

LEVEL 25 Card 1



Guided Reading Cards How Animals Protect Themselves

Teacher's Notes

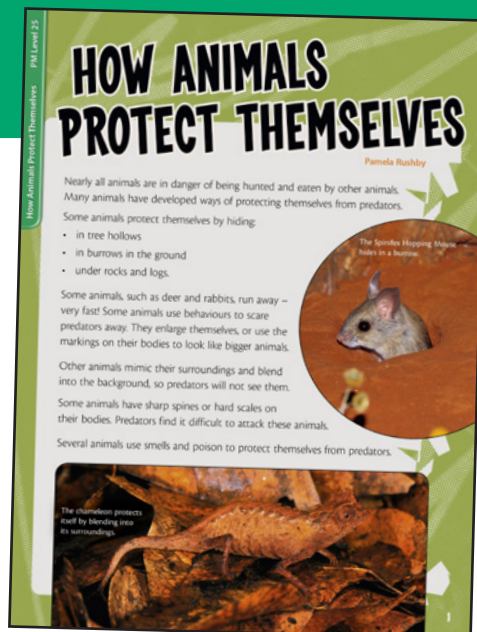
Text type: Information report (Informative)

New vocabulary: predators, burrows, mimic, Spinifex Hopping Mouse, Echidnas, Tree Pangolins, cunning, Wobbeong, nocturnal, graze, Bombardier Beetle

Additional resources: books and web links of animals who protect themselves from predators

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: A Community Shares and Cares; The Arctic Circle; Famous Bridges; The Great Barrier Reef (Available Jan '17)

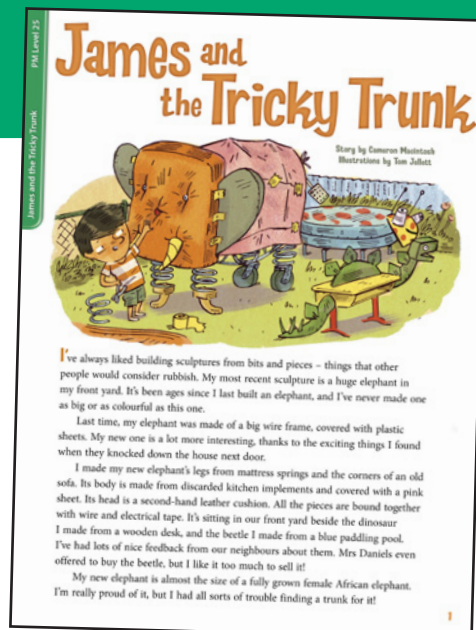


<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Information report (Informative) Look at the photos: Page 1: Locate the burrow in the top photo. How does the chameleon, in the bottom photo, blend into its surroundings? Pages 2, 3, 4, 5 and 6: Locate the headings. Discuss the photos and captions. How does each creature protect itself from the predator?</p>
<p>Read 'How Animals Protect Themselves'</p>	<p>Follow the instructions and questions on page 6 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an information report. For example: * Title ('How Animals Protect Themselves') * General statement ('Nearly all animals are in danger of being hunted and eaten by other animals') * Description: The description provides information about the subject's characteristics and organised in paragraphs with headings * Evaluation: A summary statement about the subject ('Animals protect themselves in many different ways')</p>
<p>Reading into speaking and listening</p>	<p>Before this activity, ensure children have prompt cards and understand how to use them. Objective: To read and report on 'How Animals Protect Themselves' in a group to the class. Success criteria: ✓ I can work with my group to divide 'How Animals Protect Themselves' into parts. ✓ I can put my part on my prompt card. ✓ I can practise reading and remembering my part. ✓ I can practise with my group. ✓ I can read and report on 'How Animals Protect Themselves' in my group to the class.</p>

LEVEL 25 Card 2



Guided Reading Cards James and the Tricky Trunk



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: sculpture, discarded, implements, feedback, exhibition, serial number, admiring, ramp

Additional resources: books and pictures on sculptures, and information about sculpture exhibitions

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Alex the Super Soccer Striker; Popcorn the Wonder Pony; Hector's Electro-Pet Shop; The Swimming Pool Project; Moving On (Available Jan '17)

Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

Page 1: Discuss the objects in the boy's garden. Name some of the materials the boy has used.

