

Levels
27-30

Engage Literacy

TEACHER'S RESOURCE

Extended Edition

Hillary D. Wolfe



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Engage Literacy Teacher's Resource Levels 27–30

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

PW: Photocopiable Worksheet **IWB:** Interactive Whiteboard

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PW: Photocopiable Worksheet **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 PW and Running 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 Running Record has been provided for each title.
- *One PW* per book is embedded in the teaching notes. The PW 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 *Running Record* per book that appears at the end of the guide. The *Running 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 PW 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 PW 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 PW 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, Running 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).

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

How to Use the Running Records

by Dr Chase Young

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

References

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- Zutell, J., & Rasinski, T. (1991). Training teachers to attend to their students’ oral reading fluency. *Theory Into Practice*, 30(3), 211–217.

The Football Pitch

Level 27 Fiction Word count: 1,549 Text type: fiction



Extending vocabulary: attended, bloom, community, delighted, habit, imagine, neighbourhood, paused, popular, pride, recycled

Programme links: *The Football Pitch E-Book*
Voting (NF)

Curriculum link: citizenship, friendship, me/family, community

Story summary: Omar loves playing football and wishes he had a football pitch to play on. When he visits his friend Mrs Zawadi, they work together to make some flowerbeds and plant some seeds in an old plot next to her house. When the flowers bloom, everyone in the community comes to see the garden, and they decide to clean up the rest of the plot to make a park and a football pitch.

Getting started

- Ask, *What is something that you wish you had?* Discuss children's thoughts and ideas. Then encourage children to think about how they could achieve their wishes. Ask, *What could you do to make your wish come true?*

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title, cover illustrations and back cover. Ask children to predict what the text is about. Ask, *Do you predict that this is a fiction or a non-fiction text? How might Omar's dream of having a real football pitch come true?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about playing football? What can you tell me about making dreams come true?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What sport do you like to play?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What things do you think Omar likes to do?*

pages 6–7: Ask, *Where do Omar and Juma have to play football? Why do you think they wish they had a football pitch?*

pages 8–9: Ask, *Why do you think there isn't a football pitch in the community? Would it be easy to find somewhere to build a football pitch?*

pages 10–11: Ask, *Why do you think Omar is excited about the idea for a new football pitch and park?*

pages 12–13: Ask, *Why do you think Omar is happy to go and visit Mrs Z with the small bag of seeds?*

pages 14–15: Ask, *What is next to Mrs Z's house? Why do you think Mrs Z still loves her little house and garden?*

pages 16–17: Ask, *Do you think Omar will help Mrs Z plant the seeds in the empty plot next to her house?*

pages 18–19: Ask, *What did Mrs Z and Omar need to do before they planted the seeds? Why are the worms a good sign?*

pages 20–21: Ask, *What did Mrs Z and Omar do to make the*

flowerbeds? How might they be able to use the large amount of space at the plot?

pages 22–23: Ask, *Why do you think Mrs Z and Omar are happy with the flowerbeds? Why are all the local people coming to the plot?*

pages 24–25: Ask, *What do you think Omar's new idea is? How would they be able to make a small park in the plot?*

pages 26–27: Ask, *Who is helping to clear the ground in the plot? Why might Omar's family be proud of him?*

pages 28–29: Ask, *What is everyone doing at the park? What foods are they sharing? How has Omar's idea brought the community together?*

pages 30–31: Ask, *Why do you think everyone cheered for Omar? What has the park brought Mrs Z?*

page 32: Ask, *How do you know the park has brought happiness to a lot of people? How did the small bag of seeds help make Omar's dream of a football pitch and park come true?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter,

page or paragraph), have children ask and answer questions 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 make based on clues in the text. Have children answer inferential questions such as: *What type of person is Omar? How do the park and football pitch help the community? Why do you think everyone helped make the park?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- **Summarising:** Have children recall what happened in the beginning, middle and end of the story. Provide each child with a piece of paper and have them record an event from the story. Have children share their event with the group and then sequence the events in the correct order. Have children complete **PW 1**.
- **Recall:** Have children discuss how the park and football pitch changed the community. Find the sentences 'Your idea and hard work have brought us all together. You bring pride to your family and to everyone who lives in this community.' Encourage children to find examples in the text of how making the football pitch and park brought the community together and how Omar brought pride to his family. Have children complete **PW 2**.

Phonological awareness

- Discuss contractions. Write 'is not' and 'isn't' on the board and show how the apostrophe is used instead of the letter 'o' when the words are joined. Have children find and record other contractions in the text.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Discuss 'attended' and how it means that you were present at something or went to something.
- Identify 'bloom' and how it refers to a plant having flowers on it.
- Find 'community' and talk about how it refers to all the people who live in one place.
- Discuss the word 'delighted' and how it means that you are very pleased or happy with something.
- Identify 'habit' and how it refers to something that you have done many times before, and that you often do without thinking.
- Discuss 'imagine' and how it means to visualise or make a picture of something in your mind.
- Find 'neighbourhood' and talk about how it refers to the area you live in within a town or city.
- Discuss 'paused' and how it means to stop talking or doing

something briefly. Ask, *Why do people sometimes pause when they are talking?*

- Identify 'popular'. Talk about how if something is 'popular' it means a lot of people like it.
- Discuss 'pride' and how it refers to the feeling you have when you are proud. Talk about if you have pride in something you have a feeling of deep pleasure or satisfaction related to your achievement.
- Discuss 'recycled' and how it means to use things in a new way rather than throw them away. Brainstorm items that can be recycled.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'A big building used to be located there before it was knocked down.' Ask, *What was knocked down? Where was the building located?* Discuss that to find where the building was located, children will need to refer back to the previous sentence.
- Discuss the sentence 'After the soil was turned, Omar carefully picked out the stones.' Ask, *What did Omar do first? What did Omar do once he had turned the soil? How did he pick out the stones?*

Text conventions

- **Chapters:** Have children locate the four chapters in the text. Ask, *How did the chapters help the author organise and structure the story?*
- **Paragraphs:** Talk about how paragraphs are sentences that have been grouped together. Discuss how sentences in a paragraph relate to one main idea.

Writing

- Have children design a poster for the park and football pitch. Children should include information on their poster such as where the park and football pitch are, what facilities are there and who can go there. They should explain how everyone in the community needs to take responsibility for the park and football pitch.

► English Language Learners

- Have children imagine the park they would create if there were an empty plot near their house. Encourage them to think about what they would include if they designed a park. Ask, *What would you use the space for? How would your park bring happiness to the community?* Give children suggestions such as fruit trees, playgrounds or duck ponds. Have children complete **PW 3**.

► Assessment

- PWs 1, 2, 3 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 1 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Sequencing

You will need: scissors, glue, a sheet of paper, coloured pencils

- Cut out the sentences.
- Read the sentences and sequence them in the correct order.
- Paste them onto a sheet of paper and draw pictures to match the text.



Omar's mum gave him a small bag filled with seeds.
 "Can you take these to my old friend, Mrs Zawadi?" she asked.
 "Should I help her plant the tiny seeds?" Omar asked.
 "Mrs Zawadi would enjoy that."

The flowerbeds were full of flowers just beginning to bloom. It wasn't long before local people were visiting the plot just to see the flowers.

It seemed like everyone from Omar's community was at the park that weekend to celebrate. People brought food to share with their neighbours. After eating, everyone helped clean up.

After school, Omar and Juma played football on the playground.
 "I wish we had a real football pitch where we could play whenever we wanted," Omar said.

Mrs Zawadi always made the best doughnuts and iced tea. As they ate, Omar told her about the idea for a new football pitch and park.
 "What a lovely idea. It would really improve our community," said Mrs Z.

"Let's work together to clear a space for a small park and a football pitch," said Omar. They worked late into the night. Other people from the community came to offer their help.

"Your idea and hard work have brought us all together," said Omar's father. When Omar ran out onto the pitch, he got a huge cheer from all of his friends.

Omar told his parents about his wish for a new football pitch. His mum said, "A football pitch and a park would really help our community."

For hours, Omar and Mrs Z turned the ground. Omar carefully picked out the stones. He used them to make a border around the flowerbeds. After that he planted his mum's tiny seeds.

Main teaching focus

Comprehension: Sequencing events from the text; gaining meaning from text.

Other teaching focus

Comprehension: Visualising while reading a text.

Teacher's note

Children cut out and read the sentences. Then they sequence them in the correct order and paste them on the sheet of paper. Children can draw pictures to match the sentences.

Name: _____ Date: _____

Finding evidence

- Read the sentence.
- Find evidence or examples in the text of how Omar's idea and hard work brought everyone together and how he brought pride to his family and community.
- Record the evidence and examples at the end of the arrows.

“Your idea and hard work have brought us all together. You bring pride to your family and to everyone who lives in this community.”

Main teaching focus

Comprehension: Providing examples from the text to support a statement.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children read what Omar's father said. They then record evidence or examples from the text that support what Omar's father said.

Name: _____ Date: _____

Design a park

- Think about how you would design a park in an empty lot. Would you include flowerbeds? Would you include a vegetable garden? What about trees or a playground or a duck pond?
- Draw a map of the park you would create. Make sure you label everything on your map.
- Answer the questions about your park.



What will the people in the community

like about your design? _____

How will your park help bring the

community together? _____

Main teaching focus

Oral language: Communicating their ideas based on a text.

Other teaching focus

Oral language: Vocabulary development.

Teacher's note

Children draw a map of a park that they would design for an empty lot. They then answer the questions on the right.

Planet Robonica

Level 27 Fiction Word count: 1,770 Text type: science fiction



Extending vocabulary: advanced, destination, experience, flung, intelligence, location, mission, simulator, teleporter

Programme links: Planet Robonica E-Book
Mapping (NF)

Curriculum link: physical science, planets, space

Story summary: Max Jupiter and Jack decide to help Robot X save his planet, Robonica, from the evil Vile-Tron who is destroying the robots by taking them apart and selling them for scrap metal. Max and Jack disguise themselves as robots and teleport to Robonica where they destroy Vile-Tron's control machine and save the planet.

Getting started

- Discuss teleportation and how it often occurs in science fiction texts. Ask, *What does it mean to teleport? Are people able to teleport in real life?*

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title, cover illustrations and back cover. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or non-fiction text? Do you think that Max Jupiter will have to solve a problem?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about space travel?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What other texts does this remind you of?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How do you think Max and Jack feel when they see the robot looking down at them? Do you think Max and Jack should leave their teacher?*

pages 6–7: Ask, *Why do you think the robot is pushing them inside? How do you think Max and Jack are feeling?*

pages 8–9: Ask, *Why do Max and Jack want to get out of there? Why has the robot put a net over them?*

pages 10–11: Ask, *How do you think Jack feels when he realises they are in the Asteroid Belt? Why might the robot know Max's name?*

pages 12–13: Ask, *Where do you think they are? Why do you think Robot X has taken them to his home planet, Robonica?*

pages 14–15: Ask, *Do you think that Jack is surprised to find out that Max is part of Space Guard? Is Robot X dangerous or does he need help?*

pages 16–17: Ask, *How might the Ruler on Robonica be destroying the robots?*

pages 18–19: Ask, *Why wouldn't Robot X be able to go with Max and Jack? Who can they see on the screen now?*

pages 20–21: Ask, *Why would all the robots be entering the orange building? Where would the metal that they're loading onto the spaceship come from?*

pages 22–23: Ask, *What are the boys wearing to disguise themselves? How do you think they feel as they step onto the teleporter?*

pages 24–25: Ask, *What might be hidden in the trap door? What do you think happens when Vile-Tron hears the siren?*

pages 26–27: Ask, *What do you think happens when Vile-Tron is inspecting each of the robots? How might Jack have distracted Vile-Tron as Max unlocks the trapdoor?*

pages 28–29: Ask, *How is Max destroying the robot control machine? What do you think happens to all the robots when the control system is destroyed?*

pages 30–31: Ask, *What are Max and Jack doing to celebrate their success? How do you think all the robots will feel towards Max and Jack? Why might their teacher not even have noticed they were missing?*

page 32: Ask, *What can they see on the screen now? What do you think is going to happen?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to

- ‘paint a picture’ as they read to gain understanding of the text.
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions 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 make based on clues in the text. Have children answer inferential questions such as: *How do you think Max feels about helping Robot X? Why wasn't Robot X able to save his planet on his own?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, as above. Choose from the following activities.

Comprehension

- **Author's intent:** On the board, write the words ‘Characters’, ‘Setting’ and ‘Plot’. Next to ‘Characters’, have children record who was in the story and their traits and actions. Next to ‘Setting’, have children record information about where the story took place, then have them record the events next to ‘Plot’. Discuss what the author wanted readers to understand through the characters, setting and plot. Ask, *How did the author show us that Max was clever? What made us think that Max was brave and helpful?* Have children complete **PW 4**.
- **Summarising:** As a group, talk about the events in the story. Ask, *What happened in the beginning/middle/end? What happened in each chapter?* On the board, record the main events. Discuss the importance of summarising by recording only the most important events. Have children complete **PW 5**.
- **Prediction:** Talk about what happened at the end of the story. Ask, *What were Robot X, Max and Jack going to do? What might be the next adventure they are going to have?* Have children share their predictions about what will happen next.

Phonological awareness

- Discuss tenses and how past tense means something has already happened, present tense refers to something happening now and future tense refers to something that is going to happen. Talk about how texts can be written in past, present and future tense. Discuss how words and sentences can change depending on the tense they are written in. Say, *I rode my bike, I am riding my bike and I will ride my bike*. Have children identify the tense of each sentence. Then have children complete **PW 6**.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary. Ask questions that encourage children to explore and explain the meanings. Discuss the following word meanings.
- Discuss ‘destination’ and how it refers to the place you are travelling to.
- Identify ‘experience’ and how it means things that you do or have happen to you. When we talk about having experience of something, it means it is something we have come across before.
- Find ‘flung’ and how it means that something has been thrown hard.
- Discuss the word ‘intelligence’ and how it refers to someone

who is intelligent, which means they are clever and can learn quickly.

- Identify ‘location’ and how it refers to a particular place or position.
- Discuss ‘mission’ and how it refers to an important job that someone is sent away to do.
- Find ‘simulator’ and talk about how it refers to a machine that is designed to give you an experience similar to what would happen in real life.
- Identify ‘teleporter’. Talk about how it refers to a machine that is able to instantly transport someone or something from one place to another.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Discuss the sentences ‘While standing in front of Vile-Tron, Max noticed two things. Vile-Tron smelled terrible, and he had a silver key hanging off his belt.’ Discuss how children need to connect the information in both sentences to find out the two things that Max noticed. Ask, *What were the two things that Max noticed? How did Vile-Tron smell? Where was the silver key? When did Max notice these things?*

Text conventions

- **Quotation marks:** Discuss quotation marks. Explain that text between the quotation marks is what a character is saying. Have children identify quotation marks in the text.
- **Commas:** As a group, discuss commas and have children identify the commas in the text. Have children talk about why commas are used in a text. Have children practise reading fluently, pausing at the commas.

Writing

- Have children imagine where they would go and what they would do if they had a teleporter. Children can write an imaginative piece explaining what their experience in a teleporter would be like.

► English Language Learners

- Have children use a variety of materials to design and build a robot. Encourage them to draw a plan of their design and label the parts.

► Assessment

- PWs 4, 5, 6 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 4 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Book report

- Record the title, author and illustrator of the story.
- Record information about the characters, setting and plot of the story.
- Answer the questions about how the author wrote the story.

Title	
Author	
Illustrator	
Characters and their traits	
Setting	
Plot	
How did the author show us that Max was clever?	
How did the author show us that Max was helpful?	
What moral was the author teaching us?	

Main teaching focus

Comprehension: Considering the author's intent and how the author crafted the text.

Other teaching focus

Comprehension: Identifying and recalling the characters, setting and plot; identifying the title, author and illustrator.

Teacher's note

Children record the title, author, illustrator, characters, setting and plot. They then answer questions about what the author intended them to think about.

Name: _____ Date: _____

Chapter summaries

- Summarise each chapter by recalling the main events. Record the summaries in the boxes.

<p>Chapter 1: Astrolab</p>	
<p>Chapter 2: Blast off!</p>	
<p>Chapter 3: Planet Robonica</p>	
<p>Chapter 4: The Mission</p>	
<p>Chapter 5: Vile-Tron</p>	
<p>Chapter 6: Save Robonica!</p>	
<p>Chapter 7: Home</p>	

Main teaching focus

Comprehension: Summarising by retelling the main events in the chapter.

Other teaching focus

Comprehension: Recalling events from the text.

Teacher's note

Children complete chapter summaries by recalling the main events of each chapter. They record their summaries in the boxes.

Name: _____ Date: _____

Past, present, future

- Complete the table by writing the sentences in past, present and future tense.

Past Tense	Present Tense	Future Tense
Max turned around and jumped.		
The tall robot grabbed the boys as the door swished open.		
		Mr Sona will be angry.
	We're getting the entire space-flight experience.	
		We're going to travel faster than the speed of light.
A huge screen lowered from the ceiling.		
	I need the help of a Space Guard to save my planet.	
The two boys high-fived each other.		
		The robots will be freed from the Ruler's control.
	I want to take a close look at each of you.	

Main teaching focus

Graphophonics: Identifying past, present and future tense.

Other teaching focus

Spelling: Spelling words according to tense

Teacher's note

Children complete the table by writing the sentences in past, present and future tense.

The Snake Prince and the Shape-Changer: Stories of India and Africa

Level: 27 Fiction Word count: 1,971 Text type: Indian fairy tale, African fairy 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.

Extending vocabulary: agree, brass, fear, guard, hiss, secret, warn

Programme link: *The Snake Prince and the Shape-Changer: Stories of India and Africa* E-book

Curriculum link: fairy tales and folklore

Story summary: People aren't quite what they appear to be in these two fairy tales. An Indian prince turns into a snake. An African man turns into a bull. What secrets are they keeping?

Learning objectives: identify story elements; understand figurative language; apply the writing process: planning expository writing

Getting started with predictions

- Explain that a fairy tale is a story that usually involves magic, fantasy, and princes and princesses. Most cultures have their own fairy tales. Ask children if they can think of a fairy tale they have heard before, such as Cinderella. What are some of the elements of that story?
- Give each child a copy of the book, and discuss the title, cover illustrations and back cover copy. Ask children to predict what type of text this is and how they know (e.g., fiction vs non-fiction; realistic fiction vs fantasy). Explain that this book includes two fairy tales. A fairy tale is a magical story with characters who usually must overcome some hardship to be happy. Ask children to predict what these fairy tales will be about. Say, *Note the title and the details on the cover and make connections to other stories as you read.*

Reading the text

Ask children to read the text independently to p. 18, which is 1,150 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g., rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Point out the story elements that are common to fairy tales, such as a princess, a magic spell and talking animals.
- *Clarifying:* The story takes place over many years. Draw a timeline to map out the events to clarify the sequence.
- *Visualising:* Ask children to use the pictures to imagine more details. What would a room full of snakes look like? What does it look like to 'show no fear'?
- *Questioning:* As children read, encourage them to share when something is confusing, or if they would like more information. They can record their questions in their learner's notebook and share when they find an answer. *Summarising:* After each chapter, ask children to summarise the action,

including the actions of the characters. Encourage children to use the chapter titles and the pictures to help them summarise.

- *Inferring:* Encourage children to discuss inferences they made based on clues in the text, such as: *Why did so many snakes come into the room at night?*
- Walk around as children are reading to check their fluency. Discuss academic vocabulary, as necessary, to help children build background knowledge. Also focus on terms questioned by children or not supported in the text.
- p. 4: Say, *The text describes a pot as made of 'brass'. What kind of material do you think that is? What is the colour of brass?*
- p. 6: Say, *How do the words 'strange' and 'truth' help you understand the word 'secret'?*
- p. 8: Ask, *What do you know about the word 'warning'? The prince is sad, but the princess is happy to learn the secret. What do you think the 'warning' is about?*
- p. 12: Say, *What is the job of a 'guard'? What job does the princess ask them to do? Why do you think they do it?* (Support and extend discussion.)

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. Show how to pay attention to the story elements, such as the characters and the setting. These elements highlight the conflict. For example, because the princess is brave, she is able to break the spell. Authors choose descriptions of the setting and characters that will support the main idea or lesson of the story. As children are introduced to the strategy, model how to highlight story elements, and release 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

- *Making connections:* Say, *When you think of another story with similar elements, you can make predictions because of your prior experience. For example, I know of a story where the prince is turned into a frog. That is similar to this story, because the prince becomes a snake. I know the princess kisses the frog and there is a happy ending. I predict that something similar will happen in this story. Tell a partner about a story similar to this one. What were the common elements?*
- *Text feature:* Illustrations give more information about the story elements. On p. 7, the illustration helps to show the characters of the prince and princess, and shows the setting of the palace. Ask, *What are some other details you notice in the illustrations?*

Story elements

Model the strategy using p. 4. *Fairy tales have specific story elements, such as magic, princes and princesses, and even talking animals. This story starts with a strange woman and an unexplained event—a snake that turns into a necklace, and then into a baby! Also like many fairy tales, there is a king and queen who want a baby. When I consider these story elements, I can make predictions that more strange things will happen, but the story will probably have a happy ending. Paying attention to the common elements makes me want to keep reading to see if my predictions are correct.*

Practise the strategy and ask children record their thoughts in their learner's notebooks:

- p. 4: *Identifying the story elements helps me make connections, summarise, and find the author's message. The first story element I notice is the characters. The story starts with an old woman. Label the first column on your PW 'Characters'. I'll write 'old woman' in that column. Turn to a partner and list the other characters. Can you make any connections to other stories?*
- *Another important element is the setting, which shows where the story takes place, the amount of time that passes, the time of day or year, even the weather. This story starts by a river, then it is many years later in the palace. Label the next column of the same chart 'Setting'. Work with a partner to list the settings. Return to the text to cite evidence. How do the settings change through the story?*
- p. 10: *The challenges the characters face and overcome teach the reader something. I will follow one character, identify what happens to him or her, and see what is learned. For example, the prince was born a snake. Under the chart on the PW, I'll write 'Prince', and then I'll list, 'He is transformed from a snake; He is adopted by the king and queen; He gets married.' Add more events that you find in the text about the prince. Then, work with a partner and list the things that happen to the princess throughout the story.*
- p. 18: *A fairy tale usually has a happy ending after the characters learn an important lesson. Look at your PW. What do you think the prince learned? I can use the list of events to help me decide. He kept a secret from his bride, and that caused problems. When he finally became a man again, he had learned not to keep secrets. What did the princess learn? Use the story elements you found to help you decide, and write your answer on the PW.*
- Ask children to turn to a partner and summarise the story, including the elements of character, setting, events and lesson learned. What was the author's message?

Vocabulary strategy: Understand figurative language

Identify and discuss interesting or challenging vocabulary in the text. Authors often choose language that helps us visualise the story by making a strong comparison or connection to feelings. This is called figurative language. It adds emotion and deepens our understanding. Encourage children to look for examples of figurative language and try to uncover what the author wants us to feel. Ask questions that encourage children to explore nuances of word meanings.

- Say, *When the queen sees the baby, 'tears ran down her cheeks' (p. 5). Can tears run? Explain what this sentence means in your own words. Why is it an effective way to show how the queen feels?*
- Say, *A phrase like 'silence hung like a fog around them' (p. 8) is an example of figurative language. What does that phrase most likely mean? Why would the author make this comparison?*
- Say, *The princess' heart 'climbed into her throat' when she saw the snakes (p. 15). What do you think she is feeling? Did her heart really move into her throat? How is that a strong example of figurative language?*
- Say, *Imagine how it would feel if you were in the 'hot cloud' formed by the snake's breath (p. 16). What do you think the author wants you to visualise? How does the picture help you?*
- Say, *Try to think of figurative language to describe how the snakes moved. Start with a comparison. What does their movement remind you of? Write a sentence with a partner and share it with the class.*
- *Find other examples of figurative language, and explain what the author wanted you to feel or what comparison was being made.*

► English Language Learners

- Provide additional support using verbs and verb phrases. Help children to identify when a word is used as a noun, such as 'guard,' versus a verb, such as 'to guard'. Write words that can be both nouns and verbs on cards, such as 'watch', 'guard' or 'rock'. Arrange children in pairs to play 'go fish' to find a matching word. Once they find a match, they must use the word as both a noun and verb to gain a point for the pair. The one with the most points wins.

► Assessment

- The completed PW.
- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect the PW and keep it in the child's portfolio.

The Snake Prince and the Shape-Changer: Stories of India and Africa

Level: 27 Fiction Word count: 1,971 Text type: Indian fairy tale, African fairy 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.

Extending vocabulary: antelope, fool, market, medicine man

Learning objectives: identify point of view; understand figurative language; apply the writing process: drafting expository writing

Getting started with predictions

- Ask children to talk about the first story they have read.
- Challenge children to make predictions for the second story 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 821 words. Explain how rereading text helps them gain meaning. Read along with children. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading or using contextual cues).
- *Making connections:* Think of other stories you have read about tricksters. What usually happens to the trickster? What do you predict will happen in this story?
- *Clarifying:* Some of the events in this story seem realistic, and others don't. Clarify what you think could really happen, and what is completely made up. Why is it important to know the difference?
- *Visualising:* Imagine how it would feel to change into different animals, and to be different sizes. What would be the most exciting part? What would be scary?
- *Questioning:* After reading, ask children to identify any questions they still have. Chart their questions. Give partners a question to research, and share the answer with the class.
- *Summarising:* Ask children to briefly compare the outcomes of the two tricks. What was similar each time? What was different? What did the author want you to learn?
- *Inferring:* Discuss inferences the author wanted the reader to make, such as: How will the brothers get rich from their new powers (p. 20)?
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, and focus on terms questioned by children or not supported in the text.

- p. 19: Ask, Based on the clues in the text, who was the 'medicine man'? Did he give the brothers medicine? What could he offer to the brothers? Describe a medicine man in your own words. (Support or extend discussion.)
- p. 21: Say, Describe a 'market' you have been to. Look at the illustrations. How is this market different from one you have been to? How is it similar?

- p. 28: Say, Why does the brother change from a bird to an 'antelope'? What can an antelope do that a bird cannot do?
- p. 31: Ask, The word 'fool' is used two ways in this sentence. Can you explain both meanings? Which definition is a noun, and which is a verb? Explain to a partner.

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. Show how the point of view can affect how we see the story. For example, think of this story from the point of view of the first buyer, who lost the bull that he had paid for. How was his trip to the market different from the brothers? Our impression of a story can change depending on whose point of view we are seeing. As children are introduced to the strategy, model how to highlight story elements, and release 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:* Say, Asking questions about the events from different points of view helps us get a better understanding of the characters and lets us see different perspectives. Questions such as 'what if...' help us to see that stories can be seen multiple ways.
- *Summarising:* Say, Keep track of the events by summing up every few paragraphs or so. Keep track of any questions you can answer by doing these mini-summaries. Get partners to share one question and a brief summary after each chapter.

Identify point of view

Model the strategy using p. 19. Different points of view show how the events mean different things to different people, which helps me understand the author's message. For example, the older brother gets a power from the medicine man. His younger brother agrees with the plan to use the power at the market. They both have the same point of view. They both see the situation the same way, and they will each benefit from the plan. In my learner's notebook, I'll write the point of view of the brothers, which is to use their power to get rich. **Practise**

the strategy and ask children to record their responses in their learner's notebooks.

- p. 21: *What do the villagers think when they see the bull at the market? Do they have the same point of view as the brothers? In your learner's notebook, describe the point of view of the villagers.*
- pp. 23–24: *Why does the bull change into the lion? What does the buyer think happened to the bull? How do you think the buyer would feel about what the brother did, if he knew the truth? Add the buyer and his perspective to your learner's notebook.*
- p. 26: *The older brother thinks he knows what will happen, but he is surprised. How is his point of view changing? Write how his point of view might be different, and why, in your learner's notebook. Share your response with a partner.*
- p. 29: *What do you think is the point of the view of the wolf who is chasing the older brother?*
- p. 31: *What lesson did the buyer want to teach the brothers? Share your ideas with a partner, then do a quickwrite in your learner's notebook.*
- p. 32: *In your own words, write the author's message.*
- Ask children to discuss with a partner how the point of view changed the way they viewed the story. What if the story was told from the perspective of the medicine man? How would the story be different?

Vocabulary strategy: Understand figurative language

Identify and discuss interesting or challenging vocabulary in the text. Talk about how the author of the first story used figurative language to show comparisons. Another type of figurative language gives human attributes to animals and things. Encourage children to notice examples of figurative language in this story, and ask what effect it has on their feelings about the story. Ask children to determine the meaning of a word using context, as well as a dictionary. Ask questions that encourage children to explore word meanings further.

- *Is the 'medicine man' (p. 19) a doctor? What does he sell? Think of another term to call him that describes what he does.*
- *Say, On p. 21, the author says that the villagers' 'eyes grew wide' at the sight of the bull. What emotion does this figurative language describe?*
- *Say, The text says 'the older brother raced as an antelope' (p. 29). Describe the features of an antelope that help it to run fast. What image does that bring to mind?*
- *The phrase 'Only a fool tries to fool others' is one of the lessons the brothers learn. Explain what the lesson means, and use the word 'foolish' in your response.*

► English Language Learners

- Focus on text features that distinguish what the characters are thinking versus what the characters are saying. For example, as a lion, the brother's thoughts are shown with words in italics. When he speaks, the author uses punctuation and words such as 'said', 'cried', 'asked' or 'sighed'. Ask children to practise by adding thought or speech bubbles to the pictures, and including thoughts or words. How did they visually distinguish thought from speech in pictures?

► Assessment

- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples and reflections from their learner's notebooks and keep them in the child's portfolio.
- Complete the Running Record (page 67).
- Record whether children could articulate the lessons of each story and use text evidence to explain their ideas.

Name: _____ Date: _____

Story elements

Complete the chart.

- Write the names of the characters in the first column.
- Add information about the setting in the second column, including locations, time of day or weather.

Characters	Setting

List the major things that each character experienced in the story. Then, describe the lesson each character learned.

The Prince:

The Prince learned

The Princess:

The Princess learned

Choose another character: _____

_____ learned

Main teaching focus

Comprehension: Story elements

Other teaching focus

Comprehension: Determining and analysing point of view.

Teacher's note

Children identify story elements citing passages from the text. They determine what the main characters learned to understand the author's message.

The Ungrateful Tiger

Level: 27

Fiction

Word count: 1,618

Text type: folktale



Extending vocabulary: bleated, glared, grazing, impressive, peered, shivered, village, whispered

Programme link: *Food Chains* (non-fiction)

Curriculum links: animals, folktales, legends/myths/fables

Story summary: Kim lives on his family's farm. He feeds the chickens and goats. He gathers eggs and milks the goats. He uses an ox to do work. Kim eats fruit from the tree. A tiger comes to Kim's village and the villagers set a trap for it. The tiger tricks Kim into letting him out of the trap. Kim asks the other animals and tree for help, but they say he has never thanked them for what they have given him. Finally, the goat comes to Kim's rescue and tricks the tiger back into the pit. As a result, Kim learns an important lesson about being grateful.

Getting started

- Talk about what it means to be ungrateful. Have children describe a time they have been ungrateful. Discuss the importance of being grateful, the opposite of ungrateful. Ask, *What might be a consequence of being ungrateful?*

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustrations. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or a non-fiction text?* Discuss how the title and cover illustrations help us make predictions.
- Ask children to share their prior knowledge. Ask, *What does it mean to be ungrateful? What do you know about fables or folktales?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How does Kim help out on his family's farm? Why do you think the chickens and goats thank him for the food he gives them? What does Kim take from the chickens and goats?*

pages 6–7: Ask, *What work does the ox do for Kim? Does Kim ever thank the chickens, goats and ox for their eggs, milk and hard work? What does he take from the tree?*

pages 8–9: Ask, *What happens when a tiger comes to the village? Why doesn't Kim help the animals when the tiger comes? What could Kim do to let them know that he cares?*

pages 10–11: Ask, *Why have they decided to set tiger traps to catch the tiger? Why might Kim be excited to see a tiger? Why does his father think the best place for a tiger is at the bottom of a pit?*

pages 12–13: Ask, *Why might Kim think the tiger sounds scared? Why might the goat want to teach the tiger a lesson? How might the tiger be taught a lesson?*

pages 14–15: Ask, *Why would the tiger say he has never done anything to hurt Kim? What is the tiger trying to do? Do you think the tiger still sees Kim as food?*

pages 16–17: Ask, *Why does the tiger promise to be very grateful if Kim helps him out? Should Kim trust the tiger's promise? What does the snake mean when he says 'a tiger is a tiger'?*

pages 18–19: Ask, *How is Kim helping the tiger? What does the tiger do the moment he can get out of the pit? Does the tiger keep his promise?*

pages 20–21: Ask, *What is the tiger going to do? Why would he give Kim three chances to say why he shouldn't eat him?*

pages 22–23: Ask, *Why would the tree tell the tiger to eat Kim? Has Kim ever said thank you for the tree's fruit?*

pages 24–25: Ask, *Why would the ox tell the tiger to eat Kim? Has Kim ever said thank you for his hard work? Why doesn't Kim want to ask the chicken for help? What would the chicken say?*

pages 26–27: Ask, *Why would Kim say sorry to the goat? Why would the goat want to know all the facts? Why does he want the tiger to show him which pit he was in?*

pages 28–29: Ask, *What happened when the tiger was proving which pit he was in? How has the tiger become trapped again? Why might Kim feel a little foolish? How were the tiger and Kim ungrateful?*

pages 30–31: Ask, *What does Kim say to the chickens, goats and the ox when he works on the farm?*

page 32: Ask, *What does Kim say to the tree? What lesson has Kim learned?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain

information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).

- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- Discuss the structure and features of the text. Talk about how this text is a fable. Ask children to find evidence in the story to show what the moral or lesson in the story is.
- *Clarifying*: Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- *Visualising*: Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Questioning*: After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why do you think Kim never thanked the animals when he did his chores? How might Kim and his family have protected the animals from the tiger? Why did the goat trick the tiger into getting back into the pit? How did the tiger trick Kim? In what ways were Kim and the tiger similar?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- *Cause and effect*: Talk about how certain events can influence or cause other things to happen. Record causes from the text, such as ‘Kim lifted the branch and lowered one end into the pit.’ Ask, *What did this event cause to happen? How did it influence what happened next in the story?* Have children write the effects next to each of the causes, such as ‘The tiger shot up the branch and out of the pit.’ Have children complete **PW 8**.
- *Answering questions*: Have children talk about the characters, how they felt and what they did. On strips of paper, write literal and inferential questions, such as ‘*How did the tiger trick Kim?*’ ‘*In what ways is Kim ungrateful?*’ ‘*What lesson did Kim learn?*’ Discuss how the answers to some questions can be found in the text and others need to be answered by using clues or evidence in the text and by thinking. Have each child take a question strip and answer their question. Have children complete **PW 9**.

Phonological awareness

- Find ‘ungrateful’ and discuss the prefix ‘un’ at the beginning of the word. Talk about how ‘un’ means ‘not’ and changes the meaning of the word. Have children brainstorm and record other words that begin with the prefix ‘un’.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Talk about ‘glared’. Discuss how it refers to looking at someone in an angry way.
- Identify ‘grazing’. Discuss how it refers to animals feeding on growing grass.
- Identify ‘impressive’ and talk about how it means something is very good or leaves a lasting impact.
- Talk about ‘peered’ and how it refers to looking at something closely for a long time, possibly because you cannot see it very well.
- Identify ‘shivered’ and talk about how it means you shake or tremble uncontrollably because you are cold or scared.
- Identify ‘whispered’ and discuss how it refers to talking very quietly. Have children show how they whisper.

Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase ‘turn the soil’. Discuss how the ox would be digging up the soil and turning it over to get it ready for planting.
- Discuss the phrase ‘cold air shot in’. Talk about how the cold air would have felt. Ask, *What does it mean if the cold air ‘shot in’?*
- Talk about the sentence ‘He felt a chill roll down his back.’ Have children discuss what it means to feel a ‘chill’. Describe what it meant for a chill to ‘roll down his back’.

Text conventions

- *Quotation marks*: Discuss quotation marks. Explain that text between quotation marks is what a character is saying. Have children identify quotation marks in the text.

Writing

- Have children reflect on the moral of the story. Ask, *What lesson do we learn by reading this story? What did the story teach us about being grateful?* Have children find evidence in the text that support their inferences about the moral of the story. Have children complete **PW 10**.

► English Language Learners

- Discuss the quality of ‘being grateful’. Have children make a list of things they are grateful for.

► Assessment

- PWs 8, 9 and 10 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 8 could be kept in the child’s portfolio
- Complete Running Record

Name: _____ Date: _____

Cause and effect

- Read the causes and effects from the text.
- If the cause is given, write the effect.
- If the effect is given, write the cause.
- Find and write other causes and effects in the text.

Cause	Effect
Kim would feed the chickens and take their eggs.	
	The animals were upset and scared.
	The village chief decided that a tiger trap should be set.
	Kim heard the tiger roar.
	Kim started to feel very sorry for the tiger.
Kim lifted a branch and lowered one end into the pit.	
	The tree told the tiger to eat the boy.
Kim said sorry to the goat for not being thankful.	
	The tiger was stuck in the pit again.
	Kim always says thank you for animals' milk, eggs and hard work.

Main teaching focus

Comprehension: Cause and effect; inferring.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children read the causes and effects from the story. If a cause is given, then they write the effect it had. If an effect is given, children write the cause of it. Children can find and record two other causes and effects in the story.

Name: _____ Date: _____

Answering questions

- Write answers to the questions. Use the text to support your answers.

Why do you think Kim never thanked the animals when he did his chores?

Why was it decided that tiger traps should be set?

How did the tiger trick Kim into helping him out of the pit?

How did Kim feel when the tiger tricked him?

What did the snake mean when it said, 'And a tiger is a tiger'?

Why was Kim shocked when the tree told the tiger to eat him?

How did the old goat trick the tiger into getting back into the pit?

In what ways were Kim and the tiger alike and different?

What lesson does this story teach us?

Main teaching focus

Comprehension: Answering literal and inferential questions; using evidence from a text

Other teaching focus

Comprehension: Recalling information from the text

Teacher's note

Children answer the literal and inferential questions about the text. They can use evidence from the text to support their answers. They can record the answers on the lines provided.

Name: _____ Date: _____

Moral of the story

- Write the main events from the beginning, middle and end of the story.
- Write the moral of the story.
- Write evidence from the story that supports the moral.

Beginning	Middle	End

<p>What is the moral of the story?</p>	<p>Evidence in the text that supports the moral</p>
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Main teaching focus

Comprehension: Inferring the moral or theme of a story; using text evidence.

Other teaching focus

Comprehension: Summarising a text by recalling the main events.

Teacher's note

Children summarise the text by retelling the main events in the beginning, middle and end of the story. Then they record the moral of the story and evidence from the text that supports the moral.

Voting

Level 27 Non-fiction Word count: 1,363 Text type: informational text



Extending vocabulary: announced, decisions, determine, elected, president, prime minister, publicly, punchcards, rank

Programme links: Voting E-Book
The Football Pitch (F)

Curriculum link: citizenship, government

Text summary: Learn about voting and the history of voting. Find out why people vote, how people vote and different voting systems. Read about how voting gives citizens an opportunity to have a say in how their country is led.

Getting started

- Discuss with children what voting means. Ask, *Who gets to vote? Why do people vote?* Explain to children that they are going to get to vote on their favourite colour. Have children put their hands up to vote. Ask, *Which colour was the most popular?*

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or a non-fiction text? What information might readers learn from this text?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about voting?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *Do you know anyone who votes? Have you ever had to vote?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How does voting help people decide on the leaders of government and how things are run? Why do you think there are rules about when and where people can vote?*

pages 6–7: Ask, *How might voting have changed over thousands of years? Why do you think that only men used to be able to vote?*

pages 8–9: Ask, *Why do you think you have to be 18 to vote on your country's leaders? Why do you think only citizens of the country are able to vote?*

pages 10–11: Ask, *Why do you think people need to register to vote?*

pages 12–13: Ask, *What decisions do you think the elected leaders get to make?*

pages 14–15: Ask, *Do you think that elected leaders help make decisions about laws? Why is it also important for people to vote on other things?*

pages 16–17: Ask, *How might children get to vote before they are 18 years old? Do children ever get the opportunity to vote at school?*

pages 18–19: Ask, *Where do you think people go to vote? What do you think would be on the ballot paper?*

pages 20–21: Ask, *Why would voting be done privately? Where would voters place their ballot paper?*

pages 22–23: Ask, *What might be some of the different ways people vote? Why do you think secret ballots have been done for thousands of years?*

pages 24–25: Ask, *How do people mark their choice during a punchcard ballot? How might ballots be done on a computer?*

pages 26–27: Ask, *How do you think the winner is decided in a majority vote? How would rankings help decide the winner?*

pages 28–29: Ask, *Why might people need to vote again if no candidate had more than half the total votes? How might the winner be decided if it is not a majority vote?*

pages 30–31: Ask, *How does voting allow people to have a say or choice on the decisions that are made for the groups they belong to?*

page 32: Ask, *What could you use the glossary for? What could you use the index for?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking, and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand. Clarify these through discussion, teacher/student expertise, and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text.
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they have read.

- *Inferring*: Encourage children to discuss inferences they make based on clues in the text. Also, have children answer inferential questions such as: *Why is voting important for all citizens?*

After reading

- Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how using strategies helps to form understandings. Choose from the following activities.

Comprehension

- *Making groups*: Talk about how the text is written in chapters. Discuss how the headings help readers to know what they will be reading about. Have children identify 'History of Voting'. Ask, *What did we read about in this part of the text?* Talk about how all the sentences under this heading relate to this topic. Write each of these headings at the top of sheets of paper: 'History of Voting', 'Who Votes?', 'Polling Places' and 'How People Vote'. Have children record facts under each title. Have children complete **PW 11**.
- *Answering questions*: On strips of paper, write literal and inferential questions, such as 'How old do you need to be to vote in most countries?' and 'Why is voting important?' Discuss how the answers to some questions can be found in the text and others need to be answered by thinking and using clues in the text. Have each child take a strip and answer their question. Have children complete **PW 12**.

Phonological awareness

- Discuss the 'ly' suffix and have children identify 'ly' words in the text, such as 'secretly'. Talk about how words that end with the 'ly' suffix are telling readers the way something is done. Brainstorm other 'ly' words.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following word meanings.
- Identify 'announced' and how it means that you tell everyone about something. Discuss how when something is announced, a statement is made public.
- Discuss the word 'decisions' and how it refers to a choice that has been made.
- Talk about how 'determine' means to officially decide something. Discuss how if you determine something, you are going to discover or decide something.
- Identify 'elected' and discuss how it refers to something that is chosen by people voting for them.
- Discuss the meaning of the word 'president'. Talk about how it refers to someone who leads a country.
- Identify 'prime minister' and discuss how it refers to the person who is the leader of a country's government.
- Discuss how 'privately' refers to something that isn't done with or made available to everyone else.
- Talk about 'publicly' and how it refers to something that is done or made available to everyone. Explain how 'publicly' and 'privately' are opposites.
- Identify 'punchcards' and discuss how they are pieces of paper that you can punch little holes into to show information.

- Talk about 'rank' and how in this context it means to put something in order from highest to lowest according to its value.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'One job, for some elected leaders, is to help select people for other leadership roles in their country.' Ask, *Who is the job for? What do they have to help do? Do all elected leaders have this job?*
- Discuss the sentence 'When people get to the polling place, they first have to check in to show they have registered to vote.' Ask, *When do they have to check in? Why and where do people have to check in?* Discuss how the answers to these questions can be found by carefully reading the sentence.

Text conventions

- *Text emphasis/italic font*: Talk about how some words in the text are shown in italics and how the meaning of these words can be found in the glossary on page 32.
- *Paragraphs*: Discuss how sentences about a similar topic can be grouped together to make paragraphs. Have children identify paragraphs in the text.

Writing

- Provide children with the question prompt 'What have you learned about voting?' Have them write a reflection explaining the facts they have learned. Encourage children to use paragraphs.

► English Language Learners

- Have children think about and discuss voting in their class. Ask, *Do we ever vote on things in our class? Do we usually do private or public votes? Why do we vote?* Have children organise class voting. For example, they may wish to determine the class's most popular sport. Help them make a decision about the topic of their vote, who will vote, how they will organise the vote and the voting system they will use. Have children record their reflections on **PW 13**.

► Assessment

- PWs 11, 12, 13 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 11 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Making groups

You will need: a sheet of paper, scissors, glue

- Across the top of a sheet of paper, write the titles 'History of Voting', 'Who Votes?', 'Polling Places' and 'How People Vote'.
- Cut out and read the sentences. Paste them under their matching title on the sheet of paper.



People can find out where they should vote by looking in newspapers or online.

There are many types of ballots, including paper ballots. People mark their votes with a pencil or pen on the ballot paper.

Voting has been around for thousands of years.

Each country has a set of laws for who can vote.

In many countries people go to polling places or polling stations to vote.

Voting is done privately at polling places, in a booth.

To vote you must be a citizen of the country.

Some ballots are punchcards. People mark their choices by making a hole next to the candidate they want to vote for.

In the past, only men could vote. Today both men and women can vote in most countries.

Ballots can also be on computer screens. All people have to do is touch the computer screen to mark their choices.

A person needs to be old enough to vote. In many countries you must be 18 years or older.

In the past, votes were counted by people. Today votes can also be counted by machines.

When people get to a polling place, they first check in to show they have registered to vote.

Main teaching focus

Comprehension: Identifying the main idea – grouping together sentences.

Other teaching focus

Text conventions: Understanding features of paragraphs.

Teacher's note

Children write the titles 'History of Voting', 'Who Votes?', 'Polling Places' and 'How People Vote' at the top of a sheet of paper. They read and cut out the sentences, then paste them under the appropriate heading on the paper.

Name: _____ Date: _____

Answering questions

- Write answers to the questions below.

How is voting today different from how voting was done in the past? _____

Why would you need to be 18 years or older to vote in many countries? _____

Why do people vote? _____

What are some of the jobs that elected leaders have? _____

What is the difference between voting that is done publicly and voting that is done privately?

Which type of ballot do you think is the most effective? Why? _____

Why do you think voting is often done privately? _____

Why is voting important for citizens? _____

Main teaching focus

Comprehension: Answering literal and inferential questions about a text.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children record answers to the literal and inferential questions about voting.

Name: _____ Date: _____

Time to vote!

- Record information about the class vote that you organised.

What topic did people vote on?	
Who was included in the vote?	
Was it a private or public vote?	
What type of ballot did you use?	
How were the votes counted?	
How was the winner decided? What type of voting system did you use?	

Main teaching focus

Oral language: Applying and using information gained through reading a text.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

After organising and running their own 'class vote', children answer the questions by reflecting on the type of vote they organised, the ballot they used, how they counted the votes and how the winner was determined.

Mapping

Level 27 Non-fiction Word count: 1,401 Text type: informational text



Extending vocabulary: clay, communities, electronic, explorers, globes, identify, location, represents, symbols, tablet

Programme links: Mapping E-Book
Planet Robonica (F)

Curriculum link: geography, social studies

Text summary: Find out about different types of maps and their features. Learn about map lines and why new maps are made. Also find out about how people use different maps, and why they are important.

