

# One World



## About this unit

The following pages show how the English K-6 unit *One World* can be structured as a two week daily plan of work, to focus specifically on the teaching of reading.

### Preparing for this unit

#### Organise:

- texts for guided and independent reading. See ‘Selecting texts for the reading program’ on page 60 of *Teaching Reading: A K-6 Framework*.
- groups for guided reading. See ‘Forming groups for guided reading’ on the following page.

#### Collect:

- *V for Vanishing: An Alphabet of Endangered Animals*, Patricia Mullens, Margaret Hamilton Books
- *Oi! Get Off Our Train*, John Burningham, Red Fox (multiple copies)
- *Dinosaurs and all that Rubbish*, Michael Foreman, Puffin Books
- *John Patrick Norman McHennessey the boy who was always late for school*, John Burningham, Crown
- *Rainforests*, Joy Palmer, Watts Books
- *Rainforest*, Helen Cowcher, Andre Deutsch
- *Antartica*, Helen Cowcher, Georgian House
- *Tigress*, Helen Cowcher, Andre Deutsch Children’s Books
- *Where the Forest Meets the Sea*, Jeannie Baker, Walker Books (multiple copies)
- *Where the Forest Meets the Sea*, (the video), Jeannie Baker, Film Australia
- *The Story of Rosie Dock*, Jeannie Baker, Random House
- *Millicent*, Jeannie Baker, Ashton Scholastic
- a variety of factual and literary texts on endangered animals
- dictionaries.

#### Prepare:

- individual writing journals for each student
- small chalkboards and chalk for guided reading groups.



## Guided reading

### Forming groups for guided reading

The students in your class will demonstrate differences in their ability to read. Before commencing guided reading, group together students who are working at approximately the same level.

For the purpose of this unit, form students into five groups of approximately five or six students each. Students in group 1 will be the least competent readers and those in group 5 will be the most competent.

### Guided reading in groups

You will have approximately 30 minutes each day for guided reading. Ten minutes each day will always be with students in group 1. Students in groups 2 and 3 will have three sessions during the week. The most capable readers will have one 20 minute guided reading session each week (ie groups 4 and 5).

Below is a suggested timetable for guided reading, to be used during this 10 day unit.

Monday	Tuesday	Wednesday	Thursday	Friday
1	1	1	1	1
2	5	2	4	2
3		3		3

Use the guided reading record sheet (see *Photocopiable proformas* on page 10) as you work with the guided reading groups. As students develop as readers continue to review your guided reading groups and the texts each student is using. As a result your guided reading groups will be fluid and may change frequently.

## What to include in the guided reading session

Guided reading for each group each day will follow the sequence outlined for guided reading in *Teaching Reading: A K-6 Framework*, pages 33-38 and pages 45-49. That is:

- orientation to the text
- reading the text
- working with the text
- after the guided reading.

In addition, students experiencing reading difficulties will also need to spend time in closer focus on:

- text reading
- conventions of print
- sounds, letters and words
- text meaning
- writing and spelling.

In planning guided reading experiences for students, you may wish to use the photocopiable pages:

- Guided reading planning sheet: whole class (page 17)
- Guided reading planning sheet: students with reading difficulties (page 19).

The content of each guided reading session will depend on your assessment of your students' reading development. It could include opportunities for students to:

- use pictures and layout to predict and confirm meaning when reading, and to assist in word recognition
- compare personal knowledge and experience with information in texts
- express personal views about a character's actions
- recognise texts that tell how to do things, provide information and tell stories
- begin to differentiate between literary and factual texts
- use title and illustrations to predict what a text might be about
- develop real-world knowledge about topics
- investigate grammar at the text and sentence level
- develop knowledge of book conventions, concepts about print and punctuation
- read in different roles, ie. code-breaker, text-participant, text-user and text-analyst
- use terms associated with books and print
- use 'whole word' identification skills (eg recognises automatically irregularly spelled words)
- blend single consonants and short vowels to work out an unknown word
- blend long vowel sounds with consonants

- blend consonant-vowel-vowel-consonant words, where the words have vowel digraphs
- blend words ending and beginning with double consonants
- read two syllable words
- sound out unknown words using knowledge of letter sound correspondences
- use knowledge of letter patterns in known words to read unknown words
- blend sounds to produce a word.

## Texts for guided reading

Texts for guided reading need to be matched to students' instructional level. Refer to 'Texts for guided reading', pages 62-64 in *Teaching Reading: A K-6 Framework*. Ensure you include a range of texts.

## Gathering and recording assessment information

As you work through this unit collect information about students' reading using a variety of strategies, multiple opportunities and varying contexts, for example:

- observing reading behaviours in modelled, guided and independent reading situations
- observing young students' early 'reading' behaviours
- using oral and written retellings of text read
- taking running records
- keeping records of student progress in guided reading
- using oral comprehension responses during and after reading
- analysing the reading strategies the student uses in guided reading
- using work samples, such as student's writing to check sound/letter correspondence
- analysing students' incorrect responses to a cloze procedure to determine the type of error the student is making.

Record information using, for example:

- the photocopiable proformas in this book
- a dated, cumulative collection of individual work samples
- other useful and manageable devices currently in use.

It is important to develop a consistent whole-school approach to collecting and recording assessment information.



## Overview of the unit

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Setting the scene</b>	Teacher introduces the concept of endangered animals.	Teacher and students play 'Who am I...?'	Teacher makes a list of animals from <i>Oi! Get Off Our Train</i> .	Students describe the boy's house in <i>Oi! Get Off Our Train</i> .	Students identify rainforest areas on a world map.
<b>Modelled reading</b>	Teacher and students discuss text types and jointly construct a description.	Teacher and students read and discuss <i>Oi! Get Off Our Train</i> .	Teacher discusses text features and implied meanings with students.	Teacher highlights semantic and grammatical information in <i>Oi! Get Off Our Train</i> .	Teacher helps students read the information text, <i>Rainforest</i> .
<b>Reading activities</b>	Students answer research questions. Students complete task on alphabetical order.	Students produce a story map.	Students read factual texts to find specific information.	Students complete worksheets and cloze passages.	Students read written and graphic texts for specific information.
<b>Guided reading</b>	Teacher reads with guided reading groups 1, 2 and 3.	Teacher reads with guided reading groups 1 and 5.	Teacher reads with guided reading groups 1, 2 and 3.	Teacher reads with guided reading groups 1 and 4.	Teacher reads with guided reading groups 1, 2 and 3.
<b>Independent reading</b>	Students read texts matched to their independent reading ability.	Students read texts matched to their independent reading ability.	Students read texts matched to their independent reading ability.	Students read texts matched to their independent reading ability.	Students read texts matched to their independent reading ability.
<b>Guided writing</b>	Teacher and students jointly construct a 'Who am I?' riddle.	Teacher discusses the structure of a report with one group.	Teacher demonstrates how to write direct speech based on research.	Teacher and students jointly construct text.	Teacher and students jointly construct captions for animals in the text, <i>Rainforests</i> .
<b>Independent writing</b>	Students write their own riddles independently.	Students write a report. Students write in their independent writing journal.	Students write direct speech.	Students write their own text individually or in pairs.	Students write captions about different focus areas in <i>Rainforests</i> .
<b>Teacher reading</b>	<i>V for Vanishing.</i>	<i>Oi! Get Off Our Train.</i>	<i>Dinosaurs and All that Rubbish.</i>	<i>John Patrick Norman McHennassey the boy who was always late for school.</i>	
<b>Concluding the session</b>	Students read their riddles to the class.	Students share their story maps with the class.	Students read their speech bubbles to the class.	Students read their texts to the class.	Students think of ways they can help conserve rainforests.

