

LEVEL 21 Card 1



Guided Reading Cards Are Loud Noises Necessary?

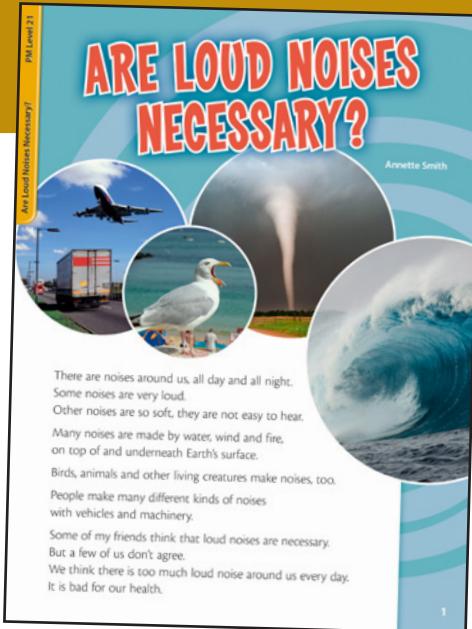
Teacher's Notes

Text type: Discussion (Persuasive)

New vocabulary: Earth's surface, rhythm, sign language, earmuffs, school disco

Additional resources: local council noise-level laws, sound tracks of domestic noises in the city and noises in the country

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Non-fiction, Discussion (Persuasive)

Look at the photos:

Pages 1 and 2: Can you make the noises of the things in the pictures?

Page 3: What sound would the girl be listening to? Why has the man put his hand to his ear?

Page 4: Why is this man using a loudspeaker? What could he be saying?

Read 'Are Loud Noises Necessary?'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an exposition.

For example:

- * Title ('Are Loud Noises Necessary?')
- * Opening statement ('There are noises around us...', 'Some noises are...', 'Other noises are...')
- * Arguments 'For' and 'Against' are organised in paragraphs with headings ('We Need Loud Noises', 'Quiet is best', 'Loud Noises Can Keep Us Safe')
- * Concluding statement ('I believe there is too much loud noise around us every day')

Reading into writing

Objective: To write a persuasive discussion: Are Loud Noises At School Necessary?

Success criteria:

- ✓ I can write a title.
- ✓ I can begin with an opening statement.
- ✓ I can write arguments 'For' and 'Against'.
- ✓ I can end with a concluding statement.

LEVEL 21 Card 2



Guided Reading Cards The Pelicans' Secret

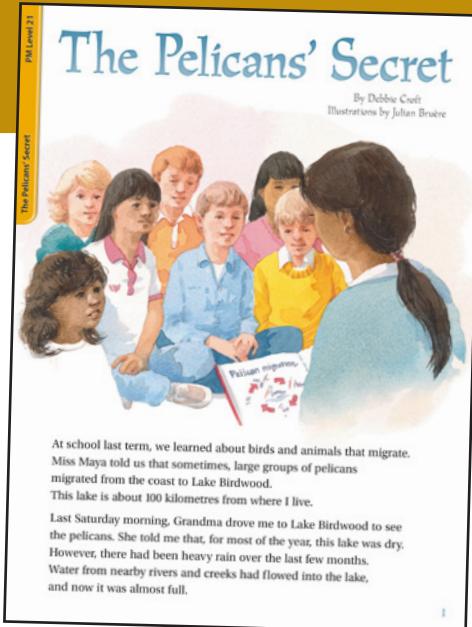
Teacher's Notes

Text type: Recount (Imaginative)

New vocabulary: pelicans, Lake Birdwood (names of lakes), kilometres, hollows, long bills, migrate

Additional resources: books, photos and information on pelicans and birds that migrate

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce text type: Fiction, Recount (Imaginative)

Look at the pictures:

Page 1: Read the title on the page and discuss what the children are learning about.

Page 2: What is the boy pointing to?

Page 3: Why is the baby chick looking inside the pelican's beak?

Page 4: What time of day is it?

Read 'The Pelicans' Secret'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative recount.

For example:

- * Title ('The Pelicans' Secret')
- * Orientation ('At school last term, we learned about birds and animals that migrate')
- * Sequence of events ('Last Saturday morning...', 'When we arrived...', 'Then...', 'As the sun was setting...')
- * Personal comment ('I'm really pleased...about the pelicans' secret')

Reading into writing

Objective: To make a timeline of the boy's recount of Lake Birdwood.

Success criteria:

- ✓ I can write a title for my timeline.
- ✓ I can draw a timeline with six points.
- ✓ I can sequence the events at Lake Birdwood.
- ✓ I can write each event in a sentence under each point, for example Grandma drove me to Lake Birdwood.



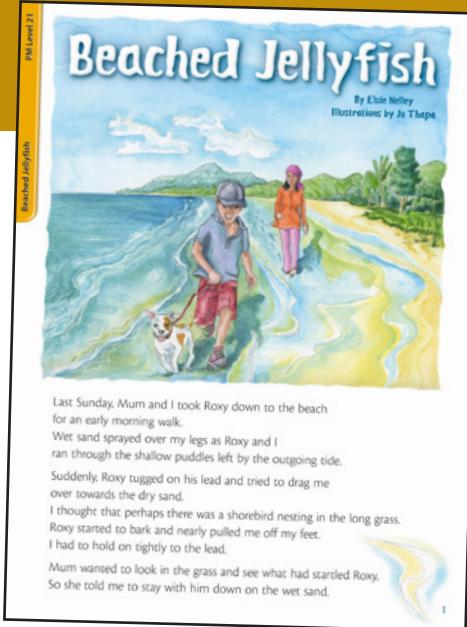
Teacher's Notes

Text type: Recount (Imaginative)

New vocabulary: Box Jellyfish, shorebird, tentacles, sea creatures, stung, high-water mark, stinger nets, beached jellyfish

Additional resources: books, photos and information on jellyfish and other dangerous sea creatures

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce text type: Fiction, Recount (Imaginative)

Look at the pictures:

Page 1: Discuss the setting. Can you see by the watermarks if the tide is coming in or going out?

