

LEVEL 23 Card 1



Guided Reading Cards Our Superhero Chickens

Teacher's Notes

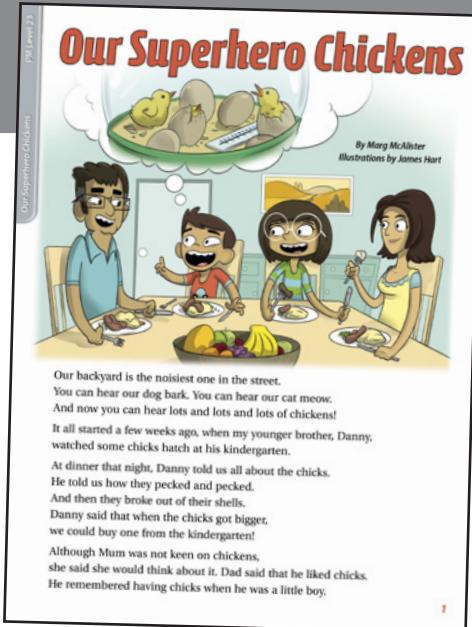
Text type: Recount (Imaginative)

New vocabulary: Pecky (names for pets), hatch, kindergarten, coop, hinges, litter, perch, raising, manure

Additional resources: books, photos and information on chickens, eggs

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: People Who Live in Antarctica
(Available Jan '17)



Before reading ('Card walk')

Introduce the text type: Fiction, Recount (Imaginative)

Look at the pictures:

Page 1: Discuss the title. Discuss the characters, locate their names in the text.

Who is the narrator? Discuss the thought bubble.

Page 2: Discuss the girl's facial expression. What is the problem?

Page 3: What has happened to the chicks? What is dad carrying?

Page 4: How has the situation changed?

Read 'Our Superhero Chickens'

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 ('Our Superhero Chickens')
- * Orientation ('Our backyard is the noisiest one in the street')
- * Sequence of events ('It started a few weeks ago...', 'At dinner...', 'Four weeks later...', 'After about six months...', 'Next week...')
- * Personal comment ('Raising chickens is fun...')

Reading into writing

Objective: To write an imaginative recount of Dad's birthday surprise – 'two more chickens!'.

Success criteria:

- ✓ I can write a new title.
- ✓ 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

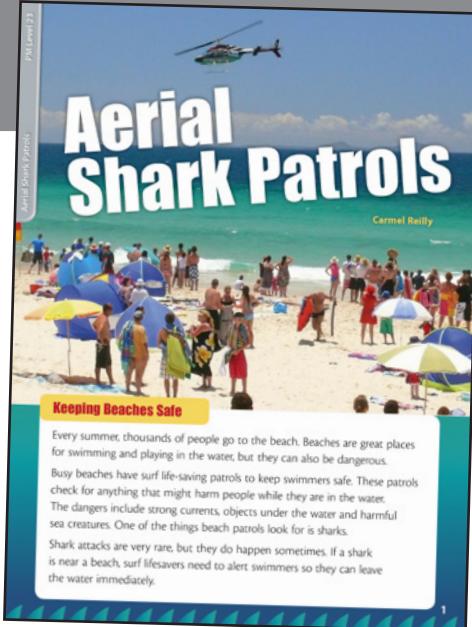
Text type: Information report (Informative)

New vocabulary: patrols, alert, megaphones, loudhailers, search-and-rescue mission, strong currents, surf lifesavers

Additional resources: web links about aerial shark patrols, map of Australia

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: All About Sharks; People Who Live in Antarctica; Exercise for Everyone; Long-Distance Running (Available Jan '17)



Before reading ('Card walk')

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

Look at the photos:

Page 1: Discuss the setting and text layout. Why is there a helicopter circling over the sea?

Pages 2, 3 and 4: Discuss the headings and subheadings. Read the captions for each photo. Discuss the information already given to the reader by reading the headings and captions.

Read 'Aerial Shark Patrols'

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 ('Aerial Shark Patrols')
- * General statement ('Beaches are great places for swimming and playing in the water, but they can also be dangerous')
- * Description: characteristics are organised in paragraphs with headings ('Keeping Beaches Safe', 'Shark Patrols from the Air', 'How Aerial Shark Patrols Work', 'Aerial Shark Patrols Around Australia', 'Aerial Patrols Help in Many Ways')
- * Evaluation ('Aerial patrols are an important part of beach safety in many places in Australia')

Reading into writing

Objective: To label a map of Australia where shark patrols operate.

Success criteria:

- ✓ I can trace a map of Australia from an atlas.
- ✓ I can write a title.
- ✓ I can use information from the report.
- ✓ I can locate and label the places where shark patrols operate.

