WEEK 4

Hillsmeade Primary School
Growing and Learning Together
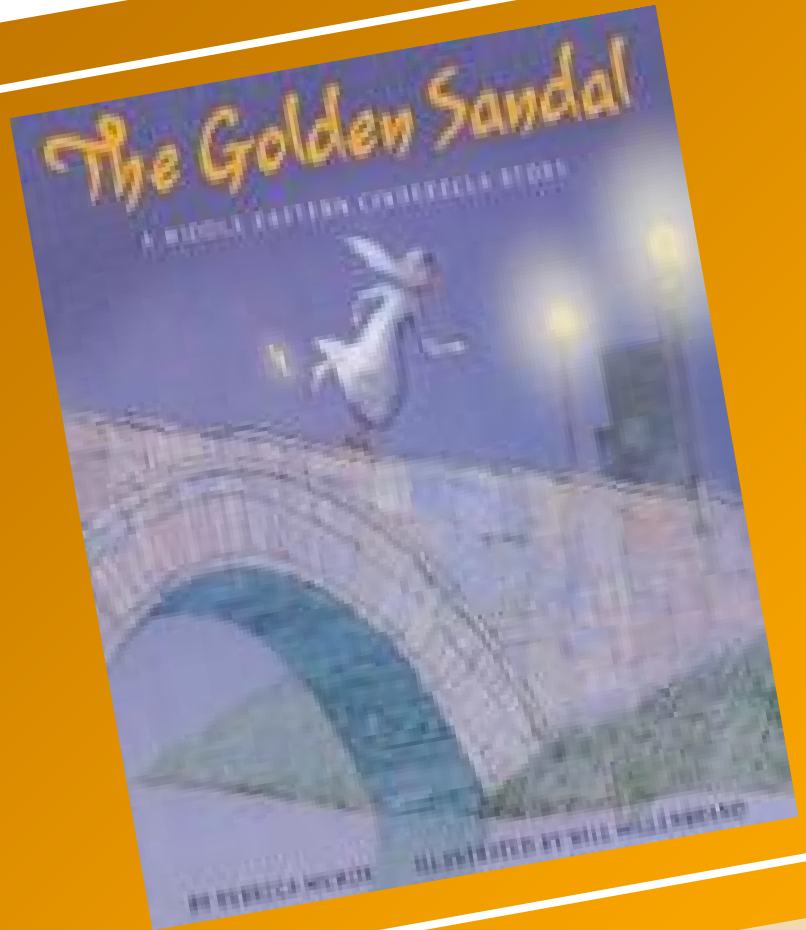
★ Blue Star
Reading Support

LEARNING FROM HOME

WHAT DO GOOD
READERS DO?

READING SKILLS

USE BACKGROUND KNOWLEDGE	ASK QUESTIONS	IDENTIFY THE AUTHOR'S PURPOSE	IDENTIFY THE MAIN IDEA
RECOGNIZE SEQUENCE	RECOGNIZE CAUSE AND EFFECT	MAKE INFERENCES	MAKE PREDICTIONS
SUMMARIZE	DISTINGUISH BETWEEN FACT AND OPINION	FIND FACTS AND DETAILS	RECOGNIZE COMPARE AND CONTRAST
MAKE CONNECTIONS	VISUALIZE	REREAD FOR CLARITY	ADJUST YOUR PACING

Learning Intention: To use your background to make a prediction about the book.

<u>Before</u> you read look at the front cover and:

USE BACKGROUND KNOWLEDGE

MAKE PREDICTIONS

IDENTIFY THE AUTHOR'S PURPOSE

- Make a list of the things you **already know** about the story of Cinderella.

- Make a **prediction** about what the story will be about.

- What do you think the **Author's Purpose** is for this book? To entertain, to inform or to persuade?

- Is this book Fiction or Non-Fiction? Discuss why you think that.