Page 2: What are the boy and his mum looking at?

Page 3: Why has the boy written this word on the sand? Draw attention to the use of positional text. What is surrounding the jellyfish?

Read 'Beached Jellyfish'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative recount.

For example:

- ★ Title ('Beached Jellyfish')
- ★ Orientation ('Last Sunday, Mum and I took Roxy down to the beach for an early morning walk')
- ★ Sequence of events ('When Mum reached...', 'Then, Mum ...', 'Then I drew...', 'When the senior lifeguard...', 'Then, they filmed...')
- ★ Personal comment ('But I knew that Roxy was really the hero of the day')

Reading into writing

Objective: To write a warning sign for a danger at the beach.

Success criteria:

- ✓ I can talk with a partner about dangers at the beach.
- ✓ I can find out about the text and layout of a warning sign.
- ✓ I can design and write the sign.

LEVEL 21 Card 4



Guided Reading Cards How Paint Is Mixed

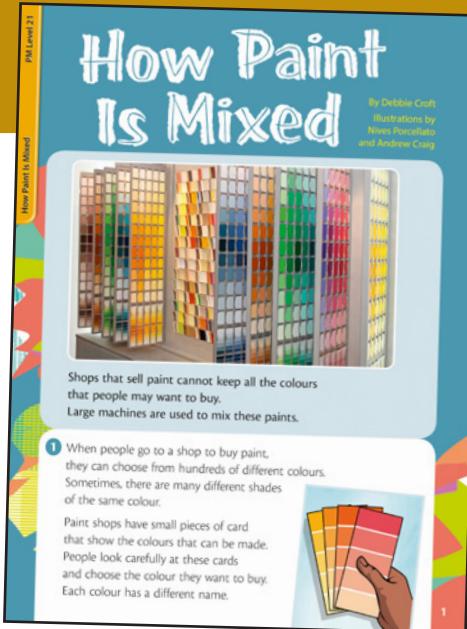
Teacher's Notes

Text type: Explanation (Informative)

New vocabulary: shades, customer, shop assistant, paint-mixing machine, cylinder, base paint, blended

Additional resources: tins of paint, paint colour cards

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Non-fiction, Explanation (Informative)

Look at the photos and pictures:

Page 1: Discuss the bold text. Why is there a number in the text? What do the cards show? How are the cards arranged? Shades of what colour are shown in the bottom picture? How many shades are there?

Pages 2 and 3: What is the shop assistant doing? Locate the cylinders. How many are there? What colours can you see? Locate the base paint. What colour is it? What is the machine in step 6 doing?

Page 4: Which shade did the customer choose? Discuss the bold text.

Read 'How Paint Is Mixed'

Follow the instructions and questions on page 4 of the card.

After reading ('Card talk')

Using the text, reinforce the features of an explanation.

For example:

- * Title identifies the focus of the writing ('How Paint Is Mixed')
- * An identifying statement defines the focus of the text ('Shops that sell paint cannot keep all the colours that people may want to buy')
- * Sequenced topic sentences ('1. When people go to a shop to buy paint, they can choose from hundreds of different colours')
- * Descriptive sentences for each topic sentence ('1. Sometimes, there are many shades of the same colour')

Reading into writing

Before writing this procedure, children should mix paint colours.

Objective: To write an explanation of how to mix two paint colours.

Success criteria:

- ✓ I can write a title.
- ✓ I can write an identifying statement.
- ✓ I can write a sequence of topic sentences.
- ✓ I can add drawings or diagrams to match each step.

LEVEL 21 Card 5



Guided Reading Cards The Very Wide Load

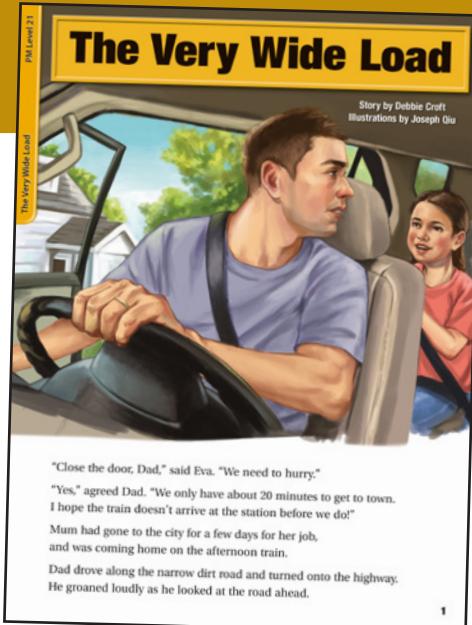
Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: load, dirt road, highway, oversize, overtake, pilot vehicle, text message, air brakes

Additional resources: photos of traffic jams, mobile phone

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

Page 1: Discuss the setting and characters. What do the expressions on their faces tell us?

Pages 2 and 3: Discuss the setting. Locate the text on the vehicles. Why is there a pilot vehicle and police car?

Page 4: What is Eva doing? Discuss the change of font. Why do you think she is smiling?

Read 'The Very Wide Load'

Follow the instructions and questions on page 4 of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- ★ Purpose (To entertain, amuse or instruct)
- ★ Title ('The Very Wide Load')
- ★ Orientation ('Mum...was coming home on the afternoon train')
- ★ Sequence of events (setting off in the car, on the highway, in the traffic jam, out of the traffic jam)
- ★ Complication/problem ("Look at the size of that truck! It's taking up the whole road!", "Now we're going to be late...")
- ★ Resolution ("Well there's no rush now... I think maybe we'll be waiting for Mum!")

Reading into writing

Objective: To write an imaginative narrative about a traffic jam.