LEVEL 23

Card 3

PM

Guided Reading Cards

Emergency Below the Ice Shelf

Teacher's Notes

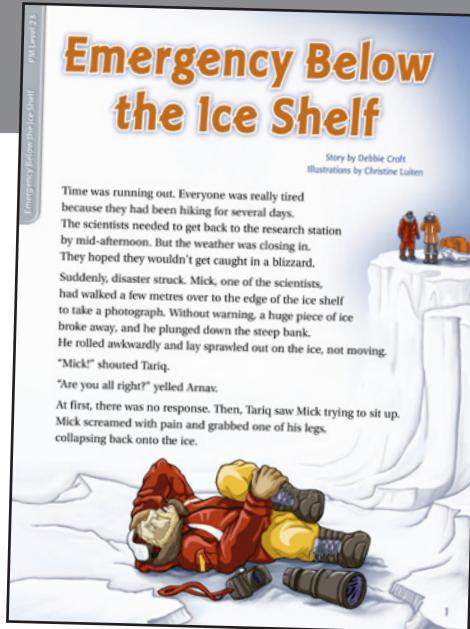
Text type: Narrative (Imaginative)

New vocabulary: sprawled, research station, blizzard, awkwardly, treks, splint, thermal blanket

Additional resources: books and web links to expeditions, treks and research stations

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Saving the Hens; Percy to the Rescue; Camp Buddies; What a Night!; Cooper's Big Speech; Olivia's First Surf (Available Jan '17)



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

Page 1: Discuss the setting. How do you think the man has fallen from the ridge?

Pages 2 and 3: How are they helping the man and how do you think they will transport him to somewhere safe?

Read 'Emergency Below the Ice Shelf'

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 ('Emergency Below the Ice Shelf')
- * Orientation ('Time was running out. Everyone was really tired...')
- * Series of events ('Suddenly...', 'At first...', 'In no time...', 'After a while...', 'About ten minutes later...')
- * Complication/problem ('This is a difficult and dangerous situation...')
- * Resolution ('You're in safe hands now...')

Reading into writing

Objective: To write an imaginative narrative about Mick's ride in the helicopter.

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.

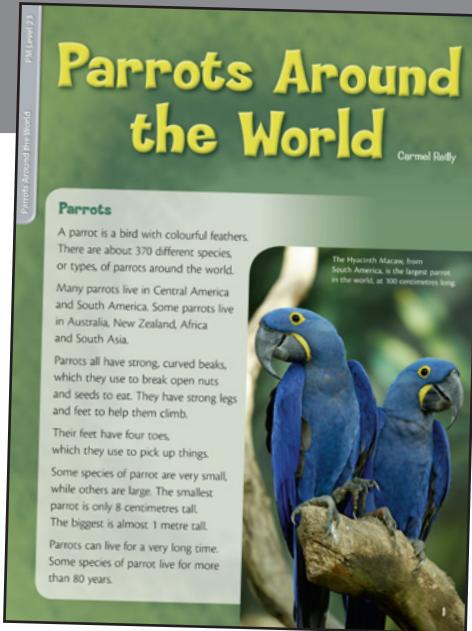
LEVEL 23

Card 4



Guided Reading Cards

Parrots Around the World



Teacher's Notes

Text type: Information report (Informative)

New vocabulary: Rainbow Lorikeet, Rose-ringed Parakeet, Blue-and-yellow Macaw, Kaka, Kea, Kakapo, Budgerigar, Papua New Guinea

Additional resources: photos and books of parrots, web links to talking parrots, map of the world

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: All About Sharks; People Who Live in Antarctica; Exercise for Everyone; Long-Distance Running (Available Jan '17)

Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, Report (Informative)</p> <p>Look at the photos:</p> <p>Pages 1, 2, 3 and 4: Discuss the parrots' names and describe their characteristics.</p> <p>Page 4: Why is the Budgerigar in a cage?</p>
Read 'Parrots Around the World'	<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 report.</p> <p>For example:</p> <ul style="list-style-type: none">* Title ('Parrots Around the World')* General statement ('A parrot is a bird with colourful feathers')* Description: characteristics are organised in paragraphs with headings ('Parrots', 'The Rainbow Lorikeet', 'The Rose-Ringed Parakeet', 'The Blue-and-Yellow Macaw', 'The Kaka', 'Unusual Parrots', 'Parrots as Pets')* Evaluation ('Parrots are colourful, clever birds that live in many places around the world')
Reading into writing	<p>Objective: To label a diagram of my favourite parrot.</p> <p>Success criteria:</p> <ul style="list-style-type: none">✓ I can begin with a title.✓ I can draw a parrot.✓ I can use information from the report.✓ I can use nouns and adjectives to label a parrot.



LEVEL 23 Card 5

PM

Guided Reading Cards Adventure Camp or Forest Camp?

Teacher's Notes

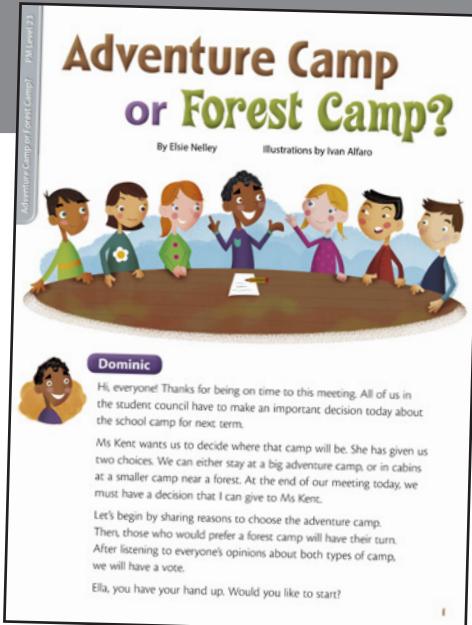
Text type: Discussion (Persuasive)

New vocabulary: student council, cabins, opinions, vote, range, the flying fox, hiking, preference, in favour, decision

Additional resources: photos of adventure and forest camps and a flying fox, camping equipment

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: All About Sharks (Available Jan '17)



Before reading ('Card walk')

Introduce the text type: Fiction, Discussion (Persuasive)

Look at the pictures:

Page 1: Discuss the characters and setting. Who is the centre character and what is his name? Why is the girl in pink holding up her hand? Locate the text and picture insert.

