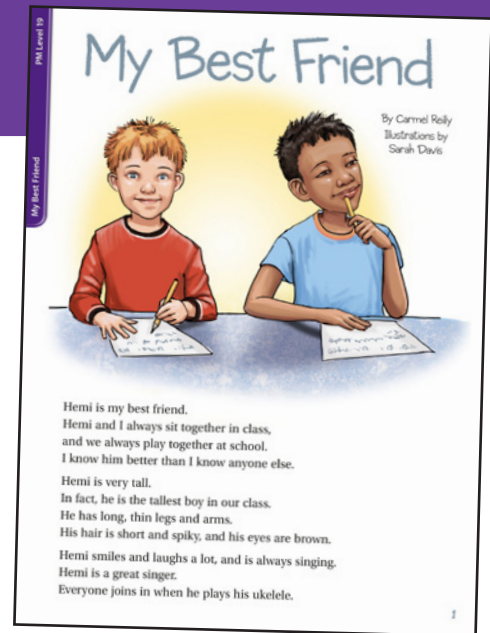


LEVEL 19 Card 1



Guided Reading Cards My Best Friend



Teacher's Notes

Text type: Description (Imaginative)

New vocabulary: Hemi (character's name), ukulele, basketball, vet

Additional resources: photo of teacher's best friend

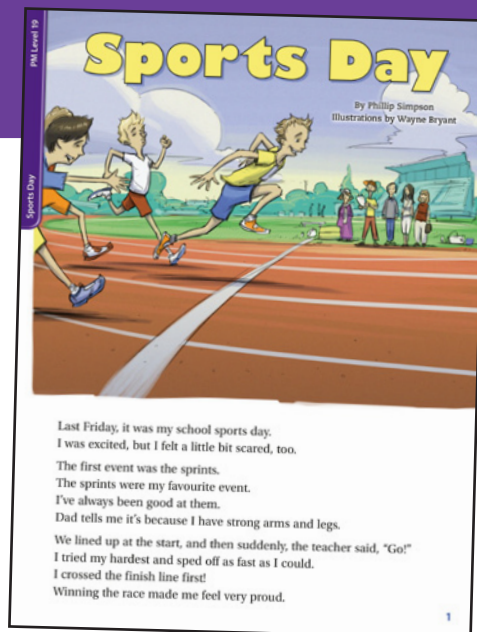
National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Description (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Locate the narrator and Hemi.</p> <p>Page 2: Discuss the books the boys are holding. What do you think Hemi is doing? What do you think he is interested in?</p> <p>Page 3: What is Hemi playing? Who are the boys with him?</p> <p>Page 4: What pets does Hemi have? What job might suit a pet-lover like Hemi?</p>
<p>Read 'My Best Friend'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an imaginative description.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('My Best Friend') * Introduction ('Hemi is my best friend') * Characteristics ('Hemi is very tall', 'Hemi is a great singer', 'Hemi loves animals') * Evaluation ('I like Hemi a lot')
<p>Reading into writing</p>	<p>Objective: To write an imaginative description of my best friend.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can begin with a title. ✓ I can begin with an introduction of my best friend. ✓ I can describe the characteristics of my best friend, such as what the person looks like, what the person does and special features of the person. ✓ I can end with an evaluation of my best friend.

LEVEL 19 Card 2



Guided Reading Cards Sports Day



Teacher's Notes

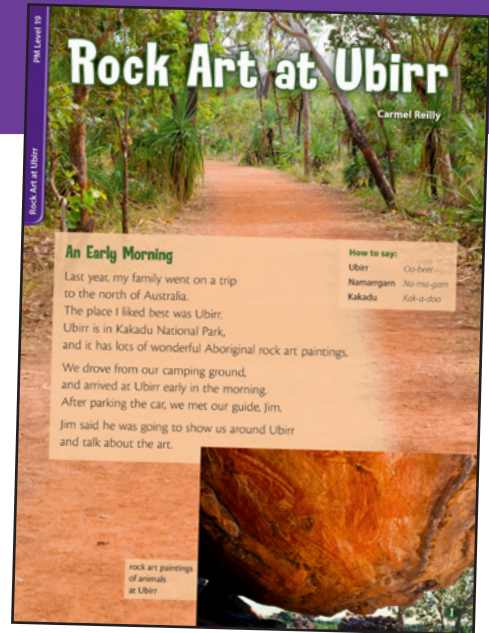
Text type: Recount (Imaginative)

New vocabulary: sprints, event, long jump, run-up, shot-put, high jump, proud

Additional resources: school sports day programme, pictures and information about sporting events

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Recount (Imaginative) Look at the pictures: Page 1: Who do you think will come 2nd and 3rd in the race? Why? Page 2: What type of sport is the girl participating in? Page 3: Can you name the sport the boy is participating in? Page 4: What do you think the parents are saying to the boy?</p>
<p>Read 'Sports Day'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an imaginative recount. For example: * Title ('Sports Day') * Orientation ('Last Friday, it was my school sports day') * Sequence of events ('The first event...', 'Next was the...', 'Later that day...', 'At the end...') * Personal comment ('It was a special day, and I had a great time')</p>
<p>Reading into writing</p>	<p>Objective: To write an imaginative recount of my school sports day. Success criteria: ✓ I can write a title. ✓ I can begin with an orientation, for example who, when, where and why. ✓ I can sequence the events of a sports day. ✓ I can end with a personal comment.</p>



Teacher's Notes

Text type: Recount (Informative)

New vocabulary: rock art, Ubirr (Oo-beer), Namarrgarn (Na-ma-garn), Kakadu (Kak-a-doo), National Park, Aboriginal, gallery, serpent

