

LEVEL 12 Card 1



Guided Reading Cards A Race in the Snow

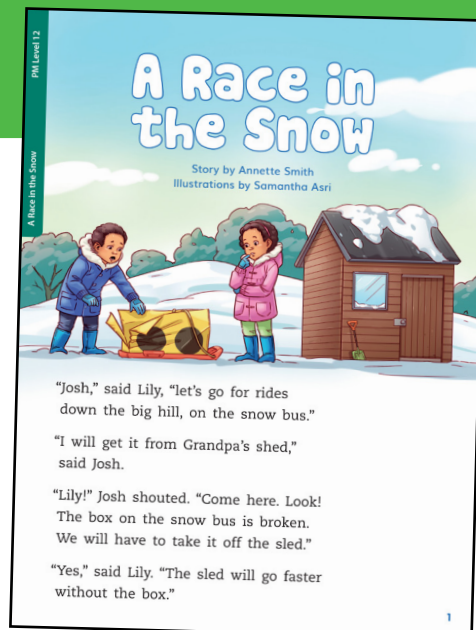
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Positional text – *Crash!, Wobble ... wobble ... wobble!*

Additional resources: books and web links to ski racing, sleds, skis, ski clothes, PM books about Josh and Lily

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Name the season. Have you met these characters before? Why do you think the two children look so worried?

Page 2: What is their grandpa holding in his hands?

Page 3: What do you think the children are saying to each other? What do you think they have decided to do? What is Lily heading for?

Page 4: What do you think the children are saying to each other?

Read 'A Race in the Snow'

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:

- * Title ('A Race in the Snow')
- * Orientation ("Josh," said Lily, "let's go for rides down the big hill, on the snow bus.")
- * Characters (Josh, Lily, Grandpa)
- * Complication/problem ("Look out for the big hole, Lily!" Josh shouted.)
- * Resolution ("Who won the race?" said Grandpa. "No one!" laughed Josh and Lily.)

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To find and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.

LEVEL 12 Card 2



Guided Reading Cards Who Will Win?

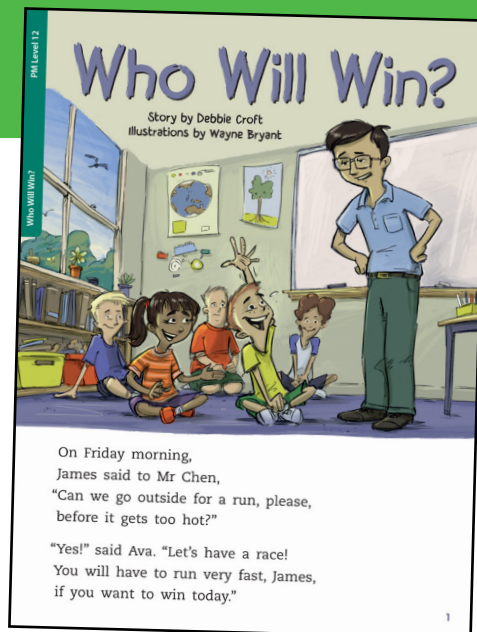
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Compound words – outside, today, sandpit, around, inside, classroom

Additional resources: web links, books on butterflies and school races, photos of fun activities in own class

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures. Discuss the characters and locate their names:</p> <p>Page 1: Look at the class setting. What season do you think it is? Why do you think the teacher and children are smiling?</p> <p>Page 2: Why does the boy look happy? Describe the expression on the teacher's face.</p> <p>Page 3: What do you think the boy is saying? What do you think the girl is doing?</p> <p>Page 4: Why do you think everyone is laughing?</p>
Read 'Who Will Win?'	Follow the instructions and questions on page 4 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 ('Who Will Win?') * Orientation ("On Friday morning," James said to Mr Chen, "Can we go outside for a run, please, before it gets too hot?") * Characters (James, Mr Chen, Ava) * Complication/problem ("But where is Ava? I can't see her.") * Resolution ("I wanted James to win the race today, so I stopped to look at some butterflies.")
Reading into meaning, writing and visual literacy	<p>Objective: To write describing words about Ava.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can read pages 3 and 4 about Ava. ✓ I can talk about Ava to my talk partner. ✓ I can draw Ava. ✓ I can write words to describe Ava's character on my drawing.

LEVEL 12 Card 3



Guided Reading Cards The Dinosaur Show

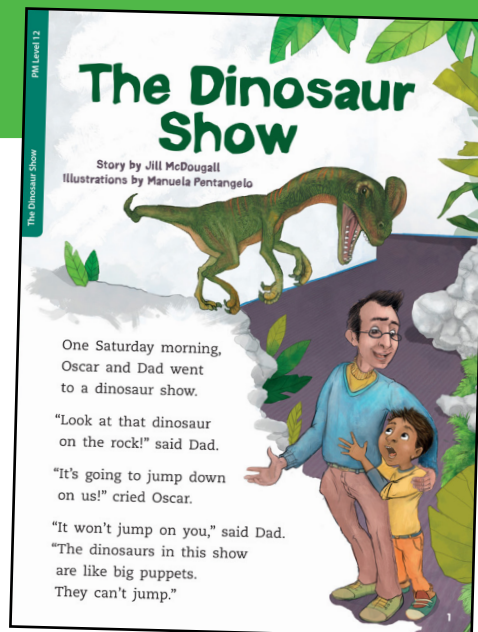
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Proper nouns – Saturday, Oscar, Dad, T-rex

Additional resources: dinosaur web links, books on dinosaurs and Natural History Museums, toy and model dinosaurs

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures. Discuss the characters and locate their names:</p> <p>Page 1: Discuss the setting. Discuss the boy's expression. Why is he being comforted by his dad?</p> <p>Page 2: Discuss the sign in the picture.</p> <p>Page 3: How has the boy's expression changed?</p> <p>Page 4: Compare the pictures of Oscar with his dad at the beginning and the end of the story.</p>
Read 'The Dinosaur Show'	Follow the instructions and questions on page 4 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 ('The Dinosaur Show') * Orientation ('One Saturday morning, Oscar and Dad went to a dinosaur show.') * Characters (Oscar, Dad) * Complication/problem ("That dinosaur looks like it wants to eat me!" cried Oscar.') * Resolution ("Dad isn't here with me," Oscar said, "so I will have to be brave. That dinosaur can't eat me.")
Reading into writing	<p>Use the 'Narrative' scaffold sheet provided.</p> <p>Objective: To locate and write the features of a narrative text.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can find and write the title. ✓ I can find and write the orientation. ✓ I can find and write the characters. ✓ I can find and write the problem. ✓ I can find and write the resolution.