Page 2: Locate the text and picture inserts. Which children are in favour of the adventure camps? What activity is shown?

Page 3: Discuss the setting. What is this activity called? Locate the text and picture inserts. Which children are in favour of the forest camp?

Page 4: Locate the text and picture insert. Why has Dominic appeared again? What clue do the trees give us about the choice of camp?

Read 'Adventure Camp or Forest Camp?'

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 ('Adventure Camp or Forest Camp?')
- * Opening statement ('The student council have to make an important decision today about the school camp next term')
- * Arguments 'for' and 'against' ('Let's begin by sharing reasons to choose the adventure camp...', 'So let's listen... a smaller camp near a forest')
- * Concluding statement ('The vote is...')

Reading into writing

Objective: To write a persuasive discussion about the two options for a class outing.

Success criteria:

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

PM

LEVEL 23 Card 6



Guided Reading Cards Travelling to School

Teacher's Notes

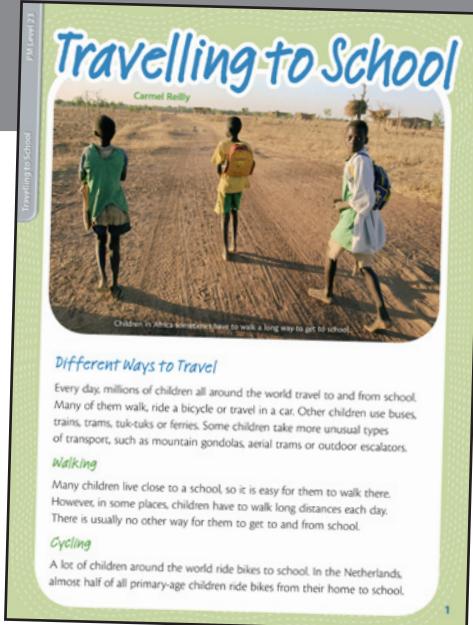
Text type: Description (Informative)

New vocabulary: trams, tuk-tuks, ferries, mountain gondolas, outdoor escalators, Netherlands, Melbourne, Sydney, Bangkok, Vietnam

Additional resources: photo of teacher's means of transport to school and outside escalators

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Long-Distance Running (Available Jan '17)



Before reading ('Card walk')

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

Look at the photos:

Page 1: Discuss the children and the setting. What is different about their walk to school? Locate the text features.

Page 2: Where is the tram going? How do you know the children are travelling to school?

Page 3: What is special about a tuk-tuk? Why are gondolas used to carry children to school?

Read 'Travelling to School'

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 ('Travelling to School')
- * Introduction ('Every day, millions of children around the world travel to and from school')
- * Characteristics (what the subject does and special features of the subject for example different ways to travel to school)
- * Information is grouped into paragraphs with titles ('Walking', 'Cycling', 'Cars' ...)
- * Evaluation ('All over the world, children travel...and home again')

Reading into writing

Before writing children need to carry out a survey of their class's means of travel to school. Objective: To write an informative description of the different means of transport my class uses to travel to school.

Success criteria:

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



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: All-Stars Fitness Centre (names of local gyms and fitness centres), aerobics, the grapevine, flick kick, leg curl routine

Additional resources: sports kits, books and DVDs on exercise routines and workouts, information on local exercise classes for all age groups for example children and senior citizens

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Saving the Hens; Percy to the Rescue; Camp Buddies; What a Night!; Cooper's Big Speech; Olivia's First Surf (Available Jan '17)



Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

- Page 1: Discuss why the girl in the picture is looking so worried.
- Page 2: What do you think the children are saying to the girl?
- Page 3: Why do you think the girl is still looking worried?
- Page 4: Why do you think the girl is looking so happy now?

Read 'The Fitness All-Stars'

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 Fitness All-Stars')
- * Orientation ('Kristi was nervous as she walked into the All-Stars Fitness Centre')
- * Series of events ('We are going to perform...', 'That weekend...', 'The next week...', 'Two weeks later...', 'On the morning...')
- * Complication/problem ('Kristi didn't know what to do... She didn't want to disappoint anyone')
- * Resolution ('She felt very excited and proud of herself as she walked onto the stage')

Reading into writing

Objective: To design a poster to advertise the aerobics class at The All-Stars Fitness Centre.

Success criteria:

- ✓ I can write the name of the class.
- ✓ I can write the time, date and place of the class.
- ✓ I can use Kristi's achievements to write the text on the poster.
- ✓ I can make the text appealing to read.