Getting started

- Have children discuss maps. Ask, *What are maps? What are they used for?* Have children make a list of different types of maps that they have seen or used, such as world maps, shopping centre maps, or road maps. Ask, *How have these maps helped you?*

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or a non-fiction text? What information might readers learn from this text?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about maps? When have you used a map?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *Have you ever drawn a map? How might this text connect with other texts you have read?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What do you think maps have been used for throughout history? What information can people get from maps?*

pages 6–7: Ask, *What is a globe like? What would be some examples of paper maps? How might people use electronic maps?*

pages 8–9: Ask, *Do you think all maps show the same type of information? What information do you think is shown on a physical map?*

pages 10–11: Ask, *How would a physical map help people learn where landforms are located? Why would people want to use a climate map to learn what the temperature is in different places?*

pages 12–13: Ask, *How might a historical map be helpful for studying history? What might a political map show about different countries?*

pages 14–15: Ask, *Why do you think cities are shown on political maps? What do you think people use road maps for?*

pages 16–17: Ask, *How do you think map features help people find information quickly? What would a map title tell you?*

pages 18–19: Ask, *What do you think a compass rose is used for? Why do you think mapmakers use symbols?*

pages 20–21: Ask, *What might you use a map legend or map key for? How would a map scale help you find out how far away one place is from another?*

pages 22–23: Ask, *Why do you think the scale shows kilometres and miles? What might mapmakers use labels for?*

pages 24–25: Ask, *What might the longitude and latitude lines be used for? How do the latitude and longitude lines make a grid?*

pages 26–27: Ask, *How might you find places on the map using the letters and numbers on the grid? Where do you think the equator is located?*

pages 28–29: Ask, *What might happen to a map if landforms change over time? When might a new political map need to be made?*

pages 30–31: Ask, *How do maps help us see how things change over time? Why might people rely on maps when they travel?*

page 32: Ask, *What could you use the glossary for? What could you use the index for?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.

- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to discuss inferences they make based on clues in the text. Also, have children answer inferential questions such as: *Why might some maps of the same place look different?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how using strategies helps readers to form understandings. Choose from the following activities.

Comprehension

- **Recall:** Have children discuss the different types of maps that were introduced in the text. Ask, for example, *What were the different types of maps? What was a physical map used for? What information was shown on a climate map?* Have children describe the purpose of each of the maps and why people would use them. Encourage children to discuss how the maps are similar and different. Have children complete **PW 14**.
- **Application:** Have children talk about what they learned about map features. Ask, *What features can maps have? How do map features help people use maps?* Make a list of different map features on the board. Encourage children to look at different maps online and have them identify the different features of the maps. Provide children with paper and have them work together to draw a map of the classroom using a variety of map features. Have children complete **PW 15**.

Phonological awareness

- Discuss compound words. Explain how they are formed when two words are joined to form one word. Have children identify compound words in the text, such as 'landform', 'mapmaker', 'aeroplane', 'airport' and 'classroom'. Have children record the words and then circle the two individual words in each compound word.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following word meanings.
- Identify 'clay' and how it is a type of sticky mud that becomes hard when it dries out. Discuss how clay is used for making pottery.
- Discuss the word 'communities' and how it refers to all the people that live in one place. Ask, *What community do you live in?*
- Talk about the word 'electronic' and how it refers to a machine that uses electrical signals to control the way it works.
- Identify 'explorers' and discuss how it refers to people who explore or carefully look around new places to see what they are like. Talk about famous explorers in history.
- Discuss the meaning of the word 'globes'. Talk about how a globe is a ball that has a map of the world on it. Also discuss how it shows us what Earth looks like from space.
- Discuss 'identify' and how it means to recognise or point something out.
- Talk about 'location' and how it refers to a particular place or position. Ask children to identify the location where they keep

their bags.

- Identify 'represents' and discuss how if a symbol represents something, it stands for that thing, or it is meant to be seen as that thing.
- Talk about 'symbols' and how they are simple pictures that are used to represent something real.
- Talk about 'tablets' and how they are wireless, portable computers with touchscreen surfaces.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Some paper maps can be easily carried around, while others are hung up and kept in one place.' Ask, *What are the two types of maps described in this sentence?* Discuss how this sentence is comparing and contrasting two types of paper maps.

Text conventions

- **Text type – informational text:** Talk about how this is a non-fiction text that provides factual information about mapping. Have children explore how the author has structured the text using headings and paragraphs.
- **Titles:** Have children identify the chapter titles. Discuss how the titles are important because they help us to understand what will be on each page.

Writing

- Discuss how maps can be used to give directions on how to get from one place to another. As a group, brainstorm language that would be used when giving instructions, such as travel forward, turn left, etc. Have children look at the map on page 20 of the text. Have them write directions on how to get from the hospital to the school on Oakland Street. Have children complete **PW 16**.

► English Language Learners

- Provide children with toy blocks and have them build a city with buildings and roads using the blocks. Then have them draw a map of the city they have built. Support children in drawing their maps to scale and assist them with using a variety of map features. Ask, *What type of map would this be – physical, climate, historical, political or a road map?*




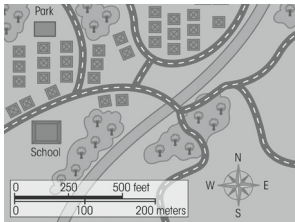
► Assessment

- PWs 14, 15, 16 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 14 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Map recall

- Record the names of the different types of maps shown in the table.
- Record what information each map provides and what people use the maps for.
- Answer the questions at the bottom of the page.

	Type of map	What information is shown on the map?	What do people use this map for?
			
			
			
			

What do all of these maps have in common? _____

Why are these maps so different? _____

Main teaching focus

Comprehension: Recall information in a text.

Other teaching focus

Comprehension: Compare and contrast information in a text.

Teacher's note

Children complete the table by recalling the names of different types of maps, the information provided on the maps and what people use the maps for. They then answer the questions about how the maps are similar and different.

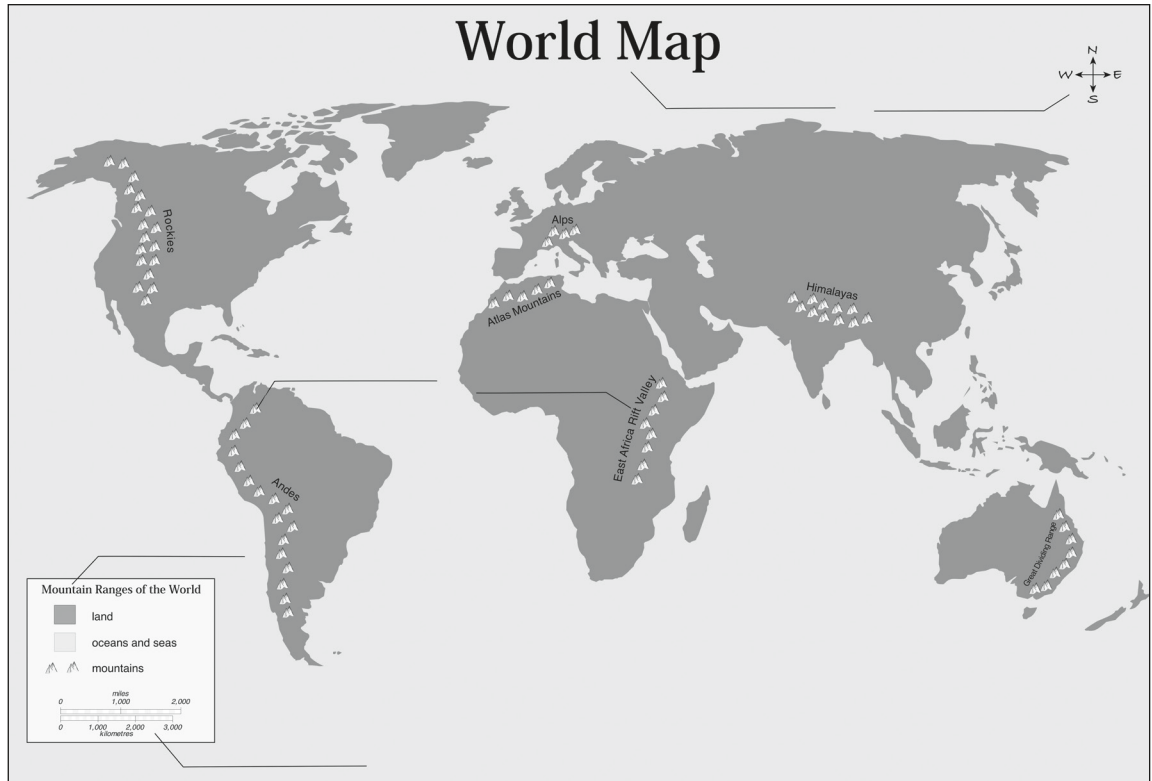
Name: _____ Date: _____

Map features

- Label the map below using the list of features in the box.
- Draw a map of your school in the box at the bottom of the page. Make sure you include different map features!

Map features

- Map title
- Compass rose
- Symbols
- Map legend
- Map scale
- Labels



Main teaching focus

Comprehension: Application of information gained through reading the text.

Other teaching focus

Comprehension: Recalling information in a text.

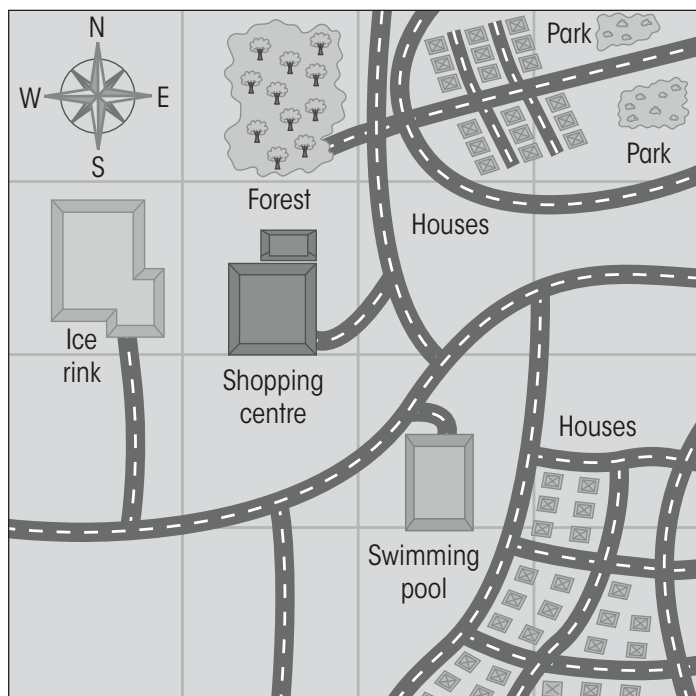
Teacher's note

Children label the map at the top of the page using the features listed in the box. They then draw a map of their school, ensuring they use the map features.

Name: _____ Date: _____

Writing directions

- Look at the map and work out the best way to travel from one place to another.
- Write directions explaining how to get from one place to another.



How would you get from the ice rink to the swimming pool? _____

How would you get from the ice rink to the forest? _____

How would you get from the swimming pool to the forest? _____

Main teaching focus

Writing: Writing instructions or directions.

Other teaching focus

Comprehension: Applying information gained through reading a text.

Teacher's note

Children look at the map and work out the best way to travel between different places. They then answer the questions by writing directions on how to get from one place to another.

Animal Adaptations

Level: 27 Non-fiction Word count: 1,354 Text type: Description 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.

Extending vocabulary: adaptation, behave, habitats, poisons, scientist

Programme link: *Animal Adaptations* E-book

Curriculum links: science, nature, animals

Text summary: All animals have adaptations that help them survive. From webbed feet to sharp spines, learn all about the ways animals adapt to life in their habitats.

Learning objectives: review comparing and contrasting; text features: identify key words; apply the writing process: publishing a narrative

Getting started with predictions

- Ask children to name some special features of animals they know, such as a dog's sense of smell. Explain that many animals have special qualities that help them survive in their environment.
- 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; realistic fiction vs fantasy). Explain that this book is a descriptive non-fiction text, used to describe and explain something, or give us information. Ask children to predict what the text will be about. Say, *Note the details on the cover and watch for examples of how they connect to the content as you read.*

Reading the text

Ask children to read the text independently to p. 20, which is 717 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Point out the details in the pictures that show special adaptations animals have made. Ask children to think of other animals they know. What adaptations do they have?
- *Clarifying:* The words in italics are defined in the glossary at the back of the book. If there are other words you don't know, use a dictionary to find out what they mean.
- *Visualising:* As children read each description, get them to pause to imagine it in their minds. For example, imagine how a caterpillar moves, then reread the part about the baby birds. How does visualising help you understand the text?
- *Questioning:* As children read, encourage them to share when something is confusing, or if they would like more information. They can record their questions in their learner's notebook, and record when they find an answer.

- *Summarising:* After each chapter, ask children to summarise the most important point. *How do the chapter titles help you summarise?*
- *Inferring:* Encourage children to discuss inferences they made based on clues in the text, such as: *Why do you think some animals need to move somewhere warm in the winter? Do all animals need to do that? Why or why not?*
- Walk around as children are reading to check their reading fluency.

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

- p. 4: Ask, *What does the text say about the meaning of 'adaptation'?* (Support and extend discussion.) *How does this definition help you understand 'adapt'?*
- p. 6: Say, *The author defines 'behave' by using a synonym: 'act'. What is one way that bats behave?*
- p. 9: Ask, *What words help you know the meaning of 'habitat'?* (Support and extend discussion.) *Describe two habitats mentioned in the text.*
- p. 12: Say, *Dr Gustavo Londoño takes pictures and observes animals. He is a 'scientist'. What else is Dr Londoño doing? Can you describe a scientist's work?*
- p. 18: Say, *Can you think of a symbol for poison? The text says 'poison' keeps animals safe, but can make an animal die. How is this possible?*

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 comparing and contrasting information can give the reader a better understanding of the information. Model for children how to compare and contrast, and ask them 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

- **Key words:** Point out that the words in italics will be defined in the glossary. Sometimes a word in italics will be defined in the text, too. Ask children to stop and discuss these important words when they encounter them.
- **Making connections:** *People are animals, and we have adapted, too. We share some of our adaptations with other animals. For example, what adaptation do elephants and humans have in common? Why do we share this adaptation?*

Compare and Contrast

Model the strategy using p. 6. *Comparing and contrasting means showing how two things are similar and how they are different. Clue words, such as ‘similar’, ‘different from’ or ‘on the other hand’, help me know that an author is comparing and contrasting. For example, the text uses ‘some have...’ to introduce a few animals that share an adaptation; the words ‘others act...’ introduce animals that share a different adaptation.*

Practise the strategy and ask children to record their responses in their learner’s notebooks:

- p. 4: *Two snakes are described as similar. Which similarity is an adaptation? Why is it important to know how these snakes are similar and how they are different?*
- p. 8: *Places that have lots of food and water are easy to live in. How does the author contrast them with the desert and Arctic regions? Answer in your learner’s notebook.*
- p. 11: *Predators hunt animals, and prey are hunted. Yet they can share similar characteristics. What do eagles and rabbits have in common? Which one is the predator, and which is the prey? Compare and contrast their adaptations in your learner’s notebook.*
- p. 12: *While many baby birds are attacked in their nests, the cinereous mourner chick is left alone. What is different about these birds? Visualise how they are different. What words helped you? Chart the words in your learner’s notebook.*
- p. 14: *How does the author compare and contrast hummingbirds? What does the comparison tell about how hummingbirds adapt?*
- p. 16: *After reading about how camouflage helps animals hide, describe two animals from the text that use different types of camouflage. Name two other types of camouflage.*
- p. 17: *How do animals get tricked by the markings on the elephant hawk moth caterpillar? What are some other animals that use disguises to look like something else?*
- Ask children to turn to a partner and summarise what they know about adaptations so far. Ask them to discuss which text helped support their ideas.

Vocabulary strategy: Synonyms and antonyms

Identify and discuss interesting or challenging vocabulary in the text. Talk about how authors sometimes use synonyms (words that mean the same thing) or antonyms (words that mean the opposite) to help explain definitions. Encourage children to look for these, as well as using a glossary or a dictionary to find the meanings of unknown words. Ask questions that encourage children to explore word meanings further.

- Say, *The author says adaptations (p. 4) help animals survive. Do adaptations happen quickly, or does it take a long time? What is the opposite, or antonym, of adaptation? What might happen to animals that don’t adapt?*

- Notice how the word ‘behave’ is linked to the word ‘act’ (p. 6). ‘Act’ is used as a synonym, or word that means something similar. What is another meaning of ‘behave’? How is ‘behave’ being used in this context?
- Say, *How is ‘habitat’ described (p. 8)? What do you think animals find in a habitat? Look for clues in the text, such as food or water. What would you add to the definition of ‘habitat’?*
- Reread page 11. What examples of antonyms can you find?
- Ask children to describe what they know about the word ‘poison’ (p. 18). *How can poison help some animals? What is an antonym for poison?*

► English Language Learners

- Provide additional support, showing how to use text features to find more information. Words in italics are key words. They will be defined in the glossary because their meaning is critical to understanding the text. Children can label pictures with other key words to help improve comprehension and to practise vocabulary. Ask children to work with partners to choose key words and add labels to pictures using sticky notes.

► Assessment

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

Animal Adaptations

Level: 27 Non-fiction Word count: 1,354 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.

Extending vocabulary: germs, grasslands, hatch, hibernate, migrate

Learning objectives: review summarising; apply word meaning using context; and apply the writing process: share a narrative

Getting started with predictions

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

Reading the text

Ask children to read the remainder of the text independently, which is 637 words. Explain how rereading text helps them gain meaning. Read along with children. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading or using contextual cues).
- *Making connections:* Think of familiar stories about animals. How do their special qualities help them? Do stories describe the real reasons for adaptations?
- *Clarifying:* Ask children to identify any of the animal names or habitats that are unfamiliar. Clarify these through partner or whole-class discussion. Start a word wall for reference.
- *Visualising:* Visualising involves more than just pictures. Imagine some of the habitats mentioned. Think of the weather conditions, smells and sounds that might be present. Then, visualise how adaptations help the animals that live there.
- *Questioning:* After reading, ask children to identify any questions they still have. Chart their questions. As children find an answer, write it on the chart, including the page number where they found it.
- *Summarising:* Ask children to briefly describe three types of adaptations. Offer the text as reference if they have trouble remembering.
- *Inferring:* Discuss inferences students made based on clues in the text, such as: *Why are the worms on page 29 called zombie worms? Think about the characteristics of a zombie, compared to the characteristics of the worm. What do they have in common?*
- Walk around as children are reading to check their reading fluency.

Discuss extending vocabulary, and focus on terms questioned by children or not supported in the text.

- p. 20: Say, Some animals 'migrate'. What does that mean? (Support or extend discussion.) Find the words in the text that helped you know. Why do they migrate?
- p. 21: Say, Instead of migrating, some animals hibernate. How are these different? Describe what you know about hibernating. (Support or extend discussion.) Which animals hibernate?

- p. 23: Say, The text discusses what happens when the chicks 'hatch'. Imagine a nest, and then describe what happens after the eggs hatch. Can you name any other animals that hatch?
- p. 28: Say, There is no definition in the text for 'grasslands'. Use the clues in the rest of the paragraph to visualise. Then describe what you think grasslands look like.
- p. 29: Are 'germs' good or bad things? Does learning about the zombie worm change your mind? Why or why not?

After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies helps readers to form understandings. Then explain how developing a better understanding of comparing and contrasting will help readers gain a little more insight into the information in the text. Model for children how to compare and contrast, 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

- *Questioning:* Say, What are you still wondering about animals and their adaptations? Use who, what, where, when, why or how to think of at least one question you still have.
- *Use text features:* Say, Text features such as illustrations can clarify meaning and provide details that support the text. For example, what information do you get from the photograph of the alligator snapping a turtle? How does it clarify the text?

Summarising

Model the strategy using p. 20. I can summarise the facts in this text by creating a chart to categorise the information. That will help me describe the most important parts. For example, the first half of the book describes what are adaptations, why, and how animals adapt. I can organise the facts from this text in a Summarising Chart by grouping facts into categories. As I read, I noticed that to survive, some animals adapt their physical features, but others change their behaviours. I can label one column Physical Adaptations, and another column Behavioural Adaptations. Then, as I read, I'll list the facts about animals in one of the columns. For example, the text says some animals migrate. I will list 'migrate' in the behavioural column, as it describes how animals act in order to survive. Some animals use

poison for protection. I'll list 'poison' in the physical column, as it is a physical way that the animal has changed for protection. As I read about different animals, I'll try to list their characteristics in one of the two columns.

Practise the strategy and ask children to record their responses on the PW.

- p. 21: Black bears get through winter by sleeping, or hibernating. Is this a physical adaptation or a behaviour? I think behaviour because hibernate describes the way a bear acts. Write 'hibernate' in the behavioural column on your chart. Can you find another behaviour of bears?
- p. 21: A dormouse also hibernates. I could include examples of animals that hibernate in the behavioural column. The examples support my main idea, physical adaptation versus behavioural adaptation. List black bears and dormice next to hibernate in the behavioural column.
- p. 22: Work with a partner and describe a clever way the cuckoo bird survives. Discuss if this is a physical adaptation or a behavioural adaptation. How did you decide? Add your ideas to the PW, and list cuckoo bird next to your answer as an example.
- p. 24: Some features may work in both columns. For example, the slow loris survives by having a physical adaptation (poison) and a behaviour (spreading the poison on his fur). How does the behaviour help it to survive? Discuss with a partner and add your ideas to the PW.
- pp. 26–27: Two adaptations are described on these pages, but they serve different purposes. One adaptation protects, and the other makes it easier to get food. This is another way to sort or organise information. Group all the adaptations together that are for protection or for eating. Are there other reasons animals have adapted? Look back through the text for evidence or examples.
- p. 30: Animals are still adapting because habitats are still changing. At the bottom of the PW, list two ways that habitats might change, and describe one physical adaptation or one behavioural adaptation that might help an animal in that habitat survive.
- Ask children to discuss with a partner how organising information helps to summarise what you read. What kind of text evidence helped them sort the facts?

Vocabulary strategy: Review words in context

Identify and discuss interesting or challenging vocabulary in the text. Talk about how to use the words around an unknown word to help determine its meaning. This is called using context. Encourage children to use the context as well as a dictionary to find the meanings of unknown words. Ask questions that encourage children to explore word meanings further.

- Discuss the meaning of 'migrate' (p. 20). Ask, *Why do birds migrate in the winter? Find evidence in the text that supports your idea.*
- Read about animals that hibernate (p. 21). Ask children to talk with a partner about the word 'hibernate'. Say, *Name two reasons animals hibernate. Look for evidence in the text to help you answer.* Ask children to discuss and share what they think.
- Say, *A mother cuckoo drops her eggs in other birds' nests. Which word describes how the birds get out of their eggs? After the cuckoo is born, what happens to the other eggs in the nest (p. 23)? What do you think would happen if the other eggs hatched first?*

- Ask, *When you read the word 'grassland' (p. 28), what do you picture? Which colours would you use to describe your picture? The word next to 'grassland' is 'dry'. Does that description change the picture in your mind? Why or why not? What do the gazelles eat? What adaptation helps them to survive in the dry grassland?*
- Say, *We may think of germs as bad things that can make us ill. But the zombie worm needs germs. Which words on page 29 make you think that 'germs' might be helpful?*

► English Language Learners

- Focus on root words, word parts and cognates that can give additional clues as to word meanings. Point out words such as 'regrow' and explain how the prefix 're-' means 'again'. So, 'regrow' means 'grow again'. Highlight words such as 'adapt' and explain how these are variations of the word 'adaptation', but they are used differently in sentences (as verbs, not nouns). Give children cards with common prefixes and suffixes, and cards with root words. Ask them to work with partners to combine the word parts in different ways, and explain to each other what the new words mean. Create word part posters based on the words they create.

► Assessment

- Check the completed PW.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect the PW and keep it in the child's portfolio.
- Complete the Running Record (page 66).
- Record whether children liked the text and their rationale for their opinion.

Name: _____ Date: _____

Summarisation chart

Complete the chart.

- Label one column 'Physical adaptation' and the other 'Behavioural adaptation'.
- Find examples of physical adaptations and list them in the first column. Find examples of behaviours and list those in the second column.
- Include examples of animals that exhibit these characteristics.
- Include the purpose of the characteristic – protection, finding food, etc.
- Use the chart to write a brief summary in your learner's notebooks about physical adaptations and behavioural adaptations that help animals survive.

Physical adaptation	Behavioural adaptation
Poison Ex. Dart frogs Used for: protection, hunting	Hibernation Ex. Black bears Used for: waiting for food

List two ways that habitats might change, and describe one physical adaptation or one behaviour that might help an animal in that habitat survive:

What is the main idea of this text? Use information from your summary chart in your response.

Main teaching focus

Comprehension: Comparing and contrasting ideas within text.

Other teaching focus

Comprehension: Summarising expository text.

Teacher's note

Children identify and sort important facts in order to compare animal characteristics and to summarise the main ideas and key details.

Food Chains

Level: 27

Non-fiction

Word count: 1,388

Text type: informational



Extending vocabulary: carbon dioxide, connected, herds, linked, liquid, plankton, sense

Programme link: *The Ungrateful Tiger* (fiction)

Curriculum links: animals/animal science, biology, plants/plant science

Text summary: Food chains show how living things get their food. Every living thing is linked by what they eat. Food chains start with plants. They are producers. Next in the chain are consumers, or the animals that eat the producers. Food chains exist in every habitat. Learn about rainforest, desert, grassland and ocean food chains. Finally, decomposers are needed in food chains when a plant or animal dies.

Getting started

- Talk about food chains. Ask, *What is a food chain? How does a food chain work?* Ask children to describe any food chains they are familiar with.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or a non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What is a food chain? What do you know about how a food chain works? How are things in a food chain connected?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *How does a food chain show us how living things are connected by food? How would grass, a rabbit and a fox be connected in a food chain? How does energy flow from one living thing to another in a food chain?*

pages 6–7: Ask, *Why do food chains always start with plants? How do plants use energy from the sun? Why do other living things eat plants? How does the sun's energy flow from plants to other living things? Why would there be no life on Earth if there was no sun?*

pages 8–9: Ask, *Why are plants called producers in a food chain? What do plants need to make food? Why are the sun, water from the soil and a gas important for plants to feed?*

pages 10–11: Ask, *How do animals get the energy they need? What do herbivores, or the first animals in a food chain, eat? Why must they eat a lot of stems and leaves? Why do you think plant eaters are safer in herds?*

pages 12–13: Ask, *What are the second group of animals in the food chain? What do meat eaters, or carnivores, eat? How*

might the predators catch their prey? Are there some animals that eat both plants and other animals? Why might herbivores need to eat more often than carnivores? What might it mean if an animal is at the top of the food chain?

pages 14–15: Ask, *Why do you think the first link in most rainforest food chains are trees? How might the leaves on the highest branches help the plants make food? How would a kapok tree's height help it get energy from the sun?*

pages 16–17: Ask, *How might a monkey reach and eat fruit from the kapok tree? What other animal might hide in the leaves of the kapok tree? What does the boa constrictor eat?*
pages 18–19: Ask, *Why do you think many desert food chains begin with a cactus? How does a prickly pear cactus survive in the desert? How might it trap energy from sunlight if it has no leaves? How do you think a cactus collects and keeps water when there is very little rain?*

pages 20–21: Ask, *What animal eats prickly pear cactus plants? How might their good sense of smell help them to find food? Are there predators that want to hunt the javelina? How might the large mountain lion catch the javelina?*

pages 22–23: Ask, *Why do you think grass is the first link in most grassland food chains? How might kangaroo grass in Australia survive long periods without rain?*

pages 24–25: Ask, *What do red kangaroos eat? Where do the kangaroos find food to eat? How might they use their sharp front teeth to help them eat the grass? What can eat kangaroos? How would two or more wedge-tailed eagles catch and eat a big kangaroo?*

pages 26–27: Ask, *Where would you find large groups of tiny living things called plankton? How might plankton make their own food? What would eat the plant plankton? Why is it important for the plankton to float near the top of the water? What would be the next link in the ocean food chain? Why would herring swim along with their mouths open?*

pages 28–29: Ask, *What animal hunts herring? What do seals do when they catch herring? What animal is hunting seals? How do sharks catch seals?*

pages 30–31: Ask, *What happens after an animal in the*

food chain dies? Why might some animals find animals that are already dead? Why are decomposers important? Why is it important for dead animal bodies to be broken down into tiny pieces? How are the tiny pieces an important part in the food chain?

page 32: Ask, What could we use the glossary for? What could we use the index for?

Reading the text

- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *What would happen if there were too many boa constrictors in a rainforest? What if the prickly pear cactus did not have sharp spikes? What if there were no decomposers in food chains?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- **Visualising:** Discuss how good readers visualise images (or paint pictures) in their mind as they read. Read aloud sentences from the text, such as 'Some meat eaters use sharp teeth or claws to catch prey.' Have children describe the image they visualise. Ask, *What were the key words in the sentence that helped you visualise?* Have children complete **PW 18**.
- **Compare and contrast:** Have children recall information about the different food chains in the text such as the rainforest food chain, the desert food chain and the grassland food chain. Have children compare and contrast the three food chains. Ask, *How are the food chains similar? In what ways are they different?* Have children make a chart to record their comparisons.

Phonological awareness:

- Discuss the 'dge' ending in 'wedge'. Discuss the sound these letters make when sounded together. Have children brainstorm and record other words that contain 'dge'.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words.
- Identify 'carbon dioxide' and discuss how it refers to a gas without colour or odour that is made up of carbon and dioxide. Talk about how there is carbon dioxide in the air.
- Discuss 'connected' and how it means that things are joined or linked together.
- Find 'herds' and discuss how it refers to a group of animals that live and feed together. Have children think of herd animals.
- Identify 'linked' and discuss how it refers to two things being

joined together or connected.

- Discuss 'liquid' and how it refers to a substance that flows easily like water and is neither a solid nor a gas. Have children name different liquids.
- Discuss 'plankton' and how it is a mixture of very small plants floating in water. Talk about how plankton are an important food source for many animals that live in water.
- Have children look at the word meanings in the glossary. Encourage them to explain their understanding of these words in the context of the text. Have children complete **PW 19**.

Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Javelina are small and hairy pig-like animals.' Discuss what it might mean if something is described as 'pig-like'. Ask, *What would a javelina look like?*
- Discuss the phrase 'burning hot'. Have children discuss what it would mean if something is 'burning hot'.

Text conventions

- **Text features:** Have children identify the visual text features that the author included in the text, such as photographs, diagrams, captions and charts. Also look at the way the author organised the text and used text features that help readers use and understand the text, such as headings, glossary and index. Ask, *Why do you think the author included these features in the text? How do they help us understand the text?* Have children complete **PW 20**.

Writing

- Have children compose a text explaining what they learned about food chains. Ask, *How does a food chain work? How and why are things in a food chain connected?* Encourage children to give examples of different food chains in their writing.

► English Language Learners

- Have children brainstorm other food chains they know of. Encourage them to draw diagrams to show their understanding of how the food chain works. Have children describe each part of the food chain. Ask, *Is there a plant at the beginning of the food chain? Is there an herbivore or omnivore in the food chain? What position does the carnivore have in the food chain?*

► Assessment

- PWs 18, 19 and 20 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 18 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Visualising

- **You will need:** coloured pencils
- Read the sentences and paint a picture in your mind.
- Underline the key words in the sentences which helped you visualise.
- Draw pictures to show what you visualised.

Some meat eaters use sharp teeth or claws to catch prey.	Leaves take in the sun's energy and plant roots take in water from the soil.	Herbivores eat only leaves, seeds and other plant parts.
Meat eaters don't need to eat as often as plant eaters.	Roots of trees in a rainforest do not need to grow deep in the ground to get the water they need.	When spider monkeys find fruit, they reach for it with their arms and eat it.
The soil in a desert is often sandy and rocky.	The prickly pear cactus uses thick green stems to trap sunlight energy to make food.	Javelina rest when it is hot and come out to eat in the afternoon.

Main teaching focus

Comprehension: Visualising – creating images in their mind that represent ideas in the text.

Other teaching focus

Comprehension: Retelling information in the text.

Teacher's note

Children read each sentence and create a visual image in their mind. Then they underline the key words that helped them create a visual image and draw a picture to show their visualisation.

Name: _____ Date: _____

Word meanings

- Read the word meanings.
- Write the words in the box next to their meaning in the table.

herbivore	producer	decomposer	omnivore	bacteria
carnivore	predator	food chain	rainforest	soil
	energy	gas	talon	

Meaning	Word	Meaning	Word
very small living things that exist all around you and inside you		the transfer of energy from one living thing to the next	
an animal that eats only plants		a long, sharp claw	
a living thing such as a green plant that can make its own food using energy from the sun		something that is not solid or liquid and does not have a definite shape	
the ability to do work, such as moving things or giving heat or light		an animal that hunts other animals for food	
an animal that eats plants and animals		a meat-eating animal	
an animal hunted by another animal for food		a thick forest where rain falls almost every day	
a living thing that eats or breaks down the waste and remains of other living things		the top layer of earth in which plants grow	

Main teaching focus

Word meanings: Understanding word meanings and definitions; using a glossary.

Other teaching focus

Comprehension: Using sentence context to determine word meanings.

Teacher's note




Children match and write the words in the box with their meanings in the table.

Name: _____ Date: _____

Text features

- Write the name of the non-fiction text features using the words in the box.
- Write about why an author would use each text feature.

caption photograph index glossary label

	Name of the text feature	Why would an author use this text feature? How does it help readers use and understand the text?
		
		
		
<p><i>bacteria</i> very small living things that exist all around you and inside you; some bacteria cause disease</p> <p><i>carnivore</i> a meat-eating animal</p>		
<p>bacteria, 31 energy, 4, 6, 7, 8, 10, 11, 13, 14, 15, 19, 26, 30</p> <p>cactuses, 18, 19, 20 grasslands, 22, 23, 24</p> <p>carnivores, 12, 13, 30 herbivores, 10, 11, 13</p> <p>decomposers, 31 oceans, 26, 27, 28, 29</p> <p>deserts, 18, 19, 20, 22</p>		

Main teaching focus

Text features: Identifying and understanding how to use non-fiction text features.

Other teaching focus

Comprehension: Gaining meaning from the text.

Teacher's note

Children write the name for each text feature using the words in the box. Then they write about why the author used this text feature and how it helps them use and understand the text.

Pepper's Travels with Marco Polo

Level 28 Fiction Word count: 1,809 Text type: historical fiction



Extending vocabulary: caravan, empire, fortune, horizon, messenger, midday, million, shallow, shivering, squash, trader

Programme links: *Pepper's Travels with Marco Polo* E-Book
Along the Silk Road (NF)

Curriculum link: social studies, world history, exploration and discovery

Story summary: A young boy, Pepper, meets Marco Polo while travelling along the Silk Road in Asia. Over the years they share many adventures together, escaping from a wild elephant, trying to find their stolen camels and hiding from pirates.

Getting started

- Have children share what they know about Marco Polo. Ask, *Who was Marco Polo? What is he known for?* Discuss that Marco Polo was a famous explorer. Have children imagine what Marco Polo would have been like as a child.

Predicting

- Introduce the text. Give each child a copy of the book, and discuss the title, cover illustrations and back cover copy. Ask children to predict what the text will be about. Ask, *What adventures might Pepper and Marco Polo have?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about Marco Polo? What do you know about Asia?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *Have you ever gone on a trip? What type of adventures have you had? Have you read any books about Marco Polo?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text, and encourage children to predict and form understandings.

pages 4–5: Ask, *How do you think Pepper feels travelling along the Silk Road with his father?*

pages 6–7: Ask, *Who does Pepper meet while waiting near the river? Why do they decide to travel across the large desert together?*

pages 8–9: Ask, *What large creatures are running towards them? How do the floating lanterns help them find their way?*

pages 10–11: Ask, *What are the strange animals that Pepper sees? What are they loading onto the backs of those animals?*

pages 12–13: Ask, *Why do Marco and Pepper split up to find the loose camels? How do the bells around the camels' necks help Pepper find them in the sandstorm?*

pages 14–15: Ask, *What do they see when they arrive at Kublai Khan's palace? What causes the earth to shake while Pepper and Marco are hiking?*

pages 16–17: Ask, *Why does the elephant stop? Why does Pepper climb on the elephant's back?*

pages 18–19: Ask, *What makes the splashing sound in the water? What does Marco think when Pepper catches more fish than him?*

pages 20–21: Ask, *How have Pepper and Marco changed over the*

years? How does Marco get knocked to the ground?

pages 22–23: Ask, *What does Pepper trade at the market? What will Pepper's father think of the items that Pepper traded?*

pages 24–25: Ask, *Why do the Polos decide to travel home with Pepper and his father? What do you think the smaller boats on the side of the boat are for?*

pages 26–27: Ask, *How could the smaller boats be used if pirates come aboard the boat? What does Pepper see on the horizon?*

pages 28–29: Ask, *Where do they hide from the pirates? Do you think they were lucky to make it safely home?*

pages 30–31: Ask, *Why isn't it safe for Marco and his father to leave the island where Pepper lives? When can they head home?*

page 32: Ask, *What does Marco go on to do in the future? Do you think Marco and Pepper ever forgot their time together?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text will be about.
- Have children read the text independently (chapter, page or paragraph). Tell them that sometimes it is necessary to reread several times to gain meaning.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children, and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image do you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- **Inferring:** Encourage children to discuss inferences they made based on clues in the text. Have children answer inferential questions such as: *Why do you think Pepper and Marco became such good friends? What do you think Marco and his father did while they were waiting for the storms to pass so they could leave Pepper's island and head home?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. 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 understanding. Choose from the following activities.

Comprehension

- *Visualising*: Discuss with children how readers visualise as they read. Read passages of text with the children and discuss what they visualise. Talk about how readers can visualise pictures, smells and sounds. Ask, *What picture have you painted in your mind? What sounds do you imagine? What smells do you imagine?* Have children complete **PW 21**.
- *Summarising*: Talk about Pepper and Marco's adventures in the text. Ask, *What adventures did they have? What did Pepper and Marco do in the story?* As a group, make a list of their adventures in the story. Encourage children to summarise each of their adventures by retelling the main events in their own words. Have children complete **PW 22**.
- *Inferring*: Ask children to retell the characters' actions. Flip through the text and have children infer how the characters felt at different stages. On the board, write sentences that outline different events, and have children explain how each of the characters felt in that situation.

Phonological awareness

- Discuss the number of syllables in words in the text. Find 'messengers' and have children clap and count the number of syllables. Explain that it has three syllables. Have children identify words from the text that have one, two or three syllables.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using context clues and a dictionary to find the meanings of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings:
- Define 'caravan' as a group of people, especially traders, travelling together across a desert. Discuss how members of a caravan often use the same form of transportation, such as camels.
- Identify 'empire', and define it as nations or people that are ruled by a single monarch or emperor. Discuss how an empire is similar to a kingdom.
- Find 'fortune', and explain that it means a large amount of money or riches. Tell children that having a great fortune would mean you're very wealthy.
- Discuss the word 'horizon'. Mention that it refers to the line where the earth's surface and sky appear to meet. Have children find the horizon.
- Locate the word 'messenger', and define it as someone who carries a message or does an errand.
- Find the word 'midday', and note that it refers to the time at the middle of the day. Explain that noon is midday.
- Locate the word 'million', and tell children that it refers to the number 1,000,000.
- Discuss the word 'shallow', and explain that it means something that is not very deep.

- Find the word 'shivering', and describe it as shaking or trembling uncontrollably like when a person is cold, frightened or excited. Have children share a time when they have shivered.
- Discuss the meaning of the word 'squash'. State that if something is squashed, it has been crushed or squeezed so that it is flattened or bent out of shape.
- Locate the word 'trader', and define it as someone who buys and sells goods, hoping to make a profit.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. State that sometimes readers need to understand the meanings of individual words and then connect them with other words/phrases.
- Talk about the sentence 'The fish seemed to be flying onto my hook, one right after the other.' Ask, *What did the fish appear to be doing? Were they actually flying onto his hook? What is meant by the phrase 'one right after the other'?*

Text conventions

- *Chapters*: Have children identify the six chapters in the text. Encourage them to talk about the main things that happened in each chapter. Ask, *Why do you think the author organised the text into these chapters?*
- *Paragraphs*: Tell children that paragraphs are sentences that have been grouped together around one main idea. Have children count the paragraphs in each chapter.

Writing

- Have children imagine some other adventures that Pepper and Marco might have had together. Talk about what Pepper might have said in a diary if he had kept a record of his adventures with Marco. Discuss how his diary entries would have explained what happened, how Pepper felt and what he was thinking. Have children complete **PW 23** by writing two diary entries describing possible adventures that Pepper had with Marco.

► English Language Learners

- Have children share what they know about famous explorers, such as Marco Polo. Ask, *What did these explorers do? Where did they explore? Why do you think they went exploring?* Encourage children to imagine what it would be like to be an explorer. Have children research famous explorers online and then make posters to share what they learned.

► Assessment

- PWs 21, 22, 23 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 21 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Visualising

- Read each sentence and visualise what it would look like, sound like and smell like.
- Record your visualisations in the boxes.

	Looks like	Sounds like	Smells like
There were traders from China, Persia and Greece. They had brought ginger, colourful silk and other goods to trade. They were packing their supplies onto the backs of ... animals that had round ears, skinny legs and two large humps on their backs.			
After walking for a while, I heard the bells around the camels' necks ringing. I gathered up a few camels and headed back to the caravan. But all I could see was sand blowing all around.			
On the way home, we stopped in a port city and traded by the sea for a few days. "This was a very successful few days of trading," said my father. He was dragging baskets of spices, gems and cotton cloth.			
The ocean journey to our island was a long and bumpy trip. Many passengers became very ill from the choppy waves.			

Main teaching focus

Comprehension: Visualising while reading – making a mental image of what something looks like, sounds like and smells like.

Other teaching focus

Comprehension: Gaining meaning from text; inferring by using clues in the text.

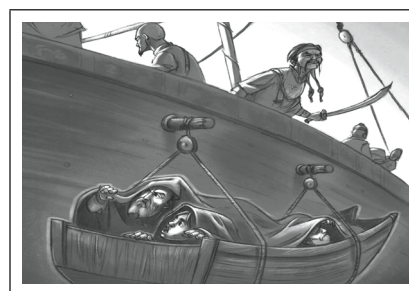
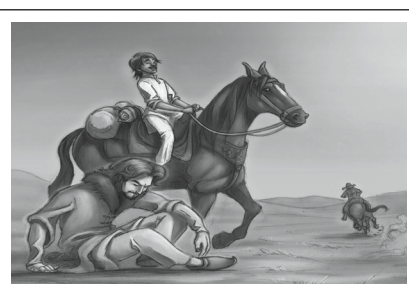
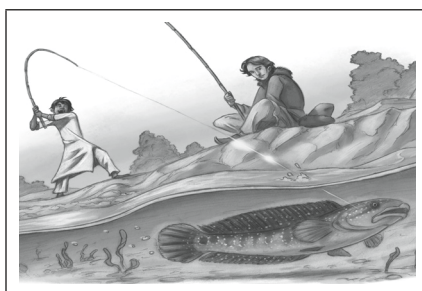
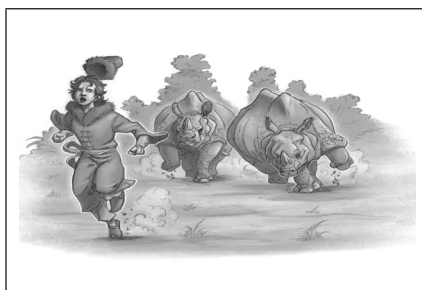
Teacher's note

Children read the sentences from the text and visualise what it would look like, sound like and smell like. They record their visualisations in the boxes.

Name: _____ Date: _____

Summarising

- Look at the pictures of Pepper and Marco's adventures.
- Summarise each adventure by recording the main events in the boxes.



Main teaching focus

Comprehension: Summarising by retelling the main events.

Other teaching focus

Comprehension: Recalling information in a text.

Teacher's note

Children look at the pictures of Pepper and Marco's adventures. They then summarise what happened in each adventure by recording the main events in the boxes.

A Deep-Sea Diving Adventure

Level 28 Fiction Word count: 1,908 Text type: narrative



Extending vocabulary: celebrate, explore, flare, glide, mast, poisonous, porthole, rare, rescue, risk, rotting, shipwreck, sunken, surface

Programme links: *A Deep-Sea Diving Adventure E-Book*
Unusual Deep-Sea Creatures (NF)

Curriculum link: action, adventure, animals, environment, marine life

Story summary: Troy and Kia go on a deep-sea dive with their parents, hoping to find hidden treasure. When they are underwater they see the newly discovered shipwreck. As they are exploring, Troy finds a piece of wood with the letters “EM” on it. They also come across a shark that is trapped in the crack of the ship. Together they free the shark. Later, Troy and Kia receive a letter from the university thanking them for the piece of wood they discovered because it helped scientists work out the name of the sunken ship.

Getting started

- Have children imagine they are going deep-sea diving. Ask, *What equipment would you need if you were going diving? What might you see while you are deep-sea diving?* Discuss how to be safe while deep-sea diving.

Predicting

- Introduce the text. Give each child a copy of the book, and discuss the title, cover illustrations and back cover copy. Ask children to predict what the text will be about. Ask, *Is this a fiction or a non-fiction text? What might happen on their deep-sea diving adventure?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do people do when they are deep-sea diving?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *Have you ever been diving? What things have you seen under water? Have you read any factual texts about diving or life under the ocean?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text, and encourage children to predict and form understandings.

pages 4–5: Ask, *How do Troy and Kia feel about going on the diving trip?*

pages 6–7: Ask, *What does Troy imagine they will find? What safety rules do they need to follow?*

pages 8–9: Ask, *Why do they need to be careful not to damage the ship?*

pages 10–11: Ask, *What do Troy and Kia see on the first part of their dive?*

pages 12–13: Ask, *What do you suppose Troy and Kia are thinking as they head towards the wreck?*

pages 14–15: Ask, *Why is the shipwreck covered in seaweed, rocks and barnacles?*

pages 16–17: Ask, *Is it right for Troy to take the piece of wood? How might they get inside the ship?*

pages 18–19: Ask, *Where is the family exploring? Why do their hearts race when they hear a THUD?*

pages 20–21: Ask, *How do the parents protect Troy and Kia? How do you think the shark pup got trapped?*

pages 22–23: Ask, *What is Mum’s plan to help the shark? Why can’t Mum hold on to the shark?*

pages 24–25: Ask, *Why isn’t it a good idea for Troy to kick the wood around the porthole to free the shark?*

pages 26–27: Ask, *What happens when Kia pets the shark? How do they rescue the shark?*

pages 28–29: Ask, *How do you think it feels to help an animal?*

pages 30–31: Ask, *What does Dad say when Troy shows him the piece of wood he took from the shipwreck? Why do they return the piece of wood to the university?*

page 32: Ask, *How do you think Troy and Kia feel getting a letter from Professor Drew? Why was the piece of wood so important?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text will be about.
- Have children read the text independently (chapter, page or paragraph). Tell them that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they

have read. Ask, *What were the main events?*

- *Inferring*: Encourage children to discuss inferences they made based on clues in the text. Have children answer inferential questions such as: *Why do you think Troy and Kia enjoy deep-sea diving? Why was it dangerous for Troy to go through the porthole?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. 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 understanding. Choose from the following activities:

Comprehension

- *Inferring*: Flip through pages of the text, and have children interpret and explain characters' thoughts. Ask, *What do you think they were thinking? What clues can you use to help interpret their thoughts?* Also encourage children to infer how the characters would have been feeling at different stages of the story. Have children complete **PW 24**.
- *Cause and effect*: Talk about how certain events can influence or cause other things to happen. On a large sheet of paper, write causes from the text, such as 'The shark was just a baby, and it was trapped in a crack in the ship.' Ask, *What did this event cause to happen? How did it influence the characters' actions?* Have children write the effects next to the causes on the piece of paper. Have children complete **PW 25**.
- *Questioning*: Have children discuss questions they asked themselves while reading the text. Provide them with question stems, such as 'who', 'what', 'when', 'where' and 'why', and have them record high-order questions they had while reading.

