

# LEVEL 27 Card 1



## Guided Reading Cards Unusual Sports

### Teacher's Notes

**Text type:** Information report (Informative)

**New vocabulary:** competitive archery, target archery, bullseye, curling, curling stones, granite, curler, sweepers, caber tossing, the Highland Games, '12 o'clock' position, yukigassen, fencing, épée, sabre, metallic vest (lamè), torso, hurling, hurley, sliotar

**Additional resources:** books and web links to unusual sports

**National Curriculum areas:** Word Reading and Comprehension

**PM Guided Reading Books:** Unusual Buildings; How Animals Communicate; Motorbikes; Working High and Working Low; The World's Greatest Trails (Available Jan '17)



#### Before reading ('Card walk')

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

**Look at the photos:**

- Page 1:** Locate the headings. Discuss the photo and caption. Can you name the sports equipment?
- Page 2:** Locate the heading. Discuss the photo and the caption. What type of surface is the sport being played on?
- Page 3:** Locate the heading. Discuss the photo and caption. What country do you think this sport is played in?
- Page 4:** Locate the headings. Discuss the photos and captions. Can you find the snow block shelter?
- Page 5:** Locate the headings. Discuss the photos and captions. Why are they wearing protective clothing?
- Page 6:** Locate the headings. Discuss the photos and captions. Can you locate the 'hurley' and the 'sliotar'?

#### Read 'Unusual Sports'

**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 ('Unusual Sports')
- \* General statement ('A sport is unusual if it requires unusual equipment or if it has odd rules or a unique aim')
- \* Description: this provides information about the subject's characteristics and organised in paragraphs with headings
- \* Evaluation: a summary statement about the subject ('Many unusual sports are played around the world')

#### Deepening meaning in reading

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

**Objective:** To give a well-structured explanation of an unusual sport.

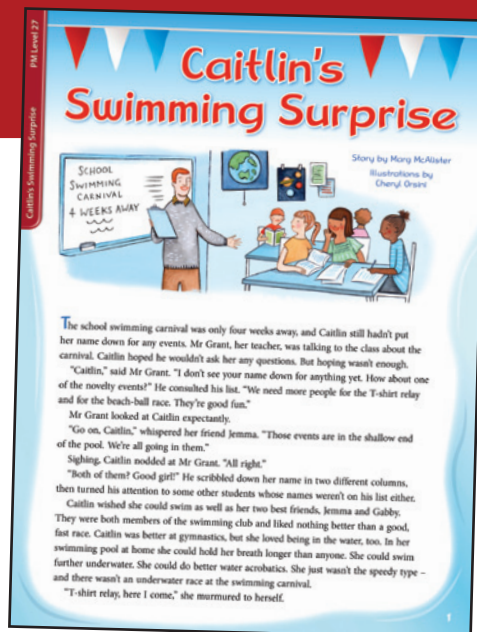
**Success criteria:**

- ✓ I can work with my group to divide the six unusual sports into parts and put my part on my prompt card.
- ✓ I can practise reading and remembering my part, in my group.
- ✓ I can explain my unusual sport to the class.

# LEVEL 27 Card 2



## Guided Reading Cards Caitlin's Swimming Surprise



### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** carnival, novelty events, synchronised swimming, squad, routine, the Tub, the Back Tuck, the Water Wheel, nose pegs, Oyster, Platform Lift

**Additional resources:** swim suit, swim hat, goggles, stopwatch, web links of swimming galas and synchronised swimming

**National Curriculum areas:** Word Reading and Comprehension

**PM Guided Reading Books:** Beatbox Brothers; Megafauna Mega-Fright!; Thea and the Think-it-arium; The Orange Grove Mystery; Fool's Gold (Available Jan '17)

#### Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

- Page 1:** Discuss the setting and characters. Describe the expression on the face of the girl in the orange T-shirt.
- Page 2:** Discuss the setting and characters. Why is the girl in pink looking at her watch?
- Page 3:** Why is the girl in red, holding up her hands?
- Page 4:** Discuss the setting and characters. What are the swimmers doing? How is this different from a race?
- Page 5:** Discuss the setting and characters. What is the girl doing with her hands? Why are the girls looking so happy? How has the girl with the ponytail's expression changed?

