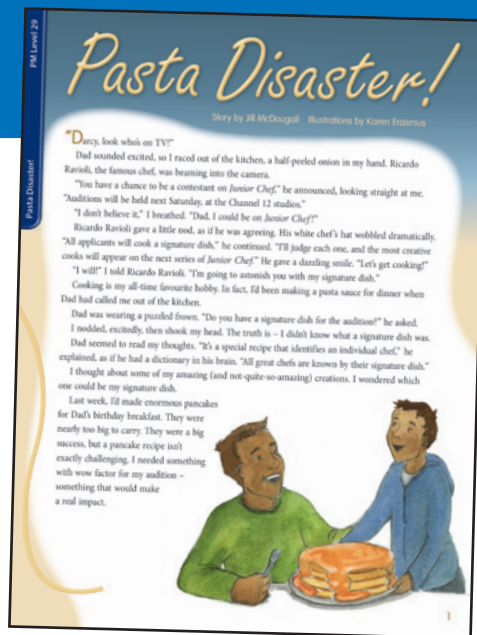


LEVEL 29 Card 1



Guided Reading Cards Pasta Disaster!



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: *Junior Chef*, auditions, applicants, signature dish, traipsing, bold flavours, surveyed, plated, batches, *duxelle*, ushered, industrial-sized, depression, double-yolker, succumbing

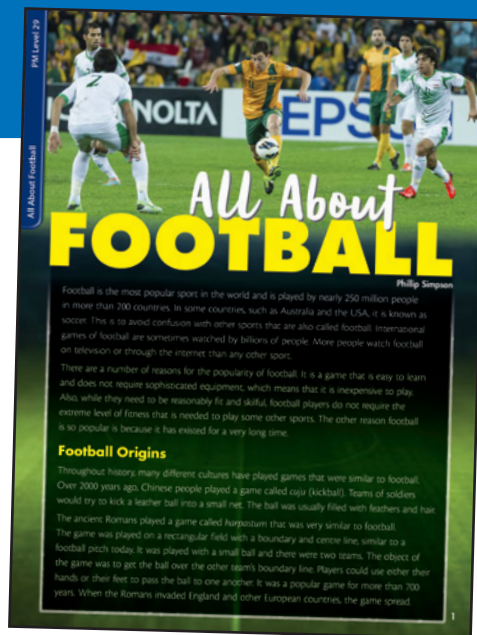
Additional resources: chef's hat, recipe books, fresh fettuccine, pasta maker, cherries, icing sugar, chocolate spread (no nuts)

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: *Stranded in Space*; *Tennis Club Tension*; *Second-hand Superstars*; *Futuristic Chef*; *Sarah's Story* (Available Jan '17)

<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 characters. What is the boy doing? Why does he look happy? Why is the dad smiling?</p> <p>Page 2: Discuss the ingredients.</p> <p>Page 4: Discuss the setting and characters. How has the boy's expression changed? Why? Describe the girl's expression.</p> <p>Page 5: What has the boy created? Why is this a joke?</p>
<p>Read 'Pasta Disaster!'</p>	<p>Follow the instructions and questions on page 6 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 ('Pasta Disaster!') * Orientation ("Darcy, looks who's on TV!"...Ricardo Ravioli...was beaming into the camera') * Series of events ('Last week...', 'An hour later...', 'On Saturday morning...', 'A few minutes later...', 'At last...') * Complication/problem ('Suddenly...disaster! The machine let out an unhappy grinding sound') * Resolution ("Turning your signature dish into your signature was a master stroke")
<p>Deepening meaning in reading</p>	<p>Objective: To write a character description of Darcy using evidence from the story.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can describe his thoughts and motives. ✓ I can describe his actions. ✓ I can describe his feelings at the beginning and the end of the story.