Success criteria:

- ✓ I can write a title.
- ✓ I can begin with an orientation, for example characters, setting and place.
- ✓ I can write the problem.
- ✓ I can write a sequence of events.
- ✓ I can end with a resolution.

LEVEL 21 Card 6



Guided Reading Cards It Will Be Right on the Night

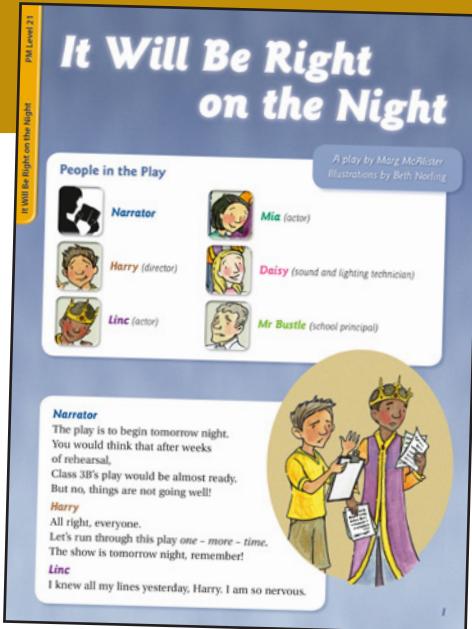
Teacher's Notes

Text type: Play (Imaginative)

New vocabulary: Mr Bustle, wobbly voice, script, 'take it from the top', sound and lighting technician, 'playing the blame game', narrator, director, school principal

Additional resources: examples of playscripts from PM Gold level Traditional Tales

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Fiction, Play (Imaginative)

Look at the pictures:

Page 1: Discuss the title and what it means. Look at the page layout and discuss why the picture of the Narrator cannot be seen.

Pages 2 and 3: Discuss the expressions on the characters' faces. What do you think they are saying? Why are the words in brackets next to the characters' names?

Page 4: What do you think has happened to make the boy clap his hands?

Read and act 'It Will Be Right on the Night'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of a narrative as a play.

For example:

- * Title ('It Will Be Right on the Night')
- * Character list ('People in the Play')
- * Orientation ('The play is to begin tomorrow night')
- * Complication/problem ('Something had to be done, or there would be no play tomorrow night')
- * Resolution ('Yeah! We really think we've got it!')

Reading into writing

Objective: To write a short play based on a problem in the class or school.

Success criteria:

- ✓ I can write a title.
- ✓ I can begin with a character list.
- ✓ I can write an orientation.
- ✓ I can write the complication/problem.
- ✓ I can end with a resolution.

LEVEL 21

Card 7



Guided Reading Cards

Animal Rescue Centres

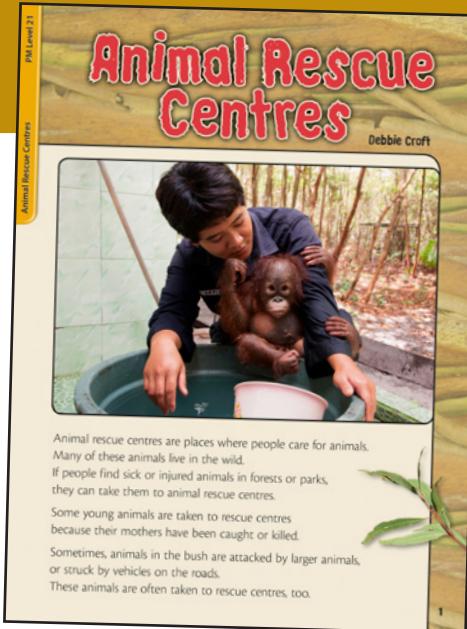
Teacher's Notes

Text type: Information report (Informative)

New vocabulary: rescue centre, the bush, volunteers, oil spills, bushfires, comfort, woolly sack, pouch, predators

Additional resources: before and after photos of a sick or injured animal, information on the RSPCA and other animal rescue centres, books on koalas and kangaroos

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Non-fiction, Information report (Informative)

Look at the photos:

Page 1: Discuss the setting. Who can you see? How do you think the monkey is feeling? What do you think the man is doing?

Page 2: Discuss the setting. Who are the people and what are they doing? Why is the woman holding the bird? Point out the text insert.

Page 3: Discuss the setting. What animal can you see? Why are there leaves on the page? Point out the text insert.

Page 4: What animal is being fed? Why is he having a bottle? What is he wrapped in? What is this like?

Read 'Animal Rescue Centres'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an information report.

For example:

- * Title ('Animal Rescue Centres')
- * General statement ('Animal rescue centres are places where people care for animals')
- * Description and characteristics are organised in paragraphs
- * Evaluation ('Many different animals are cared for at animal rescue centres. These places are very important')

Reading into writing

Objective: To write an information report about a koala or a kangaroo.

Success criteria:

- ✓ I can write a title.
- ✓ I can begin with a general statement.
- ✓ I can describe the characteristics in paragraphs.
- ✓ I can end with an evaluation.

LEVEL 21

Card 8



Guided Reading Cards

The Bird-Spotting Challenge

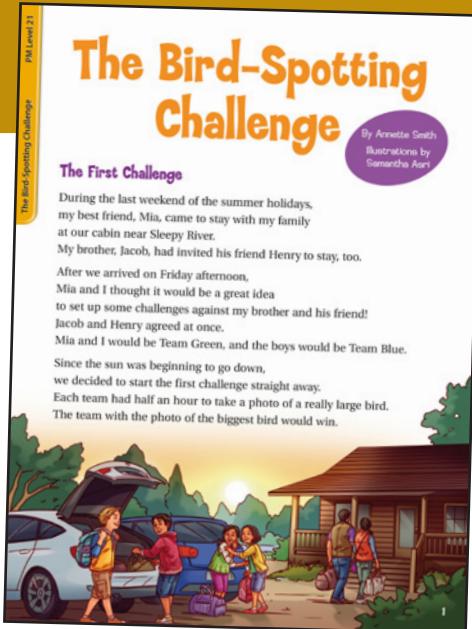
Teacher's Notes

Text type: Recount (Imaginative)

