

WEEK
10



White Level Reading Support

LEARNING FROM HOME



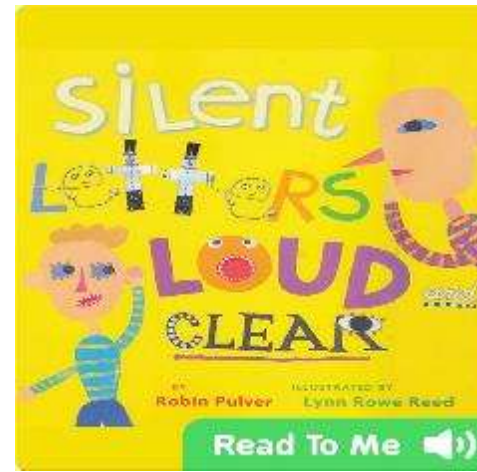
What do good readers do?

WHAT DO GOOD READERS DO?



<p>USE BACKGROUND KNOWLEDGE</p>	<p>Think: What do I already know about this topic?</p> <p>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.</p> <p>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?</p> <p>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.</p> <p>Think: What happened first, second then last.</p>	<p>FIND FACTS AND DETAILS</p>	<p>Separating important details from interesting details.</p> <p>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.</p> <p>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?</p> <p>Cause is the reason why something happens.</p> <p>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



USE
BACKGROUND
KNOWLEDGE



Learning Intention: To make a prediction and ask questions.

Before you read: Look at the cover and flip through the pages. Just look at the pictures. Get a feeling for what the story is about.

MAKE
PREDICTIONS



- Make a **Prediction** and share your thoughts with an adult.
- What is the **Author's Purpose** for this book? Write down what you are thinking. Can you explain what 'silent letters' are? Why are they called silent?

IDENTIFY THE
AUTHOR'S PURPOSE



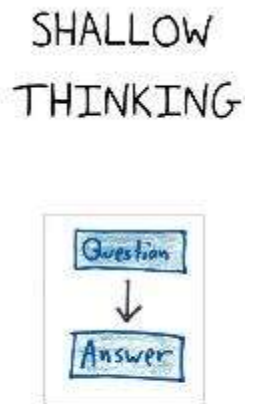
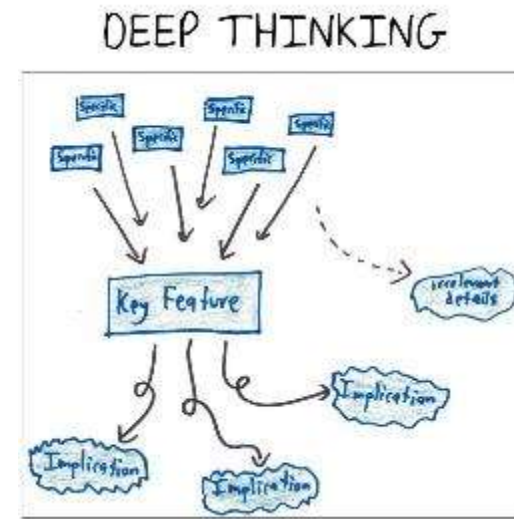
- Is this book **Fiction** or **Non-Fiction**? Give some reasons for your answer.

Silent Letters		
		
climb	knife	listen
gnaw	stomach	column
rhubarb	biscuit	crumb
wrestle	sign	build
rhinoceros	knock	doubt
magic 'e'		
castle	gnome	school
guitar	whisper	echo
autumn	ghost	knight
who	guess	wriggle
sword	knot	write

A **silent letter** is a letter that must be included when you write the word even though you don't pronounce it!



DAY 2



Learning Intention: To identify the problem in the story and ask deeper questions about the text.

Listen to the story all the way through.

MAKE
INFERENCES



- In the first part of the story what **Inferences** can you make about how the children felt about 'silent letters'? **Write** down 3 things from the story to support your thinking.

VISUALIZE

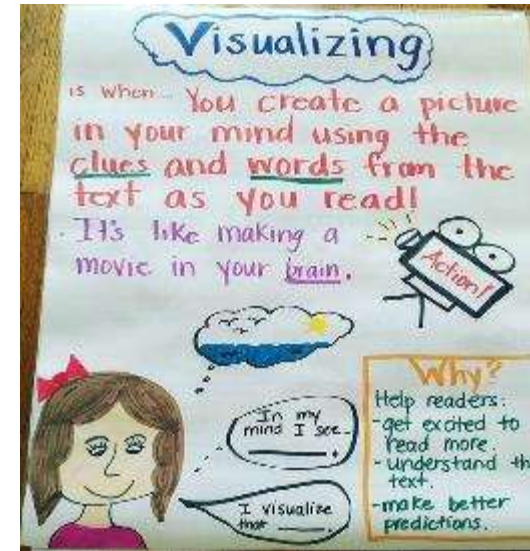


- **Visualise** the 'silent letters'. Why were they feeling sad and worthless?