Teacher's Notes

Text type: Information report (Informative)

New vocabulary: soccer, sophisticated, *cuju* (kickball), harpastum, boundary, medieval England, mob football, bladders, hacking, evolve, crossbars, aristocracy, mandatory, spectators, synthetic, latex, shin guard, impoverished

Additional resources: books and web links on football

National Curriculum areas: Word Reading and Comprehension

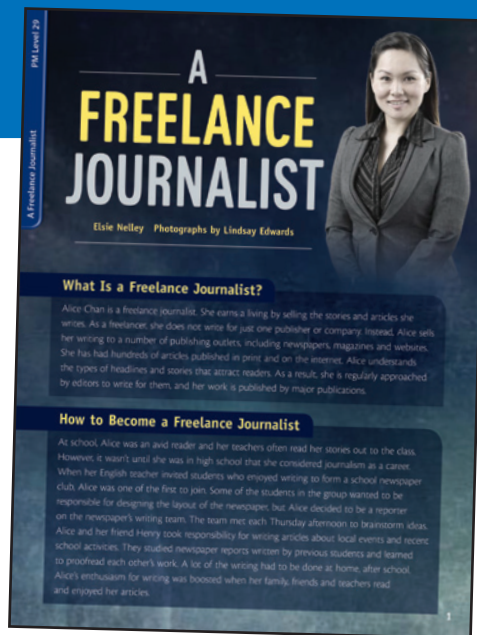
PM Guided Reading Books: Cars: Past, Present and Future; Mapping the World; Working at an Airport; The Amazon Rainforest (Available Jan '17)

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Information report (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Locate the headings. Discuss the photo. Can you tell which team is attacking and which team is defending?</p> <p>Page 2: Discuss the picture and the caption. Can you tell who the players are and who the spectators are? Compare the picture to the previous photo.</p> <p>Page 3: Locate the heading. Discuss the photo and caption. What do you think will happen next?</p> <p>Page 4: Locate the headings. Discuss the photo and caption. Can you think of different positions for the players on the field?</p> <p>Page 5: Locate the headings. Discuss the photo and caption. Can you pronounce the player's name? Do you think this is his real name?</p> <p>Page 6: Locate the headings. Discuss the photos and captions. Which countries are these players from?</p>
<p>Read 'All About Football'</p>	<p>Follow the instructions and questions on page 6 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an informative report.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('All About Football') * General statement ('Football is the most popular sport in the world and is played by nearly 250 million people in more than 200 countries.') * Description: this provides information about the subject's characteristics and organised in paragraphs with headings * Evaluation: a summary statement about the subject ('There have been many football superstars from around the world')
<p>Deepening meaning through visual literacy</p>	<p>Objective: To design a football strip for my school.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I know my school logo and colours. ✓ I can use them to design and draw a football strip. ✓ I can present the football strip to the class.

LEVEL 29 Card 3



Guided Reading Cards A Freelance Journalist



Teacher's Notes

Text type: Description (Informative)

New vocabulary: freelance journalist, article, degree, lectures, tutorials, portfolio, press conference, breaking news, client, press card, editor, meticulous, proposal, skill

Additional resources: Newspapers and magazines, web links of press conferences

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Description (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Locate the headings.</p> <p>Page 2: Discuss the photo and caption. Why would journalists need to attend a press conference?</p> <p>Page 3: Discuss the photo and caption. Why does Alice need a large-screened computer and a laptop? Why is a book on spelling on her shelf?</p> <p>Page 4: Discuss the photo and caption. What article ideas might the editor and Alice be suggesting?</p> <p>Page 5: Discuss the photo and caption. Why is photography an important skill for a journalist?</p>
<p>Read 'A Freelance Journalist'</p>	<p>Follow the instructions and questions on page 6 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 ('A Freelance Journalist') * Introduction ('Alice Chan is a freelance journalist...') * Characteristics: what the subject does and special features of the subject * Information is grouped into paragraphs * Evaluation ('Alice loves the challenges and opportunities that freelance journalism offers...')
<p>Reading into speaking and listening</p>	<p>Ensure children have prompt cards and understand how to use them.</p> <p>Objective: To read and report 'A Freelance Journalist' in my group to the class.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can work with my group to divide 'A Freelance Journalist' into parts. ✓ I can put my part on my prompt card. ✓ I can practise reading and remembering my part. ✓ I can practise with my group. ✓ I can read and report 'A Freelance Journalist' in my group to the class.





Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: retold, fascinating, captivated, glinting, blur, crocus

Additional resources: Information on The Brothers Grimm and their fairy-tale books, photo of purple crocuses

National Curriculum areas: Word Reading and Comprehension

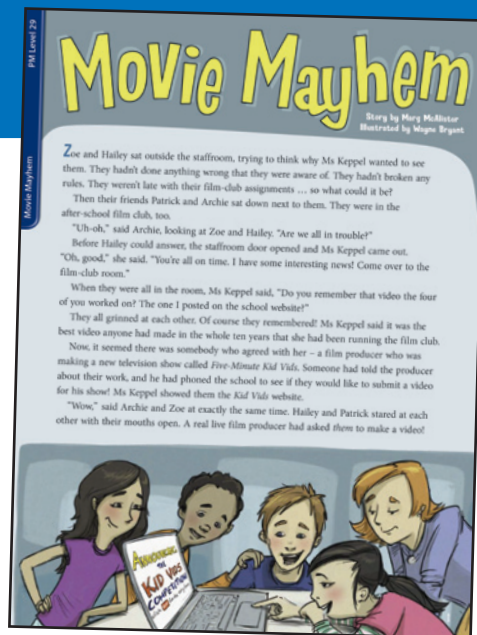
PM Guided Reading Books: Stranded in Space; Tennis Club Tension; Second-hand Superstars; Futuristic Chef; Sarah's Story (Available Jan '17)

<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 text box and illustration. What is special about the apples? What is the bird doing?</p> <p>Page 2: Discuss the character and setting. What is the oldest prince doing?</p> <p>Page 3: Find a word in the text to describe the bird's movements.</p> <p>Page 4: Why is the youngest prince holding onto the fox?</p> <p>Page 5: Why are the characters looking so happy? Why has the youngest prince forgotten about the fox?</p> <p>Page 6: Discuss text box.</p>
<p>Read 'The Golden Bird'</p>	<p>Follow the instructions and questions on page 6 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 Golden Bird') * Orientation ('Many years ago, there lived a wealthy king') * Series of events ('One morning...', 'In the middle of the night...', 'Finally...', 'At that moment...', 'as the moon rose...', 'A long time later...') * Complication/problem ('One morning...he noticed that there was an apple missing') * Resolution ('And, as in all the best stories, everybody lived happily ever after')
<p>Reading into speaking and listening</p>	<p>Before this activity, arrange for the children to retell the story to younger children.</p> <p>Objective: To retell 'The Golden Bird' orally.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can summarise 'The Golden Bird' using the narrative structure, on prompt cards. ✓ I can practise retelling 'The Golden Bird'. ✓ I can retell 'The Golden Bird' to a group of younger children.

LEVEL 29 Card 5



Guided Reading Cards Movie Mayhem



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: mayhem, assignments, scripts, humorous, allotted, segues, silhouetted, halfpipe, laryngitis, voice-over, jinxed, tongue-tied, bloopers, segment

Additional resources: child-made movies, video camera

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Stranded in Space; Tennis Club Tension; Second-hand Superstars; Futuristic Chef; Sarah's Story (Available Jan '17)

<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 announcement on the computer.</p> <p>Page 3: Discuss the characters and setting. What is the problem?</p> <p>Page 4: Discuss the characters and setting. Locate the halfpipe. What is the problem?</p>
<p>Read 'Movie Mayhem'</p>	<p>Follow the instructions and questions on page 6 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 ('Movie Mayhem') * Orientation ('Zoe and Hailey sat outside the staffroom...') * Series of events ('The very next day...', 'The next day...', 'Two days later...', 'Finally...', 'In the last few days...') * Complication/problem ('The very next day, things started to go wrong') * Resolution ("Why don't we use some of the film from our training video at the end?")
<p>Deepening meaning in reading</p>	<p>Objective: To use a dictionary to check the meaning of words.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can pick six new words from the text. ✓ I can find them in the dictionary. ✓ I can write the meanings in my own words and put the words into new sentences.