New vocabulary: Sleepy River (names for rivers and holiday places), cabin, challenges, heron, swooped

Additional resources: information on challenge, school sports, spellathons library summer reading challenge, books and resources for bird watching such as binoculars

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')	<p>Introduce text type: Fiction, Recount (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the setting and the place the children are staying in.</p> <p>Pages 2 and 3: Discuss the headings and what they mean. Can you name the two birds?</p> <p>Page 4: Discuss the heading and why a photo was taken.</p>
Read 'The Bird-Spotting Challenge'	<p>Follow the instructions and questions on page 4 of the card.</p>
After reading ('Card talk')	<p>Using the text, reinforce the features of an imaginative recount.</p> <p>For example:</p> <ul style="list-style-type: none">* Title ('The Bird-Spotting Challenge')* Orientation ('During the last weekend of the summer holidays...')* Sequence of events ('After we arrived...', 'Since the sun...', 'Then, to our delight...', 'Meanwhile, the boys...', 'When the boys and Mum finally arrived...')* Personal comment ('The challenge tomorrow is fishing. Mia and I are sure we will catch the most fish!')
Reading into writing	<p>Objective: To write an imaginative recount of a challenge with two groups of friends.</p> <p>Success criteria:</p> <ul style="list-style-type: none">✓ I can write the title of the challenge.✓ I can begin with an orientation of who, when, where and why.✓ I can sequence the events.✓ I can end with a personal comment.

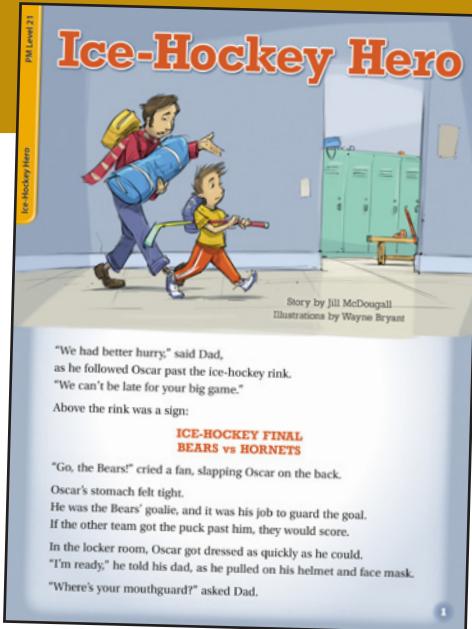
Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: ice-hockey, rink, final, Bears, Hornets (team names), vs (abbreviation for versus), fan, goalie, mouthguard, sternly, puck, leg pads, stick, scoreboard

Additional resources: photos and books on ice-hockey, mouthguard, names of sports teams, sports equipment

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

- Page 1:** Discuss the setting and characters. What are they carrying? What do the expressions on their faces tell us? Locate the change of font, discuss the team names.
- Page 2:** Discuss the setting and characters. Look at the team uniforms. Locate the 'goal' and the 'puck'. What is Oscar doing?
- Page 3:** Locate the change of font, which team is winning? What uniform do they wear?
- Page 4:** What is Oscar holding? Why is Oscar smiling?

Read 'Ice-Hockey Hero'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- ★ Purpose (To entertain, amuse or instruct)
- ★ Title ('Ice-Hockey Hero')
- ★ Orientation ('...Dad...followed Oscar past the ice-hockey rink')
- ★ Sequence of events ('In the locker room...', 'In the shop...', '...onto the rink...')
- ★ Complication/problem ("Oh, no!...I left my mouthguard at home")
- ★ Resolution ("We won the game!" they cried)

Reading into writing

Objective: To write an imaginative narrative about a sports match.

Success criteria:

- ✓ I can write a title.
- ✓ I can begin with an orientation, for example characters, setting and place.
- ✓ I can write the problem.
- ✓ I can write a sequence of events.
- ✓ I can end with a resolution.

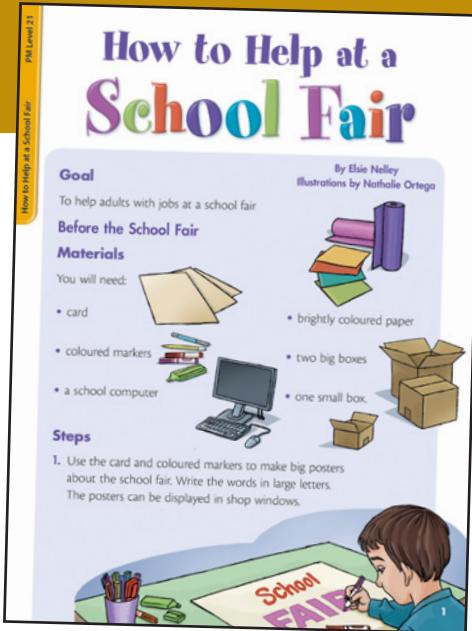
Teacher's Notes

Text type: Procedure (Informative)

New vocabulary: Goal, Materials, Steps, notice, intercom, greet, ukulele, lucky dip

Additional resources: poster advertising a school fair

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Non-fiction, Procedure (Informative)

Look at the pictures:

- Page 1:** Locate text features and discuss what is needed at the beginning of a written procedure. Name the materials needed. What is the boy writing on the sign?
- Page 2:** Why are there numbers? What are the children making? How can this be used at the school fair?
- Page 3:** Locate the text features. What are the children doing? Why are they doing it?
- Page 4:** Locate the text features. What instrument is this? Why is it here?

Read 'How to Help at a School Fair'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of a procedural recount.

For example:

- ★ Purpose (To instruct someone)
- ★ Title ('How to Help at a School Fair')
- ★ Goal ('To help adults with jobs at a school fair')
- ★ Materials ('You will need: card...')
- ★ Steps (Numerals are used to sequence steps)

Reading into writing

Objective: To write an informative procedure about helping an adult.

