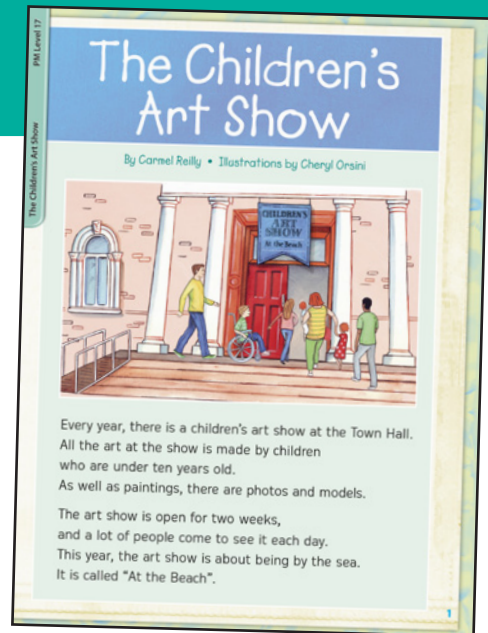


# LEVEL 17 Card 1



## Guided Reading Cards The Children's Art Show



### Teacher's Notes

**Text type:** Description (Imaginative)

**New vocabulary:** Town Hall, 'At the Beach' (names for art shows, exhibitions and so on), models, seaweed, driftwood

**Additional resources:** fliers, pamphlets, brochures, art sections from the newspaper and magazines advertising art shows and exhibitions

**National Curriculum areas:** Word Reading and Comprehension

#### Before reading ('Card walk')

**Introduce the text type: Fiction, Description (Imaginative)**

**Look at the pictures:**

**Page 1:** Look at the sign. Discuss where the children are going and where it is being held. Look at the wheelchair access (ramp). Name all the places you know that have wheelchair access.

**Page 2:** Discuss the new setting. What do the two pictures show?

**Page 3:** What do you think the girl is saying about the piece of artwork? Why did the fish artwork receive a prize?

**Page 4:** Think of a title for the piece of artwork.

#### Read 'The Children's Art Show'

**Follow the instructions and questions on page 4 of the card.**

#### After reading ('Card talk')

**Using the text, reinforce the features of an imaginative description.**

**For example:**

- \* Title ('The Children's Art Show')
- \* Introduction ('Every year, there is a children's art show at the Town Hall')
- \* Characteristics ('As well we paintings there are...', 'Many of these pictures...', 'Other pictures show...', 'Not all of the artworks...')
- \* Evaluation ('People love coming to this show, because the children's artwork makes them feel very happy')

#### Reading into writing

**Objective: To write an imaginative description on a piece of artwork.**

**Success criteria:**

- ✓ I can choose a piece of artwork.
- ✓ I can begin with a title.
- ✓ I can write an introduction about the artwork.
- ✓ I can describe the characteristics of my artwork, such as colour, number, size, position, texture, shape sentences.
- ✓ I can end with an evaluation of the artwork.

# LEVEL 17 Card 2



## Guided Reading Cards From Sunset to Sunrise

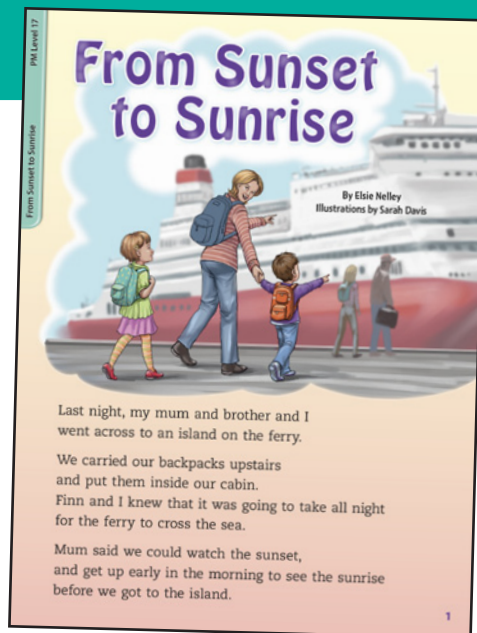
### Teacher's Notes

**Text type:** Recount (Imaginative)

**New vocabulary:** sunset, sunrise, island, ferry, cabin, deck

**Additional resources:** pictures of sunrises and sunsets and ferries; a map showing a mainland and an island

**National Curriculum areas:** Word Reading and Comprehension



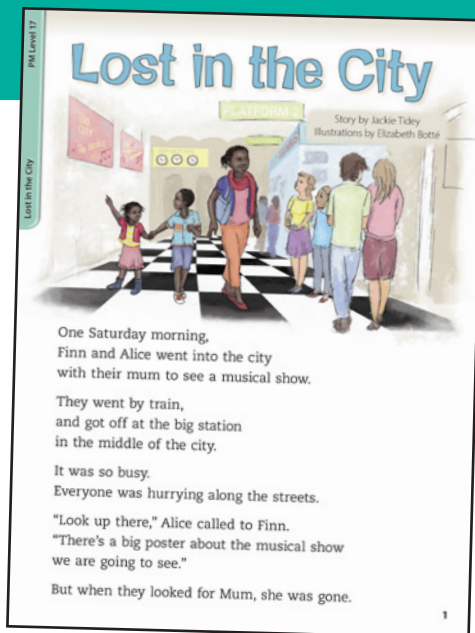
<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Recount (Imaginative)</p> <p>Look at the pictures:</p> <p><b>Page 1:</b> Locate mum, brother and narrator. What might be in their backpacks? What is this type of ship called?</p> <p><b>Page 2:</b> Where is the family standing? What are they wearing?</p> <p><b>Page 3:</b> Who is the first to get up? What is she hoping to see?</p> <p><b>Page 4:</b> Discuss the colours of the sunrise.</p>
<p>Read 'From Sunset to Sunrise'</p>	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an imaginative recount.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>* Title ('From Sunset to Sunrise')</li> <li>* Orientation ('Last night, my mum and brother and I...on the ferry')</li> <li>* Sequence of events ('It was nearly...', 'Soon it was dark...', 'In the morning...')</li> <li>* Personal comment ('I had never seen such a beautiful sky')</li> </ul>
<p>Reading into writing</p>	<p><b>Objective:</b> To write an imaginative recount of seeing something for the first time.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with an orientation of who, when, where and why.</li> <li>✓ I can write a sequence of events.</li> <li>✓ I can end with a personal comment.</li> </ul>



# LEVEL 17 Card 3



## Guided Reading Cards Lost in the City



### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** musical show, poster, tags, trams rattling, buskers, spotted

**Additional resources:** pictures of cities and main stations, school procedure on trips if children get lost

**National Curriculum areas:** Word Reading and Comprehension

#### Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

**Page 1:** Where do you think the children are? How can you tell?  
What are the children looking at?

**Page 2:** Look at the expression on the children's faces.  
What has happened to them?

**Page 3:** What is hanging around the little girl's neck?  
Why do you think the boy is speaking to the police officer?

**Page 4:** What do you think the children and their mum will do now?

#### Read 'Lost in the City'

Follow the instructions and questions on **page 4** of the card.

