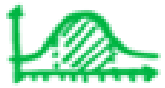
WEEK 5

Hillsmeade Primary School
Growing and Learning Together

Black Level Reading Support

LEARNING FROM HOME

What do good reader's do?

USE BACKGROUND KNOWLEDGE	**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.	VISUALIZE	Create mental images of the characters, settings and events in the text. **Think:** What picture am I seeing in my head while reading.	MAKE INFERENCES	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.
ASK QUESTIONS	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.	MAKE CONNECTIONS	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.	MAKE PREDICTIONS	Determine what you think will happen in the text. Use the title, text and illustrations to help you.
IDENTIFY THE MAIN IDEA	What is the text mostly about? **Think:** What does the author want me to understand?	RECOGNIZE COMPARE AND CONTRAST	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.	SUMMARIZE	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.
RECOGNIZE SEQUENCE	This is the order in which events occur in the text. **Think:** What happened first, second then last.	FIND FACTS AND DETAILS	Separating important details from interesting details. **Think:** What details support the main idea.	REREAD FOR CLARITY	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?
RECOGNIZE CAUSE AND EFFECT	**Think:** What happened? Why did it happen? **Cause** is the reason why something happens. **Effect** is what happened.	DISTINGUISH BETWEEN FACT AND OPINION	Remember that a **FACT** can be proven. An **OPINION** is something that someone thinks or feels but can't be proven.	ADJUST YOUR PACING 	**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.

DAY 1

Remember to use your reading prompt sheet

Learning Intention: To make a prediction and ask questions about the book.

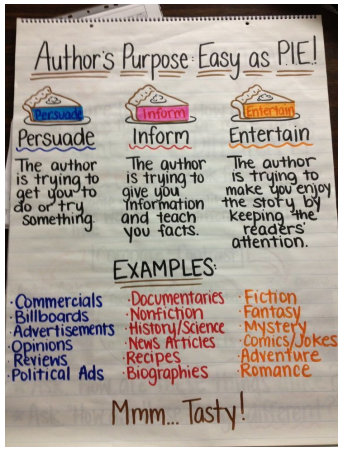
USE BACKGROUND KNOWLEDGE

Before you read:

- Draw a quick **Mind Map** to show what you **already know** about the weather.

IDENTIFY THE AUTHOR'S PURPOSE

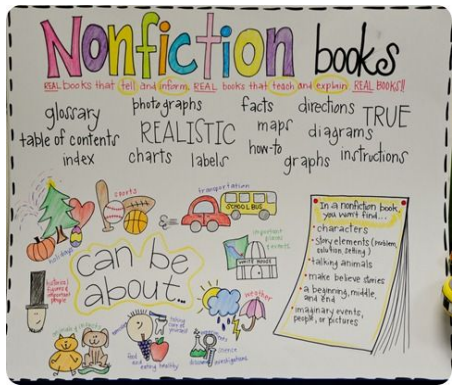
- Think about the **Author's Purpose** for this book? Is this book Fiction or Non-Fiction? Explain to an adult how you know what the difference is.



ASK QUESTIONS

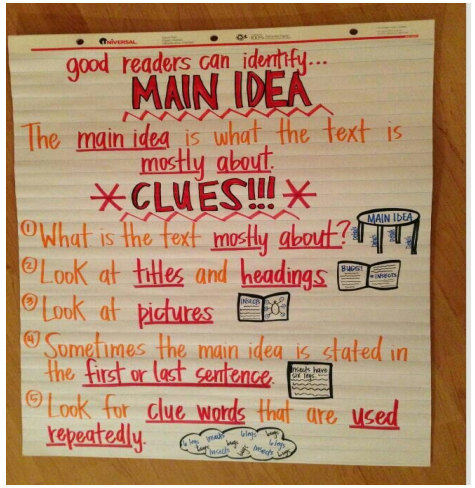
- What would you like to find out about the weather that you didn't know?

Write down **three questions** you might like answered.



