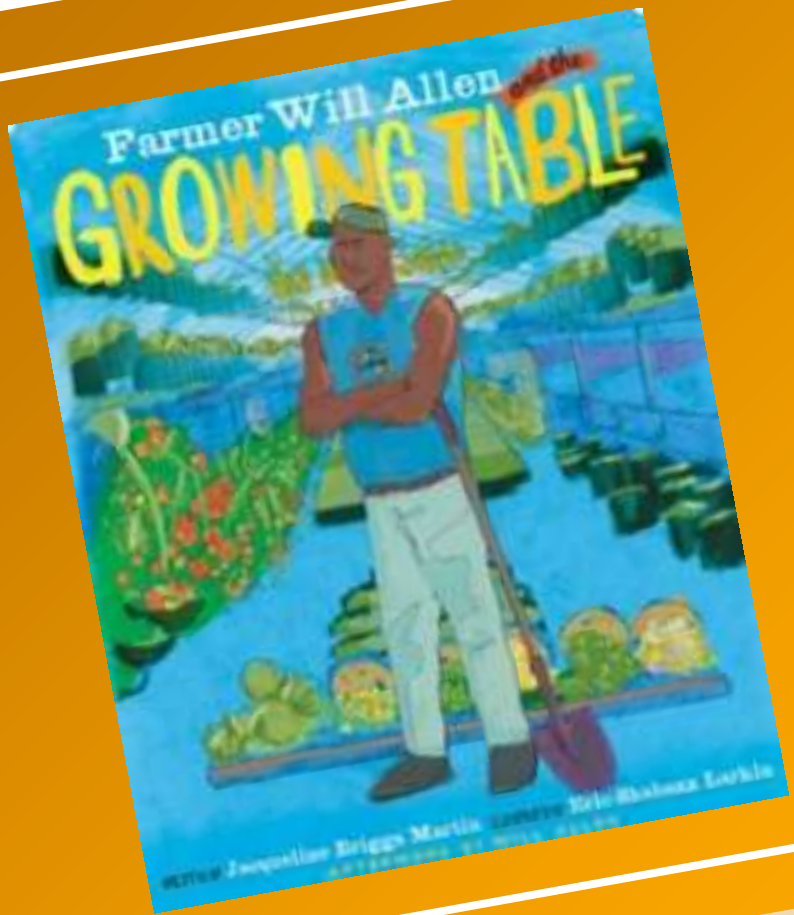




WEEK  
10











 Blue Star  
Reading Support

LEARNING FROM HOME



# 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 use your background knowledge to make predictions about the book and to investigate the author's purpose.

MAKE  
PREDICTIONS



USE  
BACKGROUND  
KNOWLEDGE



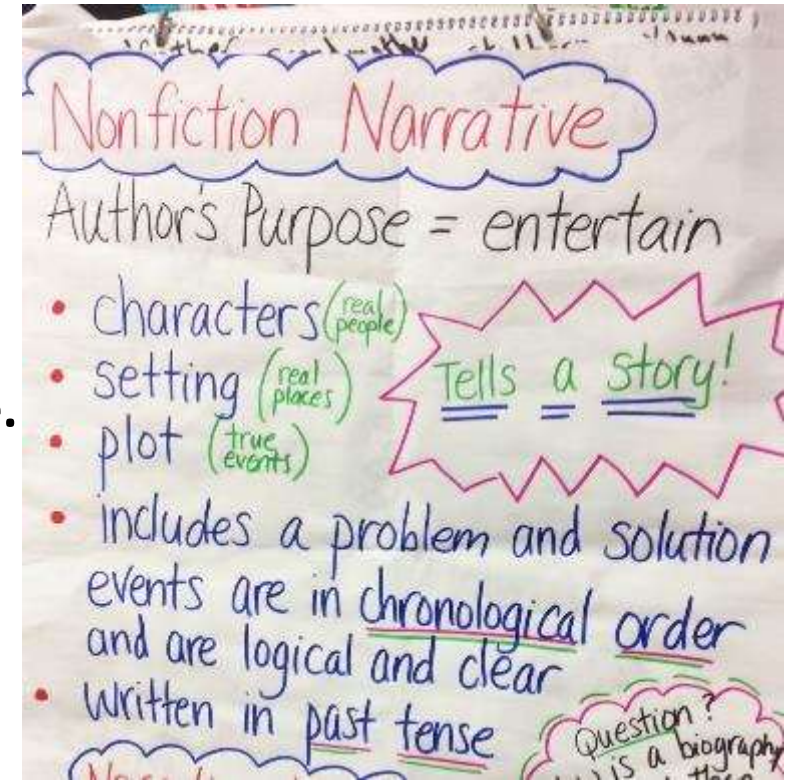
IDENTIFY THE  
AUTHOR'S PURPOSE



**Before** you read, look at the front cover and:

- Make a **prediction**. What do you think this book is about?
- Use your **background knowledge** to make a list of things you know about farming and/or growing food.
- This book is what we call **Narrative Non-Fiction** – It is a true story written in the style of a fiction text. What do you think the **Author's Purpose** would be for this book? To entertain, inform or to persuade?

**THEN** - Read up to the end of page p. 15 (on the blue slider) of *Farmer Will Allen and the Growing Table*.



# DAY 2



**Learning Intention:** To better understand the text by asking questions and making connections.

Read the remainder of the story – up to page p. 27 (on the blue slider) of *Farmer Will Allen and the Growing Table*.

ASK  
QUESTIONS



- As you read, ask yourself the following **questions**:
  1. What do Will Allen's actions, thoughts and speech tell us about him as a person?
  2. What people and/or events influenced Will Allen? e.g. "I think....caused him to...."
  3. What is Will Allen best known for? And how does the start of the story connect to that?