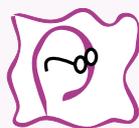
	Day 6	Day 7	Day 8	Day 9	Day 10
<b>Setting the scene</b>	Students retell <i>Rainforests</i> .	Teacher explains they will be using dictionaries to check word meanings.	Students locate rainforest areas in Australia.	Students read about the sounds in a rainforest.	Students give reasons why they enjoy <i>Where the Forest Meets the Sea</i> .
<b>Modelled reading</b>	Teacher and students read <i>Rainforest</i> and discuss issues raised.	Teacher and students identify masked words in text and suggest possible meanings.	Teachers and students discuss <i>Where the Forest Meets the Sea</i> .	Students complete oral cloze of <i>Where the Forest Meets the Sea</i> .	Teacher highlights grammatical features in text.
<b>Reading activities</b>	Students illustrate the class big book and match their illustrations with appropriate text.	Students put words in alphabetical order and predict and check meanings.	Students refer back to the text to create a soundscape.	Students complete cloze passage in pairs.	Students retell the text using the illustrations as a guide.
<b>Guided reading</b>	Teacher reads with guided reading groups 1, 2 and 3.	Teacher reads with guided reading groups 1 and 5.	Teacher reads with guided reading groups 1, 2 and 3.	Teacher reads with guided reading groups 1 and 4.	Teacher reads with guided reading groups 1, 2 and 3.
<b>Independent reading</b>	Students read texts matched to their independent reading ability.	Students read texts matched to their independent reading ability.	Students read texts matched to their independent reading ability.	Students read texts matched to their independent reading ability.	Students read texts matched to their independent reading ability.
<b>Guided writing</b>	Teacher confers with individuals as they write.	Teacher and least competent writers jointly construct a text.	Teacher and students write about the sounds of a rainforest.	Teacher confers with pairs as they write.	Teacher models how to write a retelling.
<b>Independent writing</b>	Students write independent journal entries.	Students write independent journal entries.	Students write about these sounds, in pairs.	Students write a list in pairs.	Students write a retelling individually.
<b>Teacher reading</b>	<i>Antartica</i> .	<i>Tigress</i> .	<i>The Story of Rosie Dock</i> .	<i>Millicent</i> .	
<b>Concluding the session</b>	Students order and collate the pages of the large format book.	Students read jointly constructed text to the class.	Students view the video of <i>Where the Forest Meets the Sea</i> .	Students discuss what they have learnt.	Students read their retelling and reflect on the unit.

## DAY 1

## Preparing for day 1

- *V for Vanishing*.
- A large map or globe of the world.
- Small chalkboards and chalk.
- Factual texts about extinct animals
- Copies of Worksheet 1 and Worksheet 2.
- Envelopes and paper.
- Prepare a reading strategies wall chart, similar to that found in *Choosing Literacy Strategies that Work, Vol 1*, page 167. Add an additional point 2a: 'Read ahead to the end of the sentence'.

## Setting the scene



- Ask students what they understand by the term 'endangered animal'? Have students name any endangered animal they are aware of, and the possible reasons that the species is threatened.

Explain that for the next 10 days you will be reading books and learning about endangered animals. ○ ○ ○

*You are beginning to build students' background knowledge about the topic.*

## Modelled reading



- Hold up the book *V for Vanishing*. Ask students to identify the animal on the cover, and ask if they know where it lives, its habitat and reasons for its being under threat. Read the main title and subtitle and ask students to explain the relationship of the word

'vanishing' to the topic. Explain that this is an alphabet book and discuss with students how they might expect an alphabet book to be organised.

*You are developing students' knowledge of textual features.*

- Open to page 1 and talk about the animal. As you read the text ask students to predict the next letter of the alphabet, and to name an animal that starts with that letter. Discuss each animal. Refer to the map of the world and locate where it lives.

*You are assisting students to use illustrations to construct meaning from the text (text-participant role).*

- Point out the way in which the pictures have been created with tissue paper collage (explained at the back of the book) and the variety of paper used (plantation grown timber and recycled paper). Discuss why these features are so important to the message of this particular book.

*Refer to K-6 English Syllabus and Support Document, Part 1, Teaching About Texts.*

- Open the book at the double page *W for whale*. Ask students to tell you about the whale. Introduce the term 'description', and jointly construct a description on the large paper. Point out how to use the pronoun 'it' to refer to the whale after the first sentence, eg '*The whale is a very large mammal. It...*' Model strategies for joining sentences together using conjunctions such as *and, with, but, although*.

*Some ideas for doing this can be found in Choosing Literacy Strategies that Work, Vol 1, pages 244-246.*

## Reading activities



- Students will be working on the following two activities in the groups you have already organised. Explain the tasks and send the groups to work in the following order.

*Students are acting as text-users as they find information in texts.*

- *Guided Reading Groups 4 and 5.* In pairs students choose an animal from the 'X is for extinct' page. Tell them to read source material about that animal, and draft answers to the question sheet (Worksheet 1). Explain the task and send these students away first.
- *Guided Reading Groups 1, 2 and 3.* Give each pair a set of animal word cards (Worksheet 2) which have been cut up and are in random order. Explain the task:
  1. Sort the cards into alphabetical order by referring to sources in the room, eg dictionaries and alphabet chart.
  2. Cut the initial letter off each word and jumble the rest of the animal names. Match them with your partner.
  3. Write your own animal alphabet using dictionaries if needed.

*Students are building up sound/letter and word knowledge which they can later use to act as code-breakers.*

## Guided and independent writing



- Gather students together. Face the book *V for Vanishing* away from the students, and using a picture from one of the pages ask the students 'Who am I?' Give three or four clues. When students have guessed the animal, turn the book to face them and confirm they were correct.
- Show a different page to the group and ask each student in turn to provide a clue about that animal. Jointly construct a written 'Who am I?', eg *I am large. I am black and white. I eat bamboo. I live in China.* Talk about using one clue in each sentence. Remind students to use full stops and capital letters.
- Tell students to choose a different animal from the book and individually draft a 'Who am I?' riddle. Remind them to use the jointly constructed text as a model. Show students how to publish their riddle for display, with the answer written on the back, or upside down at the bottom of the page.
- Move around the room talking with students about their writing. Firstly praise students for relevant clues, then check their spelling and punctuation with them.

*Students are focusing on the use of adjectives as describing words.*

*Plan to spend more time with students who have difficulty with writing. Alternatively, pair these students with a more competent writer.*

## DAY 1 continued

## Guided and independent reading



- Guided and independent reading will occur concurrently. Today you will work with groups 1, 2 and 3. You will have approximately 10 minutes with each group.



### Group 1 Orientation to the text

- Re-read a known text.
- Introduce a new text and discuss the cover and title.
- Talk about the topic to build background knowledge.

### Reading the text

- Read the title together.
- Ask students to listen as you read the first few pages of the text.
- Ask each student, in turn to read a part of the text. Prompt if necessary.
- Assess and record reading behaviours as students read.
- Highlight particular reading strategies and demonstrate how to use them, eg when a student has worked out a difficult word, encourage him/her to re-read the whole sentence, to maintain meaning and language flow.

### Working with the text

- Write a high frequency word from the text onto the board. Ask students to find the word in the text and read it to you, and the sentence it is in.
- Do the same with 3 or 4 more high frequency words.
- Close the book and ask students to read the words from the board.

### After the guided reading

- Ask students to take turns re-reading the text to a partner, before they join others in the class reading independently.

### Groups 2 and 3 (take each group separately) Orientation to the text

- Re-read a known text.
- Show a new text and talk about the cover and title.
- Talk about the topic of the text to build up background knowledge.
- Ask students to predict what the text may be about.

*You will be working with this group every day this week. Use each lesson to revise and reinforce known skills as well as introducing new ones. You have 5 days this week to cover the steps in the Guided Reading Sequence, in Teaching Reading: A K-6 Framework, pages 39 and 49.*

*Support and reinforce each student as they read, eg 'I like the way you made it make sense.'*

*Prompt students when they encounter a difficult word, eg:*

*'What would make sense?'*

*'What would look right?'*

*'Read it again and get your mouth ready for the first letters.'*

*'What would fit there?'*

*'What does it start with?'*

## Guided and independent reading



### Reading the text

- Read the title page together.
- Have students read in turn, prompting if necessary.
- Assess and record reading behaviours as students read.



### Working with the text

continued...

- Write a high frequency word from the text onto the board. Ask students to find the word in the text and read it to you, and the sentence it is in.
- Do the same with 3 or 4 more high frequency words.
- Close the book and ask students to read the words from the board.
- Cover each word in turn and ask students to write it on small chalkboards. Uncover and ask them to check, rub out and rewrite if necessary.

### After the guided reading

- Ask students to re-read the text independently and then to re-read other known texts matched to their independent reading level.

## Concluding the session

- Bring the class together.
- Have some students read their 'Who am I?' riddles for the rest of the class to guess. Display the riddles around the room or in a book for students to read independently.



### Thinking about day 1: Reflection

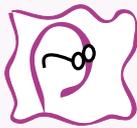
- Which students contributed to the discussion about endangered animals?
- How can you reinforce concepts about the alphabet?
- Were you able to confer with most students during writing time? Do you need to allow any 'finishing off time' tomorrow?