Phonological awareness

- Discuss the word 'boat' and the sound made by the long vowel digraph 'oa'. Also discuss the sound created by the 'ow' digraph as in 'know' and 'ough' as in 'though'. Discuss how these different groups of letters make the same sound. Have children brainstorm other words that contain these letter patterns.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and a dictionary to find the meanings of unknown words. Ask questions that encourage children to explore and explain the word meanings. Have children complete **PW 26**. Discuss the following word meanings:
- Explain that the word 'explore' means to travel through and look around a place carefully to find out what it is like. Ask children to name places they have explored.
- Define the word 'flare' as a special torch that gives a sudden, brief burst of flame or light. Explain that people use flares to signal to others that they need help.
- Discuss the word 'glide', which means to move along smoothly. Brainstorm things that glide, such as birds or ice-skaters.
- Define the word 'mast' as a tall pole that holds up a ship's sails.
- Describe 'poisonous' as something that causes illness or death if taken into the body. Have children think of poisonous things.
- Find the word 'porthole'. Explain that portholes are small windows located on the outside of a ship.
- Define the word 'rare' as something not seen or found very often. Provide children with examples of things that are rare.

- Define 'rescue', which means to save someone or something from a dangerous or difficult situation.
- Discuss the meaning of 'risk'. Explain that if there is a risk, there is a danger that something bad or dangerous might happen.
- Define the word 'rotting' as decomposing or decaying. Explain that when something is rotting it is going bad and soft, and sometimes smells nasty. Have children describe rotting fruit.
- Locate the word 'shipwreck'. Explain that a shipwreck is a ship that has been broken up and sunk at sea. Mention that shipwrecks are often caused by storms or a boat hitting a rock.
- Describe 'sunken' as something that's under water. Ask, *What items can you think of that are sunken or under water?*
- Define the word 'surface' as the top or outside of something, not the middle. Ask, *Where is the surface of the ocean?*

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meanings of individual words and then connect them with other words/phrases.
- Locate the sentence 'Troy and Kia's hearts raced.' Discuss what is meant by the phrase 'hearts raced'. Explain that it means their hearts were beating very fast because they were excited.
- Find the sentence 'Besides the quick flash of a fin or fish swimming by, it was too dark to see anything.' Explain that the sentence means it was really dark. Talk about the phrase 'quick flash of a fin'. Discuss what a 'quick flash' would be like.

Text conventions

- *Quotation marks*: Discuss quotation marks. Explain that the text between quotation marks is what a character is saying. Have children identify quotation marks in the text.
- *Contents page*: Have children locate the contents page in the text. Ask, *What is the contents page used for?* Discuss how readers use the contents page to find out about the chapters in the text and which page they are on.

Writing

- Have children recall the events of the book. Encourage them to share their favourite part of the story. Ask, *Which part of the story did you enjoy most?* Ask children to explain what the characters were doing and how they were feeling during their favourite part of the story. Have children write a summary of their favourite part of the book.

► English Language Learners

- Discuss what you might see if you were deep-sea diving. Ask, *What animals might you see in the ocean? What would the environment look like?* As a group, brainstorm and make a list of things that you would find under the sea. Then have children draw a picture of the deep ocean environment. Encourage them to label the different items in their drawing.

► Assessment

- PWs 24, 25, 26 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 24 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Inferring characters' thoughts

- Write what the characters might have been thinking at different parts of the story.

The worksheet contains four panels, each with an illustration and a thought bubble:

- Panel 1:** An illustration of a boat with several people on board, moving across the water. A large thought bubble is positioned above the boat.
- Panel 2:** An illustration of two divers underwater, surrounded by coral and fish. A large thought bubble is positioned above them.
- Panel 3:** An illustration of a diver on the seabed, with a helmet lying on the ground nearby. A large thought bubble is positioned above the diver.
- Panel 4:** An illustration of a group of divers underwater, near a large, dark structure. A large thought bubble is positioned above them.

Main teaching focus

Comprehension: Interpreting characters' thoughts.

Other teaching focus

Comprehension: Using prior knowledge and events from the text to gain meaning.

Teacher's note

Children infer what characters were thinking at different parts of the story and write those thoughts in the thought bubbles.

Name: _____ Date: _____

Cause and effect

- Read the causes and effects from the text.
- If the cause is given, write the effect.
- If the effect is given, write the cause.

Cause	Effect
The captain turned off the engine.	
Troy went to swim through a porthole.	
	The shipwreck was just discovered.
	Kia was waving her arms at Troy, Mum and Dad.
Dad tried to pull the shark pup.	
	The shark pup stopped wiggling and became calmer.
Troy showed his dad the piece of wood.	
	Troy and Kia received a letter from Professor Drew.

Main teaching focus

Comprehension: Cause and effect; inferring.

Other teaching focus

Comprehension: Recalling events from the text.


Teacher's note


Children read the causes and effects from the story. If a cause is given, then they write the effect it had. If an effect is given, children write the cause of it.


Name: _____ Date: _____

Understanding vocabulary

- Read the words in the middle of the boxes.
- Write synonyms and antonyms for the words. Draw pictures to show the meanings. Write a sentence using each word.

Synonyms	Antonyms
 <p style="text-align: center;">fear</p>	
Sentence	Picture

Synonyms	Antonyms
 <p style="text-align: center;">dangerous</p>	
Sentence	Picture

Synonyms	Antonyms
 <p style="text-align: center;">discover</p>	
Sentence	Picture

Main teaching focus

Vocabulary: Extending vocabulary – understanding word meanings and definitions.

Other teaching focus

Vocabulary: Synonyms and antonyms.

Teacher's note

Children write synonyms and antonyms for the words given. They also draw pictures to show the meanings of the words and use the words in sentences.

Mai's Lesson

Level: 28 Fiction Word count: 2,360 Text type: Historical 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.

Extending vocabulary: ancestor, ashamed, bear, honour, perform, vanished

Programme link: *Mai's Lesson* E-book

Curriculum links: ancient civilisations, Asia, bullying, historical, me/family

Text summary: Mai is excited to begin her music lessons so that she can become famous throughout China. When Mai loses her mother's special jade flute, she is certain that her gift of music is lost as well. Will Mai find the jade flute, or will she find something even more special?

Learning objectives: identify plot development, use illustrations, determine word meaning using synonyms and antonyms, apply the writing process: revising a narrative text

Getting started with predictions

- Ask children if they have ever tried to learn something new. Was it frustrating? Explain that some people believe they are born with special talent, while others believe that hard work is the key to success. Ask children to discuss an example of when hard work paid off for them.
- Give each child a copy of the book and discuss the title, cover illustrations and back cover copy. Ask children to predict what type of text this is and how they know (e.g., fiction vs non-fiction; realistic fiction vs fantasy). Explain that this book is historical fiction, which is a made-up story that is set in a real time and place in the past. Focus on the word 'lesson'. What do they predict they'll be reading about?

Reading the text

Ask children to read the text independently to p. 17, which is 1,126 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Tell children as they read to think about a talent or skill they have. Was it hard to learn? Why is practice so important?
- *Clarifying:* Descriptive language helps the reader clarify important details. Point out, for example, that the author describes two different types of flutes: made of bamboo or made of jade. Ask, *Why was this clarification important?*
- *Visualising:* Ask children to imagine what it would feel like to live in an Emperor's palace and to practise the flute all day. Encourage them to use illustrations and details from the text to sharpen their mental pictures.
- *Questioning:* Encourage children to stop after each chapter and share one question with a partner. What did they want to know more about? Point to text that helps answer their questions.

- *Summarising:* Ask children to summarise the most important parts of the story by listing the sequence of events, using words such as 'first', 'next' and 'finally'.
- *Inferring:* Encourage children to discuss inferences they made based on clues in the text, such as: *What was Mai feeling when her cheeks burned red? Why do you think she felt that way?*
- Walk around as children are reading to check their reading fluency.

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

- p. 4: Say, *Why was the flute so important to Mai? Why can't she 'bear' to part with it? Describe how 'bear' is used as a verb.*
- p. 5: Ask, *Can you define 'ancestor'? (Support and extend discussion.) Look at the word 'ancient'. What do these two words have in common?*
- p. 6: Say, *Describe what it means to 'perform', based on the context of the story.*
- p. 7: Say, *Define 'honour'. (Support and extend discussion.) What does the Empress mean when she says Mai will bring honour to the family?*
- p. 13: Say, *What are the clue words that describe how Mai is feeling? (Support and extend discussion.) Based on how she feels, define 'ashamed' in your own words.*
- p. 16: Ask, *Which words in the paragraph are synonyms for 'vanished'? (Support and extend discussion.) Can you think of an antonym for 'vanished'?*

After reading

Focus on developing reading strategies that support students 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 plot development will allow readers to gain a little more insight into the plot. As children are introduced to this subject, model for them how to identify plot elements such as characters, settings, climax and resolution. Then, ask children to work independently through the remaining questions.

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

Comprehension

- *Summarise:* Say, *One way to summarise is to create a sequence of events to keep track of what happens first, in the middle and at the end. Use a story board like a comic strip to highlight the main events of each chapter.*
- *Making connections:* Explain how using relatable emotions helps the reader connect with the character, even if the setting and time period are not familiar. Say, *Notice how deeply Mai's emotions are described, so we can feel what she is feeling.*

Identifying plot elements

Model the strategy using p. 4. Say, *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed looking at main ideas and author's purpose and today we'll talk about the way a story's plot develops. A story usually starts by introducing the characters, describing the setting and explaining a problem to be solved, or a goal to be reached. Events lead up to a turning point in the plot. Then, the story ends with a solution to the problem or goal. On page 4, the text introduces us to the main character, Mai; describes where she lives, at the Emperor's palace; and explains her goal—to be famous for her flute playing. I can write information on my PW about the different plot elements as I read and continue to learn about these characters. Let's identify some more elements.*

- p. 6: *On this page, we learn that Mai's father was the Emperor's cousin, Mai's brother, Hung, also lives in the palace, and that the Empress cares for Mai and Hung now that their parents are gone. I also see why the title of the chapter is The Jade Flute, because the flute is so important to Mai, having belonged to her late mother. I will add that information in the column about Mai on my PW.*

Practise the strategy and ask children to record some of their thoughts on their PW.

- p. 10: *Mai is excited to join the flute lesson, but then something happens that changes how she feels. What problem does this introduce? How does Hung try to help his sister?*
- pp. 10–11: *What is the setting on this spread? How is it described? List some of the key descriptions on the PW. How many students are there, and how are they different from Mai? Is the group welcoming to her?*
- p. 12: *What event during the lesson made Mai so nervous? How does Master Sheng respond? What happens next?*
- p. 14: *Look at the title of this chapter. What plot events do you predict will happen in this chapter? Where was Mai hiding? What event makes her feel even worse once Hung finds her?*
- *Think back to the title of this story: Mai's Lesson. What lesson do you think she needs to learn? Make a prediction about what you think the turning point of this story will be.*
- After practising identifying plot development, ask children to turn to a partner and discuss what they've learned. Get them to discuss how identifying these elements can help you understand a story better.

Vocabulary strategy: Determine word meaning using synonyms and antonyms

Identify and discuss interesting or challenging vocabulary in the text. Say, *I can work out word meanings by looking for examples of synonyms or antonyms around the word. For example, on page 4, the phrase 'in her family for many years' helps me understand the word 'ancestor'.* Encourage children to look for words that serve as synonyms or antonyms for words that may be unfamiliar. Use a dictionary as needed. Ask questions that encourage children to further explore word meanings.

- Ask children, *On page 6, Why does Mai call the Empress a 'grand lady'? Why is it awkward for her to use the term 'auntie'? What is the difference between these two terms, and what does it say about the relationship she has with the Empress?*
- Point out the words 'honour' (p. 7) and 'ashamed' (p. 13). Ask, *Are 'honour' and 'shame' synonyms or antonyms? What about 'honoured' and 'ashamed'?*
- *Hung's job is 'special' (p. 8). How does this synonymous term help you understand why it is an 'honour' to care for the panda?*
- Ask, *Are 'faded' and 'sparkle' synonyms or antonyms (p. 10)? How do these two terms show how Mai is feeling?*
- Ask, *Which word explains why Hung speaks to Mai 'calmly' (p. 16)? Is it a synonym or antonym?*
- Ask children to find other examples of words or phrases that are synonyms, and some that are antonyms. *How do these similar or opposite expressions help your understanding of the situation, or of how Mai feels?*

► English Language Learners

- Provide additional support for possessive nouns. Explain how adding an apostrophe plus an 's' stands for 'belongs to ____'. Ask children to work with partners to write out a list of characters, and then a list of the items described in the text, such as the flute, the panda or the small mats. Ask them to use sentence frames to state, "The ____ belongs to _____. It is _____'s _____."

► Assessment

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

Mai's Lesson

Level: 28 Fiction Word count: 2,360 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.

Extending vocabulary: beam, confused, familiar, firmly

Learning objectives: analyse characters, determine word meaning using synonyms and antonyms, apply the writing process: editing a narrative text

Getting started with predictions

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

Reading the text

Ask children to read the remainder of the text independently, which is 1,234 words. Explain how rereading a text helps them gain meaning. Read along with children. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading or using contextual cues).
- *Making connections:* Encourage children to connect text-to-self by asking them to recall a time they had to work hard to achieve something. Did the hard work pay off?
- *Clarifying:* Ask children to clarify the relationships in the text. How is Mai related to the Empress?
- *Visualising:* Explain to children that sometimes visualising includes imagining the sounds in a scene. Ask them to imagine how the music sounds: Is it fast or slow? Loud or soft?
- *Questioning:* As you read, jot down any questions you have about the plot or the characters. See if you can find answers to your questions.
- *Summarising:* Ask children to retell the lesson that Mai learns through the story. Ask, *Does she learn more than one lesson? What is the most important thing she learns?*
- *Inferencing:* After reading, ask children questions that require making inferences, such as: *Why does Hung remind Mai that 'no one ever reached the top of a mountain by wishing'? What is he trying to tell her?*
- Walk around as children are reading to check their reading fluency.

Discuss extending vocabulary, and focus on terms questioned by children or not supported in the text.

- p. 17: Say, *Describe 'firmly'.* (Support or extend discussion.) *Use the context to help you explain how her brother knocked on the door.*
- p. 18: Say, *Explain why Mai was 'confused'.* (Support or extend discussion.) *What had she expected to happen?*
- p. 18: Ask, *What clue helps you understand the word 'familiar'?*
- p. 30: Ask, *How did the Emperor feel when he 'beamed' at Mai?* (Support or extend discussion.) *How do you know?*

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 analysing characters helps readers better understand a character's motives. As children are introduced to this subject, model for them analysing a character and relating your thoughts to your overall understanding of the text. Then, ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Making connections:* Invite children to describe how Mai's situation is similar to one from their own lives. Ask, *What sort of character does it take to overcome a challenge?*
- *Inferencing:* Encourage children to use clues from the text along with their own experiences to make inferences about characters. Say, *For example, when Mai pulls the blanket over her head, I infer that she doesn't want to get out of bed. The text says she had a bad dream, and I know what it feels like to want to avoid facing the day.*

Analysing characters

Model the strategy using p. 17. Say, *We analyse the characters to see how they change and to work out what kind of lesson they might learn in the story. It's also important to see how other characters influence the main characters. Look at the actions and thoughts of the characters, and examine how they interact with each other to get a better sense of who they are. When she dreams, Mai relives the shame she felt in the lesson, and is ready to give up. Her actions include pulling the blanket over her head, and her words are, "I'm not going". I can infer that she feels unhappy and wants to give up. Let's analyse some more.*

- p. 17: *Mai's brother wakes her and gives her advice that their mother used to give. Hung is taking care of her like her mother would have, and is encouraging her to be strong and keep working. I can make a chart in my learner's notebook and record some of my ideas about the characters, based on how they behave. I already think Hung is a good big brother who cares for his sister, based on his supportive behaviour.*

Practise the strategy and ask children to record their thoughts in their learner's notebook.

- pp. 18–19: *When Mai starts to play, it is not as good as she hoped. What happens to Mai's confidence? Which words and actions help you know?*
- p. 19: *Which comment confirms Ji's attitude about Mai? What kind of classmate is Ji? What other evidence can you find that shows how Ji feels about Mai?*
- p. 23: *What is Mai's relationship with Master Sheng? Why does Master Sheng take time to walk with Mai? What kind of teacher is Master Sheng? What words and actions help you know?*
- *What is the turning point for Mai? How do you know her attitude has changed? What does she do to prove it?*
- p. 25: *Mai asks Master Sheng to speak to the Emperor about changing his request. What has Mai learned? How has her attitude about her own talent changed?*
- pp. 26–27: *When the Empress brings her the flute, Mai finally feels right calling her 'auntie'. How has their relationship changed? What happened to cause the change in their relationship?*
- *Find evidence that shows how the flutes are described as characters in this story. How has Mai's attitude about the jade flute changed? Why did Master Sheng smile when he saw her holding the flute?*
- Encourage children to discuss their ideas with a partner, and to compare their character analyses, using evidence from the text.

Vocabulary strategy: Identify synonyms and antonyms

Identify and discuss interesting or challenging vocabulary in the text. Talk about how synonyms, or words with similar meanings, often appear next to unknown words to give clues about their meaning. Antonyms, which are words with opposite meanings, also help by reflecting what a word *doesn't* mean. Help children to identify phrases that represent similar or opposite meanings, too. Ask questions that encourage children to explore word meanings further.

- Discuss how 'wishing' is an antonym to the idea of 'climbing' (p. 17). Use context to explain how they represent opposite perspectives.
- The tune Master Sheng plays is 'familiar' (p. 18). What kind of sound comes from the flute? Which clues help you identify the antonym in the text?
- Ask, *What images are described in opposite ways on page 18? Which bird makes a better sound? How is that bird described?*
- Ask, *What is the antonym on page 20 that shows that Ling Ling knows how to 'comfort' Mai?*

- Say, *Find the synonyms and antonyms to 'hard work' that help explain the lesson Master Sheng is trying to teach Mai (p. 23). How does Mai show that she understands?*
- Say, *Which words show that Mai worked hard (p. 27)?*
- Challenge children to find the synonyms on pp. 30–31 that relate to birds, and also to the music. Ask, *Why did the author want to compare the sound of the music to the actions of birds?*

► **English Language Learners**

- Focus attention on the power of figurative language. This text uses idioms, metaphors and similes. Explicitly link the figurative language to the idea the author is trying to convey by using an analogy map. Ask children to write the metaphor on one side, and then the comparison on the other. Use cloze sentences to support students as they state the analogies.

► **Assessment**

- Check work samples and responses from their learner's notebooks.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Complete the Running Record (page 65).
- Record children's questions and save them for research activities later on.

Name: _____ Date: _____

Identifying plot elements

As you read, fill in the chart with plot elements such as characters, setting and events.

- Write a description of each character's main personality trait in the first column. Use text evidence to support your description. (An example has been done for you.)
- Describe the significance of each setting in the second column. What happened there that makes it important to the story?
- Finish the cause and effect statements in the third column. Find examples from the text to support your ideas.

Characters	Setting	Events
Mai: Mai is sentimental about the jade flute because it belonged to her mother.	The Emperor's palace:	Mai sleeps with the jade flute because....
Hung:	The music class:	When Mai gets to the lesson, two older girls...
Master Sheng:	The garden:	When Mai tries to play the song, ...
Ji:	The palace stables:	Mai runs out of the lesson because...
The Empress:	The pear garden:	After Master Sheng's advice, Mai....

Explain the title of the story, *Mai's Lesson*. Use information about the characters, the setting and the events in your summary.

Main teaching focus

Comprehension: Identifying plot elements

Other teaching focus

Comprehension: Analysing characters

Teacher's note

Teachers will model the strategy by returning to the text to find evidence that clarifies the characters, setting and events.

The Perfect Fundraiser



Level: 28

Fiction

Word count: 2,138

Text type: realistic fiction

Extending vocabulary: antique, donated, fortune, fountain pen, manufacturer, photographic, recognise, recording studio, valuable

Programme link: *How Did this Pizza Get on My Plate?* (non-fiction)

Curriculum links: community, friendship

Story summary: Raj, Mia, Ari and Jez want to raise money for a school recording studio. They collect donated items to sell. When they come across a valuable fountain pen, they know they need to track down the owner. Their search leads them to two antique shops and a fabric shop. Thanks to the fabric shop owner's photographic memory, the kids are able to find the pen's owner and are given a donation to their perfect fundraiser.

Getting started

- Talk about fundraisers. Ask, *What is a fundraiser? Why might someone hold a fundraiser?* Have children brainstorm different fundraisers or ways of raising money for a cause.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustrations. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or a non-fiction text?* Discuss how the title and cover illustrations help us make predictions.
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think Raj, Jez, Ari and Mia are looking at old items? How might a fundraiser help them get a school recording studio?*

pages 6–7: Ask, *Why do you think people have donated things for them to sell at the fundraiser? Do you think it's easy to price all the items for the sale? Why would it be difficult to decide how much to charge a friend for an item?*

pages 8–9: Ask, *Do you think half price is a fair price for the headphones? Why would Ari need help with fabric bags?*

pages 10–11: Ask, *Why are they sorting the bags into a junk stack and a stack they planned to sell? Why might the pink and blue swirled bag make a thudding sound as it fell? Why do you think they are surprised to find the pen?*

pages 12–13: Ask, *Why do you think the children don't know what a fountain pen is or how it works? Why would Mia rub the pen's barrel against her teeth? Why would the others be shocked at this?*

pages 14–15: Ask, *What's Mia trying to find out when she rubs the pen against her teeth? Why do you think they decide to find the owner of the pen rather than sell it for money? How*

could they find out who the owner is? Why would they go to an antique shop?

pages 16–17: Ask, *Why would Harry tell the children that the pen is worthless? Why would he offer to take it off their hands to help out? Should the children give it to him?*

pages 18–19: Ask, *Why do you think Mia decided that they should leave with the pen? How could she tell Harry was lying? Where else could they go for help?*

pages 20–21: Ask, *Why does Mimi seem to be more helpful? How can she tell that the pen is worth a small fortune?*

pages 22–23: Ask, *Why might they think that the pen's owner must live around here? What could they find out by going to the fabric shop?*

pages 24–25: Ask, *What are the children hoping to find out at the fabric shop? Do you think Ms Pallas can remember who bought the pink and blue swirled fabric?*

pages 26–27: Ask, *How does Ms Pallas' photographic memory help them with their investigation? Why might it be important for them to find the owner of the fabric bag?*

pages 28–29: Ask, *Why do you think Dalia is surprised to see the gold pen with a pearl band? Why might the pen be special to her?*

pages 30–31: Ask, *Why do you think Dalia wants to draw a cartoon of the children? What do you think she might give to the children as a reward for returning her pen?*

page 32: Ask, *How do you think the children feel now that they have raised enough money for the school recording studio? Why would they think the school fundraiser is perfect?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using

contextual cues and knowledge of content).

- Encourage children to use sources of information to fully comprehend the – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- *Clarifying*: Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- *Visualising*: Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Questioning*: After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why did they decide to find the owner of the pen? How can you tell the children are having fun while they organise things for the fundraiser? Do you think they would have solved the mystery if Ms Pallas didn't have a photographic memory? Why/why not?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- *Summarising*: Have children retell the story in their own words. Discuss the importance of recalling the main events in each chapter when summarising a text. Ensure children also identify the complication, series of events and resolution. Ask, *What were the main events in each chapter? What was the problem in the story? How was the problem solved? What happened at the end of the story?* Have children complete **PW 28**.
- *Inferring*: Have children talk about the characters and their actions. Ask, *What were the characters doing in the story? What were they trying to achieve?* Have children reread passages of text and then use the text information (or clues) to infer what the characters were thinking at that point in the story. Ask, *What can you infer? What might the characters be thinking? What clues in the text helped you make that inference?* Have children complete **PW 29**.

Phonological awareness

- Find 'neighbourhood' and discuss the 'eigh' spelling pattern in the word. Model the sound these letters make when sounded together. As a group, brainstorm and record other words that contain 'eigh', such as 'weigh', 'eight' and 'freight'.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words.
- Identify 'antique' and discuss how it refers to an object that was made many years in the past.
- Talk about 'donated'. Discuss how it means something is given

to help someone or a charity. Ask, *Have you ever donated anything?*

- Talk about 'fountain pen' and how it refers to a pen that holds a small amount of ink, which is drawn to the pen's point. Discuss how fountain pens were regularly used many years ago.
- Identify 'manufacturer' and talk about how it refers to the company or person that makes something, usually in a factory and using machines.
- Talk about 'photographic' and how it means that something resembles a photograph in realistic and accurate detail.
- Talk about 'recording studio' and discuss how it refers to a special room for sound recording, mixing and producing instrumental and vocal music. Discuss how bands can record their songs in a recording studio.
- Talk about 'valuable'. Discuss how if something is valuable it means it is worth a lot of money or is very expensive.

Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'see time fly'. Discuss what it means if 'time flies' and then talk about how Ari was making a joke by throwing the clock in the air.
- Discuss the phrase 'one-by-one'. Talk about how it means that things are done one at a time.

Text conventions

- *Quotation marks*: Discuss quotation marks. Explain that text between quotation marks is what a character is saying. Have children identify quotation marks in the text.
- *Paragraphs*: Have children identify the paragraphs in the story. Discuss how the sentences are grouped together in paragraphs.

Writing

- Have children imagine they were one of the characters in the story. Ask, *What were they trying to find? How did they solve the mystery?* Have them write a diary entry recounting the day's events and explaining how they found the owner of the fountain pen. Have children complete **PW 30**.

► English Language Learners

- Have children pretend their school is having a fundraiser and have them plan a fundraiser event. Ask, *What event could you organise to raise money for the school? What would you need to prepare and organise?* Have children make a poster to show how they would run the fundraiser event.

► Assessment

- PWs 28, 29 and 30 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 28 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Chapter summaries

- Summarise the text by writing the main events in each chapter.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Main teaching focus

Comprehension: Summarising a text by retelling the main events.

Other teaching focus

Comprehension: Identifying the complication, events, resolution and ending.







Teacher's note

Children summarise the text by recording the main events in each chapter. They need to make sure they also identify the complication, series of events and resolution.

Name: _____ Date: _____

Inferring

- Reread pages of text.
- Find and write clues that help you infer.
- Write the inferences you make.

Pages	Picture	Clues	I infer...
4-5			
12-13			
16-17			
20-21			
22-23			
30-31			

Main teaching focus

Comprehension: Making inferences using text information or clues.

Other teaching focus

Comprehension: Making connections with the text to assist with inferring.

Teacher's note

Children reread pages from the text. They identify and write clues in the text that helped them infer. Then they record two inferences they made while reading that passage.

Name: _____ Date: _____

Dear Diary

- Pretend you are one of the characters in the story.
- Write a diary entry about what you did and how you felt as you searched for and found the owner of the fountain pen.

Dear Diary,

Main teaching focus

Writing: Writing a diary entry from the perspective of a character.

Other teaching focus

Comprehension: Inferring characters' feelings; recalling events from the text.

Teacher's note

Children imagine they are one of the characters in the story. They write a diary entry recounting what happened as they searched for the owner of the fountain pen.

Along the Silk Road

Level 28 Non-fiction Word count: 1,750 Text type: report (information)



Extending vocabulary: cinnamon, collection, emperor, empire, expensive, explorer, kingdom, material, orangutan, popular, religion, traditions

Programme links: *Along the Silk Road* E-Book
Pepper's Travels with Marco Polo (F)

Curriculum link: social studies, world history, exploration

Text summary: Find out about the people who travelled along the Silk Road that stretched from the Mediterranean Sea to eastern China. Learn that the merchants bought and sold goods, such as tea, spices and cloth. Discover what it was like to travel the Silk Road and explore the possible dangers. Also learn about Marco Polo who travelled the Silk Road and met the emperor Kublai Khan.

Getting started

- Have children talk about merchants and traders. Ask, *What do you know about merchants or traders in the past?* Discuss how people used to travel to trade their goods with others. Ask, *Why do you think people had to travel to buy and sell goods? What types of things do you think people bought and sold?* Discuss how they didn't have shops like we have now.

Predicting

- Introduce the text. Give each child a copy of the book, and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *What do you think we'll learn about the Silk Road?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about the Silk Road? What prior knowledge do you have about people who travelled along the Silk Road?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What personal experiences do you have with travelling? Have you ever read any other books about the Silk Road?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text, and encourage children to predict and form understandings.

pages 4–5: Ask, *Where was the Silk Road? What did merchants use the Silk Road for?*

pages 6–7: Ask, *How did the Silk Road get its name? Why was silk so popular? How do silkworms make silk?*

pages 8–9: Ask, *Why did the journey often begin in Venice? How did travellers choose which route to travel?*

pages 10–11: Ask, *Which empire did the Silk Road travel through? How did Genghis Khan make the Silk Road safer?*

pages 12–13: Ask, *Besides silk, what else was traded along the Silk Road? Why did few people travel the entire length of the Silk Road?*

pages 14–15: Ask, *How were ideas about religion, maths, art and science spread? Why did merchants have to learn new languages in order to trade?*

pages 16–17: Ask, *Why could travellers starting in Europe travel by sea or by land? Why was it safer to travel in large groups or caravans?*

pages 18–19: Ask, *Why were special inns built across the desert? What did travellers do at these inns?*

pages 20–21: Ask, *Name some of the dangers of travelling the Silk Road. Why do you suppose robbers targeted some traders and not others?*

pages 22–23: Ask, *Why was a Chinese explorer one of the first people to travel the Silk Road? Why do you think Kublai Khan wanted to know about the lands to the west?*

pages 24–25: Ask, *How did the Polos get to the Middle East? Do you think travelling the Silk Road was safer than travelling by sea?*

pages 26–27: Ask, *How did Marco get sick while travelling? How do you think the Polos felt when they finally reached Kublai Khan's palace?*

pages 28–29: Ask, *What do you think Marco learned while living in China? Why did the Polos travel mostly by sea on their trip home?*

pages 30–31: Ask, *Why did people start to use ships instead of the Silk Road? Why was the Silk Road so important?*

page 32: Ask, *Why do you use a glossary? How is an index used?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text will be about.
- Have children read the text independently (chapter, page or paragraph). Tell them that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter,

page or paragraph), have children ask and answer questions related to the text.

- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to discuss inferences they made based on clues in the text. Also, have them answer inferential questions such as: *Why do you think people started to use boats rather than travelling along the Silk Road? Why were spices sent to Europe, while glass, wool, silver and gold were sent to the East?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. 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. Choose from the following activities:

Comprehension

- **Questioning:** Have children recall facts about the Silk Road – where the Silk Road was, why people travelled it, the dangers of travelling and trading on the Silk Road. Write a multiple-choice question on the board, and discuss strategies for working out the correct answer, such as eliminating incorrect answers or referring to the text. Have children complete **PW 31**.
- **Summarising:** As a group, reread the first paragraph on page 4. Ask, *What is the main idea of this paragraph? What does it teach readers?* Record the main idea on the board. Discuss strategies for identifying the main idea of a paragraph. Have children identify details that support or explain the main idea. Record the supporting details under the main idea. Emphasise the importance of children recapping information in their own words. Have children complete **PW 32**.

Phonological awareness

- Locate the word ‘collection’, and talk about the sound made by the ‘tion’ ending. As a group, make a list of other ‘tion’ words.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using context clues and a dictionary to find the meanings of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings:
- Define ‘cinnamon’ as a brown spice made from the bark of an Asian tree. Discuss how cinnamon is used in cooking.
- Discuss the word ‘collection’, which refers to a group of objects or things. Encourage children to find collections of things around the room.
- Discuss how the word ‘emperor’ refers to the male leader or ruler of an empire. Explain how an emperor is similar to a king.
- Identify the word ‘empire’, and explain that it is a group of countries that are ruled by one person.
- Discuss the word ‘expensive’, which means something costs a lot of money. Ask, *What things are expensive?*
- Define the word ‘explorer’ as someone who explores or looks around new places in different countries. Ask, *If you were an explorer, where would you explore?*
- Discuss the word ‘kingdom’, and explain that it refers to a land that is ruled by a king or queen.
- Identify the word ‘material’ as a type of cloth made by weaving

or knitting together fibres (such as cotton or silk).

- Find ‘orangutan’. Explain to children that an orangutan is a type of ape with brown fur that lives in the rainforests of Asia.
- Discuss the word ‘popular’, which means that something is liked or admired by a lot of people. Ask, *What is the most popular book in our class?*
- Define the word ‘religion’ as someone’s belief in and worship of a god, especially relating to the creation, nature and purpose of the universe.
- Discuss the word ‘tradition’. Tell children that traditions are things people have done in the same way for a very long time. Ask children to think of traditions that their family has.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meanings of individual words and then connect them with other words/phrases.
- Discuss the sentence ‘Under his rule, the Silk Road became safer for travel, and more people started using it.’ Have children refer back to the previous sentence to connect the pronoun ‘he’ with Genghis Khan. Ask, *What happened during Genghis Khan’s rule? Why did more people start using the Silk Road?*
- Talk about the sentence ‘Over time, more and more goods were carried west from China and east from Europe.’ Ask, *When did this start to happen?* Discuss why goods would be carried west from China and east from Europe. Talk about how people would travel both ways along the Silk Road and this could change the direction the goods were travelling.

Text conventions

- **Text emphasis:** Talk about how some words in the text are shown in italics and how the meanings of those words can be found in the glossary on page 32.
- **Diagrams/maps:** Identify the maps in the book, and have children discuss how they provide information. Ask, *How do they help us understand the text?*

Writing

- Discuss how the text provided readers with lots of information about the Silk Road. Ask, *If you were going to write a report about the Silk Road, what information do you think would be important to include?* As a group, discuss how to organise and structure paragraphs for a report based on the information they want to include. Have children write a report about the Silk Road using the template shown in **PW 33**.

► English Language Learners

- Have children discuss what it would be like to be a merchant travelling along the Silk Road. Provide children with a variety of props such as material, boxes, bags, bottles and jars. Encourage children to use the props to help them role-play travelling along the Silk Road and trading with other merchants.

► Assessment

- PWs 31, 32, 33 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 31 could be kept in the child’s portfolio
- Complete Running Record

Name: _____ Date: _____

Multiple choice

- Read each question and the three possible answers.
- Circle the correct answer.

1. What was the Silk Road?

- a) a road made entirely of silk
- b) one long road that connected the Mediterranean Sea to eastern China
- c) a group of trails that stretched from the Mediterranean Sea to eastern China

2. What things did merchants trade along the Silk Road?

- a) silk, paper, tea, ceramic jars
- b) spices, glass, wool, silver, gold
- c) all of the above

3. What were some of the dangers along the Silk Road?

- a) robbers, boiling hot daytime temperatures, illnesses
- b) boiling hot nighttime temperatures, wild lions, robbers
- c) illnesses, not enough water, very cold temperatures during the day

4. What is the Silk Road used for today?

- a) People still travel the Silk Road to trade goods.
- b) The Silk Road doesn't exist anymore.
- c) People travel along the Silk Road to learn about its history.

Main teaching focus

Comprehension: Answering literal and inferential questions about a text.

Other teaching focus

Comprehension: Recalling information about a text; eliminating incorrect information.

Teacher's note

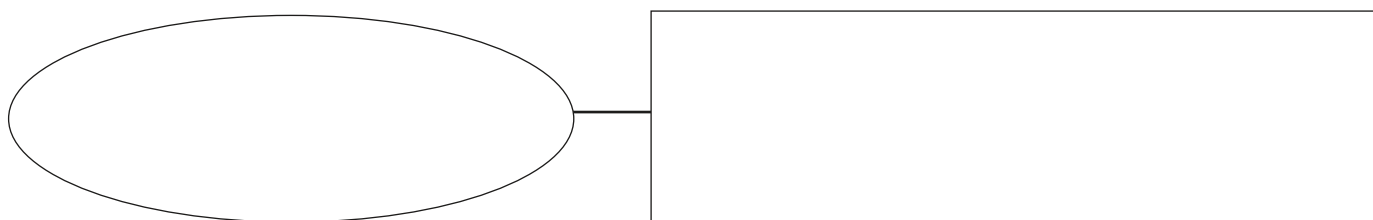
Children read and answer the multiple-choice questions by identifying and circling the correct answer.

Name: _____ Date: _____

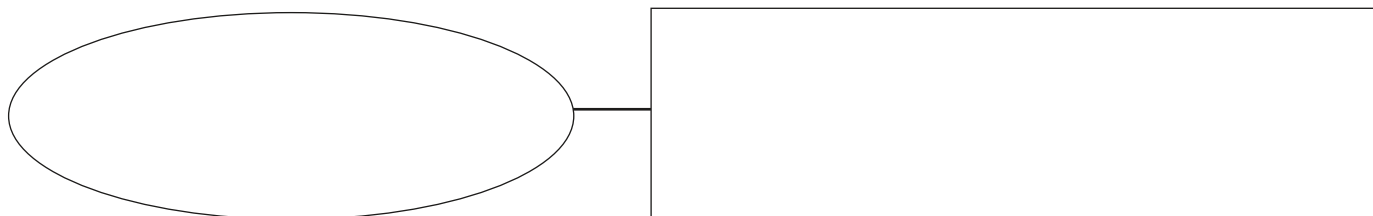
Summarising

- Read each paragraph below.
- Write the main idea of the paragraph in the oval.
- Write the supporting details in the box.

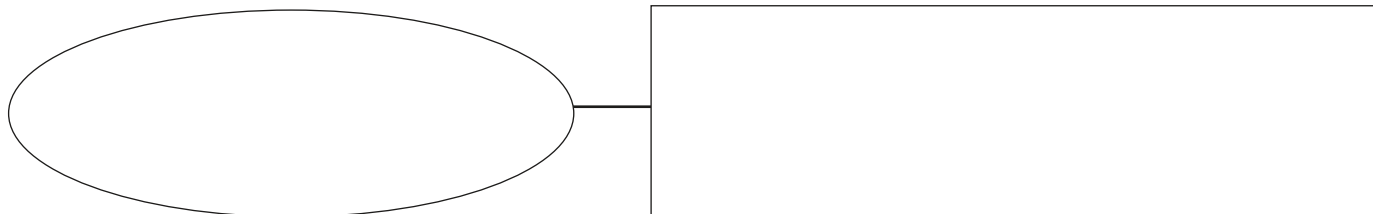
Silk was not the only thing traded along the Silk Road. Over time, more and more goods were carried west from China and east from Europe. Merchants brought paper, tea, and ceramic jars and vases along the Silk Road. Spices such as pepper, cinnamon and nutmeg were also sent to Europe.



Goods weren't the only items traded along the Silk Road. People shared ideas, too. Religions spread along the Silk Road as travellers learned about other faiths and took them back home. New ideas in maths, art and science also spread along the Silk Road.



Travelling along the Silk Road could be very dangerous. Traders carrying expensive goods over land were often robbed. Pirates attacked merchants travelling by sea. In the desert, travellers faced boiling hot temperatures during the daytime. At night, it became very cold.

**Main teaching focus**

Comprehension: Summarising – identifying main idea and supporting details.

Other teaching focus

Comprehension: Recalling information about a text; eliminating unnecessary information.

Teacher's note

Children read each paragraph from the text, and then record the main idea in the oval. Children then record the supporting details from each paragraph in the boxes.

Name: _____ Date: _____

The Silk Road report

- Write an informational report about the Silk Road.
- Write paragraphs about what the Silk Road was, where it was, why people travelled the Silk Road, what people traded, hotels on the Silk Road and the dangers on the Silk Road.

<p>What was the Silk Road?</p>	<p>Where was the Silk Road?</p>
<p>Why did people travel the Silk Road?</p>	<p>Trading on the Silk Road</p>
<p>Hotels on the Silk Road</p>	<p>Dangers on the Silk Road</p>

Main teaching focus

Writing: Writing an informational report; writing paragraphs with supporting details.

Other teaching focus

Comprehension: Recalling information from a text; sorting and classifying information.

Teacher's note

Children write an information report about the Silk Road, including paragraphs on what the Silk Road was, where it was, why people travelled the Silk Road, hotels on the Silk Road, trading on the Silk Road and dangers on the Silk Road.

Unusual Deep-Sea Creatures



Level 28 Non-fiction Word count: 1,600 Text type: report (information)

Extending vocabulary: attract, depth, explore, imagine, outer, properly, recent, research, shallow, surface, underside, wiggle

Programme links: *Unusual Deep-Sea Creatures* E-Book
A Deep-Sea Diving Adventure (F)

Curriculum link: animals, habitats, ocean, earth science

Text summary: Discover what lives in the deepest part of the ocean. Find out about the people who explore the depths of the ocean and the technology they use to help them learn about the creatures that live there. Uncover the secret lives of unusual creatures that survive in the deep sea, including the anglerfish, the pelican eel and the giant squid.

Getting started

- Provide children with a piece of paper, and have them each draw something that they might see in the deep sea. Have children share their drawings. Ask, *How can sea creatures survive deep in the ocean? Name some unusual animals that live in the sea.*

Predicting

- Introduce the text. Give each child a copy of the book, and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *What do you think we'll learn from this text? What do you think makes an animal an unusual deep-sea creature?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about creatures that live in the sea?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *Have you ever seen a sea creature up close? Have you read any other books about sea creatures?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text, and encourage children to predict and form understandings.
pages 4–5: Ask, Why do you think little is known about the deepest parts of the ocean and the animals that live there?
pages 6–7: Ask, How do submersibles help scientists? What do you think James Cameron saw in the Mariana Trench?
pages 8–9: Ask, What do oceanographers do? How do they use coloured lights to attract deep-sea creatures?
pages 10–11: Ask, Name some problems researchers face when exploring the deepest parts of the ocean? Why do some sea creatures prefer shallow water instead of deep water?
pages 12–13: Ask, How does making their own light help some sea creatures survive? Name some of the interesting features of the stoplight loosejaw.
pages 14–15: Ask, How did the anglerfish get its name? Why would a hungry fish try to eat the skin on the end of the anglerfish's spike?
pages 16–17: Ask, How many different types of anglerfish are there? Are they all the same size?
pages 18–19: Ask, Where are giant isopods found? How do they stay safe from their prey?

- pages 20–21: Ask, What do giant isopods use their antennae for? Where does the female giant isopod carry her eggs?*
- pages 22–23: Ask, What does the pelican eel eat? How does it use the red light on the end of its tail to attract prey?*
- pages 24–25: Ask, Why do you think fishermen thought giant squid were sea monsters? How might scientists use dead giant squid to learn about them?*
- pages 26–27: Ask, How do the suckers on the giant squid's tentacles help grab prey? What does it use its large eyes for?*
- pages 28–29: Ask, What does the giant squid's mouth look like? How does it use its toothy tongue?*
- pages 30–31: Ask, Why are many ocean creatures undiscovered?*
- page 32: Ask, How is a glossary used? Why do you use an index?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text will be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children, and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to discuss inferences they made based on clues in the text. Also, have them answer inferential

questions such as: *Why is it so difficult for researchers to find out about the deepest parts of the ocean? How does the giant isopod's hard shell help it survive?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. 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. Choose from the following activities:

Comprehension

- *Recall:* Have children recall facts about the unusual deep-sea creatures. Have them describe what they look like and any features they have that help them survive. Play a 'Who am I?' guessing game with children. State facts about one of the unusual sea creatures in the text (without saying the name of the sea creature), and have children work out which unusual deep-sea creature you are. Have children complete **PW 34**.
- *Summarising:* Discuss with children how animals have special features or adaptations that help them survive. Ask, *If these deep-sea creatures didn't have their unique characteristics, would they be able to survive? Why or why not?* Look through the text, and have children summarise the main features that each animal has that help it survive. Discuss how some deep-sea creatures have similar adaptations for survival. Ask children to compare and contrast animals from the text. Have children complete **PW 35**.

Phonological awareness

- Identify the word 'scientist', and discuss the 'sc' digraph at the beginning of the word. Discuss how in this word these letters make the 's' sound. Have children brainstorm and record other words in which the 'sc' digraph makes the 's' sound, such as 'scene', 'scent' and 'scissors'.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and a dictionary to find the meanings of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings:
- Define the word 'attract', which means to make something come nearer because it is interested. Ask, *What might attract a dog to come near you?*
- Define the word 'depth' as how deep something is. Mention that the depth of something can be shallow or deep.
- Locate the word 'explore'. Explain that it means to travel through and look around a place carefully to find out what it is like. Ask children to think of places that they have explored.
- Find the word 'outer', which describes the outside part of something. Have children identify the outer part of a container.
- Define the word 'properly', which means to do something in the correct or right way. Have children explain how they put on their shoes properly.
- Discuss the word 'recent', which refers to something that happened a short time ago. Ask, *What have you eaten recently?*
- Explain that 'research' means to find out more about something. Have children name things they've researched.
- Define the word 'surface' as the top or outside of something,

not the middle or inside. Ask, *Where is the surface of the ocean?*

- Find the word 'underside', and explain that it refers to the bottom or lower side of something. Ask children to identify the underside of their shoes.
- Discuss the word 'wiggle', which means to move something about, either up and down or side to side with small, quick movements. Ask, *What things do you know that wiggle?*

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Some anglerfish can open their jaws so wide that they can eat fish that are twice their size.' Have children discuss what is meant by the phrase 'twice their size'. Ask, *How wide are anglerfish able to open their jaws?*
- Discuss the sentence 'Most are less than 30 centimetres long, but some grow to more than 90 centimetres long.' Have children identify the size of most anglerfish. Ask, *Are all anglerfish this size?* Discuss the second part of the sentence. Ask, *What size do some anglerfish grow? Do these anglerfish grow longer or shorter than most?*

Text conventions

- *Headings:* Have children identify the headings in the text. Discuss how the headings help readers understand what will be on each page.
- *Adjectives/nouns/verbs:* Explain that adjectives are describing words (i.e. they describe nouns). Discuss nouns, and explain that they are naming words (i.e. they name a person, place or thing). Talk about verbs, and tell children that they are action words (i.e. they describe an action). On the board write the sentence 'The pelican eel has a huge mouth filled with rows of very tiny teeth.' Have children identify the adjectives, nouns and verbs in the sentence. Have children complete **PW 36**.

