

WEEK 8



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



Learning Intention: To visualize what the story will be about and make predictions.

Before you read, look at the front cover:

- **Visualize** what you think the story will be about.
- Use the **See, Think, Wonder** anchor chart idea to record your thinking.
- What do you think the **Author's Purpose** is for this book? Is it to entertain, to inform or to persuade? How do you know?
- Ask an adult to be your **'reading partner'** so that you can share and discuss the book together.
- **Read** with an adult and listen to the story on **slider pages #3-11**

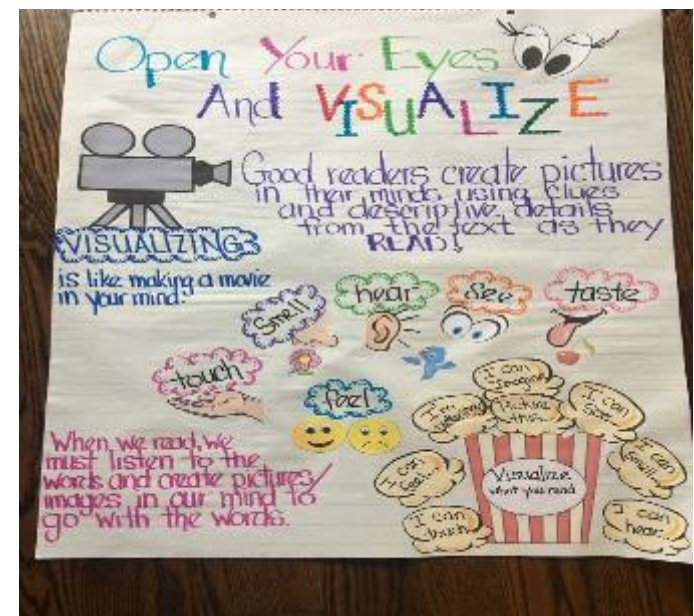
VISUALIZE






MAKE PREDICTIONS



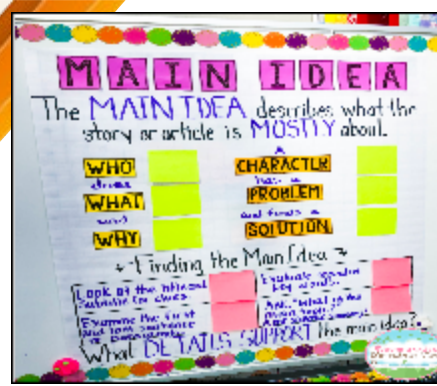
IDENTIFY THE AUTHOR'S PURPOSE



SEE 	THINK 	WONDER 
See... Notice... There is...	It is... I have an idea about... Could it be...	What? What? What? What? Why?



DAY 2

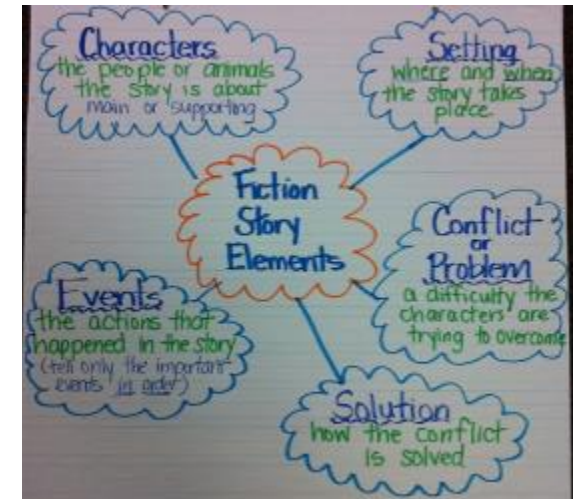
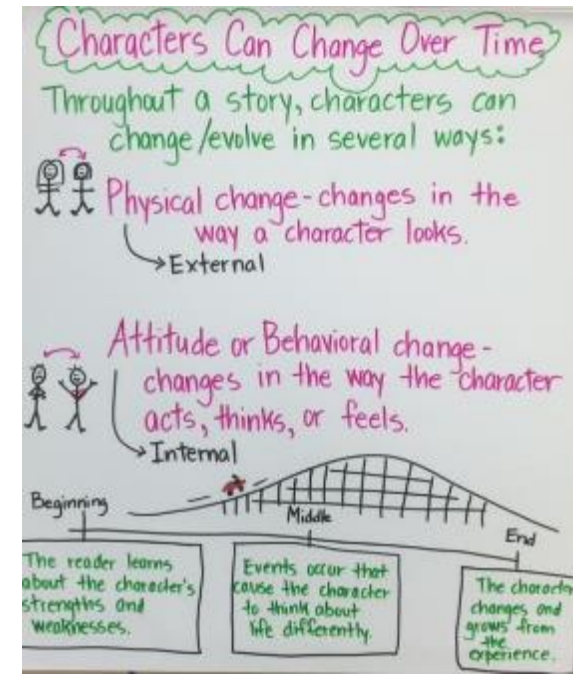


Learning Intention: To identify the main idea and the problem in the story.

Read slider pages #15–23.

- What is the **Main Idea** featured in the book so far?
- The 2 main characters, **Pirate Pete and Library Lou** are important in the story. Pirate Pete's behaviour changes a lot from the beginning, to the middle and in the end. **Re-read** the story from the start to page 23, then write down the changes you see in Pirate Pete. Use the '**Characters Can Change Over Time**' anchor chart to help you.

- How does the story change on **slider page #19**? Why?
- Make a **Prediction** about what will happen next and write down your thinking.