Success criteria:

- ✓ I can talk about helping an adult such as washing up.
- ✓ I can write a title, such as 'How to wash the dishes'.
- ✓ I can begin with a goal, such as 'To help adults to wash the dishes'.
- ✓ I can list the materials, such as 'dishes, water, washing up liquid, rubber gloves'.
- ✓ I can use numerals and write four simple sentences to sequence the steps.
- ✓ I can add photos or diagrams to my procedure.

Teacher's Notes

Text type: Procedure (Informative)

New vocabulary: tzatziki, Greek dip, Goal, Equipment, Ingredients, garlic press, pita bread, serving

Additional resources: recipe books, garlic press, small and large bowls, tablespoon, teaspoon, vegetable peeler, grater, cloth, kitchen scissors, serving bowl and large plate, garlic, cucumber, plain thick yogurt, lemon, salt and pepper, olive oil, mint leaves, carrot and celery sticks, pita bread

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Non-fiction, Procedure (Informative)

Look at the photos:

Page 1: Locate text features and discuss what is needed at the beginning of a written procedure. Describe the dish in the top right-hand corner. Name the equipment and ingredients needed.

Pages 2 and 3: Why are there numbers? What is the girl doing in each photo?

Page 4: Locate the text features. How are the children sharing the dish? How do we know they are enjoying it?

Read 'Making a Greek Dip'

Follow the instructions and questions on page 4 of the card.

After reading ('Card talk')

Using the text, reinforce the features of a procedural recount.

For example:

- ★ Purpose (to instruct someone)
- ★ Title ('Making a Greek Dip')
- ★ Goal ('To Make a Greek Dip (tzatziki)')
- ★ Equipment ('You will need: a garlic press...')
- ★ Ingredients ('two pieces of garlic...')
- ★ Steps (Numerals are used to sequence steps)

Reading into writing

Objective: To write an informative procedure about making some food.

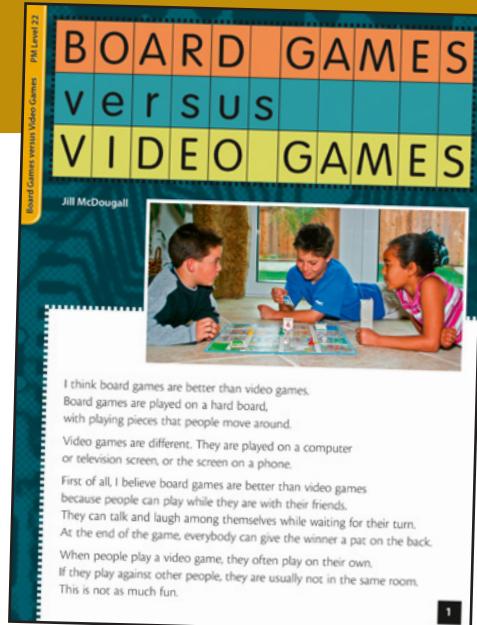
Success criteria:

- ✓ I can make my food, such as 'a sandwich'.
- ✓ I can write a title, such as 'Making a Sandwich'.
- ✓ I can begin with a goal, such as 'To Make a Sandwich'.
- ✓ I can list the equipment, such as 'knife, plate'.
- ✓ I can list the ingredients, such as 'bread, butter, cheese'.
- ✓ I can use numerals and write simple sentences to sequence the steps.
- ✓ I can add photos or diagrams to my procedure.

LEVEL 22 Card 12



Guided Reading Cards Board Games versus Video Games



Teacher's Notes

Text type: Discussion (Persuasive)

New vocabulary: versus, new worlds, moving pieces on a board, boring

Additional resources: board games, video games

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce the text type: Non-fiction, Discussion (Persuasive)

Look at the photos:

Page 1: Discuss the letters in the title. What board game does the title remind you of? What game are the children playing?

Pages 2 and 3: What game is on Page 2? Discuss the layout of a board game and describe how it is different to a video game.

Page 4: What video game is being played in this picture?

Read 'Board Games versus Video Games'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of a persuasive discussion.

For example:

- * Title ('Board Games versus Video Games')
- * Statement of position ('I think board games are better than video games')
- * Time and sequence words are used to sequence arguments ('First of all, I believe...', 'When people play...', 'Second, I think...', 'The third reason...', 'Cooper also thinks video...', 'Another reason...', 'Finally...')
- * Concluding statement ('Although Cooper thinks board games are boring, I think they are a great way to spend time with your friends')

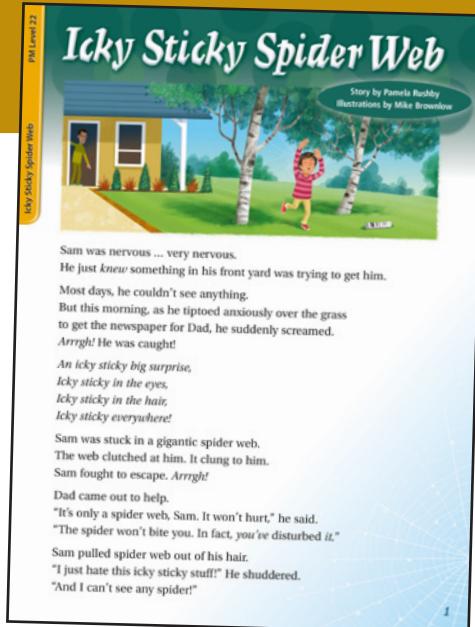
Reading into writing

Objective: To write a persuasive discussion on TV versus reading a book before bedtime.

Success criteria:

- ✓ I can write a title.
- ✓ I can begin with a statement of position.
- ✓ I can write arguments using time and sequence words.
- ✓ I can end with a concluding statement.





Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: clutched, disturbed, shuddered, insect trap, orb-weaver spider, egg sac, hatch

Additional resources: photos of and information on orb-weaver spiders and books on spiders, replica toy spiders

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

Page 1: Discuss the setting and characters. Why is Sam waving his arms?
Discuss the italic text.

Page 2: Discuss the setting and characters. Discuss the expressions on the children's faces.

Page 3: What is Jackie doing? What is Sam doing? Discuss the bottom picture.
What time of day is it? What are the insects attracted to? Why has the spider built the nest here?

Read 'Icky Sticky Spider Web'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- * Purpose (To entertain, amuse or instruct)
- * Title ('Icky Sticky Spider Web')
- * Orientation ('Sam was nervous...', 'But this morning, as he tiptoed anxiously over the grass')
- * Complication/problem ('Sam was stuck in a gigantic spider web')
- * Resolution ("No more webs...Well, at least not until next spring")

Reading into writing

Objective: To label a diagram of an orb-weaver spider.

Success criteria:

- ✓ I can write a title.
- ✓ I can draw an orb-weaver spider.
- ✓ I can use nouns and adjectives to label the parts of an orb-weaver spider.

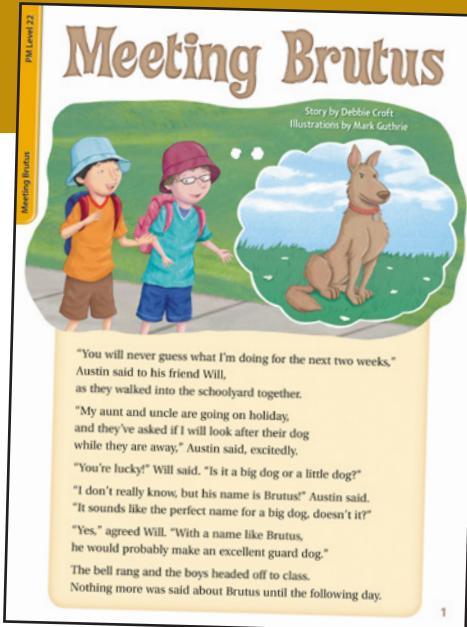
Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: Brutus (dog names), guard dog, headed, 'his eyes wide with excitement', lead, anxiously, 'high-pitched yelp', darting, family room

Additional resources: photos and books on dogs, dog lead, dog collar, dog food and treats

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

Page 1: Discuss the setting and characters. What is the insert picture called?

What is Will imagining?

Page 2: What sort of dog is Will imagining? Describe the expression on Will's face.

Page 3: What are Austin and his dad doing?

Page 4: Who is this dog? Describe him.

Read 'Meeting Brutus'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

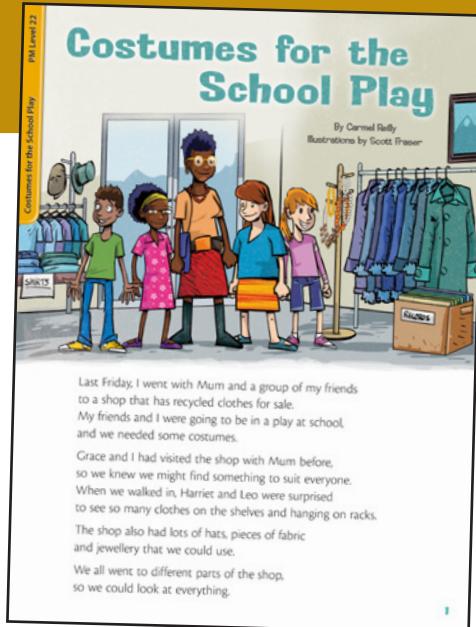
- * Purpose (To entertain, amuse or instruct)
- * Title ('Meeting Brutus')
- * Orientation ('Austin said to his friend Will... "My aunt and uncle are going on holiday, and they've asked if I will look after their dog..."')
- * Series of events ('The next morning...', 'At about 3 o'clock on Saturday afternoon...', 'Just then...')
- * Complication/problem ("It sounds like the perfect name for a big dog...")
- * Resolution ('...a tiny dog came darting into the family room')

Reading into writing

Objective: To write an imaginative narrative about a visiting pet.

Success criteria:

- ✓ I can write a title.
- ✓ I can begin with an orientation of characters, setting and place.
- ✓ I can write the problem.
- ✓ I can write a series of events.
- ✓ I can end with a resolution.



Teacher's Notes

Text type: Recount (Imaginative)

New vocabulary: recycled clothes, costumes, fabric, capes

Additional resources: examples of how costumes can be made from such things as fabrics and recycled clothes, examples of things bought from charity shops

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce text type: Fiction, Recount (Imaginative)

Look at the pictures:

Page 1: What type of shop are the children in? Discuss the labelled box and its contents.

Pages 2 and 3: Discuss the different clothes and fabric the children are trying on. What characters are they going to be?

Page 4: Why do you think there is a picture of teacups?

Read 'Costumes for the School Play'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative recount.

For example:

- * Title ('Costumes for the School Play')
- * Orientation ('Last Friday, I went with Mum...')
- * Sequence of events ('When we walked in...', 'Then, she picked...', 'By then...', 'Finally, we...', 'A few days later...')
- * Personal comment ('We all agreed that this was a great shop, because it had all kinds of goods for sale')

Reading into writing

Provide children with a selection of recycled materials.

Objective: To design a costume for a school play, book day or assembly using recycled materials.

Success criteria:

- ✓ I can discuss the costume I want to design with a friend.
- ✓ I can write the title of the character.
- ✓ I can draw the costume.
- ✓ I can write labels for the recycled materials I used, using nouns and adjectives.

