Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Children at Work Throughout History*

Level: 32

Running words: 250

Page no.		E	SC	Errors MSV	Self-corrections MSV
4-6	<p>Children at Work</p> <p>You may work hard in lots of areas of your life. You do your homework and household jobs. Maybe you walk the neighbour's dog or mow their lawn to earn money. You work hard at school. You may also be busy in your free time, seeing friends and taking part in sports or other after school activities.</p> <p>Not all children live like this. Other children have very different days. Throughout history many children under the age of 18 worked full-time. Because of the work people have carried out to improve the lives of children, many governments have passed new laws that make child labour against the law in their countries. But there are still countries where children's rights are not protected. Millions of children still work even today.</p> <p>Child labour is thought to be work done by children who are too young to be doing those sorts of tasks. It means children are working long hours in often dirty and dangerous settings. So doing jobs to help your family doesn't count as child labour.</p> <p>Children Working Throughout History</p> <p>Imagine living in <i>prehistoric</i> times, when children had to work hard just to survive. They helped gather food, find fresh water and build fires. Even in <i>medieval</i> times, girls often helped make clothing for the family, and boys helped grow and hunt food. In most places, only the children of wealthy families received an education. Everyone else helped their families put food on the table and make ends meet.</p>				
Totals					

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Accuracy %	Self-correction ratio	WCPM	Prosody

Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *How Rights Were Won*

Level: 32

Running words: 240

Page no.		E	SC	Errors MSV	Self-corrections MSV
4-6	<p>Have you ever heard someone say, “I have a right to do this”? You may have wondered what a right is and what rights you have.</p> <p>A right is a freedom that every person should have. For example, we all have the right to be treated equally no matter what <i>religion, race</i> or <i>gender</i> we are. The rights of citizens should be protected by the laws of their country or by laws that cover the entire world.</p> <p>But people did not always have the rights we do now. For hundreds of years, brave men and women have fought to win the rights that we now enjoy. At first, people struggled for the right to choose their leaders and rule themselves. Since then groups have fought for equal rights and fair treatment. In countries around the world, many people are still fighting for such rights.</p> <p>Human Rights</p> <p>Some rights are so important that all humans share them. In 1948, most countries around the world agreed to the Universal Declaration of Human Rights.</p> <p>In this important paper, members of the <i>United Nations</i> (UN) agreed on the rights that all humans share. These included the right to life and the right to be paid for work. Today, more than 190 member countries of the UN have signed the agreement. But many countries have failed to put those rights into action, and millions of people around the world are still denied the most basic human rights.</p>				
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Name: _____ Age: _____ Date: _____

Text: *Sailing With Leif Eriksson*

Level: 32

Running words: 284

Page no.		E	SC	Errors MSV	Self-corrections MSV
4-6	<p>I stood up slowly, carefully keeping most of my body hidden behind a wooden sea chest. I peered over the side of the Viking ship.</p> <p>We had sailed a good distance from Greenland's shoreline. I had done it! I had stowed away on explorer Leif Eriksson's ship and was heading west to discover new lands. It was the year 1000, and I was ready for adventure!</p> <p>Leif was the son of Erik the Red, the famous Viking explorer. Erik was supposed to join Leif on this journey, but he'd been injured and had to stay at home. I overheard Leif talking about his trip while his ship was being repaired. I was working as an apprentice to the shipbuilder doing the repairs. I got so swept up in Leif's excitement about the trip that I decided I wanted to go. So when all the other men got off the ship after repairing it, I stayed on.</p> <p>Just as I was about to get back down behind the chest, I heard a shout. I turned and saw a tall man with a dark beard. I recognized him as Leif's head sailor, Nils. "Can you help with the sail?" he yelled at two men. They ran over and started to help fix the sagging sail.</p> <p>I crouched back down, planning to stay hidden until morning. By then I would be able to come up with a good reason why I was on the ship. But after hearing the three sailors struggling with the sail, I decided to help. I stood up and called out, "You need to make the sail more stable." Then I pointed at the leather strips on the woollen sail. "Haul it down."</p>				
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Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *The Wonderful World of Food*

Level: 32

Running words: 269

Page no.		E	SC	Errors MSV	Self-corrections MSV
8	<p>Desert Farming</p> <p>You wouldn't think of deserts as good places for farming. Plants need lots of water to grow, and deserts get very little water. So how do people who live in deserts grow the food they need? It begins with irrigation.</p>				
9	<p>Irrigation is the way farmers get water to their crops. There are many ways to do this. One way is to use large sprinklers, which can run on timers. The sprinklers give the plants the water they need. Another way to water crops is called drip irrigation. Small, thin pipes are placed all over a desert farm. Water drips from the pipes onto the plants. The water only drips close to the plant's roots. This gives the plants water where and when they need it.</p>				
10	<p>Many desert farms use complex irrigation systems. The desert farms in the Imperial Valley of California, USA, grow much of the country's winter vegetables. More than 75 crops are grown here, such as spinach and onions. Farmers use irrigation pipes to get water from the distant Colorado River. Now this desert blooms with plant life all year. Animals, such as cattle, sheep and catfish can be found here as well.</p> <p>Irrigation is also possible in semi-arid, or semi-dry, places. During the dry season near the Ord River in Australia, the</p>				
11	<p>river dries up to just a few ponds. A dam was built to help make sure that the area received water all year-round from excess water collected during the rainy season. The dam helped create Lake Argyle. Water from this reservoir, or lake where water is stored, is sent to local farms.</p>				
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Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Right on Target*