MAKE
CONNECTIONS



- What's **wrong** with the letter the editor received from the children? Why was the letter embarrassing for both the children and the teacher?
- **Make a Text to Self Connection** and think about what you do as a reader and a writer when you come across words with 'silent letters'? Do you find them easy or difficult? **Write down some of the words you find challenging. Give some reasons why they challenge your thinking.**



DAY 3



Learning Intention: To recognise how problems are solved in a story.

Read the story to an adult.

- Silent letters are written but not pronounced. If the silent letters are removed from words the meaning of the text is altered completely. Use the words with silent letters on the sheet provided and create a simple, short story using as many of the words as you can. In your piece of writing put the 'silent letters' in a different colour to make them stand out. Have fun creating a funny piece of writing.
- The children are quite angry after their lesson with Mr Wright. Why don't they like silent letters? What do the children decide to do to fix the problem?
- The silent letters come up with an idea to get even with the children. What do they decide to do? Are they successful? How does the story end?

Silent H	Silent T	Silent K	Silent B
wh <u>at</u>	w <u>it</u> ch	<u>kn</u> ife	lamb <u>th</u>
wh <u>en</u>	fast <u>e</u> n	<u>kn</u> ee	thumb <u>th</u>
wh <u>y</u>	cast <u>l</u> e	<u>kn</u> ot	num <u>b</u>
wh <u>ic</u> h	wat <u>ch</u>	<u>kn</u> itting	crumb <u>th</u>
wh <u>et</u> her	but <u>ch</u> er	<u>kn</u> ow	climb <u>ing</u>
gh <u>o</u> st	scrat <u>ch</u>	<u>kn</u> ob	bomb <u>th</u>
<u>h</u> onest	list <u>e</u> n	<u>kn</u> ock	comb <u>th</u>
<u>h</u> our	mat <u>ch</u>	<u>kn</u> ickers	doub <u>t</u>
wh <u>il</u> e	Christ <u>mas</u>	<u>kn</u> uckle	plumb <u>er</u>
wh <u>it</u> e	mortgag <u>e</u>	<u>kn</u> ight	lim <u>b</u>
wh <u>er</u> e	soft <u>e</u> n	<u>kn</u> ack	debt <u>th</u>
<u>r</u> hythm	oft <u>e</u> n	<u>kn</u> ew	tomb <u>th</u>

REREAD
FOR CLARITY



ASK
QUESTIONS



RECOGNIZE
CAUSE AND
EFFECT



DAY 4



Some more activities if you choose...

Learning Intention: To show your understanding of the importance of learning your 'spelling rules' for silent letters.

Re-read the story all the way through to an adult.



- Look at the letter the children sent to the Editor. Re-write the letter and fix up all the mistakes. If you're not sure, check the original letter on page 13. →
- Choose some of the 'silent letters' e.g. **b, k, w, gh** and create a silent letter poster. →
- Make up a board game using some of the silent letters from the story. →
- Create a 'Roll-A-Word' silent letter sheet. Roll the die and learn to spell the words in the list under the number. →

Dear Editor:

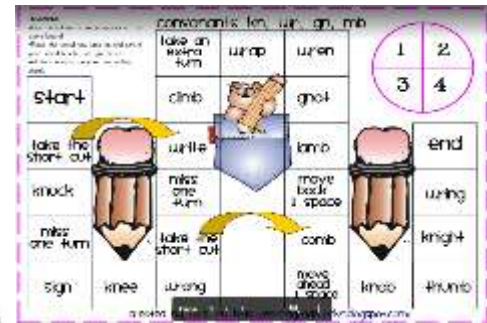
Mr. rit says good spellers ar mad, not born. But we don't lik silent letters! We can't hear them, so ho needs them? Wy us them? Silent letters should be bann'd.

We hop you print this. We hop peopl will read it and agree that we ar quit rit.

Hopfully yours,
Mr. rit's class

P.S. Cat rot this.

Silent H	Silent T	Silent K	Silent B
what	wich	knike	lumb
when	foson	knob	thunb
wha	cardle	knat	knub
whoh	wojoh	knibing	clunb
whether	bupber	knaw	clunb
about	scrach	knob	knob
honest	kniten	knock	comb
hour	trahon	knackere	dnost
whik	Chignad	knackie	plunber
white	mongege	knigh	knib
obure	sofian	knack	dnob
rythm	ohen	knaw	knob



Roll-A-Word

Roll a die. Cover and read the first word under the die. Start off the word. If you roll on the same die, spell the next word. Make sure you start with the word you get. When you get all the words, you win!

1	2	3	4	5	6
bright	light	thumb	right	knob	knee
wreck	right	wrong	comb	know	light
plumb	knob	lomb	slight	wrist	knock
delight	knit	flight	knock	knife	climb
writhe	wrang	wrap	mighty	when	fligh
atright	knob	knock	light	twilight	wreck
lightning	knob	knave	knave	wristle	delight
knave	written	knave	knave	sunlight	plight
knave	delight	delight	wristle	highlight	wristle
knave	knave	wristle	wristle	highlight	highlight
knave	knave	wristle	wristle	highlight	highlight
knave	knave	wristle	wristle	highlight	highlight
knave	knave	wristle	wristle	highlight	highlight



Wonderful
Reading!

Keep up the great reading!