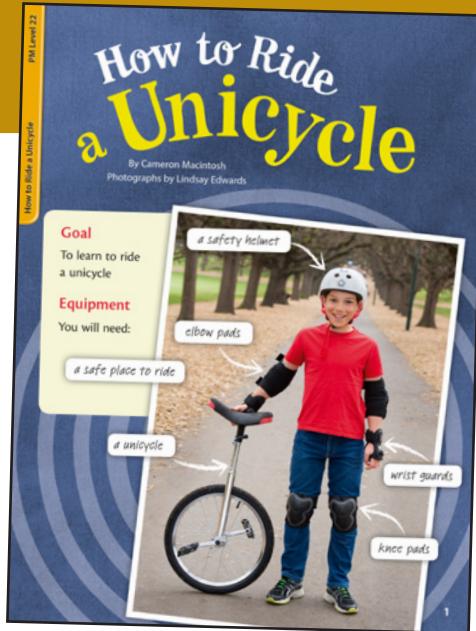
LEVEL 22

Card 16



Guided Reading Cards

How to Ride a Unicycle



Teacher's Notes

Text type: Procedure (Informative)

New vocabulary: unicycle, wrist guards, elbow pads, handrail, half-turn, steer

Additional resources: a video or picture of a clown riding a unicycle, bicycle (to point out common features), bicycle safety equipment, teaching clock

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce the text type: Non-fiction, Procedure (Informative)

Look at the photos:

Page 1: Locate text features and discuss what is needed at the beginning of a written procedure. Discuss labels. Why is the boy wearing a helmet and elbow and wrist pads?

Pages 2 and 3: Why are there numbers? What is the boy doing in each photo?

Page 4: Why are so many steps?

Read 'How to Ride a Unicycle'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of a procedural text.

For example:

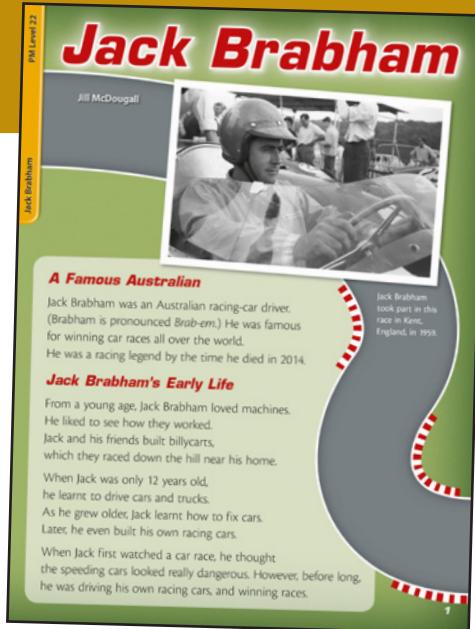
- * Purpose (To instruct someone)
- * Title ('How to Ride a Unicycle')
- * Goal ('To learn to ride a unicycle')
- * Equipment (You will need: a safety helmet...)
- * Steps (Numerals are used to sequence steps)

Reading into writing

Objective: To label a diagram of a unicycle.

Success criteria:

- ✓ I can write a title.
- ✓ I can draw a unicycle.
- ✓ I can use nouns and adjectives to label the parts of a unicycle.



Teacher's Notes

Text type: Description (Informative)

New vocabulary: "Black Jack", knight, Sir Jack Brabham, Formula One World Championship, racetrack, legend, billycarts, sporting hero

Additional resources: picture, books and video clips on racing car drivers, Formula One and other sporting events and sporting heroes

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce text type: Non-fiction, Description (Informative)

Look at the photos:

Page 1: Discuss the title and the photo of Jack Brabham.

Pages 2, 3 and 4: Discuss how the text is arranged under each heading and the different information we gain from this. Look at the photos and discuss how each one tells a part of the life of Jack Brabham. Why do you think the photos are in black and white?

Read 'Jack Brabham'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an informative description.

For example:

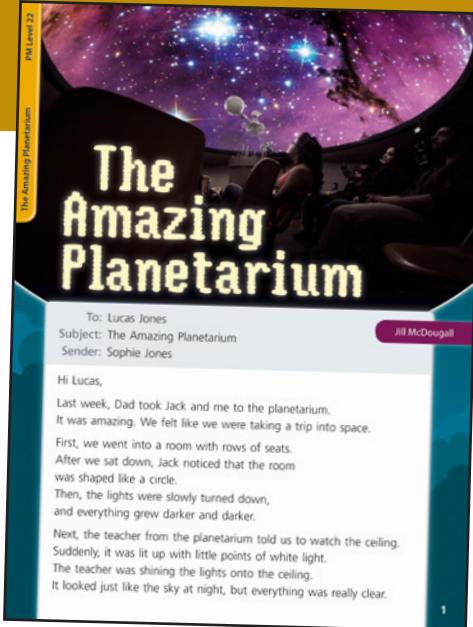
- * Title ('Jack Brabham')
- * Introduction ('Jack Brabham was an Australian racing-car driver')
- * Characteristics (what the person does and special features of the person)
- * Information is grouped into paragraphs with titles ('A Famous Australian', 'Jack Brabham's Early Life', 'An Exciting Driver', 'Danger on the Track', 'Black Jack', 'The Formula One World Championship', 'A Sporting Hero')
- * Evaluation ('He was a sporting hero')

Reading into writing

Objective: To describe my sporting hero.

Success criteria:

- ✓ I can write a title.
- ✓ I can begin with an introduction.
- ✓ I can write headings and describe the characteristics of the person under each heading.
- ✓ I can end with an evaluation.



Teacher's Notes

Text type: Recount (Imaginative)

New vocabulary: planetarium, Southern Cross, constellations, craters, shallow channels

Additional resources: pictures, books, video clips on space, information on planetariums

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce text type: Fiction, Recount (Imaginative)

Look at the pictures:

Page 1: Discuss features of an email recount (To, Subject, From). Discuss the setting.

Page 2: Discuss the photo and caption. Why you think the constellation has been given this name?