#### After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

- \* Title ('Lost in the City')
- \* Orientation ('One Saturday morning, Finn and Alice went into the city with their mum to see a musical show')
- \* Complication ('But when they looked for Mum, she was gone...')
- \* Resolution ('"I'm glad you had those tags," said the police officer. "Have fun at the show."')

#### Reading into writing

**Objective:** To write an imaginative narrative about being lost.

**Success criteria:**

- ✓ I can write a title.
- ✓ I can begin with an orientation of characters, setting and place.
- ✓ I can write the problem.
- ✓ I can write a sequence of events.
- ✓ I can end with a resolution.

# LEVEL 17 Card 4



## Guided Reading Cards Buses

### Teacher's Notes

**Text type:** Information report (Informative)

**New vocabulary:** timetable, double-decker, coaches

**Additional resources:** toy red double-decker bus; pictures of different sorts of buses including local and school buses and coaches; bus time-tables (hard copies or from the internet)

**National Curriculum areas:** Word Reading and Comprehension



#### Before reading ('Card walk')

**Introduce the text type: Non-fiction, Information report (Informative)**

**Look at the photos:**

**Page 1:** Discuss the differences between cars and buses. Point out the heading.

**Page 2:** Discuss the headings. Why do some children travel to by school bus? Talk about school outings you have undertaken by bus.

**Page 3:** Discuss the headings. Why do some people travel by bus and leave their cars at home? Why should you not run on a bus?

**Page 4:** Discuss the headings. Why would you want to sit on the top of the bus? Why do coaches have a bathroom?

#### Read 'Buses'

Follow the instructions and questions on [page 4](#) of the card.

#### After reading ('Card talk')

**Using the text, reinforce the features of an information report.**

**For example:**

- \* Title ('Buses')
- \* General statement ('Buses take people from place to place')
- \* Characteristics are organised in paragraphs with headings ('Buses', 'School Buses', 'School Bus Trips', 'Buses for Everyone', 'Riding Safely', 'Double-Decker Buses', 'Bus Holidays')
- \* Evaluation ('Riding in a bus is safe and fun')

#### Reading into writing

**Objective: To write the first part of an information report about buses in our town or school bus.**

**Success criteria:**

- ✓ I can write a title.
- ✓ I can write a heading.
- ✓ I can begin with a general statement.
- ✓ I can describe the bus and where it goes.
- ✓ I can end with an evaluation about the bus service.

# LEVEL 17 Card 5



## Guided Reading Cards Recycling Fun!

### Teacher's Notes

**Text type:** Description (Informative)

**New vocabulary:** recycling, recycling bin, recycled, art form rubbish

**Additional resources:** recycling sign, recycling bin, old plastic bottles, boxes, cans and paper

**National Curriculum areas:** Word Reading and Comprehension



Before reading ('Card walk')	<p><b>Introduce the text type: Non-fiction, Description (Informative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the different sorts of bins. Why does the second one have two sections? Point out the heading.</p> <p><b>Page 2:</b> Discuss the heading 'Making Toys'. What toys have the children made?</p> <p><b>Page 3:</b> Discuss the heading 'Making Presents'. What presents have the children made?</p> <p><b>Page 4:</b> How can we save money using recycled things to make toys, presents and art?</p>
Read 'Recycling Fun!'	<p><b>Follow the instructions and questions on page 4 of the card.</b></p>
After reading ('Card talk')	<p><b>Using the text, reinforce the features of an informative description. For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Recycling Fun')</li> <li>* Introduction ('Every day, people put lots of things into the recycling bin')</li> <li>* Characteristics (where the thing is found, what it looks like, what it does and other special features it has)</li> <li>* Information is grouped into paragraphs with titles ('Recycling', 'Making Toys', 'Making Presents', 'Recycled Art and Craft')</li> <li>* Evaluation ('The toys, presents and art cost less to make than buying new things, too!')</li> </ul>
Reading into writing	<p><b>Objective: To write the first part of an information description on our class recycling.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can write a heading.</li> <li>✓ I can begin with an introduction.</li> <li>✓ I can describe the characteristics.</li> <li>✓ I can end with an evaluation.</li> </ul>

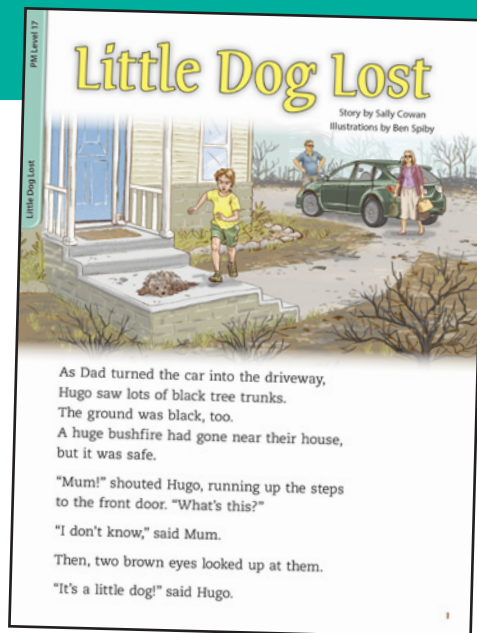
Recycling Fun! by Heather Hammonds © 2014 Cengage Learning Australia Pty Ltd. Reproduced with the permission of Cengage Learning Australia.