What are the features of:

Fiction	Nonfiction
°Characters	° Table of contents
°Setting	°Main idea
°Plot	°Gives information
° Illustrations	°Facts about a
°Theme	subject or person
°Realistic or fake	°Glossary
°Tells a story	°Photographs

GRACE · DUCK · WHITE HOUSE KIDS

THEN - Read page 1 to 15 of *The Golden Sandal – A Middle Eastern Cinderella Story on EPIC*

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DAY 2

Learning Intention: **To make connections to the text and to look for evidence within the text to answer questions.**
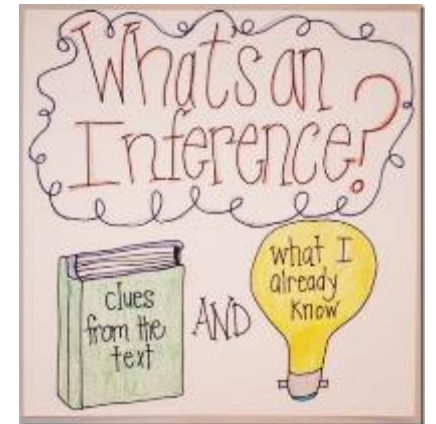
Read page 16 to 29 of *The Golden Sandal – A Middle Eastern Cinderella Story on EPIC*

MAKE CONNECTIONS

- What connections can you make after reading this book? To yourself, to a book or movie, or to the world?

Connection to YOURSELF	Connection to a BOOK or MOVIE	Connection to the WORLD

MAKE INFERENCES

- Practise your **inferencing skills** by completing the **quiz** on page 33

Start the Quiz

Learning Intention: To reread the book for clarity and to practise fluency and expression.

Re-read the whole book *The Golden Sandal – A Middle Eastern*

Cinderella Story

REREAD
FOR CLARITY

ADJUST YOUR
PACING

As you read -think:
- Do I understand what I'm reading?
- Am I reading too fast or too slow?
- Am I noticing the punctuation?

Choose a page to **read out loud** and ask yourself:
- Am I reading fluently?
- Am I reading with expression?

