

WEEK 9



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? 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 to make predictions.

Before you read look at the front cover:

- Make a list of things you **already know** about the Earth.
- Think about why you would read a non-fiction book. Get into the habit of **asking questions before, during and after** reading.
- Write down **three questions** you have about the **Earth** before you start.
- **THEN** – listen to the book ‘**Earth**’. During and after listening, write down more questions that sprang to your mind, that you would like answered.

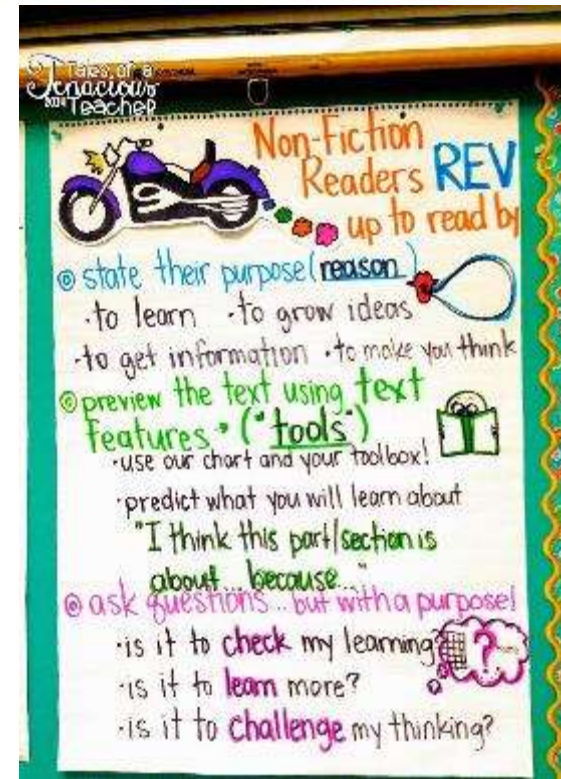
USE
BACKGROUND
KNOWLEDGE



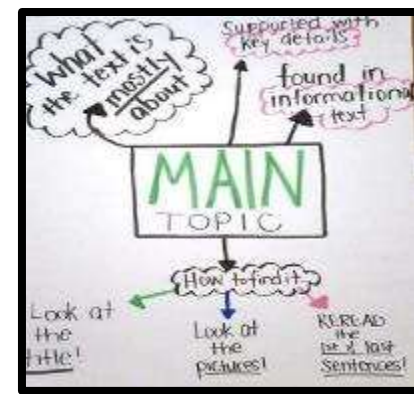
IDENTIFY THE
AUTHOR'S PURPOSE



ASK
QUESTIONS



DAY 2



Learning Intention: To search for important information and discuss it.

Read pages 4-15 to an adult:

- Explain the **Main Idea** of the book. Does the title page help you?
- Make a list of **Facts and Details** that back up what you are saying about the **Main Idea**.
- As you read the text again, look at **each page** and **identify** the **Text Features** shown. Share your thinking out loud with an adult. Discuss the **purpose** of using headings, photographs, diagrams and captions.

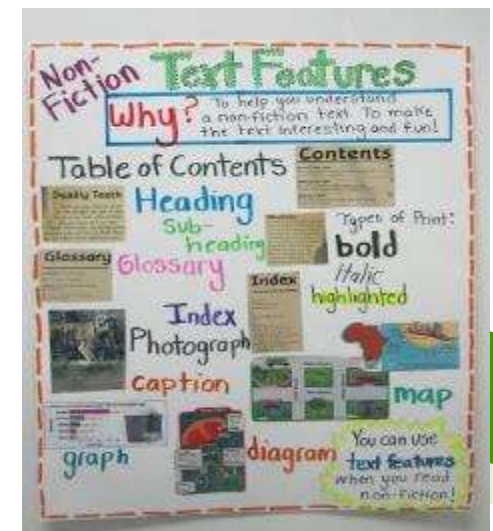
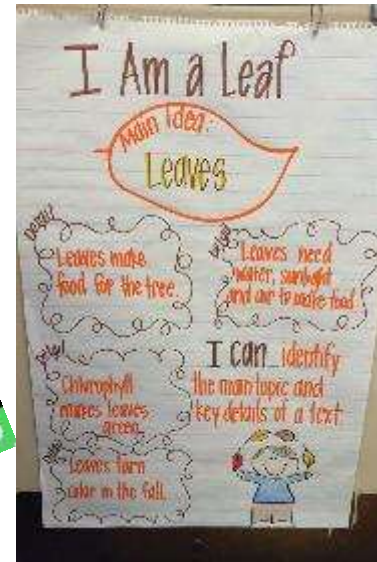
IDENTIFY THE
MAIN IDEA



FIND
FACTS AND
DETAILS



REREAD
FOR CLARITY



DAY 3



Learning Intention: To search for information in the text and summarise it.

