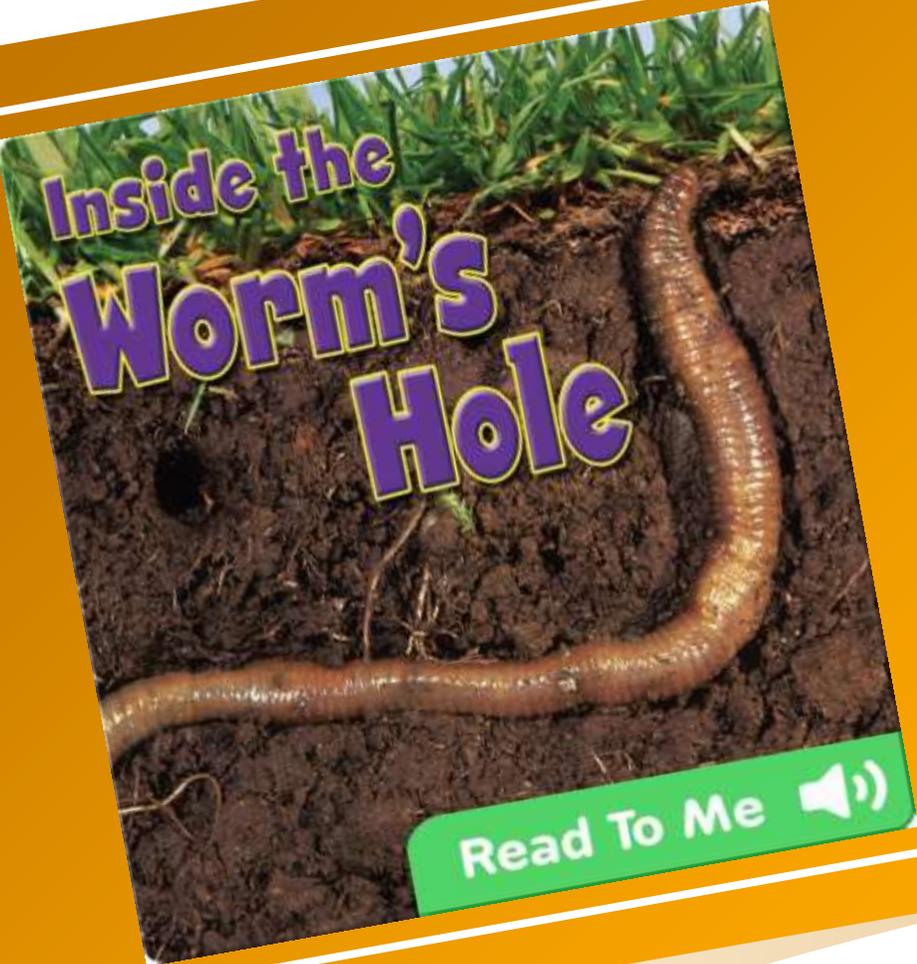




WEEK
11



Black Level Reading Support



Read To Me 

LEARNING FROM HOME

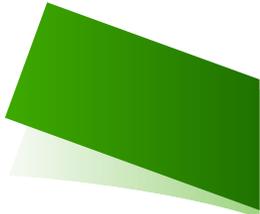


What do good readers do?

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



Use BACKGROUND KNOWLEDGE

How do readers use background knowledge?

Good readers use background knowledge by using experiences and what they already know to make sense of the text.

- Background knowledge is also called schema.
- Readers constantly use their schema while they read to make sense of the text.
- Using schema helps readers to make connections to the text. These could be connections to themselves, to another text, or to the world.

Text + Background Knowledge = Comprehension

Learning Intention: To use background knowledge to make predictions.

Before you read:

- Look at the **anchor chart** that shows you how to activate your **Background Knowledge**.
When you read non-fiction you are asking questions before, during and after reading.
- Draw a **KWHLAQ Chart** to help sort out your thinking. In the **'K'** column write down what you already know about worms. Use **dot points** for your chart.
- Write down **three questions** you might like answered in the **'W'** column. Fill in the **'L'** column at the very end after you have read the book, to show your **new** learning.
- Think about the **Author's Purpose** for this book? How do you know it is a non-fiction book?
Explain your thinking to an adult.

K	W	H	L	A	Q
What do I know?	What do I want to know?	How do I find out?	What have I learned?	What action will I take?	What new questions do I have?

USE BACKGROUND KNOWLEDGE



IDENTIFY THE AUTHOR'S PURPOSE

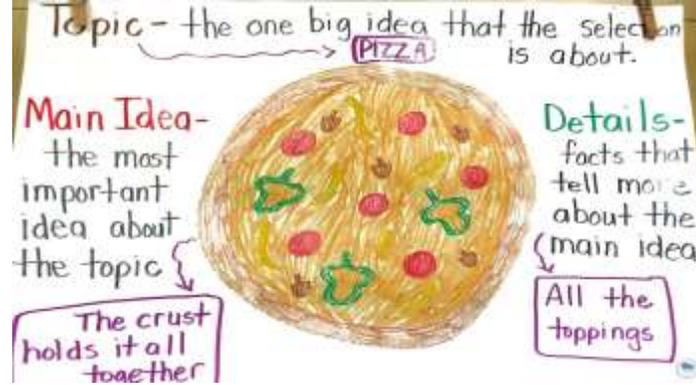


ASK QUESTIONS

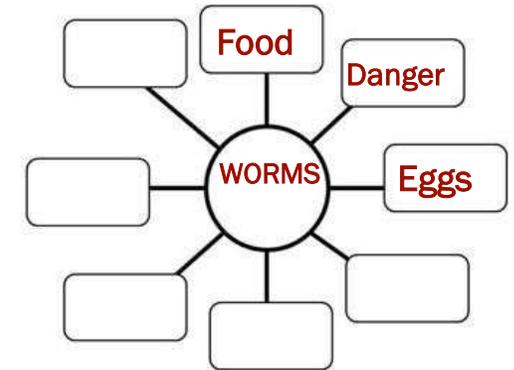


THEN – Have a quick look at the book, 'Inside the Worm's Hole'.