# LEVEL 17 Card 6



## Guided Reading Cards Little Dog Lost



### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** Pepper (names given to dogs), driveway, bushfire, vet

**Additional resources:** information about where bushfires occur in the world, information on vet clinics

**National Curriculum areas:** Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures:</p> <p><b>Page 1:</b> What has happened to the trees? Why is the boy running to the dog?</p> <p><b>Page 2:</b> Why have they taken the dog to the vet?</p> <p><b>Page 3:</b> Who do you think the boy's mum is talking to on the phone?</p> <p><b>Page 4:</b> Why do you think the family have brought the dog to the hospital to see the man?</p>
<p>Read 'Little Dog Lost'</p>	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an imaginative narrative.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>* Title ('Little Dog Lost')</li> <li>* Orientation ('As Dad turned the car into the driveway, Hugo saw lots of black tree trunks')</li> <li>* Complication/problem ('The little dog tried to stand up', "It must have walked here... and hurt it's paws...")</li> <li>* Resolution ("And we will bring Pepper to see you every week!")</li> </ul>
<p>Reading into writing</p>	<p><b>Objective:</b> To write an imaginative narrative about rescuing an animal.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with an orientation of characters, setting and place.</li> <li>✓ I can write the problem.</li> <li>✓ I can write a sequence of events.</li> <li>✓ I can end with a resolution.</li> </ul>

# LEVEL 17 Card 7



## Guided Reading Cards Bike Safety

### Teacher's Notes

**Text type:** Exposition (Informative)

**New vocabulary:** vehicle (bikes are vehicles), helmet, backyard

**Additional resources:** bikes; bike helmets, fluorescent high visibility clothing, reflective clothing and/or accessories (belt, arm or ankle bands for the dark), The Highway Code (59–82 Rules for Cyclists)

**National Curriculum areas:** Word Reading and Comprehension



<p><b>Before reading ('Card walk')</b></p>	<p><b>Introduce the text type: Non-fiction, Exposition (Informative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the setting the boy is cycling in. Why is he wearing a helmet?</p> <p><b>Page 2:</b> How is the lady making the helmet safer for the girl?</p> <p><b>Page 3:</b> Look at the two bottom photos. What part of the bike is being checked?</p> <p><b>Page 4:</b> Point to all the things in the photo that have made the girl safe on her bike.</p>
<p><b>Read 'Bike Safety'</b></p>	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
<p><b>After reading ('Card talk')</b></p>	<p><b>Using the text, reinforce the features of an information exposition.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Bike Safety')</li> <li>* Statement of position ('I think riding a bike...', 'Riding a bike helps...')</li> <li>* Headings ('Wearing Helmets', 'Checking Bikes', 'Riding Bikes')</li> <li>* Concluding statement ('I don't think children should ride bikes on roads until they know the road rules, and how to stay safe')</li> </ul>
<p><b>Reading into writing</b></p>	<p><b>Objective: To write an informative exposition on safety such as playground, scooter safety or walking safely to school.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with a statement of position.</li> <li>✓ I can write information on how to be safe.</li> <li>✓ I can end with a concluding statement.</li> </ul>

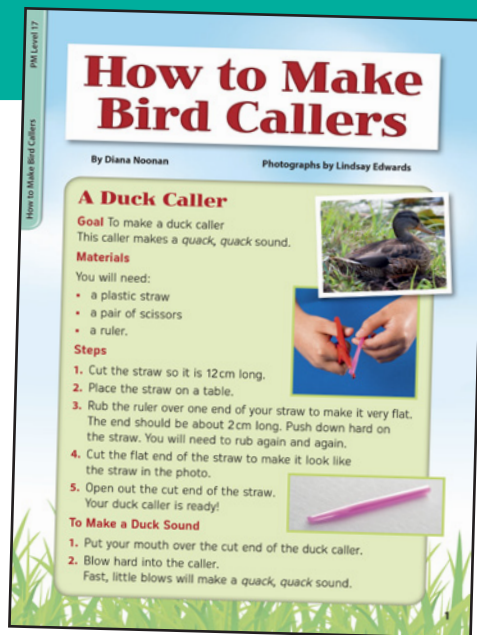
**Teacher's Notes**

**Text type:** Procedure (Informative)

**New vocabulary:** duck caller, coot caller, bush-bird caller, toot, squeak, quack

**Additional resources:** materials as displayed on the card to make bird callers, examples of bird and duck callers, CDs of calls and sounds that birds make

**National Curriculum areas:** Word Reading and Comprehension



<p><b>Before reading ('Card walk')</b></p>	<p><b>Introduce the text type: Non-fiction, Procedure (Informative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss how the text and headings are arranged on the page alongside the photographs. Draw attention to the fact that the duck is part of the bird family.</p> <p><b>Pages 2 and 3:</b> Talk about the text organisation. Can you name the birds? Discuss how both the photographs and instructions are needed to make the bird caller.</p> <p><b>Page 4:</b> What is the boy demonstrating for us in this photo?</p>
<p><b>Read 'How to Make Bird Callers'</b></p>	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
<p><b>After reading ('Card talk')</b></p>	<p><b>Using the text, reinforce the features of a procedural text. For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('How to Make Bird Callers')</li> <li>* Goal ('To make a duck caller...', 'This caller makes a quack, quack sound')</li> <li>* Materials ('You will need: a plastic straw...')</li> <li>* Steps (numbers are used to sequence the steps '1. Cut the straw...', '2. Place the straw...', '3. Rub the ruler...', '4. Cut the...', '5. Open out...')</li> </ul>
<p><b>Reading into writing</b></p>	<p><b>Before writing the procedure, children should make bird food. Recipes can be sourced from the web or books.</b></p> <p><b>Objective:</b> To write a procedure about making bird food.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with the goal: 'How to make...'</li> <li>✓ I can list the materials for making bird food.</li> <li>✓ I can list and number the steps in order of sequence.</li> <li>✓ I can add photos or drawings to show how to make bird food.</li> </ul>