#### Read 'Caitlin's Swimming Surprise'

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 ('Caitlin's Swimming Surprise')
- \* Orientation ('The school swimming carnival was only four weeks away...')
- \* Series of events ('The next day...', 'By the end of the first session...', 'Finally...')
- \* Complication/problem ('She just wasn't the speedy type – and there wasn't an underwater race at the swimming carnival')
- \* Resolution ('She couldn't wait to compete in her new sport against other schools!')

#### Deepening meaning in reading

**Objective:** To write a character description of Caitlin.

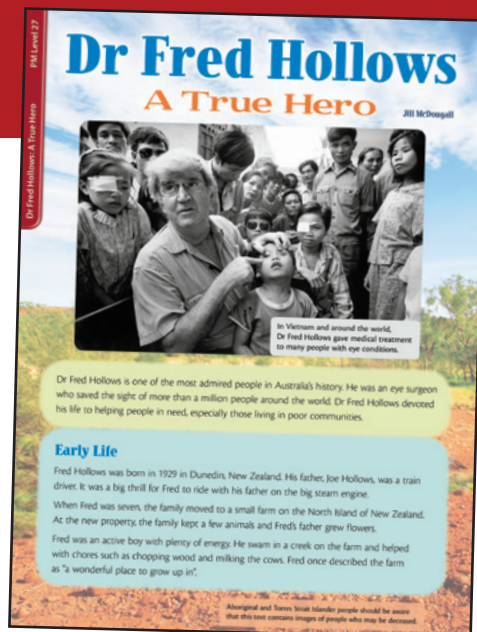
**Success criteria:**

- ✓ I can describe her physical appearance.
- ✓ I can describe her actions.
- ✓ I can describe her feelings at the beginning and the end of the story.

# LEVEL 27 Card 3



## Guided Reading Cards Dr Fred Hollows: A True Hero



### Teacher's Notes

**Text type:** Information report (Informative)

**New vocabulary:** Bible studies, church minister, hands-on, feral animals, summit, ophthalmologist, Indigenous Australians, outback, trachoma, stockmen, cataract blindness, Eritrea, eye-lens, lodged, inspired, "the wild colonial boy", inspirational

**Additional resources:** books and web links to other heroes in medicine

**National Curriculum areas:** Word Reading and Comprehension

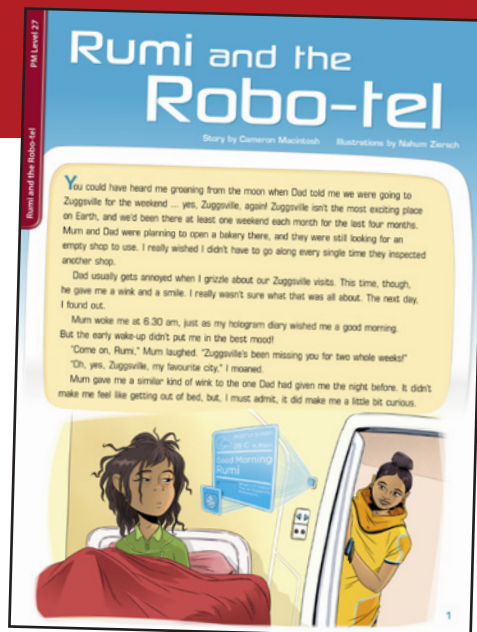
**PM Guided Reading Books:** Unusual Buildings; How Animals Communicate; Motorbikes; Working High and Working Low; The World's Greatest Trails (Available Jan '17)

Before reading ('Card walk')	<p><b>Introduce the text type: Non-fiction, Report (Informative)</b></p> <p><b>Look at the photos:</b></p> <p><b>Page 1:</b> Locate the headings. Discuss the photo and caption. What is the name of the man in the photo? Why is he pointing to the boy's eye and what do you think he is saying?</p> <p><b>Pages 3, 4, 5 and 6:</b> Locate the headings. Discuss the photos and the captions. When and where do you think the photos have been taken?</p>
Read 'Dr Fred Hollows: A True Hero'	Follow the instructions and questions on <b>page 6</b> of the card.
After reading ('Card talk')	<p><b>Using the text, reinforce the features of an informative description.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Dr Fred Hollows: A True Hero')</li> <li>* General statement ('Dr Fred Hollows is one of the most admired people in Australia's history')</li> <li>* Description: the description provides information about the subject's characteristics and organised in paragraphs with headings</li> <li>* Evaluation: a summary statement about the subject ('Dr Fred Hollows was a remarkable and inspirational man')</li> </ul>
Deepening meaning in reading	<p><b>Objective: To write a character description of Dr Fred Hollows.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can describe his physical appearance.</li> <li>✓ I can describe some facts about his life.</li> <li>✓ I can describe his actions and achievements.</li> </ul>