## DAY 2

## Preparing for day 2

- Multiple copies of *Oi! Get Off Our Train*.
- *V for Vanishing*.
- Large paper for story maps.
- Students' daily journal books.

## Setting the scene



- Display the book *V for Vanishing* read on Day 1 and use it as the reference point to play an oral 'Who am I?' game with the students. Invite students to provide the clues for others to guess.

## Modelled reading



- Show *Oi! Get Off Our Train*. Ask students if they are familiar with any other books by John Burningham. Discuss the use of the word 'Oi' to attract attention and the function of the exclamation mark in the title. Ask the students *Who might be speaking? Whose voice do they hear?* Read the minor and major title pages.
- Read and discuss each page. Ask questions such as: 'What is the difference between the left and right hand side pages?', eg:
  - the print is on the left hand side
  - the left hand side illustration is from a distance perspective and has a white background
  - the illustration on the right hand page 'closes in'; perhaps the dark background represents the fact that the light has been turned out
  - there are no words on some pages
  - the layout of the page changes
- Talk about what is happening on each page.
- Point out:
  - the relationship between the left and right hand side pages (eg how the whole colour illustration shows as a reality what the words suggest might happen)
  - the patterning of events in the story (how a new animal asks to be allowed on board, and tells of its plight)
  - the patterning of the words (*Please let me come with you on your train.*)
  - how the story concludes in the same place as it began, in the bedroom with the mother using similar emphatic language 'You must get up immediately...'

*Students are acting as text-participants as they construct meaning from the text.*

*Students are acting as text-analysts as they consider how the author has used particular textual features to create an impression.*

## Reading activities



- Explain the concept of a story map to students. Tell students that they will work in groups to produce a story map of *Oi! Get Off our Train* (see *Preparing for day 2*). Provide a large sheet of paper for each group of three or four students. Suggest that they plan the map in pencil using a copy of the book as reference. Encourage them to refer to the text to make labels which explain their map. Move from group to group. Ask individuals to read their labels to you and talk about the layout of their story map. Continually refer students back to the book to check the accuracy of their work.
- Tell students that when they complete their story map they can begin independent reading. Use this time to take groups 1 and 5 for guided reading.

*Refer to the K-6 English Syllabus and Support Document, Part 2, Dictionary of Classroom Practices, for more information on story maps.*

## Guided and independent reading



### Group 1

#### Orientation to the text

- Re-read yesterday's text, asking students to read with you.
- Briefly discuss the topic of the text and what happens as the text proceeds.



#### Reading the text

- Ask each student to read one page, giving prompts and support as needed.
- Remind students to re-read and read ahead when they come to an unknown word.

### Working with the text

- Ask students to read the text silently and search for a particular sound or letter pattern, eg *ing*.
- After a few moments ask students to identify where in the text they found this letter pattern.
- Write the example from the text on the board and ask students to add further examples.
- Read the list together.
- Talk about the text and ask questions which require students to:
  - recall events or information from the text
  - make inferences about, for example, how a character might feel.

### After the guided reading

- Ask students to re-read the text in pairs before beginning independent reading.

### Group 5

#### Orientation to the text

- Ask students to re-read sections of a previously read guided reading text.
- Distribute individual copies of a new text, and discuss the cover, title and author. Ask students to predict what the text might be about and what might happen in the text.
- Talk about the topic and ask students to share any background knowledge they may have.



*This is the only time this week you will work with group 5. Use the session today to cover all the steps in the guided reading sequence. Work with group 5 for about 20 minutes today.*

#### Reading the text

- Have each student take turns reading from the text.
- Prompt students when necessary, highlighting particular reading strategies, eg 'What would make sense?', 'Re-read the sentence', 'Look closely at the first letter in the word'.
- Pause to discuss events, characters, information and illustrations.
- Add information about each students' reading development to the guided reading record sheet.

## DAY 2 (continued)

## Guided and independent reading

## Working with the text



- Write a high frequency word from the text onto the chalkboard.
- Ask students to re-read the text quietly with a partner, and find the word on the chalkboard in their text.



- Repeat with another 2 or 3 high frequency words.
- Ask students to read all the high frequency words from the board.

- Question students about the text, ask about the characters, events and information in the text.

## After the guided reading

- Ask students to read alternate pages to a partner, before continuing independent reading.

## Guided and independent writing

- Most students will engage in independent journal writing at this time while you work with the students researching extinct animals from Day 1. Ask them to use their journal to record what they have learnt about endangered animals.
- Confer with each pair of students from the extinct animal group. Show them how to turn their answers on the research sheet into a report. Talk firstly about the structure of their text: What should come first? What comes next? How will they finish their report? Next, check the sentence structure, and finally work at the word level to discuss spelling and punctuation. Have students publish their reports, either handwritten or on a word processor.



Refer K-6 English Syllabus and Support Document, Part 1, *Teaching about texts.*

## Concluding the session and teacher reading



- Invite each group to share their story map with the class. Ask some students to dramatise the presentation, with one student taking on the role of a narrator, and the others each being one of the characters.
- Re-read *Oi! Get Off Our Train*, without pausing for discussion. Encourage students to join in when the language is repeated.

## Thinking about day 2: Reflection

- How well were students able to identify patterns in the layout and language of this text during discussions?
- Reflect on how you encourage students to take on different roles as they read.
- How accurately and creatively did the story maps reflect the text?

## DAY 3

## Preparing for day 3

- Multiple copies of *Oi! Get Off Our Train*.
- Enlarged speech bubbles with dialogue from each animal in the text, on A3 paper, eg *Please let me come with you on your train*.
- Factual texts and taped information about endangered animals.
- Large art paper.

## Setting the scene



Ask students to suggest the missing letters, for example, in 'elephant' leave out the 'ph'. Write in the correct letters when students supply them.

- Display the book *Oi! Get Off Our Train*. Ask students to name the animals who requested help. Record the names of the animals on a chart, leaving blanks in the place of some of the letters.

*Students are learning to attend to sound/letter correspondences which will help them as code-breakers.*

*As students talk about the author's purpose in writing this text, they are developing as text-analysts.*

## Modelled reading



- Ask students what they think John Burningham is trying to say to us in *Oi! Get Off Our Train*.
- Look at the first page of *Oi! Get Off Our Train*. Ask students how the story starts, ie with the mother **talking** to the boy. Ask *Who else speaks in the story?* Look at the pages with print and draw students' attention to the fact that each page begins and ends with inverted commas. Explain that this indicates that a character is speaking and that the inverted commas enclose the words they actually say. You can refer to this as direct speech. Draw attention to the fact that in this book the story is told through each character's words. There is no third person narrator who 'tells the story'. Ask students if they can think of any other ways of showing direct speech.
- Display the enlarged speech bubbles with each animal's dialogue written in large print (see *Preparing for day 3*). Talk about why inverted commas aren't necessary here. Read through each speech bubble. When students come to an unknown word use prompts such as: Did that make sense? What would fit here? What does it start with? When you have read all the speech bubbles, point out that this is persuasive language. Ask students to find any repeated words or groups of words. Discuss who is meant by 'they' in each speech bubble. Ask why they think this is not made more explicit.
- Re-read the book *Oi! Get Off Our Train*, pausing when each new animal speaks. Ask students to read the animal's speech from the enlarged bubble as you track the words.

*Students are acting as code-breakers as they integrate the sources of information. Refer to Teaching Reading: A K-6 Framework, pages 20-21.*

## DAY 3 (continued)

## Reading and writing activities



*Work with pairs or small groups of students at the draft or edit stage of their animal speech. Encourage them to use their own words to articulate the problem. Include reference to where the animal lives, and why it is threatened. Students might try to include the generalised 'they' when referring to human intervention. Refer students to the printed sources and dictionaries for the correct spelling of words.*

- Using the book *V for Vanishing* as a reference, have the students in pairs or small groups choose an endangered animal. Match more competent readers with those who are less competent. Ask each pair or small group to

research their particular animal and discover why it is endangered. Tell students they are to write persuasive text. They need to use the enlarged speech bubble as a model. They will be writing direct speech, in the first person.

- Students are to write a draft. While they wait for you to help them edit their draft, tell them to draw an illustration of the animal for the display. This can be added to a large 'endangered animal train', to be displayed in the room.
- When the speech is edited, students can publish it inside a large speech bubble. Have students who finish quickly make some simple train carriages and an engine from squares of coloured paper. Combine the engine and carriages to form an 'endangered animal train' along a classroom wall or in the corridor, ready for students' illustrations and speech bubbles.
- As students finish ask them to begin independent reading. Use this time to take groups 1, 2, and 3 for guided reading.