THEN - Read the book **'What Is Weather?'**

DAY 2



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

IDENTIFY THE MAIN IDEA

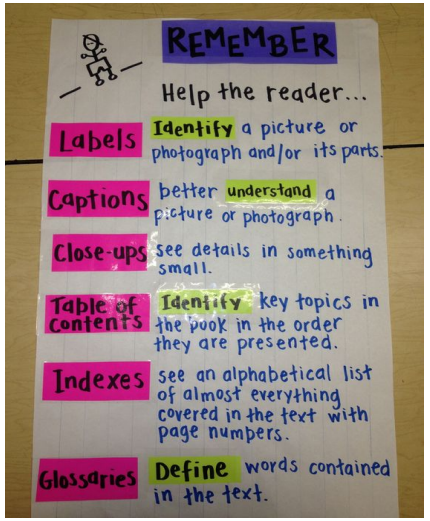
REREAD FOR CLARITY

SUMMARIZE

RECOGNIZE COMPARE AND CONTRAST

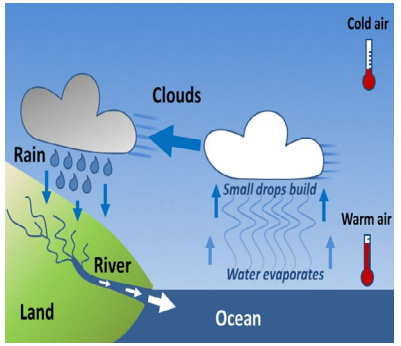
Re-read 'What Is Weather?'

- Explain the **Main Idea** of the book. ***CLUE** (It's usually the big idea the writer wants you to understand about the topic.) Find information in the book to support your thinking.
- As you read the text again, look at **each page** and **identify** the **Text Features** shown. Discuss your thinking with an adult.
- Why does the author use **Text Features** like photographs, diagrams, labels, inserts and captions in a non-fiction book? Make a **list** of four text features and write an explanation of why they are important.



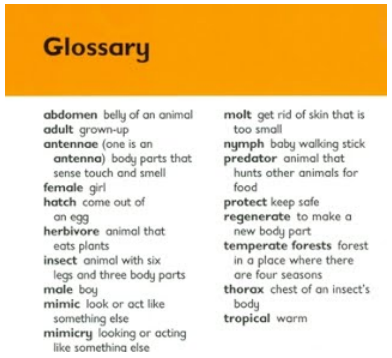
DAY 3

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



Re-read 'What Is Weather?'

- **Choose** a photograph, diagram or image that is important in the text. **Draw** your choice and then **write** a few sentences about why it is important in the book.



SUMMARIZE

- **Write** down **two** new pieces of information you learnt from your reading. Did it come from the text or from the photographs? Or both?

- **Create and write** your own **Glossary** of words that are new to you. Find their meaning in the dictionary.

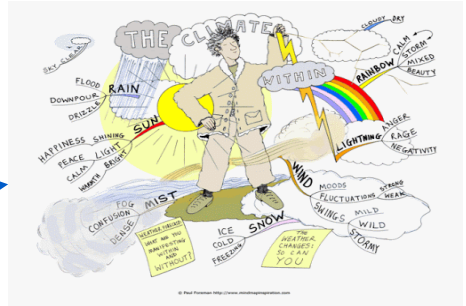
MAKE CONNECTIONS

- What **Connections** can you make after reading this book? How does the weather make you feel? Think aloud about **why** Non-Fiction books are important.

DAY 4

Some more activities if you choose…

Learning Intention: To show your understanding of the text.



- **Draw** your own **Mind Map** about something related to the weather e.g. seasons, clothing or types of weather. Be creative! Use words and pictures. Have fun!

- **Create** a short **PowerPoint** about weather using information from the book. Add your own text features e.g. title page, photos, headings, diagrams, glossary etc.

- Be a Meteorologist for a week. **Complete** the Science Lab activity on page 22. Just follow the instructions provided.
- **Complete** the Quiz on page 24. Discuss your answers with an adult.
- Ask an adult to help you find more information about snowflakes on **YouTube.** Share with an adult what new information you discovered about them.

Good Job!

Keep up the great reading!