# LEVEL 27 Card 4



## Guided Reading Cards Rumi and the Robo-tel



### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** Zuggsville, hologram diary, Sky-cab Dock, Razor-rail, metallic-looking, ventured, blurry swish, frantically, chaos, Control mode, Automatic mode

**Additional resources:** stories about people living in outer space, TV links for example 'The Clangers', 'Lost in Space', 'Star Trek'

**National Curriculum areas:** Word Reading and Comprehension

**PM Guided Reading Books:** Beatbox Brothers; Megafauna Mega-Fright!; Thea and the Think-it-arium; The Orange Grove Mystery; Fool's Gold (Available Jan '17)

#### Before reading ('Card walk')

**Introduce the text type:** Fiction, Narrative (Imaginative)

**Look at the pictures:**

**Page 1:** Discuss the setting and characters. What information does the hologram diary give?

**Page 2:** Discuss the character and the speech bubble. Look at the scene from the window. Where are they now?

**Page 3:** Discuss the yellow object. What is its function?

**Page 4:** What has happened to the robot? What are the characters thinking?

**Page 5:** What do you think has caused the chaos?

#### Read 'Rumi and the Robo-tel'

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 ('Rumi and the Robo-tel')
- \* Orientation ('You could have heard me groan from the moon when Dad told me we were going to Zuggsville for the weekend...')
- \* Series of events ('Mum woke me at 6.30 am...', 'An hour later...', 'When we arrived...', 'A few seconds later...', 'After a few minutes...', 'A few seconds later...')
- \* Complication/problem ('It didn't beep or show any signs that I'd pressed it...')
- \* Resolution ('I took a deep breath and put each robot back into Automatic mode. Suddenly, the reception robot stood up straight and walked back to the desk')

#### Deepening meaning in reading

**Objective:** To design and label a robot for the Robo-tel.

**Success criteria:**

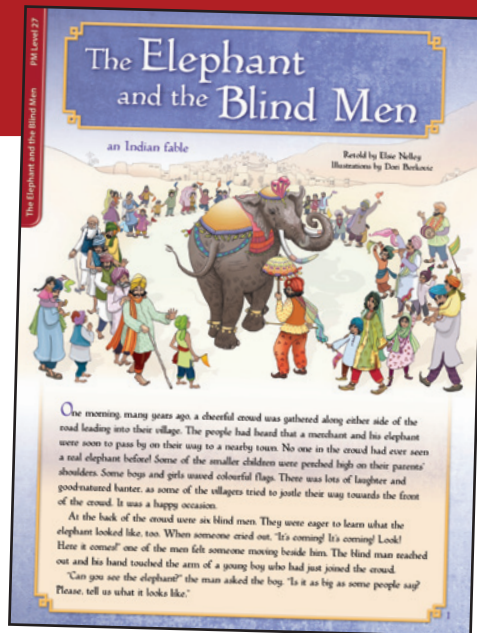
- ✓ I can discuss and decide on the functions of my robot, for example a babysitter robot.
- ✓ I can design and draw the robot.
- ✓ I can label its functions.



# LEVEL 27 Card 5



## Guided Reading Cards The Elephant and the Blind Men



### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** fable, merchant, good-natured banter, weathered, shuffled, declared, boldly, exclaimed, bade, moral, harmony

**Additional resources:** photos of an elephant and India, a globe, collection of fables

**National Curriculum areas:** Word Reading and Comprehension

**PM Guided Reading Books:** Beatbox Brothers; Megafauna Mega-Fright!; Thea and the Think-it-arium; The Orange Grove Mystery; Fool's Gold (Available Jan '17)

#### Before reading ('Card walk')

**Introduce the text type:** Fiction, Narrative (Imaginative)

**Look at the pictures:**

**Page 1:** Discuss the setting and characters. Locate the merchant. How many blind men are there?

**Page 2:** What part of the elephant's body is the first blind man touching? What do you think it feels like?

**Page 3:** What part of the elephant's body is the third blind man touching? What do you think it feels like?

**Page 4:** How do the wavy lines in the picture show us what the elephant is doing? What do you think the ears feel like?

