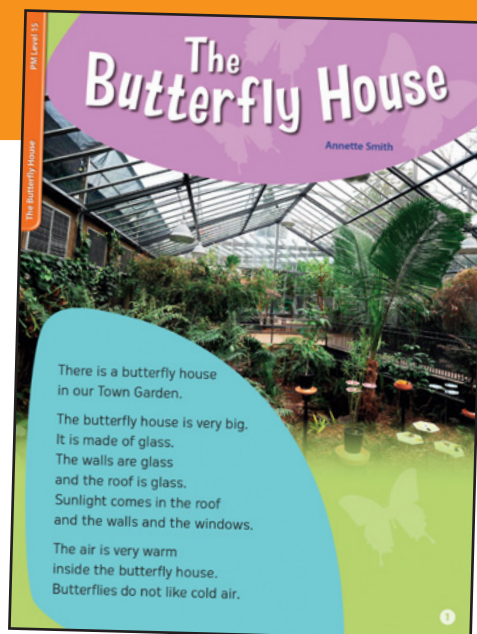


# LEVEL 15 Card 1



## Guided Reading Cards The Butterfly House



### Teacher's Notes

**Text type:** Description (Informative)

**New vocabulary:** Town Garden, butterfly house, types of butterflies such as Painted Lady

**Additional resources:** pictures and books on butterflies, plastic or foam butterfly shapes

**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 Butterfly House and what it is made of. Point out the plural of butterfly – butterflies.</p> <p><b>Page 2:</b> Can you name the plant in the top picture? Why do you think this butterfly is called The Painted Lady?</p> <p><b>Page 3:</b> Discuss the setting in the Butterfly House.</p> <p><b>Page 4:</b> How does the girl feel about the butterflies landing on her? How can you tell?</p>
Read 'The Butterfly House'	Follow the instructions and questions on <b>page 4</b> of the card.
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 ('The Butterfly House')</li> <li>* Introduction ('There is a butterfly house in our Town Garden')</li> <li>* Characteristics ('The butterfly house is...', 'The air is...', 'Some plants...', 'There are small pools...', 'It is very quiet...', 'The butterflies are safe...')</li> <li>* Evaluation ('Children feel happy...', 'It is a beautiful place')</li> </ul>
Reading into writing	<p><b>Objective: To write an informative description on a type of butterfly.</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 introduction about a butterfly.</li> <li>✓ I can describe the characteristics of a butterfly, for example colour, number, size, position, texture, shape sentences.</li> <li>✓ I can write an action sentence, such as 'a butterfly flies...'</li> <li>✓ I can end with an evaluation about a butterfly.</li> </ul>

The Butterfly House by Annette Smith © 2014 Cengage Learning Australia Pty Ltd. Reproduced with the permission of Cengage Learning Australia.

# LEVEL 15 Card 2



## Guided Reading Cards Oliver

### Teacher's Notes

**Text type:** Poetry (Imaginative)

**New vocabulary:** Oliver

**Additional resources:** photos of children in the class doing different activities

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



Before reading ('Card walk')	<p><b>Introduce the text type: Poetry (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the way in which Oliver greets people as he scoots by. Who is following Oliver?</p> <p><b>Page 2:</b> Why is the word <i>crunch</i> in italics?</p> <p><b>Page 3:</b> Who is with Oliver? Why?</p> <p><b>Page 4:</b> How do you know Oliver is a little boy?</p>
Read 'Oliver'	Follow the instructions and questions on <b>page 4</b> of the card.
After reading ('Card talk')	<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 ('Oliver')</li> <li>* Ballad stanza (2nd and 4th line rhyme)</li> <li>* The use of capital letters at the beginning of each line</li> </ul>
Reading into writing	<p><b>Objective: To change the last verse of the poem by making it about my friend.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can talk to my friend about their favourite book.</li> <li>✓ I can write a title such as 'Megan', 'Marcus'.</li> <li>✓ I can use the right pronoun, for example he, she, his, her.</li> <li>✓ I can name the stories my friend likes.</li> <li>✓ I can change the person who turns out the light.</li> </ul> <p>_____ likes to read _____ books. _____ reads them every night.</p> <p>Stories _____ Till _____ turns out the light.</p>

# LEVEL 15 Card 3



## Guided Reading Cards Tiny Turtle Disappears

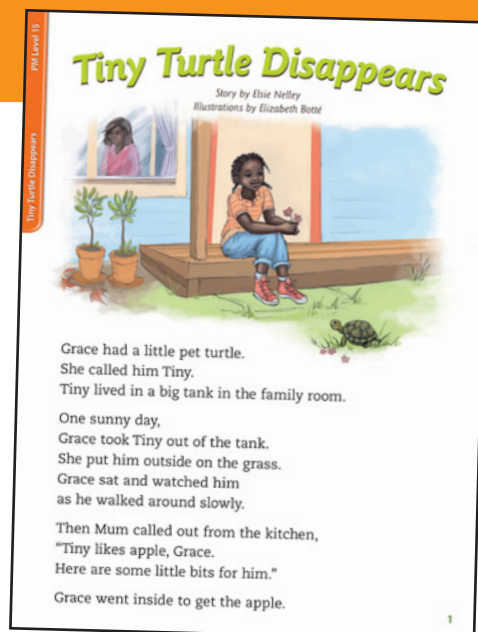
### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** turtle, tank, Tiny (names for pets)