LEVEL 23

Card 8

PM

Guided Reading Cards Presenting a School Speech

Teacher's Notes

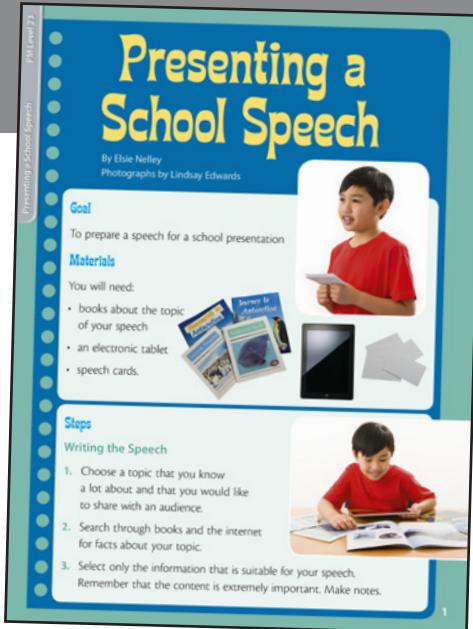
Text type: Procedure (Informative)

New vocabulary: Goal, Materials, Steps, electronic tablet, audience, content, pace, tone, eye contact

Additional resources: web links of famous speeches, PM non-fiction topic books, electronic tablets

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Exercise for Everyone (Available Jan '17)



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. What is the boy doing? Why is he holding speech cards? Why are topic books and a tablet needed? Why are there numbers?

Pages 2 and 3: Locate the text features. What is the boy doing in each photo?

Page 4: Why are the children clapping?

Read 'Presenting a School Speech'

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 ('Presenting a School Speech')
- * Goal ('To prepare a speech for a school presentation')
- * Materials ('You will need: books about the topic...')
- * Steps (numerals are used to sequence steps)

Reading into writing and speaking and listening

Objective: To write a short school speech on my favourite topic and read it to my class.

Success criteria:

- ✓ I can follow the procedure to write a speech.
- ✓ I can choose a topic and select information about it.
- ✓ I can make notes.
- ✓ I can use my notes to write my speech.
- ✓ I can read my speech to my class.

LEVEL 23 Card 9



Guided Reading Cards

What's More Fun: Surfing or Snowboarding?

Teacher's Notes

Text type: Discussion (Persuasive)

New vocabulary: arguments, surfing, snowboarding, hollow part of the wave, sea current, rails, quarter pipes, half pipes, resorts, chairlifts, tow bars, negative

Additional resources: swim and snow suits, books and photos on surfing and snowboarding

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: All About Sharks (Available Jan '17)



Before reading ('Card walk')

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

Look at the photos:

Page 1: Draw attention to the text features such as the subheading. Discuss Tai's photo, establish his role as decision maker. What sports are shown?

Page 2: Draw attention to the text features. Who is for surfing? Why? Who is against it?

Page 3: Draw attention to the text features. Who is for snowboarding? Why? Who is against it?

Page 4: Draw attention to the text features. Which sport did Tai choose?

Read 'What's More Fun: Surfing or Snowboarding?'

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 ('What's More Fun: Surfing or Snowboarding?')
- * Opening statement ('Many of my friends enjoy surfing in summer and snowboarding in winter')
- * Arguments 'for' ('Surfing') and 'against' ('Snowboarding')
- * Concluding statement ('I would prefer surfing')

Reading into writing

Objective: To write a concluding statement about which sport (surfing or snowboarding) I would choose.

Success criteria:

- ✓ I can write a subheading: Concluding statement.
- ✓ I can write the positive points about surfing and snowboarding.
- ✓ I can write the negative points about surfing and snowboarding.
- ✓ I can end with my decision and the reason for this.



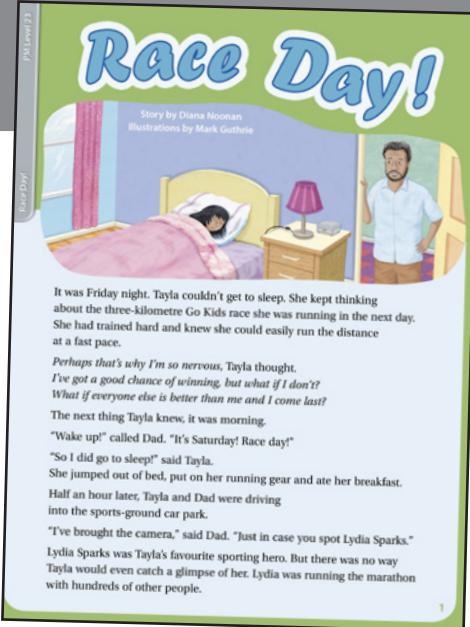
LEVEL 23

Card 10



Guided Reading Cards

Race Day!



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: Tayla, marathon, starting gun, running gear, double-knot, gasp, official, stammered, Go-Kids race

Additional resources: information on marathons, medals, trophies, certificates for running events and marathons

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Saving the Hens; Percy to the Rescue; Camp Buddies; What a Night!; Cooper's Big Speech; Olivia's First Surf (Available Jan '17)

Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

Page 1: Discuss the characters and setting and relate it to the title.

Page 2: What type of running race are the girls involved in?

Page 3: Who do you think the lady is helping the girl?

Page 4: Why do you think they are having a photo taken together?

Read 'Race Day!'