FLUENT READERS
PAY ATTENTION TO...
ACCURACY
○ READ THE WORDS CORRECTLY!
EXPRESSION
○ READ SMOOTHLY, NOT LIKE A ROBOT!
○ CHANGE YOUR VOICE TO MATCH THE PUNCTUATION.
○ READ LIKE AN ACTOR SHARING A STORY WITH THE AUDIENCE.
PACE
○ READ AT A NATURAL SPEED.
○ NOT TOO FAST OR TOO SLOW!
PUNCTUATION ?!
○ CHANGE YOUR VOICE TO MATCH THE PUNCTUATION.
○ CHANGE YOUR VOICE TO MATCH THE PUNCTUATION!!!
○ CHANGE YOUR VOICE TO MATCH THE PUNCTUATION?
COMPREHENSION
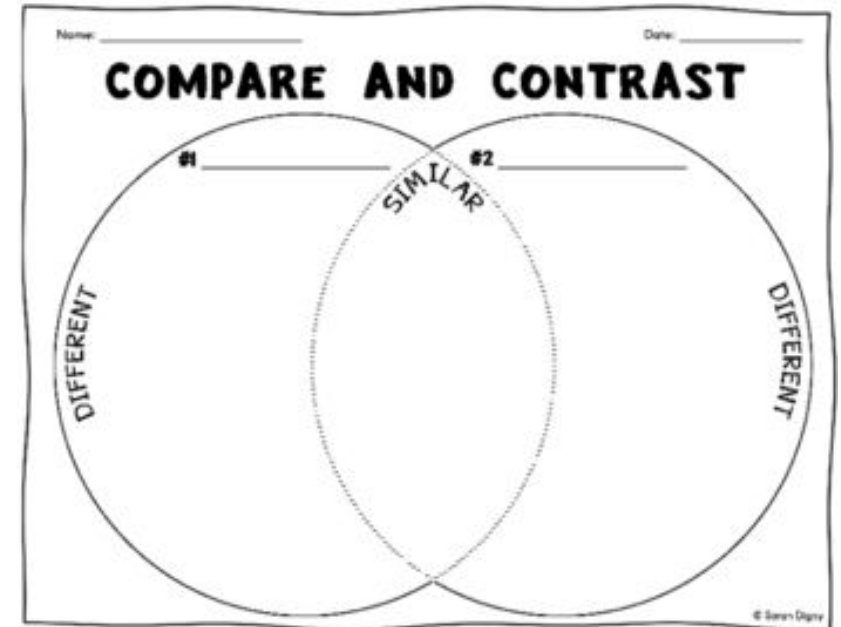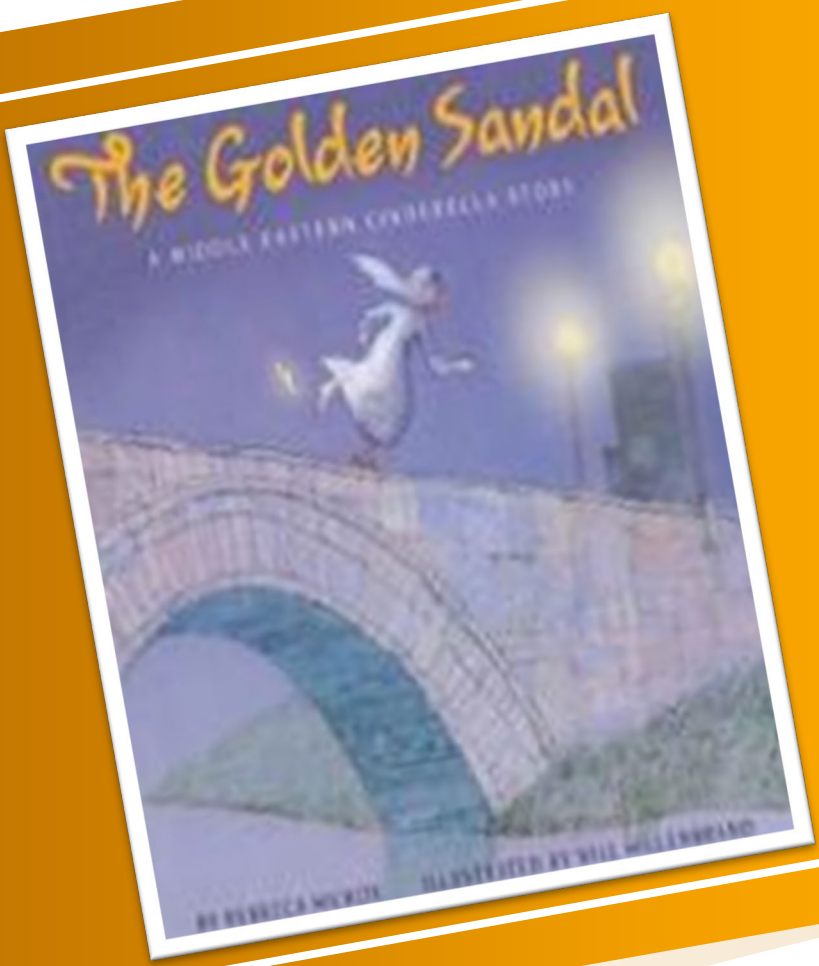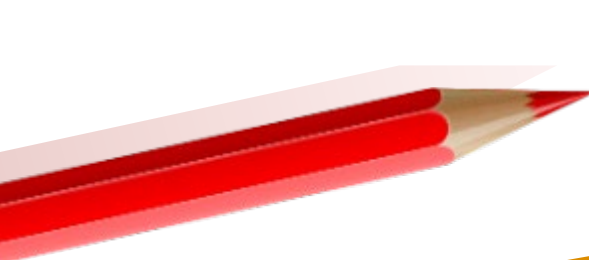○ CHECK FOR UNDERSTANDING WHILE YOU READ.

DAY 4

Learning Intention: **To show your understanding of the text by comparing it to another text.**

RECOGNIZE COMPARE AND CONTRAST

- Type 'Cinderella' into the search bar on Epic. Choose a **different version of Cinderella** and read it.

- **Create a Venn diagram** about how the above book and 'The Golden Slipper' are the **same and different**.

- **Discuss with an adult** - Which version of the Cinderella story did you prefer and why?

COMPARE AND CONTRAST

DIFFERENT   SIMILAR   DIFFERENT

#1 _____   #2 _____

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The Golden Sandal

Congratulations!

Keep up the great reading!