MAKE  
CONNECTIONS



- What **connections** can you make with this book?

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

# DAY 3



**Learning Intention:** To reread the book *Farmer Will Allen and the Growing Table* for clarity and to practise fluency and expression.

Re-read the whole book *Farmer Will Allen and the Growing Table*.



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 skill/s do you need to practise more?**



# DAY 4



*Some more activities if you choose...*

**Learning Intention:** To investigate the main idea, sequencing and comparing & contrasting to better understand the text.

IDENTIFY THE MAIN IDEA



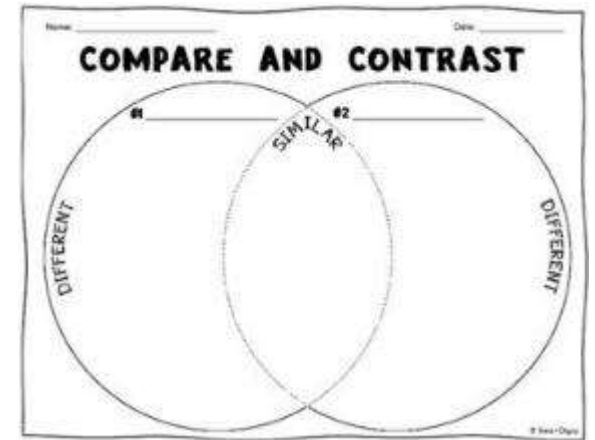
- What was the **Main Idea** in this story? What does the author want you to know?

- Read the letters from Will Allen and the author Jacqueline Briggs Martin on page 29. Why do you think these letters were included in the book?

COMPARE AND CONTRAST



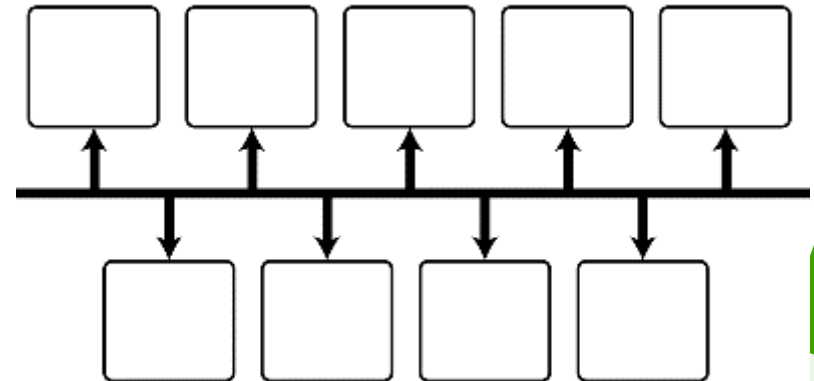
- Think about the text features of Fiction and Narrative Non-Fiction. Can you **compare and contrast** these features by adding them to a Venn diagram?



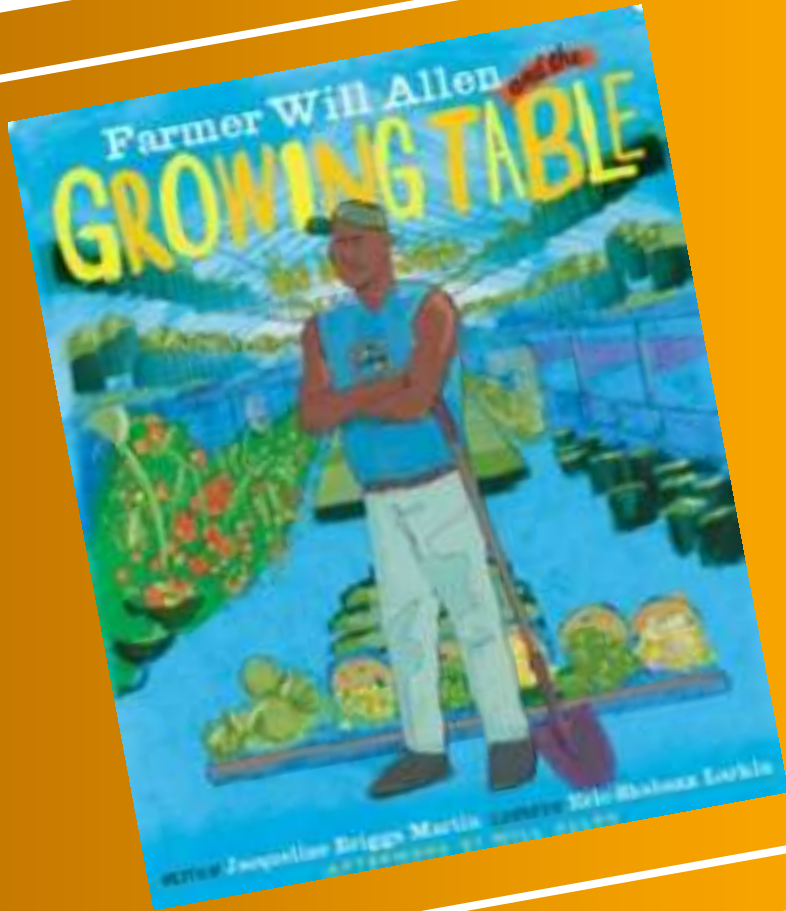
RECOGNIZE SEQUENCE



- An important feature of Narrative Non-Fiction is that events are re-told in **chronological order** (the order in which they really happened). Can you create a timeline featuring the important events from the book. Remember to add them in the correct order. You do not need to include dates.







Sensational Reading!

Keep up the great reading!