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 ('Race Day!')
- * Orientation ('It was Friday night')
- * Series of events ('It was Friday night', 'The next thing... it was morning', 'Half an hour later...')
- * Complication/problem ('Tayla couldn't move...she'd come so close to winning and now... she felt herself starting to cry')
- * Resolution ('I'm really pleased I finished. And I can't wait to run in my next event')

Reading into writing

Objective: To write an imaginative narrative about running a marathon at your school.

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.



LEVEL 24 Card 11



Guided Reading Cards Join the Tree-Planting Project!



Teacher's Notes

Text type: Exposition (Persuasive)

New vocabulary: project, gully, fertiliser

Additional resources: copies of newsletters or projects in the school community asking people to get involved for example fundraising

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce the text type: Fiction, Exposition (Persuasive)

Look at the photos:

Page 1: Discuss the heading under the title. Who do you think has written the newsletter?

Pages 2 and 3: Read the captions under the photos. Can you think of captions for the other two photos?

Page 4: Who wrote the newsletter?

Read 'Join the Tree-Planting Project!'

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 ('Join the Tree-Planting Project!')
- * Opening statement ('The senior school children are planning a tree-planting project')
- * An exposition can be written in the form of a newsletter ('Northside Primary School Newsletter 15 March', 'Hello everyone.', 'Thank you. Abby and Luke, Room 8')
- * Concluding statement ('We would like all families from our school to help with this project')

Reading into writing

Objective: To write a newsletter persuading your school to get involved in planting a vegetable garden.

Success criteria:

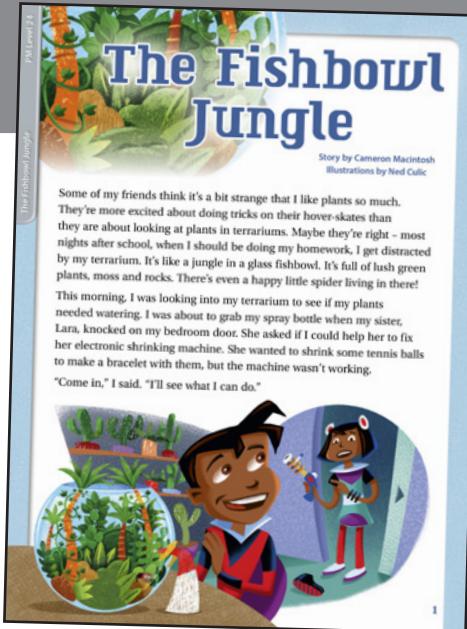
- ✓ I can write a title for the newsletter.
- ✓ I can begin with an opening statement.
- ✓ I can persuade people why it would be good to have a school vegetable garden.
- ✓ I can end with a concluding statement.



LEVEL 24 Card 12

PM

Guided Reading Cards The Fishbowl Jungle



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: hover-skates, terrarium, electronic shrinking machine, resident, peperomia, sagged, hauled, humid, damp moss, gurgle, gasped

Additional resources: photos and books on terrariums and plants, *Mrs Pepperpot* stories, *Alice in Wonderland*, *The Borrowers*

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: The Indoor Forest; The Troublesome Terrarium; The Mysterious Time Capsule; Sleeping Beauty: A Modern Tale (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 do you think the girl is holding in her hand?

Page 2: What do you think has happened to the boy?

Page 3: Describe what is happening in the picture.

Read 'The Fishbowl Jungle'

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 Fishbowl Jungle')
- * Orientation ('Some of my friends think it's a bit strange that I like plants so much')
- * Series of events ('This morning...', 'As Lara came in...', 'The next thing...', '...and the next thing I knew')
- * Complication/problem ('Unfortunately, that was the least of my problems', '...I knew I had to escape the terrarium in a big hurry')
- * Resolution ('I was tumbling across the carpet, back to my normal size')

Reading into writing

Objective: To write a new imaginative narrative about an electronic shrinking machine.

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.

LEVEL
24
Card 13



Guided Reading Cards

The School of the Air

Teacher's Notes

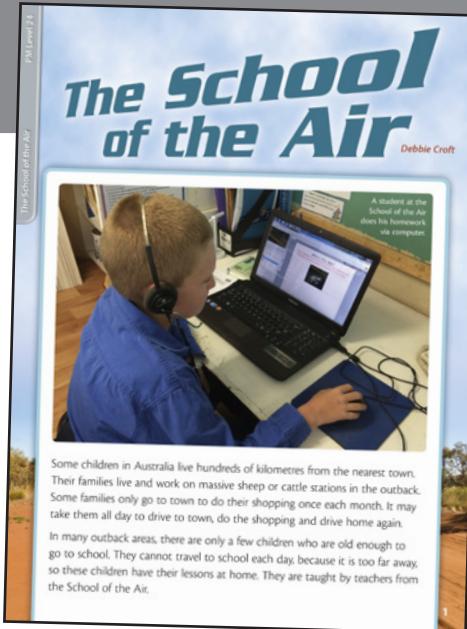
Text type: Information report (Informative)

New vocabulary: School of the Air, outback, sheep or cattle stations, Alice Springs

