

WEEK
10



Black Level Reading Support

LEARNING FROM HOME

Maggie's Chopsticks

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Read To Me 

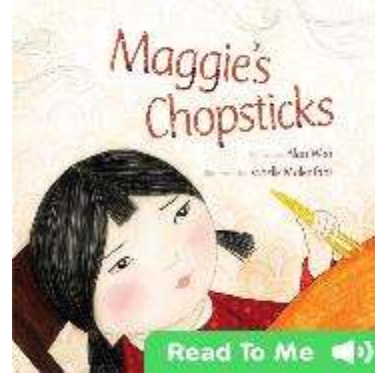
What do good readers do?

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 visualize what the story will be about and make predictions.

Before you read, look at the front cover:

- **Visualize** and share what you think the story will be about.
- Use the **See, Think, Wonder** template to record your thinking.
- What was the **Author's Purpose** for writing this book?
- Ask an adult to be your **'reading partner'** so that you can share and discuss the book together.
- Listen to the story **'Maggie's Chopsticks'** with an adult.

VISUALIZE






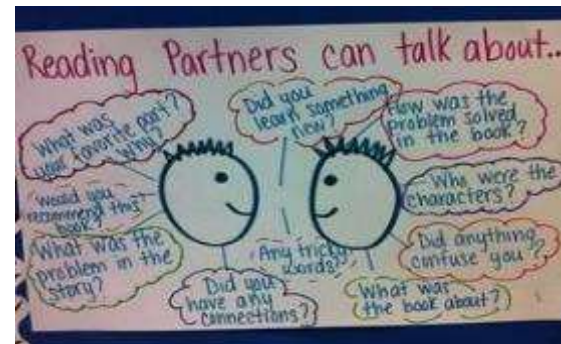
MAKE PREDICTIONS



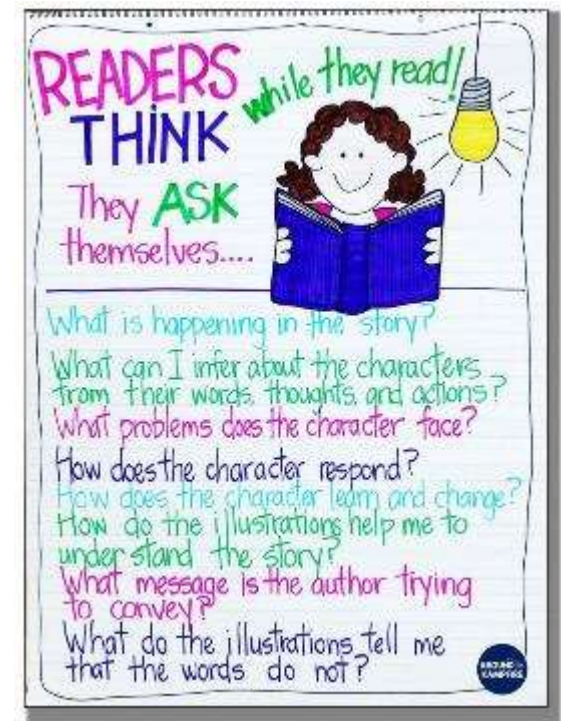
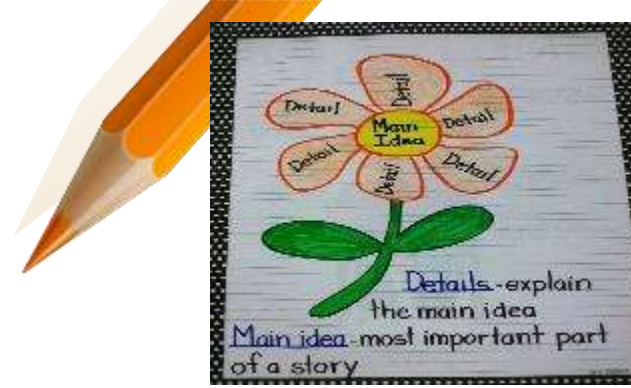
IDENTIFY THE AUTHOR'S PURPOSE



 See	 Think	 Wonder
What do you see in the image?	What are you thinking about as you look at the image?	What wonderings (questions) do you have about this image?