Additional resources: a rock, a map of North Australia, books about Aboriginal people and their art, picture of serpent

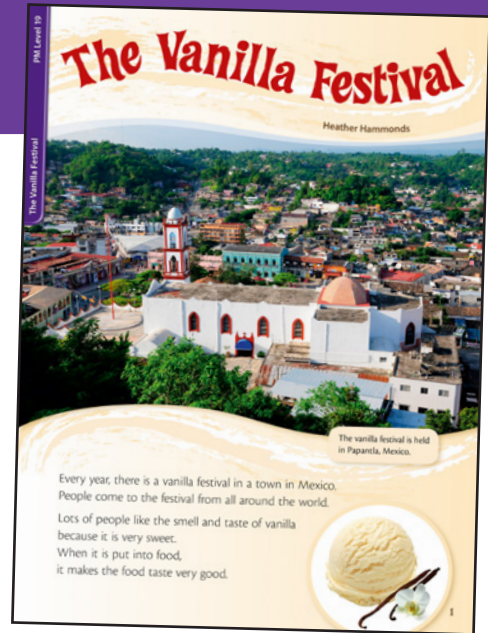
National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce text type: Non-fiction, Recount (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Point out the headings. Discuss the setting. What can you see on the rock?</p> <p>Page 2: What details do the paintings of the animals and people show?</p> <p>Page 3: Look at the top painting. Locate the sisters in the painting. What animal is shown in the painting? Look at the bottom painting. Locate the serpent in the painting. Why does it have 'Rainbow' in its name?</p> <p>Page 4: Discuss the setting. What are the children sitting on? What are they looking at? What might they be thinking?</p>
<p>Read 'Rock Art at Ubirr'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an informative recount.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Rock Art at Ubirr') * Orientation ('Last year, my family went on a trip to the north of Australia') * Sequence of events ('The first thing we did...', 'After this...', 'After that...') * Personal comment ('I really liked going to Ubirr. It was wonderful...')
<p>Reading into writing</p>	<p>Objective: To write an informative recount of a 'wonderful day'.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can begin with an orientation, for example who, when, where and why. ✓ I can write the sequence of events. ✓ I can end with a personal comment.

LEVEL
19
Card 4



Guided Reading Cards
The Vanilla Festival



Teacher's Notes

Text type: Description (Informative)

New vocabulary: vanilla, festival, Papantla, stalls, vanilla bean pods, voladores

Additional resources: vanilla pod, vanilla essence, map of Mexico

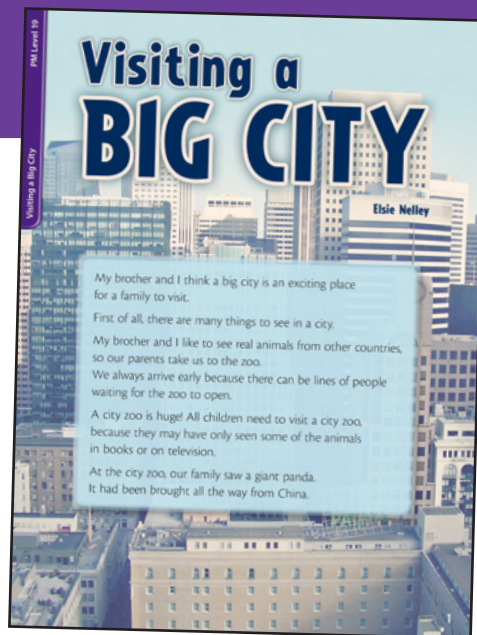
National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce text type: Non-fiction, Description (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Discuss the town setting. What flavour is the ice cream?</p> <p>Page 2: Point out the headings. What do the beans grow from? What colour are the dried-out beans?</p> <p>Page 3: Discuss the heading. What are the women doing at the festival?</p> <p>Page 4: Discuss the heading. How are the 'voladores' able to dance in the air?</p>
<p>Read 'The Vanilla Festival'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an informative description.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('The Vanilla Festival') * Introduction ('Every year, there is a vanilla festival...') * Characteristics (where and when the vanilla festival is, what it looks like, what it does and other special features it has) * Information is grouped into paragraphs with titles ('Amazing Beans from Mexico', 'Festival Time', 'Food and More', 'Dancers in the Air') * Evaluation ('The vanilla festival is a wonderful place...')
<p>Reading into writing</p>	<p>Objective: To write an informative description of a school event.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can write a heading. ✓ I can begin with an introduction. ✓ I can describe the characteristics, for example where it is found, what it looks like, what it does and other special features it has. ✓ I can end with an evaluation.

LEVEL 19 Card 5



Guided Reading Cards Visiting a Big City



Teacher's Notes

Text type: Exposition (Persuasive)

New vocabulary: city, concert, stadium, tram, ferries, glide, jogging

Additional resources: a postcard from a big city (create by sourcing a picture and writing a message), photos and names of big cities