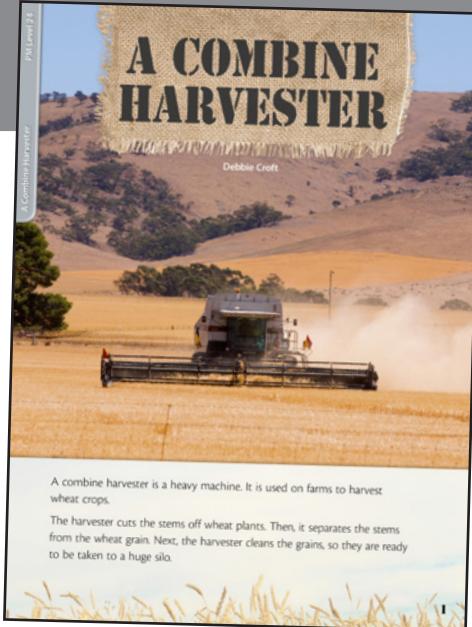
Additional resources: books and web. links about outback stations in Australia, correspondence schools and Schools in the Air, maps of Australia

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Aeroplanes; Heavy Machinery; Animals with Armour (Available Jan '17)



Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, Report (Informative)</p> <p>Look at the photos:</p> <p>Pages 1, 2, 3 and 4: Discuss the photos and captions.</p> <p>Page 4: Discuss what it must be like doing lessons on your own.</p>
Read 'The School of the Air'	<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 report.</p> <p>For example:</p> <ul style="list-style-type: none">* Title ('The School of the Air')* General statement ('Some children in Australia live hundreds of kilometres from the nearest town')* Description: characteristics are organised in paragraphs* Evaluation ('The School of the Air is an important part of the education of many children who live on outback stations in Australia')
Reading into writing	<p>Objective: To write an information report about how technology is used in our learning.</p> <p>Success criteria:</p> <ul style="list-style-type: none">✓ I can begin with a title.✓ I can write a general statement.✓ I can write a description.✓ I can end with an evaluation.



Teacher's Notes

Text type: Description (Informative)

New vocabulary: combine harvester, wheat plants, silo, cab, air-conditioned, grain, ripe, cylinder, threshing drum, walkers, grain bin, chute, scythe

Additional resources: wheat, flour, loaf of wheat bread

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Aeroplanes (Available Jan '17)

Before reading ('Card walk')

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

Look at the photos:

Page 1: Discuss the setting. What plant is growing? What is the harvester doing?

Page 2: Locate the cab. What is it for? Locate the wheels. What is special about them? Where does the harvester cut the grain? What is the ladder for?

Page 3: What is the harvester doing to the stems of wheat? Where are the stems of wheat going? What is the straight line from one side of the field to the other called?

Page 4: What is different about this photo? What is the man doing?

Read 'A Combine Harvester'

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 ('A Combine Harvester')
- * Introduction ('A combine harvester is a heavy machine')
- * Characteristics (what the subject does and special features of the subject)
- * Information is grouped into paragraphs
- * Evaluation ('...a modern harvester can do in one morning')

Reading into speaking and listening

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

Objective: To read and report 'A Combine Harvester' in my group to the class.

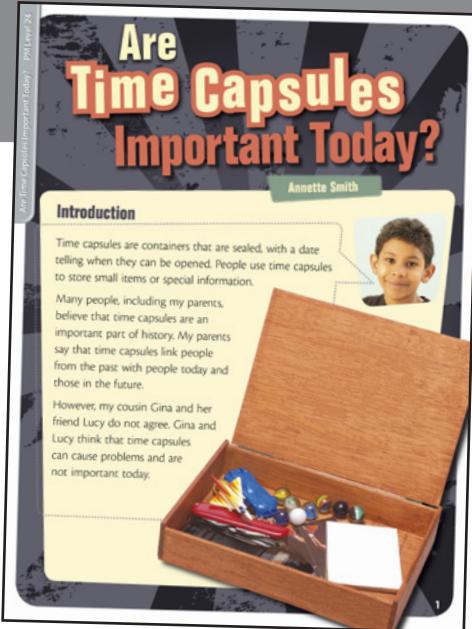
Success criteria:

- ✓ I can work with my group to divide 'A Combine Harvester' 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 'A Combine Harvester' in my group to the class.

LEVEL 24 Card 15



Guided Reading Cards Are Time Capsules Important Today?



Teacher's Notes

Text type: Discussion (Persuasive)

New vocabulary: time capsules, cornerstones, mosaic, seep

Additional resources: an example of a time capsule, web links of time capsules

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: Draw attention to the text features. What is in the box? Discuss the photo linked to a speech bubble. Establish the boy's role as narrator.

Page 2: Draw attention to the text features. Why are these people in the photo? What does the time capsule contain?

Page 3: Draw attention to the text features. Why are these people in the top photo? What are the people in the bottom photo doing?

Page 4: Draw attention to the text features. What does the time capsule mark?

Read 'Are Time Capsules Important Today?'

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 ('Are Time Capsules Important Today?')
- * Statement of position ('Many people...believe that time capsules are an important part of history... my cousin Gina and her friend Lucy do not agree')
- * Arguments 'for' ('My parents believe that every family should keep a time capsule') and 'against' ('My cousin Gina and her friend Lucy do not agree')
- * Concluding statement ('If capsules are sealed properly and stored...')