**Additional resources:** photos and books on turtles and other types of pet's people have, model turtles

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



Before reading ('Card walk')	<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 turtle. Who does it belong to? Why is he on the grass?</p> <p><b>Page 2:</b> What are Grace and her mother doing?</p> <p><b>Page 3:</b> Why are Grace and her mother looking up at the bird in the tree? Why is Grace waving her arms?</p> <p><b>Page 4:</b> Discuss how Grace is feeling now she has Tiny back.</p>
Read 'Tiny Turtle Disappears'	<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 imaginative narrative.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Tiny Turtle Disappears')</li> <li>* Orientation ('Grace had a little pet turtle')</li> <li>* Complication/problem ('But when Grace came back, the little turtle had gone!', 'Grace looked...', 'Mum looked...')</li> <li>* Resolution ('So Grace waved her arms to make the bird fly away')</li> </ul>
Reading into writing	<p><b>Objective: To write an imaginative narrative about losing a pet.</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, for example 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 15 Card 4



## Guided Reading Cards Small Animals at a Creek

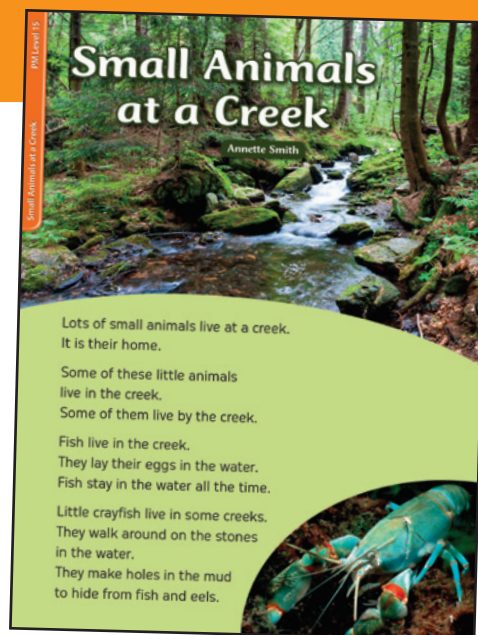
### Teacher's Notes

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

**New vocabulary:** creek, pollen, tadpoles, water snails, moths, lizards, turtles, nocturnal, habitat

**Additional resources:** pictures and books on small animals who live in creeks, streams, ponds, lakes; facts on creeks around the world such as The Dubai Creek

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



Before reading ('Card walk')	<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> Discuss the water setting.</p> <p><b>Page 2:</b> Discuss the life cycle of the frog in the three separate photos.</p> <p><b>Page 3:</b> Discuss what water snails and bees do by the creek.</p> <p><b>Page 4:</b> Discuss the day/night photos. What is a night-time creature called?</p>
Read 'Small Animals at a Creek'	<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 information report.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Small Animals at a Creek')</li> <li>* General statement ('Lots of small animals live at a creek')</li> <li>* Description ('Fish live in the creek', 'Frogs live...', 'Worms and snails...', 'Bees buzz around...', 'Spiders make...', 'Lizard and turtles live...')</li> <li>* Personal comment ('Lots of small animals are found at a creek')</li> </ul>
Reading into writing	<p><b>Objective: To write an information report about my classroom.</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 my classroom.</li> <li>✓ I can end with an evaluation.</li> </ul>

# LEVEL 15 Card 5



## Guided Reading Cards The New Tractor

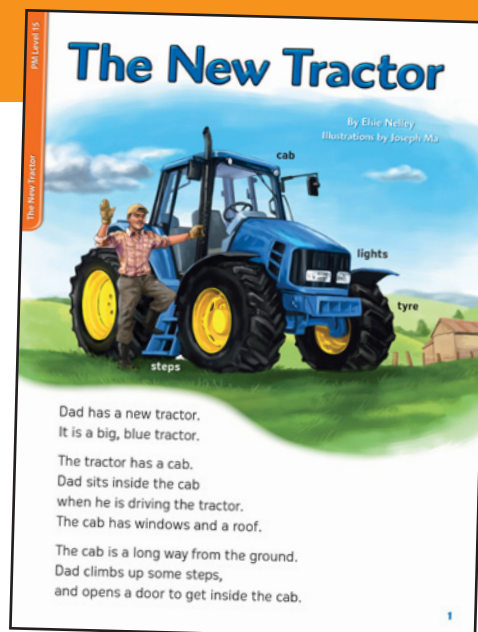
### Teacher's Notes

**Text type:** Description (Informative)

**New vocabulary:** cab, cutting machine

**Additional resources:** toy tractor, toy farm, books about farm machinery

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



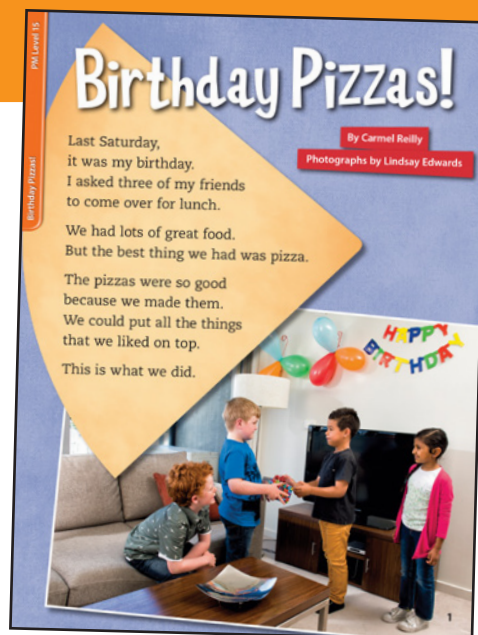
Before reading ('Card walk')	<p><b>Introduce the text type: Non-fiction, Description (Informative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the labelled diagram. Talk about the use of nouns.</p> <p><b>Page 2:</b> Discuss the purpose of the tyres and how Dad can move heavy things.</p> <p><b>Page 3:</b> Discuss the cutting machine. Why does Dad attach it in summer?</p> <p><b>Page 4:</b> Compare the winter picture to the summer picture (on page 3). How is the tractor helpful in the winter?</p>
Read 'The New Tractor'	Follow the instructions and questions on <b>page 4</b> of the card.
After reading ('Card talk')	<p><b>Using the text, reinforce the features of a description.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('The New Tractor')</li> <li>* Introduction ('Dad has a new tractor')</li> <li>* Characteristics ('The tractor has a cab', 'The tractor has four wheels')</li> <li>* Evaluation ('Dad needs a tractor because there is lots of heavy work')</li> </ul>
Reading into writing	<p><b>Objective: To label a diagram of a toy vehicle.</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 toy vehicle.</li> <li>✓ I can label the toy vehicle with words (nouns).</li> </ul>