LEVEL 30 Card 6



Guided Reading Cards Technology Today: Three Debates



Teacher's Notes

Text type: Discussion (Informative)

New vocabulary: e-book, (speaker for the affirmative), stopwatch, convincing arguments, adjudicator, (speaker for the negative), e-reader, decisive

Additional resources: information and examples of technology to support the arguments

National Curriculum areas: Word Reading and Comprehension

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Discussion (Informative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the title, headings and subheadings. Locate the opening statement and the three debates.</p> <p>Pages 2–6: Locate the text and picture inserts. Discuss the roles of each child in the three different debates.</p>
<p>Read 'Technology Today: Three Debates'</p>	<p>Follow the instructions and questions on page 6 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of informative discussion.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('Technology Today: Three Debates') * Opening statement ('Today, we are going to have a debate session that focuses on technology') * The debates are organised in sections and paragraphs (Debate 1: 'Should mobile phones be allowed in classrooms?') * Concluding statement ('In our first debate...')
<p>Reading into speaking and listening</p>	<p>Before the activity assign the three debates among the group. Each debate needs speakers for the affirmative, negative and an adjudicator.</p> <p>Objective: To hold a debate session that focuses on technology.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can re-read my part and put it on prompt cards. ✓ I can present the debate to the class.



Teacher's Notes

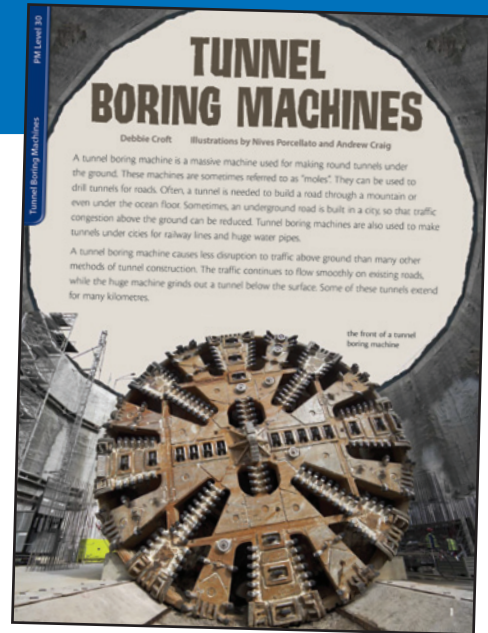
Text type: Explanation (Informative)

New vocabulary: tunnel boring machine, moles, congestion, cutter head, rotates, thrust ram, muck buckets, conveyor belt, excavated, double-shield, gripper shoes, stabilise, circumference, segment erector, device, gasket, retracted

Additional resources: web links of tunnel boring machines

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Space Technology in Space and on Earth (Available Jan '17)

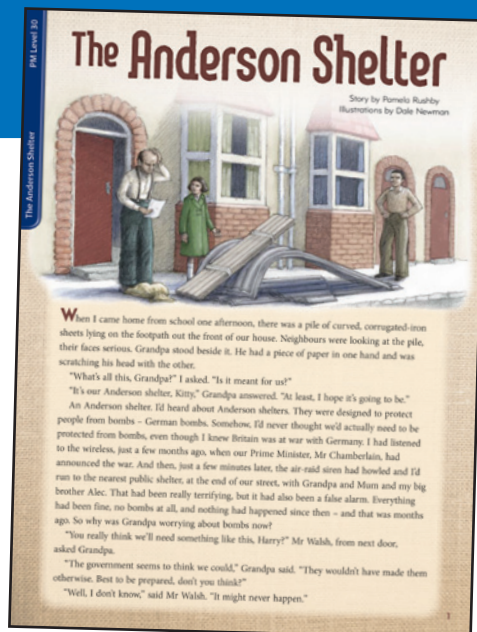


<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Explanation (Informative)</p> <p>Look at the photos and pictures:</p> <p>Page 1: Why is the front called the cutter head?</p> <p>Pages 2, 3 and 4: Read labels and locate their functions in the text.</p> <p>Page 5: Read labels and locate their functions in the text.</p> <p>Page 6: What kind of work needs to be done once a tunnel is bored?</p>
<p>Read 'Tunnel Boring Machines'</p>	<p>Follow the instructions and questions on page 6 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title identifies the focus of the writing ('Tunnel Boring Machines') * An identifying statement defines the focus of the text ('A tunnel boring machine is a massive machine...') * Sequenced topic sentences * Descriptive sentences for each topic sentence * Summary statement ('Tunnel boring machines are huge machines...')
<p>Reading into speaking and listening</p>	<p>Before this activity, ensure children have prompt cards and understand how to use them.</p> <p>Objective: To read and report 'Tunnel Boring Machines' in my group to the class.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can work with my group to divide 'Tunnel Boring Machines' into parts. ✓ I can put my part on my prompt card. ✓ I can practise reading and remembering my part. ✓ I can practise with my group. ✓ I can read and report 'Tunnel Boring Machines' in my group to the class.

