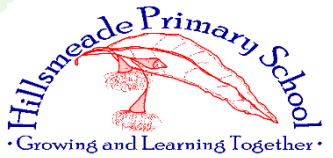




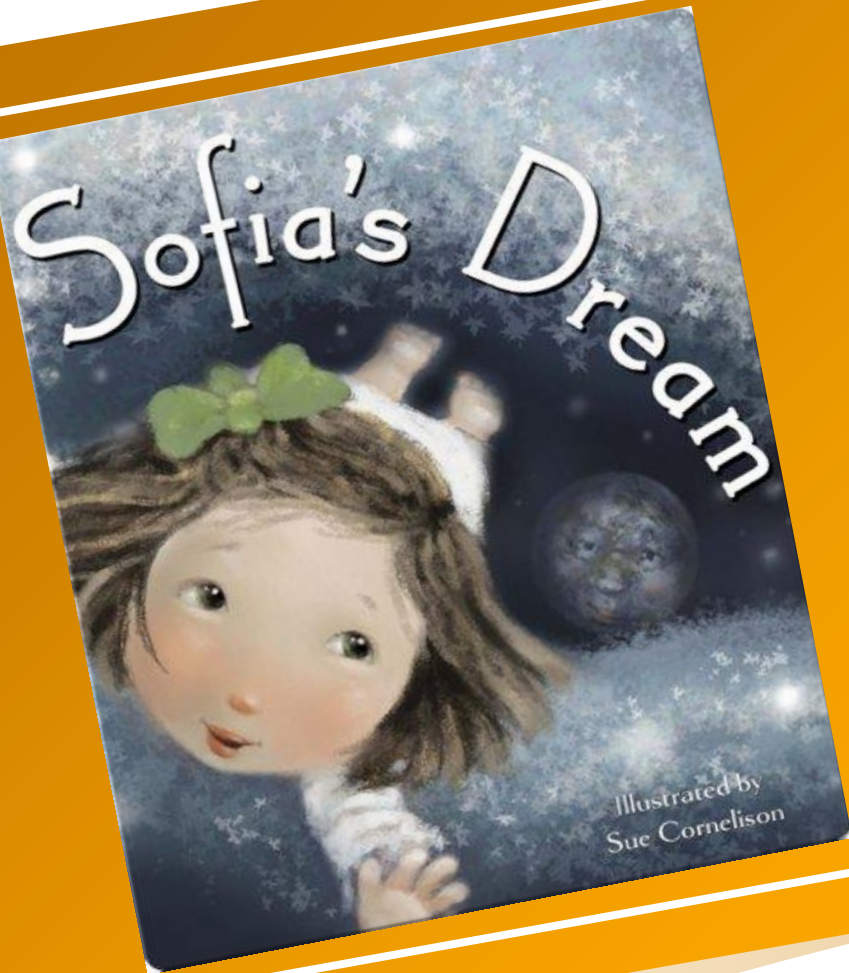
WEEK 6



# Black Level Reading Support



LEARNING FROM HOME



# What do good readers do?

## WHAT DO GOOD READERS DO?



<p>USE BACKGROUND KNOWLEDGE</p>	<p>Think: What do I already know about this topic? Good readers use what they already know and their experiences to help them make sense of the text.</p>	<p>VISUALIZE</p>	<p>Create mental images of the characters, settings and events in the text. Think: What picture am I seeing in my head while reading.</p>	<p>MAKE INFERENCES</p>	<p>Use clues in the text and from your own knowledge to fill in the gaps to help you draw conclusions about the story or text.</p>
<p>ASK QUESTIONS</p>	<p>Stop and ask yourself questions to see if the text makes sense. Re-read the text if you need more information to support your understanding.</p>	<p>MAKE CONNECTIONS</p>	<p>Think about what you already know about the text. Find ways to connect the text to yourself, other texts/movies or the world around you.</p>	<p>MAKE PREDICTIONS</p>	<p>Determine what you think will happen in the text. Use the title, text and illustrations to help you.</p>
<p>IDENTIFY THE MAIN IDEA</p>	<p>What is the text mostly about? Think: What does the author want me to understand?</p>	<p>RECOGNIZE COMPARE AND CONTRAST</p>	<p>In your reading compare how two things are alike. To contrast compare how the two things are different. Also think about how the two things are the same.</p>	<p>SUMMARIZE</p>	<p>Our brain can sum up what's happened in the story or what information is in the text. Use your own words to describe what you have read.</p>
<p>RECOGNIZE SEQUENCE</p>	<p>This is the order in which events occur in the text. Think: What happened first, second then last.</p>	<p>FIND FACTS AND DETAILS</p>	<p>Separating important details from interesting details. Think: What details support the main idea.</p>	<p>REREAD FOR CLARITY</p>	<p>You may need to re-read the text to help you understand fully what the text is about. Think: What is the author saying? Am I understanding what I am reading?</p>