# LEVEL 15 Card 6



## Guided Reading Cards Birthday Pizzas!



### Teacher's Notes

**Text type:** Procedural recount (Informative)

**New vocabulary:** pizza base, ingredients, pizza toppings such as olives, anchovies

**Additional resources:** birthday cards/banners, illustrated pizza recipes

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

Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, Procedural recount (Informative)</p> <p>Look at the pictures:</p> <p><b>Page 1:</b> Discuss the birthday setting.</p> <p><b>Page 2:</b> Can the children identify any of the ingredients?</p> <p><b>Page 3:</b> Talk about how the ingredients have been added to the pizza.</p> <p><b>Page 4:</b> What do the pizzas look like? (Faces) Do the children like or dislike pizza? How can you tell?</p>
Read 'Birthday Pizzas!'	Follow the instructions and questions on <b>page 4</b> of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of a procedural recount.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>* Title ('Birthday Pizzas!')</li> <li>* Orientation ('Last Saturday, it was my birthday')</li> <li>* Sequence of events (Pizza making instructions: 'first...', 'then...', 'at last...')</li> <li>* Personal comment ('Making pizzas was great')</li> </ul>
Reading into writing	<p><b>Objective:</b> To write a procedural recount of making a pizza.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write an orientation.</li> <li>✓ I can sequence the instructions for making a pizza.</li> <li>✓ I can write a personal comment.</li> </ul>

# LEVEL 15 Card 7



## Guided Reading Cards The Scooter Champ

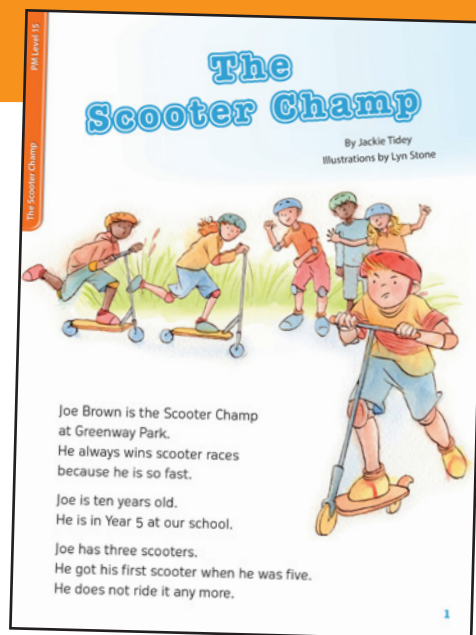
### Teacher's Notes

**Text type:** Description (Imaginative)

**New vocabulary:** Scooter Champ, scooter park, helmet, pads, bunny hops, ramp, bars, moves and tricks

**Additional resources:** children bring their scooters to school for a scooter race; pictures of scooters, scooter helmets and pads, parks for scooters, skateboards and so on

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



<p>Before reading ('Card walk')</p>	<p><b>Introduce the text type: Fiction, Description (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Talk about the characters, their dress and the setting. Describe the expression on the children's faces.</p> <p><b>Page 2:</b> Discuss how the boy is taking care of his scooter.</p> <p><b>Page 3:</b> Talk about what the boy is doing compared to the other children in the picture.</p> <p><b>Page 4:</b> Compare the expression on the boy's face with page 1.</p>
<p>Read 'The Scooter Champ'</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 imaginative description.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('The Scooter Champ')</li> <li>* Introduction ('Joe Brown is the Scooter Champ at Greenway Park')</li> <li>* Characteristics ('Joe is ten years old', 'Joe takes good care...', 'Joe likes to try new tricks...', 'Joe helps the other scooter riders...')</li> <li>* Evaluation (He is the Scooter Champ because he does his moves and tricks again and again... and again!')</li> </ul>
<p>Reading into writing</p>	<p><b>Objective: To write an imaginative description of our class scooter champ.</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 introduction about our scooter champ.</li> <li>✓ I can describe the characteristics of our scooter champ, such as colour, number, size, position, texture, shape sentences.</li> <li>✓ I can write an action sentence for example 'Our scooter champ scoots...'</li> <li>✓ I can end with an evaluation about scooter champ.</li> </ul>

The Scooter Champ by Jackie Tidey © 2014 Cengage Learning Australia Pty Ltd. Reproduced with the permission of Cengage Learning Australia.



