Hillsmeade Primary School
·Growing and Learning Together·

June Mountain Secret

Nina Kidd

Read To Me

White Level
Reading Support

LEARNING FROM HOME

What do good reader's do?

Strategy	Description	Strategy	Description
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.		

WHAT DO GOOD READERS DO?

DAY 1
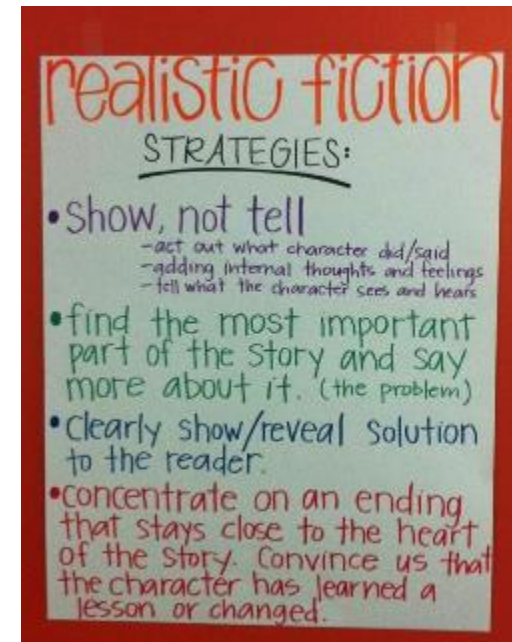
USE BACKGROUND KNOWLEDGE

MAKE PREDICTIONS

IDENTIFY THE AUTHOR'S PURPOSE

VISUALIZE

Learning Intention: To make a prediction, ask questions and recognise a Realistic Fiction book.

Before you read:

- **Look** at the front cover and use your **Background Knowledge** to help you to connect with the story.

- Make a **Prediction** and guess what the story will be about. Share your thoughts with an adult. Can you pick the **Author's Purpose** for this book? Record your thinking.

- Now that you have an idea what the story is about visualise the setting and connect with the characters.

- Then read slider pages #3-17. Keep visualising and making connections as you read. (Read page #29 now to understand some background knowledge to help understand the story.)

DAY 2

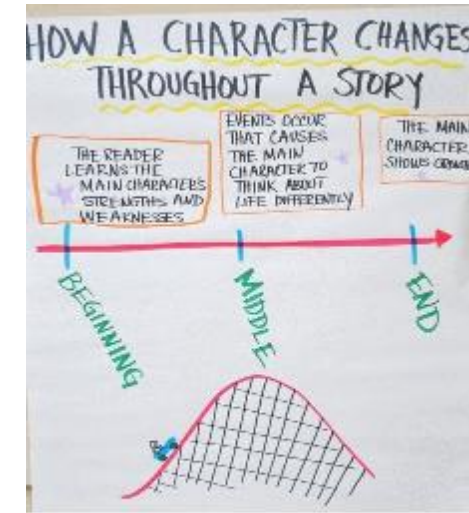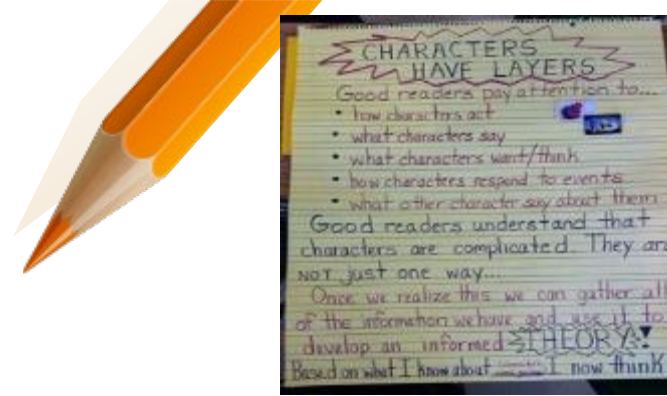**Learning Intention:** To notice how a character changes and infer what causes the change.

Read 'June Mountain Secret' slider pages #15-27.

MAKE INFERENCES

- What **Inferences** can you make about how Jen was feeling in the first part of the book? **Write** down 3 events from the story to support your thinking.

VISUALIZE

- Continue to **Visualize** as you read the whole book. What is the **problem** in the story? What happens to help Jen change her attitude? **How** does her father help her at the end of story?