<p>RECOGNIZE CAUSE AND EFFECT</p>	<p>Think: What happened? Why did it happen? Cause is the reason why something happens. Effect is what happened.</p>	<p>DISTINGUISH BETWEEN FACT AND OPINION</p>	<p>Remember that a FACT can be proven. An OPINION is something that someone thinks or feels but can't be proven.</p>	<p>ADJUST YOUR PACING</p>	<p>Think: Am I reading at the right pace to help my understanding of the text? Think about your accuracy, expression, notice punctuation and the pace of your reading.</p>

# DAY 1

Remember to use  
your reading prompt  
sheet

**Learning Intention:** To make predictions about the book, discuss your thinking and make connections.

Before you read, look at the front cover and:

- **Predict** what you think the story will be about.
- **Talk** to an adult about what dreams actually are. It has been said they are stories and images that our mind creates while we sleep. Do you agree? Where do the ideas and images come from? **Write** down a dream you can remember.
- What is the **Author's Purpose** for this book?
- **THEN** - Read pages 1 to 15 (using the blue slider) of *Sofia's Dream on EPIC*.

MAKE  
PREDICTIONS



ASK  
QUESTIONS



IDENTIFY THE  
AUTHOR'S PURPOSE



**PREDICTIONS**

When we predict we make a 'good guess' about what we think will happen.

I think...

We can predict before we read, while we are reading and after we have read.

To predict we use:

- \* The title
- \* The pictures
- \* Our prior knowledge
- \* The words (to give us clues)

Possum Magic

# DAY 2



**Learning Intention:** To identify the Main Idea and the problem in the story.

Read pages 17 – 27:

- What is the **Main Idea** featured in this part of the book? **Copy out** exactly the paragraph that describes the problem in the story.
- Look at Sofia and describe her character traits. **Write** a description of what she is like on the outside and **infer** what she is like on the inside. # **Clue** (To express what Sofia is like as a person look at what she does, thinks and says.)
- How does the story change on page 25? Why?
- Make a **prediction** about what will happen next.

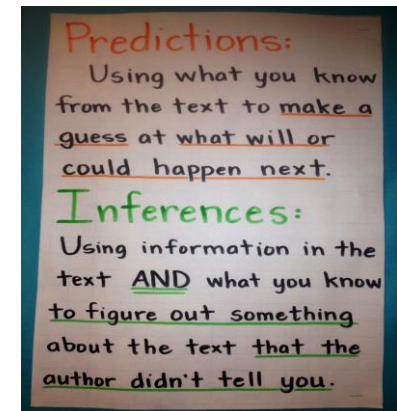
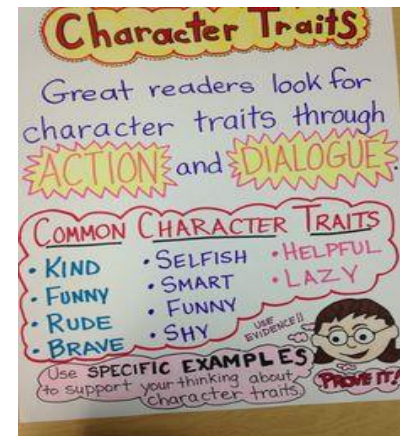
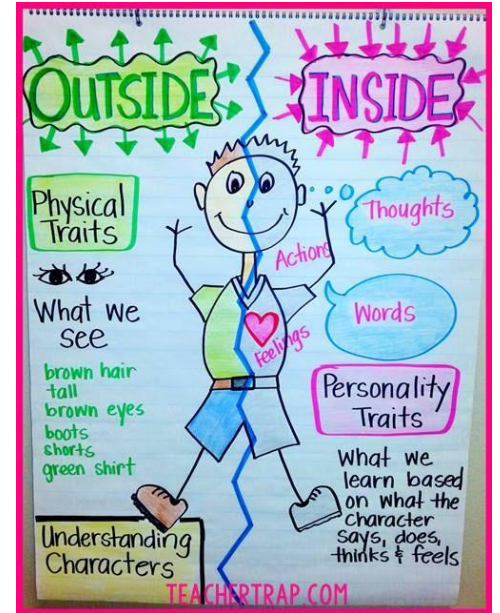
IDENTIFY THE  
MAIN IDEA