# LEVEL 16 Card 8



## Guided Reading Cards Liam's Tooth

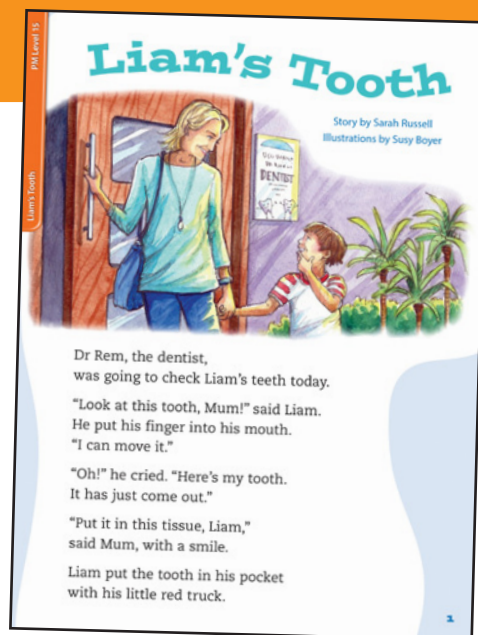
### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** Dr Rem (Dr is abbreviation for doctor, dentists are called doctors), waiting room

**Additional resources:** a tooth, stories about tooth fairies, toothbrushes, toothpaste, pamphlets on dental hygiene

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



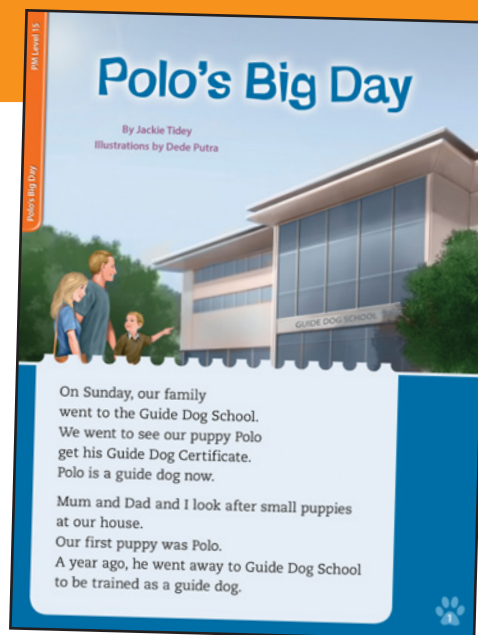
Before reading ('Card walk')	<p><b>Introduce the text type: Fiction, Narrative (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the setting. What is Liam pointing to?</p> <p><b>Page 2:</b> Name the setting. What is the problem?</p> <p><b>Page 3:</b> Discuss the setting. What is Liam showing Dr Rem? What is on the wheel?</p> <p><b>Page 4:</b> What is Dr Rem giving Liam?</p>
Read 'Liam's Tooth'	Follow the instructions and questions on <b>page 4</b> of the card.
After reading ('Card talk')	<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 ('Liam's Tooth')</li> <li>* Orientation ('Dr Rem was going to check...')</li> <li>* Problem ('But the tooth was gone!')</li> <li>* Resolution ('Now I can take my tooth home...')</li> </ul>
Reading into writing	<p><b>Objective: To write an imaginative narrative about losing a tooth.</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 in a setting of time 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 15 Card 9



## Guided Reading Cards Polo's Big Day



### Teacher's Notes

**Text type:** Recount (Imaginative)

**New vocabulary:** Guide Dog School, guide dog, handler, certificate

**Additional resources:** books and facts about guide dogs; examples of aids for the blind for example, braille, large print books (library)

**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> Look at the sign on the building. Why do you think the family are going there?</p> <p><b>Page 2:</b> How do we know this is a special type of dog? Why are the people cheering?</p> <p><b>Page 3:</b> Why is the man on the stage wearing dark glasses?</p> <p><b>Page 4:</b> Why are the family in the photo? What do you think the boy is holding?</p>
Read 'Polo's Big Day'	Follow the instructions and questions on <b>page 4</b> of the card.
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 ('Polo's Big Day')</li> <li>* Orientation ('On Sunday,...the Guide Dog School')</li> <li>* Sequence of events ('A year ago...')</li> <li>* Personal comment ('We were happy to be at Polo's Big Day')</li> </ul>
Reading into writing	<p><b>Objective: To write an imaginative recount on helping a blind person.</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 a sequence of events on helping a blind person.</li> <li>✓ I can end with a personal comment.</li> </ul>

# LEVEL 15 Card 10



## Guided Reading Cards Parking the New Car

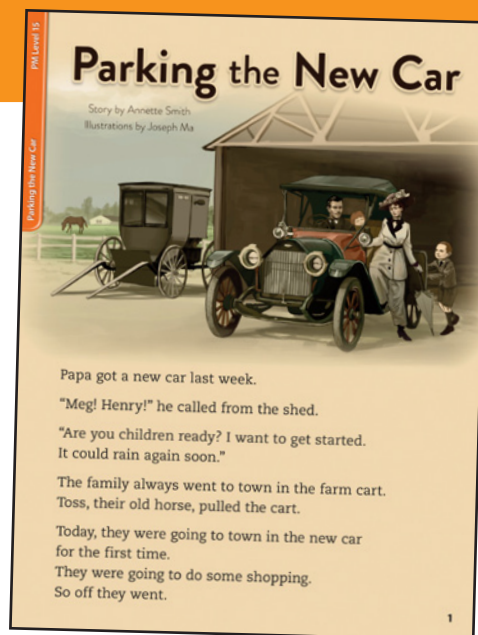
### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** farm cart, Papa, Mama, Toss

**Additional resources:** pictures and models of transport through the ages

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



Before reading ('Card walk')	<p><b>Introduce the text type: Fiction, Narrative (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the setting and the two forms of transport. When is this happening?</p> <p><b>Page 2:</b> Discuss why all the people are looking at the car.</p> <p><b>Page 3:</b> What is the problem with the car?</p> <p><b>Page 4:</b> Why are the family looking happier now? Do you think they have owned a car before?</p>
Read 'Parking the New Car'	Follow the instructions and questions on <b>page 4</b> of the card.
After reading ('Card talk')	<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 ('The New Car')</li> <li>* Orientation ('Papa got a new car last week.')</li> <li>* Complication/problem ('Muddy water splashed...Papa was not very happy')</li> <li>* Personal comment ('Papa was feeling happy now')</li> </ul>
Reading into writing	<p><b>Objective: To write an imaginative narrative about a future form of transport (such as a family spaceship).</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, for example characters and vehicle in a setting of time 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>