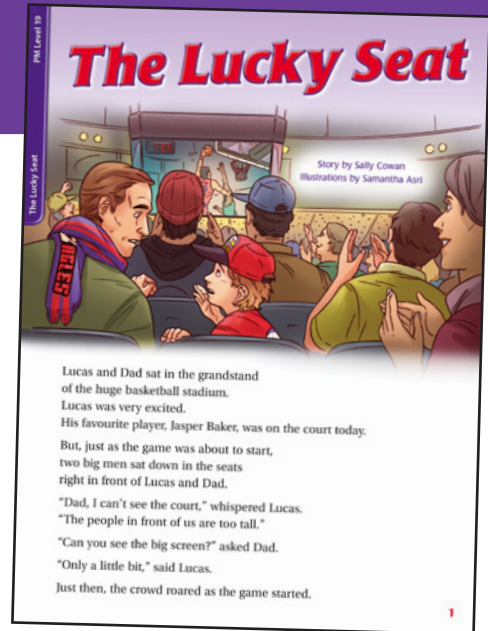
National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Exposition (Persuasive)</p> <p>Look at the photos:</p> <p>Page 1: Discuss the setting. How do we know this is a city?</p> <p>Page 2: Where is the concert taking place? What is happening in the stadium?</p> <p>Page 3: Discuss the different forms of transport.</p> <p>Page 4: Discuss the expressions on the children's faces. How do they feel about the big city?</p>
<p>Read 'Visiting a Big City'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an exposition.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Visiting a Big City') * Statement of position ('My brother and I think a big city is an exciting place...') * Time and sequence words may be used to sequence an argument ('First of all...', 'Second there are always things for...', 'Third it is very easy to...') * Concluding statement ('It does not matter if the day...')
<p>Reading into writing</p>	<p>Objective: To write a persuasive exposition on visiting an exciting place.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can begin with a statement of position. ✓ I can write arguments using sequence words, such as first, second. ✓ I can end with a concluding statement.

LEVEL 19 Card 6



Guided Reading Cards The Lucky Seat



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: The Eagles (names for sports' teams) grandstand, basketball stadium, roared, shooting goals

Additional resources: basketball, photos, programmes of basketball games, information about famous basketball teams around the world

National Curriculum areas: Word Reading and Comprehension

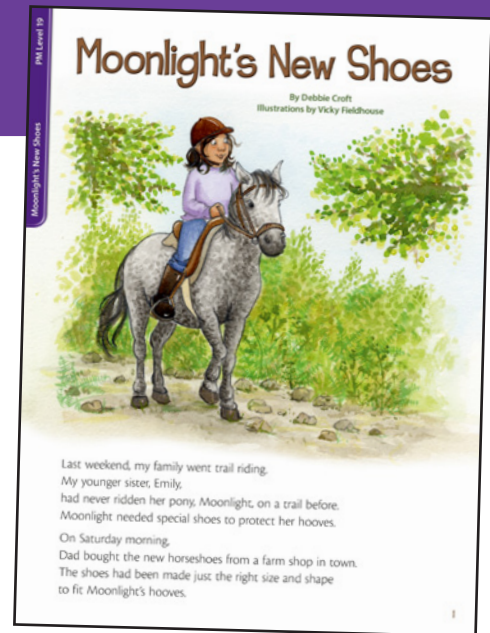
<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Where do you think the boy and his dad are? Why do you think the boy is looking worried and what is he saying to his dad?</p> <p>Page 2: How do you think the children know each other? Why are the dads on the phone?</p> <p>Page 3: Why is the boy waving to the lady?</p> <p>Page 4: Why is the boy the only one having his shirt signed?</p>
<p>Read 'The Lucky Seat'</p>	<p>Follow the instructions and questions on page 4 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"> * Title ('The Lucky Seat') * Orientation ('Lucas and Dad sat in the grandstand of the huge basketball stadium') * Complication/problem ("Dad, I can't see...The people in front of us are too tall") * Resolution ("Thanks!" said Lucas..."This has been my lucky day!")
<p>Reading into writing</p>	<p>Objective: To write an imaginative narrative about having a lucky day.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ 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.

LEVEL
19
Card 7



Guided Reading Cards

Moonlight's New Shoes



Teacher's Notes

Text type: Procedural recount (Imaginative)

New vocabulary: Moonlight (names for animals), trail riding, hooves, farm shop, bench

Additional resources: books and photos on horses, blacksmiths, horseshoes

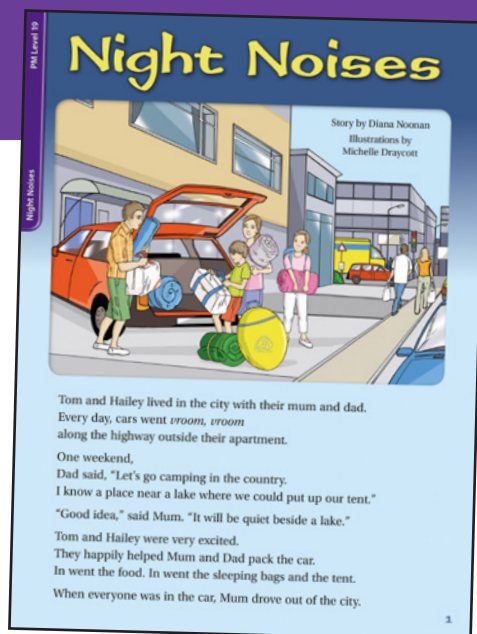
National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Procedural recount (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the setting. Look carefully at the trail. What do you notice?</p> <p>Page 2: Discuss what the man is doing for the horse.</p> <p>Page 3: Talk about the equipment needed.</p> <p>Page 4: How do you think the horse is feeling?</p>
<p>Read 'Moonlight's New Shoes'</p>	<p>Follow the instructions and questions on page 4 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"> * Title ('Moonlight's New Shoes') * Orientation ('Last weekend, my family went trail riding') * Sequence of events (procedure for fitting horseshoes: 'First...', 'Next...', 'Then...', 'Last of all...') * Personal comment ('On Sunday I was so excited...')
<p>Reading into writing</p>	<p>Objective: To label a horse with riding equipment.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can draw a horse with riding equipment. ✓ I can use nouns to label the horse with riding equipment.