Page 2: What do you think the boy and lady are talking about?

Page 3: What do you think the elephant's trunk is made from? Why do you think the boy is looking worried?

Page 4: What problem is the boy facing in the picture?

Page 5: In this picture, what solution has the boy come to?

Page 6: Why are the people admiring about the elephant?

Read 'James and the Tricky Trunk'

Follow the instructions and questions on **page 6** of the card.

After reading ('Card talk')

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

For example:

- * Title ('James and the Tricky Trunk')
- * Orientation ('I've always liked building sculptures from bits and pieces...', 'My most recent sculpture is a huge elephant in my front yard')
- * Series of events ('Last time...', 'A few days ago...', '...I could hardly sleep for the next few nights', 'Just before I left for school...', 'At 7 o'clock that evening...')
- * Complication/problem ('It was clear by now that I'd accidentally picked up a stolen vacuum-cleaner hose... "We can hardly use an elephant that doesn't have a trunk"')
- * Resolution ('I never thought I'd be so grateful to Mrs Lewis for taking my elephant's trunk away!')

Reading into writing

Objective: I can design and label a model with materials from the class recycling bin.

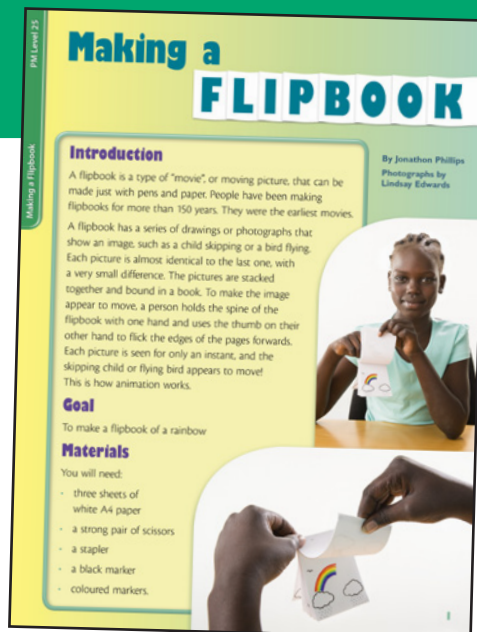
Success criteria:

- ✓ I can select materials.
- ✓ I can think of an object to make.
- ✓ I can design it and name it.
- ✓ I can label it.

LEVEL 25 Card 3



Guided Reading Cards Making a Flipbook



Teacher's Notes

Text type: Procedure (Informative)

New vocabulary: Goal, Materials, Steps, moving picture, animation, crease, stacked, spine, staircase of fanned paper

Additional resources: web links of flipbooks and earliest moving pictures, materials needed for making a flipbook

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Making Art with Light (Available Jan '17)

Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, Procedure (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Locate text features and discuss what is needed at the beginning of a written procedure.</p> <p>Pages 2 and 3: Locate the text features. What is the girl doing in each photo?</p> <p>Pages 4, 5 and 6: Discuss the title of this particular flipbook and each step until the conclusion.</p>
Read 'Making a Flipbook'	Follow the instructions and questions on page 6 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of an informative procedure.</p> <p>For example:</p> <ul style="list-style-type: none"> * Purpose (to instruct someone) * Title ('Making a Flipbook') * Goal ('To make a flipbook of a rainbow') * Materials ('You will need: three sheets of white A4 paper...') * Steps (numbers are used to sequence steps)
Reading into writing and speaking and listening	<p>Objective: To make the flipbook and share it with a group.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can select the materials I need to make my flipbook. ✓ I can follow the procedure to make a flipbook. ✓ I can draw the pictures following the instructions on pages 4–6. ✓ I can write a title for my movie and write my name as a director. ✓ I can share my flipbook with my group.

