WEEK 11

Hillsmeade Primary School
Growing and Learning Together

White 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.

WHAT DO GOOD READERS DO?

Plants are living things

Bobbie Kalman
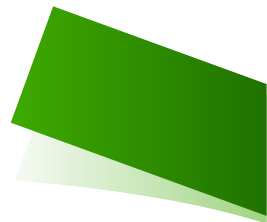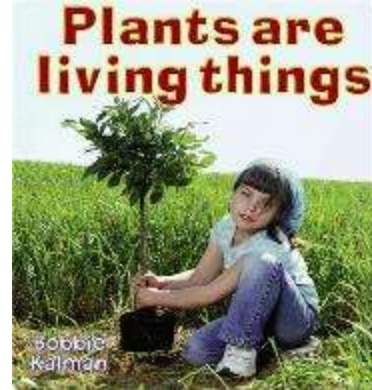
Activate Prior Knowledge

Good Readers apply what they already know to their reading.

"This strategy helps readers: * bring meaning and connections to their reading

When to use it...

Before reading During reading

Ask: "What do I already know about this? What experiences have I had?

Learning Intention: To use prior knowledge to make a prediction and ask questions about plants.

Before you read look at the front cover then:

USE BACKGROUND KNOWLEDGE

- Look at the anchor chart about how to activate your **Prior Knowledge**.

IDENTIFY THE AUTHOR'S PURPOSE

- Create your own **See, Think, Wonder, Connect** thinking tool to organise your thoughts.

- Think about the **Author's Purpose** for this book. Is it a book that interests you? Why? Explain your thinking to an adult.

ASK QUESTIONS

- Write down **three questions** you might have about plants.

   THEN – Have a quick look at the book, 'Plants are living things'. Write down any ideas,

questions or connections on sticky notes as you flip through.

THINK

SEE

WONDER

CONNECT

Think

See | Plants are living things | Wonder

Connect

3

DAY 2

HEADINGS and SUBHEADINGS — Text Features

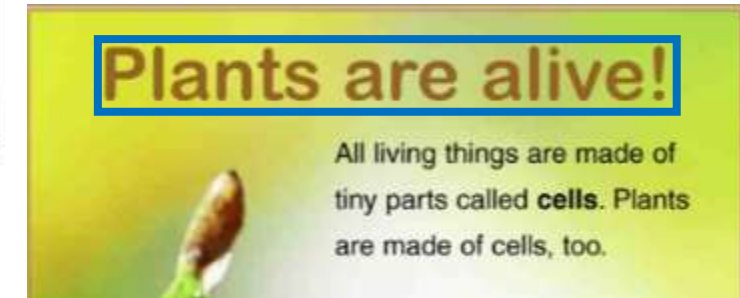**Learning Intention:** **To recognise and use headings in a text to find information.**

Read through the book with an adult:

FIND FACTS AND DETAILS

REREAD FOR CLARITY

- With a non-fiction book you don't have to start reading from the start. The pages are set up with **headings** and often **subheadings**. They are usually **bigger** and **bolder** than the rest of the text. You can scan the headings to quickly find what interests you. **Find** 2 headings that interest you and read the information in the text.

- As you read through make a list of **Facts and Details** that were new to you**.**

- As you read the book again, look at **each page** and **identify** the **Text Features** shown. Share your thinking out loud with an adult. Discuss the **purpose** of using headings, photographs, diagrams and captions.
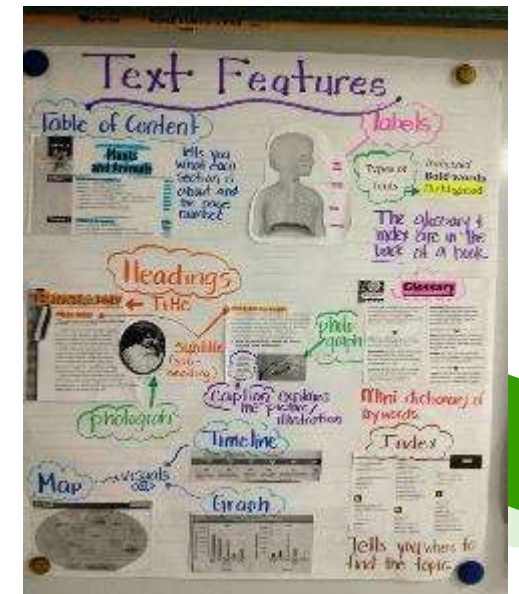

Plants are alive!
All living things are made of tiny parts called **cells**. Plants are made of cells, too.