LEVEL 19 Card 8



Guided Reading Cards Night Noises



Teacher's Notes

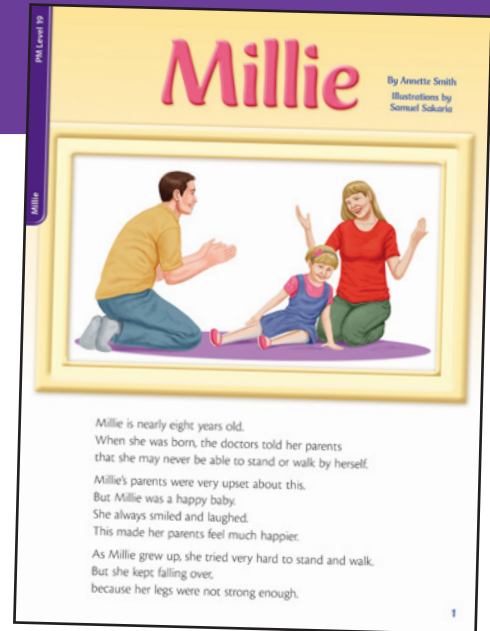
Text type: Narrative (Imaginative)

New vocabulary: apartment, camping, making hay, mosquito, vroom

Additional resources: recordings of night noises in the city and country

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>Page 1: What type of equipment is the family packing and where do you think they are all going?</p> <p>Page 2: Discuss the setting and where the family have gone to stay.</p> <p>Page 3: Why do the parents look so unhappy?</p> <p>Page 4: What is the tractor doing in the next field? Why are the children awake and the parents asleep?</p>
<p>Read 'Night Noises'</p>	<p>Follow the instructions and questions on page 4 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"> * Title ('Night Noises') * Orientation ('Tom and Hailey lived in the city with their mum and dad') * Complication/problem ('Suddenly, Mum sat up...', "'How are we going to sleep with all this noise?" groaned Mum') * Resolution ('And they were soon fast asleep')
<p>Reading into writing</p>	<p>Objective: To write an imaginative narrative about night noises.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ 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

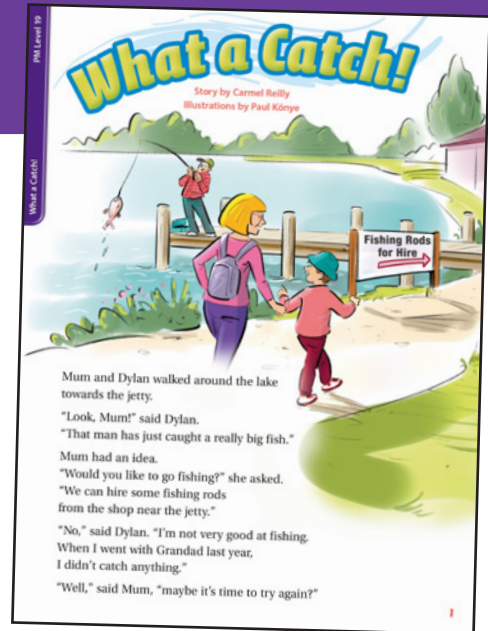
Text type: Description (Informative)

New vocabulary: Millie (character's name), crutches, special doctor

Additional resources: picture of a hospital, crutches, wheelchair

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Description (Informative)</p> <p>Look at the pictures:</p> <p>Page 1: Locate Millie. Who is with her? Look at Millie's legs and discuss what is on them.</p> <p>Page 2: Why are Millie and her friends looking so happy? How is Millie able to stand by herself?</p> <p>Page 3: Discuss the setting. Why must Millie stay in bed? What does she do when she is in bed?</p> <p>Page 4: What is the lady doing? Why is she pleased to see Millie?</p>
<p>Read 'Millie'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an informative description.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Millie') * Introduction ('Millie is nearly eight years old') * Characteristics ('Millie was a happy baby', 'Millie reads lots of books', 'She always tries hard') * Evaluation ('Everyone loves Millie, because she laughs and smiles...')
<p>Reading into writing</p>	<p>Objective: To write an imaginative description of a kind friend.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can begin with a title. ✓ I can begin with an introduction of a kind friend. ✓ I can describe the characteristics of a kind friend, for example what the person looks like, what the person does and special features of the person. ✓ I can end with an evaluation of a kind friend.



Teacher's Notes

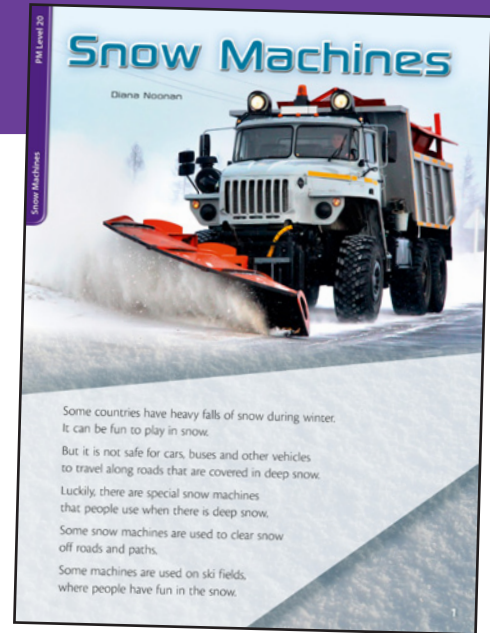
Text type: Narrative (Imaginative)

New vocabulary: Dylan (name), fishing gear (sign on Page 2), jetty, hire, reeled, fishing rod, hook, sail

Additional resources: fishing rods and fish (toy or real), fish hooks, pictures of fish, toy sail boats

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>Page 1: Read the sign. Where are the boy and his mum going?</p> <p>Page 2: Why do you think the boy looks so unhappy?</p> <p>Page 3: Why is the dad holding the small boy?</p> <p>Page 4: What has the boy used to reel the boat in?</p>
<p>Read 'What a Catch!'</p>	<p>Follow the instructions and questions on page 4 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"> * Title ('What a Catch!') * Orientation ('Mum and Dylan walked around the lake towards the jetty') * Complication/problem ('Suddenly, the little boy tripped and...', "'Dad!' he cried. "Please get my boat!"') * Resolution ("But I'm glad I was able to catch your boat!")
<p>Reading into writing</p>	<p>Objective: To label a type of fish such as cod, salmon, goldfish.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can find information on my chosen fish. ✓ I can write a title. ✓ I can draw the fish. ✓ I can use nouns to label the parts of the fish.