LEVEL 25 Card 4



Guided Reading Cards The Trip to Rocky Ridge

Teacher's Notes

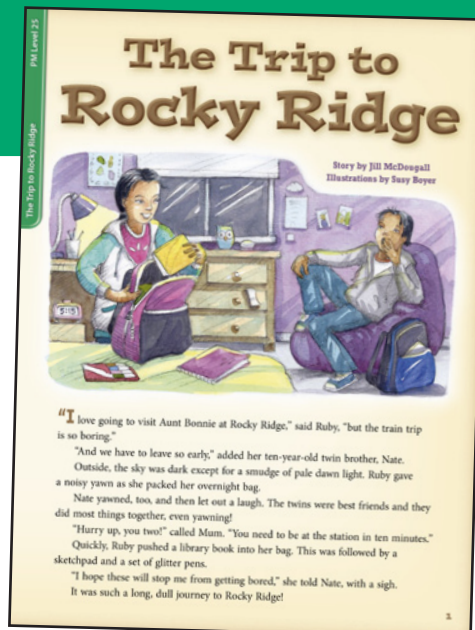
Text type: Narrative (Imaginative)

New vocabulary: Rocky Ridge, Kimba, Pimba, Bulimba, Westfield, Merimba, Sealake (names for stations), smudge, conductor, swooped, slumped, spluttered, chanted, droop

Additional resources: station names, local train timetables, information about train journeys

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Alex the Super Soccer Striker; Popcorn the Wonder Pony; Hector's Electro-Pet Shop; The Swimming Pool Project; Moving On (Available Jan '17)



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

Page 1: Discuss the characters and the time of day. What do you think they are doing and why is the boy yawning?

Page 2: Discuss what the characters are thinking.

Page 3: Why do the children look so alarmed and what do you think they are saying to the lady? Discuss the lady's name badge. What do you think her job is?

Page 4: Why do you think the children look so unhappy?

Page 5: Discuss the look of alarm on the children's faces.

Page 6: Discuss the type of train in the picture.

Read 'The Trip to Rocky Ridge'

Follow the instructions and questions on page 6 of the card.

After reading ('Card talk')

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

For example:

- * Title ('The Trip to Rocky Ridge')
- * Orientation ("I love going to visit Aunt Bonnie at Rocky Ridge...", "And we have to leave so early...")
- * Series of events ('As the train...', 'An hour later...', 'Just then...', 'When it was time...', 'A short time later...')
- * Complication/problem ("I've got bad news," said Nate... "Oh, no!" she yelped. "We must have passed our stop!")
- * Resolution ("I'll never complain again")

Reinforce the features of a chant: A verse or a short piece of text that can be sung, read or spoken usually by more than one person.

Reading into writing and speaking and listening

Objective: To write and perform a chant about my journey to school.

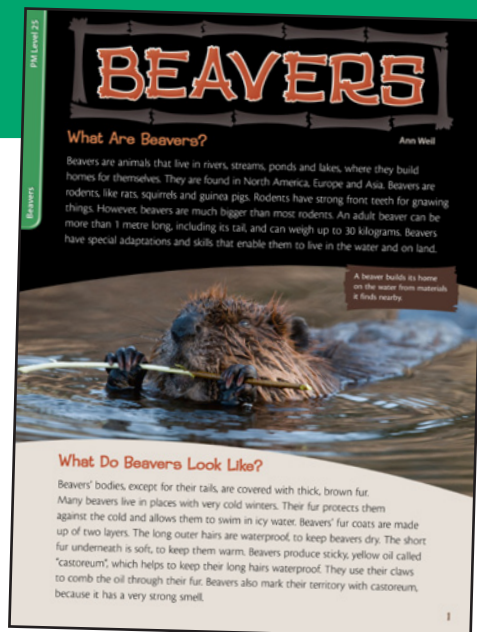
Success criteria:

- ✓ I can write down the places I pass on the way to school.
- ✓ I can write the chant.
- ✓ I can teach the chant to the children in my group.
- ✓ We can perform the chant to the class.

LEVEL 25 Card 5



Guided Reading Cards Beavers



Teacher's Notes

Text type: Description (Informative)

New vocabulary: rodents, gnawing, adaptations, castoreum, territory, rudders, protrude, colonies, kits, lodge, dam, canals, predators, conservationists, extinction, pests, endangered, dykes, natural resources