LEVEL 12 Card 4



Guided Reading Cards Misty's Toy Box

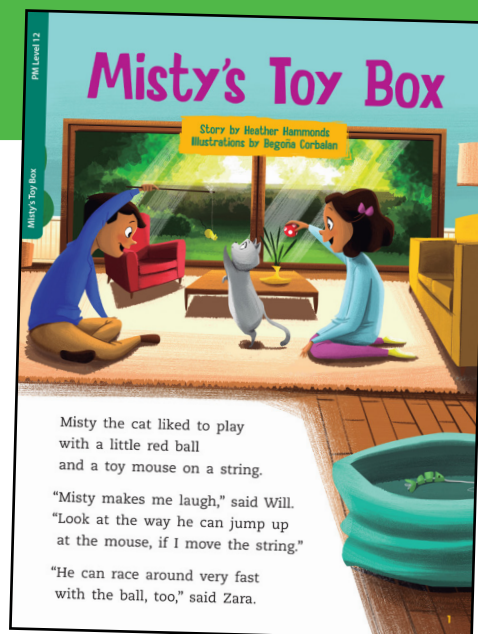
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Pronouns – me, he, I, it, we, she, my, his, they

Additional resources: pet toys and accessories, photos and web links of pets playing with toys

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the cat's toys. What games are the children playing with the cat?

Page 2: Why do you think the children look so worried? What do you think they are saying to their father?

Page 3: Why are the children watching the cat?

Page 4: Discuss the box and the sign. What have the children done for their cat?

Read 'Misty's Toy Box'

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:

- * Title ('Misty's Toy Box')
- * Orientation ('Misty the cat liked to play with a little red ball and a toy mouse on a string.')
- * Characters (Misty, Will, Zara, Dad)
- * Complication/problem ("Dad," said Will, "Misty has lost a lot of toys...")
- * Resolution ("Let's make Misty a toy box," said Zara.')

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To find and write the features of a narrative text.

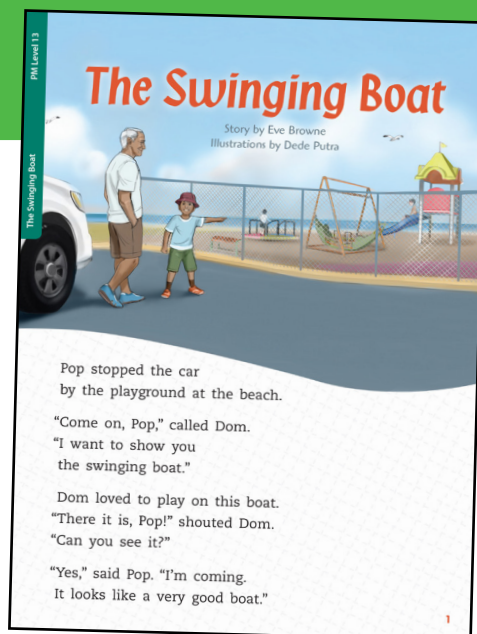
Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.

LEVEL 13 Card 5



Guided Reading Cards The Swinging Boat



Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Suffix 'ing' – swinging, coming, running, laughing, shouting

Additional resources: captain caps, local playground pictures, walk around the playground, friendship stops

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks

Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: Describe the playground setting. What is unusual about the swing?

Page 2: Why do you think there is a boat in this playground? Why do you think the little boy isn't going over to the playground equipment?

Page 3: What do you think the man is saying to the boys? Why is the boy wearing a captain's cap?

Page 4: Why do you think the big boys gave the cap to the smaller boy?

Read 'The Swinging Boat'

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:

- * Title ('The Swinging Boat')
- * Orientation ('Pop stopped the car by the playground at the beach.')
- * Characters (Pop, Dom, Ben, Sam)
- * Complication/problem ('Dom looked down. "No," he said. "Big boys don't play with little boys."')
- * Resolution ("Can I play...", "Yes," said one of the big boys, "but you will have to be the captain."')

Reading into meaning, visual literacy and speaking and listening

Objective: I can design a friendship stop for our school playground.

Success criteria:

- ✓ I can discuss a friendship stop with my talk partner.
- ✓ I can design and draw a friendship stop.
- ✓ I can share it with my group/class and explain how it works.

LEVEL 13 Card 6



Guided Reading Cards Where Is Teeny?