Teacher's Notes

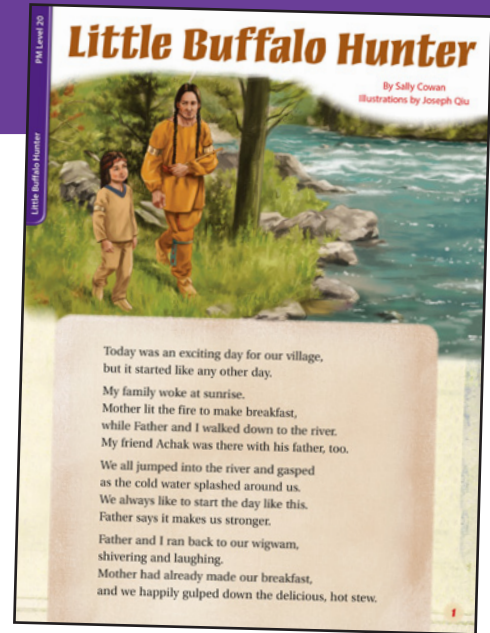
Text type: Information report (Informative)

New vocabulary: falls, ploughs, blade, snow cat, ski fields, snow blowers and throwers

Additional resources: pictures of snow-blocked roads, ski resorts, books about snow, snow machines, toy replica machines, snow boots, ski clothes

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce text type: Non-fiction, Information report (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Discuss the setting. What is the snow machine doing?</p> <p>Page 2: Discuss the headings. Look at the snow plough and locate the tyre and blade. Look at the snow mobile. What vehicle does it remind you of?</p> <p>Page 3: Look at the snow cats. Locate the metal tracks. What do they do?</p> <p>Page 4: Discuss the heading. Look at the photo. What is blowing from the machine?</p>
<p>Read 'Snow Machines'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an information report.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Snow Machines') * General statement ('Some countries have heavy falls of snow...') * Description characteristics are organised in paragraphs with headings ('Snow Ploughs', 'Snow Mobiles', 'Snow Cats', 'Snow Blowers and Snow Throwers') * Evaluation ('Winter time would not be easy or as much fun without snow machines')
<p>Reading into writing</p>	<p>Objective: To label a diagram of a snow machine.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can use information from the report. ✓ I can write a title. ✓ I can draw a snow machine. ✓ I can use nouns to label the snow machine.



Teacher's Notes

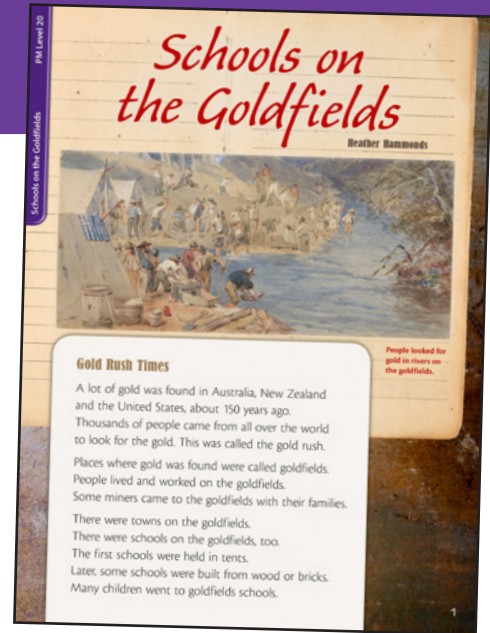
Text type: Recount (Imaginative)

New vocabulary: Achak (names of Native Americans), wigwam, herd of buffalo, bows and arrows, hunters, hunting, feast, dusk, drummers, flickering, oral storytellers, ancestors, scrub

Additional resources: Native American headdress and costume, books, pictures on Native Americans, information on hunting

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce text type: Fiction, Recount (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the time setting and characters.</p> <p>Page 2: What type of sport is the girl participating in?</p> <p>Page 3: Discuss the celebration. What are they celebrating?</p> <p>Page 4: Discuss the thought bubble. What is the boy dreaming about?</p>
<p>Read 'Little Buffalo Hunter'</p>	<p>Follow the instructions and questions on page 4 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"> * Title ('Little Buffalo Hunter') * Orientation ('Today was an exciting day for our village, but it started like any other day') * Sequence of events ('My family woke at sunrise...', 'After breakfast...', 'When the hunters...', 'After we had eaten...', 'Later, we...', 'On the way back...') * Personal comment ('It was a wonderful...', 'I hope I will dream...')
<p>Reading into writing</p>	<p>Objective: To write an imaginative recount of an exciting day.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can begin with an orientation, for example who, when, where and why. ✓ I can sequence the events. ✓ I can end with a personal comment.