# LEVEL 17 Card 9



## Guided Reading Cards A Home Under the Ground

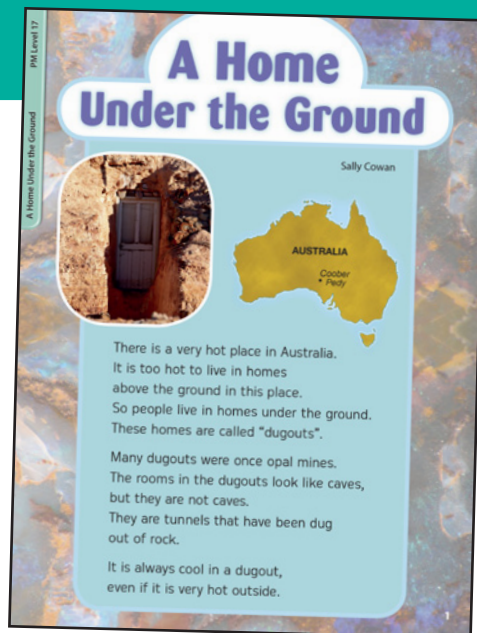
### Teacher's Notes

**Text type:** Description (Informative)

**New vocabulary:** dugouts, opal mines, Coober Pedy shafts, sandstone

**Additional resources:** a map of Australia, globe to locate deserts and other hot countries

**National Curriculum areas:** Word Reading and Comprehension



Before reading ('Card walk')	<p><b>Introduce the text type: Non-fiction, Description (Informative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the photo. What is the home dug out of? What is special about Coober Pedy?</p> <p><b>Page 2:</b> Discuss the photo. What rooms can you see?</p> <p><b>Page 3:</b> Discuss the photo. Where is the light shaft? Why don't the bedrooms have light shafts?</p> <p><b>Page 4:</b> Discuss the photo. Locate the walls. What are they made of?</p>
Read 'A Home Under the Ground'	<p><b>Follow the instructions and questions on page 4 of the card.</b></p>
After reading ('Card talk')	<p><b>Using the text, reinforce the features of an informative description.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('A Home Under the Ground')</li> <li>* General statement ('There is a very hot place in Australia')</li> <li>* Characteristics (what it looks like, what it does and other special features it has)</li> <li>* Information is grouped into paragraphs</li> <li>* Evaluation ('Dugouts are the best homes for this hot place')</li> </ul>
Reading into writing	<p><b>Objective: To write an informative description on my home.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can write a general statement.</li> <li>✓ I can write the characteristics in paragraphs.</li> <li>✓ I can write an evaluation.</li> </ul>

LEVEL  
**17**  
Card 10



# Guided Reading Cards

## Pet Hotels

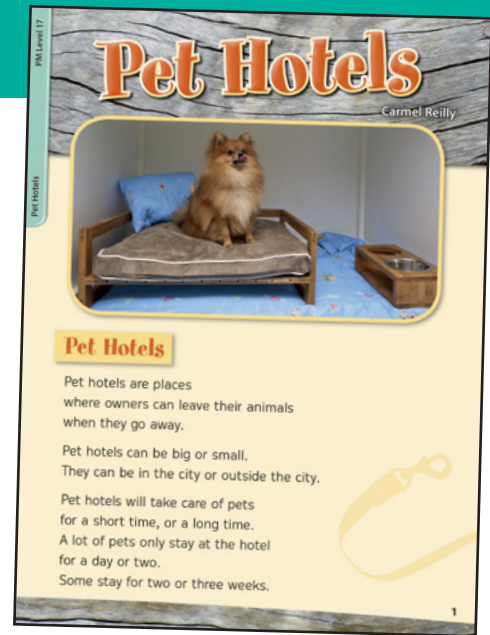
### Teacher's Notes

**Text type:** Information report (Informative)

**New vocabulary:** pet hotel, vet

**Additional resources:** pictures of pet hotel and pets, dog kennels

**National Curriculum areas:** Word Reading and Comprehension



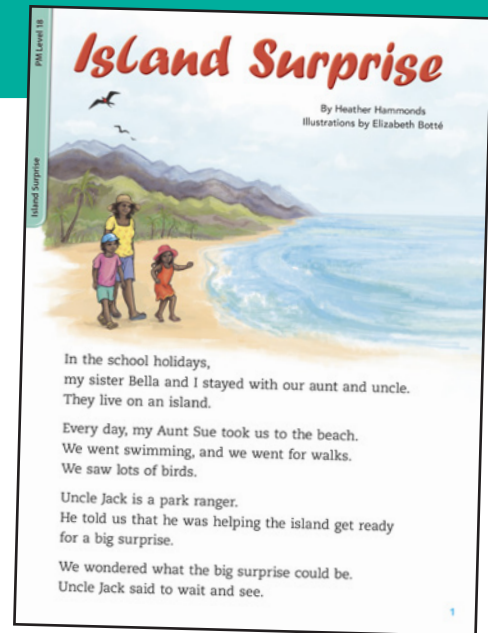
<b>Before reading ('Card walk')</b>	<p><b>Introduce the text type: Non-fiction, Information report (Informative)</b></p> <p><b>Look at the photos:</b></p> <p><b>Page 1:</b> Point out the heading. Discuss the use of hotels. Why do we have them for pets?</p> <p><b>Page 2:</b> Discuss the heading. Why are cats and dogs kept at different ends of the hotel? What is the cat doing in the photo?</p> <p><b>Page 3:</b> Why is food made just for the cats and dogs? Look at the photo. Why did the dog get dirty?</p> <p><b>Page 4:</b> Discuss the heading. Look at the photo. Who is this person?</p>
<b>Read 'Pet Hotels'</b>	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
<b>After reading ('Card talk')</b>	<p>Using the text, reinforce the features of an information report.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Pet Hotels')</li> <li>* General statement ('Pet hotels are places where owners can leave their animals when they go away')</li> <li>* Characteristics are organised in paragraphs with headings ('Pet Hotels', 'What Happens at a Pet Hotel?', 'Looking After Pets')</li> <li>* Evaluation ('People know that their cats and dogs are safe at pet hotels')</li> </ul>
<b>Reading into writing</b>	<p><b>Objective: To write an information report about a dog or a cat.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with a general statement.</li> <li>✓ I can describe the characteristics in paragraphs using headings.</li> <li>✓ I can end with an evaluation.</li> </ul>



# LEVEL 18 Card 11



## Guided Reading Cards Island Surprise



### Teacher's Notes

**Text type:** Recount (Imaginative)

**New vocabulary:** Island, Bella, Daniel, Aunt Sue, Uncle Jack (names), park rangers, hatch

**Additional resources:** a picture or map of an island (showing surrounding sea), a toy crab, books about crabs and other beach creatures

