

WEEK 7



White Level Reading Support

LEARNING FROM HOME

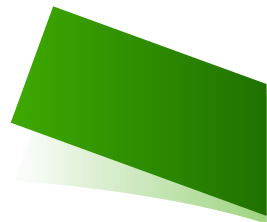


What do good reader's do?

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 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 2

how do I find the main idea?




The **main idea** is what the text is **mostly** about.

be a **detective**... look for **clues**




- ✓ Ask yourself: "What the text is mostly about?"
- ✓ Look at the text features... title, headings, and pictures
- ✓ Are there any clue words... words that are repeated, bold, or underlined?
- ✓ Does the first or last sentence state the main idea?
- ✓ What do the supporting details tell you about the text?


Long ago and today




Children used to play with hula hoops. Today, children use hula hoops to exercise. They also use hula hoops to play games.




Children used to play board games. Today, children use board games to play games.



Children used to play with blocks. Today, children use blocks to play games.



Children used to play with a ball. Today, children use a ball to play games.



Children used to play with a ball. Today, children use a ball to play games.

Learning Intention: To recognise new information compared to what is already known.

IDENTIFY THE MAIN IDEA



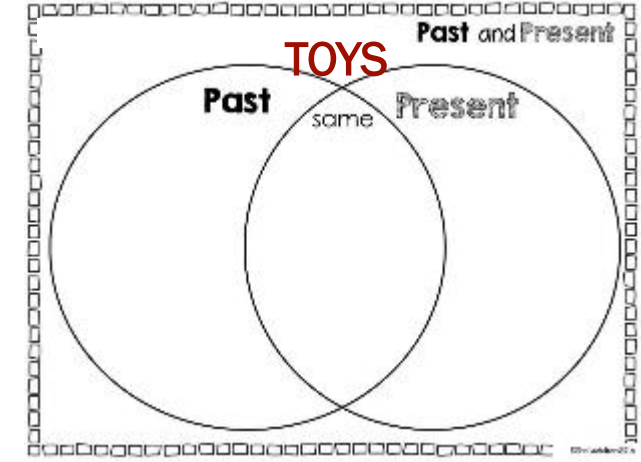
Read 'Toys and Games Then and Now' (slider pages # 5-13)

- Explain the **Main Idea** of the book. The pages are set out in a special way. How does this help you as the reader? Talk to an adult about the page layout.
- **Compare and Contrast** the differences you see between the toys from the past and the present. Draw a **Venn Diagram** to show the **differences, similarities** and what is the **same**, between toys in the **past** and the **present**.
- Games are discussed in this part of the book. **Look** at the board games played in the past and think of the games you play now. **Create a Positive, Negative, Interesting** chart to write down how you feel about board games. Are Board Games good?

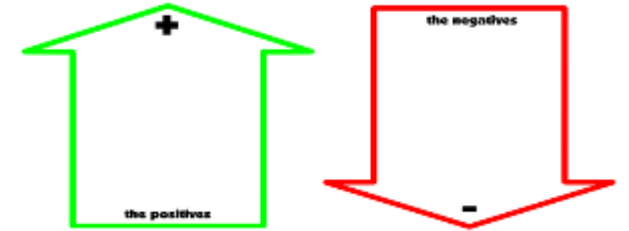
REREAD FOR CLARITY



RECOGNIZE COMPARE AND CONTRAST



? **Board Games**



! **interesting**

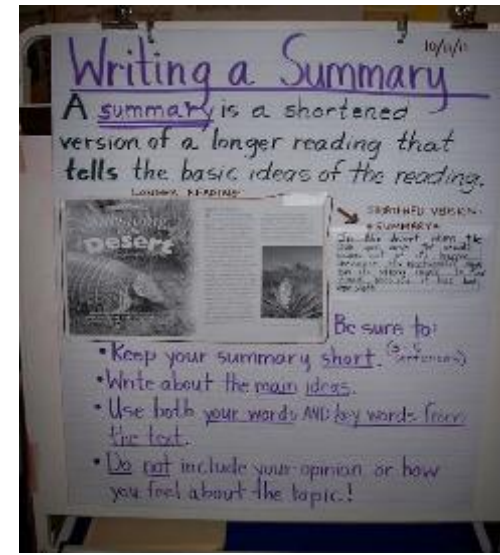
DAY 3



Learning Intention: To search for information then compose and summarise the text.

Read 'Toys and Games Then and Now' (Slider pages #15-23.)

- Look at Slider page #17- **Sports then and now**. You are going to re-read the double page then have a go at writing a summary of what you have read. Look at the anchor chart to help you write a summary.
- Toys are very important to us. Write down 4 questions you can use to interview your parents and/or grandparents about their favourite toys when they were your age. **Record** the conversation and what you learnt from them. What were their toys like?
- Ask an adult to help you Google the book, 'My Grandmother's Toy Box.' Read it together. It's about toys kept from many generations in a family toy box. What would the Toy Box tell us as we looked through? What toy would you choose to put in the Toy Box and why?



My Grandmother's Toy Box

A story about toys
Written by: Alison Byrne and Lucinda. Illustrated by: Cat Macmillan.



FIND
FACTS AND
DETAILS



SUMMARIZE



MAKE
CONNECTIONS



DAY 4



Some more activities if you choose...

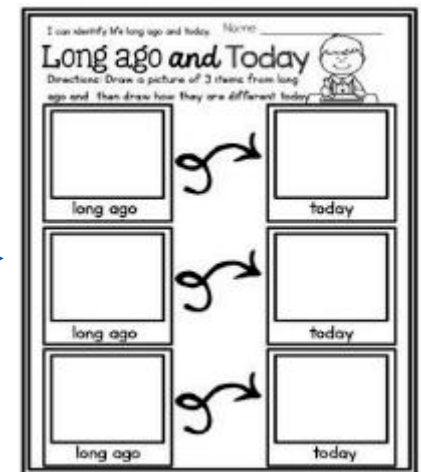
Learning Intention: To understand the use of time from the past to the present.

Re-read your favourite parts of the book.

- Think of your favourite toy. Why do you like it? How does it make you feel? **Draw** your toy then label it. **Write** a detailed description of it .
- Pretend you are a toy designer. **Design** a new toy/game that you think children would like. Draw your toy/game and label it. What materials is it made of? If you choose a game, write down the rules and how the game is played.
- **Make a list** of 10 of your favourite toys. **Write** a reason for why each one is important to you. At the end, write down a new toy you would like to buy. Why?
- Could you live without toys? Why or why not? **Write** a persuasive piece to explain your point of view. Use the **OREO anchor chart** to support you.
- Use the 'Long ago and Today' template idea to compare toys from the past and the present. Have they changed a lot? →
- **Complete** the Quiz on page 25. How did you go? Discuss your answers with an adult.



FIND
FACTS AND
DETAILS





Amazing Reading!

Keep up the great reading!