Teacher's Notes

Text type: Description (Informative)

New vocabulary: Gold Rush, goldfields, miners, slates, Ma'am

Additional resources: maps of Australia, New Zealand and the USA, gold jewellery, books about gold

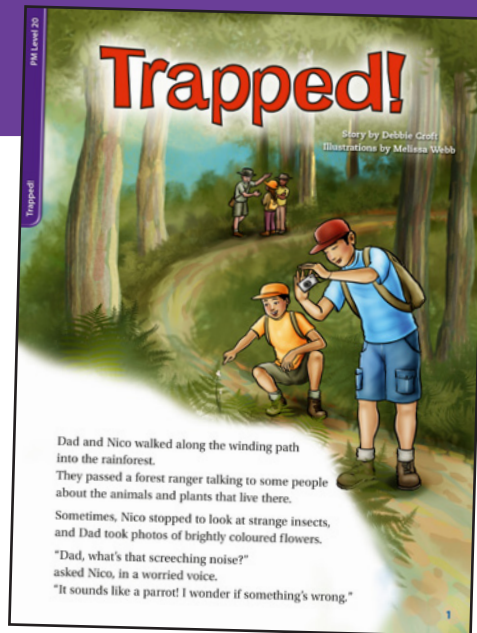
National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce text type: Non-fiction, Description (Informative)</p> <p>Look at the pictures:</p> <p>Page 1: Point out the headings. Discuss the setting. Why were they called goldfields?</p> <p>Page 2: Discuss the heading and setting. Compare this school to your own.</p> <p>Page 3: Discuss the heading. How are the children recording their work?</p> <p>Page 4: Discuss the heading. What games are the children playing?</p>
<p>Read 'Schools on the Goldfields'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an informative description.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Schools on the Goldfields') * Introduction ('A lot of gold was found in Australia, New Zealand...') * Characteristics (where the thing is found, what it looks like, what it does and other special features it has) * Information is grouped into paragraphs with titles ('Gold Rush Times', 'Inside the Classroom', 'Reading, Writing and Numbers', 'Work and Play') * Evaluation ('Goldfields schools were very important')
<p>Reading into writing</p>	<p>Objective: To write an informative description of my school.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can write headings. ✓ I can begin with an introduction. ✓ I can describe the characteristics, for example, where it is found, what it looks like, what it does and other special features it has. ✓ I can end with an evaluation.

LEVEL
20
Card 14



Guided Reading Cards
Trapped!



Teacher's Notes

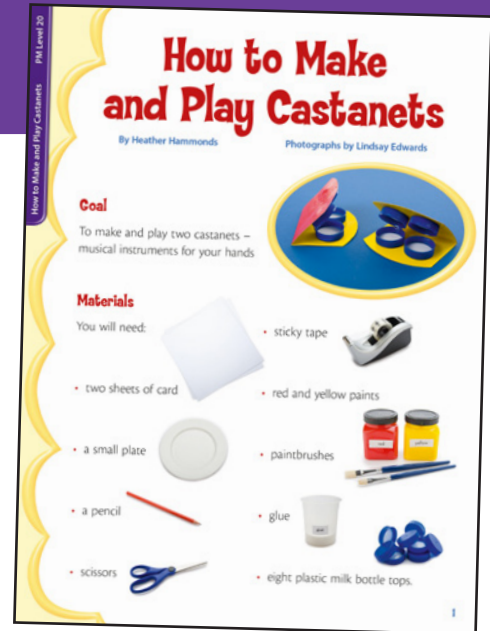
Text type: Narrative (Imaginative)

New vocabulary: Nico, rainforest, insects, parrot, squawking, forest ranger, winding, screeching, trap, peck, scratch

Additional resources: books, pictures and video links of birds, insects and flowers in rainforests; information on the work of a forest ranger

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>Page 1: Discuss the setting. Who is the person in the uniform helping the people?</p> <p>Page 2: What type of bird is in the net? What do you know about these types of bird?</p> <p>Page 3: What is the man doing to the bird?</p> <p>Page 4: Why has the bird been set free?</p>
<p>Read 'Trapped!'</p>	<p>Follow the instructions and questions on page 4 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"> * Title ('Trapped!') * Orientation ('Dad and Nico walked along the winding path into the rainforest') * Complication/problem ('That poor bird is trapped...') * Resolution ('The ranger let the parrot go...')
<p>Reading into writing</p>	<p>Objective: To write an imaginative narrative about helping a trapped animal.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ 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: Procedure (Informative)

New vocabulary: castanets, clicking

Additional resources: materials as displayed on the card to make castanets, castanets, pictures of flamenco dances and their use of castanets, music of castanets

National Curriculum areas: Word Reading and Comprehension

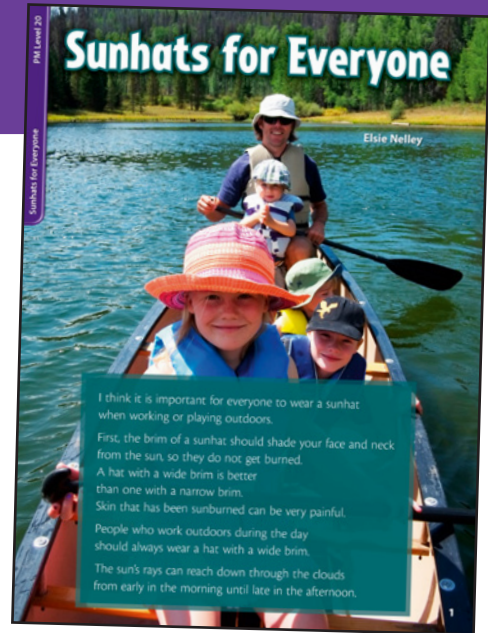
<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Procedure (Informative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the picture and the materials to be used. How is the text arranged on the page?</p> <p>Pages 2 and 3: Talk about the text organisation. Using the photographs, describe the step by step procedure of what the girl is making.</p> <p>Page 4: Describe the end result. What is the girl demonstrating for us in this photo?</p>
<p>Read 'How to Make and Play Castanets'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of a procedure.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('How to Make and Play Castanets') * Goal ('To make and play two castanets – musical instruments for your hands') * Materials ('You will need: sticky tape...') * Steps (Numerals are used to sequence the steps '1. Put the plate...', '2. Draw a line...', '3. Lift the plate...', '4. Cut around...', '5. Fold the...')
<p>Reading into writing</p>	<p>Make a musical shaker before writing the procedure.</p> <p>Objective: To write a procedure about making and playing a shaker.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can begin with the goal: 'How to make...' ✓ I can list the materials for making the shaker. ✓ I can add photos or drawings to the list of materials. ✓ I can list and number the steps in order of sequence.