## Guided and independent reading

**Group 1****Orientation to the text**

- Re-read a number of short, known texts.
- Hold up the text you have been reading on Days 1 and 2.
- Ask students to tell you what it is about.

**Reading the text**

- Ask students to read the text together, following the text in their own copy.

**Working with the text**

- Ask students to find two or three high frequency words in the text. Write these words on the board.
- Read these words together.
- Give students each a piece of chalk and a small chalkboard.
- Tell them to look closely at one of these words and write it onto the chalkboard. Ask them to check it is written correctly, rub it out and write it again quickly.

## Guided and independent reading



### After the guided reading

- Ask students to read the text again in pairs, and find the high frequency words, before beginning independent reading.



### Groups 2 and 3 (take each group separately) Orientation to the text

continued...

- Hold up the text used for guided reading on Day 1.
- Turn the pages slowly and ask students to retell different parts of the text.
- Ask students to link events in the text with events in their own lives, if possible.

### Reading the text

- Write the high frequency words discussed on Day 1, onto the chalkboard.
- Ask students to read the text with you, searching for these words as you read together.

### Working with the text

- Ask each student to stand in front of the chalkboard with some chalk.
- Show them one of the high frequency words from the text for a moment, cover it, ask them to write it quickly on the chalkboard, then to look again at the word to check their writing.
- Repeat this look, cover, write, check routine with the other high frequency words to help students develop familiarity with them.

### After the guided reading

- Ask students to read the text again in pairs, and to find the high frequency words.
- Tell students to make these high frequency words in plastic letters or letter tiles, before continuing independent reading.

## Concluding the session and teacher reading

- Have students present and read their speech bubbles to the class. Other students can try to guess which animal is speaking. Have students place their illustration and speech bubble on the large class 'endangered animal train'.
- Read *Dinosaurs and all that Rubbish*.



### Thinking about day 3: Reflection

- Do students understand the concept of direct speech?
- Are students starting to read in a phrased and fluent way?

## DAY 4

## Preparing for day 4

- Multiple copies of *Oi! Get Off Our Train*.
- Enlarge a copy of the final page of *Oi! Get Off Our Train*
- Several different coloured highlighter pens.
- Prepare and copy a cloze passage from *Oi! Get Off Our Train*, for the most competent readers (Groups 4 and 5).
- Enlarge and copy Worksheet 3.
- Copy Worksheet 4.
- *John Patrick Norman McHennessey the boy who was always late for school.*

## Setting the scene



- Tell students that today will be the final day that the whole class reads *Oi! Get Off Our Train*. Ask students to describe the boy's house. Remind them to look at every page for clues.

## Modelled reading



- Open *Oi! Get Off Our Train* to the first opening and read it. Ask students what they can tell about the mother from what she says and how she looks. Find information from:

*Her language (what she says):*

- she might be tired and/or cross
- there are no endearments in what she says to the boy
- she might have already asked him to go to bed 'you aren't **still** playing'
- she uses imperative language (commands) 'Get into bed immediately.'

*The illustration:*

- She is standing apart from the boy, and using gestures to emphasize what she is saying.

- Look at the last page of the book and compare it with the first two pages. The pages look similar, and the mother is using similarly emphatic language.
- Display your enlarged copy of the text of the final page. Read it with students, giving reading prompts, where necessary. Ask students to highlight each animal's name with a highlighter pen. Include the indefinite article 'a' and discuss why it becomes 'an' when it precedes 'elephant'. Write the vowels on the board and ask students to think of other animals who would need to have 'an' in front.
- Using a different colour highlighter, have students identify where the animal is, ie the adverbial phrase. Ask the students to identify the preposition at the beginning of each adverbial phrase. Make a list of the prepositions, talking about why the 'in' changes to 'on' and 'by'. Suggest and write up other locations in the house and have students give the appropriate preposition/s.
- Have students join in as you re-read the enlarged text.

*Students are text-participants by inferring meanings implied in the text.*

*It is important to show students how to 'read' the illustrations as well as how to read the print, in their role as text-analyst.*

*Ask: What would make sense? Read it again. What does it start with? What would fit here?*

*Refer to Choosing Literacy Strategies that Work, Vol 1, page 167.*

*You are helping students identify grammatical information in the text.*

## Reading activities



- Organise students into three ability based groups, ie: guided reading groups 4 and 5, guided reading groups 2 and 3 and guided reading group 1.
- *Groups 4 and 5.* Have prepared passages for a cloze activity (see *Preparing for day 4*). Ask students to work in pairs to complete the cloze passage. Talk with the students about 'reading on' to the end of the sentence before writing in the missing word. Emphasise that they must ask themselves *Does it make sense?* Tell students to compare their answers with another pair.
- *Groups 2 and 3.* Give a copy of Worksheet 3 to each student. Explain they are to work in pairs to:
  1. Match the sentence beginnings and endings without referring to the book.
  2. Invent their own statements using their own weather conditions and appropriate activity.
- *Group 1.* Spend most of your time with this group. Have a copy of Worksheet 4 for each student. Ask students to:
  1. Match the animal with its location, using the enlarged print version of the final page as a reference.
  2. Create new combinations on the blank spaces (perhaps using names from *V for Vanishing*) and other locations in the house. Model one or two examples. Remind students they will need to use the correct indefinite article ('a' or 'an') before the animal name (refer them to the vowels written up earlier) and the appropriate preposition before the place words.
  3. Read their new combinations to each other and to you.
- As students finish ask them to read independently while you begin guided reading. Today you will work with groups 1 and 4.

*Students will use their semantic knowledge to match the pairs of statements correctly.*

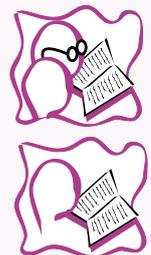
### Group 1 Orientation to the text

- Ask each student to re-read from a previously read text.
- Show students the cover of the new guided reading text.
- Encourage students to predict what it may be about.

### Reading the text

- Ask students to open their text to the first page and to follow along with the text as you read the first page.
- Ask students to read subsequent pages in turn.
- Talk with students about the content of the text. Ask students to talk about personal experiences they may have had which are similar to that in the text, eg if the text is about washing the dog ask students to relate their experiences, describing what it felt like.

## Guided and independent reading



## DAY 4 (continued)

## Guided and independent reading



## Working with the text

- Write one of the high frequency words from the text on the chalkboard.
- Ask students to find it on a number of pages in the text.
- Read these sentences together.
- Repeat this procedure with one or two other high frequency words from the text.
- Read the high frequency words on the chalkboard, together.



continued...

## After the guided reading

- Ask students to make these high frequency words in letter tiles.
- Tell students to read through the text quietly, before beginning independent reading.

## Group 4

## Orientation to the text

- Ask students to re-read a previously read guided reading text.



*This is the only time this week you will work with group 4. Use the session today to cover all the steps in the guided reading lesson. Work with group 4 for about 20 minutes today.*

- Distribute individual copies of a new text, discuss the cover, title and author. Ask student to predict what the text might be about.
- Talk about the topic and ask students to share any background knowledge they may have.

## Reading the text

- Ask each student to take turns reading from the text.
- Prompt students when they come to a word they cannot read, eg:
  1. Re-read the sentence.
  2. Think about what the word might be. Think about what word would make sense.
  3. Read ahead.
  4. Say the first sound.
  5. Read other sounds or letter patterns in the word.
  6. Look at the picture.
- Pause to discuss events, characters, information and illustrations
- Add information about each student's reading development to the guided reading record sheet.

## Working with the text

- Write a high frequency word from the text onto the chalkboard.
- Ask students to re-read the text quietly with a partner, and find the word on the chalkboard in their text.
- Write two or three sentences from the text on the chalkboard, deleting a number of words.
- Ask students to read these sentences and suggest words which fit, ie words that make sense and fit grammatically.

## Guided and independent reading



- Direct students to these sentences in the text and compare the words suggested with the words in the text.
- Talk about the text and ask questions which require students to:
  - recall events or information from the text
  - make inferences about, for example, how a character might feel.

### After the guided reading

- continued...**
- Ask students to read alternate pages to a partner, before returning to independent reading.