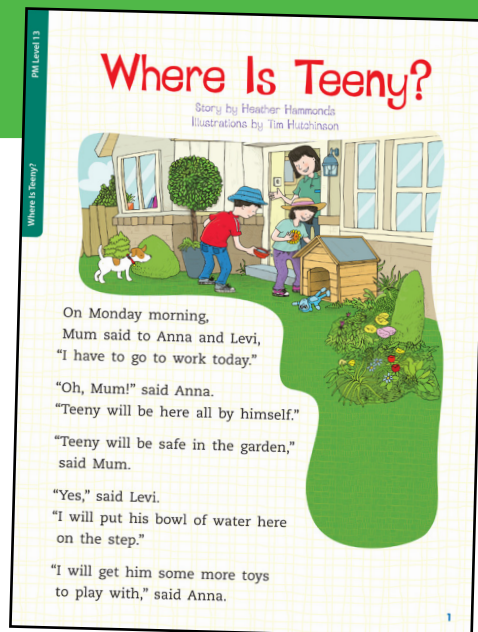
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Proper nouns – Monday, Mum, Anna, Levi, Teeny, Mr Bass, Tess, Lots of Pats

Additional resources: information about pet day care centres, photos of teacher and class pets

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures. Discuss the characters and locate their names:

Page 1: What do you think the children are doing? How do you think the dog is feeling?

Page 2: What have the children found? What do you think the man is saying to the children?

Page 3: Who do you think the lady in the picture is? What do you think she will do with Teeny?

Page 4: Where do you think the children and their mother are? What do you think will happen with the dog now?

Read 'Where Is Teeny?'

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:

- * Title ('Where Is Teeny?')
- * Orientation ('On Monday morning,...')
- * Characters (Mum, Anna, Levi, Teeny, Mr Bass, Tess)
- * Complication/problem ("Look!" said Anna. "Teeny has got out. There is a hole under the fence.")
- * Resolution ("He can come to our doggy day care," said Tess... "Teeny won't run away from here," said Levi, with a laugh.)

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To locate and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.

LEVEL 13 Card 7



Guided Reading Cards The Show and Tell Surprise

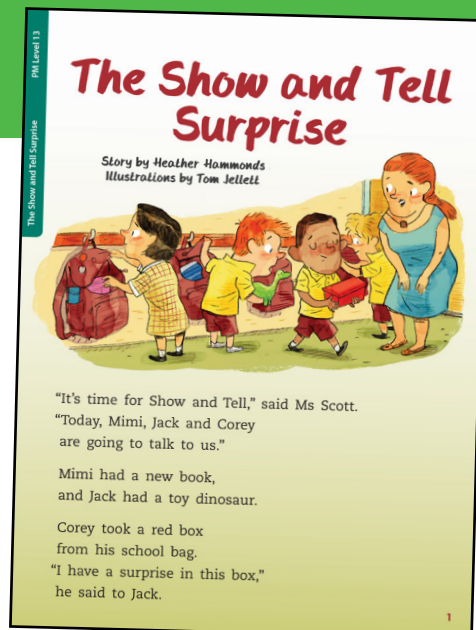
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Common nouns – book, toy dinosaur, box, bag, fossils, rocks

Additional resources: photos of rocks and fossils including sandstone rock and sharp-tooth fossils

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures. Discuss the characters and locate their names:</p> <p>Page 1: Discuss the setting. What are the children doing? Describe the expression on the face of the boy with the red box.</p> <p>Page 2: What is in the red box?</p> <p>Page 3: How has the boy's expression changed? Why? What do you think is in his hand?</p> <p>Page 4: What is the boy holding?</p>
Read 'The Show and Tell Surprise'	Follow the instructions and questions on page 4 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of an imaginative narrative. For example:</p> <ul style="list-style-type: none"> * Title ('The Show and Tell Surprise') * Orientation ("It's time for Show and Tell," said Mrs Scott.) * Characters (Ms Scott, Mimi, Jack, Corey) * Complication/problem ("...but there is room for one more.") * Resolution ("It's a sea-snail fossil.")
Reading into writing	<p>Use the 'Narrative' scaffold sheet provided.</p> <p>Objective: To find and write the features of a narrative text.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can find and write the title. ✓ I can find and write the orientation. ✓ I can find and write the characters. ✓ I can find and write the problem. ✓ I can find and write the resolution.

LEVEL 13 Card 8



Guided Reading Cards The Lost Doll

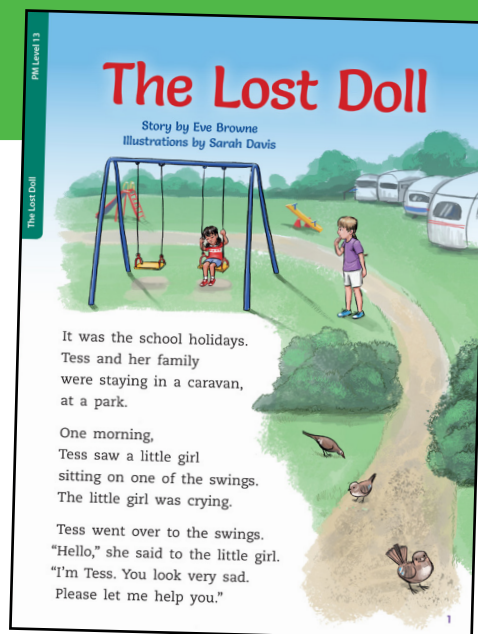
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Contractions – I'm, can't, isn't, let's, don't

Additional resources: photos of caravans, camping grounds

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks and speech marks



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. Describe the expression on the face of the little girl on the swing. What do you think the other girl will do?

Page 2: Why has the little girl's expression changed?

Page 3: Where are the girls looking? Have they found the doll?

Page 4: What is the mum holding?

Read 'The Lost Doll'

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:

- * Title ('The Lost Doll')
- * Orientation ('It was the school holidays...')
- * Characters (Tess, Gina, Mum)
- * Complication/problem ('I can't find my new doll.')
- * Resolution ("It was in your sleeping bag.")

Reading into writing

Use the 'Narrative' scaffold sheet provided.

Objective: To find and write the features of a narrative text.

Success criteria:

- ✓ I can find and write the title.
- ✓ I can find and write the orientation.
- ✓ I can find and write the characters.
- ✓ I can find and write the problem.
- ✓ I can find and write the resolution.