LEVEL
20
Card 16



Guided Reading Cards

Sunhats for Everyone



Teacher's Notes

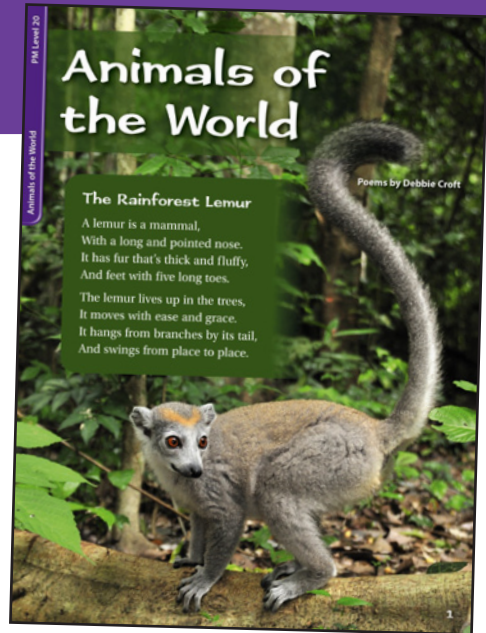
Text type: Exposition (Persuasive)

New vocabulary: brim, shade, rays, flap, burned

Additional resources: sunhats, sunglasses, sun cream

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Exposition (Persuasive)</p> <p>Look at the photos:</p> <p>Page 1: Discuss the setting. What are all the people wearing?</p> <p>Page 2: Look at the hats. Locate the flap and brim. Discuss the materials.</p> <p>Page 3: What protects the children's eyes?</p> <p>Page 4: What does this child need to remember about the sun?</p>
<p>Read 'Sunhats for Everyone'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an exposition.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Sunhats for Everyone') * Statement of position ('I think it is important for everyone to wear a sunhat...') * Time and sequence words may be used to sequence an argument ('First, the brim of a sunhat...', 'Second, it is important...', 'Third, bright light...') * Concluding statement ('To sum up: a large sunhat...')
<p>Reading into writing</p>	<p>Objective: To write a persuasive exposition on using a piece of safety equipment such as seat belt, bike, scooter or ski helmet, sun cream.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can begin with a statement of position. ✓ I can write arguments using sequence words, such as first, second. ✓ I can end with a concluding statement.



Teacher's Notes

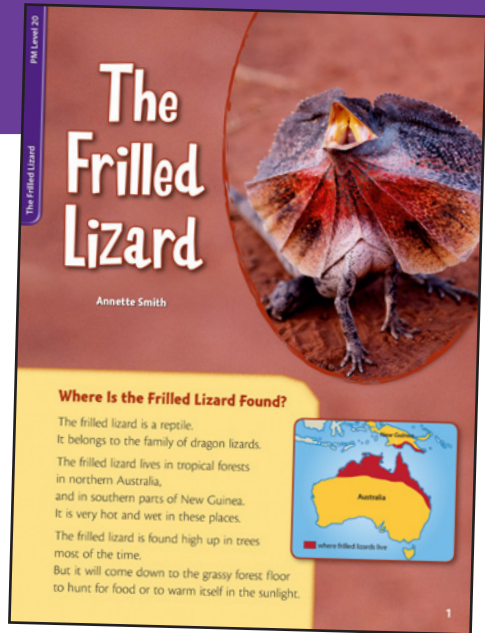
Text type: Poetry (Imaginative)

New vocabulary: rainforest lemur, mammal, grace, desert chameleon, crests, Savannah giraffe, herd, swish, Arctic walrus, bellows, snorts, grunts, tusks, heaves, icy shelf, ballad stanza

Additional resources: toy animal figures, books about animals

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Poetry (Imaginative)</p> <p>Look at the photos:</p> <p>Page 1: What is the lemur on? What part of the body would help the lemur to hang from branches?</p> <p>Page 2: Describe the chameleon. Locate the chameleon's crest.</p> <p>Page 3: What does the giraffe's long neck help it to do?</p> <p>Page 4: Where does the walrus live? Locate the icy shelf.</p>
<p>Read 'Animals of the World'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of poetry.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Animals of the World') * Ballad stanza (2nd and 4th line rhyme) * The use of capital letters at the beginning of each line
<p>Reading into writing</p>	<p>Objective: To label a diagram of the lemur, chameleon, giraffe or walrus.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can use information from the poem. ✓ I can write a title such as 'The Rainforest Lemur'. ✓ I can draw a diagram of the lemur, chameleon, giraffe or walrus. ✓ I can use nouns and adjectives such as 'five long toes'.