Writing

- Have children think of another interesting sea creature. Encourage them to describe what it looks like, where it lives and how it survives in its environment. Have children write an informational report on the sea creature they have chosen. Have them also include a labelled diagram with their reports.

► English Language Learners

- As a group, brainstorm and create a list of different types of sea creatures. Have children describe each of the sea creatures. Ask, *What does it look like? What does it eat? Where does it live? What type of animal is it? How does it survive?* Have children sort and classify the sea creatures into different groups or categories. For example, sea creatures that are mammals could form a group and fish could form another group. Continue by sorting them into different categories.

► Assessment

- PWs 34, 35, 36 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 34 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Who am I?

You will need: coloured pencils

- If a clue is given, read the clue about an unusual deep-sea creature, and record the name of the animal in the 'Who am I?' column. If the name of the deep-sea creature is given, write a clue to describe the animal.
- Draw a picture of the deep-sea creature in the 'Picture' column.

Clues	Who am I?	Picture
I am black with a long tail. I have a huge mouth with rows of very tiny teeth. I can open my mouth very wide. I use it like a net to catch prey. I use my sense of smell to find food.		
I have a long spike growing out of my mouth. There is a little piece of skin that I can wiggle on the end of this spike. When I wiggle it, hungry fish try to eat it, but I open my jaw and swallow them whole.		
I have two patches under my eyes that make red light. I use this light to see prey in the dark. I have a very large mouth. I shoot out my bottom jaw and swallow my prey.		
	Giant Squid	

Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Comprehension: Inferring.

Teacher's note

Children read the 'Who am I?' clues. They complete the table by recording the names of the deep-sea creatures and drawing pictures of them. Children write clues to describe the giant squid and giant isopod.

Name: _____ Date: _____

	Giant Isopod	
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How do they survive?

- Recall information about how the unusual deep-sea creatures catch their prey and survive.
- Record facts in the boxes below.
- Answer the questions about how unusual deep-sea creatures have similar adaptations.

The giant isopod	The stoplight loosejaw
The anglerfish	The giant squid

How are the anglerfish and the pelican eel similar? How are they different? _____

Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

Children record facts about how the unusual deep-sea creatures catch their prey and survive in the deep sea. They then answer questions explaining how some unusual deep-sea creatures are similar and different.

Name: _____ Date: _____

Adjectives, nouns, verbs

You will need: coloured pencils

- Read the sentences and colour the adjectives blue, the nouns red and the verbs green.
- Write sentences about the giant squid and colour the adjectives, nouns and verbs you used.

The stoplight loosejaw

The stoplight loosejaw is a very unusual deep-sea creature. It is a small fish that has two patches under its eyes that make red light. The stoplight loosejaw uses its red light to see prey in the darkness. The stoplight loosejaw has a very large mouth. When it opens its mouth, it shoots out its bottom jaw and swallows its prey.

The anglerfish

The anglerfish is another interesting deep-sea creature. The female is usually dark grey or brown in colour. It has a long horn or spike growing out of the top of its mouth. On the end of this spike, there is a little piece of skin that the anglerfish wiggles. Then the anglerfish waits for a hungry fish to come along and try to eat the wiggling skin.

The giant isopod

Giant isopods are found in the deep, dark water at the bottom of oceans. Giant isopods have hard outer shells made of several pieces. They curl up into a ball and crawl inside their shells to stay safe from prey. Female giant isopods lay eggs. They carry the eggs in a small pouch on their undersides.

The giant squid

Main teaching focus

Text conventions: Adjectives, nouns and verbs.

Other teaching focus

Text conventions: Understanding the structure of sentences.

Teacher's note

Children identify the adjectives, nouns and verbs in the sentences. They colour the adjectives blue, the nouns red and the verbs green. Children write their own sentences about the giant squid and identify the adjectives, nouns and verbs they used.

Islands of the World

Level: 28 Non-fiction Word count: 1,576 Text type: Informational text Part: 1



- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Extending vocabulary:** climate, connected, continent, formed, located, separated
- Programme link:** *Islands of the World* E-book
- Curriculum links:** earth science, geography, science and nature
- Text summary:** There are many different types of islands throughout the world. Some islands are large, while others are small. Islands come in many different shapes and sizes. Discover the similarities and differences of the different types of islands and learn how islands are formed.
- Learning objectives:** identify author's purpose; use maps; use convincing, precise language; apply the writing process: revising expository text

Getting started with predictions

- Imagine what it would be like to live on an island. Ask children what they know about islands. Build background knowledge by asking them to describe islands. Can they name any islands?
- 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; realistic fiction vs fantasy). Explain that this book is an informational text that explains or gives information about a specific topic. Ask children to predict what topics might be covered in a book about islands. Write their predictions and see if they are correct.

Reading the text

Ask children to read the text independently to p. 15, which is 660 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Connect the photographs to information children may know about different islands, or to trips they may have made to islands.
- *Clarifying:* Tell children that some of the words are defined in the glossary. The glossary helps clarify vocabulary that is specific and important to the meaning of the text.
- *Visualising:* *Imagine what life would be like on one of these islands. Use the descriptions of the climate, wildlife and food to imagine how life there is different from life at home.*
- *Questioning:* As children read, encourage them to hold up coloured cards when they have a question. Share questions with the class, and see who can find the answer in the text. If they can't find the answer, write the question on the board to be researched later.

- *Summarising:* Get children to take turns summarising each chapter with a partner, and ask the partners to use the text to check the summary.
- *Inferring:* Inferences come from both clues in the book and our own experiences. Ask children how people on remote islands get things like television or electricity?
- Walk around as children are reading to check their reading fluency.

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

- p. 4: Ask, *What words in the text help you understand the meaning of 'formed'?* Ask children to think of a synonym for 'formed'.
- p. 4: Say, *The word 'climate' is part of a list, which tells me it has a different meaning from 'shapes' and 'sizes'. Make an inference—what do you think 'climate' means?* (Support and extend discussion.)
- p. 6: Say, *Find the explanation of 'continent'. Look at the map on page 7. How does that help you understand the definition of 'continent'? What is a 'continental island'?*
- p. 6: Say, *Use the picture to help you explain the word 'separated'. The word is used twice on this page. Does it mean the same thing in both contexts? How are the meanings similar, and how are they different?*
- p. 8: Say, *Explain why a word like 'between' helps us understand 'located'. Where are the oceans in relation to Greenland?*
- p. 14: Ask, *What does the author mean by explaining that these islands are not 'connected' to the mainland? What is an antonym for 'connected' in this context?*

Ask partners to discuss and share their ideas about the words and their definitions.

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. Then explain how identifying the text structure and key details will help readers sort and summarise

the important information, and determine the author's purpose. As children are introduced to this strategy, model for them how to use chapter titles, callouts, maps and photos as additional details. Then, ask children to work independently through the remaining questions. Provide additional support during instruction, as needed, through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- **Text features:** Read everything, even the pictures and text features. Maps and illustrations provide visual details that are just as important as the written words.
- **Clarifying:** Informational text offers explanations in multiple ways. Context clues, definitions and text features will often provide clarification if children have questions. A glossary and index are another way children can clarify definitions or quickly retrieve specific information.

Author's purpose

Model the strategy using p. 4. *Say, Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed how to compare and contrast information, and today we're going to be talking about identifying key details. In informational text, the author's purpose is to explain something. The key details help us know what is most important. Key details can help us summarise, compare or show cause and effect. A chart is one way to keep track of important details. We can sort information into categories. For example, page 4 describes five different types of islands: continental, oceanic, tidal, barrier and coral. Those can be the headings for my chart. Draw a five-column chart in your learner's notebook, and label each column. As we read about each type of island, I will put the important details in the correct column.*

Practise the strategy and ask children to record key details in their learner's notebooks.

- p. 6: *The first important detail is the definition of the type of island. In the first column of your chart, write the definition of 'continental island'. Challenge children to restate the definition in their own words.*
- p. 7: *Facts are important details. A fact can be a definition, or a statistic. One fact about continental islands is that they are often the world's largest islands, such as Greenland. Ask children to work in pairs to find one other fact about continental islands to add to their learner's notebook. Ask them explain why they think it is a fact.*
- p. 7: *Maps are a good way to show more facts. We can see where islands are on the globe, how far away they are from each other, and how big they are. Write one fact you learn from the map on page 7 in your learner's notebook.*
- p. 8: *Examples are also important details. Greenland is one example of a continental island. Add some information about Greenland, such as, 'It is the world's largest island in size. But only about 57,000 people live on it.' Ask children to work with partners to find another example to add to their learner's notebook.*

- p. 10: *Say, Madagascar is another example I can add to my chart. Now I notice that the details are following a pattern. The author wants to inform me about the size of each island, and how many people live there. Reread the previous pages. What other common information did the author include about each example? Ask children to work with partners to list the details that each example has in common on the chart in their learner's notebook.*
- p. 14: *Say, What types of islands are being described? Go to the second column on your chart. See if you can find the same sorts of details as you found about continental islands. What does the author want you to know about these types of islands?*
- Ask children to continue to fill in the charts in their learner's notebook, working with partners to confirm and check information as they read.

Vocabulary strategy: Using precise language

Identify and discuss interesting or challenging vocabulary in the text. Talk about how precise words can be very descriptive, especially in informational text when the author wants to present a clear and specific description. Encourage children to look for the specific vocabulary words that the author has included, and how their definitions are explained. Use a dictionary or the glossary as needed. Ask questions that encourage children to further explore word meanings.

- People often confuse 'climate' and 'weather.' Reread the text and explain the difference. Which is more descriptive of life on an island?
- How is an island different from a 'continent'? (p. 6). How does the author use maps to help you understand the specific characteristics of 'continental islands'?
- Ask, *Which phrase is a synonym for 'separated' on this page? Which expression is more precise? Which gives you a clearer understanding? Tell a partner what you think.*
- Does an island move? Use the word 'located' (p. 8) to describe an island from the text. Why is it important to know a precise location for a body of land?

► English Language Learners

- Children may need additional practice identifying and using more specific terminology. Give partners two sets of cards. On one set, write general terms such as 'island', 'mountain', 'water' or 'tree'. On another set, write more precise terms such as 'volcanic island', 'glacier', 'ocean' or 'palm'. Get children to take turns drawing a card from each pile and trying to match the detail with the general term.

► Assessment

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

Islands of the World

Level: 28 Non-fiction Word count: 1,576 Text type: Informational text Part: 2



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

Extending vocabulary: active, completely, examples, parallel, temperature, tide

Learning objectives: identify main idea, theme, central idea, or lesson; use precise language; apply the writing process: editing 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 916 words. Explain how rereading text helps them gain meaning. Read along with children. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading or using contextual cues).
- *Making connections:* Encourage children to connect what they know about these islands from history. Ask how the islands' characteristics were helpful or harmful to the people living there during major historical events.
- *Clarifying:* Ask children to use the photos to clarify information. Use sticky notes to link facts and details from the text with the photos.
- *Visualising:* Ask small groups of children to create a tableau to describe an island. Get them to choose poses that represent climate, animal life and geography.
- *Questioning:* After each section, ask children to pose a question, then swap with a partner and try to find the answers.
- *Summarising:* Ask children to continue to add details to their learner's notebooks, and take turns summarising what they found with a partner.
- *Inferring:* Discuss inferences based on clues in the text, such as: *On page 16, discuss how new islands are still forming. What is happening to cause this phenomenon?*
- Walk around as children are reading to check their reading fluency.

Discuss extending vocabulary, and focus on terms questioned by children or not supported in the text.

- p. 17: Say, Define 'temperature' using context. (Support and extend discussion.) Which words helped you know?
- p. 19: Say, Reread the definition of an oceanic island from page 14. What does it mean when a volcano is 'active'? Use your understanding of these types of islands to help you.
- p. 20: Say, How does the text describe 'tide'? How would you describe it in your own words?

- p. 20: Say, Use your understanding of low and high tide to explain 'completely' in this context. (Support and extend discussion.)
- p. 20: Ask, What does the word 'example' mean? How are the pictures also 'examples'?
- p. 24–25: Ask, How do the images help you describe the meaning of 'parallel'? Where else have you seen that term? Make a connection to the mathematical explanation.

After reading

Focus on developing reading strategies that support students in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how paying attention to facts and details can help us understand the main idea. Say, *What are the most important things to know about the different islands? How does the author present the information?* Ask partners to find facts and details that can be compared, or focus on causes and effects in the text. Then, ask children to identify the main idea based on the information they find. Next, 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:* Say, Compare facts and details, and look for common details between the different elements in informational text. Start to sort information into groups based on some of their commonalities.
- *Summarising:* Say, Answering a question can help find specific information that is most important. For example, where would you rather live: on the Galapagos islands or Hawaii? Cite two reasons from the text to defend your choice.

Main idea/central message

Model the strategy using p. 16. Say, *Two examples of oceanic islands are the Galapagos and the Hawaiian islands. In the last lesson, you started to chart some of the key details from each section, and compared the details between each section. Finding the central message means understanding the main idea that the author wants to get across. Use the PW to sort information to make a clearer comparison. For example, label the first column on the PW 'population'. Find the row called 'Oceanic islands', and look for evidence of how many people live on the Galapagos islands, then write it in the chart. Once you can see all the details side-by-side, it's easier to form a conclusion about all the information. Ask children*

to work with partners and write the details that they find to fit into the chart on the PW. Ask them to cite the page number where they found the information.

Practise the strategy and ask children to record their thoughts on the PW.

- pp. 16–19: Each of the sections describes the locations of the different types of islands. Label one column 'Location'. Where are oceanic islands located? Read both examples of this type of island, and summarise the evidence into one sentence.
- p. 20: On the lines under Tidal Islands in your PW, write a definition that explains how these are formed. Add in information about the location of tidal islands based on the examples in the text.
- p. 22: Say, Notice the map on page 22. The shaded area provides a closer look at the location of the island. How does this picture help you understand where the island is located? Use this picture as part of your evidence.
- p. 24: Label a column on your PW, 'Formed'. Read the text about Barrier Islands. Describe how they are formed, and compare this description to how tidal islands and oceanic islands are formed. Return to the text to fill in the descriptions in your PW.
- p. 29: Say, Another column could describe the type of wildlife that lives on each type of island. What kinds of animals live on coral islands? Write some examples, then go back and see what the text says about the wildlife on the other islands. Fill in the information on your PW.
- p. 30: Read the text and decide on another label for the last column on the PW. What is another common element that is described in the text?
- Ask children to work with partners to complete the chart, and then use the examples to answer the questions that summarise the information on the PW, using the text evidence to support their answers.

Vocabulary strategy: Using precise vocabulary

Identify and discuss interesting or challenging vocabulary in the text. Talk about how precise language is more accurate, especially in informational text, where it is important that the facts are correct. Authors use precise language to demonstrate the research they did and the factual evidence they found. Ask questions that encourage children to explore word meanings further.

- The author uses the word 'temperatures' in a general way on p. 17. How could the author make the description more precise? How is temperature measured?
- Say, The fact box on page 19 explains how long the volcano has been 'active'. Use the details on the page to make an inference: what is happening to the islands of Hawaii?
- Say, Use the definition of 'tide' to describe a 'tidal' island. Why is that a fitting name for these types of islands?

- Ask, How would the description have been different if the author chose 'partially' instead of 'completely' (p. 20)? Why is it important to choose the correct word?
- Ask, What is a synonym for 'example' (p. 20)? How do the 'examples' help support the definition of a tidal island?
- Say, Authors borrow terms from other areas to help make a point. The term 'parallel' (p. 24) comes from mathematics. Look up the definition. Are these barriers truly parallel? How does the term help you to visualise these types of islands?

► **English Language Learners**

- Focus on using context to look for direct definitions in the text versus implicit definitions. Ask children to use sticky notes in two different colours to identify when a definition is explicitly stated in the text, versus when they had to use a picture or context clues to find the meaning.

► **Assessment**

- Check work samples and responses from the PWs.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Complete the Running Record (page 68).
- Record children's questions and save them for follow-up activities later on.

Name: _____ Date: _____

Comparing details

Complete this activity to compare the details provided in the text to better understand the central message.

- Categorise details from the text in each column.
- Answer the questions that appear after the chart.

Type of Island	Category:	Category:	Category:	Category:
Continental Island Definition:				
Oceanic Island Definition:				
Tidal Island Definition:				
Barrier Island Definition:				
Coral Island Definition:				

Use the information you entered above to answer the following summary questions.

If you like seafood, which island(s) would be the best for you to live? Explain why you think so.

Describe which island(s) would be best for people who like cold weather. Explain why you think so.

Which islands would you like to live on? Why? Which would you like to visit? Why? Use evidence from above to support your answers.

Main teaching focus

Comprehension: Identifying main idea/central message

Other teaching focus

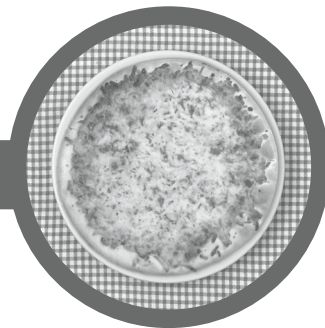
Comprehension: Identifying author's purpose

Teacher's note

Children list details from the text to compare the island types side-by-side. They use the chart to summarise the information to determine the main idea of the text.

How Did This Pizza Get on My Plate?

Level: 28 Non-fiction Word count: 1,424 Text type: report (information)



Extending vocabulary: goods, machines, mill, paste, popular, process, restaurant, services, stake, waiter

Programme link: *The Perfect Fundraiser* (fiction)

Curriculum links: economics, food production, social studies

Text summary: A pizza goes from farm to plate. Farmers grow wheat. The wheat is made into a flour for the pizza crust. The tomato sauce was made from tomatoes grown on farms. The cheese was made from milk. Flour, tomato sauce and cheese are made in mills or factories. Green peppers are grown and sold by farmers. The ingredients travel by boat, plane or lorry to the shop or restaurant. Then a pizza maker uses the goods to serve up a delicious pizza.

Getting started

- Have children describe their favourite pizza. Ask, *What type of pizza do you like to eat? What toppings do you like on your pizza?* Have children describe how a pizza is made.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or a non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about pizzas? How are pizzas made? Where do the pizza ingredients come from?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What is pizza? What toppings might you have on a pizza? What country did pizza come from?*

pages 6–7: Ask, *What happens when you go to a pizza restaurant? How is the pizza made? What work do people do to help make the pizza on the plate? What goods and services were needed to make the pizza? Where do the ingredients come from?*

pages 8–9: Ask, *What is the crunchy bottom of the pizza made of? Where does the wheat for the flour come from? What are the different parts of the wheat plant?*

pages 10–11: Ask, *What do the farmers do when the wheat is dry? What happens to the kernels at the mill?*

pages 12–13: Ask, *What is pizza sauce? What is it mostly made from? How do tomato plants start out?*

pages 14–15: Ask, *How do you know when a tomato is ripe? How do farmers harvest tomatoes? What happens to the tomatoes at a tomato sauce factory?*

pages 16–17: Ask, *What type of cheese is often used on pizza? Why is mozzarella perfect for pizza? Why would mozzarella makers test their mozzarella? Why would shredded mozzarella be the best type for pizza? What is mozzarella made from?*

pages 18–19: Ask, *What happens to the milk at the cheese factory? What happens when the milk goes through the machines? Why would the curds be put into moulds? How do you think the mozzarella is shredded at the factory?*

pages 20–21: Ask, *How do green peppers start out? How do farmers care for the green peppers? What happens when the green peppers are ready? Do green peppers need to go to factories?*

pages 22–23: Ask, *What goods would the owner of a pizza restaurant need to buy? Where would the owner buy the goods? Why would the green peppers be bought from the farmer?*

pages 24–25: Ask, *What part would the pizza maker make first? How do they make the dough?*

pages 26–27: Ask, *What gets spread on the crust? What gets sprinkled on top of the sauce? When does the green pepper get put on the pizza? What happens when the pizza goes into the oven?*

pages 28–29: Ask, *What happens when the waiter brings the pizza to your table? What happens when you are all finished?*

pages 30–31: Ask, *What different goods and services were a part of your pizza? How did farmers, factory workers and people at the restaurant work together to help you enjoy pizza?*

page 32: Ask, *What could we use the glossary for? What could we use the index for?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).

- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing information.
- *Clarifying*: Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- *Visualising*: Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *What do you think happens after the flour has been put into bags at the mill? Why are the tomato seedlings more protected in a greenhouse? Why might a plane or ship be used to transport goods? Why are there different ways of making pizza?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- *Recall*: Have children recall the ingredients or goods used to make the pizza. Discuss the process each ingredient went through before it ended up on the pizza. Ask, *Where did the ingredients begin? What did workers do to get the product to the restaurant?* Have children select a pizza ingredient and create a flow chart to show the ingredient’s journey. Have children complete **PW 38**.
- *Synthesising*: Have children discuss how their understanding about goods and services has changed through reading the text. Ask, *Before reading the text, how did you think a pizza ended up on your plate? What do you know now about the work people have done for a pizza to end up on your plate?* Have children apply their new understandings by considering how a sandwich would end up on their plate. Ask, *What goods are in a sandwich? What work have people done so that you can eat a sandwich?* Have children complete **PW 39**.
- *Evaluating*: Discuss the difference between fact and opinion. Have children consider the language used by the author in the text. Ask, *Can you find examples of facts that can be proved? Can you find examples of what the author thinks or feels?* Write sentences from the text onto strips of paper, such as ‘Green pepper plants grow for many months’ and ‘Pizza is a wonderful meal.’ Have children read the sentences and identify them as facts or opinions. Have children complete **PW 40**.

Phonological awareness

- Discuss ‘factories’ and how it is the plural of ‘factory’. Talk about how the ‘y’ on the end of ‘factory’ is changed to ‘i’ and ‘es’ is added to the end when the plural word is formed. Have children brainstorm and record other words that use this pattern.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words.
- Identify ‘goods’ and discuss how it refers to things that people buy or sell. Talk about how goods are physical things that you can touch. Have children think of examples of goods.
- Find ‘mill’ and discuss how it refers to a place where grain is made into flour. Ask, *How do you think flour is made in a mill?*
- Identify ‘paste’ and discuss how it refers to something that is like a very thick, sticky liquid.
- Talk about ‘process’ and how it refers to a series of changes or actions that occur one after the other, sometimes to produce or reach an end goal.
- Discuss ‘services’ and how it refers to things that are done by people. Talk about how services can be bought and sold.

Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence ‘Flour is soft like powder.’ Have children discuss how this sentence helps them visualise the flour. Ask children to describe the texture of the flour and how it would feel.
- Discuss the sentence ‘The moulds are shaped like blocks.’ Ask, *What shape is a block? How does this help you understand the shape of the mould?*

Text conventions

- *Text emphasis/italic font*: Talk about how some words in the text are shown in italics. Discuss how readers can find the meaning of these words in the glossary on page 32.

Writing

- Have children write a recipe that gives directions on how to make a pizza. Their text needs to include a title, a list of ingredients needed, a list of equipment needed and the steps outlining the process.

► English Language Learners

- Have children brainstorm other goods and services they use in their day-to-day life. Ask, *What work do other people do so that you can live your life the way you do? What goods do you buy and use?* Have children make a poster to represent their thinking.

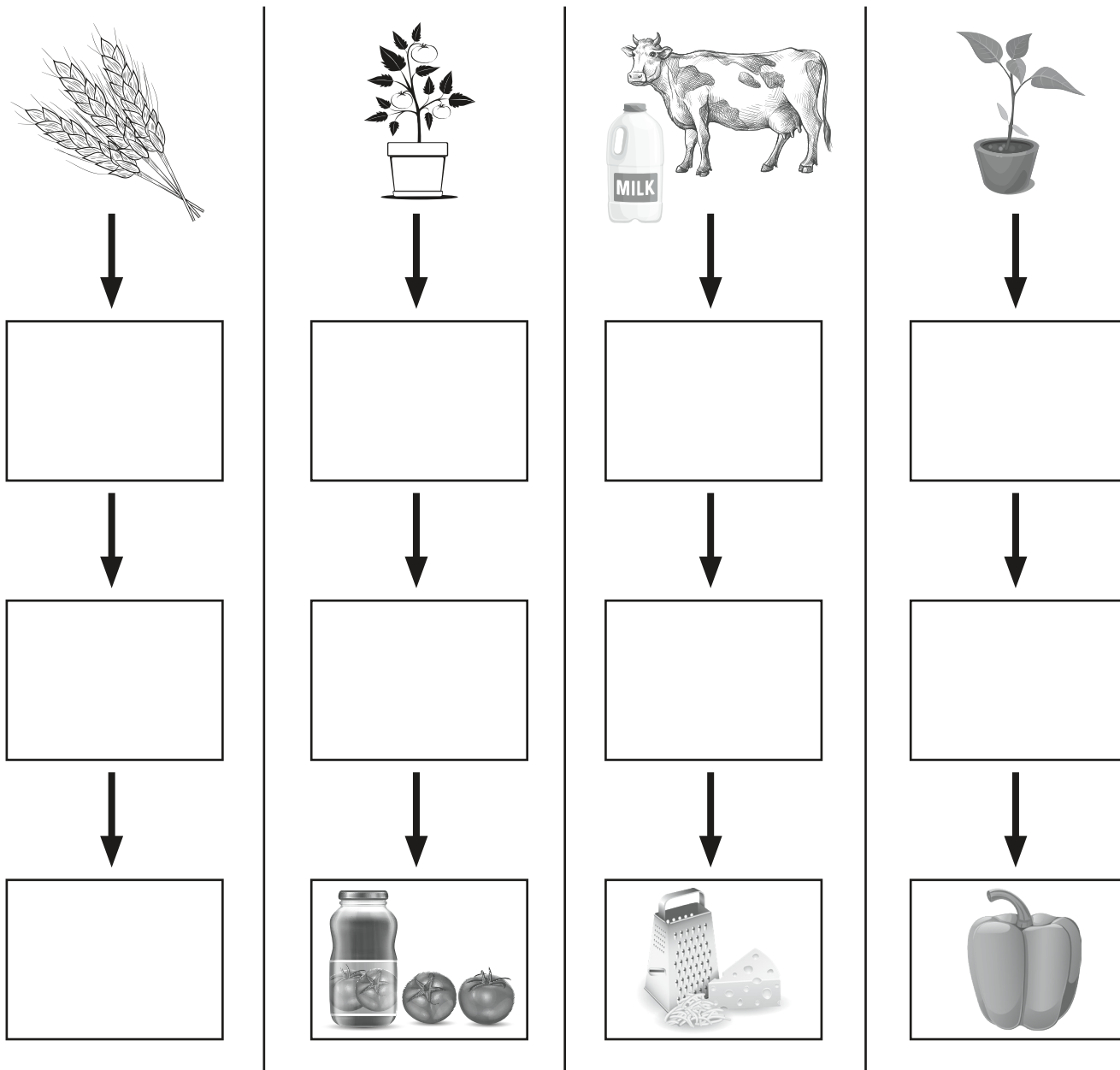
► Assessment

- PWs 38, 39 and 40 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 38 could be kept in the child’s portfolio
- Complete Running Record

Name: _____ Date: _____

Ingredient flow chart

- Write and draw in the boxes to show the steps the ingredients go through before they end up on a pizza.



Main teaching focus

Comprehension: Recalling events from the text.

Other teaching focus

Comprehension: Sequencing events from the text.

Teacher's note

Children complete four flow charts to show how the ingredients began and the processes they went through to end up on the pizza. Children can write and draw in the flow chart.

Name: _____ Date: _____

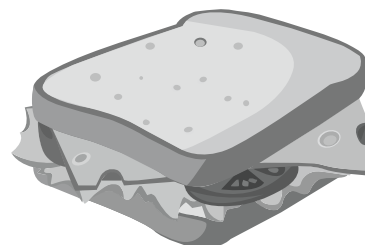
How did this sandwich get on my plate?

- Pretend you have a sandwich with cheese, tomato, turkey and lettuce at the restaurant.
- Answer the questions about goods and services.

Think of each of the ingredients. What work have people done to get the ingredients to the restaurant?

What services were done to get your sandwich on the plate?

What goods were used to get your sandwich on the plate?



How has reading this text changed your thinking about goods and services and where food comes from?

What other areas in your life can you think of where you use goods and services?

Main teaching focus

Comprehension: Synthesising – applying new understandings.

Other teaching focus

Comprehension: Sequencing events from the text.

Teacher's note

Children pretend they have a sandwich with cheese, lettuce, turkey and tomato. Then they answer the questions about goods and services.

Name: _____ Date: _____

Fact or opinion

- Read the sentences. If they are a fact, circle 'fact'. If they are an opinion, circle 'opinion'.
- Look in the text.
- Find and write other examples of facts.
- Find and write other examples of opinions.

Pizza is a delicious food.	Fact or Opinion
Farmers plant the wheat seeds by hand or with large machines.	Fact or Opinion
At a tomato sauce factory, tomatoes are washed.	Fact or Opinion
It's exciting to eat pizza.	Fact or Opinion
The pizza smells so good.	Fact or Opinion
When the pizza is finished, the pizza maker takes it out of the oven.	Fact or Opinion

Fact	Opinion

Main teaching focus

Comprehension: Evaluating – identifying fact and opinion.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

Children read the sentences. If the sentence is a fact, they circle 'fact'. If the sentence is an opinion, they circle 'opinion'. Children look back at the text, identify and record other examples of facts and opinions.

Backstage at the School Play



Level 29 Fiction Word count: 2,210

Text type: Narrative

Curriculum link: language arts, theatre, physical science, school

Extending vocabulary: battery, beam, costume, dangerous, director, effects, effort, electricity, instruments, lightning, reflectors, rescued, responsibility, spotlight, thunderstorm

Programme links: *Backstage at the School Play* E-Book
Properties of Light and Sound (NF)

Story summary: Raj is the director, writer and main actor of the school play, so he wants everything to be perfect. When a thunderstorm hits and the electricity goes off, Raj and his friends are worried the play will be cancelled. Luckily they solve the problem by using musical instruments and torches. The play is a huge success.

Getting started

- Have children talk about school plays. Ask, *What happens at a school play? Who is involved in a school play?* Encourage children to talk about why people enjoy school plays.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title, cover illustration and back cover. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or a non-fiction text? How could the show go on if the thunderstorm knocks out the electricity?*
- Encourage children to share their prior knowledge relating to the title and cover illustration. Ask, *What do you know about school plays?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *Have you ever been in a school play? What do you know about what happens backstage at plays?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What things do you think Raj needs to organise as the director of the school play?*

pages 6–7: Ask, *Why do you think Raj wants everything to be perfect? How do you think Mia feels about being responsible for all the sounds and lighting?*

pages 8–9: Ask, *Why do you think Raj wanted to close the blinds when a flash of lightning lit up the room?*

pages 10–11: Ask, *Why do you think Raj is behind the small door under the stage?*

pages 12–13: Ask, *Why do you think the room went dark after the lightning flashed and the thunder boomed? How could they tell the storm was right over them?*

pages 14–15: Ask, *Why do you think the lights won't turn on? Why do you think Raj wants to cancel the play?*

pages 16–17: Ask, *How do you think Raj and Mia feel when they see that the door to the music room is open?*

pages 18–19: Ask, *What could have caused the bang? How might they use the instruments to do the sound effects?*

pages 20–21: Ask, *How do you think they make the sound for the thunder? What will they use the sound of the brushes for?*

pages 22–23: Ask, *What might Mia do with the pile of torches? How could they use reflectors to make a light like a campfire?*

pages 24–25: Ask, *Why do you think Mia wants to have different colours of light during the play?*

pages 26–27: Ask, *What sounds would they be making for the rain and thunderstorm?*

pages 28–29: Ask, *Why do you think Raj started to run off when the thunderstorm started? How might Mia explain to Raj what is causing the noise of the thunder?*

pages 30–31: Ask, *How did the play turn out to be a big success?*

page 32: Ask, *How do you think Mia felt when she walked across the stage?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions 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 make based on clues in the text. Have children answer inferential questions such as: *Why did Raj want to cancel the play? Why did*

Mia feel so responsible for the lighting and sound? How did the characters work together to solve the problem? How did Mia and Raj change during the story?

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- **Summarising:** Talk about the events of the story. Ask, *What happened in the beginning/middle/end of the story?* Encourage children to recall and sequence the events. Draw six boxes on a large sheet of paper and draw arrows pointing from one box to the next, so that it looks like a flow chart. As a group, have children write events in the boxes to sequence the events from the story. Have children complete **PW 41**.
- **Character study:** Have children talk about the characters in the text. Discuss their traits and personalities. Ask, *What were Raj and Mia like at the beginning of the story?* Discuss how Raj and Mia both had fears at the beginning of the story. Ask, *How were Raj and Mia different at the end of the story?* Encourage children to look through the text and identify events that contributed to Raj and Mia overcoming their fears. Have children complete **PW 42**.
- **Inferring:** Have children identify clues in the text that helped them to infer or 'fill in the gaps' in the story. For example, find the sentence 'Mia's cheeks turned red as she walked to the stage, staring at her feet.' Ask, *What does this make you think about Mia? Why would her cheeks turn red?* Have children complete **PW 43**.

Phonological awareness

- Talk about suffixes in the text. Identify the words 'walked', 'looked' and 'asked'. Have children discuss the '-ed' suffix on the end of each word and how it signifies past tense. Ask children to locate other words ending with '-ed' in the text. Then have children identify other suffixes and discuss their meaning.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Identify 'beam' and how a beam of light is a straight ray of light that shines onto something. Ask children to think of where they have seen a beam of light.
- Discuss the word 'dangerous' and how it refers to something that is able to harm or hurt you. Ask, *What dangerous things do you know of?*
- Identify 'director' and discuss how it is the person who is in charge or supervises the actors and other staff in a play.
- Discuss 'effects' and how it refers to the lighting, sound and scenery used in a play or film to make it seem more realistic.
- Discuss the word 'electricity' and how it refers to the energy that is used to give light and heat and to work machines.
- Identify 'instruments' and how it refers to something that you use for playing music. Have children brainstorm different types of instruments, such as drums and guitars.

- Discuss the meaning of the word 'lightning'. Talk about how it is the bright flash of light that you see in the sky when there is a thunderstorm. Discuss how the light is actually a bolt of electricity in the sky.
- Talk about 'reflectors' and how it refers to pieces of glass or plastic that reflects or makes the light shine back off it. Discuss how there are reflectors on the back of bikes to reflect the light from car headlights.
- Talk about 'responsibility' and how it means that something is your job or duty and you have control over it.
- Identify 'thunderstorm' and how it refers to a storm that has thunder and lightning and usually also has heavy rain and hail. Have children describe a thunderstorm they have seen.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Discuss the sentence 'Another crash followed, but it was outside, where a real thunderstorm was starting.' Talk about how this sentence lets readers know that the crashing sounds has two causes – Jez on the drums and the thunderstorm that was starting.

Text conventions

- **Punctuation:** Have children identify the different forms of punctuation in the text (i.e. capital letters, full stops, commas, quotation marks, question marks, exclamation marks). Discuss the purpose of each type of punctuation.
- **Contents page:** Have children identify the Contents page in the text. Ask, *What is the Contents page used for?* Discuss how readers use the Contents to find out about the chapters in the text and which page they are on.

Writing

- Talk about how Raj wrote the play *Camp Wrong*. Discuss how someone would write a play, and brainstorm all the things they would need to consider (e.g. scripts, actors, effects, sets). Have children write a script for their own play.

► English Language Learners

- Have children brainstorm different types of instruments. If possible, collect a variety of instruments and provide children with time to explore the sounds they make. Discuss how instruments are classified into groups based on the way they make sound (e.g. percussion, woodwind, strings). Provide children with materials, such as boxes, bottles, strings and pipes. Have them use the materials to design their own musical instruments.

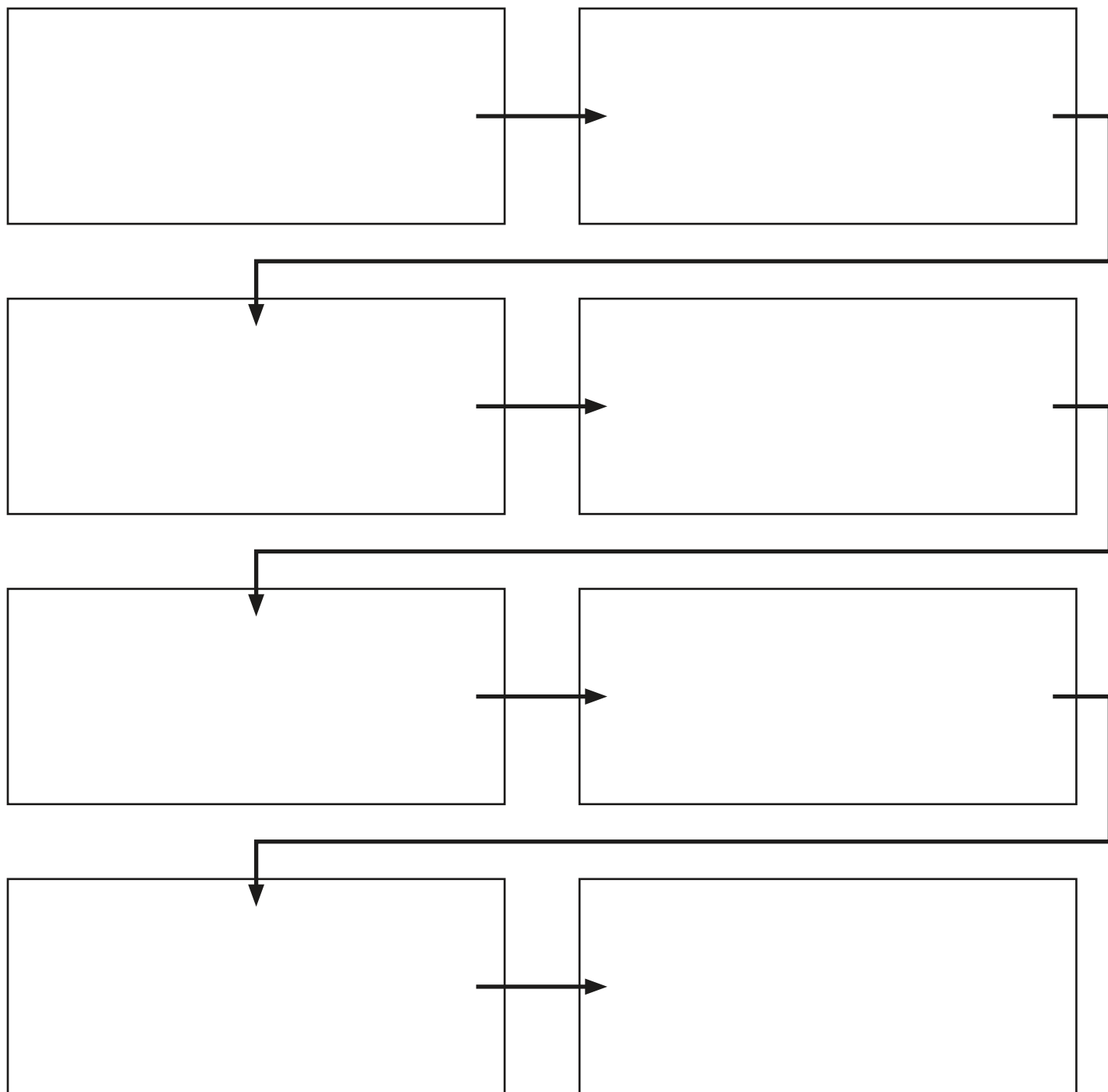
► Assessment

- PWs 41, 42, 43 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 41 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Story map

- Write sentences in each box that summarise the events from the story. Sequence the events by following the arrows between the boxes.



Main teaching focus

Comprehension: Retelling the main events of the story.

Other teaching focus

Recalling events from the story; sequencing events from the story.


Teacher's note


Children summarise the events of the story by recalling the events and recording sentences in the boxes. They use the arrows between the boxes to sequence the events.

Name: _____ Date: _____

Character study

- Record how Raj and Mia changed during the story by answering the questions in the boxes.
- Think about yourself! How have you changed over time or overcome a fear? Complete the table about yourself.

Raj	
What type of person is he? What are his traits?	
What was he afraid of at the beginning of the story?	
What was he like at the end of the story?	
What events caused him to change and overcome his fear?	

Mia	
What type of person is she? What are her traits?	
What was she afraid of at the beginning of the story?	
What was she like at the end of the story?	
What events caused her to change and overcome her fear?	

What type of person are you? What are your traits?	What fears have you had?
Have you overcome any of your fears?	What events caused you to change and overcome your fears?

Main teaching focus

Comprehension: Inferring characters' traits, feelings and actions; recalling events from the text.

Other teaching focus

Comprehension: Making connections – text-to-self.

Teacher's note

Children think about the characters Raj and Mia and complete the table by recording their traits, their fears, how they changed and what events lead to them overcoming their fears. They then complete the questions about themselves and how they have changed.

Name: _____ Date: _____

Inferring

- Read the clues from the text below.
- What do you infer from them?
- Record the inferences (new ideas) the clues helped you form.
- Find and record your own clues and inferences from the text.

Clue	Inference
Mia's cheeks turned red as she walked to the stage, staring at her feet.	

Clue	Inference
<p>"Where's Raj?" asked Ari.</p> <p>"In here." Raj's voice sounded far away.</p> <p>He was behind the small door under the stage.</p>	

Clue	Inference
<p>"The sound and lights for the show should all work," said Mia.</p> <p>"It must be perfect," said Raj.</p> <p>Mia gulped.</p>	

Clue	Inference
<p>"You all know what to do, <i>Camp Wrong</i> will be perfect. We can do this people." Raj pumped his arm in the air. Everybody cheered.</p>	

Clue	Inference
As they walked through the shadowy school building, Mia shivered.	

Clue	Inference

Main teaching focus

Comprehension: Making inferences based on clues in the text.

Other teaching focus

Comprehension: Gaining meaning from text.

Teacher's note

Children read the clues from the text and record the inference made based on the clues. They then record other clues from the text and inferences they make.

Sofia and the Quetzal Bird



Level 29 Fiction Word count: 2,143 Text type: narrative

Extending vocabulary: adopt, birth mother, festivals, jaguar, language, national park, orphanage, senses, tame, temple, unfamiliar

Curriculum link: me/family, animals, environment, science

Program links: *Sofia and the Quetzal Bird* E-Book
World Civilizations (NF)

Text summary: Sofia and her mum are travelling to visit Sofia's birthplace in Guatemala. When they arrive, Sophia learns about her *nahual*, or animal twin, the quetzal bird. Sofia helps an injured quetzal that she finds in a tree. The next day when they are visiting the temple, a flock of quetzals scares away a jaguar from them.

Getting started

- Have children talk about what they know about birds. As a group, look online at pictures of quetzals in particular and encourage children to describe this bird. Ask, *What colours are its feathers? What size is it?* Have children talk about other animals they know of that live in Guatemala.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title, cover illustrations and back cover. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or a non-fiction text? What do you think happens to Sofia in her birthplace of Guatemala?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about Guatemala? Do you have any prior knowledge about the quetzal bird?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What amazing or interesting animals have you seen? What special trips have you gone on?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
 - pages 4–5: Ask, *How might Sofia feel about being back in the country where she was born?*
 - pages 6–7: Ask, *Why might the stone carving of the quetzal bird be the most important thing that Sofia owns?*
 - pages 8–9: Ask, *Who does Sofia see when they drive up to the house?*
 - pages 10–11: Ask, *Why do you think the temple was important to Mayan people in the past? What do you think Sofia wants to know about the temple?*
 - pages 12–13: Ask, *What does Sofia see up in the tree? How do you think Sofia knew it was a quetzal?*
 - pages 14–15: Ask, *Why might Ronny think that the quetzal is Sofia's nahual?*
 - pages 16–17: Ask, *What do you think Sofia wants to do when she realises the quetzal is hurt?*
 - pages 18–19: Ask, *Why does Sofia appear to have a special way*

with the quetzal?

pages 20–21: Ask, *Why would Sofia want to take the bird with them to the temple?*

pages 22–23: Ask, *How do you think Sofia feels when the bird has left?*

pages 24–25: Ask, *Why do you think the ranger spoke in Spanish and English?*

pages 26–27: Ask, *How do you think Sofia and her mum feel?*

pages 28–29: Ask, *Why would the jaguar run away when the flock of quetzals were swooping?*

pages 30–31: Ask, *How do you think Sofia feels about the quetzal? What has Sofia learned about her quetzal?*

page 32: Ask, *Why would Sofia be excited about going home and telling her family and friends about their amazing trip?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions 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 make

based on clues in the text. Have children answer inferential questions such as: *Why would Sofia's mum seem a little sad that Sofia felt at home in Guatemala? How is Sofia a little bit like the quetzal?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- **Sequencing:** Have children discuss the events in the story. Have children recall what happened in each chapter. Ask, *What did Sofia do in the story? Why was it a special trip for Sofia?* On strips of paper, have children record sentences about events in the story. Mix up all the sentence strips and have children sequence them. Have children complete **PW 44**.
- **Questioning:** Brainstorm words that are question starters, such as 'who', 'what', 'when', 'where', 'why' and 'how'. Discuss how these question starters match with specific answers. For example, if the question begins with 'who', then the answer will be about a person. Write sentences from the text on the board. Have children think of questions that the sentence answers. Have children complete **PW 45**.
- **Connections:** Talk about how good readers connect the text that they are reading to their own experiences, other texts they have previously read and things about the world. Write the phrases 'text-to-self', 'text-to-text' and 'text-to-world' on the board. Ask children to share personal experiences, other texts and knowledge of the world that they were reminded of as they read the text. Record children's responses under the phrases. Have children complete **PW 46**.

Phonological awareness

- Discuss the words 'excitedly', 'softly' and 'thoughtfully'. Have children identify the '-ly' suffix at the end of these words. Talk about how adverbs (words that describe verbs) often end in '-ly'. Brainstorm other words that end in '-ly'.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Discuss 'adopt' and how if people adopt a child it means they take care of them and become their parents.
- Identify 'birth mother' and how it refers to the woman who gave birth to the child, compared to the person who brought up the child.
- Find 'festivals' and discuss how it refers to special times or events when people are celebrating something. Ask, *What festivals have you been part of?*
- Discuss the word 'jaguar' and how it refers to a large cat that has a yellowish-brown coat with black spots, mostly found in the dense forests of Central and South America.
- Identify 'orphanage'. Talk about how it is a place where children whose parents have died can live and be cared for.

- Discuss the word 'senses' and how it refers to your ability to see, hear, smell, feel and taste. Talk about how we gain information through our senses.
- Identify 'tame' and how it means that an animal or bird is not wild or fierce, and is not afraid of people. Discuss how pets are tame animals.
- Discuss the meaning of the word 'temple'. Talk about how a temple is a place or building where people go to worship or pray.
- Talk about 'unfamiliar' and how it means that you don't know or are not familiar with something. Discuss how if you have never seen, learned or done something that you would be unfamiliar with it.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Discuss the sentence 'The jaguar turned and ran off into the jungle as the birds flew past the visitors' heads.' Talk about what the jaguar did and what the birds did. Discuss how the word 'as' lets readers know that these two events happened at the same time.