## Teacher reading and guided writing



- Read *John Patrick Norman McHennessey the boy who was always late for school*. Talk with the students about the concept of giving a reason for something that has occurred. They might recall a time when they needed to give a reason. Have students recall the final page of *Oi! Get Off Our Train* and the mother's question 'Is it anything to do with you?' Ask for a suggestion for what the boy could say to his mother (remember, she seems impatient). Encourage inventive ideas!
- Jointly construct a reply the boy could give to his mother. Ask students to brainstorm their ideas. Decide on the best idea to use. Talk about how you are recording a spoken text in writing. Concentrate on one feature of spoken texts, such as the heavy use of contractions, eg *I'm* for *I am*. When you have finished the draft, model editing strategies for grammar, spelling and punctuation.

Refer  
K-6 English Syllabus  
and Support  
Document, Part 1,  
*Teaching About Texts*,  
page 131-134.

## Independent writing



- Have students individually or in pairs draft responses which the boy could give to his mother. Talk with students about their writing.

## Concluding the session



- Have some students read their writing to the class. Encourage expressive oral reading.

### Thinking about day 4: Reflection

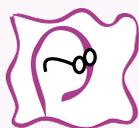
- How effectively are students taking on different roles as they read?
- How has building up the context supported students as they read?
- Are students reading appropriate texts during independent reading? How are you monitoring this?

## DAY 5

## Preparing for day 5

- *Rainforests* by Joy Palmer.
- The geographical map of the world.
- Butcher's paper or cardboard.
- Material for a class rainforest collage, eg crayons, paper, pencils, large background paper.
- Prepare background washes for the large format book for Day 6.

## Setting the scene



- Direct students' attention to the map of the world, and discuss the type of geographical regions indicated by the different shading (for example, deserts might be yellow). Assist them to identify rainforest areas. Explain to students that today you will be talking about rainforest animals and their environment.

*You are helping students build up contextual understandings.*

## Modelled reading



- Ask students what they know about rainforests, and list these ideas on a large piece of paper. Discuss the notion of a list, and how ideas are often written in point form.
- Hold up the book *Rainforests* by Joy Palmer, and by looking at the cover, ask students to predict whether this will be a literary or factual text. Ask them to give reasons for their prediction.
- Open the book and discuss the function of the contents page, and how it relates specifically to factual texts, where the reader does not necessarily have to proceed from start to finish, but can select the specific information they want to read. Read the list of contents.
- Referring to the table of contents, ask one or two students to tell you which page to turn to for specific information.
- Read the book with students. On pages 4-5 draw attention to the words in bold, and how they are explained in a glossary at the end of the book. Differentiate between the diagram on page 4, the photograph on page 5, and the drawing on pages 6-7. On pages 6-7, also spend time reading the captions that explain the drawing. Point out that a caption can relate to something mentioned in the main text and can be more specific.
- As you read, discuss the students' developing understandings, and continue to include the terminology that relates to the glossary, photographs, diagrams and captions. Stop reading at the end of page 17, where the climate, flora and fauna are described.

*Students are text-participants as they see how text structure and graphic elements contribute to the meaning.*

## Guided writing



- Choose an animal from the book. Read the information about this animal. Jointly construct an appropriate caption.

## Reading activities and independent writing

*Students are text-users as they find information in texts.*



- Form students into small mixed ability groups. Give each group a different focus area from the book *Rainforests* (for example, Trees, Other Plants, Animals, Birds, Minibeasts). Ask students individually or in pairs to draw a different item from their focus area and devise a caption to accompany their drawing. Explain that they will be adding their drawings and captions to a Rainforest Collage.
- Move from group to group, providing support as needed. Ask students to read their captions to you.
- As a class construct the composite rainforest collage. You will need very large paper on which to paste each group's illustrations and captions.
- As students finish ask them to begin independent reading while you begin guided reading. Today you will work with groups 1, 2 and 3.

## Guided and independent reading

### Group 1

#### Orientation to the text

- Write the title of yesterday's text on the board and ask students to read it with you.
- Discuss the topic of the text and what happens as the text proceeds.

#### Reading the text

- Ask each student to read a page in turn.

#### Working with the text

- Hold up one card on which a high frequency word from yesterday's session is written. Ask students to read this word.
- Tell students to re-read the text quietly and find this word in the text.
- Ask one student to read the sentence in which it appears.
- Repeat with other high frequency words introduced yesterday.

#### After the guided reading

- Ask students to take turns, reading a previously treated guided reading text to a partner, before beginning independent reading.

### Groups 2 and 3 (take each group separately)

#### Orientation to the text

- Show students the cover of a new text, predict what it will be about, read the title and author's name.
- Focus on words, letters and letter clusters in the title.



## DAY 5 (continued)

## Guided and independent reading

## Reading the text



- Read the first few pages of the text to the students as they follow the text in their own copy.



- Ask individual students to take turns reading aloud.
- Monitor their reading for fluency and self-corrections.
- Ask questions which focus on meaning and illustrations.

continued...

## Working with the text

- Search for a particular sound, sound blend and letter pattern in the text, eg *shr*, *ow*, *ay*, *a-e*.
- List the words found on the chalkboard.
- Ask students to suggest other words with the same sound, sound blend or letter pattern.
- Add these to the list on the board.
- Read the list together.

## After the guided reading

- Ask students to re-read today's new text in pairs, and to talk about the illustrations.

*Students are taking on the role of text-analyst as they read. They are identifying the author's point of view and taking a position on the issue themselves.*

## Concluding the session and teacher reading

- Read the remainder of *Rainforests*. Discuss the implication of the language in the final two sentences, 'Much more could still be done. Everyone can help'. The reader is indirectly appealed to and so the text shifts from informing to persuading. Ask students to think about this statement and how they can help. List their ideas on the board and discuss them. Ask students what they think the author wants us to think.



*Prepare the wash backgrounds today ready for making the large format book on Day 6.*

Thinking about day 5:  
Reflection

- How confidently did students access factual texts?
- Are less competent readers referring to maps, diagrams, illustrations (ie graphic texts) to assist them as they access information?
- Can most competent readers use the glossary?

## DAY 6

## Preparing for day 6

- *Rainforest* by Helen Cowcher.
- Prepare background washes for the large format book.
- Enlarged text from *Rainforest* written onto strips of paper. Leave out whole words or letters.
- *Antartica*.

## Setting the scene



- Show the information book *Rainforests* by Joy Palmer read on Day 5 and ask students to retell what the text was about. Explain that today you will be reading another book with (almost) the same title, and that you will be looking at the ways in which the two books are similar and the ways in which they differ.

## Modelled reading



- Hold up Helen Cowcher's *Rainforest*. Ask students to describe the cover and compare it with the *Rainforests* book read on Day 5. Discuss how the 's' on the end of one title indicates rainforests in general, whilst the singular title indicates it is one rainforest. Ask students to predict the text type of the new book ie, whether they think it will be a literary or factual text, and why they think this.
- Look at the coloured endpapers and suggest how they draw the reader into the world of the rainforest. Read the first two openings which suggest that this is going to be an information text, by use of the continuous present tense ('dwell' 'live' 'make') and common nouns ('Many creatures' 'sloths' 'toucans'). Ask students to tell you how this changes on opening 3. Here, a narrative text is suggested by the use of a particular time ('One day') and place ('the forest').
- Read the story with the class, pausing to discuss the animals, birds and insects and the knowledge gained about them on Day 5.
- Stop at the page which contains the text *Machines! Cutting and spoiling!* Ask 'Why do you think responsibility for the destruction is given to the machinery, rather than either the people who operate them, or the people who order the operation?'
- Discuss the environmental concerns raised by the book. Refer to the pages 'Why we need rainforests' and 'Threats to the rainforest' from the *Rainforests* information book read on Day 5. Ask students:
  - What do you think the writer believes about rainforests?
  - What do you think the writer wants you to believe about rainforests?
  - Do you know of any people who believe something different?
  - Why do you think the writer wrote this book?
- Display the enlarged printed text of the story on strips of paper in random order (see *Preparing for day 6*). Re-read *Rainforest*, pausing after each page. Ask students to identify the correct strip of text for each page and explain why they chose it. (For example, the number of lines of print, the shape of the print, the first letter of the word or the word itself). Some sentences have words and letters left out. Ask students to suggest what is missing. Confirm or correct their prediction by referring to the book. Write in the missing word.

Students gain grammatical knowledge in context.

Contextual knowledge is reinforced.

When students take on the role of text-analysts they talk about the author's purpose.

Refer to Choosing Literacy Strategies that Work, Vol 1, page 129.