FIND
FACTS AND
DETAILS



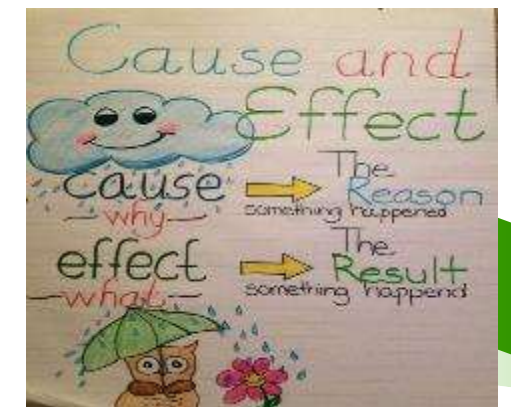
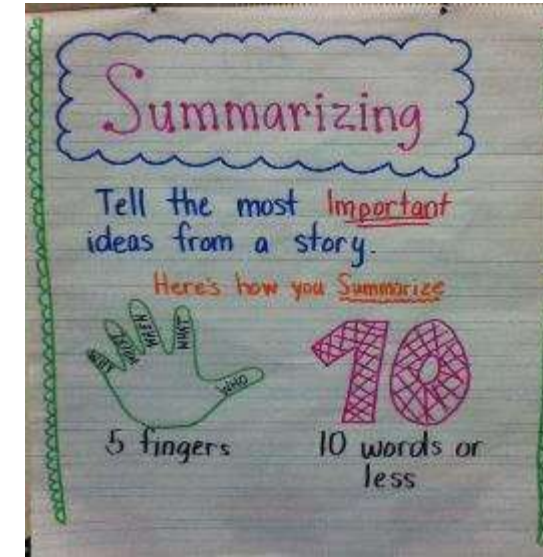
Read 'Earth' pages 16-23 to an adult:

- Choose a photograph, diagram or image that is important to the text. Draw your choice and write a few sentences about why it is important in the book.
- Write down two new pieces of information you learnt from your reading.
- The second part of the book is about the Earth's layers. Have a go at summarising what you have read. Write down the most important parts **but** put the information into your own words.
- Can you find an example in the text to explain **Cause and Effect**?

SUMMARIZE



RECOGNIZE
CAUSE AND
EFFECT



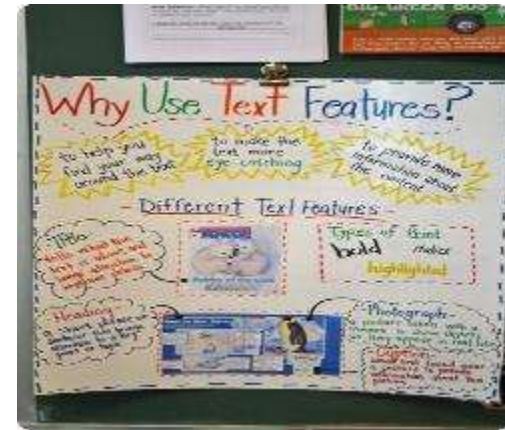
DAY 4



Some more activities if you choose...

Learning Intention: To show your understanding of the text.

- **Make** a model of the Earth's layers using playdough or coloured paper. Remember to label all the parts.
- Do some **research** about the Earth that interests you. It might be about the Solar System, the seasons or how night and day happen. **Create** a short **PowerPoint**.
- **Write** down all the important **Text Features** in the book and explain the purpose of each one e.g. title, headings etc. Be creative and make your own poster.
- **Complete** the Quiz on page 25. How did you go?
Discuss your answers with an adult.





Incredible Reading!

Keep up the great reading!