Text conventions

- **Paragraphs:** Discuss how sentences can be grouped together to make paragraphs. Talk about how sentences in a paragraph are about a similar topic. Ask children to identify paragraphs in the text.
- **Text type – narrative:** Discuss how this text is a narrative. Have children talk about the structure of a narrative – orientation, complication, series of events, resolution and ending. Have children identify these elements in the story. Also talk about and identify features of a narrative including characters and setting.

Writing

- Talk about what Sofia learned during the story. Ask, *What did she learn about her birth country? What did she learn about the quetzal bird?* Have children discuss why it was such a special trip for Sofia. Have children write a text explaining what Sofia learned during her trip to Guatemala.

► English Language Learners

- Have children recall the animals that were mentioned in the text, such as monkeys, jaguars, panthers and quetzal birds. Ask children to describe the animals and share their prior knowledge. Then encourage children to research other jungle animals using other books or by going online. Have them identify what they look like, where they live and how they behave. Encourage children to make a poster to share their research.

► Assessment

- PWs 44, 45, 46 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 44 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Sequencing sentences

- Read the sentences and draw pictures to match.
- Write numbers next to your pictures to show the order they happened.
- For example, write '1' next to the first event and '2' next to the second event.

Event	Picture	Order
Sofia climbs up the tree to try to help the hurt quetzal. The quetzal stayed calm and hopped onto Sofia's lap.		
Sofia and her mum met Mr and Mrs Garcia and their son, Ronny. They ate a special lunch together and Mr Garcia told them about the temple.		
Sofia, her mum and Ronny hiked through the jungle with the two rangers and other visitors. Sofia's senses were alive with wonder.		
Sofia took care of the quetzal and put it down to rest in a box. In the morning, the quetzal was gone.		
A flock of quetzals started squawking and swooping down at amazing speed. The jaguar turned and ran off into the jungle.		
Sofia and Ronny see a quetzal bird in a tree. Sofia shows Ronny her stone carving of a quetzal bird. Ronny tells Sofia that the quetzal could be her <i>nahual</i> .		
Sofia sees a flash of spots through the trees. It was a jaguar!		
Sofia and her mum reached the temple. They could see a quetzal above them.		
Sofia and her mum arrived at the airport. They were met by Zico, who took them to meet the Mayan family they were staying with.		

Main teaching focus

Comprehension: Sequencing; visualising while reading sentences.

Other teaching focus

Comprehension: Recalling the sequence of events from a text.

Teacher's note

Children draw pictures to match the sentences. They sequence the sentences by recording the order in which they happened. For example, children would write '1' next to the first event and '2' next to the second event.

Name: _____ Date: _____

Writing questions

- Write three questions to match the sentences.
- The first one has been done for you.

Sentences	Questions
As the plane touched down, Sofia took out a small stone carving. Her birth mother had given her the quetzal bird many years ago.	<p><i>What was the carving made of?</i></p> <p><i>Who had given Sofia the stone carving?</i></p> <p><i>When was Sofia given the stone carving?</i></p>
The road from the airport through the jungle was bumpy, but Sofia had so many questions that she hardly noticed.	
Sofia heard loud chirps. She looked up at the tree and saw a beautiful bird with red and green feathers.	
To Ronny's surprise, the quetzal stayed calm. When Sofia was finally sitting on the branch next to the bird, it hopped into her lap.	
Sofia carefully put the quetzal down to rest in a small box lined with a towel. That night, as Sofia and Mum got ready for bed, the quetzal chirped happily from its new home.	
Suddenly, there was a rustling sound behind them. Everyone's head shot around to see the jaguar crouching low and looking right at them.	
The sun was just rising as Sofia and her mum reached the top of the temple. Mist hung like a cloud over the jungle treetops.	

Main teaching focus

Comprehension: Writing questions that a text answers.

Other teaching focus

Comprehension: Clarifying and extending thinking through questioning.

Teacher's note

Children read each passage of text and then write three questions that are answered by these sentences. They record their questions in the second column.

Name: _____ Date: _____

Making connections

- Write text-to-self connections you made while reading the text.
- Write text-to-text connections you made while reading the text.
- Write text-to-world connections you made while reading the text.

Text-to-self connections	Text-to-text connections	Text-to-world connections

Main teaching focus

Comprehension: Making connections: text-to-self, text-to-text, text-to-world.

Other teaching focus

Comprehension: Gaining meaning from text.

Teacher's note

Children record text-to-self, text-to-text and text-to-world connections they made while reading.

The Breathing Trees

Level: 29 Fiction Word count: 2,645 Text type: Science 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.

Extending vocabulary: experiment, oxygen, microgravity, sapling

Programme links: *The Breathing Trees* E-book, *When Forces and Motion Collide* (NF)

Curriculum links: science and technology, space studies, plant biology

Story summary: Gemm, Nova and Jarrell are experimenting with the oxygen levels given off by young trees in space. When a space rock hits their ship, the friends must work together to save their project—and themselves!

Learning objectives: identify author's message; identify tone using vocabulary; apply the writing process: revising a persuasive argument

Getting started with predictions

- Imagine what it would be like to live on a spaceship. Ask children if they think it would be fun. What would be different? What might be the same?
- Give each child a copy of the book and discuss the title, cover illustrations and back cover copy. Ask children to predict what type of text this is and how they know (e.g., fiction vs non-fiction; realistic fiction vs fantasy). Explain that this book is science fiction, a special kind of story that often takes place in the future, or that uses real science to imagine how life might be different. Ask children to predict the science that might be addressed in this book. Say, *Note the details on the cover and watch for real-life connections as you read.*

Reading the text

Ask children to read the text independently to p. 19, which is 1,434 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they 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:* Connect the actions, personalities and day-to-day lives of the characters to children's lives. How would you describe Mr Nubbins as a teacher? Do they know any teachers like him?
- *Clarifying:* Ask children what scientific concepts or experiments might need more explanation, and carefully reread to find clues that help clarify the action.
- *Visualising:* Imagine what life would be like on a floating lab. What would they see out of the window? How would it feel to not be able to go outside at all?
- *Questioning:* As children read, encourage them to show thumbs down when they don't understand something. Then, encourage them to ask a question aloud, and see who can find the answer. Help children to frame their questions if needed.

- *Summarising:* Use a story map to model how characters and situations are introduced, the rising action, the climax and the resolution. Get children to pause as they read to fill in their charts as appropriate.
- *Inferring:* Inferences come from both clues in the book and our own experiences. Ask children how they think the kids on the space station feel about their trip. What evidence supports this?
- Walk around as children are reading to check their reading fluency.

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

- p. 5: Ask children what they know about 'oxygen'. (Support and extend discussion.) Ask for synonyms of 'oxygen'.
- p. 5: Ask, *Which words help you know the meaning of 'sapling'?* Ask children to find two words or phrases that describe 'sapling'.
- p. 7: *What 'experiment' are the children working on? What are they hoping to find? Reread the text to show evidence, then define 'experiment' in your own words.*
- p. 10: Explain that 'microgravity' is a compound word. Ask children to work in pairs to define 'micro' by thinking of other words with that prefix; then to define 'gravity'. Ask them to combine the definitions to describe 'microgravity'. Encourage partners to share their definitions.

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. Then explain how making connections and summarising will help readers determine the author's message. As children are introduced to this strategy, model for them how to use chapter titles and story maps to help connect and summarise. Then, ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- **Making connections:** Connections can be made with other books or even films. Ask children to identify events in the text that remind them of other stories. Ask them to share their ideas.
- **Summarising:** Explain to children that stories usually follow a similar structure. A story map helps trace the events. For example, on p. 4, we meet the characters and a setting is established. Ask children to briefly summarise the beginning of this story using that information.

Author's message

Model the strategy using p. 5. Say, *Today we'll talk about the author's message—what does the author want us to know or learn? A sequence map can help us determine the author's message. It lets us place the events and characters in order so we can keep track of the story. We learn that these characters are children travelling through space, and completing homework projects for teachers back on Earth. This will be the first part of my sequence map. Then I'll describe the events as they happen, calling out the characters, and summarising the author's main ideas as I go. Finally, I can describe how the whole story wraps up, and determine the ultimate lesson learned.*

Practise the strategy and ask children to record their thoughts on their PW

- p. 6: Use the PW to start adding information about the characters and the setting. Challenge children to include one or two descriptive words about the characters and setting, using the text to find examples.
- p. 7: Ask children to work in pairs to map out the situation of the story. *What are the children trying to accomplish? Why is it challenging? What do they decide? Discuss and write two sentences on your PW about the situation.*
- p. 8: Add some of the events that will lead to the climax. Ask, *What is the first event that happens on this page? Who is the leader? How do you know? What do you think is the author's opinion about this character? Add a sentence on your PW about the first event.*
- p. 13: *The children face two snags in their plan. Reread and tell a friend the problems they encounter. How do they overcome them? Jarrell says: "...leaving out part of the truth is still a lie". What is one conclusion you can make about the author's message?*
- pp. 16-19: Say, *Add another event to your PW. What are the children learning? Do you think this might be important later? What is another conclusion you can draw about the author's message? Use evidence from the text to support your idea.*
- Ask children to continue to fill in their sequence maps as they read, and check their ideas about the author's message when they get to the end.

Vocabulary strategy: Tone

Identify and discuss interesting or challenging vocabulary in the text. Talk about how word choice helps set the tone. The tone is like the mood. It can be suspenseful, stressful or fun. Words such as 'microgravity' express a scientific tone, for example. Paying attention to the word choice will reinforce your understanding of the mood. Encourage children to look for words that suggest a tone. Use a dictionary as needed. Ask questions that encourage children to further explore word meanings.

- The word 'oxygen' (p. 5) is used to describe a process. Explain the tone that is set by describing the process of 'making more oxygen'. Use the text to help you.
- Focus on the words, 'metal box' and 'black space and countless sparkling stars' (p. 4). Is this the setting in which you would expect to see 'saplings'? Why or why not?
- Why do the children 'experiment' with their project (p. 7)? What does it tell about the characters that they want to change their assignment?
- Say, The word 'microgravity' (p. 8) is a very specific term. Explain the term, then consider why the author chose this word. What does the author want you to understand about the location and the setting?
- Draw a two-column chart in your learner's notebooks. Reread the text and find examples of words that support a specific tone. Find other words that support a different tone, such as 'playful' or 'rebellious'. Label each column with the name of one tone, then list the words that support it underneath. See how many more words you can find for each column.

► English Language Learners

Provide additional support regarding dialogue and identifying who is speaking. Children may get lost in long strings of dialogue, so encourage them to use strategies such as highlighting both the speaker and their statements in the same colour, or drawing connecting lines from the dialogue to the person who is talking. For practice, ask partners to read aloud, and create a different voice for each character as they narrate the dialogue.

► Assessment

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

The Breathing Trees

Level: 29 Fiction Word count: 2,645 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.

Extending vocabulary: communication, disaster, rate, suspenseful

Learning objectives: analyse characters; determine tone using vocabulary; apply the writing process: editing

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 story 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 1,211 words. Explain how rereading text helps them gain meaning. Read along with children. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading or using contextual cues).
- *Making connections:* The characters quote their teachers and parents. Do the characters remind you of your own friends and teachers? Why or why not?
- *Clarifying:* Ask children to place a sticky note in the text to indicate when they are confused while reading. At three sticky notes, tell them to stop reading and encourage a conversation to help clarify what is confusing.
- *Visualising:* This story is very descriptive, but action can be hard to visualise. Ask children to work together to act out some of the action, or use models to imagine what is happening in the story.
- *Questioning:* After reading, see if any questions from the first half have been answered in the second half. Post four questions in the corners of the room and allow children to choose a question to research as a team.
- *Summarising:* Ask children to continue to add information to their sequence maps, including brief summaries after each chapter, as well as a summary of the whole story.
- *Inferring:* Discuss inferences based on clues in the text, such as: On p. 23, Nova's eyes are wide. Find the clues that explain how she might be feeling. Ask, *Why is it dangerous to be locked in?*
- Walk around as children are reading to check their reading fluency.

Discuss academic vocabulary, and focus on terms questioned by children or not supported in the text.

- p. 20: Say, 'Rate' is a word with multiple meanings. Use clues from the text or a dictionary to determine how the word is being used in this context. Explain the statement, 'the rate is rising'.
- p. 24: Ask, Define the word 'disaster'. (Support or extend discussion.) Which clue words help you to understand the meaning? What types of skills do you think the children learned

in disaster training? Talk to a partner about the effect of the word 'disaster'. What does that word tell you about the situation?

- p. 24: Say, Visualise a 'communication panel'. How do you think it works? The panel is hidden. Why does that matter? What is the method of 'communication' that the panel offers?

The word 'suspenseful' is not in the text, but explain that it is a tone the author creates by building tension before the climax. For example, the children try several times to move the boxes (pp. 25-27). What is one other way the author made the climax suspenseful? Share text evidence with a partner to support your idea.

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 dialogue and actions can help us analyse characters by revealing something about their personalities. Say, *When the space rock hits, how do the children respond? Look at their reactions. Who is calm?* Ask partners to find explicit dialogue and actions that demonstrate each character's personality. Then, ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Inferring:* Say, We infer character traits based on the clues, and on our own experience. For example, how does Jarrell react when the door locks? What does this help you infer about his character? What would your reaction be to this situation?
- *Making connections:* Say, The description of the cargo bay reminds me of a warehouse. I'm making a connection to something I've experienced. How do you connect to the alarm horns?

Character analysis

Model the strategy using p. 20. Say, Compare Jarrell to Nova. How does Jarrell enter the canteen? The text says he bursts in. What does that tell you about how Jarrell is feeling? How does Nova respond? Why do you think she wants to measure the oxygen rate for one more week? How is she different from Jarrell? I can tell that Jarrell is excited, and Nova is more thoughtful. She wants more evidence. I'll remember these character traits, and continue reading to see if my ideas are confirmed. Ask children to work in pairs to write their character analyses in their learner's notebooks. Make sure they include the text evidence that supports their thinking.

Practise the strategy and ask children to record their thoughts in their learner's notebooks.

- p. 23: *Each of the children is frightened when the space rock hits. Work with a partner to rank each character by who is most scared to who is most calm. Use explicit text evidence such as dialogue or actions to support your ideas, and write the quotes in your learner's notebooks. Compare your ranking to another pair.*
- p. 24: *Write the names of each character in your learner's notebook. Reread the text. The chapter is called Time for Teamwork. How do the characters work as a team? What does each one do to help solve the problem? Make an inference about each character's strengths based on how they behave. Discuss with a partner.*
- p. 29: *How does Captain Conway react when Nova contacts him? Why do you think he reacts this way? Imagine if he was angry at the children—how would that have changed the outcome?*
- p. 30: *In your learner's notebook, answer the following question: Do you think the children are upset about their punishment? How do you know?*
- p. 32: *What is the outcome of the experiment? What do you think is the author's message? How do the actions of the children support that idea?*
- Ask children to discuss with a partner one of the lessons the characters learn. Which lesson was the most important?

Vocabulary strategy: Determine tone using vocabulary

Identify and discuss interesting or challenging vocabulary in the text. Talk about how the word choice helps determine the tone or mood. Ask about the difference between words such as 'emergency' and 'situation'. Which one is more urgent? Practise identifying some of the words that suggest a tone, and why the author chose those words. Ask questions that encourage children to explore word meanings further.

- Discuss the word 'rate' (p. 20). *What sort of tone does a word such as 'rate' evoke? Why do the children use that word? What does the author want us to know about how the children feel about this assignment?*
- Ask, *How is a space rock a 'disaster' (p. 24)? What makes the situation dangerous? What if the author had described the situation as 'worrying' or 'troubling'? How would that change the tone?*
- Say, *Using the words 'communication panel' sounds very formal. What other communication device is described in the story? What is it called? How are the two communication tools similar? How are they different?*
- Say, *Think about the word 'suspenseful'. The suffix, -ful, means 'full of'. Describe the situations the children encounter that are 'full of suspense'. Which words help you know?*

► **English Language Learners**

- Focus on shades of meaning when looking at word choice. Idioms and puns are difficult, and slang phrases need to be explicitly explained. Make word walls that highlight idioms, slang or other phrases and ask children to restate them in their own words. Ask children to create or find pictures that show the literal and figurative meanings of common idioms.

► **Assessment**

- Check work samples and responses from their learner's notebooks.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Complete the Running Record (page 71).
- Record children's questions and save them for follow-up activities later on.

Name: _____ Date: _____

Sequence map

Fill in the boxes on the sequence map.

- Add descriptive details as necessary.
- Write in the page numbers and text evidence that support your ideas.

List the events in the order that they happen, including the names of the characters.

Summarise the story so far.

Summarise the next part of the story.

Write a brief summary of the story. Draft your summary on the lines below.

What lesson did the characters learn?

Main teaching focus

Comprehension: Author's message

Other teaching focus

Comprehension: Sequence of events

Teacher's note

Children sequence events to track the characters, setting and plot and to determine the author's overall message.

Max Jupiter and the Impossible Planet

Level: 29

Fiction

Word count: 2,309

Text type: science fiction



Extending vocabulary: atmosphere, communicator, headquarters, identical, nitrogen, orbit, oxygen, pyramid, security, shields, teleport, tomb, witness

Programme link: *Space Exploration* (non-fiction)

Curriculum links: friends, physical science, space, planets

Story summary: A new planet appears in the solar system, and something about it is very wrong. Max Jupiter and his friend Jack go on a Space Guard mission to check it out. When they see a signal for help, they can't just leave. But are they walking into a trap?

Getting started

- Have children imagine they are a Space Guard. Have them think about what missions they might be involved in, what their role might be and how they might feel. Ask, *What do you think you would enjoy most about being a Space Guard?*

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustrations. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or a non-fiction text?* Discuss how the title and cover illustrations help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about space? What do you imagine would be involved in being part of a Space Guard mission?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think Max finds Earth geography so hard? How do you think Max and Jack felt when they saw Robot X on their screens?*

pages 6–7: Ask, *Why would Jack and Max be worried when they hear someone coming? Why is Robot X worried about discovering a new planet? How might a new planet put Earth in danger?*

pages 8–9: Ask, *How might Max and Jack be able to help while Mum and Dad are at headquarters? How will they gather information about the new planet?*

pages 10–11: Ask, *How do you think Robot X helped them teleport to the spaceship? What do you think they can see when they look out of the window?*

pages 12–13: Ask, *What might it mean if the gases on the new planet are identical to Earth's atmosphere? Why are they so shocked to see trees, rivers, oceans and a huge pyramid on the planet?*

pages 14–15: Ask, *How does Max know someone is there*

when he sees flames? Why does he think someone might need help?

pages 16–17: Ask, *Why is Robot X trying to stop Max? Why do you think Max and Jack go down to the planet anyway? Why are they confused when they can't see anyone on the planet?*

pages 18–19: Ask, *How do they know that the pyramid is real? Why is there one stone block with a dirty mark? What happened when they kicked the dirty stone block?*

pages 20–21: Ask, *What might they see when they peer inside the pyramid? Why does Max decide to go in the pyramid?*

pages 22–23: Ask, *What do they see through the next doorway? How is Lailani similar to a human? Why would Robot X be surprised to find out they are on Planet Diotis?*

pages 24–25: Ask, *Why would Diotis copy other planets and take over their orbit? Why do you think Lailani is scared of Rogulus? Why do you think Rogulus is trying to stop them?*

pages 26–27: Ask, *Why would Robot X tell the Space Guards to put up the security shields? Why would Max and Jack yank on Rogulus' beard? How have they trapped him?*

pages 28–29: Ask, *What would happen if Fura and Storro energy-blasted Earth into outer space? Why would Lailani tell them that Rogulus ordered them to wait till he gets there? Why are they trying to stop them from using the Energy-Booster?*

pages 30–31: Ask, *Why do you think Rogulus' beard was shorter and ragged? Why would Max ask to look at the Energy-Booster? How is he tricking Rogulus and blasting them back to outer space?*

page 32: Ask, *Why might Lailani need cheering up? Why would Robot X give them a bowl of dried ice cream?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully

comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing information.

- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why might Max think space geography is easier than Earth geography? Why did Max stay behind instead of teleporting to the spaceship when Lailani was caught? Why would Lailani be a good member of the Ace Space Crew?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- **Questioning:** Discuss the importance of asking questions while reading. Provide children with question stems such as ‘who’, ‘what’, ‘where’, ‘when’ and ‘why’. Have children reread chapter one of the text. Encourage them to use the question stems to formulate questions as they read. Have children share and answer each other’s questions. Have children complete **PW 48**.
- **Sequencing:** Have children recall the main events of the story. Have children record events from the story onto strips of paper. Place the strips into the middle of the group and have children sequence the events. Have children complete **PW 49**.

Phonological awareness

- Talk about suffixes. Identify words with suffixes in the text, such as ‘pressed’, ‘quickly’, ‘brighter’ and ‘parents’. Have children brainstorm other words with suffixes. Discuss how the suffixes alter the meaning of the word.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify ‘atmosphere’ and discuss how it refers to the gases surrounding Earth or other similar objects in outer space.
- Talk about ‘communicator’. Discuss how when people communicate, they talk or write to each other. Ask, *If a robot had a communicator, what do you think it would do?*
- Identify ‘identical’ and talk about how it means that two things are the same or alike in every possible way.
- Talk about ‘nitrogen’ and how it refers to a gas with no colour or smell that is one of the chemical elements. Discuss how nitrogen makes up about eight per cent of Earth’s atmosphere.

- Identify ‘orbit’ and talk about how if something is in orbit, it is moving round the sun or a planet.
- Talk about ‘oxygen’ and how it is the gas in the air that everyone needs to breathe in order to stay alive.
- Discuss ‘security’ and how it refers to something that gives protection.
- Find ‘shields’ and discuss how it refers to something that gives protection. Talk about how soldiers or officers can hold up a shield to protect themselves during a battle. Discuss how if you shield someone it means you protect them from danger.
- Talk about ‘teleport’ and how it means to instantly move something or someone from one place to another.
- Discuss ‘tomb’ and how it refers to a place where a person’s body is buried after they die.
- Identify ‘witness’ and discuss how it refers to someone who sees or is present when something happens.

Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase ‘break in security’. Discuss the meaning of ‘security’. Ask, *What might it mean if there is a break in security?*
- Discuss the words ‘security shields’. Talk about the meaning of ‘security’ and ‘shields’. Ask, *What would a security shield do? What might a security shield protect people from?*
- Discuss the phrase ‘knee-deep’. Ask, *What does it mean if something is knee-deep? How does this phrase let you know how deep something is?*

Text conventions

- **Commas:** As a group, discuss commas and have children identify the commas in the text. Model how readers pause at commas.
- **Quotation marks:** Discuss quotation marks. Explain that text between quotation marks is what a character is saying. Have children identify quotation marks in the text.

Writing

- Discuss how the text has Max as the central character. Ask, *How would the story change if it was written from the perspective of one of the other characters?* Have children discuss what the main events of the story might be if Lailani or Rogulus were the central characters. Have children complete **PW 50**.

► English Language Learners

- Have children look through the text and identify ‘space vocabulary’. Ask them to record the words and discuss their meanings. Have children draw pictures to show the meaning of the words.

► Assessment

- PWs 48, 49 and 50 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 48 could be kept in the child’s portfolio
- Complete Running Record

Name: _____ Date: _____

Writing questions

- Reread pages from the text.
- Record questions you think of while reading using the question stems below.
- You can write more than one question in each box.

Where can?	How can?	Who can?	What can?
Where would?	How would?	Who would?	What would?
Where might?	How might?	Who might?	What might?
Where will?	How will?	Who will?	What will?

Main teaching focus

Comprehension: Generating questions while reading.

Other teaching focus

Comprehension: Inferring characters' thoughts, feelings and actions.

Teacher's note

Children read pages from the text. They use the question stems to formulate and record questions about the text as they read.

Name: _____ Date: _____

Sequencing

- Read the sentences.
- Write numbers next to events to show the order they happened. For example, write '1' next to the first step and '2' next to the second step.

Event	Order
<p>Suddenly, Max's screen flickered and showed a shiny, silver robot. Max glanced across the table at his best friend, Jack. Max nodded towards his screen. "Robot X?" whispered Jack. Words popped up. "Correct. Meet me in the caretaker's cupboard."</p>	
<p>"It's Rogulus, our ruler." Lailani trembled. The wall slid open. A huge green man with a long white beard sweeping the ground frowned at them. He was as tall as Robot X.</p>	
<p>"You Earthlings could live there. You could breathe the air. You could walk without floating away. Of course, I need not worry about such things," said Robot X.</p> <p>Tall green trees grew everywhere. Blue rivers crossed the land. Oceans shone far away.</p>	
<p>Near the pyramid, flames leapt high into the air. "Somebody's there," said Max. "That does not compute," said Robot X. "Nobody answered." Max said, "Maybe they don't want to talk." "Why would they not wish to?" asked Robot X. "Perhaps somebody's stopping them," said Max.</p>	
<p>"I can help. I will go to the new planet to seek information. But I need a Space Guard as a witness." Robot X pointed to Max and Jack. "These two have been helpful before. I could take them." "Yay!" shouted Max. "The Ace Space Crew is back!"</p>	
<p>"Get back in here!" Max shouted. "Never," yelled Rogulus. The boys tugged his beard hard, yanking him into the room. Rogulus let go of Lailani to try to stop them.</p>	

Main teaching focus

Comprehension: Sequencing; visualising while reading.

Other teaching focus

Comprehension: Recalling the events from a text.

Teacher's note

Children sequence the sentences by recording the order in which they happened. For example, children would write '1' next to the first step and '2' next to the second step.

Name: _____ Date: _____

A different story

- Rewrite the main events of the story from the perspective of Lailani and Rogulus.



Main teaching focus

Writing: Writing narrative events; inferring character's thoughts, feelings and actions.

Other teaching focus

Comprehension: Recalling the events from a text.

Teacher's note

Children rewrite the main events of the narrative from the perspective of Lailani and from the perspective of Rogulus.

Properties of Light and Sound



Level 29 Non-fiction Word count: 1,914 Text type: informational

Extending vocabulary: beam, faint, instrument, material, messages, particles, qualities, result, signal, solids, surface, universe

Program links: *Properties of Light and Sound E-Book*
Backstage at the School Play (F)

Curriculum link: science, physical science, light, sound

Text summary: Learn about how we see and hear the lights and sounds that are around us all the time. Find out what light is and how we see it. Find out about what sound is and how we hear it.

Getting started

- Have children make a list of the things that they can see and hear. Ask, *How are you able to see different things? How are you able to hear different sounds?*

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover photos. Ask children to predict what the text will be about. Ask, *Do you predict that this is a fiction or a non-fiction text? What information might readers learn from this text?*
- Encourage children to share their prior knowledge relating to the title and cover photos. Ask, *What do you know about light and sound? Do you know how your eyes and ears work?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover photos as prompts. Ask, *What personal experiences do you have relating to how we see and hear?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, What lights can you see every day? What sounds might you hear every day?

pages 6–7: Ask, Where does most of our light come from?

pages 8–9: Ask, What does it mean for light to travel in a beam?

pages 10–11: Ask, Why do we need light to be able to see?

pages 12–13: Ask, Which part of the eye bends the light beam as it enters the eye? Why do you think the lens bends the light to the back of the eye?

pages 14–15: Ask, Why do you think you can't see anything in a dark box but you can see things when there is a torch on?

pages 16–17: Ask, Can light travel in outer space? How long do you think it takes for the light from stars to reach us?

pages 18–19: Ask, How far do you think sound waves travel? Where would the sound waves need to travel for us to be able to hear the sound?

pages 20–21: Ask, Why do you think the grains of rice should "dance" up and down when the stick hits the drum?

pages 22–23: Ask, If something has a high pitch, what type of vibrations might it be made up of? If something has a low pitch, what type of vibrations might it be made up of?

pages 24–25: Ask, Why would a sound wave still need to have energy when it reaches our ears for us to be able to hear it?

pages 26–27: Ask, Where would the sound wave travel to when it has entered your ear? What do you think happens when the vibrations reach the eardrum?

pages 28–29: Ask, What do you think is meant by 'speed of sound'? Why would it travel fastest through dense, solid objects?

pages 30–31: Ask, How are light and sound similar? How are these types of energy different?

page 32: Ask, What could you use the glossary for? What could you use the index for?

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to discuss inferences they make based on clues in the text. Also, have children answer inferential questions such as: *Why would it be more difficult for us to see things at night?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies helps readers to form understandings. Choose from the following activities.

Comprehension

- *Cloze*: Have children talk about light and sound and the properties they learned about in the text. Write sentences from the text on the board, but have one word missing from each sentence. As a group, discuss strategies for figuring out what the missing words could be. Encourage them to reread the sentences to ensure they make sense. Have children complete **PW 51**.
- *Compare and contrast*: Have children recall facts about light and sound. Encourage them to compare and contrast light and sound by explaining how they are similar and how they are different. Ask, *How does light/sound travel?* Have children complete **PW 52**.

Phonological awareness

- Identify the words 'dance', 'rice' and 'source'. Talk about the 'c' in these words and the sound that the letter makes in these words. Discuss how it makes an 's' sound. Have children brainstorm other words that contain the letter 'c' that makes this sound.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Discuss the following word meanings.
- Identify 'beam' and discuss how a beam of light is a straight ray of light that shines onto something. Ask children to think of where they have seen a beam of light.
- Discuss the word 'faint' and how it refers to a sound that is not very loud and you cannot hear it very well or a light that is not very bright or clear.
- Identify 'instruments' and how it refers to something that you use for playing music. Have children brainstorm different types of instruments, such as drums and guitars.
- Discuss the meaning of the word 'material'. Talk about how a material is something you use to make things with. Ask, *What materials would be needed to build a house?*
- Talk about 'particles'. Discuss how everything around us is made up of matter and 'particles' are the tiny bits that make up matter.
- Identify 'qualities' and discuss how it means the characteristics or properties of something.
- Discuss 'signal' and how it refers to something that communicates or gives a message to something else. Have children talk about different types of signals, such as gestures, sounds or lights.
- Discuss the word 'solids' and how it refers to an object that is hard, firm and not hollow in the middle. Brainstorm examples of solid objects, such as wood, rock and plastic.
- Talk about 'universe' and how it refers to everything in space, including Earth, the sun and all the planets and stars.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Some lights will be strong and bright, while others will be faint and weak.' Discuss how this sentence is comparing two different types of light. Ask, *What are the different types of light?*
- Discuss the sentence 'The beam of light bends again when it passes through a clear, curved part called the lens inside the eye.' Have children discuss what happens to the light when it passes through the lens. Ask, *When does the beam of light bend? Is this the only time that the beam of light bends?*

Text conventions

- *Text features*: Discuss the different text features in the text. Talk about how the author communicates information in lots of different ways, not only through the sentences. Identify the photographs, diagrams, captions and fact boxes. Ask, *What information did you learn by looking at these text features? How did they help you understand the properties of light and sound?* Have children complete **PW 53**.
- *Text emphasis/italic font*: Talk about how some words in the text are shown in italics. Discuss that this is because they are the words that children might not recognise or understand. Discuss how we can find the meaning of these words in the glossary.

Writing

- Provide children with the materials needed to do the experiments in the text. Have them complete the experiments and talk about what happened. Ask, *What did you learn about light and sound by doing the experiments?* Have children write a recount of the experiments.

► English Language Learners

- Provide children with a variety of materials, such as boxes, containers, spoons, drumsticks and pipes. Have children use the materials to create different types of sounds. For example, they could tap one item against the other and so on. Ask, *How would you make high-pitched sounds? How would you create low-pitched sounds? How do you make loud sounds? How do you make soft sounds?*

► Assessment

- PWs 51, 52, 53 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 51 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Cloze

- Read the sentences below.
- What do you infer from them?
- Write in the missing words so that the sentences make sense.

What is light?

Light is made by different sources. Most of the light around us comes from the _____. Other sources of light include electric light bulbs, fire, candles and stars in the _____ sky. Computer and TV screens are also sources of light when they are switched on. All these sources of light take one form of energy and turn it into light _____.

Reflected light

Light always travels in a _____ line. This line of light is _____ a beam. When a beam of light hits something in its path, it bounces off the _____. The beam of light then changes direction and _____ in another straight line. When this happens, the beam of _____ is reflected.

Smooth, shiny and light-coloured objects _____ light very well. Light beams reflect off these surfaces in one direction. The light-coloured surface of the Moon reflects the light from the _____ well. This is how we see the Moon in the _____ sky.

Dark, rough surfaces with no shine do not reflect light so well. These surfaces reflect light beams in many different directions.

How we see

Everything we can see is the result of light travelling into our _____. Light reflects off everything in the world around us and enters our eye through the black _____ in the middle. This is called the pupil. The coloured part around _____ pupil is called the iris. The iris can make the pupil _____ when there is lots of bright light. It makes the pupil bigger when it's dark out and more _____ need to enter the eye for us to see.

Main teaching focus

Comprehension: Cloze where words aren't given.

Other teaching focus

Comprehension: Using word meanings and sentence context to gain meaning from text.

Teacher's note

Children complete the cloze by writing in the missing words. They then reread the passage to ensure it makes sense.

Name: _____ Date: _____

Comparing and contrasting

- Write information about the properties of light and sound.
- Answer the compare and contrast questions at the bottom of the page.

	Light	Sound
What is it?		
How do the light beams/ sound waves travel?		
How does our body see/hear?		
What speed does it travel?		

How are the properties of light and sound similar? _____

What are the main differences between the properties of light and sound? _____

Main teaching focus

Comprehension: Comparing and contrasting information in a text; recalling facts from a text.

Other teaching focus

Comprehension: Sorting and classifying information.

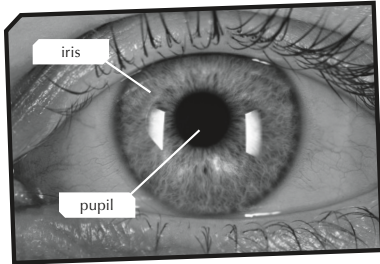
Teacher's note

Children record information about the properties of light and sound by answering the questions in the table. Then they compare and contrast the information and write how light and sound are similar and different.

Name: _____ Date: _____

Text features

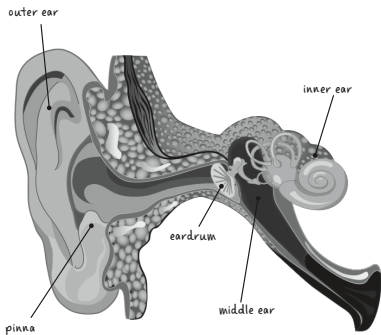
- Look at these text features that were in the text.
- Write about what you learned from these text features.





Fact
Sound travels through air and water.
There is no sound in outer space
because there is no air or water for
sound waves to travel through.





Main teaching focus

Text features: Identifying and using text features – diagrams, photographs, captions, fact boxes.

Other teaching focus

Comprehension: Gaining information from text and text features.

Teacher’s note

Children look at the different types of text features that were in the text. They then record the information they gained from the text features.

World Civilisations



Level 29 Non-fiction Word count: 1,899 Text type: informational

Extending vocabulary: ancient, civilisation, crop, effort, emperor, gathering, government, plough, preserve, settlement, usually, voted

Curriculum link: social studies, history, world history, ancient civilisations, world governments

Programme links: *World Civilisations E-Book*
Sofia and the Quetzal Bird (F)

Text summary: Learn about five ancient world civilisations – Mesopotamia, ancient Egypt, ancient China, ancient Greece, and ancient Rome. Find out about the daily life, government, family life, art and music, and buildings in these ancient civilisations.

Getting started

- Have children talk about what they think life was like in the past. Ask, *Have people always lived the way we do? How might life have been different in ancient civilisations?* Provide children with paper and ask them to draw pictures of what they think ancient civilisations would have been like.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover photos. Ask children to predict what the text will be about. Ask, *What might this text be about? Do you predict that this is a fiction or a non-fiction text? What information might readers learn from this text?*
- Encourage children to share their prior knowledge relating to the title and cover photos. Ask, *What was ancient Egypt/ancient China/ancient Greece/ancient Rome/Mesopotamia like?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover photos as prompts. Ask, *What personal experiences do you have relating to these civilisations? Have you read any other texts about world civilisations?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.
- pages 4–5: Ask, *How do you think most people got their food long ago? Why do you think early settlements started near large rivers?*
- pages 6–7: Ask, *How do you think people in cities worked together to grow more food?*
- pages 8–9: Ask, *Why do you think people settled in Mesopotamia, between two great rivers?*
- pages 10–11: Ask, *Why do you think it was important to have a king that made laws or rules and ruled over each city-state?*
- pages 12–13: Ask, *Where do you think the Egyptians grew large amounts of food? Why do you think many people worked as farmers, boat builders, fishermen or traders?*
- pages 14–15: Ask, *What was a pharaoh's job? Do you think children could become leaders?*
- pages 16–17: Ask, *In what ways did they preserve the bodies of people who had died?*
- pages 18–19: Ask, *How would silk have brought riches to ancient China?*
- pages 20–21: Ask, *Why were boys and girls treated differently? What kinds of homes did people live in? What types of things were*

shown in ancient Chinese artwork?

- pages 22–23: Ask, *Why was trading important in ancient Greece?*
- pages 24–25: Ask, *What is interesting about the Greek buildings?*
- pages 26–27: Ask, *Why do you think settlers in ancient Rome lived along the Tiber River?*
- pages 28–29: Ask, *What types of governments did ancient Rome have throughout its history? Why do you think over the years it was ruled by kings, leaders or emperors?*
- pages 30–31: Ask, *How would ancient objects help us imagine what life was like thousands of years ago?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to discuss inferences they make based on clues in the text. Also, have children answer inferential questions such as: *Why was life in ancient civilisations so different from our life today? Why are there so many similarities between the ancient civilisations?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- **Summarising:** Have children recall facts about the ancient civilisations. Ask, *What were the main things you learned about ancient civilisations? What did you learn about daily life/housing/government/family life?* Write the name of each ancient civilisation on a strip of a paper. Place the strips of paper face down and have children select a piece of paper. Have them read the name on the strip of paper and then summarise what they learned about that ancient civilisation. Have children complete **PW 54**.
- **Compare and contrast:** Discuss the ancient civilisations in the text. Have children talk about what life was like a very long time ago. Ask children to select two different civilisations from the text and compare and contrast the civilisations by identifying how they are similar and how they are different. Ask, *What do the civilisations have in common? How are they different?*
- **Evaluating:** Have children talk about what life in ancient civilisations was like. Ask, *How did life during ancient civilisations compare with life today?* Discuss how there would have been positive and negative aspects to living in an ancient civilisation. Write the headings 'Plus', 'Minus' and 'Interesting' at the top of a large sheet of paper. As a group, record positive, negative and interesting things about living in the different ancient civilisations. Have children complete **PW 55**.

Phonographic awareness

- Identify the words 'family' and 'families'. Talk about how 'families' is the plural of the word 'family'. Discuss the spelling rule where they 'y' is changed to an 'i' before 'es' is added. Brainstorm other words that use this spelling pattern.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Identify 'ancient' and how it means that something is very old or from long ago.
- Discuss the word 'civilisation' and how it refers to the way of life of a particular group of people. Talk about how civilisations of long ago were very different from civilisations of today.
- Identify 'crop' and how it is a type of plant that farmers grow as food. Ask, *What are some types of crops that farmers grow?*
- Talk about the word 'emperor' and how it refers to the male leader who rules the empire. Explain how it is similar to a king leading a kingdom.
- Talk about 'government' and how it refers to the group of people who are in charge of a country.
- Identify 'qualities' and discuss how it means the characteristics or properties of something.
- Talk about 'plough' and how it means to turn over or break up the soil in a field usually with a machine called a plough.

- Discuss 'preserve' and how it means to keep something safe and in good condition. Discuss how when you preserve something you try to keep it in its original condition and stop it from decaying.
- Discuss the word 'settlement' and how it refers to a community of people that live together in a particular place.
- Talk about 'voted' and how it means that people have had the opportunity to have their say or express their opinion. Discuss how in a democracy, people can vote in how things are run in their country.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Smaller cities grew into towns, and towns grew into cities.' Discuss how this sentence is sequencing events. Ask, *What happened to the smaller cities? What happened to the towns?*
- Discuss the sentence 'People in Mesopotamia traded goods, such as food and pottery, to get the things they needed.' Talk about the phrase 'such as food and pottery' and how it is explaining or giving examples of the goods that were traded.

Text conventions

- **Text type:** Discuss how this is a non-fiction informational text. Talk about the author's purpose and the structure of the text. Have children identify the chapters in the text and discuss how they help readers use and comprehend the text.
- **Text emphasis/italic font:** Talk about how some words in the text are shown in italics. Discuss how readers can find the meaning of these words in the glossary on page 32.

Writing

- Encourage children to imagine what it would be like to live in an ancient civilisation. Ask, *What would your daily life be like? What job could you have?* Discuss how life long ago was very different from life today. Have children complete **PW 56**.

► English Language Learners

- Provide children with materials such as cardboard, boxes, craft sticks, tape, paint, markers and fabric. Have children use the materials to build a model of an ancient civilisation. Support them in using the materials to build different buildings that would have been seen in ancient civilisations. Encourage them to include areas such as rivers and fields that were used for farming. Encourage children to discuss and describe the areas they included in their model.

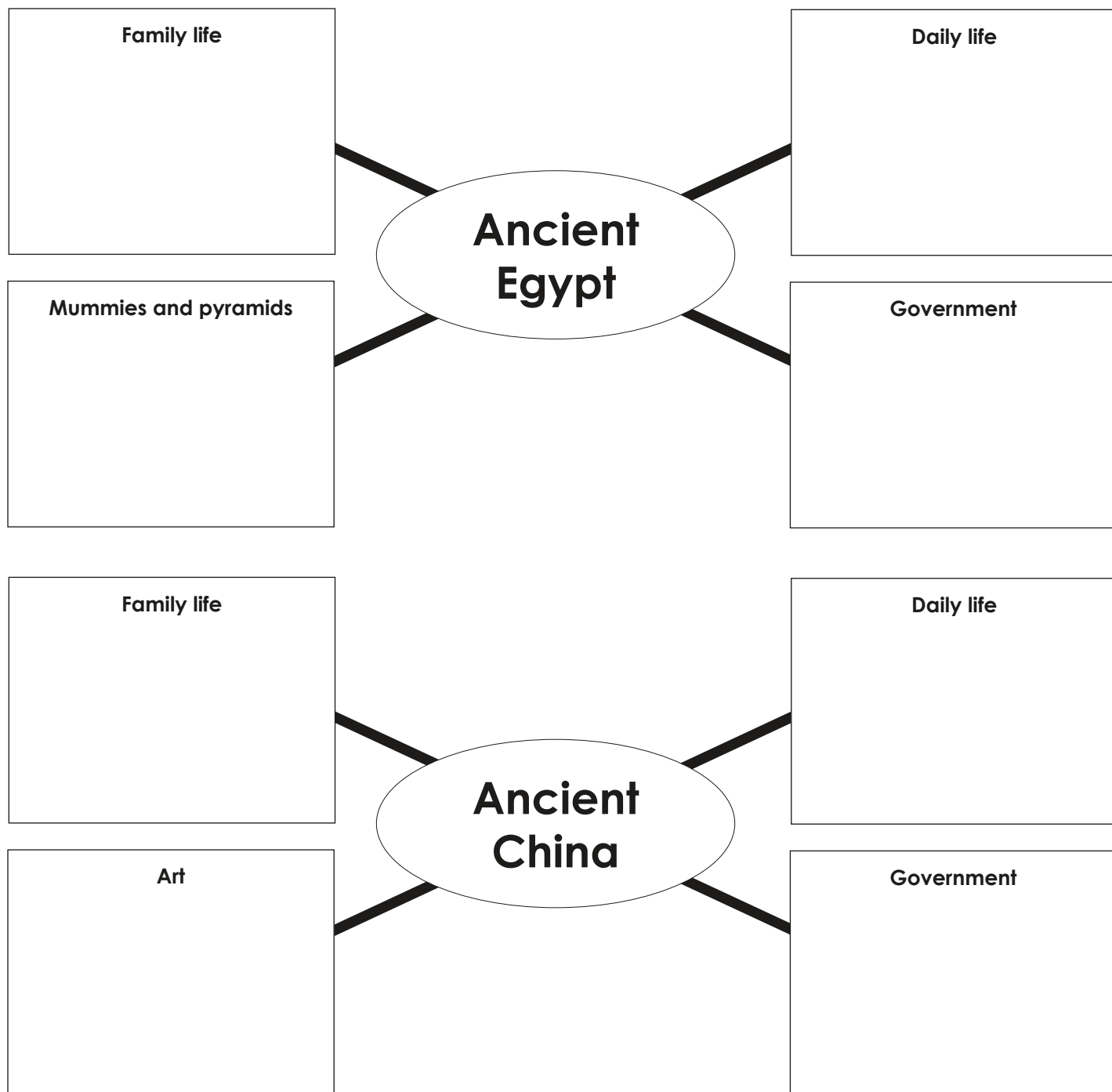
► Assessment

- PWs 54, 55, 56 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 54 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Summarise the main points

- Summarise what you learned about ancient Egypt and ancient China.
- Record the main points under each heading.



Main teaching focus

Comprehension: Summarising by retelling the main ideas in a text

Other teaching focus

Comprehension: Recalling information in a text.

Teacher's note

Children summarise what they learned about ancient Egypt and ancient China by recording the main points under the headings for the two ancient civilisations.

Name: _____ Date: _____

Plus, minus, interesting

- Write the pluses, minuses and interesting things about living in an ancient civilisation.
- Answer the questions about whether you would like to live in an ancient civilisation.

Plus	Minus	Interesting

Would you like to live in an ancient civilisation? Why/why not?

Which ancient civilisation would you choose to live in? Why?

Main teaching focus

Comprehension: Evaluating information from a text.

Other teaching focus

Comprehension: Linking information in a text to personal experiences and opinions.

Teacher's note

Children think of and record positive, negative and interesting things about living in an ancient civilisation. They then answer the questions about whether they would like to live in an ancient civilisation.

Name: _____ Date: _____

Living in an ancient civilisation

- Choose an ancient civilisation and imagine you lived during that time.
- Record sentences describing what your life would be like.

The ancient civilisation I live in is _____.

My family life	My house
My job	My government
Other interesting things	

Main teaching focus

Writing: Writing a text based on information gained through reading.

Other teaching focus

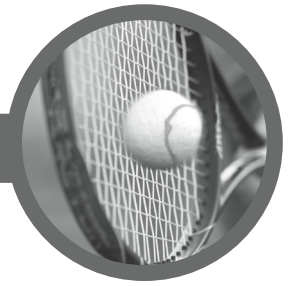
Comprehension: Recalling information from a text.

Teacher's note

Children choose an ancient civilisation and imagine living in that time. They then record sentences describing what their life would be like.