**National Curriculum areas:** Word Reading and Comprehension

Before reading ('Card walk')	<p><b>Introduce the text type: Fiction, Recount (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss characters and setting. What sorts of things might they do at the beach?</p> <p><b>Page 2:</b> Look at the sky. What has changed? What is Uncle Jack's surprise?</p> <p><b>Page 3:</b> Discuss the change to the setting. What do you think Uncle Jack is telling them?</p> <p><b>Page 4:</b> What has happened to the baby crabs?</p>
Read 'Island Surprise'	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
After reading ('Card talk')	<p><b>Using the text, reinforce the features of an imaginative recount.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Island Surprise')</li> <li>* Orientation ('In the school holidays, my sister Bella and I stayed with our aunt and uncle')</li> <li>* Sequence of events ('One morning...', 'Later that day...', 'Then...')</li> <li>* Personal comment ('Now Bella and I know many things about big red crabs')</li> </ul>
Reading into writing	<p><b>Objective: To write an imaginative recount of a beach creature.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with an orientation of who, when, where and why.</li> <li>✓ I can write the sequence of events.</li> <li>✓ I can end with a personal comment.</li> </ul>



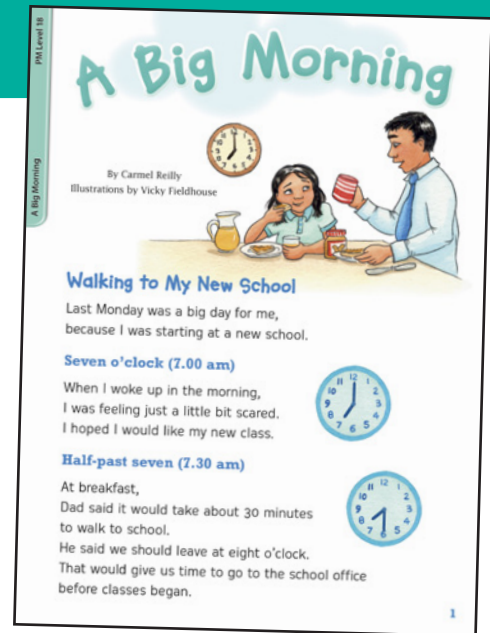
**Teacher's Notes**

**Text type:** Recount (Imaginative)

**New vocabulary:** Mr Bassi, o'clock, half-past, quarter-past, quarter-to

**Additional resources:** teaching clock, time cards with digital equivalent forms

**National Curriculum areas:** Word Reading and Comprehension



<p><b>Before reading ('Card walk')</b></p>	<p><b>Introduce the text type: Fiction, Recount (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss characters and setting. Why is the girl looking a little scared? Discuss the blue headings. What do you notice about the clocks?</p> <p><b>Page 2:</b> What are the characters doing at 8.00am? What do they see at 8.15am?</p> <p><b>Page 3:</b> What are they approaching at 8.30am?</p> <p><b>Page 4:</b> Discuss the new setting. How has the girl's expression changed from the first picture?</p>
<p><b>Read 'A Big Morning'</b></p>	<p><b>Follow the instructions and questions on page 4 of the card.</b></p>
<p><b>After reading ('Card talk')</b></p>	<p><b>Using the text, reinforce the features of an imaginative recount.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('A Big Morning')</li> <li>* Orientation ('Last Monday...a new school')</li> <li>* Sequence of events ('At breakfast...', 'After a while...', 'After we had...', 'When the bell rang...')</li> <li>* Personal comment ('I knew I was going...friendly')</li> </ul>
<p><b>Reading into writing</b></p>	<p><b>Objective: To write an imaginative recount of my first morning at school.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with an orientation of who, when, where and why.</li> <li>✓ I can use time headings to sequence the events.</li> <li>✓ I can end with a personal comment.</li> </ul>

# LEVEL 18 Card 13



## Guided Reading Cards Bringing the Cows In

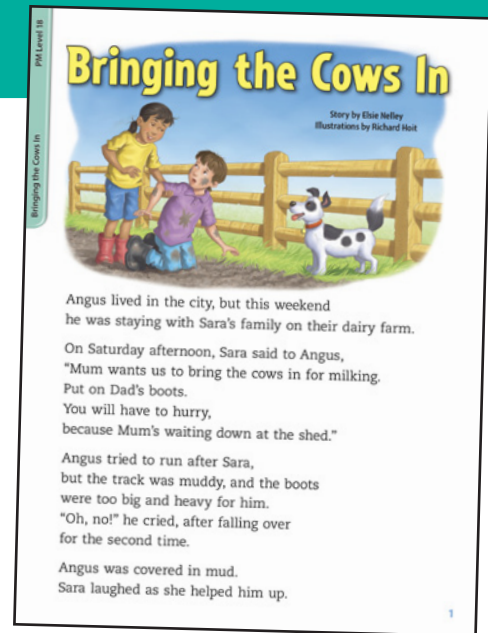
### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** Swish (names for cows), dairy farm, milking, field, milking shed

**Additional resources:** milk, butter, cream, cheese and other dairy products that come from cows; pictures and books about dairy farming

**National Curriculum areas:** Word Reading and Comprehension



Angus lived in the city, but this weekend he was staying with Sara's family on their dairy farm.

On Saturday afternoon, Sara said to Angus, "Mum wants us to bring the cows in for milking. Put on Dad's boots. You will have to hurry, because Mum's waiting down at the shed."

Angus tried to run after Sara, but the track was muddy, and the boots were too big and heavy for him.

"Oh, no!" he cried, after falling over for the second time.

Angus was covered in mud. Sara laughed as she helped him up.

#### Before reading ('Card walk')

Introduce the text type: Fiction, Narrative (Imaginative)

Look at the pictures:

Page 1: Why is the girl laughing at the boy?

Page 2: Which child lives on the farm? How can you tell?

Page 3: What is the boy doing to the cow? Why do you think he is doing this?

Page 4: Why are the children both laughing? What are they saying to each other?

#### Read 'Bringing the Cows In'

Follow the instructions and questions on page 4 of the card.

#### After reading ('Card talk')

Using the text, reinforce the features of an imaginative narrative.