MAKE  
INFERENCES



MAKE  
PREDICTIONS



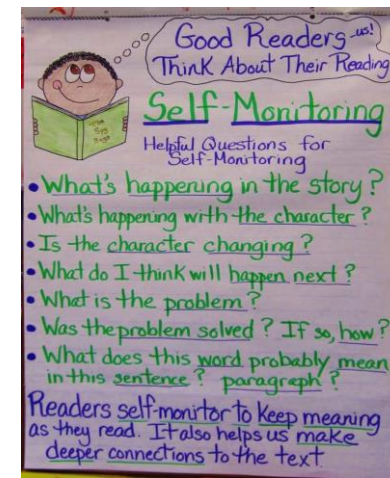
# DAY 3



**Learning Intention:** To re-read the book to self-monitor for clarity.

Re-read 'Sofia's Dream' all the way through:

- Discuss with an adult what is 'really' happening in the story. Is Sofia really having an actual conversation with the moon?
- Make some **Inferences** about how the character feels when she sees why the moon is sad? How would you feel in the same situation? Write down your thinking.
- Does Sofia agree with the moon? What does she do to help to make a difference?
- What **Text to Self connections** can you make after reading this book? Use the anchor chart to help support your thinking.



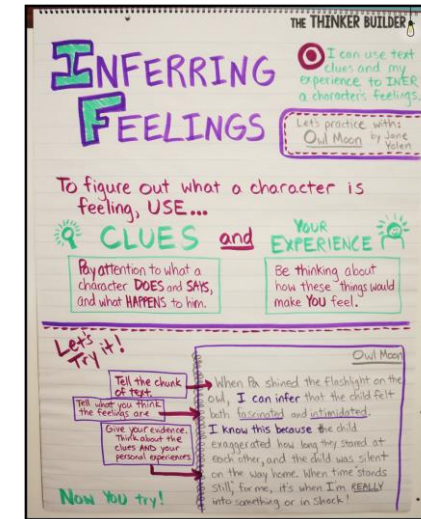
REREAD  
FOR CLARITY



MAKE  
INFERENCES



MAKE  
CONNECTIONS



# DAY 4



Some more activities if you choose...

**Learning Intention:** To show your understanding of the text.

SUMMARIZE

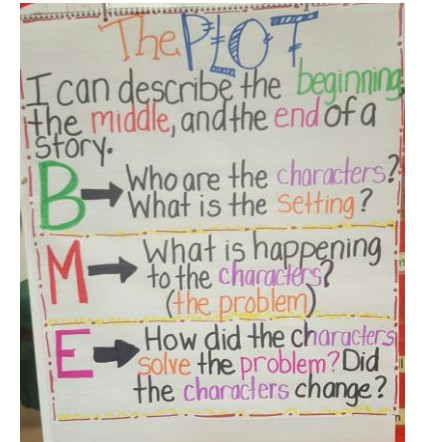


- **Re-read** the book all the way through. Write a summary of the story. Use B M E.
- What would you do to convince everyone to care for the Earth? Write a short, persuasive speech to present to your class.

USE  
BACKGROUND  
KNOWLEDGE



- **Design** a poster to show others how to care for the Earth.
- **Research** Earth Day facts and create a fact book.
- Discuss with an adult why the Earth needs our help to protect it for future generations.
- Write five interview questions. **Interview** a parent/grandparent or both, to share their views on how life has changed since they were a child. Record your observations.



RECOGNIZE  
CAUSE AND  
EFFECT





**Brilliant!**

**Keep up the great reading!**