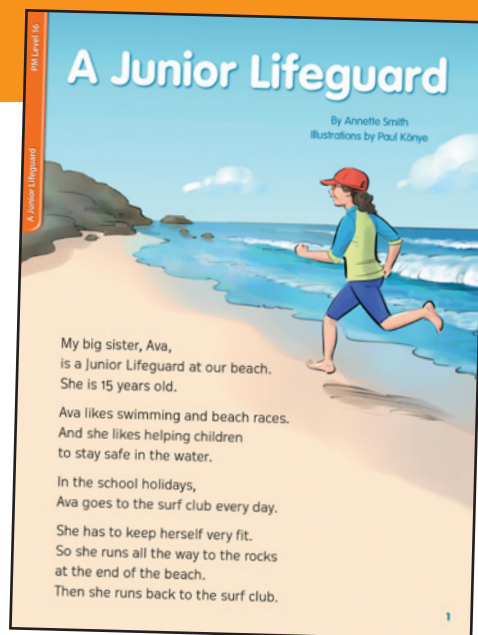
# LEVEL 16

## Card 11



# Guided Reading Cards

## A Junior Lifeguard



## Teacher's Notes

**Text type:** Description (Informative)

**New vocabulary:** Junior Lifeguard, surf club, jellyfish

**Additional resources:** things that keep us safe in the water such as armbands, swimming rings

**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> Describe the setting and the girl (Ava) in the picture.</p> <p><b>Page 2:</b> Read the wording on the sweatshirt. Discuss the role of the two other people in the picture. What is the flag for?</p> <p><b>Page 3:</b> What is Ava wearing on her head? What is she showing the younger children?</p> <p><b>Page 4:</b> What has happened to the little girl?</p>
Read 'A Junior Lifeguard'	<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 Junior Lifeguard')</li> <li>* Introduction ('My big sister, Ava, is a Junior Lifeguard at our beach')</li> <li>* Characteristics ('She is 15...', 'She has to keep herself very fit', 'Ava has to wear...', 'Ava likes to help the little children...')</li> <li>* Evaluation ('One day, I want to be a Junior Lifeguard, like my big sister, Ava')</li> </ul>
Reading into writing	<p><b>Objective: To write an informative description about a family member.</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 introduction about my family member.</li> <li>✓ I can describe the characteristics of a family member, such as colour, number, size, position, texture, shape sentences.</li> <li>✓ I can write an action sentence, for example 'My brother helps...'</li> <li>✓ I can end with an evaluation about my family member.</li> </ul>

# LEVEL 16

Card 12



## Guided Reading Cards The Kart Race

### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** kart, garage, axle, puffed, Ethan, Kyle, Jacob

**Additional resources:** pictures of go karts, toy karts

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



Before reading ('Card walk')	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Where do you think the boys live?</p> <p>Page 2: What are the two boys doing?</p> <p>Page 3: Discuss what the children are doing now. Who will win?</p> <p>Page 4: What do you think the children are saying to each other?</p>
Read 'The Kart Race'	Follow the instructions and questions on page 4 of the card.
After reading ('Card talk')	<p>Using the text, reinforce the features of a narrative.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>* Title ('The Kart Race')</li> <li>* Orientation ('After school on Friday Jacob went to play at Kyle's house')</li> <li>* Complication/problem ('There's a wheel missing...there's no rope...')</li> <li>* Resolution ('We are ready to go now mum...')</li> </ul>
Reading into writing	<p>Objective: To write an imaginative narrative about the next kart race.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can begin with an orientation about characters in a setting of time 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>

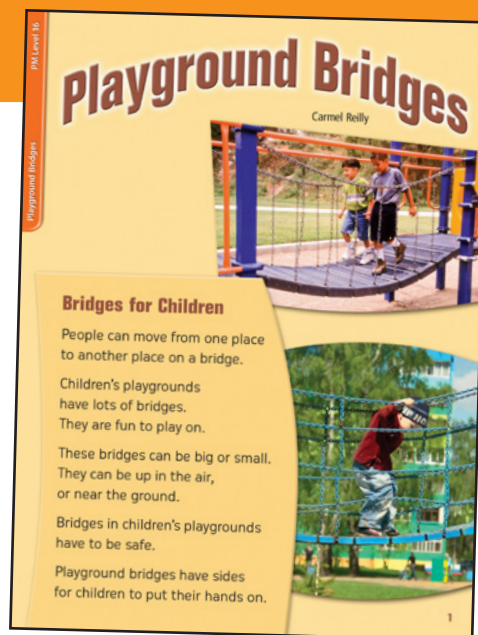
### Teacher's Notes

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

**New vocabulary:** playground bridge, metal, rocket ships, wobbles

**Additional resources:** different pictures of bridges over water: for walkers (swing bridges), playgrounds, famous bridges such as the Golden Gate Bridge, London Bridge