Level: 33

Running words: 264

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Dylan drew his new, wooden bow and aimed. His grip on the bow was tight as he let out a breath. The fingers of his other gloved hand snapped open. The arrow shot forwards. Dylan watched for it to hit the target, but the arrow hit the mound of earth to the right instead. Dylan groaned angrily.</p> <p>The sun was getting hot at the outdoor archery range where he was practising. He rubbed his face on his arm, feeling tired.</p>				
5	<p>His friend Wren spoke while standing beside him on the shooting line. "You'll get the next one!" Her own arrow hit the centre circle of her target.</p> <p>"I'll never be ready for the competition next week," he said to her.</p> <p>But he took another arrow out of the quiver on his belt. He snapped the end of the arrow, called the nock, onto the bowstring. Dylan went through everything in his head before taking another shot. He checked that his feet were on each side of the line. Then he made sure he was standing straight. He drew the bow again, the same way he had hundreds of times before. He let go, and this time the arrow hit the target. But the arrow was not close to the centre at all.</p>				
6	<p>"Loosen up. Are you trying to strangle it?" Wren grinned. Dylan gave her a half-smile back. Wren was right, he realized as he looked at his left hand. He relaxed his fingers and moved his hand into a better grip. When he made another shot, the arrow almost hit the centre circle.</p>				
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Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Out of This World!: Answers to Questions About Space* Level: 33

Running words: 247

Page no.		E	SC	Errors MSV	Self-corrections MSV
12	<p>As the Moon orbits Earth, our planet is also in orbit around a much bigger object – the Sun. How much do you know about the star in our Solar System?</p> <p>Like all stars the Sun is a ball of hot, glowing gases. At the centre of this ball, the <i>pressure</i> and temperature are so high that <i>particles</i> are pushed together until they combine. This gives off huge amounts of energy. Some of it escapes into space as <i>radiation</i> in the form of light and heat.</p>				
13	<p>The Sun is enormous! At its widest part, the Sun is 1.4 kilometres across. This is wide enough to line up 109 Earths side by side. Compared with other stars, the Sun is only medium-sized.</p> <p>Although the Sun is 400 times wider than the Moon, it is also around 400 times further away. This means that the Sun and Moon look the same size from Earth.</p>				
14	<p>The temperature at the Sun’s core, or centre, is about 15 million degrees Celsius. The surface is around 5,500 degrees Celsius, which is hot enough to boil most things found on Earth. A spaceship would not be able to reach the surface because the <i>corona</i>, or outer layer, of the Sun’s atmosphere is even hotter! Solar Probe Plus will be the first space probe to fly into the Sun’s corona. It will get as close as 6.3 million kilometres to the Sun. It will do this using a heat shield that can cope with high temperatures.</p>				
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Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Max Jupiter: Solo Mission*

Level: 33

Running words: 224

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Max's bedroom door beeped. He walked over to its control panel and tapped a green button.</p> <p>WHOOSH!</p> <p>The door slid open. In front of him stood a short robot wearing an apron decorated with cupcakes.</p> <p>"Hey, MUM," Max said.</p> <p>"Hello, Max Jupiter Astro Marriot," the robot replied.</p> <p>Max's parents were part of the Space Guard, a secret organisation that helped protect Earth.</p>				
5	<p>Max was also part of Space Guard. He became a member after he stopped an asteroid from crashing into Earth.</p> <p>Sometimes his parents took him on missions, but if they went on a secret mission, he had to stay at home. Then they assigned him a Minder Unit, which was like a robot babysitter. The one that stood in his doorway was called Megan, so Max called it MUM for short.</p> <p>"May I enter?" MUM asked.</p> <p>"Yes," Max replied. "And please call me Max."</p>				
6	<p>"Yes, Max Jupiter Astro Marriot," MUM said.</p> <p>MUM always used his full name. He wished he could reprogram it, but only his parents knew MUM's override code to allow new commands.</p> <p>MUM rolled through the doorway. An image of the solar system floated above Max's desk.</p> <p>"Is your homework complete?" MUM asked.</p> <p>"Yes," Max replied. "I was just studying stars and planets for an astronomy quiz."</p> <p>"Response: satisfactory," MUM beeped. "I will bake you a special treat tomorrow."</p>				
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Oral Reading Record

Name: _____ Age: _____ Date: _____

Text: *Fossil Hunters*

Level: 33

Running words: 243

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Have you ever seen or even held a <i>fossil</i>? Fossils are the <i>remains</i> of plants and animals that lived thousands or even millions of years ago. They are clues to what life was like on Earth in the past.</p> <p>Fossils mostly formed slowly inside rocks buried underground. This means they are often hidden out of sight. It's up to fossil hunters to find them.</p>				
5	<p>Fossil hunters know where the best places on Earth are to search for fossils. They learn all about the living things whose remains turned into fossils. They know how to find and identify fossils and how to get them out of the ground. Over time, some daring fossil hunters have made many amazing discoveries.</p>				
6	<p>Fossil hunters know it is best to look for fossils in <i>sedimentary rocks</i>. Fossils are often found buried in the layers of this type of rock.</p> <p>In Layers</p> <p>Sedimentary rocks formed from layers of <i>sediment</i> such as mud and sand. Over many years, layers of sediment were buried and pressed down on each other until they became layers of hard rock. Sometimes dead animals or plants became buried under sediment and were trapped in the layers, too.</p>				
7	<p>Astonishing Change</p> <p>An astonishing change happened to the dead plants and animals in the rock. Water from the rock flowed into the remains, and <i>minerals</i> from the water soaked into them. As the minerals dried, they gradually turned into hard stone in the exact shape of the remains.</p>				
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