Additional resources: books and web links of beavers

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, Description (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Locate the headings. Discuss the photo and caption. What is the beaver holding and for what use?</p> <p>Page 2: Discuss the photo and caption. What dangers might the beaver face?</p> <p>Page 3: Discuss the photo and caption. What does a lodge consist of?</p> <p>Page 4: Discuss the photo and caption. How can the wildlife handler help the beavers?</p> <p>Page 5: Discuss the photo and caption. Why does cutting down trees cause a problem?</p> <p>Page 6: Discuss the photo and caption. Why is a beaver's lodge an advantage?</p>
Read 'Beavers'	Follow the instructions and questions on page 6 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of an informative description.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Beavers') * Introduction ('Beavers are animals that live in...') * Characteristics (what the subject does and special features of the subject) * Information is grouped into paragraphs * Evaluation ('Beavers are remarkable animals...')
Reading into speaking and listening	<p>Before this activity, ensure children have prompt cards and understand how to use them.</p> <p>Objective: To read and report 'Beavers' in a group to the class.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can work with my group to divide 'Beavers' into parts. ✓ I can put my part on my prompt card. ✓ I can practise reading and remembering my part. ✓ I can practise with my group. ✓ I can read and report 'Beavers' in my group to the class.

LEVEL 26 Card 6



Guided Reading Cards Indigenous Australian Art

Teacher's Notes

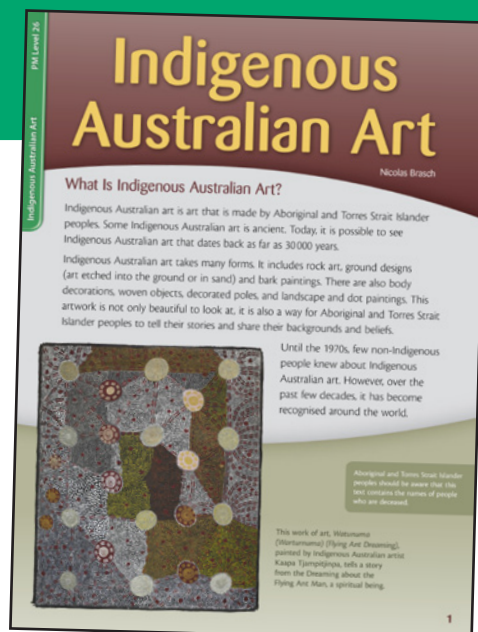
Text type: Information report (Informative)

New vocabulary: Indigenous, Aboriginal, Watunuma, The Papunya Community, Torres Strait Islander, deceased, plaques

Additional resources: pictures, books and web links of Aboriginal Art

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: High-Speed Trains; The Water Cycle; Food We Eat: Then and Now; The Everglades; Exploring Caves (Available Jan '17)



Before reading ('Card walk')

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

Look at the photos:

- Page 1:** Locate the heading. Why is there a 'warning' caption for Aboriginal and Torres Strait Islanders? Explain "The Dreaming" refers to the Aboriginal's belief in the time when spirits created the human world.
- Page 2:** Locate the heading. Discuss the photo and caption. What are the sisters looking after?
- Page 3:** Locate the headings. Discuss the photos and captions. What creatures can you see? What art forms have been used?
- Pages 4, 5 and 6:** Locate the headings. Discuss the photos and captions. What art forms have been used?

Read 'Indigenous Australian Art'

Follow the instructions and questions on page 6 of the card.

After reading ('Card talk')

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

For example:

- * Title ('Indigenous Australian Art')
- * General statement ('Indigenous Australian art is...made by Aboriginal and Torres Strait Islander peoples')
- * Description: The description provides information about the subject's characteristics and organised in paragraphs with headings
- * Evaluation: A summary statement about the subject ('Artwork by today's Indigenous Australian artists can be found all over the world...')

Reading into speaking and listening

Before this activity, ensure children have prompt cards and understand how to use them.

Objective: To read and report 'Indigenous Australian Art' in a group to the class.

Success criteria:

- ✓ I can work with my group to divide 'Indigenous Australian Art' into parts.
- ✓ I can put my part on my prompt card.
- ✓ I can practise reading and remembering my part.
- ✓ I can practise with my group.
- ✓ I can read and report 'Indigenous Australian Art' in my group to the class.