LEVEL 14 Card 9



Guided Reading Cards Run, Jump, Squeak!

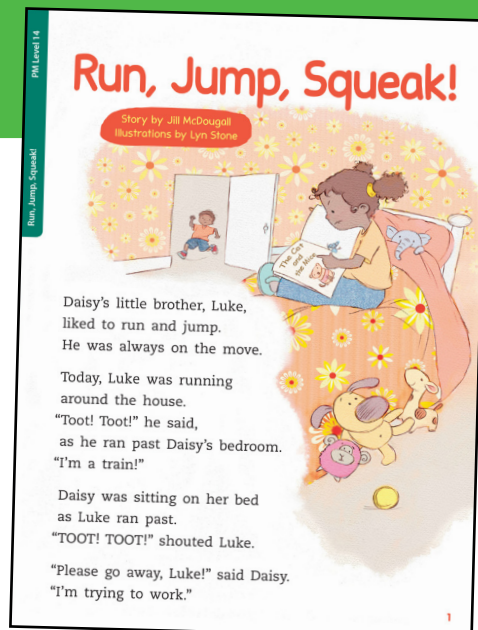
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Suffix 'ing' – running, sitting, getting (double the consonant and add 'ing')

Additional resources: PM Little plays (Green band)

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks

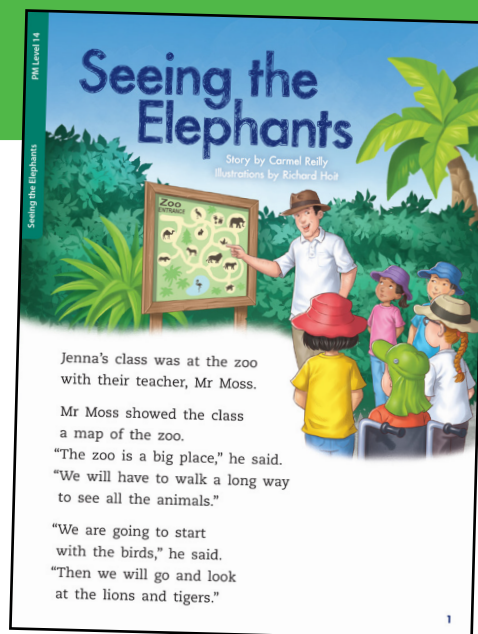


Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Locate the title. Look at the pictures. Discuss the characters and locate their names:</p> <p>Page 1: What are the children doing? Read the words Daisy is pointing to.</p> <p>Page 2: Discuss the book Daisy is holding and her thought bubble.</p> <p>Page 3: What is Luke doing? Why is Daisy clapping?</p> <p>Page 4: Why is Luke cheering?</p>
Read 'Run, Jump, Squeak!'	Follow the instructions and questions on page 4 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 ('Run, Jump, Squeak!') * Orientation ('Today, Luke was running around the house') * Complication/problem ('Luke had made her mix up the words!') * Resolution ('Daisy was a very good mouse.')
Reading into meaning, writing and visual literacy	<p>Objective: To write describing words about Luke or Daisy.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can read about Luke or Daisy. ✓ I can talk about Luke or Daisy with my talk partner, for example 'he is lively', 'she is hard working'. ✓ I can draw Luke or Daisy. ✓ I can write words to describe Luke or Daisy's character, on my drawing.

LEVEL 14 Card 10



Guided Reading Cards Seeing the Elephants



Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Common nouns – zoo, animals, birds, lions, tigers, monkeys, elephants, heads, bears, children

Additional resources: map of a zoo

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks and speech marks

Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Locate the title. Look at the pictures. Discuss the characters and locate their names:</p> <p>Page 1: Discuss the setting. What is the teacher showing them? Where will they start?</p> <p>Page 2: How is the little girl feeling?</p> <p>Page 3: Where are they going now?</p> <p>Page 4: What is making the little girl smile?</p>
Read 'Seeing the Elephants'	Follow the instructions and questions on page 4 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 ('Seeing the Elephants') * Orientation ('Jenna's class was at the zoo...') * Characters (Jenna and her class, Mr Moss, Connor) * Complication/problem ("Do I have to go and see the elephants?") * Resolution ("I love the elephants...")
Reading into meaning, writing and visual literacy	<p>Objective: To label the map of the zoo.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can find and copy the map on page 1. ✓ I can use the text to write labels for the animals on my map. ✓ I can add a new picture and label.

LEVEL 14 Card 11



Guided Reading Cards Sam and the Scooter

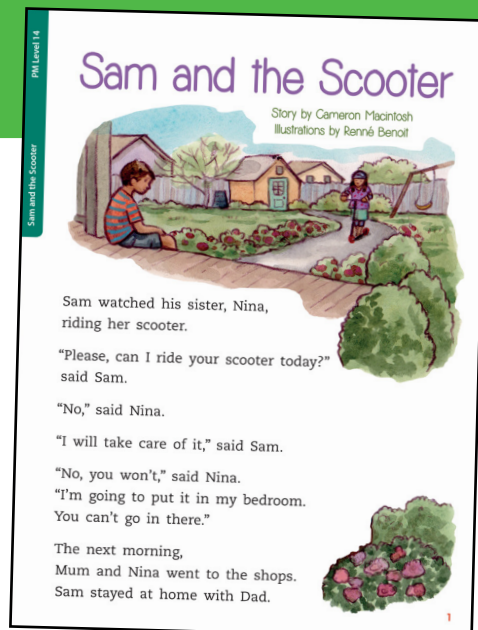
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Words ending 'er' – sister, scooter, flower

Additional resources: a scooter

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Locate the title. Look at the pictures. Discuss the characters and locate their names:</p> <p>Page 1: Discuss the setting. What are the children doing?</p> <p>Page 2: What has happened to the boy? Describe his expression.</p> <p>Page 3: What are the boy and the dad doing?</p> <p>Page 4: How has the boy's expression changed?</p>
Read 'Sam and the Scooter'	Follow the instructions and questions on page 4 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 ('Sam and the Scooter') * Orientation ('Sam watched his sister, Nina, riding her scooter.') * Characters (Sam, Nina, Mum, Dad) * Complication/problem ('Crash! Sam fell into the flower garden.') * Resolution ("I will let you ride it...")
Reading into meaning, writing and visual literacy	<p>Objective: To write describing words about Sam or Nina.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can read about Sam or Nina. ✓ I can talk about Sam or Nina with my talk partner for example he is careless, she is cross. ✓ I can draw Sam or Nina. ✓ I can write words to describe Sam or Nina's character on my drawing.

