



WEEK 8
















Blue Star
Reading Support



LEARNING FROM HOME

What do good reader's 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 use your background knowledge to make connections and predictions about the book.

USE
BACKGROUND
KNOWLEDGE



MAKE
CONNECTIONS

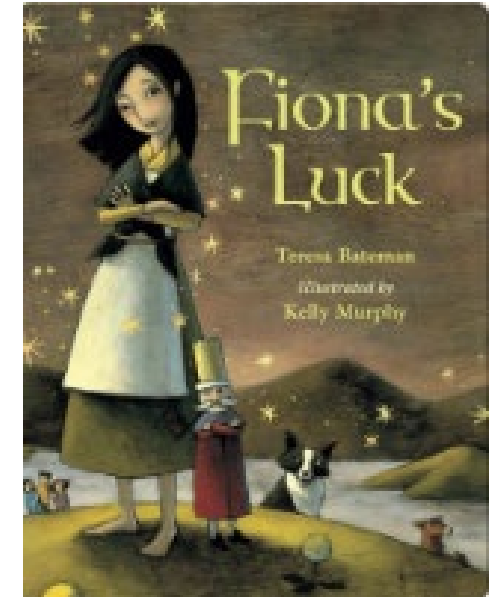


MAKE
PREDICTIONS



Before you read, look at the front cover:

- Make a list of **things that you know about luck**. What are some things that people consider to be lucky or unlucky?
- **Make a connection** - Has anything lucky or un-lucky ever happened to you or to someone you know? What happened?



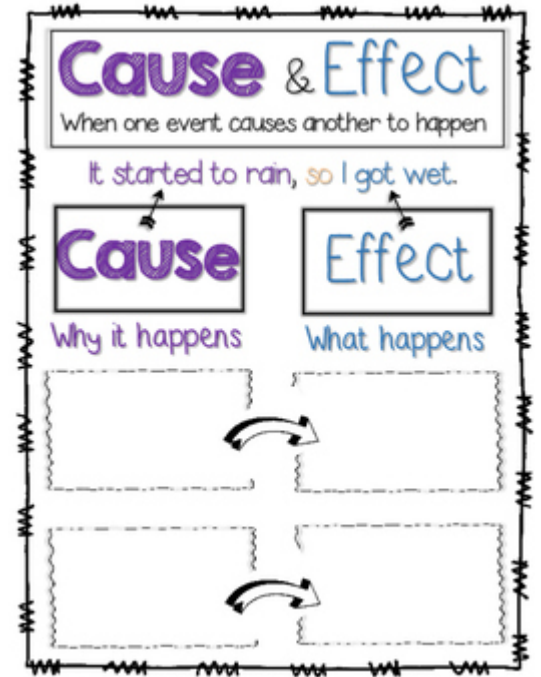
THEN - Read up to the end of page 17 (on the blue slider) of *Fiona's Luck* on EPIC.

- *"Fiona found herself beneath the earth, in the throne room of the leprechaun king."* Make a **prediction** about what is going to happen next. Why do you think this?

DAY 2



Learning Intention: To find examples of Cause & Effect and to look for clues in the text to answer questions.



Read on from page 18 to the end of **Fiona's Luck**.

- The story is full of **Cause and Effect**. What examples of cause and effect can you find in the story?

CAUSE			EFFECT
e.g.	The 'big folk' were sucking up all the luck.	so	The Leprechaun King ordered all the luck to be collected.



Use your inferring skills to answer the following:

- Fiona knew that she would have to use cleverness to get the luck back. How was Fiona clever? How did she trick the leprechauns? Was she really lucky?

DAY 3



Learning Intention: To re-read the book for clarity and to practise fluency and expression.

Re-read the whole book *Fiona's Luck*.

REREAD
FOR CLARITY



ADJUST YOUR
PACING



1) *As you read - think:*

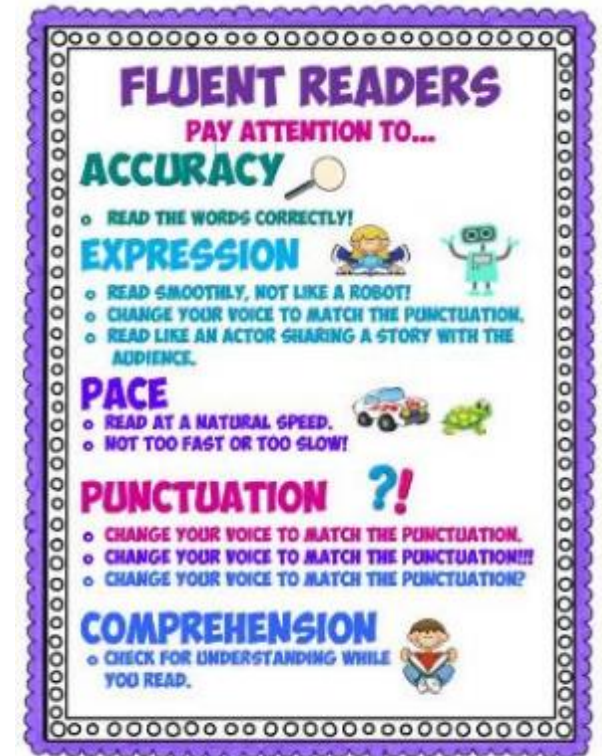
- Do I understand what I'm reading?
- Am I reading too fast or too slow?
- Am I noticing the punctuation?

2) Choose a page to read out loud and ask yourself:

- Am I reading fluently?
- Am I reading with expression?

BONUS TASK: *you may need adult permission for this*

- Use a device to record (video or voice) your reading out loud.
- Listen to your recording and ask yourself whether you are doing all of the things that fluent readers do? (look at the anchor chart).
- **Which skill/s do you need to practise more?**



DAY 4



*Some more activities
if you choose...*

Learning Intention: To show your understanding of the main idea and the order of events within the text.

IDENTIFY THE
MAIN IDEA



- What was the Main Idea in this story? What does the author want you to know or think about luck?
- Do you believe in luck, or believe that things can be lucky/unlucky? Explain your reasoning.

RECOGNIZE
SEQUENCE



- Make a list of things that happened in the story. Start at the beginning of the book and work your way through to the end.
- Create a comic strip to retell the story (or a part of the story). Make sure you retell the story in order and use speech and thought bubbles to show when characters are talking. Your comic can look different to this example.

Title of Comic



Sensational Reading!

Keep up the great reading!