

WEEK 6



# White Level Reading Support

LEARNING FROM HOME

Splat the Cat



Read To Me 

# What do good reader's 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 <b>FACT</b> can be proven. An <b>OPINION</b> 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

USE  
BACKGROUND  
KNOWLEDGE



**Learning Intention:** To make a prediction, ask questions and recognise an Animal Fantasy Fiction book.

**Before you read:** Look at the cover and flick through the pages. Just look at the pictures. Get a feeling for what the story is about. Use your **Background Knowledge** to help you.

MAKE  
PREDICTIONS



- Make a **Prediction** and guess what the story will be about. Is it really about cats? Or is there a hidden message? Share your thoughts with an adult.
- What do you think the **Author's Purpose** is for this book? Is it to entertain, inform or to persuade the reader? Write down what you are thinking.
- Is this book **Fiction** or **Non-Fiction**? Give some reasons for your answer.

IDENTIFY THE  
AUTHOR'S PURPOSE



Genre:  
**FANTASY**

**What is fantasy?**

Fantasy is an imaginative story that could never happen in real life. It usually includes magic.

**All About Fantasy:**

- Many fantasy stories include magical characters like talking animals, witches and superheroes.
- It often uses personification, which is giving animals or objects human qualities.
- The setting is an unrealistic or magical place.
- The author's purpose is to entertain.

**EXAMPLE:**

*The Polar Express*  
by Chris Van Allsburg

**Splat the Cat**



Read To Me

# DAY 2



**Learning Intention:** To infer what a character is like from a story and to understand the problem the character faces.



MAKE  
INFERENCES



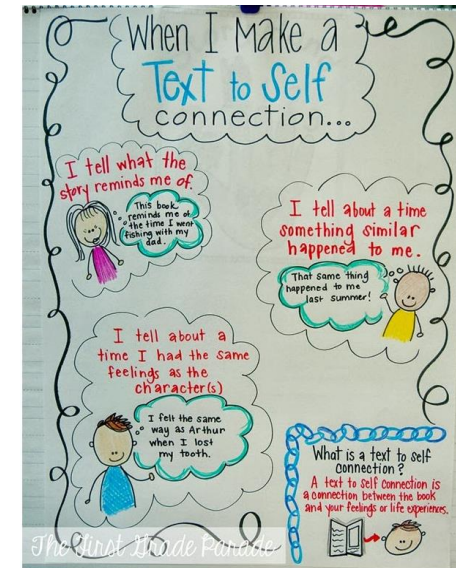
Read 'Splat the Cat' pages 5-17:

- What **Inferences** can you make about how Splat was feeling in the first part of the book? **Write** down 3 things from the story to support your thinking.
- **Visualise** Splat's behaviour. Why is he acting in a worried way? What is the problem in the story?
- **List** some situations that can make people feel **worried/nervous**? How do people act when they are nervous? Use your **Background Knowledge** and your imagination to help you.
- **Make a text to self connection** of when you were in a new situation where you felt worried e.g. Starting at a new school, joining a sports team etc. **Write** a few sentences about how you felt.

VISUALIZE



MAKE  
CONNECTIONS



# DAY 3

**Learning Intention:** To see how problems are solved and how a character's behaviour changes throughout the story.

Read 'Splat the Cat' pages 19–33:


- How is the problem solved in the end? What lesson does Splat learn?
- Splat overcame his nervousness. What things helped him gain confidence in himself by the end of the story? Make a list of some of the things that helped him.
- What did Splat learn about himself? Why was he excited to go to school the next day?
- Why are illustrations important in a book? Look at the illustrations on slider page #11.

Write down how the pictures support the text in the story.

### Illustrations

A text's illustration can

- Show what is happening in the story
- Create the mood
- Give extra details that is not in the text
- Help the reader understand the character
- Provide the reader an understanding of the setting



Name: \_\_\_\_\_ Date: \_\_\_\_\_


How A Character's Feelings Change Throughout the Story

Title: \_\_\_\_\_

Character's Name: \_\_\_\_\_

	Feeling Word	Why?
Beginning		because I felt _____
Middle		because I felt _____
End		because I felt _____

### How do characters DRIVE the story?




- Their emotions and feelings help us get into the story.
- They take us places and let us see them!
- They are always changing to help the story move along.
- They cause problems and then they fix them.
- They react to problems.
- They interact with other characters in the story.

### Characters Can Change Over Time

Throughout a story, characters can change/evolve in several ways:

- **Physical change**-changes in the way a character looks.  
→ External
- **Attitude or Behavioral change**-changes in the way the character acts, thinks, or feels.  
→ Internal



Beginning Middle End

- The reader learns about the character's strengths and weaknesses.
- Events occur that cause the character to think about life differently.
- The character changes and grows from the experience.

REREAD FOR CLARITY



USE BACKGROUND KNOWLEDGE



ASK QUESTIONS



# DAY 4



*Some more activities  
if you choose...*

**Learning Intention:** To show your understanding of a character's ever changing feelings and actions while trying to solve the problem created in the story.

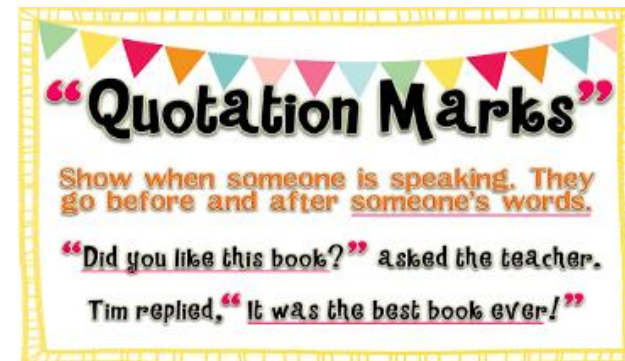
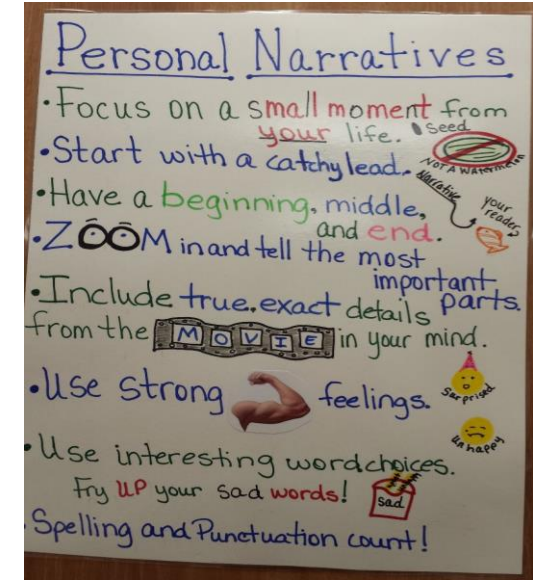
**Re-read the text all the way through to an adult.**

- Write a personal narrative explaining your first day at school or when you joined a sports team. Write your feelings and actions.
- Think up at least 5 excuses about why you didn't finish your homework. Write and draw them, then create and make a small book.
- There are lots of quotation marks “ ” in this story. Write your own conversation between Splat and another character. Use quotation marks “ ” in your conversation.
- Complete the Quiz on slider page #35. How did you go?  
Discuss your answers with an adult.



RECOGNIZE  
SEQUENCE

A B C





# Splat the Cat



Read To Me 

Brilliant!

Keep up the great reading!