For example:

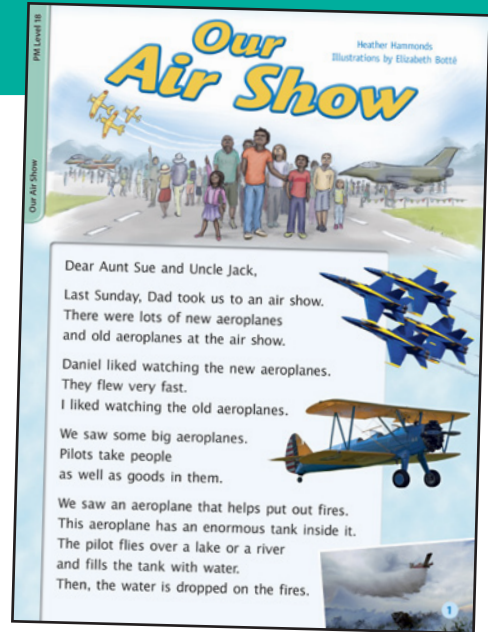
- \* Title ('Bringing the Cows In')
- \* Orientation ('Angus lived in the city, but this weekend he was staying with Sara's family on their dairy farm')
- \* Complication/problem ('Angus felt a bit scared...', 'The gate wouldn't open')
- \* Resolution ("Wait until you stay with me in the city," he said. "I'll play some tricks, too!")

#### Reading into writing

**Objective:** To write an imaginative narrative about a visit to a new place.

**Success criteria:**

- ✓ I can write a title.
- ✓ I can begin with an orientation, for example characters, setting and place.
- ✓ I can write the problem.
- ✓ I can write a sequence of events.
- ✓ I can end with a resolution.



## Teacher's Notes

**Text type:** Recount (Imaginative)

**New vocabulary:** air show, pilot, parachute, Bella, Daniel, Aunt Sue and Uncle Jack

**Additional resources:** a letter; a toy aeroplane and parachute; plane books

**National Curriculum areas:** Word Reading and Comprehension

### Before reading ('Card walk')

**Introduce the text type: Fiction, Recount (Imaginative)**

**Look at the pictures:**

**Page 1:** Locate the text feature of a letter. Discuss characters and setting. Locate the old and new aeroplanes. What is the aeroplane in the bottom picture doing?

**Page 2:** What shape are the pilots flying in? How are the people able to jump safely to the ground?

**Page 3:** Discuss the change to the setting. What are the children doing now?

**Page 4:** What was similar about the air show and the children's air show? Locate the text feature of a letter.

### Read 'Our Air Show'

**Follow the instructions and questions on page 4 of the card.**

### After reading ('Card talk')

**Using the text, reinforce the features of an imaginative recount letter.**

**For example:**

- \* Title ('Our Air Show')
- \* Letter opener ('Dear...')
- \* Orientation ('Last Sunday...at the air show')
- \* Sequence of events ('We saw some big...', 'We saw an aeroplane...', 'Then...')
- \* Personal comment ('It was fun...')
- \* Letter ending (Love...)

### Reading into writing

**Objective: To write an imaginative recount letter of an outing.**

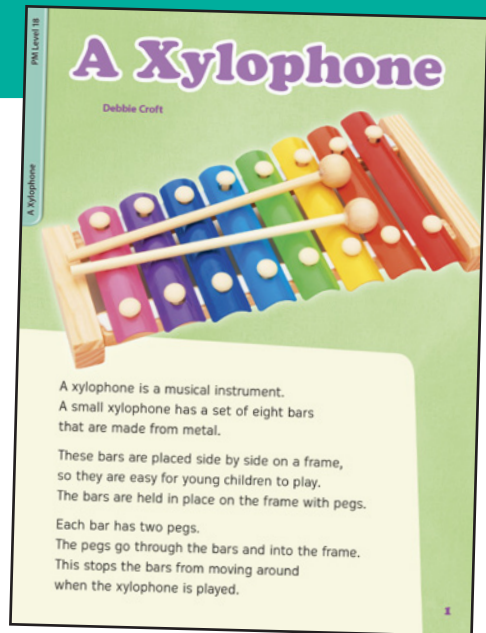
**Success criteria:**

- ✓ I can write a title.
- ✓ I can open (dear) and close (from) my letter.
- ✓ I can begin with an orientation of who, when, where and why.
- ✓ I can sequence the events.
- ✓ I can end with a personal comment.

# LEVEL 18 Card 15



## Guided Reading Cards A Xylophone



### Teacher's Notes

**Text type:** Description (Informative)

**New vocabulary:** xylophone, bars, pegs, frame, hammer, music sheet, notes, player

**Additional resources:** a xylophone and sheet music; books about musical instruments

**National Curriculum areas:** Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p><b>Introduce the text type: Non-fiction; Description (Informative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Locate the frame, bars and pegs. Discuss the size of the bars.</p> <p><b>Page 2:</b> Discuss the photo. What is the girl holding?</p> <p><b>Page 3:</b> Discuss the picture. Why are the notes in different colours?</p> <p><b>Page 4:</b> Discuss the photo. Compare the coloured eight bar xylophone with the natural wood one.</p>
<p>Read 'A Xylophone'</p>	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
<p>After reading ('Card talk')</p>	<p><b>Using the text, reinforce the features of an informative description.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('A Xylophone')</li> <li>* General statement ('A xylophone is a musical instrument')</li> <li>* Characteristics (what it looks like, what it does and other special features it has)</li> <li>* Information is grouped into paragraphs</li> <li>* Evaluation ('Sometimes, children play the xylophone in a band at school with other musical instruments')</li> </ul>
<p>Reading into writing</p>	<p><b>Objective: To label a diagram of a xylophone.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can draw a xylophone.</li> <li>✓ I can write labels (nouns).</li> </ul>

# LEVEL 18 Card 16



## Guided Reading Cards The Unhappy Princess

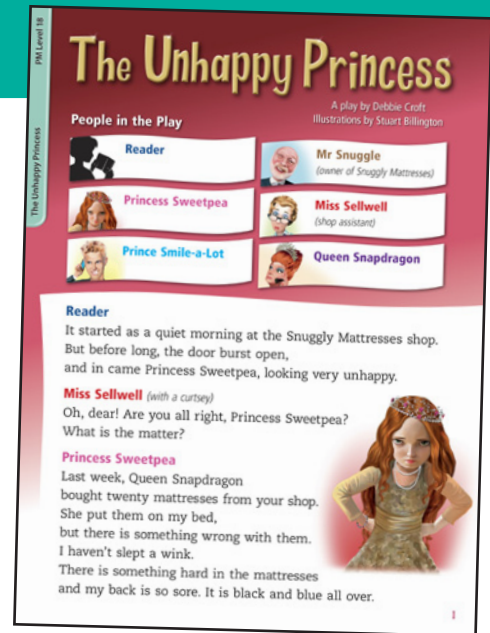
### Teacher's Notes

**Text type:** Play (Imaginative)

**New vocabulary:** names of people in the play (Princess Sweetpea, Mr Snuggle, Miss Sellwell, Prince Smile-a-lot, Queen Snapdragon), Snuggly Mattresses, black and blue all over, quilt, kingdom, curtesy