LEVEL 26 Card 7



Guided Reading Cards My Savings Plan



Teacher's Notes

Text type: Procedural recount (Imaginative)

New vocabulary: BMX track, savings plan, awesome, action camera, bordered, out of bounds, shuffled, volunteered, disheartened, glistened

Additional resources: savings books, leaflets from banks on saving plans

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')	<p>Introduce the text type: Fiction, Procedural recount (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the setting. What type of photograph does the boy want to take?</p> <p>Pages 2, 3 and 4: Discuss the Savings Plan tables on each page and how they relate to each picture.</p> <p>Page 5: Why is the boy looking so closely at the dog? Has he got another idea to earn money?</p>
Read 'My Savings Plan'	<p>Follow the instructions and questions on page 6 of the card.</p>
After reading ('Card talk')	<p>Using the text, reinforce the features of a procedural recount.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('My Savings Plan') * Orientation ('Recently, I saw some awesome sports videos that had been filmed with an action camera... I felt sure I would have great fun during the holidays if I was able to buy an action camera') * Sequence of events (the events are presented in chronological order and are organised in paragraphs with time and sequence words for example, 'First...', 'Then...') * Personal comment ('I could finally buy that action camera.')
Reading into writing and speaking and listening	<p>Objective: To write a savings plan for something the class would like.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can discuss the goal with my group. ✓ I can make a list of ideas of how to raise money for example cake sale, spellathon. ✓ I can decide the price of each activity or item. ✓ I can present the plan to my class.

LEVEL 26 Card 8



Guided Reading Cards The Seaside Trio

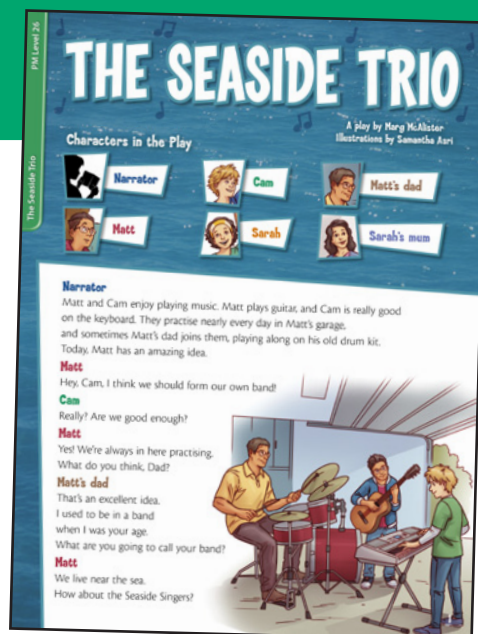
Teacher's Notes

Text type: Play (Imaginative)

New vocabulary: trio, Narrator, Characters, pitch, undoubtedly, vocals, persuade, rehearse, lip-synching, high-five

Additional resources: web links of a children's band, musical instruments

National Curriculum areas: Word Reading and Comprehension



<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Play (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the title. Discuss the characters, locate their names in the text. What instruments are they playing? Where are they? Why is this a good location?</p> <p>Page 2: What is Sarah doing?</p> <p>Page 3: What is Sarah singing into? What are the boys discussing?</p> <p>Page 4: Why is Sarah holding a mask?</p> <p>Page 5: Why has Sarah got her back to the boys?</p> <p>Page 6: Why are the characters high-fiving?</p>
<p>Read 'The Seaside Trio'</p>	<p>Follow the instructions and questions on page 6 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of a play.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('The Seaside Trio') * Character list ('Characters in the Play') * Orientation ('Matt and Cam enjoy playing music...They practise nearly every day in Matt's garage...') * Complication/problem ('But what you really need is a lead singer') * Resolution ('The Seaside Trio it is!')
<p>Reading into speaking and listening</p>	<p>Objective: To perform the play as a group.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can work with my group to divide the character parts. ✓ I can practise reading my part with expression. ✓ I can practise with my group. ✓ I can perform it in my group to the class.