Heading with information below

Plants grow
Plants grow and change. These tomato plants are small now, but they are growing quickly. Soon there will be tomatoes on the plants.

Text Features
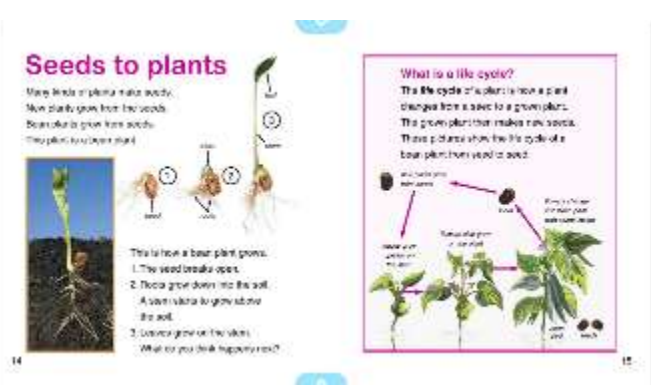
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DAY 3

Learning Intention: To search for information in the text and summarise it.

FIND FACTS AND DETAILS

Read through the book with an adult:

- Choose a photograph, diagram or image that interests you. Draw your choice and 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.

- 'Have a go' at summarising what you have read. Write down the **Main Idea** with 4 supporting details **BUT** remember to put the information into **your own words**.

RECOGNIZE CAUSE AND EFFECT

- Can you find an example in the text to explain **Cause and Effect**? For example it might be that plants need water but if it doesn't rain they will die.

DAY 4

RECOGNIZE SEQUENCE
A B C

RESEARCH
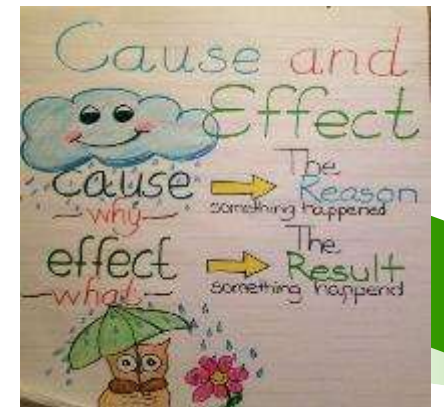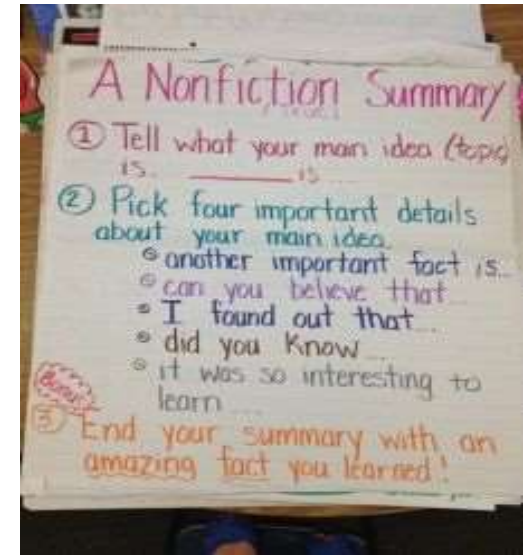
Learning Intention: **To show your understanding of the text.**

- Draw a picture of a plant and remember to label all the parts.

- Draw your own 'life cycle' of a plant. Use arrows to show the different stages the plant goes through. Explain each stage of growth.

- 'Have a go' at growing some bean seeds in a plastic cup. Ask your parents to help you find out how to do this experiment on YouTube. Record your observations. Become an author and create your own book using the information you discovered from your experiment.