LEVEL 14 Card 12



Guided Reading Cards Strawberries for Breakfast

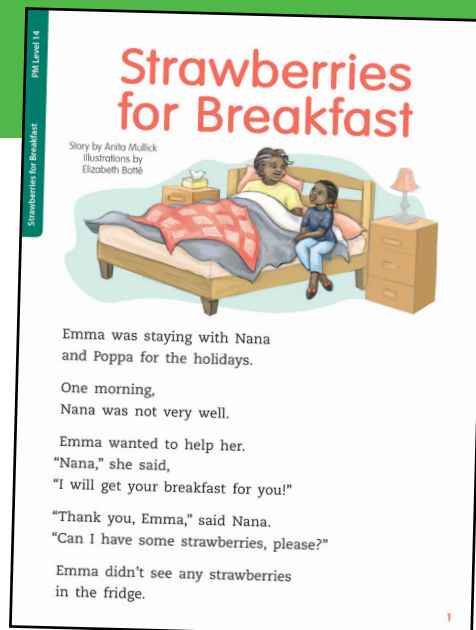
Teacher's Notes

Text type: Narrative (Imaginative) **Vocabulary:** Title, Orientation, Characters, Complication/Problem, Resolution

Word work: Plurals – holidays, strawberries (irregular plurals), apples, bananas, eggs, hands

Additional resources: strawberries, pictures of 'pick your own' strawberry farms

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks, exclamation marks and speech marks



Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Locate the title. Look at the pictures. Discuss the characters and locate their names:</p> <p>Page 1: Discuss the setting. Have you met the characters before? What do you think Nana is saying to Emma?</p> <p>Page 2: Why do the characters look disappointed?</p> <p>Page 3: Discuss the new setting. Why have their expressions changed?</p> <p>Page 4: How did the little girl make her Nana happy?</p>
Read 'Strawberries for Breakfast'	Follow the instructions and questions on page 4 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 ('Strawberries for Breakfast') * Orientation ('Emma was staying with Nana and Poppa for the holidays.') * Characters (Emma, Nana, Poppa) * Complication/problem ('Emma didn't see any strawberries in the fridge.') * Resolution ("Poppa and I picked the strawberries...")
Reading into meaning, writing and visual literacy	<p>Objective: To write describing words about Emma.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can read about the things Emma did for her Nana. ✓ I can talk about Emma with my talk partner for example she is helpful and kind. ✓ I can draw Emma. ✓ I can write words to describe Emma's character around the picture.

LEVELS

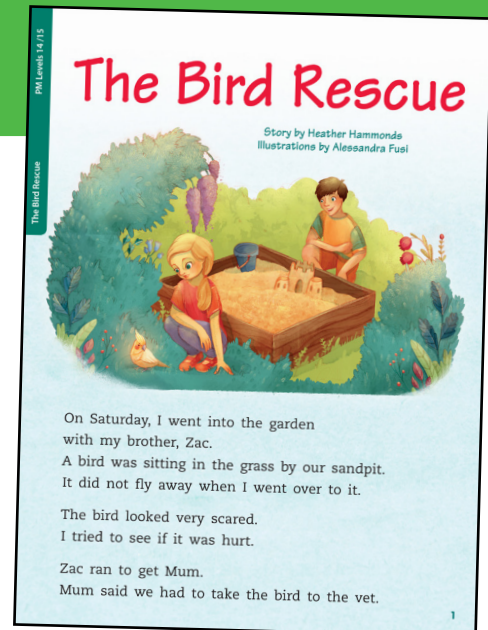
14/15

Card 13



Guided Reading Cards

The Bird Rescue



Teacher's Notes

Text type: Recount (Imaginative) **Vocabulary:** Title, Orientation, Sequence of events, Personal comments

Word work: Past-tense verbs – went, looked, scared, ran, picked, found, put, saw, flew, told, liked

Additional resources: web links of a cockatiel

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, exclamation marks and speech marks

Before reading ('Card walk')	<p>Introduce the text type: Fiction, Recount (Imaginative)</p> <p>Locate the title. Look at the pictures. Discuss the characters and locate their names:</p> <p>Page 1: Discuss the setting. What are the girl and boy looking at?</p> <p>Page 2: What are the characters doing? What is the bird wrapped in? Why? What do you notice about the box?</p> <p>Page 3: Discuss the new setting. Who is holding the bird? Describe the characters' expressions.</p> <p>Page 4: How have the expressions changed? Who is with the bird?</p>
Read 'The Bird Rescue'	Follow the instructions and questions on page 4 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of an imaginative recount. For example:</p> <ul style="list-style-type: none"> * Title ('The Bird Rescue') * Orientation ('On Saturday, I went into the garden with my brother, Zac...') * Sequence of events (the events are presented in chronological order and are organised in paragraphs with time and sequence words for example, 'Then') * Personal comment ('We all liked Bops.')
Reading into speaking and listening	<p>Before this activity, ensure children have prompt cards to remind them of the features of an imaginative recount.</p> <p>Objective: To retell the series of events of 'The Bird Rescue'.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can re-read 'The Bird Rescue'. ✓ I can tell: <ul style="list-style-type: none"> ■ where ■ when ■ who. ✓ I can tell the main events, in the correct sequence. ✓ I can tell the personal comment.