LEVEL 30 Card 8



Guided Reading Cards The Anderson Shelter



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: corrugated-iron, Anderson shelter, air-raid siren, bomb shelters, screws, scout troupe, National Service badge, crump, V1 and V2 rockets, faded, battered

Additional resources: books and pictures on bomb shelters used in World War Two

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Darwin Wong Goes to China; Friends Forever!; Beware of the Mist; Riverboat Boy; Passing Through (Available Jan '17)

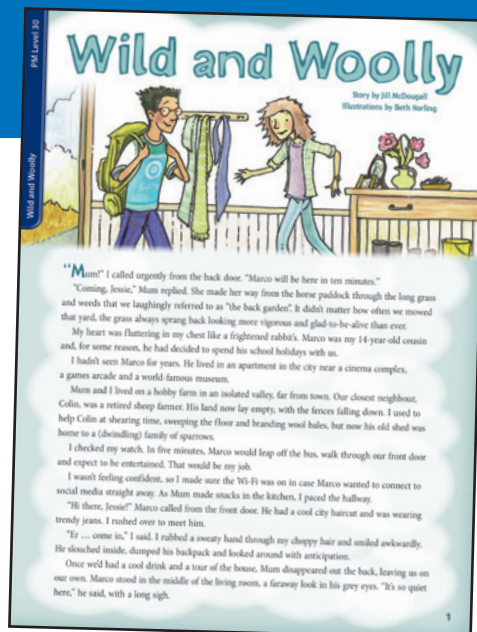
<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the setting. When do you think the story is set? What do you think the man is reading and why is he looking worried?</p> <p>Page 3: Why do you think the boy is digging the shelter for the family?</p> <p>Pages 5 and 6: Discuss the words on the sign and their significance.</p>
<p>Read 'The Anderson Shelter'</p>	<p>Follow the instructions and questions on page 6 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 Anderson Shelter') * Orientation ('When I came home from school one afternoon, there was a pile of curved, corrugated-iron sheets lying on the footpath out the front of our house') * Series of events ('Mum came out of the house...', 'That evening...', 'Early the next morning...', 'Then, we heard a voice...', 'The next Saturday...', 'Our shelter was finished...', 'The war ended in 1945...') * Complication/problem ('Mum came running out. "That's it Dad," she cried. "No more digging. I don't care if the government..."', "But we need to be prepared," Grandpa gasped.') * Resolution ('Every time I saw it, I thought of the Scouts who'd built it - and the ones who didn't come home')
<p>Deepening meaning through visual literacy</p>	<p>Objective: I can plan a weather shelter for my class in school.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can think of an area in the school grounds. ✓ I can list all the materials I would need for a shelter. ✓ I can list all the things I would need in a shelter. ✓ I can draw a plan for a shelter and present it to my group/class.



LEVEL 30 Card 9



Guided Reading Cards Wild and Woolly



Teacher's Notes

Text type: Narrative (Imaginative)

New vocabulary: vigorous, glad-to-be-alive, arcade, complex, (dwindling), gravelly, slogging, lumbered, rocky crevices, Merino, furrowed, harbouring, strategy, sedative, ominous, shearing gangs, intense, media, lame puns, protruded, delicate, nicks, frolicking, grazing, casting

Additional resources: books and web links on shearing sheep

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Darwin Wong Goes to China; Friends Forever!; Beware of the Mist; Riverboat Boy; Passing Through (Available Jan '17)