## DAY 6 (continued)

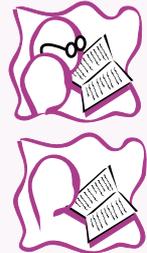
## Reading activities



- In similar ability pairs ask students to create a double page illustration for a large format version of the book. The background pages have been prepared prior to the lesson (see *Preparing for day 5*). Ask students to use crayons to draw the animals. Ask students to find the appropriate strip of text for their page and paste it near their illustration. Match the complexity of the text on each page with the students' level of ability.
- Ask students to read their page with their partners.
- Ask one pair of students to make a cover for the book, using the cover of *Rainforest* as a model.
- Work with the guided reading group 1, offering support and reinforcement, as they complete the reading activities.
- When students have finished, direct them to independent reading. Begin guided reading groups. Today you will work with groups 1, 2 and 3.

*The text on each strip will vary in difficulty level. Make sure you have given the appropriate strip to each pair.*

## Guided and independent reading

**Group 1****Orientation to the text**

- Ask students to flip through their copy of the text read on Days 4 and 5, and find a particular illustration.
- Ask them to find words in the text which describe this illustration.

**Reading the text**

- Ask one student at a time to read the text to the group, while the others follow the text in their own copy.

**Working with the text**

- Write a letter, initial sound blend or letter pattern from the text, on the chalk board, eg *b*, *bl*, *ee*, *ing*.
- Ask students to find words which start with this letter or initial sound blend or have this letter pattern, in their copy of the text.
- Ask students to suggest other words which have the same letter pattern.
- Write these on the chalkboard and read them together.
- Repeat this routine with another letter, initial sound blend or letter pattern.

**After the guided reading**

- Ask students to re-read today's text independently and 3 others which they have read in previous sessions.
- Tell students to begin independent reading.

**Groups 2 and 3 (take each group separately)****Orientation to the text**

- Re-read the guided reading text read on Days 1 and 3.
- Show students the guided reading text introduced on Day 5 and ask students to retell it.

## Guided and independent reading



### Reading the text

- Ask individual students to take turns reading aloud.
- Monitor their reading for phrasing, fluency and self corrections.



### Working with the text

- Write a few sentences from the text on the chalkboard, leaving out a number of words.
- Ask students to read the sentences silently, choosing words which would best complete the sentence.

continued...

- Remind them to think about what would make sense. Ask: *Could the word be \_\_\_\_\_? (a word that does not make sense).*
- Remind them that the word must fit the sentence. Ask: *Could the word be \_\_\_\_\_? (a word that is grammatically incorrect). Why not?*
- Write the initial letter of the correct word into the sentence. Ask: *Could the word be \_\_\_\_\_? (the correct word). Why do you think so?*
- Write their final choice into the sentence on the chalkboard.
- Do the same with 2 or 3 more sentences from the text.

### After the guided reading

- Ask students to re-read their own copy of the guided reading text, searching for the sentences which were written on the chalkboard.
- Tell students to check their word choices with the text.

Refer *Choosing Literacy Strategies that Work*, Vol 1, page 129.

- Students will engage in independent journal writing.
- Confer with individual students about the writing in their journals. Talk first with the students about the ideas expressed in their writing. Then talk about the words used to express them. You might also encourage students to join sentences together using conjunctions. Finally, discuss punctuation and spelling. Have students write any corrected words in their personal spelling dictionary.

## Concluding the session and teacher reading



- Ask students to order the pages of the large format book of *Rainforest*. Ask each pair of students to read their page. Staple or tie the pages together and place the book in the class library.
- Read *Antarctica* and discuss its similarity to *Rainforests*.

Use the Guided reading record *and* the Observation matrix (pages 10 and 13).

This is a useful strategy which you can use frequently with all reading groups to teach them how to integrate information from the four sources as they read.

## Guided and independent writing



### Thinking about day 6: Reflection

- How efficiently are students using strategies which help them work out unknown words?
- Which of these strategies will you highlight during future modelled and guided reading sessions?

## DAY 7

## Preparing for day 7

- Mask some words in the large format book of *Rainforest*.
- Butcher's paper or cardboard.
- Copies of Worksheet 5 and an additional enlarged version.
- Dictionaries at the appropriate level.
- *Tigress*.

## Setting the scene



- Explain that today you will be reading the large book of *Rainforest* made by the students yesterday and checking the meaning of interesting words in dictionaries.

## Modelled reading



*In this activity you are demonstrating how readers integrate their knowledge of meaning, language and sound/letter relationships, to work out an unknown word.*

- Read the large format book, *Rainforest*. Ensure some words throughout the book are masked (see *Preparing for day 7*). Prompt students to predict the masked words. Gradually remove the mask so that students can confirm their prediction. Ask 'What will be its first letter?' 'What will come next?' as you uncover each word.
- Read the book a second time. Ask students to identify any words that have meanings they are unsure of. Scribe these words on a large chart, and ask students to suggest possible meanings. Write some of these predictions alongside the word. Use a dictionary to confirm or correct one of these predictions.

*Refer to Choosing Literacy Strategies that Work, Vol. 1, page 167.*

*Students are being text-users as they interact with others around the text.*

*Students are building semantic knowledge.*

Worksheet 5		
Word	Predicted meaning	Dictionary meaning
foreboding		
sinister		
scent		
foraging		

## Reading activities



- Use the enlarged version of Worksheet 5. Model how to complete the worksheet with two of the words. Read the word in the sentence from the book and ask for a predicted meaning. 'What do we think this word might mean?' Write this down. Use a dictionary to look up the meaning, or have a student do this. Look at the first letter of the word and ask 'Where will this word come in the dictionary, towards the front or the middle or the back?' Write the dictionary meaning in the third column.
- Ask students to work in pairs to complete Worksheet 5. They need to:
  1. Arrange the words from the large chart in alphabetic order.
  2. Write these words onto their sheet, and with their partner discuss and write down a possible meaning by thinking about how the word is used in the text.
  3. Check the dictionary meaning and complete the table.

*Draw students' attention to alphabet charts around the room.*

*In catering for the range of student abilities in your class consider how you could support less competent readers to achieve success by, for example:*

- pairing them with a more competent reader
- simplifying the task by reducing the number of words
- asking a parent helper to work with the student/s
- asking school support people to work with the student/s
- working with the student/s yourself.

## Guided and independent reading



- As students finish ask them to begin independent reading while you begin guided reading. Today you will work with groups 1 and 5.

### Group 1 Orientation to the text



- Show students the new text, and explain its context.
- Read the title together, and discuss what the text might be about.

**continued...** • Ask students to share personal experiences they have had in a similar situation, eg if the text is about caring for a pet ask students to relate their experiences.

### Reading the text

- Read the first 2 or 3 pages with the whole group.
- Ask individual students to take turns reading aloud; prompt if necessary, eg ‘What would make sense?’, ‘What would look right?’, ‘Read it again and get your mouth ready for the first letter’, ‘What would fit there?’ and/or ‘What does it start with?’

### Working with the text

- Write a sentence from the text onto the chalkboard, leaving out one word.
- Ask students to read the sentence together, and to suggest appropriate words which would fit in the sentence. Encourage students to re-read and read ahead, to maintain meaning.
- Stress that the word must make sense (meaning) and it must sound right (grammar). Write the initial letter of the correct word into the sentence. Ask students to check if their suggestion fits the sound/letter correspondence.
- Write in the correct word and ask students to read the sentence together.

### After the guided reading

- Ask students to read today’s text and another 3 texts which they have read in previous sessions to a partner.
- Ask students to begin independent reading.

### Group 5 Orientation to the text

- Ask students to re-read a previously read guided reading text.
- Distribute individual copies of a new text and discuss the cover, title and author. Ask students to predict what the text might be about.
- Talk about the topic and ask students to share any background knowledge they may have.

### Reading the text

- Have each student take turns reading from the text.
- Prompt students when necessary, highlighting particular reading strategies, eg re-read the sentence, read ahead, look closely at the initial letter and any letter patterns in the word, look at the picture.

*This is the only time this week you will work with group 5. Use the session today to cover all the steps in the Guided Reading Sequence. Work with group 5 for 20 minutes today.*

## DAY 7 (continued)

## Guided and independent reading



- Add information about each student's reading development to the guided reading record .
- Pause to discuss events, characters, information and illustrations.

## Working with the text



- Demonstrate how to read 2 or 3 sentences in a phrased and fluent way.
- Ask students to look closely at the punctuation in the text and explain how it assists readers to read fluently and to maintain the meaning.

continued...

- Ask students to read a section of the text to a partner, concentrating on reading with expression.

- Ask questions which require students to find specific information in the text.
- Ask questions which require students to make inferences about the information or events in the text. Ask them to justify their answers by referring to the text.