**Page 5:** How has the elephant's picture changed? Describe each new part. What are the speech bubbles for?

#### Read 'The Elephant and the Blind Men'

**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 Elephant and the Blind Men')
- \* Orientation ('One morning, many years ago, a cheerful crowd was gathered...')
- \* Series of events ('At last...', 'Again and again...', 'Finally...')
- \* Complication/problem ('No one in the crowd had ever seen a real elephant before!')
- \* Resolution ('But, if you put all the parts together, you would have a very good description of an elephant')

#### Deepening meaning in reading

**Objective:** To explain the moral of the story to the class.

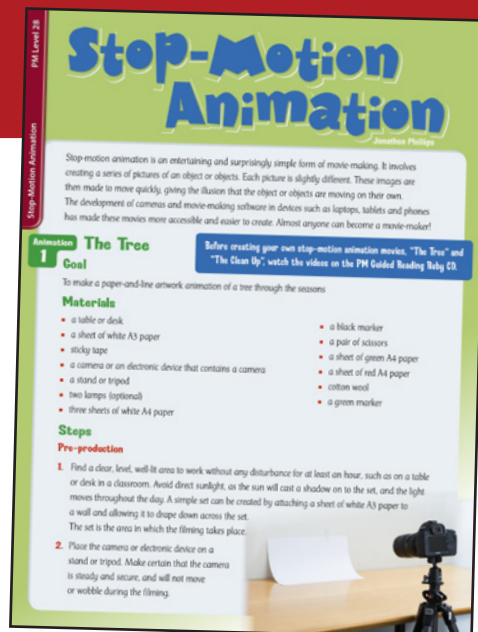
**Success criteria:**

- ✓ I can read and understand the moral of the story.
- ✓ I can write an example of how my class can work together, for example, keeping the room tidy.
- ✓ I can present my ideas to my class.

# LEVEL 28 Card 6



## Guided Reading Cards Stop-Motion Animation



### Teacher's Notes

**Text type:** Procedure (Informative)

**New vocabulary:** Stop-motion animation, paper-and-line artwork, tripod, frame, The Shoot, credit sheet, vertical dashes, post production, premiere

**Additional resources:** PM Guided Reading Ruby CD-ROM or web links of stop-motion animated movies

**National Curriculum areas:** Word Reading and Comprehension

**PM Guided Reading Books:** Time and Clocks (Available Jan '17)

#### Before reading ('Card walk')

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

**Look at the photos:**

**Page 1:** Discuss the title. Locate text features and discuss what is needed at the beginning of a written procedure. Why is the camera on a tripod?

**Pages 2 and 3:** Locate the text feature, for example 'The Shoot'. What are the signs for? Why is there a rewind/forward control panel on the page? What is happening to the tree? What is the crumpled paper for? Locate the 'Post Production' heading. What is its purpose?

**Page 4:** Discuss the title. Locate text features and discuss what is needed at the beginning of a written procedure.

**Page 5:** Locate the text feature, for example 'The Shoot'. What is happening to the desk?

**Page 6:** How has 'The End' sign been created? What is a movie screening?

#### Read 'Stop-Motion Animation'

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

#### After reading ('Card talk')

**Using the text, reinforce the features of an informative procedure.**

**For example:**

- \* Title ('Stop-Motion Animation', 'The Tree')
- \* Goal ('To make a paper-and-line artwork animation of a tree through the seasons')
- \* Materials ('a table or desk, a sheet of white A3 paper...')
- \* Steps (numbers are used to sequence steps)
- \* Other headings may be used such as 'The Shoot', 'Post Production'

#### Deepening meaning in reading

**Objective: To use a dictionary to check the meaning of words.**

**Success criteria:**

- ✓ I can pick six new words from the text.
- ✓ I can find them in the dictionary.
- ✓ I can write the meanings in my own words and put the words into new sentences.