**Additional resources:** versions of 'The Princess and the Pea' ('The Unhappy Princess' is a version of this); examples of PM Orange and Turquoise Level Traditional stories and plays

**National Curriculum areas:** Word Reading and Comprehension



<b>Before reading ('Card walk')</b>	<p><b>Introduce the text type: Fiction, Play (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the layout of the page and how the people in the play are introduced. Why does the princess look so unhappy?</p> <p><b>Pages 2 and 3:</b> Name each of the people in the pictures. Discuss what they may be saying.</p> <p><b>Page 4:</b> Who do you think the person in the picture is and why is he looking so happy?</p>
<b>Read 'The Unhappy Princess'</b>	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
<b>After reading ('Card talk')</b>	<p><b>Using the text, reinforce the features of a narrative as a play.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('The Unhappy Princess')</li> <li>* Character list ('People in the Play')</li> <li>* Orientation ('It started as a quiet morning at the Snuggly Mattresses shop')</li> <li>* Complication ('Oh, dear!...What is the matter?', 'I want to bring twenty mattresses back to your shop...')</li> <li>* Resolution ('You are right, Princess Sweetpea. I'll send twenty pink quilts to the palace!')</li> </ul>
<b>Reading into writing</b>	<p><b>Objective: To write a short play based on a traditional tale.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with an orientation of characters, setting and place.</li> <li>✓ I can write the problem.</li> <li>✓ I can write a sequence of events.</li> <li>✓ I can end with a resolution.</li> </ul>





# LEVEL 18 Card 17



## Guided Reading Cards How to Take a Good Photo

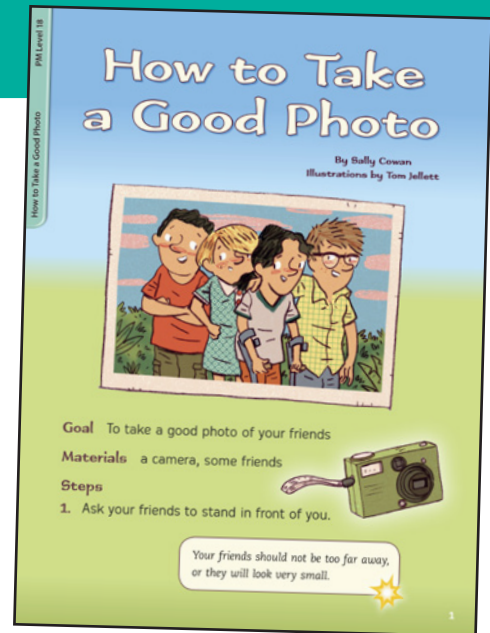
### Teacher's Notes

**Text type:** Procedure (Informative)

**New vocabulary:** technical vocabulary (screen, background), pose, spoil, blurred, Say "Cheese!"

**Additional resources:** have a photo shoot around the school with class camera; equipment for taking photos

**National Curriculum areas:** Word Reading and Comprehension



<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Procedure (Informative)</p> <p>Look at the pictures:</p> <p><b>Page 1:</b> Discuss what is needed at the beginning of a written procedure. Are the people ready to have their photos taken?</p> <p><b>Pages 2 and 3:</b> Talk about the text organisation. Why are there inserts marked with a star?</p> <p><b>Page 4:</b> What is wrong with this picture?</p>
<p>Read 'How to Take a Good Photo'</p>	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of a procedural recount.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>* Title ('How to Take a Good Photo')</li> <li>* Goal ('To take a good photo of your friends')</li> <li>* Materials ('a camera, some friends')</li> <li>* Steps (Numerals 1–10 used to sequence steps)</li> </ul>
<p>Reading into writing</p>	<p><b>Objective:</b> To write a procedure about taking a photo.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can take a photo of my friends.</li> <li>✓ I can write a title.</li> <li>✓ I can begin with a goal: 'How to take...'</li> <li>✓ I can list the materials.</li> <li>✓ I can use numerals and write simple sentences to sequence the steps.</li> <li>✓ I can add photos or diagrams to my procedure.</li> </ul>

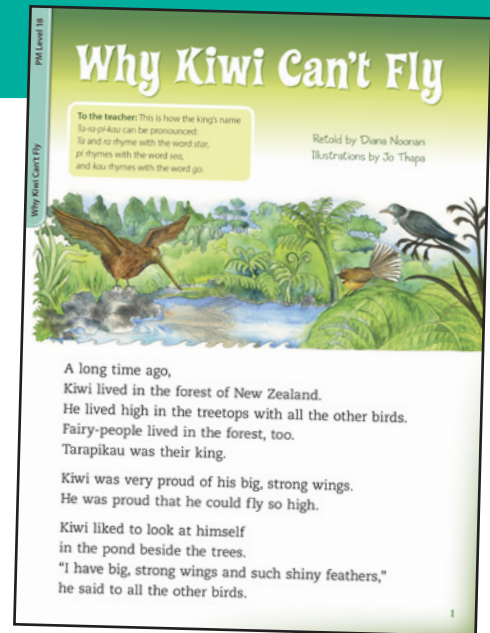
## Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** kiwi, Ta-ra-pi-kau (see pronunciation on page 1), fairy-people, flapped

**Additional resources:** pictures and models of kiwis; Maori legends; 'Just So Stories' by Rudyard Kipling

**National Curriculum areas:** Word Reading and Comprehension



### Before reading ('Card walk')

**Introduce the text type: Fiction, Narrative (Imaginative)**

**Look at the pictures:**

**Page 1:** Can you point to the kiwi? What is it looking at in the water? The other two native New Zealand birds are the fantail (Piwakawaka) and the tui (or Parson bird because of the white curled feather under its throat).

**Page 2:** What is the creature in the picture? Can you describe it?

**Page 3:** What do you think has happened to the kiwi?

**Page 4:** Why do you think the kiwi is running? Look at the detail of the design behind the kiwi. It resembles the new frond from the native silver fern. In Maori it is called a 'koru' (means new life). Air New Zealand uses it on the tails of their planes.