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



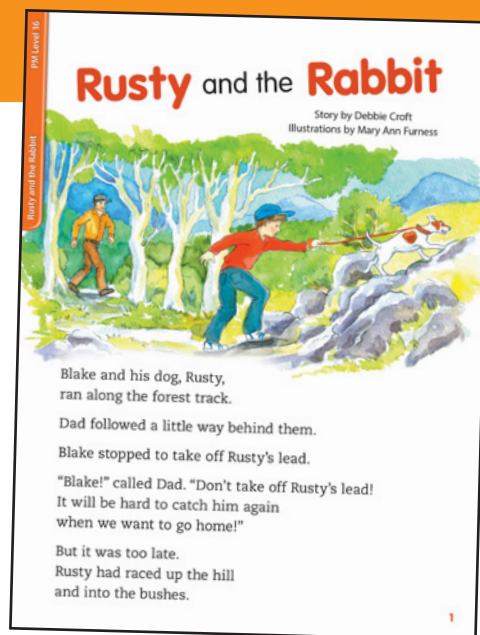
Before reading ('Card walk')	<p><b>Introduce the text type: Non-fiction, Information report (Informative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the bridges in the photos. Have you been on a playground bridge like this one? Look at the text structure, for example the heading.</p> <p><b>Page 2:</b> Look at the heading. Why is this bridge suitable for the child? Discuss the labels (nouns) on the photos.</p> <p><b>Page 3:</b> Look at the heading. How is the boy keeping himself safe on the bridge?</p> <p><b>Page 4:</b> Look at the heading. What does this playground look like? Have you been to a playground like this one?</p>
Read 'Playground Bridges'	Follow the instructions and questions on <b>page 4</b> of the card.
After reading ('Card talk')	<p><b>Using the text, reinforce the features of an information report.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Playground Bridges')</li> <li>* General statement ('Children's playgrounds have lots of bridges')</li> <li>* Description ('These bridges can be big or small', 'Playground bridges can be made from...', 'Playgrounds for older children...')</li> <li>* Evaluation ('Children have fun on playground bridges')</li> </ul>
Reading into writing	<p><b>Objective: To write an information report about a piece of playground equipment.</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 piece of playground equipment.</li> <li>✓ I can label the playground equipment with words (nouns).</li> </ul>



# LEVEL 16 Card 14



## Guided Reading Cards Rusty and the Rabbit



### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** Rusty (dog names), lead, burrow, rabbit hole

**Additional resources:** books on rabbits and their habitat, lists of pet names, books and pictures of dogs

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

Before reading ('Card walk')	<p><b>Introduce the text type: Fiction, Narrative (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the setting and characters.</p> <p><b>Page 2:</b> What do you think the dog is sniffing at?</p> <p><b>Page 3:</b> What is the complication/problem? How do you think the rabbit feels?</p> <p><b>Page 4:</b> What do you think the boy and his father will do next time?</p>
Read 'Rusty and the Rabbit'	<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 imaginative narrative.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Rusty and the Rabbit')</li> <li>* Orientation ('Blake and his dog, Rusty, ran along the forest track')</li> <li>* Complication/problem ("Blake!" called Dad. "Don't take off Rusty's lead", 'The rabbit ran fast...with Rusty chasing after her')</li> <li>* Resolution ('...Dad got Rusty just in time. Blake put the lead on')</li> <li>* Message: some narratives end with a moral or message (keep dogs on leads around wild animals)</li> </ul>
Reading into writing	<p><b>Objective: To write an imaginative narrative about a runaway dog.</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 in a setting of time 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 message about dogs on leads.</li> </ul>

# LEVEL 16 Card 15



## Guided Reading Cards Sobo's Japanese Dinner

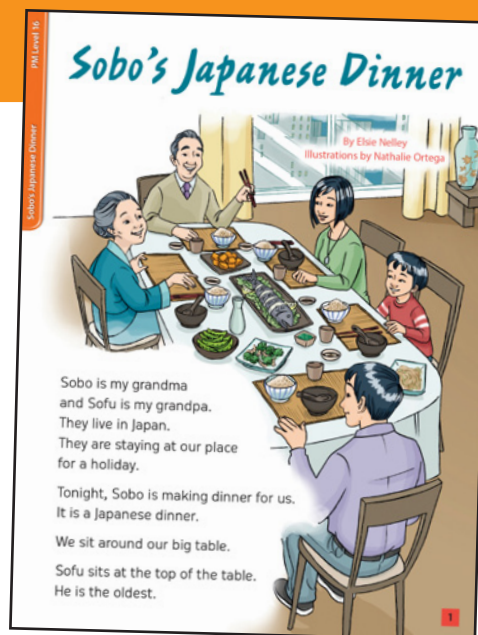
### Teacher's Notes

**Text type:** Description (Imaginative)

**New vocabulary:** Sobu, Sofu, Japanese, chopsticks, green tea

**Additional resources:** recipe books from Japan and other countries, sushi samples, chopsticks, rice bowls, green tea, takeaway sushi menus

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



Before reading ('Card walk')	<p><b>Introduce the text type: Fiction, Description (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the type of food and the place settings on the table.</p> <p><b>Page 2:</b> What do you think the man is eating? What is the boy eating and what is he using?</p> <p><b>Page 3:</b> Can you name all the different types of food on the table?</p> <p><b>Page 4:</b> What are the things that makes this a happy family dinner?</p>
Read 'Sobo's Japanese Dinner'	<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 imaginative description.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('Sobo's Japanese Dinner')</li> <li>* Introduction ('Tonight Sobo is making dinner for us. It is a Japanese dinner')</li> <li>* Characteristics ('We have some...', 'The rice is...', 'Sobo has cooked...')</li> <li>* Evaluation ('We like the dinner Sobo has made us')</li> </ul>
Reading into writing	<p><b>Objective: To write an imaginative description about a meal.</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 introduction about a meal.</li> <li>✓ I can describe the characteristics of a meal, such as colour, number, size, position, texture, shape sentences.</li> <li>✓ I can write an action sentence, for example 'For dessert we eat...'</li> <li>✓ I can end with an evaluation about our meal.</li> </ul>