# LEVEL 28 Card 7



## Guided Reading Cards Preparing for a Natural Disaster

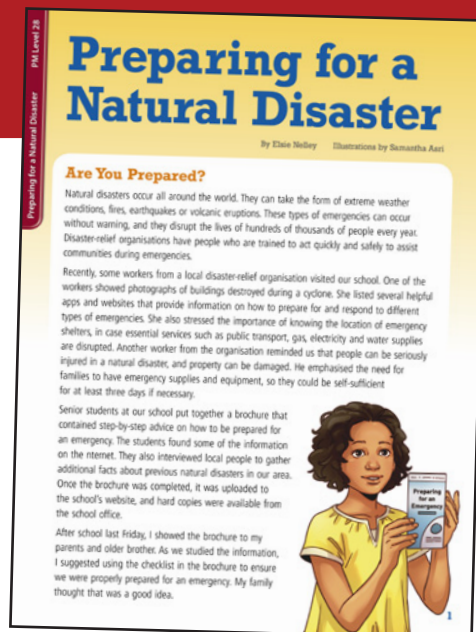
### Teacher's Notes

**Text type:** Procedural recount (Imaginative)

**New vocabulary:** natural disaster, disaster-relief organisations, disaster plan, evacuate, getaway kits, solar-powered, garbage

**Additional resources:** examples of emergency items (for example, water, high-energy snacks, contact card, torch, first-aid kit), web links of disaster-relief organisations

**National Curriculum areas:** Word Reading and Comprehension



#### Before reading ('Card walk')

Introduce the text type: Fiction, Procedural recount (Imaginative)

Look at the pictures:

**Page 1:** Discuss the heading. What is the girl holding? What information might this include?

**Page 2:** Discuss the heading. What are the characters looking at? What are the red stickers for? Where is the safe place?

**Page 3:** Discuss the heading and the suitability of the items on the table.

**Page 4:** Discuss the heading and subheadings. How will the emergency survival items shown be used?

**Page 5:** Why is the girl filling so many containers with water? What precautions should she take when filling containers and storing them?

**Page 6:** Discuss the heading. How have the characters' expressions changed?

#### Read 'Preparing for a Natural Disaster'

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 ('Preparing for a Natural Disaster')
- \* Orientation ('Recently, some workers from a local disaster-relief organisation visited our school')
- \* Sequence of events: the events are presented in chronological order and are organised in paragraphs with headings and time and sequence words ('Recently...', 'After school last Friday...', 'The following morning...', 'Next...', 'Then...', 'The next task...')
- \* Personal comment ('We have decided that next weekend we will visit our aunt...so she will be prepared for an emergency, too')

#### Deepening meaning in reading

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

**Objective:** To give a well-structured explanation on 'Preparing for a Natural Disaster'.

**Success criteria:**

- ✓ I can work with my group to divide 'Preparing for a Natural Disaster' into parts and put my part on my prompt card.
- ✓ I can practise reading and remembering my part, in my group.
- ✓ I can explain how to prepare for a natural disaster, with my group, to the class.

# LEVEL 28 Card 8



## Guided Reading Cards Night Skies



### Teacher's Notes

**Text type:** Information report (Informative)

**New vocabulary:** comet, Northern Hemisphere, Southern Hemisphere, phases, planet names, orbit, particles, amateur astronomers, meteoroids, asteroids, remnants, gravity, aurora, Milky Way, galaxies, constellations, Ursa Major, Ursa Minor

**Additional resources:** books and web links to the night sky, telescopes, night-vision binoculars

**National Curriculum areas:** Word Reading and Comprehension

**PM Guided Reading Books:** Special Effects: Bringing Movies to Life; The Power of Wind; Southern Skies (Available Jan '17)