DAY 2



Learning Intention: To identify the main idea and the problem in the story.

Re-read 'Maggie's Chopsticks'.

IDENTIFY THE
MAIN IDEA



- What is the **Main Idea** featured in the book?
- Maggie gets some new chopsticks and is excited to use them. How is she treated by different members of the family? Create a speech bubble for each family member and write what they say to her about how to use her new chopsticks.

REREAD
FOR CLARITY

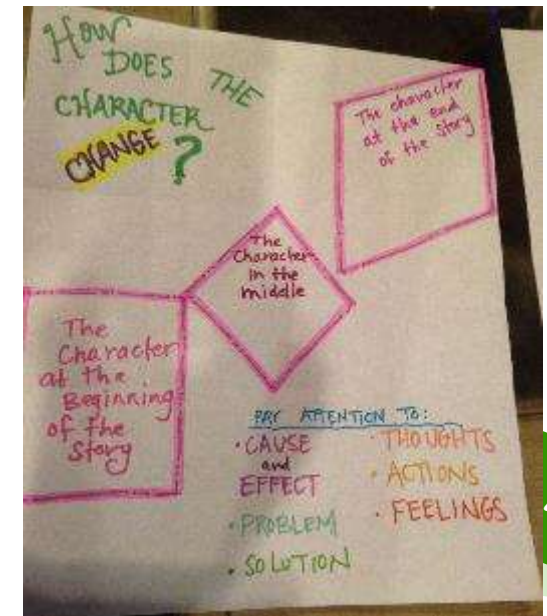


- Put yourself in Maggie's shoes and try to imagine how she felt at the beginning of the story, in the middle and finally at the end.

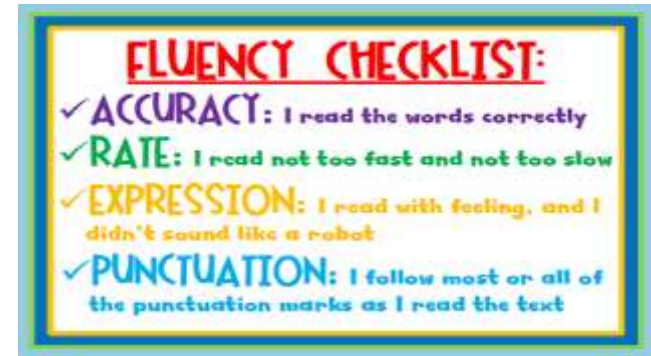
MAKE
PREDICTIONS



- What lesson does she learn from her father that helps her to succeed?



DAY 3



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

Re-read 'Maggie's Chopsticks' 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?



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!**



DAY 4



Some more activities if you choose...

Learning Intention: To show your understanding of the text and recognise the lesson in the story.

SUMMARIZE

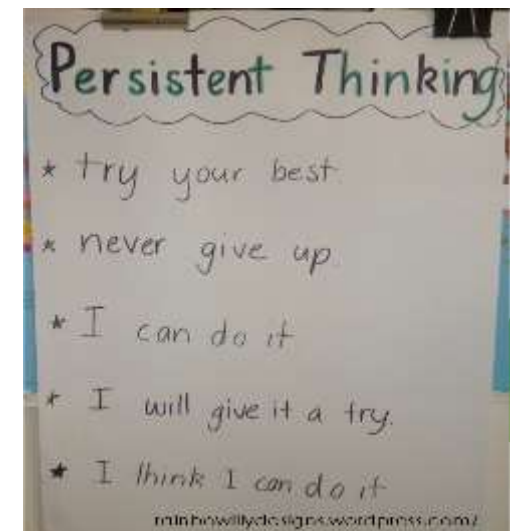


- Put the story into your own words. Write a short summary.
- The story looks at how unique and different we are. Maggie is from a Chinese cultural background. Make a poster or a small book celebrating your own culture and background. On your poster, share the things that are important to you e.g. food, clothing, music etc.

RECOGNIZE SEQUENCE



- The story also encourages children to try new things, to persist, practise and not to give up. Think of something new you learnt how to do. It might have been a new sport, playing a musical instrument or learning a new language. Share your experiences and the challenges you faced. Share how you felt on your learning journey.





Wonderful Reading!

Keep up the great reading!