# LEVEL 16

Card 16



## Guided Reading Cards The Best Kite

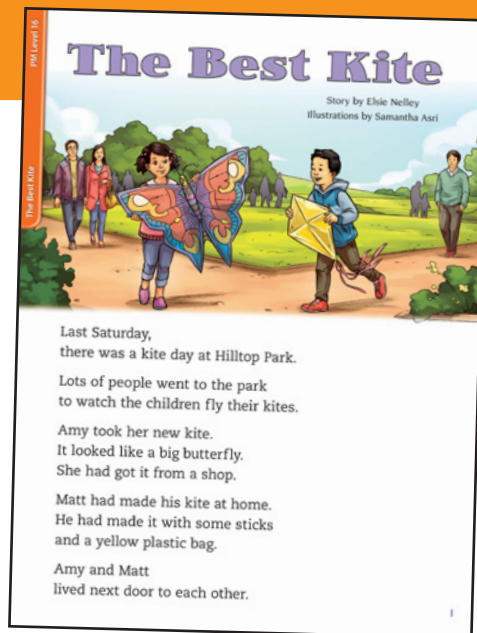
### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** Hilltop Park (discuss how parks get their names)

**Additional resources:** kites, kite kits to make, kite making resources

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



Before reading ('Card walk')	<p><b>Introduce the text type: Fiction, Narrative (Imaginative)</b></p> <p><b>Look at the pictures:</b></p> <p><b>Page 1:</b> Discuss the setting. Look at the girl's kite. Discuss different types of kite.</p> <p><b>Page 2:</b> Why does the boy look upset in the picture?</p> <p><b>Page 3:</b> Why do you think the girl's kite can't fly?</p> <p><b>Page 4:</b> Discuss why the boy had more luck flying his kite.</p>
Read 'The Best Kite'	Follow the instructions and questions on <b>page 4</b> of the card.
After reading ('Card talk')	<p><b>Using the text, reinforce the features of a narrative.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>* Title ('The Best Kite')</li> <li>* Orientation ('Last Saturday there was a kite day at Hilltop Park')</li> <li>* Complication/problem ('Your kite looks so funny')</li> <li>* Resolution ('Your kite can fly. It is better than my kite')</li> </ul>
Reading into writing	<p><b>Objective: To write an imaginative narrative about flying a kite.</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 about characters in a setting of time 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>

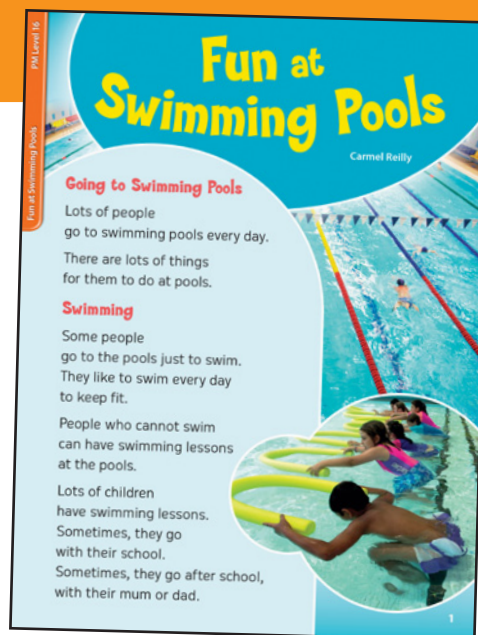
### Teacher's Notes

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

**New vocabulary:** wave pool, water slide, lifeguards

**Additional resources:** brochures on pools and leisure centres, swimwear, goggles and so on

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



Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, Information report (Informative)</p> <p>Look at the photos:</p> <p><b>Page 1:</b> Discuss the water setting. What other names can you give? Discuss the text organisation (the orange titles).</p> <p><b>Page 2:</b> Discuss the children's actions.</p> <p><b>Page 3:</b> What are the children celebrating at the pool?</p> <p><b>Page 4:</b> Read the word on the man's shirt. What does he do?</p>
Read 'Fun at Swimming Pools'	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
After reading ('Card talk')	<p>Using the text, reinforce the features of an information report.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>* Title ('Fun at Swimming Pools')</li> <li>* General statement ('Lots of people go to swimming pools every day')</li> <li>* Description ('Some people go to...swim', '...to have fun...', '... to have birthday parties', 'All swimming pools have lifeguards...')</li> <li>* Evaluation ('People love going to swimming pools because...')</li> </ul>
Reading into writing	<p><b>Objective:</b> To write an information report about a pool or recreation centre.</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 write a description about the pool or fitness centre.</li> <li>✓ I can end with an evaluation.</li> </ul>

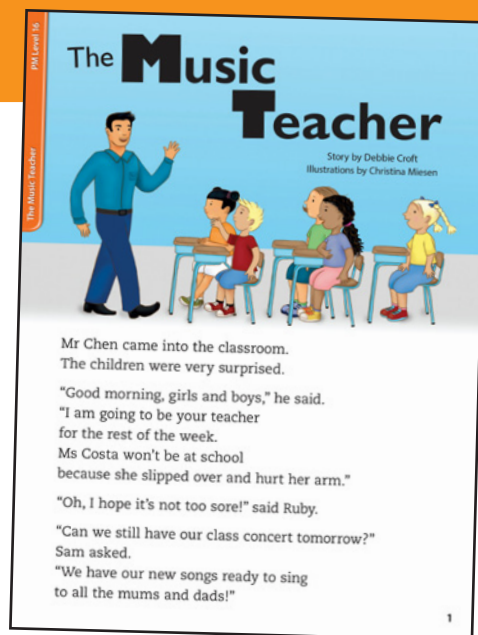
### Teacher's Notes

**Text type:** Narrative (Imaginative)

**New vocabulary:** Ms Costa and Mr Chen (names and spellings of different teachers in the school), concert, conductor

**Additional resources:** recording of children singing unaccompanied

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



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

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

**Look at the pictures:**

**Page 1:** What is the setting? Who is coming into the class?

Locate his name in the text.