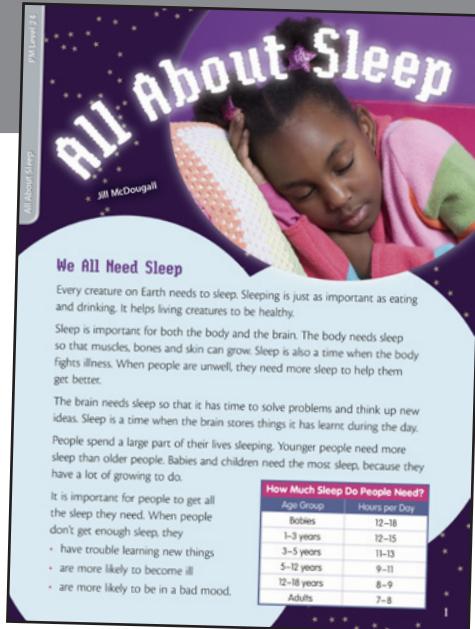
Reading into writing

Objective: To write a concluding statement about which time capsule I would use; technology or real objects.

Success criteria:

- ✓ I can write a subheading: Conclusion.
- ✓ I can write the positive points about technology and real objects.
- ✓ I can write the negative points about technology and real objects.
- ✓ I can end with my decision and the reason for this.





Teacher's Notes

Text type: Information report (Informative)

New vocabulary: REM sleep, predators, tusks, nocturnal/diurnal

Additional resources: pictures and books on nocturnal animals, eye mask, nightwear

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Aeroplanes; Heavy Machinery; Animals with Armour (Available Jan '17)

Before reading ('Card walk')

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

Look at the photos:

Page 1: Discuss the table at the bottom of the page.

Page 2: Discuss the information conveyed in the bold text.

Page 3: Discuss the different way each animal is sleeping in the photos.

Page 4: Discuss the words in the heading: Nocturnal and Diurnal.

Read 'All About Sleep'

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 ('All About Sleep')
- * General statement ('Every creature on Earth needs to sleep')
- * Description: characteristics are organised in paragraphs with headings ('We All Need Sleep', 'What Happens During Sleep?', 'Dreams', 'How Animals Sleep, 'Nocturnal and Diurnal')
- * Evaluation ('No matter how people sleep, it is important that everyone gets enough sleep to keep healthy and happy')

Reading into writing and speaking and listening

Objective: To make a table about how much sleep children in the class have.

Success criteria:

- ✓ I can make a table with two columns.
- ✓ I can write headings for each column.
- ✓ I can complete the table with information from the children.
- ✓ I can report to my class.

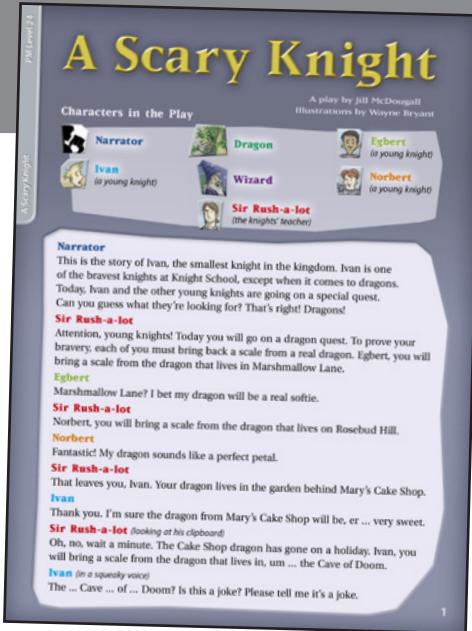
LEVEL 24

Card 17



Guided Reading Cards

A Scary Knight



Teacher's Notes

Text type: Play (Imaginative)

New vocabulary: Ivan, Egbert, Sir Rush-a-lot, Knight School, quest, Marshmallow Lane, softie, Rosebud Hill, perfect petal, Cave of Doom, Cave of Brooms, armour, scales

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

National Curriculum areas: Word Reading and Comprehension

Before reading ('Card walk')

Introduce the text type: Play (Imaginative)

Look at the pictures:

Page 1: Discuss the title and the word knight (homophone). Look at the list of characters and discuss why the Narrator cannot be seen.

Pages 2 and 3: Look at the pictures and locate the characters.

Page 4: Where do you think the light is coming from?

Read and act 'A Scary Knight'

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

After reading ('Card talk')

Using the text, reinforce the features of a play.

For example:

- * Title ('A Scary Knight')
- * Character list ('Characters in the Play')
- * Orientation ('Today, Ivan and the other young knights are going on a special quest')
- * Complication/problem ('I'm on a dragon quest and I have to find the Cave of Doom', 'A nasty dragon lives in the Cave of Doom')
- * Resolution ('My armour saved the day! Now I'll win my Bravery Badge')

Reading into writing

Objective: To write a new play set in Mary's Cake Shop.

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 24 Card 18



Guided Reading Cards Making a Sunset Painting

Teacher's Notes

Text type: Procedure (Informative)

New vocabulary: Goal, Materials, Steps, silhouettes, waterhole, blend

Additional resources: photos of sunsets, yellow, red and blue paints, white and black A4 paper, a pencil, scissors, glue

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Outdoor Art Activities; Animals with Armour (Available Jan '17)



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. Look at the painting. Describe the sky. What silhouette can you see? What can you see in the waterhole?