Before reading ('Card walk')	<p><b>Introduce the text type: Non-fiction, Report (Informative)</b></p> <p><b>Look at the photos:</b></p> <p><b>Page 1:</b> Locate the headings. Discuss the photo and caption. Discuss the different shapes of the moon and why this happens.</p> <p><b>Page 2:</b> Locate the heading. Cover up the photo and find out if the children can name the planets of the solar system.</p> <p><b>Pages 3 and 4:</b> Locate the headings. Discuss the photos and captions. What do you think causes the different shapes and colours in the night sky?</p> <p><b>Pages 5 and 6:</b> Locate the headings. Discuss the photos and captions. Discuss a time when you have seen an interesting night sky. Why do you think there is no need for special equipment when gazing at the night sky?</p>
Read 'Night Skies'	Follow the instructions and questions on <b>page 6</b> of the card.
After reading ('Card talk')	<p><b>Using the text, reinforce the features of an information report.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Night Skies')</li> <li>* General statement ('There is so much to see in the sky at night')</li> <li>* Description: this provides information about the subject's characteristics and organised in paragraphs with headings</li> <li>* Evaluation: a summary statement about the subject ('Whether the night skies are viewed through a telescope or the naked eye, there is much to see and discover')</li> </ul>
Deepening meaning in reading	<p><b>Objective: To use a dictionary to check the meaning of words.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can pick six new words from the text.</li> <li>✓ I can find them in the dictionary.</li> <li>✓ I can write the meanings in my own words and put the words into new sentences.</li> </ul>



# LEVEL 28 Card 9



## Guided Reading Cards Thunder Phobia



### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** forecast, flickered, sympathising, scampering, sternly, frantically, embarrassed

**Additional resources:** books and web links on how to overcome phobia, personal accounts of phobias

**National Curriculum areas:** Word Reading and Comprehension

**PM Guided Reading Books:** Beatbox Brothers; Megafauna Mega-Fright!; Thea and the Think-it-arium; The Orange Grove Mystery; Fool's Gold (Available Jan '17)

#### Before reading ('Card walk')

**Introduce the text type: Fiction, Narrative (Imaginative)**

**Look at the pictures:**

**Page 1:** Discuss the sky in the setting. Discuss the boy's expression and why he is stroking the dog. Who do you think owns the dog?

**Page 3:** Why do you think the dog is standing by the door?

**Page 4:** Discuss the setting. Why are the boys running?

**Page 5:** What do you think has happened to the lady in the bed? What are the other characters saying to her?

#### Read 'Thunder Phobia'

**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 ('Thunder Phobia')
- \* Orientation ('Zac was walking through the park on his way home from school')
- \* Series of events ('Suddenly...', 'The next morning...', 'The next day...', 'After school one day...', 'When they got home...')
- \* Complication/problem ('Thunder crashed overhead and Zac was almost too scared to leave the car, but he was worried about Bosun')
- \* Resolution ('Having a fear of something doesn't mean you're silly, or a coward...The important thing is that you told me, so I can help')

#### Deepening meaning in reading

**Objective: To write a character description of Zac.**

**Success criteria:**

- ✓ I can describe his physical appearance.
- ✓ I can describe his actions.
- ✓ I can describe his feelings at the beginning and the end of the story.

# LEVEL 28 Card 10



## Guided Reading Cards The Black Phantom



### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** phantom, peer, surge, mental note, turbo frame, splatter paint, merchandise, taunt, spokes, fenders, overpass

**Additional resources:** bike helmet, photos of BMX and Black Phantom bikes

**National Curriculum areas:** Word Reading and Comprehension

**PM Guided Reading Books:** Beatbox Brothers; Megafauna Mega-Fright!; Thea and the Think-it-arium; The Orange Grove Mystery; Fool's Gold (Available Jan '17)

#### Before reading ('Card walk')

**Introduce the text type: Fiction, Narrative (Imaginative)**

**Look at the pictures:**

**Page 1:** Discuss the setting and characters. What is mum doing? What do you think the boy is saying?

**Page 2:** Discuss the setting and characters. What is the boy doing? Why?

**Page 3:** Discuss the setting and characters. How has the boy's expression changed? Why? What do you think the name of the bike is?

**Page 4:** Discuss the black and white picture. What is the illustration's purpose?

**Page 5:** Describe the boy and his new setting.

**Page 6:** Why do you think the bike is well named?

#### Read 'The Black Phantom'

**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 Black Phantom')
- \* Orientation ("The BMX Ultra One is the coolest bike on two wheels," said Finn to his mother...')
- \* Complication/problem ('You can have any kind of bike you like, Finn, as long as you pay for it')
- \* Resolution ('I'd like to earn the Black Phantom, like you did, Pop')

#### Deepening meaning in reading

**Objective: To write a character description of Finn.**

**Success criteria:**

- ✓ I can describe his physical appearance.
- ✓ I can describe his actions.
- ✓ I can describe his feelings at the beginning and the end of the story.