**Page 2:** What do you think the children are saying?

Look at their expressions and actions.

**Page 3:** Why have the parents come?

What is the girl (Ruby) doing at the front of the class?

**Page 4:** Why do you think Ruby is being congratulated?

#### Read 'The Music Teacher'

**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 ('The Music Teacher')
- \* Orientation ('Mr Chen came into the classroom')
- \* Complication/problem ('Ms Costa won't be at school...', 'Can we still have our class concert...?', 'The children all felt sad...')
- \* Resolution ('Ruby came out to the front of the class...', 'All the children watched her...')

#### Reading into writing

**Objective: To write an imaginative narrative about the day I was the teacher.**

**Success criteria:**

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



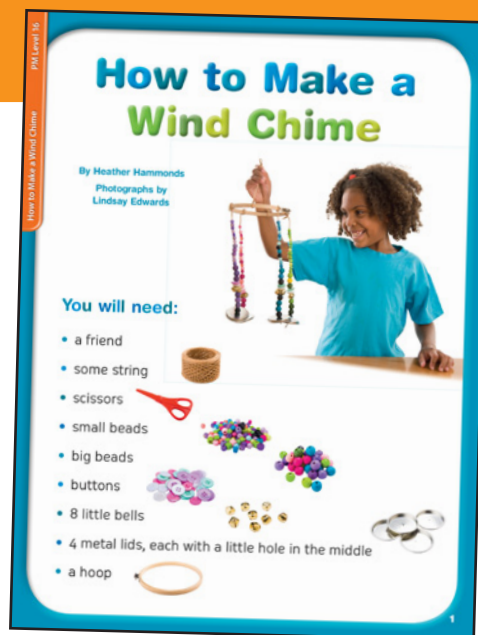
### Teacher's Notes

**Text type:** Procedure (Informative)

**New vocabulary:** wind chime, beads, metal lids, steps, materials

**Additional resources:** materials to make musical instruments such as: string, beads, buttons, bells, metal lids, craft books

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



Before reading ('Card walk')	<p>Introduce the text type: Non-fiction, procedure (Informative)</p> <p>Look at the pictures:</p> <p><b>Page 1:</b> Discuss what the girl has made and what materials she has used. How is the text arranged on the page?</p> <p><b>Pages 2 and 3:</b> Talk about the text organisation, using the photographs describe the step by step procedure of what the children are making.</p> <p><b>Page 4:</b> Describe the end result.</p>
Read 'How to Make a Wind Chime'	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
After reading ('Card talk')	<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 Make a Wind Chime')</li> <li>* Orientation ('You will need...')</li> <li>* Sequence of events ('Steps')</li> </ul>
Reading into writing	<p>Before writing this procedure, children should make a musical instrument.</p> <p><b>Objective:</b> To write a procedure about making a musical instrument.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>✓ I can write a title.</li> <li>✓ I can list the materials.</li> <li>✓ I can list the steps in order of sequence.</li> </ul>

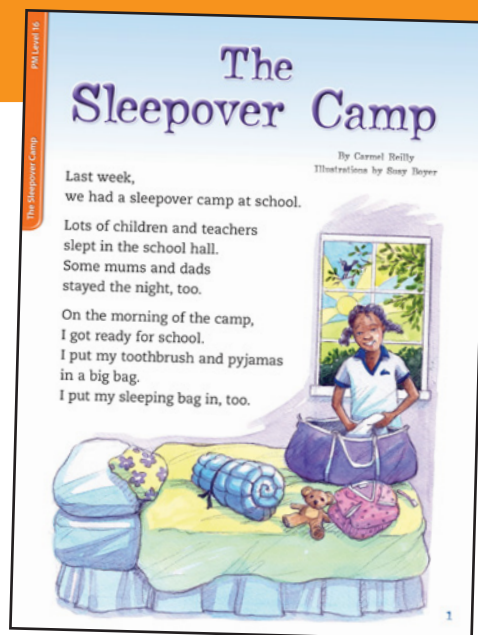
### Teacher's Notes

**Text type:** Recount (Imaginative)

**New vocabulary:** sleepover (compound word), camp

**Additional resources:** sleepover bag with pyjamas, snacks, sleeping bag and so on

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



Before reading ('Card walk')	<p>Introduce the text type: Fiction, Recount (Imaginative)</p> <p>Look at the pictures:</p> <p><b>Page 1:</b> Discuss the girl getting ready for a sleepover.</p> <p><b>Pages 2 and 3:</b> Can the children identify where the girls will be sleeping and eating? How do they know?</p> <p><b>Page 4:</b> What does the expression on the girl's face tell us?</p>
Read 'The Sleepover Camp'	<p>Follow the instructions and questions on <b>page 4</b> of the card.</p>
After reading ('Card talk')	<p>Using the text, reinforce the features of a procedural recount.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>* Title ('Sleepover Camp')</li> <li>* Orientation ('Last week...at school')</li> <li>* Sequence of events ('On the morning...', 'After school...', 'first...', 'then...', 'next...', 'in the end...')</li> <li>* Personal comment ('The sleepover was good fun. I can't wait for the next one')</li> </ul>
Reading into writing	<p><b>Objective:</b> To write an imaginative recount of a school sleepover.</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.</li> <li>✓ I can sequence the events of a sleepover.</li> <li>✓ I can write a personal comment.</li> </ul>