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

Page 4: How did the boy make two giraffe silhouettes?

Read 'Making a Sunset Painting'

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 Sunset Painting')
- * Goal ('To make a painting of an animal at a waterhole at sunset')
- * Materials ('You will need: yellow, red and blue paints...')
- * Steps (numerals are used to sequence steps)

Reading into writing

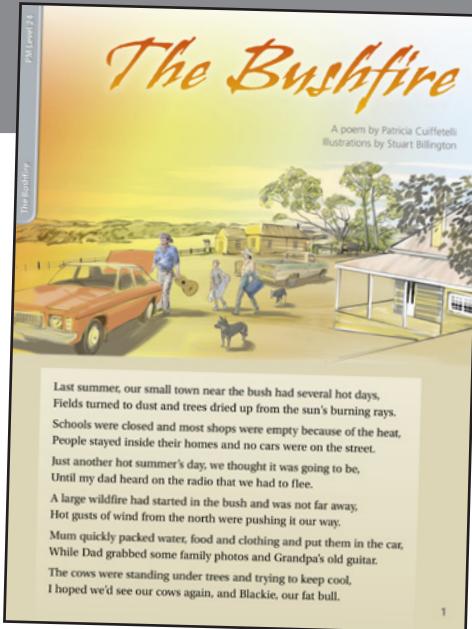
Before writing this procedure, children should make the sunset painting and add their own ideas (setting, people, trees, birds or other creatures).

Objective: To write an informative procedure on making a new sunset painting.

Success criteria:

- ✓ I can write a new title.
- ✓ I can write the purpose.
- ✓ I can write the goal and materials.
- ✓ I can write the steps.





Teacher's Notes

Text type: Poetry (Imaginative)

New vocabulary: bushfire, flee, gusts, embers, bold, water bombs, habitat, mound, flat plain, native, stock

Additional resources: books, photos and web links of bushfires

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Windy Nights and Other Poems
(Available Jan '17)

Before reading ('Card walk')

Introduce the text type: Poetry (Imaginative)

Look at the pictures:

Page 1: Discuss the characters and setting. What is the season? Describe the sky and the trees.

Pages 2 and 3: Describe the setting. What are the firefighters doing? What are the helicopters dropping? Why is the house burning to the ground?

Page 4: Describe the setting and the people's expressions.

Read 'The Bushfire'

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 Bushfire')
- * Rhyming couplet (two lines of the same length that rhyme and complete an idea)
- * The use of capital letters at the beginning of each line

Reading into speaking and listening

Objective: To recite the poem as a group.

Success criteria:

- ✓ I can work with my group to divide the poem into 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.

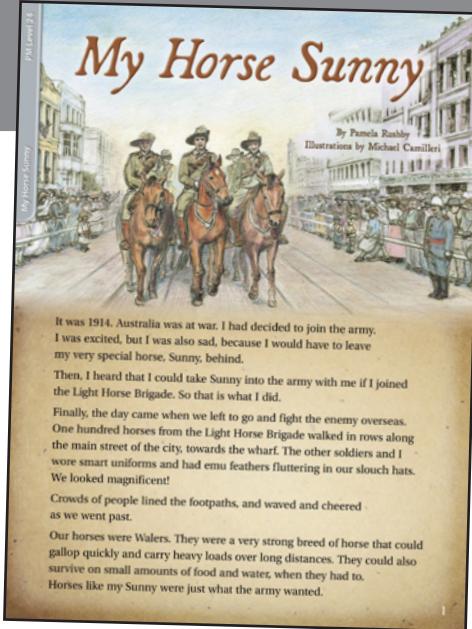
LEVEL 24

Card 20



Guided Reading Cards

My Horse Sunny



Teacher's Notes

Text type: Recount (Imaginative)

New vocabulary: the Light Horse Brigade, wharf, emu, Waler, breed, ramp, stalls, deck, sling, hatch, board, bound, stuffy, grooming, Egypt, drooping, nuzzled

Additional resources: web links of the official *War Horse* film trailer, books, photos and information on war horses

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Our Brother Andy (Available Jan '17)

Before reading ('Card walk')

Introduce the text type: Fiction, Recount (Imaginative)

Look at the pictures:

- Page 1: Discuss the title. Describe the characters, time and setting. Why are there people lining the footpath?
- Page 2: Discuss the characters and setting. Locate the ramp. Why is the horse being pulled on board?
- Page 3: What is the boy doing? Describe the boy's and the horse's expressions. What is the problem?
- Page 4: How have their expressions changed? Why do they look relieved?

Read 'My Horse Sunny'

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 ('My Horse Sunny')
- * Orientation ('It was 1914. Australia was at war...')
- * Sequence of events ('Then...', 'In the end...', 'At last...', 'Then one day...', 'Finally...')
- * Personal comment ('You're going to be all right')

Reading into writing

Objective: To write the imaginative recount of the sea voyage from the horse's point of view.

Success criteria:

- ✓ I can write a new title.
- ✓ I can begin with an orientation of who, when, where and why.
- ✓ I can sequence the events.
- ✓ I can end with a personal comment.