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LEVELS

14/15

Card 14



Guided Reading Cards

How to Make a Herb Garden



Teacher's Notes

Text type: Procedure (Informative) Vocabulary: Goal, Materials, Steps

Word work: Plurals – labels, seeds, packets, names, scissors (spelling doesn't change), herbs

Additional resources: materials to make a herb garden such as: gloves, plant pot, plant mix, herb seeds, marker pen, watering can, a selection of herbs

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops

Before reading ('Card walk')	<p>Introduce the text type: Non-Fiction, Procedure (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Discuss what the children have made. How is the text arranged on the page?</p> <p>Pages 2 and 3: Talk about the text organisation, using the photographs describe the step-by-step procedure of what the children are making.</p> <p>Page 4: Describe the end result.</p>
Read 'How to Make a Herb Garden'	<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 informative procedure.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('How to make a Herb Garden') * Materials ('You will need...') * Steps (numbers are used to sequence steps)
Reading into meaning and speaking and listening	<p>Provide group with materials for the herb garden.</p> <p>Objective: To follow the steps in an informative procedure.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can re-read the card. ✓ I can read the steps and make a herb garden with my reading group. ✓ I can help my group explain to the class how we made the herb garden.

LEVELS

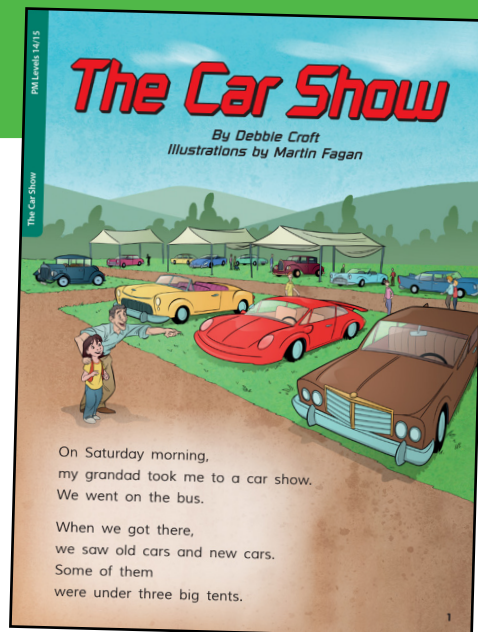
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Card 15



Guided Reading Cards

The Car Show



Teacher's Notes

Text type: Recount (Imaginative) **Vocabulary:** Title, Orientation, Sequence of events, Personal comment

Word work: Time connective words – First, Then, After, Next, Last

Additional resources: toy model cars (old and new), web links of car shows

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops and exclamation marks

Before reading ('Card walk')

Introduce the text type: Fiction, Recount (Imaginative)

Locate the title. Look at the pictures. Discuss the characters and locate their names:

Page 1: Discuss the setting. What are the tents for?

Page 2: What are the characters doing? What do you think the Grandad is thinking about?

Page 3: What sort of a car is the red one?

Page 4: Why did the characters choose these souvenirs?

Read 'The Car Show'

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 Car Show')
- * Orientation ('On Saturday morning, my grandad took me to a car show.')
- * Sequence of events (the events are presented in chronological order and are organised in paragraphs with time and sequence words for example, 'First', 'Then', 'After', 'Next', 'Last')
- * Personal comment ('Grandad and I had a good time at the car show.')

Reading into speaking and listening

Before this activity, ensure children have prompt cards to remind them of the features of an imaginative recount.

Objective: To retell the series of events of 'The Car Show'.

Success criteria:

- ✓ I can re-read 'The Car Show'.
- ✓ I can tell:
 - where
 - when
 - who.
- ✓ I can tell the main events, in the correct sequence.
- ✓ I can tell the personal comment.

LEVELS

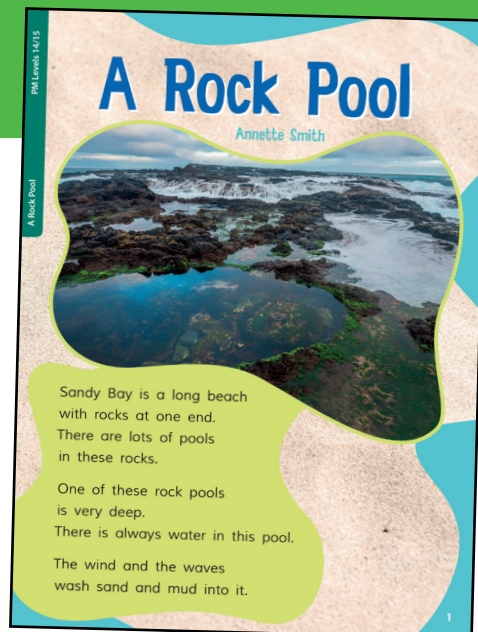
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Card 16



Guided Reading Cards

A Rock Pool



Teacher's Notes

Text type: Description (Informative) **Vocabulary:** Title, General Statement (Macro Group), Description (Micro Group), Evaluation/Conclusion

Word work: Compound words – shellfish, starfish, seagulls, seaweeds

Additional resources: props such as web links, books and pictures of rock pools and sea life within them