## After the guided reading

- Ask students to re-read the new text in pairs.

Refer to Choosing Literacy Strategies that Work, Vol 1, page 256.

## Guided and independent writing



- While students are independently engaged in their daily journal writing, ask guided reading group 1 to join you at the easel. Jointly construct a journal entry about today's events. Show students how to listen carefully to the sounds in words and write letters to match. Demonstrate how to select words that indicate sequence of events, eg *then*, *next*, *after* *that*.
- Ask them to copy the jointly constructed text into their journals and then to illustrate it.
- Confer with individual students about their journal writing. Talk first with the students about the ideas expressed in their writing. Then talk about the words used to express them. Encourage students to join sentences together using conjunctions. Finally, discuss punctuation and spelling. Have students write corrected words in their personal dictionaries.

## Concluding the session and teacher reading



- Ask students in group 1 to read their jointly constructed text to the class.
- Read *Tigris*.

## Thinking about day 7: Reflection

- Which students can put words in alphabetical order? How will you assist those having difficulties?
- Which text types will you model in future?

## DAY 8

## Preparing for day 8

- Multiple copies of *Where the Forest Meets the Sea*.
- Large paper and felt pens for scribing.
- A map of Australia, or the world map from Day 1.
- A tape recorder, TV and video recorder.
- If possible, have a copy of the video *Where the Forest Meets the Sea*.
- *The Story of Rosie Dock*.

## Setting the scene



- Review the knowledge gained about the rainforest over the previous three days. Talk about how this has been a generalised concept of rainforest, relating to a South American environment. Ask students to name some of the animals mentioned in the various texts that are not native to Australia. Look at the map to locate areas of Australia with a rainforest environment.

*You are building contextual knowledge.*

## Modelled reading



- Tell the students that today and tomorrow you shall be reading a book about a specific Australian rainforest.
- Hold up *Where the Forest Meets the Sea*. Read the title and talk about how it describes a particular place. Ask the students to describe the place from the cover illustration. Find out if the students have read any other books by Jeannie Baker and if they are familiar with her style of illustration (collage).
- Ask students to listen and watch during the first reading for any *patterns* that occur. Some of the features you could discuss are:
  - the repetition of the words ‘my father says’ and the significance of it as a means of representing the boy’s esteem for his father
  - how the story is told (the voice) entirely through the first person boy narrator with reported speech (compared with *Oi! Get Off Our Train* which is entirely direct speech)
  - the language of the story which frequently uses words which suggest rather than tell, such as ‘maybe’ ‘perhaps’ ‘I think’ ‘I wonder’. (Recall for the students the emphatic speech in *Oi! Get Off Our Train*.)
  - the significance of the boat’s name ‘Time Machine’
  - how in this book, events occur in the illustrations that are not necessarily talked about in the printed text
  - how the story and the images manipulate time, by making the reader look back in time and look ahead
  - the way the illustrations are made from collage, and the three dimensional effect which makes the viewer feel they are in the rainforest with the boy
  - the conclusion is not a ‘resolution’ but a question which challenges the reader. Compare this with the ending of *Rainforest* which also poses a question which makes the reader ask about the future of this environment ie ‘...they wondered how long the tall trees would be there to guard them’.

*Students should be familiar with this from the work done with Oi! Get off Our Train.*

*You are guiding students as text-participants as they compare various text structures and infer meanings.*

*Students act as text-analysts as they discuss the author’s purpose.*

## DAY 8 (continued)

## Reading activities



- Show a pair of students a page from *Where the Forest Meets the Sea*, in secret. Have them act out this double page from the book. Ask the others to describe the scene, and suggest where it occurs in the book. Turn the pages in the book and have students tell you to ‘stop’ when you reach the appropriate page. Talk about the sounds they might hear if the page conveyed sounds as well as images.
- Talk with students about the sounds that would be needed to be added to that page to turn the book into a video. Look at opening one, for example. Some suggestions might include: the sound of the sea, the engine being started, the father’s voice (‘What might he be saying?’), the son’s voice (‘What might he be saying?’).
- Scribe these ideas on large paper. Ask students to suggest symbols to represent each sound. Ask them to add words which the father and son may have said. Tell the students this is a ‘soundscape’.

Students are text-users as they interact with others around the text.

Refer to K-6 English Syllabus and Support Document, Part 2, *Dictionary of Classroom Practices*.

## Guided and independent writing

- Ask students to imagine they are in the rainforest, listening to the sounds. Tell students to help you write a few sentences beginning with ‘When I visited the rainforest I heard...’
- Ask students to work in mixed ability pairs, and to choose their favourite double page in *Where the Forest Meets the Sea*.
- Tell them to write their own sentences using the same sentence beginning, which explains and describes the sounds of the rainforest.



## Guided and independent reading



- As students finish ask them to begin independent reading while you begin guided reading. Today you will work with groups 1, 2 and 3.

### Group 1 Orientation to the text



- Talk about the text type introduced yesterday. Ask students to tell of other narratives/ information texts/procedural texts etc, they may have read.

## Reading the text

- Ask individual students to take turns reading aloud from the text.
- Encourage students to re-read and read ahead, to suggest a word that makes sense, sounds right and has the appropriate letter/sound correspondence, whenever they come to a word they cannot read.

## Guided and independent reading



### Working with the text

- Identify a single word or common expression from the text, and write it on the board.
- Ask students to find the word or expression in the text.
- Discuss what it might mean – refer to the text for context clues.
- Repeat with two or three more words or expressions.



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### After the guided reading

- Ask students to re-read this text silently.
- Tell students to take this text home to read to their parents.
- Ask students to begin independent reading.

### Groups 2 and 3 (take each group separately)

#### Orientation to the text

- Talk about the topic of the new text to be introduced today.
- Ask students what they know about the topic.
- Read the title together and predict what the text might contain.

#### Reading the text

- Ask students to read the text aloud with you.
- Pause frequently to talk about what has happened so far (narrative) or about the information in the text (factual).

#### Working with the text

- Talk with students about the structure of the text and some of its features, eg talk about how to use a table of contents in a factual text, or how to identify the stages in a narrative text. (Relate this to *Where the Forest Meets the Sea*.)

#### After the guided reading

- Ask students to re-read today's text to a partner.

## Concluding the session and teacher reading

- If possible, view the video of *Where the Forest Meets the Sea*, and discuss its relationship to the book.
- Read another book by Jeannie Baker, such as *The Story of Rosie Dock* which deals with the environmental theme of the danger of introduced species.



### Thinking about day 8: Reflection

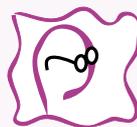
- Did students enjoy jointly creating a 'soundscape'?
- Are students beginning to compare different texts?

## DAY 9

## Preparing for day 9

- *Where the Forest Meets the Sea*
- Cover words in the book to create an oral cloze. Select a range of words to leave out. Some that are phonetically regular, and others will be more complex, eg *through, squawking, wonder, ancient, caught*.
- Create and copy a written cloze passage based on *Where the Forest Meets the Sea*.
- *Millicent*.

## Setting the scene



- Ask some students to read about the sounds they would hear in a rainforest, from their writing on Day 8.

## Modelled reading



*Students are being text-analysts as they discuss the author's purpose.*

- Ask students what they think motivated Jeannie Baker to write *Where the Forest Meets the Sea*.
- Read the explanation on the final page. Ask students who might have written this.
- Recall the explanation about how the illustrations were made in *V for Vanishing*. Ask why this might be included in books meant for children. Ask who does the author expect to read it.
- Read *Where the Forest Meets the Sea* modelling an oral cloze procedure. Stop at a word that has been covered and re-read the sentence from the beginning. Ask students to predict what the masked word might be. Check the illustration to see if there is a clue. Read on to the end of the sentence and see if the predicted word makes sense and fits in with the grammar of the sentence. Write the first letter of the correct word on the chalkboard, and if it doesn't match the students' prediction see if they can suggest a word that begins with that letter. Write the rest of the word and help students work out this particular word.

*Refer to K-6 English Syllabus and Support Document, Part 2, Dictionary of Classroom Practices.*

## Reading activities



*Students are integrating knowledge about the sources of information. Refer to Teaching Reading: A K-6 Framework, page 20.*

- Tell students they should use the same method modelled in the oral cloze to complete a written cloze. Make sure the passage you have prepared leaves out different words to those discussed in the oral cloze.
- Have students work in mixed ability pairs to read and complete the cloze passage, discussing their possible answers by asking if the word:
  - makes sense (in the sentence and in the text as a whole) and
  - fits the flow (grammar) of the sentence.