When Forces and Motion Collide

Level: 29 Non-fiction Word count: 2,048 Text type: Informational text Part: 1



- Pacing:** Parts 1 and 2 can be taught at separate times or during the same continuous lesson. Choose the instruction to reinforce the level required by your children.
- Extending vocabulary:** force, gravity, motion, opposing, solar system, tide
- Programme link:** *When Forces and Motion Collide* E-book, *The Breathing Trees* (F)
- Curriculum links:** science and nature, physics
- Text summary:** Forces and motion go hand in hand. Forces make objects go faster, slow down, change direction and change shape. Learn about gravity, friction and other types of forces and the effects they have on objects.
- Learning objectives:** review using text evidence; analyse diagrams; review vocabulary strategy; apply the writing process: publishing a persuasive text

Getting started with predictions

- Explain that when we push something, we are applying something called *force*; when something moves, it is called *motion*. Explain to children that these two terms are related—ask children to try to move something on their desk without touching it. Ask them to explain what happened.
- Give each child a copy of the book and discuss the title, cover images and back cover copy. Ask children to predict what type of text this is and how they know (e.g., fiction vs non-fiction; realistic fiction vs fantasy). Explain that this book is a non-fiction informational text explaining a scientific concept. Say, *Note the details on the cover and watch for connections to the text as you read.*

Reading the text

Ask children to read the text independently to p. 17, which is 884 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Ask children to study one of the pictures and think about a similar situation from their own life. For example, how did they stop a ball? How did they get it to change direction?
- *Clarifying:* Diagrams can help clarify the information described in the text. Remind children to look at the captions and labels to better understand the diagrams.
- *Visualising:* Before trying the activity described on p. 13, ask children to imagine what will happen to the sponge. Get them to draw what they think will happen, and compare the drawing to the actual outcome.
- *Questioning:* As children read, encourage them to write questions in their learner's notebooks. After reading, ask children to work in pairs to find the answers.

- *Summarising:* Ask children to summarise each chapter, making sure to include details provided from the pictures and diagrams. How did the pictures help them summarise?
- *Inferring:* Encourage children to discuss inferences they made based on clues in the text, such as: *How is the Sun's gravity pulling Earth? How is Earth's gravity pulling the Moon?*
- Walk around as children are reading to check their reading fluency.

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

- p. 5: Say, *How does the text describe 'force'?* (Support and extend discussion.) *Work with a partner to demonstrate both examples of a force.*
- p. 6: Say, *The text defines 'motion.' Explain how the words 'chases', 'flies' and 'crawls' are examples of 'motion'. Think of some other ways to describe motion.*
- p. 10: Say, *Which word on this page is similar to 'opposing'?* (Support and extend discussion.) *Use that word to explain the meaning of 'opposing'. Reread the text for clues to help you.*
- p. 14: Say, *Reread the definition of 'gravity'. Why would Earth have stronger gravity than a person? Use the term 'gravitational pull' as an example of a force.*
- p. 16: Say, *Study the picture of our 'solar system'. What is at the centre? How does this relate to the term 'solar system'?*
- p. 17: Say, *The Moon's gravity affects the oceans on Earth. Visualise the Moon circling Earth. What happens to the water as it is pulled by the Moon's gravity? Use this image to describe high and low 'tide'.*

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 using evidence from the text supports thoughts about the main idea by providing explicit examples. Briefly review

the importance of using the exact language from the text, and including the page number so others can find the referenced words. Use graphic organisers to write the text, and then explain what it means or why it matters. Then, ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Making connections:* Say, Look for examples of facts, definitions, comparisons and causes and effects as good pieces of text evidence. Connect the examples to references from your own experiences.
- *Analyse diagrams:* Explain to children that diagrams can help clarify complicated ideas. Challenge them: As you read about gravity or forces, try to draw a diagram that matches what the text is describing. Label the diagram based on the text description.

Review: Using text evidence

Model the strategy using p. 5. Say, *Strategies help us solve problems we encounter when we are trying to read, write and learn. We've already discussed using text evidence, and today we're going to review that strategy. You can use text evidence to support your understanding of a main idea. You can also use text evidence to support any inferences you might make. Text features such as diagrams can be used as evidence, too. Let's try a few.*

Practise the strategy and ask children to record their thoughts on their PW:

- p. 6: *The main idea of this section is about motion. What examples does the author provide in the text? Draw a diagram of one of the examples described in the text. Use words from the text to label your diagram.*
- p. 8: *What is the main idea of this section? What text evidence does the author give to support it?*
- p. 8: *What can you infer about the relationship between motion and forces? Use text evidence to support your inference.*
- pp. 10–11: *What is the difference between balanced and unbalanced forces? Write your ideas in the first column of the PW chart, and either use evidence from the text to support your answer, or draw a diagram that demonstrates what you wrote.*
- p. 14: *Infer what would happen if Earth had no gravity. Use text evidence to support your inference.*
- p. 17: *Make an inference about how the tides change from high to low based on the Moon's gravity. What text evidence can you use to support your inference?*
- After practising using text evidence, ask children to turn to a partner and discuss how the strategy can support their understanding of the text.

Vocabulary strategy: Review vocabulary strategy

Identify and discuss interesting or challenging vocabulary in the text. Revisit some of the strategies already introduced, such as finding clue words that help determine meaning, or breaking words apart by looking at prefixes and suffixes. Encourage children to try various strategies, and explain which they used to help them determine the meaning of difficult or unknown words. Use a dictionary as needed. Ask questions that encourage children to further explore word meanings.

- Tell children, *There are several examples that describe the word 'force' (p. 5). Find two examples, and describe how they helped you understand the word.*
- Ask children to use the words 'motion' and 'speed' (p. 6) to explain the phrase, '240 feet per minute.' Ask, *What does the word 'per' mean?*
- Ask, *How does the example of tug of war help you understand 'balance' (pp. 10–11)? How does the prefix 'un-' change the meaning of the word? Describe an unbalanced tug of war.*
- Ask, *Which words on this page are the best synonyms for the force that pulls things to Earth (p. 16)? What would happen if there was no gravity on Earth?*
- Ask children to study the diagram on p. 16. Say, *The diagram helps us to visualise the information. What terms are being demonstrated by this diagram?*
- Challenge children to find examples of everyday descriptions that help explain scientific terms, such as 'squeeze' and 'bend', which describe how force changes shapes. Ask them to share their examples with a partner.

► English Language Learners

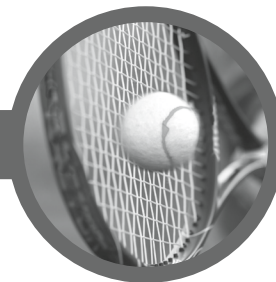
- Provide additional support for using the correct terminology to describe scientific ideas. Ask children to work in threes. The first person chooses a domain-specific term (on a card or from a list), and gives a one-sentence explanation. The second and third person either agree and add to the explanation, or disagree and offer a different explanation. The first person then restates the definition, based on the comments from the team. The children take turns pulling words and repeating the process.

► Assessment

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

When Forces and Motion Collide

Level: 29 Non-fiction Word count: 2,048 Text type: Informational text Part: 2



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

Extending vocabulary: air resistance, engineer, friction, pole, upthrust

Learning objectives: review identify text structure; review vocabulary strategy; 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 1,164 words. Explain how rereading a text helps them gain meaning. Read along with children. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading or using contextual cues).
- *Making connections:* Encourage children to connect text-to-self by allowing them to share with a partner a time they experienced friction or air resistance. Encourage them to describe what happened and how it felt.
- *Clarifying:* Point out that the text offers activities to help clarify some of the ideas. Say, *Try one of the activities with a partner, and then explain the concept that you experienced. How did the activity help clarify your understanding?*
- *Visualising:* Friction, air resistance and gravity are hard for children to visualise because they're invisible. Ask children to describe these ideas to a partner, using pictures or videos as examples.
- *Questioning:* After reading, revisit any questions children may have had. Were they answered? If not, ask how could they find the answers.
- *Summarising:* Ask children to restate the definitions of key terms in their own words with a partner.
- *Inferring:* After reading, ask children questions that require making inferences, such as: *If there is friction between tyres and the road, what happens when the road is icy? What kind of tyres would help, and why?*
- Walk around as children are reading to check their reading fluency.

Discuss extending vocabulary, and focus on terms questioned by children or not supported in the text.

- p. 18: Say, *Reread the text, then explain how 'grip' helps you understand the meaning of 'friction'.* (Support or extend discussion.)
- p. 20: Say, *Think of the meaning of 'resist'. Reread the text and use clue words to describe 'air resistance'.* (Support or extend discussion.) *Talk to a partner before sharing.*
- p. 23: Ask, *How did the tennis ball example help you understand*

'upthrust'? What two words were put together to make this word? How does each part contribute to the meaning?

- p. 24: Ask, *How could you determine the 'poles' on a magnet that are alike, and those that are different? Reread the text for clues.*
- p. 28: Ask, *Does an 'engineer' do the same sort of work as a scientist? How do you know? If you can't find clues in the text, try using the glossary.*

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 identifying the text structure supports the purpose of the text. Briefly review text structures, and signal words used to identify them. Then, ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Main ideas and details:* Say, *As you look for supporting details, pay attention to the transition words, such as 'next', 'for example' or 'such as'. These words signal important details will follow.*
- *Using activities:* Say, *The directions in the activities offer a way to experience the concept, which makes the example more personal and easier to connect to. Each time you try an activity, you are deepening your understanding.*

Review: Identifying text structure

Model the strategy using p. 18. Say, *Today, we're going to review identifying text structures, and how doing so can help us understand a text better. Some structures can be cause and effect, chronological, main ideas and details, and more. Signal words alert the reader to the text structure. Notice on page 18, the first paragraph defines friction. The next two paragraphs offer an example of how friction helps, and how it doesn't help. By structuring these paragraphs the same way, starting with 'sometimes', I can compare two different ideas about friction.*

Practise the strategy and ask children to record their thoughts on graphic organisers in their learner's notebooks.

- pp. 20–21: *Words such as 'when' or 'so' signal a cause-and-effect structure. This text explains how air resistance affects objects. In your learner's notebooks, rewrite some of the sentences, inserting 'if' before the cause, and 'then' to show the result. How does this structure help you to understand air resistance?*

- p. 21: *What is the structure of the 'Try This!' activity? In your learner's notebook, number the steps of the activity. Why is it important to write the instructions as an ordered sequence? What if you went out of order? Would the experiment work?*
- p. 24: *The signal words on this page are 'one' pole, and 'the other' pole. These words signal a comparison structure, which is helpful when trying to see how two things are similar and how they are different. What do the magnetic poles have in common? How are they different?*
- pp. 26–28: *Find the signal words that highlight at least two different text structures on these pages. Share with a partner. In your learner's notebooks, identify the structures and tell how they help explain the information.*
- *Work with a partner to identify more signal words as you read, such as 'if', 'then' or 'first', 'next'. What kind of structure do these words signal? Why did the author choose that structure?*
- p. 30: *The final page offers a conclusion that sums up the book. Which is the concluding sentence that wraps up the whole book? Share your ideas with a partner.*
- Ask children to discuss with a partner how text structure is used in this book.

Vocabulary strategy: Review vocabulary strategy

Identify and discuss interesting or challenging vocabulary in the text. Talk about how context clues help by offering an explicit definition, and example or a non-example. Review word parts, and examine the scientific words that are specific to the topic. Ask questions that encourage children to explore word meanings further.

- Discuss the word 'friction' (p. 18). Ask, *Which words in the text are examples of friction? Which are non-examples?*
- Ask, *What are some words that describe how the air moves on page 20? How do these descriptions help you understand 'resistance'?*
- Say, *Explain how floating is an example of 'upthrust' (p. 22). What do balance and weight have to do with upthrust?*
- Ask, *What is the opposite of 'strongest' (p. 24)? What word on the page describes something less strong? Which suffix would you add to the word 'weak' to change the meaning to 'the most weak'?*
- Say, *Reread the definition of a 'simple machine' (p. 26). How does a lever work? Use the words 'force' and 'pull' in your explanation. Write your definition in your learner's notebook.*
- Ask, *Why does an 'engineer' (p. 28) need to understand forces? Look for clues in the text that describe an engineer's job.*

► English Language Learners

- Focus more attention on specific text structures. Use diagrams or graphic organisers, and start a word wall to identify each text structure, including cause and effect, compare and contrast, sequence (explanatory), problem-solution (persuasive) or story structure (narrative). Ask children to contribute signal words from their reading to add to each structure, and craft sentence frames that show children how to use these words appropriately.

► Assessment

- Check work samples and responses from their learner's notebooks.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Complete the Running Record (page 72).
- Record children's questions and save them for research activities later on.

Name: _____ Date: _____

Using text evidence

Fill in the charts.

- Write a main idea or an inference from the text in the first column of the charts.
- Support the main idea or inference with text evidence, or draw a diagram that demonstrates what the author wants you to know.
- When you have finished, answer the questions below.

Main Idea (in my own words)	Text Evidence or Diagram That Supports the Idea

Inference (in my own words)	Text Evidence or Diagram That Supports the Idea

Main teaching focus

Comprehension: Using text evidence

Other teaching focus

Comprehension: Identifying text structure

Teacher's note

Children deepen their understanding of the text by using text evidence to support the main ideas of various passages, and make inferences about other passages.

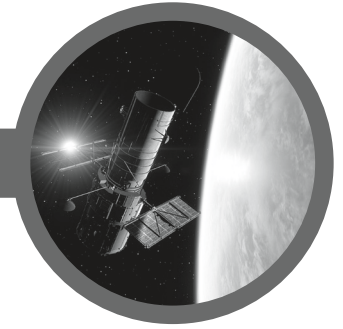
Space Exploration

Level: 29

Non-fiction

Word count: 1,691

Text type: informational



Extending vocabulary: astronaut, billion, capsule, discoveries, engines, invented, launched, million, modern, scientist

Programme link: *Max Jupiter and the Impossible Planet* (fiction)

Curriculum links: Earth science, science, technology

Text summary: Space is full of mysteries! What can be found on Mars and other planets? Are there planets like Earth? Could there be aliens in space? What have astronauts who have lived on the International Space Station learned? Describes the tools and vehicles scientists use to study space today and how they hope to do it in the future.

Getting started

- Have children discuss the meaning of 'exploration'. Ask, *What does it mean to explore something? Why would someone explore something?* Encourage children to talk about their understanding of space exploration.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or a non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about space exploration? What might we see or learn through space exploration? How is space explored?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What things can be found in the galaxies in space? How have people used telescopes to explore space?*

What have rockets been used for when exploring space?

pages 6–7: Ask, *Why do you think people first started exploring space with telescopes? How do telescopes on Earth and in space help us make amazing discoveries about space?*

pages 8–9: Ask, *Why do you think rockets were invented? What did they need to make the rockets go higher and faster?*

pages 10–11: Ask, *How do rockets get pushed into space? How do rockets escape Earth's gravity? What happens when the rocket burns thousands of pounds of fuel as it lifts off?*

pages 12–13: Ask, *Why would modern rockets carry objects like satellites and spacecraft into space? What do satellites do as they orbit a large object in space?*

pages 14–15: Ask, *When did the first astronauts take steps on the moon's surface? What things do you think they did when they explored the moon's surface?*

pages 16–17: Ask, *How would astronauts live in space stations?*

What do you think the astronauts study while they are in the ISS?

pages 18–19: Ask, *How do you think the ISS was built? Why do you think it took so many trips to transport the large parts of the ISS, the tools and supplies?*

pages 20–21: Ask, *Why would there be little gravity inside the ISS? What happens when an astronaut goes on a space walk?*

pages 22–23: Ask, *How are space probes used to explore space? Why are space probes able to travel further into space and for longer periods of time? How do they help us learn about planets?*

pages 24–25: Ask, *Why would it take so long for the Cassini-Huygens space probe to reach Saturn? What information do you think it collected about Saturn?*

pages 26–27: Ask, *What does a lander do when it lands on the surface of planets or moons? What might they take pictures of? How did scientists find out that there was water on Mars billions of years ago?*

pages 28–29: Ask, *What might scientists learn when rovers drill and break up big rocks on other planets?*

pages 30–31: Ask, *Why might we be able to build new homes or buildings on Mars in the future? Why would the buildings need heat, air and soil inside?*

page 32: Ask, *What could we use the glossary for? What could we use the index for?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading out, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing information.
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify

these through discussion, teacher/student expertise and using tools such as a dictionary.

- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text they have read.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *How did rockets change the way people studied space? Why would a rocket need so much fuel to lift off? Describe what you imagine it would be like to be an astronaut in a space station. How would scientists use photographs from space probes to develop new understandings about a planet?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- **Recall:** Have children recall facts about space exploration. Ask, *How has our solar system been explored over the years? What different space machines helped scientists make discoveries about stars, planets and moons in our galaxy?* List the names of tools and machines that scientists and astronauts use to learn more about space. Have children explain what they are, facts about their history and things we have learned through them. Have children complete **PW 58**.
- **Compare and contrast:** Discuss the space tools and machines in the text. Discuss their purpose and how they have helped scientists learn about space. Ask, *In what ways are the machines similar? How are they different?* Have children complete **PW 59**.

Phonological awareness

- Identify 'crumbs' and discuss how the 'b' is silent. Have children brainstorm and record other words that contain a silent 'b', such as 'comb', 'tomb' and 'thumb'.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify 'astronaut' and discuss how it refers to someone who is trained to take part in space flight. Ask, *What things might an astronaut do?*
- Discuss 'billions' and how it refers to the number that is one thousand million or 1,000,000,000.
- Find 'capsule' and discuss how it refers to the area in a spacecraft that holds the crew and instruments.
- Discuss 'engines' and how it refers to machines that use energy from fuel or electricity to do work, such as move. Ask, *What can you think of that has an engine?*
- Discuss 'invented' and how it means that someone has thought of, came up with or created something new. Have children think of the most useful things that have been invented.

- Talk about 'launched' and how it refers to something that has been sent into the air with great force. Have children describe what happens when a rocket is launched into space.
- Identify 'million' and discuss how it refers to the number one thousand thousands or 1,000,000.
- Talk about 'scientist' and how it refers to someone who studies science or things in the world around you.

Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase 'faraway objects'. Discuss the meaning of 'faraway'. Ask, *What faraway objects might be seen with a telescope?*
- Discuss the phrase 'special mix of fuel'. Have children discuss what this tells them about the fuel for the rocket.
- Discuss the phrase 'science experiment'. Ask, *What is an experiment? What might astronauts be trying to discover in a science experiment? What type of science experiments might they do on the outside of the station?*
- Talk about the sentence 'Most probes never return.' Ask, *What does it mean to 'never return'? What happens to the probes if they never return?*

Text conventions

- **Text emphasis/italic font:** Talk about how some words in the text are shown in italics. Discuss how readers can find the meaning of these words in the glossary on page 32.
- **Paragraphs:** Discuss how sentences can be grouped to make paragraphs. Talk about how sentences in a paragraph are about a similar topic. Ask children to identify paragraphs in the text.

Writing

- Have children imagine they are an astronaut on the International Space Station. Have them use information from the text to describe what a day on the ISS would be like. Ask, *What work did you do? What did you explore? What was it like living on the ISS? What food did you eat? How did you sleep?* Have children complete **PW 60** and write a journal entry to document their experience.

► English Language Learners

- Have children draw a picture of our solar system. Encourage them to include planets and moons in their pictures. Ask them to also include things such as rockets, space shuttles, space probes and satellites. Encourage children to label things in their picture.

► Assessment


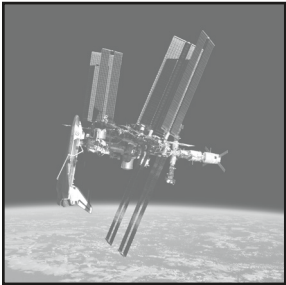
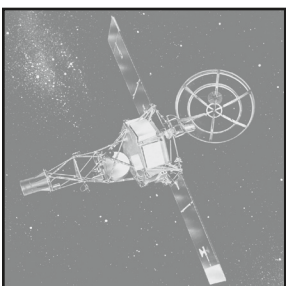

- PWs 58, 59 and 60 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 59 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Recall

- Label the space exploration tools and machines using the words in the box.
- Write a fact about each one.

rocket rover space probe space station

Main teaching focus

Comprehension: Recalling information from the text

Other teaching focus

Comprehension: Recalling the events from a text

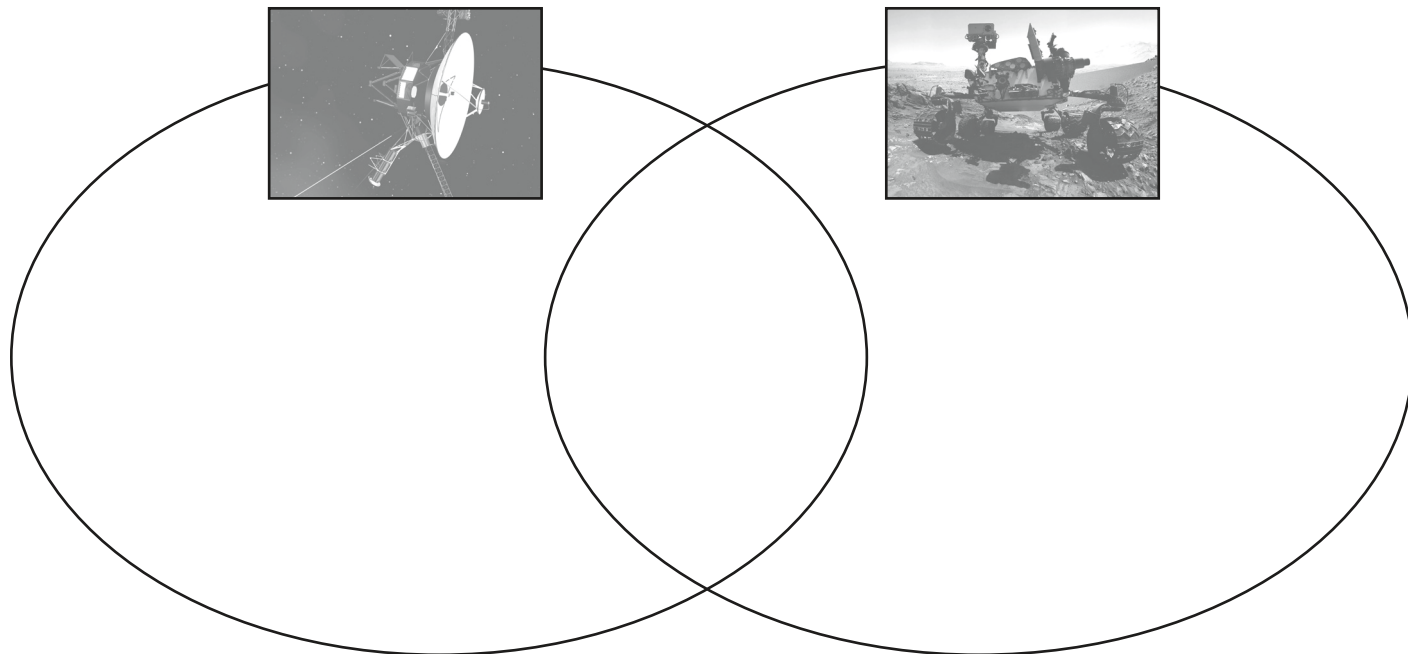
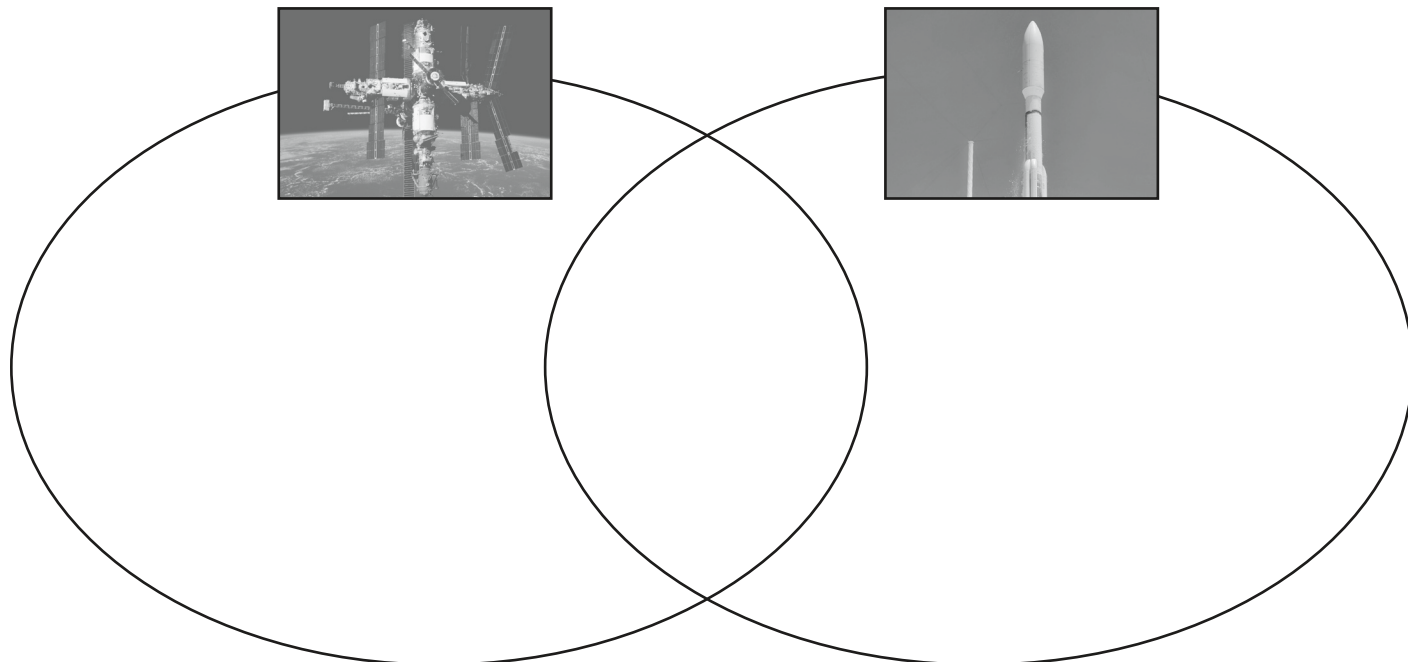
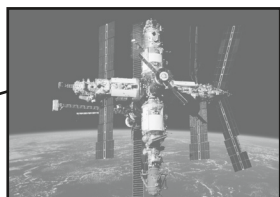
Teacher's note

Children label the pictures using the words in the box at the top of the page. Then they recall and record facts about the space exploration tools and machines.

Name: _____ Date: _____

Compare and contrast

- Compare and contrast a space station and a rocket. Then compare and contrast a space probe and a rover.
- Write in the Venn diagram what they have in common and how they are different.



Main teaching focus

Comprehension: Comparing and contrasting information in a text.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children compare and contrast a space station and a rocket. They record what they have in common and how they are different in the Venn diagram. Children then compare and contrast a space probe and a rover.

Name: _____ Date: _____

A day in space

- Pretend you are an astronaut living on a space station.
- Write a journal entry explaining what you did during a day.

<hr/> <p>Morning</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Afternoon</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Evening</p> <hr/> <hr/> <hr/> <hr/> <p>Food</p> <hr/> <hr/> <hr/> <hr/> <p>Observations</p> <hr/> <hr/> <hr/> <hr/>
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Main teaching focus

Writing: Composing a journal entry based on events in a text.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children pretend they are an astronaut living on a space station. They write a journal entry for one day to explain what they did.

Marvin and the Monarch Butterflies

Level 30 Fiction Word count: 2,451 Text type: Realistic fiction



Extending vocabulary: attracted, coil, depart, diagram, expert, inspired, journey, lush, migrate, release, route, valuable, volunteers

Programme links: *Marvin and the Monarch Butterflies* E-Book
Animal Migration (NF)

Curriculum link: animals, butterflies, friendship, science and nature

Text summary: Marvin decides to go with his best friend, Kayla, to a special butterfly event. They travel for two days, stopping to visit Kayla's Aunt Ruth on the way. When they arrive at the butterfly event, they help to tag monarch butterflies' wings so that scientists can track their migration to Mexico. Marvin learns a lot about butterflies. A few months later, Marvin and Kayla are very excited to learn that one of their butterflies made it to Mexico.

Getting started

- Discuss what butterflies look like, where they live, their life cycle and their behaviour. Have children research pictures of monarch butterflies online.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title, cover illustrations and back cover. Ask children to predict what the text will be about. Ask, *What do you think will happen with Marvin and the monarch butterflies?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about monarch butterflies?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *Where have you seen butterflies? How might this text connect with other texts you have read?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text, and encourage children to predict and form understandings.
- pages 4–5: Ask, *Why do you think Marvin decided to go to the special butterfly event with Kayla?*
- pages 6–7: Ask, *What do you think Kayla will talk about during the long drive to the butterfly event?*
- pages 8–9: Ask, *Why do you think monarch butterflies make the trip from Canada to Mexico every autumn?*
- pages 10–11: Ask, *Why would it look like the entire forest in Mexico turns orange? How else might people know that the butterflies made the trip?*
- pages 12–13: Ask, *How do you think Marvin felt about learning a song on the guitar from Aunt Ruth?*
- pages 14–15: Ask, *Why would flying over huge lakes be a difficult part of the journey for monarchs?*
- pages 16–17: Ask, *Why do you think the butterflies stop during their journey for the nectar?*
- pages 18–19: Ask, *Why would the tags that are stuck on the butterflies' wings need to be lightweight and waterproof?*
- pages 20–21: Ask, *Why is it best to catch butterflies when they are feeding on flowers rather than flying?*

- pages 22–23: Ask, *Why do you think it is important to tag and track monarchs?*
- pages 24–25: Ask, *What information did they need to record on the sheet?*
- pages 26–27: Ask, *Why do you think Marvin is dreaming that he is a monarch butterfly, arriving in Mexico?*
- pages 28–29: Ask, *What might be written on the papers that Kayla is holding?*
- pages 30–31: Ask, *How would they know that one of their butterflies made it to Mexico?*
- page 32: Ask, *Do you think Kayla and Marvin will keep their promise and travel to Mexico to see the butterflies?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions 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 make

based on clues in the text. Have children answer inferential questions such as: *Why do you think Marvin started to dream about monarch butterflies? How did Marvin begin to understand how special monarch butterflies are?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers form understandings. Choose from the following activities.

Comprehension

- *Fact or fiction:* Discuss how *Marvin and the Monarch Butterflies* is a realistic fiction text that has the structure and features of a narrative, but is also realistic. Also discuss how there was a lot of factual information in the text. Encourage children to flip through the text and identify examples of ‘fiction’ and examples of ‘factual information’. Have children complete **PW 61**.
- *Paraphrasing:* Write the sentence ‘She had her laptop along for the ride and several books on monarch butterflies.’ As a group, read the sentence and chunk it into phrases. Ask children to think of synonyms for words in each chunk and then rewrite the sentence using the synonyms. Emphasise that the sentence has the same meaning but uses different words. Have children complete **PW 62**.
- *Themes:* Talk about the theme of friendship that was portrayed through the story. Ask, *What was the friendship between Kayla and Marvin like?* Have children record events from the text that demonstrate and support the theme of friendship.

Phonographic awareness

- Discuss the word ‘weight’ and have children identify the digraph ‘ei’. Have children model the sound these letters make together in this word. Brainstorm and record other ‘ei’ words, such as ‘neighbour’, ‘reign’, ‘eight’ and ‘sleigh’.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Discuss ‘attracted’ and how it means that someone or something is interested in something else and often means they go closer or nearer to it.
- Identify ‘coil’ and how it refers to something that has been wound in the shape of lots of circles. Discuss examples such as a rope coil.
- Find ‘depart’ and discuss how it means to leave a place.
- Discuss the word ‘diagram’ and how it refers to a picture that shows what something is like or explains how it works. Ask, *What diagrams have you looked at or used?*
- Identify ‘expert’ and discuss how it refers to someone who knows a lot about something.
- Discuss ‘inspired’ and how it means that someone has made you want to do something. Ask, *What have you been inspired to do?*
- Identify ‘journey’. Talk about how it means to go on a trip or to

travel somewhere.

- Discuss the word ‘lush’ and how it refers to an area that has a lot of green, healthy plants.
- Identify ‘migrate’ and how it means to travel to a different place. Talk about how when animals migrate, they travel to another place at the same time each year.
- Discuss the meaning of the word ‘release’. Talk about how it means to set something free.
- Talk about ‘route’ and how it refers to the way you get from one place to another.
- Discuss the word ‘valuable’ and how it means that something is worth a lot of money or is very useful.
- Talk about the word ‘volunteers’ and how it refers to people who offer to do jobs or to help others. Have children share a time they have volunteered to do something.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence ‘As Kayla and her dad were chatting about the event, I imagined myself as the monarch butterfly I had dreamed about.’ Discuss the word ‘as’ at the beginning of the sentence and how it tells readers that both of these events were occurring at the same time.
- Discuss the sentence ‘The tags, which are lightweight and waterproof, stick on the butterfly wings.’ Talk about the phrase ‘which are lightweight and waterproof’ and how it is giving information about the tags.

Text conventions

- *Quotation marks:* Discuss quotation marks. Explain that text between quotation marks is what a character is saying. Have children identify quotation marks in the text.
- *Punctuation:* Have children identify different types of punctuation in the text – full stops, commas, question marks, and exclamation marks. Discuss the purpose of each form of punctuation.

Writing

- Have children discuss the events in the text. Write the words ‘monarch butterflies’ vertically down the side a piece of paper. As a group, write an acrostic poem about the events of the text, using the letters in ‘monarch butterflies’ at the beginning of each sentence. Have children complete **PW 63**.

► English Language Learners

- Talk about butterflies. Together research monarch butterflies online, and encourage children to find information about their life cycle, diet, behaviour and body parts. Ask children to make a poster to present the information they have learned about monarch butterflies.

► Assessment

- PWs 61, 62, 63 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 61 could be kept in the child’s portfolio
- Complete Running Record

Name: _____ Date: _____

Fiction or fact

- Recall details from the text.
- If it is fiction, record the detail in the fiction box.
- If it is a fact, record the detail in the fact box.

Fiction	Fact

Main teaching focus

Comprehension: Identifying information as fact or fiction.

Other teaching focus

Comprehension: Recalling information from a text.

Teacher's note

Children recall details from the text and identify them as fiction or fact. If it is a detail relating to fiction, they record it in the fiction column. If it is a detail that is a fact, they record it in the fact column.

Name: _____ Date: _____

Paraphrasing

- Paraphrase the sentences by breaking them into chunks.
- Write synonyms for some words.
- Rewrite the sentences.

It would be a good trip, and it would mean the world to Kayla if I went.

My grandma's entire house was covered with butterfly decorations.

Kayla showed me a picture on her laptop of the butterflies in a lush, green forest.

That night, we slept on the soft carpet in sleeping bags.

It's best to catch butterflies when they are feeding on flowers, rather than flying through the air.

Butterflies help new plants grow and they provide food for other animals, such as birds.

Main teaching focus

Comprehension: Paraphrasing – retelling sentences in their own words to show comprehension.

Other teaching focus

Vocabulary: Synonyms.

Teacher's note

Children paraphrase the sentences by breaking them into chunks, providing synonyms for words in the chunks, and then rewriting the sentences.

Name: _____ Date: _____

Acrostic poem

- Retell the events of the story.
- Write sentences that begin with each letter in MONARCH BUTTERFLIES.

M _____

O _____

N _____

A _____

R _____

C _____

H _____

B _____

U _____

T _____

T _____

E _____

R _____

F _____

L _____

I _____

E _____

S _____

Main teaching focus
Writing: Acrostic poem.

Other teaching focus
Comprehension: Retelling events of the text.

Teacher's note
Children retell the events of the text by writing sentences that begin with each letter in the words 'monarch butterflies'.

The Emperor's Panda

Level 30 Fiction Word count: 2,463 Text type: historical fiction



Extending vocabulary: according, alongside, buckle, calligraphy, Emperor, dense, gazed, noble, separated, shrugged, tradition, worthy

Programme links: *The Emperor's Panda* E-Book
Government Around the World (NF)

Curriculum link: ancient civilisations, Asia, friendship, historical, me/family

Text summary: Hung is a young boy who helps care for the Emperor's panda in ancient China. When Hung learns the panda will be sent away, he and his sister try to hide the panda. When the Emperor realises how much Hung loves the panda, he decides to let the panda stay.

Getting started

- Discuss ancient China. Ask, *Where is China? What do you think ancient China was like?* Encourage children to look online at pictures of ancient China and discuss what they see.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title, cover illustrations and back cover. Ask children to predict what the text will be about. Ask, *Is this a fiction or a non-fiction text? What do you think will happen with the Emperor's panda?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *Who is the Emperor? Why might the Emperor have a panda?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What do you know about pandas? What knowledge do you have about ancient China?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text, and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think it is important for Hung to practise his calligraphy writing? Why would Hung want to show that he was an important member of the Court, like his father was?*

pages 6–7: Ask, *Why do you think that Hung wants to earn the right to wear his father's golden buckle?*

pages 8–9: Ask, *Where does Hung go when the other boys go horse riding? Why do you think Hung hugs Ling Ling, the panda?*

pages 10–11: Ask, *Why do you think Mai has their mother's jade flute? Why do you think the children love Ling Ling?*

pages 12–13: Ask, *What trick has Hung taught Ling Ling? How do you think they feel when they learn that Ling Ling is going to leave them?*

pages 14–15: Ask, *Why would Hung want to go to Japan with Ling Ling? Why don't they want Ling Ling to leave?*

pages 16–17: Ask, *Why does Hung need Mai to come with him? Why does Mai think that Hung could talk to the Emperor about Ling Ling?*

pages 18–19: Ask, *Why do you think Mai wants to stay in the palace? Why do they need to follow the orders of the Emperor?*

pages 20–21: Ask, *What do you think Hung is going to do with the large jar of ink? Why would he tell his teacher that he has come for extra calligraphy practice?*

pages 22–23: Ask, *Why do you think Hung and Mai decided to make Ling Ling look like a black bear? Do you think Ching recognises Ling Ling?*

pages 24–25: Ask, *How does Ching know that the black bear is Ling Ling?*

pages 26–27: Ask, *Why did they hide Ling Ling in the dense bamboo?*

pages 28–29: Ask, *Why does Hung decide to take Ling Ling to the Emperor?*

pages 30–31: Ask, *Why do you think Mai offered for the visitors to take her jade flute instead of the panda? Why do they decide to let Ling Ling stay with Hung?*

page 32: Ask, *Why do you think the Emperor wants Mai to play her flute every week? Why do you think Hung is now wearing his father's golden buckle?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page, or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*

Questioning: Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions 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 make based on clues in the text. Have children answer inferential questions such as: *Why do you think Hung was such good friends with Ling Ling? How do you know that Mai cares about Hung?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers form understandings. Choose from the following activities.

Comprehension

- **Themes:** Discuss the theme of friendship and how it is represented in the text. Ask, *What are some examples of friendships in the text? Who did Hung have friendships with?* Have children talk about what makes a good friend and then ask them to find examples of this in the text. Have children complete **PW 64**.
- **Cloze:** Have children talk about the events of the story and have them retell what happened in their own words. Write sentences from the text on the board, but have one word missing from each sentence. As a group, discuss strategies for working out what the missing words could be. Encourage them to re-read the sentences to ensure they make sense. Have children complete **PW 65**.

Phonological awareness

- Discuss suffixes. Have children identify different suffixes in the text, such as 's', 'ed', 'ing' and 'ly'. Talk about when and why different suffixes are used.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and using a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Discuss 'according' and how it refers to the way something is stated or reported.
- Identify 'alongside' and how it refers to something that is close to the side of something else. Discuss how 'alongside' is a compound word and have children identify the word parts.
- Find 'buckle' and discuss how it is the part of a belt that you use to fasten the two ends together.
- Discuss the word 'calligraphy' and how it refers to a type of decorative handwriting, in which the lettering is produced with a pen or brush.
- Identify 'Emperor' and discuss how it refers to the man who rules an empire.
- Discuss 'dense' and how it means that something is very thick. Ask, *What would a dense forest be like?*
- Identify 'gazed'. Talk about how it means to look at something for a long time.

- Discuss the word 'noble' and how it refers to someone who has high moral principles. It can also mean that someone comes from a rich or important family.
- Identify 'separated' and how it means that people or things are not connected with each other.
- Discuss the meaning of the word 'shrugged'. Talk about how it means that you have lifted your shoulders up to show that you do not know something or care about it.
- Talk about 'tradition' and how it refers to something that has been done in the same way for a very long time. Have children talk about traditions in their families.
- Discuss the word 'worthy' and how it means that someone has great character and is deserving of respect and admiration.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Hung looked over the soft black fur of Ling Ling's shoulder and saw Mai, his younger sister.' Ask, *Where did Hung look? Who had the soft black fur? Who did Hung see? Who is Mai?*
- Discuss the sentence 'He then tied the panda's leg to a thick stalk of bamboo with his sash.' Talk about how you need to read the previous sentence to identify who 'he' in the text refers to. Ask, *What did he do with the panda's leg? Where did he tie it? What did he use to tie it?* Have children identify and explain the adjectives in the sentence.

Text conventions

- **Quotation marks:** Discuss quotation marks. Explain that text between quotation marks is what a character is saying. Have children identify quotation marks in the text.
- **Paragraphs:** Discuss how sentences can be grouped together to make paragraphs. Talk about how sentences in a paragraph are about a similar topic or event. Ask children to identify paragraphs in the text.

Writing

- Have children talk about a good friend that they have. Ask, *What makes them a good friend? What things do you do to show that you have a special friendship? How do you know that they care about you?* Have children write a report about their friendship. Encourage them to explain what makes their friendship special.

► English Language Learners

- Talk about pandas. Have children describe what they look like, how they move, where they live and what they eat. Discuss why pandas are an important part of Chinese culture. Talk about how pandas are now endangered. Encourage children to research information about pandas online. Have children complete **PW 66**.

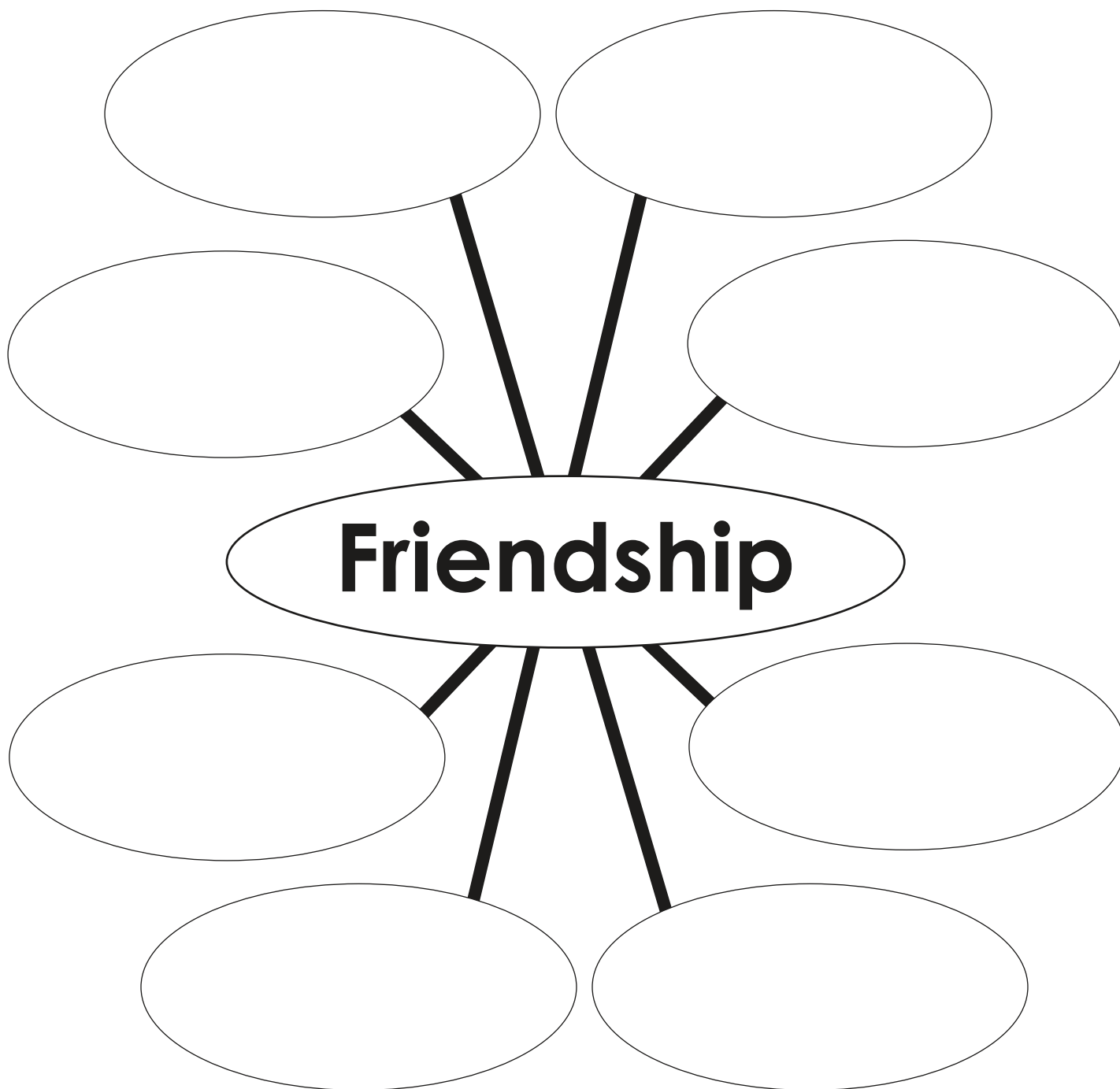
► Assessment

- PWs 64, 65, 66 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 64 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Friendship

- Recall events from the text that support the theme of friendship.
- Record them in the bubbles.

**Main teaching focus***Comprehension:* Theme – friendship.**Other teaching focus***Comprehension:* Recalling events from the text.**Teacher's note**

Children recall events from the text that support the theme of friendship. They record the examples in the bubbles around the word 'friendship'.

Name: _____ Date: _____

Fill in the words

- Read the sentences below.
- Write in the missing words, so the sentences make sense.

Hung looked over the soft black fur of Ling Ling's shoulder and saw Mai, his younger _____.

"Aren't you supposed to be writing _____ and learning poetry?" Mai sounded angry.

"My teacher let us go a little _____. The other boys are riding horses, but I can't _____ of my leg."

"I'm sorry," said Mai. "How is Ling Ling doing _____?"

She reached forward to _____ the panda. A long jade flute, or xiao, fell from the sleeve of her pink _____ robe.

"Mai," gasped Hung. "How did you get our mother's _____? The Emperor's wife is _____ for it."

"I saw it lying out, so I took _____. Sometimes I take it to _____ me of her, and one day I shall play as well as she did."

Hung nodded and _____, "One day you will. But you're only nine years old. You must be older before you're _____ to study the flute. Until then, the flute is very dear and must be well cared _____."

Mai buried her head in Ling Ling's soft _____.

"All right."

Mai said, "I'm happy here, Hung. I enjoy learning to dance and _____, but one day ..."

"You will play our mother's long _____ flute and be famous throughout China," said Hung, patting her arm.

Main teaching focus

Comprehension: Cloze where words aren't given.

Other teaching focus

Comprehension: Using word meanings and sentence context to gain meaning from text.

Teacher's note

Children complete the cloze by writing the missing words. Then they re-read the passage to ensure it makes sense.

Name: _____ Date: _____

Panda report

- Research information about pandas online.
- Write paragraphs about their appearance, habitat, diet and behaviour.
- Write information about pandas and ancient China.
- Include pictures of pandas in your report.