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops

Before reading ('Card walk')	<p>Introduce the text type: Non-Fiction, Description (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Look closely at the photo. Discuss what you can see in the water.</p> <p>Page 2: Find the red and blue shapes in the top photo. What do you think they are? What do you think the green shapes are in the bottom photo?</p> <p>Page 3: Why do you think the seagulls are flying over the water? Locate the two photo inserts. Describe what you see.</p> <p>Page 4: How many different sea creatures can you find in the photo? What do you think the green plant is?</p>
Read 'A Rock Pool'	Follow the instructions and questions on page 4 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of an information description.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('A Rock Pool') * General statement: <i>Macro</i> group ('Sandy Bay is a long beach with rocks at one end. There are lots of pools in these rocks') * Description: Details are given to describe the subject (shape, size, colour, number, texture, action/doing statement) * The writing is organised into paragraphs where each new paragraph deals with a <i>micro</i> group ('Little fish and small sea animals live in this deep pool.') * Evaluation/conclusion ('The deep rock pool at Sandy Bay is a good place to see small sea animals and plants.')
Reading into meaning, writing and visual literacy	<p>Before this activity ensure group have an outline template of a rock pool.</p> <p>Objective: To re-read the card and draw and label a rock pool.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can find and read the description of the rock pool. ✓ I can draw and label the sea life in the rock pool for example shellfish and starfish. ✓ I can draw and label the plants that grow in the rock pool for example seaweed.

A Rock Pool by Annette Smith © 2017 Cengage Learning Australia Pty Ltd. Reproduced with the permission of Cengage Learning Australia.



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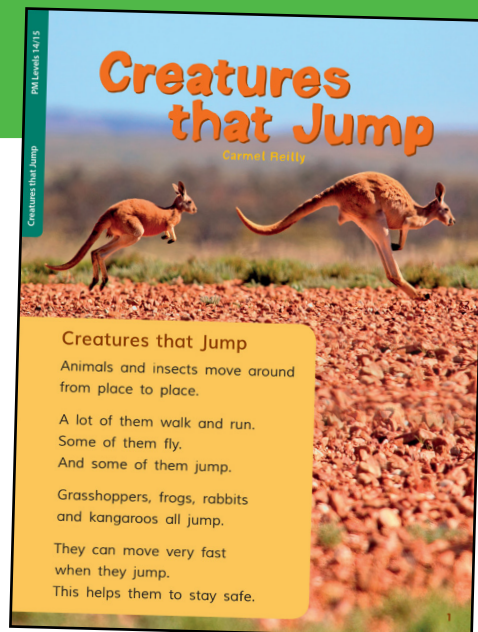
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Card 17



Guided Reading Cards

Creatures that Jump



Teacher's Notes

Text type: Information report (Informative) **Vocabulary:** Title, General statement (Macro Group), Description (Micro Group), Evaluation/conclusion

Word work: Word endings – big, bigger, biggest (comparative and superlative adjectives)

Additional resources: web links on creatures that jump

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops

Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, Information report (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Discuss how the kangaroos are moving. Locate the heading.</p> <p>Page 2: Locate the headings. What do you notice about the grasshopper's and frog's legs?</p> <p>Page 3: Locate the headings. Discuss the creature's similarities and differences.</p> <p>Page 4: Locate the heading. What helps the grasshopper jump?</p>
Read 'Creatures that Jump'	Follow the instructions and questions on page 4 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of an information report.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Creatures that Jump') * General statement: <i>Macro</i> group ('Animals and insects move around from place to place.') * Description: details are given to describe the subject (shape, size, colour, number, texture, action/doing statement) * The writing is organised into paragraphs where each new paragraph deals with one <i>micro</i> group with headings * Evaluation/conclusion: A summary statement about the subject ('Jumping is the best way...')
Reading into writing	<p>Use the 'Information report' scaffold sheet provided.</p> <p>Objective: To find and write the features of an information report.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can find and write the title. ✓ I can find and write the macro group. ✓ I can find and write the micro groups. ✓ I can find and write the conclusion.

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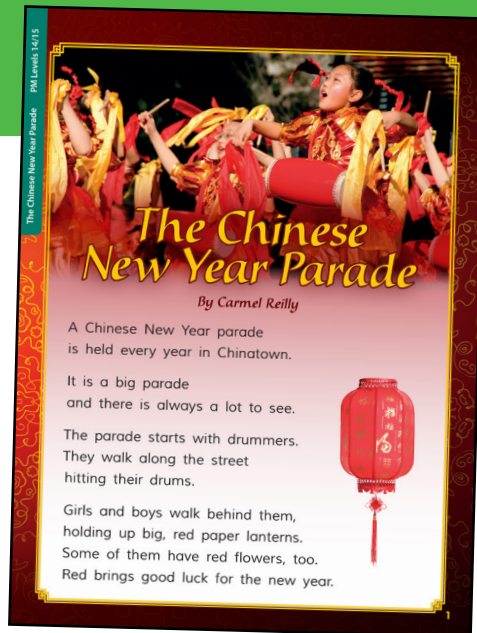
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Card 18



Guided Reading Cards

The Chinese New Year Parade



Teacher's Notes

Text type: Description (Informative) **Vocabulary:** Title, Introduction, Characteristics, Evaluation

Word work: Suffix 'er' – drummers, smaller

Additional resources: web links, books and pictures on Chinatown in different countries and Chinese New Year, Chinese artefacts for example paper lanterns, dragons, chopsticks

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops

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 Chinese lantern. Have you seen a lantern like this before? Where? What are the children doing?</p> <p>Page 2: Can you describe the dragon in the photo? Why are the ladies wearing red?</p> <p>Page 3: Use describing words to discuss the photo. What do you think it is?</p> <p>Page 4: Describe the meal the family are eating. Have you ever had a meal like this? Where?</p>
Read 'The Chinese New Year Parade'	<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 information description.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('The Chinese New Year Parade') * Introduction/Macro sentence ('A Chinese New Year parade is held every year in Chinatown.') * Characteristics: Descriptive sentences chosen from shape, size, colour, number, texture, action ('It is a big parade....', 'Girls and boys walk...', 'Red brings good luck for the new year....', 'It is made from paper and wood...') * Evaluation ('My family comes to see the Chinese New Year parade every year')
Reading into meaning, writing and visual literacy	<p>Objective: I can draw and label the dragon on page 2.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can find and read the description of the dragon on page 2. ✓ I can draw and label the dragon. ✓ I can describe the dragon to my group/class.