MAKE CONNECTIONS

- **Make a Text to Self connection** of a time when you felt disappointed when things didn't go as planned. **Write** a few sentences about how **you felt** and **describe** where you were at the time. Use lots of descriptive language like they did in the story.

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DAY 3

Read with...
FEELING!
Excitement!
PURPOSE!
This is
Expression

Learning Intention: To re-read the book for clarity and to practise fluency and expression.

Re-read 'June Mountain Secret' all the way through with an adult.

As you read – think in your head:

- Do I understand what I'm reading?

- Am I reading too fast or too slow?

- Am I noticing the punctuation?

REREAD FOR CLARITY

ADJUST YOUR PACING

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) you reading out loud.
- Listen to your recording and ask yourself whether you are doing all the things that fluent readers do (look at the anchor chart).
- **Which skills do you need to practise more? Read again to improve your fluency!**

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

DAY 4

WORD CHOICE

Writers strive to use exact, interesting words in order to paint a picture in the reader's mind of exactly what happened. They try to make their writing colorful!

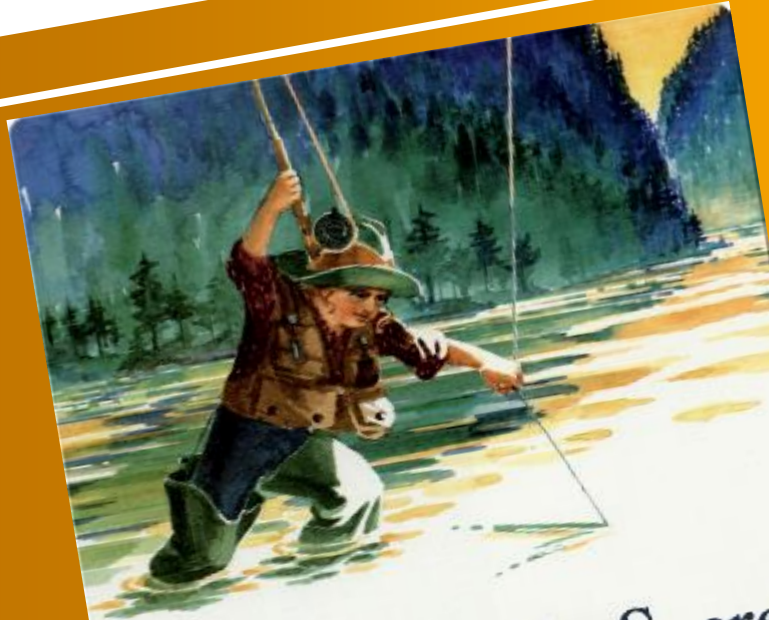Katie couldn't take the suspense. When no one was looking, she quickly looked inside the box.

The word *look* is rather boring. There are several more exact words that will help the reader visualize the event.

stare
watch
gaze
peek
examine
glance

BETTER CHOICES FOR *LOOK*

Replace the words that are crossed out with more interesting word.

Katie couldn't take the suspense. When no one was
watching   peeked
looking, she quickly looked inside the box.

REREAD FOR CLARITY

RECOGNIZE SEQUENCE

ABC

MAKE CONNECTIONS

Learning Intention: To recognise realistic fiction and make connections to their own experiences.

Re-read the text all the way through to an adult.

- Write a realistic narrative about a camping trip/or holiday you had with your family. Just describe the setting and one special activity you did and how you felt. Use lots of descriptive language to 'paint a picture' in words for the reader. Practise stretching the sentences you write to make your sentences more interesting to read. Check out the 'Stretch a Sentence' chart.

- Think about creating a book titled, '10 Tips For Fishing With Kids'. Ask an adult to help you come up with some simple ideas of what you might need to go fishing.

10 Tips For Fishing with KIDS

Stretch A Sentence
Use the 5 'w' questions to add detail to your work.
Who? The ugly witch
What? The ugly witch flies on her broomstick.
When? In the darkest night, the ugly witch flies on her broomstick.
Where? In the darkest night, the ugly witch flies on her broomstick to the forest.
Why? In the darkest night, the ugly witch flies on her broomstick to the forest to gather ingredients for her spell.

- Do some research about 'trout'. Ask an adult to help you google https://kids.kiddle.co/Rainbow_trout Create a fact sheet.

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Nina Kidd

Read To Me 🔊

Sensational Reading!

Keep up the great reading!