IDENTIFY THE
MAIN IDEA



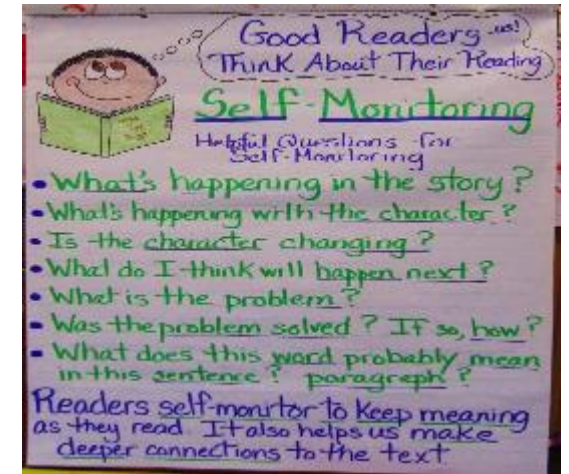
REREAD
FOR CLARITY



MAKE
PREDICTIONS



DAY 3



REREAD
FOR CLARITY



Learning Intention: To recognise the problem in the story and understand the ending.

Read slider pages #25-33.

MAKE
INFERENCES



- Pirate Pete is looking for treasure, like gold and jewels. From what you have read in the story and what you already know, what can you **infer** will happen next?

ASK
QUESTIONS



- **Discuss** with an adult what is '**really**' happening in the story. Why is Pirate Pete reading all those books? What was Library Lou's plan to help Pirate Pete? Did it work? **Follow** the Fiction Story template to help organise your thinking.

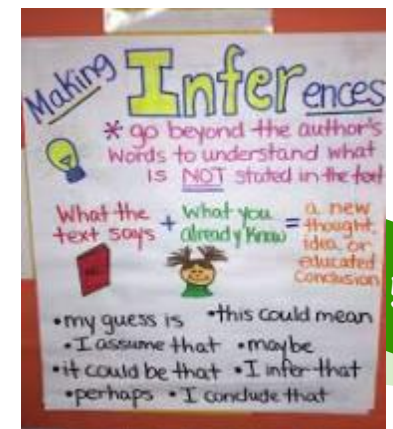
FIND
FACTS AND
DETAILS



- Can you work out what the '**real treasure**' was that Pirate Pete found in the end? Write down the page that gives you the answer. Explain how Pirate Pete and Library Lou both felt at the end of the story. Explain why they were **both** happy.

Fiction story

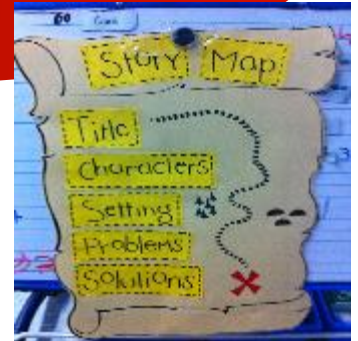
Title:	Characters:
Author:	
Setting:	
Problem:	
Solution:	
Theme:	



DAY 4



Some more activities if you choose...



Learning Intention: To show your understanding of the text and recognise the lesson in the story.

SUMMARIZE



- Re-read the book all the way through. Write a summary of the story by creating a **Story Map**.

- Research a 'real life' pirate and make a poster. There were both male and female pirates!

RECOGNIZE SEQUENCE

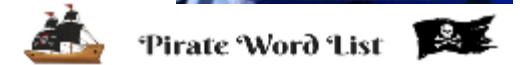


- Pirates use their own very special words. **Make** up your own '**Pirate Word List**' using the words in the book. Write out the words and what they mean.

- Go on your own '**Pirate Adventure**' and write an exciting story. Watch a pirate movie for inspiration! As the pirate captain, pick your crew, name your ship and sail the seas looking for adventure. Include all the elements of a story e.g. characters, setting, problem, solution, etc.

- This book uses lots of rhyming words right/bright, spot/got, shook/look. Where do you see these rhyming words? How many can you find in the story? Write them out and underline the part of the word that rhymes.

HAVE FUN! If you get time do the QUIZ!



'Pirate Word List'

Pirate Lingo	
• Ahoy! - Hello	• Miscreant - To get stuck on a desert island
• Aye! - Yes	• Walk the plank - To be forced to walk off a plank of the ship into the ocean
• Bally - Treasure	• Wench! Wench! - Call the ship ready to sail
• Colts - Flag	• Doubloons - Gold coins or money
• Matey - Stranger or friend	• Jolly Roger - The flag of a pirate ship
• Dishes - Friends	• Likewoggle - Cheat someone
• Lase - Woman or girl	• Black spot - Death threat
• Avoil! - Stop	• Avoil ye - Don't bother
• Blimey! - Something to say when frustrated	• All hands busy - Everyone get on the deck
• Sevey? - Do you understand?	• Scuttle - To sink a ship
• Show me thibed - Something to say when you are surprised	• Sandogg - An old sailor or pirate
• Yo-ho-ho - Something to say when happy	• Shook look - Looking to the ocean
• Ye - Use this instead of "you"	
• All - The back of the ship	
• Bidge - Bottom of the ship	
• Fore - Front of the ship	
• Port - Left side of the ship	
• Starboard - Right side of the ship	
• Baccawant - Another name for pirate	
• Lad - Young man	
• Scallywag - Someone you don't trust	
• Shardy - Sleep	
• Cutlass - Pirate's sword	
	<p>Write: HARRY, say "HARRY" and replace "HARRY" with "HARRY" in HARRY CAR.</p>

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Sensational
Reading!

Keep up the great reading!