### Read 'Why Kiwi Can't Fly'

**Follow the instructions and questions on page 4 of the card.**

### After reading ('Card talk')

**Using the text, reinforce the features of an imaginative narrative.**

**For example:**

- \* Title ('Why Kiwi Can't Fly')
- \* Orientation ('A long time ago, Kiwi lived in the forest of New Zealand')
- \* Complication ('Tarapikau was angry...', 'What have you done...', "'Please let me fly again...'", 'No, you are too proud...')
- \* Resolution ("Very well," said Tarapikau. "I will not give you big strong wings. But I will give you big, strong legs. They will help...", 'From that day on...')

### Reading into writing

**Objective: To draw two labelled diagrams before and after the kiwi lost his strong wings.**

**Success criteria:**

- ✓ I can write two titles: before and after the kiwi lost his strong wings.
- ✓ I can draw two diagrams of the kiwi.
- ✓ I can write labels for the diagrams (nouns and adjectives).

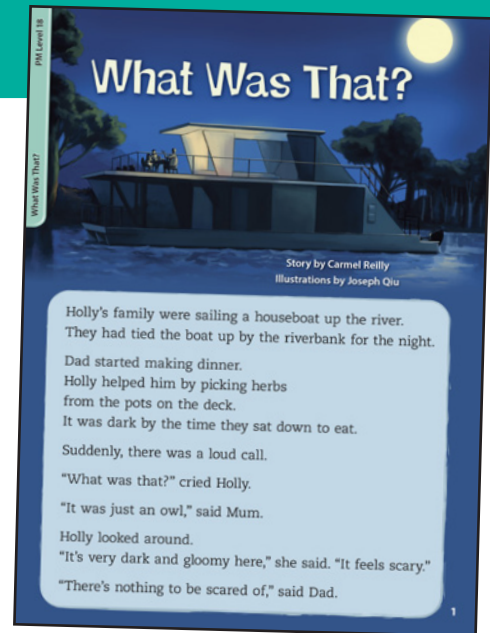
**Teacher's Notes**

**Text type:** Narrative (Imaginative)

**New vocabulary:** houseboat, riverbank, herbs, gloomy, possum, cabin

**Additional resources:** poems about noises in the dark such as 'Bump' by Spike Milligan; stories about nocturnal animals such as 'The Fox in the Dark' by Alison Green

**National Curriculum areas:** Word Reading and Comprehension



<p><b>Before reading ('Card walk')</b></p>	<p><b>Introduce the text type: Fiction, Narrative (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Look at the setting. Where are the people sitting? What time of day is it?</p> <p><b>Page 2:</b> Discuss the setting and the expression on the little girl's face.</p> <p><b>Page 3:</b> What is the little girl looking at?</p> <p><b>Page 4:</b> Can you name the animal? What is it doing?</p>
<p><b>Read 'What Was That?'</b></p>	<p><b>Follow the instructions and questions on page 4 of the card.</b></p>
<p><b>After reading ('Card talk')</b></p>	<p><b>Using the text, reinforce the features of an imaginative narrative.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('What Was That?')</li> <li>* Orientation ('Holly's family were sailing a houseboat up the river')</li> <li>* Complication ('It was still dark...', 'She needed to know what the noises were...', 'Then, something moved...')</li> <li>* Resolution ("I hope we don't hear any more noises, so we can get some more sleep," said Mum. Holly laughed. "Me too," she said')</li> </ul>
<p><b>Reading into writing</b></p>	<p><b>Objective: To write an imaginative narrative about a noise in the dark.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with an orientation of characters, setting and place.</li> <li>✓ I can write the problem.</li> <li>✓ I can write a sequence of events.</li> <li>✓ I can end with a resolution.</li> </ul>

LEVEL  
**18**  
Card 20



**Guided Reading Cards**  
**Jasmine**

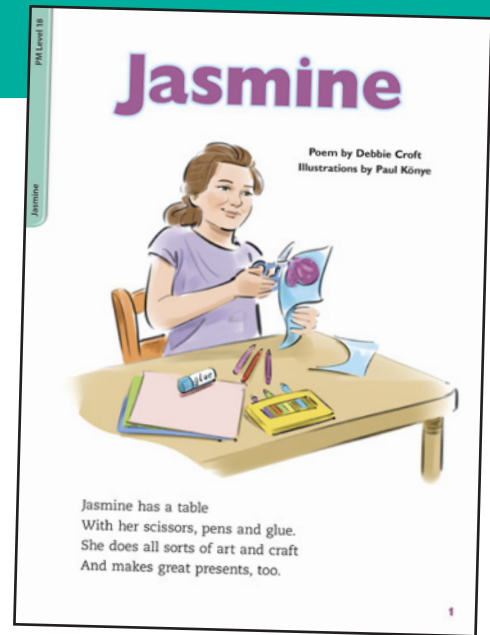
**Teacher's Notes**

**Text type:** Poetry (Imaginative)

**New vocabulary:** Jasmine (name), mural, jagged, hip-hop dance, ballad stanza

**Additional resources:** scissors, pens, glue, card

**National Curriculum areas:** Word Reading and Comprehension



<p><b>Before reading ('Card walk')</b></p>	<p><b>Introduce the text type: Poetry (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss what Jasmine is doing.</p> <p><b>Page 2:</b> What has she created?</p> <p><b>Page 3:</b> Read the invitation, what sort of party is Jasmine having?</p> <p><b>Page 4:</b> What is the surprise gift?</p>
<p><b>Read 'Jasmine'</b></p>	<p><b>Follow the instructions and questions on page 4 of the card.</b></p>
<p><b>After reading ('Card talk')</b></p>	<p><b>Using the text, reinforce the features of poetry.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Jasmine')</li> <li>* Ballad stanza (2nd and 4th line rhyme)</li> <li>* The use of capital letters at the beginning of each line</li> </ul>
<p><b>Reading into writing</b></p>	<p><b>Objective: To change the fourth verse of the poem by making it about my class picture.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can make (paint, collage) a picture of my class.</li> <li>✓ I can write a title such as 'Megan', 'Marcus'.</li> <li>✓ I can change the orientation and activity.</li> <li>✓ I can use the right pronoun: he, she, his, her.</li> <li>✓ I can change the verb and the adjective.</li> </ul> <p>One day _____ made a _____ Of some children in _____ class. They had such _____ faces, _____ outside on the grass.</p>