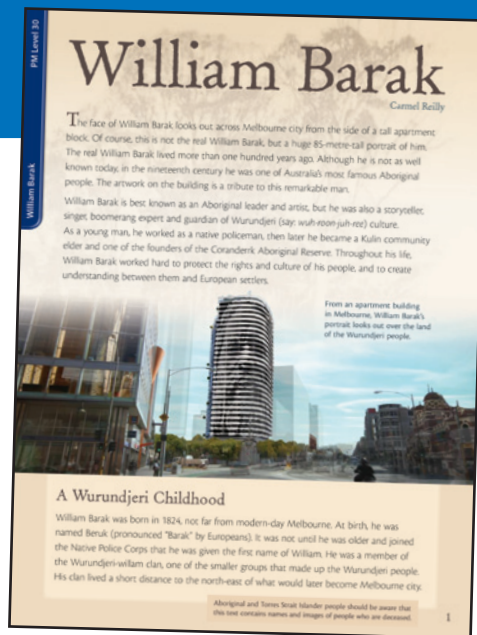
<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Fiction, Narrative (Imaginative)</p> <p>Look at the pictures:</p> <p>Page 1: Discuss the setting. What type of area do you think it is?</p> <p>Page 3: What do you think is wrong with the sheep? What do you think the boy and girl are saying to each other?</p> <p>Page 5: Can you name of the activity the man is performing on the sheep? Why is it being filmed?</p> <p>Page 6: Why is the sheep dressed in a warm green blanket?</p>
<p>Read 'Wild and Woolly'</p>	<p>Follow the instructions and questions on page 6 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 ('Wild and Woolly') * Orientation ("Mum!" I called urgently from the back door. "Marco will be here in ten minutes") * Series of events ('Once we'd had a cool drink...', 'Early the next morning...', 'After a while...', 'As we neared the rise...', 'While we waited...', 'At that moment...', 'A few minutes later...', 'After that...', 'Later that afternoon...', 'Next...', 'When he finally...', 'Once everyone had left...') * Complication/problem ("I hope we can save him," said Marco... We both knew it would be impossible to lead the sheep home') * Resolution ("It turns out he does own Stanley, but the good news is we can adopt him")
<p>Deepening meaning in reading</p>	<p>Objective: To use a dictionary to check the meaning of words.</p> <p>Success criteria</p> <ul style="list-style-type: none"> ✓ I can pick six new words from the text. ✓ I can find them in the dictionary. ✓ I can write the meanings in my own words and put the words into new sentences.



LEVEL 30 Card 10



Guided Reading Cards William Barak



Teacher's Notes

Text type: Information report (Informative)

New vocabulary: Aboriginal, boomerang, Wurundjeri, Kulin community, Coranderrk Aboriginal Reserve, Native Police Corps, traditional, grazier, treaty, civilise, influenza, local indigenous peoples, deteriorated, radical

Additional resources: books and web links on Aboriginal culture and history

National Curriculum areas: Word Reading and Comprehension

PM Guided Reading Books: Explosive Volcanoes; Space Technology in Space and on Earth; They Fought for Justice; Unexplained Mysteries; Digging Up the Past (Available Jan '17)

<p>Before reading ('Card walk')</p>	<p>Introduce the text type: Non-fiction, Information report (Informative)</p> <p>Look at the photos:</p> <p>Page 1: Locate the headings. Discuss the photo and caption. Discuss the significance of the face on the apartment building.</p> <p>Page 2: Discuss the photo and the caption. Can you tell what type of ceremony the artwork is depicting?</p> <p>Pages 4 and 6: Locate the headings. Discuss the photos and captions. What are the features that make these historic photos?</p>
<p>Read 'William Barak'</p>	<p>Follow the instructions and questions on page 6 of the card.</p>
<p>After reading ('Card talk')</p>	<p>Using the text, reinforce the features of an informative report.</p> <p>For example:</p> <ul style="list-style-type: none"> * Title ('William Barak') * General statement ('The face of William Barak looks out across Melbourne city from the front of a tall apartment block') * Description: this provides information about the subject's characteristics and organised in paragraphs with headings * Evaluation: a summary statement about the subject ('He was 80 years old, and although he had not moved a great distance during his lifetime, he had lived in two very different worlds')
<p>Deepening meaning in reading</p>	<p>Objective: To use a dictionary to check the meaning of words.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ✓ I can pick six new words from the text. ✓ I can find them in the dictionary. ✓ I can write the meanings in my own words and put the words into new sentences.