*You can construct a different cloze passage for different groups of students in your class. Make the passage easier by:*

- taking out fewer words
- not taking out the last word in a line of print
- taking out nouns or verbs.

## Guided and independent reading



- As students finish ask them to begin independent reading while you begin guided reading. Today you will work with groups 1 and 4.

### Group 1 Orientation to the text



- Show students a new text and discuss the title, author, and front cover illustration.
- Make predictions about the content of the text.

### Reading the text

- Look through the text together, talk about the illustrations and encourage students to make links, if possible, with their own experiences.
- Ask students to have a go reading the text silently to check their predictions.
- Read the text aloud together.

### Working with the text

- Talk about the text, clarifying the meaning and building up information about the context.
- Ask students to take turns reading the text, prompting when appropriate, eg *What would make sense? Read it again and get your mouth ready for the first letters. What would fit there? and What does it start with?*

### After the guided reading

- Tell students what you liked about their reading.
- Ask them what they learnt that was new.
- Tell students to read the text again in pairs before they begin independent reading.

*This is the only time this week you will work with group 4. Use the session today to cover all the steps in the guided reading sequence. Work with group 4 for 20 minutes today.*

### Group 4 Orientation to the text

- Ask students to re-read previously read guided reading texts.
- Distribute individual copies of a new text and ask students to look through it.
- Discuss the cover, title and author.
- Talk about the topic and ask students to share any background knowledge they may have.

### Reading the text

- Have each student take turns reading from the text.
- Prompt students when necessary, highlighting particular reading strategies, eg re-read the sentence, read ahead, refer to the illustrations, look closely at the letters and letter patterns in the word.
- Add information about each student's reading development to the guided reading record.
- Pause to discuss events, characters, information and illustrations.

## DAY 9 (continued)

## Guided and independent reading



## Working with the text

- Demonstrate how to read two or three sentences in a phrased and fluent way.
- Ask students to look closely at the punctuation in the text and explain how it assists readers to read fluently and to maintain the meaning.
- Ask students to read a section of the text to a partner, concentrating on reading with expression.
- Ask questions which require students to find specific information in the text.

continued...

- Ask questions which require students to make inferences about the information or events in the text. Ask them to justify their answers by referring to the text.

## After the guided reading

- Ask students to re-read the text in pairs.
- Ask students to work in mixed ability pairs to construct a list of all they have learnt about rainforests.
- Confer with pairs of students as they write, offering guidance and advice.
- Ask students to attach these lists to the chalkboard and read the other lists, as a comparison.

## Guided and independent writing



## Concluding the session and teacher reading



- Ask students to discuss what they have learnt.
- Read another book by Jeannie Baker, such as *Millicent*, where the text is written entirely through the characters' thought clouds and speech bubbles.

Thinking about day 9:  
Reflection

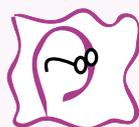
- Are students matched to appropriate guided reading texts?
- Can you make generalisations about common reading miscues?
- What text types do you need to model during guided writing?

## DAY 10

## Preparing for day 10

- Select pages in *Where the Forest Meets the Sea* with examples of present and past tense.

## Setting the scene



- Ask students to talk about the reasons why they like *Where the Forest Meets the Sea*. Write their ideas on a large sheet of paper. Tell students you will be reading this book for the last time today.

*You are highlighting grammatical information. Refer to Teaching Reading: A K-6 Framework, page 20.*

## Modelled reading



- Before you read, ask students to listen for words which suggest the story is happening now, in the present.
- Read *Where the Forest Meets the Sea*, stopping at the end of each page.
- Identify the verbs which indicate the present tense and list these on the chalkboard.

## Reading activities



- Tell the students to sit in a circle. Using the book as a guide ask them to take turns to retell the story as it unfolds through the illustrations.

Initiate the retelling by saying ‘One day a young boy got into a boat (called Time Machine) while his father pushed off’.

*Students will vary in the amount they are able to contribute, so ask some students to elaborate on another’s suggestion by providing more descriptive words, or a linking word between the pages. Intervene to provide modelling where you see a need. If students are relying heavily on using ‘and then’ for example as a conjunction between pages, suggest alternatives (eg meanwhile, by the time, afterwards, just then, suddenly).*

*Refer to K-6 English Syllabus and Support Document, Part 2, Dictionary of Classroom Practices.*

## Guided and independent writing



- Jointly construct the beginning of the retelling of *Where the Forest Meets the Sea*. Remind students about the use of past tense, ie ‘it has to sound as though it has already happened’. Remind the students about spelling strategies such as referring back to the book, approximating spelling, using have-a-go cards and personal and printed dictionaries.
- Have students write a retelling of the story using the past tense in pairs. Encourage students to refer to the book and use as much of the book language as possible.
- Work with a small group of the students who you feel require the most help.
- Then move to other pairs of students to confer with them about their retelling.

## DAY 10 (continued)

## Guided and independent reading



- As students finish ask them to begin independent reading while you begin guided reading. Today you will be working with groups 1, 2 and 3.



### Group 1 Orientation to the text

- Show students the text from yesterday and ask one student to tell the group what it was about.

### Reading the text

- Read the text to the students as they follow along in their copy.
- Ask them to find different types of punctuation in the text, eg 'Can you find an exclamation mark on this page?'

### Working with the text

- Ask students to identify and name the different forms of punctuation found in the text.
- Tell students that punctuation assists the reader to read with clarity and expression, and helps maintain the meaning of the text.
- Ask all students to read the text together with you. Emphasise pausing and guide students as they read with expression. Link phrased and fluent reading to the punctuation in the text.
- Ask students to suggest possible meanings of any new or difficult words.
- Clarify the meanings of these words by demonstrating how to use a dictionary.
- Add these words to a list of new and interesting words.

### After the guided reading

- Ask students to read this text to a partner, encouraging them to read with expression.
- Tell students to begin independent reading.

### Groups 2 and 3 (take each group separately)

#### Orientation to the text

- Ask students to re-read a previously treated guided reading text together.

## Guided and independent reading



### Reading the text

- Ask individual students to take turns reading aloud.
- Prompt when appropriate, eg:
  1. Re-read the sentence.
  2. Think about what word would make sense.
  3. Read ahead.
  4. Look closely at the first sound.
  5. Find any familiar letter patterns in the unknown word.
  6. Look at the illustration.



continued...

- Record students' reading development on the guided reading record and the observation matrix on pages 10 and 13.

### Working with the text

- Write topic specific words from the text on the chalkboard.
- Discuss their meanings. Return to the text and talk about the words in sentences.
- Clarify the meanings of these words by demonstrating how to use a dictionary.

### After the guided reading

- Ask students to re-read a previous guided reading text with a partner before continuing independent reading.

## Concluding the session and teacher reading

- Ask three or four pairs to read their retelling of *Where the Forest Meets the Sea*.
- Tell students that today is the last day of this unit of work. Ask them to discuss which book they most enjoyed reading and why.



### Thinking about day 10: Reflection

- Did you match students to appropriate texts successfully?
- What specific reading instruction will you need to focus on next?
- What have you taught students about their roles as readers? What further could you do to deepen their understanding?

# Extinct Animal Research Questions



1. What is the name of the animal?
2. Where did it live?
3. What did it look like?
4. What information can you find out about its behaviour?
5. What are the (possible) reasons the animal became extinct?

Draw your animal on the back of this page.

## Worksheet 2



d	olphin	o	rang-utan
y	ak	i	guana
g	orilla	b	utterfly
v	iper	q	uoll
c	ondor	z	ebra
r	hinoceros	k	estrel
a	rmadillo	u	akari
f	rog	j	aguar
eX	tinct	w	hale
l	eopard	h	orse
t	ortoise	s	loth
m	acaw	e	lephant
p	anda	n	umbat

## Worksheet 3



It looks as if it is going to be foggy ahead.

If it is we must find somewhere for a swim.

It's going to be a very hot day.

If it does we can all muck about with umbrellas.

I think there is going to be a strong wind.

If there is we can all throw snowballs.

It looks as if it is going to rain soon.

If it is we can play ghosts.

I think there's enough snow now.

If there is we can all fly kites.

## Worksheet 4



an elephant

in the bath

a seal

on the stairs

a crane

by the fridge

a tiger

in the hall

a polar bear

in the washing

Worksheet 5



<i>Word</i>	<i>Predicted meaning</i>	<i>Dictionary meaning</i>