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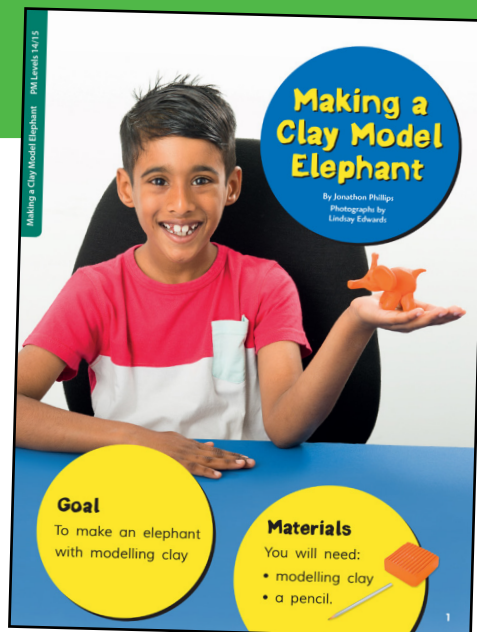
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Card 19



Guided Reading Cards

Making a Clay Model Elephant



Teacher's Notes

Text type: Procedure (Informative) **Vocabulary:** Goal, Materials, Steps

Word work: Apostrophes (possession) – elephant's head, elephant's back

Additional resources: materials to make clay model, models of animals, modelling clay, play dough and so on

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters and full stops

Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, Procedure (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Discuss what the boy has made. How is the text arranged on the page?</p> <p>Pages 2 and 3: Talk about the text organisation, using the photographs describe the step-by-step procedure of what the boy is making.</p> <p>Page 4: Describe the end result.</p>
Read 'Making a Clay Model Elephant'	<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 informative procedure. For example:</p> <ul style="list-style-type: none"> * Title ('Making a Clay Model Elephant') * Goal ('To make an elephant with modelling clay') * Materials ('You will need...') * Steps (numbers are used to sequence steps)
Reading into meaning and speaking and listening	<p>Objective: To follow the steps in an informative procedure.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can re-read the goal. ✓ I can re-read the steps and make a clay model elephant. ✓ I can explain to the class how I made my clay model elephant.

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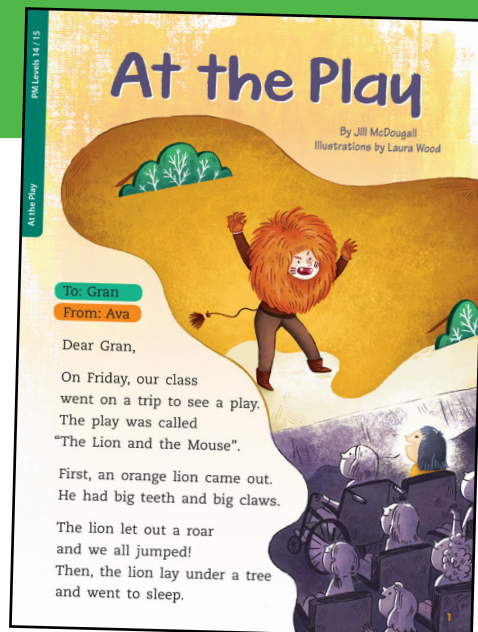
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Card 20



Guided Reading Cards

At the Play



Teacher's Notes

Text type: Recount (Imaginative) **Vocabulary:** Title, Orientation, Sequence of events, Personal comment

Word work: Time connective words – First, Then, Next, At last

Additional resources: a letter, PM book: *The Lion and the Mouse*, a play programme

National Curriculum areas: Word Reading, Comprehension and Writing, Punctuation: Exposure to capital letters, full stops, question marks and exclamation marks

Before reading ('Card walk')	<p>Introduce the text type: Fiction, Recount (Imaginative)</p> <p>Locate the title. Look at the pictures. Discuss characters and locate their names:</p> <p>Page 1: Discuss the setting. Locate the green and orange text boxes. What do they mean? Discuss emails and letters.</p> <p>Page 2: What are the little mouse and the lion doing?</p> <p>Page 3: How is the mouse helping the lion? How has the situation changed?</p> <p>Page 4: What are the characters and audience doing? Why is there a smiley face at the end of the text?</p>
Read 'At the Play'	Follow the instructions and questions on page 4 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of an imaginative recount. For example:</p> <ul style="list-style-type: none"> * Title ('At the Play') * Orientation ('On Friday, our class went on a trip to see a play.') * Sequence of events (the events are presented in chronological order and are organised in paragraphs with time and sequence words for example, 'First', 'Then', 'Next', 'At last') * Personal comment ('I liked the play very much.')
Reading into speaking and listening	<p>Before this activity, ensure children have prompt cards to remind them of the features of an imaginative recount.</p> <p>Objective: To retell the series of events of 'At the Play'.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can re-read 'At the Play' ✓ I can tell: <ul style="list-style-type: none"> ■ where ■ when ■ who. ✓ I can tell the main events, in the correct sequence. ✓ I can tell the personal comment.

At the Play by Jill McDougall © 2017 Cengage Learning Australia Pty Ltd. Reproduced with the permission of Cengage Learning Australia.



Name _____ Today is _____

Narrative

Objective: To find and write the features of a narrative.

Title
Orientation
Characters
Complication/problem
Resolution/solution

Name _____ Today is _____

Information report

Objective: To find and write the features of an information report.

Title			
Macro group			
Micro groups			
Conclusion			