



WEEK 6



Hillsmeade Primary School
"Growing and Learning Together"
















Blue Star
Reading Support



LEARNING FROM HOME

What do good reader's 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

Remember to use
your reading prompt
sheet

Learning Intention: To use your background knowledge to make connections with the book.

USE
BACKGROUND
KNOWLEDGE



MAKE
CONNECTIONS



IDENTIFY THE
AUTHOR'S PURPOSE



Before you read, look at the front cover and:

- Make a list of **things that you know about fear**. What are some things that people are scared of?
- **Make a connection** - Do you (or someone you know) have any fears? **Describe** the fear and **why** you think you/they are afraid of it?
- Do you think this book will be fiction or non-fiction? How do you know? What do you think the **Author's Purpose** is for this book? To entertain, to inform or to persuade?



THEN - Read page 1 to 17 (on the blue slider) of *Ivan's Fear* on EPIC.

DAY 2



Learning Intention: To make predictions about the text and to look for clues in the text to answer questions.



MAKE
PREDICTIONS



Read on from page 18 of *Ivan's Fear*. **STOP** at page 27 (when Ivan speaks with the squirrels) to make a prediction:

- Ivan and the forest creatures are scared of the mysterious sound. Make a prediction (take a guess) about what could be making the noise. What makes you think this?

MAKE
INFERENCES



Read the rest of the book. Use your inferring skills to answer the following:

- What is the 'twist' at the end of the story (*hint* look on page 29)?
- Ivan's 'magic song' made him brave and took away his fears. Was the song really magic? How do you think the song made Ivan braver?

DAY 3



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

Re-read the whole book *Ivan's Fear*.

REREAD
FOR CLARITY



ADJUST YOUR
PACING



1) *As you read - think:*

- Do I understand what I'm reading?
- Am I reading too fast or too slow?
- Am I noticing the punctuation?

2) Choose a page to read out loud and ask yourself:

- Am I reading fluently?
- Am I reading with expression?

BONUS TASK: *you may need adult permission for this*

- Use a device to record (video or voice) your out loud reading.
- Listen to your recording and ask yourself whether you are doing all of the things that fluent readers do (look at the anchor chart).
- **Which skills do you need to practise more?**



DAY 4



*Some more activities
if you choose...*

Learning Intention: To show your understanding of the main idea and the order of events within the text.

IDENTIFY THE
MAIN IDEA

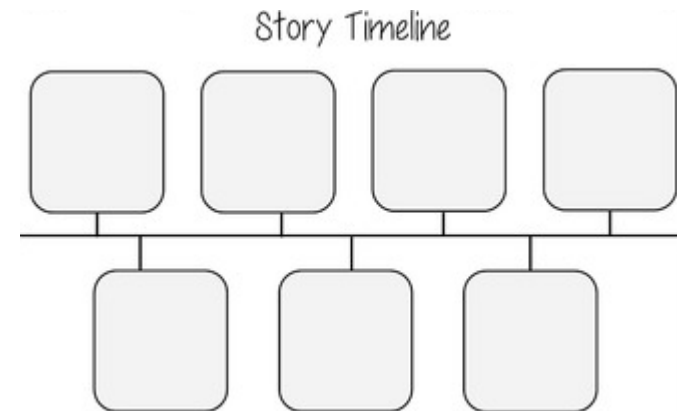


- What was the Main Idea in this story? What does the author want you to know or think about fear?

RECOGNIZE
SEQUENCE



- Make a list of things that happened in the story. Start at the beginning of the book and work your way through to the end.
- Can you place each event on a timeline?
- Can you use clues from the text to guess the time difference between these events?





Brilliant!

Keep up the great reading!