- Write about any gardening experiences you have had at home.

- **Complete** the Quiz on page 24. How did you go? Discuss your answers with an adult.

Plants are living things

Bobbie Kalman
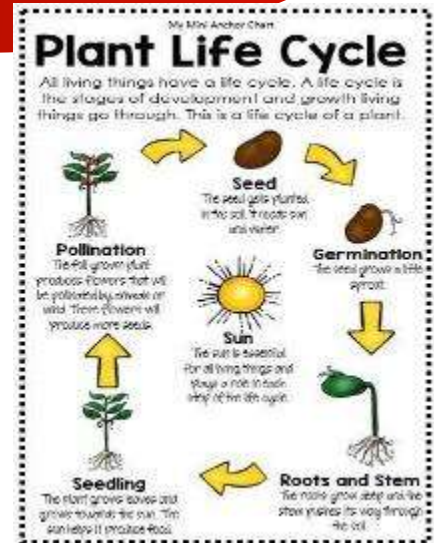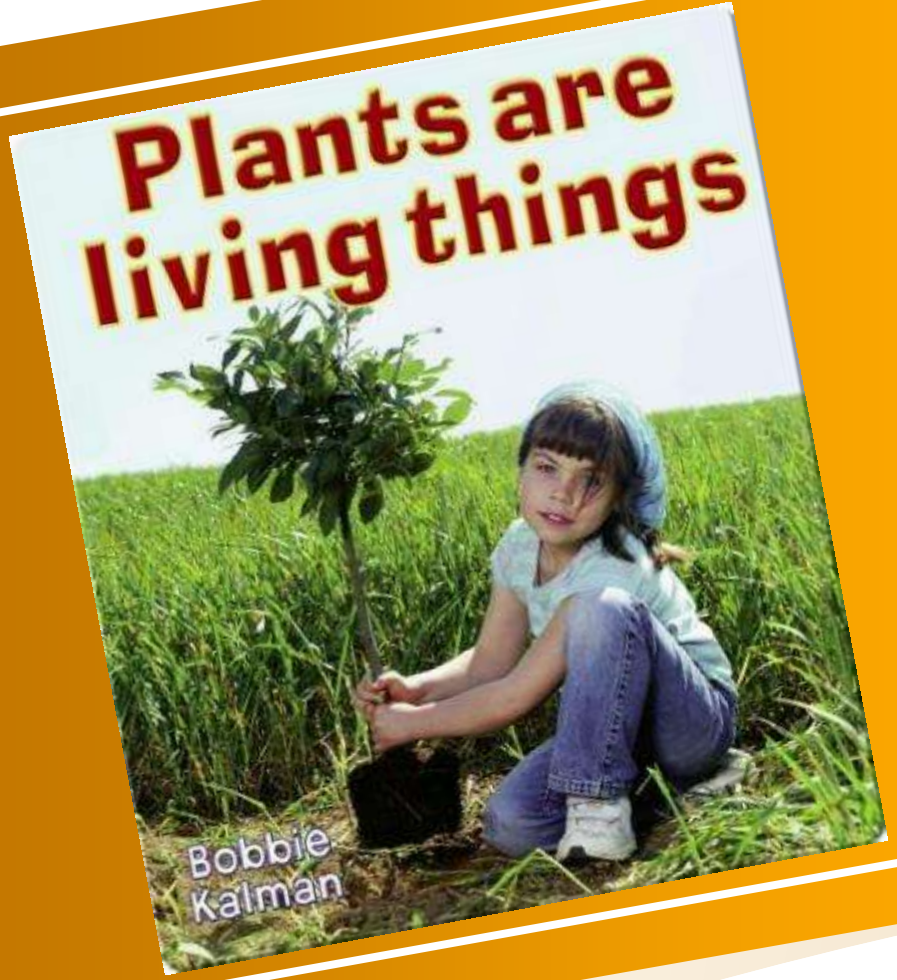
Outstanding Reading!

Keep up the great reading!