Teacher's Notes

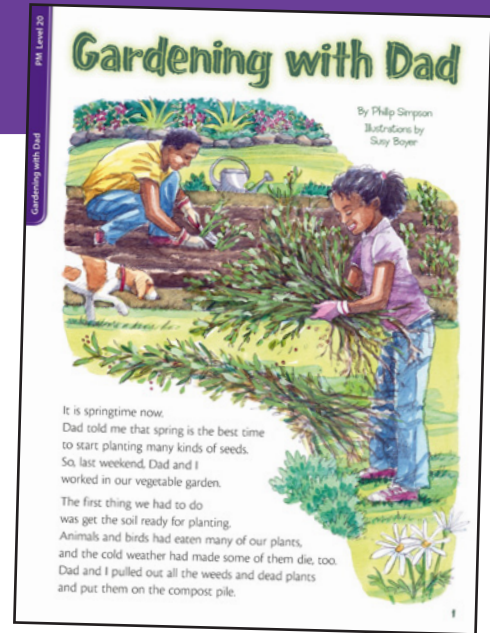
Text type: Description (Informative)

New vocabulary: frilled lizard, reptile, scales, hiss, predator

Additional resources: toy lizard replicas, map of Australia and New Guinea, books about lizards

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Description (Informative) Look at the photos: Page 1: Point out the headings. Locate where the lizards can be found on the map. What sort of climate do you think it lives in? Page 2: Discuss the heading. Why do you think it has this name? Locate its flap and scales. Page 3: Discuss the heading. Describe the lizard's mouth. Compare the position of the lizard on page 2 to that of the lizard on page 3. Page 4: Discuss the heading. Where is the lizard? What do you notice about its colour?</p>
<p>Read 'The Frilled Lizard'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an informative description. For example:</p> <ul style="list-style-type: none"> * Title ('The Frilled Lizard') * Introduction ('The frilled lizard is a reptile') * Characteristics (where the thing is found, what it looks like, what it does and other special features it has) * Information is grouped into paragraphs with titles ('Where Is the Frilled Lizard Found?', 'What Does the Frilled Lizard Look Like?', 'How Does the Frilled Lizard Behave?', 'How Does the Frilled Lizard Stay Safe?') * Evaluation ('The frilled lizard is a special lizard...')
<p>Reading into writing</p>	<p>Objective: To label a diagram of a frilled lizard. Success criteria:</p> <ul style="list-style-type: none"> ✓ I can write a title. ✓ I can draw a frilled lizard. ✓ I can use nouns and adjectives to label the frilled lizard such as 'small, lumpy scales'.



Teacher's Notes

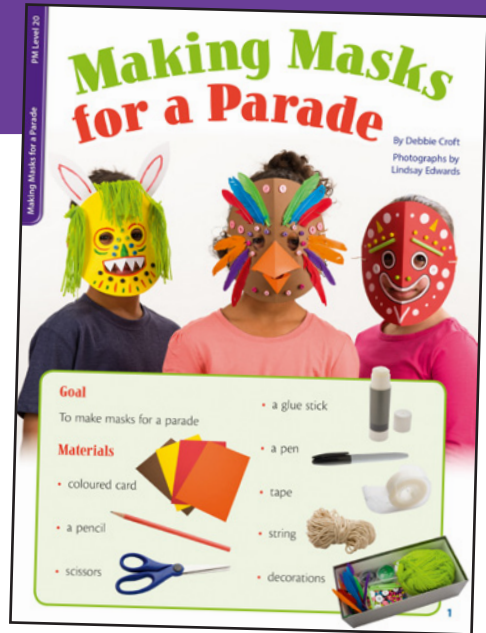
Text type: Recount (Imaginative)

New vocabulary: compost pile, damp soil, sprout, humus, clay, sandy soil, wooden stake

Additional resources: gardening books, a gardener's diary, garden tools, tomato seeds, types of tomato, bulbs, plants

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>Page 1: Look at the garden picture. What season do you think it is?</p> <p>Pages 2 and 3: Look at the three pictures. Discuss the three stages of gardening.</p> <p>Page 4: Name the produce they have grown.</p>
<p>Read 'Gardening with Dad'</p>	<p>Follow the instructions and questions on page 4 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"> * Title ('Gardening with Dad') * Orientation ('It is springtime now') * Sequence of events ('The first thing...', 'Next...', 'Then...', 'After we finished...') * Personal comment ('In a few weeks, I will be able to make a salad for our lunch')
<p>Reading into writing</p>	<p>Objective: I can label a tomato.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can cut open a tomato and observe it. ✓ I can write a title. ✓ I can draw the inside of a tomato. ✓ I can use nouns to label a tomato.



Teacher's Notes

Text type: Procedure (Informative)

New vocabulary: mask, parade

Additional resources: materials listed on the card, mask making kits, examples of masks and masks used in carnivals around the world

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Procedure (Informative) Page 1: Discuss the picture and the materials to be used. How is the text arranged on the page? Pages 2 and 3: Talk about the text organisation. Using the photographs, describe the step by step procedure of what the girl and boy are making. Pages 3 and 4: Talk about the headings. Describe the end result on each page.</p>
<p>Read 'Making Masks for a Parade'</p>	<p>Follow the instructions and questions on page 4 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of a procedure. For example: * Title ('Making Masks for a Parade') * Goal ('To make masks for a parade') * Materials ('coloured card, a pencil, scissors...') * Steps (Numerals are used to sequence the steps '1. Fold one big sheet...', '2. Draw a shape...', '3. Turn the mask...') * Headings ('Making a Funny Mask', 'Making a Bird Mask')</p>
<p>Reading into writing</p>	<p>Children make the hat before writing the procedure. Objective: To write a procedure about making a hat for a parade. Success criteria: ✓ I can write a title. ✓ I can begin with the goal: 'How to make...'. ✓ I can list the materials for making a hat. ✓ I can add photos or drawings to the list of materials. ✓ I can list and number the steps in order of sequence.</p>