Pages 3 and 4: Discuss the photos and captions and think of words to describe the planets and their different features. Draw attention to the rock, dust and red surface on Mars.

Read 'The Amazing Planetarium'

Follow the instructions and questions on page 4 of the card.

After reading ('Card talk')

Using the text, reinforce the features of an imaginative recount.

For example:

- * Title ('The Amazing Planetarium')
- * Orientation ('Last week, Dad took Jack and me to the planetarium')
- * Sequence of events ('First we...', 'Next the...', 'After I...', 'After that...', 'Then...', 'After that...', 'Then...', 'Next...', 'Soon, it was time...')
- * Personal comment ('I hope you get the chance to visit a planetarium. You can have a space adventure without leaving Earth')

Reading into writing

Objective: To write an imaginative recount of a trip in email format to another class.

Success criteria:

- ✓ I can write the subject on the email and who it is to and from.
- ✓ I can begin with an orientation of who, when, where and why.
- ✓ I can sequence the events.
- ✓ I can end with a personal comment.

LEVEL 22 Card 19



Guided Reading Cards The Moon

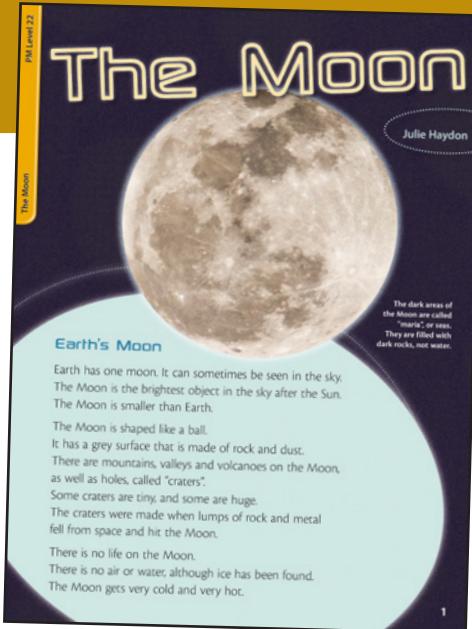
Teacher's Notes

Text type: Description (Informative)

New vocabulary: craters, valleys, volcanoes, orbit, axis, phases, Neil Armstrong, Buzz Aldrin, spacesuits, astronauts, rovers, gravity

Additional resources: photos, books and video clips on the Moon, space flights taken to the Moon, and the first man on the Moon

National Curriculum areas: Word Reading and Comprehension



Before reading ('Card walk')

Introduce text type: Non-fiction, Description (Informative)

Look at the photos:

Page 1: Locate the areas of the Moon that the caption is describing.

Page 2: Look closely at each photo and discuss how you think the Moon orbits the Earth.

Page 3: Discuss the photos and headings and the three phases of the Moon.

Page 4: Read the caption and discuss why this is such a famous photo. Locate the words in the text: 'That's one small step...' Discuss why these words were so important and are known around the world.

Read 'The Moon'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of an informative description.

For example:

- * Title ('The Moon')
- * Introduction ('Earth has one moon. It can sometimes be seen in the sky')
- * Characteristics (what it looks like, what it does and other special features it has)
- * Information is grouped into paragraphs with headings ('Earth's Moon', 'Orbiting Earth', 'The Phases of the Moon', 'People on the Moon')
- * Evaluation ('One day in the future, people may be able to live on the Moon')

Reading into writing

Objective: To draw or make a papier-mâché model of the Moon with labels.

Success criteria:

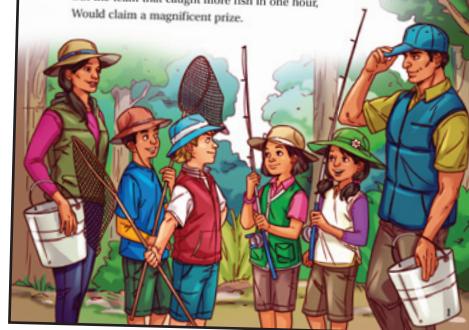
- ✓ I can write a title.
- ✓ I can draw/make a model of the Moon.
- ✓ I can use nouns and adjectives to label the Moon.

The Fishing Challenge

A poem by Debbie Croft
Illustrations by Samantha Ains

The bird-spotting challenge was over,
Team Green was the winner for sure.
Next was the fishing adventure,
Team Blue boasted they would catch more.

The rules were quite clear: Mum and Dad couldn't help.
There's no limit on method or size,
But the team that caught more fish in one hour,
Would claim a magnificent prize.



Teacher's Notes

Text type: Poetry (Imaginative)

New vocabulary: bird-spotting, challenge, method, claim, downstream, bait, bank, line, reel, verse, ballad stanza

Additional resources: 'The Bird-Spotting Challenge' PM Gold Guided Reading card 8, toy fishing nets and rods, photos and books about fishing, a prize

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce the text type: Poetry (Imaginative)

Look at the pictures:

Page 1: Discuss the characters and setting. Locate Team Blue and Team Green.
What are they going to compete at?

Page 2: Describe the expressions on the characters faces. What has happened?

Page 3: Why is Laura looking happy?

Page 4: What did Laura catch?

Read 'The Fishing Challenge'

Follow the instructions and questions on **page 4** of the card.

After reading ('Card talk')

Using the text, reinforce the features of poetry.

For example:

- * Title ('The Fishing Challenge')
- * Ballad stanza (2nd and 4th line of each verse rhyme)
- * The use of capital letters at the beginning of each line

Reading into writing

Objective: To change the eighth verse of the poem.

Success criteria:

- ✓ I can write a new title.
- ✓ I can change the nouns, such as boys, challenge.
- ✓ I can change the proper nouns, such as Harry, Team Green.
- ✓ I can change the adjectives, such as alive and clear.

New Title

The _____ arrived home, their faces _____,

It was _____ that the _____ was won.

For _____ had _____ fish and _____ had _____,

And it seemed that Team _____ had not one.