Appearance	Habitat
Diet	Behaviour
Pandas and ancient China	Pictures

Main teaching focus

Oral language: Researching and collating factual information.

Other teaching focus

Writing: Writing an information report.

Teacher's note

Children research information about pandas online. They then write paragraphs about their appearance, habitat, behaviour and diet. They also record information about pandas and ancient China and draw pictures of pandas.

The Secret Diary of a Knight's Assistant

Level: 30 Fiction Word count: 2,734 Text type: historical fiction, diary form 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.
- Extending vocabulary:** armour, diary, joust, knight, page, serve, squire, tournament
- Programme link:** *The Secret Diary of a Knight's Assistant* E-book
- Curriculum links:** historical, medieval
- Story summary:** Young Peter Tovey is training to become a knight. Secretly, he is also learning to read and write. When Peter learns of a plan to harm Lord Hawkwood, he must use all of his skills to save his lord from danger.
- Learning objectives:** review author's purpose; review applying word meaning using context; apply the writing process: publishing expository writing

Getting started with predictions

- Ask children what they know about knights and medieval times. Show illustrations or paintings of knights, and ask children to describe what they see. Start a word wall to build background knowledge.
 - Give each child a copy of the book and discuss the title, cover illustrations and back cover copy. Ask children to predict what type of text this is and how they know (e.g., fiction vs non-fiction; realistic fiction vs fantasy). Explain that historical fiction is a way to show what life was like long ago, by creating a story in a different time. Some of the story elements are based on historical fact, but the story itself is not real. Ask children which parts of this book they think might be based in reality, and which might be made up.
- *Summarising:* Ask children to summarise each diary entry, using Peter's opinion of the day to help. For example, why was 23 March a happy day?
 - *Inferring:* Encourage children to discuss inferences they made based on clues in the text, such as: *Why does Peter want to learn to read and write, even though he might get into trouble?*
 - Walk around as children are reading to check their reading fluency.

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

Reading the text

Ask children to read the text independently to p. 15, which is 1,122 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Ask children about other stories they've read about knights. What connections can they make between the characters and events in this story?
- *Clarifying:* The story has several characters, even though it is told from Peter's point of view. Make a character tree to clarify the relationship of each character to the others.
- *Visualising:* Ask children to use models or drawings to imagine some of the scenes in the text. For example, what does it look like to climb up the underside of a ladder?
- *Questioning:* As children read, encourage them to share when something is confusing, or if they would like more information. They can post questions on sticky notes and take turns looking for answers.

- p. 4: Say, Reread the text to explain what a 'page' is. State the definition in your own words.
- p. 4: Say, Describe the relationship between a page, a squire and a knight. What is the job of each? (Support and extend discussion.)
- p. 4: Say, Peter 'serves' Sir Thomas. Find words in the text that describe what this means.
- p. 4: Say, Peter calls his book a 'diary'. Use the text to find a definition of 'diary'. (Support and extend discussion.)
- p. 10: Ask, What happens at a 'tournament'? Compare a knight's tournament to a tennis or golf tournament.
- p. 10: Say, Read the text to find a description of 'jousting'. Try to draw what a joust looks like.
- p. 10: Say, 'Armour' keeps the knights safe, but also gets dented. What is armour made of? How can a blacksmith help fix it?

After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies help readers to form understandings. Then explain how understanding the relationships between characters can help discover the author's purpose, by highlighting the lessons learned through their interactions. Model for children how to analyse characters' actions and motivations, 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. Provide additional support during instruction, as needed, through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Questioning: Say, Remind yourself about the characters by asking questions such as, 'Who is Peter living with? Why is he living there? Which one is Peter's teacher? His friend?'*
- *Making connections: Say, Connect with the character to understand his or her choices. How is Peter feeling when he talks about his father, his friends and the choices he makes? Imagine what you would do in the same situation.*

Author's purpose

Model the strategy using p. 6. *Historical fiction is meant to entertain, but also to teach us something about the time period. We can use graphic organisers to help determine when an event is meant to teach or entertain. For example, on p. 4, the description of the page, squire and knight is meant to teach us about the medieval time by describing the different jobs. On the other hand, Peter's relationship with John the teacher is part of the story, because it tells us about Peter's personality. He is willing to disobey when he thinks something is important or the right thing to do. Read with a partner, and stop each other when you hear something that is meant to teach you, versus meant to entertain as part of the story.*

Practise the strategy and ask children to record their thoughts in their learner's notebooks:

- p. 6: *What does Sir Thomas think of Peter learning to read and write? Do you think this was typical of the time, or is it part of the entertainment? Write a sentence explaining how you feel about Sir Thomas and why you feel that way.*
- p. 8: *Sir Thomas took Peter in when Peter's father died. How does Peter feel about Sir Thomas? What did you learn about the time period? Write your thoughts in your learner's notebook.*
- p. 12: *What is Gregory's relationship to Peter? Make a connection to another story or to a personal example of staying for a long period of time at someone else's house. Do you think Peter feels like part of the family?*
- p. 15: *How does Gregory feel about Helena? How do you know? Do you think it is realistic or part of the story that Helena would be helping during training? Why do you think so?*
- p. 15: *After Peter hurts his arm, who is kind to him? How does Sir Thomas react? Which person do you think Peter trusts the most? Why do you think so? What does the author want you to know?*
- Ask children to turn to a partner and summarise the story, including the characters, how they are related, and the events that have happened so far. *What do you think is the difference between a teacher, a friend and a father?*

Vocabulary strategy: Review applying word meaning using context

Identify and discuss interesting or challenging vocabulary in the text. In historical fiction, authors choose exact language to accurately describe tools, jobs or events to keep the story authentic. Although these terms may not be familiar, they are important to understand the setting and situation of the story, much like a scientist or mathematician must use the precise terms to make their explanations clear. Ask questions that encourage children to explore unfamiliar or unknown words.

- *Say, What is the purpose of keeping a 'diary' (p. 4)? Why would a diary be important to historians?*
- *Describe the jobs of a 'page', 'squire' and 'knight' (p. 4). What are the age requirements for each? What kind of training is involved to become a 'knight'?*
- *Draw a picture that shows who 'serves' whom in the story (p. 4). Rank the characters from highest to lowest based on their titles.*
- *What skills are being tested at the 'tournament' (p. 10)? Why do knights need to practise these skills?*
- *How do you think you win at 'jousting' (p. 10)? What equipment is involved?*
- *Describe the purpose of 'armour' (p. 10) in a joust. What is on the outside, and what is on the inside? Use the text to find the answers. Why is it important that it looks good?*

► English Language Learners

- Provide additional support showing how connecting words tie the story together with cohesion. Highlight the diary entry dates, and offer sentence frames with connecting words such as 'first', 'later' and 'next' to create complete sentences that link the events. Then ask children to work with partners to create a storyboard and to present the events so far. Make sure they name each character and use the correct terminology.

► Assessment

- Note the children's responses, attempts and reading behaviours before, during and after reading.
- Collect the learner's notebooks for evidence and keep it in the child's portfolio.

The Secret Diary of a Knight's Assistant

Level: 30 Fiction Word count: 2,734 Text type: historical fiction, diary form Part: 2



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

Extending vocabulary: capture, plot, trust

Learning objectives: review point of view; review applying word meaning using context; apply the writing process: sharing expository writing

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 story 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 1,612 words. Explain how rereading text helps them gain meaning. Read along with children. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading or using contextual cues).
- *Making connections:* Ask children if they've ever been in a situation where they had information that they knew they should share, even though it might get them into trouble. Ask children to connect to how Peter is feeling in the second half of this story.
- *Clarifying:* Some of what goes on in this section may be confusing. Ask children to return to their timeline and character map to clarify relationships and events as they happen.
- *Visualising:* Ask children to reenact the scene on pp. 27–29 by using toy knights or figurines. Ask one child to narrate as a partner sets and re-sets the scene to match the action.
- *Questioning:* After reading, ask children to identify any questions they still have. Chart their questions. Give partners a question to research, and share the answer with the class.
- *Summarising:* Ask children to briefly describe how Peter's relationship with Gregory and with Sir Thomas changes through the course of the story.
- *Inferring:* Discuss inferences the author wanted the reader to make, such as: *How did Gregory know who Peter was worried about (p. 26)?*
- Walk around as children are reading to check their reading fluency.

Discuss extending vocabulary, and focus on terms questioned by children or not supported in the text.

- p. 18: Say, *Lord Marshall plans to surprise Lord Hawkwood in a forest and capture him. Visualise a forest. How can Sir Edward 'capture' Lord Hawkwood and his son? Describe what it means to be captured. Use words from the text to give you clues.*

- p. 18: Say, *A 'plot' is a kind of trick played to make someone look bad or to take something that is not yours. Lord Marshall is devising a plot to steal the castle away from Lord Hawkwood. How does Peter discover the plot? Reread the letters that Lord Marshall wrote, and explain the plot to a partner. Ask your partner to confirm your summary by checking the text.*
- p. 22: Say, *The title of Chapter 4 is 'A Time for Trust'. What word in the text is similar to trust? Who does Peter trust?*

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. Show how the point of view can affect how we see the story. For example, this story is told from Peter's point of view. We never know what happens or how the other characters feel unless we experience it through Peter's eyes. As children have already used this strategy, briefly model how to highlight point of view, and release children to work independently through the remaining questions. Provide additional support during instruction as needed by providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- *Making connections:* Say, *What is Peter feeling? Have you ever felt that way? Connecting to the character is a great way to understand the story.*
- *Inference:* Say, *Because we only know one point of view, we make inferences based on Peter's perspective. If Peter feels safe, we infer that the character is trustworthy. Use the PW to identify the clues and the reasons for Peter's feelings.*

Identify point of view

Model the strategy using p. 18. *A diary only gives the reader one point of view. Peter read over Lord Marshall's shoulder, and learned about the plot to make it seem like Lord Hawkwood was against the king. Peter's reaction shows how strongly he feels. Based on that, the reader infers that Lord Hawkwood is noble and good. Find the 'When...' column on the PW. Write the clue from the text that helps you make an inference: 'When Peter says that Lord Hawkwood would never do anything against the king...' Then, in the 'I infer' column, write the inference that you made based on the clue: 'I infer that Lord Hawkwood is good and Lord Marshall must be bad.'*

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

- p. 20: *Peter tells Sir Thomas what he read in the letter, but Sir Thomas is not happy. Why? In the 'When...' column, write the clue that shows Peter's reaction. Then, write the inference you made about how Peter is feeling.*
- p. 20: *Tell children to write, 'I will not tell Sir Edward what you told me. If I did, he would send you away.' Make an inference about what Sir Thomas is feeling. Does the next line, 'Now stop making up stories, Peter!' support or disprove your inference? Why do you think so?*
- p. 23: *Which line tells you that Peter is doubting Sir Thomas? Write it in the 'When...' column, and explain the inference you made in your own words in the next column.*
- p. 25: *Gregory and Peter have different points of view about their relationships with Sir Thomas. Write the clue and the inference that each of them make about Sir Thomas. Share your ideas with a partner.*
- p. 26: *Why does Peter decide to trust Gregory? What is the clue that leads Peter to feel this way? Add the inference to your PW.*
- p. 31: *In the 'When...' box on your PW, write, "Even in battle, I have never known such fear." What was Sir Thomas afraid of? Why does Peter think of his father in that moment?*
- p. 32: *Different people learned different things in this story. Explain the story from two different points of view, such as Peter versus Gregory, or Sir Thomas versus Lord Marshall. In your own words, write what you think is the purpose of this story.*
- Ask children to discuss with a partner how Peter changed his mind about different people based on their actions. What is the most important thing he learned?

Vocabulary strategy: Review words in context

Identify and discuss interesting or challenging vocabulary in the text. Talk about how the author included clues in the text to help show the meanings of unknown words. By reading the words around an unknown word, you may discover a synonym, an antonym, an example or a definition. Ask children to look for examples of words that are defined in context throughout the story. Remind children that if they still don't know a word they can use a dictionary. Ask questions that encourage children to explore word meanings further.

- The word 'hide' is used with 'capture' (p. 18). Do you think it is a synonym, antonym or an example? Read on until you find a description of what happens to Lord Hawkwood and Frederick. Can you add to your understanding of 'capture'?
- Lord Marshall has a complicated 'plot' (p. 18). Explain the plot to a partner, and share how Sir Edward and Peter are involved.
- Peter says, 'I must be believed!' (p. 22). What must he do to prove he can be trusted? Does Gregory believe Peter? Why or why not?
- Say, *When Peter said that Sir Thomas was 'with' us (p. 30), what does he mean? Even though 'with' is not a vocabulary word, it is italicised, and the use of this word creates an inference for the reader. When he says, 'He is 'with' us,' what does Peter now understand about Sir Thomas?*

► English Language Learners

- Focus on subtle things that characters do to show how they are feeling. For example, on p. 25, Peter doesn't respond to Gregory with words, but his body language gives his answers. Use cards or pictures that show facial expressions, and ask children to take turns deciding what the expression means. Explain cultural differences such as eye contact, gestures, or other signs that might be seen as disrespectful in some cultures.

► Assessment

- The completed PW.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Collect work samples and reflections from their learner's notebooks and keep them in the child's portfolio.
- Complete the Running Record (page 69).
- Record whether children could articulate the lesson of the story and use text evidence to explain their ideas.

Name: _____ Date: _____

Making inferences

Complete the chart.

- Write the clues from the text in the first column.
- In the second column, write the inference you made based on the clue in the first column.

When...	I infer...

Write one clue from the first half of the book that shows that Peter is willing to disobey if it means doing what he thinks is right.

Write one important thing that Peter learned.

What do you think is the author's message?

Main teaching focus

Comprehension: Author's purpose

Other teaching focus

Comprehension: Determining and analysing point of view.

Teacher's note

Children make inferences based on the actions of the other characters, as seen through the eyes of the narrator. They determine what the main character learned to understand the author's message.

Tamal's Great Invention

Level: 30

Fiction

Word count: 2,734

Text type: narrative



Extending vocabulary: compost, engineer, generate, gravity, hydropower, invention, non-renewable, solar power, turbine

Programme link: *Inventors You Should Know About* (non-fiction)

Curriculum links: environment, science, technology

Story summary: Tamal has a problem. Every time he has to empty the bucket into the compost bin, his trainers get soaking wet! He wants to find a better way and maybe win his school's science challenge at the same time. With help from his mum, who is an engineer, Tamal builds an invention using different renewable energy sources.

Getting started

- Discuss inventions. Ask, *What is an invention? Why would someone invent something? Do you think it would be easy or difficult to invent something?* Have children explain their answers.

Predicting⁴

- Introduce the text. Give each child a copy of the book and discuss the title and the cover illustrations. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or a non-fiction text?* Discuss how the title and cover illustrations help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about inventions? Have you ever invented something?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think Tamal and his family are annoyed that the power keeps going out? Why do you think Tamal's trainers get wet every time he has to empty the scrap bucket into the compost bin?*

pages 6–7: Ask, *Why would it be good if the power plant could use renewable energy? Do you think Tamal could invent something to solve his problem with the scrap bucket?*

pages 8–9: Ask, *Why is the ground so wet? What is flowing next to their yard? What idea do you think Tamal has? Why might Tamal need wire to solve his kitchen scrap problem?*

pages 10–11: Ask, *Why would Tamal string the wire from the kitchen window through the yard to the tree above the compost bin? How would gravity help the bucket travel down the wire?*

pages 12–13: Ask, *How could Tamal improve his invention so he wouldn't have to do anything at all when emptying the scrap bucket? How might he use a renewable energy source to power the zip wire? What would Tamal be searching for in the garage?*

pages 14–15: Ask, *How might Tamal use a solar panel, a generator and a motor to make the zip wire move? Why do you think Mum is so interested in helping Tamal with his invention?*

pages 16–17: Ask, *Why is the zip wire more like a circuit, or a loop? What is powering the zip wire now? How is the solar panel making the wire circuit move around?*

pages 18–19: Ask, *What problem is Tamal having with the zip wire? Why would the grey clouds affect his invention?*

pages 20–21: Ask, *What other types of renewable energy sources could Tamal try? How could he use the stream to create a hydropower source? Why would this renewable energy source be able to run day or night, rain or shine?*

pages 22–23: Ask, *How might they create a channel for the water to run through? How would they use a spinning turbine connected to a generator to power the line? Why is it important for them to plan out everything they need?*

pages 24–25: Ask, *Why should the hydropower solution solve his problem? What did Tamal have to do to set up the hydropower zip wire? How has he used renewable energy to power the zip wire?*

pages 26–27: Ask, *What do you think happened when it was turned on?*

pages 28–29: Ask, *Do you think Tamal is excited about showing everyone his invention? How might he show his invention to the judges?*

pages 30–31: Ask, *Why do you think Tamal also talked about how the local power company might be able to use hydropower as well to make some of the town's electricity?*

page 32: Ask, *Why do you think Tamal is happy to win second place? Why do you think the power company wants to talk to Tamal about his invention?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- **Clarifying:** Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify

these through discussion, teacher/student expertise and using tools such as a dictionary.

- *Visualising*: Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main events?*
- Ask inferential questions such as: *Why did Tamal want to use a renewable energy source to power his zip wire? How did Tamal get his idea of using hydropower as his power source? What do you think Tamal learned about being an inventor? Can you think of any other ways Tamal could have solved his compost bin problem?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- *Recall*: Discuss the events of the story and then talk about the process Tamal went through when inventing a compost bin zip wire. Have children describe the three different ways Tamal designed the zip wire. Ask them to explain the parts of the zip wires. For example, the solar panelled zip wire used a solar panel, a generator and a motor. Ask, *What were the problems with the first two zip wires he invented?* Have children complete **PW 68**.
- *Answering questions*: Have children talk about the characters and the events in the story. On strips of paper, write literal and inferential questions, such as 'Why did Tamal want to invent his zip wire?', 'Why do you think Mum was so eager to help Tamal?' and 'Why would the power company want to talk to Tamal about his hydropower idea?' Discuss how some answers can be found in the text and others need to be answered using clues and thinking. Have children take question strips and answer the questions. Have children complete **PW 69**.

Phonological awareness

- Have children identify and record contractions in the text, such as 'we'll', 'where's', 'you'll', 'I've' and 'you're'. Then for each contraction, have children write the two words that are joined to make the contraction. For example, for 'you're' children will record 'you are'.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Have children complete **PW 70**.
- Talk about 'engineer'. Discuss how an engineer is someone who is trained in using or making machines or engines, or in any other technology. Talk about how some engineers plan the building of roads, buildings and bridges.
- Talk about 'generator' and how it refers to a machine or device that produces electricity or other energy. Ask, *Why would you need a generator if you were using a solar panel?*
- Identify 'gravity' and talk about how it refers to the force that pulls things towards the earth.

- Talk about 'hydropower' and how it is power that is generated from moving water such as rivers. Discuss how hydropower is a renewable energy source.
- Identify 'invention' and discuss how if someone thinks of or makes something new that solves a problem, it is called an invention.
- Discuss 'non-renewable' and how it means that something cannot be renewed. Discuss how non-renewable resources are natural resources that cannot be replaced after they are used, like oil, gas and coal.
- Find 'renewable' and discuss how renewable energy is made from resources that nature will replace, like wind, water and sunshine. Talk about how renewable energy doesn't pollute the air or water.
- Identify 'turbine' and discuss how a turbine is an engine that turns water or air into energy. Discuss how moving air or water pushes blades so that they turn around.

Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Discuss the phrase 'as luck would have it'. Talk about how we use this phrase to say that something happened because of good luck or bad luck. Ask, *Why was it lucky that Mum had a small motor for Tamal to use?*
- Discuss the sentence 'They'd set up the zip wire so that it was more like a ski lift going around and around.' Ask, *How does a ski lift go around and around? How does this understanding help you visualise how the zip wire works?*

Text conventions

- *Chapters*: Have children locate the chapters in the text. Encourage them to talk about the main things that happened in each chapter.
- *Quotation marks*: Discuss quotation marks. Explain that text between quotation marks is what a character is saying. Have children identify quotation marks in the text.

Writing

- Imagine that the power company wrote a letter to Tamal asking him to tell them about his science invention and explain why he thinks that hydropower could be used to make some of the town's electricity. Have children pretend to be Tamal and write a letter responding to the power company.

► English Language Learners

- Provide children with materials, such as boxes, buckets, wires, tape and string to design and create their own zip wire. Have them create a plan and draw a diagram of their zip wire.

► Assessment

- PWs 68, 69 and 70 completed
- Note the child's responses, attempt, and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 68 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Science report

- Think about what Tamal would write on his science report.
- For each zip wire, draw a labelled picture and write how it worked.
- For the first and second zip wire, write Tamal's reflection and explain why he decided to try another way.
- For the third zip wire, write Tamal's reflection and explain why he was happy with it.

Zip wire 1

Picture	How it worked	Reflection

Zip wire 2

Picture	How it worked	Reflection

Zip wire 3

Picture	How it worked	Reflection

Main teaching focus

Comprehension: Recalling events from a story.

Other teaching focus

Comprehension: Inferring characters' thoughts, feelings and actions.

Teacher's note

Children draw labelled pictures of the three zip wires that Tamal invented and write how they worked. Then they write Tamal's reflection and explain why Tamal was or wasn't happy with the design.

Name: _____ Date: _____

Answering questions

- Write answers to the questions below.
- Write examples or evidence from the text to support your answer.

Why did Tamal want to invent his zip wire?

Answer	Evidence or examples

What problems did Tamal encounter with his inventions?

Answer	Evidence or examples

What did Tamal learn about being an inventor?

Answer	Evidence or examples

In what ways did Mum help Tamal with his science project?

Answer	Evidence or examples

Why was it a good idea to use a renewable energy source?

Answer	Evidence or examples

Main teaching focus

Comprehension: Answering literal and inferential questions about a text; using text information to support answers.

Other teaching focus

Comprehension: Inferring characters' thoughts, feelings and actions.

Teacher's note

Children answer the questions about the text. They provide examples or evidence from the text to support their answers.

Name: _____ Date: _____

Word meanings

- Complete the table by writing the meaning of each word, writing the word in a sentence, writing synonyms and drawing a picture to show the meaning.

Word	Meaning	Sentence	Synonyms	Drawing
engineer				
generate				
generator				
gravity				
hydropower				
invention				

Main teaching focus

Vocabulary: Extending vocabulary – understanding word meanings.

Other teaching focus

Writing: Using vocabulary to extend writing.

Teacher's note

Children complete the table. For each word they write the meaning, use the word in a sentence, write synonyms of the word and draw a picture to show the meaning.

Animal Migration

Level 30 Non-fiction Word count: 2,026 Text type: informational



Extending vocabulary: areas, chance, communicate, distances, electronic system, feeding grounds, journey, scientists, survive, track, young

Programme links: *Animal Migration* E-Book
Marvin and the Monarch Butterflies (F)

Curriculum link: animals, habitats, science, zoology

Text summary: Learn about how millions of animals travel across land and water each year. Find out about the migration habits of monarch butterflies, humpback whales, leatherback sea turtles, wildebeests and arctic terns. Learn about why they migrate, the distances they travel and the dangers they face along the way.

Getting started

- Discuss 'migration' and how it means to travel from one place to another. Ask, *Which animals do you know of that migrate? Why do animals migrate?*

Predicting

- Introduce the text. Give each child a copy of the book, and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *Is this a fiction or a non-fiction text? What might we read about animal migration?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *Have you ever seen pictures or videos of animals migrating? Why do you think they migrate?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *What other texts have you read that would connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text, and encourage children to predict and form understandings.

pages 4–5: Ask, *Why do you think many different kinds of animals migrate to places that are far away each year?*

pages 6–7: Ask, *What have scientists learned by watching animals make their journeys? What does it mean for migrating to be an instinct?*

pages 8–9: Ask, *Why might monarch butterflies travel thousands of kilometres from Canada and the United States to a small area in Mexico?*

pages 10–11: Ask, *What would you use the number, email address and phone number on the sticker for?*

pages 12–13: Ask, *Why do you think humpback whales make sounds like cries? Why do you think whales have their young close to the middle of Earth?*

pages 14–15: Ask, *What do the whales do before they return to their summer feeding grounds?*

pages 16–17: Ask, *Why do you think leatherback sea turtles need to travel long distances? What is the pink spot on the turtle's head?*

pages 18–19: Ask, *Why are leatherback sea turtles endangered? How might tagging the sea turtles help them survive?*

pages 20–21: Ask, *Where do you think the wildebeests migrate to?*

Why would they migrate before the dry season begins?

pages 22–23: Ask, *Why would migration be very dangerous for wildebeests?*

pages 24–25: Ask, *How could scientists learn about how arctic terns migrate using an electronic tracking system? Why might they travel routes full of twists and turns rather than flying in a straight line?*

pages 26–27: Ask, *Why do you think arctic terns go back to where they were born to have babies? Why would they take a break during their trip?*

pages 28–29: Ask, *How would migrating test an animal's strength and will to survive? Why would the banded stilt travel from the coast to lakes formed by heavy rains?*

pages 30–31: Ask, *What other animals do you know of that migrate? Why would migration be needed for life to continue on Earth?*

page 32: Ask, *What could you use the glossary for? What could you use the index for?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.

- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to discuss inferences they make based on clues in the text. Have children answer inferential questions such as: *Why do you think many animals migrate during different seasons? What would happen if an animal didn't migrate when it was supposed to? Why do you think animals return back to where they started?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers form understandings. Choose from the following activities.

Comprehension

- **Answering questions:** On strips of paper, write literal and inferential questions about animal migration, such as 'Where do monarch butterflies migrate to?' and 'Why is it important for some animals to migrate?' Discuss how the answers to some questions can be found in the text and others need to be answered by making inferences. Have each child take a question strip and answer his or her question. Children can swap question strips to answer more questions. Have children complete **PW 71**.
- **Recall:** Have children recall the migration paths of some of the different animals in the text. Ask, *Where does the leatherback sea turtle migrate to? What migration path does the humpback whale follow?* Provide children with a world map and have them plot the migration paths of different animals onto the map. Have children complete **PW 72**.

Phonological awareness

- Identify the word 'young' and discuss the consonant digraph 'ng'. Have children model the sound that these letters make when together. Brainstorm and record other words containing 'ng', such as 'strong', 'thing' and 'hang'.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and using a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Identify 'areas' and how it refers to different places or pieces of land.
- Discuss the word 'chance' and how it refers to the possibility of something happening. Discuss how if something has a high chance, then it is very likely that it will occur.
- Talk about the word 'communicate' and how it refers to the way people or animals talk to one another. Ask, *How do animals communicate?*
- Discuss 'distances' and how it refers to the amount of space between two places. Have children identify something that is within a close distance to them.
- Discuss 'electronic system' and how it refers to an electronic device that gathers information and can pass on data.
- Identify 'feeding grounds', and discuss how it refers to a place where a group of animals regularly go to look for food.

- Discuss 'journey' and how it means to travel from one place to another. Have children describe a journey they have gone on.
- Discuss 'scientist' and how it refers to someone who studies the things in the world around us, such as plants, animals, light and electricity.
- Talk about the word 'survive' and how it means to carry on living, especially after facing a dangerous situation.
- Discuss the word 'track' and how it means to follow the trail or movements of someone or something.
- Talk about 'young' and how it refers to an animal's baby.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the following sentence on page 4: 'As seasons change, fewer resources are near them, and more resources can be found far away.' Discuss the pronoun 'them'. Encourage children to read earlier sentences to identify that the word 'them' refers to the animals.
- Discuss the sentence 'When the summer ends, the monarchs will make the journey south.' Ask, *Where do they make the journey to?* Talk about how readers need to connect all vocabulary and information in the sentence to gain meaning.

Text conventions

- **Text emphasis/italic font:** Talk about how some words in the text are shown in italics. Discuss how readers can find the meaning of these words in the glossary on page 32. Have children complete **PW 73**.
- **Headings:** Have children identify the headings in the text. Discuss how the headings help readers to understand what will be on each page.

Writing

- Have children select two different animals that are discussed in the text. Encourage them to identify how the migration patterns of these animals are similar and different. Have children write a response explaining the similarities and differences between the animals' migration habits.

► English Language Learners

- Discuss the different ways animals in the text migrated. At the top of a large sheet of paper, write the words 'land', 'water' and 'air'. Under each heading, record animals that migrate in that particular way. For example, monarch butterfly would be recorded under 'air', and humpback whale would be recorded under 'water'. Have children brainstorm and research online the ways that other animals migrate and record them on the chart.

► Assessment

- PWs 71, 72 73 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 71 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Animal migration questions

- Answer the literal and inferential questions.

What are some of the reasons animals migrate?

Where does the leatherback sea turtle migrate to?

What might happen if the animals did not migrate when they were meant to?

Why do you think some animals migrate together in groups?

How often do animals migrate?

How can migration be dangerous for animals?

Why is it important for scientists to track the migration patterns of animals?

How does migrating help some animals survive?

Main teaching focus

Comprehension: Answering literal and inferential questions.

Other teaching focus

Comprehension: Retelling events from the text.

Teacher's note

Children answer the literal and inferential questions about the text. They record the answers on the lines provided.

Name: _____ Date: _____

Migration paths

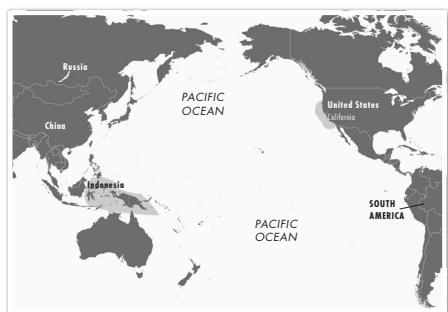
- Draw arrows on the maps below to show the migration paths of the animals.
- Write about each animal's migration path and why they migrate.



Monarch butterflies



Humpback whales



Leatherback sea turtles



Wildebeests

Main teaching focus

Comprehension: Recalling information from the text.

Other teaching focus

Comprehension: Comparing and contrasting.

Teacher's note

Children draw lines on the maps to show the animals' migration paths. They then write sentences about where and why they migrate.

Name: _____ Date: _____

Glossary

- Read the word meanings.
- Write the words in the box next to their meaning in the table.
- Write the words at the bottom of the page in sentences.

endangered	generation	instinct	mammal	migration
milkweed	predator	resource	route	tag

Meaning	Word
A warm-blooded animal that breathes air	
The road or course followed to get somewhere	
A group of people or animals born around the same time	
A plant with milky juice and pointed pods	
An animal that hunts other animals for food	
In danger of dying out	
Something useful or valuable to an animal or person	
A label that is attached to something or someone in order to identify it	
A behaviour that is natural rather than learned	
The act of moving from one area or country to another	

mammal: _____

endangered: _____

predator: _____

generation: _____

Main teaching focus

Text conventions: Understanding and using a glossary.

Other teaching focus

Vocabulary: Word meanings and definitions.

Teacher's note

Children match and write the words in the box with their meanings in the table. They then write the words at the bottom of the page in sentences.

Government Around the World

Level 30 Non-fiction Word count: 2,078 Text type: report



Extending vocabulary: advice, advisers, behalf, decisions, document, held, limit, protect, reminds, roles, terms, tomb

Programme links: *Government Around the World E-Book*
The Emperor's Panda (F)

Curriculum link: politics, social studies, world government

Text summary: Learn about the different systems of government around the world, including a republic, a federal republic, a constitutional monarchy, communism and a dictatorship. Find out how they all come to power in different ways and how they help the people they govern.

Getting started

- Have children talk about the leaders of their country. Ask, *What type of government do we have in our country? How does the government help the people in our country?*

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and cover illustrations. Ask children to predict what the text will be about. Ask, *Is this a fiction or a non-fiction text? What might we read about governments around the world?*
- Encourage children to share their prior knowledge relating to the title and cover illustrations. Ask, *What do you know about government? What type of government do we have in our country?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover illustrations as prompts. Ask, *How does government work in our community? What other texts have you read that would connect with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text, and encourage children to predict and form understandings.

pages 4–5: Ask, Why do you think a government needs to make laws or rules? How do you think a government helps and protects people?

pages 6–7: Ask, Why do you think each city-state had its own ruler? How did the advisers help the rulers or kings make the laws?

pages 8–9: Ask, What do you think is the role of government today? How does the head of state help the government?

pages 10–11: Ask, Why might people want to choose their leaders? What could people do if they don't like the representatives' ideas?

pages 12–13: Ask, What type of government is in France? What type of laws do you think the parliament makes? What does the prime minister do?

pages 14–15: Ask, How is a federal republic similar to a republic? Why would there be elections for both federal government and state government?

pages 16–17: Ask, What is the president in charge of? What two main political parties are most people in Congress usually from?

pages 18–19: Ask, Who leads a monarchy? Who chooses the government in a constitutional monarchy? What rules and laws might the government make?

pages 20–21: Ask, How does the role of the monarch stay within the family? Why would only the government and parliament be able to make laws?

pages 22–23: Ask, Who helps create the laws for the United Kingdom? What is the head of the government called, and what does that person do?

pages 24–25: Ask, What types of things would the communist government run or control? Do you think the communist government is fair?

pages 26–27: Ask, What type of government does China have? Why does the government have a lot of power?

pages 28–29: Ask, Who makes all the rules in a dictatorship? Do the rules help everyone or only a small group of people? Do people of the country usually elect the dictator?

pages 30–31: Ask, What do you think it would be like to live in Equatorial Guinea? Why is the president considered a dictator? Can the people vote to change leaders?

page 32: Ask, What could you use the glossary for? What could you use the index for?

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about.
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.
- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- **Clarifying:** Ask children to identify words, phrases or sentences they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- **Visualising:** Discuss visualising with children and ask them to 'paint a picture' as they read to gain understanding of the

text. Ask, *What image can you see in your mind?*

- **Questioning:** Before, during and after reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.
- **Summarising:** Ask children to retell and summarise what they have read. Ask, *What were the main details?*
- **Inferring:** Encourage children to discuss inferences they make based on clues in the text. Also, have children answer inferential questions such as: *Why do you think there are different types of government? Which do you think would be the most effective type of government?*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers form understandings. Choose from the following activities.

Comprehension

- **Summarising:** Have children discuss the factual information in the text. Ask, *What did you learn about the different forms of government around the world? How do the different governments work?* Encourage children to summarise the information in the text by recalling the most important details. Have children complete **PW 74**.
- **Compare and contrast:** Have a sheet of paper for each type of government. As a group, record information about each type of government and then use the information to compare and contrast them. Ask, *How are the forms of government similar/different?* Have children complete **PW 75**.

Phonographic awareness

- Identify and discuss the word 'central'. Discuss how the letter 'c' makes an 's' sound in this word. Brainstorm and record other words with this sound-spelling.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Talk about how some words can have multiple meanings. Encourage children to work out meanings by using the sentence content and using a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings. Discuss the following word meanings.
- Identify 'advice' and how it means to give guidance on how something should be done. Ask, *What advice have you been given?*
- Discuss the word 'advisers' and how it refers to people who tell someone how something should be done.
- Identify 'behalf' and how it refers to doing something in the interest of a person or group.
- Talk about the word 'decisions' and how it refers to making a choice and deciding how something is going to be done.
- Discuss 'document' and how it refers to a piece of written, printed or electronic material that provides information.
- Talk about 'held' and how it refers to causing something to happen, such as a meeting or an election.
- Identify 'limit' and discuss how it refers to an amount or point that something must not go past.
- Talk about 'protect' and how it means to keep something safe. Ask children to think of things that are protected.

- Discuss 'reminds' and how it means to tell someone about something again so that they do not forget it. Explain that if you remind someone of something you help him or her to remember.
- Discuss the word 'roles' and how it refers to the positions or jobs that someone has in particular situations.
- Discuss the word 'terms' and how it refers to the fixed period of time in which something is supposed to happen or last.
- Talk about 'tomb' and how it refers to a large vault, usually under the ground, where a dead person's body is buried.

Combining vocabulary for better understanding

- Identify and discuss interesting phrases in the text. Talk about how sometimes readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the sentence 'Rulers, or kings, had a small group of advisers, or people who give advice, to help make laws and decisions.' Discuss how definitions for the terms 'rulers' and 'advisers' are given within the sentence. Ask, *What is another word for rulers? What do the advisers do?*
- Discuss the sentence 'Just like a teacher leads a classroom, a head of state leads a government.' Talk about how this sentence is encouraging readers to make connections. Discuss how you use your knowledge of 'a teacher leading a classroom' to help you understand how a 'head of state leads a government'.

Text conventions

- **Text type – report:** Talk about how this is a non-fiction text that defines a topic and provides factual information on the topic. Have children explore the features of the non-fiction text.
- **Index:** Have children identify the index on page 32. Model how readers look at the index to find out which page a particular topic is on.

Writing

- Discuss the different types of government described in the text. Encourage children to compare and contrast the different systems of government. Discuss how there are positive and negative aspects to the different types of government. Have children share their opinion relating to the different systems of government. Ask, *What do you think are the positives/negatives relating to each type of government?* Have children complete **PW 76**.

► English Language Learners

- Provide children with a large world map. Have them locate where each of the countries discussed in the text are on the map. Then have children research one of the countries online. Have them find out what it is like to live in that country. Ask, *How do you think the government might help the people who live in this country?*

► Assessment

- PWs 74, 75, 76 completed
- Note the child's responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 74 could be kept in the child's portfolio
- Complete Running Record

Name: _____ Date: _____

Summarise the main points

- Complete the summarising table.
- Record the main points about each form of government.

	What is it?	Where is it found?	How does it work?	An example
Republic				
Federal republic				
Constitutional monarchy				
Communism				
Dictatorship				

Main teaching focus

Comprehension: Summarising the main points of a text.

Other teaching focus

Comprehension: Recalling information in a text.

Teacher's note

Children summarise the text by completing the table. They answer the questions by recalling the main points from the text.

Name: _____ Date: _____

Similar and different

- Compare and contrast the different forms of government by answering the questions below.

What are the similarities and differences between a republic and a federal republic?

What are the similarities and differences between a constitutional monarchy and communism?

What are the similarities and differences between a dictatorship and a federal republic?

What are the similarities and differences between communism and a republic?

Main teaching focus

Comprehension: Compare and contrast information in a text.

Other teaching focus

Comprehension: Recalling information in a text.

Teacher's note

Children compare and contrast the different forms of government by answering the questions about how they are similar and different.

Name: _____ Date: _____

My opinion

- Think about the positives and negatives relating to each form of government.
- Record your opinion in the table below.
- Answer the question at the bottom of the page.

Forms of government	My opinion What are the positives? What are the negatives?
Republic	
Federal republic	
Constitutional monarchy	
Communism	
Dictatorship	

What do you think is the best form of government? Explain your answer using evidence from the text.

Main teaching focus

Writing: Writing an opinion piece based on a text.

Other teaching focus

Comprehension: Evaluating information in a text.

Teacher's note

Children record their opinion relating to each form of government by writing about the positives and negatives. They then share their opinion on the best form of government by answering the question at the bottom of the page.

Daring Teamwork

Level: 30 Non-fiction Word count: 2,563 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.
- Extending vocabulary:** astonishing, communicate, crew, expert, respectful, scene
- Programme link:** *Daring Teamwork* E-book
- Curriculum links:** adventure, careers, people and places, teamwork
- Text summary:** Have you ever been a member of a team? You may think teamwork is all fun and games, but it can be daring and even dangerous. Some people depend on teamwork to remain safe while at work or completing a goal. Learn all about the importance of teamwork in daring situations at incredible heights and speeds, in the open sea, and while facing natural disasters.
- Learning objectives:** identify text structure, determine word meaning using Latin (and/or) Greek roots, use charts and graphs, apply the writing process: planning a persuasive text

Getting started with predictions

- Explain that there are times when people work independently, and times when they work together. Tell children that working together is called teamwork, because each person has a job that supports the whole group. Ask children to give examples of teams and teamwork.
- Give each child a copy of the book and discuss the title, cover images and back cover copy. Ask children to predict what type of text this is and how they know (e.g., fiction vs non-fiction; realistic fiction vs fantasy). Explain that this book is a non-fiction informational text, and focus on the word 'daring'. What kind of teamwork do they predict they'll be reading about?

Reading the text

Ask children to read the text independently to p. 17, which is 1,322 words. Tell them that sometimes it is necessary to reread several times to gain meaning. As children read the text, read along with them. Encourage them to use their learner's notebook to record questions they may have or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, using contextual cues and knowledge of content).
- *Making connections:* Ask children as they read to think about teams they have seen on the news or read about in books. Ask, *How did the team members support each other?*
- *Clarifying:* Photos can help clarify the information described in the text. Remind children to look at the photos to clarify some of the explanations.
- *Visualising:* Ask children to imagine some of the situations described. For example, what would it feel like to be on Mount Everest as the temperature continued to drop?
- *Questioning:* If needed, allow children to stop after each chapter and share one question with a partner. What did they want to know more about?
- *Summarising:* Ask children to summarise by comparing two of the teams they read about. How were they similar, and different?

- *Inferring:* Encourage children to discuss inferences they made based on clues in the text, such as: *What does it mean, 'the stakes were high' for the American football team (p. 10)? What clues helped you know?*
- Walk around as children are reading to check their reading fluency.

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

- p. 4: Ask, *What is a synonym for 'astonishing' on this page? (Support and extend discussion.) Which do you think is a stronger word? Why?*
- p. 8: Say, *Describe the job of an 'expert' climber.*
- p. 9: Say, *Define 'communicate'. (Support and extend discussion.) What kind of technology helps us communicate? How does the support team 'communicate' with climbers' families?*
- p. 14: Say, *Look up the definition of 'scene' in a dictionary. How is that word used in this context? Why would the author make that word choice?*
- p. 16: Ask, *What is the definition of 'crew' from the text? Have you heard other definitions of that word? Describe a crew in your own words.*

After reading

Focus on developing reading strategies that support children in gaining meaning. Discuss and model specific reading strategies such as visualising, making connections, clarifying, questioning, summarising and inferring. Explain how developing and using strategies help readers to form understandings. Then explain how understanding text structures helps us understand the author's purpose and keep track of information. As children are introduced to this subject, model for them how to identify and analyse cause and effect or compare and contrast structures. Use graphic organisers to sort out the main ideas from the details and examples. Then, ask children to work independently through the remaining questions. Provide additional support during instruction as needed through modelling and providing gradual release towards independence. Finally, provide children with further vocabulary practice.

Comprehension

- **Making connections:** Say to children, *Look for examples of facts, definitions, comparisons and causes and effects as good pieces of text evidence. Connect the examples to references from your own experiences.*
- **Text features:** Explain to children that charts and graphs can provide additional details. Also, chapter headings and italicised key words give clues about the main ideas and can help clarify important information.

Using 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. We've already discussed looking at main ideas and author's purpose and today we'll talk about how authors structure a text to help make the information as clear and understandable as possible. For example, on page 6, the first paragraph talks about the importance of teamwork in space (the main idea), and then offers two examples: how teamwork helps astronauts do tests and keeps the space station running. From the first sentence of the next paragraph, 'In 2012 teamwork saved the ISS.' I predict that the rest of the text will describe how teamwork kept the space station running. By introducing the main idea and details this way, I'm able to follow the logical sequence of events that help support the main idea. Use your learner's notebook to record some of the structures you notice, including the key words that helped you identify the structure.*

Practise the strategy and ask children to record their thoughts in their learner's notebook:

- p. 7: Reread how the astronauts fixed the space station. To explain how something happens, authors often choose a sequential or chronological structure, which makes the process very clear. Why did the author think this was a good way to provide this information? Work with a partner—where would you insert the words 'first', 'next' and 'finally' into the text?
- p. 8: Words and phrases such as "members of climbing teams have different roles", shows that the author is using a comparison structure. What is the author comparing? Why is it important to compare the different roles on a team?
- p. 10: This section starts by putting the reader at a football game, setting up a situation and introducing the teams. Why did the author choose to use a narrative structure in this section? How did the author add suspense before the climax of the text?
- p. 12: Look at the clue words, 'first' and 'also'. Do they help you understand the structure? How does it help you understand the information in this part of the text?
- pp. 14–15: Use cause and effect words, such as 'when...then' or 'because', 'so' and 'as a result', to restate the information about the emergency. How does each team member impact the outcome of that situation?
- Continue to look for examples of different structures such as cause and effect, compare and contrast, sequence and narrative. List the clue words that helped you decide which structure was being used in your learner's notebooks. Reference the text by including page numbers for each example you use.

Vocabulary strategy: Determine word meaning using Latin (and/or) Greek roots

Identify and discuss interesting or challenging vocabulary in the text. Tell children that they can be word detectives by using root words to help determine meaning. Knowing one root can help you understand many words. For example, the root terra- means 'earth'. See how it is a part of words such as terracotta (a kind of clay), extra-terrestrial (from outside of earth), or even terrier (a dog that likes to dig). Encourage children to list root words and add prefixes or suffixes to show how those roots show up in other words. Use a dictionary as needed. Ask questions that encourage children to further explore word meanings.

- Say to children, *Break the word 'international' (p. 6) into its prefix (inter-) and root (nation). If 'inter-' comes from Latin meaning 'among or between', explain the relationships of the astronauts on the International Space Station.*
- How are 'expert climbers' and Sherpas similar (p. 8)? How are they different? What is the difference between an 'expert' and a beginner?
- Point out the word 'communicate' (p. 10). Ask, *How do the football players communicate? How is their communication different from the mountain climbers? Why is it important for team members to communicate?*
- Ask children what they think the term 'split-second' means (p. 17). Ask, *How is deconstructing this phrase similar to deconstructing roots in words?*
- Challenge children to find more examples of common root words such as 'form', 'script', 'nation' or 'port'. Ask them to list the words they find in their learner's notebooks.

► English Language Learners

- Provide additional support for instances where the text structure is implied and clue words are not used. Point out examples such as 'more than' or 'on the other hand' as ways to set up comparisons, and 'so' or 'then' are used for causes and effects. Ask partners to write clue words on sticky notes and to try inserting them into sentences when they aren't sure. Which clue words could logically fit into the sentence?

► Assessment

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

Daring Teamwork

Level: 30 Non-fiction Word count: 2,563 Text type: Informational Part: 2



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

Extending vocabulary: leaders, mission, raging, rely, respectful, stunts, trust

Learning objectives: use text evidence, determine word meaning using Latin (and/or) Greek roots, use illustrations, 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 1,241 words. Explain how rereading a text helps them gain meaning. Read along with children. Encourage them to use their learner's notebook to record questions or points related to the following.

- Encourage children to use strategies while reading to gain information (e.g. rereading or using contextual cues).
- *Making connections:* Encourage children to connect text-to-self by allowing them to share with a partner a positive experience they may have had with teamwork. What made it such a good thing?
- *Clarifying:* Point out that the text offers key words in bold whose definitions can be found in the glossary. Ask children to practise using the glossary to clarify vocabulary.
- *Visualising:* Much of the teamwork described in the text is the result of many hours of practice. As they read, tell children to picture all the specific skills firefighters, acrobats or racing car pit crews need to practise.
- *Questioning:* After reading, revisit any questions children may have had. Were they answered? If not, challenge children to find the answers.
- *Summarising:* Ask children to retell two different types of teamwork they read about with a partner. How were the teams similar and different?
- *Inferring:* After reading, ask children questions that require making inferences, such as: *Why do you think acrobats need to trust each other? What does that mean?*
- Walk around as children are reading to check their reading fluency.