DAY 2



Main Idea and supporting details



IDENTIFY THE MAIN IDEA



FIND FACTS AND DETAILS



REREAD FOR CLARITY



SUMMARIZE



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

Listen to 'Inside the Worm's Hole' with an adult and talk about the text.

- Write down the **Main Idea** of the book. List at least 3 details that support the Main Idea. Do they teach you more about the Main Idea? Explain how!
- With a non-fiction book you don't have to start reading from the beginning. The pages are set up with **bold headings**. You can scan the headings to quickly find what interests you. **Find 2** headings that interest you and read the information in the text. As you read through, make a list of **Facts and Details** that were new to you.
- As you re-read the book look at **each page** and **identify** the **Text Features** shown. Share your thinking out loud with an adult. Discuss the **purpose** of using the headings, photographs, diagrams, maps and captions.
- Which parts of the book did you find the most interesting? Explain your choices. Write a short summary.



Nonfiction Text Features

Bold Print	Call-out box	Italics	Big Text
Diagrams	Timelines	Highlighted Text	Bullets
Table of Contents	Glossary	Index	Tables/Charts
Maps	Pictures and Captions	Graphs	

Index: animals 2,4,6; plants 3,5,7; ecology 10,11

Tables/Charts: Rain table with columns for Jan and Feb, and rows for 2011 and 2012.

Graphs: Pie chart and bar chart.

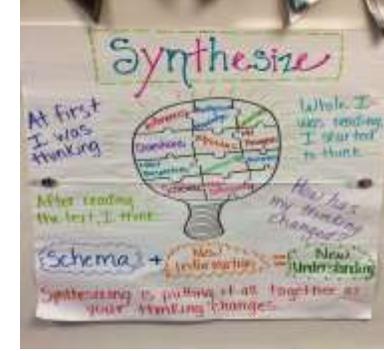
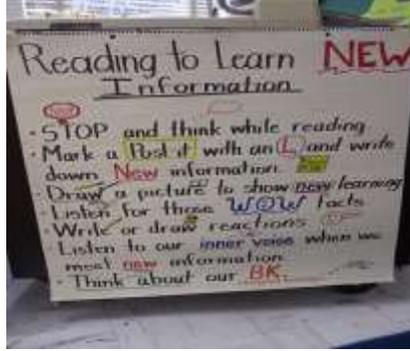
Pictures and Captions: Parts of a cell, Red Blood Cells.

DAY 3

Learning Intention: To look for information in the pictures, the text and to make connections.

Re-read, 'Inside the Worm's Hole':

- Choose a photograph that you found interesting. Explain why you chose it? Draw the picture then write a detailed description of what you see and how you feel.
- Every double page has a magnifying glass with information in it. Read them all and discuss what you read with an adult. Were the facts interesting?
- What new pieces of information did you learn from your reading? Did it come from the text or from the photographs? Or both? Write any **new learning or questions you might still have** in the **KWHLAQ Chart** you started on **Day 1. Synthesize your new learning.**
- What **Connections** can you make after reading 'Inside the Worm's Hole'? Can you make a connection to **all 4 sections** on the anchor chart? Write down your connections.



DAY 4



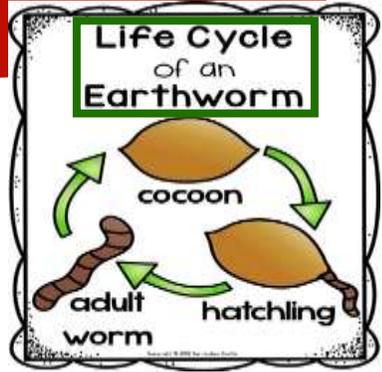
Some more activities if you choose...



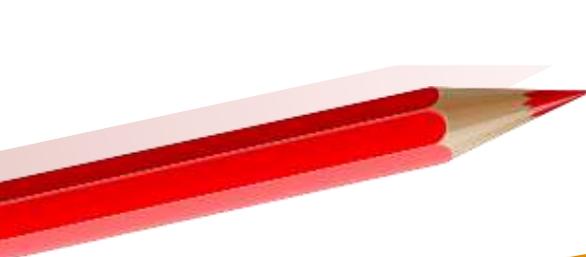
Learning Intention: To show your understanding of the text.

Try some of these activities:

- **Research** additional information on worms. Look at the Did You Know? sheet to get some ideas. Create your own **Fact Sheet**.
- **Draw** a worm life cycle. Use the information on the Worm Life Cycle sheet to help you. Label your diagram.
- What is your **opinion** about worms? Are they good for the environment and the soil? Give your reasons.
- Be creative and see if you can write your own 'Earthworm Rap'.
- Worms are fascinating! Ask a parent to help you google, 'How to make a worm farm in a jar'. You can watch and learn how incredible these little creatures are right inside your house!
- Write your own worm adventure. 'The Adventures of Herman' could be the inspiration for your story. Use the information you have learnt to help you plan a story.



Write a story



Outstanding Reading!

Keep up the great reading!