LEVEL 26 Card 9



Guided Reading Cards Crisis on the Mountain

Teacher's Notes

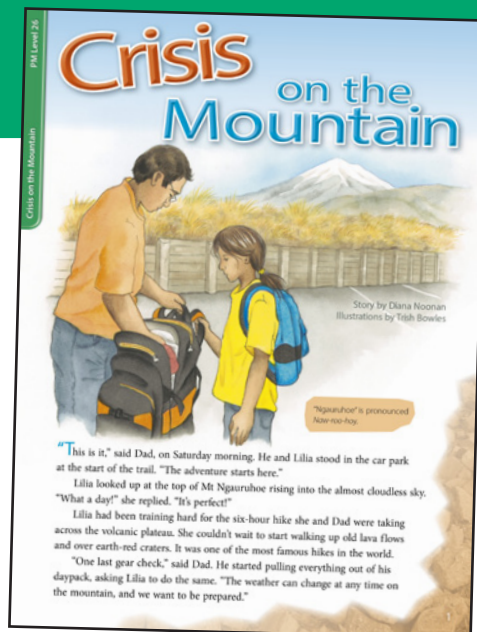
Text type: Narrative (Imaginative)

New vocabulary: Mt Ngauruhoe (names of mountains), hike, trail, daypack, crater, plateau, erupting, track markers, scrambling, navigating, lava

Additional resources: web links to mountains around the world with volcanic activity, GPS app on mobile device, books and rules on mountain safety

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Runaway Alien; Luca's Adventures in Florence; My Brother Harry; Mystery at Number 7; Dog-Day! (Available Jan '17)



Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the setting of the mountain. Who are the two people in the picture?</p> <p>Page 2: Why do you think the girl is looking at the man and lady?</p> <p>Page 3: Discuss the change in the weather and the mist around the mountain.</p> <p>Page 4: Discuss the difference in clothing between the two sets of people.</p> <p>Page 5: What do you think the girl's dad is saying to the two people and what is he giving the lady?</p> <p>Page 6: Discuss the change in the mountain. What do you think the girl is thinking?</p>
Read 'Crisis on the Mountain'	Follow the instructions and questions on page 6 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of an imaginative narrative.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Crisis on the Mountain') * Orientation ("This is it," said Dad, on Saturday morning. He and Lilia stood in the carpark at the start of the trail') * Series of events ("The adventure starts here", 'But just two hours later...', 'Almost halfway along the trail...', 'Soon, the tourists...', 'The next two hours...') * Complication/problem ("Listen," she said... "It's someone calling for help!") * Resolution ("I'm never going hiking without my emergency gear, no matter how heavy my pack is. Never.")
Reading into writing	<p>Objective: To write a letter of thanks to Lilia and her dad from the tourists.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I know how a letter begins and ends. ✓ I can begin with an orientation. ✓ I can write a sequence of events of how Lilia and her dad helped. ✓ I can end with a personal comment.

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PM Guided Reading Cards
Emerald Levels 25–26



SCHOLASTIC

LEVEL 26 Card 10



Guided Reading Cards Robots



Teacher's Notes

Text type: Information report (Informative)

New vocabulary: Asimo, humanoid, programmed, automaton, android, rehabilitation, pharmaceutical, navigate, radar, Topio

Additional resources: books and web links of robots, robotic toys

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: High-Speed Trains; The Water Cycle; Food We Eat: Then and Now; The Everglades; Exploring Caves (Available Jan '17)

Before reading ('Card walk')

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

Look at the photos:

Page 1: Locate Asimo. Why is he called a humanoid robot?

Page 2: Locate the heading. Discuss the photos and captions. Where do these fictional robots come from?

Page 3: Locate the heading. Discuss the photos and captions. How do the robots, in the top photo, help people? How does the Furby entertain children?

Page 4: Locate the heading. Discuss the photo and caption. What is the man learning to do? Why?

Page 5: Locate the heading. Discuss the photo and caption. Where is the robot? How does it help people?

Read 'Robots'

Follow the instructions and questions on page 6 of the card.

After reading ('Card talk')

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

For example:

- * Title ('Robots')
- * General statement ('A robot is a machine that can work independently')
- * Description: The description provides information about the subject's characteristics and is organised in paragraphs with headings
- * Evaluation: A summary statement about the subject ('One day, people might not be able to tell the difference between a human and a robot!')

Reading into speaking and listening

Before this activity, ensure children have prompt cards and understand how to use them.

Objective: To read and report on 'Robots' in a group to the class.

Success criteria:

- ✓ I can work with my group to divide 'Robots' into parts.
- ✓ I can put my part on my prompt card.
- ✓ I can practise reading and remembering my part.
- ✓ I can practise with my group.
- ✓ I can read and report on 'Robots' in my group to the class.