Discuss extending vocabulary, and focus on terms questioned by children or not supported in the text.

- p. 18: Say, *Reread the text, then explain 'stunts' in your own words. What words helped you? (Support or extend discussion.)*
- p. 19: Say, *What does it mean to 'trust' someone? Are there different kinds of trust? What do you think the acrobats are trusting in each other? (Support or extend discussion.)*

- p. 20: Say, *Use your understanding of 'rage' to help you define 'raging'. Compare 'raging' to 'glowing' as a description for fire. Which word is more descriptive?*
- p. 21: Ask, *How are smokejumpers used to fight fires? Why would their duties be called 'missions'?*
- p. 22: Say, *Imagine working with people from 40 other countries. What does it mean to be 'respectful'? What would be an example of 'disrespect'?*
- p. 26: Say, *Explain how 'leaders' are different from 'soldiers'. Why is it important to have both on a team?*
- p. 29: *The text says that if one member of the air stunt team is unwell, none of them will perform. How does this show how much they 'rely' on each other?*

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 a better understanding of main ideas and details will help readers gain a little more insight into the text. Model for children how to identify key details, including charts and graphs, to support main ideas, 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

- *Clarifying:* Say, *Look for details that clarify the main idea by providing more details or specific examples. Clarification helps convince the reader by painting a clearer picture.*
- *Main ideas and details:* Say, *As you identify the main idea, use text evidence that explicitly addresses the point, and beware of including evidence that goes off in another direction. While many details may be interesting, evaluate if they are the best examples to support the main idea.*

Using text evidence

Model the strategy using p. 18. Say, *We've practised finding main ideas and details. Today we'll pay attention to the kinds of evidence that offer the best support. On page 18, the text describes an acrobat alone on the trapeze, but I need to find details that explain how she is part of a team. I'll look for evidence that describes the people who helped her, like the coaches, trainers and stagehands.*

Their roles support the main idea that she's part of a larger team. I can include that evidence on the PW to show how teamwork helps in sport.

Practise the strategy and ask children to record their thoughts on the PW.

- p. 21: Depending on the situation, firefighters may have teams within teams. Find evidence that supports this main idea by describing these specialised groups, and explain why every team is important to the whole group.
- p. 23: Choose the phrase that shows how the building crew demonstrated teamwork.
- p. 23: Look at the chart on this page. Make an inference to determine why building the Burj Khalifa was so difficult. Use the data as evidence to back up your idea.
- pp. 24–25: Find two pieces of evidence that explain why trust is so important within a team. How does a dangerous situation make trust harder to give?
- Think about the people you've read about that help each other. Make inferences about people who are good at teamwork. What qualities must they have? Use text evidence to support your ideas.
- p. 29: Which phrase offers the best evidence about the importance of communication among a team? Share your ideas with a partner.
- As children complete their PW, ask them to cite the evidence that shows how teams help each other, and also the evidence that teamwork can be challenging. What are the benefits of teamwork that help people overcome the challenges?

Vocabulary strategy: Determine word meaning using Latin (and/or) Greek roots

Identify and discuss interesting or challenging vocabulary in the text. Talk about how context clues help by offering an explicit definition, and example or a non-example. Review word parts, and examine how roots are used with different prefixes and suffixes to slightly alter the meaning or to change the word from a noun to an adjective or adverb. Ask questions that encourage children to explore word meanings further.

- Discuss the word 'acrobat' (p. 18). Say, The root 'acro-' comes from the Greek, meaning, 'at the top', and '-bat' is Greek for 'one who goes'. Use this knowledge to describe an 'acrobat'. How does the suffix '-ic' turn the word into an adjective—'acrobatic'?
- Pull the word 'skyscraper' apart (p. 22). How does this word describe tall buildings?
- Explain 'respect' in the context of page 22. How does the suffix '-ful' change the form of this word? Who is described as 'respectful'?
- Say, Explain how a helicopter works. 'Heli-' comes from the Greek root for 'spiral', and '-copter' comes from a Greek root meaning 'wing'. Can you revise your description of a helicopter (p. 24)?
- Say, Make a guess about the definition of the word parts in 'kidnapped' (p. 27). Explain your thinking.
- Say, Explain the relationship between military 'leaders' and 'soldiers' (p. 26). Are they part of the same team? How are their roles similar and different?
- Circle root words as you find them, and pull them apart from

their prefixes and suffixes. Then define each part and put the words back together and try to define the whole word.

► **English Language Learners**

- Focus more attention on the power of descriptive adjectives. Explain to children that using more precise words adds strength to descriptions. Ask children to work with partners to sort groups of adjectives from least to most descriptive, such as 'good', 'great', 'amazing', or 'blaze', 'flame', 'inferno.' Encourage them to use dictionaries as needed, and to make drawings that demonstrate the differences between the words.

► **Assessment**

- Check work samples and responses from their PW.
- Choose 1–3 children and collect responses, attempts and reading behaviours during reading.
- Complete the Running Record (page 70).
- Record children's questions and save them for research activities later on.

Name: _____ Date: _____

Text evidence chart

As you read, fill in the chart with text evidence to support the main ideas. Include the page number where you found the evidence.

- Write a main idea from the text in the first column.
- Support the main idea with text evidence, or draw a diagram that demonstrates what the author wants you to know.

Main Idea	Text Evidence with Page Number
Teamwork helps in sport.	1. 2. 3.
Team members may be experts in one specific thing.	1. 2. 3.
Communication is important for a team.	1. 2. 3.
Teams need to trust each other.	1. 2. 3.
A leader can be necessary to a team.	1. 2. 3.

Write a summary statement to answer the following questions.

Which evidence best shows how teams help each other?

Which evidence best explains why teamwork can be challenging?

What are the benefits of teamwork that help people overcome the challenges? Use specific examples from the text in your answer.

Main teaching focus

Comprehension: Using text evidence

Other teaching focus

Comprehension: Identify text structure

Teacher's note

Teachers will model the strategy by disregarding details that are not as relevant in favour of the examples in the text that best support the main ideas.

Inventors You Should Know About



Level: 30

Non-fiction

Word count: 1,905

Text type: informational

Extending vocabulary: connect, electricity, emergency, information, inventions, machine

Programme link: *Tamal's Great Invention* (fiction)

Curriculum links: biography, science, social studies

Text summary: Students may know about Thomas Edison or Alexander Graham Bell. But do they know about Hedy Lamarr or Bi Sheng? Without Hedy Lamarr, we wouldn't have wireless technology. Without Bi Sheng, we wouldn't have printed books! Other inventors covered are Muhammad al-Khwarizmi, Alexandre-Edmond Becquerel, James Francis, Maria Beasley, Dr David Warren, and Dr Patricia Bath. Students learn about how their inventions have shaped the way we live today.

Getting started

- Talk about inventors. Ask, *What does it mean to be an inventor? What type of things can inventors make?* Have children talk about a famous inventor they know of.

Predicting

- Introduce the text. Give each child a copy of the book and discuss the title and the cover pictures. Ask children to predict what the text will be about. Ask, *Do you think it will be a fiction or a non-fiction text?* Discuss how the title and cover pictures help us make predictions.
- Ask children to share their prior knowledge. Ask, *What do you know about inventors? Why do you think that inventors make new inventions? How have inventors improved the way you live your life?*
- Have children make connections (text-to-self, text-to-text, text-to-world) using the title and cover pictures as prompts. Ask, *How does this text link with your personal experiences? What texts can you connect with this text? What knowledge of the world do you have that links with this text?*
- Discuss vocabulary that might occur in the text. Ask questions that promote language used in the text and encourage children to predict and form understandings.

pages 4–5: Ask, *What things around you has someone invented? How have inventors changed the way we live, work and learn?*

pages 6–7: Ask, *Why would inventing a new way of printing help change the world? Why would it be quicker to print a page of words by using letter blocks? How do you think this invention helped more people learn to read and write?*

pages 8–9: Ask, *Why was it important for al-Khwarizmi to explain using numbers 1 to 9 and 0 to people in the Middle East and Europe? What was the problem with using Roman numerals? How would using the Indian number system help people solve problems involving fractions or decimals?*

pages 10–11: Ask, *How do you think the invention of solar energy has helped change the way people power their houses and businesses? How did Becquerel's invention of the solar cell help him discover that light and heat could make electricity?*

pages 12–13: Ask, *Why do you think solar power did not work very well at first? Why would the invention of a powerful solar cell make it easier to use the sun's power?*

pages 14–15: Ask, *Why do you think the Francis water turbine is still used today? How do turbines produce a form of energy that can be used over and over again? Why do you think factories began to use water turbines instead of water wheels?*

pages 16–17: Ask, *How would the water flowing over the turbine then make electricity? Why do you think Francis needed to improve the first water turbines?*

pages 18–19: Ask, *How does Beasley's invention make sailing on a boat or ship much safer? Why was Beasley's invention better than the emergency rafts that were on ships?*

pages 20–21: Ask, *Why do you think Beasley invented other things as well as the life rafts? How have her inventions helped people?*

pages 22–23: Ask, *How could Lamarr be an inventor if she was not a trained scientist? How do you think her work on technology is used in laptops, phones and earbuds today?*

pages 24–25: Ask, *Why do you think her idea of "frequency hopping" helped the US government during World War II? How could it be used to stop enemies from taking over the torpedo?*

pages 26–27: Ask, *Why would Warren invent a "black box" to record the voices of the pilots and air traffic controllers? How would his invention help us find out the cause of plane crashes?*

pages 28–29: Ask, *Why do you think Warren made a machine to record conversations on steel wire anyway? Why do you think all planes must now have a black box?*

pages 30–31: Ask, *Why do you think Bath liked being the first to do something or come up with a new idea? Why do you think she invented a tool that will remove cataracts in the lens of the eye? How has her invention helped people around the world?*

page 32: Ask, *What could we use the glossary for? What could we use the index for?*

Reading the text

- **Predicting:** Ask children to look at the text (chapter, page or paragraph) and predict what they think the text might be about. Ask, *What helped you make this prediction?*
- Have children read the text independently (chapter, page or paragraph). Discuss that sometimes it is necessary to reread several times to gain meaning.

- Encourage children to use strategies while reading to gain information (e.g. rereading, reading on, sounding out, using contextual cues and knowledge of content).
- Encourage children to use sources of information to fully comprehend the text – embedded clauses, negation, linking across phrases/paragraphs, linking and comparing data and information.
- *Clarifying*: Ask children to identify words, phrases or sentences that they do not understand and need to have clarified. Clarify these through discussion, teacher/student expertise and using tools such as a dictionary.
- *Visualising*: Discuss visualising with children and ask them to ‘paint a picture’ as they read to gain understanding of the text. Ask, *What image can you see in your mind?*
- *Questioning*: After reading the text (chapter, page or paragraph), have children ask and answer questions related to the text.
- *Summarising*: Ask children to retell and summarise what they have read. Ask, *What were the main ideas in the text?*
- Ask inferential questions such as: *Why do you think inventors wanted to improve the design of water wheels? Why do you think Beasley decided to invent life rafts for boats and ships? Why would conversations need to be recorded on strong wire in the black box? What makes something a good invention? Explain your answer.*

After reading

Focus on developing reading strategies that support children in gaining meaning. Return to passages of text that children found difficult. Discuss and model specific reading strategies, such as visualising, making connections, clarifying, questioning, summarising and inferring. Talk about how developing and using strategies help readers to form understandings. Choose from the following activities.

Comprehension

- *Recall*: Have children recall information about the inventors in the text. Discuss what their inventions were, when they were invented and the reason for making that invention. For each inventor, ask, *What did they invent? What challenges did they have? How did their invention help people?* Have children complete **PW 78**.
- *Inferring*: Have children discuss facts about inventors they learned through reading the text. Without using their name, write facts about one of the inventors in the text on the board. Have children read the clues and then work out which inventor is being described. Repeat with other inventors. Have children take turns writing the clues about the inventors for the others to guess. Have children complete **PW 79**.

Phonological awareness

- Find ‘technology’ and discuss the sound ‘ch’ makes in this word. As a group, brainstorm and record other words where ‘ch’ makes this sound, such as ‘anchor’, ‘architect’ and ‘mechanic’.

Extending vocabulary (individual words)

- Identify and discuss interesting or challenging vocabulary in the text. Encourage children to work out meanings by using the sentence content and to use a dictionary to find the meaning of unknown words. Ask questions that encourage children to explore and explain the word meanings.
- Identify ‘connect’ and discuss how it refers to things being joined or linked together.
- Discuss ‘electricity’ and how it refers to the power or energy

that is used give light or heat and to work machines. Discuss how electricity is created with the flow of tiny particles called electrons and protons.

- Identify ‘information’ and discuss how it refers to facts or details about something. Have children share information they know about inventors.
- Discuss ‘inventions’ and how it refers to something new that someone has made. Talk about how people often invent things to solve a problem.
- Discuss ‘machine’ and how it refers to a device that does a task or job. Talk about how some machines can move or lift things, others carry people from place to place and some help in building or making things. Discuss how machines can have engines and moving parts.

Combining vocabulary for better understanding

- Discuss interesting phrases in the text. Talk about how readers need to understand the meaning of individual words and then connect them with other words/phrases.
- Talk about the phrase ‘done by hand’. Discuss how it means that a task is done without the use of a machine. Have children think of something they have ‘done by hand’.
- Discuss the sentence ‘He lived in what is now the country of Iran.’ Have children explain where he lived. Talk about how it means that the place was not always known as Iran.
- Talk about the phrase ‘his work led to’. Discuss how this means that his work became the cause for something else to happen.

Text conventions

- *Text emphasis/italic font*: Talk about how some words in the text are shown in italics. Discuss how readers can find the meaning of these words in the glossary on page 32.

Writing

- Encourage children to reflect on the inventors in the text. Have them think about why inventors make their inventions and how they would know how to make their inventions. Ask children to think about the challenges that inventors face. Encourage them to explain what they believe to be the most useful inventions and why. Have children complete **PW 80**.

► English Language Learners

- Talk about how we use many inventions without ever thinking about how they work or who invented them. Have children make a list of inventions they use every day, for example a microwave, bike or TV. Give children books and online resources to research who invented them.

► Assessment

- PWs 78, 79 and 80 completed
- Note the child’s responses, attempts and reading behaviours before, during and after reading
- Collect work samples, e.g. PW 78 could be kept in the child’s portfolio
- Complete Running Record

Name: _____ Date: _____

Inventor recall

- Complete the table. For each inventor, write about their invention, the challenges they had while inventing it and how their invention has helped people.

Inventor	What was their invention?	What does their invention do? How does it work?	What challenges did they have?	How has this invention helped people?
Bi Sheng				
James Francis				
Maria Beasley				
Dr David Warren				

Main teaching focus

Comprehension: Recalling information from a text.

Other teaching focus

Comprehension: Compare and contrast.

Teacher's note

Children complete the table. For each inventor, they write about their invention, the challenges they faced and how their invention has helped people.

Name: _____

Date: _____

Inventor Who Am I?

- Read the clues.
- Write the name of the inventor and invention.

<p>I am a doctor and an inventor. I was the first African American female doctor to receive a patent for an invention having to do with medicine. My invention uses a strong light, called a laser. It helps destroy cataracts. People all over the world can see because of my invention.</p>	<p>I am an inventor from 1,000 years ago. Before my invention, everything had to be done by hand. My invention had to do with carving or cutting a letter onto a piece of clay and printing a page of words with ink. My invention meant copies of books could be made quicker and cheaper.</p>	<p>I was a scientist and inventor in France. I made the world's first solar cell. I then found out that light and heat could make electricity. At first, my invention didn't work very well. It took more than 100 years before my invention worked well. Lots of people use my invention to power their homes and businesses.</p>
<p>Who am I?</p> <hr/>	<p>Who am I?</p> <hr/>	<p>Who am I?</p> <hr/>
<p>What was my invention?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What was my invention?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What was my invention?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Main teaching focus

Comprehension: Inferring using clues from the text.

Other teaching focus

Comprehension: Recalling information from the text.

Teacher's note

Children read the clues. Then they infer and record the inventor and their invention.

Name: _____ Date: _____

Invention reflection

- Think about what it would be like to be an inventor.
- Answer the questions. Use the information in the text to help you.

What do you believe are the greatest three inventions of all time? Why?

Why is it important for people to invent things?

How do you think inventors get ideas for their inventions?

What type of character traits do you think an inventor should have?

If you were to invent something, what would you invent? Why?

What are the similarities and differences between inventors in the past and inventors of today?

What challenges might inventors face?

Main teaching focus

Writing: Composing a reflection using prompting questions.

Other teaching focus

Comprehension: Recalling information from the text; making connections with the text.

Teacher's note

Children reflect on what it would be like to be an inventor. They answer the questions by making text-to-self, text-to-text and text-to-world connections.

Running Record



Name: _____ Age: _____ Date: _____

Text: *The Football Pitch*

Level: 27

Running words: 200

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Omar and his family lived on a very busy city street. His mum and dad owned a car-repair garage in the centre of town. Omar was the youngest in the family and still attended school. He liked school almost as much as he liked football. Omar brought his football with him almost everywhere he went. He had a habit of throwing the ball and catching it while he talked with his friends. Omar also like kicking the ball against the sides of buildings while waiting for the bus. He used every free moment he had to practise his football skills.				
6	After school, Omar and his best friend Juma played football on the school playground. The playground was small, but it was safer to practise there than on the street.				
7	"I wish we had a real football pitch," Omar told Juma one day. "A pitch with real goals where we could play whenever we wanted."				
8	That night when Omar got home, he told his parents about his wish for a new football pitch. "But where would it go?" his dad wondered. "There isn't much empty space around here." Omar looked out of the window.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Planet Robonica*

Level: 27

Running words: 193

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	The hairs on Max's neck stood up. He turned around and jumped. A tall, silver robot silently looked down at him and his best friend, Jack. "This school trip to Astrolab is turning out to be kind of strange," Jack whispered. Max nodded. Robots didn't usually make Max Jupiter Astro Marriot nervous. He was a secret Space Guard, like his parents. They helped protect Planet Earth from danger. The robot pointed down the long hall. Jack shook his head and looked back at their teacher. "Mr Sona will be angry if we wander off," he said. "We can sneak back in a few minutes," said Max as he gripped Jack's arm. He pulled Jack down the hall, after the speeding robot.				
5	They stopped at the gleaming red door with a sign: CAUTION: FLIGHT SIMULATOR "What's this?" asked Jack. "It's a machine that shows what it's like to fly through space," explained Max.				
6	The tall robot grabbed the boys as the door swished open and he pushed them inside. Jack rubbed his back. "Ouch!" he said. "Why so pushy?" "I did not mean to hurt you, but I am in a hurry," the robot responded.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *The Snake Prince and the Shape-Changer: Stories of India and Africa*

Level: 27

Running words: 240

Page no.		E	SC	Errors MSV	Self-corrections MSV
19	One day the older brother heard a story about a medicine man. This man would give special powers for a price. The brother ran home and said, "I will give our cows to the medicine man. In return, he will give me a special power!"				
20	The younger brother liked the idea. So the older brother tied up the two cows and took them to the medicine man. The medicine man looked at the cows for a long time. "Hmm," he said, scratching his beard. "For these two cows, I will give you the power to turn yourself into any animal you wish." The older brother agreed to the deal and returned home. "Do not tell anyone about my power," he warned the younger brother.				
21	"I have an idea. With my special power, we can get very rich by doing very little." The next day, the older brother turned himself into a large, strong bull. The younger brother tied a rope around its leg and led it to the market. Many villagers gathered along the way to stare at the animal. Their eyes grew wide.				
22	"Where could such a mighty bull come from?" one villager whispered. "That bull will get a fine price at the market!" another villager said. At the market, the bull drew a large crowd. One man stepped forward. "I will offer you two cows and five goats for that bull!" he said. "Sold!" said the younger brother.				
Totals					

Running Record



Name: _____ Age: _____ Date: _____

Text: *The Ungrateful Tiger*

Level: 27

Running words: 135

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Kim lived with his mother and father on the edge of a village. His family lived and worked on a farm. Every day, Kim had lots of jobs to do. He would feed the chickens and take their eggs.</p> <p>“Thanks for the food,” the chickens would cluck. Kim would feed the goats and then take their milk. “Thanks for the food,” the goats would bleat.</p>				
6	<p>After that, Kim would take the ox out to work. Sometimes, the ox would turn the soil. Other times, the ox would carry heavy loads around the farm. The ox would pull the wagon, holding much more than Kim could carry. When the work was done, Kim would feed the ox.</p> <p>“Thank you for the food,” the ox would snort.</p> <p>Kim never thought of saying thank you to the animals.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Voting*

Level: 27

Running words: 198

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	When people vote, they choose the leaders for the country, town or other groups they belong to. There are many types of government that lead countries around the world. Voting lets people decide on their leaders and how things are run.				
5	There are laws or rules for who can vote, where people can vote and how people can vote. There are also rules for how the votes or choices are marked and counted to determine the winners.				
6	Voting has been around for thousands of years. Over the years the rules for who can vote, where people can vote and how votes are counted have changed. In the past, only men could vote. Today both men and women can vote in most countries. In the past, people usually went to one meeting place to vote. Today people can either go to voting places that are near their homes, or they can post their vote.				
7	In the past, votes were counted by people. Today votes can also be counted by machines.				
8	Each country has a set of laws for who can vote. Many countries' laws are similar to each other. A person needs to be old enough to vote.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

ext: *Mapping*

Level: *27*

Running words: *179*

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Throughout history people have used maps, or drawings, to show what Earth looks like. Maps are used to show Earth's land, oceans and waterways. Maps also show where countries, states and cities are located in the world.				
5	When learning about communities in the world, people want to know how they can travel from place to place, on roads and motorways. They want to know what the climate, or weather, is like in areas around the world. Mapmakers have been making maps for thousands of years to provide people with this information.				
6	Today maps come in many forms and sizes. People have a number of choices when picking a map that best meets their needs. Some maps, such as world maps, can be printed on globes. Globes are often made of metal or plastic and are round like Earth. Globes can be large or small. They are good examples of what Earth looks like from space.				
7	Other maps are printed on paper. There are one-page paper maps, folded paper maps and books of maps, such as books of road maps.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Animal Adaptations*

Level: 27

Running words: 227

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>What if a deadly coral snake was hiding in the grass nearby? That would be scary. But what if the deadly coral snake was really just a harmless kingsnake? Over time, animals have made special changes to survive, or keep on living. These changes are called adaptation. Some adapt by being a certain colour or having different skin coverings. Kingsnakes are born with nearly the same bright colours and stripes as coral snakes. Their special change scares away attackers by making them think the kingsnake is a deadly coral snake.</p>				
6	<p>Animals adapt in many ways in order to survive. Some have special body parts or features to stay alive. A duck's webbed feet are an adaptation. The webbed feet help a duck move through the water.</p> <p>Others act, or behave, in ways that help them survive. Bats look for food at night. The dark makes it hard for attackers to see the bats.</p>				
8	<p>Animals adapt to fit their habitats, or the places where they live. Some places are easy to live in. These places have plenty of food and water. The weather is not too hot or too cold. The icy, cold North Pole in the Arctic and the hot, dry Sahara Desert in Africa are extreme. No matter where they live, animals need to adapt to help them find food, raise their young and stay safe.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Food Chains*

Level: 27

Running words: 136

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Every living thing on our planet needs food to survive. A <i>food chain</i> shows how living things get their food. It also shows how they are linked by what they eat. A food chain shows us how living things are connected by food. A simple food chain begins with grass that is eaten by a rabbit. The rabbit then becomes food for a fox. When the fox dies, its body feeds the grass. Each plant or animal is a link in the food chain.</p> <p>Living things turn food into <i>energy</i>.</p> <p>Plants and animals use energy to stay alive, to move and to grow. Energy flows from one living thing to another in the food chain.</p>				
6	<p>Food chains always start with plants. That is because plants are the only living things that can trap some of the sun's energy.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Pepper's Travels with Marco Polo*

Level: 28

Running words: 201

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	I woke before sunrise, staring into the darkness of our tent. I was too excited to sleep. My father and I were on a trip along the Silk Road. My father was a trader of spices, such as cinnamon and nutmeg. We had just arrived in China on our trip to get riches from all around the world.				
5	Later in the morning, my father said, "Pepper, go into the city to get food for breakfast." He was going into town to get more supplies. My father calls me Pepper because I sneeze whenever I get near spices. "I will meet you later. Wait for me by the river with the large waterfall. Don't jump in," he said with a wink.				
6	Later that day, I was sitting near the river waiting for my father. A teenage boy sat next to me. "Hello, my name is Marco Polo," he said. "My father, uncle and I have come from Italy to see Kublai Khan, the great leader of China." I had never seen anyone wearing clothes like his. "He must be important," I thought. "He knows a great leader." "My father and I are from an island thousands of miles away," I told Marco.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *A Deep-Sea Diving Adventure*

Level: 28

Running words: 174

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Troy and Kia had been looking forward to their diving trip for weeks. "The shipwreck we're going to was just discovered," Dad said. "That's so cool!" Troy shouted. "This is so exciting!" Kia exclaimed.</p> <p>"Very few people are allowed to see it," Mum added. "The place is a big secret." Troy and Kia's parents were famous sea scientists. Diving is what they did for work and for fun. Usually on family dives they just looked for sea life, such as turtles and schools of fish. But this dive was going to be different. This time they were looking for sunken treasure.</p>				
6	<p>"Do you think we'll find gold?" Troy asked Kia with a grin. "Maybe the ship was a pirate ship. Pirates always sailed with treasure." Troy was already picturing the riches that might be hidden deep underwater. Finally, the captain turned off the engine, and the boat came to a stop. It bobbed up and down on the surface of the clear, blue sea. "This looks like the spot," said Mum, checking the map.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Mai's Lesson*

Level: 28

Running words: 245

Page no.		E	SC	Errors MSV	Self-corrections MSV
14	<p>“Mai!” cried Hung, rushing into the garden. “I’ve been looking everywhere for you! What happened?” Mai looked up from where she was hiding, her eyes red. “Oh, Hung. It was terrible. They think I don’t belong there. After the way I played today, they may be right.”</p> <p>“Who is, they? Who thinks you don’t belong there?” asked Hung.</p> <p>“That girl at the doorway. Probably everyone else too.”</p> <p>“You don’t know that. Don’t give up on your dream so easily. You can try again tomorrow. Come on, let’s go home.”</p> <p>Mai let Hung pull her to her feet. “Thank you, Hung. I feel a little bit better.” But as she reached inside her sleeve, her eyes widened in fear. “Hung!” she cried. “My flute is missing! Oh, what will Auntie say?”</p>				
16	<p>Mai and Hung searched all over the garden, but the flute was nowhere to be found. Seeing that Mai was becoming upset, Hung spoke calmly. “Did you have it when you left the lesson? Which way did you take to get here?”</p> <p>“I don’t know! All I could think about was running away!”</p> <p>“Don’t worry,” said Hung. “We’ll find your flute. Maybe it fell out of your sleeve, or maybe you left it behind. Either way, I know it will turn up.”</p> <p>But it didn’t.</p> <p>Mai and Hung looked everywhere, but the jade flute had vanished. Mai was heartbroken. It was like losing her mother all over again. And it was all her fault!</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *The Perfect Fundraiser*

Level: 28

Running words: 127

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>“No, no, no,” said Raj. “Throw all of this out. Nobody will buy this junk.”</p> <p>He waved his hand across the row of tables in front of him. “This vase is cracked.”</p> <p>Jez held up a small yellow clock. “What about this?”</p> <p>“Useless,” said Raj. “You can’t tell the time on a clock without hands.”</p> <p>“Hey, Jez,” said Ari. “Throw it here.”</p> <p>Jez tossed the clock, making Ari leap high to catch it.</p> <p>“Why did you do that?” asked Mia.</p> <p>“I wanted to see time fly,” said Ari.</p> <p>Raj, Jez, Ari, and Mia laughed.</p>				
5	<p>“This fundraiser must be perfect.” Raj folded his arms. “If we don’t find things to sell, no money, then no school recording studio. I want to record our music and share it with everyone.”</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Along the Silk Road*

Level: 28

Running words: 187

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	The Silk Road was not like the roads we have today. In fact, it wasn't just one road. The Silk Road was a group of trails that stretched from the Mediterranean Sea to eastern China. It was 6,400 kilometres long.				
5	Chinese traders and people who sold goods first started using this collection of routes more than 2,000 years ago. For hundreds of years after that, merchants used the routes to buy and sell goods, such as perfume, tea and cloth.				
6	The Silk Road got its name from the material that was first traded along its routes. Silk is a beautiful, soft cloth that was very popular in Europe. But long ago, only people in China knew how to make silk.				
7	Rich people in other parts of the world wanted to buy silk to make beautiful clothes. Traders could make a lot of money bringing silk to Europe from China.				
8	The routes of the Silk Road led travellers through many countries and kingdoms. In Europe, the journey often began in the port city of Venice, Italy. Located by the sea, Venice was in the perfect spot for trade.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Unusual Deep-Sea Creatures*

Level: 28

Running words: 182

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Very little is known about the deepest parts of the ocean and the animals that live there. In fact, there is no other place on the planet that we know so little about.</p> <p>The deepest part of the ocean is the Mariana Trench. It is about 11,000 metres deep. Mount Everest is the highest mountain in the world. If Mount Everest was placed inside the Mariana Trench, it would not reach the surface of the ocean. Sometimes unusual deep-sea creatures wash up onto beaches. They get caught in fishing nets, too. These strange animals make people wonder about what lives at the bottom of the ocean. Scientists exploring the ocean continue to discover sea life that has never been seen before by people.</p>				
6	<p>In recent years, scientists have built small vehicles that can go underwater. These are called submersibles. Some submersibles do not carry passengers. Because there is no one on board, they are run by remote control. They use special cameras to film creatures that swim by. Some submersibles even have remote-control arms that can pick up things that they find.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Islands of the World*

Level: 28

Running words: 237

Page no.		E	SC	Errors MSV	Self-corrections MSV
12	Great Britain is the eighth-largest island in the world. It broke away from the continent of Europe about 9,000 years ago. The land across Great Britain is very mixed. There are mountains in some areas and flat marshes in others.				
	This island is made up of the countries of England, Wales and Scotland. Together, Great Britain and Northern Ireland make up the United Kingdom.				
13	London is the largest city on the island of Great Britain. The temperature is warm in the summer and cold in the winter. In England, it can rain throughout the year. Winters in Scotland can have strong winds, heavy rain and snow. Common foods from Great Britain are fish and chips, pies with meat and vegetables and sweet scones. Wildlife includes different types of deer, foxes and badgers.				
14	Oceanic islands are not connected to a continent. Most of these islands form when volcanoes erupt on the ocean floor. The lava begins to pile up as it cools down. Over time it appears above water to form an island. The Galapagos Islands and the Hawaiian Islands are oceanic islands.				
16	The Galapagos Islands are made up of 13 main islands and 6 smaller islands. They form an archipelago, which is a group of islands spaced closely together. The islands are in the Pacific Ocean off the western coast of South America. The oldest islands are about 4 million years old. New islands are still forming.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *How Did This Pizza Get on My Plate?* Level: 28 Running words: 131

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Pizza is a delicious and popular food. People all over the world eat pizza. Pizza is crust, tomato sauce and cheese. It can also have toppings. Toppings can include meat or vegetables. Fruit can also be toppings.				
5	No one can say for sure who made the very first pizza. This is because it happened so long ago. Pizza, as we know it today, came from the country of Italy. In the 1800s, pizza became popular there as a quick meal. Today, people all over the world make pizza, too.				
6	Your family is going to a restaurant to eat pizza. A waiter asks what you would like to eat. You order a large pizza with green peppers as the topping. It will be ready in about 15 minutes. You can hardly wait!				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Backstage at the School Play*

Level: 29

Running words: 205

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Raj leaped onto the stage. In exactly four hours and fifty-one seconds the play would start. He looked over his list. Being director, writer and main actor was a big responsibility, but he knew he could do it. Mr Bracks, Raj's teacher, stood at the door. "You look organised, Raj. I'm in the school office if you need me." Raj nodded, studying his list. "Caitlin, are the costumes ready?"				
5	"Yes." Her arms were full of costumes. "Jez and Ari, are the sets in place?" "Yes," said Jez. "We're just waiting for Mia to check that the lights are in the right places." "Where is Mia?" Raj frowned. Just then the door creaked open, and Mia crept in.				
6	"Glad you're here," said Raj. "All ready?" Mia's cheeks turned red as she walked to the stage, staring at her feet. "Let's go," said Raj. Mia tripped as she walked up the stage stairs. Raj pointed to the table at the side of the stage. "You can set up over there." The chair scraped across the shiny, wooden floorboards as Mia sat down. She opened her laptop. "OK?" asked Jez. She nodded. "The sound and lights for the show should all work." "It must be perfect," said Raj.				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *Sofia and the Quetzal Bird*

Level: 29

Running words: 194

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>“Mum! Look!” said Sofia, “I can see the temple. It is huge!” The small aeroplane that Sofia and Mum had taken from the city was just coming in to land. “It’s amazing to think we will actually be standing at the top of it tomorrow morning,” said Mum. She looked at her adopted daughter with pride and love. “How do you feel to be back in the country where you were born?” “Excited, I guess,” said Sofia. “But also, just a little bit... I don’t know... nervous.”</p>				
5	<p>Mum squeezed Sofia’s hand. “I know,” she said quietly. Sofia and Mum had started their trip to the country of Guatemala in the city. It was there they had visited the orphanage where Sofia and her mum had first met. Orphanages are places for children who are in need of a family. As the plane touched down, Sofia took out a small stone carving. Her birth mother had given her the quetzal bird many years ago.</p>				
6	<p>“The day I first met you, you were holding that carving,” said Mum. “It was the only belonging you had.” To Sofia, the quetzal was the most important thing she owned.</p>				
Totals					

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Running Record



Name: _____ Age: _____ Date: _____

Text: *The Breathing Trees*

Level: 29

Running words: 256

Page no.		E	SC	Errors MSV	Self-corrections MSV
8	The Loft was what the children called the cargo bay at the very tip of the ship. It was a large space used for storing all kinds of things, from food to equipment. The room was not attached to the rest of the ship. This meant it did not rotate. Rather, it sat still at the end of a short tunnel. Because it didn't rotate, the storage room had very little gravity. This microgravity meant that anything not strapped down floated.				
10	<p>"I was in there once," said Nova. "By myself. Dad and I took some cargo there. I dropped my pocket vid but didn't know it. Dad sent me back in to get it." She reached over her shoulder and gave herself a pat on the back. "I did pretty well in microgravity. Floating is fun!"</p> <p>"Yeah, but not for tiny trees," said Jarrell.</p> <p>"We'll glue the bottom of the plant pots to the container," said Gemm. "Then we'll strap the container down."</p> <p>"How will we water them?" asked Jarrell. "Water floats in microgravity."</p> <p>Gemm scratched her head. "Hmm. Let me think." She turned and looked out the window.</p> <p>"I've got it!" yelled Nova.</p> <p>Jarrell and Gemm jumped. "Gosh," said Jarrell. "How excited are you?"</p>				
11	Nova ignored him. "We can wind the drip hoses through the bottom of the pots and cover them with soil. The water will soak into the soil from below. It won't have a chance to float away."				
12	"Good idea," said Gemm, giving her a high five and almost dropping the tree saplings.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Max Jupiter and the Impossible Planet* Level: 29

Running words: 116

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Earth geography made Max Jupiter Astro Marriot feel all mixed up. It was hard to keep track of where countries were. Outer space geography was different. He loved learning about planets and solar systems.</p> <p>“Max,” said Ms Ng, his teacher.</p> <p>“Why aren’t you working?”</p> <p>“Sorry,” said Max. He stared at his computer. What is the biggest city in Egypt? He tapped in the city Cairo. Suddenly, his screen flickered and showed a shiny, silver robot. Max glanced across the table at his best friend, Jack. Max nodded towards his screen.</p> <p>“Robot X?” whispered Jack.</p> <p>Words popped up. “Correct. Meet me in the caretaker’s cupboard.”</p>				
5	<p>Max coughed. “Excuse me, Ms Ng. I need to get some water.”</p>				
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Name: _____ Age: _____ Date: _____

Text: *Properties of Light and Sound*

Level: 29

Running words: 194

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Fireworks light up the night sky. People cheer as rockets crackle and boom. Flashes of colourful light stand out in the darkness. Children gasp at bright lights whizzing above them and cover their ears at the loud bangs.				
5	Light and sound are around us all the time. Every day you probably see light from the sun, electric lights or fire. Some lights will be strong and bright, while others are faint and weak. On any day you might hear people talking, traffic moving or music playing. There will be loud noises and soft, quiet sounds. Light and sound are both types of energy. Energy makes things happen in the world around us. So what are the properties or qualities that make up sound and light energy?				
6	Light is made by different sources. Most of the light around us comes from the sun. Other sources of light include electric lightbulbs, fire, candles and stars in the night sky. Computer and TV screens are also sources of light when they are switched on. All these sources of light take one form of energy and turn it into light energy.				
8	Light always travels in a straight line.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *World Civilisations*

Level: 29

Running words: 177

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Today most people live in cities and towns. Long ago there were no settlements. Small groups of people moved from place to place, getting their food by gathering wild plants and hunting wild animals. Over time people found that by growing plants and raising animals they could have more food with less effort. This is how farming began about 12,000 years ago.				
5	Most of the early farming settlements started near large rivers, because crops and animals need water. Farming needed larger numbers of people to work together in one area. Small settlements grew into towns, and towns grew into cities.				
6	People in the cities learned to work together to grow more food. Instead of each person doing lots of jobs, they divided the work. Some people would plough the fields, and others would gather the crops. If a farmer needed extra food to feed his animals, he might trade a cow for some crops. This economic system helped people get the supplies they needed within and between settlements. People needed rules to make the work go smoothly.				
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Name: _____ Age: _____ Date: _____

Text: *When Forces and Motion Collide*

Level: 29

Running words: 218

Page no.		E	SC	Errors MSV	Self-corrections MSV
18	Sometimes friction helps us. Friction happens between the soles of your shoes and the ground. It gives your shoes grip. There is also friction between a car's tyres and the road. Friction stops the car from sliding sideways when it goes around a corner.				
19	Sometimes friction doesn't help us. A bicycle has many metal parts that move against one another. They create friction, which slows down the parts and makes it difficult to move the bike. We can put oil on the chain and other metals parts to make the amount of friction smaller. Oil makes the moving parts slippery so they move easier.				
20	When you ride your bike or run, air hits your face. The faster you go, the stronger the air pushes against you. The push the air makes is called air resistance. The amount of air resistance depends on the shape and size of an object. On a breezy autumn day, leaves and twigs fall from trees. The leaves fall slowly, and the twigs fall quickly. Air resistance is greater on the flat, fat leaves than on the rounded, thin twigs. There is more surface on the leaves for the air to push against.				
21	Racing cars, jet planes and some trains have rounded shapes. Their shapes make air resistance small so they can go fast.				
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Name: _____ Age: _____ Date: _____

Text: *Space Exploration*

Level: 29

Running words: 131

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Look up into the sky at night! We can see stars and Earth's moon, but there is so much more out there in space. Space starts at about 96 kilometres (60 miles) above Earth. Galaxies and planets are found in space.				
5	A galaxy is a huge group of stars, planets and clouds. There are about 100 billion galaxies in space. Planet Earth is part of a large galaxy called the Milky Way. People have explored space for hundreds of years. At first, they invented telescopes. Telescopes were made to make faraway objects seem closer. They help us see stars, planets and moons in space. Later, people used rockets to send machines into space. These machines could explore stars, moons and planets more closely. Rockets have carried people to space as well.				
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Name: _____ Age: _____ Date: _____

Text: *Marvin and the Monarch Butterflies*

Level: 30

Running words: 198

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	My name is Marvin, and Kayla is my best friend. She loves butterflies more than anyone. She talks about them all the time. "Amazing!" she always says when she sees one in the sky. Then she points to it. Kayla wanted me to go to a special butterfly tagging event. It would be a long car journey away. She has been going to this event for years.				
5	At the event, people put tiny stickers called "tags" on the wings of monarch butterflies. Then they let the butterflies fly away. The stickers help people learn about the butterflies. When people find a butterfly with a sticker, they can email or call to report finding it. Scientists use this information to find out more about how far these butterflies migrate, or travel to another location.				
6	I loaded my guitar and a stuffed red rucksack into the car. Kayla's dad winked at me. "You're not the only one who Kayla talks to about butterflies," her dad said. "I never thought I would know as much about butterflies as I do now!" Like Kayla, my grandma had always loved butterflies.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *The Emperor's Panda*

Level: 30

Running words: 205

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Hung chewed the end of his calligraphy brush. No matter how much he tried, his Chinese characters always looked like dark, inky spots. "Ah, Hung," said his teacher, who taught all male children of noble, or high-class, families living in the Emperor's palace. "You must practise. Our Emperor still practises every day. To be thought of as a person worthy of the kingdom, your writing must be perfect." His teacher smiled. "I know you will show us that you are a very important member of our Court, as was your father." Hung nodded slowly. He wanted to prove to his teacher that he belonged in the kingdom, but he had some doubts. He had trouble keeping up with the other boys because of his leg, which was not like the legs of other boys.				
6	Hung's father was the Emperor's cousin and a very noble man. Both he and Hung's mother died three years ago. The Emperor wanted Hung and his sister Mai to be raised with the other children in the royal palace. Hung's teacher turned to face the other boys in the classroom. "School is over for today. Enjoy the sunshine." "One day, I will earn the right to wear my father's golden buckle."				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *The Secret Diary of a Knight's Assistant* Level: 30

Running words: 251

Page no.		E	SC	Errors MSV	Self-corrections MSV
8	Sir Thomas took me on as a page when he returned from fighting in the country of Spain. My father had been killed in battle there. He and Sir Thomas had trained together as squires. They were even knighted on the same day. Sir Thomas looks after me because he was friends with my father. His care is a great kindness.				
9	I am pleased that I made Sir Thomas happy today. He told me my father would have been proud of me. I remember the light in my father's eyes when he smiled. I picture this now in my mind, and it warms my heart. Today was a great day.				
10	In April there will be a tournament. Knights will come from far away on that day to have pretend battles for us to watch. I enjoy watching Sir Thomas joust. Jousting knights run at each other on horseback. They carry long poles that they use to knock each other off their horses. No one can knock off Sir Thomas! Robin is a friend of mine. He's a fellow page. We are getting weapons and armour ready for the tournament. The armour is heavy to wear, but it keeps the knights safe. Today Robin and I took some dented armour to the blacksmith. It's the job of the blacksmith to knock the metal back into shape. As we left the blacksmith's shop, Frederick found us. He begged us to go for a walk with him and his sister, Helena. So we did.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Tamal's Great Invention*

Level: 30

Running words: 120

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>It was Sunday. Tamal was in the living room watching football on TV. Suddenly, the power went out. The TV went blank.</p> <p>“Oh, no,” he said. “Not again!”</p> <p>Dad, who was in the kitchen cooking, came in holding a mixing bowl in both hands.</p> <p>“Is the TV still working?” he asked.</p> <p>“The blender isn’t.”</p> <p>“Power’s out,” said Tamal.</p> <p>“Not again!” said Dad.</p>				
5	<p>Mum came in from the garage where she’d been working on something or other. She looked at Tamal and Dad.</p> <p>“Power’s out?” she asked.</p> <p>“Power’s out,” said Tamal.</p> <p>“They’re going to have to do something about that,” said Tamal’s mum.</p> <p>“Oh, well,” said Dad. “Probably a good time to empty the kitchen scraps,” he said, looking at Tamal.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Animal Migration*

Level: 30

Running words: 191

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Every year, birds fly from one part of the world to another. Fish swim across oceans. Animals move from east to west or north to south and across any type of land that you can imagine. Each year, many different kinds of animals travel to places that are far away. This is called animal migration. It is the action animals take to move from one area to another at different times of the year. Animals migrate for many reasons. The resources they need to survive, like food or water, change during the year. As seasons change, fewer resources are near them, and more resources can be found far away. Animals must move to where they can find food and water.</p>				
5	<p>Animals also have a better chance of finding a partner or giving birth somewhere safe if they migrate. The animals must travel to new areas. They sometimes travel thousands of kilometres as part of their journey. There are other important reasons why animals migrate. Some animals migrate to other areas during the winter for food and warmer weather.</p>				
6	<p>Scientists have watched animals make their journeys for many years.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Government Around the World*

Level: *30*

Running words: *179*

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	Everyone needs to follow rules. There are rules at school and rules at home. Cities, states and countries need rules, too. But these rules can be made in different ways and by different types of government.				
5	A government makes laws, or rules, for the people it serves. A government can be made up of a person or group of people who act on behalf of others. Without government, there would not be laws to protect and help people. People would have to look after themselves.				
6	The first record of government dates back thousands of years. This government was in the Middle East in a region called Sumer. Sumer was made up of city-states. A city-state is like a small country that only has one city. Each city-state had its own ruler. This ruler would rule over the city and the countryside. He made laws that everyone had to follow.				
7	Rulers, or kings, had a small group of advisers, or people who give advice, to help make laws and decisions. Kings ruled until they died or lost power through battle.				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Daring Teamwork*

Level: *30*

Running words: *231*

Page no.		E	SC	Errors MSV	Self-corrections MSV
14	<p>Medical teams are there to help during major disasters. They also race to the scene to help out when accidents happen. A teenage girl falls as she tries a trick on a skateboard. Her dad sees that she has hurt her arm badly and calls for help. Two paramedics race to the scene.</p> <p>One paramedic examines her arm while the other checks for injuries to her head or back. The girl is in a lot of pain. The paramedics quickly load her onto a stretcher and put her into an ambulance. One paramedic stays in the back to care for the girl as her dad sits next to her. The other hops into the driver's seat. They zoom to a nearby hospital. A nurse rushes out to help the paramedics. Quickly, she learns about the girl's injury. She hurries the</p>				
15	<p>girl into an examination room. The nurse decides the girl needs an X-ray. Another worker gives the girl an X-ray. After that, a doctor visits the girl and looks at her X-ray. The doctor can see that the girl has broken a bone. Another doctor comes in and puts a cast on her arm. A new nurse explains how the girl should care for her broken arm.</p> <p>Finally, the girl and her father go home. They know that teamwork allowed the fast-thinking medical team to treat her arm.</p>				
Totals					

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Name: _____ Age: _____ Date: _____

Text: *Inventors You Should Know About*

Level: *30*

Running words: *147*

Page no.		E	SC	Errors MSV	Self-corrections MSV
4	<p>Look around you. Can you see a TV or a tablet? Maybe you see a light bulb or a phone. We have these things because someone had an idea and then turned that idea into something real. People who do this are called inventors.</p> <p>Inventors have changed the way we live, work, and learn. Let's look at some of them and their important inventions.</p>				
6	<p>Bi Sheng was an inventor in China 1,000 years ago. His invention helped change the world. Bi Sheng invented a new way of printing. At the time, there were no machines to print books. Everything had to be done by hand. Movable type printing was already used in China, but it took a long time to print even one page. Movable type printing is when letters are made out of small squares, or blocks, then moved around to make sentences.</p>				
Totals					

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