

WEEK 9



Black Level Reading Support

LEARNING FROM HOME

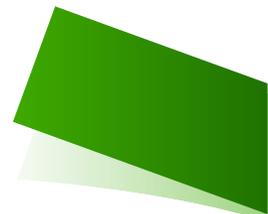


What do good readers do?

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 use prior knowledge and ask questions as you read.

Before you read:

- Look at the front cover and make a list to show what you **already know** about great white sharks.
- Think about the **Author's Purpose** for this book? Is it to **Persuade, Inform** or **Entertain**? Explain your thinking to an adult. Could it be more than one?
- What would you like to find out about Great White Sharks that you didn't know? Write down **three questions** you might like answered after reading the book.
- **THEN** – Listen to the book 'Great White Shark', all the way through.

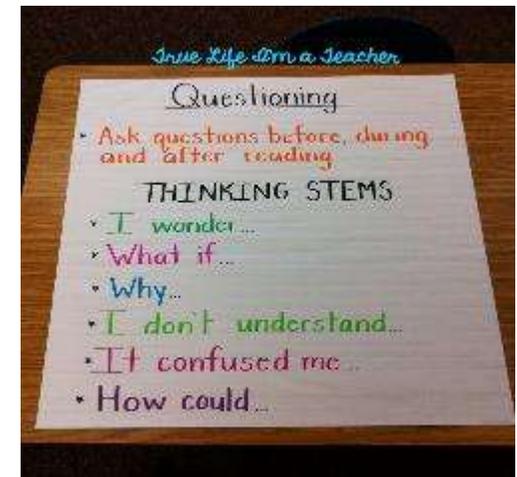
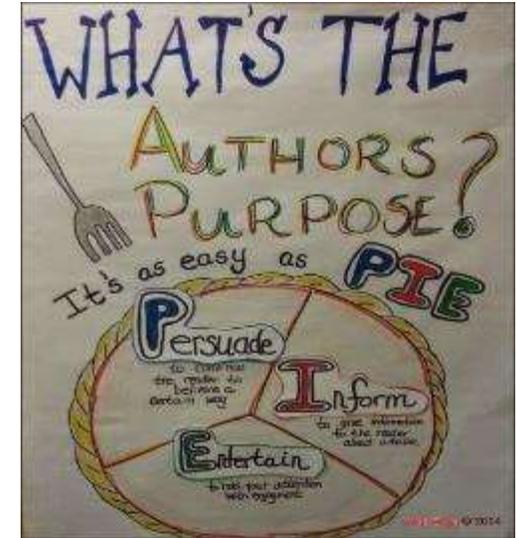
USE
BACKGROUND
KNOWLEDGE



IDENTIFY THE
AUTHOR'S PURPOSE



ASK
QUESTIONS



DAY 2



IDENTIFY THE
MAIN IDEA



REREAD
FOR CLARITY



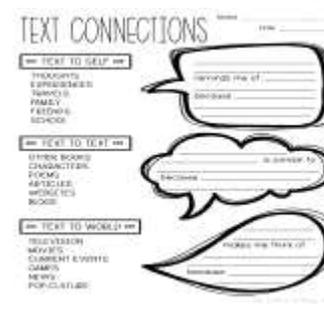
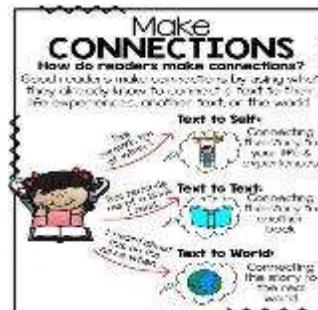
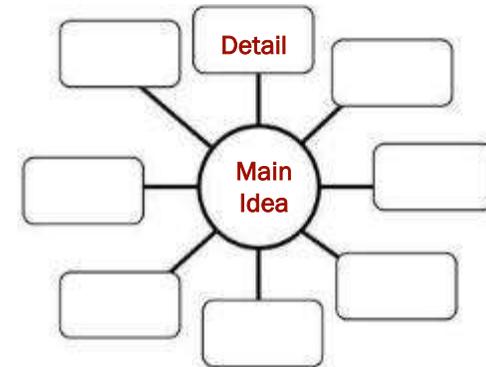
MAKE
CONNECTIONS



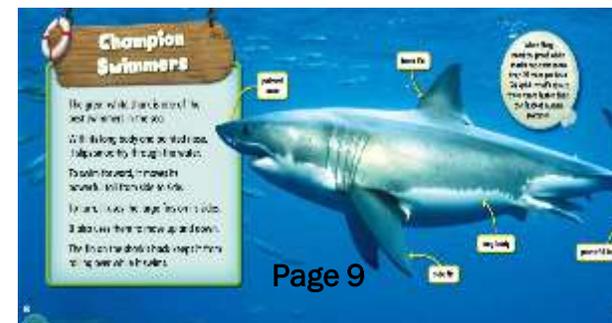
Learning Intention: To search for important information, discuss and make connections.

Read -'Great White Shark' pages 4-13 to an adult:

- Explain the **Main Idea** of the book. Find information in the book to support your thinking. Use the thinking tool template idea to record your information.
- As you read the text again, look at **each page** and **identify** the **Text Features** shown. Discuss your thinking with an adult. Which **Text Features** helps you to understand and learn the most information?
- As you read the book and look at the images, how many connections can you make to the topic on sharks?



DAY 3



Learning Intention: To understand technical information and write sentences that summarise the text.

Read pages 14-22 of the 'Great White Shark', with an adult:

- Look at the photograph on page 9. **Draw** the shark and label your drawing. **Write** a short explanation for each label, to explain how the different parts of the body, help the shark to survive.
- In a few sentences, write a summary of what the book is about. Use the headings to help you decide what to include.
- After reading the book **give an opinion** about how you feel about sharks. This will be your personal view.

FIND
FACTS AND
DETAILS



SUMMARIZE



DISTINGUISH BETWEEN
FACT AND
OPINION



DAY 4



Some more activities if you choose...

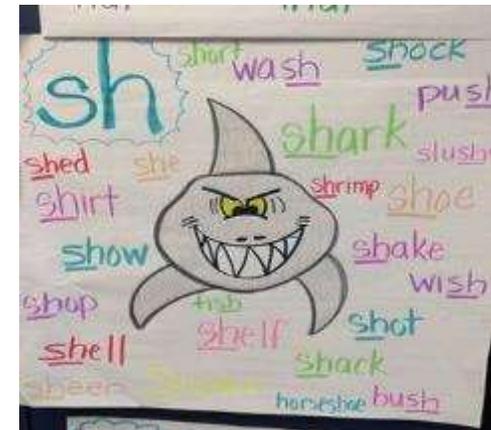
Learning Intention: To show your understanding of the text.

- **Draw a Mind Map** showing all the things you know and learnt about sharks.
- **Create** a short **PowerPoint** about Great White Sharks using information from the book. Add your own text features e.g. title page, photos, headings, diagrams, glossary etc.
- **Write** a 'Shark Fact or Fiction' activity sheet, to try out on your friends. Create **True or False** sentences!
- **Complete** the Science Lab activity on page 22. Just follow the instructions provided. Have fun learning to be a reporter.
- **Make** a poster using only words that have **'sh'** in them.



SHARK FACT OR FICTION?!

- Sharks have bony skeletons.
- Some sharks live over 100 years.
- Shark skin is as smooth as silk.
- Sharks sleep many hours each day.
 - Sharks have external ears.
- The fastest shark is the white shark.
- Whale sharks feed on large fishes.





Incredible
Reading!

Keep up the great reading!